Del.3: Country report

Project: Practical Methodology for Acquiring Key Competences of European Reference Framework through Continuous Vocational Education and Training, PR-ERF
Project number: 2013-1-SE1-LEO05-15265

Survey of curricula and methodologies on 8 ERF Key Competences for Personal Assistants

Partner organisation: DOCUMENTA
2014-02-24

INDEX

1. METHODOLOGY OF THE RESEARCH

1.1 Introduction

This research is done within the project Practical Methodology for Acquiring Key Competences of European Reference Framework through Continuous Vocational Education and Training; project acronym is PR-ERF. The project is implemented within the Lifelong Learning Program, Leonardo da Vinci sub-program.

The aim of the project is to develop the holistic methodology for recognition and development of 8 ERF Key Competences as a package of *Skills*, *Knowledge* and *Attitudes* that all individuals need to acquire through CVET for personal fulfilment, development, inclusion and employment. The proposed methodology will be linked to *level 4 of European Qualification Framework* in order to be compatible with CVET requirements. The methodology will comprise an assessment tool to validate competences according to EQF level 4 and identify the gaps towards the CVET program.

PR-ERF curriculum is sector specific and will be adapted to the field Personal Assistant.

1.2 Methodology of the research

1.2.1. The goal of the research is to collect the best practices and examples of curriculum for 8 ERF Key Competences related to the field Personal Assistant. Each partner organisation collects the available curriculum for those key competences the organisation is responsible for according to the agreement at the kick-off meeting in Nicosia, namely:

DOCUMENTA:
Social/Civic
Cultural and social awareness

DIMITRA:
Digital
Entrepreneurship

FOLKUNVIERSITETET:
Foreign languages
Mathematics

REVALENTO:
Learning to learn

MMC:
Mother tongue

1.2.2. The proposed methods for the research are the following:

Desk research: each partner organisation is responsible for collecting curriculum for those ERF competences they are responsible for (please see 1.2.1) in relation to personal assistant profession (if relevant). If there are no curricula available with focus on personal assistant profession general ERF curriculum shall be collected. The research shall be done on Internet and on the web-sites of VET providers / adult education providers as well as other stakeholders working with ERF. Taking into consideration copy right principle the partnership is obliged to get the permission of the above stakeholders in regards to presenting their curriculum in the national reports of partner organisations.

Interviews with experts: each partner organisation is responsible to interview the regional expert groups in regards to the relevance of the collected curriculum for the competence development of the personal assistants. The expert group shall comprise CVET teachers, CVET students, relevant decision-makers, employers, Public Employment Services and other relevant stakeholders. The expert group shall also give their feedback in regards to which Key Competences are relevant for the profession of personal assistant and how they can be acquired through PR-ERF curriculum.

Other additional methods for the research such as questionnaires can be used by the partners if there is a need. The partners shall include those methods in the final national report.

1.2.3 The geographical scope of the research is European level, meaning that each partner organisation will make a survey not only in their countries but also in other European countries (if relevant). The partnership is responsible to support each other in this part of research in case other partners find curriculum for their respective key competences.

2 SURVEY ON TRAINING COURSES RELEVANT TO THE FIELD "PERSONAL ASSISTANT" (8 KEY COMPETENCES)

IMPORTANT NOTE TO SPANISH FRAMEWORK AND CONTEXT TO PERSONAL ASSITANT OCUPATIONAL PROFILE

The personal assistant occupational profile is defined in the National Catalogue of Professional Qualifications (CNCP) –this is an instrument of the National System for Qualifications and Vocational Education and Training (SNCFP)-, which lists the professional qualifications according to the appropriate competences for the professional exercise. The CNCP includes the vocational education and training (VET) contents corresponding to each qualification. The contents are organized in modules, which are included in a Modular Catalogue of Vocational Education and Training.

Personal assistant qualification is established by a Royal Decree approved by the Government. The occupational profile and curriculum is developed by the correspondant Regional Ministry of Education. VET providers organise their training following the curriculum and content defined by Educational authorities.

Regarding CVET, another instrument for accreditation of the personal assistant ocupation is the "Occupational Aptitude Certificate" –regulated also by a Royal Decree-. This certificate set the professional competences that enables the development of a work activity in the productive system without thereby regulating the practice. VET providers also follow the training modules and contents define by law to achive this certification of competences.

Qualification levels are related with EQF and they take into consideration Key Competences. According to ERF there are different levels for personal assistant profile and related ocupations (from EQF 1 to 5). We have collected in the survey curriculums and ocupational certificates from levels 1 to 4 of EQF and analysed the inclusion of KC6 and 8 within. Outside formal education, some isolated training modules, already shown in the chart below, can be offer by VET providers for upskilling but they don't qualify to be personal assistant.

Taking into consideration that they are common curriculums in whole Spain, It has been highlighted all Key Competences gathered in these programmes.

2.1 RESUME

No	KC[1]	NAME OF THE TRAINING COURSE	GENERAL AIM	TARGET[2]	GENERAL CONTENTS[3]	FORMAT & LANGUAGE[4]	DURATION
1	1 2 3 4 6 8	**INITIAL VET "ADMINISTRATIVE SERVICES"**	The overall goal is to prepare learners for professional activity in the field of the certification, providing a versatile training to enable them to adapt to business changes that may occur throughout their working life. Diploma correspond to EQF levels 1 and 2, operator or basic worker.	It's targeted, firstly, to young people (15-17 years old) not finishing basic education but is open to adults who want to obtain the appropriate academic qualifications within the concept of lifelong learning.	- Data processing (255 h.) - Basic office software (220 h.) - Basic management techniques (195 h.) - Archiving and communication (130 h.) - Customer service (65 h.) - Order preparation and sales (110 h.) Applied Sciences I (160 h.) - Applied Sciences II (160 h.) - Communication and Society I (160 h.) - Communication and Society II (190 h.) - Training in the workplace. (200 h.) Modules collect trasversely the training in the different KC mentioned in second column.	FT. In-class training. Spanish language	Two years, Over 2000 h total
2	2 3 4 6 7	**INTERMEDIATE LEVEL "ADMINISTRATIVE MANAGEMENT ASSISTANT"**	The overall goal is to prepare learners for professional activity in the field of the certification, providing a versatile training to enable them to adapt to business changes that may occur throughout their working life. It corresponds to the EQF levels 3 and 4, intermediate VET level.	Targeted to youngs over 17 but it's open to adults who want to obtain the appropriate academic qualifications within the concept of lifelong learning.	- Business Communication and customer service (198 h.) - Sale and purchase administrative operations (165 h.) - IT Information Processing (297 h.) - Accountancy (165 h.) - HR administrative management (100 h.) - Processing of accounting documents (100 h.) - English (66 h.) - Auxiliary operations cash management (140 h.) - Business and Administration (80 h.) - Business in the classroom (140 h.) - Training and guidance (99 h.) - Training in the workplace (400 h.)	FT. In-class or Mixed training (in-class and online). Spanish language	Two years, Over 2000 h total

[1]Please write her the Number of the Key Competence that the content of this training course is relevant to

[2] To whom is the training directed to? What is the education level needed? (if any)

[3] General contents: main modules

[4] FORMAT: Full Time (FT) / Part Time (PT) / On-line (OL) / Mixed between…. (whatever of those 3)

No	KC[1]	NAME OF THE TRAINING COURSE	GENERAL AIM	TARGET[2]	GENERAL CONTENTS[3]	FORMAT & LANGUAGE[4]	DURATION
					Modules collect trasverselly the training in the different KC mentioned in second column.		

3	2 4 6	OCCUPATIONAL APTITUDE CERTIFICATE "ADMINISTRATIVE MANAGEMENT ACTIVITIES IN RELATION WITH CUSTOMER"	Occupational Aptitude Certificates are instruments to acquire official accreditation that certifies a worker to be in possession of a body of knowledge, skills and competences to perform a job. In this case the level achieved corresponds to EQF levels 3 and 4, intermediate level	Workers performing a job without formal qualifications or professional accreditation. Young people with similar qualifications or other professional certificates can access to this program also.	- Data Recording (90 h.).
					- Reception and communication techniques (90 h.)
					- Administrative business operations (160 h.)
					   o Customer service in business process (40 h.)
					   o Administrative management of business process (80 h.)
					   o Software applications on business management (40 h.)
					- Foreign language for customer service (90 h.)
					- File Management (60 h.)
					- Office Software (190 h.)
					   o Operating system, search for information: Internet / Intranet and Email. (30 h.)
					   o Software for word processing. (30 h.)
					   o Software for spreadsheet. (50 h.)
					   o Software for relational databases. (50 h.)
					   o Software for presentations: information charts. (30 h.)
					- Training in the workplace (120 h.)
					
					Modules collect trasverselly the training in the different KC mentioned in second column.
						In-class or Mixed training (in-class and online). Spanish language	680 h + 120h. practicas

4	3 4 6	OCCUPATIONAL APTITUDE CERTIFICATE "AUXILIARY AND GENERAL ADMINISTRATIVE MANAGEMENT ACTIVITIES"	Occupational Aptitude Certificates are instruments to acquire official accreditation that certifies a worker to be in possession of a body of knowledge, skills and competences to perform a job. In this case the level achieved corresponds to EQF levels 1 and 2, operator or basic worker	Workers performing a job without formal qualifications or professional accreditation. Young people with similar qualifications or other	- Basic administrative office skills, 150 h
					   o Business Organization and HR, 30 h
					   o Auxiliary management of mail and package in the business, 30 h
					   o Auxiliary management of economic-administrative and commercial documentation, 90 h.
					- Basic communication guidelines, 120 h
					   o Communication in business relations, 50 h
					   o Business written and oral communication, 70 h.
					- Reproducing and archiving 120 h.
						In-class or Mixed training (in-class and online). Spanish language	390+40 practicas

No	KC[1]	NAME OF THE TRAINING COURSE	GENERAL AIM	TARGET[2]	GENERAL CONTENTS[3]	FORMAT & LANGUAGE[4]	DURATION
				professional certificates can access to this program also.	o Auxiliary management of files, hard copy or computerised form, 60 o Auxiliary management of reproducing documentation, hard copy or computerised form, 60 - Professional practices of administrative management activities. 40 h Modules transversally collect training in the different KC mentioned in second column.		

5	3 4	OCCUPATIONAL APTITUDE CERTIFICATE " ADMINISTRATIVE MANAGEMENT ACTIVITIES"	Occupational Aptitude Certificates are instruments to acquire official accreditation that certifies a worker to be in possession of a body of knowledge, skills and competences to perform a job.
			In this case the level achieved corresponds to EQF levels 3 and 4, intermediate level
				Workers performing a job without formal qualifications or professional accreditation. Young people with similar qualifications or other professional certificates can access to this program also.	- Commercial administrative operations (160 h.):
					   • Customer service in the business process (40 h.).
					   • Administrative management of the business process (80 h.).
					   • Computer software for business management (40 h.)
					- Cash Management. (90 h.)
					- RH Auxiliary Management. (90 h.)
					- Accounting records. (120 h.)
					   • General Accounting Plan. (90 h.)
					   • Accounting Software Applications. (30 h.)
					- Data Recording. (90 h.)
					- File Management. (60 h.)
					- Office Software. (190 h.)
					   • Operating system, search for information: Internet / Intranet and Email. (30 h.)
					   • Software for word processing. (30 h.)
					   • Software for spreadsheet. (50 h.)
					   • Software for relational databases. (50 h.)
					   • Software for presentations: information charts. (30 h.)
					- Professional practices of administrative management activities. (80 h.)
					
					Modules transversally collect training in the different KC mentioned in second column.
						In-class or Mixed training (in-class and online). Spanish language	800 h. +80 h. practicas

2.2 DETAILED INFORMATION

NAME OF THE TRAINING:

INITIAL VET "ADMINISTRATIVE SERVICES"

FP BÁSICA SERVICIOS ADMINISTRATIVOS

REFERENCE 1:

GENERAL AIM	The overall goal is to prepare learners for professional activity in the field of the certification, providing a versatile training to enable them to adapt to business changes that may occur throughout their working life. So this program is designed to ensure that students acquire the skills that enable them, among others TO : • Develope the general competence in relation with the qualification to which the studies are aimed. • Understand the organization and characteristics of the corresponding productive sector, as well as mechanisms employability; know the labour law and the rights and obligations derived of labour relations. • Learn independently and work in teams, as well as training in conflict prevention and peaceful resolution of conflict in all areas of personal, family and social life. • Work in safe and health conditions, and prevent potential risks derived from work. • Consolidate the entrepreneurial spirit to perform professional activities and initiatives.
SPECIFIC AIMS:	The overall competence of the diploma is to perform basic administrative and management tasks, with autonomy, responsibility and personal initiative, operating under the specified quality, observing the current environmental standards and enforcement of safety and health at work and communicating orally and written in Spanish and, where appropriate, in their own official language, and in a foreign language also, to fulfill the positions of office assistant, general services assistant, sales assistant, etc.
DETAILED TARGET:	Initial VET is directed, firstly, to the young people but is open to adults who want to obtain the appropriate academic qualifications within the concept of lifelong learning. Learners that fulfill the following requirements can access to these studies: a) To be over fifteen years old, or will be during the current calendar year, and no more than seventeen years of age at the time of access to or during the natural year. b) Have completed the first cycle of Compulsory Secondary Education or, exceptionally, have completed the second year of Compulsory Secondary Education. c) In addition, the educational authorities may bid initial VET cycles for individuals that not meet the previous requirements for improving employability. Training can be complete or modular.

DETAILED CONTENTS:	Training cycles of initial VET include the following professional modules:
	a) Modules associated to competency units of the National Catalogue of Professional Qualifications
	b) Associated modules that guarantee the adquisition of competences for lifelong learning:
	b.1 Communication and Society modules in which the following subjects are included:
	    1.ª Spanish language.
	    2.ª Foreign language.
	    3.ª Social Sciences.
	    4.ª Where applicable, co-official language.
	b.2 Applied Sciences modules with the following subjects:
	1. Mathematics applied to personal context and work field.
	2. Applied Sciences targeted to personal context and work field.
	c) Training module in the workplace.
	
	Transversal competences and content:

<table>
<tbody>
<tr>
<td></td>
<td>

1. All training courses in initial VET will contain transversely training in aspects such as teamwork, labour risk prevention, entrepreneurship, entrepreneurial activity and guidance of learners, who will have as reference materials and contents of basic education and the demands of labour market.
2. Moreover, aspects of the skills and knowledge related to respect for the environment and the promotion of physical activity and healthy diet will be included.
3. Additional treatment will have cross-competences related to reading comprehension, oral and written expression, audiovisual communication, TICs and Civic and Constitutional Education.
4. Education authorities will promote the development of gender equality and prevention of gender violence and values that foster the principle of equal treatment and non-discrimination on any condition or personal or social circumstance, especially in relation to the rights of people with disabilities. It will be also promote the learning of values that underpin freedom, justice, equality, political pluralism, peace and respect for human rights and against terrorist violence, pluralism, respect for the rule of law, respect and consideration for the victims of terrorism and the prevention of terrorism and all types of violence.

More specifically training modules and estimated hours are the following:
- Data processing (255 h.)
- Basic office software (220 h.)
- Basic management techniques (195 h.)
- Archiving and communication (130 h.)
- Customer service (65 h.)
- Order preparation and sales (110 h.)
- Applied Sciences I (160 h.)
- Applied Sciences II (160 h.)
- Communication and Society I (160 h.)
- Communication and Society II (190 h.)
- Training in the workplace. (200 h.)

</td>
</tr>
<tr>
<td>TRAINING METHODOLOGY:</td>
<td>

The teachings will be flexible for adapting to different students situations. The methodology will have a holistic nature and tend to integrate skills and content between the different professional modules included in the diploma. The methodology will be adapted to the needs of students and the progressive acquisition of competences on lifelong learning, to provide each student the transition to active and civic life or/and its continuity in the educational system.

The development of inherent values of equal treatment and non-discrimination by any condition or personal or social circumstance, with particular attention to gender equality, prevention of gender-based violence, and respect for the rights of people with disabilities will be promoted. Attention to diversity is also present.

</td>
</tr>
<tr>
<td>DURATION:</td>
<td>Two years course, over 2000 h total</td>
</tr>
<tr>
<td>WEBSITE:</td>
<td>http://www.boe.es/boe/dias/2014/03/05/pdfs/BOE-A-2014-2360.pdf</td>
</tr>
<tr>
<td>CONTACT:</td>
<td>N/A</td>
</tr>
<tr>
<td>WHY YOU CHOOSE IT:</td>
<td>It's the initial VET that fully collects the different KCs.</td>
</tr>
</tbody>
</table>

NAME OF THE TRAINING:

INTERMEDIATE LEVEL "ADMINISTRATIVE MANAGEMENT ASSISTANT"

GRADO MEDIO TÉCNICO EN GESTIÓN ADMINISTRATIVA

REFERENCE 2:

GENERAL AIM	The overall goal is to prepare learners for professional activity in the field of the certification, providing a versatile training to enable them to adapt to business changes that may occur throughout their working life. It corresponds to the EQF 3 and 4, intermediate VET level. In general, this curriculum prepare learners for: • Performing tasks that implied handling tools and applying techniques that require relatively modest levels of skills. It requires technical and scientific knowledge of the activity, application of capabilities and understanding of the process. • Achieving all those attitudes that enable students to adapt to the present and future work situations and take responsibility for a particular profession. This technical and practical training leads to an intermediate degree that prepares learners for intermediate management tasks. Graduates obtain the necessary skills to perform the technical work required for the profession.
SPECIFIC AIMS:	The general competence of this diploma involves administrative support activities in the work sphere, accounting, business, financial and tax matters, as well as customer/user service, both in public and private companies, applying current legislation and quality protocols, ensuring customer satisfaction and acting on rules of risk prevention and environmental protection. This accreditation enables for the performance of administrative assistant, office assistant, administrative personnel management, receptionist, customer service clerk, etc.
DETAILLED TARGET:	All those individuals who meet the following requirements: • To hold Secondary Education Graduate Certificate. • To hold a Technical degree or Technical Assistant Certificate • Have passed the entrance exam of intermediate VET cycle.
DETAILLED CONTENTS:	The structure of the training cycle is: • Business Communication and customer service (198 h.) • Sale and purchase administrative operations (165 h.) • IT Information Processing (297 h.) • Accountancy (165 h.) • HR administrative management (100 h.) • Processing of accounting documents (100 h.) • English (66 h.) • Auxiliary operations of cash management (140 h.) • Business and Administration (80 h.) • Business in the classroom (140 h.) • Training and guidance (99 h.) • Training in the workplace (400 h.) Unlike the initial VET, transversal competences or those related to lifelong learning are not defined in the intermediate VET.
TRAINING METHODOLOGY:	It's not defined, open to VET organization training methodology.
DURATION:	Two years course, over 2000 h total
WEBSITE:	http://boc.cantabria.es/boces/verAnuncioAction.do?idAnuBlob=191847
CONTACT:	N/A
WHY YOU CHOOSE IT:	The curriculum of intermediate technician in Administrative management is the compulsory training that corresponds with EQF level targeted in PR-ERF project. In this curriculum is observed the lack of development of KC6 and 8 adapted to EQF level 4.

NAME OF THE TRAINING:

OCCUPATIONAL APTITUDE CERTIFICATE "ADMINISTRATIVE MANAGEMENT ACTIVITIES IN RELATION WITH CUSTOMER"

CERTIFICADO DE PROFESIONALIDAD ACTIVIDADES ADMINISTRATIVAS EN RELACIÓN CON EL CLIENTE

REFERENCE 3:

GENERAL AIM	Occupational Aptitude Certificates are instruments to acquire official accreditation that certifies a worker to be in possession of a body of knowledge, skills and competences to perform a job. Are official and valid throughout the national territory. The title that certifies competences is issued by the National Public Employment Service (SEPES) or the Regional Employment or Educational Services.
SPECIFIC AIMS:	To carry out operations in reception and support to administrative and management areas derived from public relations or customer service, internal or external, with quality of service within their scope and responsibility, using computer and telematic means, and if necessary one foreign language, and implementing internal procedures and regulations.
DETAILLED TARGET:	Workers performing a job without formal qualifications or professional accreditation. Young people with similar qualifications or with other professional certificates can access to this program also.

DETAILLED CONTENTS:	Units of competence to be achieved by this program are the following:
	• Handle office software in information and documentation management.
	• Receive and process internal and external communications.
	• Perform administrative tasks of the business process.
	• Entering data and texts on computer terminals in safety, quality and efficiency.
	• Communicate in a foreign language with an independent user-level in administrative management of customer service.
	• Management of company files, -hard copy or computerised form.
	
	And for this the following content modules are developed:
	- Data recording (90 h.).
	- Reception and communication techniques (90 h.)
	- Administrative business operations (160 h.)
	   o Customer service in business process (40 h.)
	   o Administrative management of business process (80 h.)
	   o Software applications on business management (40 h.)
	- Foreign language for customer service (90 h.)
	- File management (60 h.)
	- Office software (190 h.)
	   o Operating system, search for information: Internet / Intranet and Email. (30 h.)
	   o Software for word processing. (30 h.)
	   o Software for spreadsheet. (50 h.)
	   o Software for relational databases. (50 h.)
	   o Software for presentations: information charts. (30 h.)
	- Training in the workplace (120 h.)

TRAINING METHODOLOGY:	Is not defined, open to VET organization training methodology. Except for the number of in-class and online hours.
DURATION:	680 class hours + 120 h. practical training period
WEBSITE:	http://www.boe.es/diario_boe/txt.php?id=BOE-A-2009-15054
CONTACT:	N/A
WHY YOU CHOOSE IT:	Occupational Aptitude Certificates are aimed, primarily, at adults who have spent years working with the level of skills required but have no degree or accreditation.

The Occupational Aptitude Certificate is an official document certifying the professional competence of its owner. It's valid at National level and is the instrument of formal accreditation of qualifications set out in the National Catalogue of Professional Qualifications in the area of labour administration.

It also corresponds with professional competences of the diplomas delivered by the Ministry of Education. However, it is not an academic degree and therefore does not give access to studies of the educational system (training courses and / or college), as in the case of initial or intermediate VET.

This certificate was chosen, firstly because it's the official way for acreditation of skills out of VET training, and secondly because of its relationship with the profile of personal assistant and it clearly reflects the lack of certain key competences from the official text that regulates this training, it's even said that learners have to acquire this competences before the access to the training, but it's not said how or where.

It can be noted how at the official level, there is a recognition of KC 6 and 8 at initial VET that corresponds to EQF levels 1 and 2 but afterwards, at higher levels, there is no translation of the KCs. Similarly, it is seen that KC 6 and 8 are not present in programs for training adults such this certificates.

NAME OF THE TRAINING:

OCCUPATIONAL APTITUDE CERTIFICATE "AUXILIARY AND GENERAL ADMINISTRATIVE MANAGEMENT ACTIVITIES"

CERTIFICADO DE PROFESIONALIDAD OPERACIONES AUXILIARES ADMINISTRATIVAS Y GENERALES

REFERENCE 4:

GENERAL AIM	Occupational Aptitude Certificates are instruments to acquire official accreditation that certifies a worker to be in possession of a body of knowledge, skills and competences to perform a job. Are official and valid throughout the national territory. The title that certifies competences is issued by the National Public Employment Service (SEPES) or the Regional Employment or Educational Services.
SPECIFIC AIMS:	To distribute, and transmit the information and documentation required in administrative and management task, internal and external, and perform elementary data and documents verification procedures at the request of senior technicians effectively, in accordance with instructions or procedures established.
DETAILLED TARGET:	Workers performing a job without formal qualifications or professional accreditation. Young people with similar qualifications or other professional certificates can access to this program also.

DETAILLED CONTENTS:	Units of Competence to be achieved by this program are the following:
	• Perform and integrate operations of basic administrative support.
	• Transmit and receive operating information in routine procedures with external stakeholders of the organization.
	• Perform auxiliary operations of reproducing and archiving documents in conventional or electronic media.
	
	And for this the following content modules are developed:
	- Basic administrative office skills, 150 h.
	   o Business Organization and HR, 30 h.
	   o Auxiliary management of mail and package in the business, 30 h.
	   o Auxiliary management of economic-administrative and commercial documentation, 90 h.
	- Basic communication guidelines, 120 h
	   o Communication in business relations, 50 h
	   o Business written and oral communication, 70 h.
	- Reproducing and archiving 120 h.
	   o Auxiliary management of files, hard copy or computerised form, 60 h.
	   o Auxiliary management of reproducing documentation, hard copy or computerised form, 60 h.
	- Professional practices of administrative management activities. 40 h.

TRAINING METHODOLOGY:	It's not defined, open to VET organization training methodology. Except for the number of in-class and online hours.
DURATION:	390 class hours + 40 h practical training period.
WEBSITE:	http://www.boe.es/diario_boe/txt.php?id=BOE-A-2011-9930
CONTACT:	N/A
WHY YOU CHOOSE IT:	For the same reasons mentioned in reference 3.

NAME OF THE TRAINING:

OCCUPATIONAL APTITUDE CERTIFICATE "ADMINISTRATIVE MANAGEMENT ACTIVITIES"

CERTIFICADO DE PROFESIONALIDAD ACTIVIDADES DE GESTIÓN ADMINISTRATIVA

REFERENCE 5:

GENERAL AIM	Occupational Aptitude Certificates are instruments to acquire official accreditation that certifies a worker to be in possession of a body of knowledge, skills and competences to perform a job. Are official and valid throughout the national territory. The title that certifies competences is issued by the National Public Employment Service (SEPES) or the Regional Employment or Educational Services.
SPECIFIC AIMS:	To carry out operations in the administrative management area of purchase and sale of products and services, cash management and human resources. As well as the introduction of predefined accounting records, after obtaining and processing, and storage of information and documentation required by appropriate conventional or computerised form. Accomplished this task following instructions defined, in safety conditions, compliance with applicable regulations and according to quality criteria defined by the organization.
DETAILLED TARGET:	Workers performing a job without formal qualifications or professional accreditation. Young people with similar qualifications or other professional certificates can access to this program also.
DETAILLED CONTENTS:	Units of Competence to be achieved by this program are the following: • Perform administrative tasks of the business process. • Perform cash flow administrative tasks. • Provide administrative support to human resources area. • Perform accounting records. • Entering data and texts on computer terminals in safety conditions, quality and efficiency. • Manage organization files in conventional and computerised support. • Manage office applications in information and documentation management And for this, the following content modules are developed: - Commercial administrative operations (160 h.): • Customer service in the business process (40 h.). • Administrative management of the business process (80 h.). • Computer software for business management (40 h.) - Cash Management. (90 h.) - RH Auxiliary Management. (90 h.) - Accounting records. (120 h.) • General Accounting Plan. (90 h.) • Accounting Software Applications. (30 h.) - Data Recording. (90 h.) - File Management. (60 h.) - Office Software. (190 h.) • Operating system, search for information: Internet / Intranet and Email. (30 h.) • Software for word processing. (30 h.) • Software for spreadsheet. (50 h.) • Software for relational databases. (50 h.) • Software for presentations: information charts. (30 h.) - Professional practices of administrative management activities. (80 h.)
TRAINING METHODOLOGY:	It's not defined, open to VET organization training methodology. Except for the number of in-class and online hours.
DURATION:	800 class hours + 80 h. practical training period.
WEBSITE:	http://www.boe.es/diario_boe/txt.php?id=BOE-A-2011-9930

CONTACT:	N/A
WHY YOU CHOOSE IT:	For the same reasons mentioned in reference 3.

3. RECOMMENDATIONS BY STAKEHOLDERS

1. **Please describe shortly the main recommendations of the stakeholders in regards to curriculum for the Key Competences (Please describe only those key competences you are responsible for).**

In general terms, stakeholder's opinion about KC 6 and 8 is positive although they are seen as an extra work regarding the training curriculum of Personal Assistant. The official training has many hours and a lot of content and, for that, it would be difficult to insert a new training module in the program.

For that reason, stakeholders insist that KC training should be a set of methods and exercises to enable the acquisition of KC 6 and 8 skills more than a complete training curriculum. They suggest that this package can collect activities for puting into practice the KC' skills (role playing, group outings for visiting institutions, promoting social volunteering and personal and corporate social responsibility, etc..).

It is also proposed that it should be transversely related with other materials and provide additional exercises or examples to formal curriculum. This means that the activities should complement other training modules from the point of view of KCs.

Regarding KC8, stakeholders believe that is more related to "general culture", that is important but not essential in EQF level 4. The comment is that this is something students should already have acquired in previous training. On the other hand, it is highlighted the possible relationship that may have between cultural awareness and expression and development of creativity, emotional intelligence and the capacity for innovation. This is considered a key to further professional development.

Finally, VET is oriented to labour market and it's pointed out the necessity of knowing employers assessment about KC 6 and 8 in the workplace.

2. **What main skills do stakeholders require from personal assistants in regards to the Key Competences? (Please describe only those key competences you are responsible for).**

Stakeholders stress that it is important for learners to have an open and constructive attitude, not only in a technical way, but also in relationships with coworkers and in solving problems that arise in dayly working. That is build through social and civic competences. Within the KC6, social competences are seen as more related to learning for work, instead civic competences are considered out of the scope of labour and more difficult to implement. Social competences are partially present in curriculum through the development of soft skills.

Some stakeholders have related civic competences with corporate social responsibility. The worker should have an awareness of personal social responsibility to implement sucessfully CSR guidelines.

Another comment is that It is seen as a hard to promote training in KCs 6 and 8, regarding aspects that seem distant to workplace at first sight ("If I'm working in customer service, which is the value to know the EU estructure of the Spanish Constitution?", for example). And this both for the students, who already have many teaching hours, and employers, who prefer that technical skills are reinforced. This is something that should resolve the PR-ERF training material: to raise awareness about what are the benefits and practical results to implement KC6 and 8 in the curriculum of personal assistant.

Talking about KC8 distant is even greater. KC8 skills are not seen as significant for job performance. The acknowledge of European heritage or the most important European works of art are not seen as important for personal assistant except if they work in cultural sector. It is supposed that this is something that has to be acquired in elementary education.

It's considered most appropriate the development of artistic expression in relation to graphic communications and company presentations but it is an aesthetic issue. It is appreciated creativity and innovation as an step or improved processes or products in the company.

3. Additional comments, if any.

Within the concept of personal assistant different degrees can be distinguished in the Spanish context. The personal assistant not only work directly for a "boss". In training terminology this personal assistant is a higher level and this is a universitary degree (EQF 5). The basic position is administrative assistant (EQF 1 and 2) and the training is Initial VET. In EQF levels 3 and 4, there is the Intermediate Cycle of Administrative Management (VET). Given that the results of the project are designed to develop a curriculum in line with the EQF level 4, the survey has been done with the last two profiles. Within labour market, personal assistants have the different qualifications mentioned and can work for a "boss" or in general administratives issues indistinctly.

The curriculums collected in the survey give an overview of the official teachings related to the profile of the assistant staff from levels 1 to 4. It can be observed how KC 6 and 8 are part of the curriculum in initial VET but once level increases they disappear or are only visible in a small part related to softskills. This is about the young recent graduates that will enter the labour market or continue in higher education.

Regarding the accreditation of skills in adults (Occupational Aptitude Certificate), it hapens the same (lack of KC when level increases) but even in the basic level are less training in softskills (KC6) and no training in KC8.

Programmes shown in this survey are those delivered by VET providers at national level. VET providers have to be licensed by the Ministry of Education or the National Public Employment Service so there are no differences among them. Contents and programmes developed are similar.

Along the interwiews it has been noted the need of developing a training material that implements in a practical way and with dailywork situations the different KCs, in order to make visible the importance of KC's in the job position and raise awarenes about their importance in all participants in the process: trainers, trainees and employers.

4. REFERENCE LIST

NATIONAL INSTITUTE FOR QUALIFICATIONS (INCUAL), NATIONAL SYSTEM FOR QUALIFICATIONS AND VOCATIONAL EDUCATION AND TRAINING (SNCFP) (*English)*:
- http://www.educacion.gob.es/educa/incual/ice_incual_ing.html

NATIONAL CATALOGUE OF PROFESSIONAL QUALIFICATIONS (CNCP) (*Spanish*):
- https://www.educacion.gob.es/iceextranet/bdqAction.do

Ministry of Education, Culture and Sport. Royal Decree 127/2014 of 28 February, by which specific aspects of the Basic Vocacional Training Training are regulated (*Spanish*):
- http://www.boe.es/boe/dias/2014/03/05/pdfs/BOE-A-2014-2360.pdf

Regional Ministry of Education, Culture and Sport. Order EDU/82/2010 of 24 November, by establishing the training curriculum for the Intermediate cycle of Administrative Management title in the Autonomous Community of Cantabria (*Spanish*):
- http://boc.cantabria.es/boces/verAnuncioAction.do?idAnuBlob=191847

Royal Decree 1210/2009 of 17 July and Royal Decree 645/2011, de 9 de mayo, that establish Occupational Aptitude Certificates of the professional family Administration and Management (*Spanish*):
- http://www.boe.es/diario_boe/txt.php?id=BOE-A-2009-15054
- http://www.boe.es/diario_boe/txt.php?id=BOE-A-2011-9930