



# SELF-DIRECTED LEARNING GUIDE

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Magdalena Malinowska and  
Joanna Wapinska  
VIVA FEMINA



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## INTRODUCTION

This Guide is aimed at providing opportunities for self-assessment and professional development for the in company tutors expert on disabilities, providing them with the resources to assess their own skills and competencies, along with materials to enable them to develop additional skills and aptitudes to adequate workplaces and to track and assess their current skills against the Occupational competency Standards and associated NQF/EQF Standards, keeping in consideration results reached in the fields of autonomy, communication and integration. The Guide incorporate materials to enable them to assemble a portfolio, which can be tracked against the identified standards.

The Guide is dedicated to all professionals with the role of in-company coaches working with WBL programmes in public and private sector so they can enhance their skills and knowledge, better understand the needs of disabled learners and how to meet them in all the phases of WBL programmes, enhance capability to interact with the relevant stakeholders to ensure quality of WBL programmes.

The Guide is also a valuable tool for evaluation committee, assessors or trainers who assess competencies of in-company coaches and make recommendations concerning their further training.

**Self-directed learning** is a process where individuals take primary charge of planning, continuing and evaluating their learning experiences (Merriam et al., 2007). In self-directed learning, the responsibility to learn shifts from an external source (teacher, etc.) to the individual.

### FOUR STEPS PROCESS:

1. Self-evaluation of acquired knowledge, current work activities, competences, evaluating past experiences with independent learning in form of Expertise Check-up.
2. Setting learning goals
3. Engage in learning process.
4. Evaluate learning.

## WHAT IS EXPERTISE CHECK-UP?

In our Guide we will use expertise check-up methodology to evaluate an individual knowledge and past work experiences.

Expertise check-up is a methodology for the assessment and validation of competencies and transfer of learning outcomes already acquired. A methodology,





constructed according to the recommendations of Cedefop (2009), to validate formal and informal learning, allowing for the assessment, transfer, recognition and accumulation of learning outcomes (in the form of ECVET points ) acquired in formal, non-formal and informal forms of learning. In our project, we have developed a methodology for in-company coaches.

The aims of expertise check-up:

- Competency Validation
- Competency assessment and feedback on how to improve a person skills
- Contribution to professionalization of in-company coaches work
- Job promotion in the field of employment of people with disabilities

The proposed methodology makes it possible to assess the learning outcomes that an in-company coach must have in order to do his/her job properly and effectively. Aiming to be used by both professionals and volunteers in the sector, the portfolio presentation and interview were accepted, as they seem to be the dominant methodology used in the private sector, confirming efficiency and flexibility.

The expertise check-up is divided into three parts and the evaluators of the candidate's documents and declarations express their opinion:

1. The portfolio submitted by the candidate contains a set of documents justifying his/her right to participate in the expertise check-up.
2. A case study with one or two questions asked by the evaluation committee, which the candidate in company coach must analyse and comment on.
3. Test questions in relation to the current state of knowledge of WBL that the candidate uses or applies in his/her daily work.

The evaluation committee/assessor will give its approval in the form of a report and a matrix that collects the evaluation and recognition of the candidate's competencies (see Annex 3). The list of competencies lists various learning outcomes that cover every aspect of the in-company coach job.

Of course, our Guide can be also used for self-evaluation for in-company coaches.

## PORTFOLIO

According to Cedefop :

*A portfolio is an organized collection of materials that present and verify knowledge and skills acquired through experience. It is particularly relevant to the assessment of formal and informal learning because it allows each candidate to actively contribute to the collection of evidence and, in addition, offers a combination of solutions that strengthen the overall validation of the process .*





Portfolios are a very good method of assessing an individual's formal and non-formal skills. The information contained in the portfolio allows for a reflective approach to assess skills contributing to the start of expertise check-up work.

The selection of different elements of the portfolio is based on the specifics of the tasks of in-company coach work.

The required documents of the portfolio (certificates, testimonials) provide the committee with enough documents to assess the competence and knowledge of the person. The information selected and provided by the in-company coach should be relevant and clearly developed suggesting to the committee mastery of the subject and evidence of valuable experience. Below is an example of the items provided.

Documents to be submitted:

### **Professional CV and past training in the WBL field**

Three written descriptions of personal experiences in the following areas:

- A) support of workers with disabilities
  - Individual support
  - Group support
- B) Description of vocational experience

Examples:

- Managing a temporary employee
- Relations with the employer and other employees in the company
- Professional training
- Job adaptation
- Recruitment

**Authentic documents:** resume, certificates, diplomas, letters of recommendation, certificates of internship completed, published article(s), etc.

The first part of the portfolio consists of written descriptions, which should clearly describe the valuable experience gained as an in-company coach, the second, the professional environment.

**Individual support** - in company coach can present the experience already possessed in individual support, which allows the candidate to present himself as a resourceful and competent employee who is able to provide individual support. At this stage, it is necessary to demonstrate that the candidate is oriented to the person he or she is supporting in a professional manner, and that he or she has mastered techniques for preparing and integrating an employee with a disability into the work environment.

Examples of submitted documents: employee support from engagement to signing a binding employment contract, monitoring, integration with a team, adaptation of the workplace, etc.





**Group support** - The purpose of listing the experience of managing group support is to cover another aspect of in-company coach work in most work environments. Group support is beneficial to job seekers as it provides an opportunity to share one's own experiences and observations. This is why it is important for an in company coach to have experience with a group, where they have the chance to gain valuable information regarding the people they work with and support.

Examples of submitted documents: groups with special needs, the benefits of group work for another specific support group, experiences from working in companies which employ people with disabilities.

### **Experience in professional environment**

The peculiarity of the work of in-company coach is that he/she must balance the problem of the person he/she is supporting, have knowledge and insight into their predicament and the range of training opportunities, labour market situation to maximize the improvement of his/her client's situation. Although it is not easy to fully meet all expectations, gradually through the process of support and new experiences with the support group in company coach can accumulate new examples and broaden their professional experience. In fact, the candidate can share experiences that will illustrate his/her experience ( personal or in support) regarding training opportunities, labour laws, administrative issues and facilities to participate in special courses or job placements.

Examples of submitted documents: Cooperation with trade unions, experience as a volunteer with training or employment, knowledge of labour law.

### **List of attached documents**

In a typical portfolio example, a candidate can include and attach various documents that he or she considers relevant to assessing his or her own knowledge and experience. Typically, the list of attached documents consists of a CV (Europass), copies of diplomas and certificates confirming completion of training and participation in other professional courses. Other possible documents to be added are references from previous employers, letters of recommendation from employers.





## Portfolio Template

*The following statements should express your experience as an in-company coach and the documents you wish to present considering the competencies to be verified.*

### **A. Work integration**

**Experience in individual support**

**Experience in group support**

*The following statements should express your experience as an in-company coach and the documents you wish to present considering the competencies to be verified.*

### **B. Experience in professional environment**



*The following statements should express your experience as an in-company coach and the documents you wish to present considering the competencies to be verified.*

### **C. Annexes**

Please list documents you would like to present and attached them to your portfolio.

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## CASE STUDY

The practice of using a case study to evaluate a process is used in fields such as law, economics, medicine and health care as well as in recruitment, accreditation, certification centres. A case study describes a real situation or problem that needs to be solved. One of the tasks of an in-company coach is to solve problems, the case stage seems to be an appropriate method of evaluation. This is done in a similar way to a face-to-face interview. The candidate has one minute to prepare and present offhand his approach to the problem.

The Commission, at its discretion, presents each case stage regarding the portfolio or completely at random.

Each case study presented by the committee must include the following components:

- type of support in the place of employment for the employee with a disability
- experience, expertise, soft skills to answer a question from a case study.

This method of evaluation allows the evaluation committee to take into account the candidate's interpersonal skills, his/her way of presenting the analysis can show how the candidate interacts with the people he/she supports.

The disadvantage of this case stage is that it is confidential. In fact, presentations are often supported by previous workplace experience, it is important that no one on the committee has worked with the candidate regardless of the circumstances.

### Examples of case studies

The following list is intended to give an idea of how to select and present an appropriate case study. More examples in Annex 2.

#### with regard to SUPPORT IN AND OUT OF THE WORKPLACE

*Case study :*

#### **Side effects of taking medication**

A good employee systematically falls asleep working in a group when she is not properly motivated and focused on the task at hand.

*Question: how will you handle the situation ? With a group of employees? With this employee? At the workplace?*

#### **Competencies assessed:**

- Identify natural supports in the workplace
- Identify crisis, conflicts and discrimination and negotiation skills
- Disabled worker orientation

- Empowering
- Providing helpful guidance and information to co-workers and mentors.

## FOLLOW-UP QUESTIONS

The test is designed to provide an opportunity to test time-based and local expertise in the field of employment of people with disabilities during the assessment. As in other industries, the disability employment sector is constantly changing, introducing new social programs, new tools, changes in labour laws for people with disabilities, etc.

While portfolios and case studies confirm and assess analytical skills, knowledge of available tools that the in-company coach uses in his work, while the evaluation committee can use test questions that take into account those issues that have not been discussed before, confirm knowledge or lack thereof of a specific field of action. In fact, the expertise check is designed to allow the candidate's skills to be assessed before training. Questions can be used to help the candidate recognize his or her limitations. The purpose in itself is not to establish a sanction, but to open up a new path of training.

In addition, the test can also be used to discover those tasks and competencies that have not been previously assessed. This often serves as a confirmation of the knowledge presented during the case stage analysis. It can even turn into a discussion of current topics related to the sector in question at the time of the assessment. The main goal is to facilitate and streamline the work of the committee.

Examples of follow-up questions:

### Questions about knowledge

- Questions about those elements that the in-company coach wants to confirm, e.g. labour law issues
- Local aspect; e.g., who funds a particular program? What is the role of the institution in question?

### Questions concerning Portfolio

- Detailed questions on local issues.
- Elaborate on one of the work experiences presented: how to monitor an employee with a disability in the workplace?

### Practical aspects

Revision of CV, Correction of cover letter, counselling before interview with employer.



## EVALUATION AND CONFIRMATION OF COMPETENCES

This part is designed to explain to the evaluation committee how to assess and validate competencies. It is designed to test the expertise and the policy of confirming competence.

Cedefop defines the assessor's role in European guidelines:

*The task of the assessor is to seek and check the educational documents of the candidate in question and assess whether or not he meets the required standards. The assessor must be familiar with the standard and useful assessment methods that can be used to reject documents that do not meet the required standards. Assessors should be recognized professionals in their field which affects the trust and credibility of the entire assessment process. Authenticity of the assessed situation can be better when experts in the field can directly apply the assessment instrument or evaluate the results of their use. Evaluators must not be in any way related to the candidate in their work or personal life.*

**For those reasons, in order to fulfil his/her role, assessor must:**

- To know the validation process (relevance and reliability);
- To have no personal interest in the results of validation (guarantee of impartiality and avoidance of conflict of parties);
- To be familiar with various evaluation methods;
- To be able to inspire trust and a good psychological relationship with the candidate;
- To be involved in giving feedback on the alignment of learning outcomes and assessment of standards / credentials (through support systems);

To be trained in the validation process and have knowledge of quality assurance mechanisms.

Up to three people/experts may sit on the evaluation committee during the Expertise Check-up. Depending on the conditions where the expertise check-up is held, locally (country, region), available resources, in the association or professional sector. It is important to ensure that standards are improving and developing.

Regarding the lack of validation, as mentioned earlier, the goal is not to discourage the candidate, but to guide him/her after the assessment in such a way that he/she realizes what knowledge and competencies he/she needs to acquire.

Therefore, experts on the evaluation committee should have vast and extensive knowledge of employment and professional integration of people with disabilities and related aspects (disability, social issues, family problems, migrants, etc.). They should also work on developing tools and guidelines to improve and enhance the employment and vocational and social integration of people with disabilities (White papers, academic articles, training plans, assessments. Therefore, the Institution offering the Expertise Check-up should make the assessors' credentials available without restrictions.





## FURTHER TRAINING

Depending on the assessment provided in previous section of the Guide, the candidate for in-company coach can engage in further training.

Here we provide some training possibilities in Europe:

### **BELGIUM**

#### JOB PLACEMENT

<https://www.aviq.be/fr>

This Belgian Agency is responsible for major policies:

- Welfare and Health, Disability and Family
- Disability
- Disability awareness and information
- Policies relating to the reception and accommodation of people with disabilities
- Assistance with home adaptations
- Funding of employment policies and adapted training.

#### EU PROJECTS ON THE TOPIC ON EMPLOYMENT OF PEOPLE WITH DISABILITIES

1. <https://www.epr.eu/project/jump-to-job/> - Jump to Job! is a Erasmus + funded project coordinated by EPR in partnership with other six organisations including EPR members GTB (Belgium), Theotokos Foundation (Greece), URI (Slovenia) and Fundacion INTRAS (Spain) as well as the University of Leuven Limburg (UCLL, Belgium) and LYK – Z (Norway). This project focuses on training peer mentors and job coaches for young people with disabilities.
2. <http://www.enable-project.org> - The ENABLE project foresees a set of activities directly targeting mentally disabled people (25-40 years old) with the aims of:
  - Raising their awareness on the situations of misinformation which may have negative repercussions in their active life, often leading to difficulties and/or incapacity to look and find a job.
  - Empowering them to fully exploit their skills and abilities for enjoying a productive life and possibly to increase their social and economic autonomy, thus giving tools to react to inactivity, unemployment, lack of active participation and citizenship.

#### SUPPORTED EMPLOYMENT ORGANIZATIONS

1. The COCOF approves and regulates a series of matters related to your daily life and that of some 900,000 French-speaking inhabitants of the Brussels-Capital Region.

It acts in areas as diverse as vocational training, school transport, education, aid for the disabled, social affairs, health, social cohesion and culture.

<https://ccf.brussels/qui-sommes-nous/>



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2. The PHARE Service is one of the two poles of the COCOF's Administration Directorate for Assistance to Persons with Disabilities. The other pole is the rehabilitation and inclusion centre L'Étoile Polaire, for which COCOF is the organising authority. The PHARE Service provides information, advice and financial assistance to disabled people in the Brussels Region. Their site is aimed at people with disabilities, as well as their relatives, parents or professionals who support them. <https://phare.irisnet.be/>

#### SUPPORTED EMPLOYMENT ENTERPRISES

1. List of Belgian supported employment enterprises. <https://mes-aides-financieres.be/handicap/aviq/>
2. <https://www.nekto.be/> The Adapted Work Enterprise Nekto (formerly Atelier Reine Fabiola) is one of the 8 ASBLs forming the Centre Reine Fabiola in Neufvilles in the heart of Hainaut. It offers work to nearly 250 adults with a mild mental, motor, or sensory disability.
3. ALTERIA has been recognised by the AVIQ - *Agence pour une Vie de Qualité* - since 1955, employs some 135 workers with different disabilities and offers numerous services to companies, public authorities, and individuals. <http://eta-alteria.be/>

#### BULGARIA

##### JOB PLACEMENT

<https://www.az.government.bg/pages/merki-po-znz-naemane-na-bezrobotni-lica-s-traini-uvrejdania/> - a job portal and employment agency encouraging employers to hire unemployed persons with permanent disabilities, including war-disabled persons on a full-time or part-time basis

#### EU PROJECTS ON THE TOPIC ON EMPLOYMENT OF PEOPLE WITH DISABILITIES

1. Erasmus+ project: Work-based Entrepreneurship Training for People with Disabilities. The main aim of TRAIN-INC is to increase employment opportunities for people with intellectual disabilities by increasing their independence in the work environment and in the community. <https://amicos.org/train/>
2. Erasmus+ project: The role of Maria's World Foundation is to organize a music council with the participation of people with intellectual disabilities to prepare an interactive and easy to understand tool to assess the accessibility of music events and music performances. The tool will be translated and presented to participants in 6 focus groups of people with intellectual disabilities from different European countries. The Foundation will train the musicians involved in the project in the specifics of including people with intellectual disabilities in their events. <https://www.mariasworld.org/en/>





## SUPPORTED EMPLOYMENT ORGANIZATIONS

1. THE UNION OF DISABLED PEOPLE IN BULGARIA. <https://www.disability-bg.org/>
2. NGO "Chance for people with disabilities" has as its main goal: to support, unite and coordinate the overall activities of its members in the protection of their legal rights and interests; to support the socially vulnerable people, people with disabilities and people in need of care; to support the social integration and personal realization of people with disabilities; to protect human rights, human dignity and the right to a fuller and more normal way of life.  
<https://www.shans-bg.org/bg/>

## ORGANIZATIONS FOR EMPLOYERS

1. Bulgarian Association of Employers of People with Disabilities. The main objective of the Association is to expand employment opportunities for people with disabilities as a major way for their realization and integration into society. In this regard, the Association is directed in two main directions: active participation as a partner of the state authorities in the preparation and adoption of laws and regulations in the field or affecting the field of employment and integration of people with disabilities in society and secondly, methodological guidance, control and assistance in the implementation of a variety of rehabilitation activities.

## ITALY

<https://www.anpal.gov.it/> - Anpal is the national agency for active labour policies. It promotes people's right to work, training and professional growth, coordinates the national network of employment services, and is responsible for the labour market information system.

<https://www.aforismatoscana.net/?lang=en> - Located in Pisa, Italy, AFORISMA is a social cooperative founded in 2006 and specialized in lifelong learning. It is officially recognized by the Regional and National Governments as a VET Provider and as an Employment Agency. It is a part of the ACLI (Italian Workers' Christian Association) network, one of the most important in Italy for vocational training.

<http://www.lavoro.gov.it/> - Ministry of Labour and Social Policy

## POLAND

### JOB PLACEMENT

1. IPACUJZDALNIE - a job portal and employment agency activating people with disabilities throughout Poland. They activate people with disabilities throughout Poland in stationary work, while placing great emphasis on the promotion of online work - it gives a chance to access work for people who, due to their disability, have difficulty finding employment.  
<https://www.ipracujzdalnie.pl/>





## EU PROJECTS ON THE TOPIC ON EMPLOYMENT OF PEOPLE WITH DISABILITIES

1. Erasmus+ project: *Work-based Entrepreneurship Training for People with Disabilities*. The main aim of WOT project was to promote inclusive entrepreneurship, with respect to people with disabilities, by developing a methodology based on job shadowing, mentoring and coaching. The project was dedicated to people with disabilities willing to become entrepreneurs or free lancers, as well as for entrepreneurs and freelancers without a disability who could act as mentors.
2. Erasmus+ project: *100 Mirrors Inclusive*. 100Mirrors Inclusive Project has selected disabled women entrepreneurs from 5 European countries (Spain, Poland, Greece, Latvia and Malta) bringing a total of 100 disabled women entrepreneurs (mirrors) who serve as models for others wishing to start their own business or strengthening their creative and entrepreneurial skills.  
<https://100mirrors-inc.eu/>

## SUPPORTED EMPLOYMENT ORGANIZATIONS

1. Polish Union of Supported employment. Acting in the interests of people with disabilities and those at risk of social exclusion in taking up and maintaining paid employment on the open labour market and supporting their professional development. <http://puzw.pl/portal/>
2. Polish Federation of Supported Employment. The Federation disseminates the knowledge and standards of supported employment among institutions, organizations and representatives of businesses. <https://pfzw.pl/>

## ORGANIZATIONS FOR EMPLOYERS

1. Polish Organization of Employers of People with Disabilities. POPON provides training for employers concerning legal issues and employment strategies for people with disabilities. <http://popon.pl>
2. The State Fund for Rehabilitation of Disabled People. PFRON provides subsidies for employees' salaries. They help entrepreneurs and farmers pay Social Security contributions. They pay for the participant's stay in occupational therapy workshops. PFRON bears the cost of employment in vocational activity workshops. <https://www.pfron.org.pl/en.html>

## PORTUGAL

Portuguese National Confederation of Organisations of Disabled People.

<https://www.edf-feph.org/our-members/portuguese-national-confederation-of-organisations-of-disabled-people/>

Dialog Health designs and organizes international study tours providing a unique opportunity for health and social care managers to discover and assimilate the latest innovations in their fields. <https://www.dialog-health.com/>

APEA works since 2003, representing the SUPPORTED EMPLOYMENT movement in Portugal, following the former organisation called APISE (Portuguese Association for Social Inclusion and Employment – 1992-2003). <https://empregoapoiado.org/>



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## SPAIN

### EDUCATIONAL RESOURCES

<https://inico.usal.es/el-inico/> It is an institute, dependent on the University of Salamanca, formed by professionals who carry out **training, research and advice** activities on **disability**, aimed at promoting, **facilitating and improving the quality of life and self-determination** of people in situations of social disadvantage in different contexts and throughout their life cycle.

<https://sid-inico.usal.es/> The **Disability Information Service (SID)** is a portal with information on disability in Spanish. The SID is aimed at the different professionals involved in the field of attention to the collective, researchers and teachers of universities, political leaders, planners and managers of the different Public Administrations and associative movement, people with disabilities and their families. Users have all kinds of information related to disability, with a peculiar structure and typical of the Service, which allows access to the contents in a clear and logical way; These contents, permanently updated, provide the interested party with extensive and contrasted information on regulations, resources, benefits, aid, centres and services, organizations, bibliography, current news, statistics, etc.

### EMPLOYMENT SUPPORT ORGANISATIONS

<http://www.empleoconapoyo.org/aese/article1.html> The mission of the AESE is to promote the development of Supported Employment in Spain and Latin America. It ensures the quality of the system, guiding the implementation of new services and advising the job coaches who put it into practice, to ensure the correct use of this system according to the quality standards of the EUSE (European Union of Supported Employment). It is aimed at people with disabilities or at risk of social exclusion, actively seeking employment, in companies of the ordinary labour market; to their parents or guardians; to organizations whose mission is to defend the rights of these people, so that they decide to facilitate paths of real inclusion and active participation in the community, through integrated employment; it is also aimed at professionals in the sector, so that they can be trained; and entrepreneurs and their businesses to receive the necessary support for helping to reduce unemployment among people with disabilities.

<https://www.edf-feph.org/our-members/european-union-of-supported-employment/>: The European Supported Employment Union (EUS) is the network of organisations promoting supported employment. The organisation promotes supported employment development across Europe and beyond. EUSE has played a key role in promoting and developing employment opportunities for persons with disabilities to access and keep employment. EUSE has member organisations in 19 European Member States.

From INICO you can also obtain specific training for supported employment:

[https://inico.usal.es/cursos\\_formacion/preparadores-laborales/](https://inico.usal.es/cursos_formacion/preparadores-laborales/) In 2015, a study called "*The job coach: analysis of the profile of competencies and needs for the design of a training curriculum*". The results of the study have allowed to design a training

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alternative for professionals who develop their work in labor insertion focused on the **Training of Labor Trainers Specialists in Employment with Support** that meets the needs detected and the competences of their work. The offer we present is endorsed by the University of Salamanca and by three institutions that have traditionally defended and promoted supported employment in Spain, INICO, AESE and Down Spain and aims to be configured as an **Online training reference for professionals in Spain and Latin America**.

## ANNEX 1. GLOSSARY

### **Assessment of learning outcomes**

The process of assessing an individual's knowledge, skills and/or competencies against defined criteria, determining teaching methods and future expectations. Assessment usually follows approval and certification.

### **Autonomy**

The ability and opportunity to act independently.

### **Career development**

Discovering specific career paths that fit a person's interests, aptitudes and abilities.

### **Competences**

The ability to use learning outcomes in an appropriately defined context (education, work, personal or professional development)

Comment: competence is not limited to cognitive elements ( with the application of theories, concepts and tacit knowledge); it is also functional aspects (including technical skills) as well as interpersonal qualities (e.g. Social or organizational skills and ethical values.

Source: Cedefop, 2004, European Commission, 2006a.

### **European Credit System for Vocational Education and Training (ECVET).**

This is a device in which qualifications are expressed, as learning outcomes of individual units, to which points are added, and is a combined procedure for assessing vocational learning outcomes. The purpose of this system is to promote:

- Mobility of individuals undertaking training
- The collection, transfer, validation and recognition of learning outcomes ( both formal, non-formal and non-formal) acquired in each country
- Implementation of lifelong learning (lifelong learning) methods
- Transparency in qualifications





- Mutual trust and cooperation between vocational educators and educational institutions in Europe

Comment: ECVET is based on the description of qualifications in terms of learning outcomes ( knowledge, skills and/or competencies), organized in a way that allows the transfer and accumulation of learning units to which credit points are added and which is registered in an individual learning outcomes inventory.

Source: Cedefop; European Commission, 2006c.

### **European Qualifications Framework for Lifelong Learning (EQF).**

This is a reference instrument for describing and comparing qualification levels in qualification systems developed at national, international and sectoral levels.

Comment: the main components of the EQF are a set of 8 reference levels, described in terms of learning outcomes ( a combination of knowledge, skills and/or competencies) and mechanisms and principles for voluntary cooperation. These levels cover the entire range of qualifications from those recognizing basic knowledge, skills and competencies to those awarded at the highest levels of education and academic and vocational training. The EQF is a kind of translator for individual qualification systems.

Source: based on European Commission, 2006a.

### **Formal education**

Education, which is characterized by organization and appropriate structure ( e.g. In education or training institution), while being clearly defined, as teaching ( in the sense of defining the objectives, time and resources). Formal education from the point of view of the learner intended, purposeful. It usually ends with approval and certification.

### **Individualized planning**

It is the process of assessing a person in terms of his or her strengths, skills, resources, interests and limitations that I use to achieve a specific goal, and then using this information to develop a plan that outlines the steps to be taken to achieve that goal.

### **Informal learning**

This is learning that results from performing daily activities related to work, family or pleasure responsibilities. It is not structured as a specific goal, time or form of support. Informal learning is most often an unintentional form of knowledge acquisition from the learner's perspective.

### **Integrated environment**

This integration refers to an appropriate setting in which people interact with people without disabilities differently from those who provide services to such people. In





terms of an integrated work environment, it refers to an appropriate setting in society in which individuals interact with people without disabilities, such that interactions with people with disabilities are comparable.

### **Interpersonal skills**

It is the ability to communicate with another person or group in relation to social and professional connections. The level of these skills is based on the freedom and comfort of all parties involved in the process of communication.

### **Internship**

Internships are used to show a person a closer and deeper look into the world of professional work. During an internship, a person accompanies a full-time employee as he or she works, and is introduced to the specific duties of a particular profession or industry.

### **Learning outcomes**

It is the set of knowledge, skills and/or competencies of a person that he or she has acquired and is able to use after completing the entire learning process.

### **Continuing Education**

These are interests and skills that formally or informally maintain an appropriate level of education, other than basic requirements in education or basic professional achievement.

### **Non-formal education**

is learning that is based on planned activities, but not always clearly labelled as specific knowledge ( in terms of such terms as the purpose of learning, time spent on learning or forms of support), but which includes an important element of learning. Non-formal education is considered purposeful from the learner's point of view.

### **Person Centric Planning**

A planning process that focuses on a specific individual, his or her interests, strengths and needs. The emphasis is on a planning process controlled by people with disabilities who have been personally involved by others.

### **Recognized learning outcomes:**

Formal recognition: the process of granting official status for given skills and competencies; by awarding qualifications (certificates, diplomas or titles); through the awarding of grants, credit units or exemptions, validation of acquired skills and/or competencies; and/or social recognition: recognition of the value of skills and/or competencies by economic and social actors.





## Soft skills

These are the skills, qualities, work habits and attitudes that all employees must possess in order to obtain and maintain progress at work. Among them worth mentioning are unfailing responsibility, punctuality, flexibility, honesty, a sense of self-honour, proper upbringing, a positive attitude toward work, and appropriate/groomed attire. Soft skills also refer to qualities such as the ability to cooperate with others, the ability to work as part of a team, participation in assigned tasks, working independently and excellent customer service, both internally and externally.

## Transfer of learning outcomes

This is the degree of knowledge, skills and competencies that can be used in a new work or education environment; it can be verified by an appropriate certificate.

Source: based on: Cedefop, 2004.

## Validation of learning outcomes

This is confirmation by a competent authority that the outcomes (knowledge, skills and/or competencies) acquired by an individual in formal, non-formal and informal ways have been assessed against relevant criteria and are in accordance with the average validation requirements. Validation usually leads to certification.

Source: Cedefop.

## Vocational profiling

This is the process of "getting to know" a person to identify his or her aspirations, needs, individual skills, past experiences and career preferences. This may overlap with the opinions of people who know the person, but it is preferable to get to know the person "from the ground up." Such a person's profile includes information about the job sought and will help match the type of work to the person, his skills and preferences. Many people have never worked or have not worked for a long time, so they will need support to make informed decisions about their career options.

## ANNEX 2 EXAMPLES OF CASE STUDY

### 1. Sudden health problems

A vocational training validation project is underway.

The day before the course starts, you learn that a certain disabled employee needs to be hospitalized in the next few days for the appropriate tests, but he still wants to start the course and return the next day for his medical check-up.

How will you deal with:

- A disabled employee?





- With the business?

## 2. Health problems during the course

The employer calls you and says: a customer fell and an ambulance was called. A disabled employee has been taken to the hospital.

What do you do?

## 3. Problem during the internship: the intern did not expect some of the tasks to be performed

A client is taking up an internship with a company as an administrative worker, but during the course of the internship the client informs you of the following problem: the employer does not intend to stay in the office and asks the client to clean the warehouse and wipe the dust off the shelves; both of these tasks do not belong to administrative work, nor do they satisfy the client himself.

What do you do?

## 4. A problem duties performance: the employer has a lot of comments to make to the worker with disability, but does not have the courage to inform him/her about them and turns to you for help.

A woman with disabilities has been working at an accounting firm for less than a month. She is given simple tasks to perform so that she can gradually implement the work, but she can't handle the calculations and makes mistakes. The employer is fed up with this and asks you to inform her that she will no longer work at his company.

How will you handle such a situation?

## 5. People constantly complaining

You meet a person who complains that he always does what he is asked to do, but always fails at something for one reason or another, that he does not have and has never had any luck in life, and now that he still has a health problem, he will not achieve anything anymore.

What do you do?

## ANNEX 3. LEARNING OUTCOMES

### *Learning outcomes*

#### **1. Knowledge and understanding – in-company coach will be able to:**

1. They will achieve a good knowledge of issues related to serving people with disabilities;
2. They will be familiar with different types of disabilities;
3. They will be familiar with the services offered to people with disabilities;





4. They will be familiar with various methods of dealing with people with disabilities;
5. They will become familiar with various techniques for managing the vocational paths of others;
6. They will learn valorisation techniques in empowering themselves both individually and in a group;
7. They will become proficient regarding tools and techniques for expanding career opportunities;
8. They will understand the importance of fostering a person's independence.

## **2. Skills – in-company coach will have the following skills:**

### **1. Apply the knowledge and understanding gained:**

1. Access information sources from various agencies or NGOs that offer services to people with disabilities;
2. They will be guided by examples of good practices;
3. They will establish requirements for individuals in such a way as to connect their professional or educational past with the talents and future of the company;
4. They will adapt the tools and techniques used with regard to the type and/or degree of disability;
5. They will elaborate an individualized plan for the person's needs;
6. They will keep records of progress and feedback necessary to evaluate the activities performed.

### **2. Communication skills:**

1. They will be able to communicate correctly with people with disabilities regardless of type and/or severity of disability;
2. Be able to listen to a person with a disability and show empathy;
3. They will promote the concept of independent living and making their own independent decisions;
4. They will maintain dialogue without imposing anything on people with disabilities;
5. They will hold consultations and discussions with other employees or with their supervisors regarding the needs of people with disabilities;
6. They will present the client's activities in an engaging and motivating manner;
7. They will describe in a way that is understandable to people with disabilities the activities conducted;

### **3. Evaluation skills:**

1. Evaluate the practices that should be used in preparing the client;



2. Appreciate progress and recognize difficulties encountered by people with disabilities;
3. They will choose when to share information with the group or individual;
4. Recognize difficulties encountered by people with disabilities;
5. They will select an appropriate time to carry out a specific task for a person with a disability;
6. They will assess the type of work and occupational therapy needed by the person with disabilities.

#### 4. ***Further skills to learn or upgrade:***

1. To gain the confidence of people with disabilities and Assisted Employment teams;
2. To learn about both theoretical and practical correctly conducted job descriptions;
3. To learn to treat other people with empathy and in a humane manner;
4. To gain the required knowledge of the various rules and regulations of individual homes or sheltered housing for people with disabilities;
5. To manage their own time well for self-study and practice.

#### 5. ***Competences:***

1. They will be responsible for analysing individual preparation and initiating the plan;
2. They will identify the needs of the disabled person;
3. They will establish various activities, forms of support and assistance in the development and initiation process;
4. They will interview the disabled person to identify his needs and analyse his requirements taking into account the institutional framework;
5. They will create activities to transform disability into action;
6. They will observe and obtain information on the development achieved by people with disabilities;
7. They will accompany people with disabilities in their learning-by-doing process in order to help them become independent persons.