



**LIFELONG LEARNING PROGRAMME
Leonardo da Vinci Transfer of Innovation**

ACCREDITATION PROCEDURES GUIDE

Work Package 3 “Elaboration of occupational profile and standards for career guidance counsellors designed prototype training programme based on the occupational profile and description of the accreditation criteria and procedures of skills acquired through”

Task 3.4 Developing the accreditation methodologies, procedures and tools of the qualification acquired through the participation to career guidance training programme

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1. Aim of the activity

The aim of this activity is to write an accreditation procedure guide that together with activities 3.2 *“Composition of a common European occupational profile for career guidance counsellors”* and 3.3 *“Design and adaptation of the training programme (training specifications and methods) and production of digital training material (e-training tools) for the career guidance training in each country”* will constitute the base for the establishment and operation of the network of career guidance counsellors and the pilot implementation of the prototype further training course **“GUIDANCE 2020: Modern elements of lifelong guidance & employability - New emerging skills for guidance practitioners”**. The course was developed in the context of the project *“Develop Prototype Training System of Career Guidance Counsellors”* (in abbreviation INNO-CAREER project) supported by the European Union within framework of Lifelong Learning, Leonardo da Vinci Transfer of Innovation programme.

This accreditation procedure guide focuses on continuous training since the project is addressed to individuals currently working or aiming to work in the future as career guidance counsellors (either hold an active position as career guidance counsellor or have a certificate of successful attendance in career guidance) who wish to improve or update their knowledge and/or skills; acquire new skills for a career move or retraining and continue their personal or professional development.

It is important to point out that the guide doesn't deal with accreditation (see CEDEFOP definition) since this term refers to the formal recognition that a body or a person is competent to carry out specific tasks. It is more advisable to use the terms *assessment, validation and certification of learning outcomes* achieved. Furthermore at the end of the training programme, the participants won't obtain a qualification but a certificate certifying one or more units of learning outcomes referred to the Common European Occupational Profile for Career Guidance Counsellors (Task 3.2).

2. Assessment of the trainees of INNO CAREER further training course for Guidance Practitioners

Generally speaking the purpose of the assessment is to verify the results of the learning process. As part of the training, the assessment is intended to observe, analyze, interpret and evaluate relevant aspects concerning both the target groups participating in the training programme and the training providers. It means thus to evaluate key variables according to efficiency, effectiveness and quality criteria. An assessment can cover different areas linked together by a cause and effect relation, the assessment of learning outcomes, the impact assessment and the assessment of participants' satisfaction.

In the case of the further training course **GUIDANCE 2020: Modern elements of lifelong guidance & employability - New emerging skills for guidance practitioners** (further on only "GUIDANCE 2020 course") the impact assessment won't be carried out while the assessment of participants' satisfaction will be carried out in the context of the activity 4.5. "Assessment and monitoring of the pilot implementation". This guide focuses only on the first type of assessment (assessment of learning outcomes) as described in the following chapter.

2.1 Assessment of learning outcomes

The assessment of learning outcomes in general terms enables to analyse the changes undergone by participants involved in the training programme in terms of acquisition of new skills or improvement/update of those already acquired. It is a phase of reflection on the individual change.

It is appropriate to distinguish different approaches:

- **Entrance assessment:** It is aimed at identifying the skills previously acquired by participants. This evaluation allows teachers who enter the classroom, to calibrate their interventions according to the target group's needs. In this way it is possible to homogenize the skills to ensure the full educational effectiveness of the course; in the GUIDANCE 2020 course there won't be the need to carry out this type of assessment since the basic entry requirement is to be a Career Guidance Counsellor (either to hold an active position as career guidance counsellor or to have a certificate of successful attendance in career guidance).

- **Formative assessment:** (mid-term). It provides the information necessary to design, change and make more effective the learning process. This evaluation can be carried out at the end of each module/unit;
- **Summative assessment:** It represents an important step to evaluate the learning outcomes achieved by participants at the end of the course.
- **Self-assessment:** The participants evaluate themselves the skills acquired and/or their understanding of the learning contents.

2.2 Assessment techniques and tools

In the GUIDANCE 2020 course **the trainers** will use the following techniques to assess the participants:

Assessment at the end of each training module targeted to the summative assessment

- Attendance of face-to-face lessons
- Successful completion of at least 4 out of 5 obligatory tasks set by the textbook (every textbook sets 5 obligatory tasks for the trainees).
- Successful pass of a written test which will evaluate the competences acquired by the trainee with regard to a specific module. It will include 10 multiple choice questions and 1 open question. For a successful pass, 80% of the questions (9 questions) must be answered correctly.

Summative assessment (at the end of the GUIDANCE 2020 course)

- Trainees will be evaluated for all six modules and should succeed at the assessment of all six modules.
- Written essay on a training module chosen by the trainee but dealing with subjects proposed by the trainers. E.g. the trainer will propose 3-4 subjects and the trainee will prepare an essay on his/her favourite subject (15-20 standard pages minimum including bibliography, tables and contents. One standard page is 1800 characters



with spaces).

OR alternatively

- Simulation of a counselling session combining the theory and practice of a module chosen by the trainee. If a trainee chooses a specific module, he/she has to cooperate with another one who has chosen the same module. E.g. Two trainees will play the role of counsellor – counselee and vice versa. The simulation will last approximately 1 hour/couple. The goal is to create an environment very similar to the working one in order to better evaluate the participant’s skills in practice. (Competency-based training). The simulation will be evaluated by the trainer of the corresponding module

Self-assessment (at the beginning and end of each module)

- Self-assessment of the trainees with the support of the tutor. Trainees will complete a questionnaire made of 18 questions (3 per module). First during the introduction session to assess their initial competences and then during the follow up phase in order to let each trainee measure his/her progress as the result of the participation in the training program.

The assessment tools described above (tasks, written tests etc) will be designed by the partners responsible for each training module. Each partner may choose to adjust them according to each national context.

2.3 Assessment Process

Each partner that delivers the training course will establish an Assessment Committee of 2-3 specialized trainers in career guidance to estimate the overall performance of the trainees and to monitor the reliability of the assessment process. The evaluation of each trainee will consist of a synthesis of the assessment of each module and the summative assessment results.

In the table below we indicate the evaluation scale and the importance of each method of evaluation (in terms of a numerical indicator) in the overall performance

of the trainee.

Types of evaluation	Evaluation method	Scale	Importance indicator
At the end of each module	Successful completion of at least 4 out of 5 obligatory tasks	1-100	0,3
	AND		
	written test	1-100	0,3
Summative	written essay or simulation	1-100	0,4
	Total		0,10

First the score of each trainee in each technique will be calculated in a scale 1-100. The score on each method should be multiplied by its respective indicator. Then the new transformed scores are added to form the total score of each participant. The minimum passing score should be fixed at 65 points.

3. Certification procedures

The majority of project partners cannot issue an official document certifying and validating a set of learning outcomes that correspond to a national and/ or regional standard.

However the project will issue a specific certificate attesting the successful graduation from GUIDANCE 2020 course. The certificate will refer to the 40 hours of training as a whole (consisting of 30 hours distance learning and 10 hours face to face)

The recognition of the certificate by employers depends on the national and/or regional legislation (which may make the recognition compulsory)



4. Template of Certificate of Successful Completion of the “GUIDANCE 2020” course

The template of Certificate of Successful Completion of the GUIDANCE 2020 course will contain the following information:

- Project logo
- Partners’ logos
- EU logos and disclaimer
- Title of the training programme and title of the 6 modules
- Duration of the program
- Personal information about the participant (name, surname, place and date of birth)
- Name of the partner implementing the training programme and issuing the certificate
- Place and date of issuing
- Final mark/score
- Signature of the legal representative and stamp of the organisation.

The certificate can be mentioned in learners’ curriculum vitae, included in a career portfolio or form the basis for a dossier of learning outcomes supporting job search process (or in case of a career move or retraining) and general career development.

A template of the final certificate is attached (Annex II).

The dossier deals with the learning outcomes and tasks aiming at helping the person to write his/her CV and describe his/her own knowledge and/or skills to the employer when searching for a job or in case of a career move or retraining. The dossier is not mandatory but it can be an integrative document and issued together with the final certificate. It contains the following general information:

- Project logo
- Partners’ logos
- EU logos and disclaimer
- Title of the training programme



- ECTS credits (if applicable)
- Personal information about the participant (name, surname, place and date of birth)
- Place and date of issuing
- Signature of the legal representative and stamp of the organisation.

With regard to specific information, the dossier is divided into following sections:

- Units of learning outcomes (what is certified) in terms of KSC (knowledge, skills and competencies)
- List of activities and tasks for each unit of LOs; employment prospects
- Information on the learning pathway
- Section on the validation of modules (distance learning).

In order to fill in the dossier it is necessary to comply with specific rules useful to describe the KSC:

- Competence: to use an infinitive action verb in line with the activity/task to be performed + the expected result + the way you perform the activity/task. In describing the competence it is implicit the phrase "To be able to". It is important to refer to the common profile
- Knowledge: a phrase describing facts, principles, theories and practices that is related to a field of work or study and a substantive specifying the field
- Skill: to use an infinitive action verb expressing a concrete action, for example using, or an abstractive action, for example calculating, associating, etc.

5. ECTS and EQF

At the end of 2007, the European Commission published the ECTS Key Features. In this document, ECTS credits are based "on the workload students need to achieve expected learning outcomes". The ECTS system is described as a tool which enables learners to collect credits for learning achieved through higher education. ECTS is



widely used in formal higher education and can be applied to any mode of delivery and attendance (full-time, part-time or distance). The new output-based approach opens possibilities to use the ECTS credit system for other lifelong learning activities as well as prior learning, non-formal and/or informal learning.

ECTS credits are based on the workload learners need in order to achieve expected learning outcomes. 60 ECTS credits are attached to the workload of a full-time year of formal learning (academic year) and the associated learning outcomes. In most cases, learner workload ranges from 1,500 to 1,800 hours for an academic year, whereby one credit corresponds to 25 to 30 hours of work. This means that the ECTS credit is a quantified means of expressing the volume of learning based on the workload learners need in order to achieve the expected outcomes of a learning process at a specified level (The ECTS Users' Guide, 2009). The ECTS credit enables measurement of the students' workload.

Workload indicates the time students typically need to complete all learning activities (such as lectures, seminars, projects, practical work, self-study and examination) required to achieve the expected learning outcomes (The ECTS Users' Guide, 2009). Typical examples could be for the first cycle / Bachelor's degree programme 180 ECTS credits and for the second cycle / Master's degree programme 120 ECTS credits.

The allocation of credits is connected with courses/units/modules, although credits could be attached as well to practical placements and/or international mobility etc. (hereafter learning activities). However, as a qualification is "multi-dimensional" 10, the ECTS credits themselves do not describe the knowledge, skills and competences a successful learner has gained.

For the GUIDANCE 2020 course we suggest a total of **4 ECTS credits** to be calculated as follows: Each hour of lesson is equal to one hour and half of individual study. Thus 60 hours of individual study has to be added to 40 hours of lessons for a total amount of 100 hours. Taking into account that 25 hours are equal to 1 ECTS credit, the 100 hours correspond to 4 ECTS credits.

Since not all countries have set an institutional framework concerning ECTS, we propose that each partner may choose or not to issue the credits proposed by this guide.



6. Recognition of the training programme in national contexts

IN THE CZECH REPUBLIC there is a legal framework enabling recognition of non-formal and informal learning as well as accreditation of further training programs that are provided by non-formal educational institutions. The main scheme is the National framework for recognition and validation of learning outcomes set by the Act No 179/2006 Coll. on verification and recognition of further education results. However, the use of NSK for INNO-CAREER training course is not possible because the qualification and assessment standards for vocational profession “Career Guidance Counsellor” are set in a complex and wide range whereas the INNO-CAREER training course is a further training programme and not a complete training course for career guidance counsellors.

IN CYPRUS the responsible authority to recognise and certify a training program based on Learning Outcomes (LO), is the Human Resources Development Authority (HRDA). In order to submit a new training program to HRDA for subsidy, the provider is required to provide an in depth description of the aim, the target group and the methodology of the expected LOs. In case that HRDA approves the training program for subsidy, automatically it is recognised and employers have the possibility to enrol their employees or themselves in the training courses and get certified.

IN GREECE although the levels of the National Qualification Framework have been specified and aligned to European Qualification Framework levels, the specific Learning Outcomes of the 3 qualifications in Career Guidance (MSc program in Career Guidance and Counselling, National and Kapodistrian University of Athens; MSc in Counselling and Career Development, University of Patras; Specialization Diploma in Career Guidance and Counselling, ASPAITE School of Pedagogical and Technological Education) have not been specified by the university departments. Moreover, the continuous training programs have not yet been referenced to a specific EQF level. This is a procedure that has been initiated by the National Organisation for the Certification of Qualifications & Vocational Guidance (EOPPEP), which is the NQF contact point of Greece in collaboration with the educational institutions.



The accreditation of career guidance counsellors' competence is a procedure that has been designed by EOPPEP but not yet implemented. A Job Profile of Career Guidance Counsellors along with a Training Programs Framework have already been developed and will be accredited by the social partners (representatives of employers and employees). It is the first phase for the definition of the careers sector requirements, the creation of a system of accreditation of career guidance counsellors and the establishment of a register of competent and accredited professionals.

The next phase is the development of the legal framework that will set the procedures for the evaluation of competence of career guidance counsellors and of training programs. In this context the INNO-CAREER program can be accredited nationally as a recognized continuous development training program for career guidance counsellors along with other training programs in the market.

IN ITALY the unity of LOs may be recognized at the academic level upon agreement with the single universities as part of specific training courses (EQF levels 6-7). This enables to directly validate and recognize the credits or do a supplementary exam. The LOs achieved at the end of the training programme can be recognized and let the employer assign the counsellor new tasks, for example the USRV will recognize the new competencies and skills achieved by the participants in order to assign them new tasks: welcome and career guidance services at CPIA (new adult education centres), recognition of non-formal and informal competencies of migrants.



ANNEXES

ANNEX 1 – Glossary

Continuing education and training

Education or training after initial education and training – or after entry into working life aimed at helping individuals to:

- improve or update their knowledge and/or skills;
- acquire new skills for a career move or retraining;
- continue their personal or professional development.

Comment: continuing education and training is part of lifelong learning and may encompass any kind of education (general, specialised or vocational, formal or non-formal, etc.). It is crucial for the employability of individuals (Cedefop, 2008c).

Accreditation

Formal recognition that a body or a person is competent to carry out specific tasks.

(ISO – Glossary)

Accreditation of an education or training provider

Process of quality assurance through which accredited status is granted to an education or training provider, showing it has been approved by the relevant legislative or professional authorities by having met predetermined standards.

(Cedefop, 2008c, based on Canadian Information Centre for International Credentials, 2003).

Assessment of learning outcomes

Process of appraising knowledge, know-how, learning outcomes, skills and/or competences of an individual against predefined criteria (learning expectations, measurement of learning outcomes). Assessment is typically followed by validation and certification.

Comment: In the literature, 'assessment' generally refers to appraisal of individuals whereas 'evaluation' is more frequently used to describe appraisal of education and training methods or providers.



(Cedefop, 2008c)

Evaluation of education and training

Judgment on the value of an intervention and training programme or policy with reference to criteria and explicit standards (such as its relevance or efficiency).

Comment:

Evaluation encompasses two broad aspects:

- evaluation as a systematic investigation to determine the worth or merit of a programme, measure or policy by means of careful appraisal and study, based on relevant social research methods and criteria, standards and indicators (summative evaluation or impact evaluation);
- evaluation as a developmental process that illuminates or enlightens specific policies, processes and practice for its stakeholders, contributes to collective learning, reduces uncertainty in decision-making and helps to improve the design and implementation of the programme and/or of future related initiatives (formative or process evaluation).

(European Commission, 1999; Cedefop, Technical working group on quality in VET)

Validation of learning outcomes

Confirmation by a competent body that learning outcomes (knowledge, skills and/or competences) acquired by an individual in a formal, non-formal or informal setting have been assessed against predefined criteria and are compliant with the requirements of a validation standard. Validation typically leads to certification.

(Cedefop, 2008c)

Certification of learning outcomes

Process of issuing a certificate, diploma or title of learning outcomes formally attesting that a set of learning outcomes (knowledge, know-how, skills and/or competences) acquired by an individual have been assessed and validated by a competent body against a predefined standard.

Comment: certification may validate the outcome of learning acquired in

formal, non-formal or informal settings.
(Cedefop, 2008c)

Qualification

Qualification covers different aspects:

(a) formal qualification: the formal outcome (certificate, diploma or title) of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards and/or possesses the necessary competence to do a job in a specific area of work.

A qualification confers official recognition of the value of learning outcomes in the labour market and in education and training. A qualification can be a legal entitlement to practice a trade (OECD);

(b) job requirements: knowledge, aptitudes and skills required to perform specific tasks attached to a particular work position (ILO).

(Cedefop, 2008c; ETF, 1997; European Commission, 2008; based on Eurydice, 2006; ILO, 1998; OECD, 2007).

Recognition of learning outcomes

(a) Formal recognition: process of granting learning outcomes official status to skills and competences either through:

- award of qualifications (certificates, diploma or titles); or
- grant of equivalence, credit units or waivers, validation of gained skills and/or competences.

and/or

(b) Social recognition: acknowledgement of the value of skills and/or competences by economic and social stakeholders.

(Cedefop, 2008c)

RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning:

Knowledge means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that



is related to a field of work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual;

Skills means the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments);

Competence means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in_work or study situations and in professional and personal development. In the context of the European Qualifications_Framework, competence is described in terms of responsibility and autonomy.



ANNEX 2 – Template of final certificate

	INNO-CAREER: Develop Prototype Training System of Career Guidance Counsellors	
MR/MS [NAME AND SURNAME] BORN [DATE OF BIRTH]		
is awarded this		
CERTIFICATE OF PARTICIPATION		
for having attended and successfully completed the training course		
“GUIDANCE 2020: Modern elements of Lifelong Guidance & Employability – New emerging skills for guidance practitioners		
(40 hours)		
held at [PARTNER NAME]		
with a total score of		
<i>Date and place</i>	<i>Signature of legal representative</i>	



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