

Dossier of evidence and report for validation of skills



Operators involved in the Age in Tandem project had the chance to confront on the evaluation and validation of skills acquired in formal, non-formal and informal contexts, in line with European initiatives, with a view to standardise a system of skills certification in all partner countries.

Considering the importance of guidance in the Talentaged model, Forcoop CORA Venezia asked Age in Tandem partners to participate in the compilation of the “Personal Dossier of Evidence”, by reference to a standardised professional profile for the guidance counsellor.

This activity allowed project partners to confront their guidance experiences and skills, but also to compare and evaluate their national skills certification systems. Forcoop CORA Venezia ensured on-going support to the drafting of the dossier and the collection of evidence during the validation process.

Carrying out this additional activity was also the chance of experiencing a different service/methodology to support users (unemployed or employed) of the services provided by partners. In fact, the “Personal Dossier of Evidence” is useful for the unemployed as a tool to enhance themselves in the labor market; and for employed workers for the enhancement of their professionalism and, possibly, to support a career change plan. For both target groups the dossier can be an opportunity for skills’ recognition and enhancement in terms of European credits.

The model for the valorisation and certification of professional informal and non-formal skills

The Personal Dossier of Evidence

In line with EU guidelines, each country is implementing or adapting a "system of identification, validation, and certification of skills acquired by the person in formal, non-formal or informal contexts, the possession of which appears as demonstrable through proofs and evidence".

For this reason, each country is determined to promote lifelong learning by ensuring equal opportunities for all in terms of certification and valorisation of skills, however acquired, as well as of their recognition within the European Credit system.

The "Personal Dossier of Evidence" is the operative tool that, together with a description of some specific skills of the professional profile of a “Guidance counsellor”, was used with the operators involved in the Age In Tandem project to confront and share practices related to the validation and certification of competences.



Operators involved in the project filled in the dossier with learning outcomes and the related evidence or proof: operators had to choose to focus on competences considered as strategic and useful to increase their employability level. The dossier is a personal document belonging to the beneficiary – who will decide whether and how to use it.

The evidence (a “proof” demonstrating the possession of certain knowledge and abilities pertinent to the chosen set of competences) could be attached to the Personal Dossier and should refer to experiences acquired both in the workplace and in non-working contexts. For examples:

Formal documentation: statements, employment contracts, and certificates;

Proof of outputs: i.e. manufactured products, photos or videos to display the work process, colleagues and bosses’ testimonials and references, etc.;

Proof of action: it refers to the conduct, the process (testimonies, located evidence, etc.);

Reconstruction of some evidence in case they are no longer available or acquirable (e.g. a report belonging to a former company, lost or destroyed evidence, etc.): for example description of a work process, reconstruction of a document, etc.

Professional profile and competences: the guidance counselor

Competence 1

Perform guidance and tutoring actions in career guidance and support to employment or re-employment paths, promoting and carrying out interventions for the activation of people, and using consistent methods and tools.

Abilities

Take care of beneficiaries’ reception, noting their specific needs and priorities

Provide assistance to individuals in demonstrating and supporting the successful acquisition of the identified skills through the reconstruction of their experiences

Identify and use intervention methods and tools consistent with the characteristics of the designed path and with the autonomy levels of people involved

Plan and monitor the information search process, identifying information sources and types of information according to users' needs

Plan and monitor training and professional development paths and operational plans to search for and accompany employment



Design and implement customised guidance activities for groups

Realise individual and/or group guidance activities applying techniques referring to active listening, skills assessment, guidance group management, evaluation of potential resources, and guidance interviews management

Plan, organise and monitor internships, apprenticeships, and work experiences in general

Knowledge

Guidelines and regulations in particular relating to the labour system: labour law, contract law, business organisation, devices to support adults' training, to manage work experiences, to facilitate the work placement of specific target groups

Main features of the formal, non-formal, and informal learning processes and related transparency, validation, and certification devices

Monitoring techniques, and tools to monitor guidance paths and for on-going monitoring and final achievement of the defined objectives

Theories and techniques of group work, techniques and tools for the activation of participants (methodological grids, simulation exercises, role plays, etc.).

Theories and techniques of the supportive relationship management in order to understand any critical aspect the beneficiary lives during accompanying activities

Competence 2

Assist the beneficiary in searching and acquiring information with the aim to support his/her training and work transition, both by promoting research and individual re-elaboration of useful information and by building up autonomy in accessing information sources (databases, professional profile repertories, etc.)

Abilities

Welcome the beneficiary and analyse his/her information demand, identifying the type of need to be met

Assist the beneficiary in consulting informative material and in using different information tools

Provide information to meet user's needs during informational interviews, group meetings/workshops, or by referring to autonomous consultation



Realise guidance activities by applying methods of local services analysis, and active job research techniques, by involving stakeholders, by supporting the employment of hard-pressed people

Monitor the usability and adequacy of information provided to users and to recognise any additional information needs

Organise and customise the informational response, providing an personalised methodological support in the information research and in their integration/valorisation within the guidance path.

Knowledge

Feature of the local education and vocational training system

Fundamentals of education, training and employment services at European, national, regional, and local level

Modalities of consultation and reading of different information materials (documents in hard copy, multimedia, databases, archives, etc.)

Regional network of employment services and features of the services provided

Competence 3

Identify sources and gather and organise information addressed to users, creating hard-copy or computerised tools, producing adequate and understandable information, organising and managing an integrated information system functional to the guidance process

Abilities

Organise and manage the space for self-consultation through the preparation, systematisation and updating of materials

Organise and manage an information system functional to guidance services requirements (databases, paperwork, etc.).

Search and find sources, collect and select various types of information depending on guidance services beneficiaries' needs of information, updating and deepening

Use tools and create new media and multimedia functional to beneficiaries' needs

Knowledge

Regulatory and legal aspects related to labour market and labour policies



Socio-economic context, local labour market trends, and business features

Educational, training, and job placement opportunities

Professional system and the local demand for skills

Techniques of research and processing of guidance information

Competence 4

Perform monitoring and tutoring actions in education and training, supporting teachers and trainers in the process of optimisation and integration of the training path, and promoting actions for the prevention and recovery of disadvantaged situations

Abilities

Analyse and understand the needs in terms of guidance, tutoring and monitoring of potential users, and reference contexts (schools, training agencies/centres)

Conduct interviews in monitoring and/or tutoring actions

Define and activate specialised interventions for difficult and disadvantaged situations

Manage relationships with local stakeholders (families, schools, training agencies, social services, etc.)

Identify any uncomfortable situations in the agreed education-training path

Plan and implement tutoring and monitoring actions to accompany transition phases in the education and training field

Plan and monitor integrated guidance/training paths

Design and implement guidance group activities customising them (guidance workshops, welcome activities, motivational sessions, groups for self-guidance capacity development, etc.).

Knowledge

Guidelines and regulations of the educational system (education/ vocational training/university): operations for the completion of compulsory education, regulations governing schools and training centres operation, etc.

Tools for the analysis of educational/training and personal/social experiences



Monitoring techniques and tools for the observation of the guidance/training paths and for the on-going and final evaluation of the objectives achievement

Theories and techniques of group work, strategies and tools for the activation of participants (methodological grids, simulation exercises, role-plays)

Theories and techniques of the supportive relationship management in order to understand any critical aspect the beneficiary lives during accompanying activities.



Personal dossier

Of Mr/Mrs/Miss



Personal Dossier of evidence (a)

Name and surname	
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Competence (b)		n.	Evidence typology (c)	Justification for the chosen evidence
-		1		
		2		
		3		
		4		
		5		
Knowledge - - -	Ability - - -	6		
		7		
		8		
		9		
		...		



Supervisor's signature	Stamp of the supervising organisation	Operator's signature

Notes

- a) Replicate this format for each competence considered as strategic for the employability of the person*
- b) In case the competence can be referred to a standard or encoded inventory (national or regional), the operator must mention the source.*
- c) Please attach a copy of the evidence, numbering them.*



