



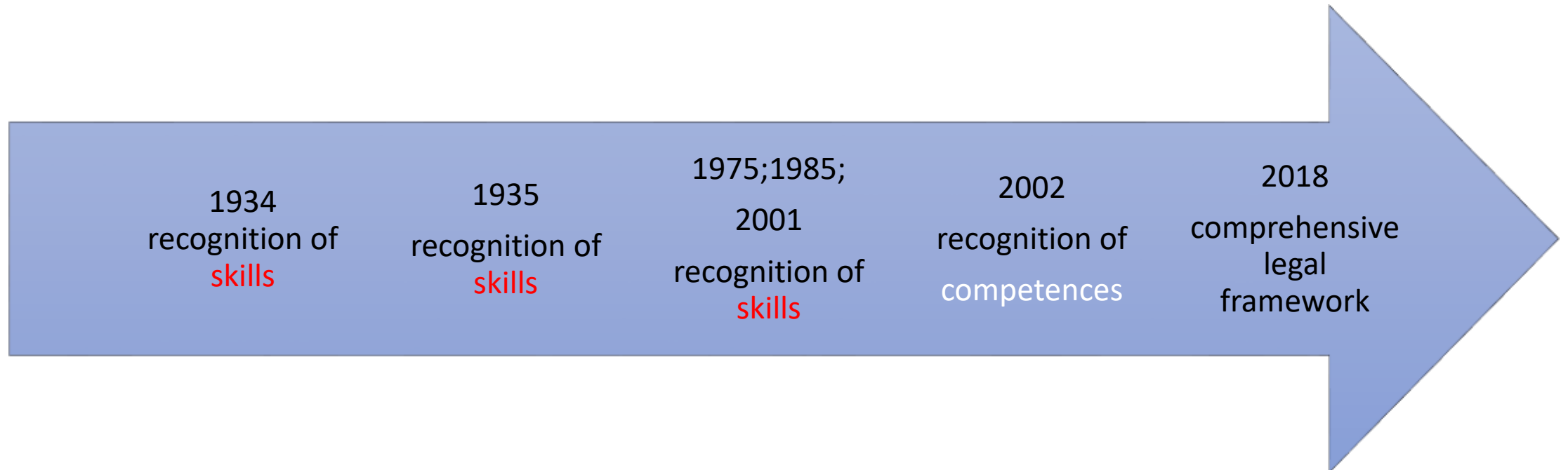
STEPS FOR PRESENTATION OF COMPETENCES, ACQUIRED BY NON-FORMAL LEARNING, TO ASSESSORS

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"Development of a flexible, innovative and practical framework for Work-based Learning in higher education of Armenia and Russia" (FlexWBL)

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Genesis of assessment and recognition of **skills** learnt in the workplace



Genesis of assessment and recognition of **skills** learnt in the workplace

- This phenomenon was first mentioned in France, in the Law of 10 July 1934, the Article 8 which of laid down the following conditions for recognition of the title of Qualified Graduate Engineer:
"Self-educated technicians, independent distance learners of various schools, students of evening classes who pass an exam and prove five years of field experience as a technician, are entitled to qualify as an engineer" (la loi de 10 juillet 1934).
- The Decree as of 26 March 1935 prescribed the conditions for issuing a diploma: An applicant must be over 25 years of age and have 5 years of experience as a technician and 2 years of experience as an engineer.
- This was later followed by other laws: 1975, 1985, 2001, yet, only in the field of engineering and agriculture.
- It was necessary to wait for the Law "On Modernisation" as of 2002 (la loi de Modernization, 2002), which covered most areas of professional occupations and higher education institutions, as well as the time frame for the entry of the **competences** into effect.
- In 2018, a comprehensive legal framework was established to assess and recognise competences acquired in the workplace, in volunteering, and by self-learning.

Genesis of recognition of skills and experience in the United States acquired during the war

- In 1945, at the end of World War II, US troops returned home.
- The country wanted to show gratitude to its heroes, therefore, it developed and introduced a procedure for assessing and recognising the experience acquired during the war.
- So, most of veterans of the war became eligible for admission to part-time study programmes in various colleges and universities.
- Since then, theories of adult education, Lindemann's theory, and Knowles' theory of andragogy have been practised.
- Today, the United States has a well-developed scheme for the assessment and recognition of competences and a legal framework for adult education



What sorts of persons choose the competence assessment and recognition procedure?


	Incompetence	Competence
Conscious	<p>Conscious incompetence (Level 2): I know that I don't know</p> <p>Learning</p>	<p>Conscious competence (Level 3): I know that I know</p> <p>Practice</p>
Un-conscious	<p>Unconscious incompetence (Level 1): I don't know that I don't know</p> <p>Lack of knowledge, ignorance</p>	<p>Unconscious competence (Level 4): I don't know that I know</p> <p>Integration</p>
<p>Reflection, modelling of self-improvement (Level 5): I know and I can explain how I do it</p>		

The following is needed to implement the competence assessment and recognition procedure:

1. Procedures for the assessment and recognition of competences approved by the Senate



2. Description of competences under the study programme, divided into separate competence blocks



3. Professional consultants



4. Validated and valuable methodologies

Description of competences under the study programme: mandatory “Homework”

COMPETENCE BLOCK I	DISSEMINATION OF INFORMATION ON HEALTH AND HEALTH PROTECTION:
	1.1. To disseminate information on healthy lifestyles, on promotion and formation of healthy lifestyles, on reduction of behavioural risks to public health, as well as on other health promotion activities provided for by public health legislation and codes of ethics;
	1.2. To prepare informational and methodological materials on epidemiology, prevention of infectious diseases, and other issues;
	1.3. To collect and process information related to health promotion.

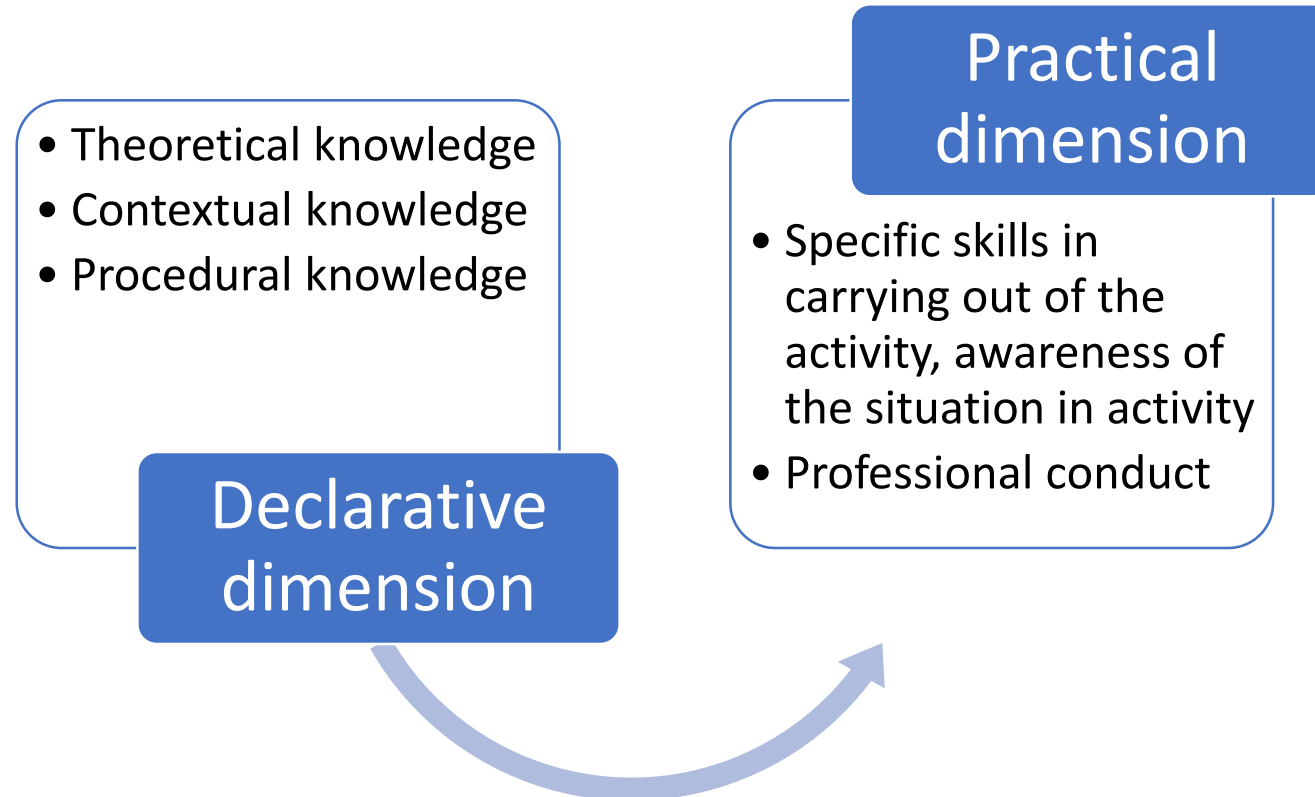
Academic subjects that can be equated and credited to an applicant's competences, acquired by non-formal learning:

Health Ethics and Law (3 cr.)

Epidemiology and Prevention of Infectious Diseases (5 cr.)

Sociology of Health (3 cr.)

Two competence assessment dimensions



Therefore, different assessment methods are used:

Portfolio method

Interview with an applicant

Quizzes and exams

Modelling of activity

Activity monitoring, analysis, etc.

Professional consultants

- They not just know how to assess (know its principles, methodological basis, process), but they are also capable of convincingly, collegially and respectfully, by creating a culture of continuous learning at their university, advise on the implementation and improvement of the applicant assessment project;
- Counselling of adult, mature, and responsible applicants who are good in their field often takes the form of mentoring, a clarifying interview, assistance, and personal support, rather than just teaching or instruction.

A method is considered valuable if it:

- Emphasises a person's real actions, implementation of specific job tasks, and a real context of professional activity;
- Identifies aspects that are carried over from one context of activity to another (knowledge, skills, competences, behaviour, attitude, as well as the ability to analyse, think, generalise).

The following three elements need to be highlighted to assess competences and prepare a portfolio:

1.

⑩ Description of professional or volunteer activity or its context, the thesis of which can be verified

2.

⑩ Quality of the portfolio and analytical reflection skills (these skills are equated to the process of self-development, cognition)

3.

⑩ Evidence of competences

The Competence Portfolio consists of two parts and respective presentation forms:

I - General part

- Application to the Rector of KU
- Consent to participate in an information seminar
- Contract
- Europass
- List of competences, assessment methods, pass-fail subjects
- Competence portfolio assessment form
- Final report, summary of pass-fail subjects

II - Analytical part

- Primary analysis of an applicant's experience
- In-depth analysis of an applicant's experience
- Summary table of enclosed documents
- Annexes

The Competence Portfolio. Part 1.

See PDF-FILES

Applicants are offered and provided with an electronic form of the Competence Portfolio Part 1.

Steps of completing the Part 2: Analytical Part of the Portfolio


1. Reading and understanding a study programme and the Competence Presentation Form

2. Primary analysis of an applicant's experience


3. In-depth analysis of an applicant's experience

Step 1: Reading and understanding a study programme and the Competence Presentation Form (Analytical Part 2 of the Portfolio)

To get a detailed knowledge of the description of the chosen bachelor's study programme, competences and activity functions.



To make clear which activities and competences can be analysed, presented for assessment and recognition, as they must fit the competencies specified in the curriculum.



To analyse thoroughly the form of presentation of competences acquired by non-formal learning in order to more easily understand its structure.

Step 2: Primary analysis of an applicant's experience (Analytical Part 2 of the Portfolio)

- The objective is to identify the applicant's most important experience, which might be provided in the Competence Presentation Form.
- It is advised that you write down various activities, carried out up to date, including volunteering, on a separate sheet of paper.
- The activity does not need to have any relation with a profile of the diploma that the applicant seeks to qualify for.
- On this list, you should only specify those activities that relate to the profile of the diploma that the applicant seeks to qualify for.

Steps of the Part 2 (Analytical Part 2 of the Portfolio):

- Please select one experience from the list.
- Let it be the experience that mostly meets the profile of your desired diploma. It will be the main one in the Competence Presentation Form.
- It would be advisable that the experience selected from the list is not very old.
- Please select another experience from the list of experiences.
- Think about how it fits with the roles and competences listed in the curriculum?
- Ask yourself how does the second selected experience enrich or, maybe, complement the first experience?
- Please use the same principle to select a third experience that will provide assessors with more detailed information on your competences.

Step 3: In-depth analysis of an applicant's experience (Analytical Part 2 of the Portfolio)

1. Learning motivation
2. Professional, non-professional and/or volunteering experience
3. Previous learning process
4. Experience No. 1
 - 4.1. Presentation of the context of activity
 - 4.2. Description of significant situations in activity taking into account academic subjects, learning outcomes, goals, and developed competences set out in the curriculum of the bachelor's programme
 - 4.3. In-depth analysis of experience.
Experience No. 1.
5. Experience No. 2.
6. Experience No. 3.
7. Summary table of enclosed documents

1. Learning motivation

- Learning motivation will allow the assessment board to understand the causes for choosing the specific bachelor's degree and the desired diploma, based on the applicant's personal or professional experience.

2. Professional, non-professional and/or volunteering experience

- This section should provide an overview of your experience.
- Tables for an overview of professional, non-professional and voluntary activities will help you to do this.

3. Previous learning process

- Please provide the assessment board with an overview of your learning process.
- Do not forget about your diplomas, certificates held.
- Please enclose copies of all the listed documents in annexes to the Achievement and in the Summary Table of Documents.

4. Experience No. 1

- The experience should be reviewed taking into account the following several aspects:
 - Presentation of the context of activity (professional, non-professional, volunteering);
 - Description of significant situations in activity, taking into account academic subjects, learning outcomes, goals, and developed competences set out in the curriculum of the *bachelor's programme*;
 - Analysis of the experience.

4.1. Presentation of the context of activity

- 4.1.1. Your activity or volunteer functions
- 4.1.2. Institutional environment of your activity structure (association, community, organisation, its division, unit, office, etc.)
- 4.1.3. Description of your activity structure
- 4.1.4. Your position in the activity structure
- 4.1.5. Activity carried out by you
- 4.1.6. Target group which your activity belongs to

4.2. Description of significant situations in activity

- Please introduce and describe a few significant situations in the applicant's activity that would be related to academic subjects, learning outcomes, goals, and competences set out in the curriculum of the bachelor's programme.
- You do not need to describe all of the situations that emerge in activity. You should only describe a few situations in your activity that would “comprise” the competences under blocks I, II, III, IV or V. Therefore, a very simple principle for describing operational situations is suggested as follows:
- First, describe a situation in activity which would fit the content of competences under Block I;
- Second – the content of competences under Block II, etc.
- If your experience is quite extensive, you can describe more than five situations in activity; in this case, please add additional pages to the Competence Presentation Form, as there is currently a space for five of your situations only.

The situation in activity described

- Might be illustrated with various images, printed documents, photographs, videos, reviews from peers, employers, etc.
- You are free to enclose this all in annexes, by completing the **SUMMARY TABLE OF ENCLOSED DOCUMENTS** at the end of the form.
- **Please note that documents, images, etc. enclosed in annexes may be served to support or prove more than one job function or situation in activity.**
- **It is not the abundance of documents enclosed that matters, but their appropriateness (i.e., suitability for the situation in activity, job functions, or a block of competences) and diversity!**

4.3. In-depth analysis of experience. Experience No. 1

4.1.3. Principles and objectives of activity

4.3.2. Sources of information and documents

4.3.3. Engagement in the executive collective functions of the structure

4.3.4. Level of independence and initiative

4.3.5. Assessment of your functions

4.3.6. Necessary and demonstrated competences

Experience No. 2

- This part of the Competence Presentation Form (as well as the next one - Experience No. 3), unlike the main Experience No. 1, is considered only as auxiliary.
- It is completed only if an applicant has and wishes to analyse one more experience, which would complement new competences or functions to your main experience No. 1.
- This part of the Competence Presentation Form form consists of the following sections:
 - 5.1. Presentation of a function of activity or volunteering
 - 5.2. Presentation of a context of activity
 - 5.3. Description of significant situations in activity, taking into account academic subjects, learning outcomes, goals, and developed competences set out in the curriculum of the *bachelor's programme*.

6. Experience No. 3

- Please apply the same guidelines and advice to this part of the Competence Presentation Form as for the Experience No. 2.

7. Summary Table of Enclosed Documents

- It is intended to list all the documents enclosed in annexes and is completed in accordance with the sections specified in the table.
- Instructions for completing the form are provided next to each section of the Competence Presentation Form (Analytical Part 2 of the Portfolio).

- **QUESTIONS OR COMMENTS?**

- Thank you for your attention and...
- The next part of the meeting will focus on specific forms of the portfolio.
- Have a nice and productive day at Klaipeda University. 😊

