

RECOGNITION, VALIDATION AND CERTIFICATION OF PROFESSIONAL COMPETENCES:

Handbook & Guidelines



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Colophon

The Recognition, Validation and Certification of Professional Competences: Handbook & Guidelines is developed by ISQ - PT.

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Lisbon, April 2013

Introduction

The recognition, validation and certification of competences (RVCC) intends to contribute to increase the levels of formal qualification of the workforce through developing professional skills acquired throughout life in various contexts, as well as providing a new training opportunity for those who have not completed or dropout training in formal education systems.

The operationalization of the recognition, validation and certification of professional competences (RVCC Pro) process assumes the existence of an adequate technical capacity from New Opportunities Centers teams, as well as the existence of assessment tools specific “evaluation kits” to verify the domain that candidates have of the skills associated with a specific qualification.

In this context, this document is presented as a tool to support the preparation of the teams and, in sequence, the development of RVCC Pro process in a future APL system. The information contained herein does not replace the need for the teams involved in the process – in particular RVC tutors and assessors – having to attend specific training before initiating their duties. Because it is a tool to support technical and pedagogical teams from New Opportunities Centers, this paper has a dynamic character. In this sense, it incorporates the adjustments that are deemed necessary, in the light of the context reference RVCC Pro, at national and European level, as well as their dynamics that are defining from the fieldwork developed by the Portuguese APL system.

Validation of non-formal and informal learning

The validation of non-formal and informal learning (VNFIL) is a fashionable topic attracting interests of stakeholders from different sectors of education and training. At the EU level, several initiatives have been taken in order to push forward the process of validation and build pathways between non-formal, informal and formal learning. Common European principles and guidelines have been established, peer learning and exchange of good practice have been promoted through a regularly updated inventory of policy and practice across Europe and through the provision of financial support for projects from EU lifelong learning and youth programmes. The Europe 2020 strategy explicitly calls for 'the promotion of the recognition of non-formal and informal learning' under its Youth on the Move flagship initiative. In this sense, by the beginning of 2012 the European Commission should launch a communication on this topic.

VNFIL is recognized as an important tool in the context of the current economic crisis as well as in the pursuit of economic and social goals at European level. However, in Europe VNFIL is organized differently across member states and consequently there are enormous differences within its development and implementation among European countries. In general, we can distinguish three groups of countries:

- The ones that have put in place national systems making validation an integral part of their education and training and employment policies (i.e. France, Portugal); when this is the case it is seen as another nationally endorsed route to recognition of learning outcomes and possibly to certification.
- The ones that have introduced validation partially, putting in place legal and institutional frameworks for future development in sub-sectors of education and training or in the employment sector;
- And a third group of countries where validation remains low on the political agenda and an overall strategy is lacking and there are few concrete initiatives.

This classification has been further extended in the 2010 CEDEFOP inventory to four categories:

High		Medium-High		Medium-Low		Low	
Finland, Netherlands, Portugal	France, Norway	Denmark, Romania, Sweden, UK (England, Wales, Northern Ireland, Scotland)	Germany, Spain,	Austria, (Flanders Wallonia), Republic, Iceland, Italy, Liechtenstein, Slovakia, Slovenia	Belgium and Czech Estonia,	Bulgaria, Cyprus, Hungary, Latvia, Malta, Poland, Turkey	Croatia, Greece,

Source: 2010 update of the European Inventory on Validation of Non-formal and Informal Learning – Final Report

«The focus of this classification is on relative, rather than absolute, levels of performance.»

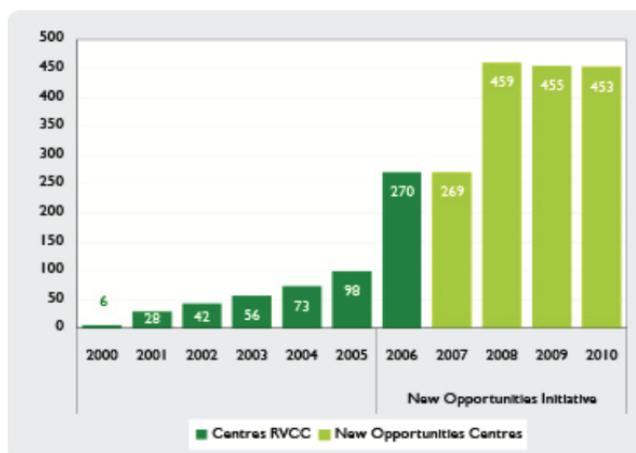
Table 1: Indicative classification of countries (CEDEFOP)

However, it is important to keep in mind that this categorization provides only an overall assessment, because the situation on validation is multi-faceted, with different degrees of process and development in different sectors. Moreover, each country applies its own strategy. Sometimes we can observe a centralized approach, which leads to the implementation at national level, whereas some countries do not have any national or regional strategies and evidence ‘bottom-up’ approaches where local educational institutions and workplace initiatives have been developed. There are also different ministries, institutions and bodies responsible for the implementation, control and award of validation. For individuals, outcomes of validation are crucial. In some countries, an applicant can obtain a full diploma whereas in a majority of countries, an applicant can only benefit from access to education or from credit exemptions.

Portuguese Approach & Reality

In Portugal, the validation of non-formal and informal learning (VNFIL) has been taken up as a relevant political issue. The Recognition, Validation and Certification of Competences (RVCC) process was implemented in 2001. A main political shift occurred in 2006-2007 with the creation of a National Qualifications System (NQS) and a widened scope of the RVCC process that includes recognition of scholar competencies (basic and secondary level) and vocational education. Within this context, the New Opportunities Centers were created to provide qualifications to the population, through the RVCC processes and through qualified training.

One million adults enrolled into one of the 459 bodies across the territory to formalize their qualifications in 2010. The Centers are managed by the National Agency for Qualifications¹ (ANQ) that also coordinates the National Qualifications Catalogue² for lower qualifications equivalences. The National ANQ set up in 2007, is the body responsible for the coordination of the national system of validation. Several other bodies are involved into validation practices.



Source: 2012 European Civil Society Platform on Lifelong Learning

Graphic 1: New Opportunities Centres in Portugal network

¹ www.angep.gov.pt

² www.catalogo.angep.gov.pt

General process

New Opportunities Centers are the main interlocutors for individuals; they contribute to make the efforts made in terms of recognition visible to the population and became central in the RVCC process. There, an applicant obtains information about his/her possibilities on VNFIL.

The next step for the applicant is to make a portfolio under supervision of a mentor. After that, the applicant presents it in front of a team from the centre (in case of basic and secondary education level). The next stage is the validation by a jury composed of persons from the centre and an external assessor/evaluator. The process ends with a full certification (the individuals achieve a qualification level) or a partial certification (some competences are certified but not enough to achieve the qualification level); in this last situation, individuals are enrolled in a training course in order to conclude the qualification pathway. But even when a full certification is awarded in the end of the RVCC process, the individuals are encouraged to continue their studies. Thousands of low-skilled adults therefore had their qualifications acknowledged thanks to the New Opportunities Centers but it seems that progress needs to be made in the field of higher education where practice remains very difficult, expensive and slow.

Portuguese RVCC

Objectives and other relevant data description

The Recognition, Validation and Certification of Competences (RVCC) Portuguese System has been promoted by the start of a network of RVCC Centers which is organized along three lines of intervention: recognition of competences, validation and certification. The RVCC Centers also ensure a varied supply of services on the basis of six essential functions: information, advice, complementary training, purveying and local animation. At the end of the process, when the adult sees competences acquired in different contexts (formal, non-formal and informal) over his life being validated, he obtains a personal portfolio of Key Competences and an equivalent Certificate, which has the same legal status as those conferred by the formal education system (equivalence to 9th or 12th year of school). The implementation of the RVCC Portuguese System is intended to reduce the lack of (school and vocational) qualifications and contribute to getting rid of the under certification of the adult population by improving lifelong learning.

The Recognition, Validation and Certification of Professionals Competences aims, in its professional tracks and/or dual, to improve levels of certification for adults aged 18 years and older who do not have certification in their professional area, in a perspective of lifelong learning. When the adult does not have the corresponding education level, he should develop a dual (professional and academic) type.

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Needs diagnosis

An analysis of the Portuguese situation showed that Portugal's adult population had the lowest qualification level (academic and vocational) of the Member States. According to 2000 data (INE, Employment Survey), 64,2% of the active population (about 3 138 500 adults) did not have 9 years of school education (the legal minimum education back then). However, while this population did not have any certification formally recognized by the education and training systems, it had competences acquired in different social and professional contexts which should be recognized, validated and certified as equivalent to the academic trajectory, as recognition of a right to citizenship.

Target Group

Adults over 18 years of age who do not have 9th years of school. Preference is given to employed and unemployed workers, long term unemployed and women without any professional activity.

Partners involved

In order to be certified, the RVCC Centers must demonstrate that they have a network of varied local partners which allow their intervention in the community where they are working. This network gives potential to local synergies in terms of human resources and materials and simplifies its strategy to approach adults and the organizations to which they belong. These partnerships permit the application of a roaming strategy which gives the Center's professionals the chance for close contact with the adults in their workplace, home and leisure places. The local partners articulate the intervention of the local authorities, enterprises, schools, job centers, employment and vocational training centers, business associations, trade unions and local development agencies from the RVCC Center.

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Period of implementation

The action ran until this year, although the first data expected was 2006. In 2002, 42 Centers were started and it was expected, in 2006, 84 Centers to be running, opening at a rate of 14 per year. In 2010 there were 453 Centers. The performance appraisal of the System and the network showed a good rate of application which clearly demonstrates that it was responding to the previously defined objectives in terms of target groups and the adequacy of the methodologies defined for the recognition, validation and certification of competences process.

Results

Improvement in the Portuguese population's qualification structure.

Improvement in the qualification structure of the Portuguese working population over 25 years.

Improvement in the social and professional performance of the working population measured by the increase in competitiveness of enterprises and the country in European and international terms.

Results (preferably quantified)

The aims of this action were largely reached and between 2000 and 2010 there were 453 RVCC Centers running (the target was regularly redefined). An evaluation was made which concluded that the previously identified target public had been reached. Adults who had gone through the recognition process considered their participation very positive and imperative to the qualitative improvement in their social performance and to their improved employability (including professional progression). After receiving their certificates, these adults were (re)motivated to continue their training with more advanced academic and vocational courses (including attending continuing secondary education and ongoing vocational training courses). 77% of the adults trying to obtain recognition of competences have the 6th year of education and want to obtain the equivalent certificate to the 9th year i.e. equivalent to the oldest compulsory schooling. 7.019 enrolled in CRVC in 2001 and more than 1 million between 2006 and 2010. The number of adults with certificates also went up from 467 in 2001 to 3.291 in 2002. There were proximately 410.000 certificates between 2006 and 2011. Adults redirected to other training courses (including vocational training) are in total 1.996 in 2001 and 4.808 in 2002. Out of those enrolled in 2001, 3.426 were men and 3 593 were women. In 2002 this went up to 9.877 men and 14.582 women. In 2002, 1.457 men received certificates and 1.834 women (in 2001, there were 235 men and 232 women who received certificates).

The RVCC Pro process in Europe and in Portugal

Education and training plays a central role in meeting the new challenges faced today in the European Union: globalization, aging population, emergence and increasing use of new technologies and need for updating and acquiring skills. Such challenges require increased investment in human capital and the necessary adaptation of education and training systems.

The investment in human capital launches, not only the need to invest in initial training, but also the urgent need to invest in continuous training, in an effort to attract adults already in the labor market to invest in their skills, looking for conditions to develop new professional opportunities by strengthening the needed skills to face current professional and work contexts.

The investment in education and vocational training also induces the structure and competitiveness of labor markets and the economic fabric as a whole. Education and training play, therefore, a key role in the transition to a society and economy based on knowledge.

The Portuguese situation in education/training is known: one of the main vulnerabilities of the national economy finds its explanation in the low qualifications of the labor force and also the low average level of education of the general population, which is one of the most serious constraints to sustainable development of the country.

Deficits of initial qualification of the active population and the development of new competitive factors require that workers and companies invest in continuous training, particularly individuals who have not completed or attended formal qualification pathways.

In this context, and despite high deficits qualification, it should be asked: are not this people more qualified informally rather than statistics seem to show? Are not there many cases of formal impossibility to demonstrate qualifications corresponding to knowledge effectively held?

In fact, after a few years of professional experience, individuals acquire knowledge and develop skills that allow them to perform a particular professional occupation, not often with great efficiency and effectiveness, without, however, hold formal and official statement that proves it. These learnings should be formally recognized, in a framework for development of citizens who fall into the RVCC process and continuous training tailored to individual situations, enhancing the access to higher levels of formal qualification.

The improvement of the productivity and competitiveness of the national economy highlights the need for accelerated promotion of qualifying workers, in which the recognition and validation of competences acquired in non-formal and informal contexts assume a strategy of particular relevance.

Also, the impact of the RVCC process is a promoter of lifelong learning practices, of responsibility and social value of scientific and technical knowledge and culture. Knowing that the multiplier capacity of acquiring skills throughout life is influenced by the level of basic qualification of each person, the promotion of qualification of the adult population will certainly contribute to increase the effectiveness of the results and the efficiency of the investment in continuous training. The current national policy guidelines, programs and measures reflect a diversity and complementarily of responses to the challenges mentioned herein. In fact, it is observed in a number of recent measures that regulate, directly or indirectly, the national systems of education and training, among which are:

- The New Opportunities Initiative, which outlines the key strategies for promoting skills for youth and adults, including the evolution of all qualifying offers of dual certification; for a strong increase in training through the Education and Training of Adults (EFA) courses of basic and secondary level and dual certification; for extending the possibilities of access routes to qualifying active employees through the modularization of short training units (STU) and the adjustment of demand offerings, including through recognition, validation and certification of competences processes; for enlargement of the network of New Opportunities Centers, and a set of rules nearing completion of secondary education for those who abandoned this level without completing (Law n.º 357/2007 of 29th October).
- The National Qualifications System, which is created by Law n.º 396/2007 of 31st December, with the ultimate goal of promoting increased training and qualification levels of the Portuguese population, through specific instruments provided for the purpose, such as the National Framework of Qualifications and the National Qualifications Catalogue.
- The National Strategic Reference Framework 2007-2013, which sets out the financial support instruments for the development of the strategies.

The Law establishing the National Qualifications System also indicates that the National Qualifications Catalogue is the instrument that contains a set of training and skills benchmarks for the operationalization of the formation and RVCC processes.

Finally, it should also be noted the Ordinance n. ° 370/2008 of 21st May, which regulates the establishment and operation of the New Opportunities Centers and specifies that recognition, validation and certification of professional competences can be one of the dimensions of intervention there operationalized.

Concept and operationalization of RVCC Pro

The recognition, validation and certification of competences process, as an instrument at the service of qualifying assets with skills acquired in non-formal and informal context, should be viewed as a mean of providing education and training qualifications without any distinction of the ones obtained in formal systems education-training. The insurance that this process leads to socially valued certifications either for citizens, for systems of education and training or for labor market, is more important as it turns out, in fact, that the degrees awarded by recognition of experience should be on an equal footing with the titles obtained by formal means, in light of Law n. ° 396/2007 of 31st December. It is innovative methodologies and perspectives in education-training and should make up efforts to affirm and consolidate these devices as an access route to certification as a way to enhance their social recognition and rightful place in the context of diversification qualification pathways.

The certification of qualifications produced in informal and non-formal contexts is based, necessarily, in:

- i) the existence of quality referential, demanding and rigorous assessment methodologies in terms of techniques, instruments and criteria,
- ii) its application according to the standards set intentionally and that reflect the demands of professional, social and individual performances.

RVCC Pro references: complementarity between recognition and training

In the National Qualifications Catalogue, every qualification matches a professional profile, a list of training (which includes a reference to basic training and a reference of technology training, the latter corresponding to the reference of specific professional output) and a competence reference (which includes a specific reference to the academic RVCC and another for RVCC Pro).

It is based on the reference RVCC Pro (specific to each qualification) that are constructed assessment instruments – “evaluation kit” – from which RVCC Pro process is operational in New Opportunities Centers.

The three elements that make up each qualification in the National Qualifications Catalogue are strongly interconnected:

- professional profiles explain the range of activities associated to the qualifications, as well as the knowledge, know-how and know-be necessary for the implementation of activities;
- the references of qualification organized in short training units of 25h and 50h, capitalized and independently certifiable, are the formative response needed to achieve each qualification (basic and technological training);
- the competences references and, in particular, the RVCC Pro references are designed from the technological training references and they are organized into units of competence and tasks in order to evaluate the degree of dominance that candidates have from the know-how and as knowledge and know-be necessary for the exercise of a profession.

Specifically, there is a strong correspondence between the short units of training from the specific training references to each professional output and the competence units (CU) of the RVCC Pro references. This allows that, depending on the skills shortage, identified through the RVCC Pro process, the candidate can be referred to a flexible training course and tailored to his specific needs. It is legitimate the claim that, in addition to its certifying function, RVCC Pro process is based on methodologies that allow the placement of candidates in training courses tailored to their needs and expectations of qualification.

The correspondence between short training units (STU) and competence units (CU) is not, however, direct, given the nature of the eminently practical of RVCC Pro processes that necessarily start from the observation/evaluation of candidates professional performance, i.e., what they know or do not know how to do.

In fact, while in training context some short training units (STU) are markedly theoretical, RVCC Pro process is based on the professional practice of candidates. Although the theoretical content may be essential to facilitate this practice are unlikely, however, directly observable, such as autonomous actions, which, incidentally, is not the purpose of such assessments. This explains why the RVCC Pro references are structured in competence units (CU) which unfold on a set of concrete and observable tasks, through which candidates demonstrate mastery of the competencies required for the validation/certification. This option implies that the tasks have a penchant markedly functional (skills concept), reason why they are defined based on the functional and practicable goals and content of each short training units (STU). This does not mean, however, that the short training units (STU) goals and content, exclusively related to the theoretical and the social and relational knowledge, should be excluded from the assessment instruments, as noted by analyzing each reference built to RVCC Pro process.

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To emphasize that the skills acquired are evaluated by performing specific tasks, so these two expressions (skills/tasks) are inseparable throughout this document, even when it only refers the term "task" (e.g. validation tasks).

The need to ensure the correspondence between competence units (CU) and short training units (STU) is essential since both correspond to the minimum certifiable unit within the National Qualifications Catalogue.

Characteristics of RVCC Pro process – stages, actors and duration

Stages

The RVCC Pro process are developed in New Opportunities Centers and constitute a dimension of intervention primarily aimed at people aged 18 years old and oldest, employed and unemployed. It allows the certification of professional skills acquired in non-formal and informal context and also the identification of training needs for the acquisition of new skills, within a framework of lifelong learning.

As stated in the Ordinance n.º 370/2008 of 21st May, a candidate who fits within a New Opportunities Center must undergo a process of reception, diagnosis and referral, and, among the various possible alternatives, this routing can be also made for a RVCC Pro process.

In methodology terms, the RVCC Pro process are structured into three major steps which, in its general and objectives outlines, matches with the stages of academic RVCC: recognition of competences, validation of competences and certification of competences.

Table 2 clarifies each of these stages nature, their actors, and tools and products in this area are used and produced, respectively.

Stages	A. Reception	B. Diagnosis	C. Routing	Structural axes of RVCC Pro process			
				D1. Recognition of competences	D2. Validation of competences	D3. Certification of competences	
Activities	<ul style="list-style-type: none"> • Inscription an attendance of the candidate in the New Opportunities Center; • Informations: the mission of the New Opportunities Center, the different stages of the process, the possibility of routing to educational and training opportunities or for the recognition, validation and certification of competences process; schedule the diagnosis stage. 	<ul style="list-style-type: none"> • Analysis of the candidate's profile, using information sessions, curriculum analysis, individual and group interviews or other appropriate strategies, in accordance with the reception and diagnosis methodology, in New Opportunities Centers. 	<ul style="list-style-type: none"> • Identification of most appropriate(s) answer(s) regarding the analysis of the candidate's profile previously developed and to all forms of education and training at local or regional level; • Routing result of an agreement/negotiation process between the team of the New Opportunities Centre and the candidate. 	<ul style="list-style-type: none"> • Contracts between the candidate who will develop a RVCC process and the New Opportunities Center, according to the model; • Schedule the activities that the RVC professional will develop with the candidate; • Development of processes to identify and enhancement of knowledge and skills acquired throughout life, through a set of activities based on the skills balance methodology and the use of mediation tools for building the 	<ul style="list-style-type: none"> • Fill the self-assessment grid; • Analysis of competencies based on the career and training form, in portfolio and self-assessment grid; • Fill the analysis portfolio sheet; • Organization of the portfolio according the reflections made on the knowledge and skills acquired in different contexts and collecting the greatest number and variety of credible evidence relevant; • Application of other assessment tools, including the technical interview script, observation of performance in the workplace grid and the 	<ul style="list-style-type: none"> • Skills balance of pre-acquired skills by the candidate and verified by the RVCC professional, relevant to the professional output; • Self and peer-assessment skills based on the portfolio and, if necessary, in the technical interview or practical demonstration; • Identification of skills held and/or missing; • Routing of the candidate to continue the RVCC process or to jury session certification; • Definition of the Personal Plan of Qualification (PPQ) draft; • Verification/Validation of the acquisition of 	<ul style="list-style-type: none"> • Certification of competencies based on the Portfolio; • Registration in the minutes of the certified skills; • Issue PPQ (if it has obtained a partial certification), which indicates the most appropriate response for the acquisition of competencies considered lacking in the RVCC process; • Issurance of the Qualifications Certificate and,

				<p>Portfolio as well as the forms worked in diagnostic step;</p> <ul style="list-style-type: none"> • Fill the career and training form; • Supported preparation (to different degrees) of the Portfolio. 	<p>exercises in simulated practice, in order to assess the knowledge and skills acquired, and to verify the adequacy, relevance and reliability of information/evidence collected;</p> <ul style="list-style-type: none"> • Release of the results of the recognition process in computer platform. 	<p>competencies defined in PPQ, when the candidate returns to New Opportunities Center after self-training course or training on the workplace;</p> <ul style="list-style-type: none"> • Preparation of jury session certification. 	<p>when appropriate, the Diploma.</p>
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Stages	Structural axes of RVCC Pro process						
	A. Reception	B. Diagnosis	C. Routing	D1. Recognition of competences		D2. Validation of competences	D3. Certification of competences
Tools and products	<ul style="list-style-type: none"> • Application form (available at SIGO platform); • Promotional materials (e.g.: documentation of the New Opportunities Center and the nature of its interventions, as well as the different methods of education and training). 	<ul style="list-style-type: none"> • Methodology host, diagnosis and routing of candidates; • Promotional materials; • Portfolio (if the candidate has already one). 	<ul style="list-style-type: none"> • Methodology host, diagnosis and routing of candidates; • Promotional materials. 	<ul style="list-style-type: none"> • Contract model (available in SIGO platform); • Methodologies/tools for mediation; • RVCC Pro reference; • Career and training form; • Portfolio; • SIGO. 	<ul style="list-style-type: none"> • Portfolio; • Forms filled in diagnosis stage; • Career and training form; • Self-assessment grid; • Analysis portfolio sheet; • Types of evidence of the tasks the candidate can perform; • Technical interview script; • Direct observation in the workplace grid and exercises to develop in simulated practice; • Computer platform of assessment. 	<ul style="list-style-type: none"> • Portfolio; • Analysis portfolio sheet; • Technical interview script; • Direct observation in the workplace grid and exercises to develop in simulated practice; • Computer platform of assessment. 	<ul style="list-style-type: none"> • Portfolio; • “Evaluation kit”; • Minutes of certification; • Personal Plan of Qualification; • Qualification Certificate and Diploma; • Personal Development Plan; • Computer platform of assessment; • SIGO platform.

Stages	Structural axes of RVCC Pro process						
	A. Reception	B. Diagnosis	C. Routing	D1. Recognition of competences		D2. Validation of competences	D3. Certification of competences
Actors	<ul style="list-style-type: none"> Administrative technician. 	<ul style="list-style-type: none"> Diagnosis technician. 	<ul style="list-style-type: none"> Diagnosis technician. 	<ul style="list-style-type: none"> RVC professional. 	<ul style="list-style-type: none"> RVC tutor (often RVC professional also supports him with the self-assessment grid). 	<ul style="list-style-type: none"> Validation team (RVC professional + RVC tutor + RVC internal assessor); External assessor (in preparation of jury certification). 	<ul style="list-style-type: none"> Jury certification team (RVC professional + RVC tutor + RVC internal assessor + external assessor); Director of the New Opportunities Centre.

Table 2: Stages of RVCC Pro processes in New Opportunities Centers

Stages A, B e C – Reception, Diagnosis and Routing

In reception stage, the candidate fills in the entry form (available at Integrated Financial Management System – SIGO) and establishes a first contact with the New Opportunities Center; it is generally explained the mission and activities developed therein. It is in this stage that it should start collecting, sharing and analyzing information of the candidate, so that it can leverage to build the best answer, depending on their specific characteristics.

This information is at the basis of the diagnostic process. From the analysis and deepening of this information, supplemented by interviews and filling the instruments/diagnostic forms specifically provided for this purpose, the diagnosis and referral technician “traces” the candidate profile and identify possible qualification responses.

At the individual interview, the purpose of different responses of qualification is discussed and negotiated with the candidate, which might lead to the need for rearrange it.

When it determines that the applicant should be referred to a RVCC Pro process, the technician tells him about the nature and purpose of this modality.

Stage D1 – Recognition of competences

Once agreed the decision regarding the development of the RVCC process, the candidate relationship with the New Opportunities Center is under contract through a draft of the contract itself, available in SIGO platform. Thus, recognition of professional skills begins with the RVC professional and extends through the intervention of the RVC tutor. It proceeds to the identification, evaluation and recognition of skills that the candidate holds, based on a skills balance methodology and/or the mobilization of a set of specific instruments.

From this “exercise”, the portfolio is constructed by the candidate, comprising the set of documents that attest the skills that this holds, facing the RVCC Pro reference that will be in the basis of your evaluation process. Constituting itself as a body of evidence and proofs for

competencies acquired, the portfolio has a dynamic character, as it is being built / enriched through the RVCC Pro process.

In the stage of recognition of competences, the RVC professional and tutor works to the same end – the construction/consolidation of the portfolio of the candidate. Its intervention is distinguished, however, by the globalist approach than the RVC professional does, using the methodology of skills balance, the life history of the candidate and more specific approach that is guaranteed by the RVC tutor, while technician of the professional field in which the RVCC process is being developed, focus on competency units of the reference associated with the professional output.

In this sense, the portfolio construction begins with the RVC professional who works with the candidate to identify the learning that carried throughout his life, including information that has been provided by the diagnosis and referral technician and through career and training form, which is a document structuring to support the process of compiling information/evidence and disclosure of skills that this holds and that are considered significant to the RVCC Pro.

It is the RVC tutor who continues the enrichment and demonstration of competencies, mobilizing to this end, the assessment tools included in the “evaluation kit”: self-assessment grid, the portfolio analysis sheet, interview technique script, observation of performance in the workplace grid and exercises to develop in the context of simulated practice, in order to generate new evidences or to deepen other.

Stage D2 - Validation of competences

Validation of professional skills focuses on the work of the RVC internal assessor, tutor and professional (in a validation session), together with the candidate, analyzing and evaluating the portfolio over the specific RVCC Pro reference. From this assessment there are identified the competences to validate and the competences not evidenced and/or developed.

The RVC internal assessor has, within this stage, a crucial role because it fits a “thin” analysis and evaluation of tasks/competence units that the candidate is able to validate, based on the analysis and validation of evidence that have been previously worked by the candidate with the

RVC tutor and RVC professional. To this end, the evaluation/validation performed by the RVC internal assessor goes from the content which composes the portfolio, but in case of any doubt, is reinforced by the mobilization of the various assessment tools (or part thereof) included in the “evaluation kit”.

The validation stage has a dynamic and flexible character, which translates into the ability to interconnect with the recognition stage. This happens when, during the work of competences recognition, there are moments of reflection and skill balance for the process already developed by the candidate, who causes some validation tasks/competence units and, in this sequence, the further development of recognition work. This diversification model validation of the moments as it unfold the recognition process is optional, which means that it is only adopted by the team, and in particular by the RVC tutor and assessor, if they wish so. However, after completion of the recognition stage, i.e. when it is “covered” all RVCC Pro reference and evaluated all competences units that comprise it, it is conducting a validation session, with the validation team (RVC professional, tutor and internal assessor), is mandatory.

This session of the final validation results in a “referral” to the candidate certification session in the presence of a certification jury in addition to the three elements of the team mentioned in the New Opportunities Center, also includes an external assessor, an accredited member of a national purse.

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The stage of validating skills also encompasses the situation of the candidates that have been referred to a process of self-education or job training to acquire professional skills in deficit (by defining in a Personal Plan of Qualification), returning to New Opportunities Center for validating acquired. In these cases, the candidate presents in the validation session in the New Opportunities Center (with the presence of the RVC professional, tutor and internal assessor) evidences that the PPQ was fulfilled. This verification/validation is done by analyzing the Portfolio (now more consolidated, taking into account the skills acquired in the meantime), complemented by an interview or a practical demonstration, i.e., using the mobilization of some parts of the assessment instruments relating to validate skills that matter. This validation process should result in the inclusion of new elements/evidences contextualized the Portfolio in order to explain and demonstrate/justify the mastery of new skills acquired in the meantime.

After validation of competence units, the candidate is proposed to a certification jury.

When, from the definition of a PPQ, the routing is made to a flexible training pathway (adult courses or modular training), for an accredited training organization, the candidate does not return to New Opportunities Center for assessment. In this situation, it is the training institution, after the completion of the training process of the candidate, who gives him the certification, including the assignment of the Qualifications Certificate, which attests the skills acquired through this training process; the Diploma, when skills acquired through training, associated with the previously certified skills, ensuring the possibility of obtaining a dual certification.

At the end of the validation stage, the New Opportunities Center team should liaise with the external assessor for the purposes of certification jury session.

Stage D3 – Certification of competences

The RVCC process is completed by the certification of competences stage, which focuses on conducting a certification jury session, subsequently issued the Qualifications Certificate and the Diploma duly approved by the Director of the New Opportunities Center with certification competences.

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The certification session is carried out in the presence of a jury appointed by the Director of the New Opportunities Center and necessarily constituted by the RVC professional, tutor and internal and external assessors. This session focuses on the analysis of the candidate's portfolio and, if the jury so decides, in oral or practical demonstration of the mastery of one or another competence, by the candidate. Achieving this “exercise” within the certification session jury, do not interfere, however, the overall results of the process previously developed by the team of New Opportunities Center with the candidate and, in particular, the validation process of professional skills previously performed.

In fact, between the end of the validation stage and the jury session, the external assessor has the opportunity to analyze/evaluate whether the candidate portfolio according to the competences units/validated tasks or even how the RVCC Pro process was developed. The result of the evaluation should be discussed with the technical and pedagogical team on a meeting for that purpose. The external assessor should submit any questions that he has in relation to competence units/validated tasks, so they can be more clarified and substantiated the choices

made by the team. If doubts persist, there may be need for better “explore” the realm evidenced by the candidate for certain tasks/skills within the recognition process.

By its function, the external assessor ensures general scouting and social legitimization of the RVCC process of each candidate and, consequently, their own certification given to them after the certification jury session. He also plays a role of collaboration in the definition/route qualification guidance that the candidate should continue after complete his RVCC process, and which is embodied in the definition of a Personal Plan Qualification or a Personal Development Plan.

The result of the certification session can be of several types:

- if the candidate is able to certify all competence units necessary to achieve a qualification level of 2 or 4, it has a Qualification Certificate with the registration of all competence units certified, and also a Diploma (fulfill these two requirements, certification of professional level and school-level may result of the RVCC academic and professional process or completion of the professional valence when the candidate has the academic valence - e.g. has already 9th grade and complete only the professional component corresponding level, under the National Qualifications Catalogue, from the RVCC Pro reference);
- if the candidate is able to certify all competence units necessary for professional certification, but does not hold the appropriate level of schooling, it is only issued a Qualification Certificate (which identifies certified competence units);
- if the candidate is unable to certify all competence units required for professional certification is issued a Qualification Certificate (partial certificate that identifies the competence units certified) and is issued with a Personal Plan Qualification according to skill professionals in deficit, which is made by his referral to a training path.

If the New Opportunities Center has not able to certificate, Qualification Certificates and Diplomas, duly signed by the Director, must be approved by the authorities with this power, under the protocol signed, as legally established in Law n. ° 370/2008 of 21st May.

The results of the certification session are mandatory recorded in the minutes, since it is a public act.

Actors

The RVCC process is developed by a training set of technical, which articulate with each other, and have the following base profile:

- RVC Professional – holder of an academic qualification at higher level, with knowledge of the methodologies and experience in adult education and training, particularly in developing the skills balance methodology and building portfolios of reflective learning;
- Trainer functions with tutoring (RVC tutor) – professional area technician/qualification in which the RVCC process develops, which must meet the requirements of the access regime and occupation of trainer, under the legislation in force and hold, preferably, specialized training and experience in adult education and training; in the case of RVCC processes associated with professional references whose outputs are regulated by specific legislation, or in situations where the statutory licensing or access to a economic activity requires trained professionals, the profile of RVC tutors must meet specific requirements defined for trainers under their applicable regulations;
- Trainer with validation functions (RVC internal assessor) – internal or external technician to New Opportunities Center which follows the same profile for the RVC tutor;
- External Assessor/Reviewer – National Qualification Agency accredited member of the national stock exchange and external evaluators with the renowned local/regional level, ensuring compliance with the principles, standards and procedures stipulated by contributing to the transparency, credibility and social legitimacy of the process.

Before the RVC professional, intervenes the diagnostic technician that must hold an academic qualification at higher level, have knowledge about various educational and training offers aimed at adults, as well as techniques and strategies for evaluation diagnosis and guidance.

Table 3 summarizes the main activities that the various actors play in the RVCC Pro processes.

Actors	Main activities
<p>Diagnosis Technician</p>	<ul style="list-style-type: none"> • Welcoming, inform, make a diagnosis and, depending on the candidate profile, refer to the most appropriate qualification answer. • Support the candidate in shaping their course in RVCC Pro and, if necessary, academic (if the candidate proves prefer to join these two processes). • Register in SIGO diagnosis sessions.
<p>RVC Professional</p>	<ul style="list-style-type: none"> • Contract the candidate relationship with the New Opportunities Center. • Explore the RVCC Pro reference with the candidate. • Support the development of the recognition and demonstration of competencies acquired process whenever the candidate needs. • Support the candidate in the systematization of information regarding his career, based on information provided by the diagnosis technician and career and training form. • Support the candidate in the construction and consolidation of the portfolio and, eventually, fill the self-assessment grid, together with the RVC tutor. • Register in SIGO the recognition sessions that develops with candidates.
<p>RVC Tutor</p>	<ul style="list-style-type: none"> • Identify the skills held by the candidate, according to the RVCC Pro reference. • Analyze candidate portfolio and support him in the process of consolidation. • Mobilize the five assessment tools that integrate the “evaluation kit”, for demonstration of competences by the candidate. • Record the results of evaluations in the computer platform provided for this purpose. • Inform the candidate about the stages of validation and certification, including its preparation. • Ensure the human resources and logistics needed to evaluate the candidate, if necessary in conjunction with the coordinator of the New Opportunities Center.
<p>Validation team (RVC professional, RVC tutor, RVC internal assessor)</p>	<ul style="list-style-type: none"> • Analyze the portfolio and verify the sufficiency of the evidences, according to the RVCC Pro reference. • Validate demonstrated skills using, when necessary, the assessment tools listed in the “evaluation kit”. • Record the results of the validation of competencies in the computer platform provided for this purpose when they change the assessment previously made by the RVC tutor in recognition stage; the registration should be made by the RVC tutor in accordance with the rest of the team. • Report the results of the validation to the candidate. • Check/validate at a later routing stage, the acquisition of skills in short supply, according to the contents of the PPQ; if necessary mobilizing instruments of the “evaluation kit” (this verification/validation occurs only in cases where it has been defined a routing to a self-training or training in the workplace and that, therefore, the candidate returns to New Opportunities Centre for validation of acquired).

	<ul style="list-style-type: none"> • Forward the candidate for the jury of certification. • Develop an initial proposal for PPQ.
Jury certification team (RVC professional, RVC tutor, RVC internal assessor, external assessor)	<ul style="list-style-type: none"> • Prepare the certification session. • Certify skills based on the candidate portfolio, aimed at the assigning of a Qualifications Certificate or a Diploma. • Prepare the certification jury session minutes. • Prepare the final draft of Personal Plan of Qualification (when the candidate does not validate the competence units required for obtaining a professional certification), negotiated with the candidate.
Coordinator	<ul style="list-style-type: none"> • To stimulate, coordinate and evaluate the activities of the New Opportunities Centre, and RVCC processes and their professional teams. • Perform local needs diagnostics. • Promote partnerships, particularly in the field of identification and mobilization of candidates for other forms of education and training. • Support the routing of the candidate after the development of the RVCC process, namely through contacts with training institutions. • Select a New Opportunities Center team (RVC professional, RVC tutor and RVC internal assessor) to intervene in the case of each candidate. • Disclose the RVCC device to its potential candidates. • Ensure compliance with the methodological guidelines and techniques disclosed and issued by NQA and institutions of guardianship.
Director	<ul style="list-style-type: none"> • Appoint the external evaluator who intervenes in the process of each candidate in the jury of certification. • Proceed, when positive results in the certification jury session, to the issue of the Qualifications Certificate and Diploma in different situations. • Proceed - if the New Opportunities Center falls under one entity certifying competence - the approval of Qualifications Certificates and Diplomas issued by New Opportunities Center without such jurisdiction.

Table 3: Actors and main activities

The diagnosis technician intervenes at an earlier stage in the RVCC Pro process among candidates who join the New Opportunities Center. Depending on the diagnosis that is made (taking into account the educational background and professional experience of life and motivations, needs and interests of each candidate), this technician is responsible for the routing of each candidate for a RVCC process or an education and training course outside the New Opportunities Centre.

The role of RVC professional, within each New Opportunities Center, should be managed transversely, implying that all technicians are prepared to work with candidates in RVCC processes, whether they are academic or professional.

The basic profile required to RVC tutor and assessor is coincident (trainers from the different areas of technical training), which means that a single technician can perform both functions alternately, i.e. they can never accumulate them under the same RVCC Pro process, developed by a candidate. The RVC assessor intervenes in the validation stage and in the certification stage (as it should be one of the members of the Jury of Certification) and may be an internal or external technician to the New Opportunities Center. He develops a paper of “thin” analysis of tasks/competence units that the candidate can validate, according to the RVCC reference which is the basis of his evaluation process. It also guarantees a technical “look” more distanced for the candidate process than the RVC tutor, reinforcing, thus, the objectivity with which the process of disclosure and validation of skills must be developed.

In some cases, the extent and complexity of technological training references from which the references are made the RVCC Pro and, in particular, certain skills contained therein, may require the involvement of more than one technician with RVC tutor functions and/or RVC assessor under the same RVCC process. This situation can occur, more often, when competence units have correspondence with professional training units supplementary/improvement in training references.

The possibility of diversification of RVC tutors and assessors as stakeholders in the evaluation process of the same candidate should be limited only to cases where it appears as unavoidable, as it entails some risk of disruption and loss of cohesion process. To reduce this risk, each process is the responsibility of one RVC tutor that, if necessary, resorts to another technician when it comes to demonstrating some specific competencies that comprise the RVCC Pro reference. The timely intervention of the technician (who does not have mandatory experience in development of RVCC processes, but must have professional expertise in output issues) must be properly framed and accompanied by the RVC tutor responsible, which implies his presence and mediation in all sessions/times of work developed with the candidate.

The external assessor, as its name suggests, is necessarily outside to the New Opportunities Center, and selected by the Director of the New Opportunities Center between a stock of external evaluators. Its intervention is done in preparation and in the certification sessions, that occurs

after the validation stage. This figure, which focuses its global analysis on the portfolio and the RVCC path of each candidate, also ensures, as in the case of academic RVCC, general scouting and social legitimization of the process and therefore the Qualifications Certificate/Diploma which is awarded following certification session. The external assessor also contributes, in a relevant way, to the Personal Plan of Qualifications and Personal Development Plan definition for each candidate, depending on the needs and expectations they have after the RVCC process, but also taking into account the potential and opportunities generated by the local/regional context.

The director and the coordinator of the New Opportunities Centre should engage, in RVCC Pro processes, the same type of functions assigned to them under the academic RVCC processes.

Duration

The duration of the RVCC Pro processes is variable and can be taken as reference values in the table below:

5h to 16h	5h to 15h	1h to 4h	Up to 2h/candidate	Up to 1h/candidate
RVC Professional	RVC Tutor	Validation team (RVC professional, RVC tutor, RVC internal assessor)	Jury certification team (RVC professional, RVC tutor, RVC internal assessor, external assessor)	Jury certification team (RVC professional, RVC tutor, RVC internal assessor, external assessor)
Recognition		Validation sessions	Preparations of certification session	Certification session
<ul style="list-style-type: none"> • Skills balance. • Fill out the career and training form. • Portfolio construction and consolidation. 	<ul style="list-style-type: none"> • Portfolio analysis and consolidation (possibility of adding more elements/evidences). • Application of assessment tools of "evaluation kit" needed to be included in Portfolio. • Release of the recognition process results in computer platform. 	<ul style="list-style-type: none"> • Portfolio evaluation and possible application of assessment tools to validate competence units. • Launch of validation in computer platform. • "Routing" candidate for the jury session of certification, if s/he meets the conditions. • Definition of the first version of the PPQ. • Verification of skills acquisition in accordance with the content defined in PPQ. 	<ul style="list-style-type: none"> • Analysis/evaluation of the candidate portfolio. • Preparation of certification session. • Consolidation of the PPQ. 	<ul style="list-style-type: none"> • Certification of competences based on the portfolio, seeking the issuance of the Qualifications Certificate and Diploma. • Preparation of the certification jury session minutes. • Issue PPQ (routing solutions for training), negotiated with the candidate.

Table 4: Reference duration of activities

The variation of the number of hours is mainly explained by a recognition stage, which is dependent on the degree of completeness with which the method is applied to skills balance, the fact that candidate has or is creating a portfolio that already contains evidences of professional competences considered relevant, the degree of autonomy that s/he has in the process of

collecting evidences, and/or the need to mobilize more or less exhaustively the various instruments of the “evaluation kit”. In this context, if there is the need to full apply certain exercises in the context of simulated practice, those durations are defined in each “evaluation kit”, the recognition stage can have a duration significantly extended far beyond the values reference indicated in table 4.

The duration associated to the moments of validation is also quite varied, it depends on the manner of articulation established between the RVC tutor and internal assessor and, specifically, their definition, over several times of the recognition process, when in the presence of candidate tasks/competence units are being validated or, instead, elect to perform only one moment of validation, after completion of the recognition stage.

Application of tools to support the RVCC Pro process

Types of supporting tools to RVCC Pro process and sequential application

The development of RVCC Pro processes is based on application of a tools set of different natures. Some define themselves as assessment tools in the process of disclosure and demonstration of skills that the candidate intends to validate and certify, whereas others are important documents for registration of the evaluation results obtained and guiding the educational path to pursue. Among these various instruments are: the self-assessment grid, the portfolio analysis sheet, the script of interview, the observation of performance in the workplace grid and Evaluation Grid, the characterization of exercises developed in context of simulated practice sheet, the role they assume in the demonstration of competences. All these various instruments are called “evaluation kit”. Each output/professional qualification that integrates the National Qualifications Catalogue represents an “evaluation kit”.

The portfolio is also as a key tool in the RVCC Pro process, since the candidate process rests with the evaluation of its contents. In fact, the portfolio accumulates the condition of evaluation tool with the RVCC product, since it will be consolidated as it develops RVCC process. There are present the main instruments to support the RVCC Pro processes, defining which stakeholders, stages/moments of the process in which they are applied and how they are deployed.

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The RVCC Pro process can be described in a simplified manner, as follows:

- The diagnostic technician makes a first approach to the nature and characteristics of the RVCC process, if the candidate proves to enter the academic and/or the professional RVCC profile;
- In the procedure of disclosure and demonstration of skills started with RVC professional, is shown the RVCC professional reference and “exploited”, in more detail, the information previously worked for the candidate in the stage of diagnosis together with completing the career and training form (Annex 1), with the aim of systematizing information considered relevant; furthermore it starts compiling various documents, according to the typology of evidence indicated in the schedule, the candidate is framed by RVC professional in order to list documentation that allows reliably, the domain that has certain tasks/skills;

- Career and training form allows that the candidate organize, in a more structured and objective way its portfolio, which should be a reflection of the skills that he owns/tasks he knows how to execute;
- The candidate fills the self-assessment grid (Annex 2), a moment that marks the “passage” of the intervention of RVC professional for RVC tutor; s/he latter will frame and support the candidate to fill this grid, clarifying the meaning of technical language inscribed on it;
- From the information contained in the career and training form, the content already included in the portfolio and completing the self-assessment grid, the RVC tutor fills the analysis portfolio sheet (Annex 3) which indicates which tasks can be unequivocally validated by analyzing the evidence comprising the portfolio and prepares technical interview with the candidate based on the interview script (Annex 4), which is a crucial moment of RVCC Pro process;
- Based on the information that s/he is having about the candidate, the RVC tutor supports him/her in the process of (re)organization the portfolio, noting the relevant “pieces” over the RVCC reference for the output that its pretended and promoting the collection of more evidence/certifying, credibly, the exercise of certain tasks; in the same sense, the analysis portfolio sheet will be completed/updated, according to the (re)organization of the portfolio;
- If the portfolio/analysis portfolio sheet and technical interview are not conclusive for the mastery of certain tasks/skills on the part of the candidate, the RVC tutor develops other verification that pass through direct observation of performance in the workplace (Annex 5) and/or the development of exercise in the context of simulated practice (Annex 6), classifying and recording the results so that they can be considered satisfactory evidence in the validation stage;
- In the validation session(s), the validation team (RVC professional, tutor and assessor) validates the competence units and their tasks, based on the analysis of the portfolio; when it is necessary to check whether the candidate knows to perform certain tasks/holds certain powers, are mobilizing, again, the tools of the “evaluation kit” considered most suitable, depending on the nature of each task and context conditions: it develops a technical interview (levied on one or more parts of the interview script) or a practical test (direct observation at the workplace or in simulated practical exercises);
- In certification jury session, previously prepared, the jury certifies the competence units and their tasks based on the portfolio produced by the candidate; in the certification jury session may

appeal to the oral or practical demonstration of competences (learning situations more meaningful) by the candidate;

- The results of the certification jury session are compulsorily registered in the minutes itself (Annex 7);
- When the certification jury session leads to a “referral” for a training path for the acquisition of professional skills (partial certification) is defined a Personal Plan of Qualification (PPQ) (Annex 8);
- Conducting a certification jury session gives rise to the issue of a document proving the skills certification, which can be of two types: Diploma (when the candidate is able to get a dual certification, i.e., to obtain a level of education and professional qualification) or Qualifications Certificate (in all situations in which they are certified competence units, whether they correspond to all or only part of the competence units that comprise the RVCC Pro reference); the Diploma and the Qualifications Certificate is issued by the Director of the New Opportunities Center, based at the minutes of jury certification;
- When, in addition to the Qualifications Certificate, the certification jury session also leads to the issuance of a Diploma (dual certification), the technical and pedagogical team must define, with the candidate, a Personal Development Plan (PDP) and in order to continuing career after qualifying on a RVCC process, a perspective of valuing lifelong learning and to support the construction of a personal and professional project. Although the definition of PDP is subsequent to the completion of RVCC, this can begin to be outlined further in the development process, taking advantage for this purpose, contributions by the external evaluator.

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The application of various assessment tools should be aware that:

- Self-assessment grid is mandatory, and it is the first instrument of “evaluation kit” mobilized under the RVCC Pro processes;
- The analysis portfolio sheet is the second tool of the “evaluation kit” to be mobilized and should be applied only in cases where the information and its supporting comprising the portfolio may lead unequivocally to the validation tasks/skills;

- The technical interview script is mandatory and is the second or third assessment tool to be used in connection with the process (depending on the filling or not of the analysis portfolio sheet); this script is not, however, to be applied in full, provided that the information and evidences contained in the respective portfolio are by themselves sufficient for validation of certain tasks, information that must appear on the analysis portfolio sheet; however, the application of technician interview script may also require the completion of the review of analysis portfolio sheet;
- Observation of performance in the workplace grid and practical exercises to develop in the context of simulated practice are two optional instruments, which are only activated when the technical interview is not conclusive regarding the possibility of validation/non validation of certain tasks/competences; between these two ways of evaluating the tasks based on practical demonstration, it will focus on direct observation in the workplace, leaving up exercises to develop in the context of simulated practice as a resource to be mobilized only in when it is not possible to make direct observation in the workplace.

According to the above, it is possible to list three fundamental principles which govern the development of RVCC Pro processes:

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- Rationalization of all interventions and the work already done by/with the candidate: this principle applies primarily to portfolio, which, if already built under other previous interventions, and although with different purposes, is a basis of analysis and evaluation in the context of RVCC Pro processes;
- Maximizing the collection of credible evidence proving consistently from the practice of a particular task, according to the plea that the higher the number, the more agile and structured may be the RVCC process;
- Planning and organization of work for the recognition and validation, avoiding redundancies in the search for evidence, which is to say, a task/competence that it fully and credibly proven by a route (either by presenting evidences contained in the portfolio or the technical interview, for example), do not need to be proven second time in some other way.

Table 5 systematizes the brackets where the various tools are available to support RVCC Pro processes:

Support instruments	Source	Observations
RVCC Pro Referential	National Qualifications Catalogue	<ul style="list-style-type: none"> The RVC professional prints the reference and give it to the candidate.
Career and training form	Computer platform of assessment	<ul style="list-style-type: none"> The RVC professional must print the form and support the candidate in their completion. The completed form integrates the candidate portfolio.
Portfolio	(...)	<ul style="list-style-type: none"> The Portfolio is owned by the candidate and, as such, must always accompany him/her, either during the RVCC process, either at the end of the process, whatever the nature of the referral.
Analysis portfolio sheet	Computer platform of assessment	<ul style="list-style-type: none"> The evaluation results contained in this sheet are to be launched in the computer platform, although there was an initial manual filling by the RVC tutor. The portfolio must include a report justifying the assessment made.
Self-assessment grid	Computer platform of assessment	<ul style="list-style-type: none"> The self-assessment grid must be printed and give it for the candidate to fill, if necessary with the help of the RVC tutor. The self-assessment grid, after the RVC tutor work on it, should be included in the candidate portfolio.
Technical interview script	Computer platform of assessment	<ul style="list-style-type: none"> Evaluations resulting from the application of technical interview should be recorded in the computer platform, although there was an initial manual filling. The portfolio must include a report of the interview justifying the assessment made.
Observation of performance in the workplace grid	Computer platform of assessment	<ul style="list-style-type: none"> Evaluations resulting from direct observation in the workplace should be recorded in the computer platform, although there was an initial manual filling. The Portfolio must include a report on the evaluation process developed in the workplace.
Exercises to develop in the context of simulated practice	Computer platform of assessment	<ul style="list-style-type: none"> The statement of specific exercises examples proposed to each candidate, from the more general formulation of the exercises contained in the "evaluation kit" must be filed by the New Opportunities Center team, as part of each member of the RVCC Pro. The portfolio should include reports on the implementation of exercises developed during the evaluation process. Evaluations resulting from the realization of an exercise must be registered in the respective grid contained in the computer platform, although there was an initial manual filling.
Certification jury session minutes	Computer platform of assessment	<ul style="list-style-type: none"> The certification jury minutes must be written on the computer platform and then printed and signed by the members of the certification jury and by the candidate.

		<ul style="list-style-type: none"> The computer platform stores information entered in the minutes, but this is only valid once it is signed. The signed minutes must integrate the technical and pedagogical dossier concerning the RVCC process of the candidate, which is owned by the New Opportunities Center.
Support instruments	Source	Observations
Personal Plan of Qualification (PPQ)	Computer platform of assessment	<ul style="list-style-type: none"> The PPQ is prepared on computer platform, in which it is stored. Should be printed in two copies; once signed by the members of the certification jury and by the applicant, a copy is with the candidate and another kept in the Center.
Qualifications Certificate	SIGO	<ul style="list-style-type: none"> The Qualifications Certificate is completed and issued through SIGO platform and then printed to be signed by the Director of the New Opportunities Center and, when necessary, approved by a New Opportunities Center entered into an entity with certification competences. The Qualifications Certificate, duly approved, is delivered to the candidate and a copy shall be included in the technical and pedagogical dossier in the New Opportunities Center.
Diploma	SIGO	<ul style="list-style-type: none"> The Diploma is completed and issued through SIGO and then printed to be signed by the Director of the New Opportunities Center and, when necessary, approved by a New Opportunities Center entered into an entity with competence certification. The Diploma duly approved, is delivered to the candidate and a copy shall be included in the technical and pedagogical dossier in the New Opportunities Centre.
Personal Development Plan (PDP)	(...)	<ul style="list-style-type: none"> There is no pre-defined model of PDP; it is drawn up after the completion of the RVCC process, by the technical and pedagogical team, together with the candidate. It should be a copy in the New Opportunities Center and the original delivered to the applicant.

Table 5: Supports of the instruments to the RVCC Pro process

Platform to evaluate candidates under the RVCC Pro process

The computer platform has a great relevance in the RVCC Pro processes, since the moment of the portfolio analysis (fill the analysis portfolio sheet), until the issue of Personal Plan of Qualifications (PPQ) and the certification Minutes. This importance is due to its many features:

- Corresponds to the main record of the candidate develops a RVCC Pro process, because the data on its RVCC process in the New Opportunities Center path are there recorded;
- Is the unique support that provides the “evaluation kits” used in the context of RVCC Pro;
- Automates the evaluation process because, according to the results of evaluation of each task/competence unit, indicates whether the candidate meets or not the conditions for certification;
- Centralizes the storage of information relating to the RVCC process from each candidate allowing, thus, an overall view of the same.

When a candidate is referred to a RVCC Pro process, the access to the computing platform is done through SIGO, to ensure the coordination of all phases and functions provided by the New Opportunities Center. For the same reason, after the completion of the RVCC process, the issuance of the Qualifications Certificate and/or Diploma is also done through SIGO platform. Thus, the start and completion of the candidate relationship with the New Opportunities Center are always recorded in SIGO platform.

Depending on the specific career opportunities, the goal of the RVCC Pro process, each New Opportunities Center has a “username” and “password” access platform, which includes their “evaluation kits” and other instruments support, and in which are recorded, task by task, the evaluation results.

RVCC Pro Referential

For each professional output integrating the National Qualifications Catalogue, there is a specific reference to the development of RVCC Pro processes structured into a set of competence units which, in turn, are composed of a set of tasks. It is from this framework that develops assessment tools specific to the RVCC Pro, integrating the “evaluation kit”: self-assessment grid, analysis portfolio sheet, technical interview script, observation of performance in the workplace grid and practical exercises to apply in the context of simulated practice.

In the recognition of competences stage, the RVC professional must present the RVCC referential to the candidate, informing about the relationship with the RVCC process. The candidate should also at this stage to be informed about the various competence units/tasks that comprise the reference have different weights, assigned according to the importance that is considered to assume the exercise of the corresponding profession.

Special attention should be given to the importance that the competence units/nuclear tasks within the evaluation results of the RVCC Pro process.

Fill out the career and training form

Career and training form, available in the computing platform, is a general instrument, i.e. corresponds to a single model, used by all candidates who develop a RVCC process, regardless of professional output in question (Annex 1). It is a kind of organized candidate curriculum, which structure relevant information from the point of view of his career (workplaces, functions performed, exercise conditions of work, etc...) and training (training attended). The form also includes a listing with details of different types of documents that can provide proof of performance of certain tasks/skills acquired and that guide the candidate in the process of compiling evidence. This form is “explored” during recognition sessions with the RVC professional. In particular, this technician should propose the candidate to complete the form outside the sessions; the document is then analyzed and discussed individually or in groups. At this stage, the RVC professional motivates the candidate to undertake the compilation of evidence listed in the portfolio, in a process-oriented, depending on the career path and training,

as indicated in the schedule. This sheet is a vital source of information for framing the intervention of the RVC tutor. For this reason, when properly stabilized, must integrate the portfolio.

Development of portfolio

Tables 2 and 3 make visible the centrality of the Portfolio over the RVCC Pro processes. Constitutes a reflection of the skills/tasks the candidate has/ knows running, is about the portfolio that focuses the evaluation process, to the extent that this document is the basis of validation sessions and is also presented to certification jury session for obtaining the Qualifications Certificate and/or Diploma. The portfolio assumes the double condition of product and evaluation instrument in the RVCC process: as product is being shaped/consolidated during the process, dynamically, i.e. during the various stages, while is developing the demonstration “exercise” and proof of competences, with greater or lesser use of the various tools included in the “evaluation kit”; as an evaluation tool, since the contents of the portfolio should demonstrate unequivocally and reflected the dominance of the performance of certain tasks, because it is incumbent on the candidate evaluation process. Overall, it is in the recognition of competences stage, with the RVC professional intervention, that the portfolio begins to be created, based on the methodology of skills balance, structuring with greater objectivity on the information contained in the career and training form. But not always so, once the candidate starts a RVCC Pro process it may carry a portfolio developed in another context. In these cases, a logic of rationalization, enhancement and recovery of interventions that have been developed with the candidate earlier, the portfolio wins, since the early stage of recognition, their condition process instrument, consisting of the work of the technicians assess whether the evidence that integrate reflect or not the domain of tasks/competence units of the RVCC Pro referential, in which the candidate is being evaluated. When this is the case, the intervention of RVC professional tends to be more nimble, not justified very detailed processes of identification skills, because the portfolio presents itself already quite consolidated and structured, being, in this case, support the candidate to improve his organization, depending on the career and training form that he filled. In either situation, the career and training form is always populated part of the portfolio of the candidate at the time of initiating intervention of RVC tutor. Adding to the self-assessment grid, the portfolio is thus considered by RVC tutor which, thereafter and if appropriate, initiates the completion of the analysis portfolio sheet and informs the candidate about other possible evidence that he can take, depending on their route and experience, in order to prove, consistently carrying out certain

tasks. Although the portfolio is being enriched in the process, the greatest RVC tutor support in the collection of evidence must be done in the previous phase or immediately after an initial interview with the candidate and eventually result in the completion of the analysis portfolio sheet. This support can also be more or less intense, depending on the degree of autonomy disclosed by the applicant. After the intervention, necessarily more generic while broader, of RVC professional, the RVC tutor should allow a greater consolidation of the portfolio, in two senses: first, to ensure that the information and evidence contained therein are truly credible evidences of the execution of certain tasks by the candidate, and, secondly, to better “direct” the job of collecting elements and evidence by the candidate, depending on their route and technical experience in the professional field.

The results of the technical interview, as well as practical demonstrations developed within the recognition, validation and/or certification stages of the RVCC process must also integrate the portfolio, insofar as they constitute themselves a way to prove the field of performing certain tasks/skills of certain evidence. When necessary, the portfolio may include records of the technical and pedagogical team of the New Opportunities Center, which explain how certain elements and evidences, contained therein, used to assess the area that the candidate has the performance of certain tasks.

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The portfolio is owned by the candidate and must remain with him throughout and after the completion of the RVCC process. It accompanies the candidate in case of referred to a training path outside the New Opportunities Center and, in that context, it continues to be developed and strengthened, based on the skills that is gain.

When the candidate, after a process of self-training or training on the job, returns to New Opportunities Center, validation of acquired skills is made to the team center which, in this specific context, develops a validation session (RVC professional, tutor and internal assessor), based on a comparison between the PPQ and the evidence contained in the portfolio. As noted above (*Stage D2*), if the information and evidence not included in the portfolio are deemed to be consistent for the validation of missing, it will again be mobilized assessment tools that allow an oral explanation or a practical demonstration of those skills, having the outcome of your application to integrate portfolio.

Once the validation session is done, the candidate is “routed” to the certification jury session, in which s/he will present its consolidated portfolio properly, according to the reference of the professional output where he is seeking a professional qualification.

Apply the tools of “evaluation kit”

From RVCC Pro referential to “evaluation kit”

It is from the RVCC Pro referential defined for each specific professional output that the five assessment tools are built to implement the RVCC Pro processes. These instruments follow the same structure as the RVCC Pro referential: they are organized into competence units (which maintain correspondence with Short Training Units (UFDC) of the respective technological training reference given in NQC) and, within these, it is identified the specific tasks. Thus, the competence units are the units of reference from which the “evaluation kit” is structure and constitute the set of tasks, social and relational knowledge associated with them, for which the candidate is evaluated. The tasks correspond to the set of observable actions, i.e., they are the minimum units of observation and evaluation in the context of RVCC Pro processes through which the candidate demonstrates the mastery of skills required for the validation of each competence unit.

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Competence unit and nuclear and non-nuclear tasks

The various tasks have in each “evaluation kit” different importance, since, in a given job, its level of importance is also differentiated. This differentiation prevents a candidate to “suffer” the same penalty in the case of not knowing how to perform a task considered essential (nuclear) in a certain profession and in the case of not knowing how to perform a task considered irrelevant. It is expressed in the various assessment tools in different weights assigned to each of them, on a scale of 1 to 5:

5 – Task nuclear, i.e. considered fundamental and indispensable in the CU;

4 – Very important task within the CU;

3 – Task important within the CU;

2 – Task relative importance within the CU;

1 – Task unimportant within the CU.

The degree of importance of a set of tasks is associated with the degree of importance of the relevant competence unit. Thus, a competence unit that contains one or more nuclear tasks is considered itself a unit of nuclear competence, i.e. fundamental under the RVCC Pro referential, which means that, if not validated, conditions award of a professional certification to the candidate. This suggests that nuclear competence units are eliminatory for the allocation of certification.

Regardless of the different weights/nuclearity of tasks and nuclearity of the competence units previously defined in RVCC Pro referential and in their assessment tools, it is the RVC tutor and internal assessor function, during the RVCC Pro process and implementation of these instruments, assign a classification/score to each of the tasks evaluated on a scale of 1 to 5, wherein:

5 – Runs very well the task;

4 – Performs well the task;

3 – Execute the task satisfactorily;

2 – Execute the task unsatisfactorily;

1 – Do not perform the task.

Thus, the mobilization of several assessment tools involves assigning a score to each task, using the scale described above.

Conditions to validation (certification of competence units and tasks):

The competences of the candidate are assessed per competence unit, getting the validation of these dependent of the verification, simultaneously, of the following two conditions:

- The score for the candidate in each of the nuclear tasks must be equal to or greater than 3;
- The weighted average of the scores given to the sum of the tasks (nuclear and non-nuclear) must be equal to or greater than 3.

If the candidate does not demonstrate that knows how to perform a nuclear task, it is not validated the corresponding competence unit, even if the implementation of the remaining tasks within that competence unit is shown. Thus, it can be stated that the nuclear tasks have a eliminatory nature, also for the validation of competence unit where they fit. Conversely, non-nuclear tasks, although are crucial to obtaining the final results, do not have an eliminatory character. This means that, unlike what happens with the nuclear tasks, if the candidate does not know how to perform a non-nuclear task that does not mean, immediately and automatically, the non-validation of the corresponding competence unit. Thus, the differentiation of the degree of importance of the various tasks included in a given competence unit is essential for the purpose of making decision as to whether or not validating the competence unit. The categorization of tasks as nuclear and non-nuclear enables, therefore, to make choices concerning validation/certification of skills.

For its part, the total certification of the candidate according to the professional output of his RVCC Pro process depends on the validation of different competence units, which means, in operative terms and according to the above rules, the verification, simultaneously the following two conditions:

- All nuclear competence units are validated;
- At least 50% of non-nuclear competence units are validated.

The verification of these conditions necessarily implies that all competence units that comprise the RVCC Pro referential face to which the candidate is being evaluated are evaluated during the RVCC process.

For each “evaluation kit”, the computer platform allows, automatically, to process the necessary calculations, depending on the different pre-defined weightings for different tasks and scores of which the RVC tutor and/or the RVC internal assessor attribute to them and taking into account the valuation rules set out above. Thus, although in the course of working directly of the technicians with the candidate, the instruments should be used on paper, the results arising there from shall be recorded in the computer platform to ensure automatic calculation, allowing to conclude immediately the condition of validation or non-validation of the competence units and consequent certification of the candidate.

Throughout the evaluation process and, in particular, as the various assessment tools are being applied, the candidate must be framed by RVC tutor/RVC internal assessor, participating, through the self-assessment in the procedures in adjudicating that are taken.

Finally, it is worth noting the implications that from the point of view of the operation of the process arise of the fact of RVCC serves, simultaneously, a certifying objective and a position objective in training courses tailored to each candidate needs.

In fact, it is important to note that the RVCC process must result from the mandatory balance between the characteristics of organizations and employment of each candidate (which largely determine the type of tasks that knows how to run) and technological, technical and organizational evolutions that occur in the different professions. That is, the evaluation that RVC tutors and assessors do in the RVCC Pro process should not limit itself to considering the characteristics of each job candidate (which may be conditions when this job is based in obsolete practices) but face the process as an opportunity to promote the improvement of their skills and their continuous updating. Consider the example of safety, hygiene and health (SHH) that has not translated directly into any concrete task, is a theme repeatedly associated with many tasks, in a large number of RVCC Pro references. In these cases, by its relevance, the issue cannot be ignored in the work of the RVC tutor and assessor. That is, even if the candidate is employed in an organization that does not meet conditions for compliance with the rules given in the SHH “evaluation kit”, this subject should be compulsory worked during the RVCC Pro process, always relevant to the execution tasks.

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The RVC tutor and assessor should reflect on the overall attitude of the candidate face to comply with these rules, and a less positive at this level justify a note in this regard the Personal Plan of Qualification, which should give precise indications of the need for the candidate to develop these skills in further education or in actual practice work.

Apply self-assessment grid

The self-assessment grid is the starting point for the recognition of professional competences, from the positioning of the candidate to a set of tasks/competence units that comprise the RVCC reference on professional output which focuses on the RVCC process. This one should fill it, noting if he knows how to run one by one the tasks listed there. The self-diagnosis anticipates

from the candidate personal perceptions, his strength and weakness areas facing the reference in question, if necessary, during the process, confirm the reliability of self-analysis.

The completion of self-assessment grid marks the beginning of the intervention of the RVC tutor in recognition of competences stage. Often, it is done at the last work session with the RVC professional, where is also present in the RVC tutor. The presence of this one is necessary for reasons connected with the nature of the instrument which is specific to a certain output practitioner and as such, must be applied by someone with full control of terminology and technical contents. In this context, the role of the RVC tutor on the self-assessment grid is essentially of two types:

- Direct support to its completion, only in cases where the characteristics of the candidate warrant, decoding the jargon associated with the tasks, and “translating it” in terms recognizable by the candidate;
- Analysis of the “yes” and “no” consistency recorded according the contents of the portfolio (including the career and training form) and information which is conveyed by the RVC professional of the candidate in order to prepare technical interview.

This “crossing” of information recorded in the self-assessment grid with the evidences identified in the portfolio and with the information that the RVC professional can tease about the candidate is essential to alleviate the subjectivity inherent in the processes of self-evaluation. For this reason, moreover, it is important to emphasize that the self-assessment grid has no actual value evaluation, since its completion never determines itself, validation or non-validation of task/competence units. In fact, the self-diagnosis is, as noted, an important basic work for the RVC tutor, but does not determine the actual evaluation that this will continue.

Fill out the analysis portfolio sheet

The analysis portfolio sheet is a tool that should be used by the RVC tutor in the recognition of competences stage, after application of the self-assessment grid, and before or after the interview technique. Based on the verification/analysis of evidence already compiled and contextualized by the candidate, in the analysis of the self-assessment grid filled and in the information conveyed

by the RVC professional, the RVC tutor evaluates if there are conditions to validate some task, marking it, if so, in the analysis portfolio sheet.

The portfolio (and the respective analysis sheet) has evaluative value as this may lead to validation tasks. The opposite, however, is not true, since it is not possible to conclude that certain tasks cannot be validated, based solely on the process of gathering evidence/analysis of the portfolio. This means, in practical terms, that an only task validated by analyzing the portfolio does not have to necessarily be assessed through the use of other assessment tools.

However, this evaluation needs to be managed prudently, because often what is presented as a proof in the portfolio is not itself sufficient evidence that the candidate has certain skills, becoming necessary in the process of professional RVCC, the mobilization of other assessment tools to verify their reliability.

In some cases (and understand themselves as exceptional cases), the development of the RVCC Pro process (and very often, the technical interview) may lead to a revision of the completion of the analysis portfolio sheet, particularly in the sense that allows to conclude that a certain document, which seemed to prove mastery of execution of a task, was not consistently reliable. In this situation, the result of the verification of the new task must be logged in technical interview script or in the assessment tools relating to practical demonstration, if there is need for these. In the computer platform, this second record/change automatically suppresses the previous record, which had been made in the analysis portfolio sheet.

The analysis portfolio sheet may also be completed soon after the interview technique as a result of this; the RVC tutor proposes the candidate for contextualization and meeting more relevant information and evidence. In this situation, and if new elements are considered trusted, validation task can be done in analysis portfolio sheet. If such evidence is not considered sufficiently credible, it is the RVC tutor who decides whether to assess mastery of the tasks through a new interview moment or application of another assessment tool. In this case, there is no record made in the analysis portfolio sheet, because tasks will be evaluated by other means.

Apply technical interview script

The realization of the technical interview to the candidate is the most important and complex step in the RVCC Pro processes and is based on applying a script, a structured set of technical issues that keep correspondence with the competence units and the tasks that comprise the RVCC Pro referential. Each issue of the script allows to clarify if it clear that the candidate knows or not how to perform a certain task/holds a certain competence.

A technical interview has a high evaluation value, as this may lead, to the validation or non-validation of tasks/skills, without resort to application of evaluation instruments. For this reason, it is led by RVC tutor (recognition stage) and/or by this and the RVC internal assessor (validation stage), who are experts in their professional opportunities, ensuring that decisions based in an interview process/dialog is configured as a technique of great reliability.

The complexity of the interview process on goes of the need of validation for practical tasks is dependent, indirectly, on the degree of dominance that the candidate has of the theoretical knowledge and social and relational knowledge associated with each of them. This means, in practical terms, that the questions to the candidate during the interview must allow “grasp”, indirectly, that this is the domain of knowledge associated with them. Only thus can ensure that the execution of a task is a process fully conscious, intentional and sustained and not a simple gesture “mechanized” or “routinized” which translates into a tacit knowledge, but cannot be transferred to another slightly different context that which is normally developed, not shaping up as a competence.

The importance of the mobilization of theoretical, social and relational knowledge set for each task is such that the absence of such knowledge can be enough to derail the validation of that task. In an extreme situation, it can take up the case of a candidate that masters the technical point of view, the gesture that leads to the execution of a task, but because it does so little conscious, routinized and without mobilizing the expertise and knowledge necessary for this purpose, the RVC tutor and/or the RVC internal assessor consider that the task should not be validated. The issues of safety and hygiene are also, in this case, a fair example of what is said here: the fact that a candidate can demonstrate that, from a technical point of a view, knows how to perform a task, but does so without hygiene and security cares required, may be sufficient for that task is not validated. The question that arises from the point of view of evaluation is, therefore, to know how to infer such knowledge and understandings when the premise of RVCC

Pro processes is that they are based on professional experience and life of each candidate. It follows that the evaluation of knowledge and expertise through the interview must be conducted in an extremely skilled and always from the execution of a particular practical task, i.e., contextualizing them in professional gesture, because it is not expected that, questioned directly about theoretical and cognitive contents as if it were in an oral examination, the candidate who develops a RVCC Pro process has an immediate and correct answer from the technical and scientific point of view. The indirect assessment of this type of content has to be made, questioning the candidate about the reasons which performs the task in a certain way and not another (“why you do it?”), or asking questions about how, in certain contexts, or based on other variables, to execute a given task.

In a technical interview is possible to mobilize small examples or practical demonstrations to facilitate the demonstration of tasks/skills, which reveals that, although based on a process of dialogue and questioning of the candidate, the interview can be developed in a very flexible and with operating margins and further differentiated to face several candidates, their profiles and outputs professionals concerned. The opposite situation, the difficulty, through the interview technique to evaluate a task, to the extent that the implementation of this requires the mobilization of social and relational knowledge that only in a real work environment can be verified, it can also happen, but shall be avoided, and searching infer this knowledge, whenever possible, through small simulations.

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The technical interview script is applied, for the first time, by the RVC tutor, subsequently at the completion and analysis of the self-assessment grid and fill the analysis portfolio sheet, when is appropriate the application of this tools (i.e., when the integrated evidence in portfolio are alone sufficient to validate tasks). Through dialogue, this technician clarifies doubts about the mastery of various tasks, verifying the reliability and robustness, both of the answers contained in the self-assessment grid, whether the evidence presented in the portfolio and, as such, marked in the analysis portfolio sheet.

Conditions to the technical interview

At this stage, the technical interview is based on three fundamental objectives:

- Ensuring consistency between the self-assessment grid and the contents of the portfolio.
- Control of previous.

- Collection of additional information, which allows consolidate the job of compiling new evidences/proofs.

The control of consistency between the self-assessment grid and the portfolio may be justified when examining the life and career of the candidate, it is inferred that this domain should have in a set of tasks/skills. In particular, if in the self-assessment grid the candidate does not know how to perform a certain task that, however, is expected to according to his career and life, it is necessary to determine the truth of this negation (for example, a candidate performed duties that involved the use of a conventional milling machine but, in the self-assessment grid, refers not know assemble, adjust and fix the cutting tool in the tool holder milling machine has to be confronted with this inconsistency in the interview). Instead, the candidate may have indicated in the self-assessment grid that knows how to perform a set of tasks, however not expected, given his career and life. It is also important in these cases to ascertain the veracity of these statements contained in the grid, which seem unexpected given the curricular elements known (for example, a candidate who never mentioned having operated CNC machine tool, but in the self-assessment grid said learned how to position and set the piece in the lathe CNC device has to be confronted, in the interview, with this inconsistency). From this “exercise” may result in the need of RVC tutor change the records entered in the analysis portfolio sheet, when it is found that certain evidence is not consistent. The interview also allows to control any previous “precedence” that may result from completing the self-assessment grid. That is, when in this grid a certain task implies the knowledge of another task and the candidate claimed to know how to do the second but does not know the first, he has to be confronted with this fact (for example, if the candidate said he did not know how to enter dimension values in the machine tool, also cannot know how to simulate the machining of the part).

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When performed by the RVC tutor, in the recognition stage, the technical interview can be conducted in a semi-structured or structured way, depending on the degree of knowledge and information that the portfolio and the self-assessment grid provide on the candidate:

- When the knowledge and the information about the candidate is scarce, the interview should be semi-structured, i.e., proposing broader “themes” so he speaks “freely” and, from there, go placing or removing aspects more concrete questions that allow conclusions regarding the possibility of validation or non-validation of the tasks;

- When the documentary evidence and the information conveyed by the RVC professional enable concrete and depth knowledge of the tasks that the candidate can perform, the interview should be more structured, reporting directly to the questions contained in the script, exploring margins of vagueness or inconsistencies detected.

In both cases, however, the ultimate goal is, of course, to obtain information that allows validating, or not, the task/competence units that integrate the specific RVCC Pro reference. The diversity of situations that may occur and require further work by the tutor RVC, preparation of technical interview and the adjustment of questions to ask, depending on the characteristics and holding information about each candidate, the interview guide provides a space called “Notes of the RVC Tutor”. This column functions as a kind of pro-memory, in which the RVC tutor may enter aspects/related topics in a specifically way to formulate or develop of each question during the interview with a view to checking the domain of execution that the candidate has for each task.

Moments of the technical interview

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In the recognition stage, the interview script can be exploited by the RVC tutor at different moments, which means, in practice, that the technical interview may be conducted in multiple sessions. The same interview script or, more precisely, part of it may still be reapplied during moments of validation when there are doubts regarding the mastery of certain tasks the RVC tutor RVC and/or the RVC internal assessor want to see clarified. In these cases, the technical interview should be structured, focusing directly on specific issues listed in the script and, if necessary, indirectly exploiting the social and relational knowledge that are associated with each task, as indicated above.

The possibility of using the interview script on the recognition and validation stages implies the possibility of the score assigned to certain tasks by the RVC tutor under the recognition, being able to be reviewed later in the context of validation. This reflects the fact that there is flexibility in the application of the technical interview that can be made, not only at various moments as previously mentioned, but also partially. In fact, even in the phase immediately following the completion and analysis of the self-assessment grid, the RVC tutor is bound to go exhaustively all the issues of the script. According to the principle of streamlining the RVCC process, if the

evidence contained in the portfolio and in the analysis portfolio sheet are conclusive for the domain that the candidate has to perform certain tasks, i.e., the possibility of unambiguous the validation, there may be no need in place of interview, to formulate questions concerning the verification of the same tasks.

Another aspect of evidential flexibility with which this instrument can be applied is the order in which questions can be asked. Again, nothing requires that the sequence in which the RVC tutor asks questions obey the order in which they are presented in interview script. It may even happen that when responding spontaneously and “open” to a specific question, the candidate provides information that will enable the RVC tutor to draw conclusions on other issues of the script. The order of questions is totally arbitrary and the script management is done totally free by the RVC tutor.

The interview can be performed in the candidate workplace, a fact that, once again illustrating the flexibility with which this instrument can be mobilized; it can have substantial advantages in terms of streamlining of the RVCC Pro process. In the work context, the more easily the candidate can demonstrate how to perform certain tasks, using examples of documents/works done, which may not be included in the portfolio. Thus, this possibility should be considered by the RVC tutor, if there are conditions for the development of the RVCC process on the workplace.

Scoring conditions/evaluations of the technical interview

For each task evaluated in the technical interview, the RVC tutor and/or RVC internal assessor assign a score on a scale of 1 to 5. These results should be posted in the computer platform defined for this purpose, in the “Evaluation Kit” of the professional output.

The assigning score of tasks should not, however, be made with the candidate, as it can condition her/his responses and therefore, the result of the interview process and subsequent evaluation. If possible, moreover, for the same reason, it should avoid that the interview script is seen by the candidate during the interview. Similarly, it is advised that the notes that the RVC tutor and/or RVC internal assessor are doing, depending on the candidate answers, must be as brief as possible, i.e., limited only what is required; at the end of the interview, it should be possible, accurately assign scores to each of the tasks.

The Portfolio should include reports of interviews and tasks, thereby, were liable to validate.

Apply the observation of performance in the workplace grid

The observation of performance in the workplace is a practical demonstration of performing tasks which requires moving the RVC tutor and/or the RVC internal assessor to the site and context of the candidate work. It is a privileged way of assessing the candidate, when, after the technical interview, it is not possible to conclude about his/her ability to perform certain tasks. The evaluation value from the observation of performance in the workplace is very high, as it leads decisively to a validation or non-validation tasks.

The evaluation through the use of observation in the workplace should be conclusive, which is equivalent to consider the application of the corresponding observation for evaluation of certain competence units grid or, in a more specific level, of certain tasks exhausts the need to use another type of instrument to confirm the evaluation of those competence units and/or tasks. This does not preclude, however, that the scores awarded by the RVC tutor to a given task, based on direct observation in the workplace, cannot be revised within moments of validation, if in that context remain some doubts about the degree of dominance that the candidate has of the task.

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Conditions to observation of performance in the workplace

Following the technical interview performed in the recognition stage, the RVC tutor should consider the possibility of evaluating certain tasks/competence units in the real context of the candidate work, taking into consideration the nature of the tasks to observe as well as the information that the candidate provides in this regard. However, there are several situations that may be obstacles in this route:

- When the candidate is unemployed.
- When the employer does not allow the movement and presence of RVC tutor and/or the RVC internal assessor in his workplace.

- When the employer does not meet the conditions, in terms of space and/or equipment for the observation of specific tasks.
- Seasonality of tasks.
- Other ethical, deontological situations (confidentiality, anonymity, etc..).

When the employer does not meet the conditions for the observation of specific tasks, it can opt to observe/evaluate in the workplace the most possible tasks, referring only those necessary for their implementation in the context of simulated practice through exercises. In any situation, it is essential that the RVC tutor clearly defines, with the representative of the employer, the conditions under which the observation of the candidate in the workplace may take place.

It remains to consider that certain tasks (in the area of agriculture, for example) have a seasonal nature, for what can only be observed at certain times of the year. In this situation, if it is not possible to evaluate these tasks by other means than direct observation, the validation would be postponed, leaving their implementation dependent on the annual calendar.

Depending on the context and work conditions of the candidate, as well as the nature of the tasks involved, the assessment that the RVC tutor RVC and/or the RVC internal assessor makes the of the workplace can either be based on “free” observation of the candidate in the exercise of their duties, as the proposed implementation of concrete tasks, with the sole purpose of being evaluated. In both cases, however, and if compared with exercises to develop in the context of simulated practice, direct observation in the workplace enhances the streamlining of RVCC Pro process, insofar as the display of tasks in this way does not have to obey to the formalization or costs that require the preparation of conditions for exercises. Should, however, ensure that all the conditions for the validation task fulfill all the requirements mentioned above.

Scoring conditions/evaluation of the observation of performance in the workplace

The evaluation results are reported on a grid designed for this purpose. The observation of performance in the workplace grid is organized in competence units and consists in a matrix that integrates tasks (and their weights), as well as the evaluation criteria for assessing the performance of the candidate in each of these tasks, in a real work environment.

	Weighting	1. Execution time	2. Enforcing rules of Safety and Hygiene at Work	3. Capacity of decision in problem solving	4. Work planning	5. Compliance with properly work sequence	6. Mobilization of adequate knowledge (conceptual and technician)	7. Selection and proper use of space, equipment, tools and materials	8. Prowess of professional gesture	9. Save time and materials	10. Innovation/Creativity	11. Quality of final result	12. Ability to teamwork	Classification
Competence Unit 1. Measure, mark and draw on pieces of wood														
1.1 Measures wooden pieces and transports measures from the design	5									NA	NA			
1.2 Marks with pencil referenced points	5									NA	NA			
1.3 Moths lines in hard and soft wood	4									NA	NA			
1.4 Brands and draws parallel lines	4									NA	NA			
1.5 Brands and draws curved lines	4									NA	NA			

Table 6: Example of observation of performance in the workplace grid (excerpt)

Source: "Evaluation Kit" for professional output of Carpenter Clean

Blank cells, unfilled, correspond to the evaluation criteria considered relevant to the corresponding task. The RVC tutor and/or RVC internal assessor should indicate with an "y" (yes) the criteria that were seen/met by the candidate during the execution of the task, and with an "n" (no) the criteria that do not have been met. The validation of each task depends on the number of criteria that, in the course of its evaluation, are met/seen. Given that all criteria have the same

weight, it is considered that each task is valid when, at least, half of their assessment criteria have been met.

The computer platform is prepared to, according to the filling, present the result of classification of each task, automatically. The criteria met during the evaluation of each task should be launched in the computer platform, so that the overall results of the assessment can be automatically calculated. This calculation takes into account not only the ratings of each task assessed in the workplace, as well as the ratings assigned to the remaining tasks of the same competence unit that have been evaluated through the application of other instruments.

Although the results of direct observation of performance in the workplace are recorded in the computer platform, the candidate portfolio must also include all information that might be considered “evidence” that, through practical demonstration, it was possible to recognize and validate certain tasks/competence unit. The portfolio should include a brief report by the RVC tutor or by this and the RVC internal assessor, attesting to the successful execution of tasks, and in this sense, can be a credible proof of its execution domain, and the conditions achievement and effectiveness of their observation on the workplace.

Perform exercises in the context of simulated practice

The exercises performed in the context of simulated practice match, as the name indicates, to practical tests and are a form of assessment to apply, in the latter case, alternatively, when after the interview subsists doubts about the domain that the candidate has in certain tasks and are not met the conditions in order to proceed to a direct observation of performance in the workplace.

For each competence unit that integrates the RVCC Pro reference there is a practical exercise associated. This exercise can be used in full (when all tasks within the competence unit are assessed in this way) or partially (when only some of the tasks of the competence unit are assessed in this way). The evaluation of the practical value is too high, as the previous ones, in that they can lead, in a decisive way, to a validation or a non-validation task or even a review of the assessment made in an interview. The evaluation through the use of practical exercises should, moreover, be conclusive, which is equivalent to consider the application of this specific tool for assessment of certain competence units or, in a more specific level, for certain tasks, exhausts, in principle, the need to resort to another type of instrument to confirm the evaluation of

those competence units and/or performance of certain tasks. This does not preclude, however, that the scores awarded by the RVC tutor in recognition stage, to a given task based on practical exercise, cannot be revised under the assistance of the validation team (RVC professional, tutor and internal assessor in the context of the moments/validation sessions), when there is still some doubt as to the degree of dominance that the candidate has the execution of this task.

Under the RVCC Pro, practical exercises constitute the evaluation method that consume more time and are expensive, as require the creation of specific conditions, simulated, which are strongly demanding in terms of physical, materials and technical resources (work preparation for the exercise), affecting the New Opportunities Centers. For this reason, it is considered to be the last of the instruments to mobilize, when, for some reason, is exhausted the possibility of making the assessment task/competence units for all other strategies already listed.

Conditions of the exercises in stimulated practice

Besides, like other assessment tools, are organized into competence units, tasks and their weights, the practical exercises follow the following principles:

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- Practical exercise grid, where it should be recorded the results of evaluation of the candidate; for each competence units integrates one characterization of exercise form, addressed to the RVC tutor and the RVC internal assessor, which specifies the pursued goals, the procedures to be considered in the implementation the task and the conditions of implementation;
- Practical exercise grid includes a set of evaluation criteria which are the performance requirements for assessment of conditions in which the candidate performs each task.

The characterization of exercise form fits the RVC tutor, the RVC internal assessor and the candidate him/herself regarding the conditions in which the practical exercise should be performed: exercise targets, execution time of each task, required resources (equipment/tools, technical information, etc...). This form also contains information regarding the procedures associated with each task, which serves to delimit the evaluation of the RVC tutor and/or RVC internal assessor and specifies the several “steps” that contribute to the execution of the task. Each exercise form indicates if the procedures should be given to know to the candidate, or not, with the RVC tutor and RVC internal assessor scrupulously follow this instruction.

Intentionally, in many “evaluation kits”, formulation of procedures is generic, so that, from this RVC tutor and/or RVC internal assessor can work concrete examples, to propose to the candidate. These examples should go ranging, in order to avoid that each candidate becomes prior aware of specific practices that may be subjected during his RVCC process. Each RVC tutor and/or RVC internal assessor should have a “portfolio” of exercises that can be simulated. The “evaluation kits” include, however, a concrete example of the exercise and should be available to the candidate for illustrative purposes, to get the idea about the kind of practical test that he will develop.

Scoring conditions/evaluation of exercises in simulated practice

Practical exercises are also composed of an assessment grid, which are specified the evaluation results. This grid consists of a matrix that integrates the tasks (and their weights), as well as the evaluation criteria for assessing the performance of the candidate in each of these tasks.

	Weighting	1. Execution time	2. Enforcing rules of Safety and Hygiene at Work	3. Capacity of decision in problem solving	4. Work planning	5. Compliance with properly work sequence	6. Mobilization of adequate knowledge (conceptual and technician)	7. Selection and proper use of space, equipment, tools and materials	8. Prowess of professional gesture	9. Save time and materials	10. Innovation/Creativity	11. Quality of final result	12. Ability to teamwork	Classification
Competence Unit 1. Measure, mark and draw on pieces of wood														
1.1 Executes materials consumption model plan	3									NA	NA			
1.2 Sharps a cutting knife, manually	4			NA					NA	NA				
1.3 Performs cutting parts of a model, manually	5									NA				

Table 7: Example of practical exercise grid (excerpt)

Source: "Evaluation Kit" for professional output of Carpenter Clean

Blank cells, unfilled, correspond to the evaluation criteria considered relevant to the corresponding task. The RVC tutor and/or RVC internal assessor should indicate with an "y" (yes) the criteria that were seen/met by the candidate during the execution of the task, and with an "n" (no) the criteria that do not have been met. The validation of each task depends on the number of criteria that, in the course of its evaluation, are met/seen. Given that all criteria have the same weight, it is considered that each task is valid when, at least, half of their assessment criteria have been met.

The computer platform is prepared to, according to the filling, present the result of classification of each task, automatically. The criteria met during the evaluation of each task should be launched in the computer platform, so that the overall results of the assessment can be automatically calculated. This calculation takes into account not only the ratings of each task assessed in the workplace, as well as the ratings assigned to the remaining tasks of the same competence unit that have been evaluated through the application of other instruments.

The development of exercises in the context of simulated practice may involve the use of more or less common sophisticated equipment that the New Opportunities Center does not hold. In these exceptional cases, the Center must ensure the possibility of appeal to other entities for the purpose of developing “part” of the RVCC Pro process, by establishing a partnership. The use of existing equipment in other entities may also be associated with the need for involvement of other technicians with expertise in certain equipment, materials and tasks, when the RVC tutor and/or RVC internal assessor does not hold that kind of knowledge. In these cases, this technician, properly framed, can assist the RVC tutor and/or RVC internal assessor in the evaluation of the candidate and, in particular, on the specific tasks involving the handling of such equipment/materials.

Although the results of application of each exercise are recorded in the computer platform, the candidate portfolio must also include all information that might be considered “evidence” that, through practical demonstration, it was possible to recognize and validate certain tasks/competence units. The portfolio should include a brief report by the RVC tutor, or by this and the RVC internal assessor, attesting to the successful execution of tasks, and in this sense, can be a credible proof of its execution domain, and the conditions achievement and effectiveness of exercises in simulated practice.

Prepare the certification jury session minutes

The result of the certification jury session is recorded in specific minutes, prepared and signed by the certification jury. The minutes identify the competence units validated and, when appropriate, the competence units non-validated. It is from this information that may issue the Qualifications Certificate (when the competence units are certified by the RVCC Pro reference) or the Diploma when the conditions necessary for obtaining dual certification are guaranteed, i.e. a qualification set out in the National Qualifications Catalogue.

In cases where there is a referential for a training path to acquire the missing skills, it is also from the information contained in the minutes of the certification jury that is complete and is based the Personal Plan of Qualification (PPQ).

The minutes model also includes a field of “Observations” in which shall be recorded all qualitative aspects of the certification jury session, including the possible additional resource to specific parts of the assessment tools, other technicians involved, innovative practices, etc... In this field, the certification jury must also make an overall assessment of the portfolio, justifying the validated skills.

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Once drafted, the minutes of the certification session are signed by the members of the jury and by the candidate and filed with the information regarding the candidate that integrates the technical and pedagogical folder in the New Opportunities Center.

Set the Personal Plan of Qualifications (PPQ)

The forwarding candidate for a training path outside the New Opportunities Center, following the completion of a certification jury session with a partial validation of competency units of the RVCC Pro reference result, is made from the definition of Personal Plan of Qualification (PPQ). The PPQ must specify the units of training that the candidate must attend and the training contents, based on competency units/tasks that are not validated during the RVCC Pro process accomplished in New Opportunities Centre.

The interconnection between short training units (STU) and competence units (CU) wins, at this moment, a broader sense. Whereas the CU of the RVCC Pro reference match directly to the STU of the technological reference, the PPQ is defined from the principle that, when a particular CU is not validated, the correspondent STU should appear in this Plan and be objective of training to develop. However, the “exercise” of defining the PPQ is not limited, in this association directly and immediately, for two main reasons:

- Firstly, because the PPQ does not have to reflect all STU corresponding to the CU non-validated. Full certification depends on the validation of all nuclear CU and only 50% of non-nuclear CU. In this context, the training route for which the candidate is sent can be defined according to this principle, not requiring that all are prescribed STU corresponding to the non-nuclear CU that are not validated. In these cases, choosing the STU to be in the PPQ should favor the STU that have more importance for validating their CU or STU that can best contribute to a broader qualification and/or to improve the employability of the candidate.
- Second, because the same CU may not be validated based on various reasons must be considered that the tasks within each CU of a RVCC referential have associated a set of theoretical, social and relational knowledge that contribute to the evaluation. This means that the RVC tutor and/or the RVC internal assessor may decide not to validate a task based upon the fact that the candidate does not master the theoretical knowledge and/or not mobilize the social and relational knowledge that are considered essential for its good performance. In these cases, the PPQ cannot fail to prescribe the theoretical STU(s) that allows the candidate to acquire expertise/knowledge in deficit, may however, be unnecessary prescribing the STU of operative character directly corresponding to CU non-validated. For example: if the non-validation of the CU is explained not only by the validation of a nuclear task, that fact must be stated in the PPQ, which could explain that the candidate does not have to attend a 25h or 50h STU, in order to learn to perform the particular task it may be sufficient for the CU to be validated. In these cases, the PPQ should also indicate what is the most appropriate “solution” routing and which may consist of a training process in the workplace or self-training, for example, focusing only on learning the concrete task. This scenario can happen when a New Opportunities Center develops RVCC Pro processes from a group of workers from the same company to which they are identified skills gaps. In these cases, the routing more practicable and more effective can be a process for training employees in their workplace, focusing on specific set of tasks that have to learn to run.

It can be concluded, therefore, that two candidates who have not validated the same CU can have two quite distinct PPQ from each other.

To conclude also that the definition of the STU included in the PPQ is a process that involves, on the part of the certification jury (and, in particular, the RVC tutor, the RVC internal assessor and RVC professional, who accompanied all the process of the candidate), note a case, the reasons for not validating a CU and their tasks.

Beyond the deep knowledge of the RVCC process of each candidate, the definition of PPQ also requires that the RVC tutor and internal assessor fully dominate the training referential on the specific outputs and stay informed about the local/regional network entities and training modalities available. In this context, the contribution of the external assessor in defining the candidate pathway has an enormous relevance, because as a representative of the local/regional community, can support the design of the “interface” between qualification needs identified in it and the most appropriate responses to these needs at the local/regional level, as well as the diagnostic technician that ensures these functions with all candidates of the New Opportunities Center

These training modalities may be of three types:

- Attend a training course (modular training or adults education and training courses), in a training institute;
- Training on the workplace;
- Development of a self-training process.

In the first case, when the applicant is referred to a training organization where s/he attends a training course, does not get his return to New Opportunities Center. Is the training entity the responsible for granting the certificate that the candidate, at the end of the training path, should be able to get.

When the pathway is made to a self-training path or training on the workplace, the certification jury must complete the activities script which integrates the PPQ, in which is explicit the planning of activities to develop. In these cases, the applicant must return to New Opportunities Center to validate skills acquired by these routes. The validation team gathers, verifies compliance with the

PPQ according to new evidence that comprises the portfolio and, if these are not sufficient, resorts to various “evaluation kit” tools to complete the final certification. This is likely to be validated competence units, which follows a certification jury session. If there is not compliance with the PPQ, and this failure undermines the possibility of certification of the candidate, this should be reoriented by the validation team, if necessary by revising the relevant PPQ, in terms of content and in terms of a new type of routing (for a training entity).

The PPQ is negotiated with the candidate and according to its characteristics and objectives, stays with him/her should the Center have another copy, duly signed by the candidate.

Issue the Qualifications Certificate and Diploma

The issuance of these two documents is made from the certification jury session minutes.

The Qualifications Certificate is issued whenever the candidate meets conditions to certify the competence units of the RVCC Pro reference, reason why it allows to specify, one by one, these units.

Adding to the Qualifications Certificate, the Diploma is issued when the candidate has validated a necessary number of competence units of RVCC Pro referential to obtain a professional certification and possess the academic corresponding level to the qualification.

The Qualifications Certificate and Diploma are available and issued by SIGO platform, according to the models into force.

The New Opportunities Centers who are unable to certify should establish protocols with entities having jurisdiction under this legally established, which are responsible for its approval.

Set the Personal Development Plan (PDP)

The definition of the Personal Development Plan is made whenever the certification jury session, in addition to the Qualifications Certificate, leads to the issuance of a Diploma (dual certification). This Plan consists in the definition of a personal and professional project, certified by the New Opportunities Center, aimed to continue the acquisition of skills, either through

progression/retraining, either by supporting the development of entrepreneurship initiatives, among other possibilities.

This Plan is defined by the technical and pedagogical team of the New Opportunities Center (primarily by the RVC tutor and the RVC internal assessor) with the candidate, in individual sessions, after the jury certification.

The team can request support from the external assessor, basically in the process of liaison with the local/regional community (training providers, employers, organizations supporting entrepreneurship, etc.), when this joint is useful for ensuring the implementation of the defined plan.

Annexes

ANNEX 1 – Model of career and training form

ANNEX 2 – Model of self-assessment grid

ANNEX 3 – Model of analysis portfolio sheet

ANNEX 4 – Model of interview script

ANNEX 5 – Model of observation of performance in the workplace grid

ANNEX 6 – Model of characterization of exercise form and assessment exercises grid

ANNEX 7 – Model of jury of certification session minute

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ANNEX 8 – Model of Personal Plan of Qualification (PPQ) form

ANNEX 9 – Model of Personal Development Plan (PDP) form

Annex 1

RVCC Pro

Model of career and training form

1. PERSONAL DATA

Name: _____

ID number/Passport: _____ expiration ____/____/____

2. CERTIFICATION/EDUCATIONAL AND TRAINING AREA

Level: _____ Proficiency: _____

Educational and Training Area: _____ | _____

Professional area: _____ Qualification level: _____

3. PROFESSIONAL IDENTIFICATION

(Describe all the jobs that you had so far, in Portugal or abroad, regardless of whether they are or not related to the application for certification. It is important that you describe your entire career. In this field you should only mention the jobs exercised on behalf of others).

• COMPANY IDENTIFICATION

Name: _____

Adress: _____

Business activity: _____

• JOB IDENTIFICATION

Service Name/Section/Department: _____

Designation/Professional Category: _____

Job function: _____

Time of exercise those functions: _____ years _____ months

II _____

• CONDITIONS OF JOB EXERCISING:

a) Information received for performing tasks (Indicate what kind of information, who gives them and how it is transmitted): _____

b) Information transmitted to others in the course of their duties (Indicate what kind of information you give, to whom, how and why you do it): _____

c) Professional relationships with the outside of the company, i.e., customers or suppliers (Indicate what kind of relations, with whom and in what cases): _____

d) Control of your work (Indicate by whom, how and when this control is done, who decides the organization of your work, including how much time you devote to each task and how you execute them): _____

III

4. OTHER PROFESSIONAL ACTIVITIES OR EXTRA-PROFESSIONAL EXPERIENCES

(Indicate information it deems useful for the evaluation of their professional experience. It should be noted that the activities in this field exerted on their own as well as tasks/duties performed on a volunteer basis).

• COMPANY IDENTIFICATION

Name: _____

Address: _____

Business activity: _____

• JOB IDENTIFICATION

Job function: _____

Time of exercise those functions: _____ years _____ months

5. PROVEN TRAINING

(Describe the main trainings that you attended. You should describe trainings performed either in training institutions or in companies, as well as internships, seminars and other events that you deemed relevant).

IV _____

Training Title: _____

Training Institution: _____

Total time (hours): _____ Date: _____

Observations: _____

6. EVIDENCE CHECK-LIST

(You should gather the evidences that fulfill positively your tasks on self-assessment test.)

	(To be completed by adult)	(To be completed by services)
School certificates		
Training Courses Certificates		
Participation in Seminars Certificates		
Performance Evaluations		
Statements issued by the company on leaving		
Functions description		
Letters of recommendation from employers		
Letters of recommendation from clients or suppliers		
Reports of directors relating to the functions performed		
Bulletins company (Tables of honor)		
Newspaper articles		
Samples of work done		
Photos of work done		
Rewards		
Minutes of meetings whose participation was relevant		
Others		
What? (Must mention what evidence)		

V _____

7. OBSERVATIONS

(This space is intended for all kinds of information that you may not have provided throughout this form and thinks that may be useful in the evaluation of your application.)

Annex 2

RVCC Pro

Model of self-assessment grid

STU corresponding _____	CU (identification of competence unit)
CU number (sequential) 1	

Tasks	Yes	No
1.1 (task identification)		
1.2 (task identification)		
1.3 (task identification)		
1.4 (task identification)		
(...)		

VII _____

STU corresponding _____	CU (identification of competence unit)
CU number (sequential) 2	

Tasks	Yes	No
2.1 (task identification)		
2.2 (task identification)		
2.3 (task identification)		
2.4 (task identification)		
(...)		

Annex 3

RVCC Pro

Model of analysis portfolio sheet

STU corresponding _____		CU (identification of competence unit)		
CU number (sequential) 1				
Tasks	Knowledge and social and relational learning	Weighting (1 to 5)	Task state	Evaluated by portfolio
1.1 (task identification)				
1.2 (task identification)				
1.3 (task identification)				
1.4 (task identification)				
(...)				

VIII _____

STU corresponding _____		CU (identification of competence unit)		
CU number (sequential) 2				
Tasks	Knowledge and social and relational learning	Weighting (1 to 5)	Task state	Evaluated by portfolio
2.1 (task identification)				
2.2 (task identification)				
2.3 (task identification)				
(...)				

Annex 4

RVCC Pro

Model of interview script

STU corresponding _____		CU (identification of competence unit)		
CU number (sequential) 1				
Tasks	Knowledge and social and relational learning	Tutor notes	Weighting (1 to 5)	Review score
1.1 (task identification)				
1.2 (task identification)				
1.3 (task identification)				
1.4 (task identification)				
(...)				

IX

STU corresponding _____		CU (identification of competence unit)		
CU number (sequential) 2				
Tasks	Knowledge and social and relational learning	Tutor notes	Weighting (1 to 5)	Review score
2.1 (task identification)				
2.2 (task identification)				
2.3 (task identification)				
(...)				

Annex 6

RVCC Pro

Model of characterization of exercise form and assessment exercises grid

Characterization of exercise form	
CU1:	STU corresponding:
Goals:	
Time provided by task:	
Candidate name:	
Resources (materials, equipments, tools, etc.):	

XI _____

Tasks	Procedures

Assessment exercises grid

Evaluation criteria

	Weighting	1. Execution time	2. Enforcing rules of Safety and Hygiene at Work	3. Capacity of decision in problem solving	4. Work planning	5. Compliance with properly work sequence	6. Mobilization of adequate knowledge (conceptual and technician)	7. Selection and proper use of space, equipment, tools and materials	8. Prowess of professional gesture	9. Save time and materials	10. Innovation/Creativity	11. Quality of final result	12. Ability to teamwork	Classification
(task identification)														
(task identification)														
(task identification)														
(task identification)														
(task identification)														
(task identification)														
(task identification)														

Annex 7

RVCC Pro

Model of jury of certification session minute

PERSONAL DATA

Name: _____

ID number/Passport: _____ expiration: ____/____/____

CERTIFICATION/EDUCATIONAL AND TRAINING AREA

Level: _____ Proficiency: _____

Educational and Training Area: _____

XIV _____

Professional area: _____ Qualification level: _____

Jury certification session date: ____/____/____

Local of session: _____

EVALUATION RESULTS

CU validated		CU unvalidated		Observations*
Order nr	Designation	Order nr	Designation	

--	--	--	--

	Signatures
RVC external assessor _____	_____
RVC internal assessor _____	_____
RVC Tutor _____	_____
RVC Professional _____	_____
Candidate _____	_____

* This field may include information of varied nature, complementary to the listing of validated and non-validated CU, and it is useful for the reasoning of Personal Plan of Qualification. When appropriate, this information may be on the identification of the tasks within each CU, were validated or not validated, or the specification of the mobilization capacity of theoretical and social/relational knowledge associated with several CU demonstrated by the candidate throughout the RVCC process.

Observations**

** Sign qualitative aspects of the evaluation session, including the possible use of additional evaluation tools. It should also be expressed an overall appreciation of the Portfolio justifying skills validated.

Attachments to the minute***

*** Specify in this field the documents attached to the minute: copy of certificate issued, a copy of Personal Plan of Qualification (required when the candidate is sent to a training course), copy the parts of the assessment tools used in the certification session.

Routing****

**** Indicate if there was concrete referral to a training path / training entity or proposal was a response to another type.

Signatures

Annex 8

RVCC Pro

Model of Personal Plan of Qualification (PPQ) form

PERSONAL DATA

Name: _____

ID number/Passport: _____ expiration: ____/____/____

CERTIFICATION/EDUCATIONAL AND TRAINING AREA

Level: _____ Proficiency: _____

Educational and Training Area: _____

XVIII _____

Professional area: _____ Qualification level: _____

PERSONAL PLAN OF QUALIFICATIONS

Training Modules/Short Training Units/Competence Units

NQA Code	Designation	Goals*	Duration

* Fill when, justifiably, the prescribed training relates to certain content-specific of short training units (STU) and not on STU as a whole. When this happens, the registration code and the designation of STU maintains but, furthermore, targets should reflect the option of focusing on only some of the STU contents. In the field of "Observations" (next page) is possible, if necessary, to explain the choices made at this level.

Observations:

New Opportunities Centre: _____

Team responsible for PPQ:

Name	Function	Signature
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

XX _____

Date: ____/____/____

Annex 9

RVCC Pro

Model of Personal Development Plan (PDP) form