

ProC95Trainer -Competence-Map

| PARTNERS | AREAS | MODULES | TOPICS/UNITS OF LEARNING | LEARNING OUTCOMES | KNOWLEDGE | SKILLS | COMPETENCE |
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| Prenner & Partner | Methodical competence | Module 1 Methodical competence MC | MC 1.1 Methodical competence | <p>MC 1.1.1 The learner is able to:</p> <ul style="list-style-type: none"> Consider a selection of training content, methods as well as task forms based on the learning development level and prior knowledge of the participants. Actively involve participants in the training so that the process of understanding and knowledge transfer is supported. To design a | <p>The learner identify how best to obtain new information. This includes to define good sources and bad sources and define the truthfulness of information through analytical thinking. The learner can describe what other areas are linked to his tasks and what the consequences of his decision has. The learner can name the most of his time and define the best use of his working day and avoid stress through his systematic way and competence of organising. The learner can list his/her task organise and optimise his/her own working day.</p> <p>The learner can name methods, as well as forms of work and communication.</p> | <p>The learner deals with the learning development levels and prior knowledge of the participants when choosing the training contents, methods, task forms, etc. The learner can collaborate to involve the participants in a training and thus support the understanding process and knowledge transfer. The learner can actively involve the participants in the training and thus support the process of</p> | <p>The learner has the ability to apply working techniques, procedures and analysis techniques. The learner can advise to obtain, structure, evaluate, reuse and present information, to correctly interpret results of processing procedures and to present them appropriately. The learner can carry out tasks to the design of problem-solving processes with the inclusion of problem-solving techniques.</p> <p>The learner can produce a training plan effectively.</p> |

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| | | | | <p>training course in such a way that participants can acquire and apply methods of self-determined, independent and cooperative learning.</p> <ul style="list-style-type: none"> • While respecting the individuality of each participant, support collaborative learning of content. • In addition to performance heterogeneity, also take into account the cultural and social diversity in the respective learning group. • To awaken and strengthen | | <p>understanding and knowledge transfer.</p> <p>The learner can create a course in such a way that participants acquire and apply methods of self-determined, independent and cooperative learning. The learner can guide collaborative learning of content, taking into account the individuality of each participant.</p> <p>He/she can deal with not only the heterogeneity of performance but also the cultural and social diversity in the learning group. The learner can ensure to</p> | |
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| | | | | the participants' willingness to learn and perform. | | strengthen the participants' willingness to learn and perform. | |
| TTS | Didactic competence | Module 2 Didactic competence DC | DC 2.1 Didactic competence | DC 2.1.1 The learner is able to: •Define (learning) objectives and express them in a learning outcome-oriented way and support participants in achieving them. •Design learning | The learner is able to produce professional material and use and apply the materials, facilities and equipment used in teaching so that learning is meaningful and the learning goals are achieved. | The learner has the skills to use hands-on examples and exercises in teaching that allows the subject to be taught effectively so that the learner assimilates concrete informational content and | The learner has the knowledge, skills and competence to teach according to a didactic mindset (what, how, who, to whom and why). The learner is also able to measure, evaluate and develop his or her own skills by acquiring knowledge and keeping one's own knowledge and skills up to date. |

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| | | | <p>arrangements that are realistic, transfer-oriented and competence-oriented and thereby take on different tasks, e.g. imparting knowledge, guiding, moderating.</p> <ul style="list-style-type: none"> •To use an extensive repertoire of methods, methods and media appropriate to the situation. •Create and prepare professional learning media. | | <p>develops their own abilities in their profession.</p> | |
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| PONS | Social competence | Module 3 Social competence SC | SC 3.1 Ability to work in a team | <p>SC 3.1.1 The learner is able to:</p> <ul style="list-style-type: none"> •Work successfully in and with teams. •With personal willingness and ability to work in a group. •To further develop opinions and thoughts of others and to be able to engage in group processes. •To be able to formulate and support rules of common approach in teamwork. | The learner learns how to explain opinions and thoughts assertively, that helps the whole team to set challenges. Learners acquire knowledge about leadership, hierarchy, communication and teamwork with the purpose of reaching successful results | The learner learns communication skills to work in a team such as assertive vocabulary, positive communication, verbal and non verbal communication or attitude in group work situations. | The learner can work in a team, to manage the conversation equitably, to apply the skills acquired on conflict resolution and to manage frustration (about oneself or others). |
| | | | SC 3.2 Intercultural competence | <p>SC 3.2.1 The learner is able to:</p> <ul style="list-style-type: none"> •Communicate successfully with people from different cultures. | The learner acquires tools to communicate with partners of other countries by using correct vocabulary (for example using a common idiom), corporal expression, motivating partners to participate and creating positive expectations about topics | The learner acquires knowledge to improve his exposure, such as : technical vocabulary, communication- | The learner applies intercultural competence to create group cohesion in a team made up of people from different countries; To achieve the goal, he uses communication |

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| | | | | <ul style="list-style-type: none"> •Communicate with an open attitude towards other cultures, about the respective language up to special customs in the respective country. •To engage with other cultures and thus create intercultural communication, i.e. communication between two cultures. | group are learning. The empathy is a conditioning factor in the development of this facet of the course. | oriented body expresion, management of motivation and expectations or empathy oriented to group cohesion of people of different nationalities | tools, for example language management (vocabulary or common language for all learner) and body language. |
| | | | SC 3.3 Empathy | SC 3.3.1 The learner is able to: <ul style="list-style-type: none"> •Recognise, understand and empathise with another person's sensations, emotions, thoughts, | The learner has to understand the emotions about others and ourselves, it would increase the empathy, emocional intelligence and assertivity. | The learner understands that personality and emotion are basic factors when communicating, personality characteristics prepare the learner to resolve | The learner learns counseling skills, with which the learner is able to help colleagues acquire new knowledge. The learner also learns to improve his emotional intelligence, analyzing his own needs and those of others. In addition, personality traits are a |

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| | | | | <p>motives and personality traits.</p> | | <p>conflits assertively . In addition, inter and intrapersonal intelligence makes it easier for them to improve your emphatic capacity.</p> | <p>determining factor when empathizing with peers; those that favor coexistence and group cohesion are flexibility of thought, adaptability, positive attitude, or empathy, among others.</p> |
| | | | <p>SC 3.4 Counselling competence</p> | <p>SC 3.4.1 The learner is able to:</p> <ul style="list-style-type: none"> •Bring other persons or a team, to the independent solution of difficulties, bottlenecks and deficiencies with the help of new knowledge impulses, methodical impulses, networking and specifications. This requires extensive subject knowledge, | <p>How the learner can create a web of solutions to the difficulties that can appear in the class, by improving social skills, acquiring knowledge that can help the learning of the subject, creating work routines.</p> | <p>Learner, through extensive knowledge of the subject, can solve the difficulties that arise through tools such as conflict resolution, organizational capacity, work hierarchy, setting objectives and goals or following routines previously established.</p> | <p>The learner learns organizational skills and technical knowledge on the subject, being able to apply it in all the educational scope they face.</p> |

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| | | | | broad social experience as well as social activity and assertiveness. | | | |
| COS | Interaction and communication | Module 4 Interaction and communication IC | IC 4.1 Interaction capability | <p>IC 4.1.1.The learner is able to:</p> <ul style="list-style-type: none"> •Develop ideas, thoughts or feelings. •Sends the message encrypted in symbols (language, gestures, mimics) to the participant who receives it and then interprets it to confirm to the trainer that he/she has received and understood the message. | The learner knows how to develop ideas, thoughts or feelings. The learner knows how to send a message encrypted in symbols (language, gestures, mimics) to the participant, so that he/she receives it correctly, interprets it and confirms to the tutor that he/she has received and understood the message. | The learner develops ideas, thoughts or feelings. Sends the message encrypted in symbols (language, gestures, mimics) to the participant who receives it and then interprets it to confirm to the trainer that he/she has received and understood the message. | The learner has the ability to develop ideas, thoughts or feelings. The learner can send a message encrypted in symbols (language, gestures, mimics) to the participant, so that he/she can receives it correctly, interprets it and can confirm to the tutor that he/she has received and understood the message. |

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| | | | IC 4.2 Conversation management | <p>IC 4.2.1 The learner is able to:</p> <ul style="list-style-type: none"> •Introduce own goals and ideas into a conversation. •Structure the conversation. •Conduct a good conversation at eye level and allow all participants to have their say. | <p>The learner knows how to structure a conversation, knows the principles of two-way communication.</p> <p>Knows the principles of active listening and engaging the audience</p> | <p>The learner structures the conversation, communicates effectively by adapting the message.</p> <p>Applies principles of active listening and allows all participants to have their say.</p> | <p>The learner has the ability to apply the principles of structuring a conversation, communicating effectively and adapting the message. Can use the principles of active listening and bring their own goals and ideas into the conversation</p> |
| | | | IC 4.3 Conflict management | <p>IC 4.3.1 The learner is able to:</p> <ul style="list-style-type: none"> •Take up an argument, deal with it constructively or, if possible, avoid it in advance. •Realistically assess his/her own ability. •Approach their own ideas with self-confidence | <p>The learner knows constructive conflict resolution techniques, knows how to realistically assess his/her own abilities.</p> <p>The learner knows the rules of avoiding conflicts, has a sense of justice and tolerance. Knows constructive communication techniques</p> | <p>The learner uses constructive conflict resolution techniques adapted to the situation and problem at hand. If he has a dispute, he deals with it constructively or, if possible, avoids it in advance.</p> <p>Uses constructive communication</p> | <p>The learner has the ability to use appropriate techniques to resolve or avoid conflict. Is able to use constructive communication techniques. The learner is able to believe in themselves and their abilities.</p> |

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| | | | | <p>and belief.</p> <ul style="list-style-type: none"> •To feel a sense of justice and tolerance. •To use constructive communication techniques. | | <p>techniques adapted to the audience.</p> | |
| RMR | Green competence - Environment | Module 5 Green competence - Environment GC | GC 5.1. Basic knowledge about sustainable logistics and transport; | <p>GC 5. 1.1 The learner is able to: Define the concept of sustainable logistics and transport and know the core elements of sustainable logistics and transport.</p> | <p>How the learner can develop sustainable solutions to the difficulties that can appear in the logistics and transports's field in everyday operations, by improving knowledge in sustainability logistics principles, acquiring knowledge that can help the learning of the subject, creating work routines.</p> | <p>If drivers develop the necessary skillsset will help position truck drivers as the most important link in a sustainable supply chain network. The learner can use sustainability skills to drive their companies to a more sustainable and eco-friendly future. He/she can deal with not only the heterogeneity of performance but also the cultural and social</p> | <p>The learner applies competencies in sustainability as complexes of knowledge, skills, and attitudes that enable successful task performance and problem solving related to real-world sustainability problems, challenges, and opportunities</p> |

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| | | | | | | diversity in the learning group. | |
| | | | GC 5.2 Technical developments for green transport, new technologies and proposed practices | GC 5.2.1 The learner is able to know and classify the latest technical development in relation to green transport (and Telematics systems to perform green transport) | How the learner can apply the green technical developments learnt in logistics sector. | Green technology innovation aims to achieve long-term sustainable development; produce economic, environmental, and social benefits; save resources and energy; and eliminate or reduce environmental pollution and degradationThe learner will acquire skills like: green design thinking, creativity, | The learner will receive green competencies of (1) resource conservation, practice skills, and outdoor skills as part of environmental skills, (2) conscientiousness as part of an individual's attitude, style and awareness, and (3) knowledge as well as a way of searching for and developing environmental |

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| | | | | | | adaptability, resilience, and even empathy. | |
| | | | GC 5.3. Safety Regulations | GC 5.3.1. Will be able to know how to act/react in a case of emergence and they will be informed in terms of safety | Transportation safety is concerned with the protection of life,environment and property through regulation, management and technology development of all forms of transportation. | skills related with hazardous wastes, dangerous goods transports and all the safety regulations regarding safety transportation in terms of human life an environmental protection. | The learner will receive safety competencies of (1) life and environmernt threaten situation and how to avoid them, practice skills (2) awareness and how to react in situations accordingly, and (3) knowledge as well as a way of tranforming dangerous materails in terms of environmentalprotection and human life protection |
| CETRI | Digital competence | Module 6 Digital competence DC | DC 6.1 Digital applications for training | DC 6.1.1 The learner is able to: •Know applications used to create content and deliver training | The learner will examine the use of a range of apps whilst designing learning opportunities that take advantage of technology and be allowed to gain access. Resource creation will be an important part of the process as well as the | The learner will know how to communicate, contribute, share and collaborate with digital technologies in his/her learning | The learner can reflect on, identify and improve their professional digital competencies. |

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| | | | | and education. (for example: presentation tools, e-learning and online trainings, virtual meeting and webinar rooms, mind maps, virtual whiteboards, collaborative working tools and video creation apps). | instructional design of those resources. | community. The learner will be able to support learner- centered pedagogic strategies and boost the active involvement of participants in the learning process. | |
| | | | DC 6.2 Digitalisation in training courses | DC 6.2.1 The learner is able to: •Recognise and use opportunities for digitisation in trainings. | The learner will explore the current uses of technology and how it is used to support and enhance learning opportunities. The learner will recognise the need for individuals to understand the purpose of technology and how to provide ongoing professional development and technical support. | The learner will be able to select, modify and create appropriate digital resources for collaborative and self- regulated learning, taking into account various learner groups. The learner will know how to structure and manage content, | The learner can identify specific needs of learners and employ accessibility solutions. |



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| | | | | | | collaboration, interaction, and guidance in digital environments respecting their licenses and restrictions. The learner will learn to design, implement and evaluate digital learning activities that best support learning objectives in different stages of the learning process. | |
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