



**Erasmus+**

Co-funded by the European Union



**Strategic and practically orientated education of competence  
balance**

**counsellors with the aim of a holistic orientation**

**2014-1-DE02-KA200-001629**

**Classification of the training into  
the European Qualification Framework (EQF)**

**ABSTRACT**

This project has been funded with support from the European Commission.

This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



<http://www.compcert.eu/>



The final report abstract is part of the project COMPCERT - Strategic and practically orientated education of competence balance counselors with the aim of a holistic orientation.

The balance is used here as a tool for vocational guidance and the accompanying transitions into adulthood. The specific objective of the following pages is to frame the training curriculum of the consultant to competence balance in the main European equipment for lifelong learning: the EQF, the ECVET, the EUROPASS, the BOLOGNA PROCESS in a context of university higher education.

The methodological option of framing the curriculum within these devices is necessary if you want to give a importance and a acknowledgment at European level to the professional role of the consultant to competence balance. From our point of view, the choice to assume this perspective comes from the strategy "Europe 2020" and wants to be consistent with it.

The many regulatory instruments demonstrate the increasing importance of these two objectives developed in recent years by the Commission and by the European Parliament about the transparency of titles and qualifications, as well as in terms of quality of learning contexts in the training pathways of education and innovation.

These processes, seen from the side of human rights, foreground, in addition to the already mentioned right to learning throughout the whole life, the right to recognition of all skills wherever and however acquired, and the right to mobility for study and for work. This implies the possibility of mobility within EU countries starting from holding a common heritage of knowledge and of transparent and recognizable titles.

In this scenario, the **European Qualifications Framework** for lifelong learning - EQF - assumes a first magnitude importance, since it is a shared frame of reference for the effective exercise of the rights of European citizens that will see recognized their training and the experiences of life and work throughout the European territory.

The EQF – European Qualifications Framework is a common European reference framework, which links countries' qualifications systems together, acting as a translation device to make qualifications more readable and understandable across different countries and systems in Europe. It has two principal aims:

- to promote citizens' mobility between countries
- and to facilitate their lifelong learning.

The Recommendation (to introduce it) formally entered into force in April 2008<sup>1</sup>.

The EQF will relate different countries' national qualifications systems and frameworks together around a common European reference – its eight reference levels. The levels span the full scale

---

<sup>1</sup> RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning



of qualifications, from basic (Level 1, for example school leaving certificates) to advanced (Level 8, for example Doctorates) levels. As an instrument for the promotion of lifelong learning, the EQF encompasses all levels of qualifications acquired in general, vocational as well as academic education and training. Additionally, the framework addresses qualifications acquired in initial and continuing education and training. **The eight reference levels are described in terms of learning outcomes.** The EQF recognises that Europe's education and training systems are so diverse that a shift to learning outcomes is necessary to make comparison and cooperation between countries and institutions possible.

In the EQF a learning outcome is defined as a statement of what a learner knows, understands and is able to do on completion of a learning process. The EQF therefore emphasises the results of learning rather than focusing on inputs such as length of study.

Learning outcomes are specified in three categories: as knowledge, skills and competence. This signals that qualifications – in different combinations – capture a broad scope of learning outcomes, including theoretical knowledge, practical and technical skills, and social competences where the ability to work with others will be crucial.

The 'learning outcomes' approach shifts the emphasis from the duration of learning and the institution where it takes place to the actual learning and the knowledge, skills and competences that have been or should be acquired through the learning process.

National qualifications frameworks (NQFs) help to make qualifications easier to understand and compare. They can also encourage countries to rethink and reform national policy and practice on education, training and lifelong learning. They classify qualifications by level, based on learning outcomes.

The aim of COMPCERT project is therefore to design a curriculum, based on an learning outcomes approach (elaborated in terms of knowledges, skills, competences), which is recognizable and comparable in several European regional contexts.

The Establishment of a **European Credit System for Vocational Education and Training (ECVET)** moves in the same strategic direction. ECVET<sup>2</sup> is a common methodological framework that facilitates the accumulation and transfer of credits for learning outcomes from one qualifications system to another. It aims to promote transnational mobility and access to lifelong learning. It is not intended to replace national qualification systems, but to achieve better comparability and compatibility among them.

ECVET applies to all outcomes obtained by an individual from various education and training pathways that are then transferred, recognised and accumulated in view of achieving a qualification. This initiative makes it easier for European Union citizens to gain recognition of

---

<sup>2</sup> Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European Credit system for Vocational Education and Training (ECVET) (OJ C 155, 8.7.2009, pp. 11-18)



their training, skills and knowledge in another EU country than their own.

ECVET is implemented through partnerships and networks based on learning agreements (Memoranda of Understanding), which provide an appropriate framework for credit transfers. With a view to transferring credits, the principles and technical specifications for describing qualifications in terms of units of learning outcomes with associated points are set out in Annex II of the Recommendation of the European Parliament and of the Council of 18 June 2009.

Second step for the COMPCERT model training development and implementation in different countries could be to carry out training activities in different states putting together networks, which also involve universities participation, conclude a Memoranda of Understanding and, finally, can therefore recognize credits.

While the main objective of the EQF is to increase the transparency, comparability and portability of acquired qualifications, ECVET is aimed at facilitating the transfer, recognition and accumulation of learning outcomes of individuals on their way to achieving a qualification.

This report represents the third step of the research work done during the COMPCERT project; after the review of the quality standards of FECBOP and after the development of the training curriculum. It aims to frame the curriculum designed within the European instruments to which it is said, but at the same time, its development has enabled the partnership to review and rethink the same design, integrating and modifying what initially planned, in line with the Europe indications, in order to contribute to the development and implementation of common European tools and principles for education and training.

First of all, it is necessary to express the methodological premises that are at basis of a Cv based on competencies and a learning outcomes training model as in our Balance Counsellor training model.

The scientific paradigm of our project and training model is cognitivist-constructivist.

Cognitivism is here considered as the meaning expressed by the majority of the scientific community as a set of cognitive sciences (Psychology, Neuroscience, Linguistics, Philosophy, etc.) that studies ways and forms of acquisition and development of human knowledge based on skills, attitudes, interests of a person and the personal experience in multiple contexts of life and work. Secondly, we believe it is methodologically correct to make explicit the underlying construct of competence in the Competence Balance and, consequently, the operational concept (user concept) that the Counsellor must know and use, as well as the skilled artisan must know the "raw material" with which to forge their own artifacts.

Consistent with the provisions of the ECVET device, an attempt was made to trace in international classifications the professional figure of the Balance consultant.

Internationally there is not a recognition of the independence of this figure: it is almost always the expert in vocational guidance that offer Balance services.

Only in France, according to the Law no. 91-1405 of 31 December 1991 establishing the Inter-



institutional Centers for Competence Balance (CIBC), the figure of the Balance consultant is recognized and is contractually framed within the centers themselves.

The first classification which reference is made is the ISCO - International Standard Classification of Occupations (ISCO-88) promoted by the ILO.

Reference was made to the:

- MAJOR GROUP 2 - PROFESSIONALS - 24 OTHER PROFESSIONALS. In particular, the group 244 SOCIAL SCIENCE AND RELATED PROFESSIONALS - 2446 SOCIAL WORK PROFESSIONALS
- MAJOR GROUP 3 - TECHNICIANS AND ASSOCIATE PROFESSIONALS - 34 OTHER ASSOCIATE PROFESSIONALS - 346 SOCIAL WORK ASSOCIATE PROFESSIONALS - 3460 SOCIAL WORK ASSOCIATE PROFESSIONALS.

The second classification which reference was made is the ESCO "European Skills, Competencies, Occupation Taxonomy".

The areas in which we can trace the professional figure of our interest are:

- Studies and professional guidance,
- Groups guidance.

Among the various listed occupations, may offer Competence Balance services:

- the professional guidance counsellor,
- the counsellor of educational and vocational guidance.

At the end of the learning process, the beneficiary of the CompCert training for the competence balance counsellor will achieve learning outcomes described in terms of knowledges, skills, competences. They are presented in the final report.

Selected admission criteria for the participants are: 5 years of successful academic and leading to a diploma or 3 years of successful study in higher education and leading to a diploma + 3 years of professional experience in the field of guidance or near

Accepted level of unfinished higher education: if the 3 years study in higher education are not attested by a diploma: 5 years of professional experience in the field of guidance or near.

The training model is the following:

		FRONTAL LESSONS	ON LINE ACTIVITY	INDIVIDUAL STUDY	Hours	Credits
<b>1</b>	<b>Module 1. Admission criteria, Psychological, social and pedagogical dimension of the Bilan de Compétences, continuous evolution of the BdC Counselor</b>	6	5	14	<b>25</b>	<b>1</b>
1.1	Admission criteria and personal and continuous evolution of BdC Counselor	2	1	10		
1.2	Psychological, social and pedagogical dimension of the Bilan de Compétences	4	4	4		
<b>2</b>	<b>Module 2.The technical training for the BdC counsellor</b>	54	19	52	<b>125</b>	<b>5</b>
2.1	Welcome and information	4	1	2		
2.2	Conclusion of the contract	6	1	2		
2.3	Autobiographical method	10	4	6		
2.4	The psychometric dimension	10	3	5		
2.5	Competence portfolio	8	5	20		
2.6	Observation procedure	8	2	5		
2.7	Conclusion phase and final report	8	3	12		
<b>3</b>	<b>Module 3.Supervision, monitoring and final examination</b>	8	2	90	<b>100</b>	<b>4</b>
		<b>68</b>	<b>26</b>	<b>156</b>	<b>250</b>	<b>10</b>

Based on the ECVET rules, the specifications for a learning unit should include:

- the generic title of the unit,
- the generic title of the qualification (or qualifications) to which the unit relates, where applicable,
- the reference of the qualification according to the EQF level and, where appropriate, the national qualifications framework (NQF) level, with the ECVET credit points associated with the qualification,
- the learning outcomes contained in the unit,
- the procedures and criteria for assessment of these learning outcomes,
- the ECVET points associated with the unit,
- the validity in time of the unit, where relevant.

Proposed model for the description of the learning units in the COMPCERT project is the following:

LEARNING UNIT N. xxx: Title	Duration: xxx hours
<i>Reference of the qualification according to the EQF level and, where appropriate, the national qualifications framework (NQF) level</i>	Professional guidance counselor
<b>Learning outcomes</b>	
TRAINING OBJECTIVES	
xxx	
Knowledge:	
- xxx	
- ...	
Skills:	



<ul style="list-style-type: none"> <li>- xxx</li> <li>- ...</li> </ul> Competence: <ul style="list-style-type: none"> <li>- xxx</li> <li>- ...</li> </ul>	
<b>Needed material</b>	
<ul style="list-style-type: none"> <li>- Xxx</li> <li>- ...</li> </ul>	
<b>Course of the learning unit</b>	
<i>Description of the sequence</i>	Time
SEQUENCE 1: <ul style="list-style-type: none"><li>- ...</li></ul>	xxxhours
SEQUENCE 2: <ul style="list-style-type: none"><li>- ...</li></ul>	xxx hours
SEQUENCE ...: <ul style="list-style-type: none"><li>- ...</li></ul>	xxx hours
<b>Didactic methods</b>	
<ul style="list-style-type: none"> <li>- ...</li> </ul>	
<b>Assessment of learning outcomes</b>	
<ul style="list-style-type: none"> <li>- ...</li> </ul>	

The training course designed under the COMPCERT project is likely to be promoted in the two different learning contexts: formal and non-formal.

Notwithstanding that, only in the formal learning context it can certificate credits.

However it's important, to emphasize that the training program developed by CompCert has all the characteristics and the conditions necessary for its recognition in the formal sector, in accordance with the provisions of the ECVET system, even if it could be made in a non-formal context. In this case, after approval by the authorized institutions for the recognition and certification of skills acquired.

The partnership has worked on the design of the course having this constant reference.

The COMPCERT project and the proposed training model, which is its main result, are born and developed in harmony with the FECBOP – European Federation of Centres of Career Guidance and Bilan de Compétences (FECBOP – Fédération européenne des Centres de bilan et d'orientation professionnelle), because all the partners of the project are part of the FECBOP itself.

It is hoped that the adoption of such model could be formally recognized and adopted by the Federation and that, at the end of the training activities, it could release a special final certificate to the Balance Counselor trained under the CompCert project, stating the duration and expertise acquired declined in knowledge, skills and competencies, because the curriculum is designed accordingly to shared criteria.





Co-funded by the European Union

