

Certi.MenTu

Certification of Mentors and Tutors

CERTIFICATION PROGRAMME
MENTORS



CERTI-MENTU

Certification of Mentors and Tutors

2012

CERTIFICATION PROGRAMME „MENTORS FOR LEARNERS IN THE WORKPLACE“

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

Project coordinator:

Schulungszentrum Fohnsdorf



Partners:

University of Gothenburg



GÖTEBORGS UNIVERSITET

Municipality of Tjörns



MMC Management Centre Ltd



Instytut Technologii Eksploatacji – PIB



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Vocational Rehabilitation Consultants Ltd



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CERTIFICATION OF JOB QUALIFICATION

Certification Programme:

"Mentors for learners in the workplace"

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 requirements (e.g. a need to ensure public safety) or on the basis of a proven market need (e.g. credibility, 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 unemployed people in many sectors 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. Training is provided for apprenticeship trainers under the Austrian Vocational Training Act (§2, Der Lehrberechtigte/qualified instructor). A need is perceived to enhance and promote mentor training in order to raise the profile of work-based learning and encourage companies and learners to engage with it.

In Sweden a new vocational programme, similar in type to an apprenticeship, was introduced across 12 trade-based areas in 2011. This has placed new demands on the mentor role particularly in working in a more pedagogically-oriented capacity, and while the Swedish National Agency for Education provides guidelines on engaging a suitable person as a mentor there is no stipulation for training or certification. In its initial stages this programme has experienced a significant drop-out rate, particularly in areas where there has been no tradition of apprenticeships.

In Cyprus there is no formal tradition of mentoring in the VET system, with the mentor role being carried out on an ad-hoc basis in many organisations without any training support. Short (1-2 day) generic non-certificated courses exist for mentors and a more structured programme is provided for mentors used by the Ministry of Education and Culture, but these do not extend to general VET provision. A clear system of training and certification for mentors is therefore expected to make a significant difference to the quality of support received by work-based learners.

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 workplace mentors. The recently-created National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP) is developing a system for approving vocational tutors and mentors, and mentors for vocational programmes should be registered on the EOPPEP database.

In Poland instructors of work-based learning (mentors) involved in VET programmes of craft professions need to be qualified at least to 'master' level in their field of work, and have attended a course as an educator, defined by length and broad content and approved by the local government body for educational supervision. Courses are certificated by the body providing them to enable qualified and experienced workers to become instructors of work-based learning. The demand for these courses is currently growing, making the introduction of a common programme to an international standard 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. Currently there is very little training or certification available for mentors in these situations, other than that provided by professions with formal mentoring schemes (such as nursing) and by a few colleges and universities for employers providing placements.

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 (including workplace mentors), coupled with training and certification for mentors that is currently patchy.

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.

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 University of Gothenburg (SE). The University provides programmes for vocational teachers. The University 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 CertiMenTu.

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 mentors are needed

Mentors will be supporting learners on work-based programmes and employment placements. Mentors will normally need to liaise and co-ordinate with the learner's tutor or employment adviser, negotiate and put into practice the learner's programme in the workplace (this will often involve negotiating with other work colleagues as well as liaising with the tutor), and provide support, guidance and feedback to the learner. Mentors will also need to monitor learner progress and review the effectiveness of the learning process. The key areas of competence that are covered are:

- Develop good relationships with learners in the mentoring process
- Coordinate with and support the tutor
- Plan, negotiate and implement the learner's workplace learning programme
- Support and encourage the learner in the workplace
- Monitor progress and provide feedback in the workplace
- Evaluate the learning process and own contribution to it.

More detail of these areas is provided in section 3.2 and in the competence matrix for mentors 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 mentors to learners on work-based programmes and employment placements. Mentors will normally be employed in the same organisation that the learner is working or placed in, although it is possible for the mentor to be an experienced practitioner in the same area of work but in another organisation. The programme is designed for a range of contexts that include mentors of:

- Vocational or higher education students on temporary placement
- 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 mentoring may be at any level, e.g. from an introduction to work at a basic skill level through to postgraduate professional training.

Mentoring takes place in many other situations that do not involve a specific programme of learning, for instance to support the general induction of new employees or those moving into a new role, improve performance at work, and support career development or career change. 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 "Mentors"

- To provide a certification scheme referenced to EQF level 5 that develops and confirms the competence of certificate-holders to act as mentors 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 competency 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).

3.2. Programme components regarding practical skills

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

- Develop good relationships with learners in the mentoring process
- Coordinate with and support the tutor
- Plan, negotiate and implement the learner's workplace learning programme
- Support and encourage the learner in the workplace
- Monitor progress and provide feedback in the workplace
- Evaluate the learning process and own contribution to it

Competences of the target group:

Develop good relationships with learners in the mentoring process

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

Coordinate with and support the tutor

- Ensure that different stakeholder roles are maintained and restore the balance in case something goes wrong
- Gain sufficient awareness of the learner's programme in order to contribute to it effectively, referring questions or concerns to the tutor.
- Review and improve own performance in supporting the tutor effectively.

Plan, negotiate and implement the learner's workplace learning programme

- Plan activities and tasks to ensure that the agreed learning objectives will be met.
- Plan, negotiate and implement the learning programme with the learner, the learner's tutor and where relevant with key people in the work organisation.
- Ensure that all the resources required to support the learning programme are available (including suitably qualified/experienced personnel).
- Implement adaptations to the workplace or working methods to accommodate the learner.
- Ensure that the learning programme accords with human, civil and social rights.
- Liaise with colleagues in order to ensure the learning programme operates effectively.
- Review and improve own performance in planning, negotiating and implementing the learner's work-based programme.

Support and encourage the learner in the workplace

- Support the learner's progress on the learning programme and in the organisation, including where necessary through acting as an advocate for the learner with other members of the organisation.
- Provide an appropriate level of support to the learner in order to meet his/her learning and personal objectives, as well as (within limits) to resolve personal issues.
- Ensure that the learner has an adequate ongoing level of support by managers and colleagues in the organisation for learning and where relevant settling into the organisation
- Liaise with the tutor to resolve issues related to support.
- Review and improve own performance in supporting the learner.

Monitor progress and provide feedback in the workplace

- Review learning progress with the learner at regular intervals, taking supportive action where necessary to aid progress.
- Provide constructive feedback to the learner on progress and ensure that he/she has adequate opportunities to discuss issues and negotiate changes.
- Ensure that any requirements for formal assessment or reporting are met in co-ordination with the tutor.
- Co-ordinate the involvement of colleagues in the work-based programme confirming that they have adequate opportunities to discuss issues and negotiate changes.
- Manage any crises and unexpected changes affecting the learner's programme effectively
- Manage any difficulties that the learner has with the programme, work tasks or organisation and negotiate suitable remedial action with the learner and with others as necessary.
- Review and improve own monitoring performance.

Evaluate the learning process and own contribution to it

- 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.
- Evaluate the effectiveness of the workplace in providing relevant learning opportunities and support.
- Use the results of the evaluation in proposing improvements to the programme.
- Ensure that improvement potential for current and/or future learners is being identified and this information is passed on to the relevant people.
- 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)

The seminar programme for mentors consists of 5 modules containing 88 units (1 unit = 50 minutes)

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 mentor. 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.

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

Communication Skills (8 units)

- Models of communication
- Basic elements of a message
- 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
- Successful framework for cooperation
- Relationship between mentor and tutor

Module 2 – Set up Work-based Programme (not relevant for Mentors)

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

Organising the work environment (3 units)

- Practical work in the workplace with the employer

Module 4 – Support and encourage the Learner (16 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

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

Principles and practice on assessment (including self-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

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 full certification must:

- 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 enrollees 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.

3.3.2. Examination

The examination consists of the following parts

Examination parts	Scale
<p>Practical examination / Role play / Observation session</p> <p>Each candidate 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:</p> <ul style="list-style-type: none"> 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, environmental ethics ...) 	<p>1 – 10 points (in accordance with the appraisal sheet)</p>

<p>Written examination – Multiple Choice Test</p> <p>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.</p>	<p>points (each question is one point)</p>
<p>Oral examination – Case study and comprehensive questions</p> <p>Base of the oral examination is a written case study, done by the candidates. 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.</p> <p>Following criteria will be evaluated:</p> <ul style="list-style-type: none"> 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 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.?) <p>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)</p>	<p>1 – 10 points (in accordance with the appraisal sheet)</p> <p>1 – 5 points (in accordance with the appraisal sheet)</p>

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 candidates for recertification must:

- Provide evidence of having acted as a mentor 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).

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: Mentors for learners in the workplace

First name Last name Title

born on (date of birth) took and passed the "Mentors 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 Mentor.

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

- Develop good relationships with learners in the mentoring process
- Coordinate with and support the tutor
- Plan, negotiate and implement the learner's workplace learning programme
- Support and encourage the learner in the workplace

- Monitor progress and provide feedback in the workplace
- Evaluate the learning process and own contribution to it

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

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9. Documents for certification

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

1) Validations from candidates

- 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 mentor 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