

ecomentor

Mentoring in the sector of eco-industry



Erasmus+

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About the project

<i>Project title</i>	IMPLEMENTATION OF THE CERTIFICATION MODEL FOR MENTORS IN THE SUBSECTOR OF ECO-INDUSTRY	
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Introduction

The Europe 2020 Strategy is subtitled “A European Strategy for Smart, Green and Inclusive Growth”. It is based on priorities that come to clarify the nature of growth and headline targets that serve as benchmarks for the EU in 2020 on employment, education, social inclusion, research and development, and climate and energy. The flagship initiatives in this strategy are among others:

- ‘Resource-efficient Europe’ to help decouple economic growth from the use of resources, support the shift towards a low-carbon economy, increase the use of renewable energy sources, modernize the transport sector and promote energy efficiency.
- ‘An Industrial Policy for the Globalization Era’ to improve the business environment, notably for SMEs, and to support the development of a strong and sustainable industrial base able to compete globally.
- ‘An Agenda for New Skills and Jobs’ to modernize labour markets and empower people by developing their skills throughout the life cycle with a view to increase labour participation and better match labour supply and demand, including through labour mobility.

Growth and job creation will result through new business opportunities. The ecosystem and resource management, renewable energy, eco-industries and recycling all have a particularly high potential for employment growth. Environment policies contribute to job creation and social inclusion in the EU. It can create new demand for environmentally-friendly goods and services, allowing eco-industries to expand their business and take on new workers. All these activities will favour ‘An Agenda for New Skills and Jobs’.

As it was pointed out in the Bruges Communiqué, WBL constitute a foundation for the social coherence of the current and future employees as well as the base for their professional and personal development. It is worth and important to include WBL into the strategic activities on the national and international levels. Concept of this project is also in line with the Europe 2020 strategy, especially with its "Agenda for new skills and jobs" and also refers to the strategic priorities of Erasmus+ Programme.

In spite of such high political interest, the potential of WBL seems to be still untapped, especially in the sector of continuing education. So it was justified to undertake activities aimed to increase the use of WBL in continuing vocational education as well as to improve its quality and effectiveness. The key factors of high quality WBL's are competences of educators – people participating and coordinating educational processes. Focusing on employees representing companies where the practical training takes place – mentors – is of utmost importance.

Appropriate mentoring in the sector of eco-industry is associated with competences, experience and a properly defined role of the mentor and mentee. The effectiveness of the mentoring process depends largely on the competence and personality traits of the mentor, who is responsible for the correct relationship with the mentee and his professional development. Hence the real need to develop a standard of competence, a training program and procedures for confirming and certifying mentoring competences in eco-industry. The project responds to the identified need consisting in the lack of the possibility to confirm competences by people who deal with mentoring in the eco sector. Thanks to the results of the project in the form of a standard of competence and the certification procedure, it will be possible to implement. We provide all interested parties with training content, certification tools and procedures.

The starting point for this project was the framework of the general mentors' competences, developed within finished project CertiMenTu on the basis of expertise of project partnership. Expertise of the partnership institutions in the field of "green economy" and "green job" allowed to expect that the competences of mentors working in an eco-sector needed some adaptation to the specific nature of eco-industry. In the EcoMentor project the framework from CertiMenTu was verified and aligned through the studies in the real workplaces in the enterprises of eco-industry.



**Standard of professional competence (SPC)
for mentor in the sector of eco-industry**



Standard of professional competence (SPC) for mentor in the sector of eco-industry

The works were concentrated on the employees of the small and medium size enterprises of the following subsectors of eco-industry: waste management, recycled materials and renewable energy, which are of relevance for all participating countries and are in the area of expertise of project partners.

The detailed methodology was based on the strategy of qualitative and quantitative research, methods, techniques and research tools having their origins in the labour studies, vocational pedagogy and psychology. The final methodology and survey to identify requirements of the standard of competences was developed and conducted among active mentors of in all partnership countries.

After development of the initial version of SPC consultation and evaluation was conducted on two levels: through on-line forum among the stakeholders (network members and active mentors in enterprises of eco-industry) and also through direct consultation with active mentors in eco-industry.

The outcomes of the evaluation procedure, including conclusions and suggestions stemming from the forum discussions, the questionnaire results and the evaluations of mentors was examined and taken into account for the fine-tuning of the final version of SPC.

The structure of the standard relates to 3 types of descriptors used in EQF (knowledge, skills, competences - KSC). The competences of mentors should be defined at the level 5 or 6 of EQF.

The professional competence standard of mentor in eco-industry was based on the model including:

- professional tasks;
- list of professional competences;
- relations between the professional competences and the level of qualification in the European Qualification Framework;
- description of common social competences.

The concept of European Skills/Competences, Qualifications and Occupational Taxonomy (ESCO) which assumes a connection of the skills and competences of employees on several thousands of workplaces with the professions of the ISCO-08 classification was also taken into account.

As mentors defined the experienced employees who have been selected by their company to assist new employees or indeed existing employees to obtain new vocational qualifications. The mentor provides supervision; learner support and guidance to trainees in the workplace during the qualification process. This could also include trainees participating in internships or formal apprenticeships within the company.

A person playing the role of "Mentor in the eco-industry" should have the following competences:

- A. Plan mentoring activities
- B. Conduct mentoring activities
- C. Evaluate mentoring activities

Full version of the standard: ecommentor.ios.edu.pl

PLAN MENTORING ACTIVITIES	
No.	Knowledge & Understanding
1.	Values, ethics, and principles underpinning mentoring
2.	Role of mentor in learning process
3.	Stages of the mentoring process and the critical factors of success in each stage
4.	Information and resources needed for mentoring
5.	Models and methods for analysis and identification with the learner their needs and requirements which can be met by mentoring
6.	Ways of effectively establishing the rules and boundaries of the mentoring relationship
7.	Methods for identification of learning objectives and learner's goals which the work-based mentoring programme aims to meet
8.	Legal and organisational requirements relating to data protection, privacy, and confidentiality
9.	Principles of Adult Education and VET
10.	Different learning styles and learning capabilities
11.	Methods used to develop and agree with the learner plans and to implement individual learning programmes including timescale, objectives, measures of success and review and assessment requirements
12.	Ways of preparing and agreeing on the contractual arrangements with the learner according to organisational policies and procedures
13.	Understand record keeping requirements for documents pertaining to the mentoring planning process
No.	Performance criteria, skills
1.	Prepare for the mentoring process in terms of time and resources
2.	Prepare the workplace for mentoring activities (inform the learner and inform others)
3.	Identify and agree with the learner their requirements which can be met by mentoring
4.	Agree on the rules and boundaries of the mentoring relationship and understand how they will be recognised and maintained
5.	Assess and accommodate individual learner's objectives and needs using models and methods
6.	Evaluate which types of learning would be most effective for the learner
7.	Develop and agree on the plan of the mentoring programme with the learner and where relevant with key people in the work organisation
8.	Use structured learning goals to plan workplace learning, agreeing with the learner appropriate measures for success for the review and evaluation
9.	Ensure that contractual arrangements reflecting expected outcomes of the mentoring programme are put into place before beginning the mentoring process and agree with the learner the rules for their recording and updating
10.	Maintain mentor planning records in line with corporate policy

CONDUCT MENTORING ACTIVITIES	
No.	Knowledge & Understanding
1.	Principles, approaches, and methods of mentoring in the context of implementation of successful work-based learning programmes
2.	Organisational policies and procedures relevant to the mentoring process (recording interactions, objectives and goals; recording the conclusion of mentoring relationship and contract)
3.	Operational context, working methods, resources and relevant personnel of the employing organisation

4.	Key personnel and support available from the learner's college, training organisation or training department
5.	Common factors and barriers affecting the mentoring process in the workplace
6.	Specific procedures for responding effectively to learner concerns
7.	Conflict resolution theories, methods, and models, active listening principles and techniques that can be used during mentoring process
8.	Sources of support to deal with learner relationship issues which are outside own expertise of authority
9.	Principles and methods for assessing and monitoring learner's progress and providing feedback and ways to enable learner to modify their goals based on the progress
10.	Basic principles of formative evaluation of work-based mentoring programmes
11.	Organisational review, assessment and reporting requirements of the learner's programme
12.	Understand record keeping requirements for documents pertaining to mentoring activities
No.	Performance criteria, skills
1.	Use specific mentoring techniques and methods for achieving learning outcomes and learner's goals including motivation for adaptation of new behaviour, taking into account different alternatives and selecting the most appropriate
2.	Work with learner to undertake the learning
3.	Create and provide sufficient learning opportunities to ensure that the learner is supported to meet the objectives of the learning programme in the sector of eco-industry
4.	Ensure that the learner has an adequate ongoing level of support by workplace management and colleagues for learning and where relevant settling into the organization
5.	Explain the term 'corporate culture' in general to the learner and to describe the specifics of corporate culture of the specific company or organisation
6.	Communicate effectively with the learner using practical communication tools and techniques
7.	Identify and effectively manage any factors that affect the learner's programme
8.	Develop solutions to problems arising during mentoring process taking into account the input from the learner
9.	Uncover problems that may arise regarding the learner's job satisfaction and help in their solution
10.	Agree and record the interactions, outcomes, and progress towards objectives and goals with the learner in accordance with organisational requirements
11.	Review the learning progress with the learner at regular intervals, reflecting on the progress towards objectives and goals, revising and modifying objectives and goals and taking relevant supportive action where necessary to aid progress
12.	Ensure that any requirements for formal assessment or reporting are met
13.	Maintain records of interactions in appropriate format in line with organisational procedures
14.	Agree what further support or help learners may need and plan with them how it can be accessed
15.	Maintain mentoring activity records in line with corporate policy

EVALUATE MENTORING ACTIVITIES	
No.	Knowledge & Understanding
1.	Basic principles of summative evaluation of work-based mentoring programmes
2.	Methods and tools (including assessment tools and interpretation methods, including Information and Communications Technology - ICT) for monitoring, reviewing and evaluating the mentoring process
3.	Methods to analyse the evaluation results as well as their use in order to identify areas for improvement
4.	Specific principles for documentation and presentation of evaluation results

5.	Understand record keeping requirements for documents pertaining to the evaluation of mentoring activities
No.	Performance criteria, skills
1.	Apply review and evaluation methods and tools (such as performance milestones, performance appraisals as well as formal interviews or informal discussions with the learner) for mentoring process
2.	Evaluate the learner's individual programme in terms of its effectiveness in meeting learning objectives
3.	Document and present evaluation results
4.	Draw useful conclusions from the evaluation process, identify areas for improvement and take appropriate actions
5.	Ensure that the evaluation of the work-based mentoring programme is done systematically taking into account the outcomes of learner's self-review and feedback from relevant stakeholders
6.	Ensure that results of evaluation of the work-based mentoring programme are taken into account for the improvement of the programme and organisational procedures and this information is passed on to relevant stakeholders
7.	Evaluate the effectiveness of the specific workplace in providing relevant learning opportunities, support and take actions for its improvement considering external influences
8.	Maintain mentoring evaluation records in line with corporate policy

COMMON SET OF BEHAVIOURS FOR ECOMENTORS	
No.	Behaviours
1.	Take responsibility for own work approach and role
2.	Build and maintain rapport over sustained periods
3.	Act in a way that shows you are willing to help the learner
4.	Create and maintain an effective relationship with the learner that will help the learner to reach their professional goals
5.	Respect the client's need for information, commitment and confidentiality within legal and organisational requirements
6.	Adapt your personal style to empathise with different types of learner
7.	Listen and respond effectively and check understanding
8.	Seek to understand people's needs and motivations
9.	Invite a two-way exchange of information and feedback with the learner and others
10.	Enable the learner to take responsibility for and ownership of their objectives and goals
11.	Comply with, and ensure that others comply with, legal requirements, industry regulations, organisational policies and procedures and professional codes
12.	Identify opportunities for mentoring
13.	Encourage colleagues and stakeholders to recognise mentoring as a way to create and support a culture of learning and development in the organization



Modular training programme for mentors in eco-industry



Modular training programme for mentors in eco-industry

This modular training programme has been developed based on the analysis of employers' requirements included in the description of the "Standard of professional competence for a mentor in the eco-industry".

The preliminary suite of modules for training course for mentors in eco-industry was discussed within the partnership and consulted among the stakeholders from eco-industry. Based on the results of discussions and consultations the final list of modules was determined. For every module of training course the learning outcomes (LOs) were defined and they were grouped into units of learning outcomes (ULO). Units of learning outcomes were developed in a way that is highly consistent with ECVET and EQF.

Initial version of training programme was evaluated through on-line forum among the stakeholders (network members and active mentors in enterprises of eco-industry) and also through direct consultation with active mentors in eco-industry. The outcomes of the evaluation procedure were examined and taken into account for the final version the training programme.

The training programme was designed not only to provide qualified vocational training course which will end with certification, but also to enable upskilling of mentors who already have some experience in mentoring but need to broaden their knowledge.

This programme is composed of three vocational training modules and corresponding 8 modular units that are equal to professional tasks performed in the mentor's work.

Every vocational training module includes the learning outcomes, a list of modular units, scheme of the modular unit system, recommended literature and source materials.

The modular unit programme includes learning outcomes, proposals for teaching materials, proposals for exercises, proposal for didactic resources, methodical recommendations for the modular unit implementation, and proposed methods of verification and assessment of the candidate's achievements.

The training programme's structure is flexible, its modules and modular units may be updated (modified, supplemented or replaced) without compromising the integrity of the programme's structure. The content can therefore be adjusted to the changing needs of the labour market, scientific and technological development and learners' capacities.

The training, which is, based on this modular programme is characterised by the following features:

- a teaching and learning process which is oriented towards the achievement of specific, measurable learning outcomes in the form of knowledge, skills and social competences enabling to perform specific professional tasks
- the broad application of the principle of transfer of knowledge, skills and social competences previously acquired by a candidate in the course of formal, informal and non-formal (in a working environment) education
- learning mainly by doing with the use of activating teaching methods, which, on the one hand, trigger activity, creativity, learner's capacity of self-assessment, and, on the other hand, trainer's role goes towards being an advisor, partner, designer, organiser and evaluator of the didactic process

Upon the completion of all modular units foreseen in the programme, participants of the training shall get the training certificate, confirming their competence required for the "Mentor in the eco-industry sector".

Full version of the programme: ecommentor.ios.edu.pl

Programme and organisational assumptions of training

Description of the profession/qualifications position in classifications

International Standard Classification of Education ISCED 2011:

- Level 5
- Category 44 (Post-secondary non-tertiary general education)
- Subcategory 444 (Recognised successful completion of a short-cycle tertiary general programme (or stage) insufficient for level completion)

International Standard Classification of Occupations (ISCO-08)

- Group 2424 Training and staff development professionals

European Qualifications Framework

- Level 5

Recommendations concerning organisation of the teaching and learning process

The training programme should be carried out in accordance with an enclosed proposal (see fig. 1) of “Didactic map of the modular vocational training programme”. It is a system of connections between modules and modular units of the programme, determining a sequence of their implementation. It shall be used by training organisers to plan teaching.

A mentor, while executing the training programme, should have an appropriate background within the scope of the methodology of modular education, activating teaching methods, didactic measurement, as well as designing and developing educational packages.

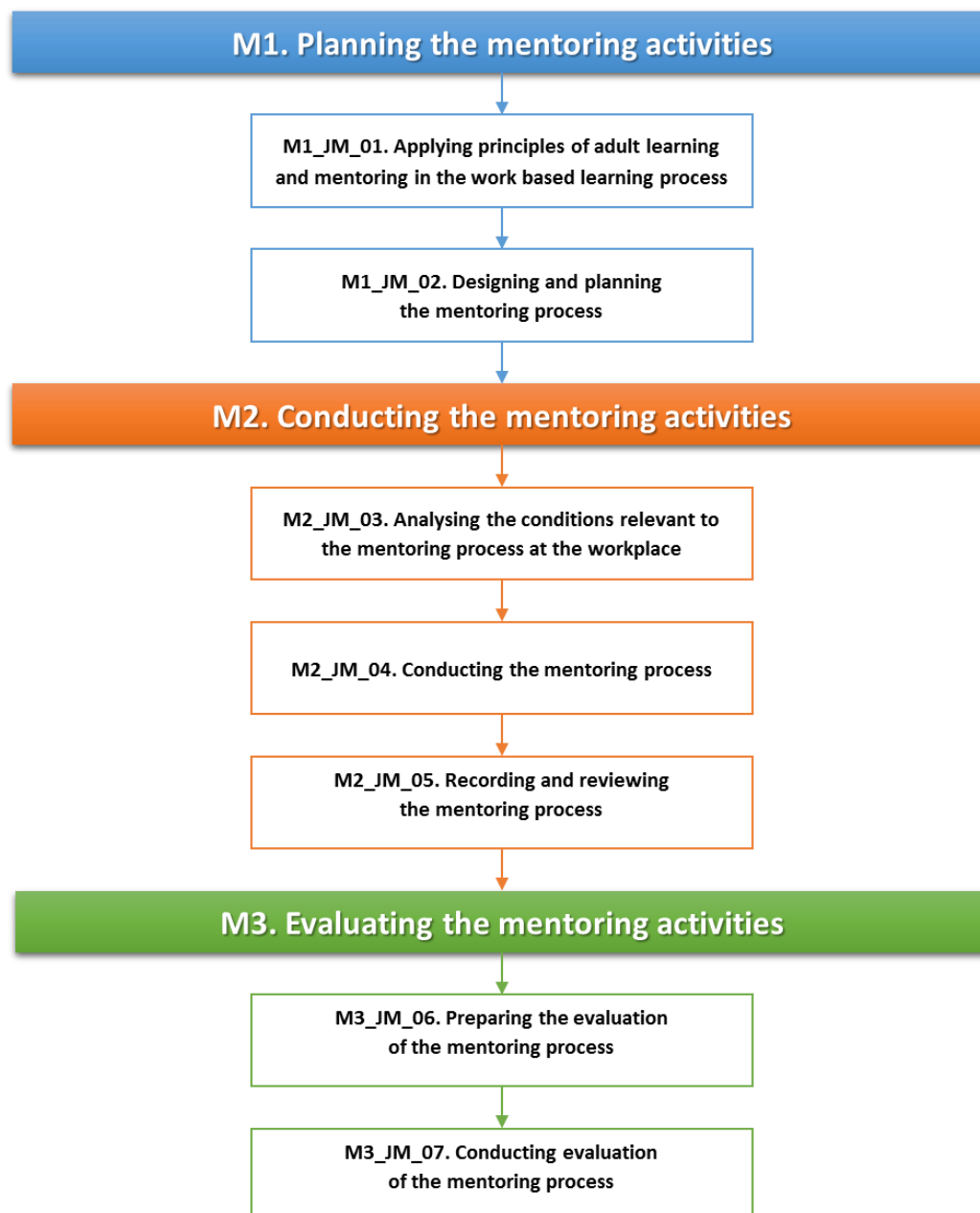


Fig. 1. Didactic map of the modular training programme for mentors in eco-industry sector

An essential element of the organization of the teaching process is the system of checking and evaluating the learning achievements of the learner.

Assessment should make a candidate aware of a level of its achievements in relation to requirements defined in the professional competence standard. Assessment of participants' achievements should be conducted with the use of tests (oral, written and practical), observation of participant's actions, didactic measurement. Verification and assessment of achievements require defining the criteria and standards of assessment, developing achievement tests, observation sheets, and progress assessment sheets.

The didactic resources, necessary in the modular training process, include didactic aids and materials, technical means of education, didactic means of work.

There is no division into theoretical and practical classes in the modular training. Organisational forms of participants' work should be adjusted to the curriculum content and methods. It is recommended that general classes are conducted in groups of up to a maximum of 20 people. Exercises should be organised in two to four-person teams or individually.

Proposals of methods of verification and assessment of learners' achievements

The verification of the training participant's achievements should occur through the whole time of implementation of a modular unit, based on the established criteria. Knowledge necessary for the execution of practical exercises may be verified with use of tests available on an e-learning platform. It is proposed to verify practical skills through the observation of regularity of performed actions during the performance of exercises and assessment of a presentation of the performance of a given exercise in a team or individually. While observing actions of a candidate during the performance of exercises and assessing work, attention should be paid to:

- A comparison of the exercise performance with the assumptions included in the instruction
- verification of the compliance of achieving a learning outcome by a candidate foreseen for a given exercise

Prior to the commencement of the exercise performance, the candidate knowledge, of theoretical framework foreseen in the content of educational packages on the EcoMentor e-learning platform, should be verified. Depending on the conditions it may be a written or oral test. A candidate may only commence the exercise performance when such a test is completed and passed.

During the candidate's performance one should observe work of participants and assess results in the following categories:

- performed positively or
- not performed positively.

In the case of incorrect performance, a training candidate should perform the exercise again with a repeated quality assessment.

Vocational training modules and modular units

Module 1 – Planning the mentoring activities

Modular unit M1_01. Applying principles of adult learning and mentoring in the work based learning process

Description of the modular unit M1_01

EQF Level:	5	NQF Level:		ECVET points:	0.24 (6 hours in total)
Learning outcomes (the learner)					
Knowledge	Skills		Competence		
<ul style="list-style-type: none"> - Understands the role of mentor in learning process - Understands the principles of adult education and VET 	<ul style="list-style-type: none"> - Is able to identify which types of learning would be most effective for the learner - Is able to agree the rules and boundaries of mentoring relationship 		<ul style="list-style-type: none"> - Act in a way that shows you are willing to help the learner - Take responsibility for his/her own work approach and role - Identify opportunities for mentoring 		

Unit learning hours	face-to-face learning:	2
	e-learning/ WBL:	4
Proposals of exercises	<ul style="list-style-type: none"> - Determine the needs of the learner - Identification of learning needs - Identify current sources of information useful for analysing learning needs - Overview of sources of up-to-date information that can be used to identify learning needs - Evaluation and selection of effective methods and tools for the identification and analysis of learning needs - Survey as a tool for collecting information about learning needs - Analysing examples of good practices for identifying learning needs - Identify learning needs for a selected group of employees - Developing conclusions and recommendations from the analysis of learning needs - Analysis of documents describing the qualification and competence requirements for employees of the eco-industry sector - Collection of use cases of mentoring process - Analyse examples of good practices for mentor-learner relationship - Open discussion on following subjects: <ul style="list-style-type: none"> o How do ethics intersect with the mentor-learner relationship? o What elements are associated with appropriate ethical behaviour in the mentor- learner relationship? o What elements are associated with appropriate ethical behaviour in mentoring process? 	
Didactic resources	<ul style="list-style-type: none"> - Set of sheets for participants to carry out exercises - PowerPoint presentation to the thematic scope of the modular unit - e-learning platform with access to course content for the mentor in the eco-industry sector - Presentation kit (projector, computer with internet access) - Flipchart with a set of pens (4 colours) - Flipchart with a handle on a paper block (including a paper block) - Set of 5 sets of markers for exercise groups (5 exercise groups for 4 people in a group) - Computer with internet access (e-learning) 	

Assessment criteria and methods for modular unit M1_01

Learning outcomes (the learner)	Assessment criteria (the learner can)	Assessment methods		
		Written assignment	Observation	Evidence from work
1. Understands the role of mentor in the learning process	1.1. Define the purpose of workplace mentoring	X		
	1.2. Define as good and poor practice examples of both the effective and ineffective characteristics of a mentor	X		
	1.3. Define as good and poor practice examples of both effective and ineffective characteristics of a learner	X		
	1.4. Describe the benefits of workplace mentoring for learner and mentor	X		

	1.5. Describe basic ethical principles in the mentor-learner relationship	X		
2. Understands the principles of adult education and VET	2.1. Describe adult learning styles and learning capabilities and how these impact on the mentor-learner relationship	x		
	2.2. Describe vocational education principles	X		
	2.3. Describe principles of formulating learning outcomes and their elaboration	X		
3. Is able to identify which types of learning would be most effective for the learner	3.1. Identify the correct learning method relevant to the agreed learning goals and identified learning needs of the learner	X	X	
	3.2. Identify the correct activating methods and techniques taking into account the learner's age, profession, experience, etc.	X	X	
4. Is able to agree the rules and boundaries of mentoring relationship	4.1. Identify any barriers to mentoring within the organisation (individual, team, operational, organisational)	X	x	
	4.2. Identify the organisational structure, culture and - within that context - the role of mentoring process	X	X	
	4.3. Analyse the rationale for, and the characteristics of, effective contracting within mentoring	X		

Modular unit M1_02. Designing and planning the mentoring process

Description of the modular unit M1_02

EQF Level:	5	NQF Level:		ECVET points:	0.24 (6 hours in total)
Learning outcomes (the learner)					
Knowledge		Skills		Competence	
<ul style="list-style-type: none">- Understands the methods of identification of learner's needs, learning objectives and goals- Understands the methods used to develop and agree with the learner plans and to implement individual learning programmes- Understands the ways of preparing and agreeing on the contractual arrangements with the learner according to organisational policies and procedures		<ul style="list-style-type: none">- Is able to prepare for the mentoring process in terms of time and resources- Is able to identify and accommodate learner's objectives and needs- Is able to plan workplace mentoring process		<ul style="list-style-type: none">- Listen and respond effectively and check understanding- Respect the client's need for information, commitment and confidentiality within legal and organisational requirements- Invite a two-way exchange of information and feedback with the learner and others- Enable the learner to take responsibility for and ownership of their objectives and goals	
Unit learning hours	face-to-face learning:		2		
	e-learning /WBL:		4		
Proposals of exercises	<ul style="list-style-type: none">- Collection of case histories- Collection of best practices- Simulation of planning a mentoring process				
Didactic resources	<ul style="list-style-type: none">- Set of sheets for participants to carry out exercises- PowerPoint presentation to the thematic scope of the modular unit				

	<ul style="list-style-type: none"> - e-learning platform with access to course content for the mentor in the eco-industry sector - Presentation kit (projector, computer with internet access) - Flipchart with a set of pens (4 colours) - Flipchart with a handle on a paper block (including a paper block) - Set of 5 sets of markers for exercise groups (5 exercise groups for 4 people in a group) - Computer with internet access (e-learning)
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Assessment criteria and methods for modular unit M1_02

Learning outcomes (the learner)	Assessment criteria (the learner can)	Assessment methods		
		Written assignment	Observation	Evidence from work
1. Understands the methods of identification of learner's needs, learning objectives and goals	1.1. Describe aspects of occupational development which can be served through workplace mentoring	X		
	1.2. Describe theories and techniques of objectives and goals setting	X		
	1.3. Describe nature of effective occupational learning goals that match organisational development goals	X		
2. Understands the methods used to develop and agree with the learner plans and to implement individual learning programmes	2.1. Describe approaches to planning workplace mentoring	X		
	2.2. Describe an effective workplace mentoring plan (learning outcomes, activities, information and resources)	X		
	2.3. Describe development outcomes that can be attained through workplace mentoring	X		
	2.4. Describe the methods and practices in agreeing the learning outcomes	X		
	2.5. Describe the measures of success in attaining the outcomes	X		
3. Understands the ways of preparing and agreeing on the contractual arrangements with the learner according to organisational policies and procedures	3.1. Explain the organisational rules regarding the mentoring contract	X		
	3.2. Explain what a workplace mentoring contract should include to ensure ethical mentoring relationship	X	X	
	3.3. Describe the legal and organisational requirements relating to data protection, privacy, and confidentiality	X		
4. Is able to prepare for the mentoring process in terms of time and resources	4.1. Determine the resources needed for mentoring process implementation	X		X
	4.2. Ensure that all the resources required to support the mentoring programme (including qualified/experienced personnel) are available			
	4.3. Prepare the workplace for mentoring activities	X		

5. Is able to identify and accommodate learner's objectives and needs	5.1. Recognise interests and expectations of the learner	X		
	5.2. Assess the strengths, weaknesses and behavioural style of the learner	X		
	5.3. Identify and agree learner's goals	X		
6. Is able to plan workplace mentoring process	6.1. Agree on the rules and boundaries of the mentoring relationship and define how they will be recognised and maintained	X		
	6.2. Create and agree with the learner a mentoring agreement (contract) according to organisational procedures	X		
	6.3. Agree learning programme with the learner and where relevant with the key people in the organisation or external stakeholders (school/training organisation)	X		
	6.4. Plan activities and tasks to ensure that the agreed learning objectives will be met, agreeing with the learner appropriate measures for success for the review and evaluation	X		
	6.5. Develop the mentoring plan and agree it with the learner (learning activities, resources, timeline)	X		

Module 2 – Conducting the mentoring activities

Modular unit M2_03. Analysing of conditions relevant to the mentoring process at the workplace

Description of the modular unit M2_03

EQF Level:	5	NQF Level:		ECVET points:	0.2 (5 hours in total)
Learning outcomes (the learner)					
Knowledge		Skills		Competence	
<ul style="list-style-type: none">- Understands the organisational policies and procedures relevant to the mentoring process- Understands the operational context, working methods, resources and relevant personnel of the employing organisation- Understands the key personnel and support available from the learner's school, training organisation- Understands the common factors and barriers affecting the mentoring process in the workplace		<ul style="list-style-type: none">- Is able to explain the term 'corporate culture' in general to the learner and to describe the specifics of corporate culture of the specific company or organisation- Is able to uncover problems that may arise regarding the learner's job satisfaction or mentoring process taking into account the input from the learner and help in their solution		<ul style="list-style-type: none">- Take responsibility for his/her own work approach and role- Respect the client's need for information, commitment and confidentiality within legal and organisational requirements- Comply with, and ensure that others comply with, legal requirements, industry regulations, organisational policies and procedures and professional codes- Identify opportunities for mentoring- Invite a two-way exchange of information and feedback with the learner and others	
Unit learning hours		face-to-face learning:		1	
		e-learning: /WBL:		4	

Proposals of exercises	<ul style="list-style-type: none"> - Prepare a presentation on the common factors and barriers affecting the mentoring process in the workplace and methods of eliminating them - List the specific organisational procedures relevant to the mentoring process - Preparation of the draft agreement with the learner of the interactions, outcomes and progress towards the objectives and goals of mentoring process - Simulation group exercise presenting the introduction and orientation process in the organisation
Didactic resources	<ul style="list-style-type: none"> - Set of sheets for participants to carry out exercises - PowerPoint presentation to the thematic scope of the modular unit - e-learning platform with access to course content for the mentor in the eco-industry sector - Presentation kit (projector, computer with internet access) - Flipchart with a set of pens (4 colours) - Flipchart with a handle on a paper block (including a paper block) - Set of 5 sets of markers for exercise groups (5 exercise groups for 4 people in a group) - Computer with internet access (e-learning)

Assessment criteria and methods for modular unit M2_03

Learning outcomes (the learner)	Assessment criteria (the learner can)	Assessment methods		
		Written assignment	Observation	Evidence from work
1. Understands the organisational policies and procedures relevant to the mentoring process	1.1. Describe organisational structure, culture and the role of mentoring process	X		
	1.2. Describe the policies and procedures for recording interactions with learners	X		
2. Understands the operational context, working methods, resources and relevant personnel of the employing organisation	2.1. Identify and describe operational context, working methods and resources and relevant personnel of the employing organisation	X		
	2.2. Explain the procedures for contacting appropriate personnel when needed	X		
3. Understands the key personnel and support available from the learner's school, training organisation	3.1. Describe the principles and rules of cooperation between learner, mentor, employing organisation and learner's school or training organisation	X		
	3.2. Describe the role of each stakeholder in the mentoring programme	X		
4. Understands the common factors and barriers affecting the mentoring process in the workplace	4.1. Describe factors and barriers affecting the mentoring process in the workplace (individual, operational, organisational)	X		
	4.2. Describe strategies for minimising or overcoming barriers affecting the mentoring process in the workplace	X		
5. Is able to explain the term 'corporate culture' in general to the learner and to describe the	5.1. Define the term "corporate culture"			
	5.2. Describe how the values of a corporate culture influence the ethical standards within a corporation, as well as managerial behaviour	X		

specifics of corporate culture of the specific company or organisation	5.3. Present the specifics of organisation's corporate culture to the learner			
6. Is able to uncover problems that may arise regarding the learner's job satisfaction or mentoring process taking into account the input from the learner and help in their solution	6.1. Identify any difficulties that learners may have with the programme, work tasks or organisation	X		
	6.2. Propose suitable remedial actions to address these difficulties	X		
	6.3. Agree suitable remedial action with the learner and with others as necessary	X		

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Modular unit M2_04. Conducting the mentoring process

Description of the modular unit M2_04

EQF Level:	5	NQF Level:		ECVET points:	0.48 (12 hours in total)
Learning outcomes (the learner)					
Knowledge		Skills		Competence	
<ul style="list-style-type: none">- Understands the principles, approaches, and methods of mentoring in the context of implementation of successful work-based learning programmes- Understands the conflict resolution theories, methods, and models that can be used during mentoring process		<ul style="list-style-type: none">- Is able to use mentoring techniques and methods for achieving learner’s learning outcomes and goals- Is able to work with learner to undertake the learning- Is able to ensure that the learner has an adequate ongoing level of support by workplace management and colleagues for learning and where relevant settling into the organization		<ul style="list-style-type: none">- Take responsibility for his/her own work approach and role- Act in a way that shows you are willing to help the learner- Create and maintain an effective relationship with the learner that will help the learner to reach their professional goals- Adapt your personal style to empathise with different types of learner- Seek to understand people's needs and motivations- Enable the learner to take responsibility for and ownership of their objectives and goals	
Unit learning hours	face-to-face learning:		2		
	e-learning: /WBL:		10		
Proposals of exercises	<ul style="list-style-type: none">- Simulation of conducted a mentoring process- Lectures on theories (e.g., motivation, conflict resolution, personal and company protection data etc)- Role playing exercises – Stimulation of effective communication and active listening- Case studies				
Didactic resources	<ul style="list-style-type: none">- Set of sheets for participants to carry out exercises- PowerPoint presentation to the thematic scope of the modular unit- e-learning platform with access to course content for the mentor in the eco-industry sector- Presentation kit (projector, computer with internet access)- Flipchart with a set of pens (4 colours)- Flipchart with a handle on a paper block (including a paper block)- Set of 5 sets of markers for exercise groups (5 exercise groups for 4 people in a group)- Computer with internet access (e-learning)				

Assessment criteria and methods for modular unit M2_04

Learning outcomes (the learner)	Assessment criteria (the learner can)	Assessment methods		
		Written assignment	Observation	Evidence from work
1. Understands the principles, approaches, and methods of mentoring in the context of implementation of successful work-based learning programmes	1.1. Describe the key concepts, principles and practices of mentoring	X		
	1.2. Identify and describe mentoring models and tools in the context of implementation of successful work-based learning programmes	X		
	1.3. Describe the stages of the mentoring process	X		
	1.4. Describe methods for developing successful work-based learning programmes	X		
	1.5. Describe active listening techniques and common barriers to them	X		
	1.6. Describe strategies for preparing the relationship between a mentor and the learner			
2. Understands the conflict resolution theories, methods, and models that can be used during mentoring process	2.1. Describe what is meant by the term "conflict resolution"	X		
	2.2. Describe the relevant theories, methods and models for conflict resolution	X		
3. Is able to use mentoring techniques and methods for achieving learner's learning outcomes and goals	3.1. Demonstrate the use of mentoring models and tools			
	3.2. Apply effective communication with learner using practical communication tools and techniques	X		
	3.3. Take appropriate actions to support the learner to accomplish their goals			
4. Is able to work with learner to undertake the learning	4.1. Establish an effective working relationship and clear communication with the learner, enabling progress to be reviewed and any concerns to be raised at regular intervals	X		
	4.2. Create and provide sufficient learning opportunities to ensure that the learner is supported to meet the objectives of the learning programme	X		
5. Is able to ensure that the learner has an adequate ongoing level of support by workplace management and colleagues for learning and where relevant settling into the organization	5.1. Explain to the learner their place in the organization, whom they will be supervised by and to whom they should relate with questions and problems	X		
	5.2. Provide introductions to learner to other staff members and to the designated person to who the learner can go to for help or information	X		
	5.3. Ensure that the learner receives an orientation/induction (background of the organization, works the organization is currently	X		

	involved in, location of supplies, equipment, and facilities)			
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Modular unit M2_05. Recording and reviewing the mentoring process

Description of the modular unit M2_05

EQF Level:	5	NQF Level:		ECVET points:	0.28 (7 hours in total)
Learning outcomes (the learner)					
Knowledge		Skills		Competence	
<ul style="list-style-type: none">- Understands the principles and methods for assessing and monitoring learner’s progress and providing feedback- Understands the methods and tools of review for mentoring process- Understands the organisational requirements for recording and reporting the interactions, outcomes, and progress of the workplace mentoring process		<ul style="list-style-type: none">- Is able to agree and record the interactions, outcomes, and progress towards objectives and goals with the learner according to organisational requirements- Is able to review the learning progress with the learner at regular intervals		<ul style="list-style-type: none">- Build and maintain rapport over sustained periods- Take responsibility for his/her own work approach and role- Create and maintain an effective relationship with the learner that will help the learner to reach their professional goals- Respect the client’s need for information, commitment and confidentiality within legal and organisational requirements	
Unit learning hours	face-to-face learning:		1		
	e-learning/WBL:		6		
Proposals of exercises	<ul style="list-style-type: none">- Simulation of conducted a mentoring process- Lectures on theories (e.g., motivation, conflict resolution, personal and company protection data etc)- Role playing exercises – Stimulation of effective communication and active listening- Case studies				
Didactic resources	<ul style="list-style-type: none">- Set of sheets for participants to carry out exercises- PowerPoint presentation to the thematic scope of the modular unit- e-learning platform with access to course content for the mentor in the eco-industry sector- Presentation kit (projector, computer with internet access)- Flipchart with a set of pens (4 colours)- Flipchart with a handle on a paper block (including a paper block)- Set of 5 sets of markers for exercise groups (5 exercise groups for 4 people in a group)- Computer with internet access (e-learning)				

Assessment criteria and methods for modular unit M2_05

Learning outcomes (the learner)	Assessment criteria (the learner can)	Assessment methods		
		Written assignment	Observation	Evidence from work

1. Understands the principles and methods for assessing and monitoring learner's progress and providing feedback	1.1. Describe methods for assessing and monitoring learner's progress	X		
	1.2. Describe basic principles for providing constructive feedback to the learner	X		
	1.3. Describe methods for providing constructive feedback	X		
2. Understands the methods and tools of review for mentoring process	2.1. Describe methods and tools for reviewing the workplace mentoring process	X		
	2.2. Describe the factors to be include in the assessment of the effectiveness of mentoring outcomes	X		
3. Understands the organisational requirements for recording and reporting the interactions, outcomes, and progress of the workplace mentoring process	3.1. Describe the organisational policies and procedures for reviewing, assessing and reporting the workplace mentoring process			
4. Is able to agree and record the interactions, outcomes, and progress towards objectives and goals with the learner according to organisational requirements	4.1. Identify suitable methods for recording interactions, outcomes, and progress towards objectives and goals	X	X	X
	4.2. Assess the appropriateness of selected method of recording interactions, outcomes, and progress towards objectives and goals	X		
	4.3. Agree with the learner selected method of recording interactions, outcomes, and progress towards objectives and goals			
	4.4. Apply selected method of recording interactions, outcomes, and progress towards objectives and goals	X	X	
	4.5. Maintain the record of interactions, outcomes, and progress according to organisational procedures			
5. Is able to review the learning progress with the learner at regular intervals	5.1. Develop a plan to measure learner's expected outcomes and progress			
	5.2. Apply appropriate tools and techniques in certain intervals to review the learner's progress			
	5.3. Help the learner to reflect on their performance and actions			
	5.4. Revise with the learner and where necessary modify objectives and goals			
	5.5. Design supportive measures that aids learning progress			

Module 3 - Evaluating the mentoring activities

Modular unit M3_06. Preparing the evaluation of the mentoring process

Description of the modular unit M3_06

EQF Level:	5	NQF Level:		ECVET points:	0.24 (6 hours in total)
Learning outcomes (the learner)					
Knowledge		Skills		Competence	
<ul style="list-style-type: none">- Understands the principles of summative evaluation of work-based mentoring process- Understands the principles for documentation and presentation of evaluation results		<ul style="list-style-type: none">- Is able to prepare for the evaluation of the workplace mentoring process- Is able to ensure that results of evaluation of the work-based mentoring process are taken into account for the improvement of the mentoring programme and organisational procedures		<ul style="list-style-type: none">- Take responsibility for his/her own work approach and role- Comply with, and ensure that others comply with, legal requirements, industry regulations, organisational policies and procedures and professional codes- Identify opportunities for mentoring	
Unit learning hours	face-to-face learning:		2		
	e-learning/WBL:		4		
Proposals of exercises	<ul style="list-style-type: none">- Prepare a draft evaluation form- Prepare a draft candidate feedback form- Prepare a short consultation meeting agenda for colleagues- Prepare a presentation of methodology for management consideration				
Didactic resources	<ul style="list-style-type: none">- Set of sheets for participants to carry out exercises- PowerPoint presentation to the thematic scope of the modular unit- e-learning platform with access to course content for the mentor in the eco-industry sector- Presentation kit (projector, computer with internet access)- Flipchart with a set of pens (4 colours)- Flipchart with a handle on a paper block (including a paper block)- Set of 5 sets of markers for exercise groups (5 exercise groups for 4 people in a group)- Computer with internet access (e-learning)				

Assessment criteria and methods for modular unit M3_06

Learning outcomes (the learner)	Assessment criteria (the learner can)	Assessment methods		
		Written assignment	Observation	Evidence from work
1. Understands the principles of summative evaluation of work-based mentoring process	1.1. Describe the principles of summative evaluation of work-based mentoring programmes	X		
2. Understands the principles for documentation and presentation of evaluation results	2.1. Describe the principles for documentation and presentation of evaluation results	X		

3. Is able to prepare for the evaluation of the workplace mentoring process	3.1. Develop a plan to measure the workplace mentoring program process progress	X	X	X
	3.2. Identify stakeholders relevant to the evaluation of workplace mentoring	X		
	3.3. Gain feedback on workplace mentoring from the learner and relevant stakeholders	X	X	X
	3.4. Use evaluation tools and techniques to evaluate the appropriateness of the workplace in providing relevant learning opportunities and support			
4. Is able to ensure that results of evaluation of the work-based mentoring process are taken into account for the improvement of the mentoring programme and organisational procedures	4.1. Create the process to reflect and disseminate the evaluation results			
	4.2. Agree a methodology of reporting conclusions from the evaluation process	X		
	4.3. Identify stakeholders who are responsible for workplace mentoring and who should be informed about the results of the evaluation process	X	X	

Modular unit M3_07. Conducting the evaluation of the mentoring process

Description of the modular unit M3_07

EQF Level:	5	NQF Level:		ECVET points:	0.32 (8 hours in total)
Learning outcomes (the learner)					
Knowledge		Skills		Competence	
<ul style="list-style-type: none">- Understands the methods and tools for evaluating the mentoring process- Understands the methods to analyse the evaluation results as well as their use in order to identify areas for improvement		<ul style="list-style-type: none">- Is able to evaluate the mentoring process in terms of its effectiveness in meeting learning objectives- Is able to document and present evaluation results- Is able to draw useful conclusions from the evaluation process, identify areas for improvement and take appropriate actions		<ul style="list-style-type: none">- Take responsibility for his/her own work approach and role- Build and maintain rapport over sustained periods- Comply with, and ensure that others comply with, legal requirements, industry regulations, organisational policies and procedures and professional codes	
Unit learning hours	face-to-face learning:		2		
	e-learning/WBL:		6		
Proposals of exercises	<ul style="list-style-type: none">- Draft a report of conclusions- Prepare a presentation on conclusions- Conduct a feedback session				
Didactic resources	<ul style="list-style-type: none">- Set of sheets for participants to carry out exercises- PowerPoint presentation to the thematic scope of the modular unit- e-learning platform with access to course content for the mentor in the eco-industry sector- Presentation kit (projector, computer with internet access)- Flipchart with a set of pens (4 colours)- Flipchart with a handle on a paper block (including a paper block)- Set of 5 sets of markers for exercise groups (5 exercise groups for 4 people in a group)- Computer with internet access (e-learning)				

Assessment criteria and methods for modular unit M3_07

Learning outcomes (the learner)	Assessment criteria (the learner can)	Assessment methods		
		Written assignment	Observation	Evidence from work
1. Understands the methods and tools for evaluating the mentoring process	1.1. Describe methods and tools used in evaluation the mentoring process	X		
	1.2. Define the measures of success when evaluating the mentoring process	X		
2. Understands the methods to analyse the evaluation results as well as their use in order to identify areas for improvement	2.1. Describe the methods to analyse the evaluation results	X		
	2.2. Describe ways of using outcomes of evaluation for identifying the possible improvement to mentoring process	X		
	2.3. Describe the ways of proposing changes to organisational processes, programmes and procedures to improve mentoring process	X		
3. Is able to evaluate the mentoring process in terms of its effectiveness in meeting learning objectives	3.1. Identify the scope of evaluation of the mentoring process			
	3.2. Select a method to evaluate the learner's individual programme in terms of its effectiveness in meeting learning objectives	X	X	X
	3.3. Apply the method to evaluate the learner's individual programme in terms of its effectiveness in meeting learning objectives	X	X	X
	3.4. Assess the usefulness of the method to evaluate the learner's individual programme in terms of its effectiveness in meeting learning objectives			
4. Is able to document and present evaluation results	4.1. Record agreed outcomes of evaluation according to the organisational requirements	X	X	X
	4.2. Present the evaluation results			
	4.3. Propose changes to mentoring process and organisational procedures	X	X	X
5. Is able to draw useful conclusions from the evaluation process, identify areas for improvement and take appropriate actions	5.1. Agree a methodology of reporting conclusions from the evaluation process	X	X	
	5.2. Reflect with stakeholders on the strengths and potential improvement of the mentoring process	X		
	5.3. Make recommendations for improvement	X	X	X
	5.4. Agree with stakeholders objectives and goals for improving the mentoring process	X		



Ecomentor - blended learning course



Ecommentor - blended learning course

As the long-term experience of project partnership shows, professionally active people do not have possibility to participate in long courses. In order to make the training offer as much attractive for the target group as possible, the training course was developed as the blended learning course, melding face-to-face and online environments.

The aim of this course is to provide blended learning VET course, to deliver innovative methods and to provide real opportunities for those already working as mentors in the eco-industry sector. Blended learning course means the combination of different training methods, including traditional in class training, e-learning supported by an e-learning platform and WBL.

The Ecommentor course was based entirely on the modular training programme for mentors in eco-industry. The course consists of three modules and additional Module 0. Three main modules focus on mentoring process and an introductory one focuses on health and safety issues at the workplace. As presented in fig. 2, the modules are divided into eight modular units that are equal to professional tasks performed in the mentor's work.

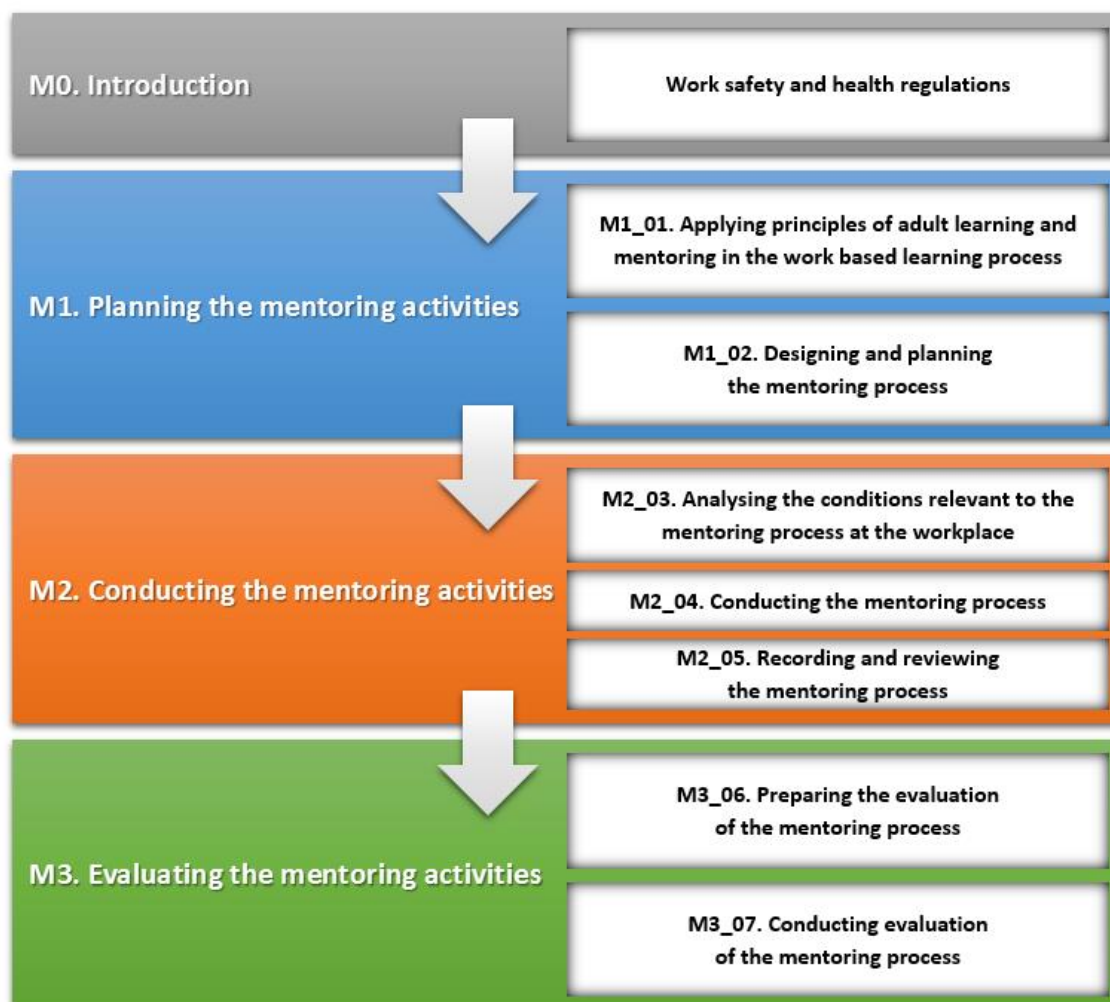


Fig. 2. Ecommentor course structure.

This course has been designed to deliver effective and engaging training. Effective training means delivering useful information in a way that is accessible, approachable, understandable, and

memorable. To achieve all of training goals, the course structure has been organised in three methods of teaching: in class meeting, work based learning and e-learning (see fig. 3)

MODULE	CONTENT	IN CLASS MEETINGS	DURATION (hours)	
			IN CLASS	E-LEARNING / WBL
M0: Introduction	ICEBRREAKING	1 st	2	
	Work safety regulations			1
	Introduction to the Course		1	
M1: Planning the mentoring activities	Introduction to the Module M1			1
	M1.01. Applying principles of adult learning and mentoring in the work based learning process			4
	M1.02. Designing and planning the mentoring process			4
	Feedback / Evaluation of Module M1	2 nd	2	
M2: Conducting the mentoring activities	Introduction to Module M2		2	
	M2.03. Analysing the conditions relevant to the mentoring process at the workplace			4
	M2.04. Conducting the mentoring process			10
	M2.05. Recording and reviewing the mentoring process			6
	Feedback / Evaluation of Module M2	3 rd	2	
M3: Evaluating the mentoring activities	Introduction to Module M3		2	
	M3.06. Preparing the evaluation of the mentoring process			4
	M3.07. Conducting evaluation of the mentoring process			6
	Feedback / Evaluation of Module M3	4 th	2	
Evaluation of the Course			1	1
TOTAL HOURS:		55	15	40

Fig. 3. The Ecomentor course structure.

An approximate number of hours for completion of modules described in the training plan (fig. 4) may be subject to changes, depending on the applied teaching methods and didactic resources . There is different training material depending on training method and organised in different documents. There are separate handbooks, presentations and e-learning material per Module depending on the training method.

E-learning material for EcoMentor course has been implemented on the Moodle educational platform (fig 4-5). Currently, it is the most popular educational content management system. It is a very flexible, easy to use, safe platform designed for remote teaching. It is widely used by schools, universities and companies. The platform hosts courses in 4 languages: English, Polish, Greek and Italian

The theoretical contents of the course are available to all users. They are presented in the form of plain text or presentation. All content is ready to download or print. Only registered users can participate in the exercises and assessments. The "Test" module on the platform enabled to create tests consisting of from multiple-choice questions, true-false and open-ended questions. Each attempt is automatically evaluated so that the user can check the correct answers right away. The "Task" module allows participants to submit works in the form of files (text, graphics). Teacher has the opportunity to collect works, evaluate them and comment on them.

Course is available at: www.ecomentor.itee.radom.pl

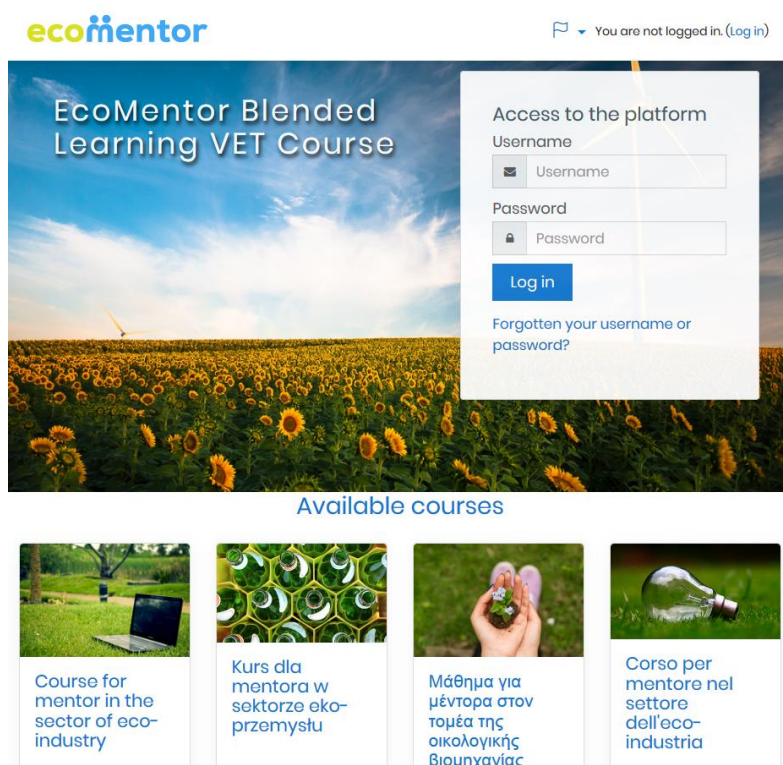


Fig. 4. Moodle login page to the Ecomentor course.

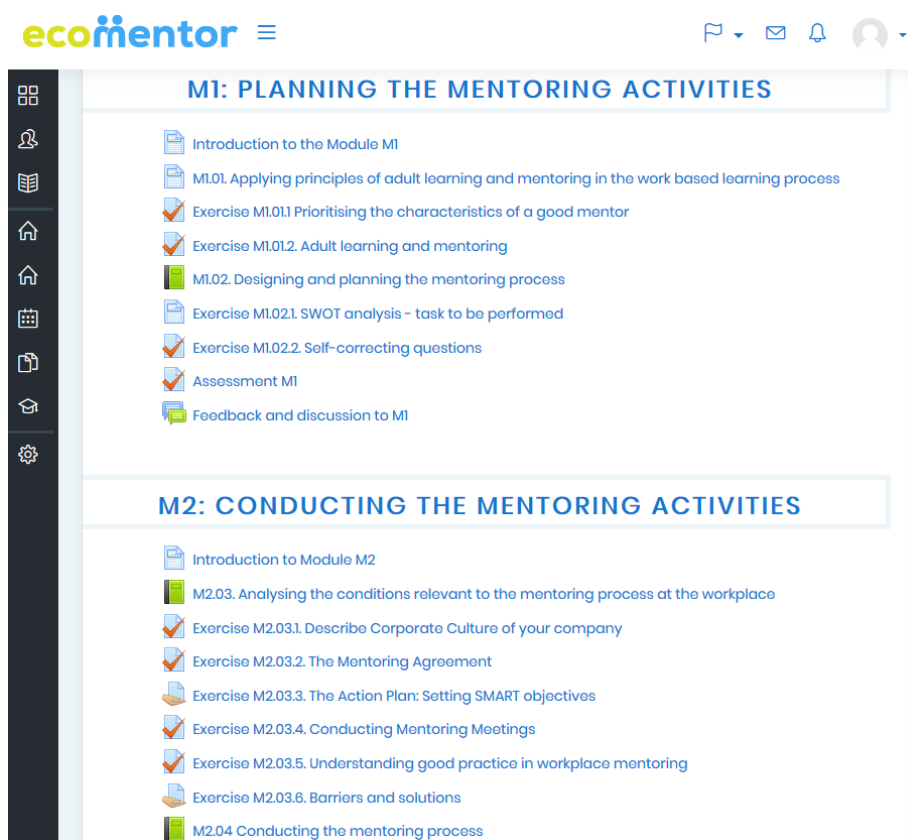


Fig. 5. Content of the Ecomentor course.



Certification system for mentors in eco-industry



Certification system for mentors in eco-industry

The aim of this document is to verify and adapt the certification model for mentors (result of CertiMenTu project) to the specific nature of eco-industry. This process was followed by elaboration of certifying documents (examination and recognition documents) based on the standard ISO/IEC 17024:2012 “Conformity assessment – General requirements for bodies operating certification of persons”.

The standard contains specific requirements that must be met by a candidate applying for the certificate of competence in terms of her/his level of education, completed training and work experience. The certification system based on this standard also allows for periodic verification of the level of knowledge and experience of a person holding a certificate.

While this document outlines the basic requirements for the assessment and certification of the EcoMentor qualification, it is advisable that the strategy is reviewed and amended to ensure complete relevance and legislative compliance for each training centre, assessment centre and certifying body in the country of delivery.

Full version of certification system: ecomentor.ios.edu.pl

Critical tasks within the target group’s scope of activities:

- Planning the mentoring activities
- Conducting the mentoring activities
- Evaluating the mentoring activities

Detailed knowledge, skills, as well as performance criteria for mentors are presented in the above sections.

Validation & Recognition

Validation

Validation is the method used to acknowledge and value the full range of knowledge, skills and competences possessed by a candidate, using a 4-stage process. The four stages of validation are important because they make the process more flexible and adaptable to individual needs. The four stages of validation are used in all sectors, in varying combinations. The four stages of validation are: identification, documentation, assessment and certification (fig. 6). Certification is the final stage of validation, achieved on completion of the previous 3 stages.

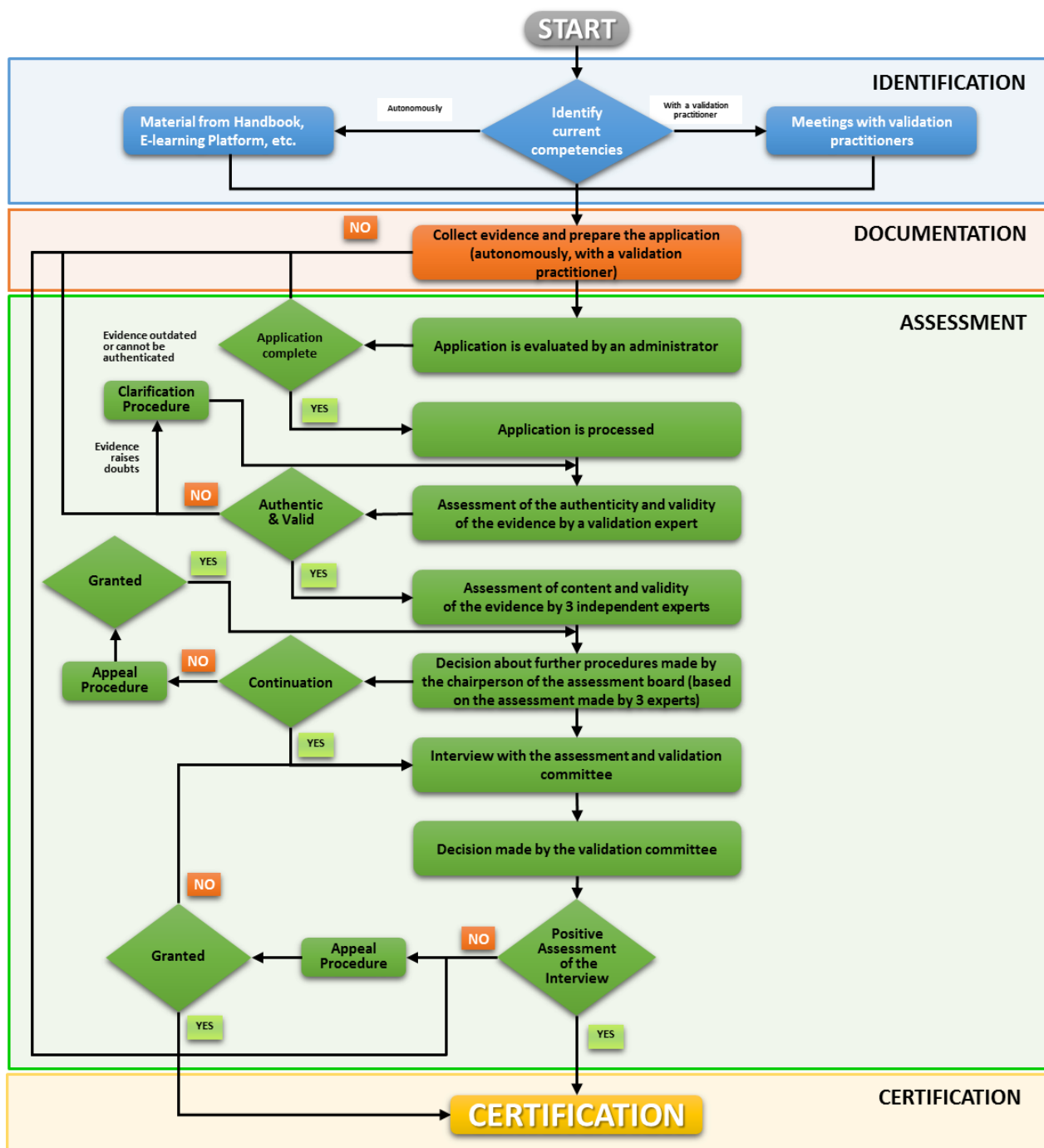


Fig. 6. Validation & Certification flow chart of the EcoMentor qualification

Candidate Selection Criteria

Before a candidate can apply for the certificate, the candidate must be able to meet the requirements of the qualification. It is the responsibility of the assessment centre to assess the candidate, to ensure that there are no barriers to achieving the assessment criteria. For example, the candidate must be in a position to conduct mentoring duties, and there must be a mentee available to become involved in

mentoring activities. Without these key factors, it is impossible for the candidate to meet all of the assessment criteria and, therefore, cannot complete the qualification.

Candidates must meet the following requirements:

- Must hold a minimum of 2 years of experience in a mentoring/management/leadership role within the Eco Industry
- Must hold a current professional position which adequately lends itself to mentoring activities
- Must have met all of the candidate suitability assessment criteria determined by each individual assessment centre
- Have agreed to the code of ethics and signed all disclosures and documents required by the assessment centre.

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Who is involved in delivering the EcoMentor qualification?

There are a number of parties involved in the delivery of vocational qualifications. Generally, there will be three key bodies; a training centre, an assessment centre and a certification body. In some cases, one body could encompass all of the roles (i.e. will deliver the training, conduct the assessment/examination and also will be responsible for certification of candidates), or a combination of two roles (e.g. one centre may deliver the training and assessment, but another body will be responsible for certification).

Irrespective of the configuration, the roles of these parties will be designed to guarantee fair accurate and consistent assessment. The key roles have been identified below:

- the candidate: the person who wants to achieve the qualification
- the assessor: the person who assesses the work of the candidates and decides if they are competent
- the internal verifier: an individual nominated by the assessment centre who ensures that assessors apply the standards uniformly and consistently
- the external verifier: an individual appointed by the certification body who will ensure that standards are being applied uniformly and consistently
- Expert Witnesses: may also be involved

Assessing the qualification will involve several stages. The candidate should be clear on the roles in the assessment process before they start the assessment process.

Trainer's Role

- Deliver training materials to the candidate in line with the qualification
- Determine the learning outcomes to be achieved
- Ensure candidate understands the learning material provided
- Provide learning material to the candidate to support learning
- Provide adequate means of assessing candidate's progress, in terms of achieving learning outcomes
- Support and guide the candidate in achieving set learning outcomes
- Provide equal opportunities to all candidates willing to participate in the training course
- Provide feedback to candidates undertaking the training course

Additional Responsibilities which may be required:

- Work with the assessment centre/assessor to deliver training materials in line with the assessment criteria
- Develop training materials in line with the qualification

Assessor role

- ensure candidates understand what is to be assessed and how it is to be assessed
- ensure the conditions and resources required for assessment are available
- help candidates to identify and gather evidence
- observe and record candidates carrying out the activities described in the assessment criteria — records should say what has been observed, how it was carried out, and what it demonstrates
- assess products of the candidate's own work
- question candidates and record results
- help candidates to present evidence
- authenticate the evidence candidates provide
- judge evidence and make assessment decisions
- identify gaps or shortfalls in candidates' competence
- provide feedback to candidates throughout the assessment process
- record achievement

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Candidates' (mentor's) role

- prepare for assessment — become familiar with the standards, what is to be assessed and how it is to be assessed
- help to identify sources of evidence and how these could be assessed
- carry out activities, and/or produce products of own work, and/or answer questions
- gather and present evidence
- receive and act on feedback from the assessor

Mentee's Role

- work with the mentor and assessor in a productive manner
- contribute to mentoring activities
- produce all evidence required as part of mentoring activities

Although the quality of the work produced by the mentee will not be assessed as part of the qualification, the mentor (candidate) will be expected to ensure that the mentee contributes effectively to the mentoring process (e.g. by attending mentor meetings, contributing to feedback activities, creating a development plan with their mentee, etc.). This will ensure that sufficient evidence can be produced to meet the learning outcomes within the qualification.

Assessment Planning & Qualification Delivery

In deciding whether a candidate should achieve the EcoMentor qualification, the following key elements will be used:

- planning for assessment
- generating and collecting evidence of the candidate's competence in the units
- judging the evidence of the candidate's ability and making an assessment
- decision based on the evidence
- recording the assessment decision and the candidate's achievement

Additionally, the candidate may undergo complementary training for the qualification. The training may be delivered on-line, in the candidates own time, in a classroom or a combination of two, or all three.

The candidate may be provided with a physical or electronic portfolio, where all documentation/evidence gathered will be stored.

Selecting Assessment Methods

Selecting methods of assessment

The methods of assessment you use should be valid, reliable and practicable.

- “valid” – the assessment method should be appropriate to the standards.
- “reliable” – the assessment method should ensure consistent results when used with different candidates, different assessors and on different occasions.
- “practicable” – the method ensures that the assessment makes best use of available resources, equipment and time.

There are both benefits and challenges when assessing vocational qualifications in the workplace, or under working conditions. When methods of assessment are selected, the candidate should be offered the benefits of workplace assessment to minimise any potential difficulties.

The benefits might be:

- performance and product evidence will be valid and can be authenticated
- resources to be used are readily available
- familiarity of the work area and equipment, so the candidate is comfortable during assessment
- familiarity with the assessor
- candidate can progress at his/her own pace

The challenges might be:

- work pressures for both candidate and assessor
- shift patterns
- lack of support from line manager/colleagues (for the candidate)
- customer needs and time constraints
- the location of the workplace (for the assessor)

Certification of Candidate

Once the candidate has completed the assessment process, and the assessment centre is confident that the candidate has met the learning outcomes, and this has been verified by the internal verifier, the candidate can be certified for the qualification.

The certification body may be part of the assessment centre or it may be separate. Irrespective of the configuration, in order to be responsible for the certification of the EcoMentor qualification, the certification body has to comply with certain rules laid out within the standard: ISO/IEC 17024:2012(E).

Detailed requirements that certification body must meet, in line with the ISO standard were defined in the full version of certification system.

Certification: Length of Time for Which It Is Awarded

The scheme should specify the period of validity for one certification cycle. However, the certification body needs to create a policy and a procedure based on the certification validity period identified in the scheme. At a minimum, the policy for the period of time certification is awarded for should include:

- The number of years for which certification is awarded

- Any conditions for maintaining certification such as completion of recertification requirements, maintenance fees, continuous compliance with the code of ethics, background check, or other conditions.

Certificates: Information Contained

Information on the certificate should, at a minimum, contain:

- Name of the certified person (ISO/IEC 17024, Clause 9.4.8.a)
- A unique identification (ISO/IEC 17024, Clause 9.4.8.b)
- Name of the certification body (ISO/IEC 17024, Clause 9.4.8.c)
- Reference to the certification scheme, standard, or other relevant documents, including issue date if relevant (ISO/IEC 17024, Clause 9.4.8.d)
- Scope of certification, including any applicable validity conditions and limitations (ISO/IEC 17024, Clause 9.4.8.e)
- Dates of certification award and expiration (ISO/IEC 17024, Clause 9.4.8.f)
- Signature of authorized individual.



Summary



Erasmus+

Summary

Greece

In Greece, before the EcoMentor project there is a gap in the eco-industry sub-sector concerning the qualifications needed for mentors in eco-industry. During the EcoMentor implementation, many professionals working in the eco-industry involved and informed about the project and its outputs either through completion of questionnaires (SPC, consultation, feedback process etc.) either through dissemination activities (e.g., newsletters, multiplier event, information campaigns organised by DIMITRA Education & Consulting about training courses provided by the organisation). Until September 2018, more than 150 professionals/mentors in the eco-industry got informed about the project through dissemination activities, 21 people participated in pilot testing and 25 people attended the multiplier event in Larissa (Greece).

Moreover, DIMITRA conducted a number of meeting with Technical Chamber of Greece, Department of Central and Western Thessaly (TEE) in order to introduce the projects and its benefits for its members, especially for those working as mentors-engineers in the eco-industry. Certification of mentors qualifications is very interesting issue in TEE leadership and members (219 member in total), so it decides to support the implementation and exploitation of the EcoMentor outputs. An announcement regarding the project outputs, especially training course and certification process, has published to TEE website (<https://tee-kdth.gr/enimerosi/anakoinoseis/prosklisi-ecomentor>). Furthermore, DIMITRA as VET organization with 5 training centres in Greece, ensures that the EcoMentor project outputs are promoted through the events organized to introduce training courses to stakeholders.

Italy

After the end of the EcoMentor project, within its training catalogue, SINERGIE will promote in Italy courses about mentoring and mentoring in the eco-industry sector leading to a recognition of acquired competences through the SRFC system, the “Regional System for Formalization and Certification of Skills” adopted by the Emilia Romagna region to formalize and certify the skills acquired as a result of training courses and also through experience working. The certifications will certify competences typical of the following professional figures:

	PROFESSIONAL FIGURES		EQF Level
	<i>Original name in Italian according to the SRFC system</i>	<i>English translation</i>	
1	Orientatore	Job orienter/guidance counselor	5
2	Gestore di processi di apprendimento	Manager of learning processes	6
3	Tecnico nella gestione e sviluppo delle risorse umane	Technician in the management and development of human resources	6

Poland

IOS-PIB and ITeE-PIB will work together to submit the qualification of mentor in eco-industry to the Integrated Qualifications Registry in Poland which is linked to the EQF portal. The registered qualification will be in public domain, meaning that it could be used by other awarding bodies.

ITeE-PIB and IOS-PIB will establish formal cooperation. IOS-PIB, as one of the leading national research institutes involved in environmental protection in Poland, will implement the certification system for mentors, which is to be developed in the course of the project, in accordance with the ISO 17024

standard. IOS-PIB already has experience with accreditation – its Environmental Technology Verification Unit has received accreditation from the Polish Centre for Accreditation as a Verification Body in the EU ETV pilot programme and the organizational structure is in place. Certification system will enable mentors in eco-industry to recognize and validate their competences.

United Kingdom

ICERMS, as a national vocational training centre in the UK, will ensure that the project outputs are placed on the national agenda through the centre interface with the national education authorities, waste management industry training and advisory board, and the sector skills council. ICERMS will therefore work with national stakeholders to develop and implement strategy for the formalisation of the mentoring qualifications and will utilise the waste management industry as a test setting for the newly formalised award. Once this award is nationally formalised it will be available for use by all VET centres across the UK and will be disseminated beyond the waste industry.