Kenniscentrum EVC

EVC Erkennen van Verworven Competenties

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# My unfinished story of VPL

## Valuation & Validation of my Prior Learning

By:

# INTRODUCTION

People invest in many ways in themselves, often without knowing and being recognised by themselves and by others. VPL (Valuation of Prior Learning) offers the possibility to increase the advantages of these investments. Essential of VPL is to recognise that learning not only happens in formal education, but that also other learning environments and contexts are and that there are many different ways to learn.
Secondly VPL clears the way for measure development of the individual in all kinds of organisations. It is of crucial importance to understand that VPL only can lead to full development if the individual knows how and can show his / her competences, if organisations have a clear view over and real perspectives for their human capital of competences and if the system supports this competence market for all formal and informal groups in which the individual is participating. This article demonstrates that each individual and organisation should use the opportunities of VPL. People learn and develop their competences always, everywhere, so why not make use of it?

In this booklet, a general process model in 10 steps is proposed for the use of VPL by individuals, in spite of their characteristics or objectives. It is the intention to initiate a discussion and develop a consciousness at the level of the individual. It is crucial to understand that this model indicates a way to adapt the VPL-process to the goals and needs of the individual, in spite of the area (private life, voluntary work, paid work, education) where the competences have been developed or will be applied and irrespectively the way the learning and the recognition takes place (formal, non-formal and informal).

**The VPL process in 5 phases and 10 steps**
The Valuation of Prior Learning (VPL)) is the name for a broad view on the implementation of life long learning. The target it is to change the social-economic system in a flexible system that adapts itself fast to the changing needs of competences at the job market. In the context of the present network society, VPL addresses this need by clarifying the real human potential of competences on the basis of the analysis and recognition of personal competences. VPL offers a strategy for personal development in which the context of the organisation and the government- / private services are of crucial importance to keep pace with the fast competence development in the knowledge society and the increasing speed of competence marketing within the network society.

In view of this context, VPL concentrates generally on the needs from:
***"I": me, the individual***:
I am able to take power of control of MY own competence development and career to become or stay employable, no matter if I am young or old, the context I'm in and the way I am learning.
***"WE": the communities / organisations I'm in***
Companies, non-profit, volunteers organizations, private life: OUR organisation will support ME in my learning project, individual or with others, and make it possible for ME to use this to follow MY personal mission and to reach MY goal, while contributing to the larger goal of the community I am working / learning in.

***"THEY": the system and her elements***

EFQ, NVQ, VET, guidelines, tools and advice, and other services for individuals, labour organisations, local municipalities and welfare care: To support ME and US from within THEIR existing frameworks, so that I can keep on developing and OUR community can also further develop. This becomes 'the us-level' named, the level of collective services that available is or must be for all citizens.

**EVC in 5 phases**

An EVC-procedure consists in the general out five phases:

I. Engagement and awareness of the value of your own competences,
II. Recognition (formal and informal) of my competences, by looking back, reflections
III. Valuation and validation of my competences, formal, informal and looking forward
IV. (Advice concerning the) development of my competences,
V. Structurally taking up my competence based development process, according to a personal or through the organisation steered plan.

Together these five phases form the VPL-process. The phases are again divided in 10 steps. Below the 10-step-model is presented in a scheme.
On the basis of this table, each individual, including you, can go through those 10 steps!

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|
| Aware-ness | Starting/ targets | Preparation & PDP | Retro-spective | Choose standard | Valu-ation | Vali-dation | Pro-spective | Working on PDP | Empower-ment |
| Commitment | | Recognition | | Valuation | | | Development | | empowerment |

VPL is a continuous valuing process. It takes place at all levels, from very informal like being appreciated by your colleague or your client up to the most formal valuation like accreditation with a diploma according to the national standards.

VPL includes stimulating actual learning or knowledge development we call this the broad or ***formative VPL-approach***. The broad approach is prospective and aims at development. This includes the narrow ***summative VPL-approach***, focusing on an overview of competences, the recognition and validation, also called the retrospective approach of VPL.

## Step 1 Commitment

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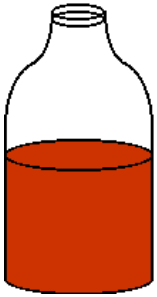
|---|---|
| What about: | Who am I?<br>Do I want to invest in myself? |
| What to do: | I have to become aware of:<br>- My bottle is half-full<br>- My own responsibility<br>- My support options |
| Why: | My potential offer better economical chances and social participation;<br>It offers insight in real possibilities for self-development; |
| Relation with direct environment: | Does the organisation allow me to invest in myself?<br>Is it a stimulating environment?<br>How:<br>- Use and necessity for 'our' organisation<br>- Show chances and threats<br>- Show realistic perspective |
| Which external services are at my disposal: | PR campaign about the use and necessity of LLL<br>Activating policy at national, regional, sector and local level.<br>Creation of VPL-infrastructure for summative and formative purposes<br>VPL-team within our organisation<br>Examples / role models |



**MY BOTTLE IS ALREADY HALF-FULL !**

***Which competences do I already have?***
***And what is the value of these competences for ME?***
***And how did / do others value my competences?***

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| What about: | |
| What to do: | |
| Why: | |
| Internal input: | |
| External services: (THEY and WE) | |

## Step 2 Starting up & setting targets

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| What about: | What am I?<br>Who do I want to be?<br>Which way do I want to go from here? |
| What to do: | Name starting position:<br>- My motivation<br>- Personal goals<br>- Personal SWOT<br>Set personal goals (alone or with others) |
| Why: | Making concrete:<br>- Setting goals<br>- Setting direction to my goals<br>Choose the summative and formative goals |
| Relation with direct environment: | Support for:<br>- Formulating my personal goals<br>- Model for SWOT<br>- Showing examples<br>Organisation offers:<br>- Insight in summative goals<br>- Insight in formative goals<br>- Internal portfolio database with development profiles |
| Which external services are at my disposal: | Advise<br>Overview personal goals<br>Example portfolio database / models<br>Competence lists<br>Function profiles<br>Finance |

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## Step 3 Preparation personal profile

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| What about: | How do I show my half full bottle / what I have? |
| What to do: | Choice of format Portfolio |
| Why: | Personalising your VPL-approach |
| Relation with direct environment: | Organisation offers:<br>- Format portfolio<br>- List of competences<br>- Function profiles<br>- Overview costs + possibilities for financing |
| Which external services are at my disposal: | Advise<br>Formats for proof<br>Clusters of competences<br>Examples |

*You cannot escape from the necessity to order, to organise.*
*Yet the manner in which you order, organise, needs to be revised continuously.*
*I have made fragments, which vary:*
- *partly or as a whole*
- *either or not combined with other fragments*
- *either or not related to other elements*
- *different in space and time.*

*The many ways in which you can arrange, determines the performance*
*Tom Simons, choreograph*

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| What to do: | |
| Why: | |
| Internal input: | |
| External services: (THEY and WE) | |

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## Step 4 retrospective, *Dev. personal profile*

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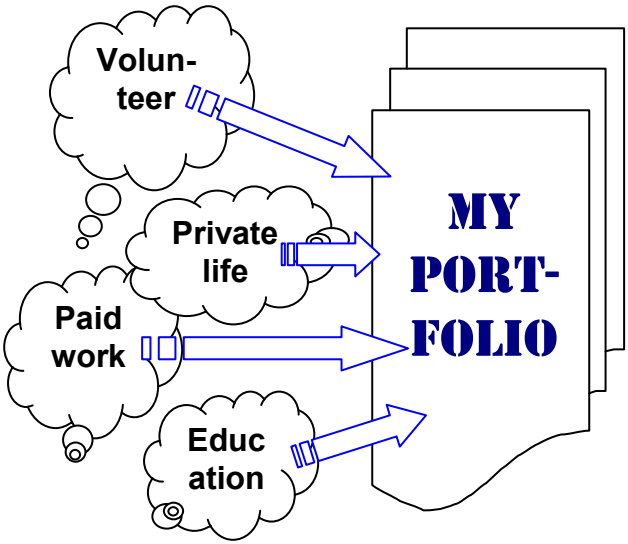
| What about: | Get going; personal recognition |
| What to do: | Fill in your portfolio<br>Gather the proof of evidence |
| Why: | Insight in personal learn- and work experiences;<br>Insight in possible perspectives;<br>Adjust your goals |
| Relation with direct environment: | Organisation offers:<br>- Examples<br>- Formats for getting proof of evidence<br>- Format for competences (competence catalogue) |
| Which external services are at my disposal: | Advise<br>Examples<br>Overview forms of valuation and assessment<br>Quality assurance of personal goals<br>Advise financing |

# LOOKING BACKWARD:
# MY PAST | MY NOW | MY FUTURE



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| What to do: | |
| Why: | |
| Internal input: | |
| External services: (THEY and WE) | |

# Step 5 Choosing the standard

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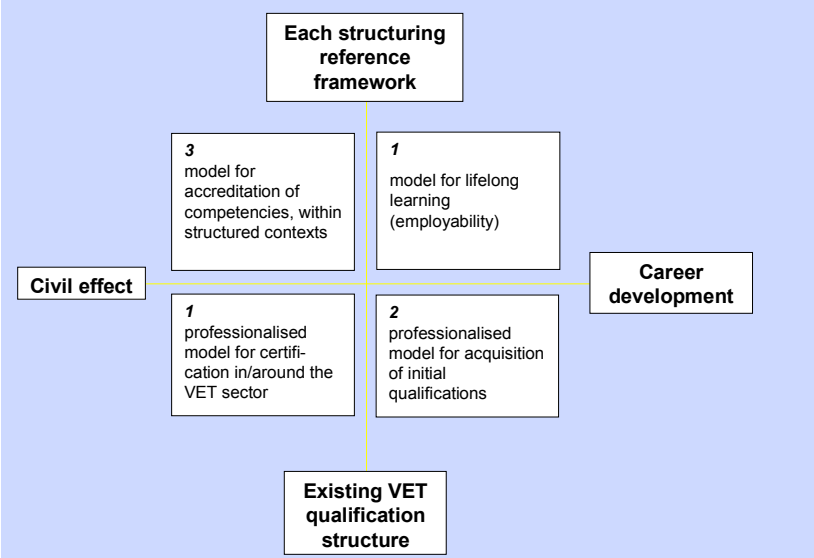
| What about: | What is the best valuation method for my portfolio? |
| What to do: | Choose from valuation / assessment offers;<br>Depends on the character of my goals |
| Why: | All "valuation" processes have to do with ME;<br>So it should be made to measure. |
| Relation with direct environment: | Organisation offers:<br>- Overview of forms of valuation (summative / formative)<br>- Examples<br>- Insight in quality and financing |
| Which external services are at my disposal: | Advise<br>Access to assessment and valuation facilities |




***The four spheres of EVC*** *(Kenniscentrum EVC 2003)*

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| Why: | |
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# Step 6 Valuation

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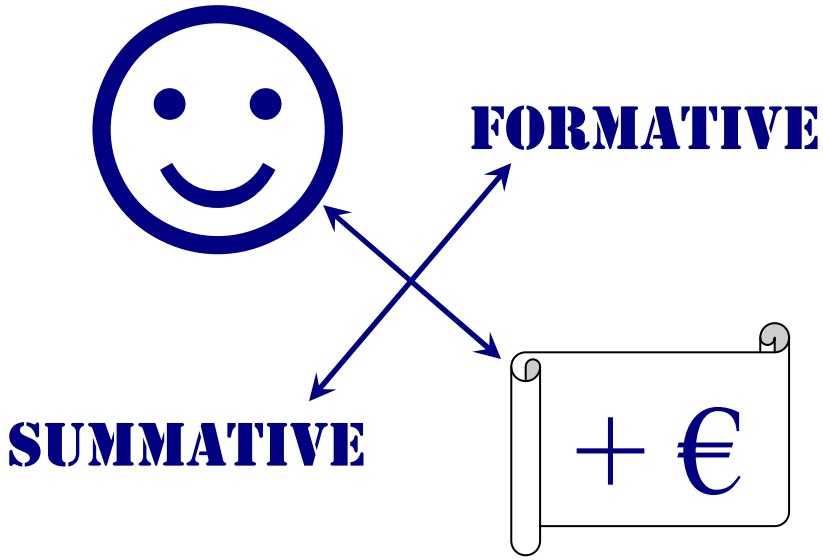
| What about: | To value my competences |
| What to do: | Assessment of my portfolio, internal and external, explicit and implicit, depending on my goals. |
| Why: | Now I will discover what is really in my half-full bottle and what still has to be done |
| Relation with direct environment: | Organisation offers:<br>- Access to assessment / valuation<br>- Internal assessment |
| Which external services are at my disposal: | Independent assessors<br>External assessment<br>Advise in forms of valuation / recognition / certification<br>2nd opinion |



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| What to do: | |
| Why: | |
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## Step 7 Finalising validation

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| What about: | Formal recognition of competences<br>Advise |
| What to do: | Accreditation<br>Personal advise present and development potential |
| Why: | Now I can start with what I want to achieve and what is feasible |
| Relation with direct environment: | Organisation offers:<br>- Insight in quality and financing<br>- Adjust personal goals<br>- Store in portfolio database with development profiles |
| Which external services are at my disposal: | Share responsibilities<br>Access to recognition or accreditation<br>Advise formative approach<br>Complaint handling |

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| What to do: | |
| Why: | |
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## Step 8 Prospective: advise / POP

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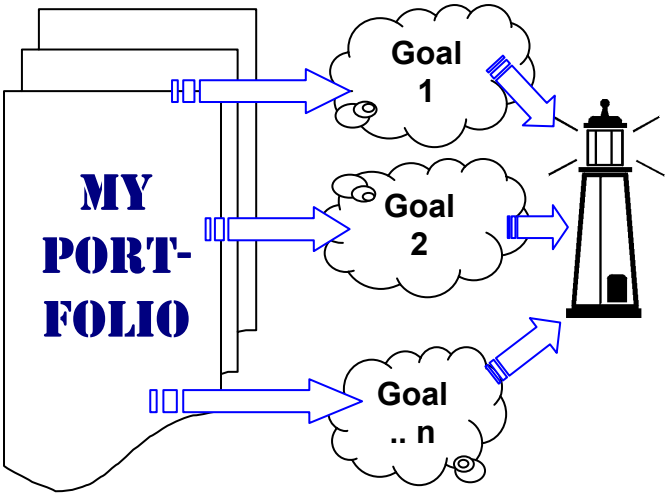
|---|---|
| What about: | What to do now? |
| What to do: | Create my personal development plan |
| Why: | Now I can discuss with others (private, company, volunteers, school) how I can reach my goals. |
| Relation with direct environment: | Organisation offers<br>- Connection with Organisation Development Plan<br>- Financing PDP |
| Which external services are at my disposal: | Advise<br>Overview of opportunities<br>Form of help made to measure<br>Share of responsibilities |

**LOOKING FORWARD:**

**MY PAST | MY NOW | MY FUTURE**



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## Step 9 Working on PDP

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| What about: | Executing PDP<br>Evaluating PDP |
| What to do: | Measure work approach for ME<br>Analysing after the first results about the usefulness<br>Discussion with others about the effect of my PDP |
| Why: | Now I work with others who help me in achieving my goals<br>I really want to now if I (will) benefit form the results of my efforts |
| Relation with direct environment: | Organisation offers:<br>- Overview in development steps<br>- Rights and duties<br>- Support measure work<br>- Model for analysing |
| Which external services are at my disposal: | Advise<br>Access to measure work<br>Quality assurance<br>Analyse models<br>Storing in national portfolio database |

***If you pursue filling emptiness with the pleasure of learning, the learning passes away and new emptiness remains.***

***If you pursue the existing fullness and richness and good with hard labour, the labour passes away, but the richness will become more full.***

**Freely quoted from Cicero**

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## Step 10 structural implementation & empowerment

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| What about: | I doing it<br>I am marinating it |
| What to do: | I choose for a form / content in which my PDP stays central in my career development.<br>I choose in the rage from 'active' to 'passive' PDP |
| Why: | Now I know the benefits and with my PDP in my hand, I will keep on working on my career |
| Relation with direct environment: | Organisation offers:<br>- Overview of structural facilitating<br>- Regularly update portfolio<br>- Information about changes in PDP-support (for instance new labour agreements) |
| Which external services are at my disposal: | Supplying information<br>Maintenance of PDP in national portfolio database |

***Empowerment is recognising that people already have power through their knowledge, experience, and motivation, and then creating an environment that encourages letting that power out.***

**Katzenbach & Smith**

***The way to do is to become and to be;***
***You may never know what results come of your action, but if you do nothing there will be no result.***

**Freely quoted from Lao Tze and Plato**

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| What to do: | |
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| External services: (THEY and WE) | |

# COLOFON

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