



Erasmus+ - project  
„European qualification concept –  
Specialist for Vocational Orientation”



European Qualification Concept  
“Specialist for Vocational Orientation”  
(Heike Arold, Lars Windelband)

**Project coordination**

Pädagogische Hochschule Schwäbisch Gmünd

Institut Bildung, Beruf und Technik

Prof. Dr. Lars Windelband

Tel.: 0049 (0) 7171 - 983277

Mail: [lars.windelband@ph-gmuend.de](mailto:lars.windelband@ph-gmuend.de)

Heike Arold

Tel.: 0049 (0) 4331 – 148791

Mail: [arold@inba-sh.de](mailto:arold@inba-sh.de); [heike.arold@ph-gmuend.de](mailto:heike.arold@ph-gmuend.de)

[www.ph-gmuend.de](http://www.ph-gmuend.de)



## Content

<b>Introduction</b> .....	4
<b>1. General explanations on the EU qualification concept</b> .....	5
1.1 Background of the qualification.....	5
1.2 Type and benefit of the qualification .....	6
1.3 Objective of the qualification .....	7
1.4 Target group and beneficiaries of the qualification.....	7
1.5 Note on supplementary quality standards.....	8
1.6 Used teaching methods .....	8
<b>2. Core work processes of the qualification "Specialist for Vocational Orientation"</b> .....	9
2.1 Overview of the core work processes.....	10
2.2 Core work processes / tasks and the required competencies in the field of "advice in the vocational orientation" .....	12
2.3 Core work processes / tasks and the required competencies in the field of "accompaniment in the vocational orientation" .....	16
<b>3. Structure and content of the qualification</b> .....	23
3.1 Qualification modules .....	23
3.2 Teaching / learning objectives and core teaching / learning content of the qualification modules.....	23
3.3 Temporal scope.....	37
3.4 Implementation of the qualification modules .....	37
<b>4. Additional information</b> .....	38



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  <p>Pädagogische Hochschule Schwäbisch Gmünd University of Education</p>	<p>Pädagogische Hochschule Schwäbisch Gmünd Germany</p>
 <p>ibw Institut für Bildungsforschung der Wirtschaft</p>	<p>Ibw – Österreichisches Institut für Bildungsforschung für Wirtschaft Austria</p>
  <p>Nafarroako Gobernua Hezkuntza Departamentua</p> <p>Gobierno de Navarra Departamento de Educación</p>	<p>Department of Education – Comunidad Foral de Navarra Spain</p>
 <p>Coleg y Cymoedd</p>	<p>Coleg Y Cymoedd United Kingdom</p>
 <p>SCHOOL CENTRE NOVA GORICA</p>	<p>Šolski center Nova Gorica Slovenia</p>



## Introduction

The following qualification concept is the result of a comprehensive investigation of the vocational orientation (VO) in the five partner countries (Germany, Austria, United Kingdom, Slovenia and Spain) of the Erasmus + project "European Qualification Concept - Specialist for Vocational Orientation (BOQua)" (2016 - 2018). The qualification concept was developed on the basis of the results of a comprehensive vocational research investigation in the participating countries. In addition to a status quo survey on the implementation of vocational orientation and with regard to existing qualifications for actors (experts) of vocational orientation, numerous case studies to identify the core work processes / tasks, the required skills and know-how and the need for qualification were carried out. In order to determine comprehensively the need for qualification and the required competencies / skills / know-how, on the one hand directly beneficiaries such as e.g. teachers, social educators, trainers, career counsellors were interviewed on their activities and required skills in vocational orientation and on the other hand, the indirect beneficiaries such e.g. pupils, unemployed people, students, training companies were interviewed on their demands that they have on professionals (experts) of the vocational orientation.

The field of activity of VO, in which many different actors (e.g., teachers, social workers, psychologists, career counsellors) are active in different institutions (such as schools, universities, specialized chambers and professional associations), is important in all European countries. It exists in the partner countries in different forms and in varying degrees because of the different VET-systems. However, until now there is still no uniform qualification for actors of the VO, which is specifically tailored to the requirements of the actors of the VO and the indirect beneficiaries. The "vocational orientation" is only part of the content of the training of the relevant target groups and respectively concerted to their other activities. In addition, there are only a few qualification providers who offer this topic as a seminar or training. It was not possible to identify a further education as a "vocational orientation specialist", which can be transferred to other countries in order to achieve a comparability of the qualifications of the actors (experts) of the VO.

The following European qualification concept "Specialist for Vocational Orientation" is essentially based on the identified core work processes/tasks, the required competences/skills/know-how which are necessary to carry out the core work processes/tasks and the requirements for the employees (which could be identified in all countries). Country-specific features were not taken into consideration, because they are not suitable for the transfer to other countries and their VET-system and they would not be considered in other countries. The qualification concept covers only aspects of the VO, which are used in all countries. So the transfer of the qualification concept can be ensured as well as the comparability of the acquired knowledge or competencies/skills.

The qualification concept covers all relevant aspects for the implementation of this. The individual qualification focuses, which are conveyed in modules, can on one hand be taught individually and demand-oriented, as well as on the other hand holistically for persons who want to become a "specialist for vocational orientation". In addition to the comparability of the acquired competencies/skills/know-how, it should also contribute to a professionalization of the VO's actors and to an improved quality in the VO.



## 1. General explanations on the EU qualification concept

### 1.1 Background of the qualification

The rapid change in the world of work, especially against the background of increasing digitization, which affects nearly all jobs that requires training, confront the actors (experts) of VO with new challenges regarding their advisory and accompanying activities of young people at the interface school - occupations or other people who want to orient themselves vocationally. Often, the actors lack the necessary know-how as well as the necessary competencies and skills to advise and accompany young people or other persons in their vocational choice process in an optimally way. As a result, bad advised young people make the wrong vocational choices and drop out of their apprenticeship because their imaginations do not meet the requirements of the profession. This increases the risk of future youth unemployment / social exclusion for young people in Europe.

The basis for a high-quality vocational orientation, which is becoming more important for potential apprentices as well as for companies against the background of an increasing cross-border training market mobility, is an Europe-wide uniform and on quality standards basing qualification of the implementing personnel (career counsellors, teachers, skilled workers of free youth work, trainers). The need to develop a specific European qualification arises from the following reasons:

1. In addition to a large number of different measures with cooperating companies, an insufficient integration of vocational orientation into the general education and various counselling services offered by different institutions, the implementation methods and priorities of vocational orientation in the EU are very diverse, non-transparent and not uniform. This has to be put down to the different degree of implementation of the vocational orientation in Europe and. to a different qualification of the specialized staff.
2. Especially the areas of service, industry and craft, with its diverse training opportunities, offer young people with a low/middle school degree as well as the disadvantaged many career opportunities.
3. The specialized staff (e.g. of employment agencies, schools, institutions of free youth work, free education institutions, chambers, vocational guidance institutions) have only partially qualitative qualifications and further education for VO and mostly these measures are not transparent to all.
4. Companies complain about a technical lack of accompaniment and advice for young people in the vocational choice process, because the demands of the world of work are often not enough known.

The development of the above mentioned European qualification concept and supplementary vocational training products (such as quality standards, sector-specific qualification modules, good practice guidelines for the implementation of VO- measures and an assessment instrument for the identification of completed VO- activities of potential trainees) on the one hand contribute to the professionalization of the actors in VO. On the other hand, young people are qualitatively better accompanied and advised in the vocational choice process what can sustainably protect the next generation of skilled workers and prevent dropouts.

The development of the qualification concept as well as of the supplementary products is based on a vocational research analysis (status quo analysis, case studies, expert interviews) in all participating countries on the current status of VO, the degree of implementation in schools, universities, vocational guidance institutions, further trainings (initiatives, measures, programs, curricula, etc.) and the requirements for VO on the part of all actors.



Through an uniform and comparable qualification of the VO actors, a vocational orientation accompanying process should be initiated in the future, which enables young people to build up their own vocational choice competence. The VO actors should pass on their competencies and their know-how directly to the target group of those to be counselled and support them professionally in their vocational choice process. They should be able to provide young people an overview as well as subject-specific knowledge so that they are in a position to make an appropriate and reflected vocational choice decision that corresponds to their individual interests, abilities and skills.

## 1.2 Type and benefit of the qualification

The qualification concept, which comprises a total of 12 qualification modules, takes into account all relevant core work processes and tasks that are identified in the previous investigation, which the VO actors (experts) implement or carry out in the course of their advisory and accompanying activities in the field of vocational orientation. Furthermore the identified requirements for the actors (experts) are considered by the indirect beneficiaries of the VO. This includes not only the core work processes and tasks, but also, in particular, the competencies/skills, abilities and necessary technical know-how that they need for a professional implementation. The orientation towards the core work processes and tasks ensures a close practical relevance and creates the possibility of comparability of the qualification of VO actors (experts) in Europe as well as of the implementation of the concept against the background of different VET and VO-systems. Because the qualification concept refers exclusively to the core work processes and tasks that are used in all countries, a country-specific adaptation is easily possible.

The qualification concept is a further training qualification that enables different target groups to specialize themselves in their function and activity on "vocational orientation". The qualification as a "vocational orientation specialist" enables the participants of the qualification to implement all necessary work processes and tasks after completion professionally.

At its core, the qualification encompasses on one hand general, comprehensive vocational topics which are important for the vocational advice as well as accompaniment of the vocational choice process of young people at the interface school - work or other persons who want to orientate themselves vocational. On the other hand, vocational field-specific topics are considered (VO in the industrial-technical, craft, commercial, service and green/environmental areas), which take into account the specifics of VO in different occupational fields as well as the social skills which are necessary to carry out a professional VO.

The qualification concept was consciously designed in a modular way in order to give oneself the opportunity to be able to be qualified selectively and demand-oriented regarding individual topics and to compensate individual deficits (especially if the participants of the qualification already have a high level of experience in the VO or VO was a thematically subject of their education). However, the main topics and contents of the qualification were also chosen against the background of a holistic qualification in order to impart the necessary competencies as well as the necessary know-how to persons who are new in the field of VO and who want to work in this field. In the focus of the individual qualification modules is always the implementation of the VO, the consulting and accompanying processes as well as the basic and specialist knowledge of VO measures and activities, which help to complete a vocational choice process successfully.



The main benefit of the qualification concept lies in the professionalization of the actors (experts) of the VO and thus sustainable in a qualitatively better and cross-border comparable VO. For the many actors (experts) of the VO, who have different prequalification and knowledge regarding their activities in the VO, the possibility is created to acquire basic competencies/skills as well as special know-how, which they need to do their job in the VO professional and to use this in both general and relating to vocational fields.

Another aspect regarding the benefits of the qualification lies in its comparability. Thus, potential training companies or institutions can across borders assume that potential apprentices have passed through a qualitative comparable VO. Furthermore VO actors (experts) have the opportunity to work cross-border in the VO or they can work in the field of VO in another country.

### **1.3 Objective of the qualification**

The general objective of the qualification "specialist for vocational orientation" is to qualify persons who implement VO as part of their employment in a professional, vocational field-specific and work-process-oriented manner. They are to be imparted all the necessary competencies, skills and abilities that they need in order to be able to advise potential apprentices in a professional way and to be able to accompany them in their vocational choice process and finally to impart them to an accurately fitting apprenticeship. The competencies, skills and abilities as well as the specific content that are imparted are closely aligned with the real work processes and requirements in order to achieve the highest possible practical relevance.

The objective is not only to impart the individual work processes and the relevant competencies and specific contents, but also the connection between them. Therefore is to ensure that suitably qualified employees are holistically qualified. They should be able to carry out VO in general, as well as with regard to individual vocational fields with their particularities, and especially against the background of the constant changes in the world of work due to an ever increasing digitization.

The qualification concept as such is the basis for national adaptations and aims at the comparability of the acquired competencies, skills and abilities. It can be used as a future-oriented basis for the development of a officially recognized additional education.

### **1.4 Target group and beneficiaries of the qualification**

The general beneficiaries of the European qualification concept are all areas, institutions and persons who deal with VO or who directly implement the VO.

The qualification is aimed at different target groups. However, it always and exclusively focuses on VO and all aspects associated with it, both in terms of vocational advice and accompaniment in the vocational choice process. It can be integrated into existing training courses as well as independently used and offered as further education. The qualification is suitable for

- Social educators and social education workers who work for free youth work institutions and carry out VO there
- Teachers who implement VO into schools
- Psychologists who are actively involved in the VO in schools or in free educational institutions or in free youth work institutions
- Vocational adviser, whose job includes the execution of VO
- VO actors (experts) at specialized chambers and professional associations
- People in general who want to take up employment or specialize themselves in the field of VO



The implementation of the qualification is aimed at different institutions which are active in the field of education, training, further education or VET. Here are among other things to mention

- Universities (in the course of teacher training)
- Technical colleges and educational institutions that train labour administration professionals
- Qualifier in VET and further education

### 1.5 Note on supplementary quality standards

In addition to the identified work processes, required competencies, skills and abilities and the requirements of the VO actors (experts), which are imparted through the qualification concept, the additional in the Erasmus+-project "BOQua" developed quality standards are the basis for the European-wide uniform qualification concept. They must be taken into account when adapting the concept to different national framework conditions in individual EU countries and should be complied with. The quality standards are criteria that are independent of a region valid. Thus, it can be ensured that the qualification in addition to the core teaching content, which is also an integral part of the qualification, is comparable across countries.

The quality standards as basis describe, on the one hand, the framework for the qualification and, on the other hand, reflect the requirements concerning the qualification in general. At them can be assessed whether the requirements for the trainees and the qualifying institutions have been met and whether certain objectives and characteristics in the course of the implementation of the qualification and against the background of the established framework have been achieved. Thus, they also contribute to the comparability of the competencies, skills and abilities that can be acquired through the qualification.

To clarify the relevance of the different quality standards, these have been clustered and assigned to specific categories such as input, process and output quality standards. The category "input" includes all quality standards that represent the framework conditions of the qualification. The category "process" covers specific and content-related criteria and the category "output" refers to the results that can be achieved by the qualification (see Arold, Windelband 2011).

The individual quality standards and the objectives assigned to them as well as the recommended instruments for the implementation of the quality standards are described in the document "Quality standards for the European qualification concept – Specialist for Vocational Orientation". The corresponding document is available for download on the project website [www.boqua.eu](http://www.boqua.eu) or can be obtained via the contact details of Prof. Dr. med. Lars Windelband or Heike Arold.

### 1.6 Used teaching methods

The teaching and learning methods that are used in the qualification concept were against the background of the theoretical and practical use of the acquired know-how and the consideration of core work processes and tasks deliberately not limited to just one or two teaching methods. The imparting of specialist knowledge as well as practical skills and abilities consists of a combination of theory and practice in all qualification modules.

The imparting of the respective basic knowledge in the individual qualification modules first takes place by means of theoretical teaching methods. The learners should thus first be



given an overview of the teaching content of the individual qualification modules, as well as the necessary and specific background knowledge and contextual knowledge about the individual teaching contents. The final choice of the used theoretical teaching methods is the responsibility of the qualifier. With the aim of motivating the transfer of knowledge, it is recommended not to impart the theory solely in the form of pure frontal teaching, but to use different methods, such as action-oriented learning, cooperative learning (such as partner and group work) and self-organized learning. In addition to mere lectures by the trainer or teacher, all techniques such as discussions, role-plays, pinboard moderation, teamwork, task processing, presentations can be used. As teaching media can also be used different media such as blackboards, flipcharts, video and audio media, personal computers, etc. as well as different materials (presentations, literature, handouts, work items, questionnaires, etc.).

In addition to imparting basic theoretical knowledge, background knowledge and contextual knowledge, the qualification concept comprises the teaching of practical skills for e.g. the advising and accompanying process as well as the interaction with VO actors (experts) in order to enable the learners to use their theoretically acquired knowledge practically in the work process and to carry out the individual work tasks correct and in accordance with the work requirements. For this purpose, mainly methods are used such as the development of practical tasks, team and group work, role play, simulation of practical examples, visits to VO measures, case studies. The learners should work out individually or in the group under expert guidance and the specification of a task different work processes and tasks that arise in their daily work in the VO. That can be also done by the visit of VO measures (e.g. Vocational Orientation Camps, Vocational Guidance Office, Vocational Orientation Fair). In the context of such visits they should be lead to the different skills and deepen them. As in the case of impart of the theoretical knowledge, the final choice of teaching method in teaching practical skills and abilities is also the responsibility of the qualifier.

In addition to the imparting of all competencies, skills and abilities as well as the specific knowledge both theoretically and practically, the concept includes performance tests (verbal, written) within the modules and finally to the each modules, in order to check the acquired knowledge. This procedure serves on the one hand to control the performance and on the other hand to identify deficits in the learning process. Furthermore the respective final performance tests per module are also a fundamental criterion of the quality standards and thus an integral part of the qualification. The choice of the method to control the performance is not specified and is the responsibility of the qualifier.

Finally, it should be pointed out that the teaching/learning content of the individual modules are well suited for preparation as a webinar, so that the qualification is also partly suitable for a digital knowledge transfer.

## **2. Core work processes of the qualification "Specialist for Vocational Orientation"**

The core work processes of VO actors (experts) of the BO can be divided into two main categories. On the one hand in the vocational advice in the course of the VO and on the other hand in the accompaniment of the vocational choice process (which implies the accompaniment to and at VO measures and activities. Furthermore the two mentioned core work processes include individual and subordinate core work processes, which in turn comprise different work tasks/steps. The corresponding work processes and tasks are shown below.

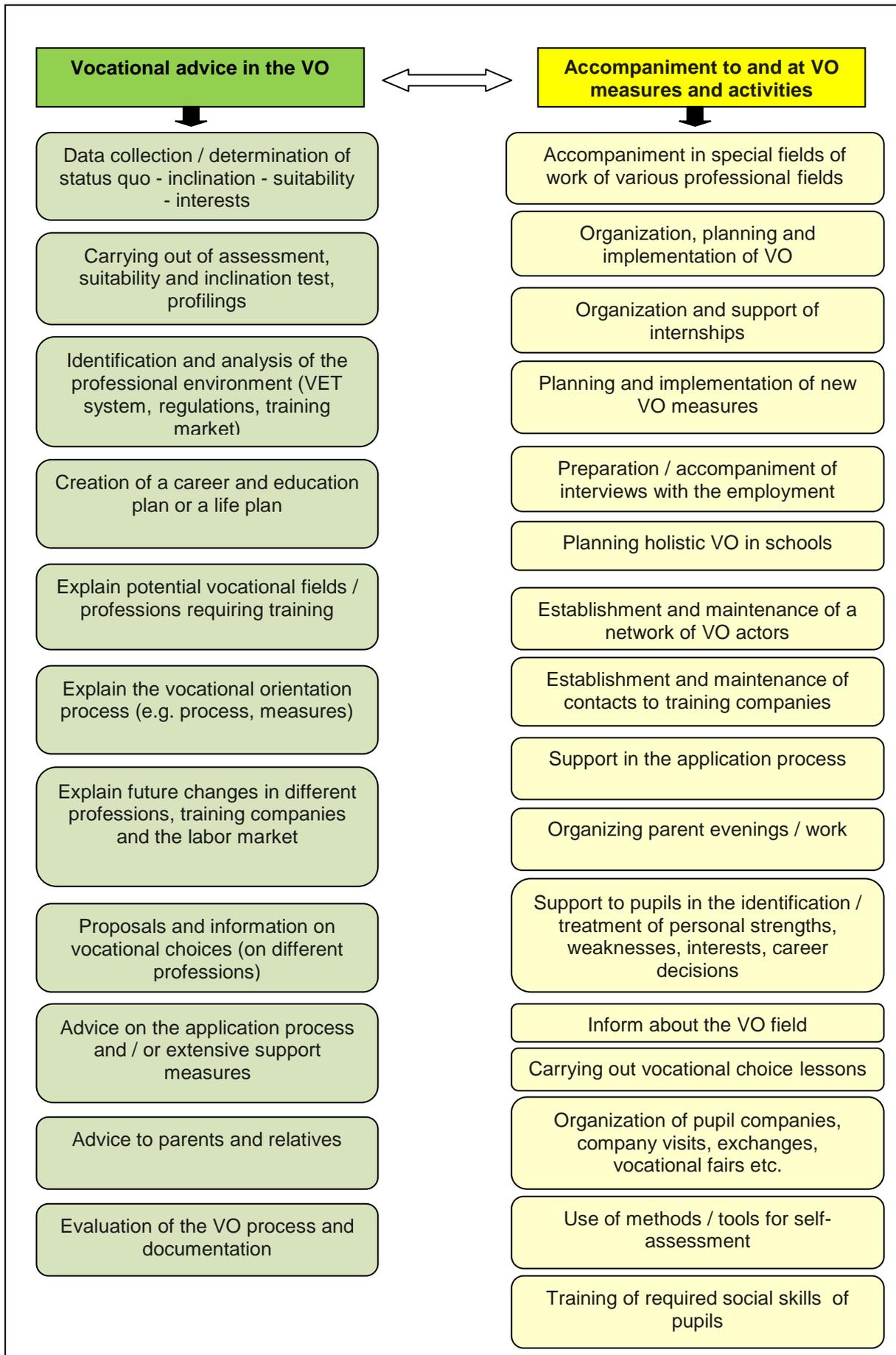
First of all, a graphical overview of the different core work processes is given in chapter 2.1 in order to make clear the assignment of the individual work processes to the advising and accompanying activities. Furthermore the individual work processes and tasks as well as the required competencies, skills and the specific knowledge that are necessary to carry out the tasks professional and that are identified in an EU-wide vocational research investigation by



case studies and expert interviews and that have a relevance in each partner country will be described in tables in the chapters 2.2 and 2.3.

Note: Because the qualification concept is an EU-wide uniform concept, which serves as the basis for the implementation of national qualification concepts against the background of the respective specifics of individual EU countries, country-specific work processes and tasks have been disregarded. If necessary, these should be supplemented when transferring the concept to other countries and when it has to be adapted to country specifics.

## **2.1 Overview of the core work processes**





## 2.2 Core work processes / tasks and the required competencies in the field of "advice in the vocational orientation"

<b>Individual core work process</b>	<b>Subtasks in the process</b>	<b>Needed competencies, skills and know-how</b>
<b>Data acquisition / determination of the status quo - inclination – suitability - interests</b>	Collection of the status quo (personal data, background, experiences) and documentation	Ability to communicate, empathy, psychological negotiation/conversation skills, openness, intercultural competence, ability to work structured and to document
	Identification of the performance status quo and documentation	Ability to communicate, knowledge of school degrees and levels of achievement, ability to identify basic school skills, ability to work structured and to document
	Identification of the inclinations and interests and documentation	Ability to communicate, ability to conduct a structured interview, analysis skills, experience in case documentation, ability to work structured and to document
	Analysis of the strengths and weaknesses and documentation	Ability to communicate, ability to conduct a structured interview, analysis skills, methodological skills, expertise on the use of different competency instruments
<b>Carrying out an assessment test / inclination /suitability and profilings</b>	Spreading out questionnaires	Communication skills
	Explaining the test	See above. Competence to process and pass on (complex) information for different target groups
	Monitoring the test	Special psychological and socio-scientific skills relevant for VO specialists: Methodical competence concerning psycho-diagnostic tests
<b>Vocational environment identification (like training market, VET system, regulations)</b>	Vocational environment research (collect and organize environment information)	Knowledge about labour regulation, national Qualification system, labour market, communication skills, analysis and synthesis skills, ability to think critical Ability to provide advice to the individual, the companies and the entity
	Market research	Knowledge about labour regulation, national Qualification system, labour market, communication skills, analysis and synthesis skills, ability to think critical Ability to provide advice to the individual, the companies and the entity



	Making relationships with the vocational environment	Knowledge about labour regulation, national Qualification system, labour market, communication skills, analysis and synthesis skills, ability to think critical Ability to provide advice to the individual, the companies and the entity
<b>Designing a career and training plan or life plan</b>	Definition of the status quo and the desired target	Know-how about influencing factors of VO Analytical competence Communication skills (Methodical) Know-how about different communication styles and communication guidelines
	Clarification of working possibilities	See above. Special knowledge about the education system Special knowledge about occupational fields and professions at different qualification levels Special knowledge about financing options of (further) trainings Special knowledge about the regional labour market, qualification projects and transition projects Special knowledge about current and future labour market needs, jobs with good perspectives and demanded qualifications
	Making and discussing suggestions about different professions	See above. Know-how about changes in the work environment, Reflection competence
	Definition of the steps to reach the desired target	Analytical competence Decision-making power Communicative skills Know-how about application procedures
<b>Design of the Vocational integration pathway</b>	Detection of needs	Communication skills, Organizational skills, Knowledge about questionnaires, interview techniques
	Analysis of the previous job search	Questionnaire (time spend in the search, tools used, media used) Employment search techniques
	Profile diagnosis with regard to the employability	Know-how about questionnaires related to interests and assessment tools, ability to analyse CVs and knowledge about labour market needs
	Develop personal competences for employment	Ability to create lists of competences, knowledge of training programs and courses Ability to develop a schedule to fulfil actions



	Define which professional skills can be used for the future vocational way	Knowledge of existing qualifications. Knowledge of existing training programs, courses
	CV improvement	Know-how about personnel selection techniques, interviews, group dynamics and their use
<b>Explanation of possible vocational fields and related jobs that requires training (apprenticeship)</b>	Detailed analysis of all collected data and comparison of abilities, inclinations and strengths / weaknesses. Exact identification and documentation of the interests, strengths and inclinations (e.g. in the context of a vocational recommendation of a potential vocational field)	Analysis skills, communication skills, overview knowledge of vocational fields and related jobs that requires training, knowledge of the regional training market, methodological skills
	Determination of a possible vocational field and possible apprenticeships (allocation to work areas/fields)	Ability to communicate, decision-making ability, ability to handle conflicts, problem-solving ability, knowledge about vocational fields and the possibilities of training/apprenticeship, professions, advanced training and further education, professions with a future
	Detailed explanations on vocational fields and the corresponding jobs that requires training (apprenticeships)	Knowledge about different vocational fields and training opportunities/apprenticeship, professions, further education, / training, professions with a future, requirements and conditions, duration, training market situation
	Derivation of work/training possibilities in accordance with previous documentation	Analytical capabilities Communication skills Methodical capabilities (i.e. analysis of test results) Profound knowledge about qualification possibilities, professions, apprenticeships, further trainings, university studies and their job prospects, labour market (needs), occupations with a future and demanded skills
<b>Explanations of the process of vocational orientation (e.g. procedures, measures)</b>	Detailed explanations of different VO activities	Ability to communicate, empathy, creativity, knowledge of activities in different VO workshops, about different VO activities and how to implement and organize them
<b>Explanation of the development and future changes in different professions, training companies and the labour market itself</b>	Implementation of individual consultations	Communication skills, problem-solving skills, ability to handle conflicts, ability to explain things in an easy way, knowledge about the different professions and the changes as well as changes in the requirements/conditions of training companies, knowledge about the changes in the labour/training market



	Organization of information events at schools	Organizational skills, (time) management skills, networking skills, knowledge about information sources and their use, empathy, knowledge about the need of information, methodological skills, communication skills, intercultural skills, knowledge about school activities in the field of VO
	Organization of information days outside the school	Organizational skills, (time) management skills, networking skills, knowledge about information sources and their use, empathy, knowledge about the need of information, methodological skills, communication skills, intercultural skills, knowledge about regional external actors in the field of VO, sociableness
	Participation at external organized VO-events (e.g. fairs)	Sociableness, networking skills; marketing skills, communication skills, knowledge about the different professions and the changes as well as changes in the requirements/conditions of training companies, knowledge about the changes in the labour / traing market
<b>Suggestions and information on career choice (about different professions)</b>	Providing concrete information on suitable professions (or jobs)	Ability to communicate, empathy, creativity, knowledge of activities in different VO workshops, about different VO activities and how to implement and organize them
	Providing further information materials and sources (brochures, leaflets, websites, offering workshops, apps, etc.)	Knowledge about different sources and information materials, knowledge about the use of digital media (apps, websites, databases), information skills
<b>Providing advice for the application process and / or extensive support measures</b>	Providing information on general as well as sector specific application processes	Knowledge about different sources and information materials, knowledge of application procedures, writing of CVs and cover letters, job interviews and potential analysis via e.g. assessment centres, as well as on branch-specific application specifics
	Providing information on far-reaching measures (life planning, workshops, professional analysis of CV at carrer centres etc.)	Knowledge about existing measures in the field of VO and the use as well as VO events, information skills



<b>Consultation of parents and relatives</b>	Providing of information materials in general	Knowledge about different sources and information materials, presentation skills, communication skills, knowledge about different vocational field and the requirements and conditions regarding the jobs that require training, knowledge about regional training companies
	Explaining the currently apprenticeship situation	Communication skills, empathy, knowledge about the training market and labour market, the requirements and conditions of training companies, future requirements and future career opportunities, knowledge about application processes
	Implementation of conferences/kick-off events for parents shortly before the beginning of the vocational way of the pupils	Ability to develop schedules and projects, organizational skills, communicational skills
<b>Evaluation of the VO process and documentation</b>	Evaluating the VO process	Ability to handle questionnaires (development, implementation, analysis) projects management skills, ability to justify the expenses vs results, ability to create reports

### 2.3 Core work processes / tasks and the required competencies in the field of "accompaniment in the vocational orientation"

<b>Individual core work process</b>	<b>Subtasks in the process</b>	<b>Needed competencies, skills and know-how</b>
<b>Accompanying in special working areas of different vocational fields</b>	Carry out regular progress talks	Ability to communicate, ability to handle conflicts, ability to solve problems, empathy, intercultural competencies
	Explanation of necessary tasks in different vocational field and establishing a relationship to the individual abilities	Ability to analyse, ability to observe, knowledge of requirements and work tasks in the vocational fields and related professions
	Support in the execution of work tasks / the acquisition of professional basic skills in the context of a vocational testing	Ability to work in team, ability of motivation, individual expert know-how in different areas of work
<b>Organisation of vocational orientation activities in general</b>	Establishing contacts to e.g. VO institutions, social partners, companies, qualification projects etc.	Networking-competence Social skills Communication skills Ability to develop personal initiative
	Organisation of and making the excursion (by drawing on established contacts)	Organisational skills Project management skills Communication skills Knowledge about regional companies, VO events, open house days etc. Social skills



	Reflection of the excursion in career guidance class at school	Reflection capability Ability to present information in an appropriate way
	Organizing of vocational information fairs	Organizational skills, ability to work in a team, communication skills, marketing skills (in order to reach the target group), knowledge in project and time management, knowledge in getting in contact with training companies and other actors of the VO field (e.g. chambers) networking skills, IT skills
	Organizing and carrying out of company visits	Organizational skills, ability to work in a team, communication skills, marketing skills and know-how, competencies in project and time management, ability to network, IT skills, training/apprenticeship market knowledge, knowledge about training companies; knowledge of different professions (conditions, contents, requirements)
	Organizing and carrying out of group work regarding VO	Organizational skills, ability to handle conflicts, creativity
	Organizing of network events	Organizational skills, ability to work in a team, communication skills, marketing skills and know-how, competencies in project and time management, ability to network, IT skills, training/apprenticeship market knowledge, knowledge about training companies; knowledge of different professions (conditions, contents, requirements)
	Organizing of the visit of vocational information centers/ institutions	Organizational skills, ability to work in a team, communication skills, marketing skills and know-how, competencies in project and time management, ability to network, IT skills, training/apprenticeship market knowledge, knowledge about training companies; knowledge of different professions (conditions, contents, requirements), knowledge about the use of vocational information center or institutions



<b>Organization and support of internships</b>	Building networks and maintaining contact with associations, chambers and training companies	Knowledge of the regional training/apprenticeship market and jobs that requires training, requirements of the training companies and tasks of associations and chambers, communication skills, creativity, problem-solving ability, networking skills, ability to maintain company contacts
	Acting as an intermediary between pupils and organisations by using different communication channels	Communication skills, social skills (empathy, good judgement of human character), knowledge about communication models (4 ears model etc.), information skills
	Implementation of internship contracts or framework conditions	Knowledge about the implementation of vocational internships, on professions, requirements (rights and obligations), knowledge of legal requirements (youth protection law, financing, insurances), negotiation skill
	Documentation of the internship	Ability to document, ability to work structured
<b>Planning and implementing of additional VO measures such as e.g. training in workshops</b>	Organizing of trainings or workshops	Organizational skills, competencies in project/time management, marketing skills, didactical abilities
	Development of training materials or information materials for workshops	Knowledge about information/training materials, knowledge about presentation techniques and how to use them, knowledge how to generate professional training resources (flyer, flipcharts etc.), new media skills, didactical/teaching and methodological skills
	Carrying out the training or workshops	Presentation skills, social competencies like e.g. organizational skills, empathy, communication/conversation management skills, didactical/teaching and methodological skills (e.g. use of analysis instruments)
<b>Preparation and accompaniment of talks with the Employment Agency</b>	Documentation of the status quo / preparatory conversation, what the young people expect and what is required of him	Ability to work in a team, communication skills, ability to think holistically, knowledge about training market instruments



<b>Planning of holistic VO at schools</b>	Creating of VO plans/processes in general	Knowledge about the regional apprenticeship situation, labour market, training companies, school system, laws, Vo measures, professions and the requirements/conditions, creativity, (time) management skills, organizational skills, problem-solving skills, ability to work in a team, ability to work structured, IT-skills
	Presentation of the VO plans to VO actors	Presentation and communication skills, methodological skills, ability to explain things, persuasiveness
	Training of the actors who implement VO	Teaching, didactic and methodological and communication skills
	Planning of individual VO events in the school classes	Organizational skills, (time) management skills, problem-solving skills, ability to work in a team, ability to work structured, knowledge about the need of information and the conditions of the target group
<b>Establishment und maintenance of networks of VO actors</b>	Identification of the relevant VO actors in the region	IT-skills, knowledge about the role and tasks of the actors regarding the field of VO, knowledge about the regional labour/apprenticeship market, researching skills
	Contacting the relevant actors	Sociableness, communication skills, curiosity, organizational skills, networking skills
	Establishment of a network structure (e.g. communication structure)	Ability to work structured, knowledge about different communication ways, ability to document things, networking skills, empathy
	Organization of meetings with the network partners	Organizational skills, communication skills, problem-solving skills, (time) management skills, presentation skills
	Exchange of information with the network partners	Knowledge about information exchange ways, communication skills, organizational skills, networking skills, IT-skills, knowledge about the need of information of the target group, knowledge about the task of the different network partners



<b>Contact and maintain the contact to training companies/institutions</b>	Identification of training companies and their requirements/conditions regarding apprenticeship	Researching skills, IT-skills, knowledge about the VO-system/measures, knowledge about the requirements and the need of the target group (e.g. school leavers)
	Regular contact to the training companies by phone	Sociableness, communication skills
	Visit of training companies to get to know their requirements/conditions regarding to potential trainees	Sociableness, communication skills, organizational skills, knowledge about regional training companies and their apprenticeship offer
	Inform training companies about possible trainees	Communication and networking skills, motivation, knowledge about the requirements of the target group (school degrees/ levels, strength/weakness), ability to assess if someone is a potential trainee, ability to compare the companies requirements with potential trainee requirements
<b>Providing support for the application process</b>	Support by preparing the general (or branch-specific) application process e.g. writing CVs and cover letters	Knowledge about different sources and information materials, knowledge of application procedures, writing of CVs and cover letters, job interviews and potential analysis via e.g. assessment centres, as well as on branch-specific application specifics. Language skills, IT-competencies
	Offering information on typical application procedures	Presentation skills Information competence
	Practicing job interview situations	Social skills Capability of creating a pleasant surrounding for learning Knowledge about typical job interview procedures
	Assessment Centre Simulation	Special knowledge about diagnostic tools used in admission procedures (AC) Social skills Communicative Skills Knowledge about group dynamics
<b>Organization of parents' evening and parental work</b>	Providing of information material	Knowledge about different sources and information materials, presentation skills, communication skills, knowledge about different vocational field and the requirements and conditions regarding the jobs that require training, knowledge about regional training companies



	Organization of the parents' evening (time, time frame, meeting place) and information campaigns/events for parents	Organizational skills, networking skills, (time) management skills, communication skills, knowledge about the influencing factors of VO processes and how to address them
	Establishing and maintain of contacts to relevant actors regarding apprenticeship	Networking skills, organizational skills, communication skills, knowledge about the different institutions/actors in the field of VO and apprenticeship
	Implementation of parents' evenings	Communication skills, empathy, creativity
<b>Supporting pupils to identify and work on personal strengths, weaknesses, interests and career choices</b>	Identification of strengths, weaknesses and interests (strength-weakness-analysis; interest-profiles by means of self-evaluation or external assessment)	Methodical skills / knowledge (assessment tests and evaluation-tools) Didactical competencies
	Take into account possible professions based on youngsters' interests and strengths and reflection of career choices	Analytical competences Reflection capability Social skills Gender sensitive teaching skills Special knowledge about professions, apprenticeships, schools etc.
	Working on pupils' weaknesses / supporting pupils in developing their personality (by means of class projects e.g. "showing responsibility")	Social learning competences Methodical competences (group activities etc.) Social skills Didactical competencies
<b>Offering information in the field of VO</b>	Presenting information in class (with e.g. worksheets, videos)	Special knowledge regarding the preparation of worksheets and information material with regard to the VO
	Inviting VO specialists, companies, social partners to class	Networking-competence Organisational skills Personal initiative Knowledge about potential partners of VO
	Training the self-help capabilities of pupils by informing them about online tests, job encyclopaedia etc.	(New) Media competence and literacy Ability to keep up-to-date with tools of VO Readiness for continuous education and further training Presentation skills IT-Skills
<b>Implementation of vocational choices lessons and teaching pupils to reflect "the world of work"</b>	Reflection and discussion of gender-specific career choices	Gender sensitive teaching skills Reflection skills Didactical competencies



	Reflection of different forms of works and changes in the world of work	<p>Profound knowledge about different forms of work and changes in the world of work</p> <p>Reflection skills</p> <p>Didactics</p> <p>Analytical skills (analysing labour market trends etc.)</p>
<b>Organisation of a pupil company</b>	Developing a business plan for the training firm	<p>Business knowledge</p> <p>Organizational skills</p> <p>Project management skills</p>
	Establishing true-to-business practice for pupils and therefore professional reappraisal.	<p>See above.</p> <p>Didactical skills</p> <p>Reflection skills</p> <p>Strong perception skills (when is advice etc. needed?)</p>
<b>Use of methods / self-assessment tools that make people reflect their learning biography, skills, competences, interests and wishes</b>	Explaining the method and steps	<p>Communication skills</p> <p>Competence to process and pass on (complex) information for different target groups</p>
	Application of self-assessment tools	<p>Methodical competence concerning self-assessment tools</p> <p>Methodical know-how about making the client's environment/requirements part of the VO process</p>
	Analysis and reflection of the results	<p>Communication skills</p> <p>Perception skills</p> <p>Methodical know-how about evaluation methods</p> <p>Methodical know-how about communication models</p>
<b>Development and training of social competences (or of other qualifications demanded on the labour/training market) that are needed to meet the requirements of the labour/training market</b>	Application of self-assessment tools concerning social competences such as self-confidence, trust in other people, dealing with stress etc.	<p>Methodical competence concerning self-assessment tools and diagnosis models</p> <p>Communicative skills</p> <p>Social skills</p>
	Using methods to train social competences	<p>Methodical know-how about the training of groups (tools and methods) in VO</p>
	Implementation of group programs	<p>Teamwork, communication, self-esteem, emotional intelligence, ability to develop a group dynamic</p>
	Implementation in classes	<p>Ability to work in a teamwork, communication skills, self-esteem, emotional intelligence, ability to develop a group dynamic</p>



### 3. Structure and content of the qualification

#### 3.1 Qualification modules

The EU-wide uniform qualification concept has a modular structure and consists of a total of 12 qualification modules that refer to the identified core work processes / tasks as well as the requirements for the required competencies, skills, abilities and know-how. Six modules focus on providing basic VET and vocational advice as well as on the planning and implementation of VO measures/activities in general and five modules focus on VO in different vocational sectors, and one qualification module on providing relevant social skills for advice and accompaniment in the VO. In detail, the qualification concept includes the following modules:

1. Basics of VET and vocational orientation in general
2. Preparatory measures in vocational orientation
3. Plan, organize, implement and follow-up existing vocational orientation measures
4. Develop and implement new vocational orientation measures
5. Actors and networks in vocational orientation - objectives, tasks, building up and maintenance of networks
6. Conveying social skills against the background of operational requirements
7. Vocational orientation in the industrial-technical sector
8. Vocational orientation in the craft sector
9. Vocational orientation in the commercial sector
10. Vocational orientation in the service sector
11. Vocational orientation in the green / environmental sector
12. Necessary core social competencies in the implementation of vocational orientation

The contents of the qualification are structured in a uniform structure in all modules. Thus, at first an overview of the subject is provided, after that the basics and background knowledge are conveyed to the individual key aspects and following is provided a deepening with detail and expertise knowledge. The contents are structured in such a way that possible connections between individual aspects become clear and a transfer into the practical implementation is possible.

#### 3.2 Teaching / learning objectives and core teaching / learning content of the qualification modules

The teaching / learning objectives of the individual qualification modules are based on the requirements and the necessary competencies that are needed to carry out the various identified core work processes and tasks (see chapters 2.2 and 2.3) with regard to the advice and accompaniment in VO professionally. Those who are to be qualified (experts and specialists of the VO) should be qualified to carry out all necessary work tasks in the VO in a competent and independent manner. These include in the core

- the knowledge transfer of information and the basics of the vocational choice process,
- the preparation, planning, organization, implementation and follow-up of VO measures as well as
- the development of new measures, the development and handling of relevant networks in the VO,
- the knowledge transfer of social skills with regard to the operational requirements as well as
- special requirements and approaches for action in vocational orientation or the vocational choice process with a focus on the specifics of different core vocational fields (see chapter 3.1 modules 7 to 11).



In addition, those to be qualified should acquire all the necessary social skills that they need for an advisory and accompanying activity of persons in the vocational choice process

The qualification concept is created in a way that on the one hand those to be qualified are given an overview of the VO in general and on the other hand the necessary specialist knowledge to handle the individual work tasks in advising and accompanying vocational choice processes as well as the necessary skills, abilities and competencies is conveyed. According to the teaching / learning objectives of the individual modules as well as against the background of the requirements and required competencies for the employees in the VO, the respective core teaching / learning contents were defined. Partly the teaching / learning contents of the individual qualification modules gear into each other or build on each other.

The following listed teaching and learning objectives are the objectives and contents that have to be considered after adapting the qualification concept to the national framework conditions or operational conditions of the qualifying institution in order to ensure a cross-national comparability of the qualification. While the objectives must be consistent across countries, the concrete teaching / learning content can be adapted country-specific or regional. However, it is not allowed that these adaptations have any significant influence on the overall objectives of the individual modules.

**Module 1 „Basics of VET and vocational orientation in general“****Teaching / learning objectives:**

*The persons to be qualified* should acquire basic knowledge of the national VET system and the vocational opportunities (for further qualification), the vocational fields and training pathways/professions, the (over) regional training market and the operational requirements and changes in the employment world/training market.

Furthermore, they should get to know an overview of the national system of vocational orientation as well as relevant actors and their tasks as well as the legal framework. At the same time they should get an overview of existing measures, models, instruments and concepts as well as processes of the VO.

They should be able to prepare their knowledge in the context of their advisory and accompanying activities as information and to explain it to different target groups (e.g. young people in the vocational choice process, parents and companies). In addition, they should acquire specialist knowledge for the interpretation and analysis of information and data sources and learn to use them in a targeted and promising manner.

**Teaching content:**

## a) National VET system

- Structure of the VET system
- Vocational opportunities and training/further training pathways
- Vocational fields and professions that require training in general

## b) Training market and training companies

- Opportunities in the (over) regional training market
- Occupational and vocational requirements
- Changes in the world of work / the training market

## c) System of vocational orientation

- Structure and objectives
- Legal framework
- Relevant actors and their tasks
- Overview of VO measures, models, concepts and tools/instruments

## d) Information preparation and presentation for the advice process

(to professions, vocational fields, training pathways, changes in the professional and working world, VO process)

- For the advice of young people
- For the advice of relatives

## e) Information and data sources

- Types and benefits
- Analysis and interpretation
- Application



## Module 2 „Preparatory measures in vocational orientation“

### Teaching / learning objectives:

*The persons to be qualified should be able to carry out competently all relevant work processes, which are necessary in advance to carry out a successful vocational orientation, and to accompany the respective target group within the VO process*

*They should be able to identify the personal and vocational environment of the advised persons independently, to analyze the data, to collect the information and to structure it in a structured way. They should acquire knowledge of methods of data collection as well as (including vocational field-specific) of instruments and test methods that they can use for this purpose. Accordingly, they should acquire the ability to use different methods to determine the status quo, the inclinations, interests and suitability of the persons who are advised or to carry out profiling and to evaluate the results correctly and to prepare and document the results. In addition, they should be able to carry out a training market analysis.*

*They should be able to correlate the different identified data in order to develop individual vocational and education plans and/or life-course plans and to explain them.*

*In addition, they should be enabled to assist e.g. students in using self-assessment tools.*

*In addition to the individual analysis of different data, the trainees should learn how they can prepare the advised persons for discussions with other VO actors and what they have to consider when they accompany them there.*

### Teaching content:

- a) Data collection, analysis and identification of the persons to be advised
  - Identification of status quo, inclinations, aptitudes and interests
  - Structured evaluation of data
  - Analysis of strengths and weaknesses
  - Data documentation
- b) Assessment, inclination, aptitude tests and profiling
  - Types and arranging of testing procedures
  - Carrying out of and monitoring of testing procedures
  - Evaluation of test procedures, interpretation of results and preparation of results
- c) Training market analysis
  - Defining the analysis criteria
  - Carrying out of and evaluating an analysis
- d) Career / training plans or path of life plans
  - Results coordination of analysis data (connection between different data)
  - Development of structures of career / training / life plans
  - Advisory approaches based on career / training / life plans
- e) Methods / tools for self-assessment
  - Types, use and arrangement
- f) Preparing / accompanying of young people with VO experts
  - Conversational aspects (objectives, items)
  - Documents to be prepared



### Module 3 „Plan, organize, implement and follow-up existing vocational orientation measures“

#### Teaching / learning objectives:

*The persons to be qualified should acquire an overview, basic and specialist knowledge of existing VO measures, models, concepts and tools (including what, where and how they are used, their objectives, implementation approaches). They should be enabled to prepare different existing measures on the basis of their knowledge with the target group as well as the other involved actors, to consider all relevant aspects of the planning and to organize and initiate the necessary work steps for the implementation of the measures. At the same time the implementation should be professional and objective oriented carried out and then the results are processed. They should finally be able to evaluate and document individual VO processes. In addition to the implementation of general VO measures, they should also be enabled to plan and carry out vocational education lessons.*

*Another objective is to promote their analytical, organizational and communicative skills as well as the ability to work in a structured manner. This will be worked out by using concrete examples for the planning, organization and implementation of VO measures. The selection of examples depends on the national and regional conditions, because not every VO measure exists in every EU country and has a regional significance.*

*Furthermore they should learn to know and use different methods for follow-up and evaluation of VO measures. They should be enabled to give advice to young people in the decision-making process and the subsequent application process after a VO measure.*

#### Teaching content:

- a) Overview of VO measures / models / concepts / tools such as
  - Internships, company visits, exchange with apprentices, vocational fairs, parental work, pupil companies, etc.
  - Relevant websites, apps, video sequences for VO measures
  - Objectives, structures and processes of the above mentioned. measures and instruments
- b) Preparation / planning and organization of VO measures
  - Relevant actors and their role
  - Task steps and distribution
  - Development of schedules and implementation concepts
  - Aspects for the preparation of the participants
- c) Post-processing of VO measures
  - Different forms of follow-up
  - Documentation techniques and variants
- d) Evaluation of VO measures
  - Instruments for evaluation and reflection
- e) Vocational education lessons
  - Preparation of the lesson
  - Preparation of teaching / learning materials
  - Implementation of the lessons (methods)
  - Follow-up and evaluation
- f) Application process
  - Application documents and process
  - Advisory approaches to the application process
  - Support measures for the application process (application training, job interviews)

**Module 4 „Develop and implement new vocational orientation measures“****Teaching / learning objectives:**

*The persons to be qualified should be enabled to develop and implement new VO measures on the basis of their knowledge and against the background of their environment, the legal framework and the objectives of the institution for which they work. On the one hand, their creativity should be promoted and, on the other hand, they should learn concrete techniques for developing ideas for VO measures and how to structure them successfully up to the point of implementation. You will learn which aspects must be considered, how to develop ideas (including design thinking processes) and which can be not implemented.*

*Another objective is to enable them to develop and implement smaller VO measures as well as larger events (for example, planning and implementing of new VO measures in schools or other institutions).*

**Teaching content:**

## a) Develop VO measures

- Identification of the need
- Creative design (techniques of idea development - design thinking)
- Build up and structures (basic conditions, target group, etc.)
- Objective setting
- Identification of relevant actors (partners)

## b) Planning new VO measures

- Relevant planning aspects in general (information, data collection, invitations, place of implementation, equipment, legislation)
- Defining work steps and plan
- Establishing contact with relevant actors

## c) Implementation of new VO measures

- Marketing activities
- Creating informational materials
- Distribution of tasks
- Timetables and schedules

**Module 5 „Actors and networks in vocational orientation - objectives, tasks, building up and maintenance of networks“****Teaching / learning objectives:**

*The persons to be qualified should acquire overview and specialist knowledge of relevant actors and existing networks of the VO in their environment. They should record their tasks and objectives within the VO. In addition, they should get to know the necessary work steps for building up a network and be able to use it. Furthermore they should be enabled to maintain existing networks long-term and sustainable. For this they get to know all relevant tasks.*

*In addition to pure network maintenance, they should also be enabled to establish contacts with training companies and to maintain contact with them sustainably.*

**Teaching content:**

- a) Networks in the VO and their actors
  - Overview of existing actors and networks (supra-regional and regional)
  - Tasks of networks and their actors
  - Targets of the networks
- b) Building up a network
  - Set goals, tasks, and partners
  - Partner acquisition
  - Building up a network structure
- c) Maintenance of networks
  - Relevant activities
  - Cultivation techniques
  - Network Marketing
- d) Building up and maintaining contacts with training companies and institutions
  - Identification of training companies and institutions (sector, requirements, etc.)
  - Information processing for this
  - Techniques for contact maintenance of training companies and institutions

**Module 6 „Conveying social skills against the background of operational requirements“****Teaching / learning objectives:**

*The persons to be qualified should be able to know and pass on the operational requirements and be able to analyze the deficits of the advised persons. They should be able to support the target group (e.g. pupils) in identifying their strengths, weaknesses and interests independently, and enabling them to plan their vocational way.*

*They should get to know methods and techniques for teaching social skills and finally be able to use them. This includes: the preparation and implementation of corresponding learning units / training as well as adapting counseling services to the requirements of the target group (age, gender, migration background, etc.)*

**Teaching content:**

- a) Strength and weakness analyzes
  - Techniques to identify strengths and weaknesses
  - Defining evaluation criteria
  - Evaluation of results
  - Benefit from results
- b) Planning of social skills training
  - Training-relevant social skills, such as creativity, willingness to learn, motivation
  - Planning of training sessions (content, structure, objectives, didactic preparation)
- c) Implementation of social skills training
  - Teaching methods for teaching social skills
  - Techniques for teaching social skills
  - Teach self-reflection
- d) Consultation strategies against the background of strengths and weaknesses as well as the operational requirements
  - Operational requirements for the social skills of potential trainees
  - Measures to compensate weaknesses or promote strengths



## Module 7 „Vocational orientation in the industrial-technical sector“

### Teaching / learning objectives:

*The persons to be qualified should acquire specific knowledge of jobs that require training/training pathways in the industrial-technical sector as well as an overview of the current training opportunities in the training market, the operational requirements and prerequisites for taking up training in this sector. In addition, they should learn how to recognize changes that have an influence on trainings in the field and how they can connect to digitization in the workplace. They should be able to analyze the training market in the industrial-technical sector in a targeted manner and to adjust the status quo of the young people with the possibilities and to develop concrete proposals for a vocational choice. They should be able to advise young people (and their relatives) who are seeking training in this area professionally as well as to accompany them successfully in their vocational choice process. In this regard, they should get to know all the relevant actors and their tasks.*

*Furthermore, they should acquire specialist knowledge of different VO measures, which are suitable for the VO in the industrial-technical sector, and be able to implement and follow up them or to adapt VO measures for the VO in the industrial-technical sector.*

*In order to keep their knowledge and skills up to date (due to the rapid change in the industrial-technical field) they should be able to update them at any time to provide a future-oriented advice.*

### Teaching content:

- a) Training in the industrial-technical sector
  - Jobs that require training / VET fields
  - Training pathways / opportunities and further training opportunities
  - (Over) regional training market
  - Operational requirements and prerequisites
  - Challenges for women
- b) Changes in the industrial-technical sector
  - Identification of changes
  - Influence of digitization on the world of work in the industrial-technical sector
- c) Training market analysis in the industrial-technical sector
  - Carrying out analyzes (setting criteria)
  - Evaluate and document the analysis results
- d) Relevant actors in the industrial-technical sector
  - VO experts and their tasks
- e) Advice and accompaniment approaches for the vocational choice process in the industrial-technical sector
  - Identification of specific and relevant skills, competencies, interests for the sector
  - Development of vocational plans (vocational proposals) against the background of the area's specifics
  - Developing VO strategies for young people seeking training in the sector
- f) VO measures for the industrial-technical sector
  - Identification of appropriate measures and activities to carry out VO in the sector
  - Adaptation of VO measures to the specificities of the industrial-technical sector (against the background of the requirements, challenges, etc.)
- g) Knowledge update
  - Techniques and activities to update the knowledge of the requirements in the industrial-technical sector, especially in the context of technical changes



**Module 8 „Vocational orientation in the craft sector“**

**Teaching / learning objectives:**

*The persons to be qualified should acquire specific knowledge of jobs that require training/training pathways in the craft sector as well as an overview of training opportunities in the training market, the operational requirements and prerequisites for taking up training in this sector. In addition, they should learn how to recognize changes that have an impact on the VET in the sector and how to deal with the changes in the area of conflict between tradition and innovation. They should learn to consider current and future developments in digitalization in the craft sector (in terms of occupational profiles). Furthermore they should be able to advise and accompany specifically women with regard to the vocational choice in the craft sector against the background of their special requirements as well as the requirements in the craft sector.*

*They should be enabled to analyze the training market in the craft sector in a targeted manner and to create a matching with the profile of the young people in order to work out concrete proposals for a vocational choice. They should be able to advise young people (and their relatives) who are seeking training in this sector professionally as well as to accompany them successfully in their vocational choice process. In this regard, they should get to know all relevant actors of the craft sector as well as their tasks.*

*Furthermore, they should acquire specialist knowledge of different VO measures, which are suitable for the VO in the craft sector, and be able to implement and follow up them or to adapt VO measures for the VO in the craft sector.*

**Teaching content:**

a) Training in the craft sector

- Jobs that require training / VET fields
- Training pathways / opportunities and further training opportunities and career opportunities
- (Over) regional training market
- Operational requirements and prerequisites
- Challenges for women

b) Changes in the craft sector

- Identification of changes
- Influence of digitization on the world of work in the craft sector

c) Training market analysis in the craft sector

- Carrying out analyzes (setting criteria)
- Evaluate and document the analysis results

d) Relevant actors in the craft sector

- VO experts and their tasks

e) Advice and accompaniment approaches for the vocational choice process in the craft sector

- Identification of specific and relevant skills, competencies, interests for the sector
- Development of vocational plans (vocational proposals) against the background of the area's specifics
- Developing VO strategies for young people seeking training in the sector

f) VO measures for the craft sector

- Identification of appropriate measures and activities to carry out VO in the sector
- Adaptation of VO measures to the specificities of the craft sector (against the background of the requirements, challenges, etc.)



## Module 9 „Vocational orientation in the commercial sector“

### Teaching / learning objectives:

*The persons to be qualified should acquire specific knowledge of jobs that require training/training pathways in the commercial sector as well as an overview of training opportunities in the training market, the operational requirements and prerequisites for taking up training in this sector. In addition, they should learn how to recognize changes that have an impact on the VET in the sector.*

*They should be enabled to analyze the training market in the commercial sector in a targeted manner and to create a matching with the profile of the young people in order to work out concrete proposals for a vocational choice. They should be able to advise young people (and their relatives) who are seeking training in this sector professionally as well as to accompany them successfully in their vocational choice process. In this regard, they should get to know all relevant actors of the commercial sector as well as their tasks.*

*Furthermore, they should acquire specialist knowledge of different VO measures, which are suitable for the VO in the commercial sector, and be able to implement and follow up them or to adapt VO measures for the VO in the commercial sector.*

### Teaching content:

- a) Training in the commercial sector
  - Jobs that require training / VET fields
  - Training pathways / opportunities and further training opportunities and career opportunities
  - (Over) regional training market
  - Operational requirements and prerequisites
- b) Changes in the commercial sector
  - Identification of changes
  - Influence of digitization on the world of work in the commercial sector
  - Developments in the direction of the economy 4.0
- c) Training market analysis in the commercial sector
  - Carrying out analyzes (setting criteria)
  - Evaluate and document the analysis results
- d) Relevant actors in the commercial sector
  - VO experts and their tasks
- e) Advice and accompaniment approaches for the vocational choice process in the commercial sector
  - Identification of specific and relevant skills, competencies, interests for the sector
  - Development of vocational plans (vocational proposals) against the background of the area's specifics
  - Developing VO strategies for young people seeking training in the sector
- f) VO measures for the commercial sector
  - Identification of appropriate measures and activities to carry out VO in the sector
  - Adaptation of VO measures to the specificities of the commercial sector (against the background of the requirements, challenges, etc.)



## Module 10 „Vocational orientation in the service sector“

### Teaching / learning objectives:

*The persons to be qualified should acquire specific knowledge of jobs that require training/training pathways in the service sector as well as an overview of training opportunities in the training market, the operational requirements and prerequisites for taking up training in this sector. In addition, they should learn how to recognize changes that have an impact on the VET in the sector.*

*They should be enabled to analyze the training market in the service sector in a targeted manner and to create a matching with the profile of the young people in order to work out concrete proposals for a vocational choice. They should be able to advise young people (and their relatives) who are seeking training in this sector professionally as well as to accompany them successfully in their vocational choice process. In this regard, they should get to know all relevant actors of the craft sector as well as their tasks.*

*Furthermore, they should acquire specialist knowledge of different VO measures, which are suitable for the VO in the service sector, and be able to implement and follow up them or to adapt VO measures for the VO in the service sector.*

### Teaching content:

- a) Training in the service sector
  - Jobs that require training / VET fields
  - Training pathways / opportunities and further training opportunities
  - (Over) regional training market
  - Operational requirements and prerequisites
- b) Changes in the service sector
  - Identification of changes
  - Influence of changes on the world of work in the service sector (digitization, academization)
- c) Training market analysis in the service sector
  - Carrying out analyzes (setting criteria)
  - Evaluate and document the analysis results
- d) Relevant actors in the commercial sector
  - VO experts and their tasks
- e) Advice and accompaniment approaches for the vocational choice process in the service sector
  - Identification of specific and relevant skills, competencies, interests for the sector
  - Development of vocational plans (vocational proposals) against the background of the area's specifics
  - Developing VO strategies for young people seeking training in the sector
- f) VO measures for the service sector
  - Identification of appropriate measures and activities to carry out VO in the sector
  - Adaptation of VO measures to the specificities of the service sector (against the background of the requirements, challenges, etc.)



**Module 11 „Vocational orientation in the green / environmental area“**

**Teaching / learning objectives:**

*The persons to be qualified should acquire specific knowledge of jobs that require training/training and training pathways in the green/environmental sector as well as an overview of training opportunities in the training market, the operational requirements and prerequisites for taking up training in this sector. In addition, they should learn how to recognize changes that have an impact on the VET in the sector.*

*They should be enabled to analyze the training market in the green/environmental sector in a targeted manner and to create a matching with the profile of the young people in order to work out concrete proposals for a vocational choice. They should be able to advise young people (and their relatives) who are seeking training in this sector professionally as well as to accompany them successfully in their vocational choice process. In this regard, they should get to know all relevant actors of the craft sector as well as their tasks.*

*Furthermore, they should acquire specialist knowledge of different VO measures, which are suitable for the VO in the green/environmental sector, and be able to implement and follow up them or to adapt VO measures for the VO in the green/environmental sector.*

*In order to keep their knowledge and skills up-to-date (due to technical or legal changes in the green / environmental area) they should be able to update them at any time.*

**Teaching content:**

- a) Training in the green/environmental sector
  - Jobs that require training / VET fields
  - Training pathways / opportunities and further training opportunities
  - (Over) regional training market
  - Operational requirements and prerequisites
  - Challenges for women
- b) Changes in the green/environmental sector
  - Identification of changes
  - Influence of changes on the world of work in the green/environmental sector (digitization, legislation)
- c) Training market analysis in the green/environmental sector
  - Carrying out analyzes (setting criteria)
  - Evaluate and document the analysis results
- d) Relevant actors in the green/environmental sector
  - VO experts and their tasks
- e) Advice and accompaniment approaches for the vocational choice process in the green/environmental sector
  - Identification of specific and relevant skills, competencies, interests for the sector
  - Development of vocational plans (vocational proposals) against the background of the area's specifics
  - Developing VO strategies for young people seeking training in the sector
- f) VO measures for the green/environmental sector
  - Identification of appropriate measures and activities to carry out VO in the sector
  - Adaptation of VO measures to the specificities of the green/environmental sector (against the background of the requirements, challenges, etc.)
- g) Knowledge update
 

Techniques and activities to update the knowledge of the requirements in the green/environmental sector, especially against the background of new legislation and increasing digitization



**Module 12 „Necessary core social competencies in the implementation of vocational orientation“**

**Teaching / learning objectives:**

*The persons to be qualified should get to know all necessary basics of social skills that are required for advising and accompanying young people in the vocational choice process, such as communication and cooperation skills, organizational skills, analytical skills, methodological competence and problem-solving skills. They should be able to use, to identify and to improve their knowledge and acquired social skills appropriately for the respective target group in a variety of situations.*

**Teaching content:**

- a) Ability to communicate and cooperate
  - Techniques, forms and styles of communication
  - Targeted communication with youth and VO actors
  - Analysis and improvement strategies of communication and cooperation
- b) Organizational ability
  - Identification of relevant aspects for implementing VO measures
  - Creating timetables and schedules
  - Coordination of tasks
- c) Ability to analyze
  - Setting analysis and assessment criteria
  - Contextual thinking
  - Creating fit accuracies of different aspects
  - Evaluation and documentation of analyzes
- d) Methodological competence
  - Information gathering
  - Preparation and structuring of information
  - Working techniques and procedures (application with regard to the implementation of VO measures)
- e) Problem-solving competence
  - Identification of problems
  - Analysis of problems
  - Empathy
  - Prevention of problems
  - Solution of problems

**NOTE:** The objectives and content presented in the concept are based on the results of the vocational research investigation and the identified requirements for skilled workers of the VO. The mentioned objectives and contents of modules 7 to 11 differ from the in detail developed modules insofar as they are created significantly more extensive regarding the content. They include partly teaching and learning content that is covered in the whole concept in the remaining modules. Against the background of the sustainable and initially direct use of the project results after the end of the project, the general contents were therefore integrated into the specific modules. In a further step (a possible follow-up project), the modules 1 to 6 and 12 have to be created concretely on the basis of the above listed tables and then the content of modules 7 to 11 accordingly have to be adapted.



### 3.3 Temporal scope

The needed temporal scope to impart the required knowledge as well as the necessary competencies to carry out the respective work processes / tasks professionally can vary in the 12 qualification modules due to the varying scope of the teaching contents. Because the qualification is intended as further education and training, the qualification modules can be implemented as a whole or individually. The temporal scope per module is set on 3 to 5 training days.

In total the qualification (after the development of the remaining modules (1 to 6 and 12) should not cover more than 60 days. The identification of the skills and competencies that have to be conveyed allow for a minimum of 50 training days. The training days cover the imparting skills, competences as well as practical implementations and learning units. The following table gives an overview of the recommended duration per module:

No.	Qualification module	Duration in days
1	Basics of VET and vocational orientation in general	3
2	Preparatory measures in vocational orientation	5
3	Plan, organize, implement and follow-up existing vocational orientation measures	5
4	Develop and implement new vocational orientation measures	5
5	Actors and networks in vocational orientation - objectives, tasks, building up and maintenance of networks	3
6	Conveying social skills against the background of operational requirements	3
7	Vocational orientation in the industrial-technical sector	5
8	Vocational orientation in the craft sector	4
9	Vocational orientation in the commercial sector	4
10	Vocational orientation in the service sector	5
11	Vocational orientation in the green / environmental sector	5
12	Necessary core social competencies in the implementation of vocational orientation	5
	<b>Total</b>	<b>52</b>

In addition to the theoretical conveying of the knowledge, it is recommended to deepen the acquired skills and competencies after the training lessons by practical methods (such as role-playing games) and internships in relevant institutions that are providing VO. Because this depends very much on the respective national conditions, a time period of up to four weeks is recommended with a subsequent one-day feedback workshop for the exchange of experience.

### 3.4 Implementation of the qualification modules

The concrete implementation of the 12 qualification modules is limited only by the quality standards (see chapter 1.5), which describe the framework of the implementation of the qualification modules as a whole or as individual modules, as well as the teaching / learning objectives and content and the conveyed competencies. These must be considered in the qualification concept in order to ensure a cross-border comparability of the qualification and to guarantee qualitatively equivalent qualification.

An individual adaptation of the order of the teaching content in the individual modules can be made by the qualifying institutions at any time and is incumbent on them. Furthermore,



details can and must be adapted to the national conditions and in particular to the specific conditions of the qualifiers and to the target group. If the whole qualification is implemented the order from chapter 3.1 should be taken over, because modules 1 to 6 first provide the basic skills and competencies that serve as the basis for the advisory and accompaniment process in the VO.

The imparting of vocational field-specific expert knowledge for different sectors builds on this. Furthermore, the time frame for the implementation of the qualification should not be significantly changed in order to ensure that the qualification can be acquired within a specific and fixed time window (see chapter 3.4).

In order to facilitate the implementation of the qualification for the qualifying institutions, the specific qualification modules (7 to 11), which have already been developed in detail, were didactically prepared and put into a structure that is easily comprehensible and practical to handle. It includes

- a) an introduction with general explanations, the teaching / learning objectives of the module as well as information on the basic conditions, the type of teaching/learning materials, applied teaching/learning materials and for the didactical preparation,
- b) tables on teaching/learning content and already created and usable teaching/learning materials and their assignment to the learning units,
- c) a tabular rough concept for the direct implementation of the individual teaching/learning units per qualification module and teaching/learning day (including a breakdown of the time frame of the respective teaching/learning objectives and content, the used teaching/learning methods and the duration of the units, as well as the recommended teaching materials and the learning environment infrastructure) and
- d) detailed timetables for the course of the individual teaching/ learning days that are shown in the rough concept. These include a specific daily schedule, the duration of conveying the individual teaching / learning topics, the content title of each content as well as a description of the content and the material to be used and a note about the used teaching / learning method.

The didactic preparation (especially the timetables) of the qualification modules can, but need not be, taken over during the implementation of the qualification concept. However, it is recommended to orientate themselves at least to cover all contents, to respect the time frame and thus to fulfill the minimum requirements for a successful qualification

The five qualification modules already developed can be downloaded from the project website [www.boqua.eu](http://www.boqua.eu) under downloads.

#### 4. Additional information

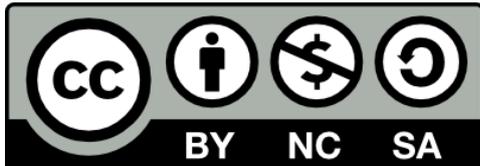
The qualification concept developed in the Erasmus + project "BOQua" comprises like in chapter 3.1 explained in total 12 qualification modules of which five specific modules for different vocational fields (areas) were worked out in detail (modules 7 to 11). The modules 1 to 6 and 12 can be developed on the basis of the identified core work processes / tasks and the identified know-how and against the background of the given structure of the modules by EU countries that want to implement the concept. Against the background and the objective of developing a comparable qualification, it is particularly important to ensure that the conveyed skills and competencies are covered in the qualification process. Thus, it can be ensured that the trained experts acquire the same level of knowledge and the teaching / learning objectives are achieved.

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