

BEM Microcredential

BEM Content (for all partners)	Microcredential Title	Career Advisor		
	Purpose of the Microcredential	To equip participants to guide clients in using self-assessment tools and finding career-related information sources, provide support in career services development, and assist clients in gaining career-related experiences.		
	Target Groups (for whom it is intended)	<ul style="list-style-type: none"> • Employee of Education • HR (Human Resources) in Companies • Mentors • Social workers. • Counselors. • Frilenseri • Employees who want a career change • Employees from Public Employment Services • Unemployed 		
	Sector	Education, employment, social services, the corporate sector.		
	Areas of Application/Work Environment	National Employment Service, educational institutions, counselling services, private sector employment agencies, NGOs		
	Typical Jobs/Tasks	<ul style="list-style-type: none"> • Support clients in clarifying their goals, needs, options, and career-related challenges; • Build a constructive relationship in counseling; • Assist clients in interpreting complex situations; • Help clients explore options and make and implement career decisions; • Ensure the quality of their work according to standards and target group needs; • Identify client information needs; • Provide relevant information and information sources to clients, including assessment tools; • Explore client interests and resources; • Support familiarization with general educational and professional options; • Assess clients' career management competencies; • Support clients in enhancing their career management skills. 		
	Learning Outcomes (Professional and Key Competencies)	Knowledge <ul style="list-style-type: none"> • Understands the importance of self-awareness and the acceptance of one's values and the values of others for the development of career management skills (CMS) and identifies their strengths and priority areas for further personal and professional development; • Knows various sources of information on educational and career opportunities; • Provides support in identifying different ways to achieve set goals and recognizes various learning opportunities; • Critically assesses different sources of information on educational and career opportunities; • Understands the importance of sharing experiences and good practices, networking with professionals, colleagues, practitioners, and all stakeholders in 	Skills <ul style="list-style-type: none"> • Conducts a SWOT analysis of personal characteristics; • Applies techniques for boosting self-confidence; • Uses assertive communication and active listening; • Develops time management strategies; • Independently creates a "CV" and a cover letter; • Collects information through meetings with representatives from the world of work and education; • Uses ICT to gather and track 	Key Competencies <ul style="list-style-type: none"> • Client characteristic assessment; • Provides support to clients in planning, goal setting, and decision-making important for career development; • Uses different sources of information on educational and career opportunities; • Plans and implements training

		implementing and/or developing services and programs.	information on the education system and the labor market; • Guides participants towards independent decision-making by considering collected information; • Identifies the educational needs of the target group; • Applies communication and teamwork skills.	programs for CMS development; • Communicates and collaborates with individuals and organizations.
	Assessment Module mastery is assessed through practical work.	Criteria • Reliability (alignment of the assessment with established, public, and precise assessment criteria); • Validity (the assessment reflects learning outcomes – participant engagement, progress, and achieved outcomes); • Diversity of assessment methods: (applying different methods and techniques to ensure validity, reliability, and objectivity in assessment); • Non-discriminatory assessment.		Procedures • Formation of the examination committee; • Determination of exam tasks; • Selection of tasks; • Competency assessment by task completion; • Exam record; • Certificate issuance;
	Recognized/Accepted By (Confirmed by Memorandum of Understanding)	Companies: Association Timok Club, Knjaževac		
	Training Organizers	Vocational schools Publicly recognized organizations for education activities (JPOA)		
Additional Information (if applicable)	Training Requirements	Level 3, i.e. level 4 of NQFS (National Qualifications Framework In Serbia), obtained by completing a three-year, i.e. four-year secondary vocational education on educational profiles in the field of mechanical engineering and metalworking or the field of electrical engineering.		
	Recommended Training Duration	125 hours		
Detailed Content (national, if applicable)	Placement in Existing Educational Programs	Non-formal training Level 4 of the National Qualifications Framework; Level 4 EQF		
	Reference to the national qualification framework	(secondary vocational school, i.e., secondary vocational education)		
	Credits	5		