Certi.MenTu
Certification of Mentors and Tutors

CERTIFICATION PROGRAMME
"TUTORS FOR LEARNERS ON WORK-BASED PROGRAMMES AND
EMPLOYMENT PLACEMENTS"

2012

CERTIFICATION PROGRAMME
"TUTORS FOR LEARNERS ON WORK-BASED PROGRAMMES AND EMPLOYMENT PLACEMENTS"

Project LLP-LDV-TOI-12-AT-0015

Project coordinator:

Schulungszentrum Fohnsdorf

Partners:

University of Gothenburg

Municipality of Tjörns

MMC Management Centre Ltd

Instytut Technologii Eksploatacji – PIB

Dimitra Institute

Vocational Rehabilitation Consultants Ltd

CERTI-MENTU
Certification of Mentors and Tutors

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CERTIFICATION OF JOB QUALIFICATION

Certification Programme:

"Tutors for learners on work-based programmes and employment placements"

Please note:

Wherever masculine forms are used in this text the reference is also to females. This document was compiled in accordance with our rules for the handling of documents, checked, and approved.

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1. Needs assessment

Certification programmes for persons should only be established on the basis of specific legal re-quirements (e.g. a need to ensure public safety) or on the basis of a proven market need (e.g. credi-bility, trust, job improvement).

The partnership's assessment of the current situation is reported in the 2012 Certi.MenTu project document *European report about the tutors and mentors sector – challenges and trends*. A summary is provided below.

In Austria there has been a shift from apprenticeships and similar work-based training to full-time VET, often with work placements. Both apprenticeships and training for unem-ployed people do not have a particularly positive image, and both suffer from high non-completion rates and a reluctance from employers to become involved in provision. The tu-tor role can be undertaken by staff in schools, colleges, universities and other organisations such as training and employment agencies, and in addition there is a tradition of senior stu-dents and graduates carrying out some aspects of the tutor role in respect of newer stu-dents. While professional training exists for teachers and trainers, there is no certificated training specifically for workplace tutors.

In Sweden a new vocational programme, similar in type to an apprenticeship, was intro-duced across 12 trade-based areas in 2011. In its initial stages this programme has experi-enced a significant drop-out rate, particularly in areas where there has been no tradition of apprenticeships. While professional training is required for VET teachers and trainers, with further formalisation due in 2015, there is no specific certification for the work-based tutor role.

In Cyprus the tutor role is carried out by college, university, training provider or employ-ment agency staff. A range of teacher and trainer training programmes are currently avail-able, but these provide little or no support for the workplace tutor role.

In Greece there is an urgent need to improve youth employment and to create development opportunities for the existing workforce, with concomitant demands on the skills of work-place tutors. The recently-created National Organisation for the Certification of Qualifica-tions and Vocational Guidance (EOPPEP) is developing a system for approving vocational tu-tors that will require achievement of a teaching qualification. Tutors will need to be accred-ited by EOPPEP and registered on their database.

In Poland tutoring is recognised as an individualized method of education. However, there is a lack of an explicit regulations, including definition, common competence standard or certi-fication system for VET tutors. The tasks of the tutor are in Poland very often undertaken (beyond the teachers/trainers of VET institutions) by personal/vocational counsel-lors/advisors, job brokers, and specialists of professional development. They are qualified in the non-formal education system. There are very few institutions providing certificated training for tutors, but these provide no support for the work-based tutor role. There is also no specific certification for the work-based tutor role. The introduction of a common pro-gramme to an international standard is likely to be an attractive proposition.

In the UK the profile and uptake of work-based learning is currently increasing rapidly, with for instance the number of people taking publicly-supported apprenticeships rising from 180,000 starts in 2006-7 to 457,000 in 2010-11. Other factors include the introduction in 2012-13 of apprenticeships at higher levels (EQF 5-7); government intentions that all young people aged 16-18 will be in school or college, in an apprenticeship, or in a job with training; a drive for disabled people and those with learning difficulties to engage, where possible, in economic activity; increasing involvement of universities in the workplace, both via sandwich periods/work placements and through professional and work-based learning; and an increasing trend for professions to require formal, work-based assessment of practice before they will sign off new entrants as fully qualified. While VET tutors (but not higher education tutors or employment advisers) are required to hold an approved teaching or training certificate, provision specifically for workplace tutors is made by a minority of colleges and universities for their own staff.

In summary the picture is of increasing importance being attached to work-based learning, with consequent skill demands being placed on those involved in managing and supporting it (of whom tutors occupy the pivotal role). While training for VET teachers and trainers is generally well-organised, provision specifically for the workplace tutor role is more limited and depends on local initiatives.

Concrete evidence for the existence of demand is provided by:

- Vocational Rehabilitation Consultants (VRC) (UK)
- ITeE-PIB (PL)
- The University of Gothenburg (SE)
- Tjorns Municipality (SE)
- MMC Ltd (CY)
- DIMITRA Institute of Training and Development (GR)
- Schulungszentrum Fohnsdorf (AT)
- Lifelong Learning Programme of the European Commission

2. Consultation of interested parties

The certification agency or organisation that proposes the certification programme should provide consultation with the interested parties on the following points:

a) a description of the specific sector for which these persons are to be certified

b) a description of the qualification/job skill requirements, assessment standards and procedures, including those for monitoring and recertification

c) the degree of support for the programme on the part of the interested parties and proof of acceptance of the programme contents

d) what organisation/agency or person is to be responsible for developing the proposed programme.

The programme is supported by:

Vocational Rehabilitation Consultants (VRC) (UK). VRC provides training, consultancy and support relating to the sustainable employment of people with disabilities and others who have been excluded from or marginalised in the labour market. The development of the programme is also supported by MENCAP, a major NGO in the field of mental health, disability and employment. MENCAP is in discussion to join the project trials with an expectation of continuing activity after the trials have reached a successful conclusion.

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ITeE-PIB (PL). ITeE-PIB is a state-owned scientific research institute involved in complex scientific, research, development and implementation projects. In 2004 the Institute obtained the ISO 9001: 2000/EN ISO 9001: 2000 TÜV Certificate confirming that it has established and applies a quality system for continuing vocational education. The Work Pedagogy of Innovative Economy Centre is a separate unit of the Institute, which acts in the field of vocational education of adults, deals with designing professional qualification standards, National and European Qualification Frameworks, innovative modular curricula for vocational education and training. The Centre cooperates with schools, institutions of higher education, and enterprises supporting the process of the school-work transition.

The development of the programme is also supported by **Mazovian Self-government Centre of Teachers` Development** and by one of he most importnat national network of VET institutions in Poland, the **Vocational Education Center** (PL). The Mazovian Centre will support ITeE-PIB with the development and piloting of the certification programme and with dissemination through their existing networks.

The University of Gothenburg (SE). The University provides programmes for vocational teachers. The Univesity has been involved in developing the IWOLTE project that has been one base for this project. Our role is to transfer experiences from that project into Certi-MenTu.

Tjorns Municipality (SE) provides continuing training for staff, teachers and trainers. The municipality has been involved in developing the IWOLTE project that has is being drawn on in this project. The municipality cooperates with schools, institutions of higher education, universities, and enterprises through supporting workplace learning, services to trainees, business cooperation and support to trainees in their entrance into the labour market.

MMC Ltd (CY). MMC provides training (both classroom and through placement programmes) to professionals and disadvantaged groups with emphasis to the unemployed. The placement programmes implemented by MMC are monitored and paid by the VET policy maker in Cyprus, the Human Resource Development Authority.

DIMITRA Institute of Training and Development (GR). Since 1989 DIMITRA ITD has been a certified VET institute with extensive experience and competencies in both methodology development and production of practical solutions for specific vocational and professional development needs. It has more than 20 years experience in the organization, implementation and scientific supervision of vocational training programmes and owns training centres in 4 major cities in Greece. It works towards the promotion of cultural, educational, scientific and economic development through the employment of innovative and participative tools and methodologies. It also provides business consultancy to companies and consulting support services to trainees to facilitate their entrance into the labour market. Moreover DIMITRA has explored the VET dimension of mentors and support workers in many sectors, aiming at developing employability.

Schulungszentrum Fohnsdorf (AT). The "Schulungszentrum Fohnsdorf (SZF)" is a vocational training centre that specialises in provision of personalised adult education to unemployed people and employees of small and medium sized enterprises. In order to increase the level of personalisation of (face- to- face) training programmes for unemployed people SZF has designed and implemented an individualised and flexible modular training system that allows highly personalised adult education. In 2013 „Tutoring" was implemented at the Schulungszentrum Fohnsdorf as a pilot project in the training sectors Metal, Woodwork and Electrical Engineering. The main task is to support participants in solving learning problems, reaching learning targets, in their personal welfare and in organizing their lives. In addition to this, the tutors support them in their transition to work placements and work. The tutors at the SZF act as an interface between division managers, trainers, (possible) employers and workplace supervisors, as well as various support facilities and the learner.

2.1. Where qualified tutors are needed

Tutors will be supporting learners on work-based programmes and employment placements.

The tutor will normally liaise with both the learner and the mentor. His or her main role is concerned with the development of the learner, but s/he also ensures that the relationship between learner and mentor are working effectively, and that the mentor has enough knowledge of the learner's programme to provide effective support. The tutor may need to become involved in guiding the mentor and the learner in relation to specific aspects of the learner's development or in helping them to tackle particular issues at work. The tutor is normally also responsible for evaluating the learner's programme, and, where certification is provided, ensuring that assessment is carried out according to the programme regulations. The key areas of competence that are covered are:

- Develop a good relationship with the learner
- Set up the work-based programme
- Co-ordinate, coach and support the mentor
- Design, plan and negotiate the learner's workplace learning programme
- Support and encourage the learner in the workplace
- Monitor progress and provide feedback
- Evaluate the learning programme

More detail of these areas is provided in section 3.2 and in the competence matrix for tutors developed through the project Certi.MenTu (www.certimentu.eu).

2.2. Certification programme

Target group / Field of application of competence

The programme is designed for people acting as tutors to learners on work-based programmes and employment placements. Tutors will normally be working for an education or training body, or in an education, training or work placement role within another organisation. The programme is designed for a range of contexts that include tutors of:

- Vocational or higher education students on temporary placement

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- Apprentices, trainees and part-time students

- Persons entering the workplace or on work placements or trials with support from a third party (e.g. an employment agency or rehabilitation organisation).

The occupational area relating to the tutor's role may be at any level, e.g. from an introduction to work at a basic skill level through to postgraduate professional training.

The term tutor is used in a much wider range of contexts than those described above, e.g. to mean teachers, lecturers and trainers in general, or staff or senior students providing tutorials in a school, college or university. These are outside the scope of the programme.

2.3. Support from interested parties

The Certi.MenTu Partnership consists of the seven organisations listed above (section 1), each of which is a member of the Programme Committee/Project Steering Group chaired by Schulungszentrum Fohnsdorf. The Committee meets twice yearly with further meetings taking place by electronic means as needed. In addition to development, normalisation and monitoring activity, partners undertake to disseminate and market the programme as indicated in the Certi.MenTu project application. All partners (apart from Gothenburg University, which is supporting the development phase) will be involved in trialling and evaluating the programme in 2013-14.

2.4. Responsibility

Primary responsibility for developing the certification programme lies with the programme committee and in particular with the chairman of the programme committee.

3. Certification programme

A work/practice analysis should be carried out at regular intervals (at least once every five years) in order to compile or confirm the following:

a) a description of the target group and a statement regarding the purpose or the planned effect of certification

b) a list of important and critical tasks carried out by experts on these types of professions

c) a list of certification requirements, including the underlying principles, and the evaluation mechanisms that have been selected for each requirement

d) specifications for what to include in examinations, e.g. a formal oral or written description, the types of questions to be asked, the cognitive level involved in the questions, the number of questions for each area covered, the amount of time to be allotted, a method for establishing acceptance of the final assessment, and the methods used to reach that assessment, to the extent that an examination constitutes part of the assessment process

e) opinions as to how the proposed programme can create market transparency

3.1. Purpose

Objectives of the programme development project "Tutors"

- To provide certificated programme referenced to EQF level 5 that confirms the competence of certificate-holders to act as tutors for learners in the workplace.

- Development of transparent, competence-oriented standards as guidelines for quality criteria for coaching as a form of consulting.

- Application of the competence basis formulated in ISO 17024, development of a competecy landscape as programme basis.

- Creation of an educational programme which teaches the application of specific tools, stimulates self-experience and imparts knowledge about the wide range of approaches in relationship formation (overarching approach combining different schools of thought).

- Development of a modular concept which guarantees programme homogeneity and designs the individual modules in such a way that they meet individual requirements for further education.

- Use of recertification as provided for in ISO 17024 as an element of quality enhancement and a step towards lifelong learning.

- Providing a means to acquire certification for this target group.

- Uniform, transparent definition of capabilities / competencies according to the EQF (level 5).

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3.2. Programme components regarding practical skills

Important and critical tasks within the target group's scope of activities:

- Develop a good relationship with the learner
- Set up the work-based programme
- Co-ordinate, coach and support the mentor
- Design, plan and negotiate the learner's workplace learning programme
- Support and encourage the learner in the workplace
- Monitor progress and provide feedback
- Evaluate the learning programme

Competences of the target group:

Develop a good relationship with the learner

- Create and maintain a working relationship with the learner that will help the learner to reach his/her professional and personal goals.
- Ensure the welfare of the learner and support the learner with relevant personal issues.
- Review and improve own role in the development of the working relationship.

Set up the work-based programme

- Ensure that suitable employers are used to provide learning opportunities through work-based programmes.
- Ensure that the best matches are being made between employers and learners.
- Ensure that the most appropriate matches are made between individual learners and the opportunities available.

Co-ordinate with, coach and support the mentor

- Ensure that the employer is sufficiently able to support the learner's programme.
- Ensure that the learner receives the appropriate level of support by the mentor.
- Ensure that the mentor is sufficiently knowledgeable about the learner's programme in order to contribute to it effectively.
- Review and improve own performance in coordinating and supporting the mentor.

Design, plan and negotiate the learner's workplace learning programme

- Support the professional development of the learner.
- Ensure that the learning programme enables the agreed learning objectives to be met in the context of each workplace, taking into account any unforeseen changes
- Ensure that all the resources required to support the learning programme are in place (including suitably qualified/experienced personnel).
- Agree the learning programme with the learner and the mentor, involving them in its design wherever possible.
- Ensure that any adaptations to the workplace or working methods are made as needed to accommodate the learner.
- Ensure that the learning programme accords with with human, civil and social rights.
- Liaise with colleagues in order to ensure the learning programme operates effectively.
- Review and improve own performance in designing, planning, and negotiating the learner's work-based programme.

Support and encourage the learner in the workplace

- Support the learner's progress on the learning programme including where necessary through liaising between the learner and the workplace.
- Provide an appropriate level of support to the learner in order to meet his/her learning objectives, personal objectives as well as (within limits) to resolve personal issues.
- Ensure that the learner has an adequate ongoing level of support from the employer for learning and where relevant settling into the organisation.
- Review and develop the performance of the mentor in providing support for the learner.
- Review and improve own performance in supporting the learner.

Monitor progress and provide feedback

- Review learning progress and performance with the learner at regular intervals, taking supportive action where necessary to aid progress.
- Ensure that the mentor is reviewing progress with the learner as agreed.
- Provide constructive feedback to the learner on progress and ensure that he/she has adequate opportunities to discuss issues and negotiate changes.
- Agree, and ensure compliance with, any requirements for formal assessment and reporting.
- Where crises or unexpected changes affect the learner's programme, ensure that they are resolved effectively.
- Review and improve own monitoring performance.

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Evaluate the learning programme

- Assess the extent to which the learner has achieved the relevant learning outcomes.
- Evaluate the learner's individual programme in terms of its effectiveness in meeting learning objectives, identifying any issues relating to the workplace or the design of the programme.
- Evaluate the effectiveness of each workplace in providing relevant learning opportunities.
- Ensure that evaluation is done systematically and the results are used to improve the programme.
- Ensure that improvement potential for current and/or future learners is identified and acted on.
- Review and improve own approach for evaluating the learning process.

3.2.1. Course of training

Requirements (knowledge and skills taught and absorbed in the course of training)

Candidates must take the first (core) module and at least one other. All six modules may be taken in one sequence or modules may be accumulated over time. For the purposes of certification not more than three years must elapse between the first module being started and the final one being completed.

Partners may reduce the contact time and activities for each module where this is justified by the prior experience and training of the candidate group. This must only be done following an adequate initial assessment of each group, and must not disadvantage the least experienced members of the group.

Partners may make provision to allow candidates to achieve modules by examination only (accreditation of prior experiential learning), where they already have the knowledge, skills and experience required for the module. Candidates for this route must have at least two years' experience as a tutor. As above this must only be done following an adequate assessment of each individual candidate. Recognition of equivalent education and / or experience has to be confirmed by the certification body or the programme committee.

The seminar programme for tutors consists of 6 modules containing 104 units (1 unit = 50 minutes)

Module 1 – Key Skills for Mentors and Tutors (24 units)

Communication Skills (8 units)
– Theories of communication
– Models of communication
– Internal and external communication
– Methods of communication

Problem solving (4 units)
– Definition of problem solving
– Common problems faced in mentoring and tutoring process
– The stages of the process

Conflict Resolution (3 units)
– Definition of conflict, conflict avoidance, conflict resolution
– Six steps to conflict resolution
– Conflict resolution and effective communication
– Conflict resolution models
– Conflict styles

Professional behaviour (3 units)
– Confidentiality
– Core professional values
– Business ethics
– Corporate social responsibility
– Multiculturalism
– Environmental ethics
– Fair trade
– Human rights
– Fair business practice

Networking (2 units)
– Definition of networking and advantages
– Steps to networking

Role of mentor and tutor and joint working (4 units)
– Definition of "mentor" and "tutor"
– Other stakeholders in the process
– Competence-Matrix for mentors and tutors
– A successful framework for cooperation
– Relationship between mentor and tutor

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Module 2 – Set up work-based Programme (8 units)

Employer / workplace identification (4 units)

– Learning goals of the curricula in question
– Supply of possible workplaces

Health and safety issues (4 units)

– Legal regulations
– Ergonomics

Module 3 – Plan, negotiate and implement the Learner's Workplace Learning Programme (18 units)

Learning at the workplace, learning styles, learning theories (2 units)

– Presentation of key concepts in simplified and practical form
– Linking VET and workplace learning – discussion
– Application of learning methods and styles in the practical situation

Understand learner's needs and programmes, Learning Needs Analysis (LNA) (4 units)

– Examples of Learning Needs Analysis
– Exercises based on actual workplace and skill content

Design, development and implementation of the workplace programme (6 units)

– Practice in negotiating learning events with other staff
– Practice in briefing the learner and encouraging a mutually supportive relationship
– Planning learning activities according to workplace, plan and LNA
– Developing and applying suitable monitoring and assessment techniques
– Ethical issues
– The role of self-efficacy in job performance
– Application of goal-focused coaching and motivational interviewing approaches

Adaptation, aids and adjustments of the workplace and learning programme to special needs, disabilities and learning requirements of the learner (2 units)

– Guidance on legislation
– Guidance criteria for referral to specialist agencies / assessments
– Format and procedure for identifying the match between learner and workplace and tasks

Social inclusion and integration (1 unit)

– Identify and plan for typical social integration issues

Organizing the work environment (3 units)

– Practical work in the workplace with the employer

Module 4 – Support and encourage the Learner (24 units)

Theories on motivation, support and development (3 units)

– Description of motivation and motivational strategies
– Maintaining motivation
– Principles and methods for supporting the learner

Multiculturalism and diversity issues (3 units)

– Management of diversity
– Multiculturalism and cultural competence
– Good practices within the EU

Organisational culture (2 units)

– Definition of »code of ethics«, »corporate culture«, »working culture«
– Structure of an organisation
– General concept and mission statement and their information content
– Corporate Social Responsibility / Certifications for organisations

Handling difficult or sensitive discussions (4 units)

– Basic principles of Intercultural Communication and counselling approach
– Barriers in communication - common mistakes
– Skills of effective communication

Stimulate and guide reflection (4 units)

– Definition of reflection
– Reflection in the workplace learning context
– Goals and value of reflection
– When and how to use reflection
– Communicational skills related to reflection

Coach and support the mentor (4 units)

– Cooperation rules, clarification of function of mentor and tutor
– Definition »stakeholder«
– Definition »coaching« regarding this special role of the tutor
– What is mediation? The triangle »tutor-mentor-learner«
– Kinds of documentation
– Prerequisites for acting as a mentor

Monitoring the mentor's support to the learner (4 units)

– Problem solving (extension)
– Employer representatives
– Tools and techniques to keep up the review- and monitoring- process
– Possibilities for intervention

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Module 5 – Monitor Progress and provide Feedback (18 units)

Principles and practice on assessment, monitoring and feedback (6 units)

– Specific principles for assessing and monitoring
– Specific methods for assessing and monitoring
– Self assessment
– Intervention

Contributing to the assessment requirements of the learner's programme (4 units)

– Reporting requirements
– The specific technical field
– Tools for reviewing progress

Crisis management (4 units)

– Crisis management
– Steps to work with crisis solution

Monitor progress and action planning making use of community networks (4 units)

– External support
– How to work with external support

Module 6 – Evaluate the Learning Programme (12 units)

Planning and implementation of evaluation (4 units)

– Short review of different types of evaluation
– Specificity of the evaluation process of workbased learning
– Evaluation methods of workbased learning
– Principles of selection of methods
– Evaluation tools of workbased learning
– Principles of the development and use of the tools

Analysis, interpretation and presentation of evaluation results (6 units)

– Quantitative and qualitative dimension of analysis and evaluation findings
– Computer based methods and tools
– Documentation
– Interpretation of findings and their use
– Participants in the evaluation
– Presentation of results and providing feedback to relevant target groups

Planning changes (2 units)

– Review and improvement of own approach and contribution to evaluation of the learning process
– Improvements based on the evaluation results

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3.3. Examination and evaluation

3.3.1. Examination prerequisites

The following are brief statements of the prerequisites for admission to the examination.

Candidates for certification must:

- Be in, or be about to start in, a work role (paid or unpaid) that enables them to act as a tutor for work-based or placement learners, including liaising with the mentor (e.g. employer or placement provider).
- Candidates must pass the assessments for the modules that they are taking

Plus, for full certification:
- Be in a position to act as a tutor to at least two learners for the duration of their programmes or placements.
- Provide evidence of having acted successfully as a mentor to at least two learners for the duration of their placements or programmes, within the last three years ¨therefore a description of the programme or process, confirmed by employers or other third parties is needed.

Required course attendance

The amount of classroom teaching is defined in the description of the modules. Course enrolees are required to spend at least 80% of this time in class.

Proof of having an equivalent qualification can only be provided on the basis of an equivalence assessment by the programme committee. The curriculum in question will be judged on the basis of the criteria contained in this certification programme.

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3.3.2. Examination

The examination consists of the following parts

Examination parts	Scale
Practical examination / Role play / Observation session Each canditate will pull a theme for the role play out of a defined catalogue for role play themes directly at the beginning of this part of the examination. The catalogue is defined by the programme committee. Following criteria will be evaluated: Use of non – verbal cues (voice, gestures, eye contact, body language etc. Use of language understandable for learners Core or problem identification in accordance to the theme of play role Question technique – fluent communication with the learner (getting needed informations) Correct use of methodology Achievement of purpose Practical relevance Clarification / Summarizing Providing relevant feedback Relevance of undertaken activities Professionalism of the behavior (objectivity, confidentiality, business ethics, envoronmental ethics ...)	1 – 10 points (in accordance with the appraisal sheet)
Written examination – Multiple Choice Test The written part of the examination is a Multiple Choice Test which covers at least five questions of each module of the training course. The multiple choice test will be created out of a defined catalogue of questions. This catalogue is defined by the programme committee. To pass this part of the examination 60 % of correct answers are necessary.	points (each question is one point)
Oral examination – Case study and comprehensive questions Base of the oral examination is a written case study, done by the canditates. The theme of the case study is a practical example for mentoring / tutoring in a work situation and has to be accepted by the trainer of the training course. Following criteria will be evaluated: Structure of the case study (initial situation, target, course of action...) Formal criterias of the case study (pages, type of letters ...)	

Reflecting clear, specific, concise and accurate identification of the problem in accordance with the theme of the case study	
Existing of SMART definition of the target	
Common thread	
Is the course of action relevant (essential) for reaching the target, and reflecting the mentoring / tutoring process	1 – 10 points (in accordance with the appraisal sheet)
To what extend do the recommendations contribute to resolve the problem	
Complexity of the undertaken / described activities (To what degree is the described mentoring / tutoring process well planned, implemented, monitored, evaluated?)	
Impact (Does the case study description show the impact of mentoring / tutoring process on the learner´s achievements?)	
Reflexion / Evaluation (Does the author review and improve his / her own approach and performance of mentoring / tutoring activities?)	
Professionalism of the tutor / mentor behavior (Does the case study make evident that the author follow the main principles of mentoring / tutoring process like objectivity, confidentiality, business ethic, multiculturalism, human rights etc.?)	1 – 5 points (in accordance with the appraisal sheet)
After the presentation of the case study the examiner has to define and ask open comprehensive questions in accordance to the case study. The evaluation of the comprehensive questions is on a scale from 1 (not passed) to five (very good)	

Certificate is issued

If the candidate passes the examination, and after checking the authenticity of the letters documenting the necessary amount of work experience, a certificate is issued.

3.3.3. Monitoring / recertification

Competence certificates are time limited. They are valid for a period of three years. In order to extend the validity of the certificate the holder must present a letter from his employer confirming that he is employed in the area of certified competence.

This means that canditates for recertification must:

- Provide evidence of having acted as a tutor to at least two learners for the duration of their programmes within the last three years – a description of the programme or process confirmed by employers or other third parties is needed.

If the certificate runs out (more than 6 months) the certification process has to be gone through once again (written examination – Multiple Choice Test).

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3.3.4. Qualification of trainers and examiners

Trainers (SHOULD)

- A qualification at a minimum of EQF level 6 (e.g. degree or equivalent-level professional qualification) or evidence of at least two years' experience in a role at this level, plus:

- Either a qualification at a minimum of EQF level 5 or its equivalent in teaching or training, or at least three years' experience as a teacher or trainer, plus:

- At least three years' experience in working on work-based or placement programmes.

Examiners (OBLIGATORY)

- A qualification at a minimum of EQF level 6, based on a university study in the field of communication, education, human resources, or evidence of at least five years' experience as a tutor or mentor to work-based learners.

3.4. Communication – opinion on market transparency

Communication of the certification programme to persons in the relevant circles (trainees, organisations) takes place via the website of the certification agency and training provider, as well as through course programmes and advertising folders. Acceptance of the programme can be determined by taking polls and is discussed regularly at programme committee meetings.

4. Certification mechanisms (confidentiality)

All mechanisms should be developed by persons who are absolutely familiar with certification as well as with the relevant area and who have experience and skills in the development of such mechanisms.

The implementation of certification (evaluation, certification) will be handled and monitored by the certification agency SystemCERT. The assurance of stable workflows is made possible by the use of a corresponding QM system at SystemCERT as well as by regular accreditation by the Federal Ministry of Economics and Labour (BMWA).

To ensure that everything is above board and there is full accountability records will be kept of all the above-indicated activities (training, trainer approval, examination committee, participant dates, among other things). The certification agency will carry out spot checks of the evaluation procedure (examination) in the framework of a special audit.

5. General validity (conformity)

All examinations should be in agreement with examination specifications, be applied equally, and without prejudice to anyone.

The conformity of the examination with the specifications of the programme is ensured on the basis of the standardized and accredited procedures employed by the SystemCERT Certification Office. This is supported by the curriculum of this Programme Committee and by the interested parties consulted.

6. Rotation/revision (objectivity)

The certification agency should define the mechanism that controls the rotation or revision of examinations in order to ensure objectivity and confidentiality.

Objectivity is ensured by the carefully structured mechanisms put in place by the accredited certification agency SystemCERT. The programme committee meets regularly (once a year would be an absolute minimum) to discuss revisions of the certification programme and examination modalities.

7. Sample certificate

Competence: Tutors for learners in the workplace

First name Last name Title

born on (date of birth) took and passed the "Tutors for learners in the workplace" examination at (institution) on (date) in accordance with the SystemCERT certification programme and, as such, proven his/her qualification for employment as a Tutor.

This competence certificate confirms for the holder that he/she has the knowledge and skills needed to

- Develop a good relationship with the learner
- Set up the work-based programme
- Co-ordinate, coach and support the mentor
- Design, plan and negotiate the learner's workplace learning programme
- Support and encourage the learner in the workplace
- Monitor progress and provide feedback
- Evaluate the learning programme

Lifelong Learning Programme

8. Programme Committee (founding members)

The members of the Programme Committee confirm with their signatures the validity of the present certification programme.

Leoben, October 2013

Mag. Dimitrios Doukas
Schulungszentrum Fohnsdorf

David Imber
Vocational Rehabilitation Consultants (VRC)

Jolanta Religa
ITeE-PIB

Ingemar Andersson
The University of Gothenburg

Margareta Ringius
Tjorns Municipality

Vasiliki Anastapoulou
DIMITRA Institute of Training and Development

Christiana Knais
MMC Management Centre Ltd

Uwe Hackl, MBA
SystemCERT Zertifizierungs GesmbH

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Programme

9. Documents for certification

For a (full) certification the following validations (documents) has to be verified by the certification body:

1) Validations from canditates

    a) Application for certification

    b) Copy of passport or driver licence

    c) Data sheet for participants

    d) Validation of fulfilling the examination prerequisites

       Validation of course attendance

       Validation of acting as a tutor including log recording and evaluation

    e) Appraisal sheet of examination / documentation of the examination

2) Validations from trainers and examiners

    a) Checklist for admission

    b) Validation of fulfilling the defined qualification

Lifelong Learning Programme