Career Development & RNFIL

Mona Pielorz, DIE
Mitglied der Company
later

Individual now

Individual later

Company now

Company later

Society now

Society later

„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
...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 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 planning (new) vocational or private targets/aims
- Facilitators/Guides showing new options and possibilities
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
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
• Requirements to achieve the individual aim
• Description of knowledge, skills + attitude needed for the qualification/certificate

Qualification Standards/Certificate Requirements

Auto-didactic Learning/Specific Classes

Qualification Methods

Failed Assessment

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

Visualise existing competences
Compare on Existing Standards

Guidance/Mentorship

Qualification + Certification

Lifelong Learning

Individual Aim
Mitglied der Competence/Job Specification

Vocational Training Standards/Standards by Company
- HR Training manual
- Appraisal Interview
- Job Specification (Reformulation knowledge, skills + attitude for job)

Compentence/Competence of Job Specification
- Single Assessment of C/CJS
- Cluster C/CJS for Assessment

Failed Assessment
- Partial Qualification
- Lifelong Learning

- Full Qualification
- Employment/Promotion

RPL/RNFIL/PLAR
- Guidance/Mentorship
  - Visualise existing competences
  - Assessment on Existing Standards

Specific Defined Field of Work
- Content Job Specification
- Further Education
- Assessment Methods

Company

Content Job Specification
- Training-on-the-job/Training-off-the-job

Full Qualification
- Employment/Promotion

Lifelong Learning
- Employment/Promotion

Partial Qualification
- Lifelong Learning
Ministry of Labour and/or Education

VET or a specific defined field

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

Curriculum/ Curriculum Standards

- Content
- Modules/ Units
- Assessment Methods

Guidance/ Mentorship

- Visualise existing competences
- Assessment on Existing Standards

Failed Assessment

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

Full Qualification

- Employment

NQF

Lifelong Learning

Partial Qualification

- Teaching Methods

Number of teaching hours per module

Full Qualification + Credits

RPL/RNFIL/PLAR
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
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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)?
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. focused 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 acquired 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

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Mitglied der

ProfilPASS®
Dialogzentrum Südwest

Mitglied der
Leibniz Gemeinschaft