

2016

# IO5- VALIDATION DEVISE OF COMPETENCE OF THE GUIDANCE PRACTITIONER who work with NEET Guidelines and Tools of validation

**Project: ECVET & OER BASED ASSESSMENT AND  
TRAINING OF GUIDANCE PRACTITIONERS WORKING  
WITH NEETS**

**Project n°: 2015-1-IT01-KA202-004762**



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Volume 1, October 2016

This output is a product/Intellectual Output produced in the framework of the Erasmus+ from the Project ECVET.OER.NEET Intellectual Output n.5 - "Validation devise of competence of the guidance practitioner who work with NEET", coordinated by the partner Studio Risorse S.r.l. (Matera, Italy).

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## Introduction

The Device of validation will be developed within the Project “ECVET and OER based assessment and training of guidance practitioners working with NEETs”, which is an international project co-financed by the European Commission within the Erasmus + KA2.

The general aim of the project is:

- to improve the technical skills of guidance practitioners who work in public and private employment centres and trainers that deal in the field of guidance within the Youth Guarantee Programme;
- to improve the guidance techniques and the competences of operators to use an individualized approach with difficult users as the young NEET (Not in Education, Employment or Training) through the use of specific OER created thank to the project activities.

This intellectual output (# 5), henceforth designated IO5, wants to describe the procedure of validation of the competences of the guidance practitioner who work with NEET’s. But in particular through this device, has it is written in the application form, this procedure must present an structure that exposes the following aspects:

1. The process of analysis;
2. What means we will use to evaluate the evidences;
3. How we will evaluate those evidences;
4. How to will be the way to supervise evaluators;
5. And, what evidence are we gathering.

The device also should follow an approach focus on the competence analysis based on the performance of those who are guidance practitioner who work with NEET’s. In particular it is intended to expose how this professionals “carry out their tasks according to a default optimum level, so the validation is focused on performance”. Therefore, the structure of the validation device involves the identification of the key activities, exposed in clusters of activities evidenced in IO4 (elements to be evaluated) with a structure similar to the roots of a tree. Thus, in IO5, the elements of the device will be the specific key-activities already identified in the previous IO (#4) that defines the guidance practitioner who work with NEET’s profile that he/she must have mastery. As a kind of result, course credits will be awarded to those guidance professionals who exceed the assessment in the

form of ECVET points (also already established by key activities and unit in part III of IO4 Final Report - FINAL ANALYSIS MATRIX DESCRIPTIONS, pp. 150-161), for each key activity / competency in the identified units.

One of the most important project activity is the definition of Profile (IO4 "Competence profile of the guidance practitioner who work with NEET" and the creation of a Validation devise of competence of the guidance practitioner who work with NEET" (IO5), based on the application of the Certification System ECVET.

ECVET is an English acronym, that means "European Credit system for Vocational Education and Training" and it is a methodological framework for the allocation of training courses into credit units. It is a converter tool that allows to translate the different learning experiences in a common "currency".

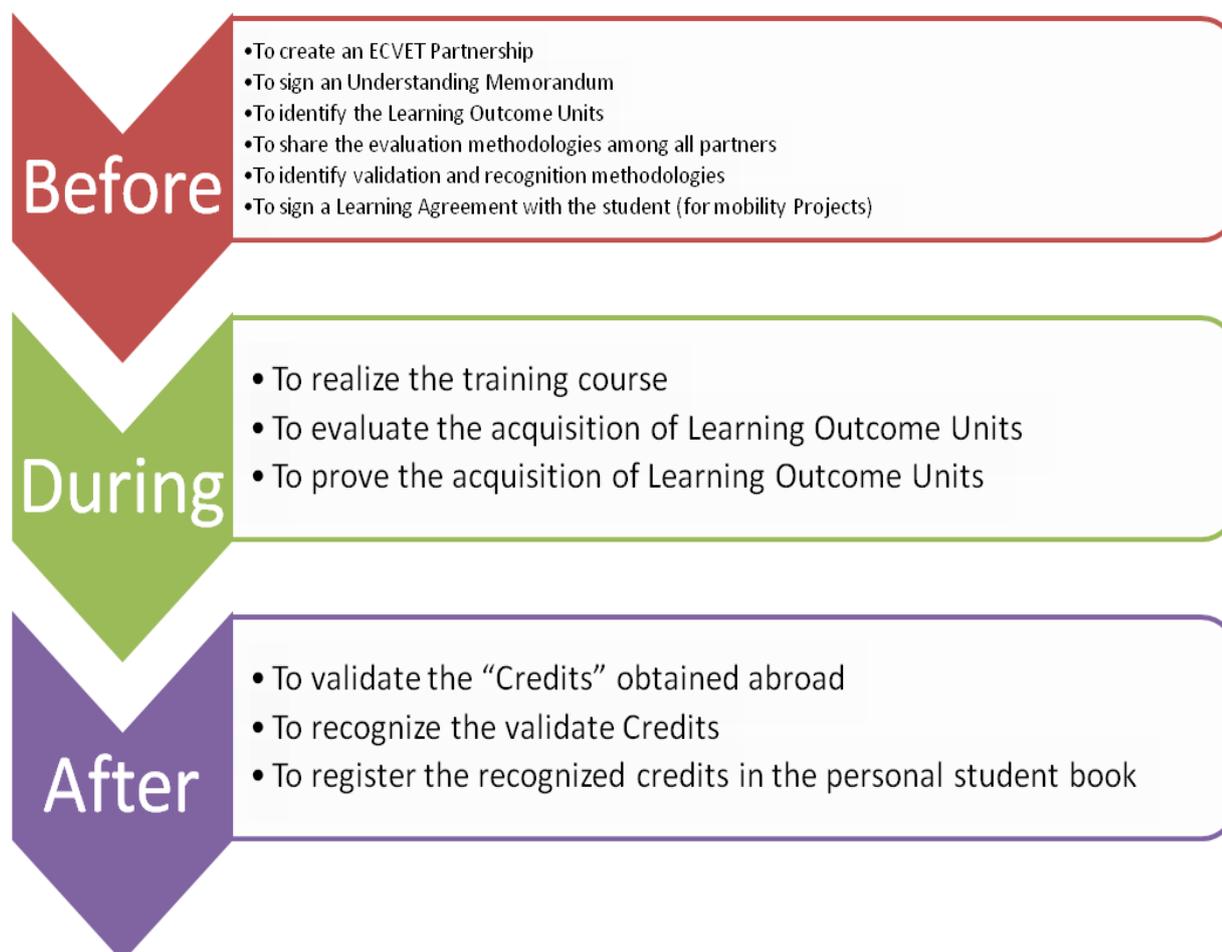
The ECVET System was launched in 2002 during the European Council in Barcelona through the "Work, Education and Training Programme 2010". Since November 2006 to March 2007, European Commission conducted a public interview with the aim to define the guidelines of this new system. Through the European Parliament and Council Recommendation n. 2009/C 155/02, the ECVET System was inserted in the European normative framework. The decision to use a *soft law* tool is coherent with the aim of this device, that is not the substitution of the national certification system, but the improvement of the tools used to compare different national systems. Each member State is free to implement this Recommendation or to realize this system, but, since 2012, they are invited to define measures that allow the use of ECVET System.

ECVET completes the other tools created by European Union to support the mobility of people involved in training activities, like EUROPASS, the European Framework of Qualification (EQF), the European Framework of Education and Vocational Training Quality (EQAVET), the European Charter of Mobility Quality (EQCM) and the European System of Accumulation and Transfer of Credits (ECTS).

The ECVET System foresees the partition of qualifications in Learning Outcome units and the assignment of a fixed score to each unit. This system requires a partnership among different educational and vocational training centres and an Agreement that allows the mutual recognition of learning results.

Erasmus+ Program supports the tools that European Union created in the field of transparency and recognition of skills and qualifications, like Europass, Youthpass, EQF, ECTS and ECVET.

The main operative phases of ECVET methodology are the following ones:



These phases are realized through the following techniques:

Qualification	BEFORE
Learning Outcome Units	
Credit Scores	
Understanding Memorandum	
Learning Agreement	
Results evaluation	DURING
Results validation	AFTER
Recognition of results	
Registration on the personal book	

## PHASE "BEFORE"

The activities that have to be realized within the Phase "BEFORE" are:

- ✓ Creation of an **ECVET Partnership**, that is an Erasmus+ Partnership involving the Institutions that, in the Partner Countries, are responsible for:
  - identification of Learning Units
  - realization of training course
  - results evaluation
  - results validation and recognitionThe Partnership can build a long term cooperation net (that can also work after the end of the Erasmus+ Project)
  
- ✓ To sign an **Understanding Memorandum - MoU** (Erasmus+ Partnership Agreement), that:
  - has to be formalized
  - could be bi- or multi-lateral
  - could be specific for a project or could foresee a long term cooperation
  - should have some specific contents: mutual trust, identification of all parties involved in the process (competent institutions), conditions for the partnership work, agreement about criteria and procedures for transfer of results, agreement on the comparability of Qualification Units (EQF)
  
- ✓ To identify the **Learning Outcome Units**, that is a more specific operation than actual system. In fact:
  - the contents of training activities must be expressed in Learning Outcome Units, linked to a specific qualification
  - the Unit should indicate:
    - the unit title
    - the general title of reference qualification
    - the EQF / NQF level of qualification
    - the learning results
    - the evaluation criteria and procedures
    - the ECVET points allocated to the unit
    - the validity (not compulsory)
  - the Learning Outcome Units:
    - can be an existing qualification unit
    - can be an added unit of an existing qualification
    - can be created for a specific learning experience (in this case, it must be referred to results foreseen in the training course of an existing qualification)

- ✓ **To share the evaluation methodologies** of the Unit and to define:
  - evaluation methodologies, evaluator profile, context of evaluation
  - realization time
  - information for students (for mobility projects)
  - process evidences
  - minimum qualitative standard
  
- ✓ **To identify validation and recognition methodologies** and to consider that:
  - the chooses has to be formalized
  - the beneficiaries have to be involved

This two steps are the key elements that characterize an experimental project of new skills/profile ECVET.

- ✓ **To sign a Learning Agreement with the student**, that is the Training Agreement with:
  - the indication of Learning Outcome Units (and allocated ECVET credits)
  - evaluation methodologies
  - validation and recognition methodologies

### PHASE "DURING"

The activities that have to be realized within the Phase "DURING" are:

- ✓ **To realize the training course:**
  - it has to respect the Learning Agreement
  - it has to be coherent with the identified Learning Outcomes and with the reference qualification
  - it has to be shared by all involved people
  
- ✓ **To evaluate the acquisition of Learning Outcome Units :**
  - during the training (not compulsory) and after the training (compulsory)
  - according to the contents of MoU and LA (to avoid recognition problmes)
  
- ✓ **To prove the acquisition of Learning Outcome Units** to support the validation and the recognition, through:
  - evaluation form
  - evaluation report
  - scoring

## PHASE "AFTER"

The activities that have to be realized within the Phase "AFTER" are:

- ✓ **To validate the "Credits" obtained abroad**, with the aim to confirm that the evaluated results are the same requested to obtain the existing qualification. In order to realize the evaluation, the obtained results could be:
  - the same
  - corresponding / comparable
  - relevant for the qualification
- ✓ **To recognize the validate Credits** obtained during the training, in order to certify the evaluated and validated results:
  - at the same time or after the validation
  - by the same institutions that do the validation or by different institution, that are relevant for the qualification

Strategic Erasmus+ Partnership "ECVET.OER.NEET" was born with the aim to use the ECVET System to plan, experiment and validate a procedure for the evaluation of competences of the Guidance practitioner who works with NEET. This procedure foresees the partition of the whole qualification into credit Learning Outcome Units and the assignment of fixed credit scores to each unit.

This methodology is divided in the following steps:

1. Creation of a partnership among training centres. Each centre can grant qualification in its context or give credits linked to the obtained learning results in order to transfer them.
2. Description of the qualification for the application of ECVET System: the qualification has to be part of the European Framework of Qualification (EQF) to be sure that there is compatibility between existing profiles in each partner Country.
3. Partition of qualification into Learning Outcome Units
4. Description of the Learning Outcome Units, with the indication of:
  - the unit title
  - the general title of reference qualification
  - the EQF level of qualification
  - the learning results
  - the evaluation criteria and procedures
  - the ECVET points allocated to the unit
  - the validity (not compulsory)
5. Assessment of learning outcomes: tools (PFI) and evaluation form
6. Elaboration of tools to start the Transfer process of recognition:
  - Understanding Memorandum - MoU
  - Learning Agreement (LA)

The goal of this evaluation and validation device is to describe a procedure for the evaluation of competences of guidance practitioner who works with NEET, to establish how to use the analysis process, what evidences have to be used, which tools and modalities have to be adopted to evaluate and validate the evidences.

Thanks to the IO4 "Competence profile of the guidance practitioner who work with NEET", we defined the professional "profile" of the guidance practitioner at European level and then we focused our attention on qualification "Guidance practitioner" and on the analysis of Key activities done by guidance practitioners who work with NEET.

The job analysis gave us the possibility to describe the Key activities (units of competence) and the Learning Outcome Units that will be evaluated and validated after the **training courses**.

The description of activities, according to a flow chart that puts in evidence the connection between the different work actions of the guidance practitioners who work with NEET, permitted the definition of a hierarchy of activities, from the most important ones (main activities) to the less important ones (activities and under-activities). A sum of **ECVET points** has been allocated to each individuated key activity / unit of competence / learning outcome unit.

In the device for the evaluation of competences of guidance practitioner who work with NEET, the Performance Focused Interview **PFI** is the tool chosen to collect all evidences that prove the skills of practitioners. This tool has been chosen because the evaluation system has to find the right compromise between efficacy, costs and duration of evaluation process.

PFI is a Professional Discussion Interview: all operators have to answer to the same questions and the questions will be focused on fixed field referring their professional activities. In the interviews, the questions will be not focused on personal characteristics, or on previous training and professional experiences, but on the topic "how the guidance practitioner that works with NEET within YG carries out his work".

The objective of the validation is in fact to be sure that guidance practitioners who work with NEETs carry out their tasks according to a default optimum level, so the validation is focused on performance.

The device will be based on an external evaluation **conducted by one or more evaluators**. It also foresees a **self-evaluation system**, useful for the operator to verify his knowledge and his learning process, that could be used as exercise for the final evaluation. It will be created a self-evaluation questionnaire.

The evaluation will be carried out focusing on the competence shown in the performance of professional guidance provision. The aim is the validation of such competence, of the main competence that is needed and shown on the job (working performance). Of course, in addition to the activities, also knowledge and attitudes will be evaluated.

Through this description we will give an overview of:

- ✓ The existing frameworks and guidelines for validation of competence
- ✓ Accumulation process: recognition of learning outcomes in order to achieve qualification of guidance practitioners who work with NEET
- ✓ The main guidelines on which we will focus to prepare the evaluation tool including:
  - a. the elements – key activities / ECVET points that will be the guide for the construction of the device
  - b. the tools of evaluation, focusing especially on the PFI
  - c. the procedure of the validation
  - d. the qualifications of the evaluators
  - e. the questions of the PFI and,
  - f. the ECVET points for each unit
  - g. the validation of learning outcomes
- ✓ Tools of Transfer process
  - a. Memorandum of Understanding (MoU)
  - b. Learning Agreement (LA)
  - c. Validation Document

## I. Theoretical Background

It's of high importance to Europe to have skilled and knowledgeable professionals, whose competence extends from formal education to learning acquired in non-formal or informal ways. Professionals must be able to demonstrate what they have learned to use this learning in their career and for further education and training.

Therefore the establishment of systems that allow individuals to identify, document, assess and certify (=validate) all forms of learning to use this learning for advancing their career and for further education and training is really important (CEDEFOP, 2014).

Taking into account the importance and relevance of learning outside the formal education and training context, a set of common European principles for identifying and validating non-formal and informal learning were adopted by the European Council. Formulated at a high level of abstraction, these principles identified key issues that are critical to developing and implementing of methods and systems for validation. Since 2004 European guidelines for validating non-formal and informal learning principles have been used in countries as a reference for national developments.

The EU and its member countries have worked for several years on principles and common ideas that help to identify and validate non-formal and informal learning. In the last years there have been developed in a peer-learning process and in strong cooperation with the European Commission and the CEDEFOP the 'European Guidelines on Validating non-formal and informal Learning' (CEDEFOP, 2009). Except of these Guidelines, also other materials such as ISO norms, Improve Guidelines and frameworks of validation and materials from the field of Career Guidance are recognized as the basis for the production of our validation device.

## I.a The validation of competence

The evaluation of competence is a three step process including assessment, recognition and validation, which is one specific form of recognizing former learning.

The term validation is used to express “a process of confirmation by an authorised body that an individual has acquired learning outcomes measured against a relevant standard” (Council of the European Union, 2012).

The concept of competence is based on the definition of ‘key competencies’ as used by the OECD, according to which: *“A competency is more than just knowledge and skills. It involves the ability to meet complex demands, by drawing on and mobilising psychosocial resources (including skills and attitudes) in a particular context. For example, the ability to communicate effectively is a competency that may draw on an individual’s knowledge of language, practical IT skills and attitudes towards those with whom he or she is communicating.”* (OECD, 2005, & Rychen/Salganik, 2003).

The competence is regarded as an attribute of an individual that can be learned and be more or less developed (OECD, 2003). Another central aspect of the meaning of competence is that it is performance-oriented, which means that having a competence gives somebody the ability to act effectively in a particular situation through the possession of all relevant cognitive and practical skills, pieces of knowledge as well as attitudes, emotions, values and behaviours. Therefore, as competence is visible on performance, that means when a person has to deal with a situation or a problem, the model of competence validation should be based on such situations or problems and define the indicators which make us understand whether the performance is successful or not.

In order to deal with situations and problems, individuals need to be able to use a large range of intellectual, motivational and emotional resources, which are requirements for competent performance. Except for that, individuals should also have the ability to deal with change and uncertainty and make sense of unknown/ non-routine situations and apply or adapt relevant resources to cope with these situations successfully (Weber, et al., 2012).

In general, assessment, recognition and validation can be undertaken to support practitioners and institutions to identify CG practitioners performance and give a hint on whether a competence is at an adequate level, so as to allow the individual to fulfil a specific activity. The aim also of the evaluation is to assist practitioners in self- reflection and planning for further development, employers in planning development tasks and recruiting processes and training organisations in enriching their programs.

According to Evangelista (2008), there are several approaches that can be applied to validate competence.

To recognize and assure jobs are carried out well we define competent the person that is able to do something well or, to a predetermined standard. There are several approaches to assure an occupation is carried out by competent people: For example as competent can be recognised someone:

- Who holds a specific educational qualification
- Who holds a specific experience
- Who holds specific personal features - skills, knowledge, etc.
- Who can directly prove a good performance in the specific job

According to the scope of the project “ECVET and OER based assessment and training of guidance practitioners working with NEETs”, in our validation device we’ll pay attention basically on the last approach, the “performance based approach” which includes the demonstration of the direct performance by a person in a specific activity.

The last approach seems more effective as:

- focusing on competence without taking into account performance may be misleading, as other methods focus on other criteria and not competence in the sense of the given definition,
- it gives the opportunity to the CG practitioner to have a close insight into the level of his/her performance and get a hint for reflection and further development.

The end of the validation process is usually followed by certification – “an external assessment recorded in writing which is usually based on an external examination, is output-oriented and is aligned towards professional competences” (Gnahs, 2010) – which takes place on the basis of certain standards. Certification means that a competent and legitimised body confirms that an individual is in possession of the relevant skills, abilities and competences and that these have been assessed in accordance with specific standards (CEDEFOP 2009).

Certification always takes place on the basis of the results of the preceding stages there could be given a certificate, if the certifying body has the mandate to do so.

## I.b Existing Frameworks for competence validation

### I.b.1 Validation European Context

Today's learning opportunities are limitless, borderless and instantaneous. Individuals learn and acquire new skills and competencies not only in the traditional classroom environment (formal learning) but increasingly outside it (European Commission, 2012).

Learning also occurs at work, through the participation of individuals in organizations and in civil society or in the virtual space provided by the Internet and mobile devices, individually or in pairs and by that, institutions, increasingly, offer their workers training opportunities to improve their skills through organized but non-formal learning. Informal learning is also becoming increasingly important in a global, interconnected world where technology allows individuals to learn in a myriad of different ways, for example, open and distance educational resources (European Commission, 2012).

European institutions and national governments are increasingly aware of the need to institute nonformal and informal learning validation systems – that is, ***systems that are able to validate the knowledge, skills and competences acquired outside of the formal education system, and via non-formal and informal means.***

So in this way, non-formal and informal learning validation is growing in importance throughout Europe.

From an individual perspective, validation brings prospects of enhanced employability, increased wages and career moves, easier transferability of skills across countries, improved access to formal education and training, brings also greater motivation to learn and increased self-confidence.

The Copenhagen Declaration of November 2002 initiated the European strategy for enhanced cooperation in Vocational Education and Training (VET), usually referred to as the "Copenhagen process", which includes the need for well-established systems to ensure validation of non-formal and informal learning.

The inclusion of non-formal and informal learning validation systems in adult learning programmes and policies is being promoted across different European bodies. The European Council Resolution from November 2011 on a renewed European agenda for adult learning<sup>2</sup> defined the implementation of fully functional systems for validating non-formal and informal learning as one of its priority areas for the period 2012-14, as well as promoting use of the system by adults of all ages and at all qualification levels and by enterprises and other organisations.

### 1.b.2 Non-formal and informal learning in the Europe 2020 Strategy

The validation of non-formal and informal vocational learning experiences in EU Member States is a key contribution for the EU's ambition to achieve smart, sustainable and inclusive growth set out in the Europe 2020 Strategy.

But also in the labor market - the validation mechanisms allow greater transparency of available skills in the labor force and facilitate a better match between skills and the demand for labor as well to the job market. By facilitating occupational and geographical mobility and better matching skills, validation has a major impact on reducing skills shortages in growing sectors and supporting economic recovery.

Validation of non-formal and informal learning has been on the European policy agenda since 2001, when the Commission defined lifelong learning as a lifelong learning activity, with the aim of **improving the knowledge, skills and competences in a personal, civic, social and employment context**. Since the Copenhagen Declaration on strengthening European cooperation in vocational education and training, a number of initiatives have been taken to develop European instruments, namely and by order:

- In 2004 **Common European principles on validation** were adopted in the form of Council Conclusions.
- In 2004 the **Europass framework** was established, including the Europass CV and a portfolio of documents which citizens can use to better communicate and present their qualifications and competences throughout Europe.
- A major landmark towards the validation of non-formal and informal learning was the adoption in 2008 by the European Parliament and the Council of the Recommendation on the **European Qualifications Framework (EQF)** for lifelong learning. The EQF is a reference framework of qualification levels defined through learning outcomes. It has resulted in an ongoing process under which all Member States are setting up their **National Qualification Framework** and reference their qualifications to the European qualification levels. Through this qualifications process it will become more comparable and easier to understand for employers, educational institutions, workers and learners.
- In 2009 the Commission and Cedefop published **European guidelines for validating non-formal and informal learning** which provides policy-makers and practitioners with technical advice on validation. These focus on different validation perspectives (e.g. individual, organisational, national, European). The guidelines form a practical tool to be applied on a voluntary basis.
- Alongside the other tools credit systems based on learning outcomes facilitate the validation of non-formal and informal learning. For higher education this concerns the European Credit **Transfer and Accumulation System (ECTS)**, which was developed under the Bologna process to facilitate mobility between

higher education institutions. For vocational education and training this concerns the **European Credit System for Vocational Education and Training (ECVET)**.

In addition the Lifelong Learning Programme has, since 2007, financed a number of pilot projects which have enabled the development of validation processes and tools in specific sectors or contexts, particularly in vocational education and training and adult education (European Commission, 2012). For this particular report, in the next points we only will expose and highlight of those European Instruments previously mentioned some aspects that we consider relevant for our propose in this IO5 report.

### *1.b.3 The CEDEFOP Guidelines for the validation of prior learning*

Validation of prior learning as well as the validation of competence is of increasing importance across Europe. Further, the commitment of large numbers of countries to OECD activity in this field and participation in the European Commission's peer learning cluster indicate that validation is seen as an important element of national policies on education, training and employment.

According to the Council of EU (2012) validation is defined as 'a process of confirmation by an authorised body that an individual has acquired learning outcomes measured against a relevant standard'. Validation is, first, about making visible the diverse and rich learning of individuals, which takes place outside formal education and training and second, about attributing value to the learning of individuals, irrespective of the context in which this learning took place. Going through validation helps a learner to 'exchange' the learning outcomes for future learning or employment opportunities. The process must generate trust, notably by demonstrating that requirements of reliability, validity and quality assurance have been met. These elements of visibility and value will always have to be taken into account when designing validation arrangements, although in different ways and combinations.

#### 1.b.4 The four phases of validation

To clarify the basic features of validation, there are identified four distinct phases: identification; documentation; assessment; and certification.

- Identification of an individual's learning outcomes
- Documentation of an individual's learning outcomes
- Assessment of an individual's learning outcomes
- Certification of the results of the assessment of an individual's learning outcomes, or credits leading to a qualification, or in another form, as appropriate.' (Council of the EU, 2012).

a. Identification: Validation necessarily starts with the identification of knowledge, skills and competence acquired and is where the individual becomes increasingly aware of prior achievements. This stage is crucial as learning outcomes differ from person to person and will have been acquired in various contexts: at home, during work or through voluntary activities. For many, discovery and increased awareness of own capabilities is a valuable outcome of the process.

b. Documentation: Documentation will normally follow the identification stage and involves provision of evidence of the learning outcomes acquired. This can be carried out through the 'building' of a portfolio that tends to include a CV and a career history of the individual, with documents and/or work samples that attest to their learning achievements. Validation needs to be open to various evidence types, ranging from written documents to work samples and demonstrations of practice

c. Assessment: Assessment is normally referred to as the stage in which an individual's learning outcomes are compared against specific reference points and/or standards. This can imply evaluation of written and documentary evidence but might also involve evaluation of other forms of evidence. Assessment is crucial to the overall credibility of validation of non-formal and informal learning. Building mutual trust is closely linked to the existence of robust quality assurance arrangements ensuring that all phases of validation, including assessment, are open to critical scrutiny.

d. Certification: The final phase of validation is linked to the certification – and final valuing – of the learning identified, documented and assessed. This can take different forms, but is commonly the award of a formal qualification (or part-qualification) (CEDEFOP, 2015). With the CEDEFOP 2009 and 2015 publication 'European Guidelines for validating non-formal and informal learning' the 'European Cluster on recognition of learning outcomes' contributed to this with a set of more elaborated guidelines for validation.

### *1.b.5 The fundamental principles and guidelines*

From the conclusion of the CEDEFOP publication, the following fundamental principles and guidelines should be considered:

- The individual is in the centre of the validation.
- Validation must be voluntary.
- The privacy of individuals should be respected.
- Equal access and fair treatment should be guaranteed.
- Stakeholders should be involved in establishing systems for validation.
- The process, procedures and criteria for validation must be fair, transparent and underpinned by quality assurance.
- Systems should respect the legitimate interests of stakeholders and seek balanced participation.
- The process of validation must be impartial and avoid conflicts of interest.
- The professional competences of those who carry out assessments must be assured.

The fundamental principles underpinning validation: (CEDEFOP, 2009).

#### *The individual is in the centre of the validation*

The activities of other agencies involved in validation should be considered in the light of their impact on the individual. The CEDEFOP Guidelines state, that everyone should have access to validation and the emphasis on motivation to engage in the process is particularly important(CEDEFOP, 2009).

#### *Validation must be voluntary*

The CG practitioner participates in the validation of his competence by free will and voluntarily. Validation is not meant to be proposed as compulsory by a third party for example: employers, public bodies or professional bodies(CEDEFOP, 2009).

#### *The privacy of individuals should be respected*

Staff must comply with Data Protection legislation when dealing with personal details. Neither the information given by the participant, nor the information about the validation process or the results shall be given to a third party(CEDEFOP, 2009).

#### *Equal access and fair treatment should be guaranteed*

The validating organisation has to make sure that all practitioners who want to take part in the validation procedure have access to it. This includes that the organisation takes action

to inform in a transparent and visible way about the opportunity and details of the process. The participant in the validation process shall be treated in a fair manner, which means that he/she is informed before the process about the validation procedure, the requirements, the resources needed and the opportunities, is treated in the same way and under comparable conditions, and that the result of the process is based solemnly on the assessed competence(CEDEFOP, 2009).

*Stakeholders should be involved in establishing systems for validation*

Cooperation with stakeholders from the field is needed to establish a system of validation for career guidance practitioners. European, national, regional and local different stakeholders shall be involved, at all levels, when an actor starts to establish a system for validation(CEDEFOP, 2009).

*The process, procedures and criteria for validation must be fair, transparent and underpinned by quality assurance.*

What is said about quality assurance of validation systems is also relevant for the validation process, procedures and criteria as well. However, for these topics certain professional and technical aspects are also of relevance. If a validation system is built, a quality assurance system should be defined that covers a clear commitment to quality criteria on the one hand and procedures for quality assurance and quality development on the other hand. Such procedures should especially include clear responsibilities for quality assurance, defined quality assurance mechanisms, evaluation and feedback structures, frequent revision of processes and procedures, continuing learning and training for involved staff and high transparency for all interested parties about the quality assurance model and actions taken.

Quality assurance of the system is a relevant task for all involved stakeholders. For the quality assurance of the validation practices, the CEDFOP Guidelines proposes in addition the following quality indicators(CEDEFOP, 2009).:

- reliability
- validity
- safety, security and confidentiality
- standards/reference points for measuring competence
- sustainability
- visibility and transparency
- fitness for purpose
- cost efficacy

*Systems should respect the legitimate interests of stakeholders and seek balanced participation*

In the process of building and maintaining validation systems the relevant supporting

stakeholders should be involved, as they have an interest in the successful operation of validation. The stakeholders can play an important role in supporting, developing and maintaining the validation of CG practitioners and are important links to the various communities served by validation outcomes. The composition of such a committee should be well balanced between types of stakeholders (CEDEFOP, 2009).

*The process of validation must be impartial and avoid conflicts of interest*

Validation of competence is an opportunity for the individual CG counsellor. As stated before validation is undertaken by his or her free choice. The candidate shall not be forced to participate by third parties. “The interests of the individual are not compromised by the interests of those managing validation and other stakeholders (no conflict of interest)”. Therefore the organisation of and the validation procedures and involved persons have to be independent and neutral.

*The professional competence of those who carry out assessments must be assured*

Assessors/assessors have the responsibility to “seek and review evidence of an individual’s learning and judge what meets or does not meet specific standards” . Thus, such persons should be “familiar with the standards and the potentially useful assessment methods that might be used to reference evidence against standards” (CEDEFOP, 2009). In addition assessors should be professionals in the sector in which they are evaluating practitioners. “The authenticity of the assessment situation is likely to be improved when sectoral experts can direct the use of an assessment instrument or judge the outcomes of its use”. Persons who take this role must:

- be familiar with the validation process (validity and reliability);
- have no personal interest in the validation outcome;
- be familiar with different assessment methodologies;
- be able to inspire trust and to create a proper psychological setting for the candidates;
- be committed to provide feedback on the match between learning outcomes and validation standards/references
- be trained in assessment and validation processes and be knowledgeable about quality assurance mechanisms” (CEDFOP, 2009: 68).

Aside from the fundamental principles in the CEDEFOP publication additional guidelines are also described. The most relevant in terms of validation practise seem to be those that deal with the validation in more practical terms:

- The structure of validation procedures;
- Assessment methods;
- Roles in the Validation Process.

*The Structure of the validation procedures*

According to CEDEFOP the three processes of information, assessment and external audit can be used to evaluate existing validation procedures and support the development

of new validation procedures. To simplify the process for the purposes of this guideline it is suggested that there are three distinct stages of validation procedures. First is orientation of an individual, a broad area covering all aspects of producing and distributing information, interaction of learners with advisers, counsellors, and other significant actors such as employers.

Next is assessment of individual learning which covers the whole process of assessment from understanding requirements and standards, identification of learning, searching for evidence, organising it for assessment, and following agreed assessment and validation procedures.

Finally is audit of the validation process which represents a post validation stage that involves an external, independent review of orientation and assessment.

### *Assessment methods*

The CEDEFOP Guidelines (2015) point out, that methods that are used, have to be adopted, combined and applied in a way which reflects the specificity of the kind validation that will be undertaken. Thus the validation of CG practitioners' competence needs methods that are fitting. It is generally accepted that the following criteria need to be considered: • purpose of the validation process; • breadth of knowledge, skills and competences to be assessed; • depth of learning required; • how current or recent are knowledge, skills and competence; • sufficiency of information for an assessor to make a judgement; • authenticity of the evidence being the candidate's own learning outcomes.

An important aspect, that should be considered is the type of former learning and competence, that we are dealing with, when looking at CG practitioners. Especially the breadth of knowledge, skills and competence needed in this kind of practice, the depth of learning that is required to gather such competence and how current or recent are the knowledge, skills and competence we are dealing with.

### *Roles in the Validation Process*

Effective operation of validation processes depends fundamentally on the professional activity of counsellors, assessors and validation process administrators. The preparation and continuous training of these people is critically important. Networking that enables sharing experiences and the full functioning of a community of practice should be a part of a development programme for practitioners. Interaction between practitioners in a single validation process is likely to lead to more efficient and effective practices that support the individuals seeking validation (CEDEFOP, 2009).

Interaction between the different practitioners in a single validation process is likely to lead to more efficient and effective practices that support the individuals seeking validation. Additional roles/functions may be needed or the same person may take on more than one role in different stages of the process. "Each validation process is unique and the roles (functions) can vary (...)" (CEDEFOP, 2009). It seems to be important, that for the practitioner who seeks validation as well as for external actors the quality and

transparency of the process is good. Thus training, documentation and information about the involved roles and the related tasks are necessary.

### **I.c ISO/IEC 17024– General requirements for bodies operating certification of persons**

In addition to the CEDEFOP Guidelines, the ISO norm 17024 is an extra source of information about requirements for validation processes (Evangelista, 2011). This ISO norm states different requirements for organisations operating certification of persons and therefore it can be seen as a set of guidelines in addition to the CEDEFOP guidelines that give an additional base for improving existing validation schemes in the field of career guidance.

According to ISO 2003, the standard 'has been drawn up with the objective of achieving and promoting a globally accepted benchmark for organizations operating certification of persons. Certification of persons is one means of providing assurance that the certified person meets the requirements of the certification scheme. Confidence in the respective certification schemes is achieved by means of a globally accepted process of assessment, subsequent surveillance and periodic re-assessments of the competence of certified persons. One of the characteristic functions of the personnel certification body is to conduct an examination, which uses objective criteria for competence and scoring.' (ISO, 17024, 2003)

The ISO norm gives clear regulations on the following points:

- independency and impartiality of certification bodies
- certification scheme(s) has to be developed by a scheme committee appointed by the certification body
- a 'scheme committee' is responsible for the development and maintenance of the certification scheme
- the scheme committee shall fairly and equitably represent the interests of all parties
- methods and mechanisms to be used to evaluate the competence of candidates are defined by the certification body in agreement with the scheme committee
- the certification body shall evaluate the methods for examination of candidates.
- examinations shall be fair, valid and reliable.
- appropriate methodology and procedures (such as collecting and maintaining statistical data) shall be defined to reaffirm, at least annually, the fairness, validity, reliability and general performance of each examination and all identified deficiencies corrected.
- successful completion of an approved training course (by the candidate) may be a requirement of a certification scheme
- the certification body shall examine competence of the candidate, based on the

requirements of the scheme, by written, oral, practical, observational or other means

Requirements of ISO (ISO, 17024, 2003).

### *1.c.1 Certification process and methodology*

Appropriate methodology and procedures shall be defined to reaffirm, at least annually, the fairness, validity, reliability and general performance of each examination and all identified deficiencies corrected.

The criteria of assessment/evaluation of the competence should be defined in accordance with international standards and other relevant documents. The certification shall not be restricted by limiting conditions such as undue financial requirements or membership of an association or group.

The ISO norm 17024 foresees a three step certification process that consists of application, evaluation (assessment) and decision on certification.

Firstly, the 'Application' step consists of a detailed description on the certification process and of the requirement for certification, applicants' rights and the duties including a code of conduct. Application is documented in an application form, signed by the applicant. In the Evaluation (Assessment) step, the certification body confirms that it has the capacity to deliver the requested certification and the applicant has the required qualification, experience and training specified by the scheme. The competence shall be examined based on the requirements of the scheme by written, oral, practical, observation or other means. The planning and the structure of the examination shall ensure that all requirements are objectively and systematically verified and documented. Documentation shall be done in an appropriate and comprehensible manner and includes information about the performance of the candidate and the results of examination (ISO 17024, 2003).

Decision on certification is the third step that is based on the information from the evaluation/assessment of the candidate. Those who make the certification decision shall not have participated in the examination or training of the candidate. The certification body provides a certificate that has the form of a letter and shall contain, as a minimum, the following information:

- a) the name of the certified person and a unique certification number;
- b) the name of the certification body;
- c) a reference to the competence standard or other relevant documents, including issue, on which the certification is based;
- d) the scope of the certification, including validity conditions and limitations;
- e) the effective date of certification and date of expiry (ISO 17024, 2003: 7).

### *1.c.2 Assessors/ persons involved in the certification process*

All persons should commit themselves to comply with the rules defined by the certification body. The competence of the persons, the appropriate education, experience and technical expertise shall be identified. The relevant qualification of each individual shall be documented. Assessors have to meet the necessary requirements of the certification body upon applicable and competence standards. To be more specific, they shall:

- be familiar with the certification scheme,
- have knowledge of the relevant examination methods and documents,
- have appropriate competence in the field to be examined,
- are fluent in the language of the candidate and
- are free from any interest that they can impartial and non-discriminatory judgements (assessments).

In case the examiner has any conflict of interest, the certification body has to make sure, that the confidentiality and impartiality of the examination is not compromised (ISO 17024, 2003).

## I.d The IMPROVE Guidelines

**The IMPROVE guidelines** are developed by the partners of the project IMPROVE *Improving Validation of Not-Formal Learning in European Career Guidance Practitioners* 510640-LLP-1-2010-1-IT-GRUNDTVIG-GMP (2011-2012). These guidelines are mostly focus on validation of current performance of practitioners. According to Improve the validation process of current performance of workers must be performance based. Substantial focus on the assessment procedure must include the direct examination of the work performance of the Candidate and/or on the reconstruction of performance of Candidate at work such as in the Performance Focused Interview (PFI).

### I.d.1 The Process and the Elements of assessment

According to the Improve guidelines, the main features that focus on the process and the elements of assessment are the following:

- The assessment process and assessment methodology used must be the same for all Candidates and applied in the same manner by all Assessors, while the validation framework, including its structure, assessment process, roles, scoring system, key terms must be clearly described and freely available.
- The assessment is done through a direct examination of the Candidate (direct contact or mediated contact through videoconference).
- The elements (job main tasks and job tasks) the Candidates have to master must be previously defined through a job analysis, and examination of available documentation on occupations and a pilot study . The results of the investigation have to be discussed and agreed upon among practitioners and other sector stakeholders.
- The evidences that demonstrate mastering of job main tasks should be based on the assessment methods, like Direct observation of the person whilst carrying out his/her work, Professional discussion, PFI Performance Focused Interview, Discussion of case studies, Testimonies from colleagues and supervisors, Testimonies from clients, Examination of documentation produced by the person whilst carrying out his/her work, Examination of portfolio of work, Simulation of job tasks.
- Successful validation cannot be conditional on the possession of an educational qualification, proven experience or attendance of specific training courses, membership of association or group.
- Validation can be initiated by an organization to check the competence of its employees and collaborators or by the practitioner him/her self. In the second case the validation process, and specifically the evaluator, shall guarantee the confidentiality of the results towards third parties.
- The Assessors must be appropriately trained for the validation process and possess a thorough working experience of the main tasks they are assessing, while the

quality assurance system of the validation procedure has to include professional supervision among the Assessors and the sharing of their experiences with other Assessors for learning purposes (Improve partners, 2012).

## **I.e EVGP Educational and Vocational Guidance Practitioner**

In 1999, IAEVG began the development of a set of international competencies that practitioners need in order to provide quality educational and vocational guidance services. EVGP is the framework for accrediting career guidance practitioners at international level launched on the 2007 by IAEVG .

The EVGP competencies are made up of a set of core competencies which focus on the knowledge, skills and attitudes needed by all practitioners and a set of specialized competencies required for some practitioners depending on the nature of their work.

The underlying concept of the EVGP credential is that:

- The achievement of an academic degree in career counselling does not necessarily mean that someone has the competencies to do the job well and according to existing standards.
- The competences can be achieved in many ways and not necessarily only by formal training.
- Clients have different needs: Information – advise – guidance – counselling. These different needs can be met by different services and/or by professionals with different type of training and different level and width of competencies.

### *I.e.1 Features of reference for accreditation*

Every system of accreditation has a set of features that is taken as reference and that who wants to be accredited has to possess or master. For EVGP, to be certified the candidate needs both personal features and should be able to master several job activities. Amongst the elements that are assessed are: *Knowledge, Attitudes, Skills, Job tasks*.

The above elements are grouped in Core Competencies and specialised competencies. The core competencies are:

1. Demonstrate ethical behavior and professional conduct in the fulfillment of roles and responsibilities
2. Demonstrate advocacy and leadership in advancing clients' learning, career development and personal concerns
3. Demonstrate awareness and appreciation of clients' cultural differences to interact effectively with all populations
4. Integrate theory and research into practice in guidance, career development, counselling, and consultation
5. Skills to design, implement and evaluate guidance and counselling programs and interventions

6. Demonstrate awareness of his/her own capacity and limitations
7. Ability to communicate effectively with colleagues or clients, using the appropriate level of language
8. Knowledge of updated information on educational, training, employment trends, labor market, and social issues
9. Social and cross-cultural sensitiveness
10. Skills to cooperate effectively in a team of professionals
11. Demonstrate knowledge of lifelong career development process

The Specialized Competencies are grouped in the following areas:

1. **Assessment:** Analysis of the characteristics and needs of the individual group to whom the program is addressed, and also of the context where they are inserted, including all agents involved. The aim is to integrate and evaluate data from inventories, tests, interviews, scales and other techniques that measure an individual's abilities, aptitudes, barriers, life roles, interests, personality, values, attitudes, educational achievements, skills and other relevant information. This specialization includes the related but distinct competency of test interpretation, that is, explaining to a client the results of an assessment and their implications.
2. **Educational Guidance:** Assisting individuals to select courses, make educational plans, overcome learning difficulties, and prepare for post-secondary education, training or entry into the workforce. Guidance is often done in large groups, in contrast to counseling which is more often done with individuals or small groups.
3. **Career Development:** Fostering the attitudes, beliefs, and competencies that facilitate mastery of vocational development tasks, the ability to plan and adaptation to work-role transitions over the life-span. It typically uses a developmental model.
4. **Counseling:** Prompting self-reflection to clarify self-concepts, identify options, make decisions, and resolve difficulties.
5. **Information Management:** Collecting, organizing, maintaining, and disseminating information pertinent to education, training, occupations, and employment opportunities; coaching clients in its effective use.
6. **Consultation and Coordination:** Providing information, guidance, and professional advice to parents, teachers, school administrators, and employers who wish to facilitate the educational progress and career development of their charges. Organizing and managing school and community personnel to create referral sources for students regarding programs, services and networks.
7. **Research and Evaluation:** Studying issues related to guidance and counseling, such as learning processes, vocational behavior and its development, values, etc. Examining the effectiveness of interventions.

8. **Program and Service Management:** Designing, implementing, supervising and evaluating interventions to address the needs of a target population.
9. **Community Capacity Building:** Encouraging collaboration between community partners to assess human capital and community needs, as well as developing plans to address the economic, social, educational, and employment goals of the community.
10. **Placement:** Supporting individuals in their efforts to obtain occupational positions by teaching job search skills and creating employment opportunities.

In general the candidate is considered to possess each specific competency if he/she has participated to a training focused on that or if two experts declare he has that. If none of them applies, then the candidate to prove his/her competence can submit 'artifacts' proving extensive professional experience in the areas of specialization.

In order to apply for the accreditation is required a combination of formal education and experience and also the candidate shall prove to be competent in all the core competencies and at least in one area of specialization.

### *1.e.2 The features and the process of the assessment*

Applicants seeking designation as an EVGP must apply to the Center for Credentialing & Education (CCE) with a portfolio containing at least the following components:

1. A Personal Reflective Statement outlining the candidate's career guidance philosophy
2. Documentation of formal or informal education relating to this credential. (optional)
3. Self-assessment of competencies.
4. Verification of career development experience, signed by an employer
5. Artifacts (evidence) applied to each of the competencies with rationales.
6. Copy of diploma, degree, or transcript for highest educational level completed.
7. Open-book Jurisprudence Assessment documenting the applicant's familiarity with the ethical standards. The Jurisprudence Assessment is under development and will not be required of initial applicants.
8. Competency Review by two individuals qualified to assess the applicant in cases where no documentation of formal training exists (Evangelista, 2011).

## I.f MEVOC

**MEVOC** is a framework created through a European project in 2003-2006 (MEVOC website 2011), which allows to get a European Certificate For Career Guidance Counselors and is based on 35 elements.

ECGC is a step towards reaching the aim of the European Lifelong-Learning strategy and the professionalisation of the career guidance sector on a national and international basis. ECGC – European Career Guidance Certificate is developed on the basis of the MEVOC competence standards for career guidance counsellors. The main aim is to develop a standardised and internationally transferable certification system (“ECGC-certificate”) to acknowledge formally or non-formally acquired knowledge/skills/competences of career guidance counsellors that is compatible with the existing training offers.

### I.f.1 The Process and the Elements of assessment

MEVOC is a competencies based framework, that is to say the set of features are personal features considered antecedents of performance. The Certificate is based on a three-step examination with respective appropriate examination formats in relation to exam content: Online test (focused on the specialist and methodical knowledge relevant for career guidance counselors), Assessment centre (focused on transversal skills, see a definition below), Written paper focused on theory of educational counselling and career guidance). There is also a Self Assessment-Tool for checking counsellor competences and skills and identifying deficits.

In MEVOC the features that are assessed are:

- *Skills* (i.e. Having the skills to motivate clients or Being able to provide relevant information on specific fields of study/training. The reasons for the two different ways –having the skills and being able are not clear)
- *Knowledge* (Knowledge of formal and informal job application processes)
- *Attitudes* (i.e. Not being afraid of new experiences or changes)

These features, called competence standards, amounts to 35 and are grouped under four main categories: **Education and Career, Counselling Practice, Personality, ICT-Skills.**

The Certificate confirms the fulfillment of the quality standards independent of how they were acquired.

## **I.g EAF European Accreditation Framework For Career Guidance Practitioners**

**EAF European Accreditation Framework For Career Guidance Practitioners** is a framework developed by Leonardo Evangelista, in the European Project EAS European Accreditation Scheme for Careers Guidance Counsellors carried out in 2006-2008 (Evangelista 2008). The framework allows to get the EAF Certificate on one or more than one of the 3 main tasks (elements) of the framework. For assessment purposes, each of the main tasks is divided in several sub elements (subtasks) with a tree roots structure.

### *I.g.1 The Process and Elements for accreditation*

EAF assessment is based on main tasks performance. This is to say during the assessment, the candidate must demonstrate to be capable to carry out the main task(s) for which he/she seeks accreditation. For each main task on which accreditation is sought, the candidate has to provide evidence to comply with specific elements. Assessment is carried out with examination of candidate's CV and the PFI Performance Focused Interview.

The assessment process takes place in two steps:

In Step 1 evidences such as educational qualifications, experience, self administered learning, testimonies from colleagues and supervisors, documentation produced by the person whilst carrying out his/her work, etc. are collected and submitted in a portfolio by the applicant and evaluated.

In Step 2 the candidate is examined through a PFI Performance Focused Interview. The PFI is focused on how the candidate carries out the main task on which accreditation is requested and can be done vis a vis or in video conference using Skype or Messenger).

To standardize the assessment, a score system for evaluating the evidences presented and a blueprint for the interview are provided.

The **elements** on which the assessment is based are 3 main tasks carried out by practitioners when delivering career guidance. The main tasks identified by EAF are the following:

- 1. Deliver information related to career guidance as a separate activity.*
- 2. Perform career guidance interviews*
- 3. Carry out career guidance activities in small groups*

Each person delivering career guidance can seek accreditation on one or more main tasks. As EAF accreditation is competence based, an experience of at least 1.000 hours in each of the main tasks for which accreditation is sought is strongly recommended. In EAF assessment, there are some common elements that are assessed to every candidate and additional elements responding to the main task that the candidate asks for accreditation.

To get a better overview of the candidate, in every task assessment also additional elements related to professional history, current activity, knowledge of information related

to career guidance, sensitivity to continuous improvement, ethics and to clients empowerment are examined.

When applying for accreditation, the candidate has to submit several documents, like Application form and declaration, CV, Personal statement on career guidance practice, Declaration of experience in the career guidance field by your current or any other document the candidate considers useful.

## **I.h The NVQs for Advice and Guidance**

**NVQ 3 Advice and Guidance** has been developed by Employment NTO, an English organization in charge of developing and maintaining the UK National Occupation Standards for Career Guidance. The framework allows to get an award in Advice and Guidance at several levels of expertise.

### *I.h.1 The Process and Elements of the assessment*

According to ENTO (2006) the assessment should be focused on evidence resulting from main tasks the candidate carries out in their normal workplace role. The choice of the methods for assessment is up to the evaluator. Rather than taking an element by element approach, looking at each of the performance criteria in turn, the assessor encourages candidates to use evidence across as many activities and elements of NVQ as possible.

A Functional Map describes the broad work activities that take place across an occupational sector. It describes these work activities in general terms to build up a picture of the type of work that is carried out by individual members of staff. The purpose of an Occupational Map is to identify accepted, broad job roles at all levels (of seniority) within the sector.

ENTO (2006) lists 30 elements (tasks). During the assessment, depending by the NVQ level, some elements are compulsory, some others optional and can be chosen by the candidate. Within each task the required standards of performance and related knowledge and skills for that activity are described in the form of outcomes of effective performance and statements of required knowledge and understanding. Some standards also feature a range of typical behaviours underpinning effective performance. For assessment purposes, each of them is divided in several sub elements (subtasks) with a tree roots structure. Assessment is carried out based on assessment methods agreed with candidate. Usual means are direct observation of the person whilst carrying out his/her work, professional discussion, testimonies from colleagues and supervisors, examination of documentation produced by the person whilst carrying out his/her work.

ENTO lists the following main assessment methods: Direct observation, Professional discussion, Evidence from others, Questioning and Examination of products of a candidate's work activity

There are five levels of NVQ ranging from Level 1, which focuses on basic work activities ('Competence that involves the application of knowledge in the performance of a range of varied work activities, most of which are routine and predictable'), to Level 5 for senior management (Competence that involves the application of a range of fundamental principles across a wide and often unpredictable variety of contexts).

The assessor works in cooperation with a supervisor (Internal verifier) based on the Assessment Centre. External verifiers, employed by the awarding bodies, can review the activity of the Assessment Centres.

### **I.i Overview of the methodologies for assessing competence**

Taking into consideration the existing guidelines and frameworks that mentioned above, we'll try to get an overview of the main aspects of the process, the methodology and the assessment elements.

Talking about CG practise it is obviously that we are dealing with a complex, communicative, highly embedded social service that requires recent and actual knowledge from different fields as well as very fundamental knowledge about individuals and communication processes. As discussed in professionalization theory (Mieg, 2005; Singer/Ricard, 2009), such kind of professional tasks require competence that is developed in a long and intensive period of learning – whether formal or informal, while formal learning without practical experience and reflection never can be sufficient. Considering this, the methodology being exerted has to fit into such kind of professional competences.

Thus the methods used in validation of competences and prior learning should fulfil certain criteria such as:

- validity: the tool must measure what is intended to measure,
- reliability: the extent to which identical results would be achieved every time a candidate is assessed under the same conditions,
- fairness: the extent to which an assessment decision is free from bias (context dependency, culture and assessor bias),
- cognitive range: does the tool enable assessors to judge the breadth and depth of the candidates learning (or competence),

- fitness for purpose of the assessment: ensuring the purpose of the assessment tool matches the use for which it is intended” (CEDEFOP, 2009).

It should be mentioned that the way competence is developed and can be shown by an individual can not be standardised. It is evident, that competence is a combination of knowledge, skills and also emotional and motivational aspects in certain actions. To take this fact into account, validation has to include methods that allow the observation of performance rather than for instance just a self-rating on the bases of competence catalogues. Useful methods for validating competencies and especially career guidance/counselling competencies are:

- debate: offers the candidate an opportunity to demonstrate depth of knowledge as well as communicative skills;
- declarative methods: based on individuals’ own identification and recording of their competences, normally signed by a third party, to verify the self-assessment;
- interviews (BEI and PFI): can be used to clarify issues raised in documentary evidence presented and/or to review scope and depth of learning;
- observation: extracting evidence of competence from an individual while they are performing everyday tasks at work;
- portfolio: using a mix of methods and instruments employed inconsecutive stages to produce a coherent set of documents or work samples showing an individual’s skills and competences in different ways.
- presentation: can be formal or informal and can be used to check ability to present information in a way appropriate to subject and audience;
- simulation and evidence extracted from work: where individuals are placed in a situation that fulfils all the criteria of the real-life scenario to have their competences assessed
- tests and examinations: identifying and validating informal and non-formal learning through or with the help of examinations in the formal system.

For the Validation of Career Guidance/Counselling practitioners different types of validation-methods should be distinguished in different categories to discuss their purpose, strengths and weaknesses more clearly.

- Methods Type A: Presentation
- Methods Type B: Self and peer Assessment
- Methods Type C: Performance oriented methods

In the process of validation methods of all type can be used and combined. Of course each methodology has its own strengths and weaknesses. In respect of competence

theory it came out that methods “type B” enables deeper insight into the CG practitioners competence than from “type A”, and as well “type C” enables deeper insight than “type A” and “type B”. It is recommended, that just methods from type C allow a concrete and valid judgment whether a person is able to perform a certain competence in accordance to a given task (within a certain setting and under given environmental conditions).

Of the examined frameworks, EAF, IMPROVE and NVQs for Advice and Guidance proved to be truly performance based, while EVGP, MEVOC are mixed. ISO/IEC 17024 is instead a set of guidelines on how to structure a general system for accrediting workers. Approaches based on assessment of performance proved to be the most reliable based on direct observation or reconstruction of performance, while the others are indirect, based on possession of antecedents that are only probabilistically related to performance. Possession of qualifications and experience are useful shortcuts for a first screening of applicants, but don't suffice for identifying competent workers. Frameworks based on possession of personal features proved to be more mistake prone rather than those based on performance. After reviewing the existing frameworks and guidelines for assessing competence, it comes up that performance based methodology is proved to be more efficient and on this methodology we are going to focus for the development of our device.

## II. Accumulation process: ECVET Guidelines on validation of competence

In order to develop the device for validation of competence of the career guidance practitioners who work with NEETs, we will give emphasis on several guidelines, which are based on the existing guidelines and frameworks that were mentioned above.

As our aim is to focus on the validation of current performance of practitioners, our attention will be especially on the frameworks and guidelines that deal with evaluation of performance.

After reviewing the existing frameworks what comes up it that in every validation framework there are four main components:

1. What is recognized or granted at the end of the procedure of validation. It can be a title, a qualification, a certificate or academic credits.
2. The elements that the Candidate has to possess or master (job tasks) to be recognized as competent and the .
3. The tools to collect the evidences that demonstrate possession or mastering of the elements
4. The assessment process

### II.a The elements for assessment

In order to go on a validation of competence of practitioners we should draw up a list of elements the successful Candidate has to possess or master to achieve validation and a specification of the desired level of attainment of each element.

The elements of our assessment will be based on the results of the job analysis that will be carried out in Output O4 *where there will be defined the tasks that are performed in a practitioners' role. The actions will be identified drawing a flowchart describing how a job is carried out and this way main tasks, tasks and sub tasks are described as a tree root, where combination of simpler actions allow to carry out the more complicate. The job analysis will also allow identifying a hierarchy of tasks, from the most important and general (main tasks) to the minor ones (tasks and sub tasks).*

Therefore, in output 4 there will be described the profile of the guidance practitioner that work with NEET.

The profile of the practitioner will be described in terms of key activities/ competences that are common despite the national specificities. For each key activity, there will be defined as well the knowledge and skills, the operator should master in order to obtain qualification.

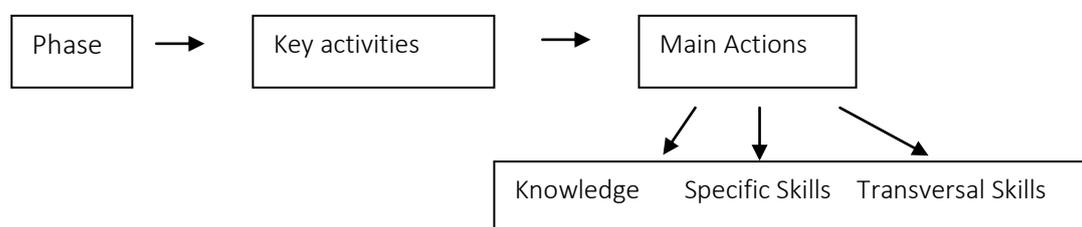
Our device will have a tree root format. It will be consisted of key elements – the basic key activities categorised in several factors- and for each key element, there will be sub – elements, for example the skills and knowledge that will be needed for each key element,

taking into consideration the weight of each key element/activity and the equivalent ECVET points.

To take an idea, the PFI will be constructed in a way to evaluate the job of a career counselor in three phases: **PRELIMINARY PHASE**, **PHASE OF ANALYSIS** and **FINAL PHASE**.

Then for each phase there will be questions on how the practitioner operates the **key activities** of the phase. To make the right questions for each key activity we will focus on the **main actions** and furthermore on the **Knowledge** Required, the **Specific Skills** Required and the **Transversal Skills** Required.

So, the root will be:



## II.b.Tool for evaluation – the PFI and scoring

The tools for collecting evidence related to personal characteristics are numerous, but since our goal is to evaluate performance at work, we will mainly use the PFI - Performance Focused Interview (Annex A), the evidence being translated by the answers of the interviewer's questions.

The PFI can be an interview defined as a Structured and Standardized Professional Discussion, that is, an interview between an evaluator and a candidate (assessed person), in which the candidate describes to his / her work tasks their professional performance to the established requirements by the norms. In the PFI interview the questions are focused on specific predetermined aspects of the candidates' performance and they are all placed on the same list of questions. However, the evaluator may ask additional questions for clarification or a better understanding of the topic that eventually requires clearer confirmation.

In the PFI, the evidence is the answers given by the candidate to the validation process. However, for each question the criteria to be considered "under the cut-off" will be given, that is, the criteria describe when the candidate's level of mastery or behavior is below standard, so that all evaluators use the same format for Interview and scoring system as well.

With regard to the scoring system, it should be noted that scoring can be very subjective, and that is why we should standardize as much as possible the "judgment" of the different evaluators, using a common model, making the evaluation criteria more explicit and using questions with "cut-off" answers.

In this sense, a score will be given to each element. The evaluator will inform the participant / candidate that he / she will stop when his / her response when it already satisfies or covers the content of the question asked by the evaluator. For each element, the evaluator will give a "sufficient" or "insufficient" mark explaining the reason of its option to the participant.

The scale that will be used is likert type - 3 items / options and as such, the score given the question by the candidate presents a variation between 1 and 3 (amplitude of the answer).

In the following figure (Figure 1. Scoring System in the PFI), we present the possible score to be obtained by candidate and its meaning.

Figure 1. Scoring System in the PFI

<b>Score</b>	<b>Meaning and criteria</b>
<b>1</b>	<b>Not met: Candidate under the cut off</b>
<b>2</b>	<b>Met: Candidate is convincing about performance but cannot explain clearly embedded theory and principles</b>
<b>3</b>	<b>Very good: Candidate is convincing about performance and can explain clearly embedded theory and principles</b>

## II.c Procedure of validation/The assessment process

In shaping the procedure of the validation we have to consider that in validation it is necessary to find a good compromise between efficacy and weight of the assessment procedure.

A procedure may be very effective but if it requires significant dedication of time and economic resources it will have minimal possibility to become established and widely implemented.

On the other hand, a procedure which requires little time, but is less effective also presents the weakness of minimal utility.

In our case the procedure we propose consists of three steps: Information of the Candidate, Interview 1 and Interview 2.

The detailed procedure could be as following:

1. The candidate apply for the evaluation.
2. The Evaluator comes in contact with the Candidate to agree on the timing of the PFI and gives the Candidate additional information on the process.
3. Interview 1: the Evaluator interviews the Candidate on the elements following a Blueprint of questions. Interview 1 takes about 1 hour. One additional evaluator can participate for better evaluation. At the end of Interview 1 the Evaluator sends the Candidate an additional self-assessment questionnaire and asks him/her to assess him/herself in no more than one day. As soon as the Interview is finished the Evaluator also fills the Evaluation Log with the scoring and the comments.
4. The evaluator fills in the Matrix of correspondence between the scoring and the allocation of ECVET point
5. The Candidate sends to the Evaluator the Evaluation Log and his/her CV.
6. In no more than one week the Evaluator examines the Questionnaire filled by the Candidate, adding his/her scores and comments together.
7. Interview 2: Evaluator and Candidate discuss the results of interview 1 and make the Plan for Improvement. Interview 2 takes about 1 hour.

***The formal recognition of ECVET points can be obtained by the Candidate only after the examination done by a Public body, authorized in the credit grant, according to official agreements, as explained in the follow sections.***

## II.d The Evaluators

The evaluators play a really important role in the evaluation process. That's why the evaluators must:

- be appropriately trained for the validation process and possess a thorough working experience of the main tasks they are assessing.
- declare any possible conflict of interest and must withdraw themselves from any assessment in which impartiality and confidentiality cannot be assured.
- be familiar with the validation process (validity and reliability);
- have no personal interest in the validation outcome (to guarantee impartiality and avoid conflicts of interest);
- be familiar with different assessment methodologies;
- be able to inspire trust and to create a proper psychological setting for the candidates;
- be knowledgeable about quality assurance mechanisms” (CEDFOP, 2009: 68).

The quality assurance system of the validation procedure has to include professional supervision among the evaluators and the sharing of their experiences with other evaluators for learning purposes. In each assessment, we could use two evaluators, or we could record the assessment interview and a second evaluator could review the scoring of those elements where the score is 2.

The role of an evaluator is to:

- Carry out the PC according to the procedure
- Examine the feedbacks of the Candidates on the PC (including on the Assessors' behavior and expertise)
- *help the Candidate to draw a Plan for Improvement*
- Give periodical suggestions about improvements to the assessment procedure
- Keep a register of Candidates and PFI results of every Candidate

## II.e Validation of Learning outcomes

In order to describe the validation of learning outcomes, we have to precise that:

- **evaluation** of learning outcomes is the set of **tools and processes** used to establish how much a person has a knowledge, a skill and a competence
- **validation** of learning outcomes is the set of processes that can confirm that the **results** obtained by a student/apprentice **correspond with the specific results requested for a Learning Unit (ECVET)** or qualification
- **recognition** of learning outcomes is the set of processes that certify from an **official point of view the results obtained** by the student through the attainment of a qualification or part of qualification

Concerning the validation of LO obtained by the Guidance practitioners who works with NEET, the process used by Partnership ECVET.OER.NEET has been created according to the principles and the procedures foreseen by ECVET System.

The partners agreement about the training is a very important point for the evaluation, validation and recognition of learning results within the national framework. First of all, they share the idea of **Qualification/Profile** of reference and the fact that this qualification has to be part of the European Qualification Framework (EQF). In this way, they are sure that the existing national profiles are comparable. For this reason, the partners has to guarantee the quality of all activities and they also have the responsibility to choose the procedures needed to find the competence evaluation criteria.

In order to do the validation and recognition of competences developed in different countries, it needs to be sure that the user really acquired those competences. The evaluation methodology has to be connected to the chosen competency. Thanks to the PFI evaluation it's possible to test both the learning results defined as learning outcome unit according to ECVET system or national qualification, and competences acquired during job activities.

The process of definition, validation and certification of competences acquired in formal, not-formal and informal context, allows the recognition of all kind of competences and gives the possibility to create official credit usable for the achievement of formal titles. In fact, this process is the service addressed to the recognition of competences by an **authorized bodies, according to Regional/National laws**, through the evaluation of formal, not-formal and informal learning.

The definition and validation process could be completed:

- with the issue of a **Validation Document** that is a public act / certification
- with the **competence certification procedure**, if the person asks for it

In this process, the phase of definition and validation refers only the first verification of competences and can't finish with the issue of a competence Validation Document. For this reason, the evaluation must be done by "**authorized bodies**", that are:

- **Bodies that can recognize training credits for vocational training activities** done in its Region/Country;
- **Public or private employment centres** and **bodies authorized to definition, validation and certification of competences.**

The **validation** needs an evaluation done by a mix of people that have fixed competences.

The validation process, in fact, involves:

- and expert person with competences in **certification techniques** who has to guarantee the whole process;
- an operator that knows the competences definition, validation and certification processes and the Training standard system used in his Country
- one or more expert people in training activities, that has to be chosen by the Training centre that realizes the validation process. He has to be a person that knows the topics of the validation or an expert in employment system.

These expert people have to define the **Key contents/evidences** during the interview and the eventual added tests needed to verify the evaluated competences.

They analyse the competences that could be validated through an Evaluation form of evidence. Thanks to this tool it's possible to find the competences that have to be validated, to connect them to a reference standard profile and to evaluate the reliability of evidences (before) and the level of competences acquired (then).

The **Evaluation form** also allows to connect, through a **matrix**, the evaluation results with the ECVET point that could be recognized, according to this criteria:

- if the evaluation results cover **at least 80%** of reference competence (**Key Activity**), the user acquired this competences (in a formal, not-formal or informal training) and he has to pass the formal evaluation in order to obtain the ECVET points;
- if the evaluation results cover **from 50% to 79,99%** of reference competence (**Key Activity**), it will need an improvement plan. Thanks to this plan, the user could recover his gap and he could do again the PFI evaluation, in order to reach the threshold;
- if the evaluation results cover **less than 49,99%** of reference competence (**Key Activity**), the user will not acquired enough competences to complete the evaluation process.

In order to complete the description, it's important to underline that in this device, the competence evaluation and the linked allocation of ECVET points refers the **single Key Activity** individuated in IO4 "Competence profile of the guidance practitioner who work with NEET" and the ECVET score calculated in the same IO4 for each Key Activity. In this way, the device is very flexible and adaptable to each future training activity connected to the same qualification because each Key Activity (as Learning Outcome Unit) is individually evaluated, with its evaluation criteria and its threshold. In the future, the Learning Outcome Units could be associated in order to create training course:

- according to the standard provided in this device (and thanks individuated through the Job analysis realized within the previews project activities)
- according to other training needs. In this case, it will be created other training courses, that will be focused on different topics, but always linked to professional qualification of reference

This device allows to realize, evaluate and validate short training courses (also focused on only one Key Activity) or complex training courses (also with all Key Activities). In any case, the ECVET points allocable will be linked to the Learning Outcome Units that represent the object of the training, from a minimum of 2 ECVET points (for training activities that refers only 1 Key Activity) to a maximum of 60 ECVET points (for training activities that refers all 30 individuated Key Activities)

Competences validation can refer:

- the **whole** professional profile, as it is described in Regional Registers of Training Standards existing in each Country;
- **single competences**, such as the set of minimum skills and knowledge of a professional profile;
- **single minimum knowledge and skills**, such as part of a professional profile competence.

#### The certification of validated competences

According to the results final test/interview, the evaluation finishes with one of the following options:

- a) the validation of all competences foreseen by professional profile of reference
- b) the validation of one or more competences of one or more professional profiles
- c) no validation or recognition

In case of validation of one or more competences of professional profile (b) or validation of all competences foreseen by professional profile (a), the user will receive the Validation Document.

**Validation Document** is issued by an **authorized body**, that, through this document, certifies that a person has all of the competences of a professional profile or that he has only some of these competences. In this case, the authorized body certifies that the person has the minimum skills and knowledge referring a specific professional profile. In all cases, the authorized body certifies that the competences have been acquired thanks to a formal, not-formal or informal learning activity.

The Validation Document must have some fixed contents, according to the existing laws of each Country and could be issued with an **Additional document** that describes all

Learning Outcomes obtained during the training or experience (**Europass**). The referring laws for the production of Validation document are the following:

- D.lgs n.13 16th January 2013 and D.M. 30th June 2015 in **Italy**
- Law 5/2002, 19th June and Royal Decree 1224/2009, 17th July in **Spain**
- Law no. 3879/2010 21/09/2010 art.16 and Law no.4009/2011 – 6-9-11 art.70-72. in **Greece**
- Decree1082-A/2001of 5th September in **Portugal**
- Law 11 July 2014 and 22 December 2015, Regulation of the Minister of Science and Higher Education of 2 and 4 November 2011 in **Poland**

After the validation, the user can "use" the credits connected to the Validated competences foreseen in his Validation Document (for example, if he decides to start a training course, he will have that initial credits).

In fact, the validation process is strictly connected to the allocation of credit according to ECVET System and it represents the most important element for the recognition of initial credits.

If a person reaches the validation of all competences connected to a professional profile, he must have the possibility to do the final exam and obtain the **certification** foreseen by Regional Institutions/Public Bodies (according to national laws).

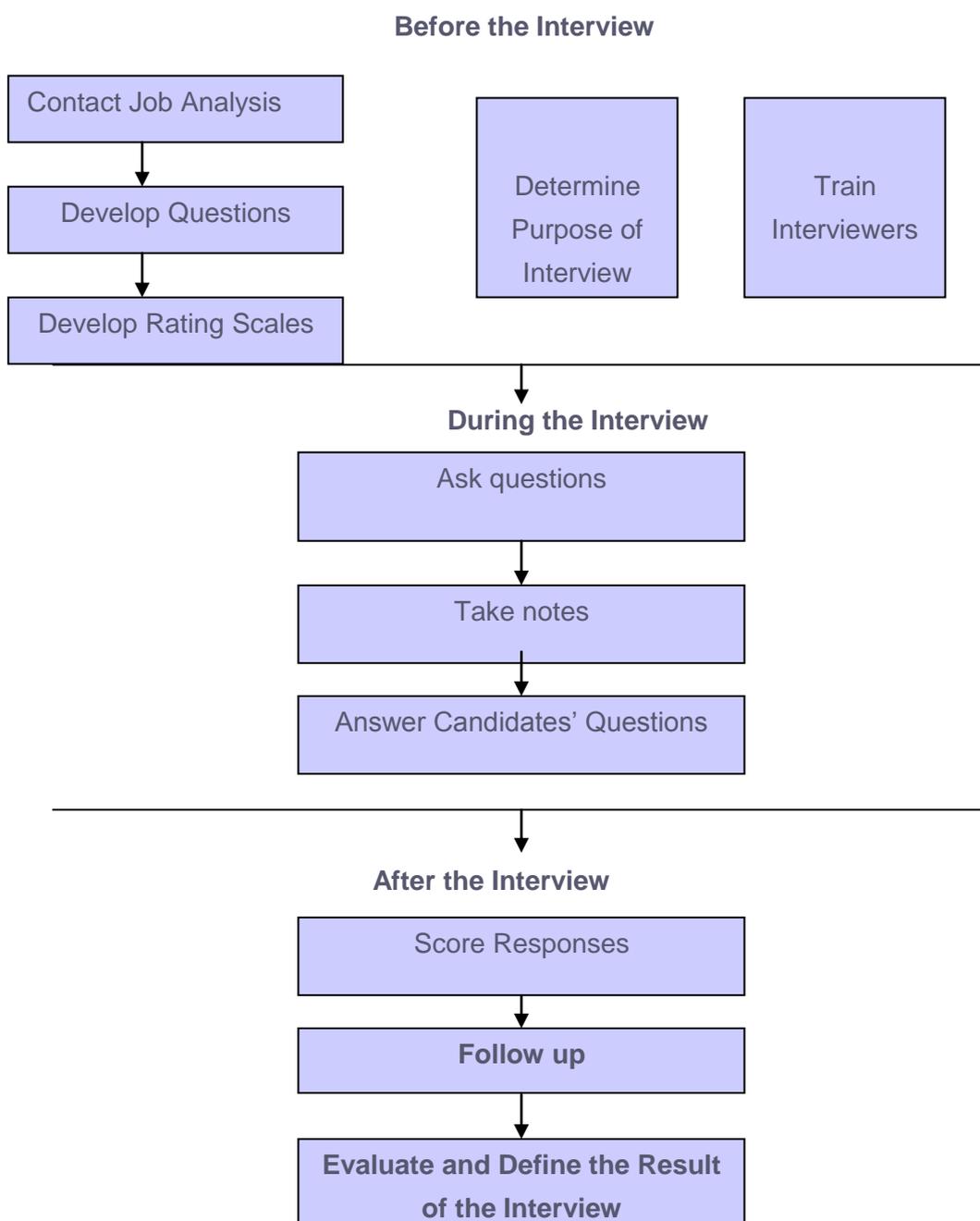
This is the task that Partnership ECVET.OER.NEET will formalize through an "**Understanding Memorandum**" with the local stakeholders, that will be involved in the adoption of procedure foreseen by or Validation Device and in the **Recognition** of credits obtained thanks to the participation to free training courses (**OER**) during and after the end of the project (Official certification of obtained, evaluated and validated results).

### III The PFI and ECVET points

The validation devise that was developed within the Project “ECVET and OER based assessment and training of guidance practitioners working with NEETs”, is basically a Performance Based Interview. In the following units there will be presented the process of producing the interview, the blueprint of questions, the handouts to candidates, the evaluation form and the self-assessment instrument.

#### III.a The interview production process

In order to product the performance based interview we followed several steps, which are presented in details in the guidelines of ECVET program. Though we will present the process in summary through the following schema.



### III.b Units and elements for evaluation and ECVET points

In interview 1 (the PFI) will be assessed the following elements according to the Units that came up from O4.

UNITS/ELEMENTS	ECVET POINTS
<p style="text-align: center;"><b>Unit 1 - NEET Support Method</b></p> <p style="text-align: center;"><b>Elements</b></p> <p><b>WPKA 2</b> Assessment (profiling) of the NEET's strengths / weaknesses</p> <p><b>WPKA 24</b> Counsel individuals to help them understand and overcome personal, social, or behavioral problems affecting their educational or vocational situations</p> <p><b>WPKA 3</b> Preparation of an individual action plan</p> <p><b>WPKA 1</b> Individual initial interviewing</p>	<p style="text-align: center;">2</p> <p style="text-align: center;">2</p> <p style="text-align: center;">2</p> <p style="text-align: center;">2</p>
<p style="text-align: center;"><b>Unit 2: NEET Assistance Actions face to face</b></p> <p style="text-align: center;"><b>Elements</b></p> <p><b>WPKA 14</b> Group sessions with NEET's</p> <p><b>WPKA 5</b> Job search assistance</p> <p><b>WPKA 10</b> Maintaining direct, in-person contact with registered NEET's</p> <p><b>WPKA 4</b> Providing information on available job offers</p> <p><b>WPKA 23</b> Explain human resources policies, procedures, laws, standards, or regulations</p>	<p style="text-align: center;">2</p>

<b>Unit 3: Professional NEET assistance and updating information</b>	
<b>Elements</b>	
<b>WPKA 28</b> Dealing with multicultural needs	<b>2</b>
<b>WPKA 30</b> Participating in training and information sharing activities of guidance with NEET's	<b>2</b>
<b>WPKA 20</b> Use of specialized IT and other tools for assessment	<b>2</b>
<b>WPKA 7</b> Providing information about active labour market policies	<b>2</b>
<b>WPKA 27</b> Participate social and institutional networks	<b>2</b>
<b>WPKA 16</b> Maintaining contact with registered NEET's through telephone / e-mail	<b>2</b>
<b>WPKA 6</b> Building materials and tools of survey	<b>2</b>
<b>WPKA 8</b> Referral to appropriate active labour market policies provider (e.g. specialist assessment, training, etc.)	<b>2</b>
<b>WPKA 22</b> Providing and up-keeping on site and on-line information on available trainings/ Active labour market policies	<b>2</b>
<b>Unit 4: NEET Deepening Assistance</b>	
<b>Elements</b>	
<b>WPKA 25</b> Managing conflict	<b>2</b>
<b>WPKA 13</b> Guidance on career planning/ development	<b>2</b>
<b>WPKA 9</b> Monitoring of implementation of Individual Action Plan	<b>2</b>
<b>WPKA 26</b> Interact and collaborate with the local network of employment and training services	<b>2</b>

<b>Unit 5: Matching and providing NEET Assistance</b>	
<b>Elements</b>	
<b>WPKA 18</b> Providing and up-keeping on-site and on-line information on available job openings	<b>2</b>
<b>WPKA 29</b> Providing guidance in another language (e.g. english)	<b>2</b>
<b>WPKA 11</b> Filling of vacancies - selection of candidates	<b>2</b>
<b>WPKA 12</b> Informing employers about Active labour market policies / support	<b>2</b>
<b>Unit 6: Referring the NEET to other services/providers</b>	
<b>Elements</b>	
<b>WPKA 15</b> Networking with other stakeholders and providers	<b>2</b>
<b>WPKA 17</b> Providing telephone / on-line job information and assistance	<b>2</b>
<b>WPKA 21</b> Monitoring in case of referral to another provider/ training	<b>2</b>
<b>Unit 7: Formal administrative process of registering</b>	
<b>Element</b>	
<b>WPKA 19</b> Registering unemployed (formal registration process)	<b>2</b>

### III.C THE PFI QUESTIONS

Unit 1 - NEET Support Method		
WPKA	QUESTIONS	CUT OFF POINTS
<b>WPKA 2</b> Assessment (profiling) of the NEET's strengths / weaknesses	<ol style="list-style-type: none"> <li>How do you make the assessment of the professional profile of your client?</li> <li>Could you mention the assessment tools you use?</li> </ol>	<ol style="list-style-type: none"> <li><i>Cannot describe the way he/she makes the assessment</i></li> <li><i>He/she doesn't use any assessment tool</i></li> </ol>
<b>WPKA 24</b> Counsel individuals to help them understand and overcome personal, social, or behavioral problems affecting their educational or vocational situations	<ol style="list-style-type: none"> <li>How do you assist your clients in understanding that their personal or social problems affect their educational or vocational situation? How do you show empathy on their problems? Please give an example</li> <li>Tell me about a situation in the past year in which you had to deal with a very difficult case with a client facing social and psychological problems. How did you handle the situation? What was the result?</li> </ol>	<ol style="list-style-type: none"> <li><i>Cannot give any example</i></li> <li><i>Cannot mention any situation or the way he/she said that handled the situation is not convincing</i></li> </ol>
<b>WPKA 3</b> Preparation of an individual action plan	<ol style="list-style-type: none"> <li>Could you please make some examples of how do you help your clients identifying a career goal and make an action plan?</li> <li>How do you understand that a client doesn't have a career goal?</li> <li>Give me an example of a problem you faced in assisting clients to identify career goals and make action plans and tell me how you solved it.</li> <li>Imagine a client that doesn't have a career goal and needs to make a career action plan. With which instruments and methodologies do you help your clients to identify a professional or learning goal and prepare an action plan?</li> </ol>	<ol style="list-style-type: none"> <li><i>Cannot give any example</i></li> <li><i>Cannot say how to understand if a client doesn't have a goal</i></li> <li><i>Cannot refer to any problem or give convincing way to solve it</i></li> <li><i>Cannot mention convincingly any instrument or methodology to assist clients in identifying goals and preparing action plans.</i></li> </ol>
<b>WPKA 1</b> Individual initial interviewing	<ol style="list-style-type: none"> <li>How you welcome a client? .</li> </ol>	<ol style="list-style-type: none"> <li><i>Cannot give specific method of</i></li> </ol>

	<p>10. Which are the main steps of your interviews?</p> <p>11. What are the main challenges in the initial interview? How do you address them? Could you please give me an example?</p>	<p>welcoming</p> <p>10. Cannot describe any meaningful step</p> <p>11. Cannot list any challenge or way to solve it</p>
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<b>Unit 2: NEET Assistance Actions face to face</b>		
<b>WPKA</b>	<b>QUESTIONS</b>	<b>CUT OFF POINTS</b>
<b>WPKA 14</b> Group sessions with NEET's	<ol style="list-style-type: none"> <li>1. What are the difficulties and challenges in providing group sessions? Give an example</li> <li>2. According to which criteria you make up a group?</li> </ol>	<ol style="list-style-type: none"> <li>1. Cannot deal with groups</li> <li>2. Cannot mention more than 1 criteria</li> </ol>
<b>WPKA 5</b> Job search assistance	<ol style="list-style-type: none"> <li>3. How do you help a client in job search? With which instruments and methodologies? What are the most effective?</li> <li>4. What is the invisible labour market? Can you make an example?</li> <li>5. Which models of CV you prefer and why? How would you structure a cover letter?</li> </ol>	<ol style="list-style-type: none"> <li>3. Cannot answer convincingly nor list any instrument or methodology</li> <li>4. Cannot make any example</li> <li>5. Cannot mention the models of a CV model and the way to structure a cover letter.</li> </ol>
<b>WPKA 10</b> Maintaining direct, in-person contact with registered NEET's	<ol style="list-style-type: none"> <li>6. How do you show the client that you are listening to him/her?</li> <li>7. With which words you make the client feel comfortable and talk of him/herself?</li> </ol>	<ol style="list-style-type: none"> <li>6. Cannot answer convincingly</li> <li>7. Cannot mention the words he/she uses</li> </ol>
<b>WPKA 4</b> Providing information on available job offers	<ol style="list-style-type: none"> <li>8. What are the specific resources where you can find information about job openings</li> <li>9. What kind of information do you provide to NEETs referring to job offerings</li> </ol>	<ol style="list-style-type: none"> <li>8. Cannot mention at least two resources</li> <li>9. Cannot answer convincingly</li> </ol>
<b>WPKA 23</b> Explain human	<ol style="list-style-type: none"> <li>10. Which are the specific resources you prefer in order to be familiarised with human resources</li> </ol>	<ol style="list-style-type: none"> <li>10. Cannot mention at least two</li> </ol>

resources policies, procedures, laws, standards, or regulations	policies, laws or regulations? 11. In what ways can you make clear to your clients the policies or laws on human resources?	resources 11. <i>Cannot answer convincingly</i>
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<b>Unit 3: Professional NEET assistance and updating information</b>		
<b>WPKA</b>	<b>QUESTIONS</b>	<b>CUT OFF POINTS</b>
<b>WPKA 28</b> Dealing with multicultural needs	1. What are the main challenges in providing career counseling services to people of different culture? How do you address them?	1. <i>Cannot mention any challenge or ways to address them</i>
<b>WPKA 30</b> Participating in training and information sharing activities of guidance with NEET's	2. Could you please list resources or tools which you can use to improve your skills and knowledge related to CG for NEETs? 3. Give me an example of a training and information sharing activity on CG where you have participated in the last 12 months and you are going to participate in the next months?	2. <i>Doesn't know at least two resources</i> 3. <i>In the last 12 months has not participated in any activity or has no plans for the future</i>
<b>WPKA 20</b> Use of specialized IT and other tools for assessment	4. Do you use any specialized IT tool for the assessment? Please name it.	4. <i>He/she doesn't use any IT tool or cannot name at least 1</i>
<b>WPKA 7</b> Providing information about active labour market policies	5. What kind of information do your clients ask for referring to labour market policies? 6. How do you stay informed on the active labour market policies? Name the resources	5. <i>Cannot say any kind of information</i> 6. <i>Cannot mention how he/she stays informed/ at least 2 resources</i>
<b>WPKA 27</b> Participate in social and institutional networks	7. Do you participate in any social and institutional network? Please mention them.	7. <i>He/she doesn't participate in no network or cannot mention any of them.</i>
<b>WPKA 16</b> Maintaining contact with registered	8. How often do you contact your clients? In what way?	8. <i>He/she doesn't keep contact</i>

NEET's through telephone / e-mail	9. What are the subjects you usually talk about in your contact with your clients through telephone or email?	9. <i>Cannot mention at least 2 topics</i>
<b>WPKA 6</b> Building materials and tools of survey	10. Do you make any surveys in your job? 11. If yes, do you make the materials by yourself? On which methodology you count to build them?	10. <i>He/she doesn't make any survey</i> 11. <i>He/she doesn't make the tools by him/herself or can't explain the methodology he/she uses</i>
<b>WPKA 8</b> Referral to appropriate active labour market policies provider (e.g. specialist assessment, training, etc.)	12. In which cases you make referral to other counsellors or labour market policies providers? Why?	12. <i>Cannot list any reason for referral or any organization to which to refer clients.</i>
<b>WPKA 22</b> Providing and up-keeping on site and on-line information on available trainings/ Active labour market policies	13. What are the specific resources where you can find information about available trainings or active labour market policies? 14. How often do you update the information on available trainings?	15. <i>13. Cannot mention at least 2 topics</i> 16. <i>14. He/she updates less than twice a year</i>

<b>Unit 4: NEET Deepening Assistance</b>		
<b>WPKA</b>	<b>QUESTIONS</b>	<b>CUT OFF POINTS</b>
<b>WPKA 25</b> Managing conflict	1. In case of conflict, how do you react? Please give an example	1. <i>He/she cannot explain how to deal with a conflict</i>
<b>WPKA 13</b> Guidance on career planning/ development	2. How do you assist your client in his/her career planning? 3. What are the methodologies or tools you use in helping your clients to improve their skills/professional profile?	2. <i>He/she cannot explain how he/she assists the client</i> 3. <i>Cannot mention methodologies and tools</i>

<b>WPKA 9</b> Monitoring of implementation of Individual Action Plan	<ol style="list-style-type: none"> <li>4. What are the main challenges in supporting clients when implementing their action plan?</li> <li>5. How do you address them? Can you make an example?</li> <li>6. Why do clients may need support when implementing their action plans?</li> </ol>	<ol style="list-style-type: none"> <li>4. <i>Cannot mention any challenge</i></li> <li>5. <i>Cannot make any example.</i></li> <li>6. <i>Cannot explain convincingly the reason why a client may need support.</i></li> </ol>
<b>WPKA 26</b> Interact and collaborate with the local network of employment and training services	<ol style="list-style-type: none"> <li>7. With practitioners of which organizations do you network in delivering career guidance? Can you make some examples of how do you assure an effective cooperation with practitioners of other organizations?</li> <li>8. Can you make some examples of what can be the main problems in networking with practitioners of other organizations and how you deal with them?</li> </ol>	<ol style="list-style-type: none"> <li>7. <i>Cannot mention any practitioner or organisation with which he/she collaborates and how he/she assures an effective cooperation.</i></li> <li>8. <i>Cannot list any problem in networking with external organizations or ways to minimize them.</i></li> </ol>

#### Unit 5: Matching and providing NEET Assistance

<b>WPKA</b>	<b>QUESTIONS</b>	<b>CUT OFF POINTS</b>
<b>WPKA 18</b> Providing and up-keeping on-site and on-line information on available job openings	<ol style="list-style-type: none"> <li>1. What are the specific resources where you can find information about job openings?</li> <li>2. How often do you update the information on job openings?</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Cannot mention at least two resources</i></li> <li>2. <i>He/she updates rarely (less than twice a month)</i></li> </ol>
<b>WPKA 29</b> Providing guidance in another language (e.g. english)	<ol style="list-style-type: none"> <li>3. In which cases you need to provide guidance in another language?</li> <li>4. How you deal with providing guidance in another language?</li> </ol>	<ol style="list-style-type: none"> <li>3. <i>He/she cannot provide guidance in another language</i></li> <li>4. <i>Cannot answer convincingly</i></li> </ol>
<b>WPKA 11</b> Filling of vacancies - selection of candidates	<ol style="list-style-type: none"> <li>5. How a recruitment process can be structured?</li> <li>6. On which aspects of the candidate you focus in order to select him/her among others/ What are the</li> </ol>	<ol style="list-style-type: none"> <li>5. <i>Cannot explain the structure of the process</i></li> </ol>

	<p>characteristics that make a candidate successful?</p> <p>7. Which means/methodologies you use in the selection of personnel?</p>	<p>6. <i>Cannot respond convincingly</i></p> <p>7. <i>Cannot mention at least 2 tools of selection</i></p>
<p><b>WPKA 12</b> Informing employers about Active labour market policies / support</p>	<p>8. What resources and tools you use to inform employers about labour market policies?</p> <p>9. Do you assist employers in their jobs and relations with their employees? In what way?</p>	<p>8. <i>Cannot mention at least two resources</i></p> <p>9. <i>He/she doesn't work with employers and don't know how he/she could assist them</i></p>

<b>Unit 6: Referring the NEET to other services/providers</b>		
<b>WPKA</b>	<b>QUESTIONS</b>	<b>CUT OFF POINTS</b>
<b>WPKA 15</b> Networking with other stakeholders and providers	<ol style="list-style-type: none"> <li>1. With practitioners of which organizations do you network in delivering career guidance? Can you make some examples of how do you assure an effective cooperation with practitioners of other organizations?</li> <li>2. Can you make some examples of what can be the main problems in networking with practitioners of other organizations and how you deal with them?</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Cannot mention any practitioner or organisation with which he/she collaborates and how he/she assures an effective cooperation.</i></li> <li>2. <i>Cannot list any problem in networking with external organizations or ways to minimize them.</i></li> </ol>
<b>WPKA 17</b> Providing telephone / on-line job information and assistance	<ol style="list-style-type: none"> <li>3. What are the main topics of career guidance information and assistance asked by client of a career guidance service through telephone or on-line</li> </ol>	<ol style="list-style-type: none"> <li>3. <i>Cannot list at least two topics</i></li> </ol>
<b>WPKA 21</b> Monitoring in case of referral to another provider/ training	<ol style="list-style-type: none"> <li>4. In case of referral how do you monitor the progress of your client?</li> </ol>	<ol style="list-style-type: none"> <li>4. <i>Cannot answer convincingly</i></li> </ol>

<b>Unit 7: Formal administrative process of registering</b>		
<b>WPKA</b>	<b>QUESTIONS</b>	<b>CUT OFF POINTS</b>
<b>WPKA 19</b> Registering unemployed (formal registration process)	<ol style="list-style-type: none"> <li>1. Describe which is the formal registration process for an unemployment in your country</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Cannot describe it</i></li> </ol>

### **III.D Handout to Candidates before the Interview**

Before the interview, the candidates could be given the following handouts:

1. “We are going to ask you questions about your experiences and qualifications and how you deal with various situations. The interview will take 45 minutes.
2. The questions of the interview have been designed to assess the competencies needed to succeed in the position of a career guidance counsellor who works with NEETs.
3. All applicants will be asked the same questions and will be evaluated against the same criteria. After you have given your response, interviewers may ask you follow-up questions to clarify any points in your answer.
4. In answering the questions, you may describe work situations and how you handle them.
5. We would like you to tell us what you did in each situation, even if it was a team effort.
6. In response to each question, you should be as specific and detailed as possible in describing the situation or problem, what you actually did, what you thought about, wanted, or felt, who was involved, what your contribution was, and what the outcome or result of your actions were.
7. Once we have finished with all the questions, you will be given a self assessment questionnaire which you have to fill in, so as for you to have the chance for self reflection and in a second step for comparing the results”.

### III.E Form for comparing results of evaluation and self- assessment – Plan for improvement

At this point we want to find out the relationship between the response options that each assessor assigned in the respective key activities with the response options that the NEET operators assigned in these same key activities

It is, therefore, qualitative variables of the ordinal type and whose analysis, from the statistical point of view, reports, according to Laureano (2013), a bivariate descriptive analysis whose fundamental measure of association is operationalized through the Spearman coefficient (ordinal correlation-denominated by the Greek letter  $\rho$ -rho), and is a measure of non-parametric correlation.

For the author (Laureano, 2013), this coefficient varies from -1 to 1, where:

- ☞ -1 Translates into a perfectly negative relationship;
- ☞ 0, an absence of relationship;
- ☞ 1, a perfect positive relationship.

According to Pestana and Gageiro (2014, page 748), the authors suggest the following classification criteria for this particular measure of linear association:

- ☞  $|\rho| < 0,2$  Translates into a very weak relationship;
- ☞  $0,2 \leq |\rho| < 0,4$  Translated by a weak relationship;
- ☞  $0,4 \leq |\rho| < 0,7$  Translated by a moderate relation;
- ☞  $0,7 \leq |\rho| < 0,9$  Translated by a high relation;
- ☞  $0,9 \leq |\rho| \leq 1$  Translates into a very high relation.

Where R in a module means to be independent of its signal.

To calculate the R coefficient, we will analyze the evaluation results by using the Bivariate Correlation of the SPSS software.

## **IV Transfer process Tools**

To realize the transfer process of credit, ECVET.OER.NEET Partners, at the end of the project, will adopt the following tools:

- Understanding /Memorandum (MuO)
- Learning Agreement
- Validation Document

In this device we don't foresee the formats of these tools because their adoption will be realized after the end of the project activities.

## V Conclusions

### Future Challenges/ problems

The most important difficulties that we could find in the use of this device are the differences among the National or Regional Laws in the field of Identification, Validation, Certification and Recognition of Professional Qualification existing in the Partner Countries.

### Solutions and strong points

The solutions and the strong points that will allow to exceed the problems linked to the experimentation and application of ECVET System are the following methodologies that characterize our work:

- the Erasmus+ Project ECVET.OER.NEET uses the ECVET System. So, it allocates the qualifications (in our case the Professional Profile of "Guidance Practitioner" in Learning Outcomes Unit and assign to each Learning Outcomes Unit fixed ECVET points;
- to guarantee the competence validation, this device foresees the creation of a Partnership among Educational and Vocational Training Centres and the signing of a Mutual Trust that insure that mutual recognition of learning results and Credit ECVET transfer process.

In fact, the project is realized by various organizations that work with NEET within the Youth Guarantee Programme in different Countries. **ECVET** is the common reference (**common language**) to describe the aims of Strategic Partnership ECVET.OER.NEET and to create standard methodologies and individual tools for the Training and the Validation of the Guidance practitioner who work with NEETs.

After the end of the Training course and E-learning testing, the operators will receive a Declaration that will certify the acquired competences. This Declaration will be written according to ECVET System and National Law and will refer the Learning Outcome Units successfully completed.

The "**Validation Device of competence**" and its procedures will be tested, shared and validated during the development of Erasmus+ Project ECVET.OER.NEET. Then, after the end of the project, the results will be shared at European Level through a **Memorandum of Understanding**, that will be voluntarily signed by involved organizations. They, with local stakeholders, will use and transfer the procedure and the methodologies that will be created and tested within this project for 3 years after the end of the project activities.

The **added value** that will allow the achievement of project goals and the creation of a *Good Practice* is the individuation of a **Process for Certification and Recognition of competences** requested to the Guidance Practitioner who works with NEET. This Process represents an added value because it foresees the ECVET System for the allocation of Educational and Vocational Training credits.

# ANNEXES

## Annex A - Individual Evaluation Form

Candidate to be assessed:.....

Date of Interview:.....

Name of evaluator.....

Candidate's Signature .....

Evaluator's Signature .....

*Give your marks to the elements that follow according to the following criteria:*

Score	Meaning and criteria
1	<b>Not met: Candidate under the cut off in 1 question of the element</b>
2	<b>Met: when Candidate is convincing about performance but cannot explain clearly embedded theory and principles</b>
3	<b>Very good: Candidate is convincing about performance and can explain clearly embedded theory and principles</b>

Unit 1 - NEET Support Method				
WPKA	QUESTIONS	SCORING		
WPKA 2 Assessment (profiling) of the NEET's strengths / weaknesses	1. How do you make the assessment of the professional profile of your client?	1	2	3
	2. Could you mention the assessment tools you use?	1	2	3
WPKA 24 Counsel individuals to help them understand and overcome personal, social, or behavioral problems affecting their educational or vocational situations	3. How do you assist your clients in understanding that their personal or social problems affect their educational or vocational situation? How do you show empathy on their problems? Please give an example	1	2	3
	4. Tell me about a situation in the past year in which you had to deal with a very difficult case with a client facing social and psychological problems. How did you handle the situation? What was the result?	1	2	3
WPKA 3 Preparation of an individual action plan	5. Could you please make some examples of how do you help your clients identifying a career goal and make an action plan?	1	2	3
	6. How do you understand that a client doesn't have a career goal?	1	2	3
	7. Give me an example of a problem you faced in assisting clients to identify career goals and make action plans and tell me how you solved it.	1	2	3
	8. Imagine a client that doesn't have a career goal and needs to make a career action plan. With which instruments and methodologies do you help your clients to identify a professional or learning goal and prepare an action plan?	1	2	3
WPKA 1 Individual initial interviewing	9. How you welcome a client?	1	2	3
	10. Which are the main steps of your interviews?	1	2	3
	11. What are the main challenges in the initial interview? How do you address them? Could you please give me an example?	1	2	3
<b>TOTAL SCORE</b>				

Unit 2: NEET Assistance Actions face to face				
WPKA	QUESTIONS	SCORING		
WPKA 14 Group sessions with NEET's	1. What are the difficulties and challenges in providing group sessions? Give an example	1	2	3
	2. According to which criteria you make up a group?	1	2	3
WPKA 5 Job search assistance	3. How do you help a client in job search? With which instruments and methodologies? What are the most effective?	1	2	3
	4. What is the invisible labour market? Can you make an example?	1	2	3
	5. Which models of CV you prefer and why? How would you structure a cover letter?	1	2	3
WPKA 10 Maintaining direct, in-person contact with registered NEET's	6. How do you show the client that you are listening to him/her?	1	2	3
	7. With which words you make the client feel comfortable and talk of him/herself?	1	2	3
WPKA 4 Providing information on available job offers	8. What are the specific resources where you can find information about job openings	1	2	3
	9. What kind of information do you provide to NEETs referring to job offerings	1	2	3
WPKA 23 Explain human resources policies, procedures, laws, standards, or regulations	10. Which are the specific resources you prefer in order to be familiarised with human resources policies, laws or regulations?	1	2	3
	11. In what ways can you make clear to your clients the policies or laws on human resources?	1	2	3
<b>TOTAL SCORE</b>				

Unit 3: Professional NEET assistance and updating information					
WPKA	QUESTIONS	SCORING			
WPKA 28 Dealing with multicultural needs	1. What are the main challenges in providing career counseling services to people of different culture? How do you address them?	<table border="1"><tr><td>1</td><td>2</td><td>3</td></tr></table>	1	2	3
1	2	3			
WPKA 30 Participating in training and information sharing activities of guidance with NEET's	2. Could you please list resources or tools which you can use to improve your skills and knowledge related to CG for NEETs?	<table border="1"><tr><td>1</td><td>2</td><td>3</td></tr></table>	1	2	3
	1	2	3		
3. Give me an example of a training and information sharing activity on CG where you have participated in the last 12 months and you are going to participate in the next months?	<table border="1"><tr><td>1</td><td>2</td><td>3</td></tr></table>	1	2	3	
1	2	3			
WPKA 20 Use of specialized IT and other tools for assessment	4. Do you use any specialized IT tool for the assessment? Please name it.	<table border="1"><tr><td>1</td><td>2</td><td>3</td></tr></table>	1	2	3
1	2	3			
WPKA 7 Providing information about active labour market policies	5. What kind of information do your clients ask for referring to labour market policies?	<table border="1"><tr><td>1</td><td>2</td><td>3</td></tr></table>	1	2	3
	1	2	3		
6. How do you stay informed on the active labour market policies? Name the resources	<table border="1"><tr><td>1</td><td>2</td><td>3</td></tr></table>	1	2	3	
1	2	3			
WPKA 27 Participate in social and institutional networks	7. Do you participate in any social and institutional network? Please mention them.	<table border="1"><tr><td>1</td><td>2</td><td>3</td></tr></table>	1	2	3
1	2	3			
WPKA 16 Maintaining contact with registered NEET's through telephone / e-mail	8. How often do you contact your clients? In what way?	<table border="1"><tr><td>1</td><td>2</td><td>3</td></tr></table>	1	2	3
	1	2	3		
9. What are the subjects you usually talk about in your contact with your clients through telephone or email?	<table border="1"><tr><td>1</td><td>2</td><td>3</td></tr></table>	1	2	3	
1	2	3			
WPKA 6 Building materials and tools of survey	10. Do you make any surveys in your job?	<table border="1"><tr><td>1</td><td>2</td><td>3</td></tr></table>	1	2	3
	1	2	3		
11. If yes, do you make the materials by yourself? On which methodology you count to build them?	<table border="1"><tr><td>1</td><td>2</td><td>3</td></tr></table>	1	2	3	
1	2	3			
WPKA 8 Referral to appropriate active labour market policies provider (e.g. specialist assessment, training, etc.)	12. In which cases you make referral to other counsellors or labour market policies providers? Why?	<table border="1"><tr><td>1</td><td>2</td><td>3</td></tr></table>	1	2	3
1	2	3			

<b>WPKA 22</b> Providing and up-keeping on site and on-line information on available trainings/ Active labour market policies	13. What are the specific resources where you can find information about available trainings or active labour market policies?	1	2	3
	14. How often do you update the information on available trainings?	1	2	3
<b>TOTAL SCORE</b>				

<b>Unit 4: NEET Deepening Assistance</b>				
<b>WPKA</b>	<b>QUESTIONS</b>	<b>SCORING</b>		
<b>WPKA 25</b> Managing conflict	1. In case of conflict, how do you react? Please give an example	1	2	3
<b>WPKA 13</b> Guidance on career planning/ development	2. How do you assist your client in his/her career planning?	1	2	3
	3. What are the methodologies or tools you use in helping your clients to improve their skills/professional profile?	1	2	3
<b>WPKA 9</b> Monitoring of implementation of Individual Action Plan	4. What are the main challenges in supporting clients when implementing their action plan?	1	2	3
	5. How do you address them? Can you make an example?	1	2	3
	6. Why do clients may need support when implementing their action plans?	1	2	3
<b>WPKA 26</b> Interact and collaborate with the local network of employment and training services	7. With practitioners of which organizations do you network in delivering career guidance? Can you make some examples of how do you assure an effective cooperation with practitioners of other organizations?	1	2	3
	8. Can you make some examples of what can be the main problems in networking with practitioners of other organizations and how you deal with them?	1	2	3
<b>TOTAL SCORE</b>				

Unit 5: Matching and providing NEET Assistance				
WPKA	QUESTIONS	SCORING		
WPKA 18 Providing and up-keeping on-site and on-line information on available job openings	1. What are the specific resources where you can find information about job openings?	1	2	3
	2. How often do you update the information on job openings?	1	2	3
WPKA 29 Providing guidance in another language (e.g. english)	3. In which cases you need to provide guidance in another language?	1	2	3
	4. How you deal with providing guidance in another language?	1	2	3
WPKA 11 Filling of vacancies - selection of candidates	5. How a recruitment process can be structured?	1	2	3
	6. On which aspects of the candidate you focus in order to select him/her among others/ What are the characteristics that make a candidate successful?	1	2	3
	7. Which means/methodologies you use in the selection of personnel?	1	2	3
WPKA 12 Informing employers about Active labour market policies / support	8. What resources and tools you use to inform employers about labour market policies?	1	2	3
	9. Do you assist employers in their jobs and relations with their employees? In what way?	1	2	3
<b>TOTAL SCORE</b>				

Unit 6: Referring the NEET to other services/providers				
WPKA	QUESTIONS	SCORING		
WPKA 15 Networking with other stakeholders and providers	1. With practitioners of which organizations do you network in delivering career guidance? Can you make some examples of how do you assure an effective cooperation with practitioners of other organizations?	1	2	3
	2. Can you make some examples of what can be the main problems in networking with practitioners of other organizations and how you deal with them?	1	2	3

<b>WPKA 17</b> Providing telephone / on-line job information and assistance	3. What are the main topics of career guidance information and assistance asked by client of a career guidance service through telephone or on-line	1	2	3
<b>WPKA 21</b> Monitoring in case of referral to another provider/ training	4. In case of referral how do you monitor the progress of your client?	1	2	3
<b>TOTAL SCORE</b>				

<b>Unit 7: Formal administrative process of registering</b>				
<b>WPKA</b>	<b>QUESTIONS</b>	<b>SCORING</b>		
<b>WPKA 19</b> Registering unemployed (formal registration process)	1. Describe which is the formal registration process for an unemployment in your country	1	2	3
<b>TOTAL SCORE</b>				

OBTAINED SCORE	
WPKA 1	___/9
WPKA 2	___/6
WPKA 3	___/12
WPKA 4	___/6
WPKA 5	___/9
WPKA 6	___/6
WPKA 7	___/6
WPKA 8	___/3
WPKA 9	___/9
WPKA 10	___/6

OBTAINED SCORE	
WPKA 11	___/9
WPKA 12	___/6
WPKA 13	___/6
WPKA 14	___/6
WPKA 15	___/6
WPKA 16	___/6
WPKA 17	___/3
WPKA 18	___/6
WPKA 19	___/3
WPKA 20	___/3

OBTAINED SCORE	
WPKA 21	___/3
WPKA 22	___/6
WPKA 23	___/6
WPKA 24	___/6
WPKA 25	___/3
WPKA 26	___/6
WPKA 27	___/3
WPKA 28	___/3
WPKA 29	___/6
WPKA 30	___/6

## ANNEX B - ECVET POINT ALLOCATION - MATRIX

Unit 1 - NEET Support Method					
WPKA	QUESTIONS	TOTAL SCORE (A)	OBTAINED SCORE (B)	ECVET WPKA (C)	ECVET POINT ALLOCATED <i>Threshold = 80%</i>
WPKA 2 Assessment (profiling) of the NEET's strengths / weaknesses	1.	6		2	<input type="checkbox"/> 2 if B > 4 (80% of 6) <input type="checkbox"/> 0 if B < 4 (80% of 6)
	2.				
WPKA 24 Counsel individuals to help them understand and overcome personal, social, or behavioral problems affecting their educational or vocational situations	3.	6		2	<input type="checkbox"/> 2 if B > 4 (80% of 6) <input type="checkbox"/> 0 if B < 4 (80% of 6)
	4.				
WPKA 3 Preparation of an individual action plan	5.	12		2	<input type="checkbox"/> 2 if B > 9 (80% of 12) <input type="checkbox"/> 0 if B < 9 (80% of 12)
	6.				
	7.				
	8.				
WPKA 1 Individual initial interviewing	9.	9		2	<input type="checkbox"/> 2 if B > 7 (80% of 9) <input type="checkbox"/> 0 if B < 7 (80% of 9)
	10.				
	11.				
<b>TOTAL SCORE</b>				8	

Unit 2: NEET Assistance Actions face to face					
WPKA	QUESTIONS	TOTAL SCORE (A)	OBTAINED SCORE (B)	ECVET WPKA (C)	ECVET POINT ALLOCATED Threshold = 80%
WPKA 14 Group sessions with NEET's	1.	6		2	<input type="checkbox"/> 2 if B > 4 (80% of 6) <input type="checkbox"/> 0 if B < 4 (80% of 6)
	2.				
WPKA 5 Job search assistance	3.	9		2	<input type="checkbox"/> 2 if B > 7 (80% of 9) <input type="checkbox"/> 0 if B < 7 (80% of 9)
	4.				
	5.				
WPKA 10 Maintaining direct, in-person contact with registered NEET's	6.	6		2	<input type="checkbox"/> 2 if B > 4 (80% of 6) <input type="checkbox"/> 0 if B < 4 (80% of 6)
	7.				
WPKA 4 Providing information on available job offers	8.	6		2	<input type="checkbox"/> 2 if B > 4 (80% of 6) <input type="checkbox"/> 0 if B < 4 (80% of 6)
	9.				
WPKA 23 Explain human resources policies, procedures, laws, standards, or regulations	10.	6		2	<input type="checkbox"/> 2 if B > 4 (80% of 6) <input type="checkbox"/> 0 if B < 4 (80% of 6)
	11.				
<b>TOTAL SCORE</b>				8	

Unit 3: Professional NEET assistance and updating information					
WPKA	QUESTIONS	TOTAL SCORE (A)	OBTAINED SCORE (B)	ECVET WPKA (C)	ECVET POINT ALLOCATED Threshold = 80%
<b>WPKA 28</b> Dealing with multicultural needs	1.	3		2	<input type="checkbox"/> 2 if B > 2 (80% of 3) <input type="checkbox"/> 0 if B < 2 (80% of 3)
<b>WPKA 30</b> Participating in training and information sharing activities of guidance with NEET's	2.	6		2	<input type="checkbox"/> 2 if B > 4 (80% of 6) <input type="checkbox"/> 0 if B < 4 (80% of 6)
	3.				
<b>WPKA 20</b> Use of specialized IT and other tools for assessment	4.	3		2	<input type="checkbox"/> 2 if B > 2 (80% of 3) <input type="checkbox"/> 0 if B < 2 (80% of 3)
<b>WPKA 7</b> Providing information about active labour market policies	5.	6		2	<input type="checkbox"/> 2 if B > 4 (80% of 6) <input type="checkbox"/> 0 if B < 4 (80% of 6)
	6.				
<b>WPKA 27</b> Participate in social and institutional networks	7.	3		2	<input type="checkbox"/> 2 if B > 2 (80% of 3) <input type="checkbox"/> 0 if B < 2 (80% of 3)
<b>WPKA 16</b> Maintaining contact with registered NEET's through telephone / e-mail	8.	6		2	<input type="checkbox"/> 2 if B > 4 (80% of 6) <input type="checkbox"/> 0 if B < 4 (80% of 6)
	9.				
<b>WPKA 6</b> Building materials and tools of survey	10.	6		2	<input type="checkbox"/> 2 if B > 4 (80% of 6) <input type="checkbox"/> 0 if B < 4 (80% of 6)
	11.				
<b>WPKA 8</b> Referral to appropriate active labour market policies provider (e.g.	12.	3		2	<input type="checkbox"/> 2 if B > 2 (80% of 3)

specialist assessment, training, etc.)					<input type="checkbox"/> 0 if B < 2 (80% of 3)
WPKA 22 Providing and up-keeping on site and on-line information on available trainings/ Active labour market policies	13.	6		2	<input type="checkbox"/> 2 if B > 4 (80% of 6) <input type="checkbox"/> 0 if B < 4 (80% of 6)
	14.				
<b>TOTAL SCORE</b>				18	

Unit 4: NEET Deepening Assistance					
WPKA	QUESTIONS	TOTAL SCORE (A)	OBTAINED SCORE (B)	ECVET WPKA (C)	ECVET POINT ALLOCATED Threshold = 80%
WPKA 25 Managing conflict	1.	.3		2	<input type="checkbox"/> 2 if B > 2 (80% of 3) <input type="checkbox"/> 0 if B < 2 (80% of 3)
WPKA 13 Guidance on career planning/ development	2.	6		2	<input type="checkbox"/> 2 if B > 4 (80% of 6) <input type="checkbox"/> 0 if B < 4 (80% of 6)
	3.				
WPKA 9 Monitoring of implementation of Individual Action Plan	4.	9		2	<input type="checkbox"/> 2 if B > 7 (80% of 9) <input type="checkbox"/> 0 if B < 7 (80% of 9)
	5.				
	6.				
WPKA 26 Interact and collaborate with the local network of employment and training services	7.	6		2	<input type="checkbox"/> 2 if B > 4 (80% of 6) <input type="checkbox"/> 0 if B < 4 (80% of 6)
	8.				
<b>TOTAL SCORE</b>				8	

Unit 5: Matching and providing NEET Assistance					
WPKA	QUESTIONS	TOTAL SCORE (A)	OBTAINED SCORE (B)	ECVET WPKA (C)	ECVET POINT ALLOCATED Threshold = 80%
WPKA 18 Providing and up-keeping on-site and on-line information on available job openings	1.	6		2	<input type="checkbox"/> 2 if B > 4 (80% of 6) <input type="checkbox"/> 0 if B < 4 (80% of 6)
	2.				
WPKA 29 Providing guidance in another language (e.g. english)	3.	6		2	<input type="checkbox"/> 2 if B > 4 (80% of 6) <input type="checkbox"/> 0 if B < 4 (80% of 6)
	4.				
WPKA 11 Filling of vacancies - selection of candidates	5.	9		2	<input type="checkbox"/> 2 if B > 7 (80% of 9) <input type="checkbox"/> 0 if B < 7 (80% of 9)
	6.				
	7.				
WPKA 12 Informing employers about Active labour market policies / support	8.	6		2	<input type="checkbox"/> 2 if B > 4 (80% of 6) <input type="checkbox"/> 0 if B < 4 (80% of 6)
	9.				
<b>TOTAL SCORE</b>				8	

Unit 6: Referring the NEET to other services/providers					
WPKA	QUESTIONS	TOTAL SCORE (A)	OBTAINED SCORE (B)	ECVET WPKA (C)	ECVET POINT ALLOCATED Threshold = 80%
WPKA 15 Networking with other stakeholders and providers	1.	6		2	<input type="checkbox"/> 2 if B > 4 (80% of 6) <input type="checkbox"/> 0 if B < 4 (80% of 6)
	2.				

<b>WPKA 17</b> Providing telephone / on-line job information and assistance	3.	3		2	<input type="checkbox"/> 2 if B > 2 (80% of 3) <input type="checkbox"/> 0 if B < 2 (80% of 3)
<b>WPKA 21</b> Monitoring in case of referral to another provider/ training	4.	3		2	<input type="checkbox"/> 2 if B > 2 (80% of 3) <input type="checkbox"/> 0 if B < 2 (80% of 3)
<b>TOTAL SCORE</b>				6	

<b>Unit 7: Formal administrative process of registering</b>					
<b>WPKA</b>	<b>QUESTIONS</b>	<b>TOTAL SCORE</b> (A)	<b>OBTAINED SCORE</b> (B)	<b>ECVET WPKA</b> (C)	<b>ECVET POINT ALLOCATED</b> Threshold = 80%
<b>WPKA 19</b> Registering unemployed (formal registration process)	1.	3		2	<input type="checkbox"/> 2 if B > 2 (80% of 3) <input type="checkbox"/> 0 if B < 2 (80% of 3)
<b>TOTAL SCORE</b>				2	

<b>TOTAL SCORE (WPKA'S SCORES)</b>	
<b>TOTAL ECVET POINT</b>	

## ANNEX C - Self – Assessment Instrument

Please check on what degree you perform in each of the following units and activities as a career counselor.

*1: low performance*

*2: medium performance*

*3: high performance*

Unit 1 - NEET Support Method				
<b>WPKA</b>				
<b>WPKA 2</b> Assessment (profiling) of the NEET's strengths / weaknesses		1	2	3
<b>WPKA 24</b> Counsel individuals to help them understand and overcome personal, social, or behavioral problems affecting their educational or vocational situations		1	2	3
<b>WPKA 3</b> Preparation of an individual action plan		1	2	3
<b>WPKA 1</b> Individual initial interviewing		1	2	3
Unit 2: NEET Assistance Actions face to face				
<b>WPKA</b>				
<b>WPKA 14</b> Group sessions with NEET's		1	2	3
<b>WPKA 5</b> Job search assistance		1	2	3
<b>WPKA 10</b> Maintaining direct, in-person contact with registered NEET's		1	2	3
<b>WPKA 4</b> Providing information on available job offers		1	2	3
<b>WPKA 23</b> Explain human resources policies, procedures, laws, standards, or regulations		1	2	3
Unit 3: Professional NEET assistance and updating information				
<b>WPKA</b>				
<b>WPKA 28</b> Dealing with multicultural needs		1	2	3
<b>WPKA 30</b> Participating in training and information sharing activities of guidance with NEET's		1	2	3

<b>WPKA 20</b> Use of specialized IT and other tools for assessment		1	2	3	
<b>WPKA 7</b> Providing information about active labour market policies		1	2	3	
<b>WPKA 27</b> Participate in social and institutional networks		1	2	3	
<b>WPKA 16</b> Maintaining contact with registered NEET's through telephone / e-mail		1	2	3	
<b>WPKA 6</b> Building materials and tools of survey		1	2	3	
<b>WPKA 8</b> Referral to appropriate active labour market policies provider (e.g. specialist assessment, training, etc.)		1	2	3	
<b>WPKA 22</b> Providing and up-keeping on site and on-line information on available trainings/ Active labour market policies		1	2	3	
<b>Unit 4: NEET Deepening Assistance</b>					
<b>WPKA</b>					
<b>WPKA 25</b> Managing conflict		1	2	3	
<b>WPKA 13</b> Guidance on career planning/ development		1	2	3	
<b>WPKA 9</b> Monitoring of implementation of Individual Action Plan		1	2	3	
<b>WPKA 26</b> Interact and collaborate with the local network of employment and training services		1	2	3	
<b>Unit 5: Matching and providing NEET Assistance</b>					
<b>WPKA</b>					
<b>WPKA 18</b> Providing and up-keeping on-site and on-line information on available job openings		1	2	3	
<b>WPKA 29</b> Providing guidance in another language (e.g. english)		1	2	3	
<b>WPKA 11</b> Filling of vacancies - selection of candidates		1	2	3	
<b>WPKA 12</b> Informing employers about Active labour market policies / support		1	2	3	
<b>Unit 6: Referring the NEET to other services/providers</b>					
<b>WPKA</b>					
<b>WPKA 15</b> Networking with other stakeholders and providers		1	2	3	
<b>WPKA 17</b> Providing telephone / on-line job information and assistance		1	2	3	
<b>WPKA 21</b> Monitoring in case of referral to another provider/ training		1	2	3	

Unit 7: Formal administrative process of registering				
WPKA				
WPKA 19 Registering unemployed (formal registration process)		1	2	3

## ANNEX D - COMPARISON BETWEEN EVALUATION AND SELF- ASSESSMENT

<i>Element/ Units</i>	<b>Score (self- assessment) A</b>	<b>Score (Evaluation) B</b>	<i>R coefficient</i>
<b>Unit 1 - NEET Support Method</b>			
<b>WPKA 2</b> Assessment (profiling) of the NEET's strengths / weaknesses			
<b>WPKA 24</b> Counsel individuals to help them understand and overcome personal, social, or behavioral problems affecting their educational or vocational situations			
<b>WPKA 3</b> Preparation of an individual action plan			
<b>WPKA 1</b> Individual initial interviewing			
<b>Unit 2: NEET Assistance Actions face to face</b>			
<b>WPKA 14</b> Group sessions with NEET's			
<b>WPKA 5</b> Job search assistance			
<b>WPKA 10</b> Maintaining direct, in-person contact with registered NEET's			
<b>WPKA 4</b> Providing information on available job offers			
<b>WPKA 23</b> Explain human resources policies, procedures, laws, standards, or regulations			
<b>Unit 3: Professional NEET assistance and updating information</b>			
<b>WPKA 28</b> Dealing with multicultural needs			
<b>WPKA 30</b> Participating in training and information sharing activities of guidance with NEET's			
<b>WPKA 20</b> Use of specialized IT and other tools for assessment			
<b>WPKA 7</b> Providing information about active labour market policies			
<b>WPKA 27</b> Participate in social and institutional networks			
<b>WPKA 16</b> Maintaining contact with registered			

NEET's through telephone / e-mail			
<b>WPKA 6</b> Building materials and tools of survey			
<b>WPKA 8</b> Referral to appropriate active labour market policies provider (e.g. specialist assessment, training, etc.)			
<b>WPKA 22</b> Providing and up-keeping on site and on-line information on available trainings/ Active labour market policies			
<b>Unit 4: NEET Deepening Assistance</b>			
<b>WPKA 25</b> Managing conflict			
<b>WPKA 13</b> Guidance on career planning/ development			
<b>WPKA 9</b> Monitoring of implementation of Individual Action Plan			
<b>WPKA 26</b> Interact and collaborate with the local network of employment and training services			
<b>Unit 5: Matching and providing NEET Assistance</b>			
<b>WPKA 18</b> Providing and up-keeping on-site and on-line information on available job openings			
<b>WPKA 29</b> Providing guidance in another language (e.g. english)			
<b>WPKA 11</b> Filling of vacancies - selection of candidates			
<b>WPKA 12</b> Informing employers about Active labour market policies / support			
<b>Unit 6: Referring the NEET to other services/providers</b>			
<b>WPKA 15</b> Networking with other stakeholders and providers			
<b>WPKA 17</b> Providing telephone / on-line job information and assistance			
<b>WPKA 21</b> Monitoring in case of referral to another provider/ training			
<b>Unit 7: Formal administrative process of registering</b>			
<b>WPKA 19</b> Registering unemployed (formal registration process)			

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