



Recognition of non-formally and informally acquired competences – implementation process

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**Dobro jutro,
nadam se da ce vam naša prezentacija biti korisna.**



Kontext European Universities CHARTER On Lifelong Learning

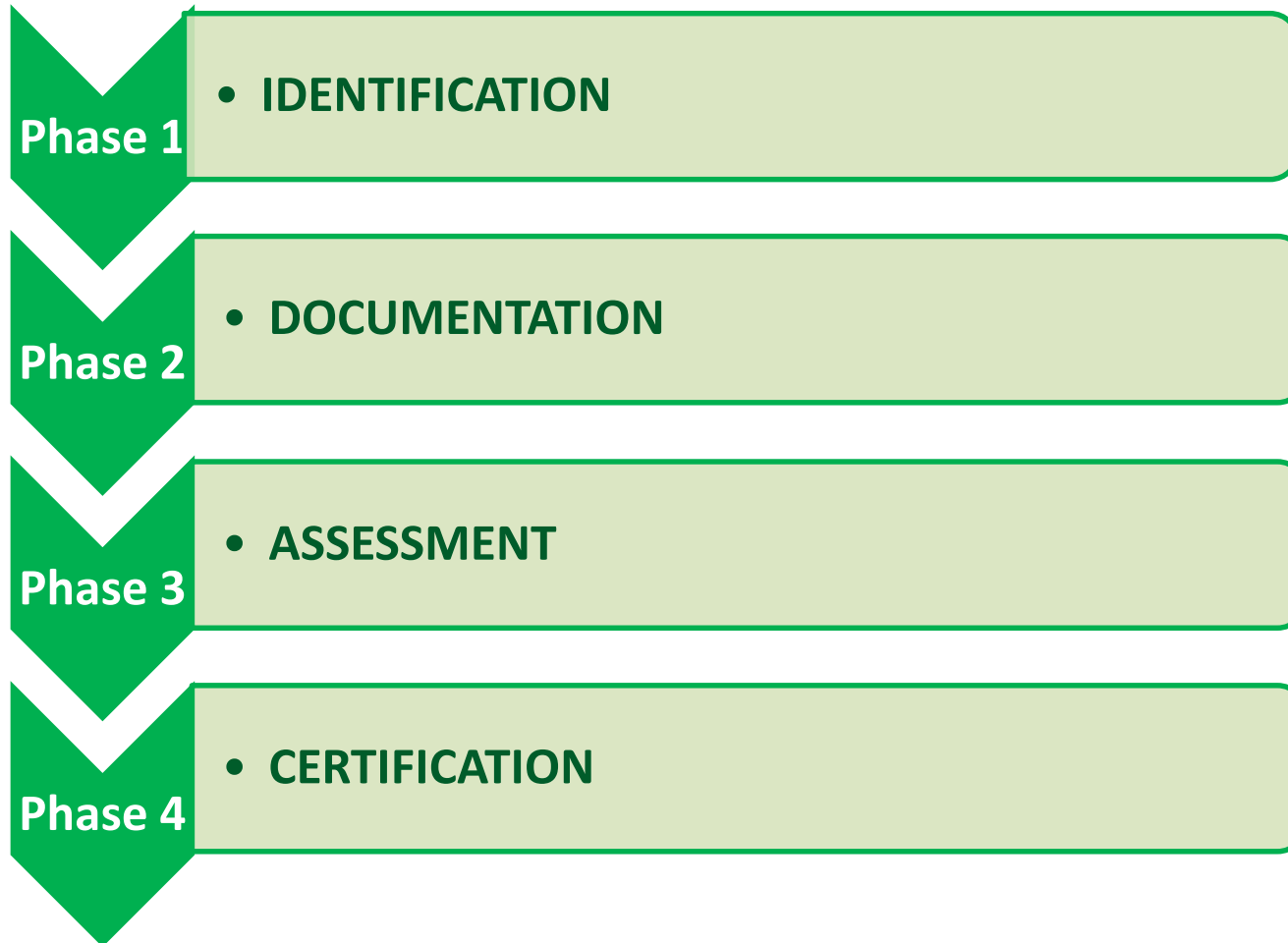


UNIVERSITIES COMMIT TO:

- Embedding concepts of widening access and lifelong learning in their institutional strategies
- Providing education and learning to a diversified student population.
- Adapting study programmes to ensure that they are designed to widen participation and attract returning adult learners
- Recognising prior learning
- Strengthening the relationship between research, teaching and innovation in a perspective of lifelong learning
- Consolidating reforms to promote a flexible and creative learning environment for all students
- Developing partnerships at local, regional, national and international level to provide attractive and relevant programmes

(Quelle: European Univ. Charter on LLL, Brüssel 2008)

Phases of Validation



Phase 1

• IDENTIFICATION

- Identification of existing knowledge, skills and competencies
- Candidates become increasingly aware of their previous achievements

This phase is crucial because learning outcomes differ from person to person and are acquired in a variety of contexts: at home, at work or as part of volunteering. (For many, discovering and growing awareness of their own abilities is already a valuable result of the validation process.)

Phase 1

• IDENTIFICATION

What needs to be taken into account?

Methods and procedures for identification are open to the unexpected and do not limit the range of knowledge, skills and competences that can be taken into account.

A balance is needed between the use of standardised (IT-based) instruments and approaches based on personal dialogue (see instruments).

Phase 1

• IDENTIFICATION

What needs to be taken into account?

The link between the validation process and other activities of the candidate's professional development.

The personal development plan, which describes the individualised learning pathway and includes further orientation, formal and informal learning, work experience, further validation steps, etc.

Objective of this phase

The candidate is aware of the value of his/her already acquired knowledge, skills and competences.

Phase 1

• IDENTIFICATION

Instruments and tools – you need:

- Web offerings with comprehensive information and e-tools
- An area on the BOKU website for information and registration (online forms, datasheet, etc.)
- Access to BOKUlearn – own instance
- Declarative methods such as: Descriptions, portfolios, written reflections (can be carried out independently and unaccompanied)
- Offline examples and templates are available and can be adapted according to the target group of the university course

Phase 1

• IDENTIFICATION

Instruments and tools – you need:

- Online tool – own BOKUlearn instance for validation for all phases!
- Self-assessment (formative) with the aim of reflecting on one's own learning processes or the learning career. They are intended to reflect on one's own resources in order to determine the individual location. The self-assessment should be based on the competencies of an individual.
- Offline examples and templates are available, and can be adapted according to the target group of the university course-program (interviews, discussions, portfolios, observations). However, an online tool for sustainable use would be useful.

Phase 1

- **IDENTIFICATION: Tools**

Portfolio

CV

School reports

Questionnaires

**Recommendation
Letters**

**Evidence of work
experience**

**Certificates
(Seminars, etc.)**

Study abroad

**Scientific
publications**

Work samples

- IDENTIFICATION: Tools

CV

Vorlage Lebenslauf 1

Vorname Nachname
FOTO

Adresse

Telefon

E-Mail

Geburtsdatum

AU SBILDUNG

Jahr (von bis)

Jahr (von bis)

Jahr (von bis)

Jahr (von bis)

ARBEITSERFAHRUNG

Jahr (von bis) (Arbeitsort)

• IDENTIFICATION: Tools

CV

Vorlage Lebenslauf 2

Ein weiterer Weg ihren Lebenslauf zu gestalten ist über die Europass Homepage. Sie können dort jederzeit Änderungen vornehmen und es ist komplett kostenlos.

Zuerst muss ein Europass Profil erstellt werden. Dabei sind Angaben zu ihrer allgemeinen und Beruflichen Bildung zu machen. Mit einigen Klicks kann man danach so viele Lebensläufe erstellen, wie man will.

Homepage: <https://europa.eu/europass/de>



• DOCUMENTATION

Provision of evidence of the learning outcomes acquired

Must be open to many different types of evidence, from written documents to work samples to practical demonstrations. This evidence must provide sufficient insight into non-formal or informal learning outcomes: a simple enumeration of professional titles or positions is not sufficient.

• DOCUMENTATION

Instruments and tools – you need:

- clear criteria for the documentation of non-formal and informal learning (incl: Deadlines, etc.)
- a web-based form, which was created similar to an equivalence list form - for the recognition with the learning outcomes of the university course-program and - for the admission with the admission competencies required for the university course-program (Learning Incomes)
- Online tool - own BOKUlearn instance for validation with the possibility to upload the following documents:
 - Europass and/or any other way of presenting a curriculum vitae
 - Evidence of formal qualifications
 - Evidence of initial and continuing training, including short courses

• DOCUMENTATION

Instruments and tools – you need:

- Qualifications, business licenses, professional / commercial registrations
- Employment documents such as service certificates, performance assessments
- Confirmations/documents on previous employment relationships and experiences
- Letter of recommendation from current and former employers, superiors and colleagues
- Recommendations from persons with relevant qualifications in the areas assessed
- Recommendations from superiors indicating skills and knowledge in professional practice
- Photographs and/or work samples
- Reports, critiques, articles indicating the level of knowledge, as well as analysis and written expression skills in relation to the topic

• DOCUMENTATION

Example of the PHASE II documentation procedure for a university course-program

- Establishment of an online portal (server identification for data preservation and security) in which all documents of the candidates, the communication with counsellors and the results of the process are documented with the following questions: How and in what form do I document - with what and for what?
- For crediting procedures: All documents are compared with the learning outcomes of the university course-program. Several documents should be uploaded for each learning outcome. At the same time, this includes a field describing the skills already acquired and explaining why he/she believes that these skills have been acquired on the basis of previous learning experiences.

• DOCUMENTATION

Example of the PHASE II documentation procedure for a university course-program

- Counselling and support of the entire process, assistance and explanation of the guidelines, etc. (First experiences in the university course "Rural Property Management" have shown that this documentation requires a lot of counselling. In many publications and recommendations, "Guidance as a QA feature" is cited.) It needs standardized conversation logs, results of checks, etc.
- Set deadlines for submitting applications - set timetable
- Verification of the submitted documents and, if applicable, Receivables

Phase 3

• ASSESSMENT

The instruments and procedures must be used with the highest degree of transparency.

AQ Austria explicitly states transparency and recommends:

Transparency refers to the development and design of procedures, to all decisions and to the continuous application of criteria.

Transparency must be ensured internally (internal university) and externally (against applicants, candidates and students).

The use of the procedures also requires that applicants and students provide transparent proof of their competences.

Phase 3

• ASSESSMENT

What needs to be taken into account?

- The assessment is carried out in an appropriate and supportive setting.
- The assessment is based on pre-agreed criteria.
- There is feedback on the results of the assessment
- The assessment methods must be valid, reliable, fair and useful
- The assessment methods must be within an appropriate cognitive range, the breadth and depth of the learning is assessed

The aim of this phase is to:

- That the assessment is based on an appropriate use of valuation methods
- That the university informs the candidates sufficiently about the requirements of the assessment instruments used and the expected level of performance
- That the assessment design fits the needs and possibilities of the candidates and reflects the learning environment

Example of the procedure for the PHASE III - assessment - for a university course-program

- Examination of the equivalence of a jury of experts with regard to content and level
- Testing with the above methods with an additional joint principle (min. 6 eyes)
- Expert jury consisting of course director, course manager, credit officer, a subject-specific external person
- Transparent procedures protocols and standardised forms are used (see above)
- The expert jury makes a proposal/recommendation, justifies it and makes a decision

Phase 4

• CERTIFICATION

What needs to be taken into account?

- The methods used are suited to the individual variants of non-formal and informal learning
- The decision on the assessment results is transparent, reasoned and complies with the requirements of the respective qualification standard
- The candidate receives a document/certificate
- There is an opposition procedure

Instruments and tools - you need:

- A standardised form for admission or accreditation
- A standardized form for the documentation of the assessment results
- A standardised form for an objection

Phase 4

• CERTIFICATION

Example of the procedure for PHASE IV certification for a university course-program

- The protocol and the standardised forms with the decision of the expert jury are forwarded to the responsible service unit of the University of Natural Resources and Life Sciences-BOKU.
- This service unit sends the documents to the Rectorate.
- The Rectorate is responsible for the admission and therefore takes the final decision.
- The notification is issued by the responsible service unit.

How should VNFIL be organized?

- The importance of *involvement of all stakeholders*
- The Concept provides a well-founded framework for the approach
- The organisational structure depends
 - on the functions: access and/or recognition
 - on cooperation networks: mandatory or not
 - on national guidelines
- Successful VNFIL stems from clever *curriculum design*: flexible pathways and clearly defined learning outcomes
 - "Competences count"

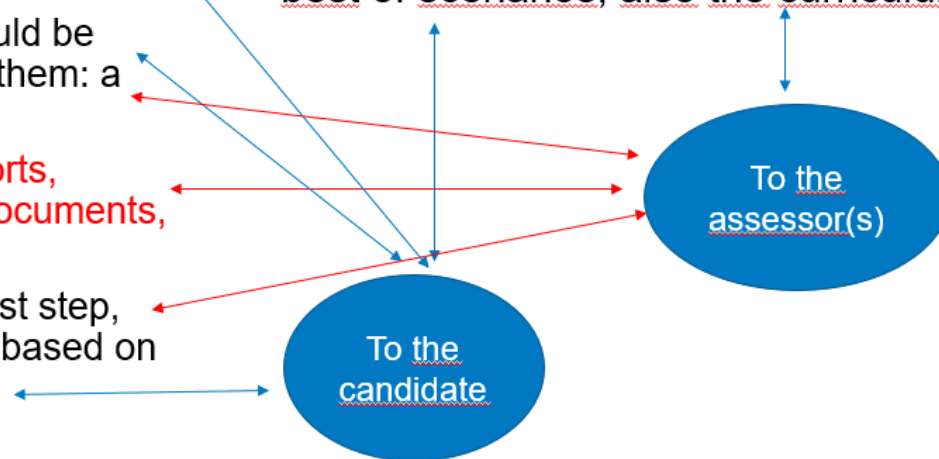
One suggestion

- **Managerial level:** raises awareness and enhances the value of the process; assigns responsibilities
 - An easy-access portal (digitalised service)
- **University level:** a team of experts who
 - provide guidelines and standardised documentation for the portal
 - take care of F2F guidance and counselling
 - ensure administrative processes
 - monitor compatibility with QA
- **Unit/Faculty/Programme level:** a team of lecturers as experts in charge of
 - designing equivalence tests and other tools
 - assessing dossiers and tests/portfolios/exams

Context

What kind of methods should the assessment involve to be trustable?

- The role of *equivalence tests* is crucial, in order to make the system transparent and trustworthy
- The best pedagogical skills should be mobilised to develop and apply them: a team work
- **A combination of portfolios, reports, authentic work fragments and documents, tests → not static but dynamic**
- A *self-assessment tool* as the first step, designed on the curriculum text based on intended learning outcomes
- Assessment by a *panel of experts* (who have designed the instruments and in the best of scenarios, also the curriculum)





The Nordic model for validation: a Quality Assurance process

(https://nvl.org/Portals/0/DigArticle/11675/Quality_model_validation_eng.pdf)

Guidance

How can good guidance be organized?

- Adequate information and counseling: on the website of the institution, on the validation portal and from an expert (direct questions can be addressed), prior to submitting an application
- Throughout the process: explicit guidelines and how-to-do-it instructions, models of common cases
- Expectations, length, costs, procedures, possible outcomes, appeals: explicit information made available and updated

What should be the competences of this person?

What are the challenges of guidance?

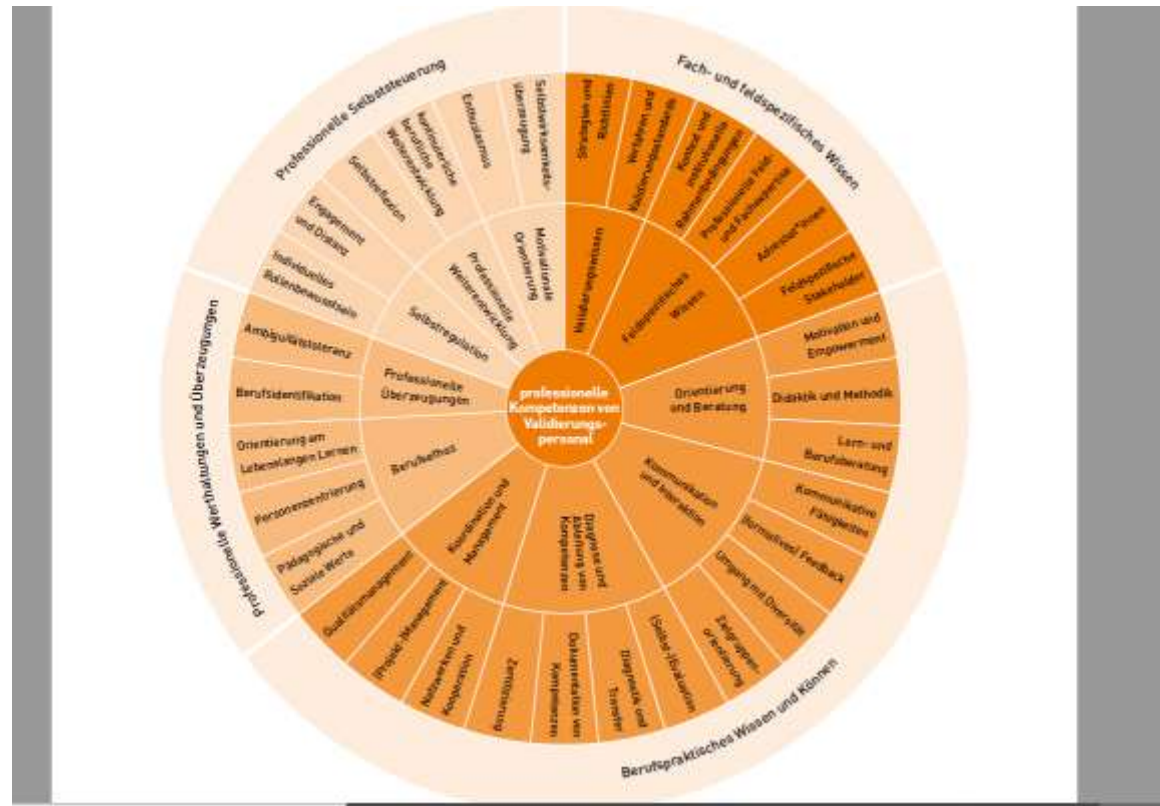
- A **team** of experts is needed
- Study counselor / Academic advisor / Tutor / Study coach
 - Skills in coaching with a holistic vision
 - Thorough knowledge of VNFIL as a process and of its implementation in the HEI
 - Good networking and interpersonal skills
 - Tolerance for ambiguity
 - Guidance and counseling function best when separated from assessment
 - Yet, assessing lecturers need to know thoroughly the process

What does it take to be successful?

- Commitment of the university to RPL - university management, Recognition Officer and employees who carry out validations
- Provision of the necessary resources
- Transparent procedures for recognition applicants and employees involved in the process
- Provision of relevant information
- Good counselling including sufficient lead time
- Portfolio of competences
- Support through counselling until forwarding for validation
- Evidence-based as a basis for validation
- If required: validation meeting
- Training for those involved in the process
- Documentation

What does it take to be successful?

Counsellor competences / independence



Prototyp Online Tool with LMS Moodle

- Expertise widely available
- Free software (open source and expandable)
- Many required functions are available
- Standardised recording of competences
- Assessment by several people
- Collection of results
- Communication



Moodle in a nutshell

Moodle activity 'Test'

- already supports recorded assessment by several people
- 'Question catalogues' facilitate the implementation of new modules
- definable assessment system

Moodle activity 'Submission'

- free text input
- document uploads
- definable assessment system according to requirements
- ensures standardised assessment of defined activities

Phase I Identification

Aim of this phase

The candidate is aware of the value of the knowledge, skills and competences he/she has already acquired.

What needs to be considered here?

Methods and procedures for identification are open to the unexpected and do not limit the range of knowledge, skills and competences that can be considered.

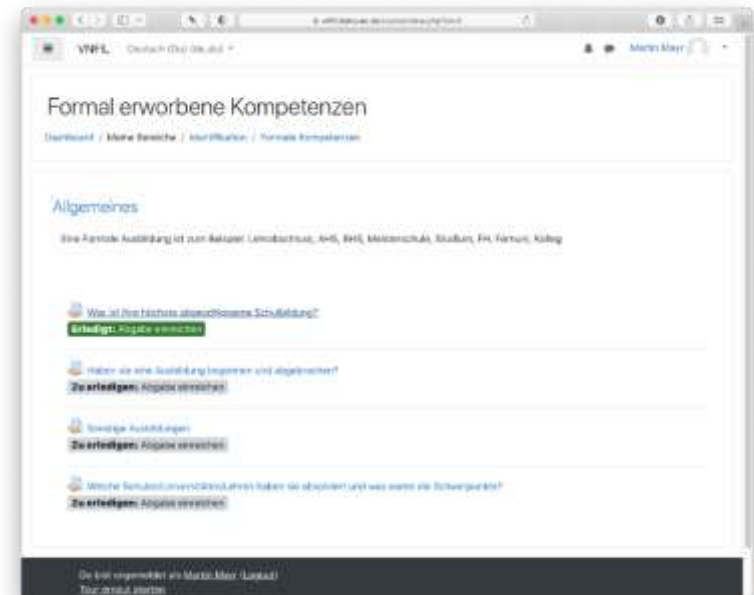
A balance is needed between the use of standardised (IT-based) tools and approaches based on personal dialogue (see tools).

There is a clear link between the validation process and other professional development activities of the candidates.

There is a personal development plan that describes the individualised learning path and includes further orientation, formal and informal learning, work experience, further validation steps, etc.

Phase I Identification

- Support and guidance for candidates
- Standardised overview
- Candidates become aware of what they 'can' do
- Jury gets a picture of the candidates
- For admission:
- Standardised recording of formal qualifications



Phase 1

- IDENTIFICATION: Tools

Portfolio

CV

School reports

Questionnaires

Recommendation
Letters

Evidence of work
experience

Certificates (Seminars,
etc.)

Study abroad

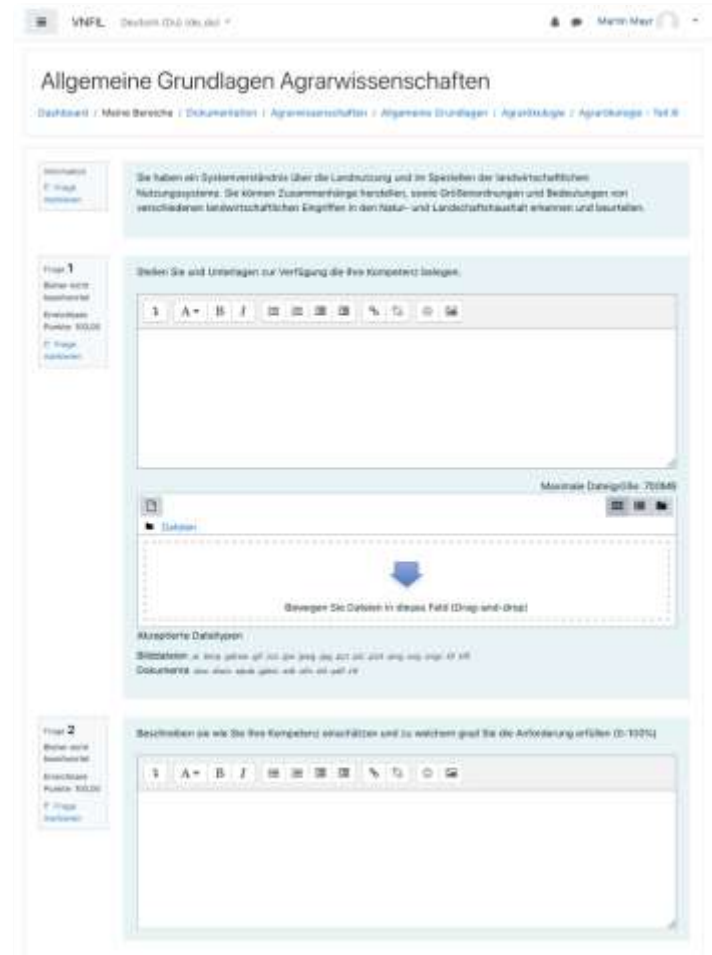
Scientific publications

Work samples

Phase II Documentation

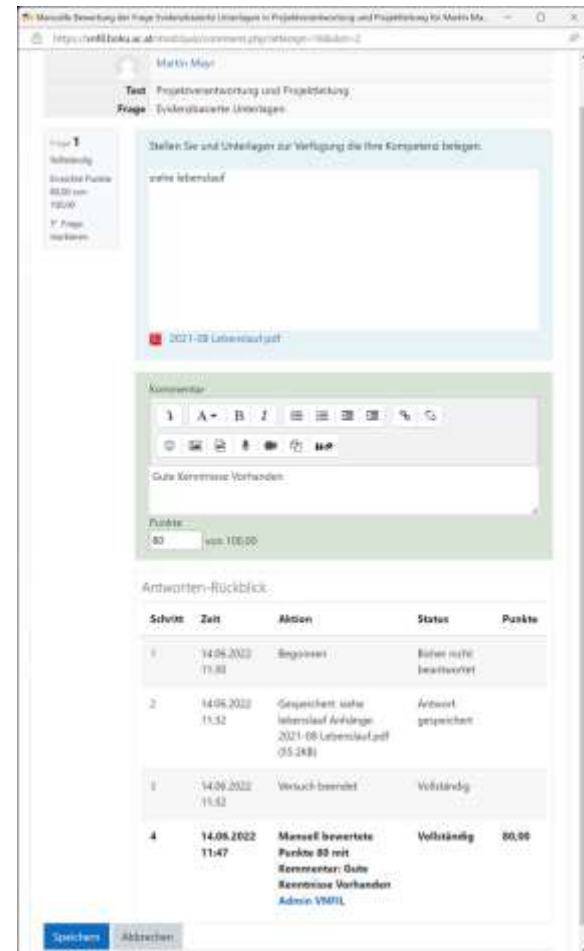
What needs to be considered here?

- For the candidate: Evidence-based proof of competences already acquired is compared with the LOs
- To what extent do existing documentation formats support the transferability of acquired knowledge, skills and competences?
- Standardised but offer leeway
- Standardised recording
- Guiding candidates through all subject areas
- Interrupting/saving and resuming work
- Implementation as Moodle 'test'/question catalogue



Phase III Evaluation

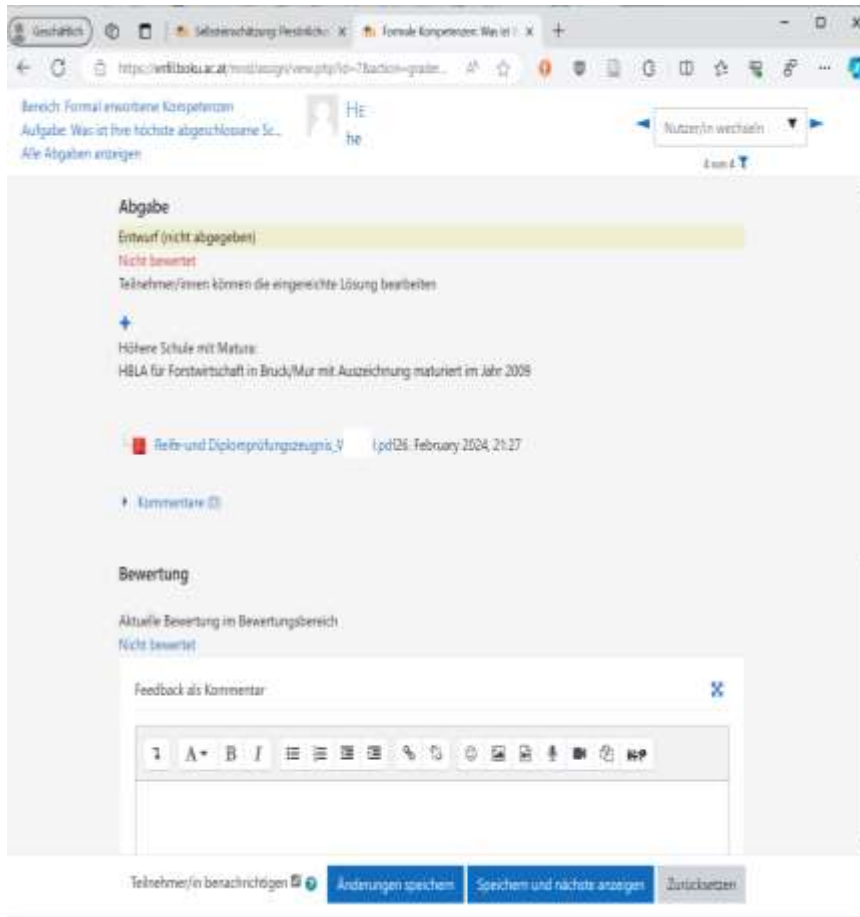
- Evaluation of the competences documented in phase II
- Evaluation of competences according to the 6-eyes principle
- Support of the jury through
- Clear procedure
- Assignment to experts
- Recording of the feedback
- Clear assignment of the feedback
- Transparency



The screenshot shows a Moodle assessment page for a user named 'Matthias Mayer'. The question is titled 'Projektverantwortung und Fragebeantwortung' and asks for 'Evidenzbasierte Unterlagen'. The user has uploaded a file named 'sofha Lebenslauf.pdf'. The question is worth 80 points out of a total of 100.00. A comment field contains the text 'Gute Kenntnisse Vorhanden'. Below the question, there is an 'Antworten-Rückblick' table showing the history of attempts.

Schritt	Zeit	Aktion	Status	Punkte
1	14.06.2022 15:33	Begonnen	Bisher nicht beantwortet	
2	14.06.2022 15:32	Gespeichert: sofha Lebenslauf Anfänger: 2021-08 Lebenslauf.pdf (5-2KB)	Antwort gespeichert	
3	14.06.2022 15:32	Versuch beendet	Vollständig	
4	14.06.2022 11:47	Manuell bewertete Punkte 80 mit Kommentar: Gute Kenntnisse Vorhanden Admin VMHIL	Vollständig	80,00

Evaluation Examples



Bereich: Formal erwerbbare Kompetenzen
 Aufgabe: Was ist Ihre höchste abgeschlossene Schulbildung?
 Alle Abgaben anzeigen

Abgabe
 Entwurf (nicht abgegeben)
 Nicht bewertet
 Teilnehmer/innen können die eingereichte Lösung bearbeiten

+
 Höhere Schule mit Matura:
 HBLA für Forstwirtschaft in Bruck/Mur mit Auszeichnung maturiert im Jahr 2009

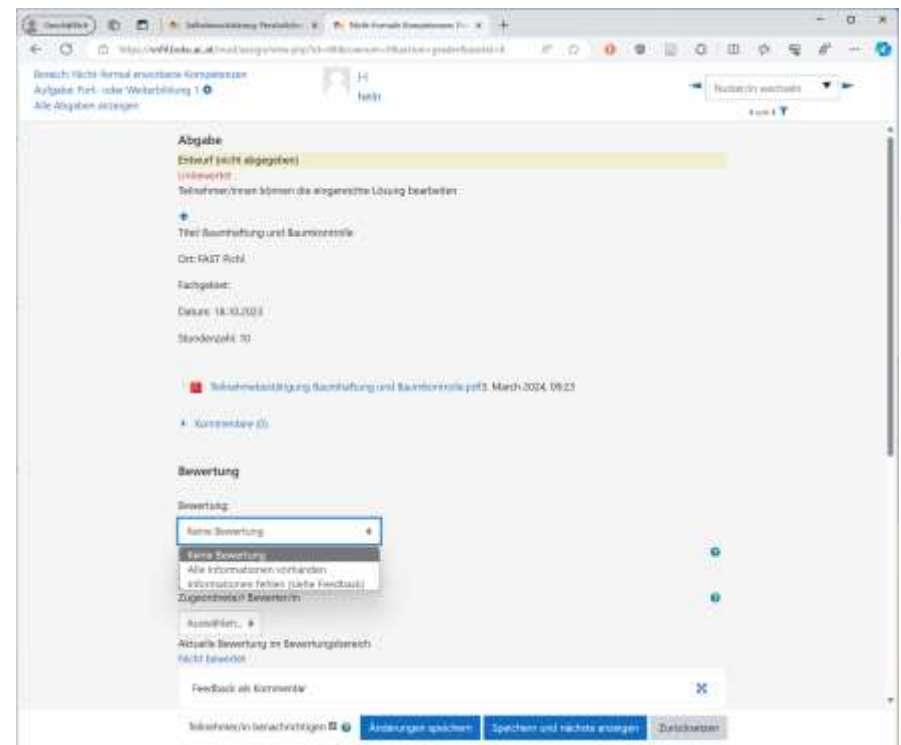
[Datei] Rechts- und Diplomprüfungszeugnis_V | pd26. February 2024, 21:27

+ Kommentare (0)

Bewertung
 Aktuelle Bewertung im Bewertungsbereich
 Nicht bewertet

Feedback als Kommentar

Teilnehmer/innen benachrichtigen | Änderungen speichern | Speichern und nächste anzeigen | Zurücksetzen



Bereich: Nicht formal erwerbbare Kompetenzen
 Aufgabe: Fort- oder Weiterbildung?
 Alle Abgaben anzeigen

Abgabe
 Entwurf (nicht abgegeben)
 Nicht bewertet
 Teilnehmer/innen können die eingereichte Lösung bearbeiten

+
 Teil: Bearbeitung und Baumstruktur
 Ort: RAST Riedl
 Fachgebiet:
 Datum: 18.10.2023
 Studienzahl: 10

[Datei] Teilnehmendatierung Bearbeitung und Baumstruktur.pdf3 | Mech.2024, 09:21

+ Kommentare (0)

Bewertung
 Bewertung:
 Name Bewertung
 Formale Bewertung
 Alle Informationen vorhanden
 Informationen fehlen (siehe Feedback)
 Zugriffsrechte? Bewerten

Auswählen: 6
 Aktuelle Bewertung im Bewertungsbereich
 Nicht bewertet

Feedback als Kommentar

Teilnehmer/innen benachrichtigen | Änderungen speichern | Speichern und nächste anzeigen | Zurücksetzen

Evaluation & Configuration Examples

Name	Gewichtungen	Punkte Bewertung	Aktionen
Wissenschaftliches Arbeiten und Wissenschaftsforschung	125	100,00	Bearbeiten
Agriarkologie - Teil I	125	100,00	Bearbeiten
Agriarkologie - Teil II	125	100,00	Bearbeiten
Agriarkologie - Teil III	125	100,00	Bearbeiten
Projektmanagement - Teil I	125	100,00	Bearbeiten
Projektmanagement - Teil II	125	100,00	Bearbeiten
Marketing und Präsenzmarketing - Teil I	125	100,00	Bearbeiten
Marketing und Präsenzmarketing - Teil II	125	100,00	Bearbeiten
Kom gesamt		800,00	Bearbeiten

Bereich Wissenschaftliche Kompetenzen
Aufgabe: Suchplattformen
Alle Abgaben anzeigen

Martin Mayr
martindemayr@gmail.com

Abgabe

Entwurf (nicht abgeben)

Unbeantwortet

Teilnehmer/innen können die eingereichte Lösung bearbeiten

Wissenschaftliches Arbeiten ist mir aus meiner beruflichen Tätigkeit geläufig, da wir Recherchen immer mit Google Scholar oder einschlägigen Literaturdatenbanken betreiben haben.

Kommentare (1)

Martin Mayr - Fr, 20. Apr 2023, 10:54
Beitragen Sie weitere Informationen dazu!

Kommentar speichern | Abbrechen

Bewertung:

Die Fähigkeit, wichtige Suchplattformen zu einem bestimmten Thema zu identifizieren, sowie aus verschiedenen Quellen zu zitieren (z.B. Suchmaschinen, Bibliothekskataloge, Fachdatenbanken, Websites wissenschaftlicher Einrichtungen oder einzelner Forscher, Portale zur Verbreitung eigener oder fremder Texte)

Suchplattformen identifizieren	Kein Wissen	Grundlegendes Wissen	Umfangreiches Wissen	
	0 Punkte	1 Punkte	2 Punkte	<input type="text"/>
Zitieren	Kein Wissen	Grundlegendes Wissen	Umfangreiches Wissen	
	0 Punkte	1 Punkte	2 Punkte	<input type="text"/>

Status des Bewertungsworkflows

In Bewertung

Zugewordene/r Bewertet/in

Auswählen

Aktuelle Bewertung im Bewertungsbereich

Nicht bewertet

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