BOO STRESS

Boosting the skills of youth to deal with stress at work

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BooStress Skills Assessment

Recognition and Validation Tools [IO4]

STRESS LEVEL

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Introduction to the Handbook

This document represents the fourth Intellectual Output to be produced for the Erasmus+ project, 'Boosting the skills of youth to deal with stress at work' [BooStress]. The purpose of this handbook is to provide information to educators, trainers, HR professionals, managers and employers about available tools and resources which they can use so as to assess and validate the learning of young employees in their organisations and businesses, who have completed the BooStress training package. It is envisaged that by using the information and resources contained in this handbook, that trainers, managers and HR professionals will better understand the following European tools that can be used for the recognition and validation of learning, and that they will be able to apply this knowledge to develop assessment techniques that are suitable to employees in their own organisations. The tools which will be profiled in this handbook include European Qualifications Framework (EQF), European Credit system for Vocational Education and Training (ECVET), EU Quality Assurance in Vocational Education and Training (EQAVET), Europass and Youth Pass.

In addition to profiling these European tools, and relating these tools to the BooStress training package, this handbook also provides a series of templates, assessment and self-assessment exercises which HR professionals, managers, employers and trainers can apply in their work with young employees to validate their learning through the BooStress training package. This suite of templates and resources can be accessed in the appendices of this handbook.

European Qualifications Framework (EQF)

The European Qualifications Framework (EQF) "is a common European reference framework which links countries' qualifications systems together, acting as a translation device to make qualifications more readable and understandable across different countries and systems in Europe" (European Commission, 2008). It is a translation tool that helps communication and comparison between qualifications systems in Europe.

The EQF was established to support one of the primary goals of the European Union; the free movement of people in Europe. The interpretation and recognition of diplomas and certificates issued in the different national education and training systems of the 28 Member States of the EU acted as a barrier to achieving this goal. For this reason, the EU developed a translation device to make national qualifications more readable in order to promote workers' and learners' mobility and facilitate their lifelong learning across Europe. This is the European Qualifications Framework for Lifelong Learning (European Commission, 2019).

The EQF helps to compare national qualifications systems and enable communication among them. At the core of the EQF are eight common European reference levels, which are described in learning outcomes: knowledge, skills and responsibility and autonomy acquired by the individual learner. This helps to clarify what a learner with a qualification related to the EQF knows, understands and is able to do. This approach also makes it possible to compare qualifications awarded through all types of

education and training from school education to academic, professional and vocational at each of its levels (European Commission, 2019).

The most important principle of the EQF is the learning outcomes approach. The learning outcomes approach shifts focus to what knowledge, skills and responsibility and autonomy the learner has acquired by the end of the learning process. Implementing the EQF requires that all qualifications that are related to the EQF, via national qualifications frameworks, are described in terms of learning outcomes. All participating countries - Member States, candidate countries and Liechtenstein and Norway - are voluntarily developing or implementing their own National Qualifications Frameworks (NQFs) based on learning outcomes.

Understanding the EQF

Each of the eight levels is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any system of qualifications.

Its eight common European reference levels are described in terms of learning outcomes: knowledge, skills and competences as detailed in the following table:

EQF Level	Knowledge	Skills	Responsibility and Autonomy
	In the context of EQF, knowledge is described as theoretical and/or factual.	*In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking), and practical (involving manual dexterity and the use of methods, materials, tools and instruments)*	*In the context of the EQF responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility*
Level 1	Basic general knowledge	Basic skills required to carry out simple tasks	Work or study under direct supervision in a structured context
Level 2	Basic factual knowledge of a field of work or study	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	Work or study under supervision with some autonomy
Level 3	Knowledge of facts, principles, processes and general concepts, in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems
Level 4	Factual and theoretical knowledge in broad	A range of cognitive and practical skills required to generate solutions to specific	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work

	contexts within a field of work or study	problems in a field of work or study	of others, taking some responsibility for the evaluation and improvement of work or study activities
Level 5	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
Level 6	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
Level 7	Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research Critical awareness of knowledge issues in a field and at the interface between different fields	Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
Level 8	Knowledge at the most advanced frontier of a field of work or study and at the interface between fields	The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

As well as being a framework or series of frameworks, the European Qualification Framework offers a wide range of transparency instruments, supporting tools and initiatives that all aim to foster the mobility of people and facilitate the comparability of skills, knowledge and competences. These tools include ECVET, EQAVET, Europass and Youth Pass, which will also be introduced later in the Catalogue; but they also include the European Credit Transfer System (ECTS), Euroguidance, and a range of other tools aimed at enhancing the mobility of a wide cohort of people, from different economic sectors and industries and at a range of educational levels.

It is important to stress at this point that while there are a range of tools and resources which target different people with different skills from different countries, and aims to allow them to travel, study and work freely across Europe, the European Qualifications Framework is the blueprint for the development of these tools. It is the primary reference tool for education in Europe as it represents all levels of education in all countries which use it. It is the fulcrum for relating qualifications across countries borders, and so it acts as the legend or key which makes sense of these transparency tools; it is perhaps the most important and most commonly utilised of these tools which educators, HR professionals and employers should familiarise themselves with.

EQF and BooStress

In developing the BooStress training package, project partners were mindful of ensuring that the produced learning content is benchmarked to the EQF. As such, following the research and needs assessment phase of the project, partners assessed that based on the identified training needs and prior educational levels of the young employees we are targeting with these materials, that benchmarking the BooStress training package to EQF level 5 would be most appropriate to our target audience. All materials developed by the BooStress project team can therefore be assessed with reference to the following EQF descriptors:

Knowledge	Skills	Responsibility and Autonomy
On completion of the BooStress training package, learners will have achieved:		
Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Ability to exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others

With this descriptor in mind, BooStress project partners have developed a set of assessment questions that should be completed by learners at the end of each online module. These assessment questions are benchmarked to the standards described at EQF level 5, and can be accessed through the BooStress e-learning platform: www.boostress.eu/en/e-learning.

European Credit system for Vocational Education and Training

The European Credit system for Vocational Education and Training (ECVET) helps individuals who are trying to acquire a vocational education and training (VET) qualification to move between countries and gain access to lifelong learning. It does so by making it easier to transfer, to have recognised and to accumulate assessed learning outcomes (CEDEFOP, 2015).

ECVET achieves this transfer and recognition of VET by describing units of learning outcomes as parts of qualifications that can be assessed and validated. It gives an indication of the size of units and qualifications in ECVET points. ECVET also offers a framework for making learners more mobile and qualifications more portable. It does so by laying down principles and technical specifications and by making use of existing national legislation and regulations.

The aims of the European Credit system for Vocational Education and Training (ECVET) are to:

- make it easier for people to get validation and recognition of work-related skills and knowledge acquired in different systems and countries – so that they can count towards vocational qualifications;
- make it more attractive to move between different countries and learning environments;
- increase the compatibility between the different vocational education and training (VET) systems in place across Europe, and the qualifications they offer;
- increase the employability of VET graduates and the confidence of employers that each VET qualification requires specific skills and knowledge.

(European Commission, 2019)

ECVET aims to give people greater control over their individual learning experiences and make it easier to move between different countries and different learning environments. Under this system the validation, recognition and accumulation of work-related skills and knowledge acquired during a stay in another country or in different situations can be facilitated. It can ensure that these experiences contribute to vocational qualifications; and the compatibility between the different vocational education and training (VET) systems in place across Europe and their qualifications should be fostered.

The central criteria to assess and validate skills, competences and qualifications are an individual´s learning outcomes. Learners get credit points for their learning outcomes which can be transferred from one qualifications system to another and can also be accumulated over time, in different countries or in different situations. The system allows the possibility to develop common references for VET qualifications and is fully compatible with the European Credit Transfer and Accumulation System (ECTS).

Depending on education and national priorities the implementation of ECVET in EU Member States fulfils different purposes. In many situations ECVET acts as an aid or guide to defining and documenting learning which takes place in an exchange or as part of a period of study spent abroad, whereas in other contexts ECVET is being used as a tool to reform the vocational education and training system, by benchmarking awards and qualifications to the ECVET framework.

Understanding ECVET Learning Outcomes, Points and Credits

This section provides a brief introduction to the different components that make up the ECVET assessment package.

Learning Outcomes in ECVET

To implement ECVET it is necessary that qualifications are described using learning outcomes. Learning outcomes can then be grouped to create units. A unit is a component of a qualification, consisting of a coherent set of knowledge, skills and responsibility and autonomy that can be assessed and validated. Assessed learning outcomes constitute credit; credit is the basis for enabling the transfer between learning contexts and for the accumulation of learning outcomes.

In ECVET, learning outcomes are used as a basis for credit transfer and accumulation. Learning outcomes are not dependent on the learning process or the learning context in which they have been achieved and therefore it is possible to use them to identify whether what the learner has achieved in one learning setting or context is comparable to what s/he is expected to have achieved in another setting or context.

ECVET Points

ECVET points are a numerical representation of the overall weight of learning outcomes in a qualification and of the relative weight of units in relation to the qualification. Together with the descriptions of learning outcomes and information about the level of qualifications, ECVET points can support the understanding of a qualification. The number of ECVET points allocated to a qualification, together with other specifications, can indicate for example, that the scope of the qualification is narrow or broad.

The number of ECVET points allocated to a unit provides the learner with information concerning the relative weight of what s/he has accumulated already. It also provides the learner with information concerning what remains to be achieved.

ECVET Credits, Credit Transfer and Accumulation

Credit for learning outcomes designates individuals' learning outcomes which have been assessed and which can be accumulated towards a qualification or transferred to other learning programmes or qualifications. Credit refers to the fact that the learner has achieved the expected learning outcomes which have been assessed positively and the outcome of the assessment was documented in a personal transcript. Based on this documentation, other institutions can recognise learners' credit. Credit is a different concept than ECVET points.

- **Credit transfer** is the process through which learning outcomes achieved in one context can be considered in another context. Credit transfer is based on the processes of assessment, validation and recognition. In order to be transferred, learning outcomes must be assessed. The outcome of the assessment is recorded in a learners' personal transcript and constitutes credit. Based on the assessed outcomes the credit can be validated and recognised by another competent institution.

- **Credit accumulation** is a process through which learners can acquire qualifications progressively by successive assessments and validation of learning outcomes. Accumulation of

credit is decided by the competent institution responsible for the award of the qualification. When the learner has accumulated the credit required and when all the conditions for the award of the qualification are fulfilled, the learner is awarded the qualification.

In ECVET, accumulation is enabled using units of learning outcomes that can be progressively assessed, validated and recognised. It is based on qualification systems' rules and requirements on accumulation. These rules define which learning outcomes are accumulated towards which qualification and how they are assessed and validated.

ECVET and BooStress

In developing the BooStress training package, project partners developed the module content following a learning outcomes approach. As such, the BooStress training package has been developed to be aligned with the ECVET structures and quality standards. In the appendices of this handbook – Appendix I and II – you will find a set of self-assessment and validation exercises for young employees in your business or organisation to complete on their own first, and then to be validated by an employer or trainer. These templates have been generated based on the learning outcomes that were determined before the training materials were developed. As such, by positively assessing these learning outcomes with the individual young employee or learner, you can validate that the learning has been effective and that all outcomes have been achieved.

European Quality Assurance in Vocational Education and Training

The EU Quality Assurance in Vocational Education and Training tool is based on the 2009 Recommendation from the European Parliament and Council. The Recommendation invites Member States to use a series of indicative descriptors and indicators to support and develop their VET systems. This tool provides guidance on how to develop a quality assurance system and contains examples of different approaches used by Member States.

EQAVET (European Quality Assurance in Vocational Education and Training) is a European Quality Assurance Framework for vocational training. EQAVET adopted by EU member states in June 2009. The framework is based on a cycle of quality assurance and improvement that consists of four phases;

1. planning
2. implementation
3. assessment and evaluation
4. review and revision

EQAVET includes a range of indicators which are intended to support the evaluation and quality improvement of a country's vocational training. The indicators can also be used at regional and local level and should be used as a "toolbox" from which users can select the indicators that are considered most relevant to their quality assurance systems. The framework can also be connected to other European tools EQF and ECVET.

EQAVET and BooStress

When planning, developing and testing the learning materials contained in the BooStress training package, partners were careful to follow the model proposed by EQAVET to assure the quality of the learning content produced. As such, the BooStress training package has completed a series of pilot tests, evaluations and revisions based on the feedback from the primary target groups of the project – young employees and their employers.

In developing the content for the BooStress Curriculum and Toolbox (IO2), partners adapted the curriculum development process to be aligned to the EQAVET model of assuring quality in VET materials. As such, all BooStress partners adhered to the following process when planning, developing, testing and revising the content of their curriculum modules:

1. Analysis – Analyse the learning environment and learners' existing knowledge and skills, identify and define the learning problem/gap, identify the desirable outcome(s), identify any learning constraints and set the timeline for the project
2. Design - Establish the learning objectives, create content outlines and storyboards, determine content and assessment instruments select and apply appropriate instructional strategies

3. Development - Develop the e-learning modules based on the storyboards, content and learning materials prepared in the Design phase. Developers will integrate the modules into the online platform and conduct usability testing to improve each module's content and online learning environment.

4. Pilot Review - Distribute the modules content to target groups and experts. Test the content and receive feedback from indicative users and content experts.

5. Evaluation - Partners will collaborate in conducting formative evaluation throughout all stages of the project providing opportunities for feedback

To support the process of pilot review, revision and evaluation of the curriculum modules, CARDET prepared a specific evaluation rubric based on defined assessment criteria to guide the content review process. This rubric, presented as a checklist, was then first completed by the project partners who were responsible for developing the module content. All partners completed the review for at least 1 module, and CARDET completed the review for their 2 modules. After the internal review by partners, researchers in each partner organisation distributed the checklist, a description of their module (outline) and the PowerPoint slides containing the content for the module for the review of at least 1 module to at least 1 target group member & 1 stakeholder or expert in their countries. Ideally, these individuals would also have been involved in the focus group sessions that informed the development of the research and the eBook produced by the project team. For this review process, Caminos reviewed module 1; FIPL reviewed module 2; and CARDET reviewed modules 3 & 4. Once the feedback was received from all project staff, target group members, stakeholders and experts in each country, the content of the curriculum modules was reviewed and revised in line with their suggestions. This measure helped to ensure that the content of the BooStress Curriculum was targeted and relevant to the needs of our target groups, namely: young employees, educators, managers and employers.

The EQAVET model was also applied to the evaluation and revision of the BooStress Multifunctional and Interactive Platform (IO3). The review process conducted for the online platform was completed in two stages – first the platform was tested with BooStress project staff to uncover mistakes, errors and bugs in how the content was presented online. This internal testing was completed in two phases, by first completing a functionality testing of the platform and then also completing a usability test. During this internal testing phase, project staff in each organisation tested the functionality and usability of the platform to test how the new tools developed have been integrated into the platform, and also testing the user interface for the eLearning platform, as well. For this testing, partners were able to leave comments on specific areas and content that needed to be changed, and this feedback was then delivered to web developers in CARDET who made the necessary revisions. In the second stage of the testing, BooStress partners involved 5 target group members and 5 stakeholders to complete the same testing of the functionality and usability of the online platform. This testing was completed by 10 target group members and 10 stakeholders in Cyprus. For this pilot review phase, CARDET created a set of evaluation rubrics which were applied to the external pilot review participants to elicit their feedback. Once all of the comments were received by CARDET, a second phase of revisions to the content and functioning of the e-learning platform was completed.

Through these piloting and revision activities for both the BooStress Curriculum and the Online Platform, the BooStress training package has been specifically tailored to the needs and preferences of young employees and has been positively evaluated by this target group as being effective in supporting them to manage their stress in the workplace.

Additional European Assessment Tools

The following European transparency and assessment tools are included here as a guide for educators, employers and HR professionals who are interested in supporting young employees to complete a period of training or work abroad, and who would like to use these tools to assess the learning which they achieve on their stay abroad. These tools are also useful for employers and HR professionals who seek to recruit candidates from abroad, as they help to validate the qualifications and experiences attained by candidates from other European countries.

These tools were not directly use in planning or developing the content for the BooStress training package; however, on completion of the BooStress training, we encourage young employees, perhaps with the support of their employer, to complete the Europass Skills Passport with the learning they have achieved through the BooStress online programme, as a means of recognizing what they have learned and presenting their new stress management skills to colleagues, clients and potential employers in the future.

Europass

Europass is one of the most useful of all EU transparency tools for educators, employers and HR professionals, as it has been developed with the intention of getting Europe's population moving; supporting individuals to work and learn abroad and to have their qualifications and experience recognised and understood no matter where they go in Europe. Europass consists of five documents to help make an individual's skills and qualifications clearly and easily understood an all EU Member States. These include:

- Curriculum Vitae & European Skills Passport: The CV helps jobseekers to present their academic, training and professionals' achievements effectively and clearly when applying for a job. This template allows jobseekers to promote their skills and competences, meaning that by using this template their CV is more readable in responding to the core competencies listed in a job advertisement. The European Skills Passport is an online portfolio where individual learners and jobseekers can create an account online and gather information and supporting evidence to present a comprehensive picture of the skills and qualifications that they have acquired throughout their careers. As such, the ESP helps individuals to document and validate the learning they have completed, and to provide direct supporting evidence for their achievements to potential employers. The ESP can also be used as an electronic portfolio that holds other Europass Documents, such as the Europass CV, Language Passport and Certificate and Diploma Supplements. As well as professional references from previous employers, exam transcripts, copies of degrees and certificates, etc. Following the completion of the BooStress training, we would encourage all learners to update their ESP once they have completed the self-evaluation and self-validation exercises.

- Europass Mobility: The Mobility document helps individuals to describe a period they have spent abroad for education and training; it can also be used to describe volunteering work or work placements completed in another European country. This resource is of most use to employers or HR managers if they are planning to send employees abroad to complete training and they want a document to record the skills and informal qualifications they have acquired in another EU country.

- The Language Passport: The Language Passport is a self-assessment document where you can describe your level of competence in a foreign language. This is linked to the Common European Framework Reference for Languages (CEFR), as those who complete the Passport template are asked to choose their level of language proficiency based on the CEFR's six levels.

- Certificate Supplement: This document describes the knowledge and skills acquired by holders of vocational education and training certificates, providing they have achieved the VET qualification abroad. It is linked to the ECVET model and allows individuals to describe their skills and competences following this training.

- Diploma Supplement: The Diploma Supplement describes the knowledge and skills acquired by graduates of higher education. It offers employers more detail regarding what potential employees covered when completing their course at third-level and is linked to the ECTS model.

Europass makes the comparison of skills, competences and qualifications in different countries and different organisations possible. It was designed to help citizens of Europe to communicate their skills and qualifications effectively when looking for a job or training opportunity and also to help employers understand the skills and qualifications of the European workforce. It has limited application in the assessment, recognition and validation of the BooStress training package; however, it may be useful for young employees who complete the training to update their Europass CV and European Skills Passport to reflect the learning they have completed.

Youth Pass

Youth Pass is a recognition and validation tool that can be applied to learning completed on youth exchanges abroad or as part of a youth work project. While it is not specifically relevant to the BooStress project, where young people complete a training programme or project abroad, they are entitled to apply for a Youth Pass Certificate to validate their learning. The Youth Pass Certificate provides individual young people with the opportunity to describe what they have done to complete their project, what learning they have achieved and what competences they have acquired through this experience. Youth Pass specifically aims to recognise the non-formal learning opportunities that are presented to young people through youth projects and youth exchanges abroad.

The Youth Pass Certificate comprises three sections, as follows:

- **Section 1** is signed by the legal representative of the sending institution or organisation. In the case where the young employee engaged in BooStress is completing a mobility abroad, this section will be completed by their employer. This section provides a brief overview of the training being completed abroad, the aims of the training and the value of the activity to the individual young person and to the sending organisation.

- **Section 2** is then signed by the young employee's line manager. This section will provide background information on the employee's competence to date, their educational background, their employment record and what they hope to achieve from the mobility.

- **Section 3** is then signed by the individual young person after they have completed their training abroad. This section provides young people with an opportunity to reflect on the learning they have achieved abroad, to describe the added value of the experience to them and if they have achieved competence in the framework of the 8 European Key Competences for Lifelong Learning, they can mention it here.

For more information on Youth Pass, there is a Youth Pass Guide that is available on their website. The Guide provides background information and support material to implement Youth Pass, and can be accessed at this link:

https://www.youthpass.eu/downloads/13-62-64/Youthpass%20Guide%2018-10-2011.pdf

Guidance Notes for using the BooStress Self-Assessment Exercises

Now that you have an overview of the key European tools and resources that were used to inform the development and assure the quality of the BooStress training package, the next step is to review the assessment tools that have been developed that will help you to assess, recognise and validate the learning completed by young people in your education institution, organisation or business.

In the appendices of this handbook, you will find a set of self-evaluation and self-validation rubrics and exercises that can be completed with young employees who have reached the end of a particular module in the BooStress programme, or those who have completed the full training package for BooStress. These rubrics and exercises have been developed based on the learning outcomes the four modules in the BooStress training package and is in keeping with the ECVET model of recognizing learning completed, by validating the learning outcomes.

When designing an assessment mechanism to recognise and validate the learning completed by young people, educators, employers and HR professionals are welcome to adapt and alter the self-evaluation and self-validation assessments that are included in this handbook.

Self-assessments were chosen as the most suitable means of assessment for the BooStress training package for several reasons. Firstly, as this course is not being accredited, it does not require formal assessment structures. Secondly, as the course materials are available online without a teacher to complete assessments, supporting learners to complete self-assessments seemed more appropriate than expecting employers to deliver the training in-house to complete a formal assessment. The advantage of the BooStress training package for employers is that it is available to complete fully online and on mobile devices, so that young employees can develop their stress management skills at a time that is convenient to them; meaning that they do not have to take time off at the employer's expense to learn stress management skills. As such, it is important that this selling point of the BooStress training package is retained during the assessment of the learning. Finally, self-assessments were chosen because managing stress, identifying triggers, addressing stressors and developing coping mechanisms are introverted topics, so a self-assessment is more appropriate for the individual employees because they can complete the assessments on their own.

When applying the assessments with young employees, educators, employers and HR professionals should bear in mind that the self-evaluation rubrics will provide them with a quantitative assessment of the skills achieved, with young employees completing a rating scale of competences achieved. Whereas, the self-validation exercises will provide them with a qualitative assessment of the learning completed, with young employees prompted to provide examples of competences they have attached.

To use these self-evaluation and self-validation assessments with young people, educators, HR professionals and employers should first instruct the young person to complete the BooStress training package, or one particular module based on their needs and preferences, and then to complete the self-evaluation and self-validation template for the respective module, or for all four modules if they complete the entire BooStress training package.

To complete the self-evaluation rubric, young people to review the list of learning outcomes, and decide on a scale of 1 to 5, where 1 represents 'strongly disagree' and 5 represents 'strongly agree', to what extent they agree that they have achieved each of the learning outcomes listed. Once they have completed their rating, the young employee is then advised to sit down with their educator, employer

or HR manager, to discuss their self-evaluation scores. Following this meeting, the educator, employer or HR manager should review the scores in detail and provide a comment or counter-score to validate the learning that has been completed. If the educator, employer or HR manager feels that the young person has not fully achieved the learning outcome, they can meet once again to discuss the rating and to suggest that certain units or modules are re-visited by the young employee to improve their competence in that area. This exercise can be discussed at performance appraisals.

To complete the self-validation exercise, young people are similarly invited to complete one full module online, or the complete BooStress training package if possible, first. Once they have completed their chosen training content, they should review the learning outcomes that are listed in the self-validation exercise for their respective module(s). For each of the learning outcomes listed on the self-assessment sheet, young employees are tasked with providing an example showing how you they have achieved the respective learning outcome and how they have applied their learning to help them to manage stress in the workplace. The young employee should provide examples for as many learning outcomes as possible, before sharing their self-validation with their educator, employer or HR manager. Again, the pair should meet to discuss the examples provided, and the superior should validate the learning outcomes achieved. Once this has been completed, the self-validation could highlight areas where the young person requires additional training and support to enhance their stress management skills. As such, this template could be useful in a performance appraisal interview with young employees, to assess what additional supports they may need.

Once the self-evaluation and self-validation templates are completed, the young employee is encouraged to add their new learning to their European Skills Passport, and employers and HR managers should retain a copy of the assessments for their personnel file.

Glossary

- **European Qualifications Framework:** The European Qualifications Framework is a common European reference framework which links countries' qualifications systems together, acting as a translation device to make qualifications more readable and understandable across different countries and systems in Europe.

- **European Credit system for Vocational Education and Training:** ECVET is designed to facilitate the transfer, accumulation and recognition of people's learning outcomes, from one VET system to another, or from an informal learning situation to a formal learning context. It is based on the division of qualifications into units and on the description of learning outcomes of each unit using the three descriptors of EQF; knowledge, skills, and competences, making clear the EQF level of reference.

- **European Quality Assurance in Vocational Education and Training:** EQAVET is a community of practice bringing together Member States, Social Partners and the European Commission to promote European collaboration in developing and improving quality assurance in VET by using the European Quality Assurance Reference Framework.

- **Europass:** Europass is a new initiative which aims to help people make their skills and qualifications clearly and easily understood in Europe, thus facilitating the mobility of both learners and workers.

- **Learning Outcomes:** Learning outcomes are statements of what a learner knows, understands and can do on completion of a learning process

- **Credit:** Credit for learning outcomes (i.e. credit) designates individuals' learning outcomes which have been assessed and which can be accumulated towards a qualification or transferred to other learning programmes or qualifications.

- **Unit:** A unit is a component of a qualification, consisting of a coherent set of knowledge, skills and competence that can be assessed and validated

- **Memorandum of Understanding:** A Memorandum of Understanding is an agreement between competent institutions which sets the framework for credit transfer. It formalises the ECVET partnership by stating the mutual acceptance of the status and procedures of competent institutions involved.

- **Learning Agreement:** A learning agreement is an individualised document which sets out the conditions for a specific mobility period. It specifies, for a learner, which learning outcomes and units should be achieved together with the associated ECVET points.

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Appendices

The following sections provide the templates for educators, employers and HR professionals to apply to assess that the learning outcomes set for the BooStress training package have been achieved by young people completing the online course.

Appendix I – Self-evaluation Rubrics for Modules 1 to 4

Module 1 - Identify stressors and access of associated risks for work related stress

Self-Assessment Questions	Strongly Disagree	Disagree	Average	Agree	Strongly Agree	Trainer Rating & Comments
	1	2	3	4	5	
Module 1: I feel I have achieved the following learning:						
I understand what stress load means						
I can recognise the negative consequences of stress load						
I can recognise the need for positive design of the work place and conditions to minimize and prevent work-related health and safety hazards in the organisation						
I understand that an assessment of causes is a first step in the right direction towards improving the situation at the workplace, bringing advantages for both employer and employee						
I can differentiate between various methods and their objectives						
I can choose the right method to evaluate and subsequently address the burden of stress at the workplace						

I understand what this online training is about and how it can be used						
I can analyse their personal working conditions regarding organisation and time management						
I can identify potential stressors on their working place regarding management of work and worktime						
I can identify potential solutions to reduce, minimize or avoid potential stressors or in case they cannot solve the problem on their own,						
I know where to access further information/training						
I can identify potential stressors related to the spatial layout of my workplace						
I can identify potential stressors related to the equipment of my workplace						
I can identify potential stressors related to other tools available						
I can identify potential solutions to reduce, minimize or avoid potential stressors or in case I cannot solve the problem on my own.						
I can identify potential stressors regarding professional relationships.						
I can identify potential stressors regarding motivational issues						
I can identify potential stressors regarding educational issues and lack of information.						

Module 2 – Understanding your stressors, developing coping strategies and identifying your training needs

Self-Assessment Questions	Strongly Disagree	Disagree	Average	Agree	Strongly Agree	Trainer Rating & Comments
	1	2	3	4	5	
Module 2: I feel I have achieved the following learning:						
I understand the signs and symptoms of my own stressors						
I can list the common sources of workplace stress						
I can list the common signs and symptoms of workplace stress						
I recognize when I am experiencing stress						
I understand some common techniques for managing stress						
I can practice breathing techniques to overcome acute stress						
I can practice positive thinking as a means of preventing stress						
I feel I am better able to develop my own coping techniques to manage my personal stress						
I can use time management techniques in work						
I can practice task management techniques in work						
I feel I am better able to develop strategies to overcome my work-place stress						
I can understand what I can change with additional training and what I cannot change.						
I can undertake a self-reflection exercise to identify my own training needs						

Module 3 – Recognize the need for comprehensive approach to prevent or addresses work related stress problem

Self-Assessment Questions	Strongly Disagree	Disagree	Average	Agree	Strongly Agree	Trainer Rating & Comments
	1	2	3	4	5	
Module 3: I feel I have achieved the following learning:						
I can recognise the need in order to develop a comprehensive approach to prevent or address problems deriving from stress at work.						
I know how an event is perceived as stressor event.						
I am aware of my usual personal reaction to stress.						
I can recognise if the stress at work represents a danger or opportunity?						
I can recognise when the stress at work represents a danger or opportunity?						
I can recognise why the stress at work represents a danger or opportunity?						
I can implement appropriate control strategies.						
I can recognise the stressful situation at work.						
I understand how the pessimistic and the optimistic ways of thinking can affect our work outputs						
I recognise what can be done to help employees that are feeling helpless in their working environment						
I can evaluate and develop a hierarchy of the 6 most stressful situation at work						

I can analyse the negative and positive stressors at work.						
I can cope with stressors						
I can analyse the primary appraisal (perception of a threat to well – being) and the secondary appraisal (Identify possible coping strategies)						
I can recognise the biological factors of stress.						
I can describe the biological factors of stress.						
I understand how to be physically fit.						
I can describe the process of fight or flight.						
I can recognise the behavioural factors of stress.						
I can describe the behavioural factors of stress.						
I can describe the Remove – Change – Accept technique.						
I can recognise the coping process.						
I know how to enhance my skills of positive behaviour adaptation, addressing the negative effects of stress at work						

Module 4 – Implementation of copies response based in individual needs

Self-Assessment Questions	Strongly Disagree	Disagree	Average	Agree	Strongly Agree	Trainer Rating & Comments
	1	2	3	4	5	
Module 4: I feel I have achieved the following learning:						
I can implement coping response according to my individual needs						
I can understand the link between stress and performance.						
I am aware of personal factors which affect my stress.						
I am aware of stress intervention techniques.						
I am aware of how I can assert myself in the work environment.						
I understand the link between good communication in work and stress management.						
I know how to resolve conflicts at work to reduce stress.						
I can recognise the link between time management and stress management.						
I can describe the fundamental attribution error associated with the work-related stress.						
I can describe the different ways of acting in order to remove the problem or the situation that causes stress at work – how to identify the problem						
I can generate alternatives, review the consequences, make a decision and evaluate the situation						
I can describe the basics of cognitive behavioural therapy.						

I can briefly describe the correlation between situation- thoughts- feelings- reaction (behaviour).						
I can evaluate my core beliefs.						Page | 25
I recognise how beliefs affect the stress at work.						
I recognise how beliefs affect my response to stress in work.						
I can examine six areas of my job and write down what is needed to be done.						
I can do a revaluation.						

Appendix II – Self-validation Exercises for Modules 1 to 4

Module 1 - Identify stressors and access of associated risks for work related stress

Self-Assessment Questions	Strongly Disagree	Disagree	Average	Agree	Strongly Agree	Trainer Rating & Comments
	1	2	3	4	5	
Module 1: I feel I have achieved the following learning, because…						
I understand what stress load means						
I can recognise the negative consequences of stress load						
I can recognise the need for positive design of the work place and conditions to minimize and prevent work-related health and safety hazards in the organisation						
I understand that an assessment of causes is a first step in the right direction towards improving the situation at the workplace, bringing advantages for both employer and employee						
I can differentiate between various methods and their objectives						
I can choose the right method to evaluate and subsequently address the burden of stress at the workplace						
I understand what this online training is about and how it can be used						
I can analyse their personal working conditions regarding organisation and time management						
I can identify potential stressors on their working place regarding management of work and worktime						

I can identify potential solutions to reduce, minimize or avoid potential stressors or in case they cannot solve the problem on their own,						
I know where to access further information/training						
I can identify potential stressors related to the spatial layout of my workplace						
I can identify potential stressors related to the equipment of my workplace						
I can identify potential stressors related to other tools available						
I can identify potential solutions to reduce, minimize or avoid potential stressors or in case I cannot solve the problem on my own.						
I can identify potential stressors regarding professional relationships.						
I can identify potential stressors regarding motivational issues						
I can identify potential stressors regarding educational issues and lack of information.						

Module 2 - Understanding your stressors, developing coping strategies and identifying your training needs

Self-Assessment Questions	Strongly Disagree	Disagree	Average	Agree	Strongly Agree	Trainer Rating & Comments
	1	2	3	4	5	
Module 2: I feel I have achieved the following learning, because...						
I understand the signs and symptoms of my own stressors						
I can list the common sources of workplace stress.						
I can list the common signs and symptoms of workplace stress						
I recognize when I am experiencing stress						
I understand some common techniques for managing stress						
I can practice breathing techniques to overcome acute stress						
I can practice positive thinking as a means of preventing stress						
I feel I am better able to develop my own coping techniques to manage my personal stress						
I can use time management techniques in work						
I can practice task management techniques in work						
I feel I am better able to develop strategies to overcome my work-place stress						
I can understand what I can change with additional training and what I cannot change.						
I can undertake a self-reflection exercise to identify my own training needs						

Module 3 – Recognize the need for comprehensive approach to prevent or addresses work related stress problem

Self-Assessment Questions	Strongly Disagree	Disagree	Average	Agree	Strongly Agree	Trainer Rating & Comments
	1	2	3	4	5	
Module 3: I feel I have achieved the following learning, because…						
I know how an event is perceived as stressor event.						
I am aware of my usual personal reaction to stress.						
I can recognise if the stress at work represents a danger or opportunity?						
I can recognise when the stress at work represents a danger or opportunity?						
I can recognise why the stress at work represents a danger or opportunity?						
I can implement appropriate control strategies.						
I can recognise the stressful situation at work.						
I understand how the pessimistic and the optimistic ways of thinking can affect our work outputs						
I recognise what can be done to help employees that are feeling helpless in their working environment						
I can evaluate and develop a hierarchy of the 6 most stressful situation at work						

I can analyse the negative and positive stressors at work.					
I can cope with stressors					
I can analyse the primary appraisal (perception of a threat to well – being) and the secondary appraisal (Identify possible coping strategies)					
I can recognise the biological factors of stress.					
I can describe the biological factors of stress.					
I understand how to be physically fit.					
I can describe the process of fight or flight.					
I can recognise the behavioural factors of stress.					
I can describe the behavioural factors of stress.					
I can describe the Remove – Change – Accept technique.					
I can recognise the coping process.					
I know how to enhance my skills of positive behaviour adaptation, addressing the negative effects of stress at work					

Module 4 - Implementation of copies response based in individual needs

Self-Assessment Questions	Strongly Disagree	Disagree	Average	Agree	Strongly Agree	Trainer Rating & Comments
	1	2	3	4	5	
Module 4: I feel I have achieved the following learning, because…						
I can implement coping response according to my individual needs						
I can understand the link between stress and performance.						
I am aware of personal factors which affect my stress.						
I am aware of stress intervention techniques.						
I am aware of how I can assert myself in the work environment.						
I understand the link between good communication in work and stress management.						
I know how to resolve conflicts at work to reduce stress.						
I can recognise the link between time management and stress management.						
I can describe the fundamental attribution error associated with the work-related stress.						
I can describe the different ways of acting in order to remove the problem or the situation that causes stress at work – how to identify the problem						

I can generate alternatives, review the consequences, make a decision and evaluate the situation					
I can describe the basics of cognitive behavioural therapy.					
I can briefly describe the correlation between situation- thoughts- feelings- reaction (behaviour).					
I can evaluate my core beliefs.					
I recognise how beliefs affect the stress at work.					
I recognise how beliefs affect my response to stress in work.					
I can examine six areas of my job and write down what is needed to be done.					
I can do a revaluation.					
I can implement coping response according to my individual needs					
I can understand the link between stress and performance.					
I am aware of personal factors which affect my stress.					
I am aware of stress intervention techniques.					