

# TOOLS4SE

## Designing quality and training tools for competence profile of supported employment specialists



### Intellectual output 2:

“EQAVET system for recruitment of SE  
specialists”

(recognition, validation and accreditation)

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## **I. Introduction**

This tool was created based on the results from European research phased under Intellectual output 1 Consolidated survey findings with the involvement of more than 300 representatives (career counsellors, vocational rehabilitators, coaches, VET staff, policy makers, NGOs of/for people with disabilities etc.). By its nature this tool will serve as a recruitment tool which will enable recognition, monitoring and validation of competencies acquired by SE specialists during their VET training and practice of implementation of Supported employment service.

The tool is following the recommendation of the EQAVET system for local implementation of quality assurance actions in the field of Vocational Education and Training (VET).

This tool could be used also by external bodies (VET centres, VET training providers, Third sector organizations, employers etc.) for a "third part" monitoring of the acquired competencies. It enables the delivering of a Declaration of the competencies acquired during the SE service.

Each phase have its own objectives, involved actors, supporting tools, timings and modality, length and outputs.

All these phases are linked to a sole implementation tool. It enables the bodies to implement all the operations as a response that the candidates to become SE specialists have provided.

## **II. Tools4SE and the framework of EQAVET**

EQAVET<sup>1</sup> is a community of practice bringing together the EU Member States, the Social Partners and the European Commission to promote European collaboration in developing and improving quality assurance in VET by using the European Quality Assurance Reference Framework.

The mission of EQAVET is realized by:

- Assisting the Member States in developing effective approaches to support the implementation of the Reference Framework

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<sup>1</sup><http://www.eqavet.eu/gns/policy-context/european-quality-assurance-reference-framework.aspx>

- Developing a culture of quality, to be embedded at European level and other levels with the help of the Quality Assurance National Reference Points and other Network members
- Supporting the Member States and the European Commission in the monitoring and implementation of the Reference Framework within the context of the Education and Training 2020 Strategy.

The EQAVET activities are realised through:

- Member States
- National Reference Points
- Social Partners
- European Commission
- Scientific Advisers
- VET professionals

### EQAVET's way of working: community of practice



*Fig. 1 EQAVET community of practice framework*

EQAVET functions as a community of practice where members and national experts could:

- Exchange information and experience in open discussions.
- Initiate a process of mutual learning and consensus building for the development of common principles, reference criteria, indicators and tools for

quality improvement in VET, and the implementation of the Reference Framework.

- Reach shared results and solutions in the development of guidelines and criteria for quality assurance, embedding a culture of quality improvement and sense of ownership in implementing the Reference Framework across Europe.

The Framework is accompanied by a set of 10 indicators <sup>2</sup>which may be used as a “tool box” by countries as they work on adapting and developing their VET systems. The indicators are not designed for benchmarking but rather to support a culture of quality assurance in VET.

1. Relevance of quality assurance systems for VET providers.
2. Investment in training of teachers and trainers.
3. Participation rate in VET programmes.
4. Completion rate in VET programmes.
5. Placement rate in VET programmes.
6. Utilisation of acquired skills at the workplace.
7. Unemployment rate.
8. Prevalence of vulnerable group.
9. Mechanisms to identify training needs in the labour market.
10. Schemes used to promote better access to VET.

The system for recognition, validation and accreditation of Supported Employment providers of people with disabilities which will be developed in terms of the project, will follow the guidelines of the EQAVET as well as based on the mentioned indicators.

The Tools4SE project supports not only, but basically the EQAVET indicators (I) 1, 6, 7, 8 9 and 10:

I1: Relevance of quality assurance systems for VET providers

I6: Utilisation of acquired skills at the workplace

- information on occupation obtained by individuals after completion of training, according to type of training and individual criteria
- satisfaction rate of individuals and employers with acquired skills/competences

I7: Unemployment rate.

- Supporting the labour market inclusion of people with disabilities

I8: Prevalence of vulnerable group (People with disabilities)

I9: Mechanisms to identify training needs in the labour market

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<sup>2</sup><http://www.eqavet.eu/gns/policy-context/european-quality-assurance-reference-framework/indicators.aspx>

- information on mechanisms set up to identify changing demands at different levels
- evidence of their effectiveness

I 10. Schemes used to promote better access to VET.

- Implementation of ECVET principles to ensure transferability and diversity of the learning outcomes of the TOOLS4SE VET training materials.

### **III. The tool under the quality assurance frameworks in partners' countries**

#### *Turkey*

Vocational and technical education system in Turkey includes two main dimensions: theoretical (school training) and practical (in-company training). Vocational education policies and activities are mostly carried out by the Ministry of National Education within the framework of Law No. 3308, which came into force in 1986 and Law No. 4702 of 2001, which brought about changes to the system, establishing new and strong links of co-operation with industry and commerce.

The vocational education system includes:

- Vocational and technical high schools providing training in more than 130 occupations and giving access or leading to the qualification of specialized worker and technician;
- Apprenticeship training, which is a combination of mainly practical training provided in enterprises and theoretical training provided in vocational education centers;
- Informal education can be provided primarily through vocational education centers.

As mentioned before; Ministry of National Education has been restructured by the decree law no. 652, dd.14 September 2011. With this law 4 different vocational education directorates within ministry are merged to form a unique directorate. Directorate General for Vocational Education of Girls, Directorate General for Vocational Education of Boys, Directorate General for Trade and Tourism Education, Department of Health Education are merged to form a unique directorate which is now Directorate General for Vocational and Technical Education. Directorate General for Apprenticeship and Non-Formal Education is under Directorate General for Life Long Learning.

Below are the tasks of General Directorate of Vocational and Technical Education:

- a) To condition and implement policies towards the management of the schools and institutions of vocational and technical education and the education of their students.
- b) To prepare or outsource the education and training programs, textbooks, educational tools and equipment of vocational and technical schools and submit them to the Board of Education.
- c) To develop, implement and coordinate the implementation of policies and strategies which will enhance vocational and technical education and strengthen education employment relationship.
- d) To fulfill other tasks given by the minister. Vocational and technical secondary education includes at least 19 different kinds of schools, in addition to vocational education centers, Open Education as well as special private schools. The MoNE is responsible for oversight of all vocational and technical schools whether or not they are under the jurisdiction of the MoNE. Vocational and technical high schools can be grouped in five categories. Vocational and technical education is officially co-educational and boys and girls attend schools designed for the other gender.

A comprehensive national qualifications framework (NQF) (Turkish qualifications framework (TQF)) aims to bring together a national vocational qualification system (NVQS), led by the Vocational Qualifications Authority (VQA), a qualifications framework for higher education, developed in the Bologna process, and integrate them with the qualifications awarded by the Ministry of National Education. The framework will be open for all quality assured qualifications.

Qualifications Agency (VQA / MYK) has been accepted by the Turkish Grand National Assembly as of number 5544 in September 2006 and has been published on the official gazette on 07 October 2006, coordinated by the Ministry of Labour and Social Security with a wider range of stakeholders, including the Ministry of National Education. The establishment VQA will achieve a system that will enable mobility among academic and vocational fields appropriate for assessment at all levels, grading and certification based on the accepted occupational standards.

The tool is in line with policy objectives as defined in the TQF as:

- (a) to provide a clear and consistent means of describing, classifying and comparing qualifications;
- (b) to provide one integrated framework including all quality assured qualifications, (achieved in general, vocational and academic education and training programmes and in other learning environments);
- (c) to improve Turkish qualifications continuously so that the system can provide appropriate recognition of qualifications achieved in formal, non-formal and informal learning contexts;

- (d) to contribute to training individuals who are employable and equipped with defined and measurable qualifications, and thus to reducing unemployment;
- (e) to strengthen institutional cooperation among all parties, primarily awarding bodies, industry and social partners;
- (f) to provide a benchmark for recognition in Turkey of foreign qualifications and for recognition of Turkish qualifications abroad and serve as an instrument of comparison.

VQA has two major responsibilities that are crucial to the strengthening of the relationships of the VET system to employment:

1. VQA is expected to develop occupational standards (OS) based on actual competencies required by the labor market. These OS will shape the development of training standards to be used by all training institutions in the country. They will provide VET schools with much needed objectives in terms of competencies-based curricula. To the extent that social partners are involved in this task their commitment to the VET system will increase and the relevance of VET to employment will improve.
2. VQA also carries out important responsibilities in the area of student assessment and certification. It will contribute to overcome a major weakness of the Turkish VET system, namely the lack of standardized mechanisms to assess and control the quality and the relevance to employment of the learning process that takes place in training institutions. Both missions are extremely ambitious as they intend to introduce in the Turkish VET system outcome-related mechanisms that are considered everywhere as landmarks of modern governance.

### *Bulgaria*

The tool is in line with the Decree № 2 of 8 September 2015 for quality assurance in vocational education and training in Bulgaria where the quality of vocational education and training is a set of characteristics of VET in accordance with the expectations and needs of the individual and of society. The quality of vocational education and training is provided by managing the development process of the institution, based on analysis, planning, and implementation of activities, evaluation and improvements in the work of institution. In all institutions related to VET the development of an internal system of Quality Assurance has to be provided. The measurement of the quality achieved in the institutions is performed annually through self-assessment

Regarding this decree the quality of vocational education and training is provided according to the following principles:



- Focus on achieving a high level of results regarding the professional education or vocational training;
- Orientation of the training to the requirements and needs of the labour market;
- Efficiency in resource use and effectiveness;
- The involvement of all stakeholders related to vocational education and training in the process of quality assurance;
- The satisfaction of participants in the training and other stakeholders;
- The continuity of the policies and achievements, implementation of good practices;
- Transparency, democracy and social dialogue.

### *Portugal*

Given the complexity of the VET system in Portugal, different entities are involved in the quality assurance process, either under the authority of the Ministry of Labour, Solidarity and Social Security (MTSSS) or under the authority of the Ministry of Education (ME). There are also entities regulated by both Ministries. The most relevant entities in this matter are the following: Directorate General for Employment and Work Relations (DGERT) – MTSSS, Institute for Employment and Vocational Training (IEFP) – MTSSS, Office for Strategy and Planning (GEP) – MTSSS, Observatory for Employment and Vocational Training (OEFP) – MTSSS, Inspectorate General of Education and Science (IGEC) – ME, Office for Education Statistics and Planning (GEPE) – ME, Directorate General for Innovation and Curriculum Development (DGIDC) – ME, National Agency for Qualification and Vocational Education (ANQEP) – MTSSS/ME.

All these organizations take part in the VET quality assurance but ANQEP currently plays the most active role in quality assurance. In fact, ANQEP has, among others, the assignment of ensuring the monitoring, evaluation and regulation of the provision of education and dual certification training for young people and adults. In the context of this assignment, and under the Decree-Law No. 92/2014 of 20 June which establishes the legal framework for professional schools, ANQEP has the responsibility of promoting, monitoring and supporting the implementation by the professional schools of the quality assurance systems of the training processes and results obtained by their students, and certify them as EQAVET systems (see article 60 and 61, <http://www.angep.gov.pt?cr=15418>).

ANQEP is currently developing the project "Quality Assurance in Vocational Education and Training" which aims to support VET operators in building a quality assurance

system aligned with EQAVET, allowing the adoption of a model or the adaptation of an existing model. Under this project it is intended those professional schools:

- By the end of 2015, adopt a quality assurance model based on the EQAVET Framework or adjust to this framework the model they have in use.
- By the end of 2016, implement a quality assurance system in line with the EQAVET Framework.

Project launch activities were:

- Implementation of an online questionnaire on the quality assurance practices in use in different VET providers (NQF level 4) (October 2014).
- Development of a Seminar (3 editions) on "Quality Assurance in Vocational Education and Training" (April 2015).
- Preparation of A Guide for Vocational Education and Training Operators (April / May 2015).

Project development activities by Professional Schools are up to now:

- Exploring the EQAVET Framework tools, creating a shared understanding with internal and external stakeholders, which allows mapping the situation regarding the framework (July-September 2015).
- Producing, in cooperation with the stakeholders, the base document for ensuring the quality of their VET provision  
[http://www.qualidade.anqep.gov.pt/PDF/DocBase\\_Nota\\_n1\\_11042016.pdf](http://www.qualidade.anqep.gov.pt/PDF/DocBase_Nota_n1_11042016.pdf) (November 2015).
- Designing the action plan resulting from the base document which makes possible to implement a quality assurance system in line with the EQAVET Framework, with the involvement of stakeholders (December 2015).
- Implementing the quality assurance system in line with the EQAVET Framework (from January 2016).

Project development activities by ANQEP are, so far:

- Creating an E-mail box to facilitate communication between ANQEP and VET operators within the project - [garantia.qualidade@anqep.gov.pt](mailto:garantia.qualidade@anqep.gov.pt) (June 2015).
- Creation of the website of the project (for disclosure of instruments and monitoring, verification and publicising process activities, with the aim of supporting VET operators and document the stages of the process, ensuring its transparency - <http://www.qualidade.anqep.gov.pt/> (July 2015).
- Online Availability of Guidelines for Vocational Education and Training Operators named Quality Assurance in Dual Certification VET - A Guide for Professional Education and Training Operators  
[http://www.qualidade.anqep.gov.pt/PDF/GUIAO\\_Garantia%20da%20Qualidade.pdf](http://www.qualidade.anqep.gov.pt/PDF/GUIAO_Garantia%20da%20Qualidade.pdf) (July 2015).

- Identification of a representative panel of VET providers (typology, offer size, region, position with regard to quality assurance) that allows assessing tools and methodologies throughout the stages of the process, from a shared learning perspective among operators and ANQEP (September 2015).

- Preparation and online availability of the Methodological Guideline no. 1 - Implementation of quality assurance systems in line with the European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET Framework)

[http://www.qualidade.angep.gov.pt/PDF/Orientacao\\_Metodologica\\_n\\_1\\_versao\\_impresao\\_11042016.pdf](http://www.qualidade.angep.gov.pt/PDF/Orientacao_Metodologica_n_1_versao_impresao_11042016.pdf) (October 2015).

- Development of a guide for verification of compliance of the quality assurance systems implemented by operators with the EQAVET model.

- Creation of "Label On Compliance with EQAVET" of quality assurance systems implemented by operators and the related award, maintenance and renewal rules.

- Competition to set up a network of verification entities for checking the compliance of the quality assurance systems implemented by operators with the EQAVET model.

- Publicizing in the project site the results of the competition.

Under Decree-Law No. 92/2014 of 20 June, only professional schools are required to implement quality assurance systems aligned with the EQAVET Framework. However, all other VET operators are likely to join the project.

## *Slovenia*

In Slovenia there is a new framework for the functioning and development of the VET system. On the one hand, the legislator reinforced the autonomy and development role of schools (vocational colleges and other VET and CVET providers) with the result that decision making power has shifted increasingly to providers at local level; while on the other hand, it reinforced the significance of quality identification and assurance at all levels, mostly at a level of education providers. Providers have to guarantee quality according to principles of the comprehensive quality management system taking into consideration the Common European Framework on Quality Assurance in VET. Following this legislative framework, The Slovenian Vocational Institute in 2007 published Recommendations to vocational colleges for implementing self-evaluation, which includes the main principles stated by CQAF, and now in EQARF.

Slovenian Reference Point for Quality Assurance in Vocational Education is to help implementation of the EQARF and other European recommendations in the field of quality in VET.

In 2010, under the patronage and with the encouragement of the Ministry of Labour, Family and Social Affairs (hereafter referred to as the Ministry of Labour) and Development Centre for Vocational Rehabilitation in URI – Soca, a working group was formed in order to introduce the European system of quality in the area of the implementation of social services EQUASS Assurance in vocational rehabilitation. The aim of this working group was to standardize the way to control the quality of the services in the areas of the vocational rehabilitation implementation. Another aim was to ensure the systematic quality control and improvements in vocational rehabilitation with the introduction of quality systems. EQUASS (European Quality in Social Service) is an initiative of the European Platform for Rehabilitation (EPR). EQUASS Assurance is a certification system for quality assurance and control of social services, which includes the area of vocational rehabilitation.

Centerkontura d.o.o., is an certification body that deals with vocational rehabilitation, was successful this year at applying for participation in the project PRIME - Project for Implementation of EQAVET within the Lifelong Learning Programme, Leonardo da Vinci Transfer of Innovation. The purpose of the project is to transfer knowledge and experience, and the introduction and dissemination of the results of the previous project EQUAVET. A tool for the implementation will be the certification process EQUASS. The main purpose of the project is to improve the quality of services in vocational education and training (VET services) with transfer of professional skills to provide quality services in vocational education and training for people with disabilities. The project or the improvement of the quality of services will be held by providers of vocational education and training, who wish to introduce EQAVET system and indicators to their services.

#### **IV. Aims and objectives of the tool**

This tool has the following general aims:

- To choose right people for this special working field, which is totally new in some of the partner countries of our project team;
- To detect skills/ knowledge /competencies of a SE consultant which are defined in the developed occupational profile.
- To provide additional supporting quality tools for those who need improvement of the knowledge, skills and competencies as indicated during the monitoring procedures.

It is a complex (blended) assessment methodology – record of specific data, using of assessment tests, and conduct of interview and provision of observation by SE coordinator.

This tool follows double-verification principle with two people interviewing new SE consultants.

This dual control with existing SE consultant and a human resources manager / psychologist should lead to a right perception of the applicant. Those professionals should have a thorough expertise with regards to SE process and SE Toolkit. It is a supplement to the job profile of SE consultant.

The interviewers should have an advanced level of good assessment skills, communication skills, analysing and observation skills and should be able to express feedback in a positive and constructive way.

#### **V. First monitoring**

The first assessment can be seen as a detection of all skills/knowledge/competencies of a SE consultant, which are defined in the developed job profile. This assessment tool should help SE provider on entrance and emphasis on: general data of the person; his/her working experience; gathering expectations regarding the SE service; perception of his/her perseverance; the way of he/she is facing challenges; the way of his/her elaboration of information; inclination and personal characteristics.

In order to gather such different information from a future SE consultant, the partnership decided to use a complex assessment methodology at various levels. It is needed to achieve different kind of information, not only from questionnaires or face-to-face interviews; it is

needed to combine different methodologies of assessment to simplify a decision for hiring new SE consultant.

**The pre-assessment is structured in following three parts:**

1. Collection of general data of the person; his/her working experience; gathering expectations regarding the SE service. In addition to that a verification of all given information via the written documents should be implemented which leads to a first analysis of the motivation of the applicant and his/her competences in the field of SE.
2. Fulfilling of needed formal requirements – personal interview.
3. Assessment of personal characteristics of the candidate by the two examiners as described in above.

All future SE consultants have to pass through all three stages to achieve an overview over their competences in SE field. A detailed job profile is leading the structure of assessment parts and the purpose of the job should always be kept in mind by the interviewer.

Supporting people with disabilities in all ages to access and maintain paid employment in the open labour market is the leading approach of the whole assessment process. A consciousness about the importance of a fully insured working place (social and health insurance) for people with disabilities is absolutely needed for the applicants.

Best way of a general assessment would be to follow a double-verification principle with two people interviewing new SE consultants. This dual control with one already employed SE consultant and for instance human resources manager/psychologists should lead to a right perception of the applicant.

Those two experts should ensure that the applicant is committed to the following requirements:

- Degree/qualification in the field of social work, education, pedagogy, psychology, etc.
- Additional training in career guidance for people with disabilities and/or SE
- General economical understanding
- Basic digital competence (MS Office)
- Mobility (driver's license)

Upon this recruitment possible copy of evidence should be collected as:

- curriculum vitae,
- certificates,
- diplomas,
- recommendation letters,

- internship certificates,
- copy of degrees.

Each applicant should complete the following information:

### SECTION A: MY GENERAL DATA

▶ A1. Date of compilation:
▶ A2. Months of SE coaching service already carried out:
▶ A3. Name:
▶ A4. Surname:
▶ A5. Date of birth and nationality:
▶ A6. Gender:
▶ A7. Organisation in which SE coaching service is carried out:
▶ A8. Headquarter in which the SE coaching service is carried out:
▶ City:
▶ Address:
▶ Telephone number:
▶ Fax number:
▶ Email (personal or business):
▶ A9. Title of the project in which you take part:

### SECTION B: MY TRAINING EXPERIENCES

▶ B1. The last education title acquired: (Degree / certificate)
▶ B2. Date of attainment of the last education title:
▶ B3. Main subjects studied:
▶ B4. Positive elements of the training path:
▶ B5. Perception of the competences developed (what have you learnt to do so far):
▶ B6. Are you attending further courses at present? (if Yes, what kind?)

### SECTION C. MY WORKING EXPERIENCES (if any)

▶ C1. Main job carried out:*
▶ Occasional, qualified
▶ C2. Period of carrying out:
▶ From:
▶ To:
▶ C3. Main duties carried out:
▶ C4. Positive elements of this experience:
▶ C5. Negative elements of this experience:
▶ C6. Perception of the competences strengthened (what have you expect to learn to do):
▶ C7. Motivation for working in this field (why working with PwD? Why SE as a method?)
▶ C8. Realistic view on the SE process and daily work (expectations? worries? missing competences?)
▶ C9. Ability to conduct interviews and employability analysis (experiences? methods?)
▶ C10. Ability to monitor client's progress?

### SECTION D. EXPECTATIONS CONCERNING THE SE COACHING SERVICES

▶ <b>D1. I expect following results :</b>
• Acquisition of new competencies/abilities
• Enlargement of own social and relational network
• Labour market succession as a SE coacher
• Network enlargement
• Other, please specify?
▶ <b>D2. I have to ask my SE coordinator for support in terms of?</b>
• Assistance in the carrying out of the activities
• Clearness in the explanation of the assigned tasks
• Learning from best practice solutions
• Other, please specify?



► **D3. In the comparison of this experience I have these fears:**

- Not to acquire enough knowledge and skills
- To receive too theoretical training
- Not fulfil my expectations
- Not fulfil values of the organization where I am employed.
- Lack of recognition of competencies acquired.
- Other, please specify?

If all formal requirements are fulfilled and all documents are reasonable an invitation to a first personal interview can be given to the applicants. This first meeting/interview aims verification of all given information via the written documents and leads to a first analysis of the motivation of the applicant and his/her competences in the field of SE. As already mentioned a first interview should be realized by two already employed people in the organization (dual control).

The interview should follow the following structure as described in section E:

**SECTION E Interview framework:**

- Motivation for this working field (i.e. why are you interested in working with PwD? Why is SE a method you would choose? Personal experience of unemployment and what helped?, etc.)
- Realistic view on the SE process and work (Expectations? Worries? Ethical questions etc.)
- Ability on conducting interviews and analysis of employability (experiences, methods, etc.)
- Individual training for employment and monitoring of the employment process
- Follow-up and coordination with agencies and employment networks

This interview should also check the level of disability awareness by the applicant. The interviewers could use one of the following examples during the interview:

**Example 1:**

*The interviewer should ask the applicant to give a True/False answer to the following statement:*

**"When I meet someone with an impairment, I should never ask what happened."**

- ▶ **The answer is FALSE:** “There are times when it is okay to politely ask questions. For instance, when you want to include that person in a game or activity and want to know the best way to do that. But if the person doesn't want to share the information, then respect the choice and move on to talk about something else. Remember; treat adults like adults, regardless of disability.”

**Example 2:**

*The interviewer should ask the applicant to give a True/False answer to the following statement:*

**“I should not touch someone’s special equipment like a wheelchair or an animal guide like a seeing-eye dog.”**

- ▶ **The answer is TRUE:** Guide dogs and other specialized animals are there to help their owners and keep them safe. Petting or talking to the animal when they are working will distract the animal and may put the owner at risk. A wheelchair is like an extension of a person’s body so it is never okay to hang or lean on one. Wheelchairs and other equipment are only okay to touch if the person says it’s okay with them.

**Example 3:**

*The interviewer should ask the applicant to give a True/False answer to the following statement:*

**“If someone has speech impairment and is difficult to understand, I should guess what the person is trying to say if I think I know.”**

- ▶ **The answer is FALSE:** Instead, it is more respectful and usually more successful to be patient and give the person time to speak. Repeat it back if needed to make sure you understand what they’ve said. It is okay to tell someone that you didn’t understand them and ask them to try again. It is important to remember that someone with speech impairment doesn’t necessarily have a cognitive disability – talk to them just like you would anyone without a disability!

It is necessary to record all information of this first personal interview; therefore a general template should be used. This template should be filled in by both interviewers and should be discussed after finishing the interview.

Table 1: Draft template first personal interview

Questions	Answers and evaluation (to be filled in by the interviewer)
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Working experience (PwD, economical sector, etc.)	
Additional trainings (employment of PwD, experiences, etc.)	
Motivation for working in this field (why working with PWD? Why SE as a method?)	
Realistic view on the SE process and daily work (expectations? worries?missing competences?)	
Ability on conducting interviews and analysis of employability (experiences? methods?)	
Individual training for employment and monitoring of the employment process	
Tutoring Guidance / Supporting job search/ prospecting and business brokerage	
ICT knowledge, mobility	

In different European countries we are faced with other requirements for SE consultants. On the one hand there is no general given European educational level for SE consultants, on the other hand some countries have their own legal regulations towards the employment of SE consultants. In Spain for instance there is a specification concerning SE consultants: if SE consultants are hired for teaching/training a professional certificate of job placement of people with disabilities, they must comply with specific requirements published in the Royal Decree 721/2011, the 20 of May. Within these requirements teachers must have a degree and 2 years of professional experience in the field of SE. In all other countries in our partnership it is not yet realized in that way, but future regulations can be expected. A developed vocational course EQAVET compliant for SE consultants could be a solution of standardization of differing existing systems all over Europe.

If the applicant failed during stages D and E then the interviewers could suggest him/her to attend the Tools4SE VET training course and then to proceed to the second monitoring stage.

In case that the applicant is presenting satisfactory level during the first monitoring then s/he could be invited to proceed to the second monitoring stage.

## VI. Second monitoring and answering to a case study

After the first personal interview both interviewers should agree on the applicants, who are joining the next two assessment steps. The selected applicants should be invited to a second meeting.

Each of them will be asked to provide a solution on a particular written case study and after that will complete the self-assessment tool.

The case study should be handed out without any heading and it is important to have at least four different case studies in order to assess different knowledge/skills/competences of the applicants.

First of all each applicant should get a case study randomly. The applicants should get a specific amount of time to answer the case study in a written way and should hand it in to the experts/interviewer. The given answers should be analysed by the already employed SE consultants in terms of transparency, content-related logical order of planned actions and keywords (person-centred methods, abilities, etc. – compare with job description of SE consultant).

Following case studies are developed for an assessment of future SE consultants and should be extended. Within the five-stage process of SE different knowledge/skills/competences are needed and they should get visible through the case studies. The case studies should assess different needed competences in each stage of SE. For instance during the client engagement process it is very important to have a person-centred approach and to strengthen people with disabilities in making own choices.

For the analysis of the given answers of the applicants it is important to define the assessed competences before given the case studies to the applicants. In the following part, a case study of each SE stage will be presented as an example for such a procedure:

### a. Case study example: Client engagement

*Case study:*

A man (age 43, 1 child) with physical disability (back problems, slipped discs, etc.) is

currently on a sick leave but will come back to office in a few weeks. He is worried about the return to the office because he believes that there is no understanding of his needs in the office and that he will have problems with some colleagues.

*Question:* How would you start to support him?

*Assessed competences (for interviewer):*

- Communication and assessment skills
- Needs analysis skills
- Person centred methods in working with the person
- Offering of SE as an personal decision of the PwD
- Disability knowledge and their impact on work
- Safety rules on working places

b. Case study example: Vocational profiling

*Case Study:*

A deaf woman (age 35, 2 children) has been working as a dressmaker for 15 years. Now - because of the powder dust from the dresses - she has developed an allergy. She wants to give up this working field completely and is thinking of her first vocational education when she was 16 years old and started an apprenticeship in an office. She is an office administrator but has not worked in this field since her apprenticeship.

*Question:* How would you support the woman to get a realistic idea of her future profession?

*Assessed competences (for interviewer):*

- Observation and analysis skills (needs analysis)
- Communication and assessment skills
- Soft skills (empathy, listening skills, etc.)
- Strengthen decision making – person-centred approach
- Realizing person centred action planning
- Labour market framework – negotiation of job tasters, job opportunities
- Disability knowledge and their impact on work

c. Case study example: Job finding

*Case study:*

A woman with learning disabilities (age 36, no children) comes to the SE office. She knows exactly what job she wants to work in and has already sent more than 100 applications for an accountant position. She has the required qualifications and some initial experience in this field but, so far, she has not received any positive feedback or an invitation for a job interview.

*Question:* How could you support her?

*Assessed competences (for interviewer):*

- Self-presentation/presentation skills and creativity
- Communication and assessment skills
- Person centred methods in working with the person
- Creating networks
- Labour market framework – negotiation of job tasters, job opportunities
- Management of different perspectives and expectations
- Employer contacts/networks

d. Case study example: On the job support – mediation

*Case study:*

A mentally disabled man (age 28) works as an unskilled consultant for a building service. For a few months now he has lost his willingness to work, has shown no motivation and has been forgetting work orders. He is permanently fighting with the colleagues concerning work sharing and splitting tasks. His team leader wants to fire him, but the man himself doesn't want to leave his work place.

*Question:* How can you mediate between the client and the company? What concrete steps will you suggest?

*Assessed competences (for interviewer):*

- Communication and assessment skills
- Needs analysis of the clients' needs and the employers needs
- Management of different perspectives and expectations
- Team supervision
- Consultancy skills
- Labour legislation
- Soft skills (empathy, listening skills, etc.)

The analysis of the written answers concerning the case studies should be realized by experts in the field of SE. These experts can estimate the level of the assessed competences and the necessary extra future training for the applicants. In which field the person needs more training, which SE stage is known or good fulfilled and which one should trained more in detail.

## **VII. Declaration of competencies (attestation)**

A combination of all presented two monitoring stages will lead to a validated and appropriated measurement of all applicants. The applicants should be able to implement the 5 stages of the SE process and to be aware how to use the SE Toolkit and its practical tools. Furthermore they should know their obligations from the job description of SE consultants in detail.

Furthermore the experts/interviewers should use their good assessment, communication, analysing and observation skills and should be able to express feedback in a positive and constructive way.

This tool is designed for choosing the right future SE consultants on basis of needed knowledge/skills/competences. Although the tool is giving the flexibility to be adjusted in order to get the most appropriate way in recruitment of new SE consultants.

The two observers will issue the attestation letter based on the following checklist:

The topics covered are:

- ▶ Working with people with disabilities
- ▶ Employers/ companies for people with disabilities
- ▶ Networking and awareness raising
- ▶ Use of techniques and ICT tools

Topics		Explanations: 1= totally agree; 2= agree; 3= partly agree; 4= disagree; 5= totally disagree					
			1	2	3	4	5
<b>Working with people with disabilities</b>	S/he knows the five stage process of SE.						
	S/he knows the differences between different types of disabilities and their consequences for the clients with disabilities.						
	S/he is aware of the person-centred methodologies in supporting people.						
	S/he has necessarily knowledge towards assessment methods (strengths/abilities/worries of people).						
	S/he knows how to strengthen people's decision-making skills.						
	S/he is able to analyse the needs of clients.						
<b>Employers/ companies for people with disabilities</b>	S/he knows labour market framework.						
	S/he knows the impact of disabilities on working environments.						
	S/he knows different mediation methods.						
	S/he has good observation and analysis skills.						
	S/he has good communication and advising skills.						



		S/he knows different ways of negotiation of job opportunities.					
		S/he can manage different perspectives and expectations.					
		S/he will be able to create networks of employers.					
	<b>Networking and awareness raising</b>	S/he knows that raising awareness for PwDs needs is important.					
		S/he knows different methods of raising awareness.					
		S/he has skills in self-presentation and s/he will be able to train them to other people.					
		S/he is open to contact people on governmental level in order to raise awareness for the needs of his/her clients.					
		S/he is aware of different legal requirements (UN convention, national legislation, etc.)					
	<b>Usage of techniques and ICT tools</b>	S/he has a good ICT knowledge.					
		S/he is able to use different technical support possibilities and equipment.					
		S/he knows at least 3 technical support possibilities (assistive technologies) for PwD.					
		S/he is able to use new and creative techniques on ICT level.					
		S/he knows methods of simplification of contents.					
		S/he has a good knowledge on environmental and behavioural accessibility					
	<b>Final attestation notes:</b>						

## VIII. Resources:

EUSE (2010): European Union for Supported Employment Toolkit.  
<http://euse.org/index.php/resources/supported-employment-toolkit> (11.08.2015)