

## Training guide for the qualification of advisers in the process of preparation of a dossier in order to present non-formally and informally acquired competencies for the diploma in further training “certified workplace tutor”

The following document will present the requirements deriving from the competence assessment tool for advisers in the process of competence assessment. This guide does not deal with further requirements vis-a-vis advisers, i.e. clarifying their own understanding of advising, safeguarding a constructive relationship with the aspirant, clarifying the aims of advising.

The guide is subdivided according to the adviser’s tasks that derive from working with the competence assessment tool. These are:

1. explaining the competence assessment tool
2. giving support during self-statement about actions and resources as well as the context in which these activities took place
3. giving support during description of situations
4. help with selecting adequate supporting documents

### 1. Explaining the competence assessment tool

a) The advisers may give the aspirants a general idea of the competence assessment tool.

For the purposes of this competence assessment tool the occupational profile of a certified workplace tutor is subdivided into eight fields of action. The aspirant has to give information and indications on every field of action. Aspirants can select those fields of action for which they want to have their competencies validated. They can also apply for the validation of all eight action fields.

The eight action fields derive from an analytical evaluation of the contents of the existing framework curriculum and the exam regulations for the diploma in further education “certified workplace tutor” from 2009. The structure of the action fields this not correspond precisely to the structure in the exam regulation.

The action fields describe the essential competencies of workplace tutors in the following form: Every field of action has a short title. The field of action is described in general terms in one or two sentences. The competencies necessary for the field of action are then described in two side-by-side columns with regard to their actions and resources. The column “actions” lists all the single actions that belong to this field of action and that outline the occupational profile. The column “resources” contains all the knowledge, skills/capacities and values/attitudes that are necessary for acting competently in this field of action or are particularly important for it.

Some fields of action are furthermore divided into key aspects.

The adviser should go through all fields of action when talking with the aspirant and answer all questions and unclear points, if necessary.

- b) The advisers may explain the single components of the competence assessment tool to the aspirant.

The competence assessment tool entails four parts:

- self-stated information about actions and resources
- self-stated information about the function(s) performed, the duration of the function(s) and the degree of autonomy
- description of exemplary situations that clearly show the action competences
- collecting evidence that proves the competencies

The combination of all information given by the aspirant including the evidence represents the dossier.

These four components have to be provided for every single field of action. In order for the recognition of a field of action to be successful, as a general rule competencies have to be explained for both key aspects (in the fields of action 1, 2, 3 and 6). In the field of action 4, which is subdivided into three key aspects, the aspirant can even apply for recognition if one of the key aspects has not been explained.

## 2. Giving support during self-statement about actions and resources as well as the context in which these activities took place

- a) The consultants may support the aspirants when identifying the actions they have already performed and the resources they own.

In a first step the aspirant is asked to select those actions (left column) of a field of action that they have performed already as well as the resources (right column) that are necessary and that they own. The advisers should point out that this is an ideal profile of actions as well as selected resources for the field of action.

This self-reflection may provide support to the aspirant in his/her decision to apply for recognition of the field of action. If in the field of action only a few of the listed actions and resources can be confirmed, this may point to the fact that applying for recognition might not be useful. Gaps, though, should be clarified by the adviser. It is important in this context that the adviser guides the aspirant also towards activities and tasks in the nonprofessional area using open questions and examples.

The adviser should explain that for the application to be successful, it is not necessary to have a lot of options checked, but what is important is rather the general idea about the competences of the aspirant.

- b) The advisers may support the aspirants in identifying the function in which the action and resources have shown, as well as in defining the duration or frequency and the degree of autonomy.

For every field of action or every key aspect of a field of action the aspirant should indicate in which function (professional role), how long or how often and with what degree of autonomy the actions of a field of action have been performed. Function and duration can be described in free text fields, so that the aspirant can explain several functions or explain more in detail the duration or frequency of the experience.

Ticking one or more out of three statements is how the aspirants indicate the degree of autonomy. These statements reflect the degree of autonomy defined in the DQR for competences at levels 5, 6 and 7.

The task of the advisers is here to ask explorative questions and to identify jointly with the aspirant relevant functions or professional stations in which the actions of a field of action have been performed. The degree of autonomy for the single fields of action may well vary within the same professional function. For example, there might be a high degree of autonomy when accompanying learners (field of action one), while the designing of training processes (field of action 4) had to be done according to specific guidelines. *As a general rule, the information given should make clear how long the aspirant has worked with what degree of autonomy is.*

### 3. Giving support during description of situations

a) The consultants may support the aspirants when it comes to selecting representative situations of action.

The competencies of an aspirant in the single fields of action should become clear through a description of the own actions in a concrete representative situation. Advisers should support aspirants when they identify generally relevant situations through techniques of creative thinking or through explorative questions with regard to their former professional experience. In the second step it might be necessary to clarify which of the potential situations are particularly convincing for the field of action. Thus, both should wonder: In which situation did you express the most actions and resources or where and how can they be explained most clearly?

b) The consultants may support the aspirants when it comes to describing representative situations of action in a way that is comprehensible for outsiders.

The special difficulty in describing the selected situation lies in not only presenting the concrete action in a concise way, but also the knowledge that has guided the action, i.e. the reasons for the concrete action and the values and attitudes. For describing the situations a maximum number of characters is set. This gives the aspirants an orientation about what is requested from them. This makes sure that the different dossiers more or less have the same length, thus making it easier for the experts to estimate the time needed for working on the dossiers.

If the aspirants have difficulties in formulating their action in the situation and to express what is most important to them, advisers should invite them to write a first draft that doesn't yet satisfy all requirements of the assessment tool. The adviser can then pick up the draft and look at it from the perspective of an outsider in order to give feedback on the effect of the chosen wording. This allows deducing general hints on how to describe the situation and which parts to delete. *As a general rule, such help provided by the advisers should give only examples.* They could proceed by commenting on those two situations that the aspirant has experienced as particularly difficult or particularly easy.

### 4. Help with selecting adequate supporting documents

The supporting evidence documents that belong to the dossier may be divided into

- supporting documents related to former non-formal and informal professional and further training (diplomas, certificates, certificates of attendance)
- supporting documents regarding former practical experience in the fields of action of the

workplace tutor (generally job references, interim reports, references, written confirmations for activities)

- other relevant supporting documents for the action competence (this means all documents that prove action or results of action in the fields of action)

What is relevant when selecting the document is there credibility and meaningfulness for the action competence of workplace tutors. As far as form and contents are concerned there are no further requirements for these documents.

Aspirants can trust upon that the documents are used exclusively for the purposes of validation and will not be forwarded to third parties. The experts commit to maintaining silence vis-a-vis third parties regarding all information they get knowledge of when evaluating the dossier. As a general rule, advisers should request aspirants to make personal data of third parties – to the extent that they are not relevant – unrecognisable on the supporting documents and also to anonymize the descriptions of situations.

All documents must be made available to the competent body in digital form so that the experts can appreciate them. A reference saying that the documents will be presented during the exploration talk can *not* be taken into account.

Further attached documents may allow to better illustrate the description of the situation and to present e.g. evaluation criteria, processes or the methodological and didactic setup of seminars in a more differentiated way. *The value of those freely selectable documents depends upon whether the aspirant's authorship is credible and evident.*