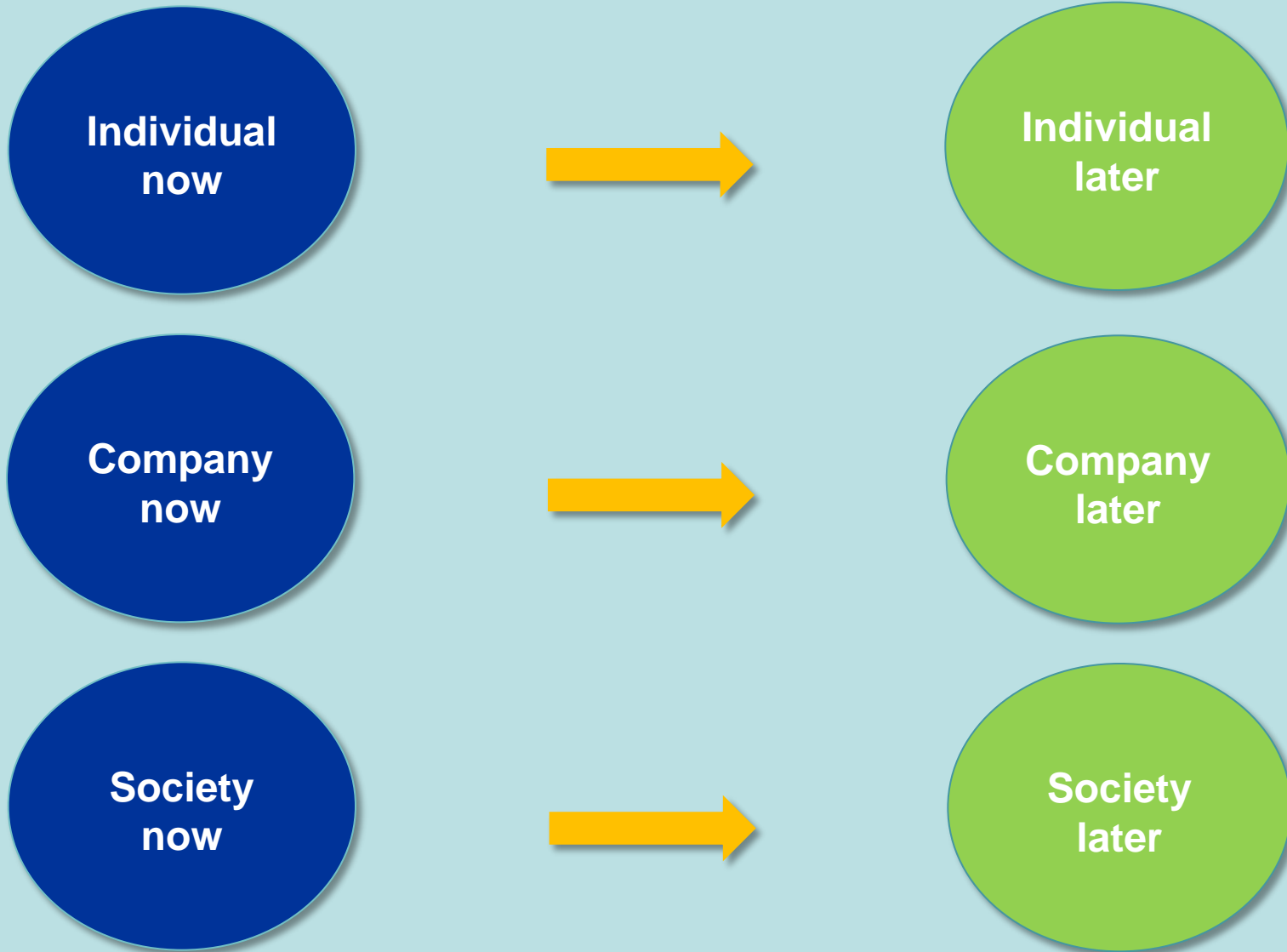


„Career“ Development



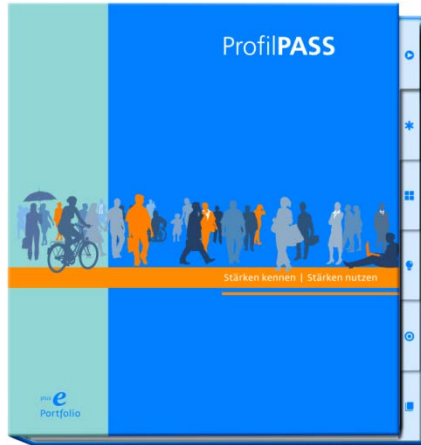
Individuals Entering the RNFIL Process

Individuals in transition:

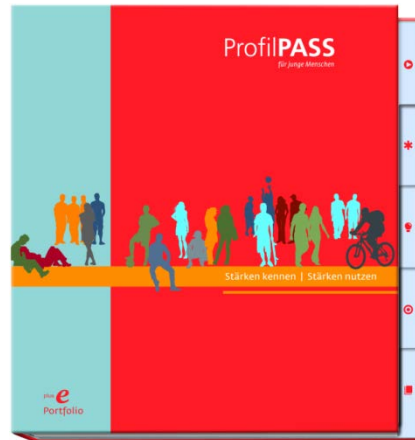
- **School – vocational school/university**
- **Vocational school – university**
- **University – working life**
- **Career change**
- **Changing country**
- **Working life - retirement**

Individuals in the RNFIL Process

ProfilPASS Instruments



ProfilPASS
For adults
since 05/2006



ProfilPASS
For young
people
since 05/2007



eProfilPASS
since 02/2012

ProfilPASS...

...is an instrument to visualise individual abilities and competences in a biographic-systematic way

...is documenting individual skills and competences

...visualises informally and non-formally acquired abilities and competences in particular

...usage is supported by qualified and competent ProfilPASS-Guides/Facilitators

Main Features of the ProfilPASS

The ProfilPASS...

...is used in all kind of areas of education

...is used for all kind of target groups

...has open outcomes

...is development-oriented

...is resource-oriented

...is open for self- and external evaluation and
assessment

...is based on voluntary participation

...activates self-reflection

Structure of the ProfilPASS

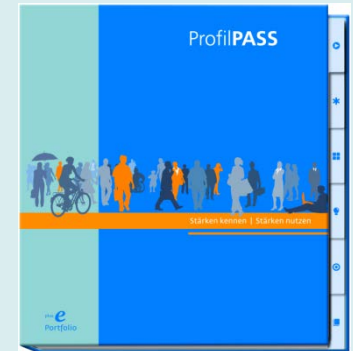
1. My Life – an Overview

2. My Fields of Action – a Documentation

- Hobbies and Interests
- Household and Family
- School
- Vocational Education
- Conscription, Civilian Service, Voluntary Service
- Professional Life, Internship, Jobs
- Political and Social Commitment / Honorary Office
- Particular Life Situation

3. My Competences – My Portfolio

4. My Aims and the next Steps



Main Method to Visualise Competences

The documentation of activities works in four steps:

1. Name Activity

2. Describe Activity

3. Label Skills

4. Benchmark Skills

Cluster skills and name competences.

Participants needs Guidance

Participant:

- **Information about possibilities**
- **Guidance when entering the process, through the process, and when finishing the process**

Guide:

- **Competences needed by a RNFIL guidance officer/facilitator?**
- **Who is going to train guidance officers/facilitators?**

Guidance/Facilitators

Guides are helping:

- ...to know about the process
- ...to enter the process
- ...to know about the possibilities
- ...to identify the personal objective(s)
- ...to choose a suitable instrument
- ...to help understanding the instrument
- ...to organise the individual process
- ...to support the self-reflecting process
- ...to help using the results
- ...to find further education
- ...to support the preparation of the next steps

Knowing about Competences...

...helps crossing rivers



Picture: by Reuters

Benefits

Benefits for the individual by using a biographic instrument with the help of a Guide/Facilitator:

- **Learning how to self reflect**
- **Visualising and benchmarking skills and competences**
- **Improving self security and self assurance**
- **Structuring and planing (new) vocational or private targets/aims**
- **Facilitators/Guides showing new options and possibilities**

Drawbacks

Drawbacks for the individual by using a biographic instrument with the help of a Guide/Facilitator:

- **Biographies are not always full of positive facts and can bring up negative experiences**
- **Users don't see their possibilities**
- **No direct usage of the outcomes (competence portfolio)**
- **Individual aims don't correspond to outcomes of the instrument connected to the possibilities**
- **Guides have individual difficulties to support the participants**

Scenarios

The following slights will present three figures showing the usage of a biographic-systematic instrument in different settings:

- **Within an individual process following a specific aim**
- **Within a human resources development process in a company**
- **Within the Vocational Education and Training**

Individual Aim

Individual Defined Field

RPL/RNFIL/PLAR

- Requirements to achieve the individual aim
- Description of knowledge, skills + attitude needed for the qualification/certificate

**Qualification Standards/
Certificate Requirements**

**Competences/
Learning Outcome**

**Guidance/
Mentorship**

**Visualise existing
competences**

**Compare on
Existing Standards**

- Single Assessment of Module or C/LO
- Cluster C/LO for Assessment
- No Assessment

Content

**Auto-
didactic
Learning/
Specific
Classes**

**Quali-
fication
Methods**

Failed Assessment

**Qualification
+
Certification**

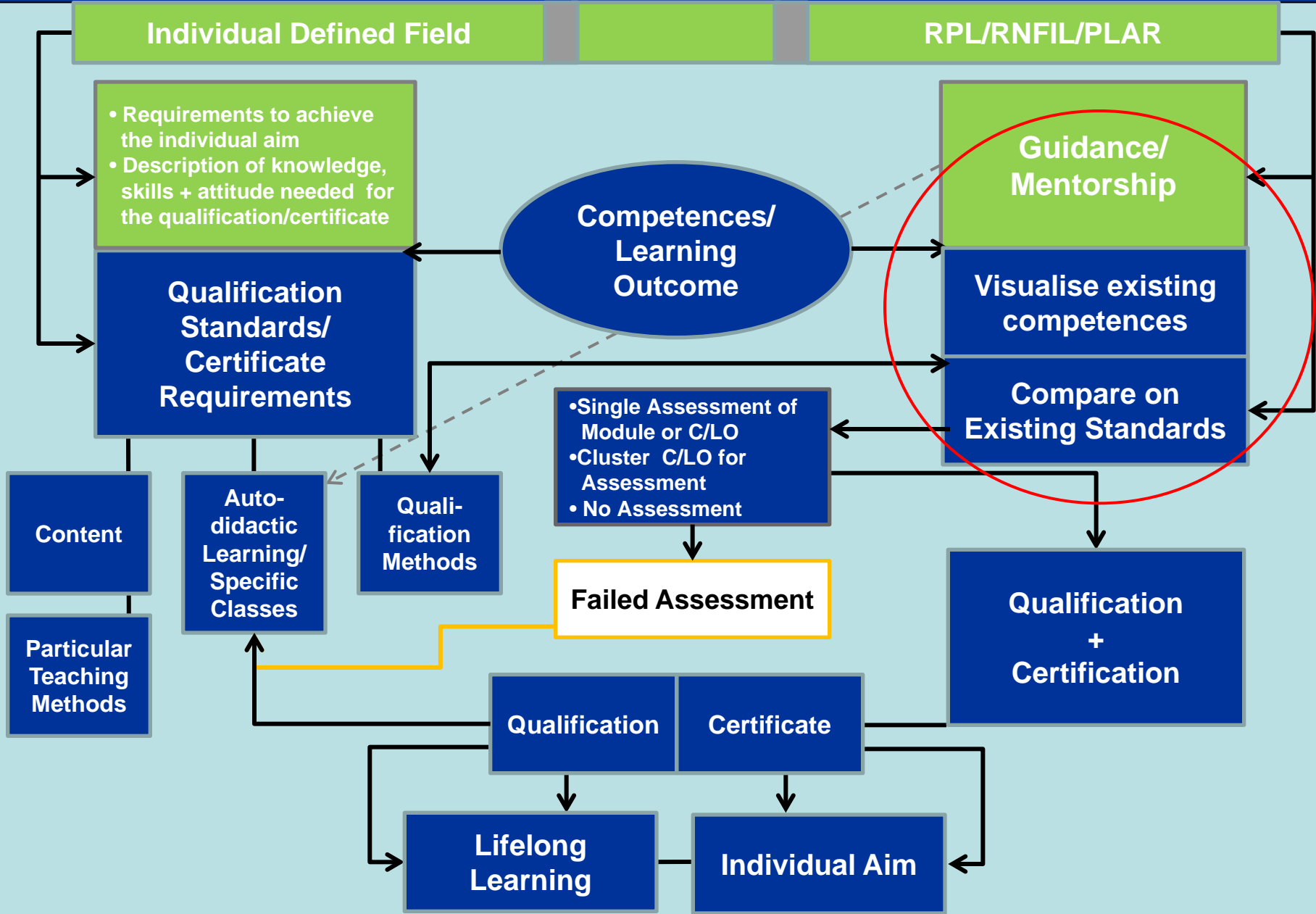
**Particular
Teaching
Methods**

Qualification

Certificate

**Lifelong
Learning**

Individual Aim



Company

Specific Defined Field of Work

RPL/RNFIL/PLAR

- HR Training manual
- Appraisal Interview
- Job Specification (Reformulation knowledge, skills + attitude for job)

Competence/
Competence of
Job
Specification

Guidance/
Mentorship

Vocational Training
Standards/
Standards by
Company

Visualise existing
competences

Assessment on
Existing Standards

- Single Assessment of C/CJS
- Cluster C/CJS for Assessment

Content
Job
Specifica-
tion

Further
Education

Assess-
ment
Methods

Failed Assessment

Qualification

Training-
on-the-
job/
Training-
off-the-
job

Partial
Qualification

Full
Qualification

Lifelong
Learning

Employment/
Promotion

Ministry of Labour and/or Education

VET or a specific defined field

RPL/RNFIL/PLAR

- Training manual
- Guidance for Curriculum Design (Reformulation knowledge, skills + attitude for curriculum purposes)

Curriculum/
Curriculum
Standards

Competence
Standards/
Learning
Outcome

Guidance/
Mentorship

Visualise existing
competences

Assessment on
Existing Standards

- Single Assessment of CS/LO
- Cluster CS/LO for Assessment

Content

Modules/
Units

Assess-
ment
Methods

Failed Assessment

Qualification
+
Credits

Teaching
Methods

Partial
Qualification

Full
Qualification

Number of
teaching
hours per
module

Lifelong
Learning

Employment

NQF

Recognition and Career development

- **Process starts with the identification, balance and documentation**
- **Individually acquired skills and competences in combination with self-reflection**
- **Appreciation of non-formally acquired skills and competences (Incentive for the participants = equivalent qualification)**
- **Connected to the labour market, but also in other fields like volunteer work**
- **Internal instruments (of companies)**
- **Manufacture certificates and certificates for further education programmes**
- **Results from competence-measurement instruments based on self-reflection**

Thank you very much!

For further information: www.profilpass.de

contact: pielorz@die-bonn.de

Stakeholders (Development / Implementation)

Stakeholders to be involved in the course of action:

- **Ministries (mainly Ministry for Labour and for Education)**
- **Companies**
- **Trade Unions**
- **Schools/Vocational schools**
- **Teacher**
- **Assessors**
- **Guides**
- **Adult Education Centres/ Academies for further education**
- **Learners as beneficiaries**

Develop an Individual Instrument

- **Target group?**
- **Specific field of action?**
- **Which outcomes should be shown?**
- **Any existing job specifications or competence specifications to match with?**
- **What should be assessed? What are relevant skills and competences in the specific field of action?**
- **How can specific skills and competences be shown (in a reliable and valid way)?**

Formal Acceptance

Course of action:

- **Start process for the permission to a regular assessment**
- **Specially installed processes for the recognition**
- **Develop processes to take learning outcomes into account**
- **Develop processes to validate learning outcomes**
- **Evaluate the full process**
- **Public relation: Spread the success story**

In and around the RNFIL-process

...definition of what is needed

...definition of what is wanted

...definition of what is already there

with the help of guidance

Two different approaches: inherent to the education system vs. focussed on competences

Inherent to the education system:

- **Significant characteristics: portfolio process, transparency, quality and process reliability**
- **Generally connected with reforms of the educational system**
- **Acceptance due to involvement of all major stakeholders in the development process**
- **Completion of the traditional scheme of qualification system instead of challenge**

Competence-Focused Approaches:

Phases:

- Information and guidance
- Self-reflection, compilation and reporting
→ positioning
- Interview and analyse of the portfolio
- Training or other settings
- Assessment
- Credits and partial qualification

Competence-Based Approach

Biographic-systematic-instruments:

- reflective learning process
- better openness to dialogue
- motivation because of the dynamic process
- positive process: focussed on competences and strength
- formally, non-formally and informally acquired competence will be *all* visualised
- focussed on the individual

ProfilPASS in Germany



Waiting...



Inherent to the System

- **„Externenprüfung“ = external assessment**
- **Understanding of informal learning in the NQF (in discussion)**
- **University access on the base of professional experience (reform)**
- **Recognition/ Equivalency of vocational qualification aquired abroad (law)**
- **Crediting vocational competences on academic course of studies (by Departement of State and Federal Ministry)**
- **Diagnosis of competences (in discussion)**

“Externenprüfung” (BBiG/HWO) „External Assessment“

- Permit to assessment and acquirement of the Vocational Qualification if the following pre-conditions are fulfilled:
- Pre-Conditions: Work Experience
 - Work experience should be more than 1,5 times of the duration of training
 - Duration of training in another corresponding occupation
 - If establishing prima facie evidence of actionability in the job, undershooting of the 1,5 times duration of training
 - Occupation abroad

Inherent to the System

University Admission for qualified Professionals

- Permission for course of studies
 - Third chance-education (normally)
- Pre-Conditions:
 - Completed professional training
 - Perennial, relevant professional experience respectively qualified continuing education
 - Proof of revision and counseling
 - Minimum Age
 - Principle Residence





Visualisation of non-formal and informal acquired competences

Mona Pielorz, DIE



ProfilPASS®

Dialogzentrum Südwest

