

Training Recognition and Validation of Prior Learning [RVPL] Professionals

Deli Salini¹, Furio Bednarz²

Abstract

The article presents the results of a positive cross-fertilisation between the developments of the Recognition of Prior Learning [RPL] for Non-formal Learning RPLO described as the Route 2 to Certification. The reliability and validity of assessment strategies targeted to VET teachers and trainers are considered. The results of Swiss research and pilot initiatives are analysed, in the context of the professionalisation of specialists involved in recognition and validation of non-formal and informal learning. The policy framework is provided by the *European Guidelines for Validating non formal and informal learning* (CEDEFOP 2009) and its UK equivalent *Claiming credit: Guidance on the Recognition of Prior Learning within the Qualifications and Credit Framework* (QCDA 2010). The article concludes that the professionalisation of RVPL specialists is a pre-condition for making assessment strategy, methods and tools characterising Route 2 reliable, effective for innovating learning patterns and equivalent to those used in Route 1 for assessing learning outcomes within formal learning systems.

1. Introduction

The concept of the recognition and validation of prior learning (RVPL) refers to the range of practices enabling individuals to obtain social recognition and/or validation of learning and competencies acquired outside of the formal education system. These processes offer individuals new perspectives for learning and self-empowerment, and in some cases the opportunity to gain certification for a whole qualification or defined Units or modules where these form part of a formal qualification. Articulated RVPL practices have existed in Europe over the last

¹ Lecturer and Researcher for Swiss Federal Institute for Vocational Education and Training (SFIVET), deli.salini@iuffp-svizzera.ch

² President and Responsible for R&D by ECAP Foundation Switzerland, furio.bednarz@ecap.ch

sixty years and can be found in countries outside Europe, notably Australia, Canada and South Africa. The nomenclature, numbers benefitting and overall significance varies between countries.³

Despite a relatively long tradition, RVPL represents a wide-open research field. As stated by Harris (2010) there are “*ample opportunities to build upon the practical, systems-building work and information gathering that has been privileged to date and to deploy different methodologies and theoretical insights to illuminate particular aspects of policy and practice.*” RVPL experiences and approaches are far from being uniform; the concept itself is often contested by various actors and stakeholders, and in addition. Indeed, as pointed out by a group of French researchers, RVPL may be considered as a “boundary object” emerging as a new form of scientific and social innovation processes. Through this type of concept, RVPL actors are able to focus on different objectives and coordinate their activities without losing their autonomy or even having to agree at all times with one another (Aballea et al, 2004). In many cases, it is generally accepted that the knowledge, skills and competencies of specific Units of a qualification may be assessed either through the Formal Learning system (Route 1) or through the Recognition of Prior Learning Outcomes [RPLO] (Route 2).

According to Jens Bjornavold (2009) who identified some emerging common elements of validation and guidance, we can consider RVPL as a field of action bridging recent theories of learning and needs deriving from the shifting towards a competence based approach, focusing on learning outcomes. RVPL practitioners and specialists face significant challenges, when they are asked to design and manage recognition / validation procedures, starting from the need to promote self-reflection and self-assessment as learning means in informal

³ “Recognition plays an important role in a number of countries by providing validation of competences to facilitate entry to further formal learning. This often involves exemption from certain coursework or parts of a formal study programme. This approach lets people complete formal education more quickly, efficiently and cheaply by not having to enrol in courses for which they have already mastered the content. Allowing people to fast-track through formal education by making the most of their nonformal and informal learning can also create a virtuous circle by making it more attractive for people to engage in self-directed learning.” (Werquin 2010).

settings, to strengthen the individual capacity to make decisions during the process and to develop the distinction between formative and summative assessment. Both Guidelines regulating RPLO in the UK ("*Claiming credit. Guidance on the recognition of prior learning within the Qualifications and Credit Framework*"), and European Guidelines for Validating informal and non formal learning, clearly recall the relevance of these challenges, providing evidence of the complex and articulated nature of competencies characterising different roles of RPLO professionals.

The Swiss experience provides evidence of how the effectiveness and efficiency of policies and practices depend on professionalisation of the key players involved in RVPL. As proposed by the *European Guidelines* (CEDEFOP, 2009) the Quality Assurance of formative and summative validation procedures is essential to establish and maintain mutual trust and confidence. Therefore, professionalisation of those working within the procedures of RVPL is vital to the development of the same methodology as for the dissemination of this approach in communities of practice and the transparency of the validation process.

This paper presents a critical reflection on the achievements of the RPLO project and identifies questions for ongoing research and development work, both in Switzerland and in the new follow-up project PEIRA (2010 – 2012), promoted by an Italian partnership lead by Fondazione Politecnico of Milan. The article focuses on Swiss experience in the field of professionalization of RVPL professionals, originating from previous EU projects, and based on a study developed by Swiss Federal Institute for Vocational Education and Training (SFIVET).

The SFIVET study, conducted between 2005 and 2008 made it possible to analyse current debates on RVPL procedures and gather information regarding the activities and level of training of the professionals involved in RVPL (Salini, Ghisla, Bonini 2010). The theoretical and methodological approach of Valuing known as "CoRe,"⁴ addressed to the elaboration of a matrix of competencies as well as to training design, The SFIVET study defines a comprehensive profile of competencies activated by RVPL specialists, and a modular qualification path. Presenting

⁴ See chapter 3 for detailed descriptions.

Swiss experience, the authors aim at discussing recent perspectives of research about professionalization of RVPL practitioners. They focus on different activities characterising the work of RVPL specialists, considering three key fields: guidance and coaching of individuals in preparing for recognition, assessment of informal and non formal learning outcomes, design and management of RVPL procedures.

As suggested by Konrad literature (1998 & 1999), communities of practice could be used to improve the training of assessors and verifiers, focusing it on "*building assessment communities that would result in consistent and comparable decisions.*" (Greatorox and Shannon, 2003).⁵ This approach could be effectively applied in a broader sense to the whole range of roles and responsibilities of RVPL practitioners. Swiss contribution provides therefore useful comments and suggestions about a number of theoretical and practical issues of how concepts related to Communities of Practice can be valued for qualifying RVPL specialists, both acting as advisers, coaches and trainers (learning dimension) and as assessors.

2. Background and training requirements of professional involved in RVPL

2.1 Situation in Switzerland and elsewhere in Europe

First of all we conducted a review of existing documentation in Switzerland (Alberti, 2005; Cortessis, 2006; Petrini, 2006; Salini, 2006a e 2006b) as well as elsewhere in Europe (Council of the

⁵ "Communities of Practice are formed by people who engage in a process of collective learning in a shared domain of human endeavour: a tribe learning to survive, a band of artists seeking new forms of expression, a group of engineers working on similar problems, a clique of pupils defining their identity in the school, a network of surgeons exploring novel techniques, a gathering of first-time managers helping each other cope. In a nutshell, Communities of Practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly."
<http://www.ewenger.com/theory/index.htm> See also Wenger (1998), Learning as a social system, <http://www.open.ac.uk/ldc08/sites/www.open.ac.uk/ldc08/files/Learningasasocialsystem.pdf>

European Union, 2006; Duvekot, Schuur & Paulusse, 2005; Ferrari, 2006; Massip & Croze, 2006; Paulet, 2005; OECD, 2004; Portwood & Costley, 2005; Rope, 1999). As far as the general profile and role of those involved in RVPL in Switzerland and elsewhere in Europe are concerned, a wide range of different participants were identified: those

- Who provide information and guidance as well as assistance in the preparation of RVPL applications;
- Who perform assessments;
- Who are responsible for making arrangements for supplementary training;
- Responsible for managing the entire RVPL process.

As highlighted by Rope (1999), the background of these participants is generally related to psychology, guidance counselling, adult education, vocational education and training (VET) and human resources management. As far as RVPL is concerned, most of the participants either learnt through experience or through specific courses devoted to the subject of RVPL. Existing documentation also contains proposals for formal training in the field of RVPL. This situation may be classified as follows (Salini, 2007):

- a Brief continuing professional development seminars devoted to specific RVPL-related topics. These seminars could either be provided by various institutions involved in RVPL or provided within the framework of European projects;
- b Basic training provided based on specific methodological models, specifically covering such aspects as assistance with the preparation of competencies portfolios (e.g. "Retravailler" methodology used throughout Europe). These models could either be included in the wider framework of personal recognition of non-formal and informal learning, or related to French methodology of the work-analysis and the briefing-interview methodology as proposed by Pierre Vermersch (1994);
- c Tertiary-level programmes leading to certification (e.g. certification in VAE assistance, offered by the Université de Provence, within the framework of the EuroguideVAL project);
- d Refresher courses in RVPL, which would be part of other tertiary-level programmes covering assistance and guidance, labour psychology, education science, human resources management (e.g. in France the DEA, Master and DESS

programmes in psychology, career guidance, labour psychology and transitions (CNAM and INETOP). At the European level, there is also the European Master in Lifelong Learning: Policy and Management.

2.2. Emergence of a new profession in the field of adult training and counselling

The various authors who have devoted their attention to this subject, share the opinion that RVPL has given rise to a new profession that situates itself somewhere between adult education and training and the guidance counselling provided at various stages in an individual's life. Specifically, these authors feel that RVPL-related activities fall within the scope of existing professional activities and yet fall into an entirely different category (e.g. Astier Eds. 2004; Cavaco, 2006; European Commission – DG Education and Culture, 2007; Kaemingk, 2006; Daoulas & Mayen; 2006; EuroguideVAL 2006; Le Squère & Le Scouiller, 2006; Mayen & Perrier, 2006; Soulat, 2005). This new profession is a development and specialisation of existing professions in education, counselling and vocational guidance and career management of human resources.

3. Competencies of RVPL professionals

3.1 CoRe theoretical and methodological model

The research about competencies of RVPL professionals is based on the CoRe theoretical and methodological model used within the framework of VET learning paths. CoRe is an acronym used to refer to the following Italian, German, French equivalents: **Competenze-Risorse / Kompetenzen-Ressourcen / Compétences-Ressources**). It is therefore relevant to notice how Competencies and Resources are terms strictly interlaced: competencies define the specific way in which individuals mobilise Knowledge, Skills and Attitudes (globally named "Resources") to accomplish a more or less complex task, reaching the expected performance.

This model is based on theoretical and methodological principles used to establish training plans for VET programmes as well as analysis of RVPL activities within the reference working context and the various competencies required. The theoretical and practical principles were established through various R&D projects conducted by SFIVET (Ghisla, Bausch & Boldrini, 2008).

The CoRe method also draws inspiration from and adapts various approaches to curriculum development used mainly in the USA and elsewhere in Europe (e.g. DACUM model, Curriculum Design model or the French methodology of the work-analysis). Considering these aspects, the key features of the CoRe method (Ghisla, 2009) are as follows:

- i) Integral concept of competence**, which is defined as a pedagogical-didactic category that draws a distinction between competencies and “resources”, which are articulated in knowledge (declarative), skills (procedural knowledge) and attitudes;
- ii) Integral curricular paradigm**, which presupposes the existence of a competency profile and allocates content according to the principle of flexible and functional convergence between two different approaches to the organisation of knowledge: discipline-based and situation-based;
- iii) Situation category**, which is considered essential not only to understand human actions but also mainly to develop competency profiles, to establish training plans and to organise pedagogical and didactic practices.

The resulting methodology is comprised of four main phases.

I: Creating model of the field of action. This entails the graphical depiction of the structural elements considered an integral and essential part of a given professional activity. Examining existing documentation on the profession in question develops the model. Once established, this model lends itself to the formulation of hypotheses regarding the most important aspects of the profession.

II: Identifying situations. A series of meetings may be held with professionals operating in a specific work context in order to identify significant situations and the knowledge, skills and attitudes required. These meetings may take the form of workshops or, for emerging professions, field visits or in-depth research and would be intended to identify professional practices required to take the action, which is appropriate to the situations, in question.

III: Identifying competencies and drafting competency profiles. By following a clustering procedure to regroup situations, we are able to establish situation categories, which correspond to an area of competency. This enables us to identify

competencies and draft a competency profile for each occupation or profession analysed. This, in turn, provides us with an outline showing the competences, the situations in which these competencies are required and the corresponding knowledge, skills and attitudes.

IV: Developing training plan. The competency profile serves as the basis for the development of a training plan since it contains a selection of elements to be provided or developed through training.

3.2 Survey to identify the competency profile for RVPL professionals

Although the general principles of the CoRe approach serve as the frame of reference, various adaptations were needed in order to draft the competence profile for RVPL professionals, since it is an emerging profession. In fact, it has not yet settled into definitive category of its own and professional practices are still subject to change. For this reason, we did not hold regular meetings to gather input from professionals working in the field for Phase II since this would have only provided us with partial information that was limited to Swiss experiences. Instead, we chose to conduct a much broader review and comparison of existing documentation, based on testimonials from major RVPL institutions and participants. We also examined field studies as well as standard-setting publications.

This documentation was analysed in light of the gradual developments taking place in Switzerland thanks to participation at various levels in the work being done by the national Validation of Prior Learning platform. Between 2005 and 2009, this established the operational aspects needed to realise new possibilities for qualification through validation methodologies, as well as coordinating the development and diffusion in different cantons of the RVPL practices.

Documents were sorted into two main groups: the first general and the second more specifically focussed on RVPL professionals' activities. For the first group, we systematically examined documents produced by official sources in Switzerland (SFIVET, National VPL Platform) as well as elsewhere in Europe (European Union, Cedefop). For the second group, we examined the minutes of the international conference organised by ADMEE Europe in 2004, which was specifically devoted to RVPL. In

addition, we reviewed the special reports published by the Swiss magazine *Panorama* and the French magazine *Education permanente*. The latter magazine is particularly representative of the empirical studies that have been conducted thus far in relation to RVPL. Finally, we examined the reports drafted on EU-funded international RVPL projects.

In addition to these two groups, we gathered other documents that were indirectly identified upon consultation of the above-mentioned sources or that were recommended by individuals with whom we had come into contact over the course of our research. All things considered, we consulted a total of 118 documents, which we then further subdivided into the following categories (Figure 1) A): 1) Standard-setting – programme documents (13%); 2) Conceptual clarification (34%); 3) Field research – case studies (21%); 4) Comparative national and international summaries (16%); 5) Operational indications and/or general information (16%).

By reading and summarising these documents, we were able to conduct thematic and comparative analysis needed to structure the various dynamics and issues relating to the institutionalisation and spread of RVPL practices as well as to the specific features of individual phases of the RVPL process.

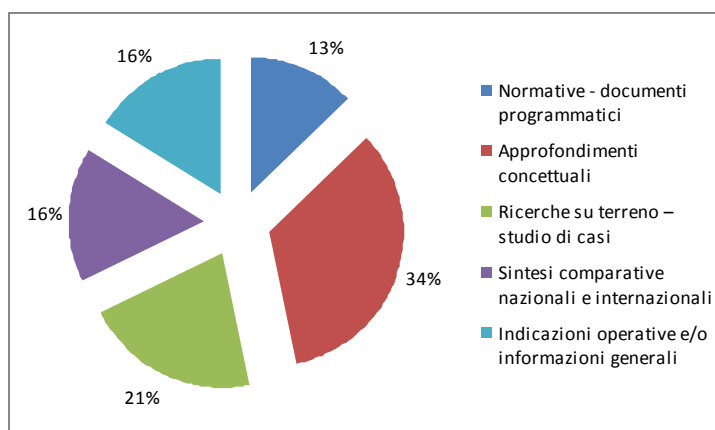


Figure 1: classification of RVPL-related documents

All of these documents were analysed using a comparative approach (Van Daele, 1993; Bray, 1999; Groux, 2003). Comparison was partly limited by the complexity associated with handling documents in which strongly divergent concepts and

terminology were used and which were based on entirely different frames of reference. The various documents did, however, tend to agree on the specific moments in which professional action should be taken (i.e. the various phases in the RVPL process) and the novel nature of the type of intervention required.

For this reason, the first step was to harmonise terminology and eliminate redundancy presented in the various documents. After organising information based on the type of intervention required and painstakingly comparing the list of activities obtained from the previous processing with the content of the documents sorted in the general information group, we were able to identify the field of action of individuals involved in RVPL activities. We were also able to identify a series of typical situations in which professionals become involved in RVPL activities as well as the corresponding knowledge, skills and attitudes. Finally, we have classified the situations into categories, which allowed us to define specific areas of competence required of a professional RVPL, namely the competence profile.

For the elaboration of the general design of the corresponding training plan proposal, we linked the content of the competency profile that we developed to the curricular programme principles. On 18 May 2007, the draft competency profile and corresponding training plan were submitted for review, discussion and approval at a one-day workshop. This event was attended by national and international RVPL experts, who were asked to conduct a peer review of both the competency profile and the proposed training plan (SFIVET, 2007). By the end of the day, the feedback was generally positive (scientific basis, competency profile, general structure of training plan). The experts also made suggestions regarding the management and internal structure of the training plan. All of these discussions enabled us to confirm the validity of the competency profile (see § 5.5) and provided us with useful indications on how to improve the training plan. We shall go over these in subsequent chapters.

4. RVPL practitioners: building a comprehensive professional profile

To describe the characteristics of professional profile of those who work in the context of the RVPL we must distinguish

between 1) general aspects and 2) issues relating to intervention relating to the following three areas of validation procedures:

1. The advice and support for RVPL (Guidance / learning dimensions);
2. The evaluation for the VPL (Assessment);
3. The overall management of RVPL procedures (design and management).

4.1 General characteristics of an intervention by RVPL professionals

The RVPL professional is someone who, based on a practical experience in the field of counselling, training, or human resource management, specializes in actions to promote and legitimize the different forms of recognition of experiential learning. The RVPL professional interacts and collaborates with agencies, institutions and other professionals directly or indirectly involved in RVPL procedures. The RVPL professional is aware of its role in relation to the roles of the others. His/her work is characterized by different managements of communication processes, on information and promotion practices for RVPL, and in particular the use of specific techniques in the field of counselling, supervision and evaluation. He/she works using, selecting and / or adapting documentation and support tools for various phases of the RVPL and above all he/she identifies the correspondences between competences, skills and qualifications of the persons and the characteristics of approved qualifications or other training courses.⁶

4.2 Advice and Guidance: the learning dimension

The RVPL professional for advice and support is involved in counselling and information and the initial part of RVPL procedures, as well as in the accompaniment, individual or collective, of candidates during the processing of the portfolio or dossier requested during the assessment phase. It works by encouraging decision-making regarding the route to be taken,⁷

⁶ Further research may identify the extent to which these findings may be relevant to National programmes of learning and assessment and, where appropriate, National Occupational Standards. Section 4.5 below identifies possible roles and responsibilities.

⁷ This includes a decision not to proceed with RVPL (Route 2).

and its feasibility, managing and differentiating various stages of process and assessment information. It promotes the subjects' autonomy and planning skills, ensuring discretion and respect for their choice. He/she supports the process of self-assessment and preparation for the assessment phase, helping those involved to have a realistic view of their own competencies and possibilities. He/she manages and differentiates forms of counselling and supervision, according to the needs of receiver as well as to the other tools that can be used for mediation.

4.3 Assessment Methodologies and roles

The VPL professional for assessment methodologies works in the sphere of assessment practices aiming to the accreditation and / or certification of learning acquired outside formal learning. The operation can be done either directly in contact with candidates (if the legal conditions⁸ laid down are fulfilled), or indirectly by the professionals entrusted with the implementation of assessment procedures specific to VPL, to contribute to their training or support. On behalf of organizations operating in assessment procedures for VPL, he/she manages or supervises evaluation activities taking account of regulatory issues and using a range of possible approaches, drawing on methodologies relevant to the specific nature of experiential learning. He considers the need to adapt assessment tools to the characteristics of the audience and analyses all kinds of dossiers, defining the possible level of validation. He gives appropriate feedback to both users and VPL instances of verification and control procedures. He makes sure that the people involved are accepted and followed in a timely manner and that the principles of quality are valued, respected and enabled.

These two complementary roles and responsibilities of RVPL professionals, guidance and support from one side, and assessment from the other side must be considered always as alternative tasks in any RPLO procedure. Normally this involves different specialists as clearly stated by national and European Guidelines for validating informal and non-formal learning, in

⁸ These legal conditions are a matter for national /regional /sectoral regulations. In the UK, this would involve the national regulators (e.g. OfQual), the relevant Sector Skills Council and the Awarding Bodies.

order to assure the reliability, validity and transparency of assessment.

4.4 Design and Management of RVPL Procedures

The professional for management of RVPL procedures is involved as a consultant, manager or designer throughout a procedure. He/she works in different contexts such as organizations in the world of work and training as well as in non-profit institutions that intend to implement partial or complete RVPL procedures and require accompaniment at different levels: general information and advice, coordination and/or project management, methodological information or information concerning quality management. This professional manages the articulation of different stages of a process and consistently activates and the necessary human, financial and institutional resources. He/she provides advice to institutions and organizations, presenting several possible situations, and adapting them to the changing legislation and "best practices". He/she activates and manages the quality system and vigils on the spread and acceptance of validation practices among all involved actors, considering the need to build consensus and to ensure financial sustainability.

4.5 Profile of competencies referred to RVPL roles

1. Interaction and collaboration

Interacting and cooperating with institutions and professionals directly or indirectly involved in RVPL procedures.

2. Management of different communicative situations

Managing communication related to information, promotion, monitoring and assessment in RVPL procedures.

3. Use, development and adaptation of support documents and tools

Selection, use, adaptation and/or development of support documents and tools useful to the different phases of RVPL procedures.

4. Identification of matching competences, skills, and qualifications

Identifying matching competences, skills and qualifications of the concerned people and the characteristics of acknowledged qualifications and trainings.

- 5. Design and management of evaluation situations**
Managing, developing and providing advice and coordination for the VPL assessment.
- 6. Advice and support**
Advising and supporting the audience interested in developing RVPL validation projects and implementation of necessary files.
- 7. Organisation and management of RVPL procedures**
Managing and/or designing partial or complete validation procedures considering the required quality principles

5. Diploma of Advanced Studies Specialist in Recognition and Validation of Prior Learning (RVPL)

In this chapter, we describe the characteristic features of the DAS (Diploma of Advanced Studies) - Specialist in Recognition of Prior Learning Outcomes (RVPL).

The scope of these professionals is located in the world of work, training, as well as in other formative associations wishing to implement partial or complete RVPL procedures and require an accompaniment at different levels: general information and advice, coordination and / or project management, methodological instructions or quality management indications. The complexity and implications of these activities require that the specialist has an overview of the whole process of validation and possible diversifications. He/she has to know how to intervene in different contexts relevant to the dissemination of transparent and qualitative RVPL practices. In addition as a pre-requisite they should master general principles of adult education.

5.1 Aims of the training

- Identification and coordination of professionals and organizations specialized in RVPL procedures;
- Preparation of documents and supporting tools to carry out RVPL procedures;
- Comparison of the correspondence between roles, internal training courses organised by organizations and accredited qualifications;
- Information and orientation in the development of RVPL procedures within the institutions;

- Management of RVPL steps or procedures in accordance with the RVPL quality principles;
- Preparation of complete or partial RVPL procedures.

The DAS learning path for RVPL specialist is positioned at EQF Level 6, and it is structured on modules, consisting as a whole of 30 ECTS (European Credits Transfer and Accumulation System). A module corresponds to 5 ECTS credits, i.e. 150 hours of study.

5.2 Training Organization (modules)

MODULE	Title and general objectives
A1	<p>RVPL Foundations Interact with bodies, institutions and professionals involved directly or indirectly in RVPL procedures; Provide information about RVPL concepts and practices to different target groups; Select and/or adapt informative documentation on RVPL procedures</p>
B1	<p>VPL Assessment Methodologies Manage VPL assessment interviews in a way that favours competency-based argumentation; Identify correlation between the competencies mentioned by the VPL applicant and the competencies set forth in the specific competency profile; Manage VPL assessment procedures; Elaborate and supervise various VPL assessment situations.</p>
A2	<p>Information and advice for individual access to RVPL Promote RVPL practices among different target groups; Identify the correlation between the RVPL applicant's experience and qualifications and qualifications or competencies set forth in the competency profile; Provide assistance with elaboration of an individual RVPL plan.</p>
B2	<p>Support in preparation of assessments and dossiers of competencies Manage interviews held to analyse life paths and/or experience in a manner that favours clarification competences Select and/or adapt documentation required to draft an RVPL file Provide assistance with the preparation of an assessment portfolio and dossier of competences</p>
A3	<p>Advice on RVPL management and organisation Development of documents and support tools useful to the implementation of RVPL procedures. Comparison of the correspondence between roles, internal trainings organized by the institutions, and accredited qualifications Advising on the development of RVPL procedures within institutions and</p>

	organisations Managing RVPL procedures in accordance with principles of quality
B3	Planning RVPL procedures and dissertation (diploma) Selecting and coordinating professional organizations and experts in RVPL procedures Planning RVPL procedures

5.3 Admission requirements

- Complete enabling training for those who are responsible for professional training, university degree or equivalent in social sciences, psychology or education, or a title FSEA 2, or a diploma in human resources.
- The candidates who do not have the required qualifications but who can demonstrate significant experience in the recognising and/or validation of competencies (at least 3 years), or those who want a partial accreditation of training modules may be admitted on the basis a specific application file, which will determine any credits

5.4 Qualification procedure

Teachers responsible for the modules are enabled and qualified to supervise and evaluate the performances.

- The tests form includes the following forms: oral examination, written exam (e.g. testing knowledge, partial check) or written work form (e.g., seminar work, portfolios, report, presentation, and dissertation).
- The form of examination is defined in the description of the module.
- The assessment criteria are communicated to participants before each examination.

5.5 Areas of competence, situations and corresponding modules

	Competences		Situations	Modules
1	Interaction and collaboration	1.1	Collaboration with organizations, institutions and professionals involved directly or indirectly in RVPL procedures	A1
		1.2	Selection and coordination of professionals and organization experienced in RVPL procedures	B3
2	Management of	2.1	Information regarding RVPL procedures by various audiences	A1

	communicative situations	2.2	Management of interviews about the analysis of life and/or experience courses, designed to promote the clarification of resources and expertise	B2
		2.3	Management of RVPL assessment interviews supporting skills argumentation	B1
		2.4	Promotion of validation practices by various audiences	A2
3	Use, development and adaptation of tools and documents	3.1	Selection and/or adaptation of background information about RVPL procedures	A1
		3.2	Selection and/or adaptation of documentation necessary for the preparation of a RVPL dossier	B2
		3.3	Preparation of documents and support tools useful to the implementation of RVPL procedures	A3
4	Identification of matching competences, skills and qualifications	4.1	Identification of the correspondence between experience and qualifications of the candidates to the RVPL and qualifications or specific skill profiles	A2
		4.2	Identification of the correspondence between competencies argued by candidate to the RVPL and qualifications or specific skill profiles	B1
		4.3	Comparison of the correspondence between roles, internal training courses organised by institutions and organizations, and accredited qualifications	A3
5	Development and management of assessment situations	5.1	Management of specific VPL assessment procedures	B1
		5.2	Preparation and supervision of different specific VPL assessment situations	B1
6	Advice and support	6.1	Advice on developing an individual RVPL planning	A2
		6.2	Accompaniment to the preparation of assessments and competence files	B2
		6.3	Advice on developing procedures within RVPL institutions and organizations	A3
7	Organization and management	7.1	Management of RVPL stages or procedures according to principles of quality	A3
		7.2	Planning RVPL procedures	B3

6. References

Aballéa, F., Guérin, F., Hedia, Z., Legoff, J. L., Lauriol, M. (2004).
L'institutionnalisation de la VAE : une dynamique de l'objet frontière. Cahier de La Recherche, ESC Rouen

- Alberti, M. (2005). Panorama des institutions romandes agissant dans le domaine de la reconnaissance et de la validation des acquis. Lausanne: ISPFP.
- Astier, P. (Eds.). (2004). Les acquis de l'expérience. *Éducation Permanente*, 158, 159.
- Bjornavold, J. (2009). How guidance and validation can stimulate access and progression in VET. 12 November 2009, Stockholm, slide 4. Downloaded from http://www.se2009.eu/polopoly_fs/1.23783!menu/standard/file/ws%202%20Jens%20Bjornavold%20Cedefop.pdf
- Bray, M., (1999). Methodology and focus in comparative education, in Bray, M.; Koo, Ramsey (Eds.). *Education and Society in Hong Kong and Macao*, Comparative Education Research Center of The University of Hong Kong, China.
- Cavaco, C. (2006). L'émergence de nouvelles professions dans les centres de reconnaissance, validation et certification des compétences. Contribution pour la 8ème biennale de l'Éducation et de la formation : Expérience(s), savoir(s), sujet(s). Lyon.
- Cedefop (2009). *European Guidelines for validating non-formal and informal learning*. Luxembourg: Office for Official Publications of the European Communities. *Available in English, French and German from* <http://www.cedefop.europa.eu/EN/publications/5059.aspx>
- Cortessis, S. (2006). Feedback des séances ARRA – ISPFP à propos d'un concept de formation national concernant la validation des acquis. Lausanne: ISPFP.
- Council of the European Union (2006). Resolution of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, on the recognition of the value of non-formal and informal learning within the European youth field. *Official Journal of the European Union*, 2006/C 168/01)
- Daoulas, C., Mayen, P. (2006). *L'accompagnement en VAE. Compétences et pratiques pour une fonction nouvelle*. Dijon : Raison et Passions.
- Duvekot, R., Schuur C.C.M. & Paulusse J. (eds.). (2005). *The unfinished story of VPL. Valuation and validation of prior learning in Europe's learning cultures*. Vught, Foundation EC-VPL.
- EuroguideVAL (2006). *Éléments pour le référentiel de formation des personnels de la VAE. Projet européen Léonardo da Vinci pour l'élaboration d'un dispositif de formation pour les acteurs de la VAE*, Université de Provence.
- European Commission –DG éducation et culture (2007). *Draft European guidelines on validation of non-formal and informal learning*. in: <http://www.eu2007.min-edu.pt/np4/?newsId=29&fileName=Guidelines.pdf>
- Ferrari, A. (2006). *La VAE in Italia: Summary di diversi documenti e contatti*. Lugano: ISPFP.
- Ghisla G., Bausch L. & Boldrini E. (2008). *CoRe – Kompetenzen-Ressourcen: Ein Modell der Curriculumentwicklung für die*

- Berufsbildung. Zeitschrift für Berufs- und Wirtschaftspädagogik, 3/2008, 431-466
- Ghisla, G. (2009). Competenza e formazione. Per una ricostruzione della Bildung. Osservazioni teoriche e riferimenti empirici in ordine al concetto di competenza. Tesi di laurea in Scienze della comunicazione. Lugano: Università della Svizzera Italiana.
- Greatorex J., Shannon, M. (2003). *How can NVQ assessors' judgements be standardised?* A paper presented at the British Educational Research Association Conference, pages 8 and 9. downloaded from http://www.cambridgeassessment.org.uk/ca/collection1/digitalAssets/113886_How_can_NVQ_Assessors_Judgements_be_Standardised.pdf
- Groux, D. (dir.). (2003). Dictionnaire d'éducation comparée. Paris : L'Harmattan
- Harris J (2010), "Research into the Validation of Non-formal and Informal Learning in the European Union: A wide-open field," Thompson Rivers University-Open Learning, British Columbia, Canada, Draft -14-9-10, page 1.
- Kaemingk, E.(2006). The covenant: "A quality code for APL", Identifying and accrediting a lifetime of learning, Utrecht: Knowledge Centre APL, Kenniscentrum EVC.
- Konrad J (1998). Review of the theory of workplace learning [WPL] covering the range of approaches present in the research literature: Social and Political perspectives on WPL, *Education-Line*, <http://www.leeds.ac.uk/educol/documents/000000672.htm>
- Konrad, J (1999). The assessment and verification of National Vocational Qualifications [NVQs]: a European quality perspective. Paper presented at the International Lifelong Learning Conference, 9-11 July 1999, University College Worcester. *Education-Line* <http://www.leeds.ac.uk/educol/documents/000001074.htm>
- Le Squère, R., Le Scouiller, C. (2006). APEL Guidance and counselling: the Birth of a New Profession. In C. Corradi, E. Norman, A. Valk (Eds.). *Recognising Experiential Learning. Practices in European Universities*. Tartu: Tartu University Press.
- Massip, A., Croze, C. (Eds). (2006). Les entreprises et les acteurs socio-économiques face à la VAE. Actions, projets, animations des Cellules Régionales Inter-Services (CRIS). Mission politique de formation et de qualification / DGEFP.
- Mayen, P., Perrier, D. (2006). *Pratiques d'information-conseil en VAE*. Paris : Raison et passions.
- OECD (2004). SYNTHÈSES, L'apprentissage tout au long de la vie. Consultato il 16 maggio 2005, in http://www.adec.fr/files_upload/documentation/200607201414150.lifelong_learning_OCDE_20040601.pdf
- Paulet, M. O. (2005). Education informelle et validation des acquis de l'expérience. Rapport intérimaire du groupe de travail mis en place par le Comité de l'Education et de la formation de la Commission française pour l'Unesco.
- Petrini, B. (2006). *Validation des Acquis in Deutschschweiz*. Zollikofen: ISPPF.

- Portwood, D., Costley, C. (2000). *Work Based Learning and the University: New Perspectives and Practices*, Birmingham: SEDA paper.
- QCDA (2010) *Claiming credit. Guidance on the recognition of prior learning within the Qualifications and Credit Framework*"), downloaded from http://www.qcda.gov.uk/images/tes-assets/Claiming_Credit_QCDA104726.pdf
- Salini, D. (2006a). Rapport d'activité projet spécialistes en VAE. (janvier 2005–février 2006). Lugano: ISPFP.
- Salini, D. (2006b). Rapport intermédiaire projet spécialistes Validation des Acquis (février–juin 2006). Lugano: ISPFP
- Salini, D. (2007). La pratique des professionnel-le-s de la VAE face à l'évolution des cadres réglementaires - Revue de la littérature officielle de France, Suisse et Union Européenne. Poster pour la Rencontre internationale francophone des doctorants en sciences de l'éducation : Le doctora(n)t en sciences de l'éducation : Enjeux, défis, perspectives. Genève, 8 – 9 juin.
- Salini, D., Ghisla, G., Bonini, L. (2010). La formazione di professionista VAE. Profilo di competenza e percorsi formativi per professionista/i della validazione degli apprendimenti esperienziali. Rapporto di ricerca. Lugano: IUFFP - Dipartimento ricerca e sviluppo.
- SFIVET (2007). Formation de Spécialistes de la validation des acquis de l'expérience: la proposition de l'IFFP. Colloque interne. Lugano: IUFFP
- Soulat, A. (2005). Quel profil de compétences pour un spécialiste en reconnaissance et validation des acquis? Mémoire pour le DESS «Métiers de la formation». Grenoble II: Université Paris Mendés France
- Thibault, M-C. (2002). VAE et université: vers de nouvelles figures d'accompagnement. *Éducation permanente*, 153, pp. 121-128.
- Van Daele, H. (1993). *L'éducation comparée*. Paris : PUF.
- Vermersch, P. (1994). *L'entretien d'explicitation*. Paris : ESF
- Werquin P. (2010). *Recognising Non-formal and Informal learning: Outcomes, policies and practices*, Paris, Organisation for Economic Cooperation and Development [OECD]. downloaded from http://www.oecd.org/document/25/0,3343,en_2649_39263238_37136921_1_1_1_1,00.html

This paper was added to the Education-line collection on 25 October 2010