

Appendix 2: Role descriptions for three VET practitioner roles

Introduction

As a result of the gap and needs analysis, the partners of the project decided to analyse in depth the three main roles that were considered to be key actors in the analysis: the VET advisor, teacher and recruiter.

Each role is described in detail and the needs relating to the competence framework developed by the partners are documented.

The definitions of the different levels of competence

Each competence can be defined in levels that reflect increasing complexity of the competence. The levels build upon one another - competence at higher levels assumes competence at the levels below. Very few roles require demonstration of all competencies at the highest level. The levels of competence that are most critical the roles are categorised as low, medium or high:

- **low:** the VET practitioner has an understanding of the competence, and is able to demonstrate competence at a basic level and develop the competence further with the help of a senior colleague
- **medium:** the VET practitioner has a good level of competence and is independent in developing the competence further
- **high:** the VET practitioner is able to demonstrate a high level of competence and is able to train others in developing the competence.

Role Description

ADVISOR

Role name: Advisor

Brief description: The advisor (also referred to as career guidance worker or career counsellor) is somebody that gives information, advice and guidance (IAG) to support career/labour market orientation. This can be provided on a one to one basis or to groups of people.

Role analysis¹ :

The provision of IAG and support related to accessing training and employment in the countries represented in the ILCC project partnership is provided by a range of agencies, under different contracts and different working arrangements. The provision can be discrete or embedded within other services (e.g. training centres, colleges or universities, non-government organisations and public services). The variety of services provided can be referred to as career advice, IAG provision, student support, employment support and so on. The current provision in the EU involves range of evolving roles occupied by para-professional and professional staff providing a variety of services to clients. The qualifications and knowledge required will depend on the role that an advisor occupies and the level at which they are required to perform, and this will determine the activities they undertake and their responsibilities.

1. Qualifications

At the present time there is a range of qualifications available for those people who work or wish to work in the career IAG sector and these are used in a variety of ways. The qualifications include training at different levels to correspond with different role requirements and can be obtained through vocational training routes and academic training.

UK case study:

Vocational training route

Scottish /National Vocational Qualifications (S/NVQs) in Advice and Guidance, and Learning Development and Support Services are work based qualifications that are available to people who are already working in a relevant role. They are offered at Levels 2, 3 and 4. Levels 2 and 3 are for individuals employed in roles which typically involve signposting and the provision of information and advice, and who are first contact staff in careers services, student services, library services, or anyone in a front line support role in a service. The Level 4 qualification requires practitioners to work in a guidance role.

Some vocational training routes have taught element. This is the case with the specialist role of Connexions Personal Advisors, who work with people age 13 -19 and are required to complete specific courses.

Some practitioners are able to supplement initial training with continuous professional development, in order to address any gaps in initial training provision, and to keep up with developments or develop specialist skills. This can include programmes offered by local colleges and universities or in-house training.

Academic training

The range professional postgraduate training routes at a postgraduate certificate, diploma or masters degree level lead to award of a Qualification in Career Guidance and Development (QCGD). Typical modules at diploma level include:

- Reflective Professional Enquiry
- Career Related Information and Learning
- Policy and Organisation
- Career Development Theory
- Labour Market Studies
- Professional Practice.

¹Information in this section has been drawn from Lifelong Learning UK (2010) Qualification Framework: Work based Vocational Training Qualifications for Providers of Career Information, Advice and Guidance for Adults in England

2. Academic background usually required

No specific prior learning and/or qualification are required for these professionals. However, the demands and nature of this work are such that professionals will need to have certain level of skills and attributes to carry out their roles and meet the requirements of a qualification assessment. A certain level of experience in the delivery of IAG is also necessary.

Some employers require practitioners to hold certain qualifications or to work towards them. Other employers have a range of qualifications that they will accept but have no actual requirement for them.

3.b Specific post university qualifications needed (if this is the case)

In some European countries there is a wide offer of specific post university qualifications, but these are not an essential requirement for work in this field.

4. Knowledge usually required

Generally, frontline staff will require knowledge of their own organisation's provision and other opportunities and services, to which they should be able to signpost appropriately. Guidance practitioners are involved in greater exploration to identify clients' needs (which may not be initially presented) and in helping them to clarify their longer term needs. Guidance involves more in depth work than is required for advice and information. This demands that the guidance practitioner has knowledge of a range of career guidance theories and techniques to be able to use them during the sessions with clients.

The following knowledge, skills and personal qualities are usually required:

- career exploration and career management skills
- up to date knowledge of opportunities for training, education and employment
- up to date knowledge of specialist support provision such as health or finances
- up to date knowledge of resources available to clients
- to have a real interest in people
- excellent interpersonal and communication skills
- good networking skills
- partnership working skills
- to be able to work effectively on a one to one basis and in large or small groups
- to be able to work on their own and as part of a team
- to be flexible and able to adapt readily to change

- time management skills
- to be able to manage own workload
- administrative skills including report writing and record keeping
- IT skills, including the ability to use word processing, databases, spreadsheets, email and the internet
- commitment to promoting equality of opportunity
- ability to reflect on their own practice.

5. Activities usually carried out by a person in this role

Common activities for an advisor are:

- provision of career related information
- provision of learning, training and work advice
- provision of support on how to apply for learning, training and work
- signposting of clients either internally or to external organisations
- in depth exploration and agreement of client needs
- use of diagnostic and assessment tools to determine client need
- provision of in depth career guidance to clients who need support to make realistic and informed decisions and plans regarding new learning or training opportunities and career planning
- provision of ongoing support and reviewing of progress
- provision of labour market information
- cooperation and partnership working with other organisations and practitioners.

6. Responsibilities

Depending on their role and the setting within which they are based, advisors may be responsible for all or some of the above activities. Advisors are also responsible for implementing policies and procedures in the work place and in relation to their clients (such as ensuring clients’ health and safety) to ensure adherence with quality standards. They are responsible for identifying their own training/development needs. Advisors in specialist or management roles will have certain additional responsibilities associated with their role.

Competence analysis:

The table below is provided to indicate the level of competence that people in the role of an advisor require to work effectively with people from different countries and diverse cultures and meet the needs arising from their status. As noted in the role analysis section, ‘advisor’ refers to the range of roles that are performed in different services and settings and at different levels. The role profile here refers to the Roma coordinator role developed by the CCIS , and the personal advisor role for people who are new to the UK and need support to achieve employment at a level that is appropriate for their skills and qualifications and their aspirations. These roles do not assume team management responsibilities, although they require team working.

Role profile

Competence	Low	Medium	High
Self awareness			x
Challenging stereotypes		x	
Communication			x
Flexibility		x	
Networking			x
Intercultural team management		x	
Change management	x		
Service orientation		x	

Justification of the profile required

In addition to the knowledge, qualifications and skills identified in the role analysis section, the Roma coordinator role and the personal advisor role require qualities associated with intercultural competence. These are required for specialist practitioners working with specific minority and/or migrant community members, but are also relevant for generic advisor roles. For the Roma coordinator role, the specific requirements are to:

- cooperate with societies and associations dealing with Roma related issues
- communicate with relevant individuals and institutions in the area of social inclusion
- cooperate with members and representatives of the Roma community
- consider and respect multiculturalism, based on respect for diversity, harmony and overcoming prejudice
- have effective communication skills in Slovenian and Roma language/dialect.

For the personal advisor these qualities are:

- the ability to support and motivate adults from diverse backgrounds
- influencing and negotiating skills to facilitate effective advocacy
- research skills to keep abreast of changes in eligibility and in the availability of provision
- knowledge of issues in employment support and refugee and migrant support including:
 - an understanding of the variety of immigration statuses and the impact of these on eligibility for employment and education
 - an overview of the education and training arrangements in other countries
 - awareness of organisations and systems that assess qualifications from other countries
 - knowledge of the circumstances of migrants and their cultural backgrounds
 - sources of support relating to issues affecting refugees and migrants
 - knowledge of the full range of local English language learning provision
- knowledge of occupational career pathways to support migrants undertaking skills adaptation including:
 - an up to date knowledge of the particular sector's career pathways
 - knowledge of a source of or the means to develop occupational skills assessments
 - knowledge of sector specific specialists such as employers and tutors who can provide advice through the advisor or directly to the client
 - contacts with employers who are willing to offer work experience opportunities
 - knowledge of the role of and cooperation with local and national occupational bodies
 - knowledge of routes to professional registration and employment for migrants with qualifications gained outside the UK.

² The Chamber of Commerce and Industry of Slovenia

For the personal advisor these qualities are:

- the ability to support and motivate adults from diverse backgrounds
- influencing and negotiating skills to facilitate effective advocacy
- research skills to keep abreast of changes in eligibility and in the availability of provision
- knowledge of issues in employment support and refugee and migrant support including:
 - an understanding of the variety of immigration statuses and the impact of these on eligibility for employment and education
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Comments

The advisor role description provides an insight into how the advisor can develop intercultural competencies to work effectively with people from different countries or diverse cultures and support their access to the labour market and their overall integration. As noted the level of competence will differ for generic and specialist roles and for people at different levels. Most crucially, practitioners require organisational support to develop and maintain their intercultural competencies and resources to implement them in their work.

Role Description

TEACHER

Role name: Teacher

Brief description: The vocational training teacher is somebody that teaches to students following different methodologies (e.g. project based learning, active learning, etc.) and offers training in vocational competencies. The teacher needs a good knowledge of **the subjects she or he teaches**, the use of **technical resources and equipment** and of **group dynamics**.

Role analysis:

Some teachers specialise in one technical subject, while others teach a variety of them. The qualifications needed by the vocational training teacher can be defined in terms of three generic competencies:

- technical competence: this refers to the skills needed to operate effectively on the objects and variables (tangible and intangible) that are directly involved in the creation of the product and service
- teaching / pedagogical competence: this refers to the abilities to analyse, organise and implement training and teaching-learning processes
- intercultural competence: this refers to the ability to successfully communicate with people from a range of cultures. This is the competence upon which this role description is based.

1. Academic Background usually required

The teacher should have a minimum qualification of Advance Vocational Training Diploma (in the area to teach). The teacher may have specialist subject qualifications as well. For example, analysis of the different vocational training schools in Spain shows that teachers could have an Engineering qualification as well.

2. Specific post university qualifications needed (if this is the case)

In this case, post university qualifications are not a necessary requirement.

3. Knowledge usually required

The following knowledge is usually required.

- Regarding the technical competence: knowledge of the specific technical content of a discipline, for example pneumatics, hydraulics, mechanical manufacturing, electricity, etc. This requires that teachers know the technology and equipment used by the local industry (lathes, milling machines, etc.).
- Regarding the teaching/pedagogical competence: knowledge related to the design process (planning), IT resources, educational development and subsequent evaluation of the activity that teachers do, for example: to prepare the didactic units, to aid exam preparation, etc. It is very important that the teacher is able to manage a group of students in an intercultural environment.
- Regarding the intercultural competence: knowledge related to mastering different languages, conflict resolution, etc. when dealing with people from different countries.

4. Activities usually carried out by a person in this role

- Designing and implementing teaching/learning activities, analysing the legal references that influence the teaching/learning process, scheduling and sequencing the learning process, developing learning materials, etc.
- Helping students to develop skills; the teacher usually has personal experience in skill-based occupations, such as mechanics, electronics, etc. Which they then help students develop.
- In a multicultural context, identifying the different cultures that interact in the classroom and managing this well.
- Communicating with employers. In this way, the teacher could identify the needs of the productive world and later introduce them into the process of training with their students. This action guarantees that the teaching learning process is based in the real necessities of the productive world.
- Developing one's own professionalism. The construction of an individual professional profile involves creating a forum for analysis and production for personal project development aimed at continually improving their own performance as a teacher.
- Individualised tutoring of the student learning process. The personal tutor is the first point of call for the students to discuss issues affecting their well-being during their stay in the school or college.

Role Profile:

Competence	Low	Medium	High
Self awareness		X	
Challenging stereotypes		X	
Communication		X	
Flexibility		X	
Networking	X		
Intercultural Team Management			X
Change Management		X	
Service Orientation		X	

Justification of the profile required

In our case, the level of competence required by the Vocational Training Teacher is medium in general except for intercultural team management: the teacher should be able to teach other teachers.

Role Description

RECRUITER

Role name: Recruiter

Brief description: The recruiter is the professional that recruits or selects workers for specific jobs on behalf of employers or directly for his/her own organisation. This can include staff in recruitment agencies, human resources (HR) staff and managers.

Role analysis:

There is no need for a specific qualification to act as a recruiter. Usually recruiters have a university degree in Social Sciences, such as Psychology, or Economics and Business Management. There is a wide range of university degrees, although the reality of the different countries involved in the analysis show that Psychology is the most demanded degree in this field. In several countries, official Psychology associations provide specific qualifications.

Recruitment and selection are usually the first stages in a professional career in human resources. That is why in many cases, the recruiter profile is a young professional with 1-3 years of experience, a degree in Psychology, and sometimes, some specialised training.

1. Knowledge and skills usually required

Knowledge is required in:

- assessment techniques
- psychometrics
- HR practices
- legal issues regarding labour affairs
- employment legislation
- interview techniques
- equal opportunities and anti-discrimination legislation and good practices
- sourcing jobs
- in depth knowledge of the local/regional/national employment markets.

The following skills are required:

- organisation
- active listening
- communication skills
- flexibility
- empathy
- creativity

- team working
- customer orientation.

2. Activities usually carried out by a person in this role

The following activities are common for recruiters:

- implementation of decisions in recruitment
- fluent communication with the HR managers and other managers of the company/organisation
- networking with relevant organisations such as employment agencies, universities, colleges, regional or national employment authorities and bodies, regional development agencies, etc.
- preparation of vacancy notices
- organisation of vacancy notices
- preparation of templates for staff interviews
- carrying out staff interviews
- reporting
- determining the eligibility of candidates
- preparation of statistical reports on HR and recruitment
- monitoring legal frameworks.

Role Profile:

Competence	Low	Medium	High
Self awareness			x
Challenging stereotypes			x
Communication			x
Flexibility		x	
Networking	x		
Intercultural Team Management	x		
Change Management	x		
Service Orientation			x

Justification of the profile required

The recruiter is highly accountable for many intercultural competencies, because the recruiter should avoid stereotypes and prejudices. That is why a recruiter should score very high in competencies such as self awareness, challenging stereotypes, communication and service orientation. In other cases, like networking or change management, skills need to be at a medium or low level.

Conclusions and main findings

1. The partners involved in the project have not found any national, regional or local legislation that specifies the need for specific training in intercultural competencies for advisors, teachers or recruiters.
2. This appears contradictory to other initiatives: in several countries, specific legislation to fight against discrimination is being launched, but there are no specific or mandatory requirements for training for those who frequently work with migrant workers or people from different countries or diverse cultures.
3. In the framework developed in the project, some competencies are been trained in companies and organisations, for instance, competencies like communication or flexibility, but not from the intercultural point of view.
4. Furthermore, key competencies like self awareness and challenging stereotypes are usually forgotten in corporate and public training programmes.

