

ECVET AND PRACTITIONERS WORKING ON ENTREPRENEURSHIP SUPPORT SERVICES

IO2: professional profile of practitioners working on
entrepreneurship support services.

This tool intend to define the required professional profile of those practitioners who are supporting the entrepreneurs in the process of creation of a company.

Through this output, any practitioner can validate the competences in a well described process, and connecting it with the ECVET system.

PROJECT No: 2016-1-ES01-KA202-025602

PROJECT ACRONYM: EPWESS PROJECT

Introduction

This Device of validation has been developed within the Project “EPWESS Project”, which is an international project co-financed by the European Commission within the Erasmus +.

The aim of this document is describing the procedure of validation of the competence of the professionals working in entrepreneurship support services. There will be discussed the basic principles and methodology related to the assessment, recognition and validation of these professionals.

This procedure establishes how to structure the process of analysis, what evidence gathering, the means and how to evaluate evidence, how to train and supervise evaluators and so on.

The device will allow to evaluate the guidance practitioners who work with entrepreneurs through the approach of competence analysis based on the performance.

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

The structure of the device involves the identification of key activities, divided into sub activities and the elements of the device will be the specific working tasks that the practitioner must master, as being identified from the activity of definition of the professional profile.

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,

▪ 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

d. the procedure of the validation

e. the qualifications of the evaluators

f. The questions of the PFI and,

g. The ECVET points for each unit

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.

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 “EPWESS Project”, in this 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.

b. Existing Frameworks for competence validation

In order to make up the validation device, we will take into consideration existing guidelines and frameworks for validation and certification of competence and other learning outcomes. To form the principle guidelines of our tool, the sources on which we paid attention are:

- CEDEFOP, 2009 and 2015: “European Guidelines for validating non-formal and informal learning”
- ISO/IEC 17024, 2003: “Conformity assessment – General requirements for bodies operating certification of persons”
- Improve Guidelines
- EVGP
- MEVOC

b.1 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.

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.

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 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 if 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” (CEDEFOP, 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.

b.2 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

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).

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).

b.3 The IMPROVE Guidelines

The MPROVE 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).

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).

b.4 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.

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. Counselling: 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.

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).

b.5 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.

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.

Overview of the methodologies for assessing competence

Taking into consideration the existing guidelines and frameworks that mentioned above, we have tried 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 – weather 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 cannot 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 in consecutive 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 mistaken 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. ECVET Guidelines on validation of competence

In order to develop the device for validation of competence of the staff working with entrepreneurs, we have given 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
3. The tools to collect the evidences that demonstrate possession or mastering of the elements
4. The assessment process

A. ECVET General principles

1. The validation process of current performance of practitioners must be performance based.

2. The elements (job main tasks and job tasks) the Candidates have to master must be previously defined through a job analysis, which is included as an annex to this document through the statistical analysis and the field work.

3. The evidences that demonstrate mastering of job main tasks should be based on a combination of assessment methods, giving more emphasis on the Performance Based Interview.

4. 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.

5. The validation framework, including its structure, assessment process, roles, scoring system, key terms must be clearly described and freely available.

6. The assessment process and methodology must be the same for all Candidates and applied in the same manner by all evaluators.

7. Validation can be initiated by an organization to check the competence of its employees and collaborators or by the practitioner him/her self. In all cases there should be guaranteed the confidentiality of the results towards third parties.

8. When validation is initiated by the practitioner, him/her self, the validation process should also be a learning experience. The Candidates must receive a feedback which precisely describes how they scored on each key activity that was examined, identification of any areas of improvement and guidance on how to carry out such improvement.

9. The goal of the validation is to give accreditation to those practitioners that they perform their tasks up to a predetermined optimum standard. Therefore the scoring should be either positive or negative, referring to performance, so as to have a clear result of accreditation.

B. 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 is included as annex of this device, *where the the tasks that are performed in a practitioners' role are defined. The job analysis 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 the annex the profile of the guidance practitioner working in entrepreneurship support services is defined. The profile of the practitioner is described in terms of key activities/competences that are common despite the national specificities. For each key activity,

there are the knowledge and skills that the operator should master in order to obtain qualification.

To take an idea, the PFI is 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 are questions on how the practitioner operates the **key activities** of the phase. To make the right questions for each key activity we have focused on the **main actions** and furthermore on the **Knowledge** Required, the **Specific Skills** Required and the **Transversal Skills** Required.

C.Tool for evaluation - the PFI

The tools for collecting evidence related to personal features are numerous, but as our goal is to evaluate performance on the job we will use mainly the PFI Performance Focused Interview (the evidence being the answers to the questions of the interviewer).

The PFI can be defined as *a standardized structured professional discussion*, that is to say *an interview conducted between an assessor and candidate (assessed person), in which the candidate describes his/her job tasks and how his/her performance achieves requirements set by standards. In PFI the questions are focused on specific predetermined aspects of performance and all the candidates are asked the same list of questions. However the assessor may ask additional questions for clarification or a better understanding.*

In PFI, the evidences are the answers given by the candidate for validation. For each question there will be given the criteria to be considered “under the cut off point”, that is to say, the criteria describes when the level of mastery or behaviour of the Candidate is below the standard, so as all the evaluators use the same format for interview and scoring as well

Referring to the scoring system it should be noted that scoring can be very subjective, that’s why we should standardize as much as possible the judgment of the different evaluators, by using a common blueprint, by making evaluation criteria explicit and using cut off questions. A score will be given to each element. The evaluator will inform the participant that he/she will stop the participant answering when he/she is

satisfied with the answer. For every element the Evaluator will give a 'sufficient' or 'insufficient' mark explaining the reason for it. The scale we could use a 3-likert scale: a score between 1 to 3 is given to each applicant. 3 means the evidence collected gives 'full reliability' about the capability of the candidate in the main task chosen; 2 means 'medium reliability', 1 means 'low reliability' about the capability of the candidate. Candidates scoring 1 cannot be accredited.

SCORE	MEANING AND CRITERIA
1	not met: Candidate under the cut off in 1 question of the element
2	met: when Candidate is convincing about performance but cannot explain clearly embedded theory and principles
3	very good: when Candidate is convincing about performance and can explain clearly embedded theory and principles

The evidence for candidates scoring 2 should be reviewed in depth by a second Assessor. Further evidence (including a new interview) may be requested and both Assessors have to be in agreement for accreditation to be awarded.

To be successfully validated, the Candidate must give answers above the cut off levels for all the Units, that is to say that if in one unit the score is 1, then the candidate is considered unsuccessful, as the elements of the PFI are considered fundamental and compulsory for a performance up to the standard in each main unit. In case of an unsuccessful result, a new evaluation could focus only on the elements not passed and could be requested not before 6 months and not later than 12.

D. 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 2 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 Candidate sends to the Evaluator the Evaluation Log and his/her CV.
5. In no more than one week the Evaluator examines the Questionnaire filled by the Candidate, adding his/her scores and comments together.
6. Interview 2: Evaluator and Candidate discuss the results of interview 1 and make the Plan for Improvement. Interview 2 takes about 1 hour.

E. 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

III. The PFI and ECVET points

The validation devise that was developed within the Project “EPWESS Project”, is basically a Performance Based Interview. In the following units we introduce the process of producing the interview, the blueprint of questions, the handouts to candidates, the evaluation form and the self-assessment instrument.

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 order.

Before the Interview

1. Contact job analysis
2. Develop questions
3. Develop rating scales
4. Determine purpose of interview
5. Train interviewers

During the Interview

1. Ask questions
2. Take notes
3. Answer candidate's questions

After the Interview

1. Score responses
2. Follow up
3. Evaluate the interview

B. Units and elements for evaluation and ECVET points

The Learning outcome is assessed through the following elements according to the job developed in the annex part of this document:

UNIT 1: RECEPTION

KA1: Schedule the interviews / sessions with the new entrepreneur

KA2: Individual interviews / sessions with new entrepreneur

KA3: Providing information to the new entrepreneur

KA5: Identify the needs of the entrepreneurs (training needs; technical needs...)

UNIT 2: GENERAL INFO AND SUPPORT

KA8: Informing the entrepreneurs about active policies / support

KA9: Guidance on career planning/ development

KA13: Providing and up-keeping on institutional site and on-line information about the services and the activities

KA14: Interpret and explain the resources policies, procedures, laws, standards, or regulations to the new entrepreneurs

UNIT 3: ACTION PLAN

KA4: Preparation of an individual action plan and Schedule the next steps

KA6: Monitoring of the implementation of Individual action plan

KA7: Providing information / assistance / technical support (telephone /e- mail, face-to-face) to the entrepreneurs

UNIT 4: COOPERATION AND INTERACTION

KA10: Group sessions or individual sessions

KA11: Networking with entrepreneurs

KA15: Managing conflicts

KA16: Interact and collaborate with the local network; training services and other services

KA17: Participation in different activities to improve the professional work and the service provide (workshops, seminars, training programs...)

UNIT 5: EVALUATION OF PROCESS

KA12: Monitoring the individual action plan

KA18: Evaluation process (during and after the service provided)

C. THE PFI QUESTIONS

Unit 1 - Reception of Candidate		
Key Activities	QUESTIONS	CUT OFF POINTS
KA1: Schedule the interviews / sessions with the new entrepreneur	<ul style="list-style-type: none"> • Which contextual and systemic factors are you used to consider in scheduling the interviews /sessions with the new entrepreneur? • How do you face contextual/gender/family/systemic aspects in scheduling the interviews /sessions with the new entrepreneur? • How do you motivate the clients in scheduling the interviews /sessions with the new entrepreneur? 	<ol style="list-style-type: none"> 1. <i>Cannot describe the way he/she organizes the schedule</i> 2. <i>He/she doesn't use any schedule tool</i>
KA2: Individual interviews / sessions with new entrepreneur	<ul style="list-style-type: none"> • Which kind of non-verbal communication and respond are used to consider during the Individual interviews /sessions with new entrepreneur? • Which contextual/gender/family/systemic aspects can intervene during the Individual interviews /sessions with new entrepreneur? • Which kind Group facilitation tools are you used to apply during the Individual interviews /sessions with new entrepreneur? 	<ol style="list-style-type: none"> 3. <i>Cannot give any example</i> 4. <i>Cannot mention any special methodology for organizing group facilitation</i>
KA3: Providing information to the new entrepreneur	<ul style="list-style-type: none"> • In order to be get knowledge of current labor market situation at the region, national and international level, how do you keep costantly informed? • How do you keep informed to get information about existing types and the 	<ol style="list-style-type: none"> 5. <i>Cannot give any example</i> 6. <i>Cannot say if there is an already existing network</i> 7. <i>Cannot prove any training activity</i>

	<p>services providing in your network and out of it, if any?</p> <ul style="list-style-type: none"> How do you keep your skills up-to-date about technical knowledge on funding support? <p>1.</p>	
KA5: Identify the needs of the entrepreneurs (training needs; technical needs...)	<ul style="list-style-type: none"> Which kind of problem recognition and solving skills are more frequently needed? Which kind of orientation and guidance methods are more effective according to your experience? Which kind of methods are more effective according to your experience to trust building? 	<p>8. Cannot give specific method of needs identification</p> <p>9. Cannot describe any meaningful step about effectiveness</p> <p>10. Cannot list any challenge or way to solve it</p>

Unit 2: General info and support		
KA	QUESTIONS	CUT OFF POINTS
KA8: Informing the entrepreneurs about active policies / support	<ul style="list-style-type: none"> What kind of tools do you use for updating your knowledge about the labour market policies? In which cases do you referral to other services/ or labour market policies providers? 	<p>1. Cannot deal with specific tools</p> <p>2. Cannot mention more than 1 criteria to referral</p>
KA9: Guidance on career planning/ development	<ul style="list-style-type: none"> How do you assist your user in his/her entrepreneurship project planning? What kind of methodologies do you use for improving the entrepreneurial 	<p>3. Cannot answer convincingly nor list any instrument or methodology for project planning</p>

	knowledge of your users?	4. <i>Cannot make any example</i>
KA13: Providing and up-keeping on institutional site and on-line information about the services and the activities	<ul style="list-style-type: none"> • What are the resources you use for supporting entrepreneurs with trainings and other support services? • How often do you update informacion about available trainigs? 	<p>5. <i>Cannot mention the models of trainings for entrepreneurs. Cannot answer convincingly</i></p> <p>6. <i>Cannot mention a clear list of training offers</i></p>
KA14: Interpret and explain the resources policies, procedures, laws, standards, or regulations to the new entrepreneurs	<ul style="list-style-type: none"> • How do you inform the entrepreneurs about the existing labour the regulations and laws? • What kind of networking tools do you use for referral the entrepreneurs to other services? 	<p>7. <i>Cannot mention at least two resources</i></p> <p>8. <i>Cannot answer convincingly</i></p>

Unit 3: Action Plan		
KA	QUESTIONS	CUT OFF POINTS
KA4: Preparation of an individual action plan and Schedule the next steps	<ul style="list-style-type: none"> • How do you understand that the entrepreneur doesn't have clear goals of his/her project? • Could you describe the methodology that you use for elaborating and action plan to entrepreneurs? • What kind of tools you provide with to the entrepreneurs in terms of funding opportunities? 	<ol style="list-style-type: none"> 1. Cannot mention any challenge or ways to address the goals 2. Cannot mention convincingly any instrument or methodology to assist entrepreneurs in identifying goals and preparing action plans.
KA6: Monitoring of the implementation of Individual action plan	<ul style="list-style-type: none"> • What are the main challenges in supporting clients when implementing their action plan? • Give examples of monitoring tools that you use when supporting the entrepreneurs. 	<ol style="list-style-type: none"> 3. Doesn't know at least two resources 4. Cannot detect challenges for implementing the action plan
KA7: Providing information / assistance / technical support (telephone /e-mail, face-to-face) to the entrepreneurs	<ul style="list-style-type: none"> • How do you keep in touch with entrepreneurs in the whole assistance process and with frequency? Please, make a list of ICT tools you manage with. 	<ol style="list-style-type: none"> 5. Doesn't have any methodology for using ICT tools for supporting entrepreneurs

Unit 4: Cooperation and Interaction		
KA	QUESTIONS	CUT OFF POINTS
KA10: Group sessions or individual sessions	<ul style="list-style-type: none"> ▪ What are the difficulties and challenges in providing group sessions? ▪ According to which criteria you organize a group session? ▪ How do you decide if an entrepreneur needs individual/group sessions? 	1. He/she cannot explain how to best organize a group session
KA11: Networking with entrepreneurs	<ul style="list-style-type: none"> ▪ Do you promote the networking among your entrepreneurs? Give an example. 	2. He/she doesn't develop networking among entrepreneurs
KA15: Managing conflicts	<ul style="list-style-type: none"> ▪ In case of conflicts, how do you react? Give an example. 	3. Cannot make any example. 4. Cannot explain convincingly the reason why an entrepreneur can have a conflict
KA16: Interact and collaborate with the local network; training services and other services	<ul style="list-style-type: none"> ▪ Do you take part in a local/regional/national networking of stakeholders involved in the support to entrepreneurs? Which one and how often? 	5. Doesn't take part in any networking
KA17: Participation in different activities to improve the professional work and the	<ul style="list-style-type: none"> ▪ Could you describe your training and updating plan for improving your professional skills? ▪ How often do you refresh your knowledge in labour market policies, administrative procedures and laws oriented to the entrepreneurship? 	6. Cannot prove to have elaborated a plan 7. Has not developed at least three trainings during the past 12 months

service provide (workshops, seminars, training programs...)		
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Unit 5: Evaluation of process		
KA	QUESTIONS	CUT OFF POINTS
KA12: Monitoring the individual action plan	<ul style="list-style-type: none"> ▪ How do you evaluate the execution of the individual action plan? ▪ What kind of tools do you use for gathering the feed-back from other supporting services to which you referral the entrepreneurs? 	<ol style="list-style-type: none"> 1. Cannot mention at least two resources 2. He/she rarely referrals to other services.
KA18: Evaluation process (during and after the service provided)	<ul style="list-style-type: none"> ▪ Do you evaluate the whole process of support to entrepreneurs? ▪ Do you elaborate your own materials? ▪ Which methodology you base your surveys? 	<ol style="list-style-type: none"> 3. He/she cannot provide evaluation tools 4. Cannot prove the use of surveys

D. Handout to Candidates before the Interview

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

“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.

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 entrepreneurs

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.

In answering the questions, you may describe work situations and how you handle them.

We would like you to tell us what you did in each situation, even if it was a team effort.

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.

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”.

E. Individual Evaluation Form

Candidate to be assessed:.....

Date of Interview:.....

Name of evaluator.....

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

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

TOTAL SCORE	
Final result - Validated / not validated	

CRITERIA FOR SCORING AND ALLOCATING ECVET POINTS.

The methodology used for allocating ECVET points to each unit has been based on the annex to this validation device.

There are two criteria for stopping the evaluation of one unit and not to allocate ECVET points:

- If the final ECVET points percentage obtained in total is lower than 66 %
- If one of the key activities has an score evaluation of less than 2, then the process stops and the operator takes the correct decisions for improving this lack of knowledge in the key activity.

For receiving a final certificate with a final score in ECVET points, the operator must match the two criteria of above in the five units. The certificate will contain the total score by adding the scores of the five units.

EXAMPLE:

Unit 1 - 8 ECVET points							
(Objective evaluation (assessor 1 and 2) + self evaluation (operator))/3							
	KA 1	KA 2	KA 3	KA 5	Total Score	ECVET points Obtained	ECVET points %
Operator 1	3,00	3,00	3,00	3,00	12	8	100
Operator 2	3,00	3,00	2,00	3,00	11	7	91,60
Operator 3	3,00	2,00	2,00	3,00	10	7	83,33
Operator 4	3,00	3,00	3,00	3,00	12	8	100
Operator 5	3,00	3,00	2,00	3,00	11	7	91,60
Operator 6	3,00	3,00	3,00	3,00	12	8	100
Operator 7	2,00	2,00	3,00	1,00	8	0	66
Operator 8	2,00	2,00	2,00	2,00	8	5	66

In the case of the practitioner number 7, the total ECVET points of the Unit 1 is 0 because there is one of the key activities performing lower than 2.

G. Form for comparing results of evaluation and self- assessment – Plan for improvement

This form can be used on interview 2, where the evaluator will assist the candidate in comparing the results of the evaluation and the self assessment questionnaire, according to which they will go on proposing actions for improvement of the counselor on the elements where he/she scored low or there is a discrepancy between the two scores of the evaluations.

<i>Element/ Units</i>	<i>Score (self-assessment)</i>	<i>Score (Evaluation)</i>	<i>Actions for improvement</i>
Unit 1 - Reception of candidate			
KA1: Schedule the interviews / sessions with the new entrepreneur			
KA2: Individual interviews / sessions with new entrepreneur			
...			

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ANNEX I

The content of this annex has been elaborated after developing a mapping in each of the following countries:

- Italy
- Turkey
- Portugal
- Spain

A survey with main key activities (and the associated knowledge and skills) was elaborated by the Portuguese

This questionnaire was developed within the framework of the International Project *ECVET and practitioners working in entrepreneurship support services* “ (EPWESS) Project Nr. 2016-1-ES01-KA202-025602 Erasmus Program + key action 2 "Strategic Partnership".

The questionnaire aims is to collect information about the Key Competencies of the Professionals who work in the support and creation of Companies; identify which are the essential competences for the provision of a good service and identify the training needs of Professionals

We remind you that the information collected will be treated with secrecy and confidentiality.

Thanks for your collaboration

partner as an expert in supporting entrepreneurs and based in the expertise of its staff:

A. Instructions

- ✓ This questionnaire is divided in 7 points: A) Instructions; B) Position Identification/ Description; C) Key Activities; D) Knowledge; E) Specific Skills; F) Transversal Skills (Attitudes and Behaviors); and G) Training Needs (included in the output 4);
- ✓ Please pay attention for completing correctly the following questionnaire;
- ✓ The responses must accurately represent the way the position is currently functioning;
- ✓ Be objective and accurate in your answers and consider your normal day-to-day responsibilities and activities.
- ✓ When indicating the percentage of time you spend on each activity, consider what is performed on a classified system propose by daily (D), weekly (W), monthly (M), or annually (A) basis (the percentages do not need to be exact but should reflect the more time-consuming parts on your daily work position).
- ✓ All questions must be answered completely.

B. Position Identification / Description

1. Name of the organization:		
2. Position in the organization:		
3. Department (if applicable):	4. EQF Level:	5. NQF level:
6. Work Status (Full-time / Part-time):		
7. Age:	8. Gender:	
9. Country:	10. Work Experience (months or years):	

11. Please indicate which professional activities you do most in your daily. (Briefly explanation about your function, your current activities and if you have any support to do them).

C. Key Activities

About your **Key-Activities** listed below - fulfills in which basis you classify your performance; the average time required and the importance as well the difficulty level associated through this scale of responses: **1**- Very poor fit; **2** – Poor fit; **3** - Acceptable fit; **4** - Good fit; **5** - Very good fit

#	Activities required to performance your professional activity	Performed D; W; M; A	% of Time	Importance Level (1 to 5)	Difficul ty Level (1 to	Not Applic able
1.	Schedule the interviews / sessions with the new entrepreneurs		%			
2.	Individual interviews / sessions with new entrepreneurs		%			
3.	Providing information to the new entrepreneurs					
4.	Preparation of an individual action plan and Schedule the next steps		%			
5.	Identify the needs of the entrepreneurs (training needs; technical needs...)		%			
6.	Monitoring of the implementation of Individual action plan		%			
7.	Providing information / assistance / technical support (telephone /e- mail, face-to-face) to the entrepreneurs		%			
8.	Informing the entrepreneurs about active policies / support		%			
9.	Guidance on career planning/ development		%			
10.	Group sessions or individual sessions		%			
11.	Networking with entrepreneurs		%			
12.	Monitoring the individual action plan		%			
13.	Providing and up-keeping on institutional site and on-line information about the services and the activities		%			
14.	Interpret and explain the resources policies, procedures, laws, standards, or regulations to the new entrepreneurs		%			
15.	Managing conflict		%			
16.	Interact and collaborate with the local network; training services and other services		%			
17.	Participation in different activities to improve the professional work and the service provide (workshops, seminars, training programs...)		%			
18.	Evaluation process (during and after the service provided)		%			
OTHER ACTIVITIES THAT YOU CONSIDER RELEVANT AND WAS NOT MENTIONED ABOVE						
19.			%			
20.			%			
21.			%			

D. Knowledge

Please indicate the different types of **Knowledge** required to performance your professional activity, fulfills the: importance and the difficulty levels associated to them (1- Very poor fit; 2 – Poor fit; 3 - Acceptable fit; 4 - Good fit; 5 - Very good fit).

#	Knowledge Required	Importance Level associated (1 to 5)	Difficulty Level associated (1 to 5)	Not Applicable
1.	Knowledge of current labor market situation at the region level			
2.	Knowledge of current labor market situation at the national level			
3.	Knowledge of current labor market situation at the international			
4.	Knowledge of types and the services providing by other similar			
5.	Knowledge of service-specific tools			
6.	Knowledge of the gender aspects			
7.	Knowledge of human resources management			
8.	Knowledge of social case management problems			
9.	Knowledge of hard and soft skills assessment tools			
10.	Knowledge of performance measurement/ controlling			
11.	Knowledge of laws / the existence supports materials and tools			
12.	Knowledge about assessment of psychological and social profiles			
13.	Knowledge of the professional ethics and boundaries, confidentiality, and professional development needs and opportunities			
14.	Knowledge about economy (local, regional and national)			
15.	ICT Knowledge			
16.	Technical Knowledge about funding support			
17.	Factors affecting wellbeing and distress			
18.	Contextual and systemic factors that affect human functioning, including social, biological and family factors			
OTHER KNOWLEGE THAT YOU CONSIDER RELEVANT AND WAS NOR METIONED ABOVE				
19.				
20.				
21.				

E. Specific Skills

Please indicate the **Specific Skills** required to performance your professional activity - fulfills the importance and the difficulty levels associated (1- Very poor fit; 2 – Poor fit; 3 - Acceptable fit; 4 - Good fit; 5 - Very good fit)

#	Specific Skills Required	Importance Level associated (1 to 5)	Difficulty Level associated (1 to 5)	Not Applicable
1.	Negotiation skills			
2.	Planning skills			
3.	Information finding and analysis skills			
4.	Problem recognition and solving skills			
5.	Communication skills			
6.	Communication in the mother tongue skills			
7.	Communication in a foreign language skills			
8.	Group facilitation skills			
9.	ICT skills			
10.	Administrative skills			
11.	Organizational skills			
12.	Counseling and guidance skills			
13.	Mathematic skills			
14.	Learn to learn skills			
15.	Social and civic skills			
16.	Spirit of initiative and entrepreneurship skills			
17.	Cultural sensitivity and expression skills			
OTHERS SPECIFIC SKILLS THAT YOU CONSIDER RELEVANT AND WAS NOT MENTIONED ABOVE				
18.				
19.				
20.				

F. Transversal Skills (Attitudes and Behaviors)

Please indicate the **Transversal Skills** that you regularly used to perform your professional activity. Fulfills the importance and the difficulty levels associated (1- Very poor fit; 2 – Poor fit; 3 - Acceptable fit; 4 - Good fit; 5 - Very good fit).

#	Transversal Skills Required	Importance Level associated (1 to 5)	Difficulty Level associated (1 to 5)	Not Applicable
1.	Teamwork/cooperation			
2.	Flexibility			
3.	Adaptability			
4.	Ability to motivate the clients			
5.	Orientation and guidance			
6.	Stress Resistance or Emotional Resilience			
7.	Patience, understanding and the ability to listen			
8.	Autonomy			
9.	Trust building			
10.	Innovativeness / creativity			
11.	Communication and Interpersonal relations			
12.	Active listening			
13.	Empathy			
14.	Know the significance of non-verbal communication and respond			
15.	Ability to work in cooperation with other services and / or entities			
16.	Ability to engage other significant persons and the community in			
17.	Time management			
OTHERS TRANSVERSAL SKILLS THAT YOU CONSIDER RELEVANT AND WAS NOT MENTIONED ABOVE				
18.				
19.				
20.				

Name and Surname: _____

Signature: _____

Date and place: _____

Thanks a lot for your collaboration!

ANNEX II : ANALYSIS OF SURVEY RESULTS FOR ALLOCATING ECVET POINTS

This Annex will show how the number of ECVET points are assigned to each unit to allow its recognition and transfer to other existing titles and the comparison with other countries with similar profiles.

The ECVET is an initiative, which allows the accumulation and transfer of credits obtained through the recognition of learning outcomes in vocational education and training (VET) institutions across Europe.

ECVET was developed to facilitate the recognition of the achievements in education and training, formal, informal and non-formal learning (European Union, 2009).

The purpose of ECVET is to facilitate the mobility of workers through the VET across Europe. It has been tested in pilot projects across the European Union with the intention of extending its application gradually to a wide range of VET qualifications, whether existing or new - as part of the Education and Training 2020 (Cedefop, 2010).

On the other hand, ECVET is part of the development of common European tools for education and training: the European qualifications framework and tables of related national qualifications, the European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET), and Europass. ECVET is also linked to the implementation of the European Credit Transfer and Accumulation System (ECTS) in higher education.

All of these tools are based to promote learning outcomes as a fundamental principle in defining and describing qualifications, and they all emphasize guidance on ECVET and describes ECVET as a process by which tasks are allocated to different existing actors in VET (Cedefop, 2010).

The methodology that it has been used for allocating ECVET points in the composition of the professional profile of practitioners working on Entrepreneurship Support Services is as follow (taking into account the questionnaire included in the annex I):

C. Key Activities

About your **Key-Activities** listed below - fulfills in which basis you classify your performance; the average time required and the importance as well the difficulty level associated through this scale of responses: **1**- Very poor fit; **2** – Poor fit; **3** - Acceptable fit; **4** - Good fit; **5** - Very good fit

#	Activities required to performance your professional activity	Performed D; W; M; A	% of Time	Importance Level (1 to 5)	Difficul ty Level (1 to	Not Applic able
1.	Schedule the interviews / sessions with the new entrepreneurs		%			
2.	Individual interviews / sessions with new entrepreneurs		%			
3.	Providing information to the new entrepreneurs					

Weight of each Key Activity (WKA) = (performed x % of time) + (importance level x difficulty level)

The procedure for Specific Skills (WSS), Transversal Skills (WTS) and Knowledge (WKN) is the same.

Once we have all weight we calculate the average of the same items of all questionnaires. Each country gathered 10 questionnaires from 10 support services for entrepreneurs. And the results with the already calculate average is as follow:

N° OF QUESTION	ITALIA			
	WKA	WKN	WSS	WTS
1	8,82	42,29	54,14	84,29
2	9,63	52,86	51,57	72,71
3	9,71	26,29	39,43	55,43
4	8,90	28,57	66,57	40,00
5	8,91	36,57	23,00	27,57
6	9,34	12,86	18,00	26,57
7	9,70	62,29	52,00	69,71
8	9,90	15,29	48,57	86,43
9	10,63	66,29	47,14	44,71
10	10,21	35,14	45,43	32,50
11	14,11	84,14	43,43	37,86
12	16,27	30,14	84,86	54,14
13	14,04	34,00	39,14	26,14
14	18,08	66,86	55,14	46,57
15	9,64	35,71	31,43	55,71
16	11,85	44,71	68,57	83,57
17	11,45	40,71	45,14	56,71
18	12,04			

Nº OF QUESTION	PORTUGAL			
	WKA	WKN	WSS	WTS
1	11,79	56,09	40,64	46,73
2	12,52	64,36	51,45	47,36
3	11,85	20,45	23,55	16,82
4	10,85	42,91	62,36	47,00
5	11,03	28,55	36,00	32,64
6	13,03	24,45	34,36	51,91
7	11,72	45,00	43,36	59,45
8	14,31	38,73	45,00	50,18
9	8,19	41,27	54,36	61,09
10	8,92	30,18	24,64	28,00
11	10,02	32,91	30,00	33,55
12	12,95	41,00	44,55	59,27
13	11,20	53,27	53,91	44,27
14	13,49	50,00	44,18	47,82
15	12,58	34,09	33,45	36,18
16	10,76	54,55	33,73	43,18
17	11,01	42,18	35,36	58,73
18	9,29			

Nº OF QUESTION	TURQUÍA			
	WKA	WKN	WSS	WTS
1	16,79	29,10	76,50	84,90
2	16,81	40,50	79,40	84,20
3	16,95	38,10	79,00	88,90
4	14,99	39,60	76,40	88,60
5	15,38	37,30	86,00	78,30
6	14,79	42,00	68,90	79,70
7	13,74	36,60	75,10	85,60
8	15,65	40,70	77,90	82,90
9	17,19	42,90	73,70	81,40
10	16,30	38,40	78,30	85,10
11	14,15	43,60	79,00	85,00
12	14,10	44,50	90,90	91,60
13	14,62	37,50	85,60	89,60
14	17,59	44,90	83,50	90,00
15	15,90	40,20	83,10	82,20
16	16,59	42,00	83,90	85,00
17	16,78	35,90	81,10	81,90
18	16,38			

ESPAÑA			
WKA	WKN	WSS	WTS
18,97	84,50	84,90	66,00
19,08	70,40	65,10	61,80
19,59	68,90	75,30	63,60
17,77	90,50	88,00	73,50
18,21	43,20	55,50	41,30
16,95	57,90	59,60	68,20
19,04	46,50	44,60	53,40
19,45	62,20	68,00	72,50
17,85	59,80	79,30	80,10
16,12	58,90	79,70	78,30
15,92	64,60	59,40	65,00
14,16	46,90	70,30	61,00
17,09	41,60	51,40	53,20
15,90	58,40	55,60	59,10
15,72	55,70	58,50	76,70
16,97	66,90	69,00	51,20
11,07	56,90	60,90	63,30
10,37			

The process of grouping Key Activities in Units was developed by different practitioners with experience in supporting entrepreneurs and the matrix containing all learning units is as follow:

UNIT 1 – FIRST CONTACT WITH ENTREPRENEUR					
Key Activity	Weight	Equivalent ECVET	Knowledge	Specific Skills	Trasversal Skills
1- Schedule the interviews / sessions with the new entrepreneur -	14,09	3	<ul style="list-style-type: none"> ➤ 6- Knowledge of the gender aspects- 10,95 ➤ 7- Knowledge of human resources management- 11,48 ➤ 15- ICT Knowledge- 11,47 ➤ 18- Contextual and systemic factors that affect human functioning, including social, biological and family factors- 	<ul style="list-style-type: none"> ➤ 2 - Planning skills- 15,38 ➤ 5 - Communication skills - 15,22 ➤ 6 - Communication in the mother tongue skills- 12,23 ➤ 7 - Communication in a foreign language skills- 13,07 ➤ 8 - Group facilitation skills- 14,27 ➤ 9 - ICT skills- 13,92 ➤ 11- Organizational skills- 14,04 	<ul style="list-style-type: none"> ➤ 2 – Flexibility- 17,14 ➤ 3 – Adaptability- 16,37 ➤ 4 - Ability to motivate the clients- 16,14 ➤ 16 - Ability to engage other significant persons and the community in- 17,28 ➤ 17 - Time management - 19,85
2- Individual interviews / sessions with new entrepreneur -	14,51	4	<ul style="list-style-type: none"> ➤ 6- Knowledge of the gender aspects- 10,95 ➤ 7- Knowledge of human resources management- 11,48 ➤ 9- Knowledge of hard and soft skills assessment tools-11,34 ➤ 13- Knowledge of the professional ethics and boundaries, confidentiality, and professional development needs and 	<ul style="list-style-type: none"> ➤ 4- Problem recognition and solving skills- 17,08 ➤ 5- Communication skills – 15,22 ➤ 6 - Communication in the mother tongue skills- 12,23 ➤ 7 - Communication in a foreign language skills- 13,07 ➤ 8 - Group facilitation skills- 14,27 	<ul style="list-style-type: none"> ➤ 2 – Flexibility- 17,14 ➤ 3- Adaptability- 16,37 ➤ 6 - Stress Resistance or Emotional Resilience-17,74 ➤ 7 - Patience, understanding and the ability to listen- 17,69 ➤ 11 - Communication

UNIT 1 – FIRST CONTACT WITH ENTREPRENEUR

Key Activity	Weight	Equivalent ECVET	Knowledge	Specific Skills	Trasversal Skills
			<ul style="list-style-type: none"> ➤ opportunities- 11,19 ➤ 18- Contextual and systemic factors that affect human functioning, including social, biological and family factors- 	<ul style="list-style-type: none"> ➤ 12 - Counseling and guidance skills- 16,56 	<ul style="list-style-type: none"> ➤ and Interpersonal relations- 16,20 ➤ 12 - Active listening- 17,62 ➤ 13 – Empathy- 15,59 ➤ 14- Know the significance of non-verbal communication and respond- 17,38 ➤ 17 - Time management - 19,85
3- Providing information to the new entrepreneur -	14,52	4	<ul style="list-style-type: none"> ➤ 1- Knowledge of current labor market situation at the region level- 13,78 ➤ 2- Knowledge of current labor market situation at the national level- 14,29 ➤ 3- Knowledge of current labor market situation at the international- 12,59 ➤ 4 - Knowledge of types and the services providing by other similar- 12,94 ➤ 11 - Knowledge of laws / the existence supports materials and tools- 13,23 ➤ 14 - Knowledge about economy (local, regional and national)- 12,62 ➤ 16- Technical Knowledge about funding support- 13,52 	<ul style="list-style-type: none"> ➤ 5- Communication skills - 15,22 ➤ 6- Communication in the mother tongue skills- 12,23 ➤ 7 - Communication in a foreign language skills- 13,07 ➤ 12- Counseling and guidance skills- 16,56 ➤ 16 - Spirit of initiative and entrepreneurship skills- 15,09 ➤ 17- Cultural sensitivity and expression skills- 12,69 	<ul style="list-style-type: none"> ➤ 7 - Patience, understanding and the ability to listen- 17,69 ➤ 9 - Trust building- 17,92 ➤ 11 - Communication and Interpersonal relations- 16,20 ➤ 12- Active listening- 17,62 ➤ 13 – Empathy- 15,59 ➤ 14 - Know the significance of non-verbal communication and respond- 17,38 ➤ 17 - Time management- 19,85
5- Identify the needs of the entrepreneurs (training needs; technical needs...)	13,38	3	<ul style="list-style-type: none"> ➤ 6 - Knowledge of the gender aspects- 10,95 ➤ 7- Knowledge of human resources management-11,48 ➤ 9 - Knowledge of hard and soft skills assessment tools-11,34 ➤ 12- Knowledge about assessment of psychological and social profiles- 10,93 ➤ 17 - Factors affecting wellbeing and distress- 11,87 	<ul style="list-style-type: none"> ➤ 3 - Information finding and analysis skills- 14,36 ➤ 4 - Problem recognition and solving skills- 17,08 ➤ 5 - Communication skills – 15,22 ➤ 6 - Communication in the mother tongue skills- 12,23 ➤ 7 - Communication in a foreign language skills- 13,07 	<ul style="list-style-type: none"> ➤ 4- Ability to motivate the clients- 16,14 ➤ 5 - Orientation and guidance- 13,95 ➤ 7- Patience, understanding and the ability to listen- 17,69 ➤ 9 - Trust building- 17,92 ➤ 11 - Communication and Interpersonal relations- 16,20 ➤ 12 - Active listening- 17,62 ➤ 13 – Empathy- 15,59 ➤ 14 - Know the significance of non-verbal communication and respond- 17,38 ➤ 16 - Ability to engage other significant persons and the community in- 17,28 ➤ 17- Time management – 19,85

UNIT 2 –GENERAL ORIENTATION

Key Activity	Weight	Equivalent ECVET	Knowledge	Specific Skills	Transversal Skills
8 - Informing the entrepreneurs about active policies / support	14,83	4	<ul style="list-style-type: none"> ➤ 1, Knowledge of current labor market situation at the region level – 13,78 ➤ 2, Knowledge of current labor market situation at the national level– 14,29 ➤ 3, Knowledge of current labor market situation at the international – 12,59 ➤ 4, Knowledge of types and the services providing by other similar – 12,94 ➤ 5, Knowledge of service-specific tools – 11,50 ➤ 11, Knowledge of laws / the existence supports materials and tools - 13,23 ➤ 13, Knowledge of the professional ethics and boundaries, confidentiality, and professional development needs and opportunities -11,19 ➤ 14, Knowledge about economy (local, regional and national) - 12,62 ➤ 16, Technical Knowledge about funding support-13,52 	<ul style="list-style-type: none"> ➤ 3, Information finding and analysis skills – 14.36 ➤ 5, Communication skills - 15.32 ➤ 6, Communication in the mother tongue skills – 12.23 ➤ 7, Communication in a foreign language skills – 13.07 ➤ 9, ICT skills -13.92 ➤ 12, Counseling and guidance skills -16.56 ➤ 15, Social and civic skills -13.44 	<ul style="list-style-type: none"> ➤ 5, Orientation and guidance – 13.95 ➤ 7, Patience, understanding and the ability to listen – 17.69 ➤ 11, Communication and Interpersonal relations – 16.20 ➤ 14, Know the significance of non-verbal communication and respond -17.38 ➤ 15, Ability to work in cooperation with other services and / or entities -20.18 ➤ 17, Time management -19.85
9 - Guidance on career planning/ development	13,46	3	<ul style="list-style-type: none"> ➤ 1, Knowledge of current labor market situation at the region level – 13,78 ➤ 2, Knowledge of current labor market situation at the national level– 14,29 ➤ 3, Knowledge of current labor market situation at the international– 12,59 ➤ 4, Knowledge of types and the services providing by other similar – 12,94 ➤ 6, Knowledge of the gender aspects – 10,95 ➤ 10, Knowledge of performance measurement/ controlling – 11,69 ➤ 17, Factors affecting wellbeing and distress -11,87 	<ul style="list-style-type: none"> ➤ 2, Planning skills - 15,38 ➤ 3, Information finding and analysis skills - 14.36 ➤ 5, Communication skills - 15.32 ➤ 6, Communication in the mother tongue skills – 12.23 ➤ 7, Communication in a foreign language skills – 13.07 ➤ 11, Organizational skills – 14.04 ➤ 12, Counseling and guidance skills - 16.56 ➤ 16, Spirit of initiative and entrepreneurship skills 	<ul style="list-style-type: none"> ➤ 2, Flexibility -17.14 ➤ 3, Adaptability-16.37 ➤ 4, Ability to motivate the clients -16.14 ➤ 5, Orientation and guidance – 13.95 ➤ 7, Patience, understanding and the ability to listen– 17.69 ➤ 9, Trust building -17.92 ➤ 10, Innovativeness / creativity-16.73 ➤ 11, Communication and Interpersonal relations – 16.20 ➤ 12, Active listening-17.62 ➤ 13, Empathy-15.59
13 - Providing and up-keeping on institutional site and on-line information about the services and the activities	14,24	3	<ul style="list-style-type: none"> ➤ 4, Knowledge of types and the services providing by other similar – 12,94 ➤ 5, Knowledge of service-specific tools – 11,50 ➤ 15, ICT Knowledge -11,47 	<ul style="list-style-type: none"> ➤ 5, Communication skills - 15.32 ➤ 6, Communication in the mother tongue skills – 12.23 ➤ 7, Communication in a foreign language skills – 13.07 ➤ 9, ICT skills -13.92 	<ul style="list-style-type: none"> ➤ 10, Innovativeness / creativity-16.73 ➤ 11, Communication and Interpersonal relations– 16.20 ➤ 15, Ability to work in cooperation with other services and / or entities-20.18 ➤ 16, Ability to engage other significant persons and the community in general -17.28
14 - Interpret and explain the resources policies, procedures, laws, standards, or regulations to the new entrepreneurs	16,26	4	<ul style="list-style-type: none"> ➤ 1, Knowledge of current labor market situation at the region level– 13,78 ➤ 2, Knowledge of current labor market situation at the national level– 14,29 ➤ 3, Knowledge of current labor market situation at the international– 12,59 	<ul style="list-style-type: none"> ➤ 5, Communication skills - 15.32 ➤ 6, Communication in the mother tongue skills – 12.23 ➤ 7, Communication in a foreign language skills – 13.07 ➤ 10, Administrative 	<ul style="list-style-type: none"> ➤ 5, Orientation and guidance–13.95 ➤ 11, Communication and Interpersonal relations– 16.20 ➤ 14, Know the significance of non-verbal communication and respond -17.38 ➤ 15, Ability to work in cooperation with other services

UNIT 2 –GENERAL ORIENTATION					
Key Activity	Weight	Equivalent ECVET	Knowledge	Specific Skills	Transversal Skills
			<ul style="list-style-type: none"> ➤ 4, Knowledge of types and the services providing by other similar – 12,94 ➤ 11, Knowledge of laws / the existence supports materials and tools 13,23 ➤ 14, Knowledge about economy (local, regional and national) - 12,62 	<ul style="list-style-type: none"> ➤ skills-14.23 ➤ 12, Counseling and guidance skills - 16.56 ➤ 16, Spirit of initiative and entrepreneurship skills -15.09 	<ul style="list-style-type: none"> ➤ and / or entities-20.18 ➤ 17, Time management -19.85

UNIT 3 – ACTION PLAN					
Key Activity	Weight	Equivalent ECVET	K	SS	TS
4 - Preparation of an individual action plan and Schedule the next steps	13,13	3	<ul style="list-style-type: none"> ➤ 1, Knowledge of current labor market situation at the region level– 13,78 ➤ 2, Knowledge of current labor market situation at the national level – 14,29 ➤ 3, Knowledge of current labor market situation at the international– 12,59 ➤ 4, Knowledge of types and the services providing by other similar – 12,94 ➤ 5, Knowledge of service-specific tools – 11,50 ➤ 7, Knowledge of human resources management – 11,48 ➤ 11, Knowledge of laws / the existence supports materials and tools 13,23 ➤ 16, Technical Knowledge about funding support- 13,52 	<ul style="list-style-type: none"> ➤ 2, Planning skills-15,38 ➤ 8, Group facilitation skills – 14.2 ➤ 10, Administrative skills - 14.23 ➤ 11, Organizational skills - 14.04 ➤ 12, Counseling and guidance skills -16.56 ➤ 13, Mathematic skills- 15.33 	<ul style="list-style-type: none"> ➤ 2, Flexibility-17.14 ➤ 3, Adaptability-16.37 ➤ 5, Orientation and guidance– 13.95 ➤ 10, Innovativeness / creativity-16.73 ➤ 17, Time management -19.85
6 - Monitoring of the implementation of Individual action plan	13,52	3	<ul style="list-style-type: none"> ➤ 1, Knowledge of current labor market situation at the region level– 13,78 ➤ 2, Knowledge of current labor market situation at the national level – 14,29 ➤ 3, Knowledge of current labor market situation at the international– 12,59 ➤ 4, Knowledge of types and the services providing by other similar – 12,94 ➤ 5, Knowledge of service-specific tools – 11,50 ➤ 7, Knowledge of human resources management – 11,48 ➤ 9, Knowledge of hard and soft skills assessment tools – 11,34 ➤ 10, Knowledge of 	<ul style="list-style-type: none"> ➤ 2, Planning skills-15,38 ➤ 4, Problem recognition and solving skills -17,08 ➤ 12, Counseling and guidance skills -16.56 ➤ 13, Mathematic skills -15.33 	<ul style="list-style-type: none"> ➤ 2, Flexibility-17.14 ➤ 3, Adaptability -16.37 ➤ 5, Orientation and guidance– 13.95 ➤ 6, Stress Resistance or Emotional Resilience - 17.74 ➤ 10, Innovativeness / creativity-16.73 ➤ 15, Ability to work in cooperation with other services and / or entities-20.18 ➤ 16, Ability to engage other significant persons and the community in general - 17.28 ➤ 17, Time management -19.85

UNIT 3 – ACTION PLAN

Key Activity	Weight	Equivalent ECVET	K	SS	TS
			performance measurement/controlling -11,69 ➤ 11, Knowledge of laws / the existence supports materials and tools - 13,23 ➤ 14, Knowledge about economy (local, regional and national) -12,62		
7 - Providing information / assistance / technical support (telephone /e- mail, face-to-face) to the entrepreneurs	13,55	3	➤ 1, Knowledge of current labor market situation at the region level– 13,78 ➤ 2, Knowledge of current labor market situation at the national level – 14,29 ➤ 3, Knowledge of current labor market situation at the international– 12,59 ➤ 4, Knowledge of types and the services providing by other similar – 12,94 ➤ 5, Knowledge of service-specific tolos – 11,50 ➤ 11, Knowledge of laws / the existence supports materials and tools - 13,23 ➤ 14, Knowledge about economy (local, regional and national) -12,62 ➤ 16, Technical Knowledge about funding support - 13,52 ➤ 18, Contextual and systemic factors that affect human functioning, including social, biological and family factors -10,62	➤ 5, Communication skills - 15.32 ➤ 6, Communication in the mother tongue skills – 12.23 ➤ 7, Communication in a foreign language skills – 13.07 ➤ 12, Counseling and guidance skills -16.56 ➤ 16, Spirit of initiative and entrepreneurship skills – 15.09 ➤ 17, of initiative and entrepreneurship skills - 12.69	➤ 10, Innovativeness / creativity -16.73 ➤ 11, Communication and Interpersonal relations– 16.20 ➤ 12, Active listening - 17.62 ➤ 13, Empathy -15.59 ➤ 14, Know the significance of non-verbal communication and respond -17.38 ➤ 17, Time management -19.85

UNIT 4 – COOPERATION AND INTERACTION

Key Activity	Weight	Equivalent ECVET	Knowledge	Specific Skills	Trasversal Skills
10- Group sessions or individual sessions-	12,89	3	➤ 6- Knowledge of the gender aspects-10,95 ➤ 7- Knowledge of human resources management- 11,48 ➤ 18- Contextual and systemic factors that affect human functioning, including social, biological and family factors- ➤	➤ 1- Negotiation skills- 14,97 ➤ 2- Planning skills- 15,38 ➤ 5- Communication skills- 15,22 ➤ 6- Communication in the mother tongue skills- 12,23 ➤ 7- Communication in a foreign language skills- 13,07 ➤ 8- Group facilitation skills- 14,27 ➤ 9- ICT skills- 14,27 ➤ 11- Organizational skills- 14,04 ➤ 15- Social and civic skills- 13,44 ➤ 17- Cultural sensitivity	➤ 1- Teamwork/cooperation- 17,33 ➤ 2- Flexibility- 17,14 ➤ 3- Adaptability- 16,37 ➤ 4- Ability to motivate the clients- 16,14 ➤ 7- Patience, understanding and the ability to listen- 17,69 ➤ 12- Active listening- 17,62 ➤ 13- Empathy- 15,59 ➤ 14- Know the significance of non-verbal communication and respond- 17,38 ➤ 15- Ability to work in cooperation with other services and / or entities- 20,18

UNIT 4 – COOPERATION AND INTERACTION

Key Activity	Weight	Equivalent ECVET	Knowledge	Specific Skills	Trasversal Skills
				and expression skills- 12,69	➤ 16- Ability to engage other significant persons and the community in- 17,28
11- Networking with entrepreneurs-	13,55	3	<ul style="list-style-type: none"> ➤ 6- Knowledge of the gender aspects-10,95 ➤ 7- Knowledge of human resources management-11,48 ➤ 18- Contextual and systemic factors that affect human functioning, including social, biological and family factors- 	<ul style="list-style-type: none"> ➤ 1- Negotiation skills- 14,97 ➤ 2- Planning skills- 15,38 ➤ 5- Communication skills – 15,22 ➤ 6- Communication in the mother tongue skills- 12,23 ➤ 7- Communication in a foreign language skills- 13,07 ➤ 8- Group facilitation skills- 14,27 ➤ 9- ICT skills- 13,92 ➤ 11- Organizational skills- 14,04 ➤ 15- Social and civic skills- 13,44 ➤ 17- Cultural sensitivity and expression skills- 12,69 	<ul style="list-style-type: none"> ➤ 1- Teamwork/cooperation- 17,33 ➤ 2- Flexibility- 17,14 ➤ 3- Adaptability- 16,37 ➤ 4- Ability to motivate the clients- 16,14 ➤ 7- Patience, understanding and the ability to listen- 17,69 ➤ 12- Active listening- 17,62 ➤ 13- Empathy- 15,59 ➤ 14- Know the significance of non-verbal communication and respond- 17,38 ➤ 15- Ability to work in cooperation with other services and / or entities- 20,18 ➤ 16- Ability to engage other significant persons and the community in- 17,28
15- Managing conflict-	13,46	3	<ul style="list-style-type: none"> ➤ 6- Knowledge of the gender aspects-10,95 ➤ 7- Knowledge of human resources management- 11,48 ➤ 8- Knowledge of social case management problems-12,25 ➤ 12- Knowledge about assessment of psychological and social profiles- 10,93 ➤ 13- Knowledge of the professional ethics and boundaries, confidentiality, and professional development needs and opportunities- 11,19 ➤ 17- Factors affecting wellbeing and distress-11,87 ➤ 18- Contextual and systemic factors that affect human functioning, including social, biological and family factors- 	<ul style="list-style-type: none"> ➤ 1- Negotiation skills- 14,97 ➤ 4- Problem recognition and solving skills- 17,08 ➤ 6- Communication in the mother tongue skills- 12,23 ➤ 7- Communication in a foreign language skills- 13,07 ➤ 8- Group facilitation skills- 14,27 ➤ 11- Organizational skills- 14,04 	<ul style="list-style-type: none"> ➤ 1- Teamwork/cooperation- 17,33 ➤ 2- Flexibility- 17,14 ➤ 3- Adaptability- 16,37 ➤ 4- Ability to motivate the clients- 16,14 ➤ 7- Patience, understanding and the ability to listen- 17,69 ➤ 11- Communication and Interpersonal relations- 16,20 ➤ 12- Active listening- 17,62 ➤ 13- Empathy- 15,59 ➤ 14- Know the significance of non-verbal communication and respond- 17,38
16- Interact and collaborate with the local network; training services and other services- 14,04	14,04	3	<ul style="list-style-type: none"> ➤ 4- Knowledge of types and the services providing by other similar- 12,94 ➤ 5- Knowledge of service-specific tolos-11,50 ➤ 6- Knowledge of the gender aspects-10,95 ➤ 7- Knowledge of human resources management-11,48 ➤ 13- Knowledge of the professional ethics and boundaries, confidentiality, and professional development needs and opportunities-11,19 ➤ 18- Contextual and systemic factors that affect human functioning, including social, biological and family factors- 	<ul style="list-style-type: none"> ➤ 3- Information finding and analysis skills- 14,36 ➤ 4- Problem recognition and solving skills- 17,08 ➤ 5- Communication skills- 15,22 ➤ 6- Communication in the mother tongue skills- 12,23 ➤ 7- Communication in a foreign language skills- 13,07 ➤ 9- ICT skills- 13,92 ➤ 11- Organizational skills- 14,04 ➤ 15- Social and civic skills- 13,44 	<ul style="list-style-type: none"> ➤ 1- Teamwork/cooperation- 17,33 ➤ 2- Flexibility- 17,14 ➤ 3- Adaptability- 16,37 ➤ 7- Patience, understanding and the ability to listen- 17,69 ➤ 9- Trust building- 17,92 ➤ 12- Active listening- 17,62 ➤ 13- Empathy- 15,59 ➤ 14- Know the significance of non-verbal communication and respond- 17,38 ➤ 15- Ability to work in cooperation with other services and / or entities- 20,18

UNIT 4 – COOPERATION AND INTERACTION

Key Activity	Weight	Equivalent ECVET	Knowledge	Specific Skills	Trasversal Skills
17- Participation in different activities to improve the professional work and the service provide (workshops, seminars, training programs...)- 12,58	12,58	3	<ul style="list-style-type: none"> ➤ 6- Knowledge of the gender aspects-10,95 ➤ 7- Knowledge of human resources management-11,48 ➤ 18- Contextual and systemic factors that affect human functioning, including social, biological and family factors- 	<ul style="list-style-type: none"> ➤ 1- Negotiation skills- 14,97 ➤ 2- Planning skills-15,38 ➤ 5- Communication skills - 15,22 ➤ 6- Communication in the mother tongue skills- 12,23 ➤ 7- Communication in a foreign language skills- 13,07 ➤ 8- Group facilitation skills- 14,27 ➤ 9- ICT skills- 13,92 ➤ 11- Organizational skills- 14,04 ➤ 15- Social and civic skills- 13,44 ➤ 17- Cultural sensitivity and expression skills- 12,69 	<ul style="list-style-type: none"> ➤ 1- Teamwork/cooperation- 17,33 ➤ 2- Flexibility- 17,14 ➤ 3- Adaptability- 16,37 ➤ 4- Ability to motivate the clients- 16,14 ➤ 7- Patience, understanding and the ability to listen- 17,69 ➤ 12- Active listening- 17,62 ➤ 13- Empathy- 15,59 ➤ 14- Know the significance of non-verbal communication and respond- 17,38 ➤ 15- Ability to work in cooperation with other services and / or entities- 20,18 ➤ 16- Ability to engage other significant persons and the community in- 17,28

UNIT 5 – EVALUATION OF PROCESS

Key Activity	Weight	Equivalent ECVET	Knowledge	Specific Skills	Trasversal Skills
12- Monitoring the individual action plan-	14,37	3	<ul style="list-style-type: none"> ➤ 1- Knowledge of current labor market situation at the region level- 13,78 ➤ 2- Knowledge of current labor market situation at the national level-14,29 ➤ 3- Knowledge of current labor market situation at the international-12,59 ➤ 4- Knowledge of types and the services providing by other similar- 12,94 ➤ 5- Knowledge of service specific tools-11,50 ➤ 7- Knowledge of human resources management-11,48 ➤ 10- Knowledge of performance measurement/ controlling-11,69 ➤ 11- Knowledge of laws / the existence supports materials and tools-13,23 ➤ 14- Knowledge about economy (local, regional and national)-12,62 ➤ 16- Technical Knowledge about funding support-13,52 	<ul style="list-style-type: none"> ➤ 2- Planning skills-15,38 ➤ 3- Information finding and analysis skills-14,36 ➤ 5- Communication skills – 15,22 ➤ 6 - Communication in the mother tongue skills- 12,23 ➤ 7 - Communication in a foreign language skills- 13,07 ➤ 9- ICT skills- 13,92 ➤ 10- Administrative skills- 14,23 ➤ 11- Organizational skills- 14,04 	<ul style="list-style-type: none"> ➤ 2- Flexibility- 17,14 ➤ 3- Adaptability- 16,37 ➤ 5- Orientation and guidance- 13,95 ➤ 6- Stress Resistance or Emotional Resilience- 17,74 ➤ 10- Innovativeness / creativity- 16,73 ➤ 15- Ability to work in cooperation with other services and / or entities- 20,18 ➤ 16- Ability to engage other significant persons and the community in- 17,28 ➤ 17- Time management - 19,85
18- Evaluation process (during and after the service provided) -	12,02	3	<ul style="list-style-type: none"> ➤ 7- Knowledge of human resources management-11,48 ➤ 9- Knowledge of hard and soft skills assessment tools-11,34 ➤ 10- Knowledge of performance measurement/ controlling-11,69 ➤ 12- Knowledge about assessment of psychological and social profiles- 10,93 ➤ 13- Knowledge of the professional 	<ul style="list-style-type: none"> ➤ 3- Information finding and analysis skills- 14,36 ➤ 5- Communication skills - 15,22 ➤ 6- Communication in the mother tongue skills- 12,23 ➤ 7- Communication in a foreign language skills- 13,07 	<ul style="list-style-type: none"> ➤ 7- Patience, understanding and the ability to listen- 17,69 ➤ 9- Trust building- 17,92 ➤ 10- Innovativeness / creativity- 16,63 ➤ 11- Communication and Interpersonal relations- 16,20 ➤ 12- Active listening- 17,62

UNIT 5 – EVALUATION OF PROCESS

Key Activity	Weight	Equivalent ECVET	Knowledge	Specific Skills	Trasversal Skills
			ethics and boundaries, confidentiality, and professional development needs and opportunities-11,19	➤ 13- Mathematic skills-15,33	➤ 13- Empathy- 15,59 ➤ 14- Know the significance of non-verbal communication and respond- 17,38 ➤ 16- Ability to engage other significant persons and the community in-17,28

We also assume that the maximum limit of the ECVET points will be 60 ECVET points. So the process of allocation of ECVET points to each Key Activity is based on the next table:

Weight of Key Activities								
Italy	Portugal	Turkey	Spain	Average	Over %	Over 60	ECVET POINTS	KEY ACTIVITIES
8,82	11,79	16,79	18,97	14,09	5,67	3,40356808	3	1
9,63	12,52	16,81	19,08	14,51	5,84	3,50473178	4	2
9,71	11,85	16,95	19,59	14,52	5,85	3,50800833	4	3
8,90	10,85	14,99	17,77	13,13	5,28	3,17042059	3	4
8,91	11,03	15,38	18,21	13,38	5,39	3,23210586	3	5
9,34	13,03	14,79	16,95	13,52	5,44	3,26668456	3	6
9,70	11,72	13,74	19,04	13,55	5,45	3,27260396	3	7
9,90	14,31	15,65	19,45	14,83	5,97	3,58122806	4	8
10,63	8,19	17,19	17,85	13,46	5,42	3,25217611	3	9
10,21	8,92	16,30	16,12	12,89	5,19	3,11329909	3	10
14,11	10,02	14,15	15,92	13,55	5,45	3,27253487	3	11
16,27	12,95	14,10	14,16	14,37	5,79	3,4712947	3	12
14,04	11,20	14,62	17,09	14,24	5,73	3,43918379	3	13
18,08	13,49	17,59	15,90	16,26	6,55	3,92807737	4	14
9,64	12,58	15,90	15,72	13,46	5,42	3,25123863	3	15
11,85	10,76	16,59	16,97	14,04	5,65	3,39158674	3	16
11,45	11,01	16,78	11,07	12,58	5,06	3,03783402	3	17
12,04	9,29	16,38	10,37	12,02	4,84	2,90342346	3	18
				248,41		60	60	

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