Competency and learning development for Job Brokers in the EU

IO5 exploratory report on the accreditation of the Job Broker Curriculum

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1. Content

1 Introduction

The purpose of this document is to provide an exploration of different options for the partnership in relation with the issues of accreditation, certification and validation of the Job Broker Curriculum. It sets out an 'options appraisal' – and outlines the different options that we have considered regarding to validation/accreditation/certification. The report explores in further detail, at both the national level and the European/collective level, the options that are available amongst the partners for the future validation, accreditation or certification of the Job Broker curriculum programme. This includes ECTS credits, ISO certification, the introduction of a new certification system upheld or validated autonomously by the partnership and some other form of private certification body on national level or other institutional forms. It also considers the costs and strengths/disadvantages of each option. This exploration process should lead to a clear step by step action plan for future strategies towards accreditation, certification, validation of the curriculum (Road Map)

2 Background

The Job Broker project has produced an Occupational Profile (IO2), a Curriculum Programme for job brokers and will produce a self-directed learning guide (IO6) based on the finalised Curriculum (IO3/4) and the finalised Learning Outcomes (IO5). Although the piloting phase showed that the Curriculum was highly relevant and of a good quality (covering knowledge, skills, competencies related to the occupational profile, well designed learning activities) it was not designed in a way that leads to an accredited qualification that could be easily utilized by practitioners for their professional validation. Although it is not a goal of this project to secure a professional, certified qualification for the curriculum that can be universally recognised, a central aim of IO5 is the exploration of different options for the partnership in relation with the accreditation, certification and validation of the Job Broker Curriculum.

This is taking place at two levels. Firstly, the European level, where options in relation to ECTS, ISO are discussed. In addition it also outlines a basic concept for the introduction of a new certification system uphold by the partnership and other actors. At the same time, given that the national situation is so different for this 'new occupation' in each of the partner countries, the national chapters aim at exploring different options for accreditation on a national level and to describe the basic steps that would have to be taken in order to further develop the curriculum or parts of it in the context of each partner's national educational landscape and corresponding National Qualification Frameworks (NQF).

2.1 Accreditation, certification and Validation

Before the discussion of different options on European and national level it is important to have a common understanding of the terms accreditation, certification and validation:

Accreditation

Accreditation[1] means that the operation of an institution or the delivery of a particular programme is authorised by a body legally empowered to do so. The body might be a government ministry or an accreditation or quality assurance agency dedicated to vetting aspects of higher education provision. Accreditation is an external process. In order to obtain it, institutions and programmes have to satisfy conditions imposed from the outside. In relation to ISO[2] standards it means a third-party attestation related to a conformity assessment body conveying formal demonstration of its competence to carry out specific conformity assessment tasks (definition according to EN ISO/IEC 17000). Thereby accreditation provides confidence in the value and credibility of the various types of conformity assessment and represents the last level of control of the validity of conformity

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[1] http://eurorecognition.eu/Manual/EAR%20HEI.pdf

[2] http://www.eqavet.eu/qc/gns/glossary/a/accreditation.aspx

assessment services in both voluntary and regulated areas. In relation to training providers[3] accreditation means a process of quality assurance through which of an education accredited status is granted to an education or training provider training provider, showing it has been approved by the relevant legislative or professional authorities by having met predetermined standards. In relation to VET courses[4] it means the formal recognition that a vocational course conforms to the national principles and guidelines for accreditation and to a national qualifications framework. This means that:

- its contents and standards are appropriate to the qualification;

- it fulfils the purpose for which it was developed; and

- it is based on national competency standards, where they exist.

Certification

Certification is a formal procedure by which an accredited or authorized person or agency assesses and verifies (and attests in writing by issuing a certificate) the attributes, characteristics, quality, qualification, or status of individuals or organizations, goods or services, procedures or processes, or events or situations, in accordance with established requirements or standards.[5] In relation to ISO[6] standards it means an activity which assesses whether a particular product, service or process or system (e.g. quality management system) complies with requirements defined by a standard or other document containing criteria. It is conducted by an external independent certification body. The result of the successful certification is the certificate awarded to the organisation by the certification body. Certification in relation to learning outcomes[7] it means a process of

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[3] http://www.eqavet.eu/qc/gns/glossary/a/accreditation-education-training-provider.aspx

[4] http://www.eqavet.eu/qc/gns/glossary/a/accreditation-vet-courses.aspx

[5] http://www.businessdictionary.com/definition/certification.html

[6] http://www.eqavet.eu/qc/gns/glossary/c/certification.aspx

[7] http://www.eqavet.eu/qc/gns/glossary/c/certification-learning-outcomes.aspx

issuing a certificate, diploma or title of learning outcomes formally attesting that a set of learning outcomes (knowledge, know-how, skills and/or competences) acquired by an individual have been assessed and validated by a competent body against a predefined standard. Certification may validate the outcome of learning acquired in formal, non formal or informal settings.

Validation

Validation means a verification, where the specified requirements are adequate for an intended use. In relation to learning outcomes, validation means the process of confirming that certain assessed learning outcomes achieved by a learner correspond to specific outcomes which may be required for a unit or a qualification.

3 The European Level

At the European level the partnership identified two frameworks that would allow an international or European accreditation of the Job Broker Curriculum:

- ECTS/ECVET

- ISO

In addition this document will also discuss the development of a new certificate or quality seal „Certified Job Broker"8, which does not primarily aim at the accreditation of the Job Broker Curriculum as part of the formal educational system of partner countries or the ISO certification standards but at the implementation of training offers and corresponding validation procedures that are recognised on the labour market by providers of job brokering services and subsequently can be utilized by job brokering professionals.

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[8] The term "Certified Job Broker" represents only a working term used in frame of this exploratory report.

3.1 ECTS[9]

ECTS is a credit system that is mainly applied in the European Higher Education Area (EHEA) designed to make it easier for learners to move between different countries and/or institutions. Since they are based on the learning achievements and workload of a learning activity, a learner can transfer their ECTS credits from one university to another so they are added up to contribute to an individual's degree program or training. ECTS is aimed to make learning more learner-centered. It is a central tool in the Bologna Process, which aims to make national systems more compatible. ECTS also helps with the planning, delivery and evaluation of learning programs, and makes them more transparent.

ECTS can be applied to all programmes, whatever the mode of delivery (classroom-based, work-based, distance learning) or the status of learner (full-time, part-time), and to all kinds of learning contexts (formal, non-formal and informal).

One major element of ECTS is the so called "ECTS credit". ECTS credits express the volume of learning based on the defined learning outcomes and their associated workload. Learning outcomes are statements of what the individual knows, understands and is able to do on completion of a learning process. They express the level of competence attained by the learner and verified by assessment. They are "statements of what a learner knows,

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[9] ECVET is a credit transfer system aiming at the area of vocational training. It is very similar to ECTS and intended to facilitate the transfer, accumulation and recognition of assessed learning outcomes of individuals who are aiming to achieve a qualification in vocational education and training (VET). Like ECTS, ECVET facilitates and supports learner in shaping their own learning pathway through accumulation of credits. However, following the results of consultations in Austria with the national ECVET contact point there seemed to be little value in pursuing ECVET for Job Brokers, given initial VET (e.g. bi-lateral arrangements between institutions to validate study or work experience gained in each others' countries from younger students) rather than the professional development orientation of the IO5 approach in Job Broker. Further review had confirmed this to be the case, and that currently ECVET only exits in theory, as there has been no allocation of credits in practice so while it may have an application in the context of a mobility programme it is not a substantial accreditation option in the context of this work programme.

understands and is able to do on completion of a learning process". The achievement of learning outcomes hast to be assessed through procedures based on clear and transparent criteria. In order to facilitate assessment, learning outcomes need to be verifiable. Learning outcomes are also used in European and national qualification frameworks to describe the level of the individual qualification.

60 ECTS credits are allocated to the learning outcomes and associated workload of a full-time academic year or its equivalent. The correspondence of the full-time workload of an academic year to 60 credits is often formalised by national legal provisions. In most cases, workload ranges from 1.500 to 1.800 hours for an academic year, which means that one credit corresponds to 25 to 30 hours of work. National authorities should indicate which institutions have the right to award ECTS credits. Credits are awarded to individual learners after they have completed the required learning activities and achieved the defined learning outcomes, as evidenced by appropriate assessment. If learners have achieved learning outcomes in other formal, non-formal, or informal learning contexts or timeframes, credits may be awarded through assessments and recognition of theses learning outcomes. A learner can accumulate credits in order to:

- Obtain qualifications, as required by the degree-awarding institution

- Documents personal achievements for lll purposes.

Credits are awarded when appropriate assessment shows that the defined learning outcomes have been achieved at the relevant level. Assessment methods include the whole range of written, oral and practical tests/examinations, projects and portfolios that are used to evaluate the learners progress and ascertain the achievement of the learning outcomes of a course unit or module, whereas assessment criteria are description s of what the learner is expected to do, in order to demonstrate that a learning outcome has been achieved. In order to be appropriate, the assessment methods and criteria chosen for an educational component have to be consistent with the learning outcomes that have been defined for it and with the learning activities that have taken place.

The higher education learning landscape is changing with the rapid development of more diversified and flexible learning opportunities – including blended learning, new forms of open online learning, Massive Open Online Courses (MOOCs), Open Educational Resources (OER), work-based learning, self-directed learning, individual learning pathways, continuing professional development.

The new ECTS Guide explicitly states that ECTS can be applied to all lifelong learning contexts. Further, it encourages providers of formal higher education to provide possibilities to award credits for learning outcomes acquired outside the formal learning context through work experience, voluntary work, independent study, provided that these learning outcomes satisfy the requirements of their qualifications or components. The recognition of the learning outcomes gained through non-formal and informal learning should be automatically followed by the award of the same number of ECTS credits attached to the corresponding part of the formal programme.

ECTS and the Job Broker Project

There are two basic links to ECTS when looking at a European accreditation of the Job Broker Curriculum, both are related to scenarios of an implementation of the Job Broker Curriculum as a training offer.

The Job Broker Curriculum or parts of it are used as basis for the development of a University program. In this scenario the Job Broker curriculum would be directly accredited as part of the formal educational system and awarded with a number of ECTS credits depending on the amount of learning related with the training program. This ECTS credits would be recognised by other Universities (or other bodies accredited to award ECTS credits) in the respective country as well as in all Countries belonging to the European Higher Education Area (EHEA).

The Job Broker Curriculum or parts of it are used to develop a non-formal training offer conducted by a training provider of CPD. In this scenario the Job Broker Curriculum would remain a non-formal training offer and the goal would be that this non-formal training as

part of lifelong learning activities of a learner are recognised by competent bodies and awarded with ECTS.

In both scenarios it would make sense to align the Job Broker Curriculum to ECTS guidelines in order to facilitate and support the realisation of the scenarios above. In concrete this would mean to describe the Job Broker Curriculum (learning program) in terms of Learning Outcomes (LO's) and to create examples for assessment activities that can be used for the validation of the achievement of learning outcomes.

For the realisation of the scenario where the Job Broker Curriculum serves as a basis for a training or study programme at a university would require the following basic steps:

- Alignment of the Job Broker Curriculum to ECTS guidelines[10]

- Identification of a competent body that is authorised to award ECTS credits (e.g. accredited universities) and interested in the implementation of a study or training program based on the Job Broker Curriculum or parts of it.

- Development of a training program and corresponding assessment procedures for the validation of the achievement of learning outcomes.

The scenario where the Job Broker Curriculum is implemented as a non-formal training won't need any additional steps except from activities that promote the use of the self-directed learning guide by the target group and one possible realisation of this scenario will basically already in place after the development of the self-directed learning guide. It will represent a distant learning form of non-formal training. However, to use the Job Broker Curriculum to develop a new training offer would also belong to this kind of scenario.

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[10] Here the Job Broker Project already took first steps in course of this project. In concrete a list of Learning Outcomes was developed based on guidelines from the ECTS Users' guide and the development of examples for assessment activities that could be used to validate the achievement of learning outcomes.)

Discussion of strengths, weaknesses and costs

- In the scenario that aims at implementing the Job Broker Curriculum as a study or training offer of an University the Job Broker training would be part of the formal educational system of a partner country

- The alignment to ECTS guidelines facilitates the transfer of the Job Broker curriculum into university programs.

- European accreditation in this context does not mean that there will be one common training for Job Brokers all over Europe but it means that learning activities are recognised all over the EU (specifically by universities).

- Concerning a European accreditation the university scenario represents a national form of accreditation with a European perspective. There will be recognition of learning activities but there will most likely be no uniform curriculum/training programme because the curriculum would be implemented as part of national university training programme (except of the case of a joint university program of two or more universities in different partner countries). On the other hand the developed training program will most likely better reflect national needs than one uniform curriculum for all partner or EU countries.

- The description of training curriculum based on learning outcomes has significance beyond ECTS. For instance, in frame of the development of a new ISO certification program it is necessary to describe the competencies a learner should possess after completion of the training. Competencies in frame of ISO refer to to being able to perform something in practice which is quite similar to the definition of learning outcomes in frame of ECTS which are statements of what a learner knows, understands and is able to do on completion of a learning process. Hence the alignment to ECTS and specifically the elaboration of learning outcomes according to ECTS guidelines could also help to facilitate the transfer into an ISO certification program.

- In relation to the recognition of learning activities outside the formal educational system it has to be said that this issue is currently under development in Europe and – although member states have increased their efforts11 - practices to recognise and/or validate non-formal learning activities are not universally available in all member countries. So there would no guarantee that the implementation of the Job broker curriculum as a non-formal training offer will lead to a recognition of learning activities involved even when the training programme is aligned to ECTS standards.

- Decision to implement this option will depend on the willingness of at least one university in each partner country to implement the curriculum as a training programme (except in case of a distant learning university or a joint degree programme of universities in all partner countries).

- Due to the fact that the implementation of this strategy will be within a national context there will be no common job broker training programme in partner countries.

- Partnership would have to share or give up control over contents of the training curriculum

3.2 ISO

ISO, the International Organization for Standardization, is an independent, non-governmental organisation, the members of which are the standards organizations of the 163 member countries. It is the world's largest developer of voluntary international standards and facilitates world trade by providing common standards between nations. Over twenty thousand standards have been set covering everything from manufactured products and technology to food safety, agriculture, healthcare and the certification of personal competencies.

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11 http://www.cedefop.europa.eu/files/executive_summary_-_validation_inventory_2016_0.pdf

Use of the standards aids in the creation of products and services that are safe, reliable and of good quality. The standards help businesses increase productivity while minimizing errors and waste. By enabling products from different markets to be directly compared, they facilitate companies in entering new markets and assist in the development of global trade on a fair basis. The standards also serve to safeguard consumers and the end-users of products and services, ensuring that certified products conform to the minimum standards set internationally.

The standard that applies in relation to a future implementation of the Job Broker Curriculum as a ISO certified training is the ISO/IEC 17024 (Conformity assessment – General requirements for bodies operating certification of persons). It is an international Standard which specifies criteria for the operation of a Personnel Certification Body. The standard includes requirements for the development and maintenance of the certification scheme for persons upon which the certification is based. The ISO/IEC 17024 is not freely available. For its understanding, complex expert knowledge is necessary not only about the standard itself but also about related norms and regulations, requirements and procedures.

System of certification according to ISO and other standards - (National) Accreditation bodies (based on EU Regulation Nr. 765/2008) accredit so called conformity assessment bodies (certification agencies). These conformity assessment bodies perform the actual certification of products, services, persons etc. The national accreditation bodies are members of international accreditation institutions (e.g. European Co-operation for Accreditation - EA). All members guarantee the mutual recognition of other (national) accreditation bodies that are members. Therefor also the national accredited conformity assessment bodies as well as the certification conducted by them is recognised in all other member countries (in case of EA all EU and EFTA countries).

The certification process - To implement any kind of training as an ISO certification program for persons would require that the training curriculum meets the regulations in the ISO 17024. However, the ISO itself as well as process steps in the process of certification are a complex matter and the implementation needs external expertise, usually by a certification

agency. The basis of this development process is the set up of a program committee that consists of representatives of interested groups. The development of a new ISO 17024 certification programme in cooperation with a certification agency can be divided in the following major steps:

- Proof of need

    o Consultation of interested groups

    o Support by interested groups

    o Area of application of competencies12

- Certification programme

    o Target group and purpose of the certification program

    o Parts of the programme from a practical viewpoint

    o Requirements and rationale (training contents)

    o Aims, duration and content of modules

    o Assessment procedures and conducting of examinations

    o Monitoring and recertification

    o Qualifications of trainers and examiners

At the end of this process the training is accredited as certification programme which basically means that the conformity assessment body states that the certification program meets the requirements of the ISO 17024. To fully implement a training as an ISO certification programme additional steps are required besides the development of a new certification programme. The implementation needs the approval of training institutions

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12 Refers to a different meaning of the term competency than in the EQF. In frame of the EQF competency is described in terms of responsibility and autonomy. In frame of the ISO the term competency refers to being able to perform something in practice.

that conduct training in frame of the developed certification programme, trainers and examiners have to be approved according to ISO standards. To award the certification, a continuing review and recertification process of the involved training institutions as well as the implementation of continuous monitoring and controlling processes are required additionally.

ISO and the Job Broker Project13

An option to use the ISO certification scheme would be to further develop the Job Broker Curriculum into a ISO 17024 certification program. In order to realise a certification programme that is accredited in more than one country it is necessary that the program committee consists of members from all participating countries. One possibility to realise this option could be an Erasmus+ project. In this case it would be helpful to have at least one conformity assessment body involved in the project partnership so that the costs for the development of a new certification program based on the Job Broker Curriculum can be financed by a Erasmus+ grant. This form of implementation has already been realised in the past. One example is the EU-project "Certi-Mentu"14 that aimed at the development of a certification programme for mentors and tutors. Looking at the process steps for the development of a certification program according to ISO 17024 and specifically at the example of "Certi-Mentu" the following basic steps/products:

- Initial research and needs analysis of the sector where the new certification program is intended for

- Development of a competency profile for the professional role the certification program is developed for

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[13] The development of a ISO 17024 certification programme can also be realised individually on national level which is also described by some partners as one option for a national strategy towards accreditation of the Job Broker Curriculum.

[14] http://www.certimentu.eu/certimentu/web.nsf/projekt_en.xsp

- Development of a certification program with corresponding examination procedures

- Development of a detailed training programme

Discussion of strengths, weaknesses and costs

An ISO certification program is not part of the formal educational system of a country. However, through the system of mutual recognition of certifications by certification agencies that need authorisation by public authorities a training certified under ISO 17024 can be regarded as a formal qualification. From that perspective the implementation of the Job Broker Curriculum as an ISO certification program seems to be the only realistic option currently available to come to a transnational and eventually to an EU-wide formal training for Job Brokers.

ISO is a standardisation instrument which means that there are strict rules and processes to follow in the development of a curriculum as an ISO certification program which could narrow the room for manoeuvre for the developers of such a certification program.

On the other hand submitting to the ISO standards do what they are meant for. They signal a high degree of quality and thereby fosters the social acceptance of a training developed under the ISO regime and can be utilized for marketing activities.

When a certification program is certified in a country all interested training providers can receive a certification to offer the training as well, which would increase the coverage of a training for Job Brokers.

The support and guidance of a ISO certification agency is a service that must be paid and therefor – besides personnel resources of actors who seek the development of a new certification program – substantial monetary costs are involved with this option. Although certification agencies where contacted as part of the research conducted to create this

exploratory the costs for this services can not be exactly estimated at this point of time.15 However, costs to bear by partners could reduce significantly if the certification agency regards the new certification program as a marketable training offer. Also – as the example above shows – the development of a new certification program can be realised in frame of an Eramus+ partnership which means the costs for the certification procedures could be covered by such a project grant.

To fully implement the Job Broker Curriculum as an ISO certified training would need a certification of the training providers as well as the personnel involved (trainers, examiners).

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15 For instance, a one day information workshop by a certification agency in Austria that gives an overview of the certification process and activities involved would cost around 1.000 Euros.

4 The national level

Besides the European level partners also explored several options for accreditation on national level:

- Cooperation with a competent body - an institution of the formal national educational system (e.g. Universities, Schools, accredited training providers) is open for cooperation with respective project partner in implementing the job broker curriculum or parts of it into their training offer. These competent bodies/institutions would work as cooperation partners. Here the aim of the cooperation would be that these competent bodies take up the curriculum or at least parts of it and integrate it into the training offers of their institution (either as new qualification or as addition to already existing qualifications).[16]

- Cooperation with other stakeholders that can help to promote a training for the occupational role of the job broker

- Certification by an international (e.g. ISO) or national certification schemes (for Austria e.g. Ö-CERT) of partner institutions or the training curriculum (or parts of it).

- The admission of a Job Broker training into national catalogues of formal qualifications

- There are also training providers who may strictly speaking be no competent bodies because they are not part of the formal educational system of the partner country, but who offer training programmes that are recognised at the labour market by employers and can therefore be utilised for professional development of job brokers. This is, in a sense, a 'recognition' or validation' option rather than an 'accreditation' or 'qualification' option since this route is one where the course, or training/learning,

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[16] Note: If partners find a university as cooperation partners that would not only mean an accreditation on a national level but at the same time on an European level, because qualifications of national university have to be recognised by other EU-Universities in frame of the ECTS system.

is recognised and/or validated by employers, even if no formal qualification has been awarded or any formal assessment has taken place

4.1 United Kingdom

Institutional Basis

The journey in the exploration of the competency and learning development for Job Brokers in the UK has involved Rinova working with a partnership of four organisations/agencies.

Rinova, as the lead partner, assisted with expertise from Loughborough College, New City College and City & Guilds, have carefully discussed, in an initial exploratory capacity, the necessary steps towards accreditation. The primary activity of all established partners, participating in this project, both compliment and embrace the core deliverables of the outlined project.

Rinova, a London-based Training Provider – with a robust background in the identification of key skill shortages in the employment and skills arena – is leading in the accreditation process in relation to recognising the Job Brokerage role.

Rinova have been working on this process with two key UK Further Education Institutions, **Loughborough College and New City College** (a recent merging of Tower Hamlets Further Education College and Hackney Community College, London), coupled with the nationally recognised **City and Guilds UK Awarding body** in jointly setting the peripherals of considering the accreditation of a Job Broker qualification. We believe that being able to demonstrate a strong partnership of further education providers keen to undertake the various stages of development, will strengthen our case when putting forward the model for accreditation.

In terms of offering training/qualifications relevant for the professional practice of Job brokers, all primary partners involved in the cultivation and development of the accredited qualification *(aside from the Awarding Body, City & Guilds),* offer a varying degree of training and professional development, relevant to the role of the Job Broker. In some

instances, the institutions involved, have been delivering (and managing) the professional development aspects of Job Brokerage provision for some 20 years plus.

In considering the national perspective with regards accreditation, Rinova made a decision to to enlist the support of two relevant further education establishments able to demonstrate the experiential criteria one would expect an external partner to meet for participation in the project. In the first instance, a commitment to the core ideals of the development of the qualification. In the second instance, previous experience of qualification development and in the third, current experience of 'testing impact' with current practitioners within the individual organisations.

There are key steps that each organisation (in collaborative partnership) will have to take, with our Awarding Body partner, City & Guilds, in order to receive a certification and/or accreditation for the Job Broker qualification. Further details of the 'process' are detailed in 'the accreditation process' section of this report. In essence however, all key partners are required too, and indeed are fully committed too, collectively delivering all aspects of the *planning, assessment, review and testing processes*, necessary to meet the development peripherals in meeting Awarding Body standards in presenting a potential qualification for recognition.

All partners have been selected based upon their current and historic robust track records in the appointment, professional development and successful 'journeys' as competent bodies/institutions.

The Accreditation Process

Partnership working:

As previously outlined, Rinova will work closely with two key UK Further Education Institutions, **Loughborough College and New City College** (a recent merging of Tower Hamlets Further Education College and Hackney Community College, London), coupled with

the nationally recognised **City and Guilds UK Awarding body** in jointly setting the peripherals of considering the accreditation of a Job Broker qualification.

Collaborative working & agreement:

In terms of the process of introducing a new qualification or working towards the accreditation of current training and good practice / professional development – all partners involved in this project introduce specific strengths and 'occupational competencies' that collectively combine to form a sound basis for the presentation of a potential framework to the Awarding Body (city & guilds in the first instance) and ultimately to The Office of Qualifications and Examinations Regulation (Ofqual) who regulate qualifications, examinations and assessments in England.

Rinova, working with Loughborough College and New City College, as further education institutions in the UK, have both had historic experience in formulating and presenting outline qualification frameworks to Awarding Bodies for accreditation. All key partners have established relationships with the Awarding Body partner, City & Guilds.

External partner criteria:

In applying for the process of accreditation there are a number of key criterion that are required *by* any of the awarding bodies to ensure that the minimum thresholds are met, namely that appropriate arrangements are in place to ensure that the partners have:

> (a) the systems, processes and resources, and

> (b) the financial resources and facilities,

to enable the applying organization to undertake, in accordance with Ofqual's Conditions of Recognition, the development, delivery and award of any qualification which it may make available as a recognised awarding organisation.

The process

The practical tasks that form the core basis of the process of potentially implementing the competency and learning development for Job Brokers in the UK, with an approximation of timing against each of the listed processes/actions, consist broadly of the following:

Initial baseline position:

This is the 'starting' position for the testing phase of the already designed curriculum for new Job Brokerage qualification. Rinova with key partners, Loughborough College and New City College, in tandem with Partner Country development work already undertaken, (reviewing the very rigorous method of focus groups, sector specialists and users coupled with one-to-one interviews with existing employees*, employed in a Job Brokerage capacities)* exploring and reviewing together, the outline competencies for final inclusion in the new qualification.

Timeframe: Approximately 6-8 weeks

Agreeing the qualification outline:

This process builds on the research already undertaken during the first phase of the project (I01). Rinova would lead the facilitation process with Loughborough College working in joint partnership with New City College, both acting in a *supporting capacity* in agreeing the final core competencies required to establish both the initial benchmark for the qualification but more importantly the specific detail required to present the qualification to City & Guilds for accreditation.

Timeframe: Approximately 2 weeks

Core Framework of the qualification:

Rinova, having led on the development to date, and as the Lead partner with Loughborough College and New City College acting in a *supporting capacity,* would then formulate a final framework and at this stage, City & Guilds, the potential Awarding Body would join the discussion, planning and development.

Timeframe: Approximately 2-4 weeks

Assessment methodology and previous successful accreditation:

As Loughborough and New City Colleges both have previous experience developing unitised qualification frameworks for OCR and QCA accreditation, the assessment methodology would follow a process that has already been undertaken to gain accreditation for a previous curriculum framework. This process and a comparative case study is shown below.

In 2012/13, New City College, *(formally Hackney Community College)* constructed, tested and successfully implemented, in partnership with the Awarding Body, OCR, a new 'Volunteering' qualification. The development work was undertaken in close partnership with OCR, and funded utilising the UK Skills Funding Agency 'Innovation Funding'. The units were successfully presented to the Awarding Body and subsequently 'approved' (and verified by OFQUAL) and are now on the UK's Qualifications listings. **The indicative cost of staffing, development and implementation of the aforementioned was circa £40,000 stg.**

The assessment technique, in implementing the competency and learning development for Job Brokers in the UK, would closely mirror current 'tested' competency based Assessor observation *(underpinned by evidence gathering).* This aspect would also inform the level upon which any potential future qualification would be accredited at including the CPD contribution that could also be identified in meeting aspects of the core competencies.

Indication of Cost:

There are variables, coupled with unique individual aspects that will be very specific to the process of potentially implementing the competency and learning development for Job Brokers in the UK, effecting any costing scenario. However, if we were to take the previously outlined case study, with New City College *(formally Hackney Community College)* as a benchmark in attempting to 'cost' the process, given also a time lapse, this could be conservatively projected at circa £50,000stg.

Finalising the framework, recognition & approval:

Following 'testing' it is envisaged that a final DRAFT framework would emerge, in concert and agreement with City and Guilds (coupled with the collaborative endorsement of all contributing partners), whereupon the curriculum and framework would be presented to the Awarding Body, formally, for recognition & approval.

Timeframe: Approximately 8-12 weeks

Total timeframe therefore, circa 6months.

Partnership commitment:

The contributing partners understanding of, commitment to, and approach to the development, delivery and award of qualification is sufficient, having regard to the need to ensure that –

a) it will be able to undertake, in accordance with its Conditions of Recognition, the development, delivery and award of any qualification which it may make available as a recognised awarding organisation,

b) any such qualification must, as far as possible, be Valid, Reliable, Comparable, Manageable and Minimise Bias, and

c) any such qualification must be compatible with the requirements of Equalities Law.

Previous Experience:

- Rinova has selected the organisations we would anticipate collaborate with in the UK, based on the the experience they introduce to strengthen this project. New City College, previously *(pre-merger),* Hackney Community College, has robust prior experience working with QCA in presenting NVQ units for Awarding Body validation. New City College has experience in cooperation with external partners on the implementation of NVQ Units, recognising 'volunteering' activity – and furthermore successfully validating the same.

- Their collaborative partnership approach to working with external partners, AQA (the Awarding Body organisation) and key stakeholders coupled with the lessons learned from the process, will be introduced to the exploratory accreditation of the Job Broker Curriculum. Such expertise is invaluable within the context of this project.

Recognising achievement & qualification accreditation:

There are key steps that each organisation *(in collaborative partnership)* will have to take, with our Awarding Body partner, City & Guilds, in order to receive a certification and/or accreditation for the Job Broker qualification. Namely: *(although not exhaustively)*

(1) **Partnership collaboration**

(2) **Commitment to the Curriculum content**

(3) **Quality, Governance & Assessment techniques**

(4) **Commonality & shared delivery structure**

(5) **Partnership working with City & Guilds**

Implementation & delivery:

All partner institutions involved in the aforementioned development work namely, Rinova, Loughborough College and New City College and our Awarding Body partner, City and

Guilds, **are** interested in implementing the job broker curriculum as new qualification. At this time, there are no specific conditions attached to this commitment.

4.2 Germany

Summary of the institutions:

Implementation in the formal education

Implementing the new occupational profile "JobBroker" into the formal education is a difficult step.

The recognition of a new occupational profile in the German formal VET system is regulated through a specific training regulation (Ausbildungsordnung). The process to change an existing regulation or implement a new one is negotiated between the Federal Ministry for Education and Research, The Standing Conference of Ministers of Education and Cultural Affairs in Germany and associated partners like the BIBB (Federal Institute for Vocational Education and Training). The proposal for a new profile is usually submitted by the Unions, the employer associations or professional associations.

Since the JobBroker curriculum does not fit the specifics of a formal apprenticeship in the German dual education system, there is no way to get recognition in that manner, even in the field of formal further education.

For that reason, the best way to get into the formal education system is to go through universities. Since in Germany the training of job advisers is regulated by the Federal Employment Agency (Bundesagentur für Arbeit), the best way to get as close as possible to the formal education system could by trying to get the university of the employment agency itself as a partner.

However, any decision of the BA has a political significance. Moreover, the BA is very bureaucratically structured. Therefore, it takes a long time to make a decision.

There are several other universities in Germany which have a focus on the social sector. But anyway, since the occupational profile widely matches the profile of a job advisor, it will be difficult to find other universities than the University of the employment agency which matches that profile. The best options would be in the pedagogy sector, in the social work sector or in the social management sector.

Implementation in the non-formal education

Another possibility, but not in the formal education sector, lies in the training and further education sector. Again, the Employment Agency has training centres for its employees, which would make the best match to implement the curriculum of the JobBroker or at least parts of it.

The training at the training centres is organised by the Management Academy of the Federal Employment Agency (Führungsakademie der Bundesagentur). The organisation of the Management Academy is divided into two fields of action, first the training of the higher management and second the trainings which are open for any worker at the Federal Agency.

The Management Academy hands out a yearly booklet with all supported trainings for their workers. It includes about 900 training modules which can be selected separately or in a combination for a more complex training. A first view showed that the supported trainings are not aiming on the European mobility sector. The Job Broker curriculum could perfectly match or extend the range of the training centre. The Management Academy is generally willing to cooperate with external partners.

Aiming on the Bundesagentur für Arbeit, several challenges appear. The occupational profile of the Job Broker collides with the employer service of the Bundesagentur für Arbeit. In some extend, it will be a political decision for Bundesagentur to implement the JobBroker into their service.

Another possibility is to implement a new Job Broker project through a training provider, funded by a local administration. In Berlin the Senate Department for Integration, Labour and Social Services could be a partner on the administrative level, "Goldnetz" could be a partner on the provider level. "Goldnetz" is already offering training for advisors in the project "Berliner Jobcoaching" and is delivering a service for Jobseekers on a local level. A further argument for the provider "Goldnetz" is that the company is owner of the AZAV certification. AZAV (Akkreditierungs- und Zulassungsverordnung Arbeitsförderung – accreditation and concession regulation employment promotion) is a certification which authorise a provider to participate on measures funded by the administrations and to accept education vouchers (subsidised education and training). "Goldnetz" is a holder of such a certification.

The Regional Qualification Centre Dessau-Berlin-Brandenburg (Regionales Qualifizierungszentrum (RQZ) Dessau-Berlin-Brandenburg) is another provider who aims on the Qualification of consultants. As well as the Job Broker, RQZ aims on highly educated people with work experience in the sector of (educational) counselling. With the focus on educational counselling, RQZ could perfectly complement the Job Broker training profile and vice versa. Already settled Modules of the RQZ trainings like the expert module "intercultural competencies in the educational counselling" and the expert module "online counselling" as well as general training competencies could be used and if necessary be tailored. RQZ is holder of the ArtSet certificate LQW, a certificate for quality assurance in education, counselling and social services (precisely the LQW certificate beside others aims on the training sector). The Training offered by RQZ is funded by the Federal Ministry of Education and Research (Bundesministerium für Bildung und Forschung) and the European Social Fund.

ECVET and GQF

In aspects of certificate the Job Broker training in terms of the Copenhagen Process, meaning to certificate the Job Broker on a GQF training level (1-8) and on a ECVET level, you have to recognise the actual process on the national level. The implementation of the EQF

(European Qualification Framework) through the GQF (German Qualification Framework) is still ongoing. The assignment on a qualification level is carried out by the Arbeitskreis DQR (working group GQF). The Arbeitskreis DQR consists of members of the highest administrative level (ministries), associations, unions and universities. The decision to rank training on a level is made by consensus of the members of the Arbeitskreis DQR. The actual state of this process is that the Arbeitskreis DQR has assigned the levels for the recognised VET in the formal dual education system in Germany, the primary and secondary education and is briefly starting to assign the recognised formal further education.

An interview with the coordination unit for the implementation of the ECVET program in Germany (required by the CEDEFOP) at the NABIBB carried out, that ECVET is not widely recognised by the training providers and universities at the moment. More than assign trainings on levels or rank them with credit points, training providers are used to work with precise descriptions of the learning outcomes and units. Due to the uneven quality culture in the European Union it is more practical to use such a system, rather than the ECVET system.

Another problem of the Copenhagen process is that universities usually don't recognise trainings from outside the university environment. Hard enough to find partners in the bologna process, universities are protecting the status they own in the education sector. Even if you are a holder of a certificate, it will be hard to find an institution willing to cooperate and accept points gathered at the training.

Nevertheless, there are possibilities to receive a certification. An in the formal sector unrecognised certification is carried out by the FIBAA and DVWO (association of training providers). Even though both offer a certification, FIBAA has a better stand. FIBBA is supporting universities to accredit their degree curses (e.g. the master degree at the Hochschule der Bundesagentur für Arbeit) and works in a partnership with the Accreditation Council (Akkreditierungsrat). The focus of FIBAA at the training level lies at the certification of higher level trainings, which means trainings dedicated to the higher education, which

would match the aimed level 6 of the Job Broker profile. A certification requires an already ongoing training and costs about 5.000,00 € to 10.000,00 €.

Other certifications

There are other certificates like those mentioned above. The most important are the AZAV certificate (Akkreditierungs- und Zulassungsverordnung Arbeitsförderung – accreditation and concession regulation employment promotion), the ArtSet LQW certificate, the ISO-9001 and the DIN ISO-29990 certificate. The ArtSet and the ISO-9001 as well as the DIN ISO 29990 certificates are aiming on the quality of the organisation and the trainings delivered by the provider. The DIN ISO 29990 certificate constitutes a comparable certificate on a European level. Unlike these others, the AZAV certificate is obligatory to take part in measures of the administrations. A lived quality culture and system is part of the evaluation through the AZAV certificate and certificates like the ArtSet or the ISO certificates will widely benefit the process of the certification through AZAV.

The ArtSet LQW certificate has already been adopted and implemented by other (European) countries. Since 2006 ArtSet is cooperating with countries like Uzbekistan, Belgium, Russia, Lithuania, Poland and Austria.

A partner for the process of the certification through AZAV would be CERT-IT. CERT-IT evaluates and prepares the quality management system of the organisation for the conditions required by the AZAV certification. CERT-IT will support the whole process from the proposal to the certification of a provider.

The expanses for a certification depending on the actual size of the organisation and the measures provided.

Even though it is thinkable to attach the Job Broker profile to the private sector, it would be needed to have a profitability calculation, a market analysis and partners who are willing to take the risk to independently work as a Job Broker. These aspects were not part of the Job

Broker project and the Job Broker was not aiming on the private sector for the implementation.

The accreditation process:

Accreditation through formal education

The research described above shows, that the effective implementation of the Job Broker profile in the German formal education system heavily depends on political decisions at the higher or mid management level.

For that reason, a strict step by step plan for the accreditation isn´t possible at this stage. The first Step would be, to find stable partners in the process of implementation right at the institutions itself. A research on possible and valuable partners at the institutions described above is already done, and these contacts need to be contacted.

Those contacts would be:

Hochschule der Bundesagentur für Arbeit (University of the Federal Employment Agency)

Rektor der Hochschule (rector)Prof. Dr. Andreas Frey

Andreas.Frey2@arbeitsagentur.de

Team manager for curse planning an organisation

Ms Annemarie Böhm

Phone: +49 385 5408-514

Annemarie.Boehm2@arbeitsagentur.de

Erasmus+ coordinator

Dr. Roman Kondurov

phone: +49 621 4209-108

Hochschule.International-Career-Service@arbeitsagentur.de

Professorial chair for labour market integration

With a focus on the national and European level

Prof. Dr. Ralph Conrads

Ralph.Conrads@arbeitsagentur.de

Führungsakademie (Management Academy of the Federal Employment Agency)

No direct contact was found

Fuehrungsakademie@arbeitsagentur.de

Goldnetz

Gisela Pfeiffer-Mellar

phone: + 49 30 28 88 37 0

office@goldnetz-berlin.de

Senate Department for Integration, Labour and Social Services

Division II Labour and VET

Oranienstraße 106 10969 Berlin

Regionales Qualifizierungszentrum Dessau-Berlin-Brandenburg

(At the Kolleg für Management und Gestaltung nachhaltiger Entwicklung gGmbH)

Dr. Joachim Borner

phone: +49 30 29367 940

info@kmgne.de

Accreditation through certificates

FIBAA Certification:

FIBAA is certificating trainings regarding the bologna process and the EQR (level 5-8). The certification will facilitate the possibilities to recognise the training at a university and will make it easier to compare the training on an international level. FIBAA usually needs 6 months from the application to the certification to evaluate the training. The evaluation will take place in an on-site assessment. The team of assessors, which evaluates the training, is depending on a self-documentation from the provider itself. For the certification, it is required to have an ongoing training. Part of the assessment will be the equipment, the facilities as well as the qualifications of the staff members and the quality management of the provider.

Contact to FIBAA

FIBAA

Tel.: 228 280 356 -0

info@fibaa.org

ArtSet LQW certification:

The ArtSet LQW certificate aims on quality assurance in the further education. Part of the certification is the implementation of the LQW quality model. The process starts with a workshop were the know-how is delivered, followed by a self-report from the provider. The self-report is answered with a report from the assessor. If the report is sufficient, the assessor will start an on-site assessment. At the end of the evaluation will be a further meeting with the assessors. The price depends on the size of the organisation.

The evaluation and support of the process is carried out by the con!flex GmbH.

Contact to con!flex

info@conflex-qualitaet.de

ISO-9001 certification:

The ISO-9001 certificate is aiming on the general quality management of the organisation. The duration of the process of the evaluation and the costs depend on the size of the organisation. A self-documentation will be assessed and in an on-site assessment proofed.

Contact

https://www.tuev-sued.de/servicelinks_de/kontakt_konzern?intlnk_group=contact-flyout&intlnk_target=contact-form&intlnk_origin=management-systeme/iso-9001/leitfaden-iso-9001-2015

DIN ISO 20009 certification:

The DIN ISO 20009 certificate aims on the quality management in the education sector. As mentioned above, the organisation will be testified by an assessment of a self-documentation and an on-site assessment. The ISO certificates are usually taken as high-quality certificates, the requirements of a quality management model like the ISO certificate are considered as hard to meet.

Contact

GRADAN GmbH

Dipl. Betriebswirt (BA) Daniel Graf

mail@iso-29990.com

AZAV certification:

The AZAV is a quality assurance certification and is required for taking part in public measures and for the acceptance of vouchers for further education. There are different organisations, which are permitted by the authorities to evaluate and certificate a provider. One of the organisations would be CERT-IT. A certification starts at 2000 €. Depending on the content and modules of the certification and the size of the organisation the cost can rise way higher. A cost calculation is not possible without having data in that manner. An evaluation takes about 6 weeks from a sufficient proposal to the certification.

Certificates like ISO and ArtSet will simplify the process of the evaluation. All certificates mentioned above are recognised by the AZAV certification.

First, the organisation must apply for the recognition as a provider. There are different fields in which such recognition can be applied:

FB1: Measures for the activation and vocational integration

FB2: Exclusively performance-based employment service

FB3: Measures for career choice and vocational education and training (for young people)

FB4: Measures for further education

FB5: transfer payments

FB6: Measures for the participation of people with disabilities in the working life

The proposal has to include following information:

(1) <u>Verification of capacity and reliability -</u> This includes information about the structure of the organisation and the staff, the facilities and ongoing measures

(2) <u>Integration of participants -</u> This includes information about cooperation's with actors on the labour market, recognition of the development on the labour market, success of ended measures and the evaluation of these measures (with information regarding the evaluation system)

(3) <u>Assessment of the qualification of the management and staff -</u> This includes information about the qualification of the management, qualification of the teachers and the evaluation of teachers through feedbacks of participants

(4) <u>System for quality assurance -</u> Including methods for the evaluation of success, models for cooperation with other organisations the development for such cooperation and information about the system of the complaint management

(5) <u>Information about the contract with the clients -</u> Including certificates of attendance (including date, Time, content and aim of the measure)

(6) <u>Measures for people with disabilities</u>

(7) <u>Initial approval -</u> In the case of an initial approval, the organisation has to set measures to assure the information in the missing fields

After been approved as a Provider, a second step must be taken. To been able to accept participants with vouchers, the measure has to be certificated.

The proposal includes information about:

(1) <u>Aims, duration, content and the focus group of the measure</u>

(2) <u>Current developments on the labour and education market -</u> Including the necessity of the measure, a proof on contacts with companies and administrations, integration quotes of ended measures

(3) <u>Organisation of courses -</u> Including a concept for the proof of a participant belongs to the focus group and the chance of his success, a control system for learning outcomes, a system of individual support of the participants, a concept for absence periods, concepts for didactic and methods, concepts for the feed-back

(4) <u>Technic, staff and facilities -</u> beside information about the conditions above, here is a concept for proxies and concepts about the use of technics important

(5) <u>Contracts with participants</u>

(6) <u>Certification of attendance</u>

(7) <u>Subcontracts -</u> Including information and contracts regarding the partners

(8) <u>Internships</u>

(9) <u>Entitlement -</u> Concerning the preparation for the formal vocational education and training

(10)   <u>Calculation of costs</u>

As in the other cases, CERT-IT will evaluate the organisation by a self-documentation and through an on-site assessment.

Contact to CERT-IT

Björn Scholz

Manager certifications

bjoern.scholz@cert-it.com

+49 228 688228-22

The process of the organisations to certificate a provider is very similar to each other. The AZAV certification is an in-depth example for a self-documentation and questions required for a self-documentation.

Of cause, there are more certificates and quality label on the marked. An example among many others would be the quality label bond for training (Gütesiegelverbund Weiterbildung), another would be ECVET quality label of the NABIBB.

This report gives a brief overview over the possibilities and the related challenges and chances for the accreditation of the Job Broker profile through the formal and the non-formal education sector as well as through certificates.

4.3 Iceland

Summary of the institutions:

In Iceland we have connected three Universities to discuss possibilities and national options for accreditation concerning formal Job Broker diploma studies. Two of them were contacted informally, the University of Akureyri and Reykjavík University. We have had two formal meetings with the University of Iceland.

All of the Universities could offer a 60 ECTS diploma study for Job Brokers in Iceland but their emphasis is different and that is what we need to look carefully into.

www.hi.is

The University of Iceland (Háskóli Íslands) is the oldest of these three Universities, founded on 17th June 1911 and is therefore the most traditional one, the biggest one and has most students, now 15.000. The University of Iceland has five academic schools, each comprised of a number of faculties. The academic schools are the School of Education, the School of Engineering and Natural Sciences, the School of Health Sciences, the School of Humanities and the School of Social Sciences. In addition the university operates a number of research and service institutions. The School of Social Science is the academy that we have been focusing on as their representatives have shown interest in offering a diploma in Job Brokering connected to the faculty of Social Work and the faculty of Social and Human Sciences. In those two faculties the University offers practical Master degree for Social Workers and for Career counselling and Guidance and their representatives foresee an opportunity in developing a diploma degree 60 ECTS with the basis from those two faculties built on the Job Broker's Curriculum.

Benefits:

- HI could easily develop the diploma in Job Brokering within it's faculties without substantial cost

- The tuition fee is low, 600 EUR pr. year

Obstacles:

- HI only operates in Reykjavík and does not offer online courses

- Quite old fashioned

www.ru.is

Reykjavík University (Háskólinn í Reykjavík) is a young and modern University, established in September 1, 1998. RU emphasises hands-on learning that prepares students for the challenges they will meet after graduation. This means working with other students completing actual, real world assignments and projects, often in collaboration with companies and institutions. This is one way in which students benefit from RU's extensive connection to industry. Classes are kept small to encourage interactions between students and teachers. The number of students at RU is approximately 3500. Reykjavik University's subjects in research and teaching are science and engineering, computer science, business, and law. They also offer the Open University that we are mainly focusing on. The Open University offers a wide range of professional courses that range from one semester to one year in length. The courses are suitable for professionals and sometimes yield equivalent credits (ECTS). All the courses are developed with industry experts and are characterised by RU's practical approach to teaching.

Benefits:

- HI offers online courses with two academic sessions every semester

- Modern and in close cooperation with the labour market

Obstacles:

- RU would offer the Job Broker's diploma course within the Open University department and this would be a completely new focus and would therefore take time to develop

- The tuition fee is high, 5.400 EUR pr. 60 ECTS

www.unak.is

The University of Akureyri (Háskólinn á Akureyri) is located in North Iceland and has served Akureyri and its rural surroundings since 1987. The University has built a reputation for academic excellence and good industrial relations. The University of Akureyri prepares students for a wide range of opportunities in both the private and the public sectors. Students are 2.000. The Universitie's speciality is offering all courses online with home sessions three times every semester. It is therefore very easy to attend the University wherever you live in Iceland and even for students living abroad. The University has three academic schools, each comprised of a number of faculties. The academic schools are the School of Health Science, the School of Humanities and Social Sciences and the School of Business and Science. We would connect to the School of Humanities and Social Sciences and the University would develop a diploma in Job Brokering in cooperation with the University of Iceland.

Benefits:

- UNAK can offer online 60 ECTS diploma in Job Brokering that would give more people opportunity to study

- The tuition fee is low, 600 EUR pr. year

Obstacles:

- The University is small and therefore vulnerable financially

- UNAK would probably have to develop the course in cooperation with the University of Iceland

The accreditation process:

All three Universities are interested in implementing the Job Broker Curriculum by offering a 60 ECTS diploma course. The discussion has though only been formal with the University of

Iceland. The other two Universities have been contacted informally by phone and by informal meetings.

We have introduced the Job Broker's Curriculum and particularly stated how important it is to focus on practical training mixed with an academic touch.

The University of Reykjavík could probably offer the most modern approach in their Open University, but as the tuition fee is high it could prevent people from taking part. The University of Reykjavík has the most experience in developing practical courses in cooperation with the Labour market.

The University of Iceland has shown most interest in developing the Job Broker Curriculum into a 60 ECTC diploma course and can do it without substantial extra cost within their faculties. Hopefully they will develop the diploma course as a practical one but the fear is that it will have quite an academic focus which could maybe scare off some people.

The University of Akueyri shows interest and it would be very practical for participants to be able to study online parallel to their work, but UNAK has possibly the least financial opportunities of these three Universities to develop a 60 ECTS diploma course.

The process of introducing a new qualification in Iceland is quite simple through networking. The distance between stakeholders is short and cooperation therefore easy as we are so few.

4.4 Greece

Summary of the institutions:

The **first** Organisation that was investigated is **EOPPEP** which is the national **Organisation for the Certification of Qualifications and vocational Guidance in Greece**. It is a public Organisation under the supervision of the Ministry of Education, Research and Religious

Affairs and it is responsible for the accreditation of all initial vocational Education centres in Greece as well as the certification of the qualifications of iVET graduates.

EOPPEP develops and implements comprehensive national systems for the accreditation of non-formal & informal learning and provides scientific and technical support in designing and implementing the vocational guidance national policy, as well as the provision of such services in Greece.

EOPPEP aims at quality assurance in:

- inputs: accredited Providers implementing VET programs, developed upon accredited standards & specifications, based on accredited occupational profiles, employing accredited Trainers for Adults, with the aid of accredited Support Services Professionals for social vulnerable groups,

- outputs-learning outcomes: accredited knowledge, skills and competences acquired via non-formal & informal learning pathways and certification of qualifications,

- vocational guidance & counseling services: viable services & tools for supporting citizens of every age, as well as educational information tools according to the latest ICT applications.

EOPPEP accredits occupational profiles with the active contribution of the social partners in the process of their development. An occupational profile is defined as the job functions and the required knowledge, skills and competencies for exercising an occupation or specialty. EOPPEP has successfully developed 202 qualifications, one of which is Consultant for Professional Orientation. EOPPEP accredits occupational profiles with the active contribution of the social partners in the process of their development. An occupational profile is defined as the job functions and the required knowledge, skills and competencies for exercising an occupation or specialty.

Based upon accredited occupational profiles, EOPPEP is planning to develop standards and specifications for modularized curricula with credits.

Furthermore EOPPEP is planning to develop a scheme for the accreditation of the qualifications that has been acquired through informal and non formal education.

The **second** option that was investigated was the **Hellenic Accreditation System - ESYD.**

ESYD is established by the Law 4468/2017; a non-profit legal entity of private law with the purpose of the implementation and management of the National Accreditation System.

The autonomous operational unit "National Accreditation System" of Law 4109/2013 is seceded from the legal entity of private law under the name "National Quality Infrastructure System - ESYP" and is included in the legal entity "Hellenic Accreditation System" which is established by this Law.

The Hellenic Accreditation System (ESYD) has been appointed as the National Accreditation Body of Greece according to the requirements of Article 4 of the Regulation (EC) No 765/2008 according to which each Member State shall appoint a single national accreditation body.

ESYD employs external assessors and experts. The assessors are selected and trained according to strictly defined criteria and procedures and they must comply with specific regulations concerning their independence, integrity and confidentiality.

One of the accreditations that ESYD is providing is for Person Certification Bodies. ESYD is responsible for accrediting bodies and training programs according to ISO 17024/2012 which contains principles and requirements for a body certifying persons against specific requirements, and includes the development and maintenance of a certification scheme for persons.

Finally as a **third** Organisation we investigated **Aristotle Certification, Training, Assesment - ACTA.** ACTA is a Certification and Training Centre that is established by the Aristotle University of Thessaloniki, the biggest Higher Institution in Greece. The goal of ACTA is to provide certification for skills and competences, in Greece and abroad, and to unite research, education and training with the job market. ACTA is accredited certified by

EOPPEP Organisation for the Certification of Qualifications and vocational Guidance and accredited by ESYD – Hellenic Accreditation System and it provides Certification for competences and skills in areas such as ICTs, Administration, Tourism and Hospitality, Marketing, E-commerce, Consultant Services, Costumer Services and many more.

ACTA has great experience working with external partners in developing new certification schemes and its very experience personnel is always ready to provide guidance throughout the processes. It has several Certification centres all over Greece and has organised a «Supervisors' body». The certification tests are taking place at those centres with the presence of one or more supervisors of the «Supervisors' body». All the certification schemes developed by ACTA are following the standards of ISO 17024:2012.

The ECTS option is not one that we may consider in Greece as the Universities in Greece are highly regulated and it is not possible for external partners to develop ECTS providing courses. However, and even if we cooperate with Universities' professor in order to develop such a course, the students that would follow this course should be current University students of graduate or post graduate level.

The validation process:

After considering all the above options, the conclusion was the best way to processes to follow is the one in collaboration with ACTA as they have already great experience with providing developing certification schemes in cooperation with external partners. Furthermore in the case there is the need ACTA may undertake the accreditation of the scheme according to ISO 17024:2012 by ESYD.

In order to develop the certification scheme for the skills and competences of JOB BROKER by ACTA the following steps need to take place:

(1) Provision of the purpose and the results that we are expecting of the certification scheme that will be developed

(2) An extensive description of the occupation and tasks of the scheme

(3) The profile of the candidates for certification. The Job description, academic Background, skills and competences that a candidate should have in order to take part at the certification process.

(4) A description of the target group that the certification scheme will aim.

(5) The current legal framework, available literature, research and bibliography on the scheme as well as available international schemes and standards.

(6) Development and Provision of the Syllabus that the trainees have to study in order to develop their skill and competences and prepare for the certification procedure.

(7) 100 assesment questions (multiple choice, true/false, matching etc.). The assesment questions should be matched to each module of the syllabus and be divided in three different teams According to difficulty:

- A= low difficulty (25% of the total questions)

- B= medium difficulty (50% of the total questions)

- Γ= high difficulty (25% of the total questions)

- In the case of open questions the developer of the material has to correct those after each exam in order for the final grade to apply.

- 50 % of the assesment questions should be renewed each year.

Once the above are provided to ACTA the certification scheme could be ready in less than a month.

In the case the partnership decides that the best solution is to proceed with an accredited scheme, according to ISO 17024:2012 ACTA as and accredited organisation may proceed with that. However since all the material and certification procedure should be reviewed and assessed by supervisors appointed by ESYD this procedure may take from 6 to 8 months, after all relevant documents are provided.

4.5 Cyprus

Summary of the institutions:

There are two bodies responsible for quality assurance, accreditation and recognition of formal education:

(1) The Cyprus Council for the Recognition of Higher Education Qualifications[17], an independent body, which is the authority responsible for the recognition of diplomas awarded by institutions of higher education and thus not relevant to the current report.

(2) The Council for Educational Assessment and Accreditation[18] is an independent body that advises the Minister for Education and Culture (MoEC) on issues concerning the establishment, control and operation of tertiary education institutions in Cyprus.

Besides formal education, in Cyprus there are other forms of VET programmes which **do not lead to a formal qualification** but to professional development and updating of specific skills and competences, and which are addressed to adults, employees, the unemployed and other groups at risk of exclusion from the labour market.

The main bodies promoting training provision for professionals are the Human Resource Development Authority (HRDA), the MoEC, the Ministry of Labour and Social Insurance (MLSI), and other ministries and public institutions. HRDA plays an important role in vocational training. It is a semi-governmental organisation whose mission is to create the

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[17] Cyprus Council for the Recognition of Higher Education Qualifications [Κυπριακό Συμβούλιο Αναγνώρισης Τίτλων Σπουδών].

[18] Council for Educational Assessment and Accreditation [Συμβούλιο Εκπαιδευτικής Αξιολόγησης και Πιστοποίησης].

prerequisites for the planned and systematic training and development of the human resources by recognising and subsidising training programmes.

Many private institutions such as colleges, training institutions, consultancy firms and enterprises offer various courses for adults, including many that are not subsidised by the HRDA. To be approved, they need to adhere to the criteria laid down by the HRDA. An important development with regard to trainers is the introduction of a system for the assessment and certification of training providers and trainers.

The provision of training programmes for professionals has been encouraged and strengthened primarily through the approval and subsequent subsidising of training activities by the HRDA.

In the case of unemployed and economically inactive persons, the HRDA provides a major incentive to participate in vocational training: the programmes, which are implemented by public and private institutions, are provided free of charge and participants receive training allowances.

The training programmes for groups at risk of exclusion from the labour market, such as inactive women, public assistance recipients, single parents, dropouts, persons with disabilities and asylum seekers, are also provided by HRDA.

Another option could as well be the Cyprus Certification Company. The Cyprus Certification Company (CCC) is a Government-owned Certification Organization founded in 2001 and operating as a private company with the Government being its only shareholder. CCC operates in the field of certification of management systems, certification of training programs and training and exam centers, inspection of playgrounds and playground equipment, inspection of lifts, product certification, CE marking etc. CCC also operates a training center approved by the relevant government body (the Human Resource Development Authority) and provides training in relevant to its services subjects, and also in specialized areas as those arise from the industry's needs. Last but not least, MMC and CCC

are currently partners in a project aiming at validating non-formal and informal learning for administration personnel through ISO 17024.

The accreditation process:

HRDA is the official organization responsible for the implementation of the **Vocational Qualifications System** (VQS). According to the Law governing its establishment, No. 125(1) of 1999, the HRDA is responsible for the:

- Development standards of vocational qualifications for any category or categories of persons employed.

- Provision for the assessment and issue the relevant certificates of vocational qualifications.

The VQS is comprised of the following three functions:

- Development of the Standard Vocational Qualification (SVQ).

- Awarding of the Vocational Qualification (VQ) including initial assessment and preparation of the candidate, assessment and certification.

- Accreditation of the VQ.

The function of Accreditation of VQs is the third one of the VQS.

The **National Council of Vocational Qualifications** (NCVQ) is the Board of Directors of the HRDA, as the official recognition body, plays an important part in formulating the basic quality criteria for the SVQs as well as the assessment arrangements and certification. The approval/ accreditation and implementation process of VQs by the NCVQ is in two stages:

- A consultation process is used to prepare a proposal for the qualifications framework and the SVQs that will be developed

- Based on the framework and the guidelines set by NCVQ, the VQSC develops the SVQ in cooperation with the Standard Developer and submits it to the NCVQ for approval/ accreditation and certification.

Since, as indicated above, the only organization that is eligible for establishing and awarding Vocational Qualifications is the HRDA, what we can do with the JOB BROKER programme towards accreditation, is to establish it as an approved by the HRDA Vocational Training Programme. In this case, the programme will be subsidized by the HRDA and successful participants will be receiving a certificate, approved by the HRDA. For this to be realized, MMC needs to submit the relevant application to HRDA, for the JOB BROKER programme to be approved as a training programme.

Moreover, MMC can propose the recognition of a relevant to the JOB BROKER programme Vocational Qualification.

On the other hand, CCC implements a Quality Management System in accordance with the requirements of CYS EN ISO/ IEC 17021, CYS EN ISO/ IEC 17020, CYS EN 45011 and most importantly ISO 17024, which contains principles and requirements for a body certifying persons against specific requirements, and includes the development and maintenance of a certification scheme for persons. CCC is also a member of the International Quality Network (IQNet), and all certified by CCC companies also obtain an IQNet Certificate. The CCC is open to cooperate with MMC as they have done it successfully in the past. The two organisations have been partners in EUPANEXT, which aims at certifying administrative personnel with ISO 17024. Moreover, CCC operates in the field of certification of training programs and examination centers. Up until now, CCC has certified the following:

- The training program of the Tourist guide School operated by the Cyprus Tourism organization, according to the EN 15565 standard (ongoing).

- The training program for Energy Inspectors, as specified by the relevant legislation.

- The examination center carrying out the exams for the qualification of Energy Inspectors, as specified by the relevant legislation.

- The training program for Photovoltaic System Installers, as specified by the relevant legislation.

CCC operates a training department that has been approved by the relevant competent authority in Cyprus (the Human Development Resource Authority).

The JOB BROKER training programme could thus be certified with ISO 17024 by the CCC.

4.6 Spain

The Job Broker project has produced an Occupational Profile (IO2), a Curriculum Programme for job brokers (IO3) and it will produce a self-directed learning guide (IO6) based on the curriculum. Although the piloting phase showed that the Curriculum was highly relevant and had a good quality (covering knowledge, skills, competencies related to the occupational profile, well designed learning activities), still it was not designed in a way that leads to an accredited qualification that could be easily utilized by practitioners for their professional validation. Although it is not a goal of this project to secure a qualification for the curriculum that can be universally recognized, a central aim of IO5 is the exploration of different options by the partnerships in relation with the formal certification/accreditation of the Job Broker Curriculum (exploratory report), leading to a clear step by step action plan for a future certification/accreditation of the curriculum (Road Map).

The main aims of the present national report are:

- To identify competent bodies for the accreditation of the job broker curriculum in a first step.

- To identify steps that need to be taken in order for the job broker curriculum, or parts of it, to be integrated into or adopted as an accredited qualification (or credits towards one).[19]

COMPETENT BODIES FOR THE ACCREDITATION OF THE JOB BROKER CURRICULUM.

After researching the possible routes for Job Broker curriculum accreditation/ validation in Spain, these are the three main options founded out:

Route	Competent Body
1.Certificates of Professional Competence	National Institute for Qualifications (from now on "NICUAL") Public
2.Vocational and Educational Training (VET)	National Institute for Qualifications Public
3.Graduate / Postgraduate Courses (own universities certifications)	Universities Public or Privates

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[19] After numerous telephone calls and contacts by mail with different technicians of Spanish certification bodies, and due to the existing difficulties to arrange meetings with the institutions involved in the subject of study, we have based this report on the research performed consulting the websites and law decrees recommended by the different technicians consulted.

ROUTES 1 AND 2: Certificates of Professional Competence/ Vocational and Educational Training (VET).

NICUAL is a technical instrument of the General Council of Vocational Training in Spain and it is responsible for elaborating, reviewing and updating the National Catalogue of Professional Qualifications (NCPQ). From this catalogue are designed both occupational vocational training (work environment) and educational and vocational training (educational field). Therefore the NCPQ is the reference for accreditation of professional competences acquired by:

a) Work experience and non-formal learning (certificates of professional competence).

b) Vocational and educational training -formal education system- (vocational qualifications).

All professional qualifications included in the NCPQ are structured by vocational family levels and units of competence, according to the EU criteria. There are currently two different level 3 certificates of professional competence, linked in some way to the job broker professional profile: vocational training for employment, and insertion of people with disabilities into the workplace. Both are under the community, social and cultural services vocational family.

The methodology used to develop the NCPQ has been approved by the Spanish General Council of Vocational Training counting on the participation and contribution of different institutions: General Spanish State Administration, the Autonomous Regions, business organizations and trade unions. NICUAL is the institution in charge of managing and coordinating the subject matter experts entrusted with the establishment, development and updating of the catalogue (NCPQ).
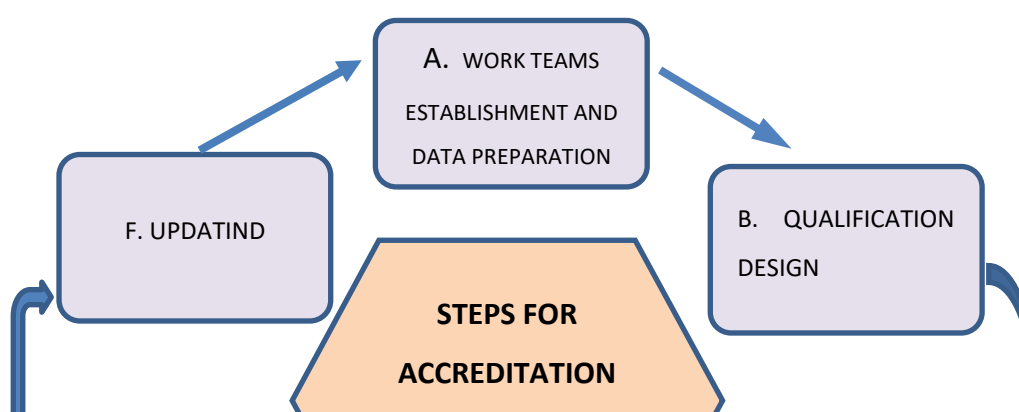
A. Work Teams Establishment and Data Preparation

Collection and analysis of information about professional sectors, employment and training, for setting up the observation/research field for every professional family. The working teams are created with experts, according to professional profiles defined by the NICUAL.

B. Qualification Design

Applying functional analysis methodology to the data collected are defined: the general competence, the units of competence and the professional environment (vocational family levels) for each qualification.

C. Training Definition

For each unit of competence a formative module is defined, including the pertinent criteria for assessment and also specifications for its contents. The quality of this designed is verified by an internal contrast.

D. External Contrast

The professional qualification is assessed, to improve its quality and its adjustment to the labour market environment and the productive system requirements, through: Spanish Administration-both general and autonomic, business and trade union organizations, and also other organizations related to the qualification elaborated such as the Social and Economic Council.

E. Qualification Approval through Royal Decree Law

The Government definitively approves the qualifications to be included in the catalogue, after consulting the General Council for Vocational Training and the State School Council, as well as the ministerial departments concerned.

The qualification is officially established in the form of Royal Decree of the Ministry of the Presidency as a joint proposal of the Ministry of Education, Culture and Sport and Ministry of Employment and Social Welfare.

F. Updating

The NCPQ is always kept up-to-date through their periodic review, within a period not exceeding five years from the date of inclusion of the qualification in the NCPQ. A subsequent law (Organic Law 4/2011, 11th of March), adds another route for a quicker updating of the qualifications, but only when the professional competence defined within the qualification is not affected. Accordingly, the inclusion or elimination of new relevant work positions are excluded to be carried out through this route.

This law also says that VET and Certificates of Professional Competence can include complementary training no related to the NCPQ to comply with the specific education objectives of this programs or in order to fulfil UR recommendations.

ROUTE 3: Graduate / Postgraduate courses (own universities certifications).

Another path explored in order to validate the Job Broker curriculum is through university postgraduate courses, in particular: master´s studies, university specialists and expert degrees.

a) The Royal Decree 1509/2008, 12th of September, regulates the inclusion of non- official university degrees into the Spanish Registry of Universities, Centers and Qualifications, but only at an informative purpose. The degrees will be acceded to the registry files of the institution mentioned, under the same procedure than the official degrees, regulated by the same royal decree law. The Ministry of Science and Innovation, with the previous report formulated by the Council of Universities and the General Conference of University Policy, would adapt the conditions and criteria for accessing to the registration of these qualifications/degrees.

b) It does exist another legal reference (interuniversity agreement) regarding university studies leading to obtain non official university degrees. Those universities interested in acceding to this agreement can do it upon the decision of its governing board.

The regulation includes aspects related to:

- - Degree qualification title. It is a requirement to avoid any name similar to any existing official graduate and postgraduate courses to prevent misunderstandings.

- -Minimum ECTS.

- - Subjects recognition procedure.

- - Enrollment requirements for Spanish and foreign applicants.

- - Necessary requirements to pass the course and obtain the degree qualification.

- -Description of necessary attached annexes: curriculum, subjects included (in detail), ECTS, program activities.

- - Person/body responsible for issuing the degrees.

- -Commission responsible for assessing, implementing and following up this interuniversity agreement.

MAIN CONCLUSIONS

The accreditation of the Job Broker curriculum through a new Certificate of Professional Competence or a VET route, would involve to follow a complex bureaucratic route before reaching its approval and publication as a royal decree low. Consequently Documenta does not believe it is a viable option.

The possibility of including the Job Broker curriculum trough a quicker route established for updating qualifications already included in the NCPQ would be not valid, as the law that regulates this procedure does only apply in case of being non-relevant changes (are excluded the inclusion or elimination of new relevant work positions).

The organic Law 4/2011, 11th of March, leaves an open path to introduce a complementary training into Certificates of Professional Competence and VET, which could allow to complement the current existing training modules related to the Job Broker profile (see page 1) with contents from the Job Broker curriculum elaborated previously (IO3). This could be a medium-term option for a partial certification.

We find the own universities certifications (postgraduate courses), the most viable and practical route to validate the Job Broker curriculum, as the requirements are not very demanding and could be implemented in a short-term.

We have excluded from this report official masters, as there is an existing Spanish official master comparable to the Job Broker curriculum, mentioned already in The Job Broker Competency Framework Document (January 2015): Master Degree in Labour Orientation and Employment Mediation (Faculty of Labour Science).

4.7 Italy

Institution identified: Lazio Region – DG education, training and jobs

Type of institution: Public body

1) All the Italian regions have their own catalogue of professional qualifications. Since 2015 (dlgs. 13 June 2015) each single professional qualification has to be framed In the *National Catalogue of Qualifications* (Repertorio nazionale delle qualifiche), which contributes to the definition of an unitary framework for the certification of competences.

It means that, to introduce a new qualification or to modify an existing one, the request has to be submitted to each single region, in order to design a training programme following specific guidelines. It enables the association of the new competences identified to the specific "*area di attività*" (area of activity, acronym ADA). The association to the ADA is aimed to match the qualification to a similar one in the other regions, gathering together the similar ones into groups identified according to the existing similarities. Each qualification have national legal importance.

The bodies who can update existing qualifications or can introduce new ones to be included in the regional catalogues are:

- - accredited training centres

- - professional associations

- - association of employers

- - enterprises

- - Public Administration

- - research centres

- - Foundations, no profit associations

2) To deliver professional training the Italian system requires a regional accreditation, which defines the criteria of the body, the location, the educational resources and the technology which will be provided. The accredited body can deliver training and provide qualifications only if the qualifications are registered in the *Regional Catalogue* (Repertorio Regionale). In order to deliver training and provide qualification the institution has to be authorized. In the case of trainings which are free for the learner and financed by Lazio Region, the authorization is obtained after the participation to a specific call for proposal. The approval of the project determines also the authorization to the deliver of the training and the provision of the qualification.

In case of private trainings, which are paid by the learner, the accredited body has to present a specific request with the specification of the training programme and the training staff.

If the request is accepted, the institution can give the qualification.

3) The Region defines its own catalogue of professional profiles, and is in charge of the definition of competences for training and job centres.

Since 2014 Lazio Region has established a procedure for the updating and the maintenance of the Regional Catalogue, in order to be coherent with the National standards (*Quadro Nazionale di Riferimento delle Qualificazioni Regionali*), allowing the mutual recognition of qualification within Italian regions. This procedure is developed in collaboration with external bodies and accredited bodies for education and job services as Erifo.

In 2014, the institution of the accreditation system for job services has introduces the professional profile of "agent for the job market", but has not defined yet the equivalent professional qualification.

It means that, for this professional profile, educational standards of reference are missing.

Erifo has recently introduced a new qualification both in Lazio and Tuscany, and is currently working in collaboration with Sapienza University and the National Professional Association

of Psychologists to introduce the qualification of *professional for the job market*. As well, in the framework of the projects Amico and Job Broker, Erifo is re-defining the qualification of professional in career guidance.

4) In the University credit system, one CFU - University Credits equals one ECTS credit and represents the workload of a student during educational activities aimed at passing the exams.

Educational activities include individual study, class time (lectures, seminars, mock exams), laboratory and practical activities (professional training and traineeships in a company). The average quantity of training activities for a full-time student with an adequate initial preparation in one academic year is worth 60 credits - CFU. 25 hours dedicated to study purposes (individual study, lectures, laboratory activities, traineeships) correspond to 1 CFU. Each department establishes the correspondence hours / credits for their courses of study.

The Faculty of Psychology of the University La Sapienza in Rome is currently working with Erifo and the National Professional Association of Psychologists in the implementation of the professional in career guidance curriculum. In this framework, it is possible to include a part of the Job broker curriculum.

4.8 Austria

In Austria three different options towards accreditation, certification and validation were investigated:

- Training and Validation leading to Job Broker certificate in cooperation with Vienna Chamber of Commerce

- Development of a new ISO certification programme in cooperation with SystemCert

- Accreditation of the Job Broker Curriculum by WBA

Training and Validation leading to Job Broker certificate in cooperation with Vienna Chamber of Commerce

The Austrian Chamber of Commerce is the legally defined representative of interests of commercial businesses in Austria. The membership is compulsory and includes all Austrian companies in operation. Currently it represents over 450.000 companies. The Austrian Chamber of commerce is the umbrella organisation for the nine provincial chambers. All sub-organisations are structured by industry sectors, which are further divided in trade groups. The interests of commercial job brokers are represented by the trade group of commercial service businesses. Usually the representatives of the trade groups are active business owners in the related profession and perform their tasks for the Chamber of Commerce as a secondary employment.

One of the responsibilities of trade groups is to conduct examinations for proof of competency in regulated businesses. Until October 2017 the commercial job brokering was a regulated business and a corresponding proof of competence was necessary to run a business as commercial job broker. Since October 2017 it is no longer a regulated business and anyone can do the business of commercial job brokers without any proof of competence. Although the qualification examination represented a barrier for the entry in this business sector it also safeguarded certain quality standards. Now, without the necessity of a proof of competence, job brokers licensed under the former regulation fear competition by competitors without any proven competence. Therefor the representatives of the chamber of commerce look for options that help its members to distinguish them from competitors without any proven competency.

The representatives of the Chamber of commerce see big potential in the job broker project and are very interested to build up a "seal of quality" for commercial job brokers that helps businesses with a proven competency to distinguish from competitors without.

Abif currently is in negotiation with representatives of the Austrian chamber of commerce about how to implement the "seal of quality" for certified job brokers. On this stage a step

by step process is planned. The first step aims at the social acceptance for the seal of quality "certified job broker" in the job brokering sector in order to make it a powerful, widely recognized quality seal. In concrete it is planned to award existing holders of a licence (member of the Economic Chamber before 16th of Oct. 2017) for commercial job brokering the seal "certified job broker". It is currently in discussion if the quality seal will automatically awarded to licence holders or if they need to go through small validation process that is oriented at the learning outcomes of the Job Broker Curriculum (specifically module 2 "working effectively with employers"). In a second step a training and a validation procedure will be developed for new "Job Brokers" (member of the Economic Chamber since 16th of Oct. 2017 without exam).

Discussion of strengths weaknesses and costs

Due to the model of social partnership the chamber of commerce is a very powerful stakeholder. Also the wko represents professional excellence. Both factors will help to promote the quality seal.

Although the chamber of commerce is a powerful stakeholder the training offer as well as the examination have to regarded as a form of non-formal training offer

Except development cots for the development of a training offer based on the Job Broker curriculum and the development of corresponding examination procedures there are no additional external costs expected.

Development of a new ISO certification programme in cooperation with SystemCert

SystemCERT is a certification body for products, management systems and personell certification, accredited by the Austrian Federal Ministry of Science, Research and Economy. Certification schemes, under the aspect of personnel certification, contain so far the fields of quality management, safety management, leadership, trainers, the construction sector and the certification of people in the metal industry. The basic for all certification schemes

of SystemCERT are the developed certification programmes on ISO 17024 which allows international recognition. Outgoing from this possibility of international recognition SystemCERT works on the basics of different European instruments like EQF and NQF, ECVET, ECTS and Europass to reach the target "liefelong and borderless learning on basic of an integrative acceptance in Europe".

SystemCERT has been involved in a number of European and other transnational co-operation projects as project leader, partner and external experts for certification and management and has therefore rich experiences in the (European) co-operation field.

The international recognition of certificates in frame of the ISO certification standards works in the following way: (National) Accreditation bodies (based on EU Regulation Nr. 765/2008) accredit so called conformity assessment bodies. These conformity assessment bodies perform the actual certification of products, services, persons etc.. The national accreditation bodies are members of international accreditation institutions (e.g. European Co-operation for Accreditation - EA). All members guarantee the mutual recognition of other (national) accreditation bodies that are members. Therefor also the national accredited conformity assessment bodies as well as the certification conducted by them is recognised in all other member countries (in case of EA all EU and EFTA countries).

In case of the Job Broker curriculum the first step would be to transfer the contents of the Curriculum into a new ISO certification programme. This basically means to revise the curriculum in a form that meets the regulations of ISO 17024. In order to so an application for a new certification programme has to be submitted to the certification agency. To get the application accepted it is necessary to identify interested groups, to proof need for the certification program, identification of the target group of the certification program, proof of the involvement of experts, description of (areas) of activity, identification of competencies imparted by the training curriculum, definition of a code of conduct for certified persons. When the application is accepted the actual development process of a new certification program starts. Here the following elements have to be compiled:

- Target group and purpose of the cerfitification programme

- Parts of the programme from a practical viewpoint

- Requirements and rationale (training contents)

- Aims, duration and content of modules

- Evaluation and conducting of examinations

- Monitoring and recertification

- Qualifications of trainers and examiners

This steps only reflect the development of the certification program itself. In order to fully implement an internationally recognised certification program the following steps have to be taken:

- Approval of training institutions, trainers and examiners

- Training of persons

- Conducting examinations

- Review and certification process

- Continuous monitoring and controlling processes

To sum it up the following basic steps have to be taken in order to implement the Job Broker Curriculum in form of an ISO certification program on a national level:

- Find a certification agency that supports the development process

- Identify and secure support from interested groups

- Elaboration of an application for the development of a new certification program.

- Acceptance of application

- Revision of the Job Broker Curriculum according to ISO 17024 standards and an elaboration of other elements needed (e.g. development of examination procedures, code of conduct for certificate holders etc.)

- Acceptance of the certification program by program committee

Strength, Weaknesses, Costs:

The great strength of this option is that, if the certification process for a new certification program successful, the Job Broker curriculum would be recognised formal training according to ISO standards and if transferred to other European countries also an international recognised training.

Despite the national and international recognition of ISO certificates it can not be considered a necessity when looking at currently available trainings in relation to the Job Brokering sector.

However, the ISO/IEC 17024 is not freely available. For its understanding, complex expert knowledge is necessary not only about the standard itself but also about related norms and regulations, requirements and procedures. Therefor the guidance and support of a certification agency in this process is cost intensive (a one day workshop introducing the ISO 17024 certification process alone would cost 960 Euro). Also the institution offering a training under an ISO 17024 certification program needs continued recertification. However concerning the cost for external support and guidance in relation to the development of a new certification scheme also depend on the marketability of the training developed. If the certification agency regards the certification program as a training offer that could be successful on the training market they may be willing to share the development costs which would significantly reduce the development costs for the applying institutions. When the curriculum program is implemented on certificate of one participant of a training would cost 115 Euro.

Accreditation of the Job Broker Curriculum by WBA (short for "Weiterbildungsakademie Österreich"/Austrian Academy of Continuing Education)

The wba evolved in frame of an ESF project. It does not offer training by itself but is a validation system for the qualification and recognition of adult educators. Adult educators`qualifications are recognised according to set standards based on qualification profiles. The wba recognises prior learning results and offers guidance and counselling as far as the acquisition of missing skills is concerned.

Adult educators can submit competences and practical experience acquired in various ways and with different types of proofs. These supporting documents are assessed on the basis of the wba-qualification profiles and recognised when fitting. Lack of competences can be made up by attending further courses or by submitting further evidence. wba-graduates receive a recognised wba-certificate (1st level) or wba-diploma (2nd level).

Practical experience in the field of adult education is a prerequisite for a certification by wba. Appropriate areas of work would be managerial positions in institutes of vocational and non-vocational adult education, responsibility for educational matters, the planning, organization and support of learning processes, teaching/training, (carreer) guidance and counselling or librarianship.

The recognition of training activities is based on the ECTS system. Based on proofed training activities the wba awards ECTS credits that are recognised towards a certificate or diploma. For the certificate "certified adult educator" 60 ECTS credits are necessary and for the diploma "qualified adult educator" additional 60 ECTS credits. The steps a person has to take in order to obtain a certificate and/or a diploma are the following:

for the 1st level certificate

- entrance requirements – completed vocational training or a school-leaving qualification above compulsory school

- guidance and advice

- personal position determination – based on existing evidence documents, stating which qualifications are recognised by the wba

- qualification plan and competence acquisition – based on personal position determination a qualification plan is elaborated setting out further necessary trainings needed for certification

- completion of necessary training activities

- certification workshop – in a 2 ½ day examination workshop practical skills are assessed

- award of certificate as "certified adult education trainer"

for the 2nd level diploma

- decision for one of the special subjects (trainer, educational manager, counsellor, Information management)

- further training activities in fields set out in competence profiles by the wba

- after completion of all training activities elaboration of a diploma thesis and participation in the diploma colloquium

- award of 2nd level diploma

As mentioned above the wba does not offer further education programmes itself but accredits suitable courses offered by various adult education institutions throughout Austria. Besides trainings of the formal educational system the wba also recognises non-formal and informal forms of training when they fit to the defined competence profiles of the wba. Basically, all kind of training can be submitted to the wba. The actual award of ECTS credits is based on an expert opinion for individual applicants. However, the wba offers the possibility to training providers to get training offers accredited and awarded with ECTS credits. In this case the respective training activity will be certainly recognised with the awarded ECTS credits in any individual validation process.

Educational offers are accredited as follows:

Conclusion of a quality assurance agreement – The quality assurance agreement governs the rights and obligations between the education provider and wba.

Submission of an application for accreditation – Following the conclusion of a quality assurance agreement, educational offers can be submitted in the form of an application for accreditation. Each application for accreditation is reviewed both formally and with regard to its content. The educational offer is then allocated to the competences and graded with ECTS (wba) credit points. The result is submitted to the Accreditation Board for approval.

Training offers that fit into the wba curriculum can be submitted for accreditation[20]. Accredited offers are displayed on the wba website for viewing by all interested parties and candidates in search of suitable training offers.

Strengths, weaknesses and costs

- wba develops and ensures quality standards which could contribute to a social acceptance of a Job Broker training and help with the promotion of such a training (training offer as well as link to provider for accredited training offers, use of the wba logo)

- wba certificate and diploma are trans-institutional, European-oriented adult education qualifications with a high acceptance at the labour market

- Educational institutions with accredited offers are displayed on the wba website

- Accredited offers are provided with wba-valid ECTS credit points.

- Candidates who attend a wba-accredited offer know in advance how the offer will be approved

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[20] In course of the elaboration of this country chapter the wba was contacted and a first evaluation whether the Job Broker curriculum (based on the learning outcomes) would be accredited was positive.

- Besides costs for the development of a training offer that fits to the competence profiles of the wba the cost structure of this accreditation option is rather clear. Each accreditation of a single training offer costs 250 Euros (it gets cheaper when accreditation is done several times). Prerequisite for the accreditaion is a Ö-cert certification of the training provider which costs only 100 Euro a year. Prerequisite for an Ö-cert certification is that the training provider has implemented a recognised quality management system. One of these recognised quality management systems in Austria is wien-cert. Here the costs are 1.740 Euro for 3 years.

5 Road map

The aims of IO5 are rather clear: To set out and – if possible – take first steps towards a European accreditation of the Job Broker Curriculum. This means that the Job Broker Curriculum is implemented in form of a training offer that is part of the formal educational system of partner countries. This makes sense from a European perspective since the political agenda on the EU level aims, beyond other goals, at fostering mobility of workforce and harmonisation of practices in member countries. However, based on the research conducted by partners in frame of this exploratory report it has to said that this ultimate goal can currently not be reached. The reason is rather simple. At the moment there are no institutional structures available in Europe or the EU that would allow to offer a training that is recognised and part of the educational system in all countries. For instance, there is no university that offers training all over Europe. The only possibility would be a joint university programme by several universities from different countries. Although this option would exist in theory the practical realisation is highly unlikely.

When making a step back from the aims set out in the project application for IO5 the overall goal of an EU-project like the Job Broker project is that its results have a practical impact in partner countries beyond the project lifetime. Looking at the job broker project such an impact would be that there are training offers available in partner countries that contribute to the professional development in this specific occupational sector by imparting competencies to perform the activities and tasks involved with the professional role of the

job broker with a high quality. In a wider perspective this could contribute to more effective matching of demand and supply on the labour market. To reach this goal it would be necessary to implement a training based on the job broker curriculum that meets the qualification demand of job brokering providers and is recognised on the labour market so that individual job brokers are able to utilize their training activities as part of continuing professional development. This could be reached by an implementation as part of the formal education system of a country (e.g. a university program), any other form of recognition of the training by a public authority (e.g. ISO certification) but also in form of a non-formal training offer that has a certain level of social acceptance (e.g. providers of Job Broker services accept the training as suitable qualification for its' staff).

Therefor this exploratory report not only covered options for the further development of the Job Broker curriculum that involve the implementation of the Job Broker curriculum as a European-wide uniform and formal training for Job Brokers but also other relevant forms implementation of the Job Broker Curriculum that could contribute to the target of a practical use of the Job Broker Curriculum after project life time. Although some of this options to not directly aim at a European accreditation of the Job Broker Curriculum they can persived as potential first steps in this direction because any form of anchoring of the Job Broker curriculum in the professional training landscape in partner countries could contribute to a European-wide accreditation in the long-run.

On the European level the partnership identified three options for the further development of the Job Broker Curriculum towards a European accreditation. In the following the main idea of each option is described as well as necessary basic steps for it's implementation:

Alignment of the Job Broker Curriculum to ECTS guidelines

This option is directed towards ECTS which is a credit transfer system that aims to support the mutual recognition of learning activities within Europe. It was originally developed to be used in context of the European Higher Education Area but is nowadays also intended to be applied across all forms of training (formal, non-formal, informal). The alignment of the Job

Broker Curriculum would not result in an immediate accreditation of the Job Broker Curriculum but is intended to facilitate and promote other implementation scenarios. There are mainly two possible scenarios: 1) The Job Broker Curriculum is implemented as part of the formal education system of a partner country (e.g. a university program). Here the alignment to ECTS aims at facilitating the transfer of the Curriculum into a formal training offer. 2) The Job Broker Curriculum is implemented as a non-formal training offer in a partner country. Here the alignment to ECTS is intended to facilitate the recognition of non-formal training activities by institutions of the formal education system.

It has to be said that none of this scenarios would lead to a European accreditation in the narrow sense. Also, when implemented as a university program it may offer a high chance that the learning achievements will be recognised in other countries of the European Higher Education Area but it would basically be a national form of accreditation. The only scenario that would lead to a real European accreditation would be a joint program between two or more universities of different partner countries (in order to have a Europe-wide university program it would need partner universities from all member countries).

Steps to take for alignment to ECTS

- Description of modules in terms of learning outcomes

- Detailed planning of training activities and specifically estimation of time resources needed to achieve defined learning outcomes

- Detailed elaboration of examination procedures (assessment activities as well as assessment criteria)

As a first step towards a future accreditation in context of ECTS it was one of the activities of IO5 to revise the list of learning outcomes for each module according to ECTS guidelines and to elaborate examples for adequate assessment activities.

Development of a new ISO 17024 certification program on basis of Job Broker Curriculum

ISO is a non-governmental organisation for development of voluntary international standards for a wide range of areas, beyond others also for personal competencies. It has over 163 member states represented by national accreditation bodies who are responsible to license national conformity assessment bodies (certification agencies). This certification agencies perform the actual certification process. The ISO certification system builds on the mutual recognition of national accreditation bodies which allows in turn a mutual recognition of certificates issued by certification agencies.

The standard that applies in relation to a future implementation of the Job Broker Curriculum as a ISO certified training is the ISO/IEC 17024 (Conformity assessment – General requirements for bodies operating certification of persons). It is an international Standard which specifies criteria for the operation of a Personnel Certification Body. The standard includes requirements for the development and maintenance of the certification scheme for persons upon which the certification is based.

An option to use the ISO certification scheme would be to further develop the Job Broker Curriculum into a ISO 17024 certification program. In order to realise a certification programme that is accredited in more than one country it is necessary that the program committee consists of members from all participating countries. One possibility to realise this option could be an Erasmus+ project. In this case it would be helpful to have at least one conformity assessment body involved in the project partnership so that the costs for the development of a new certification program based on the Job Broker Curriculum can be financed by a Erasmus+ grant.

Steps to take for the development of a new ISO certification program
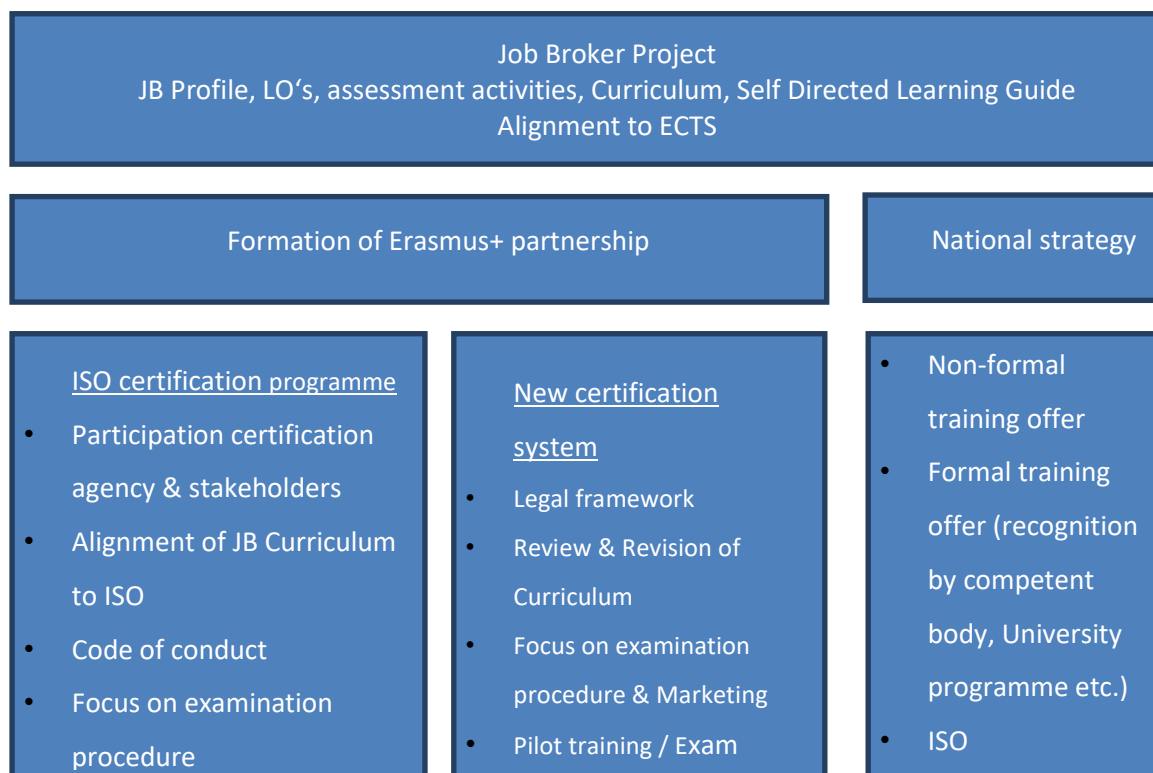
- Set up a project partnership involving at least one certification agency
- Formation of a program committee consisting of member of interested groups from each partner country (this could be the project partner itself)

- Development of a new certification program (this process has certain similarities to the project work accomplished in frame of the current project like an initial analysis of the sector, elaboration of a professional profile, description of competencies for each module etc.; other elements would have to be developed (almost) entirely new, e.g. a code of conduct for Job Brokers, detailed elaboration of examination procedures).

- Acceptance of the certification program

- Approval of training institutions, trainers and examiners

When the certification is implemented and training of persons and corresponding examination conducted the certification program needs an ongoing review and certification process.

Conclusion

The illustration below shows the different options for the future accreditation, certification or validation of the Job Broker curriculum. All of them build on the current project outcomes.

Job Broker Project JB Profile, LO's, assessment activities, Curriculum, Self Directed Learning Guide Alignment to ECTS

Formation of Erasmus+ partnership	National strategy

ISO certification programme	New certification system	Non-formal training offer
• Participation certification agency & stakeholders • Alignment of JB Curriculum to ISO • Code of conduct • Focus on examination procedure	• Legal framework • Review & Revision of Curriculum • Focus on examination procedure & Marketing • Pilot training / Exam	• Non-formal training offer • Formal training offer (recognition by competent body, University programme etc.) • ISO

Here the alignment of the Job Broker Curriculum to the ECTS framework (revision of learning outcomes according to ECTS guidelines, development of assessment activities) represents foundation work in order to facilitate the future implementation of training offers based on the Job Broker Curriculum. From this starting point there are two basic strategies described in this exploratory report. Firstly, the implementation of the Job Broker Curriculum on a national level: Here partners described how the Curriculum or parts of it could be transferred into non-formal training offers, formal training offers (recognition by a competent body, University programme) or in form of a new ISO certification programme on a national level. Secondly it was also investigated how the Job Broker Curriculum could be implemented on transnational or European level. Here there are two options that could be realised in frame of a new Erasmus+ partnership: To develop a common new ISO certification programme on transnational level or to develop an entirely new certification system uphold by partners. Both options would lead to a uniform Job Broker training and

validation offer. However, through the specific system of mutual recognition of competent bodies between all member countries of the ISO certification system it could be considered the only currently available and viable option that could eventually lead a uniform transnational formal training offer.

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This report has been produced by the Job Broker Erasmus+ Key Action 2 Strategic Partnership, which consists of:

Further information about the project and the above partners is available at

http://www.job-broker.eu

Competency and learning development for Job Brokers in the EU

IO5 Technical Competency Map

Learning outcomes and evidence requirements

1. Content

1 Introduction

The Job Broker application form makes several references to the outcomes and activities of IO5. The IO5 description makes the following statement:

> *"Following the Testing/Piloting of the Curriculum Programme the project will embark into its formal Validation and Accreditation. Working towards the design of an EQF approved Accreditation for Job Brokers is the key to the long-term aim of the programme as there are currently no standardised qualifications for this role and in most EU countries and organisations a person can operate as a Job Broker without any specific qualification or license."*

So, the overall goal of IO5 is clearly described as a supporting role towards a future accreditation of the Job Broker curriculum as formal qualification preferably at a transnational or European level. Besides an exploratory report that aims at setting out different options for the future accreditation of the Job Broker Curriculum the application also mentions a technical competency map that should support the transfer from a non-formal to a formal qualification:

> *The partner will consider the appropriate form of certification at the European level for the modular programme … whereby, at the European level, we will undertake a technical competency map of the learning outcomes against the European Qualifications Framework, at the appropriate levels (provisionally levels 5 and 6) and, where appropriate, considered for ECTS.*

The technical competency map intends to support the future transfer of the non-formal Job Broker Curriculum into a formal qualification. However, although the formal accreditation of the Job Broker Curriculum is not within the scope of the current Job Broker Project, the content of this technical competency map is also intended to be used in the current project, specifically for the elaboration of IO6 the Self-Directed Learning Guide with the rationale to facilitate the transfer into a formal qualification in the future.

Considering the above mentioned aims of IO5 set out in the project application the purpose of this document is twofold. Firstly, it aims to present the final list of learning outcomes that was developed following a review process after the pilot phase of the Job Broker Curriculum. Secondly it gives an overview of examples for evidence requirements in form of concrete assessment activities for each learning outcome. Looking at the aim of a future accreditation a clear and coherent description of Learning Outcomes as well as appropriate evidence requirements can be regarded as crucial steps towards this goal.

In relation to the EQF it has to be said that the occupational profile elaborated in IO2 allocated the necessary competencies for the professional role of the Job Broker at levels 5 and 6. Both levels aim at work situations where there is unpredictable change and complex problems to be dealt with. Here the final lists of Learning Outcomes as well as corresponding evidence requirements are intended to reflect this level of knowledge, skills and competencies.

2 Revision of learning outcomes

The review and revision of the list of LOs of the Job Broker Curriculum Programme after the pilot phase aimed at three aspects:

Firstly, we reviewed the pilot evaluation report for references concerning the structure, formulation or type of LOs. With this document we took another look at the LOs in light of these references and tried to take them into account where appropriate.

Secondly, the partnership put a lot of effort in the development of the LOs, especially during the partner meeting in Berlin where working groups for each module elaborated a list of LOs for each module based on the outline KSCs developed for the Job Broker Occupational Profile. However, the results of these workshops reflect only the individual view of each working group at their specific module. Due to limited time resources at the meeting there was hardly any overview of the LOs across all modules. The results were rather uneven descriptions and lists of LOs concerning the overall quantity and wording of LOs in different modules. Therefore the subsequent review process intended to create more uniform LO specifications between and across the modules.

Thirdly, in the light of the partners' plans to proceed beyond the scope of this IO to future European accreditation of the curriculum as part of its legacy activity and future project development, we also incorporated the ECTS guidelines (see annex) on the development of LOs.

2.1 General feedback on the Curriculum in relation to the review of LOs

Besides specific feedback on LOs, the IO4 pilot report also contained general feedback on the curriculum that might have implications for the list of LOs, including the terminology and structure of some of the LOs as they were currently described in the curriculum programme, and the project

activities in terms of IO5 and its primary aim of developing a framework that would lend itself, ultimately, to some form of accreditation or certification in future developments. Specifically:

- It was mentioned in the feedback from two countries that participants in the pilot had suggested that there should be a clearer definition of the target group for the curriculum. Specifically, it should be specified as to whether, for instance, the curriculum is aimed at trained professionals with work experience (here the curriculum would be part of CPD/further training activities) or for inexperienced personnel (in job brokering terms) who are entering, or wish to enter, an occupational role relevant to the job broker profile.

- Comment: Although this question might not be at the core of the work in IO5, it could be considered as a crucial question because when describing the learning programme (and ultimately therefore the type of accreditation being sought), we need to be clear about who the curriculum and especially the self-learning guide (IO6) is aimed at. abif and Rinova propose the following statement about the Curriculum and its target group (which was incorporated in the final version of the IO3 materials):

> *The Curriculum Programme is aimed at supporting the Occupational Profile for the Job Broker, which identifies the 'core areas' of an occupational role that is newly-emerging in Europe. As a newly-emerging role, which manifests itself differently in different EU countries, some individuals who have an element of job brokerage in their professional role at work may have high levels of experience, and indeed be qualified, in some areas - but have little or no experience in other areas - whereas others may have 'some' experience of many elements of the role but still have something to learn in many or all of them.*

> *Therefore the Curriculum Programme starts with a Learning Needs Analysis (or a Training Needs Analysis) to help the participant to identify those areas of the role that may benefit specifically from targeted learning.*

> *In addition the Curriculum Programme has been designed as a 'continuing professional development' (CPD) programme, to be implemented in action learning sets with other practitioners who have some degree of experience in the role. As such therefore it is not aimed at 'entry level' individuals who have never worked with job seekers before. Nonetheless, such individuals may find elements of the Curriculum Programme to be of value as part of a carefully-constructed induction or initial professional development programme.*

- Further it has been referenced in some of the IO4 pilot feedback that broadly speaking there are two 'groups' of LOs and it queries have been raised as to whether, for instance, this should be taken into account to change the structure of the curriculum accordingly. In concrete terms, this would imply a split of the curriculum in a part with "transversal" or "basic" LOs and another part with modules and respective LOs for specific area of activities of the job broker.

- Comment: This point has been discussed previously within the partnership. It is clear that there are broadly two 'types' of LOs – ones that draw upon broader empowering practice, and ones that are more 'functional' to the Job Broker. However, it was pointed out that 'generic' skills and LOs of the type that you would find in guidance, mentoring and counselling roles should be avoided UNLESS they are being highly contextualised for the Job Broker. Otherwise the criticism could be that the partnership produced a generic version of a mentoring project, or a guidance project or similar and not one that was highly contextualised and specific to the occupational profile that had been specified. Therefore when partners produced the curriculum material (and therefore with its implications for the design of LOs), they have been instructed to ensure that so-called 'generic' or 'transversal' competencies are fully embedded and integrated into occupational competences, stated and contextualised as specific to the Job Broker role.

- In addition, for some partners, the desirability of specifying the overall duration (meaning the volume of learning involved with the activities of the curriculum) of the curriculum and of each of the modules should be specified.

- Comment: In any work-based, flexible learning (WBL) programme based upon LOs it can be difficult to specify the total number of participation or learning hours (for instance guided learning hours, or hours of study) because LOs are, by their nature, standards-based rather than time-based. However, it is one aim of the work in IO5 to align curriculum materials in a relevant way to the ECTS framework in order to facilitate a possible accreditation of the curriculum on the European level in the future. One aspect of this process is to provide some degree of indication as to the volume of learning (workload) that is involved with the completion of the Curriculum programme in order to achieve the specified LOs (however, in some vocational or professional education systems, the accreditation of prior learning (APL) or the accreditation of prior achievement (APA) can provide 'credit equivalents' to replace these 'hours').

2.2 Feedback concerning LOs

In Relation to the LOs it was mentioned twice in the pilot reports feedback that the occupational profile and respective LOs do not fully represent the professional practice of job brokers, or related occupations to job brokers, in the respective country. Specifically, in the UK, where the Job Broker role is already widely embedded, in different ways, in the public employment system and in vocational training aimed at unemployed people, the comment was made that the material aimed more on HR professionals or commercial sector job brokers.

Comment: In frame of the current project the partnership develops a 'core' Job Broker profile and Curriculum Programme at the European level. It has always been understood that there are national differences and national regulations, and thus the 'core' programme can be adapted for national relevance. For instance, as the Job Broker occupation has been around for some time in the UK, it has its own language and drivers in the funding system (e.g. payment by results) which substantially affects the JB practice, whereas it is less established in many other countries. We also have to recognise that different elements of the Job Broker role as we have described it in our European Occupational Profile and as we have therefore designed a Curriculum Programme to support this core profile will appear more in some countries than others.

There was a range of specific competences, attributes or skills named in the feedback that were stated on some occasions as being missing or underrepresented in the curriculum (some of them were named as general feedback to the curriculum, others were named in relation to specific modules):

- Realistic assessment of competencies (response: already part of the curriculum)

- Dealing with de-motivation, resistance and frustration (response: already part of the curriculum)

- Handling of placement barriers (identification of basic skills in detection and assessment of psychological diagnoses like personality disorders or other diseases. Also, knowledge about debt management could be useful (response: this was added in the proposal for final LO structure and wording)

- Knowledge about labour law (response: already part of the curriculum)

- professional support in application processes (response: already part of the curriculum)

- psycho-social topics (Dealing with psychological crisis, estimation of bearable job activities in case of disabilities or physiological or psychiatric diseases, psycho hygiene and resilience for job broker) (response: aspects of this point were added in the proposal for final IO structure and wording)

- Network building (with other Job Brokers in the region, with different counselling centres (debt counselling, housing advice, gender support counselling etc.)) (response: already part of the curriculum)

- Role clarity and role conflicts (response: added in the proposal for final IO structure and wording)

- Knowledge about occupational profiles and requirements (response: added in the proposal for final IO structure and wording)

2.3 Review of the LOs and proposal for final LO structure and wording

This section serves as a comparison between the different versions of the list of LOs in the curriculum. There are three different sections:

1) **Original LOs**: This list of LOs reflects the state immediately after the meeting in Berlin and the review workshops on LOs for each module.

2) **Revised LOs**: This list of LOs reflects the state of the curriculum before the start of the pilot phase

3) **Final LOs (they are considered as final after approval by partners)**: This list of LOs represents the collection of LOs after a review process by abif and Rinova. The reason for this additional review circle is that at the meeting in Berlin all partners worked intensively to reduce the number of LOs for each curriculum module and to optimise the formulation of LOs. However, the time for this work was rather limited and there was no real review of the structure and the wording of the curriculum as a whole. Therefore, following the experience of the pilots and with the IO5 accreditation in mind as well (as to refine the LO structure for IO6), it is important that both the structure and the wording of all the LOs is quality assured to ensure that they are all correctly worded as LOs.

This last review circle aimed at three aspects:

1) To reach a more balanced structure of the curriculum modules concerning the number of LOs and to align the structure to ECTS guidelines (see annex) that advice to have between 4 and 6 LOs for each learning unit. Therefore the number of LOs was reduced for all modules except of module 1 and some of the LOs were reallocated between modules. The reduction and reallocation of LOs made it necessary to reformulate some LOs so no content gets lost. In concrete in some cases two or three LOs were reformulated to one LO.

2) To formulate the LOs in a more uniform manner and in a way that reflect the ECTS guidelines (see annex).

3) To eliminate redundant LOs that were allocated to two or more modules and to add LOs that were missing in the final version based on the feedback of pilot groups.

2.5 List of Final LOs

The basis for our work on evidence requirements for each of the learning outcomes should be the list of final LOs of the Job Broker Curriculum, as has evolved through IO5 and finalised through previous consultation. Below you find the list of final LOs.

Module 1 - Current EU Labour Market Context and Employment Opportunities	Responsible Partners: RINOVA & DIMITRA
1.1 Describe current labour market trends and needs and conduct conversations with clients accordingly.	
1.2 Identify relevant sources of information (labour market trends, training and employment support schemes, employment opportunities, labour law) and select relevant information working with job seekers.	
1.3 Describe networking techniques and use them to build up long-term relationships with employers and possible cooperation partners and/or funding bodies for support measures for job seekers.	
1.4 Describe relevant public policies and priorities in relation to the funding and organisation of job-brokering services.	
1.5 Understand the interface between the employer, job seeker and funder of job brokering services. Illustrate possible role conflicts and demonstrate the means to overcome them.	
1.6 Specify and explain the use of job brokering services for key employers, employer associations sector bodies or industry specialists	

Module 2 – Working effectively with employers	Responsible Partners: ERIFO & DOCUMENTA
2.1 Select and apply recruiting methods (direct, Indirect, third party methods) to reach out to potential candidates.	
2.2 Describe occupational profiles and list corresponding occupational requirements.	
2.3 Design, conduct and participate in networking events and activities to create strong links to employers.	
2.4 Utilize existing support schemes to generate maximum benefit for employers.	
2.5 Develop job profiles in cooperation with employers and match them with personal profiles of potential job candidates.	
2.6 Demonstrate the ability to deliver, monitor and evaluate employer satisfaction as a means of continuous service quality improvement	

Module 3 – Working with job-seekers	Responsible ABIF & GSUB	Partners:

3.1 Specify and demonstrate the empowerment approach.
3.2 Outline different coaching techniques and use them to optimally support job seekers in finding a job (elaboration of application documents, preparation for job interviews).
3.3 Describe and differentiate methods for profiling and assessment of job seekers and choose methods appropriate for specific contexts and/or job seekers.
3.4 Explain sources of conflicts with and de-motivation of job seekers and apply appropriate conflict management and motivation techniques.
3.5 Identify specific and specialist job seeker support needs that are a barrier to a successful job placement (psychological, debt, housing, welfare) and referring them for relevant expert or detailed support.
3.6 Develop an action plan in cooperation with the job seeker.
3.7 Apply appropriate communication techniques across settings, purposes, and target groups.

Module 4 – Effective Case Management	Responsible MMC & VMST	Partners:

4.1 Explain the case management approach and organise processes of job brokering services accordingly.
4.2 Identify providers of related support services (e.g. debt management, training providers) and refer job seekers according to their needs.
4.3 Categorize different target groups of job seekers/employers and their specific needs.
4.4 Develop effective procedures, protocols and standards for all phases of the brokering process including follow-up activities after the initial placement.
4.5 Utilize relationships to stakeholders and especially other job brokering providers in order to concentrate organisational resources and to develop job brokering services that best serve the needs of specific target groups.
4.6 Self-evaluate and reflect upon own professional practice to contribute to continuing professional development and psychological well-being.

3 Development of examples for evidence requirements

As outlined in the action plan for IO5 the purpose of IO5 is to lay a basis for the further development of the Job Broker curriculum from a non-formal learning material to a formal qualification. When working towards a formal qualification the question of assessment procedures that prove that learners have achieved the set learning outcomes for the purposes of certification at an approved or recognised level is essential. Therefore partners were asked to produce indicative statements of "**evidence requirements**" for each of the learning outcomes that illustrate how learners could validate their learning achievements in a more formal way in a future certification scheme.

It is clear that the question of evidence requirements is a complex issue and developing a comprehensive ready to use assessment procedure for the whole curriculum would have exceeded the scope of this project and IO5. The aim of this development process was much more to lay a first basis for the elaboration of a comprehensive assessment procedure in the future. Basically, it has the purpose to show that the project partnership made some considerations about the issue of evidence requirements by developing some examples of appropriate assessment activities and assessment methods.

3.1 Evidence requirements – assessment activities

Indicative assessment methods include the whole range of written, oral and practical tests/examinations; projects and portfolios that are used to evaluate the learners' progress and ascertain the achievement of the learning outcomes of a learning programme or learning module. In order to be appropriate, the assessment methods chosen for a training programme have to be consistent with the learning outcomes that have been defined for it and with the learning activities that have taken place (for more information on assessment methods see annex 1)

For detailed construction of assessment questions and activities blooms taxonomy was used as a reference point. In the original version Blooms taxonomy differentiates six levels of critical thinking:

1. *Knowledge* - Exhibits memory of previously learned material by recalling fundamental facts, terms, basic concepts and answers about the selection.

2. *Comprehension* - Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptors and stating main ideas.

3. *Application* - Solve problems in new situations by applying acquired knowledge, facts, techniques and rules in a different or new way.

4. *Analysis* - Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.

5. *Synthesis* - Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.

6. *Evaluation* - Present and defend opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria.

Since the curriculum mainly aims at professionals who already work in areas related to some extend to the professional role of the job broker, it could be expected that learners are not only able to memorize (Level 1 of blooms taxonomy– Knowledge) or understand (Level 2 – Comprehension) the learning content involved with the Job Broker curriculum but are at least able to apply them (Level 3 and above) in their professional practice. Therefore it was aimed to develop assessment activities at level 3 of blooms taxonomy and above. For each learning outcome three examples of evidence requirements were developed.

3.2 Evidence Requirements

Module 1 - Current EU Labour Market Context and Employment Opportunities	
Learning Outcome: 1.1 Describe current labour market trends and needs and conduct conversations with clients accordingly.	
Assessment activity 1.1.1	Identify the issues that arise from using your knowledge of the trends in the labour market, in terms of (a) identifying growing areas of skills shortages and job vacancies and (b) how you would seek to 'match' your client(s) to these trends
Assessment activity 1.1.2	From your experience, described the five competences or qualities that can be developed relatively quickly in clients in order to respond to potentially beneficial labour market trends
Assessment activity 1.1.3	Identify the issues that your clients may face when considering work opportunities that are not local. How would you work with them to assess if such opportunities are realistic or practical for them?
Learning Outcome: 1.2 Identify relevant sources of information (labour market trends, training and employment support schemes, employment opportunities, labour law) and select relevant information working with clients.	
Assessment activity 1.2.1	Specify the resources that you need to prepare for work with your client(s) in order to identify relevant vocational education and training providers/schemes and public employment programmes in order to support your client to address their lack of knowledge, skills or competences to take advantage of labour market trends
Assessment activity 1.2.2	Describe the different types of provision and programmes that are relevant to all of your clients, and which target specific needs and specific groups.

Assessment activity 1.2.3	Specify the groups with whom you are most experienced in terms of providing job-seeking and job-brokering services, and the groups with whom you are less experienced. Describe the approaches that you consider to be universal and the approaches that may need to differ according to groups and circumstances.
Learning Outcome: 1.3 Describe networking techniques and use them to build up long-term relationships with employers and possible cooperation partners and/or funding bodies for support measures for job seekers.	
Assessment activity 1.3.1	Specify the sources of guidance and information that can be made available to employers and industry associations to support them in taking on unemployed job-seekers to fill vacancies
Assessment activity 1.3.2	Identify the main techniques to (a) broker employment between unemployed job seekers and employers (b) stay in touch with both parties to support the sustainability of the arrangement.
Assessment activity 1.3.3	Identify the main indicators that are used to measure the impact and effectiveness of your service (including any' payment by results' arrangements).

Learning Outcome: 1.4 Describe relevant public policies and priorities in relation to the funding and organisation of job-brokering services.	
Assessment activity 1.4.1	Identify at least 3 main public policies that affect job brokerage services in your country and describe the ways that they affect your work.
Assessment activity 1.4.2	What is your understanding of "payment by results" ? Think of the results that a Job Broker would provide in order to receive payment/funding and create a list of, at least, 5 possible results.
Assessment activity 1.4.3	Given a "paid by the result" situation, compare the three most salient positive versus the three most salient negative aspects that could arise.
Learning Outcome: 1.5 Understand the interface between the employer, job seeker and funder of job brokering services. Illustrate possible role conflicts and demonstrate the means to overcome them.	
Assessment activity 1.5.1	Categorize the expectations that the 3 different groups, employers, employees and funding authorities have by a JOB BROKER.
Assessment activity 1.5.2	Choose one public funded programme for Job Brokerage services and describe how you would involve job seekers and employers for the benefit of all parties involved.
Assessment activity 1.5.3	Choose the 3 most probable conflicts that the Job Broker may have to deal with in order to achieve a satisfying outcome for all parties involved. Describe how would you deal with those.

Learning Outcome: 1.6 Specify and explain the use of job brokering services for key employers, employer associations sector bodies or industry specialists	
Assessment activity 1.6.1	You have a an appoinment with a major employer and you have to explain to them what is a Job Broker. Conserning that they are very busy you have to prepare a 20 minute presentation that gives them the overall idea of what is a Job Broker and how could one benefit their organisation.
Assessment activity 1.6.2	Prepare a list of all the services that a Job Broker may offer to an employer. In continuance describe how were those services provided by now, and why Job Brokerage is a better solution
Assessment activity 1.6.3	Identify the challenges that you think most probably a Job Broker will face when having to explain the use of brokering services to key employers, employer associations sector bodies or industry specialists.

Module 2 – Working effectively with employers	
Learning Outcome: 2.1 Select and apply recruiting methods (direct, Indirect, third party methods, etc) to reach out to potential candidates.	
Assessment activity 2.1.1	Watch the preliminary recruitment interview video given, and assess the quality of the job broker performance against the job seeker. Detects practices/methods undesired (list and describe them) and make a proposal for improvements in at least the following areas: job specifications, effective feedback, interview questions – behaviourally oriented – to compile relevant information from the candidate.
Assessment activity 2.1.2	Draft and design an advertisement for a high qualified position at the hospitality industry, to promote this vacancy in both newspapers and websites. The advertise must be attractive in order to catch the jobseeker's attention and suitable and relevant terms of its contents. Describe specifications regarding the preferable mass media to be used, the targeted position/section for the ad to be placed, and its size and typography. Design a marking plan for its dissemination and activities to follow it up.
Assessment activity 2.1.3	Organise and plan an intense working day: an internal recruitment process to cover an architect position vacancy in an international firm. Key issues to be approached: goals and tasks descriptions, who is involved, where will it take place (space management), when (activity time management), how goals will be performed and achieved (please include outcomes indicators). The proposal must include: the design of bespoke group dynamics exercise with its pertinent observation sheet, and an introductory video (max 5 minutes) presenting the client company, clarifying the position, the phases and methods of assessment that will take place during the procedure. Also, you might build other activities of

	your own choice.
Learning Outcome: 2.2 Describe occupational profiles and list corresponding occupational requirements.	
Assessment activity 2.2.1	Draft a professional monograph: a complete survey referred to one of three emerging occupational profiles given. Apart from the job description and specifications, you must include information referring to: its relation with other tasks, economic prospects, promotion and professional advancement opportunities.
Assessment activity 2.2.2	Practical Exercise to proof your occupational profiles knowledge and your ability to handle adequately the ISCO professional catalogue (International Standard Classification of Occupation). Read the requirements given by the client company to fulfil 3 newly stablished positions, and search in the database provided 5 potential suitable candidates per each position. The database uses the ISCO classification. You must ensure the person-organisation/ position fit, by taking into account all the information provided by the company. You must produce a report with the recruitment results and make an oral presentation to expose the search criteria applied and results, highlighting briefly the competitive advantage of each and every candidate for the related position.
Assessment activity 2.2.3	Video Roles Exercise: You must play 2 different roles: 1. The employer, who will explain the two profiles he is looking for, 2. The Job Broker, who will define and explain a suitable strategy for recruiting the candidates, based on the occupational requirements. The second part of the exercise will consist in: you might simulate that you are giving advice to a jobseeker about making a work-based digital portfolio in order to match the requirements of one of the vacancies specified before. You might use your own portfolio as an example.

Learning Outcome: 2.3 Design, conduct and participate in networking events and activities to create strong links to employers.	
Assessment activity 2.3.1	Prepare and participate in a workshop regarding financial ant tax incentives for hiring. ¿Who will participate in the event? Define: target-companies/institutions/ activity sectors; activities/contents; duration. Design and produce a digital promotional leaflet.
Assessment activity 2.3.2	Draft a proposal to develop a business and marketing plan for your newly established brokerage service. The project might include: employer target groups, a resume of the knowledge of the particular business sectors and their requirements, funding routes for the brokerage service, marketing strategies to achieve strong relationships with the local enterprises (trust, transaction, satisfaction, commitment, advocacy). You can organise the project in short-term, middle-term and long-term activities/goals.
Assessment activity 2.3.3	Design a bespoke assessment for financial companies, in order to explore their market needs plus current and future vacancies in the sector. Debate about customised training options for financial companies, based on the market reports given.
Learning Outcome: 2.4 Utilize existing support schemes to generate maximum benefit for your clients.	
Assessment activity 2.4.1	Research and review of the actual support schemes and programmes, also providing a mapping of those schemes across Europe.

Assessment activity 2.4.2	Setting of the labour market background, recent and perspective, to provide the context of implementation of the support schemes.
Assessment activity 2.4.3	Matching support schemes and labour market background, and syntetise the opportunity structure through a SWOT analysis.
Learning Outcome: 2.5 Develop job profiles in cooperation with employers and match them with personal profiles of potential job candidates.	
Assessment activity 2.5.1	Analysis of job Factors which may cover a variety of areas pertaining to the job, for example, the level of education/experience required, supervision received, and analytical skills and ability required for the job.
Assessment activity 2.5.2	Writing an effective job profile description, starting from a case study. Be able to summarise the main points of the job description which may include key responsibilities, functions, and duties; education and experience requirements; and any other pertinent information (i.e. scheduling requirements, travel, etc).
Assessment activity 2.5.3	Describe how to conduct a skill assessment.
Learning Outcome: 2.6 Demonstrate the ability to deliver, monitor and evaluate customer satisfaction as a means of continuous service quality improvement	
Assessment activity 2.6.1	Research Methodology: Learn the basics of an Employer satisfaction survey. Learn methods for drafting a survey, how to conduct the analysis and how to present the results; learn to use the Job Descriptive Index.

Assessment activity 2.6.2	Monitoring and evaluation techniques: overview on the most common M&E approaches and tools, including their purpose and use; advantages and disadvantages; costs, skills, and time required; and key references.
Assessment activity 2.6.3	Service quality improvement strategies: What is quality, 3Ts approach, culture-based, design-based, variation-based, and failure-based improvement strategies.

Module 3 – Working with job-seekers	
Learning Outcome: 3.1 Specify and demonstrate the empowerment approach.	
Assessment activity 3.1.1	Identify and describe general characteristics of the empowerment approach.
Assessment activity 3.1.2	Create a list of basic skills (up to 10) that are in your opinion the most important for working with an empowerment approach.
Assessment activity 3.1.3	Create a possible methodical procedure in working with the jobseekers according to the empowerment approach.
Learning Outcome: 3.2 Outline different coaching techniques and use them to optimally support job seekers in finding a job (elaboration of application documents, preparation for job interviews).	
Assessment activity 3.2.1	Select two coaching techniques used to prepare job seekers for job interviews and compare the main features of these techniques in terms of strengths and weaknesses.
Assessment activity 3.2.2	Given a restricted time frame of 20 minutes to coach a job seeker for a job interview. Compose a plan about how you would prepare a job seeker for a job interview. In what way would you modify the preparation activities compared to your description of the coaching technique(s) you usually use in your professional practice.

Assessment activity 3.2.3	Create a list of 5 rules that are in your opinion the most important aspects to take into account when coaching job seekers in preparation for a job interview.
Learning Outcome: 3.3 Describe and differentiate methods for profiling and assessment of job seekers and choose methods appropriate for specific contexts and/or job seekers.	
Assessment activity 3.3.1	On the background of the context of Job Brokering service you work in (if you currently do not work as a Job Broker, draw from your previous work experiences): design a manual for the profiling and assessment phase in this context that can be used by other colleagues at your job broker service.
Assessment activity 3.3.2	Profiling and assessment can be a challenging task, especially when you work with job seekers with low educational background and/or no or little work experience. Describe which challenges you could face in such situations and describe possible strategies to handle these challenges productively.
Assessment activity 3.3.3	Choose two different target groups of job brokering services that need a different approach when it comes to profiling and assessment. Describe a profiling and assessment activity for each of the groups and also explain why you think the respective method is appropriate.

Learning Outcome: 3.4 Explain sources of conflicts with and demotivation of clients and apply appropriate conflict management and motivation techniques.	
Assessment activity 3.4.1	What are the three most common sources of conflict or demotivation in a Job Broker situation with a job seeker? Describe possible approaches on how to deal with these situations.
Assessment activity 3.4.2	Make a list of the 5 principles to prevent and/or deal with conflicts arising in a Job Brokering situation.
Assessment activity 3.4.3	Usually target groups or types of job seekers are differentiated by their age, training and/or job experiences, duration of unemployment etc. However they can also be differentiated by their motivation to use your job brokering service and/or why and what kind or job they are looking for. Differentiate, from your experience, job seekers by their main motivational driver and describe how you could use or deal with this kind of motivational pattern in a job brokering situation.
Learning Outcome: 3.5 Identify specific and specialist job seeker support needs that are a barrier to a successful job placement (psychological, debt, housing, welfare) and referring them for relevant expert or detailed support.	
Assessment activity 3.5.1	Describe your approach, how you would identify specific and specialist job seeker needs that are a barrier to a successful job-placement. What are helpful questions you could ask the client in order to find it out? What are important aspects to take into account from your point of view?

Assessment activity 3.5.2	List concrete methods/tools that could support your work in this phase?
Assessment activity 3.5.3	Think of your client and describe what concrete steps do you follow? What support can you offer to help the client?
Learning Outcome: 3.6 Develop an action plan in cooperation with the job seeker.	
Assessment activity 3.6.1	List what you think is important if you want to develop an action plan with your client. What are important aspects and must be taken into account?
Assessment activity 3.6.2	Imagine that you have agreed a target with your client. Develop a concrete action plan.
Assessment activity 3.6.3	Describe how to track the execution of the action plan. What do you do if the action plan is not followed by your client? What options do you have to influence your client?
Learning Outcome: 3.7 Apply appropriate communication techniques across settings, purposes, and target groups.	
Assessment activity 3.7.1	One of the major challenges in Job brokering situations with job seekers is to support their decision making process without influencing it too much. What kind of questions could a job broker ask to support a well informed decision making process of job seekers. Write down 5 examples.
Assessment activity 3.7.2	Design a poster for the break or team room in a job brokering office, displaying the 5 major rules for a successful job broker job seeker communication.

Assessment activity 3.7.3	Design a poster for the break or team room in a job brokering office, displaying the 5 major rules for a successful job broker job seeker communication.
Module 4 – Effective Case Management	
Learning Outcome: 4.1 Explain the case management approach and organise processes of job brokering services accordingly.	
Assessment activity 4.1.1	Define and describe pros and cons of a case management approach vis a vis a traditional one-fits-all approach in Job Brokerage services
Assessment activity 4.1.2	Set up a list of questions (a short questionnaire) that can fit into your typical interview with job-seekers, focusing on their peculiarities, needs and desires, which can help you formulate your case management methodology
Assessment activity 4.1.3	Set up a list of questions (a short questionnaire) that can fit into your typical interview with employers, focusing on their peculiarities, needs and desires, which can help you formulate your case management methodology
Learning Outcome: 4.2 Identify providers of related support services (e.g. depth management, training providers etc.) and refer clients according to their needs.	
Assessment activity 4.2.1	Map providers of related support sevices in your district and prepare an excel sheet where you list up those stakeholders. Please include Public Employment Service, Private Employment Service, VET Providers, Career Advising Companies, Employment Policy Makers, Vet Policy Makers, Rehabilitation Service Centres, On the Job Training Centres

	and all other possible service providers in you district.
Assessment activity 4.2.2	List up, in the excel sheet, related to each stakeholder, the contact persons and their contact information.
Assessment activity 4.2.3	Describe, in the escel sheet, related to each stakeholder, the goals of support that you as a Job Broker seek from each support service provider.
Learning Outcome: 4.3 Categorize different target groups of job seekers/employers and their specific needs.	
Assessment activity 4.3.1	Make a list of different target groups of job seekers and categorise them in three categories based on characteristics you consider important. Do the same with employer target groups.
Assessment activity 4.3.2	Create a matrix with the needs of each category of employers and job seekers
Assessment activity 4.3.3	Write a short essay highlighting the importance of categorising the different target groups and outlining the methodology you could use in order to do so
Learning Outcome: 4.4 Develop effective procedures, protocols and standards for all phases of the brokering process including follow-up activities after the initial placement.	
Assessment activity 4.4.1	List and describe the main procedures that should be in place for a job brokerage service to be effective
Assessment activity 4.4.2	Make a list of the 5 most important characteristics of job seekers that should be included in a database. Do the same for

	employers and justify your answer
Assessment activity 4.4.3	Which are the 5 most important follow-up activities which should take place after the initial placement? Justify your answer
Learning Outcome: 4.5 Utilize relationships to stakeholders and especially other job brokering providers in order to concentrate organisational resources and to develop job brokering services that best serve the needs of specific target groups.	
Assessment activity 4.5.1	Think out of the box and do a desk research of stakeholders in your professional environment that can be of any help to you as a Job Broker working with jobseekers, in a broad context, in their quest for work.
Assessment activity 4.5.2	Having finished the desk research please list up all possible stakeholders, their contact information and their role in cooperation with you as a Job Broker.
Assessment activity 4.5.3	Prepare a 15 minutes Presentation about your desk research and share with your colleauges.
Learning Outcome: 4.6 Self-evaluate and reflect about the own professional practice as a mean for continuing professional development and psycho hygiene.	
Assessment activity 4.6.1	Write a self-evaluation report, approximately 3000 words. This involves rating established goals, competencies, and overall performance in your profession and on the Job.

Assessment activity 4.6.2	Present your self-evaluation report to your supervisor and ask for a professional feedback in a personal interview.
Assessment activity 4.6.3	Reconsider goal setting in accordance to your self-evaluation report and prepare yourself to repeat this procedure once a year.

4 Conclusion

As referenced in the introduction the project application sets out the clear goal for IO5 to develop a framework that would support a future accreditation of the Job Broker Curriculum in the form of a formal qualification offer. The corresponding exploratory report to this technical competency map sets out different options on the national and European level. The technical competency map intends to take the first practical steps in this direction.

Looking at the steps ahead for a future accreditation as a formal qualification or certification programme, the development of appropriate assessment procedures will be a core part of the development work in any context of a formal qualification. From this perspective the technical competency map can be regarded as an important foundation for this upcoming work.

It sets out a list of Learning Outcomes covering all areas of work of a Job Broker as described in the occupational profile (IO2). These learning outcomes can be used as reference points for the measurement of learning achievements. The corresponding evidence requirements in form of concrete assessment activities can be used as tools for the measurement of learning achievements against the defined learning outcomes. Both the learning outcomes as well as the evidence requirements described in this document are intended to be appropriate for level 5 and 6 of the EQF.

Acknowledgements

This report has been produced by the Job Broker Erasmus+ Key Action 2 Strategic Partnership, which consists of:

Further information about the project and the above partners is available at

http://www.job-broker.eu

Action plan IO5 Validation, accreditation, certification

Background

The Job Broker application form makes a number of references to the outcomes and activities of IO5. The IO5 description makes the following statement:

> *"Following the Testing/Piloting of the Curriculum Programme the project will embark into its formal Validation and Accreditation. Working towards the design of an EQF approved Accreditation for Job Brokers is the key to the long term aim of the programme as there are currently no standardised qualifications for this role and in most EU countries and organisations a person can operate as a Job Broker without any specific qualification or license."*

Aside from this, it does not contain a lot of information in the application form at the description of IO5, and much of the description that is provided was completed with our discussion at the Larissa meeting. However, there are a number of references elsewhere in the application form to this outcome:

> *"The project's work programme will produce the following practical results: […] an Exploratory Report on the validation of the training programme leading to the validation and accreditation of the new curriculum programme." (project application, page 43)*

> *"The indicators of achievement […] will include […] the validation of the training programme (from users and stakeholders) and the strategy for, and sustainabilty of accreditation/certification." (page 48)*

> *"Validation of the Curriculum Programme - including alignment to appropriate EQF standards. This process will work towards the development of the curriculum programme's formal Accreditation." (page 50)*

> *"They will benefit from benchmarked best practice from across the EU states; have this aspect of their Occupational Profile specified and validated, at both the national level (linked to the NQF) and the European level (linked to the EQF or, should it be appropriate, credits through ECTS); have new transnational competencies built into their roles, new opportunities for professional development and validation through the project results." (page 75)*

> *"At the most strategic of levels, in terms of the National and European impacts, we expect this to happen on two levels: (a) the alignment of the project results with both the partner NQFs and the EQF – and the extent to which this has facilitated both national and European validation and certification (where appropriate)" (page 78)*

Purpose

In the light of the above, the purpose of IO5 is to lay a basis for the further development of the job broker curriculum from a non-formal learning material to a formal qualification. This document aims at informing partners about the activities in frame of IO5 and to propose and explain the tasks partners have to do. It follows on from the review and discussion following the presentation made by ABIF at the recent meeting in Larissa, following the completion of IO3 and its testing through the pilots in IO4.

Approach

Derived from the project application there are basically two work streams that have to be completed within the frame of IO5:

1) An exploration of different options for the partnership in relation with the formal certification/accreditation of the Job Broker Curriculum (exploratory report) leading to a clear step by step action plan for a future certification/accreditation of the curriculum (Road Map)

2) A review of the current Learning Objectives (LOs) of the curriculum that takes into account the further development of IO3 (Job broker curriculum) into a self-directed learning guide (IO6). The final version of the learning outcomes will also take into account the alignment of learning outcomes to European standards in the area of qualifications, namely EQF/ECTS (technical competency map)

Deliverables:

Basically, IO5 is composed by three deliverables:

An 'exploratory report' – this will set out an 'options appraisal' – and will outline the different options that we have considered regarding to validation/accreditation/certification. The purpose of this report is to explore in further detail, at both the national level and the European/collective level, the options that are available amongst the partners for the future validation, accreditation or certification of the Job Broker curriculum programme. This is likely to include ECTS credits, possibly ISO, some other form of private certification body on national level or other institutional forms (see PPT in Annex to the action plan). It would also consider the costs and strengths/disadvantages of each option.

Activity for partners:

Each partner will write up a '**national chapter**' in a common format in a template to be designed and circulated by ABIF. This will involve investigations and consultations in each partner country by each partner with relevant and competent institutions according to the options identified. That means that partners have to identify competent bodies (institutions that are entitled reward credit points, to award certificates, e.g. ISO, or any other institution that offers the possibility to accredit/certify the Job Broker Curriculum as a formal qualification) and investigate which steps the partnership have to take to realise the respective option. For this purpose, partners are asked to conduct a minimum of three exploratory consultations with relevant qualification or certification bodies, or institutes of professional development or higher education. These consultations we would expect to be meetings but in some cases it may be acceptable for them to be undertaken by telephone. Partners do not need to duplicate the ECTS work programme in their national consultations. Partners should be conscious that the guidance of consultations with accreditation bodies also serves as useful dissemination.

The result of this work process will be a study describing different options available in relation of the accreditation/certification of the job broker curriculum (a) as identified by any individual partners at the national level, in terms of options and cooperation identified and (b) as identified at the European level.

An accreditation 'roadmap' – this would set out the required work programme and steps to take the preferred option forward, to the point where we had an accreditation option that could be established. This needs to be specific.

The purpose of the road map will be to provide a specification or 'action plan' on the detailed steps that will be required to be undertaken, once the national and European options have been investigated and summarised in the exploratory report.

A 'technical competency map' – It will be a short document summarizing the learning outcomes of each learning unit (module), allocation of the curriculum to EQF/NQF levels, areas of work/employment opportunities, duration/workload, entitlements. The Basis for this document will be a review of the current learning outcomes. This review will take into account the transition from a training curriculum towards a self-directed learning guide. In addition, it will also involve developing new learning outcomes for EURES and ESCO, in accordance with the discussion in Larissa (see minutes). The technical competency map will also then be used as (a) the definitive version for the ECTS alignment (b) the version against which the IO6 self-directed learning guide will be structured subsequently. Abif and Rinova will be responsible for the review of learning outcomes (also taking into account KSCs developed in frame of IO2) and will produce a "final, consolidated version" reviewed for consistency and accuracy of language and description, following a review of the IO4 report. This will be circulated to partners for final comment (dates to be set)

Activity for partners:

When working towards a formal qualification the question of assessment procedures that prove that learners have reached the set learning outcomes is essential. Therefor Partners will be asked to produce statements of "**evidence requirements**" for each of the learning outcomes that will make clear how learners can validate their learning achievements. Guidance and template for this will follow (date to be set). In particular they will follow once we have the IO4 aggregated report of feedback and recommendations from the pilots (MMC).

Time table:

Partners may note that the timetable is a little longer than the current Gantt chart. Rinova intends to notify the NA that the IO5 timetable will extend to the next meeting, which is the 30th of November.

Activity/result	Who	when
Circulation of action plan to partners for comment	abif	11/8/17
Comments and revisions from partners	All partners to abif	18/8/17
Template for partners to use for national chapters of exploratory report	abif	25/08/2017
Reviewed set of learning outcomes (following receipt of IO4 aggregated report)	Abif & Rinova	08/09/2017
Template for the elaboration of evidence requirements for each LO of respective module	abif	Date to be set

Evidence requirements for each LO of respective Modules	All partners	29/10/2017
Exploratory report	Abif	24/11/2017
Road map	Abif	24/11/2017
Technical competency map	abif	24/11/2017

Annex 1: Summary of preparatory work to date: PPT for IO5 used at the Larissa meeting

IO5 relation to other IOs

IO3 – Validation of the curriculum

=> Possible contribution in frame of IO5 – Peer validation cycle for reviewed curriculum contents

IO6 – learning guide => designed in a way that supports the path to accreditation

⇒ Possible contribution in frame of IO5:

- Alignment of curriculum documents/guide with ECTS/ECVET, specifically description of learning outcomes according to ECTS/ECVET (technical competency map)

- Assessment tool/procedure to validate achievement of learning outcomes (e.g. portfolio)

IO8 – legacy framework => should include the pathway towards (future) accreditation

=> Elaboration of a road map laying out specific steps for accreditation

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Possibilities for Validation/ Certification/Accreditation

a) Peer validation of curriculum

b) Individual certification through country specific certificates as I/CVET provider

c) Certification on European/international level – eg. via University (ECTS credits)/VET institution (ECVET), ISO Certification

d) Developing a certificate like European Project Manager PMI (www.pmi.org)

ECTS/ECVET

- Both systems are intended to facilitate transfer, accumulation and recognition of assessed learning outcomes

- Only a competent body (accredited university/VET-institution) is allowed to allocate credits

- Currently ECVET (IVET) only exits in theory, no allocation of credits in practice

- ECTS used in the tertiary sector, system should also be applied for LLL (CPT, non-formal & informal learning) => practical implementation in the area of LLL still in discussion

- Credits express the volume of learning based on the defined learning outcomes => 60 credits represent workload of a full-time academic year (1.500-1.800 hours), 1 credit corresponds 25-30 hours of work

- Prerequisites: Describing curriculum in terms of learning outcomes (according to ECTS guidelines), development of assessment procedures and related assessment criteria

- Allocation of credits by non-competent body (e.g. our project) forbidden, advisable to follow ECTS logic when accreditation by competent body is envisaged => for European accreditation a competent body is needed as partner

European Accreditation
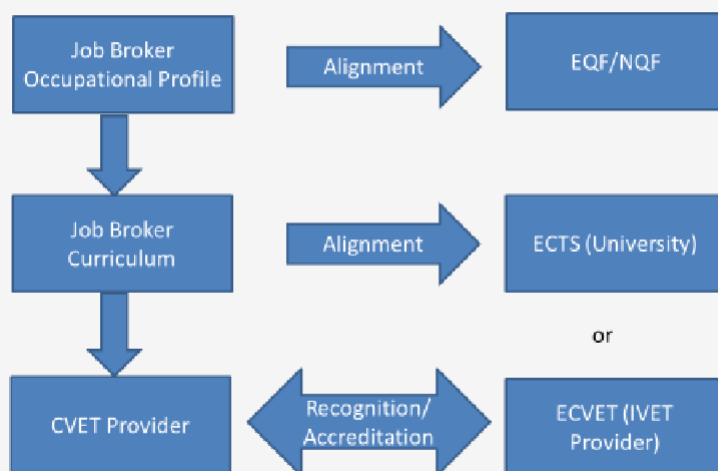
ISO/IEC 17024

ISO/IEC 17024

⇒ Standard that applies for Job Broker Curriculum

⇒ Includes requirements for the development and maintenance of the certification sheme for persons upon which the certification is based

=> High regulativ requirements, rather complex issue, development of curriculum according to ISO/IEC 17024 needs support and expertise of conformity assessment body (e.g. in Austria SystemCERT)

To do for abif and partners

abif:

- exploratory report to present different options for validation/accreditation/certification
- road map describing concrete steps on the agreed path towards accreditation
- guidelines/templates for the description of learning outcomes
- Preparatory work in relation with different options/forms for assessment of individual learners

Partners:

- Elaboration of learning outcomes based on guidelines/templates for each module
- investigate if there are national institutions that could help us with the official accreditation of the curriculum (e.g. University for ECTS, VET institution for ECVET, other)
- Mapping on national level the alignment of the curriculum to national qualification frameworks, specifically investigate which kind of „entry" qualification is necessary

Annex 2: IO5 description from the project application

Following the Testing/Piloting of the Curriculum Programme the project will embark into its formal Validation and Accreditation. Working towards the design of an EQF approved Accreditation for Job Brokers is the key to the long-term aim of the programme as there are currently no standardised qualifications for this role and in most EU countries and organisations a person can operate as a Job Broker without any specific qualification or license.

It is envisaged that Job Brokers will have put into practise much of what was covered during the Curriculum Programme following the Pilot/Testing, - throughout this time, as a result of the embedded evaluation (via questionnaires, on line feedback and peer to peer communication, blogs and chat rooms), feedback on the practical application of the teachings of the Curriculum Programme will have been collected and Job Brokers will now be in a better position to provide comprehensive, relevant and 'live' feedback on which aspects of the Curriculum Programme have been most beneficial, which aspects require further development and possibly which aspects need further explanation.

The methodology for this IO includes, the delivery of a 1-day review and validation session at the Transnational meeting in Rome. In this meeting, the partnership needs to discuss and agree the most appropriate route to the Validation & Accreditation approach from the following options: a) validation and accreditation of the 5 Training Modules or some of them; b) Validation of the JBs' professional practice and c) Exploring a formal qualification looking at the certification of an assessed unit of competency. The outcome of the Pilot/Testing phase will help the Partnership to decide which of the options to go for.

This IO is to be carried out with representatives from the original Pilot Group of Job Brokers (at least 8 of the original Job Brokers), to incorporate, review and agree any changes to the training programme and materials (as a result of feedback received in the interim) and to finalise and review the content of the Training Pilot along with the practical application of the skills covered. During this session, it will be possible for the group to revisit any areas they now feel they wish to focus more specifically on and there will also be the opportunity for one-to-one sessions with individual Job Brokers and trainers and also discussion groups focusing on key topics.

ABIF will lead this IO based on its credentials in the validation and accreditation of curriculum programmes, aligned to EQF. The partner will consider the appropriate form of certification at the European level for the modular programme. Abif is licensed to award qualifications itself, and will coordinate the process whereby, at the European level, we will undertake a technical competency map of the learning outcomes against the European Qualifications Framework, at the appropriate levels (provisionally levels 5 and 6) and, where appropriate, considered for ECTS. It will also assess considerations of the ECVET common procedure to recognise learning outcomes achieved in formal and non-formal settings.