

European "mountain guide" qualification **METHODOLOGY**

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Part A

General Methodology to define mountain guide qualification

Section 1

Qualification award

Define name of [qualification¹]

Example: mountain guide

Section 2

Qualification level

Define the [level of qualification] using descriptors defining levels in the European Qualifications Framework;

See: COUNCIL RECOMMENDATION of 22 May 2017 on the European Qualifications Framework for lifelong learning and repealing the recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning - Annex 2.

Example: EQF 4

Section 3

Specific competencies

Define the specific [competencies²] for mountain guide profession.

The specific competencies must be identified in base of *exhaustive training need analyze*, which will put those competencies in relation with knowledge, know-how and social skills, using *matrix of competencies*.

It must be followed part B – point 2 of this methodology.

The specific competencies must be expressed as verbs at infinitive.

Example:

1. Analyze the mountain route.
2. Plan and guiding the mountain route.
3. Accompanying of individuals/groups on mountain routes.
4. Advising clients concerning mountain equipment.
5. Teaching and training of clients for applying the ski techniques.

Define the EQF level of each specific competence.

Example:

1. Analyze the mountain route – EQF level 4
2. Plan and guiding the mountain route - EQF level 4
3. Accompanying of individuals/groups on mountain routes - EQF level 4
4. Advising clients concerning mountain equipment - EQF level 4
5. Teaching and training of clients for applying the ski techniques. - EQF level 4

Section 4

Entry admission criteria, validation and recognition

Establish the competencies and their level obtained in particular learning pathways/paths³.

The validation and recognition of competencies will be realized using credit systems⁴ and credits.⁵

Competencies required:

- Competence/skill 1 level x
- Competence/skill 2 level y
- Competence/skill 3 – level z

Learning pathways for validation and recognition

1. Recognition of credits obtained through formal education:
 - Necessary type(s) of diploma(s)/certificate(s) for level X of qualification for mentioned competencies/skills
2. Validation and recognition of non-formal and informal learning⁶
 - Declarative documents (CVs)

- x number of years/months working on similar/complementary position (to be identified) proved by: individual work contract, voluntary contract, reference letters or audio-video recordings of employers
- Badges/certificates or other evidences used in on-line environment
- Direct tests and examinations, dialogues or conversational methods (interviews), simulations

Section 5

Entry access jury

For validation of competencies/skills required to enroll on VET “mountain guide” course the following jury will be constituted:

- A. Jury for validating different type of documents/proves required
- Internal assessors, as for example: trainers, quality assurance persons, human resources experts
 - External assessors: national/regional/local authorities in field of qualifications/education
- B. Jury for validating tests and examinations, interviews, simulations
- Internal assessors: trainers
 - External assessors: representing of associations/institutions in the field, representing of work filed (tourism agencies)

Section 6

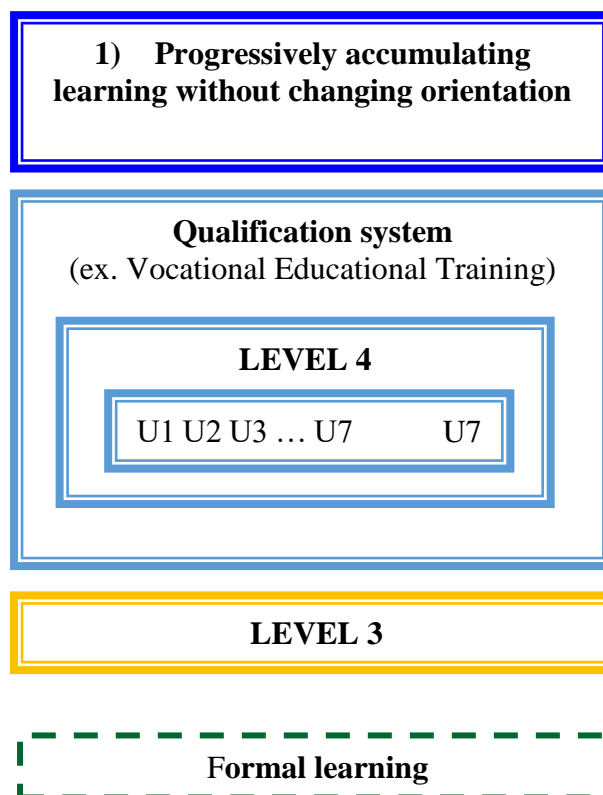
Credit transfer and accumulation

1. Identification of mountain guide [units of learning outcomes⁷]. That will conclude with realization of training curriculum. It will be followed the part B point 2 of this methodology.
2. Identify, validate, recognize and transfer credits⁸ obtained from prior learning in different learning contexts (formal learning⁹, non-formal learning¹⁰, informal learning¹¹) and learning pathways to “mountain guide” vocational educational training. (VET).

For that it must be analyzed 5 possible situations:

1) Progressively accumulating learning: Accumulating credit progressively over time with possible disruptions in the learning path but preparing for a single qualification (no change of pathway).

See first the definition of qualification system¹².



Example:

- a) Possibilities to achieve the mountain guide qualification by structuring the qualifications in units and give learners the possibility to achieve units one by one and to achieve the full qualification following the accumulation of units. For example, following the whole “mountain guide” training.

$$U1+U2+U3+U4+U5+U6+U7 = \text{Mountain guide}$$

- b) Using initial learning and continuous learning by a long period of time. Some units of learning outcomes can be grouped into a bigger group and named as a part of qualification. Their assessment will lead in obtaining certification for this group of units of learning outcomes. The other group of units of learning outcomes can be grouped in other parts of qualifications

Example:

$$\text{Initial training } (U1 + U2) = \text{Aspirant mountain guide}$$

Aspirant mountain guide + Continuous training 1 (U3+U4) = Mountain leader

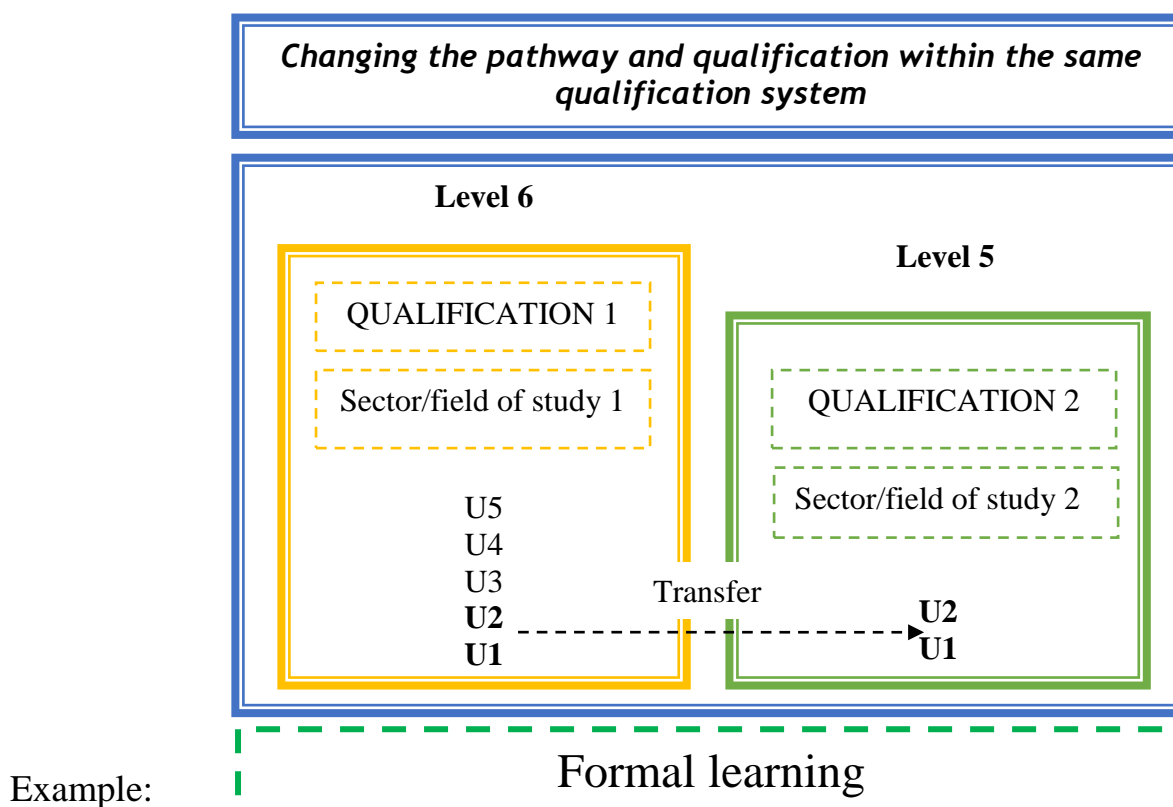
Mountain leader + Continuous training 2 (U5 +U6) = Mountain guide at national level

Mountain guide at national level + Continuous training 3 (U7) = Mountain guide at European level

Required documentation for validation of accumulated credits

- Past diploma/certificates (types to be identified) proving all competencies obtained
- Past work: individual contracts for similar positions proving all competencies obtained, portfolios, reference letters
- Declarative documents (CVs), Tests and examinations, dialogues or conversational methods (interviews)

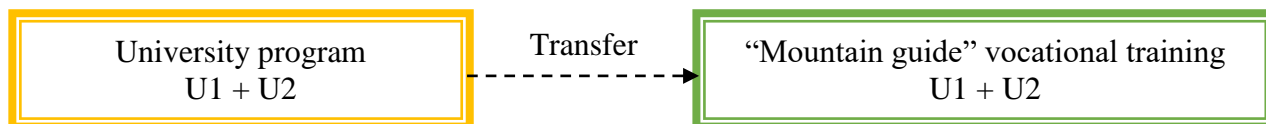
2) **Changing the pathway and qualification within the same qualification system:** Transferring and accumulating credit within the same qualification system and at the same level, from one qualification and pathway to another (for example, from a qualification in one economic sector to a qualification in a related economic sector);



Some credits gained at tourism university/sport university (not necessarily graduated) can be recognized for mountain guides.

U1 = guiding

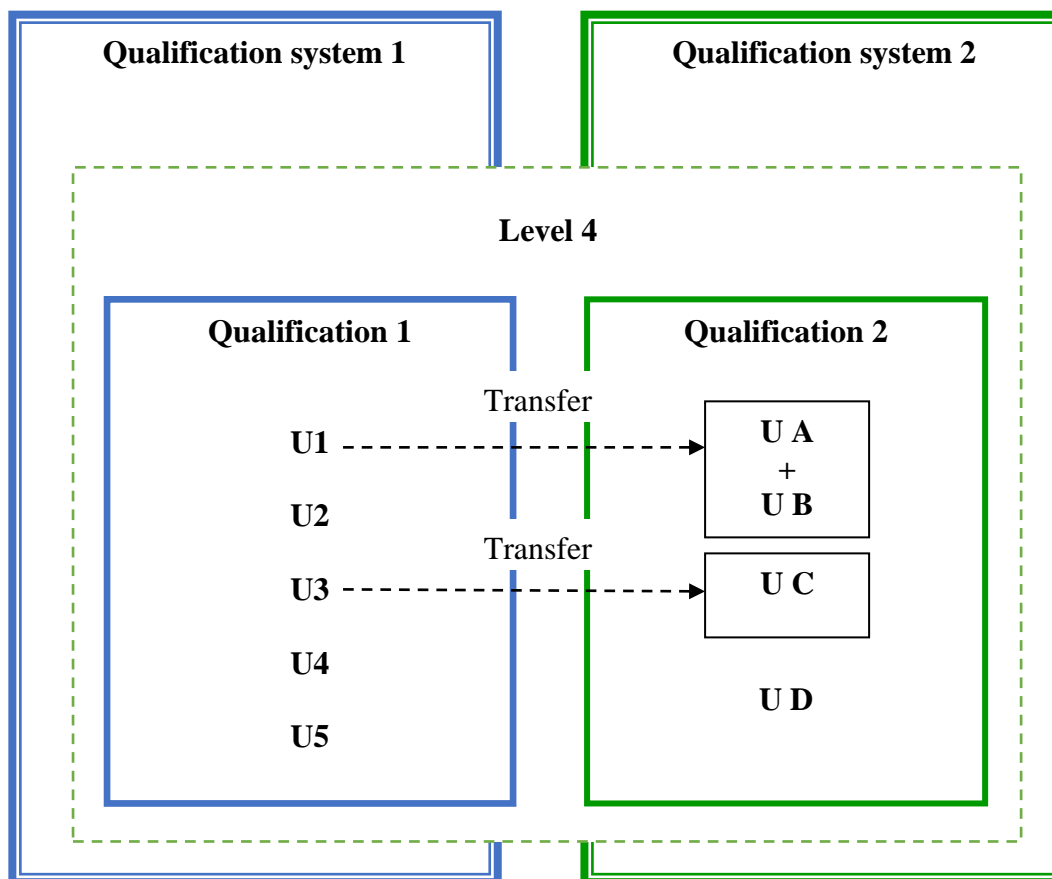
U2 = communication



Required documentation for validation of transferred credits:

- transcript of records

3) Changing qualification from one education sector to another

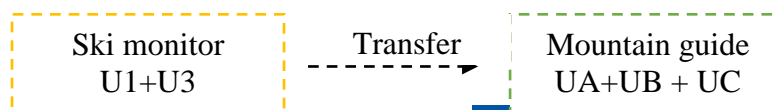


U A = ski touring

U B = ski out of slope

U1 = ski

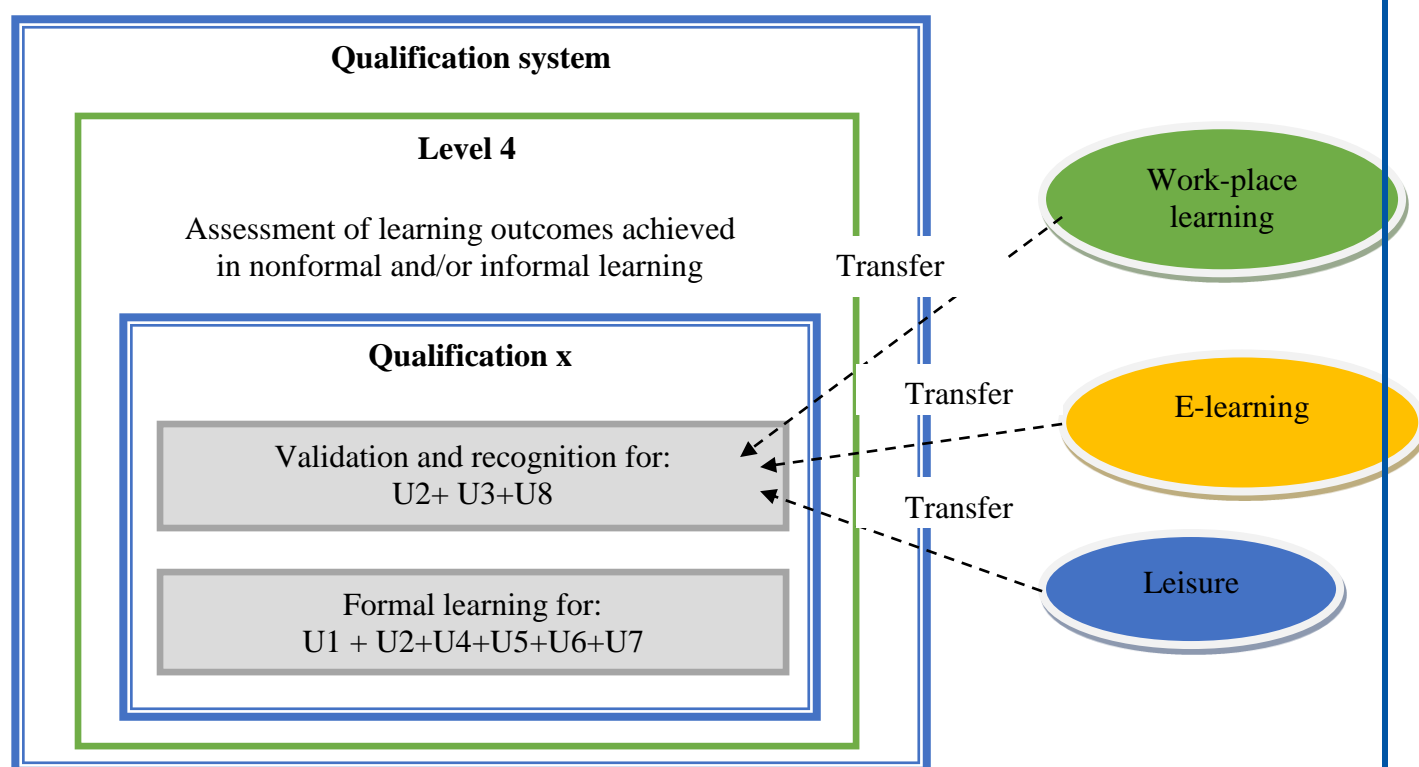
U3 = UC = communication



Required documentation for validation of credits:

- Past certificates (types to be identified) proving all competencies obtained
- Past work: individual contracts for similar positions proving all competencies obtained, portfolios, reference letters
- Declarative documents (CVs), Tests and examinations, dialogues or conversational methods (interviews)

4) Formalizing achieved LO from non-formal and/or informal learning towards formal learning



Example:

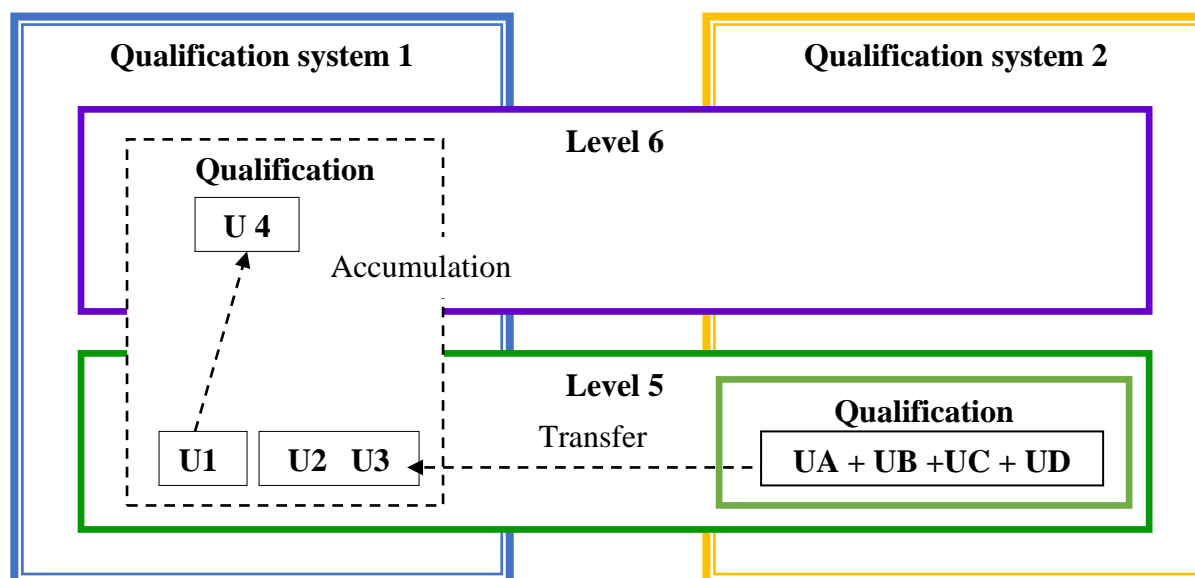
- Validation and recognizing informal units of competencies as for example: leisure ski or climbing;
- Validation and recognition of non-formal units of competencies as following: e-learning courses, in-company training, non-authorized trainings, seminar/conferences

Required documentation for validation of credits:

- Evidence extracted from work or other situation (voluntary activities, family, etc.): individual contracts for similar positions proving all competencies obtained, portfolios, reference letters, transcripts

- Declarative documents (CVs)
- Tests and examinations, dialogues or conversational methods (interviews), simulations
- Badges or other credit systems used in on-line environment

5) Progression or upgrading from one level to another



Example:

After the certification a person certified as “mountain guide” after a vocational training can transfer his competencies in higher education system.

The VET certification will value more for a person who know he/she can transfer her units of learning outcomes in university context, being absolved of some exams.

Required documentation for transfer units of learning outcomes obtained after completion “mountain guides” vocational educational training.

Memorandum of understanding between VET providers and higher education providers (tourism and sportive universities) must recognize diploma/certificate of mountain guides after completion of VET training and transfer its credits into higher educational system.

Section 7

Credit transfer and accumulation jury

Identify the components of the jury for validation of competencies/skills obtained from past learning:

- A. Jury for validating different type of documents/proves required
- Internal assessors, as for example: trainers, quality assurance persons, human resources experts
 - External assessors: national/regional/local authorities in field of qualifications/education
- B. Jury for validating tests and examinations, interviews, simulations
- Internal assessors: trainers
 - External assessors: representing of associations/institutions in the field, representing of work filed (tourism agencies)

Section 8

Equipments/tools/software for running the training

Realize a list with required equipments, tools and software used during the training session for both theoretical and practical aspects.

Section 9

Mountain guide „trainers” and assessors

Establish the minimum requirements for „mountain guide” trainers looking on:

- Minimum level of qualification in any qualification system (higher education, VET)
- Professional experience

Section 10

Structure and contents of the training assessment

Establish the structure and content of training assessment.

- The assessment can combine evaluation during the training course and final evaluation.
- The percent from total for each evaluation must be established as well as assessment methods.

Assessment methods might include (among others):

- skills demonstrations
- self-assessment
- written assignments
- work samples
- structured feedback meetings/discussions.
- presentations
- simulated conversations

After establishment of assessment method, the minimum and maximum grade for each must be set-up.

The achieved learning outcomes must be confirmed by the assessor which will:

- provide a description of the **strong and weak points** of an individual learner's performance with regard to a set task or tasks - using the description of targeted learning outcomes as a basis.
- complete an assessment grid in which there are set criteria against which **learner performance** can be judged.
- confirm whether an individual learner has **passed their assessment** (or not) also advising of the grade achieved, where a grading system is in use.

In base of official assessment records of training institution, the learner will receive a diploma/certificate attesting awarded competencies.

Section 11

Training assessment jury

For validation awarded competencies of the learners, must be established the components of the training jury.

- Internal assessors: trainers
- External assessors: legal educational authorities' experts, representing of associations/institutions in the field, representing of work filed (tourism agencies)

PART B

Specific methodologies to define step by step the mountain guide qualification

1. Exhaustive skill need analyze.

Before go in depth with development of methodology, it is become necessary to clarify some important terms which will be used, as following:

Skills mean the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of **methods, materials, tools and instruments**). **Source: COUNCIL RECOMMENDATION of 22 May 2017** on the European Qualifications Framework for lifelong learning and repealing the recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning.

Skill need it's defined as "demand for particular types of knowledge and skills on the labour market (total demand within a country or region, economic sector, etc.)".

Skills needs analysis (also referred to as identification of skills needs) aims at identifying skills gaps and shortages, anticipating skills needs, and assessing the capacity of qualification systems (education and training provision, funding schemes, etc.) to meet the needs of the economy;

Anticipation of skills needs is the process of identifying skills the economy will require in a short, medium or longer term.

Source: Terminology of European education and training policy - Second Edition

The aim of this step it's to identify the **complete (exhaustive) skill need** for "mountain guide" qualification. An initial, not exhaustive skill need it was provided in the project proposal.

For that it will be used a matrix of skills, having a following structure:

Skill 1	Knowledge	Know-how (practical)	Soft-skills (cognitive)
Skill 2	Knowledge 1 Knowledge 2 Knowledge 3 ...	Know-how 1 Know-how 2 Know-how 3 Know-how 4 ...	Soft skill 1 Soft skill 2 ...
Skill 3	Knowledge 1 Knowledge 2 Knowledge 3 Knowledge 4 Knowledge 5	Know-how 1 ... Know-how 2 ...	Soft skill 1 Soft skill 2 Soft skill 3
Skill 4
Skill 5

Step 1: Create the matrix of skills

Analyze the **IFGMA Reference Handbook** and identify necessary hard (technical) and soft skills for mountain guides and their components. It will be used referenced world/expression from the handbook but the phrase will be more global or more detailed as in the document, after the appreciation of trainers participating into this task.

Example:

Hard skills:

Skill	Knowledge	Know-how (practical)	Soft-skills (cognitive)
1. Rock climbing	- Know techniques from the sector of rock, ice and snow combined with each other.	- Be able to climb in mountaineering boots - Be able to execute VI. Grade of difficulty (UIAA scale) in lead climbing in alpine terrain (maybe with using mobile belaying means). - Be able to move in rough terrain	To be identified: (how? See step 5) Examples: - risk and decision assuming - emotional equilibrate - courage

		- Be able to keep pace that is appropriate to a mountain guide in the execution of all actions	
2. Sports climbing	-	-	
3. Via Ferrata	-	-	
4. Ice climbing	-	-	
5. ...	-	-	

Soft skills:

Skill	Knowledge	Know-how (practical)	Soft-skills (cognitive)
1. Risk management	Know the suitable belaying techniques from dangers during the execution of his activities.	- Be able to recognize dangers during the execution of his activities - Be able to plan measures to avoid the risks - Be able to reduce the risk regularly by using specialist knowhow - Be able to apply the and competence according to “subjective and objective residual risks”. - Be able to suitable belaying techniques from dangers	To be identified (how? See step 5) Example: <ul style="list-style-type: none"> • Sense of measure • Special attention • Emotional intelligence
2. Guiding	-	-	-
3. Communication	-	-	-
4. Didactics	-	-	-

Step 2: Add green skills

- Analyze the **memorandum of understanding “Transparency of CSR skills through ECVET in European tourism”**, respectively the matrix of CSR- assistant’, ‘Operational CSR’, ‘CSR- specialist/ CSR-manager’ and retain only skills relevant for “mountain guides”. Add CSR skills in the same way to the previous table.
- Identify in other available resources new green skills than CSR (if exists) and realize their componence by knowledge, know-how and soft skills. It will be used trusted sources of information at European level. ILO - **International Labour Organization** (www.ilo.org) portal it will be used. Suggested analyze on the portal: **“ILO guidelines on decent work and socially responsible tourism”**.

Step 3: Define the key competencies

A group of skills will form a competence. See also part A, Section 3 of this methodology.

Competence 1	Skill 1, Skill 6, Skill 7
Competence 2	Skill 2, Skill 3
Competence 3	Skill 4, skill 5

Example:

Competence 1 Plan the mountain route	Planning, Consulation
Competence 2 Guide the mountain route	Risk management, Guiding, Communication, Hard skills
Competence 3 Teaching and training of clients for applying the ski techniques	Didactics, ski skills

Step 4: Check the concordance with ESCO portal

Check the name of competencies into ESCO portal <https://ec.europa.eu/esco/portal/occupation>

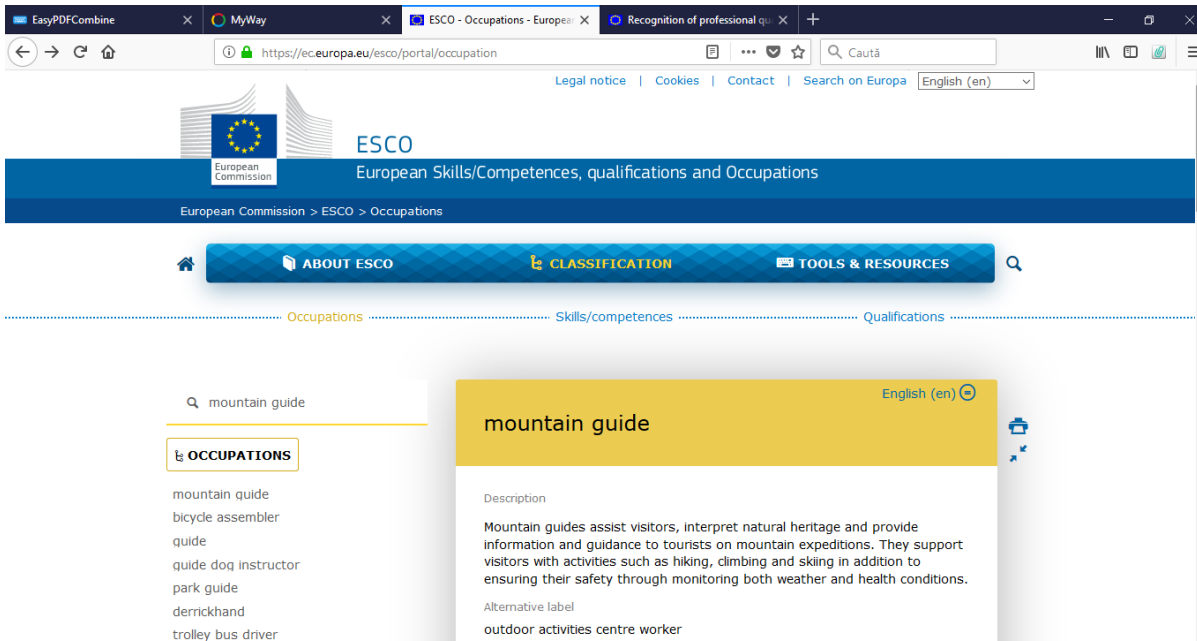
and re-name the competencies and skills as appropriate with other occupations. It will be identified the „mountain guide” occupation on the Occupations section. Check the „Essential skills and competences” and essential knowledge described as being part of the ESCO portal occupation. Then analyze the optional “skills and competencies” and “optional knowledge” from description and realize a

comparative analyze between obtained matrix of competencies and competencies, skills and knowledge suggested by ESCO portal.

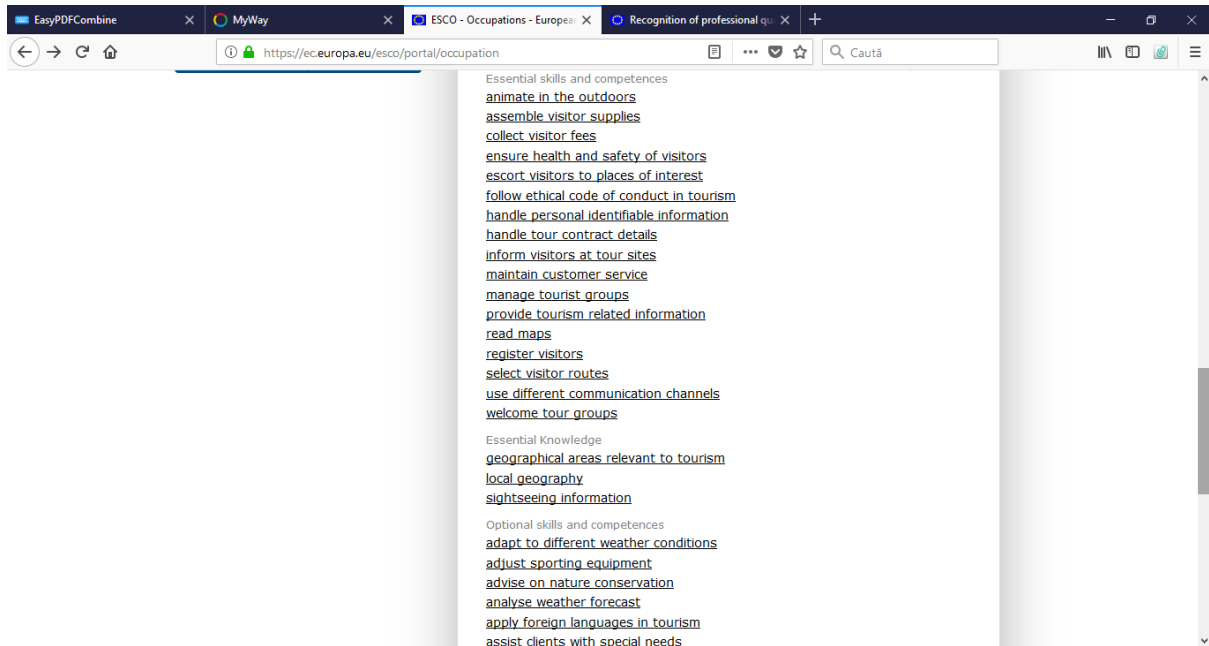
Where it's possible, it will be used the same words to describe similar competencies as in ESCO portal. This will increase the transparency of competencies, being easy to be recognized into another context.

The actual matrix of competencies can be improved with competencies suggested by ESCO portal as being part of the occupation.

Result: improved competencies matrix.



The screenshot shows a web browser window displaying the ESCO portal. The browser tabs include 'EasyPDFCombine', 'MyWay', 'ESCO - Occupations - Europea...', and 'Recognition of professional q...'. The address bar shows 'https://ec.europa.eu/esco/portal/occupation'. The page header features the ESCO logo and the text 'European Skills/Competences, qualifications and Occupations'. Below the header, there are navigation links for 'ABOUT ESCO', 'CLASSIFICATION', and 'TOOLS & RESOURCES'. The search results for 'mountain guide' are displayed, showing a list of occupations on the left and a detailed view of the 'mountain guide' occupation on the right. The detailed view includes a description: 'Mountain guides assist visitors, interpret natural heritage and provide information and guidance to tourists on mountain expeditions. They support visitors with activities such as hiking, climbing and skiing in addition to ensuring their safety through monitoring both weather and health conditions.' and an alternative label: 'outdoor activities centre worker'.



Step 5: Conclusional survey

Type of research proposed: exploratory qualitative research: structured interviews.

Reason to choose this type of survey: necessity of running one concluding research which will establish the final version of matrix of skills and competencies for mountain guides.

Aim of survey: to identify skills considered necessary by the world of work and get the employer point of view about soft skills necessary for mountain guides.

Objectives of survey:

- Identify the competencies, skills, knowledge and abilities considered necessary to be included into “mountain guide” qualification by the employers of “mountain guides”
- Identify soft skills mostly required by world of work and other relevant external stakeholders
- Conclude the “matrix of skills and competencies”

Dimension and characteristics of the sample

Interviews are exploratory researches with small dimension sample, unrepresentative statistical but with a good selection which reflect the structure of target. The sample must include a diversity of subject matter experts. This will

reflect on dispersion into different regions of the country, type of the company and mountain activities carried out.

The survey will have 2 distinct targets:

- a) Final beneficiaries of “mountain guide” occupation from Romania, Bulgaria and Italy
- b) Other relevant stakeholders at European level

a) Final beneficiaries of “mountain guide” occupation

The following requirements must be accomplished when selecting the sample:

- Minimum 5 different regions of the country must be selected
- Minimum 1 person from each category of enterprise must be selected
- Minimum 2 persons from each mountain tourism activity must be selected

Ideally, the number for each category must be equal.

The sample number it will be minimum 12 in each country surveyed: Romania, Bulgaria and Italy.

b) Other relevant stakeholders at European level

The sample number it will be minimum 5 at European level.

Participants recruiting for sample a) it will be made in base of recruiting questionnaire for sample a), using data-base with required profile of participants.

Participants recruiting for sample b) will follow the next requirements: associations in the field of “mountain guides” or similar from European countries.

Gathering responses: it will be made considering the distance between interviewer and respondents. Where exist long distances a telephonic conversation/video conversation will take place. If possible, face to face interviews will take place.

Material conditions for interviews:

- Recruiting questionnaire/conditions and structured questionnaire printed or on-line
- Phone or computer with video connection software

Running the interview:

The participants will be recruited with one week before than real interview to take place.

If it's considered than a person be part of the interview he/she will receive the matrix of competencies to analyze it before.

After one week, the interviewed person will be contacted and he/she will answer to the questions into the structured questionnaire.

During the interview the answers will be gathered and marked on structured questionnaire.

Analyze of results

The results will be analyzed by each country project team. The final decision will belong to coordinator.

In base of results it will be made suggestions for **final matrix of competencies**.

2. Curriculum design

a) Module creation:

- ✓ Identify a group of complementary competencies from matrix table; the number of competencies identified must be minimum 3 and preferred no more than 6
- ✓ Define the name of the module comprising the group of competencies
- ✓ Define the educational objectives of the module

b) Unit creation

- ✓ Each unit correspond to 1 identified competency from matrix
- ✓ The name of the unit must be the same as the competency name or appropriate
- ✓ Define the general objective of the unit
- ✓ Define the learning objectives of the unit (evaluation criteria): the identified knowledge and know-how from competency matrix it will be transposed as learning objectives keeping in the same form (preferred) or where it's the case grouping them in more general objectives
- ✓ Identify the necessary material resources and pedagogical resources for educational activities

- ✓ Identify the unit content / summary of topics divided by paragraphs and sub-paragraphs
- ✓ Identify pedagogical methods used in educational activities:
- ✓ Identify the time required using ECVET points and calculate the corresponding number of hours; it will be identified the number of hours broken by types of educational activities and student work-time.

Example:

Educational activities					
Theory		Practice			
Didactics	E-didactics	Training center		Work-based learning	External mobility
		Didactics	E-didactics		
<ul style="list-style-type: none"> • Presentations • Case studies 	<ul style="list-style-type: none"> • Multimedia lecture (various methods: storytelling, mind-map, video-presentation) 	<ul style="list-style-type: none"> • Exercises • Simulations • Team work • Assisted research 	<ul style="list-style-type: none"> • Scenarios • Games • Quizzes • Collaborative methods • Informal learning 	<ul style="list-style-type: none"> • work simulation (practical projects realized by learners) • work duplication (practical activities carried by mentors are assigned to learners) • work development (mentors attribute practical activities to learners, correcting both the work and integrate into an overall result; such travel offers of the company) 	<ul style="list-style-type: none"> • Exercises • Simulations • Team work

Educational activities					
Theory		Practice			
Didactics	E-didactics	Training center		Work-based learning	External mobility
		Didactics	E-didactics		
<ul style="list-style-type: none"> • table • teaching material • training book • trainee experience 	<ul style="list-style-type: none"> • Computer • Video-projector • E-learning platform • Multimedia resources (SCORM content, video-content, folders, files, e-books, dictionaries) 	<ul style="list-style-type: none"> • Technical equipment 	<ul style="list-style-type: none"> • E-learning tools (forum, chat, video-conference, SCORM activities, tests) 	<ul style="list-style-type: none"> • Technical equipment • Computer 	<ul style="list-style-type: none"> • The same as didactics

TIME	Educational activities				Individual study	TOTAL TIME/Unit
	Theory	Practice				
		Training center	Work-based learning	External mobility		
ECVET points	1	1	1	1	3	7
Hours	25 hours	25 hours	25 hours	25 hours	75 hours	175 hours

2 SMESTERS = equivalent 60 credits

1 credit equivalent 25-30 hours (depending on each country) of educational activities and individual study.

Recommendation: work with 0,1 division of ECVET point and then transform it into hours.

Key concepts used in part B of the methodology:

1. “Both the European Credit System for Vocational Education and Training (ECVET) and ECTS are perceived to be relevant, since CPD may be located at any of the eight EQF levels. However, the interface between the two systems is not yet sufficiently permeable and the different professions have differing cultures and national sub-cultures. Discussion on relations between the European credit systems is on-going and it is hoped, will lead to greater clarity on the use of credits for CPD. Meanwhile CPD providers at levels five to eight of the EQF are encouraged to consider the appropriateness of ECTS credits for purposes of transparency, recognition, accumulation and transfer, using the methodology outlined in this Guide.”

Reference: Page 45 – ECTS user guide 2015

2. “Allocation of ECVET points to a qualification is based on using a convention according to which **60 points** are allocated to the learning outcomes expected to be achieved in a year of formal full time VET. For a given qualification, one formal learning context is taken as a reference and on the basis of 60 ECVET points per year of formal full time VET, the total number of ECVET points is assigned to that qualification.”

Reference: Page 22 - The European Credit System for Vocational Education and Training ECVET: Get to know ECVET better Questions and Answers; Revised February 201

3. “ECTS credits express the volume of learning based on the defined learning outcomes and their associated workload. **60 ECTS credits** are allocated to the learning outcomes and associated **workload of a full-time academic year** or its equivalent which normally comprises a number of educational components to which credits (on the basis of the learning outcomes and workload) are allocated. ECTS credits are generally expressed in whole numbers.

Learning outcomes are statements of what the individual knows, understands and is able to do on completion of a learning process. The achievement of learning outcomes has to be assessed through procedures based on clear and transparent criteria. Learning outcomes are attributed to individual educational components and to programmes at a whole. They are also used in European and national qualifications frameworks to describe the level of the individual qualification.

Workload is an estimation of the time the individual typically needs to complete **all learning activities such as lectures, seminars, projects, practical work, work placements and individual study** required to achieve the defined learning outcomes in informal learning environments. The correspondence of the full-time workload of an academic year to 60 credits is often formalized by national legal provisions. In most cases, workload ranges from 1,500 to 1,800 hours for an academic year, which means that **one credit corresponds to 25 to 30 hours of work**. It should be recognized that this represents the typical workload and that for individual students the actual time to achieve the learning outcomes will vary.”

Remark:

The ECVET methodology do not provide clarifications about correspondence between number of ECVET points and number of hours corresponding for 1 ECVET point. Because the aim of the project it’s to obtain a better transparency, permeability and transfer of learning outcomes from different contexts and educational levels, in preparing this methodology was used the same proportion **1 ECVET point = 25-30 hours** as established for ECTS.

Criterion Category*	Criterion	Metric and Tolerances
<Identify the criterion type/category.>	<Describe the criterion that will be used to evaluate compliance against the expected outputs.>	<Identify the method/formula to evaluate if the criterion was achieved. An interval/tolerance can be set to determine in which conditions the deliverable will still be acceptable.>
The labour market need	The extend to what the final beneficiaries of occupational standard (mountain guides or employers of mountain guides) are involved into designed process <i>Note: this quality condition support implementation of EQAVET indicator “Mechanisms to identify training needs in the labour market”</i>	Acceptance condition: yes <i>Interval: minimum 15 final beneficiaries for each country were involved</i>
	The extend to what other relevant sectoral project stakeholders are involved into designed process <i>Note: this quality condition support implementation of EQAVET indicator “Mechanisms to identify training needs in the labour market”</i>	Acceptance condition: yes <i>Interval: minimum 5 external stakeholders were involved</i>
	The extent to which the responses/considerations of final beneficiaries and external stakeholders were considered in designing occupational standard <i>Note: this quality condition support implementation of EQAVET indicator “Mechanisms to identify training needs in the labour market”</i>	Acceptance condition: yes <i>Tolerance: the most important answers were considered</i>
Respecting European requirements for transparency, validation and recognition of qualification	The methodology approach is based on learning outcomes	Acceptance condition: yes
	The methodology approach considers EQF levels descriptors	Acceptance condition: yes
	The methodology approach uses credits and ECVET points to design progress routes and transfer of learning outcomes	Acceptance condition: yes
	All types of validation context are considered to achieve qualification (formal, non-formal, informal)	Acceptance condition: yes

	The methodology is based on all European documents mentioned in “project proposal”	Acceptance condition: yes <i>Tolerance: the documents considered irrelevant at the moment of analyse cannot be considered</i>
Occupational standard design	Majority of IFGMA (regulatory body in the field) competencies/requirements are introduced into the occupational standard	Acceptance condition: yes
	Green skills are part of occupational standard	Acceptance condition: yes
	The extent to which all learning outcomes identified in skill matrix are reflected into occupational standard	Acceptance condition: all
	The extent to which it was used mix and modern didactic pedagogies into curriculum	Acceptance condition: yes <i>Tolerance: Minimum types of pedagogies used: e-learning (with main components video-learning and animated content); practice, work-based learning; external mobilities</i>
Occupational standard form	Completeness, the measure to which all chapters/subchapters are developed in conformity with methodology	Acceptance condition: all
	Correctness; the measure to which are used correct educational terms and phrases are correct formulated	Acceptance condition: all terms correspond to methodology and all phrases are correct formulated
	Readability; the document respect Erasmus+ requirements (logo insertions, project number, disclaimer); the pages are numbered; the text has minimum 12 font size	Acceptance condition: yes

Part C - Quality assurance for new occupational standard

In describing new occupational profile, **quality assurance aim** is to adequate to actual needs of market, respect European requirements for transparency, validation and recognition of qualification, well described as content and terms used.

To perform a quality assurance for new “mountain guide” occupational profile it’s necessary to follow 3 steps:

1. Define acceptance criteria and activities for occupational standard
2. Perform acceptance activities
3. Accept (provisional/final) or reject occupational standard

1. Define acceptance criteria and activities for occupational standard

a) define the acceptance criteria and metrics/tolerances

In defining *acceptance criteria* named bellow the project team take in consideration the official European recommendations, tools, methodologies, best practices and case studies.

b) define the acceptance activities and process/tools/techniques used

Activity name	Activity description	Process, tool or technique	Description
<i><Identify the activity.></i>	<i><Describe the activity.></i>	<i><Identify the Process, tool and/or Technique.></i>	<i><Describe the process to be used and/or the tools and techniques involved.></i>
Common occupational standard methodology validation	The quality team will check the quality of methodology to ensure all specific acceptance criteria are met.	Walkthrough	<p>The reviewer/s will evaluate the output to assess whether the quality criteria are met and the output is properly prepared. It will be used a checklist where will be noted the findings.</p> <p>At the end of review session, the checklist will be provided to project manager which will dispose the improvements. <i>Note: the methodology will be checked in some points of development and for final version.</i></p>
Common occupational standard validation/acceptance	The quality team will check the quality of occupational standard to ensure all specific acceptance criteria are met.	Walkthrough	<p>The reviewer/s will evaluate the output to assess whether the quality criteria are met and the output is properly prepared. It will be used a checklist where will be noted the findings.</p> <p>At the end of review session, the checklist will be provided to project manager which will dispose the improvements. <i>Note: the occupational standard will be checked by chapters and phases of development and for final version.</i></p>

2. Perform acceptance activities

Considering the acceptance criteria defined for deliverables and applying the specific processes, tools and techniques, it will be performed the acceptance activities defined before.

The results of the deliverables acceptance activities will be documented in the relevant checklists and reports.

3. Accept (provisional/final) or reject occupational standard

The result of acceptance activities it will be obtaining formal approval for common occupational standard. The provisional/final acceptance should be documented in the Deliverables Acceptance Note.

If the acceptance metrics and tolerances are not met, the deliverable is rejected. The rejection of deliverables is considered an issue and will follow the project issue management process. After the resolution of the issue(s), deliverables are re-tested and submitted again for approval.

NOTE: the part C of this methodology it's developed in conformity with **PM² Project Management Methodology**, developed by European Commission through Centre of Excellence in Project Management (CoEPM²).

Bibliography:

- (1) "Using ECVET to Support Lifelong Learning - ANNOTATED EXAMPLES OF HOW ECVET CAN BE USED TO SUPPORT LIFELONG LEARNING"; EN; Note prepared by the ECVET Users' Group; ISBN - 978-92-79-25003-3
- (2) Cedefop (2015). European guidelines for validating non-formal and informal learning. Luxembourg: Publication Office. Cedefop reference series. No 104.
<http://dx.doi.org/10.2801/008370>
- (3) Cedefop (2015). *Ensuring the quality of certification in vocational education and training*. Luxembourg: Publications Office. Cedefop research paper; No 51.
<http://dx.doi.org/10.2801/25991>
- (4) COUNCIL RECOMMENDATION of 22 May 2017 on the European Qualifications Framework for lifelong learning and repealing the recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning
- (5) RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 18 June 2009 on the establishment of a European Credit System for Vocational Education and Training (ECVET).

¹**Qualification** = means a formal outcome of an assessment and validation process which is obtained when a competent authority determines that an individual has achieved learning outcomes to given standards; Source: RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 18 June 2009 on the establishment of a European Credit System for Vocational Education and Training (ECVET)

² **Competence** = means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development; Source: COUNCIL RECOMMENDATION of 22 May 2017 on the European Qualifications Framework for lifelong learning and repealing the recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning

³ **Learning pathways/paths** = route learners follow to develop their skills progressively through education and training

⁴ **Credit system** = means a transparency tool for facilitating the recognition of credit(s). These systems can comprise, inter alia, equivalences, exemptions, units/modules that can be accumulated and transferred, the autonomy of providers who can individualise pathways, and the validation of non-formal and informal learning; Source: COUNCIL RECOMMENDATION of 22 May 2017 on the European Qualifications Framework for lifelong learning and repealing the recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning.

⁵ **Credits** = means confirmation that a part of a qualification, consisting of a coherent set of learning outcomes has been assessed and validated by a competent authority, according to an agreed standard; credit is awarded by competent authorities when the individual has achieved the defined learning outcomes, evidenced by appropriate assessments and can be expressed in a quantitative value (e.g. credits or credit points) demonstrating the estimated workload an individual typically needs for achieving related learning outcomes; Source: COUNCIL RECOMMENDATION of 22 May 2017 on the European Qualifications Framework for lifelong learning and repealing the recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning

⁶ **validation of non-formal and informal learning** = means the process of confirmation by a competent authority that an individual has acquired learning outcomes acquired in non-formal and informal learning settings measured against a relevant standard and consists of the following four distinct phases: identification through dialogue of particular experiences of an individual, documentation to make visible the individual's experiences, a formal assessment of those experiences and certification of the results of the assessment which may lead to a partial or full qualification; Source: COUNCIL RECOMMENDATION of 22 May 2017 on the European Qualifications Framework for lifelong learning and repealing the recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning.

⁷ **units of learning outcomes (units)** = 'unit of learning outcomes' (unit) means a component of a qualification, consisting of a coherent set of knowledge, skills and competence, that can be assessed and validated; Source: COUNCIL RECOMMENDATION of 22 May 2017 on the European Qualifications Framework for lifelong learning and repealing the recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning.

⁷ **Credit transfer** = means the process of allowing individuals who have accumulated credit in one context to have it valued and recognised in another context.; Source: COUNCIL RECOMMENDATION of 22 May 2017 on the European Qualifications Framework for lifelong learning and repealing the recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning

⁹ **Formal learning** = learning that occurs in an organised and structured environment (such as in an education or training institution or on the job) and is explicitly designated as learning (in terms of objectives, time or resources). formal learning is intentional from the learner's point of view. it typically leads to certification. Source:

Terminology of European education and training policy Terminology of European education and training policy
SECOND EDITION A selection of 130 key terms SECOND EDITION A selection of 130 key terms; CEDEFOP
2014.

¹⁰ **Non-formal learning** = learning embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning 84 non-formal learning 183 time or learning support). non-formal learning is intentional from the learner's point of view. Source: Terminology of European education and training policy Terminology of European education and training policy SECOND EDITION A selection of 130 key terms SECOND EDITION A selection of 130 key terms; CEDEFOP 2014.

¹¹ **Informal learning** = learning resulting from daily activities related to work, family or leisure. it is not organised or structured in terms of objectives, time or learning support. informal learning is in most cases unintentional from the learner's perspective. Source: Terminology of European education and training policy Terminology of European education and training policy SECOND EDITION A selection of 130 key terms SECOND EDITION A selection of 130 key terms; CEDEFOP 2014.

¹² **Qualification system** = all activities related to the recognition of learning outcomes and other mechanisms that link education and training to the labour market and civil society. These activities include:

- definition of qualification policy, training design and implementation, institutional arrangements, funding, quality assurance;
- assessment and certification of learning outcomes

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