

DE LA RECHERCHE À L'INDUSTRIE

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TRAINERS' SKILLS DEVELOPMENT: YES... BUT NOT ONLY TRAINING

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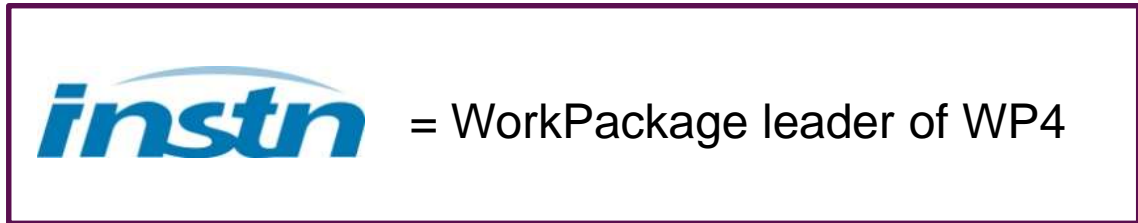
8th EUTERP WORKSHOP | Optimization of training in radiation protection

WEDNESDAY 10TH APRIL, 2019

instn

- 1. Origin & inventory of the Train-The-Trainer course for radiation protection professionals**
- 2. INSTN's action plan for trainers' development of competencies**
- 3. Conclusion**

ORIGIN OF THE TTT COURSE FOR RADIATION PROTECTION PROFESSIONALS



Objective: develop & implement a train-the-trainer course



D.4.1 Curriculum & course materials



D.4.2 Pilot sessions



D.4.3 Evaluation

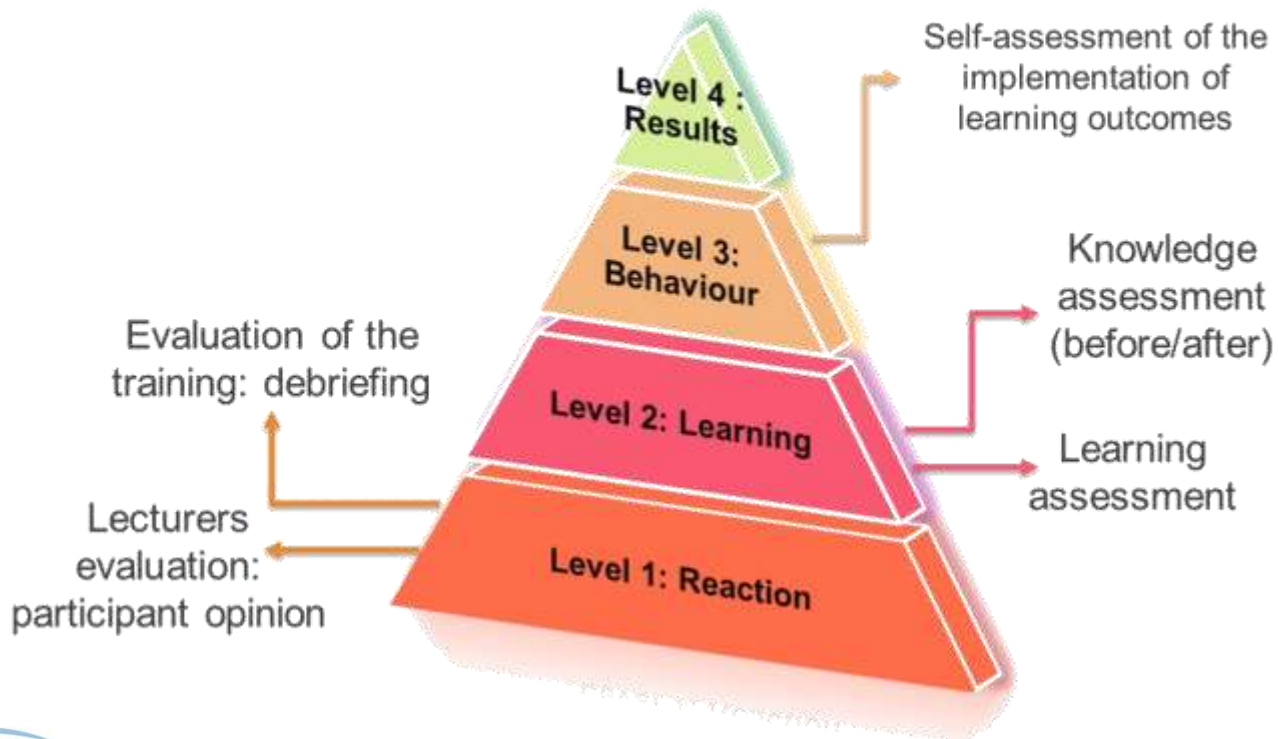
THREE SESSIONS HELD

February 2017
16 participants

October 2017
13 participants

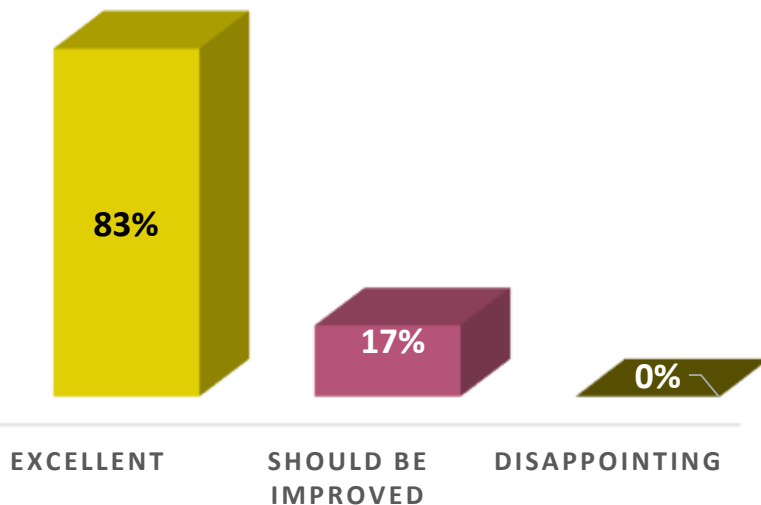
February 2018
8 participants

Use of the Kirkpatrick model

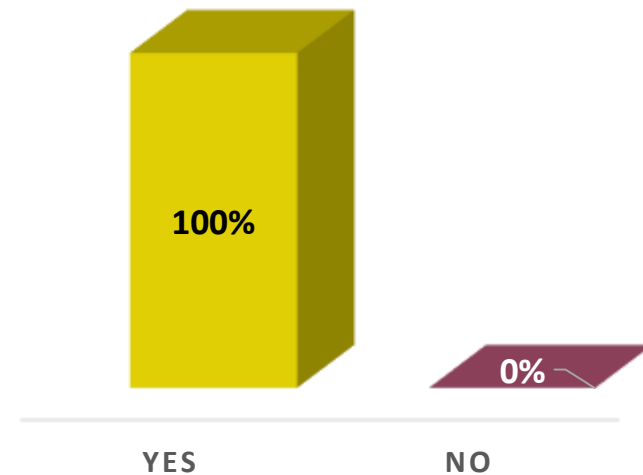


FOCUS ON THE SELF-ASSESSMENT OF THE IMPLEMENTATION OF LEARNING OUTCOMES

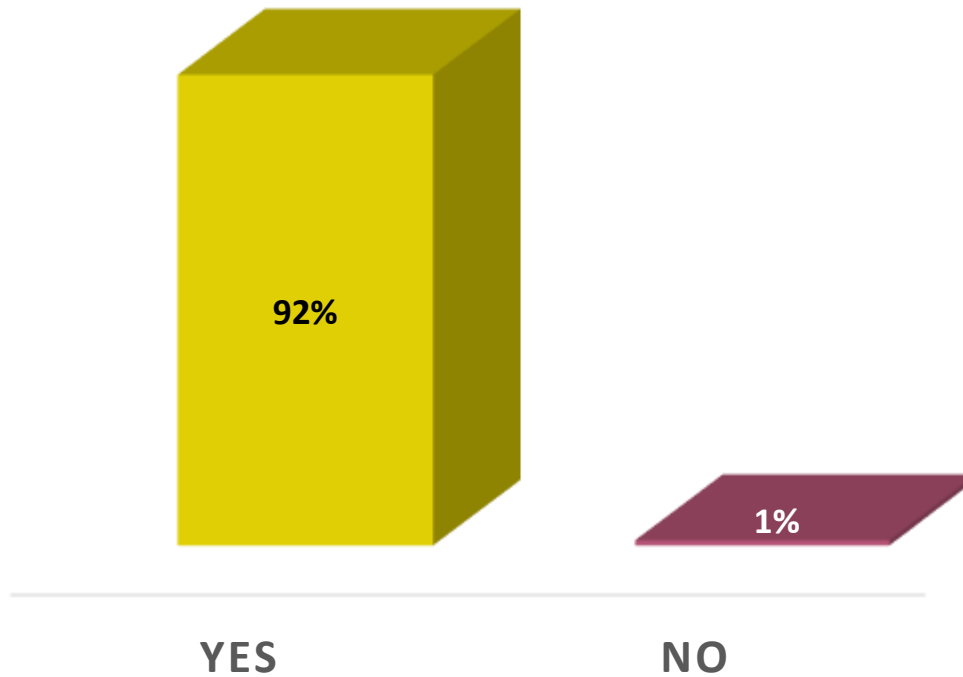
IN HINDSIGHT, WHAT DO YOU THINK ABOUT THE TRAINING?



WOULD YOU RECOMMEND THE TRAINING TO SOMEONE WHO HAS THE SAME PROFILE AS YOU?



WOULD YOU BE INTERESTED IN ADDITIONAL TRAINING OR COACHING?



Feedback from the
TTT participants

Evolution of the
context of education
and training regulation
in Europe and France

Constant research for
innovation and skills
development of the
INSTN

CREATION OF THE INSTN SKILLS DEVELOPMENT WORKING GROUP



Objective: identify and
develop skills &
competencies of INSTN
trainers and training
managers, AND the
methodology

THE 70-20-10 MODEL: REMINDER

Informal learning

Formal learning

70% On-the-job
Experience

Individuals learn through experience,
problem solving and practice

20%
Learning
through others

Individuals
learn through
social and
collaborative
interaction
with peers,
role models,
mentors and
coaches

10%
Training
courses

Structured
and directed
learning. The
organisation
manages
and controls
the learning
objectives
and content

MOOC/SPOC

Skills development working group

TRAIN-THE-TRAINER COURSE

Individual coaching

Collaborative space (bottom-up)

Pedagogical coffees

Practice (design training courses)

E-Learning modules

Teaching & training conferences

70%

Learn through doing

Practice (design a training course)

Individual coaching

20%

Learn through others

Pedagogical coffees

Skills development
working group

Teaching & training
conferences

Collaborative space
(bottom-up)

10%

Learn through
courses

Train-The-Trainer course

Mooc/spoc

E-Learning modules

PEER EVALUATION & SELF-ASSESSMENT OF ACQUIRED SKILLS & COMPETENCES

SYSTEM OF RECOGNITION FOR COMPETENCES IN PROGRESS

NECESSITY TO

DIVERSIFY LEARNING TOOLS AND METHODS

AND

CREATE AN ENVIRONMENT CONDUCIVE TO INFORMAL
LEARNING



Thank you for your attention



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