



GUIDE

on the
Accreditation
of Careers
Guidance

Practitioners:
putting the EAS
into practice

EAS

European Accreditation Scheme
for careers guidance practitioners



Istruzione e cultura

Leonardo da Vinci



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Partnership:

P1	IT	COREP Consorzio per la Ricerca e l'Educazione Permanente
P2	ES	AEOP Asociación Espanola de Orientación y Psicopedagogia
P3	ES	UNED Universidad Nacional de Educacion a Distancia
P4	IT	CODESSCULTURA
P5	IT	FORCOOP- Agenzia Formativa
P6	SLO	KADIS
P7	UK	Canterbury Christ Church University
P8	UK	The Institute of Careers Guidance

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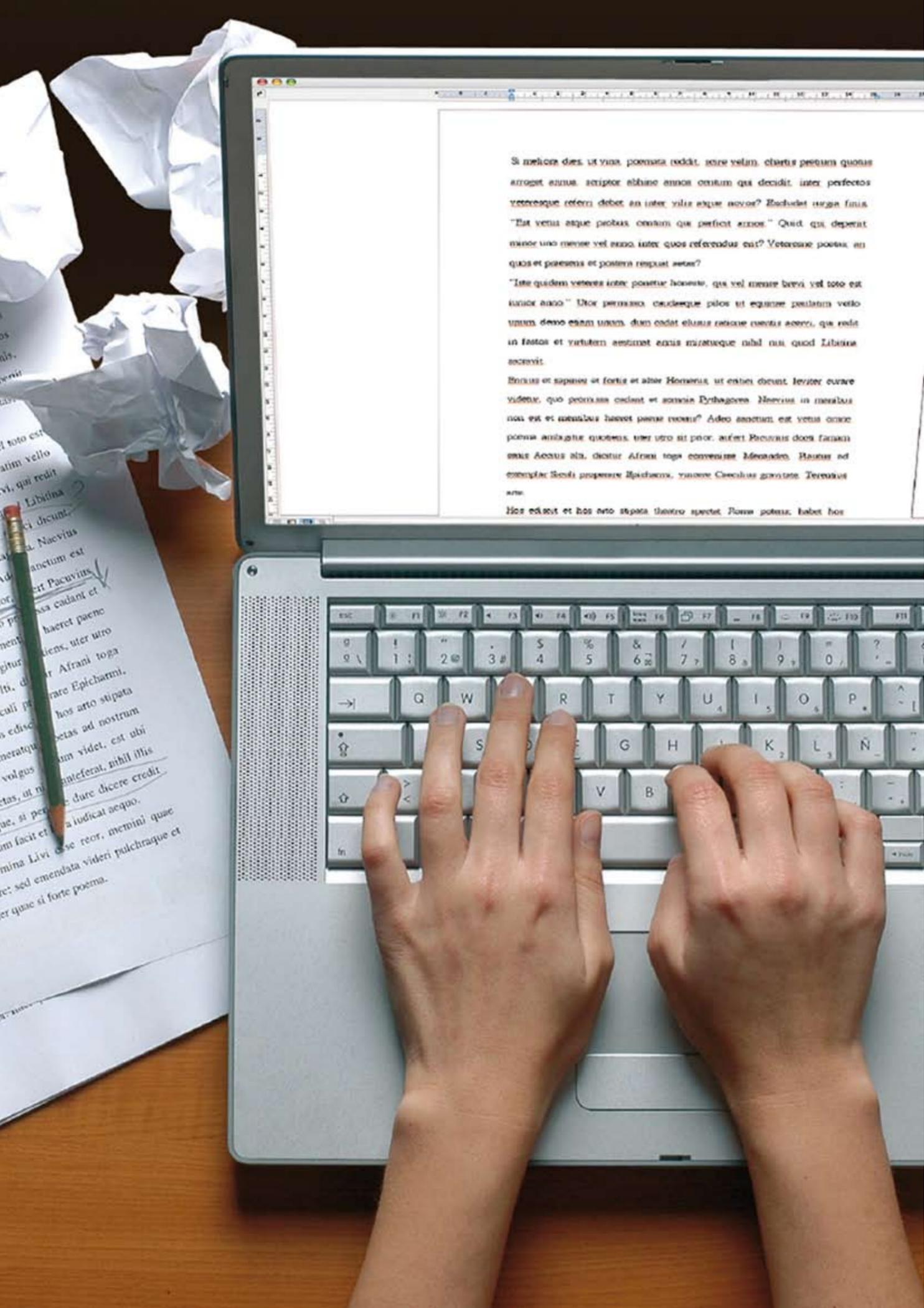
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EAS
European Accreditation Scheme
for careers guidance practitioners



Leonardo da Vinci





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Forward

This Handbook is addressed to decision makers, organisations delivering career guidance, career guidance practitioners and researchers, interested in knowing how to assess and accredit the competence of people delivering career guidance. This issue is much debated in many countries inside and outside of Europe where career guidance services have been developed or are going to be established, but no overall standard for the competence of people delivering career guidance has been set.

The Handbook describes the proposal of a group of European organisations and researchers, active in the field of career guidance for many years. The realization of the Handbook (as well as a pilot of the framework described in the Handbook and a preliminary research on the accreditation frameworks addressed to people delivering career guidance existing in the OECD Countries) has been funded in part by the European Commission under the Leonardo da Vinci project 'EAS European Accreditation Scheme for Careers Guidance Counsellors IT06CFTH81406'. Several other European organisations, many of them career guidance practitioners associations (including the IAEVG, International Association for Educational and Vocational Guidance www.iaevg.org) have supported the initial proposal and/or participated in the pilot - together with more than 100 career guidance practitioners and decision makers of 18 European countries. A list of all the parties involved in the project is available in Section 1 of the Handbook.

The aim of the Project Team was to produce a framework for accreditation that is reliable, simple and broad enough to be used in the many European countries where people delivering career guidance are not accredited. This was not an easy task, for three main reasons:

Across Europe there is not yet a common understanding on career guidance. For example some activities related to human resource management and job brokering are considered part of career guidance in some countries but not in others. Furthermore, in some countries career guidance delivery is considered a discrete occupation while in others it is a sub specialization of other occupations (for example of teachers). We resolved this issue by

deciding to accredit not occupations (such as career counselor, information officer and so on), but each of the three separate main tasks people delivering 'career guidance' in Europe usually accomplish; notwithstanding their occupational role. The main tasks are: deliver career guidance information as a separate activity, perform career guidance interviews, carry out guidance activities in groups (see sections 2 and 3 of the Handbook).

In many European countries people delivering career guidance qualify for that work mainly through non formal learning routes. Where they exist, career guidance educational qualifications are diverse in content and length. For these reasons we decided to develop an assessment procedure focused on how the main task for which accreditation is sought is carried out. This is distinctly different from other approaches based for example on educational qualifications (accreditation is granted if the applicant holds the prescribed educational qualifications), experience (accreditation is granted if the applicant holds the prescribed experience), competencies (defined as personal features -skills, knowledge, etc.- causally related with good performance; accreditation is granted if the applicants holds the prescribed personal features).

We chose instead to accredit applicants that proved directly capable to carry out the main task(s) for which they sought accreditation, even if, to make the EAS assessment procedure more fast and reliable, evidences such as educational qualifications, experience and self administered learning (the latter could include active participation in a local professional community and existing professional associations, subscription of scholarly career guidance journals, participation in congresses, and so on) are considered. To better evaluate all types of evidence, while in the meantime assuring uniformity of the procedure, we designed a framework where the assessment is carried out by local evaluators within a standardized procedure. In the main these local assessors belonged to national career guidance professional associations, which also furthered the aim of building a European network of such organisations in the future. To make the procedure reliable but simple to carry out, we included provision for 1:1 interviews of the applicants to take place via videoconference using Skype, or by telephone (see Section 5 of the Handbook).



An additional challenge for the Project Team, working at a distance and formed by organisations and researchers diverse in language, aims and working behaviors; was to develop a framework of good quality respecting the tight deadlines set by the Commission and the project plan. We met this challenge through the active coordination, flexibility and engagement of each partner.

We, the partnership, present our work here, and our thanks to all organisations and individuals that made its completion possible.

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Introduction to the guide

This section of the guide will:

- 1.1 Describe the structure for the guide
- 1.2 Give a brief overview of the European Accreditation Scheme (EAS)
- 1.3 List the partners in the EAS and participants in the pilot

1.1 The structure of the guide

The guide provides information about the inception of the EAS, its development, testing and evaluation. It also aims to be a useful tool and is designed so that the reader can consult particular sections for clarification on specific issues without necessarily reading the guide from beginning to end. Any repetition between parts of the guide is intended to clarify and reinforce particular points within the content of discrete sections.

The guide has the following sections:

Section 1 Introduction to the guide

(as above)

Section 2 Explaining the European Accreditation Scheme

This will explain:

- the context and rationale for the EAS
- the key principles upon which it is based
- the scope of the EAS
- the potential benefits to individuals
- the potential benefits to organisations

Section 3 The EAS in detail

Section 3 will explain the framework for the EAS in detail and will cover:

- the **main tasks**
- elements to be assessed common to every task
- elements to be assessed specific to each **main task**

Section 4 The Testing and Outcomes of the EAS

This section will describe the testing of the scheme and will summarise the evaluation of the scheme-in-practice

Section 5 The Assessment Process

In this section the guide will:

- explain the process of assessment
- clarify steps for quality assurance
- describe methods of assessment
- discuss good practice in assessment
- detail communication methods

Section 6 Illustrating the EAS in practice

Section 6 will provide case studies from the pilot of the scheme to illustrate sector use and assessment-in-practice

Section 7 Applying for accreditation

This section will illustrate how an individual can apply for accreditation and will discuss the role of organisations using the EAS

Section 8 Contacts for further information

The final section will list contacts for further information for individuals and organisations who wish to learn more about the European Accreditation Scheme for career guidance practitioners

References

Appendices

- i) Glossary of terms used in the guide
- ii) Examples of forms used in the EAS

1.2 Overview of the European Accreditation Scheme

In many European countries the professional knowledge of career guidance practitioners is based mainly on non-specific or informal learning, much of which is not officially recognised. The partners in the European Accreditation Scheme have designed a minimum European professional standard for career guidance practitioners, through the development and testing of a common accreditation scheme. The development of the scheme has focused on the recognition of competence.

The scheme, or framework, is for the accreditation of career guidance practitioners and other professionals for whom the activities or 'main tasks' of career guidance, form all or part of their work role. The scheme also considers the role played by organisations that accredit career guidance practitioners. The main tasks are listed below in table 1.1 and looked at in detail in section 3.

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

Table 1.1: The main tasks within the European Accreditation Scheme for career guidance practitioners

1.2.1 The main activities of the Leonardo da Vinci funded EAS project were

- A study of the existing accreditation schemes for guidance practitioners in OECD countries (in and outside Europe), focusing on requested requisites and assessment methods (Reid, 2007). The analysis extended this to six other countries within Europe to reflect the intended outcomes of the project. In total 36 countries were studied
- The development of an original scheme for accreditation with regard to requisites and assessment methods - the scheme considered how to assess and accredit guidance practitioners and considered aspects related to accrediting organisations (so called 'awarding bodies')
- A pilot test of the accreditation scheme with a) guidance practitioners across the four member countries of the project, b) the inclusion of other organisations in countries participating as non-formal partners in the project, and c) the inclusion of other guidance practitioners in countries not formally participating in the project.

The partners in the EAS have, through the piloting of the scheme, created a network of appropriate organisations involved in career guidance provision. In any further developments of the EAS, this network could be used as part of a programme of licensing (as awarding bodies).

A number of formal and informal partners worked collaboratively on the project.

1.3 The formal partners

The Consortium for Research and Continuing Education - is based in Turin (Italy) and is composed of the three Piedmont universities (University of Torino, Polytechnic of Torino, University of Eastern Piedmont), local bodies (the Region of Piedmont, the Province of Torino, the City of Torino, the Chamber of Commerce, Industry, Crafts and Agriculture of Torino), entrepreneurial associations and important industrial players (Industrial Union of the Province of Torino, FIAT S.p.A. and TELECOM). COREP's aim is for effective collaboration between the universities, the services and production sectors, and local public institutions in the two predominant areas of high level advanced training and technological innovation. COREP develops research and training activities in the field of labour market, social policies and education.

FORCOOP - is a non-profit organisation based in Turin (Italy). Its activities include the managing of welfare services: through training and consultation in the social, health, educational and welfare fields. Activities are aimed at creating ways of learning and professional growth, and the development of professional culture and cooperation between private social organisations and public administration. In the field of guidance; courses and projects are aimed at evaluating individual skills, with the purpose of realising individual potential.

Canterbury Christ Church University - The Centre for Career and Personal Development (CCPD) at the University offers an important range of programmes to professionals work-

ing in the career education and guidance sector. All the programmes offered by CCPD are of an applied nature, reflecting a commitment to equip professionals with the knowledge and skills for their role in the expanding guidance sector. The Centre has a research base which has been characterised by joint projects with other public, private and voluntary agencies, and includes Connexions and other guidance organisations, careers education for ethnic minorities and the evaluation of adult advice and guidance services.

The Institute of Career Guidance - the Institute is the oldest and largest professional association for career guidance practitioners in the UK with over 4,000 members. Members of the ICG work in schools, colleges, adult guidance services, careers companies and Connexions services, and include practitioners, researchers, trainers, student career guidance practitioners and managers. Membership is open to those with an interest in career guidance rather than restricted by qualification; all members subscribe to a Code of Ethics.

KADIS - is a training, employment and careers guidance organisation based in Ljubljana, Slovenia. Kadis provides a wide range of services; for example career guidance services, work in employment agencies, HRM programmes for enterprises (psychological training and staff selection), vocational training and legal advice. Kadis has considerable experience of running employment, training and career guidance programmes for the unemployed, financed by the Employment Service of Slovenia. Kadis is also involved in several European programmes in the field of career counselling, employment, education and training.

CODESS CULTURA (Italy) - is a company that has been working with private and public cultural organisations, satisfying the continuous demands of a rapidly progressing industry. From museums to libraries, from congress organisation to web services, Codess Cultura offers a broad range of services all with a common objective: the diffusion, promotion and development of cultural goods without neglecting the quality and ethics of this important assignment. Codess Cultura specialises in web and media services. It has worked on the

EAS Project, helping partners to make the best use of their large networks, organising and supporting them in all the dissemination activities.

Asociación Española de Orientación y Psicopedagogía - AEOP (the Spanish Association of Guidance and Psychopedagogy) was created in 1979 as the Spanish Association of Educational and Vocational Guidance. The Association organises national and international scientific research, training courses, conferences, seminars and congresses. It is a member of the International Association of Educational and Vocational Guidance (IAEVG), of the European Forum for Student Guidance (FEDORA) and the Confederation of Spanish Organisations of Educational and Vocational Guidance. AEOP also publishes the Spanish Journal of Guidance and Psychotherapy (REOP- Revista Española de Orientación y Psicopedagogía).

Universidad Nacional de Educacion a Distancia - UNED is the largest university in Spain with almost 180,000 students. It offers 26 official degrees and has 60 associated centres, including various support centres in 14 countries. Within the Faculty of Education of UNED, the research Centre **Guidance in Competencies for Professional Insertion and Development** aims to study the key competences for personal and professional development in the current European society. The activities of the Centre are developed in three settings: research, education and training, and dissemination of outcomes. Within the research field, the centre coordinates and takes part in research projects at a local, regional, national or international level. Regarding the education and training field, it takes part in Doctorate programmes, postgraduate programmes, and designs and participates in courses, seminars and permanent training courses.

1.3.1 Non formal partners who participated in the project

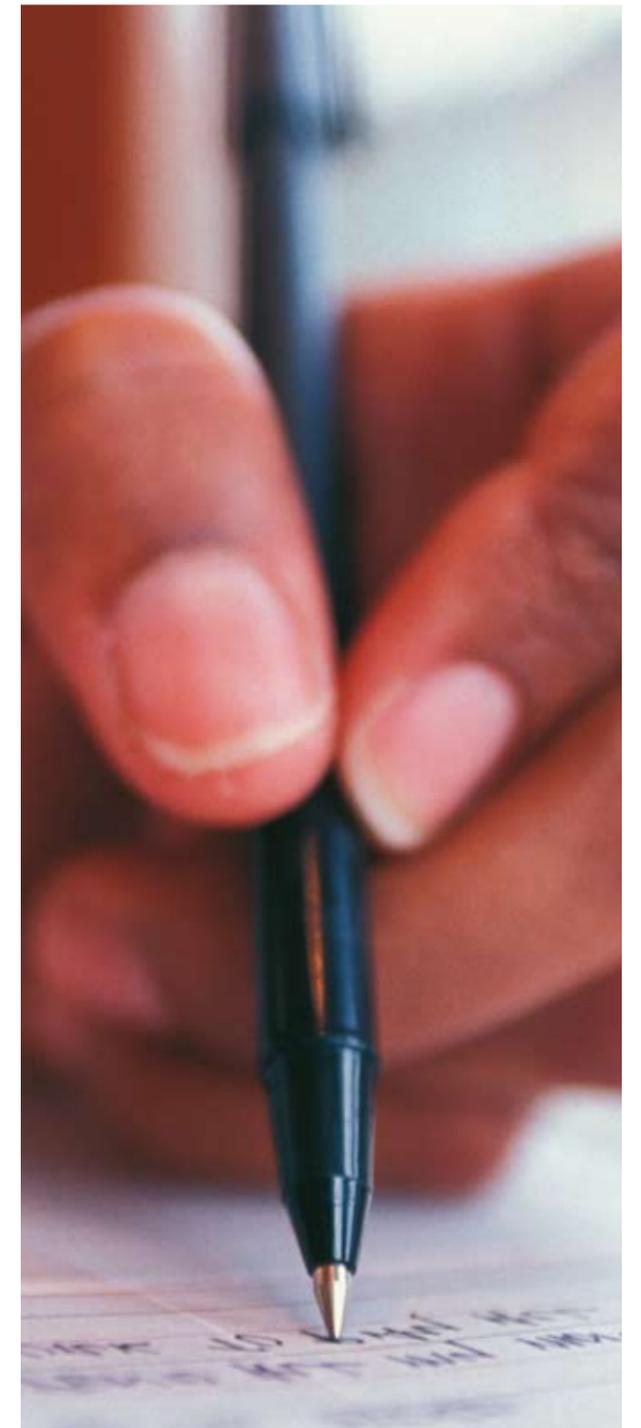
The following non formal partners participated in the pilot of the EAS (piloting or providing feedback on the EAS):

- AGCAS (Association of Graduate Careers Advisory Services) - United Kingdom
- APS International (National Center for School Improvement) - Netherlands
- C.I.O.F.S. (Centro Italiano Opere Femminili Salesiane) FP PIEMONTE - Italy
- Careers Scotland - United Kingdom
- Cosp (Comitato Provinciale per l'Orientamento scolastico e professionale) - Italy
- Connexions Cheshire and Warrington - United Kingdom
- Connexions Greater Merseyside - United Kingdom
- ETC (Employment and Training Corporation) - Malta
- Employment Service of Slovenia, Euroguidance Slovenija - Slovenia
- Erip Institute (Institute for Psychological Research and Intervention) - Italy
- Estonian Youth Work Centre - Estonia
- FOREM - CC.OO. - Training and Employment Association - Spain
- Foundation for Lifelong Learning Development Innove, National Resource Centre for Guidance - Estonia
- Guidance and Counselling Services - Malta
- HE.S.CO.G. (The Hellenic Society of Counselling and Guidance) - Greece
- IES (Institute of Educational Science Bucharest) - Romania
- Lithuanian Labour Market Training Authority Main targets of the Authority - Lithuania
- Methodological Centre for VET - Lithuania
- Ministry of Education and Science of the Republic of Lithuania - Lithuania
- Ministry of Education, Social and Sports Policy, General Direction of Professional Training - ES
- NAEGA (association for adult guidance practitioners) - United Kingdom
- NATIONAL CENTER FOR VOCATIONAL ORIENTATION (E.K.E.P.) - Greece
- National Guidance Forum - Malta
- SIO (Società italiana per l'orientamento - Italian Society of guidance) - Italy
- Spanish Confederation for the business organizations - Spain
- The Institute of Educational Sciences - Romania
- The Instituto de Orientacao Profissional - Portugal
- The Society of Estonian Career Counsellors - Estonia
- The Swedish Association of Guidance Counsellors (SAGC) - Sweden
- University of Athens/Department of Philosophy, Pedagogy and Psychology - Greece
- UNIVERSITY OF PATRAS, GR, CAREER COUNSELING OFFICE - Greece
- University of Ulster - United Kingdom
- VIAA Valsts izglītības attīstības aģentūra (State Education Development Agency) - Latvia
- Volkshochschule im Landkreis Cham - Germany
- VT Careers Management - United Kingdom

The following organisations have given their support during the submission of the project:

- Agency for Vocational Education Development - Latvia
- ASSIPRO - Associazione italiana professionisti dell'orientamento - Italy
- (This Association ceased to be active since 2007)
- Careers England Ltd - Promoting Achievement & Economic Well-being for all - United Kingdom
- Department for Employment and Learning - NI Career Service - United Kingdom
- European Guidance Forum STVG - Austria
- FUE Council of Danish Guidance Associations - Denmark
- HE.S.CO.G. (The Hellenic Society of Counselling and Guidance) - Greece
- IAEVG - International Association for Educational and Vocational Guidance - EU
- Lodz University - Poland
- OELMEK (The Cypriot Association of School Guidance Counsellors) - Cyprus
- Provincia di Torino - Servizio politiche per il lavoro e l'orientamento - Italy

- Regione Autonoma Friuli Venezia Giulia - Direzione centrale istruzione, cultura, sport e pace - Italy
- Regione Piemonte - Direzione formazione Professionale e lavoro - Italy
- Regione Piemonte - La consigliera di parità regionale - Italy
- Servizio istruzione e orientamento - P.O. per il coordinamento dei servizi regionali per l'orientamento - Italy
- SIO (Società italiana per l'orientamento - Italian Society of guidance) - Italy
- The Guidance Council - United Kingdom
- The Institute of Educational Sciences - Romania
- The Instituto de Orientacao Profissional - Portugal
- The Lithuanian Association of Career Guidance Specialists - Lithuania
- The Society of Estonian Career Counsellors - Estonia
- The Swedish Association of Guidance Counsellors (SAGC) - Sweden
- UIL - Unione Italiana lavoratori turismo, commercio e servizi - Italy
- Università degli studi di Padova- La.R.I.O.S. - Laboratorio di ricerca ed intervento per l'orientamento alle scelte - Dipartimento di Psicologia dello sviluppo e della socializzazione - Italy.



Explaining the European Accreditation Scheme

This section of the guide will:

- 2.1 Explain the context and rationale for the EAS
- 2.2 Outline the key principles upon which it is based
- 2.3 Describe the scope of the EAS
- 2.4 List the potential benefits to individuals
- 2.5 List the potential benefits to organisations
- 2.6 Provide a summary diagram of the EAS process

2.1 The context and rationale for the EAS

As the contexts in which career guidance or career counselling takes place are diverse both within and between different countries, this section of the report will describe the context and offer definitions of the key terms used in the project. For ease of reference, a glossary of key words and terms is also provided in appendix 1. Drawing on relevant literature, the section will discuss the meanings given to the terms career guidance, work tasks, skills, accreditation and qualification. As central to the project, the word competence is considered, but discussed further in section 3 of the guide where the framework for the EAS is looked at in detail. Assessment is examined in section 5.

2.1.1 Defining terms

The purpose of the project was to develop a minimum European professional standard for career guidance practitioners, through the development and testing of a common accreditation scheme. For the aim to be achieved, it is important to work towards a common understanding of the terms used. This is difficult as there are wide and distinctive variations in the type and duration of training programmes (where they exist) for career guidance practitioners, within and across different sectors and countries. The following inclusive definition of career guidance is taken from Watts and Sultana (2004: 107):

(Career guidance refers to) services intended to assist individuals, of any age and at any point throughout their lives, to

make educational, training and occupational choices and to manage their careers. These may include services in schools, in universities and colleges, in training institutions, in public employment services, in companies, in the voluntary/community sector and in the private sector. The services may be on an individual or group basis, and may be face-to-face or at a distance (including helplines and web-based services). They include career information (in print, ICT-based and other forms), assessment and self-assessment tools, counselling interviews, career education and career management programmes, taster programmes, work search programmes, and transition services.

It is important to clarify that the European Accreditation Scheme did not intend to accredit one clearly defined occupation called 'career guidance', or to develop an occupations' framework. The European Accreditation Scheme is based on **competence**; in our approach competence is defined and assessed through looking at the **main tasks** the practitioner carries out in their work, not by their work role or title.

- A **Main Task** can be defined as a main task if it is: A. identifiable; B. self standing; C. requires significant and distinct knowledge and skills to be carried out and D. is prominent. To write on a form the information collected during an interview, is not a main task. However, to deliver information related to career guidance as a separate activity, face to face in an interview, is a main task.

Any job consists of a range of tasks and responsibilities undertaken by an employee. A **task** can be defined as a specific unit of work, or a set of activities which lead to a particular outcome: for example, to produce a written summary as the result of an interview. A **skill** refers to the ability to do something and is usually understood to mean 'able to do something well' (as in skilful). In the example above the writing of the summary would be the skill - the skill of literacy. Another common term, **work activity** (for example information management) can be too broad and therefore difficult to assess. Defining **main tasks** allows the scheme to be explicit about what can be assessed and accredited.

As can be seen in the definition above, the occupation of career guidance practitioner or career counsellor across countries and sectors is not easy to define in a few words - unlike, say, the role of teacher. In some countries career guidance may not be viewed as a specialised activity but may be a sub-specialisation of another occupation (in education for example, that of school counsellor or indeed, teacher). Where role identity is not clear, 'naming the job' becomes more difficult and specialised training is less likely to occur (Ertelt, 1989). In such situations professional structures to support the role are less evident. For many countries, the main accreditation route and quality assurance mechanism appears to be the training route entered into by practitioners. Accreditation is taken to mean here the officially recognised route into an occupation, involving the acquisition of credentials (or certificates). The discipline within which training is sited (where training does occur) is highly influential in terms of the role identity and professional allegiance of practitioners (McCarthy, 2004). For instance, psychology dominates many training routes for those with university qualifications, including school counsellors.

Qualification is another term that requires clarification. To qualify for a job means an individual is considered fit for the position because of their credentials or their experience, or both. In other words you can be qualified to undertake a job role, or not, according to your ability to carry out the work. For qualified school counsellors, once in work, career guidance may form a minor part of the role.

In contrast to the above, **the EAS aims to accredit an individual for competence in the main career guidance tasks they undertake, without a requirement for previous accreditation or qualification.**

2.1.2 Context for the development of the EAS

In the main, the focus thus far has been on career guidance within education. In contexts other than schools, defining the role of the career guidance practitioner becomes more complex. Within Public Employment Services (PES) the role can

be targeted on getting those who are unemployed into paid work - for the social and economic benefits this can offer to both the individual and the state. This may or may not be focused on helping individuals or groups to develop and implement long-term career aspirations linked to lifelong learning (Sultana and Watts, 2006). Thuy *et al.* (2001, cited in Sultana and Watts, 2006) describe the four main activities in PES as:

- job brokering
- providing labour market information
- administering labour market adjustment programmes (including assistance with job searching activities)
- administering unemployment benefit.

Whilst there are countries where career guidance practitioners work in both schools and the PES, and countries where the needs of young people are served in both schools and external agencies; it is within the public employment sector that most career guidance for adults is located.

The provision for unemployed adults seeking career guidance is, then, to be found largely within the PES or, in some cases, within tertiary education. Employer-based career guidance services for employed adults are rare (OECD, 2004). The services that are available currently are, in the main, confined to large employing organisations and concentrated on the career development or redeployment of managerial or professional level employees (OECD, 2004); mostly through staff development or human resources departments. Where private career guidance services exist, their main function appears to be brokering between the employment needs of their clients (that is, between employers and job seekers). Aside from these limited services, the OECD report states that in most countries the private market in career guidance services limits access to those who can afford to pay for such services. Community services for older adults to support extended working lives are not evident in most countries.

Career guidance activity is not always located within an organisational framework with a physical location. Career guidance may be offered through self-help approaches, with

or without the support of a guidance practitioner. Self-help, ICT packages are offered by guidance organisations on the grounds of cost effectiveness and accessibility. For example, within the UK the 'Learndirect' telephone helpline is readily accessible and in its first five years responded to over five million calls (Watts and Sultana, 2004). The development of helplines, websites, email and other 'self-help' careers information resources is a move away from traditional services based on face-to-face or group provision. This is to be welcomed as a reflection of the need for guidance 'at a distance' in a technological age. These alternative approaches present new contexts for the accreditation of career guidance work.

2.1.3 Rationale for the development of the EAS

The public employment sector has been strengthened following the Luxembourg Jobs Summit in November 1997, which launched the European Employment Strategy (EES) and resulting guidelines (EC, 1997; 1998). Within the 1998 guidelines, there is a requirement that:

1. every unemployed young person is offered a new start before reaching six months of unemployment, in the form of training, retraining, work practice, a job or other employability measure (the latter can include career guidance)
2. unemployed adults are also offered a fresh start before reaching twelve months of unemployment by one of the aforementioned means or, more generally, by accompanying individual vocational guidance.

This has led to the investment of huge public resources being concentrated in these services (Watts and Sultana, 2004). As a result, the career guidance sector in many countries is changing as career guidance becomes a separate practice and a distinct occupation, pushing the sector towards professionalisation. It will take time for the strategy to be implemented in all European countries, but this does represent a significant trend for the development of the specific role within the employment services. This expansion is part of the rationale for the devel-

opment of the EAS. In addition the EAS is structured to recognise that in many sectors there are career guidance activities (**main tasks**) which form part, but not all, of a person's occupational role. It has also been noted that in many countries the private sector for guidance services is unregulated and there appears to be little evidence to suggest that particular training or qualifications are required (McCarthy, 2004). That said practitioners working in this area could enhance their CV and credibility if accreditation were available through the EAS.

So, whether in schools, tertiary education, the public or private employment sector being specific about who gives career guidance is complex. It is important not to simplify the realities of what actually occurs in practice across roles and sectors, but there are areas of commonality. Career guidance services are shaped by the socio-economic and historic traditions and cultural values of the country. For example conceiving the individual as decision maker, as in many 'Western' approaches to career guidance, will be at odds with the values and traditions in many cultures. Any accreditation scheme needs to recognise that in many societies decision-making is a collective rather than individual process. This is not an issue that is important only in the so-called 'developing world': it is a real issue for many European countries striving to meet the needs of newly arrived immigrants, many from countries which do not share a colonial past.

Therefore, a challenge for the design of the European Accreditation Scheme has been marrying the diverse understanding of who gives career guidance (within a range of contexts) with the definition of career guidance offered earlier. Many approaches to accreditation of a profession suggest that the boundaries for the role need to be either exclusive or inclusive. However in order to reflect the diverse context for career guidance across European countries; **the rationale for the development of EAS was to create a framework for accreditation that was mosaic in structure.** In other words, a practitioner could seek accreditation according to the activities they perform in their role from a 'menu' of possibilities: albeit there are attitudes or elements that are viewed as essential whatever the role or job location.

Explaining the European Accreditation Scheme

2.1.4 Accreditation scheme within a competence-based framework

Linked to the discussion about context and rationale for the EAS, it could be useful at this point to clarify further the use of the terms accreditation scheme and competence-based framework. As noted earlier, accreditation means to hold credentials, which implies the possession of documents showing that a person is who or what they claim to be. In the majority of countries where career guidance is defined as a separate occupation or part of a wider role, it is the presence of a qualification structure that accredits the practitioner. Setting aside for the moment the issue of the level of involvement in the range of career guidance activities, the task for the European Accreditation Scheme was to develop a competence-based procedure to verify a professional standard through the assessment of competence for a given task or tasks: competence here defined by the expression 'the capability to do something well'. This could involve the recognition of existing qualifications in the assessment process, but the aim, as stated earlier, was to extend the opportunity for the recognition of non-formal learning and to accredit competence in career guidance **main tasks**.

An approach that was considered by the partners in the project, is the one adopted by the International Association for Educational and Vocational Guidance (IAEVG). The IAEVG choose to focus on competency (plural - competencies) referring to the classical definition by Boyatzis (1981, quoted in Adams, 1997) as 'an underlying characteristic of an individual, which is causally related to effective or superior performance in a job'. This could be 'a motive, trait, skills, aspect of one's self image or social role, or a body of knowledge which he or she uses'. The IAEVG completed a study of the competencies needed by guidance practitioners (IAEVG, 2003, Repetto *et al*, 2007) that was later developed into an accreditation scheme, the EVGP - Educational and Vocational Guidance Practitioner: Competency Framework (IAEVG, 2006). The EVGP scheme outlines a set of core competencies, supplemented by 10 areas of specialisation. Evidently, any accreditation scheme that seeks to encompass

a range of qualifications, and, potentially, non-formal learning occurring across different communities of practice, will need criteria. In the case of the IAEVG scheme and some other frameworks, such criteria have been developed into a competency-based approach.

2.1.5 How does the EAS competence-based scheme compare with others?

The detailed answer to this question will be made clear in section 3 of the guide, but a broad comparison can be offered here. The EAS is a **main tasks** based approach; this means the scheme accredits **main tasks** carried out when delivering career guidance (deliver information as a separate activity, interviewing, carrying out career guidance activities with groups) and assesses how each **main task** is carried out, notwithstanding how that capability has been developed. The EVGP accredits areas of activity (for example placement, educational guidance) or some activities carried out when delivering career guidance (for example assessment, information management, programme and services management). The EVGP assess how an activity or an area of activity is carried out and may also assess personal features (for example, C5 'Skills to design, implement and evaluate guidance and counselling programs and interventions' and C9 'Social and cross-cultural sensitiveness'). Within the EVGP competency framework there is a set of eleven 'core competencies' and ten 'specialised competencies' (specialised competencies will be required by some but not all practitioners, depending on the nature of their work).

In the EVGP scheme (and others which take a similar approach) all guidance practitioners must meet all of the core competencies, regardless of the context or role within which they operate. Within the EAS there is a set of six common elements that all applicants must meet. The EAS offers a mosaic structure based on **main tasks** which (as in the EVGP specialised list of competencies), could mean that an individual can be accredited in one **main task** only. In other words they would not be accredited for all the career guidance **main**

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tasks that are defined, but in the specific career guidance work tasks that they undertake.

In the EAS an individual will be accredited for the main task(s), not for an occupational role (i.e. career guidance practitioner or career guidance counsellor). This approach would be particularly useful in settings (such as the public employment sector) where non-formal or experience-based competence needs to be recognised and accredited.

In this way the EAS can account for varying experience and competence without having to introduce tiered levels into its scheme. Being competence-based and not dependent on role or qualification, the EAS could be open to anyone performing one or more of the tasks listed in section 3.

2.1.6 The European context for qualifications and training

The EAS also considered the development of the European Qualifications Framework (EC, 2006), within the enlarged and expanding EU. The EQF is designed to enable individuals and employers to use the framework as a reference tool, to compare the qualification levels of different systems across Europe, as a type of translation device. The core element of the EQF is a set of eight reference levels:

describing what a learner knows, understands and is able to do - their 'learning outcomes' - regardless of the system where a particular qualification was acquired. The EQF reference levels therefore shift the focus away from the traditional approach, which emphasise learning inputs (length of a learning experience, type of institution) (EC, 2006: 1).

The European Qualifications Framework aims to (1) support a better match between the labour market and education and training provision, (2) facilitate the validation of non-formal and informal learning, and (3) facilitate the transfer and use of qualifications across different countries and education and training systems.

The mosaic structure of the EAS, based on **main tasks**, accredits individuals against the tasks they undertake, rather than providing a qualification for a specific occupational role. Most training in career guidance remains sector-based, with little recognition of the differences and similarities that exist between the two main sectors, i.e. education and the public employment services. The mosaic structure of the EAS enables it to be applied across sectors and this flexibility is part of its rationale. The partners in the development of the EAS recognise that in some European countries there are well developed qualifications and/or accreditation structures for career guidance practitioners. However, this is often limited to the education sector. In many other European countries there are no specific career guidance qualifications or accreditation structures.

In summary, the European Accreditation Scheme has developed a European-wide scheme that takes account of the diverse nature of career guidance in a range of contexts. It also recognises non-formal learning as the framework is competence-based (focusing on **main tasks**).

2.2 The key principles of the EAS

Arising out of the above discussion, there are five key principles within the EAS. They underpin the development of the EAS and its use-in-practice. These are outlined in table 2.1.

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1. The significance of task-based performance, rather than hierarchies of learning or experience

This means:

- In the context of career guidance, tasks can be divided into **main** and **supporting** tasks. **Main tasks** can be defined as ‘the main identifiable and self standing activities career guidance practitioners can accomplish’. Levels are not included in the EAS as accreditation is for competence in a **main task** or tasks, not an occupational role.

2. The importance of recognising non-formal learning

This means:

- The term ‘recognition of non-formal learning’ is usually associated with entry onto a programme of study. The EAS assessment is based on competence, rather than the recognition of non-formal learning, but the scheme is designed so that a practitioner without formal qualifications can be assessed within the scheme. In other words assessment is based on tasks, **not** certificates (although the latter can be presented where they exist).

3. The need for relevant assessment practices - relevant to the task and context

This means:

- Using assessment methods that are consistent with the EAS but flexible enough to ensure relevance within the context of the applicant. Wherever possible assessment should aim to assess the applicant ‘holistically’, rather than follow rigid and repetitive practice.

4. The need for flexibility, alongside rigorous quality assurance

This means:

- Alongside using the EAS guidelines (for example on questions for the assessment of applicants) as guiding principles rather than rules; management of the assessment process is effective and fair and decisions taken are recorded accurately.

5. The requirement for coherence with European developments in career guidance, and for the wider context of European training and qualifications (EQF).

This means:

- Ensuring that the EAS resonates with the developments of EU policies with regard to the comparability and accessibility of training and qualifications systems across Europe.

Table 2.1: The key principles of the EAS

What follows in parts 2.3, 2.4 and 2.5 of this section will summarise the scope of the EAS and its benefits to individuals and organisations.

2.3 The scope of the EAS

In discussing the scope of the EAS, it is important to remember that career guidance activity can take place through face-to-face, group and ‘at a distance’ interactions: the EAS allows for this range of method.

The European Accreditation Scheme for career guidance practitioners can be used in the following sectors and work role profiles:-

2.3.1 Sectors

- Guidance services to specific populations, e.g. young people, adults or particular communities or groups
- Education, including public and private schools, further and higher education
- Training agencies involved in delivering vocational training to employed and unemployed young people, adults and specific groups

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- Employment services, both state controlled and private
- Human resource management in organisations or as a discrete enterprise
- Web-based information, advice and guidance services.

2.3.2 Work role profiles

A CEDEFOP report compiled by Watts (1992), which analysed and compared the occupation profiles of career guidance / vocational counsellors across twelve member states of the European Union; provided quantitative data on occupational tasks and sectors. As pointed out in the CEDEFOP report however, ‘it cannot be assumed that because an occupation is listed for one country but not another, this means that it does not exist in the other’ (Watts, 1992: 19). This emphasises the point that an individual may be in a job involving a **main task**, as defined by the EAS, but not have an occupational title that reflects that aspect of their work. Occupational roles in the CEDEFOP report are organised into clusters and sub-clusters. The list of occupational tasks provided by Watts (1992: 38 - 42) is broad and differentiates between major and minor involvement across the countries studied. A developed version of the same methodology was used in the study by Watts and Van Esbroek (1998) for higher education guidance and counselling services. The aim was to analyse the similarities and differences between the services across the EU and to identify new and emerging skills: the lists of roles, tasks and skills is extensive. The sub-cluster headings for the 1992 study are given below in table 2.2.

Guidance practitioner / counsellor a) working with schools' school - leavers
Guidance practitioner / counsellor b) working mainly with out-of-school young people
Guidance practitioner / counsellor c) working with or in higher education
Guidance practitioner / counsellor d) working mainly with adults
Guidance practitioner / counsellor e) working in employment
Guidance practitioner / counsellor f) working with clients with additional needs
Guidance practitioner / counsellor g) working in private guidance services
Guidance Teacher a) working in schools
Guidance Teacher b) working in post-school (includes ES)
Guidance Psychologist working in the range of sectors
Placement Officer
Information Officer
Others (linked to unemployment insurance, employer liaison, state benefits, etc.)

Adapted from Watts (1992)

Table 2.2: Work role sub-clusters in career guidance

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2.4 Potential benefits to individuals of accreditation in the EAS

The value of a competence-based approach for the development and accreditation of career guidance practitioners has been debated widely (see Sultana, 2008). What follows outlines the potential benefits of a competence-based approach, notwithstanding that alongside possible advantages there are also potential disadvantages. The partners also acknowledge that there are, of course, alternative approaches to accreditation, sited in more traditional 'educational' routes.



The identification of potential benefits draws on the discussion of 'Developing the competence of people who work with people' by ENTO (2008), and can be summarised as providing an opportunity to:

- Develop self confidence and personal effectiveness
- Measure skills and competence against a European standard
- Receive constructive feedback on practice against specific main tasks

- Model best practice in the workplace
- Enhance CV and career profile
- Gain accreditation for the **main tasks** that are accomplished
- Open up the possibility of recognition in other sectors and countries
- Demonstrate commitment to continuous professional development
- Join a European network of practitioners.

2.5 Potential benefits to organisations of participation in the EAS

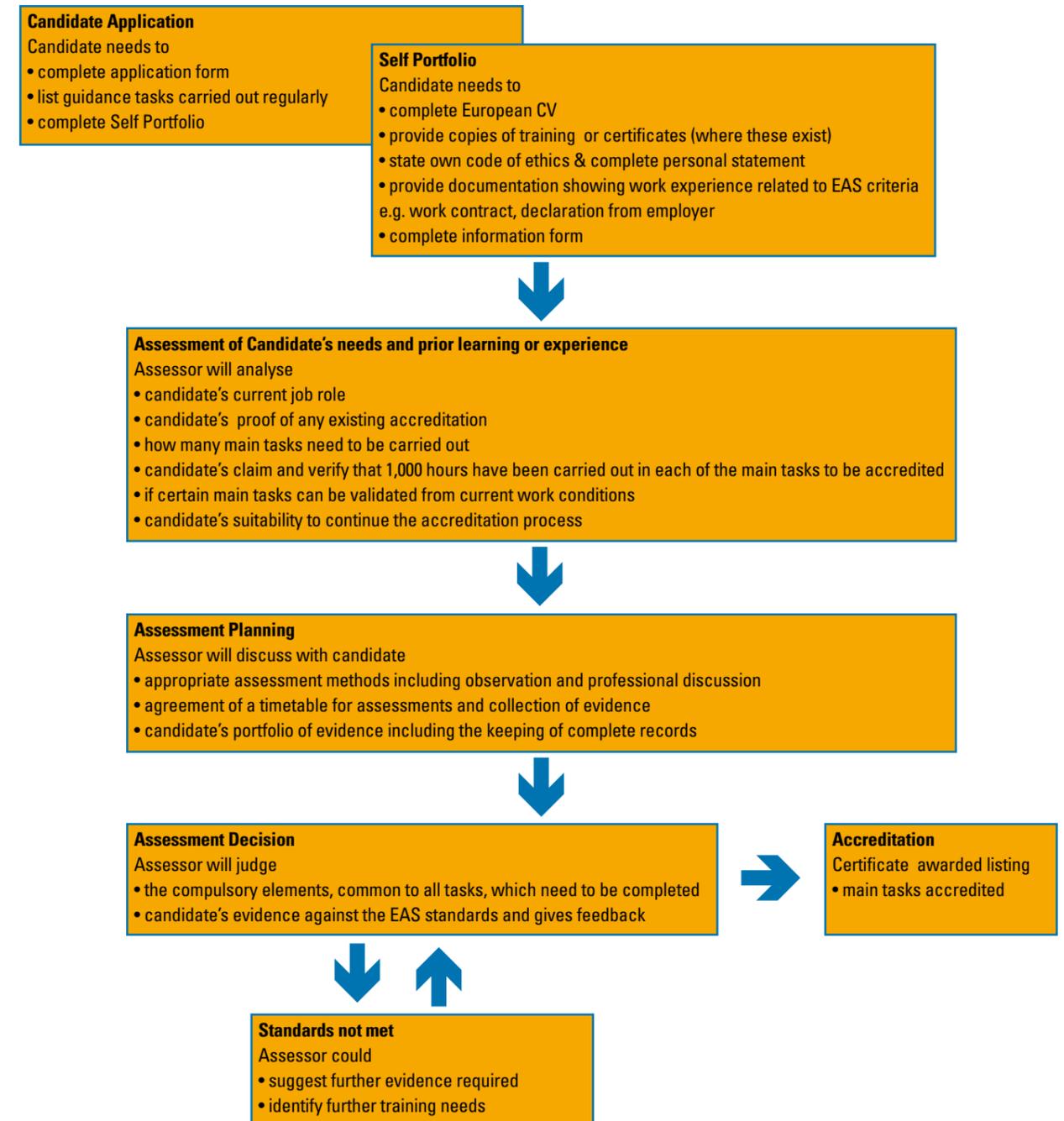
Again, these draw on the discussion of 'Developing the competence of people who work with people' by ENTO (2008), and can lead to improvements in:

- Recognition of staff competence
- Developing job descriptions and person specifications
- Planning staffing requirements
- Supporting recruitment policies
- Identifying and delivering training needs
- Developing support and mentoring for staff
- Enhancing quality assurance for services to clients and customers
- Using external criteria for consistent and fair staff appraisal practices
- Sustaining a skilled, motivated, confident and flexible workforce
- Marrying individual and team targets to organisational goals
- Demonstrating the organisation's competence to external funding or inspectorial bodies
- Linking with professional bodies and associations across Europe.

Before moving on to the next section of the guide which explains the framework in more detail, an illustration of the EAS application and accreditation process is offered in the diagram in 2.6.0. The details with regard to assessment and the documentation which can support the process are described later, with examples of the documentation given in Appendix ii.

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2.6 Summary diagram of the EAS process



The EAS in detail

This section of the guide will explain the framework for the EAS in detail and will cover:

- 3.1 The main tasks
- 3.2 The elements to be assessed common to every task
- 3.3 The elements to be assessed specific to each **main task**

3.1 The main tasks

Before describing the **main tasks** in the EAS an explanation of the development of the scheme is offered. This will explain how and why the EAS differs from other existing schemes.

3.1.1 Background to the EAS 'main task' framework

The first step in developing the approach for the EAS was to examine different, existing competence-based frameworks. What emerged in this examination, as touched upon earlier, were differences in terms of the interpretations of the words competence and competency. What follows is a summary of the debates around the use of the terms and the relevance of the debate for the development of the EAS. The debates are complex and are coloured by the use to which competence frameworks are put. In other words, definitions are informed by whether a competence framework is used to develop training programmes, identify skills gaps in a particular guidance sector, promote professional recognition for work undertaken or for quality assurance via the setting of standards to be met (Sultana, 2008).

The contested nature of the concept is also evident in the spellings used. In the UK for example, Kidd's (2006: 119) explanation of **competencies** and **competences** defines the terms by highlighting the difference in meaning denoted by the different spelling. She defines **competencies** as 'behaviours deriving from underlying personal characteristics' (for example, 'cognitive abilities', often used in selection), and **competences** as 'behavioural descriptions of desired aspects of work performance'. For the EAS the definition used moves from capability to general competence, i.e. capability: having

the necessary capacity, or potential, to acquire or develop competency (a singular concept) in the role. The EAS project team have used the term **main tasks** within a competence framework - in part, to avoid the possible misunderstanding with regard to spellings and meaning.

Repetto and Pérez-González (2007) also offer an analysis of competences. They suggest that competences can be divided into five elements: *know how* (knowledge), *know how to do it* (a set of cognitive, emotional, social and technical skills that allow a person to apply the knowledge they have), *know how to be* (values, beliefs and attitudes), *want to do* (related to motivation) and *be able to do* (innate aptitudes and personality traits within the conditioning of context and situation). Accreditation, then, organises units of competence or minimum levels of professional competencies, which can be partially accredited or recognised. The units of competence may be categorised as professional achievements and may be considered objectively within an assessment framework, according to the results.

Whilst the UK approach to the definition and assessment of competences is detailed, this in itself can be a cause for criticism. As exemplified in the Scottish/National Vocational Qualification process (see ENTO, 2000), many experience this approach as 'testing and compliance' rather than recognition of experience or continuing professional development in any traditional sense. The original intention of the S/NVQ competency framework was to provide an organising framework for existing diplomas, in order to classify the level of qualification. In addition the intention was to accredit non-formal learning by the measurement of competence. In many areas, including guidance, this has evolved into a training programme. How this is assessed is crucial: the manner in which the competence of an individual is assessed affects not only their enjoyment of the process, but also their commitment to the completion of the accreditation. In other words, over-detailed and exhaustive lists of performance criteria linked to skills and knowledge can become highly prescriptive and may lose the flexibility aimed for in the EAS. At the individual level, assessment can be experienced as

‘death by portfolio building’: holistic assessment procedures are required that acknowledge and celebrate the individual’s knowledge and experience (Reid, 2002). In this regard the EAS approach to assessment needs to be ‘open’ rather than ‘closed’ when seeking to identify an individual’s competence for the career guidance **main tasks**; and for the **common elements** that underpin all the main tasks.

It will be useful at this point to clarify the function of elements. A task can be broken down into **elements**, just as an orange can be separated into segments. **Elements** are therefore subdivisions of the **main task**, for example:

Main task - Deliver information related to career guidance as a separate activity.

Specific elements to be assessed:

C.1.1. collect, organise, produce and disseminate information related to career guidance

C.1.2. deliver information related to career guidance, face to face and/or at a distance, and/or in groups

Both of these **elements** relate to the **main task** regarding the delivering of information and describe what needs to be done in order to complete it.

A recent paper submitted to the International Journal for Educational and Vocational Guidance by Ronald Sultana (2008), offers a comprehensive summary and review of the debates around the term ‘competence’ and ‘competence frameworks’ within the career guidance field. As well as charting the ‘rise, fall and rebirth’ of the use of competence as a method for identifying the ‘skills’ needed within particular work sectors, the paper also outlines the major critiques of competence approaches. For instance, the reliance on behaviourist notions that ‘good’ work can be judged by performance, at the expense of recognising the impact of an individual’s existing frame of reference (i.e. how meaning in any situation is context bound and influenced by prior beliefs and personal values).

Sultana also suggests that the rebirth of interest in competence approaches in Europe supports the policy emphasis on access to training and employment across the EU, by providing

common reference points for occupational competence. As Sultana highlights, it is clear from the many attempts to define ‘competence’ that a fixed definition is not possible. It seems that the development and usefulness of any competence framework will be influenced by the philosophical approach evident within particular countries and sectors. Although a simplistic analysis, this may be dependent on whether the overlying view taken is one that uses a technical definition - based on what people can do; or one that attempts to encompass the complexities of what is defined as knowledge. In other words, the latter approach is more holistic and combines attitudes, values and motivation (Sultana, 2008). The meaning given to the term competence is then influenced by a range of factors, including national and regional policies and the wider discourses linked to views about learning, knowledge creation, recognition and accreditation.

In the design of the EAS, the discussion amongst partners visited many of the complex issues noted above. For the practical development of the scheme (as summarised by Evangelista, 2007a), a competence-based framework was taken as one that accredited competence, defined as the capability to perform well in a job or task. Such a framework should indicate a ‘good’ performance from people involved in delivering career guidance, whatever the educational or professional routes followed. Accreditation (to certify; to officially recognise) is, then, the final act of a process that first includes assessment (to judge or decide the amount, value, quality or importance of something). So, although a range of elements are assessed, they do not all have to be accredited. For example it is possible to assess, together with other elements, the knowledge of counselling theories, but to accredit only the competence to perform well in a career guidance interview (Evangelista, 2007a). Having examined the range of approaches, the partners agreed to follow this approach and the EAS was designed to assess competence or task performance, rather than personal attributes. The resulting **main tasks** list avoids the reliance on occupational titles and behavioural characteristics that are difficult to assess and lead to extensive lists that are over complex and difficult to manage.

3.1.2 Classification of main tasks and competences

Taking the approach described above, in the context of career guidance, tasks can be divided into **main** and **supporting** tasks. **Main tasks** can be defined as ‘the main identifiable and self standing activities career guidance practitioners can accomplish’ (Evangelista, 2007a). So, for example, complying with a code of ethical practice, managing a personal case load or an information resource are all supporting or background activities - essential, but arguably, not in the foreground of the interaction with the client. These activities need to be evident, but do not need to be accredited. As introduced earlier in the guide, in order to clarify what can be described as a **main task**, Evangelista (2007a) suggests, ‘In practice a task can be listed as a **main task** when/if it is:

- A. identifiable
- B. self standing
- C. requires significant distinct knowledge and skills to be carried out
- D. is prominent (important).’

With regard to prominence, the framework focuses on what is prominent for the client on the receiving end of a career guidance interaction. The resulting competence-based accreditation for the EAS is based on **main tasks** only (not core and specialised competencies). The benefits of this approach are summarised below:

- The EAS allows for sector differences and client typologies can be covered across the tasks
- The EAS does not require a number of compulsory tasks - the applicant seeks accreditation only for the **main tasks** they carry out (albeit there are six essential elements that underpin the main tasks: these are assessed but not accredited)
- Levels are not included as the applicant applies only against the **main tasks** relevant for their role - the accreditation is for competence in a given task, not an occupational role or a qualification (certified or not)

- The model is relatively simple, avoiding the complexity of other schemes

- The model is more cost-effective and less difficult to assess; although rigour and the resulting value of the accreditation must be assured via the assessment process.

So as to select the main activities of people delivering career guidance, a wide range of schemes were considered, but four are the focus of the summary given in the table 3.1 below. ENTO in the UK is the English National Training Organization; EVGP is the Educational and Vocational Guidance Practitioner scheme of the International Association of Educational and Vocational Practitioners (IAEVG); OCCOPQ Canada, represents the Guidance Counsellors’ General Competency Profile in Quebec and CIC Australia, refers to the standards developed by the Career Industry Council of Australia (references for these schemes are provided in the list).

The EAS in detail

ENTO UK - compulsory units	EVGP	OCOPQ Canada	CIC Australia
AG3: Develop interactions with advice and guidance clients	1. Assessment 2. Educational guidance 3. Career development	1. Assess the situation rigorously 2. Plan guidance counselling activities 3. Take direct action	1. Assessment 2. Counselling 3. Program delivery 4. Working with people with disabilities
AG14: Manage personal case load	4. Counselling 5. Information management	4. Act as an advisor to other concerned parties 5. Assess the impact of action	5. Project management 6. Employer liaison
AG16: Evaluate and develop own contribution to the service	6. Consultation and coordination 7. Research and evaluation	6. Run a rigorous, relevant practice that meets current standards	
AG18: Operate within networks	8. Program/service management 9. Community capacity building 10. Placement		

Table 3.1 Main activities as listed in separate frameworks (Evangelista, 2007b)

The next step was to identify the main activities across the schemes, focusing 1) on those aspects which are prominent for the client and 2) being flexible enough to allow for the diversity of career guidance activities across Europe. Being competence-based and not dependent on role or qualification, the scheme is therefore open to anyone performing one or more of the tasks listed. The main activities (in terms of the extent of their prominence for the client) that were considered for inclusion in a 'main task framework' are set out in table 3.2.

1. Find and deliver information related to career guidance, face to face and at a distance
2. Collect, organise, disseminate information related to career guidance to be used on a stand alone basis
3. Design information materials for use in the service
4. Identify the needs of the client and communicate the need of a referral when required
5. Develop interactions with advice and guidance clients on a 1-1 basis
6. Interact at a distance with advice and guidance clients'
7. Network effectively
8. Follow-up and support people involved in job search and/or educational paths on a 1-1 basis
9. Follow-up and support people involved in job search and/or educational paths on a small group base
10. Mediation
11. Design career education activities
12. Facilitate job search techniques courses
13. Facilitate other career education activities delivered to small groups
14. Design other programmes or services
15. Coordinate programmes or services

Table 3.2 The main career guidance activities and areas considered for a 'main task framework' (Evangelista, 2007b).

The main activities and areas were then synthesised, as in table 3.3 below; in order to meet the criteria for **main tasks** based upon tasks that are:

- A. identifiable
- B. self standing
- C. require significant distinct knowledge and skills to be carried out
- D. prominent (important / visible to the client).

The EAS in detail

1. Establish communication with the client and support him/her to make use of the service as a separate activity
2. Deliver information related to career guidance as a separate activity
3. Perform career guidance interviews
4. Carry out career education activities with small groups focused on job search
5. Carry out career education activities with small groups focused on training paths

Table 3.3: The main tasks 'tested' within the pilot phase of the EAS

Following the evaluation of the pilot testing of the EAS the **main tasks** were reviewed and alterations were made. Table 3.4 displays the three **main tasks** of the European Accreditation Scheme as agreed by the partners in July 2008.

Main task 1: Deliver information related to career guidance as a separate activity
Main task 2: Perform career guidance interviews
Main task 3: Carry out career guidance activities with small groups

Table 3.4: The main tasks within the European Accreditation Scheme for career guidance practitioners - July 2008

3.2 The elements to be assessed common to every task

There are elements which the scheme includes that must be assessed, as they are viewed as common to all career guidance work; but they do not have to be accredited. **The elements listed in table 3.5 are considered essential; they underpin the main tasks and are applied to all tasks.**

B.1. Comply with ethical guidelines
B.2. Establish and maintain rapport with clients (including effective communication) in order to maximise the effectiveness of the guidance interaction
B.3. Demonstrate commitment to continuous improvement of own knowledge and skills and of the service
B.4. Establish appropriate working relationships with all the persons involved in the guidance process, internal and external of the organisation
B.5. Use ICT for career guidance purposes
B.6. Know of, and know where to find, information related to career guidance

Table 3.5: Elements to be assessed common to every task

These elements are applicable to all tasks and need to be presented, but rather than assess these against each task, these are assessed separately. This will be explained further in section 5.

3.3 The elements to be assessed specific to each main task

The elements in table 3.6 are specific to each **main task** (remembering, they are assessed only when accreditation for that specific **main task** is required).

<p>1. Deliver information related to career guidance as a separate activity.</p> <p>Specific elements to be assessed:</p> <ul style="list-style-type: none"> C.1.1. collect, organise, produce and disseminate information related to career guidance C.1.2. deliver information related to career guidance, face to face and/or at a distance, and/or in groups
<p>2. Perform career guidance interviews.</p> <p>Specific elements to be assessed:</p> <ul style="list-style-type: none"> C.2.1. use interview techniques to manage the interview C.2.2. assess the needs of clients C.2.3. select and use career assessment tools when needed C.2.4. assist clients to determine a course of action C.2.5. assist clients to implement the course of action developed C.2.6. manage personal case load
<p>3. Carry out career guidance activities with small groups.</p> <p>Specific elements to be assessed:</p> <ul style="list-style-type: none"> C.3.1. use group techniques to facilitate small groups (up to 30) of clients C.3.2. assist clients to implement transitions in learning, training or work (including job search) C.3.3. assist clients to develop, implement and revise their action plan

Table 3.6: Elements to be assessed specific to each main task

In section 6 of the guide case studies illustrate how the EAS is used in practice. For the purpose of clarification, two short examples are offered below.

A person seeking accreditation for **Main Task 1** (Deliver information related to career guidance as a separate activity) will be assessed against all the elements of table 3.5 (**Elements to be assessed common to every task**), plus the elements listed under C.1.x. of table 3.6 (**Elements to be assessed specific to each main task**).

A person seeking accreditation for **Main Task 3** (Carry out career guidance activities with small groups) will be assessed against all the elements of table 3.5 (**Elements to be assessed common to every task**), plus the elements listed under C.3.x. of table 3.6 (**Elements to be assessed specific to each main task**).

Evidence for assessment can be collected by a combination of different means as will be outlined in section 5.



The Testing and Outcomes of the EAS

This section will:

- 4.1 Describe the testing of the scheme
- 4.2 Summarise the evaluation of the scheme-in-practice

4.1 Testing of the scheme

4.1.1 Introduction

In order to obtain feedback and evaluate the EAS, the scheme was tested using a sample group of practitioners or applicants from four of the EAS formal partner countries (Italy, Spain, Slovenia and United Kingdom) and 6 non-formal partner countries (Estonia, Greece, Malta, Romania, Portugal and Lithuania).

4.1.2 What methods were used and how was the testing carried out?

In order to obtain feedback from all parties involved, both quantitative and qualitative methods were used. Feedback questionnaires were developed for:

- practitioners
- assessors
- stakeholders
- potential awarding bodies.

Detailed questionnaires were sent to 90 practitioners. Feedback was received from:

- 18 assessors
- 25 stakeholders
- 11 organisations.

The questionnaires were designed to provide a general overview of the structure and process of the EAS as well as supplying more specific feedback regarding the **main tasks** and their specific elements, plus the common elements and the documentation. This was considered to be useful informa-

tion when looking forward to the future development of the scheme. The quantitative part of the feedback questionnaires was designed to discover whether or not the EAS documents and procedure were clear and relevant.

The testing was carried out as a simulation of the real accreditation procedure. In other words those that took part in the pilot phase were not seeking accreditation but were testing the scheme (no accreditation was awarded). Therefore applicants who took part in the pilot scheme completed the appropriate forms for accreditation and provided relevant documentation regarding their formal and informal education, training and work experience. Assessors checked the application forms and documentation and carried out interviews with these applicants. Interviews were conducted by telephone or via the internet. However, not all applicants who originally applied completed the accreditation process. There are several reasons for this. Some found that they did not have enough time and some had left the organisation where they worked during the pilot. Other applicants encountered language difficulties as the documents were written in English. In other cases applicants withdrew due to personal reasons.

Applicants used a special on-line application tool which also offered the possibility of attaching scanned documentation. Assessors received the application forms via e-mail and assessed them by using the on-line assessment tools. All feedback questionnaires were also available on-line. To maintain a relevant level of confidentiality, on-line tools and questionnaires were protected by passwords and usernames.

All accreditation procedures were carried out on-line via the internet using an open source survey application (<http://www.limesurvey.org/>)

4.1.3 What were the results?

A review of the results was discussed by the partners and alterations were made to the final EAS as a result. These have already been shown in section 3 and illustrated in diagrams

The Testing and Outcomes of the EAS

3.4, 3.5 and 3.6. Aspects of the feedback from participants will also be referred to and addressed in later sections of the guide. What follows summarises the analysis of the data collected from the testing phase.

• Quantitative Results

97% of applicants and 89% of assessors thought that the EAS **main tasks** are representative of the key activities in career guidance practice. However, although generally the **main tasks** were regarded as being highly relevant, **main tasks** 1 (Establish communication with client) and 5 (Career education activities on training paths) was not thought to be as significant as compared to the others.

As far as the assessment procedure is concerned:

- 78% of assessors considered it to be quite efficient
- 11% considered it less efficient
- 11% found it not efficient at all.

Assessors did not believe the assessment process was always able to differentiate between competent and not competent. However, 78% - a large majority - felt that it was quite 'able' to achieve this, whilst 22% thought the process was 'less able' in this regard. There were a few areas of the EAS which according to assessors and applicants were less clear than others. Assessors related this to the procedures for assessment and evaluation of the scheme.

However, results are in general positive, as the clarity of the EAS was viewed as good or very good with some exceptions.

• Qualitative results

The qualitative feedback gave additional information about the EAS. The majority of comments from all parties involved referred to the procedures. Both applicants and assessors found it long and rather complex. It is clear that some practitioners did not realise that completing the EAS procedures and feedback questionnaires would be so time consuming.

(Section 5.4 of this guide emphasises the need to take a holistic approach to assessment in order to decrease the time and potential for repetition of aspects of the process.)

Other issues that transpired were that:

- only the description of the EAS and application forms were translated into the national languages of parties involved
- the on line application and assessment tools were only available in English
- applicants and assessors had difficulty using the on line tools for the first time
- the use of internet tools could provide an opportunity for fraud as assessors cannot see the person during the accreditation process
- assessors would prefer to carry out personal interviews rather than via the telephone.

Therefore there was some difficulty for both applicants and assessors who were not proficient in English or ICT. Also assessors were aware that the authenticity of the process needs to be confirmed.

What else do assessors and applicants say?

The most common observation was with regard to the **main tasks**.

- **main task** 1 (Establishing contact with the client). This is clear and relevant but in practice assessors and applicants do not believe that it can be a separate, stand alone task. Some respondents commented that every guidance intervention begins by establishing communication with the client. (This has now been removed.)
- **main tasks** 4 (Career education-job search) and 5 (Career education-training paths) are in practice often not provided separately. (These have now been combined.)

The Testing and Outcomes of the EAS

- Some assessors and stakeholders stressed that the EAS defines which common and specific elements should be assessed for each **main task**, but does not define standards i.e. minimal required level of performance of these elements. As noted previously levels are not included in the EAS. The inclusion of levels can help to define further the standard to be achieved. However levels of performance have close associations with a job role/title - an approach that the design of the EAS avoided by developing a **main task** framework for accrediting competence that was not dependent on job role.

What do Stakeholders say?

Stakeholders are a very important group who provided feedback on the EAS. In general, stakeholders supported the idea of the project and they thought it could be useful in the EU context. Many were not sure what the benefits will be for their own countries, particularly those from countries where accreditation of qualifications already exist. Stakeholders' responses suggest that implementing a qualification scheme in the wide ranging EU context presents various difficulties.

4.2 Evaluation of the scheme-in-practice

- the online ICT tools were developed by COREP for the project and used for the first time by assessors and applicants. However, some difficulties were addressed during the pilot and it appears that with some more improvements the online tools can be successfully used in the accreditation process
- the interview process should be carried out face to face and not by using the telephone. Assessors did not support a wholly ICT method in the accreditation process. This idea can be developed for the future
- the level of English language of practitioners and assessors in partner and non-partner countries does not allow for the sole use of English language for accreditation. In future this can be addressed by translating the EAS into the nation's own language
- comments regarding the **main tasks** highlighted by assessors and applicants have been taken into account and a revised list of **main tasks** and elements has been developed.



The assessment process

This section will

- 5.1 Explain the process of assessment
- 5.2 Clarify steps for quality assurance
- 5.3 Describe methods of assessment
- 5.4 Discuss good practice in assessment
- 5.5 Suggest communication methods

5.1 The process

5.1.1 The assessment process

There are two main options for assessing competence. The first is focused on 'good attributes' or personal characteristics that are assessed through the evidence collected in a CV, interviews or in one or more tests. The second approach, found for example within the UK S/VQ system, focuses instead on 'good performance', which is assessed through the collection of a range of evidence related to the practitioner's performance in job tasks; including direct observation of the candidate in the workplace. Provided the standards and criteria for assessment in the second approach are clear, then the assessment is more likely to be objective and less dependent on a subjective judgment about suitability based on personal characteristics and attributes. Following discussions within the partnership, it was agreed to take the latter approach. Direct observation was not included because too lengthy and cumbersome, as the partners wanted an assessment process that could be carried out 'at a distance'.

5.1.2 How is the assessment process organised in the EAS?

What follows outlines the process that has been used, and could be used again in any future development of the scheme.

1. The initial assessment stage

To begin, the candidate will undergo initial assessment to:

- assess their potential
- see what they can do already
- determine their suitability for the EAS programme

Following this stage the candidate will progress to:

2. The assessment planning stage

Here the candidate will discuss the assessment process with their assessor and how it will be carried out. Once evidence has been collected the candidate will move on to:

3. The assessment decision stage

This is where the evidence submitted by the candidate is judged to see if it meets the **main task(s)** being assessed. Following this stage the candidate will be given:

4. Constructive feedback by the assessor

This will ensure that the candidate is aware of the outcome of the assessment and knows what further evidence, if any, may need to be collected. If the candidate has been successful the final stage will be:

5. The completion of documentation by the assessor and the awarding of accreditation

The candidate will receive the result of the assessment and the accreditation certificate.

5.1.3 How does the assessor work with the candidate to carry out the process?

- The assessor will check all of the documents the applicant has submitted and verify the 'Declaration of experience' in the career guidance field document. (See appendix ii doc no 4a and doc no 4b Declaration from employer)

- The candidate's request for accreditation will be considered, taking into account previous and current work experience and training. Proof of existing accreditation (where this exists) will also be examined.

The assessment process

What if the candidate has prior learning or experience to be considered

At this stage the assessor may be able to consider previous evidence of competence submitted by the candidate from recognised national or international organisations. This may be a qualification already achieved by the candidate or some other recognised award. If the candidate can provide proof and the assessor is satisfied that this meets the current EAS criteria, i.e. under the same work conditions and with the same group of clients, then this prior learning or experience will be taken into account as part of the assessment process.

N.B. Assessors need to ensure that evidence produced by the candidate is:

Valid	Authentic
Current	Sufficient

- If the assessor is confident that the candidate has the relevant experience, their suitability to continue with the accreditation process will be confirmed
- The assessor will interview the applicant and make a record of the interview (this could be an audio recording or handwritten notes, as appropriate).
- The assessor will ask three compulsory questions (see the list of questions in the appendix ii doc no 7) for every element. If the answers to the compulsory questions are not clear, other questions can be added for clarification
- The assessor will give a 'sufficient' or 'insufficient' mark for every element. The marks on each element are reproduced in the applicant's log (see appendix doc no 6).
- The assessor completes a database providing all the details about their applicant and gives their evaluation
- For internal records, the assessor gives a **score between 1 to 3 to each successful applicant**. 1 means the evidence

collected gives 'full reliability' about the capability of the candidate in the main task chosen; 2 means 'medium reliability', 3 means 'low reliability'

- It is helpful if the applicant has access to the assessor throughout the process via telephone and email. In this way the assessor can also communicate regularly with their candidate.

What if the candidate is not suitable?

If the candidate does not meet the requirements to proceed to the next stage for accreditation, the assessor will explain what s/he needs to do to update their application. Further information and/or documents can be requested if necessary, e.g. a witness testimony from a previous employer, or a certificate from a recent training programme.

- The evidence for candidates scoring 2 should be reviewed in depth by a second assessor (or assessors' coordinator, where one exists).
- Further evidence (including a new interview) may be requested and both assessors have to be in agreement for accreditation to be awarded.

5.1.4 Assessment planning

After the assessor has determined which **main tasks** and elements the candidate will be working towards, s/he will be able to set realistic targets for evidence collection and arrange a schedule for assessments which will be agreed by the candidate.

- appropriate methods of assessment will also be discussed (see section 5.3)
- special assessment requirements will also be discussed in the planning stage. This is to ensure that if the candidate has any special considerations to be taken into account or arrangements to be made, the assessor is aware of these.

The assessment process

5.1.5 The assessment decision

- If the standards have been met a certificate will be issued (Accreditation certificate no 8 appendix ii)
- If further evidence is necessary the candidate will be informed of what is required
- If the standards have not been achieved then the assessor will identify any training needs, or further experience that may be required.

N.B. Candidates...

- who have submitted an incomplete application
- whose experience in the main task is nil or less than the minimum 1,000 hours
- whose experience is not current (i.e. more than 2 years old)
- who have not provided evidence of a sufficient standard
... cannot be awarded accreditation.

**Constructive feedback**

- Feedback will be provided by the assessor to inform the candidate whether the evidence presented meets the standards of the **main task(s)** assessed.

What does the assessor need to do?

- always give feedback in an encouraging and constructive way
- explain the assessment decision clearly about whether the candidate's evidence of competence is sufficient
- advise candidates, who have not proved their competence, how to provide more evidence
- identify and agree the next steps in the assessment process
- encourage candidates to ask any questions regarding the assessment decision

5.1.6 The completion of documentation and certification

The assessor will keep a portfolio and be responsible for completion of the relevant documents.

The Assessor's Portfolio will contain:

- a record of the assessment decisions taken (Applicant's Log, appendix ii Doc no 6)
- the record will include information on who was assessed, which **main tasks**/elements were carried out and why. This will also demonstrate how the evidence supports the assessment decision and where this evidence can be located
- a record of the final assessment decisions
- written feedback from the assessor with suggestions of further evidence, if required, or possible training solutions

The assessment process

- documentation signed by an internal verifier who could be a supervisor or a manager.

5.2 Quality assurance in the assessment process

The process outlined above should ensure a robust system of quality assurance. The assessor's portfolio could constitute the basis of an audit trail, where the assessment arrangements, procedures, decisions and communications with the candidate are recorded and can be referred to if and when required. Before looking at assessment methods, it will be useful to clarify the terms related to accreditation, assessment and quality assurance within the EAS. As described previously, to accredit is taken to mean to certify, to award official recognition. To assess is taken to mean, to judge or evaluate the evidence presented, in terms of its quantity, quality and relevance. Other terms related to quality assurance (some of which are used above) also need to be defined; these are taken from the UK National Training Organisation for Employment (ENTO, 2006) and are:

- **Valid:** Are the assessment methods appropriate for what is being assessed?
- **Authentic:** Is the evidence required present and is it the candidate's own work?
- **Current:** Is the evidence of competence current and consistent - how do you know?
- **Sufficient:** Is there enough evidence, across the range and over time?

And in terms of the assessment decisions:

- **Reliable:** Are the assessment decisions consistent? How does this assessment decision compare with the decisions that other assessors would make and with decisions made for other candidates?

- **Safe:** Is assessment practice reviewed in line with the above? Is there an audit trail of the assessment decisions taken?

This section will now move on to consider a range of assessment methods.

5.3 Methods of assessment

5.3.1 Assessment methods

A variety of assessment methods can be used, although there may be some **main tasks** for which a specific method is preferable, for example **observation** of a 1-1 interview. Generally, what is viewed as important is the overall quality of the evidence presented by the candidate; in order to demonstrate how they meet the standards of competence. Another important consideration in assessing the quality of the evidence presented is the extent to which the candidate has demonstrated how their knowledge is applied in the performance of their practice. For example it is not sufficient to include a copy of a relevant code of ethical practice without an explanation about how the candidate uses this in their work. So, a case study outlining how the application of the code of practice has affected their performance would be preferable. A further point to note here is that where an individual is applying for the EAS, it is that individual practitioner, not their organisation that is being assessed; therefore how a **main task** is met must always be demonstrated in relation to the individual practitioner: i.e., in the above example, what the individual does and not what the organisation does in relation to ethical working (even if this is not written up into a formal code). Where appropriate, candidates can be encouraged to provide evidence to show how they meet the **main task(s)** across the range of possible situations, encountered within their work role. 'Range statements' can help to encompass both a range of contexts and a range of client groups, and can be covered by narrative, case study and questioning.

The assessment process

5.3.2 Specific approaches to assessment

Specific methods of assessment are now looked at in more detail. These are listed below, followed by a brief discussion of their advantages and disadvantages. Not all were used in the testing phase of the EAS, but are included here as a general, and it is hoped, useful guide to methods of assessment.

- α) Direct observation of the person carrying out his/her work
- β) Simulation of tasks and work situations
- χ) Discussion of case studies
- δ) Testimonies from colleagues and supervisors
- ε) Examination of documentation produced by the person whilst carrying out their work (this may include certificated learning)
- φ) Examination of portfolio based evidence - the use of portfolio evidence is significant where non-formal learning is being accredited
- γ) Questioning - often used to identify gaps in the evidence presented, or to test knowledge of the range of possible situations. Questions may take the form of 'What would you do if...?'
- η) The professional discussion or guided conversation
- ι) Accreditation of prior learning, experience and achievement (APL/APE/APA).

a) **Direct observation** indicates that the individual is watched 'performing' in their workplace. Within national systems based on competence frameworks (e.g. UK ENTO), direct observation is often a primary or compulsory method within an assessment scheme. Even if not prescribed (e.g. in the UK NVQ in Advice, Guidance and Advocacy) it would be normal to expect interviews with clients to be observed. The advantage is obvious as the evidence can be judged easily in terms of validity, authenticity, currency and sufficiency. Direct observation is, of course, resource intensive. To counter the time/cost element, a recording of an interview may be acceptable; but sound quality needs to be checked and it needs to be recognised that an audio recording without video omits the possibility to observe body language. But, it may be possible to observe through a webcam or via video

conferencing, however, as in recordings, the authenticity of the interaction would need to be judged with care.

This method was not used in the EAS as in many cases the assessors and applicants were working in different locations across significant geographical distance. The aim, as outlined in 5.1.1, was to develop an assessment framework that could be utilised 'at a distance'.

b) Simulation signifies setting up a replica of a real-life work situation and can be used when it is not possible for the individual to demonstrate competence in a real-life work context. Within career guidance, simulation is not favoured for meeting competence for interacting with clients, as a role play (for example) would not be demonstrating competence working in the natural environment - i.e. with a client. It is usually used in instances that would require someone to be in a very difficult situation, which may not be occurring naturally, day-to-day when an assessor is present. For instance for a health and safety award, how to revive a victim in an accident could be demonstrated using a model.

c) Case studies can take the form of projects or assignments undertaken as part of the individual's normal work. These can be presented in a portfolio without additional discussion, provided it is clear which units / elements / criteria (or **main tasks**) are being met and where within the case study. A disadvantage is that candidates often wish to present work that is not clearly relevant to the performance of their role, for example a 'college' assignment. In addition these can be very descriptive; narrating what took place, but not evaluating performance in terms of the competences against which the case study is presented. On the plus side, case studies can also be used as a foundation for other assessment methods, such as the professional discussion or for raising questions. Case studies and any resulting discussion or questioning do facilitate assessment 'at a distance'.

d) Testimonies and witness statements provide evidence from another person of the candidate's performance within the workplace and can also be used to confirm other evi-

The assessment process

dence submitted by the candidate. They are useful supporting documents and can confirm that the individual performs to the standard consistently and over time (rather than just the one interview that may be observed by the assessor). They are often used in conjunction with applications for APL/APEL/ APA and are usually provided by a person senior to the candidate. The disadvantage is that if submitted at a distance the authenticity of such a document is difficult to assess, particularly if the organisation and witness is not known to the assessor.

e) Examination of documentation - different to case studies which are about the actual work, documentation refers to items such as CVs, letters or evaluation reports (see section 7 for more detail). This could also include certificates for existing qualifications. Although useful they do not provide much information on the quality of the current work of the practitioner. However, the latter may be particularly useful within the EAS for assessing the person's ability to carry out the work, if they wish to present evidence of formal training and qualification within the field of career guidance. As the type and range of qualification varies across Europe, assessing the value of the qualification can be difficult. However, it is important that when a candidate does possess a qualification / certificate this can be recognised within the scheme.



The aim would be to aid the assessment, and should not be confused with a **requirement** to present qualifications. As with any evidence that is presented, it would be for the individual to show how the qualification / certificate is relevant to the EAS. Using national assessors makes it easier to confirm the value of what is presented.

f) Portfolio-based evidence suggests that a number of pieces of evidence are put together in a portfolio and sent for assessment. In some schemes this may be the entire evidence: in other words there is no direct observation of the practitioner in their workplace. Whilst this is less costly than an approach which includes direct observation, questions can be raised about authenticity and validity. It can be difficult to judge the qualifications and evidence presented across a number of countries with very different qualification requirements. Portfolios can, on face value, offer the candidate the opportunity to be assessed holistically, but a formal structure is required for the presentation of a portfolio in order to ensure that the assessment is reliable across candidates. The 'self-portfolio' used by the EAS is explained in section 7. Our approach has been to avoid a portfolio structure that is too rigid as the individual can find portfolio-building a daunting task (see the discussion below on the professional discussion).

g) Questioning, as indicated above, can be used to confirm or clarify the quality of the evidence presented. It can be useful where the candidate does not have the opportunity to demonstrate a particular element of a **main task**. In this situation an assessor could ask a 'What if' question. However, such 'What if?' questions could not be used where evidence must be presented; for instance if a clear contract is required as part of the interview process and this was not undertaken, a 'What if' question would not suffice. Of course, questions and responses need to be recorded as they become part of the evidence.

h) The professional discussion: this is also referred to as the guided conversation and is a conversation where the candidate describes and reflects on their knowledge in relation to a competency standard. It is an excellent way of assessing

The assessment process

the validity and reliability of the individual's evidence and can be used to cover a number of elements. Within the UK use of the 'professional discussion' has proved successful in the assessment of competence in career guidance (Reid, 2002). The professional discussion was developed as an alternative to providing paper-based evidence and has, consequently, proved helpful for UK S/NVQ candidates who prefer, or find it easier, to present evidence via another medium (for example, where a candidate has special requirements within the assessment process). It involves a guided conversation between the assessor and the candidate, for which both prepare in advance in order to clarify the areas of competence (**main tasks / elements**) that are being covered in the discussion. It is the assessor's responsibility to ensure that the discussion remains focused and the candidate's responsibility to prepare and bring to the session the evidence that is being assessed. The discussion is recorded, and the recording becomes the evidence. A simple written summary needs to be produced to show where on the recording the criteria (**main tasks / elements**) have been met, i.e. the time this took place within the discussion. With video equipment, ensuring a clock is visible simplifies this task and with the advent of digital recording this method has become easier to use. The candidate can show the assessor evidence which then does not need to be written about further, or presented again. To clarify, there is no client involved in this recording; it is a discussion between an applicant to the EAS and their assessor.

So, the professional discussion is effective for areas of work that do not require direct observation and is very useful for assessing experienced staff, rather than those new to a professional role. It allows the candidate to demonstrate their ability to be a reflective practitioner and for a genuine discussion to take place: in other words this is not just a simple question and answer approach. Any 'gaps' can be filled after the event through the methods outlined above, although the need to do this is rare. Above all, it provides an interesting alternative to the 'paper chase' that many candidates experience in the traditional approach to building a portfolio of evidence. The discussion and evidence can **include reference to underpinning theory** and published work: in this way it can

provide evidence of 'deep' rather than superficial knowledge and understanding.

i) APL / APE / APA refers to accreditation of prior learning, experience or achievement. Assessment would consider the candidate's existing level of knowledge and skill in relation to the **main tasks**. Whilst this is beneficial to the individual, and within the EAS will help to acknowledge existing competence, it is always difficult to judge whether such claims can lead to evidence that is valid, authentic and current. Unless the assessor is very familiar with what is being presented, assessment is usually complex and detailed. In the experience of the S/NVQ system in the UK, presenting evidence for APL / APE / APA can be very costly in terms of time for those involved.

Task	Duration of work Experience (in 'round' figures)	Significant / Not significant?
1 st main task	500-900 hours of work experience	Viewed as not significant work experience
	1000-2000 hours of work experience	Viewed as significant work experience
2 nd main task	500-900 hours of work experience	Viewed as not significant work experience
	1000-2000 hours of work experience	Viewed as significant work experience
3 rd main task	500-900 hours of work experience	Viewed as not significant work experience
	1000-2000 hours of work experience	Viewed as significant work experience

Table 5.1: Minimum number of hours required for assessment against the main tasks in EAS

The assessment process

However, if an assessment approach is to start from the experience of the practitioner then a mechanism needs to be found. An approach is to assess this through qualification /certification and hours of experience in the role related to a **main task**. Although this cannot be the whole assessment process, a recognition of hours worked in a **main task** can offer a starting point to judge the amount (if not necessarily the quality) of experience. The EAS has set a minimum number of hours for **main tasks** in order to ensure an appropriate level of quality assurance, this must be current experience and not more than two years old - this number is outlined in table 5.1.

5.4 Good practice in assessment in the EAS

An aim of the EAS is to keep assessment as simple as is possible without compromising the quality of the award. To that end, the accreditation and assessment process has been streamlined and portfolios do not need to contain evidence that the assessor can see in the workplace. Assessment should begin with an understanding of the person's work role in order to be clear about the tasks they perform. This can be gained in discussion or through the provision of a narrative statement.

Evidence that is used for one element or **main task** should, whenever possible, be used for other elements or **main tasks**, *as appropriate*: case studies and professional discussions are good examples of using one method to cover more than one task. As should be evident from the discussion above, a combination of methods should be used and it is up to the assessor in consultation with the candidate to ensure a balance of methods is utilised. A criticism of competence-based approaches is that they can fragment the overall picture of an individual's competence. A holistic approach, which is preferable, requires assessment to include evidence that can be related across the scheme, rather than an element by element approach. And a mix of methods ensures that the candidate has a chance to demonstrate competence in a range of ways; rather than relying on the assessor's preferred method.

It needs to be stressed that the assessor's role is to judge 'did they meet the standard (element and/or **main task**) yes or no?' Qualitative statements about 'how good' a candidate or their evidence is, should be avoided. The reasons for a decision should be given in relation to the standard and the reliability of the evidence (see section 5.1.3) - and nothing else. Consistent with this comment is the need for assessors to be transparent about their decisions for the sake of the candidate, the reputation of the scheme and any auditing. As discussed in 5.2, records about assessment decisions need to show what evidence was presented, what it met, the decisions taken and how and when the candidate was informed. Wherever possible this rigorous approach should not rely on heavily bureaucratic methods that create an unnecessary paper trail, or are overly time consuming for all involved.

In line with a holistic approach to assessment, it is important to stress that a rigid use of guidelines will not be helpful where the EAS is used across a range of countries and sectors. It is important to recognise that countries have their own cultural and historical traditions and values, and legislative structures: all of which will shape their approach to 'credentialing' the work of career guidance practitioners. Related to jurisdiction, a particular difficulty for any overall scheme that can be applied across sectors is the realization that different government departments (again within as well as between countries) organise and fund the work. For example, this could be a Department in Education, Employment, Social Welfare, and so on. This can affect both the content and the methodological and theoretical approach to training for career guidance practitioners. For instance, guidance can be viewed on the one hand as facilitating lifelong learning, or on the other, as a means of getting people off benefit and into work. The model used for any intervention with clients is likely to reflect the prime purpose of the activity.

So, it is sensible to apply **reasonable** flexibility according to the context of the assessment. This is particularly important where language may be a barrier to understanding any requirement within the EAS process - or indeed the interpretation of the **main tasks** and elements. If in any doubt users of

The assessment process

the scheme, including assessors, should contact the EAS administrator. As a final word on good practice in assessment, the approach should be framed in a spirit of finding out what the candidate **can do**; not reducing the activity to record what the candidate cannot achieve within the scheme.

5.5 Communication method

5.5.1 Communication methods

How might the communication process work in the EAS?

One way to organise the process is now described

Each organisation communicates to the EAS coordinator, the name (and last name) of the assessor(s) and their e-mail, address, phone, fax



Each assessor sends the list of applicants to the EAS coordinator

the scheme, including assessors, should contact the EAS administrator. As a final word on good practice in assessment, the approach should be framed in a spirit of finding out what the candidate **can do**; not reducing the activity to record what the candidate cannot achieve within the scheme.

5.5.2 How does the applicant register, receive information and submit an application?

The EAS coordinator subscribes the applicant as a user of the framework "EAS applicants' information": an e-mail will be sent automatically to the applicant and s/he will be able to access their personal application and details of their assessor



The EAS coordinator enrolls the assessor as a user of the dedicated web area useful for saving the applicant's documentation: and sends the login and password used for accessing website



The applicant inputs their information and sends all the documentation (in a digital format and by e-mail - or fax) to their assessor



The system informs the applicant if s/he has completed their application correctly and it will remind them to send their documentation to their assessor



The EAS coordinator sends an e-mail to each applicant with the name, the number of fax and the e-mail of their assessor



The assessor receives all the digital documentation from each applicant



The assessor saves all the applicant's documents in their dedicated folder on the dedicated web area

The assessment process

5.5.3 How will this process be developed in the future?

The process outlined above reflects the methods used during the pilot. Many assessors and applicants were not accustomed to using online tools to record information and had no previous experience, however, once the initial difficulties were overcome, the system became less complicated to handle. Many gave positive feedback on the efficiency of the process. In the future, after further testing of the computerised tools to increase their reliability, and the provision of training for assessors and applicants; the ICT process should provide a useful support for both assessors and applicants. If an assessor can access the applicant's information more easily (for example to make assessments), then the on line process will be more efficient and the review of progress, and delivery of feedback, can be quicker.

Having e mail contact enables both assessor and applicant to keep in touch. This allows the applicant to have access to the assessor if s/he has any difficulties over interpreting any of the tasks being accredited.

In the pilot scheme, however, some assessors were concerned that by using ICT alone, the process for accreditation may provide an opportunity for fraud and thus was not entirely robust. In particular, concerns were expressed over the use of internet tools for the interview process, as assessors do not have face to face contact with the applicant during this part of the accreditation process.

In future this aspect of the accreditation can be improved. By using a video conferencing facility, an interview can be set up between the assessor and the applicant whereby the applicant can be identified; providing a more personal interaction.

Looking forward, the introduction of more face to face interviews would be another useful method for assessors. ICT online tools can be developed accordingly so that assessors can record the interview in an efficient way.

This more direct relationship between the assessor and the

applicant can be both motivating and encouraging for the applicant, as the assessor and applicant can engage in a more meaningful dialogue. In this setting the applicant's job role can be explored and more relevant questions can be asked, providing a better understanding of the applicant's knowledge and experience.

5.5.4 Guidelines on using the website and registering assessments

The following guidelines are offered in order to facilitate the use of a website for assessors and applicants:

- make certain that both assessors and applicants can access the website easily
- make the website user friendly and easy to navigate
- guarantee that registered applicants are informed of their status
- ensure that security passwords are in place in order to protect data
- put in place any training necessary for assessors
- check that assessors understand how to record accurately the applicant's evidence in the Applicant's Log
- create a forum for assessors to access in order to share best practice
- include any useful links on the website.

Finally in this section it is important to acknowledge our use of two specific ENTO documents that have helped to form our ideas on assessment for the EAS. These are 'Excellence in assessment and verification: putting it into practice' (ENTO, 2004) and 'Excellence in assessing: putting it into practice' (ENTO, 2006).



Illustrating the EAS in practice

This section of the guide will look at case studies from the pilot of the EAS, in order to:

- Consider the experiences and current work practices of potential candidates
- Illustrate assessment methods in practice
- Highlight key issues

The sub sections are:

- 6.1 Case studies from the partner countries in the EAS
- 6.2 What do the case studies tell us?

6.1 Case studies from the UK, Spain, Slovenia and Italy

The case studies provide illustrations of the EAS-in-practice. They place previous comments within the guide which related to the evaluation of the testing phase, into context within particular sectors and countries. They aim to help the reader to understand the benefits of engaging in such a scheme and also to identify some of the issues that may be encountered. These issues are addressed in the section 6.2.

Case Study 1, from the United Kingdom

JT is a qualified career guidance practitioner who currently works in a private school as both a teacher and career guidance counsellor. He came across the EAS through a professional association in the UK and volunteered to seek accreditation for career guidance interviewing. As soon as his registration was notified I spoke with him to reassure him that the process itself was not complicated even if some of the documentation appeared to be so! We agreed the steps that needed to be undertaken - evidence gathering, submission of documents and so on - and set a timescale for the process. Given that JT is a well qualified and experienced career guidance practitioner he was able to supply a number of formal certificates to support his claims; his application was also comprehensive and provided a great deal of reflective evidence (including a couple of narrative stories about recent career guidance interviews), which obviously demon-

strated his competence. On the basis of the evidence submitted I had no doubts about accreditation.

In the above case study we note that:

The roll out of the EAS in the UK was always likely to be challenging simply because there is already a comprehensive framework of accredited training for career guidance practitioners. Our approach was to seek volunteers who would be prepared to go through the process in order to test both the process and the materials, even though the outcome would not add to their accreditation in a UK context.

The key issues in the process were:

- Some difficulty over the documentation, particularly electronic submission
- In countries where accreditation already exists it should be possible to gain some EAS 'credits' through existing practice rather than having to submit a complete set of documents
- The initial scoping conversation was important in that a shared plan was agreed.

Case Study 2, from the United Kingdom

KJ works as a Personal Adviser in a Connexions Service and is already accredited as a careers adviser in the UK, having previously completed the Qualification in Career Guidance and the additional training needed to operate as a Personal Adviser in Connexions. She volunteered to participate in the project partly because of her belief in the need for a transnational accreditation for careers guidance which would allow practitioners to work in a range of countries.

KJ followed the agreed process as far as evidence and assessment was concerned. In addition to the formal evidence submitted by the candidate, further telephone discussions demonstrated a real understanding of the dynamics behind the processes involved in a career guidance interview. The conversations also threw up the potential conflict between assessments which rely on a more academic approach, rather than the UK S/NVQ approach, which includes assessment of the appreciation of theory as well as practice.

Illustrating the EAS in practice

The use of telephone conversations to discuss the relative value of various evidence sources was new to the candidate and the assessor, but posed no real obstacles to the process.

In the above case study we note that:

- the candidate was already qualified and had trained to be a Personal Adviser
- the candidate was enthusiastic about the ethos of the EAS
- the EAS process of assessment was adhered to with the candidate submitting their evidence
- further telephone interviews took place to support the candidate's evidence

The key issues in the process were:

- the telephone interviews confirmed the candidate's competence
- the assessor was able to obtain a more accurate picture of the candidate's ability and understanding through the telephone interview
- through discussion the candidate and assessor identified a more academic approach to assessment in the EAS than the UK NVQ system
- both candidate and assessor had no difficulty carrying out telephone discussions in order to identify evidence, which was a new process for them both.

Case Study 3, from Spain

EV works as a career guidance practitioner for a career guidance and information employment centre at a public university. Not only is she a qualified practitioner, but also she collaborates frequently in career guidance research projects, articles and other activities that contribute to her professional development. As a consequence of this, the assessor received 25 different documents supporting her application. Luckily, this practitioner keeps all her professional documents together and did not find any problem in sending copies. In this case, it was the assessor who scanned all the documents and uploaded them. This made the process long and rather discouraging and this difficulty would need to be addressed in the future. An added complication was that

sometimes the connection fails and the assessor finds s/he has to start again. That said the majority of applicants would not send this large number of documents.

Documents provided comprehensive evidence of the adviser's commitment to professional development, with all the formal qualifications achieved, plus complementary and specific training courses (the last one less than six months before the application). An indication the time she dedicated to career guidance, the characteristics of her job (she even provided legal contracts - giving greater reliability to the evidence), certificates from courses taught by her and published articles (this was helpful to see that she has a solid theoretical background, among other aspects) were also provided. All this information indicates she is a very committed professional. However, her answers to the questionnaires had been correct but brief; maybe longer answers would have helped to provide more evidence without the need for so much paperwork.

As a third step, it was necessary to conduct an interview to confirm that all the paper evidence was real. In this case, the assessor and the applicant agreed to have a face to face interview (in the applicant's work place) since this was possible without causing inconvenience to either of them. Before the interview started, the applicant and assessor discussed briefly its purpose and the implications. The interview went well, the applicant explained in detail her work, including the tools she usually used, distribution of tasks, space, times, and so on. She provided examples to support many of her statements and justified her opinions and decisions rationally. As all the evidence obtained in the interview strongly supported this person's application and was completely coherent with the meaningful documents provided, this application was given full reliability in all the elements. It is necessary to note that, as happened with this practitioner, most of the applicants in Spain have great difficulties in finding a Code of Ethics of reference. Many of them are not psychologists, and some of the psychologists who work as career guidance practitioners are not members of the Professional Association (Colegio Oficial de Psicólogos); whose Code of Ethics is probably the most important in this field.

Illustrating the EAS in practice

In the above case study we note that:

The assessor

- carried out a face to face interview in the work place
- found the interview an easy process with the applicant demonstrating her competence by explaining her job role in detail using supporting materials

The applicant

- performed well during the interview as well as providing comprehensive documentary evidence.

The key issues in the process were:

- all applicants in Spain received the documents translated in Spanish
- an email was also sent explaining the process
- the assessor contacted applicants, either by email or by phone, to check that they had understood the documents and the process
- applicants were encouraged to send all the documents as soon as possible
- the assessor made it clear that the process was not very complicated
- some guidance may be required regarding a code of ethics and how applicants can provide evidence of this in their work.

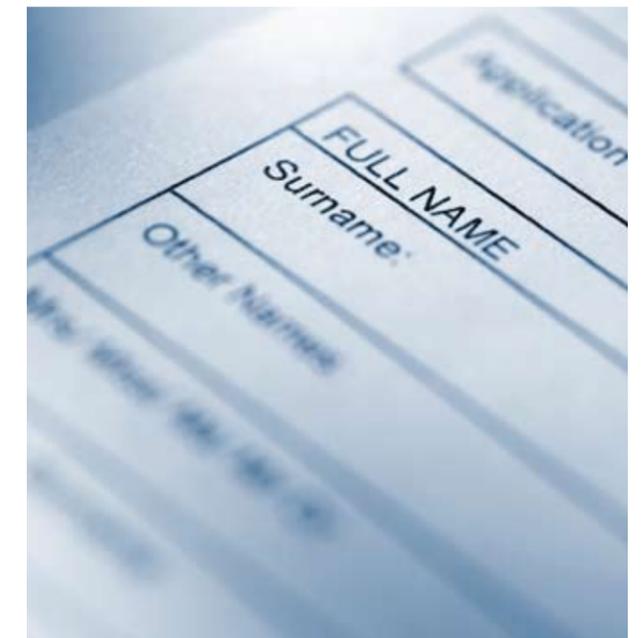
Case study 4, from Spain

In this case, the candidate worked as a career guidance practitioner for a private service. He trains people in training itineraries. This person could not provide any documents showing he had received any specific training in career guidance, either formal or non formal. He provided the assessor with his Bachelor degree in Law and a contract proving he works currently training people in aspects related to career guidance.

He filled in the questionnaires: it could be concluded that the career guidance profession had entered his life as something circumstantial. The assessor could not get meaningful evidence from the brief information provided by the candidate in the questionnaires. If candidates take the necessary time to

complete the questionnaires, some meaningful information can be obtained: provided of course that the person is able to demonstrate that they are working to the standard. This information is important for the assessor, who can investigate it later during the interview and link it to certain issues related to the main tasks. It seems there are remarkable differences in the quality and quantity of information given by the candidates.

Following examination of the questionnaire, the interview confirmed the same impression obtained from the questionnaires. As a result of the time dedicated to the practice, this candidate knew useful information related to training itineraries and career guidance. However, his lack of previous training resulted in a deficiency in knowledge of the approaches underlying career guidance, the conditions that a practitioner must create and the resources needed to have a successful intervention, and many other important aspects. Moreover, this person seemed to face this with no interest in improving his knowledge or skills in the field, as he considered this work circumstantial. However, this is an uncommon case in Spain, where most of the professionals in career



Illustrating the EAS in practice

guidance have received some specific training related to career guidance.

In the above case study we note that:

The assessor

- tried to make good use of the documentary evidence provided by the applicant in the interview to support the claim for accreditation
- did not rely solely on the documentary evidence presented
- used the interview to try and elicit more information from the applicant

The applicant

- was not accredited as he was not able to prove his competence.

The key issues in the process were:

- the documents applicants complete provide a useful insight for assessors
- the interview is a necessary requirement in the process
- good assessor interview and questioning techniques are key, in order to ensure that the applicant is encouraged to talk to the assessor about their role and support their claim for accreditation.

Case study 5, from Slovenia

KA is employed in the counselling service of a big vocational school in a medium-sized town. Her educational background is in psychology, she has 11 years of work experience. Her work is partly in individual counselling, partly in group work but she also carries out some other tasks. Her professional development portfolio is very extensive as she has participated in numerous training courses in the field of career guidance. She was also involved in a number of pilot career guidance projects. She applied for accreditation for **main task 5** (Careers Education in small groups -training paths, see table 3.3) mainly because most of her work experience is in this area.

KA had no previous experience of applying for competence-based accreditation schemes so she consulted her assessor. She did not have any major problems in completing the EAS

forms, but she needed some help to find out which documents (mostly training certificates) are relevant for EAS (i.e. directly related to the EAS five **main tasks** used in the pilot phase). Her opinion is that on the EAS forms there should be a space to submit her experience gained during the work with guidance projects.

She welcomed a competence-based accreditation scheme, but also stated the importance of having a theoretical background and school based knowledge for each guidance practitioner. She also stressed that the qualification level of EAS needs to be defined in future to make EAS comparable to other qualifications. For the assessor, it was not difficult to approve her application since the evidence of her professional development for **main task 5** was impressive.

In the above case study we note that:

The assessor

- helped the candidate to collect the evidence, in particular in selecting relevant documents to demonstrate competence in any of the **main tasks**
- did not have any problems in approving the candidate's application

The applicant

- was qualified in psychology and had extensive work experience
- was keen to maintain her professional development
- had not previously encountered a competence based qualification and was enthusiastic to take part in the pilot.

The key issues in the process were:

- it is possible to use a competence based accreditation scheme to provide recognition in a specific area i.e. in this case, working with small groups
- a theoretical background is essential for guidance practitioners
- a comparison of the EAS to other qualifications/accreditation in the field of career guidance needs to be clarified in the future.

Case study 6, from Slovenia

Illustrating the EAS in practice

KL is an information officer in the Employment Service Career Centre. This is an open-door centre, so all target groups visit it; students, unemployed and employed. He has worked in this centre for three years. He completed a college course in Administration, therefore, he does not have a relevant educational background. The EAS provided an opportunity for him to evaluate his skills against a qualification.

He sought advice from assessors because of language difficulties, lack of experience with on-line ICT tools and because he was not familiar with a competence based approach. He applied for accreditation for **main task 2** (providing information, see table 3.3).

KL's job involved all of the information activities required for **main task 2**. The duration of his work experience is also in line with EAS requirements. It was a little more difficult to find enough evidence on relevant training and self-development activities. However, KL accomplished all in-house training courses offered by his employer. He also passed an internal professional exam. KL also stated that there are not many options for relevant training in guidance that would be suitable for his level of work. The assessor decided to approve his application for the EAS.

In the above case study we note that:

The assessor

- advised on use of on line ICT tools and helped with language difficulties
- used in-house training and candidate's success in passing an internal professional exam as evidence for training and development activities

The applicant

- did not hold a relevant careers guidance qualification
- had no experience of a competence based approach
- qualified for the EAS with the relevant period of work experience.

The key issues in the process were:

- the EAS provided an opportunity for the candidate's skills to be recognised
- current training and skills were taken into consideration in

the assessment process

- the candidate was able to prove his competence in his specific work area, i.e. information.

Case Study 7, from Italy

In this case study FS is a career guidance practitioner who currently works in a public job guidance organisation (CPI: Centre for job). She has great experience as a career guidance practitioner, even though she is not certified, because, as in many CPI centres, the function that she provides does not correspond to the activities that are actually carried out. She has a technical function, but in reality she has worked as a career guidance practitioner for many years. Her application was well supported in interviews and through narrative stories. However, she could not be given 'full reliability' because further evidence was required, for example there were no formal certificates available.

In the above case study we note that:

- the candidate was not accredited
- the candidate had been given an internal score of 2 which means medium reliability (see section 5.1.3 for an explanation of full, medium and low reliability)
- the evidence would therefore be reviewed by a second assessor, if available
- further evidence would be requested.

However, the assessment of candidates not holding formal certificates should not always be considered as 'medium reliability'. A range of other relevant evidence can be collected and the candidate can be reassessed.

Key issues in the process - this assessor provided general comments on their experience:

- applicants were generally enthusiastic about the scheme
- assessors helped applicants to balance work commitments against working on the EAS
- assessors understood that they needed to motivate applicants using phone and e mail to encourage them when they felt that they were not making progress
- assessors needed to spend time over translating standards

Illustrating the EAS in practice

as many competent applicants did not speak English

- assessors gave good support to applicants
- for the future, language barriers can be removed and the documents translated into the applicant's native language
- to simplify the system, one coordinating assessor could collect all of the documents.

6.2 What do the case studies tell us?

A brief analysis of the seven case studies from the pilot is now provided so that both the possibilities and the pitfalls of the assessment approach can be highlighted. Further use of the EAS would add to the body of case studies which could be shared. This would support the development of the process and demonstrate the EAS-in-use, within a wider range of circumstances.

6.2.1 The experiences and current work practices of potential candidates / applicants

The case studies above show a range of candidates' current work practices and experiences. Most are experienced in the field. Their experiences range from a teacher in a private school, who is also a qualified guidance practitioner, to a guidance practitioner who has no formal training in working in the field.

6.2.2 The assessment methods used

Assessors realised the need to explain the EAS to their candidates to ensure that they understood what the programme involved, how it would be assessed and accredited and to reassure them that the process was not a complicated one.

The interview process was employed usefully by all assessors who understood that this was a reliable means to make judgements on the evidence submitted. During the interview candidates were encouraged to provide substantial evi-

dence of their performance of the **main task(s)**. This included narratives and reflective evidence.

Assessors also examined formal certificates and contracts to demonstrate a candidate's competence and ability to perform the **main tasks**.

6.2.3 Points to note:

- The submission of documents electronically is a practical and straight forward way in which to register candidates. From the information provided in the case studies, the current system can be reviewed so that it can work in a more efficient and user friendly way for both assessors and candidates. The documents provide the assessor with a great deal of important information about the candidate. These documents can now be reviewed to ensure that there is no duplication of information required; thus the system used by assessors will become a more straightforward process. The system will remain a rigorous one to ensure that all certificates provided by the candidate are genuine and valid

- Face to face interviews, in the work place, are preferable, this makes assessing and planning more natural and straightforward. Assessors have noted that candidate support and motivation is essential, and a meeting with the candidate in the workplace is important to explain the concept of the EAS and also for establishing a rapport

- Listening to the candidate's evidence in the form of narratives regarding their recent experiences in their role, is key for assessors in helping them to make decisions on the candidate's competence

- Ongoing communication with candidates will ensure that there is continued support and encouragement which, when candidates are gathering evidence alone and perhaps under pressure at work, will give them the incentive to continue

- According to the case studies not all countries work to a code of ethics, however, working ethically is a concept that

Illustrating the EAS in practice

all career guidance practitioners should understand and be able to talk about and demonstrate. This area can be discussed with the candidate during a professional discussion with the assessor. In this way the assessor will be able to ensure that there is an understanding of the subject and that the candidate is aware of the issues within their job role

- Accreditation schemes already exist in some countries. However, for applicants who are only seeking accreditation in one **main task** for example, which is appropriate in their job role; the EAS will provide a means to achieve this without having any other formal qualifications. Evidence from previous and existing practice will be taken into account together with any certificates if available

- A review of the **main tasks** has taken place following assessors' comments. This will help to make the EAS more relevant and appropriate to a variety of applicants

- English was used as a common language for the pilot, which caused some problems as assessors found it time consuming translating and explaining difficult areas to applicants. However, in Spain the standards were translated into the applicant's national language and this enabled assessors to focus on the evidence presented and carry out the interview without any difficulties

- For the future, the EAS can be translated into the applicant's national language wherever possible.



Applying for accreditation

This section of the guide will:

- 7.1. How to apply for accreditation
- 7.2. Clarify the role of the organisation in the EAS

This section of the guide outlines the procedures for applying for accreditation as used in the pilot scheme. These procedures could be adopted or adapted for any future use of the EAS.

7.1 How to apply for accreditation

7.1.1 How an individual can apply for accreditation

Initially the individual/candidate needs to:

1. Complete an application form and the declarations for accreditation in at least one career guidance **main task** that s/he does regularly (appendix ii doc no1).

A **main task** is an identifiable and self standing activity that a person delivering career guidance can accomplish.

What are the Main Tasks offered?
1. Deliver information related to career guidance as a separate activity
2. Perform career guidance interviews
3. Carry out career guidance activities with small groups

2. Submit a Self Portfolio containing the documents indicated on the next page.

All these documents would, by preference, be sent by electronic mail to the scheme co-ordinator. Templates of the documents are to be found in the Appendix and as far as possible should be completed electronically. Certificates and other official documents should be scanned. Any incomplete applications will be returned to the candidate.

7.1.2 What does a candidate put in the Self Portfolio?

The portfolio will contain the following:

- European format CV (appendix ii Doc no 2)
- Personal statement on career guidance practice and own code of ethics.

This will ask the candidate the following questions:

- Have you chosen to work in career guidance? If yes, why?
- What do you think are your strengths and weaknesses in your work?
- What are the authors and theories that inform most of your professional practice?
- How do you keep your knowledge and skills upgraded? What are your future plans for continuing education? (appendix ii Doc no 3)

- Declaration of experience in the career guidance field by the current or previous employer. It is essential to have work experience of at least 1,000 hours for each main task to be accredited. If this is not the case the candidate will need to ask their previous employers to provide a declaration to verify the claim. Experience must be current or not more than 2 years old (appendix ii Doc no 4a, e.g. or a declaration from an employer Doc no 4b)

- Codes of conduct

Any of the following, if available, will also provide useful evidence:

- copy of accreditation documents providing proof of previous work experience / qualifications
- educational and professional certificates
- licenses to practice in the career guidance field
- membership of professional career guidance organisations

- client interview records (in compliance with relevant codes of privacy and confidentiality)
- participation in career guidance congresses, conferences and other events
- subscriptions to career guidance journals
- first page of articles / books written by the candidate about career guidance
- other certificates of in-service training and continuing professional development
- certificates proving internships in career guidance services
- other possible accreditation documents as available
- any other evidence in support of the application.

Candidates will be able to collect a variety of evidence from their current work place to meet the assessment criteria across as many **main tasks** as possible. This evidence will include examples of previous work experience, training / educational qualifications/awards (where these exists) and third party feedback on the candidate.

Witness testimonies can be collected from work colleagues and managers who may write witness statements relating to any part of the **main tasks** and elements being claimed. The candidate will need to explain to their manager or colleague what kind of evidence they need to collect for a **main task** or an element and how a statement can be written to cover this. Assessors can also provide evidence from observations, questions and a professional discussion.

As the evidence is collected, the candidate will file documents in the portfolio which demonstrate that s/he is competent in the **main task(s)** and set up an index explaining what the documents are, which elements/**main tasks** they relate to and where this evidence can be found.

What kind of evidence should be collected in the portfolio?

- evidence of records that are used in the workplace with clients
- examples / case studies.

Here are some examples of evidence:

Main Task 2: Perform career guidance interviews.

- documentation from current work place, recording client interviews
- examples from previous experience describing how the candidate has assisted clients
- an observation, by the assessor, of an interview with a client in the work place; taking into account any confidentiality issues
- a witness testimony from a client, a colleague or an employer demonstrating how the candidate has assessed the needs of clients and used career assessment tools where appropriate
- case studies showing evidence of how the candidate has dealt with clients and the challenges encountered in assessing their needs.

7.1.3 Description of the candidate's next steps

The candidate will

- have a discussion with their assessor who will provide an initial assessment (see section 5.1.3)
- inform the assessor if s/he has any special requirements

What are special assessment requirements?

- Assessors may need to change the assessment schedule to align with the candidate's working schedule if observations are to be carried out
- Some candidates may be physically impaired and may need special arrangements to be made

- discuss what s/he needs to do in order to achieve accreditation
- agree an assessment plan.

The candidate will continue to:

- work with their assessor to review methods of additional assessments and update the agreed schedule
- collect evidence throughout the scheme
- produce a Candidate Portfolio of evidence including completed records.

7.1.4 Discussion of evidence for the portfolio

The assessor will

- discuss the evidence submitted with the candidate either during a face to face interview or on the telephone
- ask relevant questions which will also be recorded.

The assessor can record the answers in written form or s/he could use a digital recorder. The latter method means that the assessor is free to ask a wide range of questions according to the applicant's situation and does not have to concentrate on recording in a written form during the interview. Also a more natural conversation can take place between the assessor and the applicant.

For every element to be assessed three compulsory questions are asked of the applicant (see the list of questions in the appendix doc no.7). If the answers to the compulsory questions are not clear, other questions can be added for clarification by the assessor. For every element the Assessor will give a 'sufficient' or 'insufficient' mark. The marks on each element are reproduced in the applicant's log (see appendix ii doc no.6).

The list of questions suggested should be used as a guide and assessors can formulate their own questions to make them appropriate to the applicant's situation. Therefore it is not necessary to repeat questions if they have already been answered successfully in a previous task or element.

Further, if applicants do not understand a question then the assessor can ask it in a different way or use another example to elicit a response.

Assessors should not ask leading questions, however the following are several techniques that can be employed to help applicants feel at ease and provide the assessor with the information they need.



Applying for accreditation

Open



Used to encourage the applicant to speak and to gain an overall picture of what is required by the assessor, e.g. How do you assess the needs of a client?

Closed



To achieve confirmation or a yes or no answer, e.g. Do you use assessment tools?

Probing



As a follow up, e.g. How do you choose the best assessment tool for each client?

Prompt



If the applicant is rather anxious or needs some encouragement, e.g. Can you give me an example of how you have successfully used an assessment tool?

Clarifying



If the assessor or the applicant are not sure about something, e.g. Can you explain the process you use in your organisation once again please?

(Question techniques draw on the document from ENTO, 2004)

What kind of questions could be asked?

For example: **Questions for main task 1: Deliver information related to career guidance as a separate activity**

- what are the specific resources in your country where you can find the most / best quality information about job openings/ description of occupational titles/ description of your country's educational and training system/ list and description of university courses/ national and regional labour market data?
- how do you keep yourself up to date on career guidance information?

7.1.5 Certification

Although mentioned elsewhere in this handbook, it is useful here to repeat the process for certification. Before certification can be awarded the assessor needs to check the following:

- For every element to be assessed three compulsory questions must be asked of the applicant (see the list of questions in appendix ii doc.no.7). If the answers to the compulsory questions are not clear, other questions can be added for clarification. **For every element the assessor will give a 'sufficient' or 'insufficient' mark.** The marks on each element are reproduced in the applicant's log (see appendix ii doc no.6)

- All the evidence collected by the assessor is listed in the applicant's log. Further information and/or documents can be requested if necessary. For internal records, **a score between 1 to 3 is given to each successful applicant.** 1 means the evidence collected gives 'full reliability' about the capability of the candidate in the main task chosen; 2 means 'medium reliability', 3 means 'low reliability' about the capability of the candidate. The evidence for candidates scoring 2 should be reviewed in depth by a second assessor (or assessors' coordinator, where one exists). Further evidence (including a new interview) may be requested and both Assessors have to be in agreement for accreditation to be awarded

Further points on the administration in relation to accreditation

- The accreditation certificate is issued by the EAS central administration (not by the National Awarding Body), is numbered and written in English and the national language of the applicant
- Each National Awarding Body reviews the assessment procedure of each applicant, before the result of the assessment is transmitted to the EAS Central Administration for the issuing of the certificate. The result of the assessment for each application is passed to the EAS Central Administration, with a copy of the applicant's log and record of the assessment interview

Applying for accreditation

- Feedback for quality control on the assessment procedure is collected directly by the EAS Central Administration from each applicant, once the assessment process is completed and its results are made known to the National Awarding Body.

The EAS certificate reads as follows:

To whom it may concern. I, Ms./Mr.
EAS assessor on behalf of
(national practitioners' association name and address)

declare Ms./Mr. has been accredited for the following **main task(s)** of career guidance.

During the accreditation process, Ms./Mr.
..... has been assessed against the following criteria: (list of the elements against which Ms./Mr. has been assessed).

Date, place, valid until (date)

(A short presentation of EAS is also included.)

For how long is accreditation valid?

Once obtained, accreditation lasts for 2 years.

What happens if accreditation is not achieved?

Should accreditation be refused, the reasons for refusal will be passed to the applicant by the EAS Awarding Organisation; there is no appeal procedure. A further application may be submitted after a twelve month period has elapsed.

7.2 The role of the organisation in the EAS

7.2.1 The role of the organisation in the EAS

The partners in the EAS have, through the piloting of the scheme, created a network of appropriate organisations involved in career guidance provision. In any further developments of the EAS, this network could be contacted as a possible part of a programme of licensing (as awarding bodies).

It is anticipated that the organisation would be responsible for:

- registering applicants
- checking records and candidate information
- checking that any special assessment requirements are in place
- ensuring assessors are up to date with EAS standards
- enabling assessors to share best practice
- providing a customer service facility for applicants
- putting an appeals procedure in place
- setting a fee structure
- issuing certificates
- carrying out quality control.



Contacts for further information

The final section lists contacts for further information for individuals and organisations who wish to learn more about the European Accreditation Scheme for career guidance practitioners.

Who to contact? Formal Partners contact details

1. Scientific Director

Leonardo Evangelista
Via Russo 66
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2. Coordinator

COREP

Corso Duca Degli Abruzzi 24
10129 Torino - ITALY
tel +39 011 56 44 046
fax +39 011 56 45 126
www.corep.it
eas@corep.it

3. FORCOOP

Via Pietro Cossa 293/22
10154 Torino - ITALY
tel +39 011 43 59 325
fax + 39 011 45 58 442
forcoop@forcoop
www.forcoop.it

4. Canterbury Christ Church University

The Centre for Career and Personal Development
Canterbury Christ Church University
David Salomons Estate
Broomhill Road
Southborough, Tunbridge Wells - Kent TN3 0TG, UK
tel Enquiry Line +44 (0)1892 507500
ccpdadmin@canterbury.ac.uk
www.canterbury.ac.uk

5. The Institute of Career Guidance

Third Floor
Cophthall House
1 New Road
Stourbridge - West Midlands DY8 1PH - UK
tel +44 (0) 1384 376 464
www.icg-uk.org

6. KADIS D.O.O.

Kopraska 72
SI-1000 Ljubljana - Slovenia, Europe
tel +386 1 200 81 80
fax: +386 1 200 81 99
kadis@kadis.si
www.kadis.si

7. Codess Cultura

Corso del Popolo 40
Venezia Mestre - ITALY
tel +39 041 09 91 100
fax +39 041 09 91 120
info@codesscultura.it
www.codesscultura.it

8. UNED: National Distant University in Spain

Faculty of Education
Second Floor.Room 216.
Dra.Elvira Repetto
tel 91.398.69.62
Calle Senda del Rey, 40 - MADRID, 28040
erepetto@edu.uned.es
www.uned.es

9. AEOP: Asociación Española de Orientación y Psicopedagogía

Presidenta: Elvira Repetto
Secretaria: Da Dolores Cadierno
tel 91.398.72.86
Faculty of Education
BASEMENT.Room 10
Calle Senda del Rey, 40 - MADRID, 28040
aeop.rop@adm.uned.es



Reference

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Appendix - Glossary

The list is provided to assist the reader with the definition of words and terms as they are used in this guide.

An **Applicant/candidate** - the words are used interchangeably and refer to a person who is applying for accreditation to the EAS.

An **Area of Activity** is a common feature of some tasks. For example information management, educational guidance and career development: all are areas of activity.

To **Accredit** is to certify and to state something in an official capacity with authority. In other words a person holds credentials; documents showing they are what they claim to be.

To **Assess** is to judge or decide the amount, value, quality or importance of the subject or object being assessed.

Career Guidance is a range of processes designed to enable individuals to make informed choices and transitions relating to learning and work.

To **Check** is to make certain through examination, that something (or someone) is correct, safe (meeting criteria) or suitable.

Competence can be defined as the ability to do something well.

Competences/ies refers to a set of knowledge and personal attributes related to good performance in a specific job.

A **Job** is a collection of tasks and responsibilities for which an employee is accountable. Jobs have titles.

Learning, training or work is the term used to define the general sectors within which guidance may take place, or for which guidance can be given: e.g. assisting clients to explore options and make and implement decisions for transitions into or between these areas.

A **Main Task** can be defined as a main task if it is: A. identifiable; B. self standing; C. requires significant and distinct knowledge and skills to be carried out and D. is prominent. To write on a form the information collected during an interview, is not a main task. However, to deliver information related to career guidance as a separate activity, face to face in an interview, is a main task.

A **Skill** is a generic ability, contrary to the definition for task. For example, write on a form the information collected during an interview is a task, while literacy is a skill.

A **Task** is usually defined as a unit of specific work, that is, a set of activities needed to produce particular results in a specific job, for example, write on a form the information collected during an interview.



Appendix - Forms used in the EAS

Documentation required for the application

Documentation required for the application		Page
1.	Candidate Application Form and Declaration	
2.	CV in European format	
3.	Personal Statement on Career Guidance Practice	
4a.	Declaration for experience in the Career Guidance Field	
4b.	Example of a written declaration by an employer	
5.	Portfolio of Further Evidence	
6.	Applicant's Log	
7.	Questions to be used for each element	



Appendix - Forms used in the EAS

1. CANDIDATE APPLICATION FORM AND DECLARATION

(to be completed on line following the procedure sent by e-mail)

EAS European Accreditation Scheme in Career Guidance

Name: _____ **Date:** _____

Country: _____ **Address:** _____

Phone: _____ **E-mail:** _____

I wish to apply for EAS accreditation for the following main tasks (please mark)

	Main tasks	Hours of service (number)
q	1. Deliver information related to career guidance as a separate activity	
q	2. Perform career guidance interviews	
q	3. Carry out career education activities with small groups	

Conditions relating to the application for assessment

- I understand EAS Awarding Organisation's staff will keep the information contained in my application confidential and will not transfer data to any third party.
- I take full responsibility for the information and documents contained in my application and certify that the information contained therein is accurate
- I agree to immediately inform EAS Awarding Organisation of any changed circumstances that may affect this accreditation process and the maintaining of the accreditation once granted
- If accredited, I authorize EAS Awarding Organisation to publish my name and contact details in a EAS Official List for publication as appropriate
- I understand that the information gathered in the accreditation process may be used by EAS Awarding Organisation (or authorized awarding body determined by the EAS Awarding Organisation) for the purpose of evaluating the accreditation process or for other research or study



Appendix - Forms used in the EAS

- I agree that the EAS Awarding Organisation, in order to evaluate my application and my compliance with accreditation standards once accreditation has been granted, may ask me for further evidence and contact directly persons or organisations
- I inform my professional practice to the Code of conducts issued by _____ available at (website address when available or please attach a copy of Code of conducts) _____
- I understand that the EAS Awarding Organisation is solely responsible for the result of my request for accreditation and I agree to abide by its decision.

If awarded the EAS accreditation, I understand that:

- The accreditation is granted only for the requested and specified main tasks. I agree not to misrepresent my accreditation status and its meaning.
- The standards for achieving and maintaining EAS accreditation may be revised from time to time and I accept the responsibility to maintain eligibility of re-certification and to comply with all re-certification requirements.

Certification may be revoked for the following reasons (among others):

- Inaccurate information in the application, whether intentional or unintentional
- Violation of code of ethics and professional conduct

I have read and agree with all the conditions stated above.

Signature

Organisation



Appendix - Forms used in the EAS

2. CV TEMPLATE

EAS European Accreditation Scheme in Career Guidance

Europass Curriculum Vitae	Insert photograph. Remove heading if not relevant (see general instructions at http://europass.cedefop.europa.eu/europass/home/hornav/Downloads/EuropassCV/CVInstructions/navigate.action)
Personal information	
First name(s) / Surname(s)	First name(s) Surname(s)
Address(es)	House number, street name, postcode, city, country (remove if not relevant, see instructions)
Telephone(s)	Work Home Fax Mobile
E-mail and personal website	
Date of birth, gender, nationality	
Work experience	
Dates	Add separate entries for each relevant post occupied, starting from the most recent. (remove if not relevant, see instructions)
Occupation or position held. Main activities and responsibilities. Highlight number of hours in the main task(s) for which you are asking accreditation. Name, address of employer Name and contact details of supervisor	
Main clients groups (in the career guidance field)	Remove what not relevant:: mainstream students (same culture of the practitioner), mainstream adults (employed and unemployed, women included, same culture of the practitioner), immigrants, disabled, others (to be specified)
Type of business or sector, if not career guidance services	
General education and training	
Dates	Add separate entries for each relevant course you have completed, starting from the most recent. (remove if not relevant, see instructions)
Title of qualification awarded Principal subjects/occupational skills covered	



Appendix - Forms used in the EAS

Name and type of organisation providing education and training Level in national or international classification	(see instructions)
Specific education and training in the career guidance field	
Dates	Add separate entries for each relevant course you have completed, starting from the most recent. (remove if not relevant, see instructions)
Title of qualification awarded Principal subjects/occupational skills covered Name and type of organisation providing education and training Level in national or international classification	(see instructions)
Internships in the career guidance field	
Dates	Add separate entries for each relevant post occupied, starting from the most recent. (remove if not relevant, see instructions)
Main activities and responsibilities. Highlight number of hours in the main task(s) for which you are asking accreditation. Name, address of employer Name and contact details of supervisor	
Main clients groups (in the career guidance field)	Remove what not relevant:: mainstream students (same culture of the practitioner), mainstream adults (employed and unemployed, women included, same culture of the practitioner), immigrants, disabled, others (to be specified)
First language(s)	Specify first language (if relevant add other language(s), see instructions)
Other language(s)	
Additional information	Add separate entries for each relevant piece of information, when needed.
National accreditation(s) in the career guidance field (name, date)	



Appendix - Forms used in the EAS

Membership in career guidance associations (name of organisation, website, starting year), current position
 Participation in career guidance congresses (name of the congress, town, date, organized by, title of speeches delivered, if any)
 Subscriptions to career guidance journals (name, website, starting year)
 Participation in career guidance practitioners' virtual communities (name, website address)
 Articles / books about career guidance written (title, journal/publisher, date/issue of publication)
 Code of conducts I follow (name, issuing organisation, website)
 Other information you think useful



Appendix - Forms used in the EAS

3. PERSONAL STATEMENT ON CAREER GUIDANCE PRACTICE

Please explain what are your reasons for requesting accreditation?

[question code: 31]

Please write your answer here:

How do you keep your knowledge and skills up-to-date? What are your future plans for continuing professional development?

[question code: 32]

Please write your answer here:

What are the authors and which are theories that inform your professional practice? [question code: 33]

Please write your answer here:

What do you think are the main challenges in your work?

[question code: 34]

Please write your answer here:

What do you think are your strengths and areas for development in your work? [question code: 35]

Please write your answer here:

What do you like most and least in your work?

[question code: 36]

Please write your answer here:



Appendix - Forms used in the EAS

Please describe why you have chosen to work in the career guidance field? (If you have not chosen this work, please explain why you are working in this field?) [question code: 37]

Please write your answer here: _____



Appendix - Forms used in the EAS

4a. DECLARATION OF EXPERIENCE IN THE CAREER GUIDANCE FIELD

(to send to the assessor by e-mail - pdf format)

EAS European Accreditation Scheme in Career Guidance

Applicant's name _____

Employer's Organisation name _____

I have applied for accreditation under EAS European Accreditation Scheme in Career Guidance. I am requested by the Awarding Organisation (name, address and website of the Organisation) to provide evidence about my experience in the career guidance field. Please complete this form and give it back to me. I authorize you to supply directly to the Awarding Organisation more information, should it be requested.

Applicant's signature _____ date _____

Applicant's signature _____ date _____

I, the undersigned, declare Ms/Mr (Applicant's name) is/has been employed in this Organization for the period of _____ to _____ in the position of _____

During this period, Ms/Mr (Applicant's name) working experience totalled:

	Main tasks	Hours of service (number)
q	1. Deliver information related to career guidance as a separate activity	
q	2. Perform career guidance interviews	
q	3. Carry out career education activities with small groups	

Ms/Mr (Applicant's name) performed her/his duties effectively and competently.



Appendix - Forms used in the EAS

Employer's Signature _____ date _____

Name and role of signatory _____

Name of the Organization _____

Address _____

Email _____

Website _____

Telephone _____

Date _____

Signature _____



Appendix - Forms used in the EAS

4b. EXAMPLE OF A DECLARATION BY AN EMPLOYER

REGARDING THE CANDIDATE'S EXPERIENCE

4th May 2007

To whom it may concern,

A Declaration of experience gained within the Careers Guidance Field

I can confirm that A.N. Other has been employed as an Employment and Training Adviser in the above Public Employment Service since 2004.

Since joining the organisation s/he has worked with a range of clients providing relevant careers information to different groups and giving advice and guidance of a very high standard.

A.Brown
Area Manager



Appendix - Forms used in the EAS

5. PORTFOLIO OF FURTHER EVIDENCE

(to send to the assessor by e-mail - pdf format)

EAS European Accreditation Scheme in Career Guidance

Applicant's name _____

List of documents in scanned format attached to the application (please list)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
9. Etc.



Appendix - Forms used in the EAS

6. APPLICANT'S LOG

	Applicant's name:
Assessor(s) name	
Main task(s) for which accreditation is sought	
Total hours of activity in each main task for which accreditation is sought	
General education and training (name)	
Specific career guidance education and training (name)	
Internships in career guidance (length/kind of organisation)	
National accreditation(s) in career guidance (name)	
Membership in career guidance associations (name)	
Participation in career guidance congresses (number)	
Subscriptions to career guidance journals/newsletters (number)	
Participation in career guidance practitioners' virtual communities (number)	
Articles / books (number)	
Code of conducts	
Other	
B.1. (sufficient / insufficient)	
B.2. (sufficient / insufficient)	
B.2. (sufficient / insufficient)	
B.3. (sufficient / insufficient)	
B.4. (sufficient / insufficient)	
B.5. (sufficient / insufficient)	
Elements specific to the main task for which accreditation is sought (to be added each time). (sufficient / insufficient)	
Main task in which can be accredited (number/none)	
Overall score (1/2/3)	
Date	



Appendix - Forms used in the EAS

7. QUESTIONS TO BE USED FOR EACH ELEMENT

(to use for the interview)

The questions listed are compulsory; examples and evidence should be sought to support responses. Other questions may be added by the Assessor if the answers to the compulsory questions are not clear. However, assessors need to use the following questions as guidelines, there is no need to repeat questions if applicants have already answered them in other areas. The assessor needs to take a holistic approach and make the questions relevant to the applicant's role in order to gain an insight into their knowledge of the job and how it applies to the **main tasks**. **The phrasing of the questions can be changed (where context or language use is problematic) provided that the relevant information is gained.**

Common Elements	Questions
B.1. Comply with ethical guidelines	<ol style="list-style-type: none"> 1. what are the most important points of the code of conduct you employ? 2. please tell me of 3 situations in your own practice where you applied the code 3. how much of and with whom do you share clients' data collected? How do you assure clients' privacy?
B.2. Establish and maintain rapport with clients (including effective communication) in order to maximise the effectiveness of the guidance interaction	<ol style="list-style-type: none"> 1. what do you do to maintain rapport and effective communication with the client? 2. please list 2 situations in your own practice where you applied effective communication techniques.
B.3. Demonstrate commitment to continuous improvement of own knowledge and skills and of the service	<ol style="list-style-type: none"> 1. what have you done in the last year to improve your knowledge and skills? What will you do in the next 12 months? 2. what have you done in the last year to improve the service where you work? What will you do in the next 12 months? 3. what quality control tools/procedures do you use in the main task you are asking accreditation? 4. what are the main challenges in using quality control tools/procedures? How do you address them?
B.4. Establish appropriate working relationships with all the persons involved in the guidance process, internal and external of the organisation	<ol style="list-style-type: none"> 1. with whom and how, internal and external to your organisation, do you network in your activity? 2. what are the main problems in networking and how do you ensure effective cooperation with the people in your organisation? 3. what are the main problems in networking and how do you ensure effective cooperation with the people external to your organisation?
B5. Use ICT for career guidance purposes	<ol style="list-style-type: none"> 1. can you use a browser and email post? How often do you use them? 2. what are the 5 websites related to career guidance you use most often and why? 3. should the Internet not be available to you for 1 month, how would your activity be affected?



Appendix - Forms used in the EAS

B.6. know of, and know where to find information related to career guidance	<ol style="list-style-type: none"> 1. what are in your view the 5 main topics of career guidance information? 2. what are the specific resources in your country where you can find the highest number/ best quality information about job openings/ description of occupational titles/ description of your country educational and training system/ list and description of university courses/ national and regional labour market data? 3. which tools do you use for jobsearch? How best would you structure a jobsearch? 4. how do you keep yourself up-to-date on career guidance information?
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Main task 1. Deliver information related to career guidance as a separate activity	Questions
C.1.1. collect, organise, produce and disseminate information related to career guidance	<ol style="list-style-type: none"> 1. how is your work setting structured? 2. what are the main needs of the clients of the organisation where you work? 3. how do you assess the needs of the client? 4. what are the main challenges in assessing the needs of the client? How do you address them?
C.1.2. deliver information related to career guidance, face to face and/or at a distance, and/or in groups	<ol style="list-style-type: none"> 1. what are the main services offered by the organisation where you work? 2. what are the services available outside your organisation and by whom are they provided?
	<ol style="list-style-type: none"> 1. to which services internal to your organisation do you refer most people? How do you refer them? (please tell me the exact words you use) 2. to which services external to your organisation do you refer most people? How do you refer to them? (please tell me the exact words you use)
	<ol style="list-style-type: none"> 1. how do you store information about clients? 2. who is going to use the information you collect about clients?



Appendix - Forms used in the EAS

Main task 2. Perform career guidance interviews	Questions
C.2.1 use interview techniques to manage the interview	<ol style="list-style-type: none"> 1. what kind of career guidance information do you collect, organize and disseminate? 2. how do you collect, organise and disseminate career guidance information? (distinct answers for each item) 3. have you produced any original information resource to be used in career guidance? What? 4. what are the main challenges when collecting, organising, disseminating career guidance information? How do you tackle them? (distinct answers for each item)
C.2.2. assess the needs of clients	<ol style="list-style-type: none"> 1. how is your work setting structured? Which tools do you use to deliver career guidance information? 2. how do you assess the needs of the client? 3. what are the main challenges in assessing the needs of the client? How do you address them? 4. what are the main challenges when delivering career guidance information? How do you tackle them?
C.2.3 select and use career assessment tools when needed	<ol style="list-style-type: none"> 1. why and when do you need assessment tools? 2. what assessment tools do you use currently? 3. how do you choose the best assessment tool for each client? 4. what are the main challenges in selecting and using career assessment tools? How do you address them?
C.2.4 assist clients to determine a course of action	<ol style="list-style-type: none"> 1. why and when do clients need to determine a course of action? 2. how is an action plan structured? 3. how do you assist clients to determine a course of action? 4. what are the main challenges in assisting clients to determine a course of action? How do you address them?
C.2.5 assist clients to implement the course of action	<ol style="list-style-type: none"> 1. why do clients need support when implementing their action plans? 2. how do you support clients when implementing their action plan? 3. what are the main challenges in supporting clients when implementing their action plan? How do you address them?
C.2.6 manage personal case load	<ol style="list-style-type: none"> 1. how do you manage your case load? 2. what are the main challenges in managing a personal case load? How do you address them?



Appendix - Forms used in the EAS

Main task 3. Carry out career guidance activities with small groups	Questions
C.3.1. use group techniques to facilitate small groups (up to 30) of clients	<ol style="list-style-type: none"> 1. which are the main steps of your interviews? 2. in an interview, how do you (please tell me the exact words): explain your role / explain privacy arrangements / start the interview / end the interview / signal time is limited / ask permission to take notes / signal time is expiring / 3. which authors/models do you refer to when performing a guidance interview? 4. what are the main challenges in managing an interview? How do you address them?
C.3.2. assist clients to implement transitions in learning, training or work (including job search)	<ol style="list-style-type: none"> 1. how do you assess the needs of the client? 2. when and to which other services internal and external to your organisation do you refer your clients? How do you refer to them? (please tell me the exact words you use) 3. what are the main challenges in assessing the needs of the client? How do you address them?
C.3.3. assist clients to develop, implement and revise their action plan	<ol style="list-style-type: none"> 1. why and when do you need assessment tools? 2. what assessment tools do you use currently? 3. how do you choose the best assessment tool for each client? 4. what are the main challenges in selecting and using career assessment tools? How do you address them?
	<ol style="list-style-type: none"> 1. why and when do clients need to determine a course of action? 2. how is an action plan structured? 3. how do you assist clients to determine a course of action? 4. what are the main challenges in assisting clients to determine a course of action? How do you address them?
	<ol style="list-style-type: none"> 1. why do clients need support when implementing their action plans? 2. how do you support clients when implementing their action plan? 3. what are the main challenges in supporting clients when implementing their action plan? How do you address them?
	<ol style="list-style-type: none"> 1. how do you manage your case load? 2. what are the main challenges in managing a personal case load? How do you address them?



Appendix - Forms used in the EAS

8. CERTIFICATE OF ACCREDITATION

To whom it may concern. I, Ms./Mr., EAS assessor on behalf of
..... (national practitioners' association name and address)

declare Ms./Mr. has been accredited for the following main task(s) of career guidance.

During the accreditation process, Ms./Mr.
has been assessed against the following criteria: (list of the elements against which Ms./Mr.
..... has been assessed).

Date, place, valid until (date)

A short presentation of EAS is included

Notes

1. the accreditation of this main activity is possible only after accreditation of the previous main activity 'Develop interactions with advice and guidance clients on a 1:1 base'.



Info

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