



# Examples of good practice

## 1. EXAMPLES OF GOOD PRACTICE OF APEL IN GERMANY

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## 3. EXAMPLES OF GOOD PRACTICE OF APEL IN FRANCE

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# **1. EXAMPLES OF GOOD PRACTICE OF APEL IN GERMANY**

## **1.1 INTRODUCTION**

To describe the identification and validation of non-formal and informal learning in Germany one has to understand the culturally not transferable national education system – the German “dual system of apprenticeship”. The “dual system” of vocational education is the main VET-structure in Germany and there is in principle no alternative access to a VET qualification!

In highly regulated and differentiated VET – systems - as an example - the German dual system - the accreditation of informal learning is unusual because it endangers the VET - system. In fact professional qualifications connected with an apprenticeship exam are devalued if the same qualification can be achieved through the accreditation of skills and competences which were achieved in an informal context.

Especially the social partners take care that the accreditation of informal learning is reduced to a minimum in order to protect those who have gained their qualifications through an apprenticeship. Therefore non formal and informal learning is no alternative to an apprenticeship in the dual system and a separate accreditation of non-formal and informal learning only becomes relevant in CVT.

## **1.2 THE DUAL SYSTEM OF VOCATIONAL EDUCATION**

The German apprenticeship system is commonly called ‘dual’ because vocational training for the most non academic occupations in Germany takes place both in the company and in the “Berufsschule”- a part-time vocational and technical school. Theoretical knowledge is gained in vocational schools and practical training takes place directly at the place of work or in special training facilities. The company provides the apprentice mostly with practical training. Part-time vocational school supplements company-based training by theoretical instruction. In the dual system the apprentice is a trainee and a pupil at the same time. The identification and validation of non-formal and informal learning in Germany can therefore only be based on two options for the accreditation:

- the external exam related to the dual system of apprenticeship
- profiling”-measures on behalf of the labour office

## **FEATURES OF THE DUAL SYSTEM OF APPRENTICESHIP**

By far the greatest majority of youngsters in Germany – around 70 percent of all school leavers of the lower secondary school every year – learn an official state-recognized trade in what is known as the dual system of vocational training. The system is based on statutory training regulations and on the range of traditional, updated and newly emerging, up-to-date training occupations. Anyone learning a trade in Germany usually does so under the dual system of vocational and technical

education and training. Until now this system is based on the principles of dualism, vocationalism and corporatism. These principles are characterized by a relative high standard of built-in flexibility combined with tradition-based forms of security against the risks of modernization. The Industrial/Commercial sector and the "Handwerk" sector (or the craft/artisan sector) are the two major sectors providing programs for apprenticeship in Germany. Other apprentices can be found in agriculture, the civil service sectors or some in "free projects" which are not associated with any of the traditional sectors. The vocational training for the social care occupations and some of the occupations in the health sector as well as for the home management occupations takes place only in one location: a full-time vocational school. However this is an exception to the rule. Basically all occupational fields are covered in the dual system of vocational training.

Vocational training is currently provided in approx. 350 recognized occupations by around 600,000 firms in all sectors of business, in the public sector as well as by the independent professions. In 2002, 1.6 million trainees made use of this offer in Germany. The dual system is constantly being advanced further to include new occupations and modernized training for existing professions. Over the past few years, new occupations for which training is required have emerged specifically in the fields of IT and the media. The occupations for which training is provided in the dual system are determined in close cooperation between central government, the states and industry and employee associations alike. The contents are geared to the requirements of the labour market, and extensive theoretical qualifications ensure that the youngsters enjoy a high degree of mobility in their profession.

### **1.3 VALIDATION OF NON - FORMAL AND INFORMAL LEARNING**

The dual system differs in two respects from the purely academic vocational education customary in many other countries: Trainees are obliged by law to attend the vocational school and they are released from work for the purpose of attending school - learning takes place on 3 - 4 working days in companies, and on 1 - 2 working days in vocational schools. Apprentices usually begin vocational training between the ages 16 and 19. Depending on the occupation, training takes 2 - 3 years. Those under the age of 18 who have no traineeship contract in their pocket but are legally required to attend school part-time can also attend vocational schools.

The training in the company is largely performed on productive work: first of all, the trainee learns the basic skills in the company, for example how to use a plane and saw correctly, or how to join two pieces of wood without using nails. Working with skilled workers he gradually learns to work independently. At the end of the common 3 ½ years of vocational training the trainee will be allowed to fulfil customer orders on his own. Non-formal learning is supposed to be accredited because of this work based learning in the companies while operating "dual": Learning in the company as well as in the "Berufsschule" - vocational school - is mostly goal and work oriented. This does require an ongoing dialogue and feedback from teachers, colleagues and managers. Central government is responsible for on-the-job training, whereas classroom schooling is the responsibility of individual states. Vocational training in firms takes place under controlled conditions and with state – of - the art

machines and facilities. Larger firms provide training in their own training workshop sand at the workplace. Trainees in smaller enterprises are trained right on the job.

Where firms are too highly specialized to be able to impart all the necessary knowledge, they are supported by inter - company training centres. Certain aspects of training may also be taken over by other firms. The task of instruction at vocational schools is to support and supplement on-the-job training with specialized theoretical training and to broaden young people's general knowledge. Two thirds of classroom instruction is focused on specialized training, and one third on general education. Subjects for the general education are German, economics, religion and sports. The accreditation of an individual's experience and critical reflection is not explicitly mentioned in the general training plan but is taken into account when the work experience as well as the success in learning and the participation during the learning process is reflected.

## **LEGAL REGULATION OF VALIDATION/EXAMINATIONS**

Legislation has transferred the organisation and supervision of vocational training to a number of different institutions. The two different training places in the dual system, the company and the vocational school are subjects to different authorities. Federal Law - the Vocational Training Law Act - applies to training received in a company, while the school element is the responsibility of the "Länder"— the Federal States. In most areas of training the chambers are the responsible authority. The chambers are charged by law with the supervision of vocational training in the companies, the organisation of examination and the organisation of inter-firm training courses. The chambers are self-governed bodies with public status. The chambers themselves are legally supervised by a higher state authority (e.g. the Federal Ministry of Economic Affairs). There are chambers for all kinds of sectors: for the sectors of industry and commerce, the skilled craft trades, agriculture, bar associations, medical associations, and so on. The dual system is financed by the companies involved (trainees' allowance) and by the state (which covers the costs for vocational schools).

The apprenticeship is a legal contract between the employer and the apprentice, with the first three months serving as a probationary period. The training institutions pay trainees an allowance. The apprentice applies for an apprenticeship writing to a company. In principle it is not possible to receive vocational training without a training company. In the vocational training term an intermediate examination is held at the end of the second year of apprenticeship as well as a final examination at the end of the vocational training period. Both examinations are held on the premises of the chambers and by an examination board of the chamber. Training regulations and the contents for the vocational training in a given profession are laid down precisely. They define the skills and knowledge of the vocational training in a training description and very detailed general training plan for the in-company training. This general training plan shows the exact details when and in what order the minimum skills and knowledge required for the occupation are to be imparted within the scope of company training.

All trainees are required to maintain a report book throughout the training period as an evidence of their work in the company. This means that it is possible to

monitor whether the training has been carried out in accordance with the general training plan. This helps the training adviser to control the quality of the given training and to speak with the company owner, the trainee and the vocational school.

If there is any cause for the training adviser to doubt the quality of training in a particular company he will investigate the company to confirm that the training is provided in accordance with the training regulations. The role of the state is not important since the curriculum and the exam in the dual system are based on a consensus of the social partners. Legal requirements govern the material that is taught to students in the vocational school. Following the prescribed length of the apprenticeship students are given standardized external exams that test theoretical and practical knowledge. If a student passes the exam (as about 90 percent do), he/she receives a skilled worker certificate. The trainee has to fulfil the three and a half year long term of vocational education and vocational training. There is no accreditation of modules! This certificate is in most cases essential for a worker to obtain full - time employment.

This very strict, closed and inflexible structure neglects the necessity of occupational changes after graduation as well as the problems the apprentice might develop in the work-based or school based vocational training. The rather weak coherence between the market and the labour market is also not fully considered.

## **TRAINING STAFF/QUALIFICATIONS OF FIRMS AND INSTRUCTORS**

Companies are only allowed to provide training in one of the 360 state recognised training occupations. A company is only approved as a training company by the chamber if it fulfils two requirements laid down in the vocational training law:

- The company has to have suitable instructors who meet official requirements.
- The company must be able (in regard of its nature and equipment) to fully provide the vocational training independently or by supplementary training measures in other companies or in inter-firm training centres.

The instructor must be at least 24 years of age and personally and professionally qualified to carry out the training. The professional qualification includes both technical and pedagogical competence in the work situation. The approval of a company as a training company is given by the chamber. Before a company is allowed to accept an apprenticeship it will be checked by the appropriate chamber. Supervision of the vocational training is carried through on many occasions during the vocational training term. All training contracts must be registered with the chamber where the employer is registered (all businesses must be registered with the appropriate chamber). The training agreement/contract has to be sent to the chamber where its authenticity is examined and controlled. Without this registration of the training contract the trainee won't be admitted to the final examination.

## **ACCREDITATION WITHOUT AN APPRENTICESHIP**

Formal accreditation of an occupational qualification without an apprenticeship can only be received according to the dual system by an "external examination". It requires six years working in the occupation on an increasingly appropriate level. The

exam is related to the dual system and therefore carried through by the Chambers of Commerce and Industry. The demands are equal to those for the apprenticeship exam. Large parts of them are supposed to be achieved through non-formal learning. This opportunity of external examination is the main way for the accreditation of non-formal learning. About 15 % of an age group use this way between the age of 20 and 50. Because of the strict structure of the German dual system the formal accreditation is culturally not transferable. It can therefore not be taken into account for the identification and accreditation of non-formal and informal learning into other cultures.

## **“PROFILING” - MEASURES ON BEHALF OF THE LABOUR OFFICE**

The aim of the “profiling” - measures on behalf of the labour office is to improve the access to the labour market through a weak form of competence assessment. The main scheme for the assessment of competences focuses always on job opportunities or mostly even only on employability. There is no formal system of accreditation but non-formal and informal learning is taken into account (although in a weak way). The target group of the “profiling” - measures are all unemployed with meagre job prospects. It mostly focuses on people with medium to low qualifications and among them mainly on the long term unemployed. Most of the participants have achieved a vocational qualification in the crafts or in retail, few of them have worked in the administration sector. Participants without vocational qualifications have worked in the service sector, e. g. as taxi or pizza drivers or in the building sector.

### **TARGET GROUP OF THE „PROFILING“ MEASURE**

- Target group: In principle all unemployed with meagre job prospects.
- In fact focus on people with medium to low qualifications.
- Among them main target group: long term unemployed.
- Most of the participants have achieved a vocational qualification in the crafts or in retail, few of them have worked in the administration sector.
- Participants without vocational qualifications have worked in the service sector, e. g. as taxi or pizza drivers, or in the building sector.

### **TIME TABLE OF A „PROFILING-SCHEME“**

- 1<sup>st</sup> day: Rights and duties of unemployed in Germany (SGB III), professional biography self-image of unemployed, aims and
- assistance of the course,
- 2<sup>nd</sup> day - 4<sup>th</sup> day: curriculum vitae, further development of IT skills/of an individual application letter, understanding of working references
- 5<sup>th</sup> - 6<sup>th</sup> day: searching for jobs in the internet, working through job advertisements in local newspapers, What is meant by „team work“, „flexibility“ etc.? To what extent do I fulfil these demands?, searching for examples, test one’s own key competences, value the key competences of a partner. Which support can be received by the labour office for improving own job opportunities?

- 7<sup>th</sup> - 8<sup>th</sup> day: developing realistic ideas of potential future jobs assisted through testing own strengths and weaknesses and personal guidance, telephone application, e-mail application
- 9<sup>th</sup> - 10<sup>th</sup> day: Verbal and non-verbal communication, appearance of applicants, training interviews in pairs/in front of a camera, reflection on interviews, feedback to trainees, filling in profilig formulars.

## **ASSESSMENT SHEET OF THE „PROFILING SCHEME“**

### Example of the assessment:

#### Former occupational experience:

- very comprehensive
- comprehensive
- medium level of experience
- apprenticeship in a different field
- no occupational experience

#### Further categories:

- Content related knowledge
- Mother Tongue
- Foreign language(s)
- IT-skills

Additional, particularly informally acquired experiences (especially e.g. in charity work) To be informally assessed by the trainers of the scheme!!!

#### Further features:

- Regional mobility
- Working hours
- Salary expectations
- Former job searching efforts

#### To be informally assessed by the trainers:

- General attitudes, particularly initiative
- Appearance

#### Outcome: Overall categorisation:

- Unrestrictedly employable
- Employable
- Employable only after comprehensive qualification
- Employable only in co-funded job schemes
- Not employable in the near future (Problems with drugs, debts etc.)

## **OUTCOMES**

- The ownership of the profiling sheet is with the labour office
- The course is compulsory, not optional
- Effects of self-evaluation and guidance depend strongly on the practitioners working in the scheme
- The participants get a disk with their own application and curriculum vitae on it
- In relation to this it is hoped that the participants apply for jobs in a more sensible way
- The results on the profiling sheet are used by the labour office in order to find potential job offers for each trainee

## **OUR EVALUATION OF THE COURSE**

- The fact that the profiling sheet is owned by the labour office is contradictory to the European Common Principles
- The identification, assessment and recognition of non - formally and informally achieved competences plays an insufficient role in the „Profiling schemes“
- No formal system of accreditation

<p>Subject, abstract:</p>	<p>“Competence record”: Discovering and understanding own strengths and using them in a vocational surrounding”</p> <p>Project: Implementation and evaluation of competences in families in vocational and further education</p> <p>The target groups are: a) parents b) people who are interested on further education or plan to change their vocational focus c) people who had temporarily no job and would like to get back in business</p> <p>The project was part of a research on “Family competences as a potential of innovative human resources management” in cooperation between the German ministry of family and the European community.</p> <p>The focus was to develop an instrument “Competence record” as a help for self-evaluation the competences developed by work and activities in families.</p> <p>The goal of the research activities was on one hand to expand scientific results of the past and on the other hand to spend time on further development on a tool for evaluation and documentation. Finally the tool was finished, implemented and redesigned after gaining the first experiences in reality. The “Balance of competences” enables people to create a personal and individual competence profile on a 360° point of view. Informal fields like family live are part of the evaluation as well as the complete CV.</p>
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ProfilPASS	
Source:	The Ministry of Education, Culture and Science (Department G 1) Hohenzollernstraße 60, 66117 Saarbrücken Tel. (0681) 501-7214, fax. (0681) 501-7548 e-mail: <a href="mailto:weiterbildung@bildung.saarland.de">weiterbildung@bildung.saarland.de</a>
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Web:	<a href="http://www.bildungspass.de">http://www.bildungspass.de</a>
Key words:	Informal learning, competence certification, self-evaluation, self-competence, social-communicative competences, personal profile, individual potential analysis, advisement in competences, personal potential and competence list, application sheets, profiling, life long learning, personal development
Subject, abstract:	<p>The ProfilPASS idea is the result of a research project financed and supported by the Federal Ministry of Education and Research (BMBF) in the federal state Saarland.</p> <p>The ProfilPASS system is designed to help the participants to discover their own strengths, abilities and competences with scientifically methods. In-formal and formal competences get evaluated with the same attention and can be formally documented. The advantages for the participants are:</p> <ul style="list-style-type: none"> <li>- easy and efficient planning of careers and vocational development</li> <li>- preparation of the re-entry into business and job-life</li> <li>- personal and professional re-orientation</li> <li>- planning of further education</li> <li>- sensitiveness towards own formal and informal competences</li> <li>- living the principle of a live long learning process</li> </ul> <p>The lay-out and concept of the ProfilPASS is based on the needs of human resource management. The ProfilPASS team describes the philosophy behind as:</p> <ul style="list-style-type: none"> <li>- creating an instrument of self-evaluation</li> <li>- support of personal reflection</li> <li>- de-covering hidden competences</li> <li>- defining personal and vocational goals</li> <li>- offering an interface to further initiatives and projects in the fields of education</li> </ul>

Quotations:	The ProfilPASS project is based on research results and scientifically outcome. The process is out of the testing mode and accepted as one method to evaluate competences in a defined and structured way. Permanent further research and development of the instrument is guaranteed.		
Comments:	Research based structured tool for the identification of competences		
SWOT:			Internal Analysis
			Strengths
			Weaknesses
	External Analysis	Opportunities	<p>S-O-Facts</p> <ul style="list-style-type: none"> <li>- research based and developed on a scientifically basis</li> <li>- Large network and support trough sponsoring institutions</li> </ul>
Threats		<p>S-T-Facts</p> <ul style="list-style-type: none"> <li>- no focus on target groups</li> </ul>	<p>W-T-Facts</p> <ul style="list-style-type: none"> <li>- very much self-driven by the participants</li> </ul>

## KOMPETENZBILANZ

Quotations:	<p>The “Competence record” is a professional method the uncover competences of parents and people who are looking of new job opportunities. With reference on the focus of the German institute of youth for social topics in connection with young people the method has a comprehensive character.</p> <p>On the way to a “Balance of competences” the complete CV and education is part of the evaluation as well as activities beyond vocational work i.e. sports, honorary posts, charity. The person has always to keep in mind where were situations and experiences of learning. The evaluation is mainly self-evaluation and depends very much on the intensity and readiness for a true and critical self-reflexion. Also other people are involved, like the husband or superiors, to find out own competences and needs for further training.</p> <p>The process is mainly self-driven and is based on the motivation and precisely work of the participants.</p>			
Comments:	<p>The “Balance of competences” has little impact on the evaluation of competences in reality but is a popular example in science caused by the focus on informal competences which were gained in family life</p>			
SWOT:	Internal Analysis			
	Strengths		Weaknesses	
	External Analysis	Opportunities	<p><b>S-O-Facts</b></p> <ul style="list-style-type: none"> <li>- comprehensive look on different competences in a wide field</li> <li>- focus on family work</li> <li>- clear focus on informal competences</li> <li>- scientifically method of competence evaluation</li> <li>- designed for people outside the typical job market like long-term mothers and people who want to get back in a job after a long while</li> </ul>	<p><b>W-O-Facts</b></p> <ul style="list-style-type: none"> <li>- little reputation in vocational practice</li> <li>- small target group</li> </ul>
		Threats	<p><b>S-T-Facts</b></p> <ul style="list-style-type: none"> <li>- process is little formalized</li> <li>- process is only based on written results (no interviews)</li> <li>- professional mentoring necessary</li> </ul>	<p><b>W-T-Facts</b></p> <ul style="list-style-type: none"> <li>- process of evaluation is mainly self-driven</li> <li>- no formal acknowledgement of competences</li> <li>- theoretical guidance</li> </ul>

## KOMPETENZHANDBUCH IN JOBNAVIGATOR

Handbook of competences – An instrument of the job-navigator	
Source:	IG-Metall (Labour union of the metal industry)
Bibliographical sources:	Geva-Institut München (2001): Kompetenzhandbuch im Job-Navigator der IG-Metall
Contact:	Published by:  Geva-Institut Elisabethstraße 25 80796 München
Web:	<a href="http://www.ig-metall.de">www.ig-metall.de</a>
Key words:	Competences, personal profile, individual potential analysis, vocational re-orientation, vocational mentoring, advisement in competences, self-evaluation, personal potential list
Subject, abstract:	<p>The handbook of competences as an instrument of the job-navigator published by the German labour union of the metal industry is officially offered and sold. The printing was done in a letter file and allows to collect and create an individual analysis collection (with notes, drafts, certificates, diplomas and texts). The print version is sold for 45.50 € (non-members) and 15.00 € for members.</p> <p>The handbook of competences is a professional self analysis guide with a scientific analysis and software tool in the background (geva-institut). The assessment has different phases and starts with the documentation of a detailed CV. In addition there are questions concerning leisure activities, motivation for education programs, jobs and also activities beside professional occupations. The second step is a personal profile analysis with questions concerning school education, higher education, jobs and other activities in a written form. There are also questions for a personal competence rating (tick boxes “very good” - “good” – less “good”).</p> <p>After the phase of analysis an action plan can be created. Therefore a personal goal (i.e. finding a new job, change the job, further education) is necessary and all necessary points are listed down. The handbook of competences is a structured, step-by-step and result-oriented tool to analyse the personal education and vocational background. Further information, i.e. how to behave and to prepare at application procedures, is given as a complete guidance.</p>
Quotations:	The handbook of competences is published in a professional a pleasant design. The kind of analysis means for the participant self-analysis. It is necessary to write down personal facts and to answer questions. The evaluation of the questions will be done by employees of the IG-Metall (labour union of the metal industry) and transferred or evaluated to the geva-institute. It is not clear on what

	<p>basis this evaluation will be done. Probably the data will be checked with software for the creation of the potential analysis.</p> <p>It is obvious that the quality of the results are mainly depend on the work by the geva-institute. Unfortunately it is not possible to find information about the structure and the kind of evaluation. Probably the analysis works full automatically software based without contacting human experts.</p> <p>This fact is especially problematic because many questions of the potential analysis are tick-box based and depend on the self-reflexion level of participants.</p> <p>To collect, identify and discover personal and occupational competences the process passes three steps:</p> <ol style="list-style-type: none"> <li>a) Portfolio (strengths and weaknesses)</li> <li>b) Standardized questionnaire for the analysis of competences</li> <li>c) Action planning</li> </ol>																	
Comments:	<p>The handbook of competences seems also to be a marketing tool to gain new members for the IG-Metall. The professional display gives no hints concerning qualitative results after the analysis process and does not explain what happens with the personal data.</p>																	
SWOT:	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" data-bbox="405 958 525 1010"></th> <th colspan="2" data-bbox="525 958 1418 1010">Internal Analysis</th> </tr> <tr> <th colspan="2" data-bbox="405 1010 525 1061"></th> <th data-bbox="525 1010 962 1061">Strengths</th> <th data-bbox="962 1010 1418 1061">Weaknesses</th> </tr> </thead> <tbody> <tr> <td data-bbox="405 1061 453 1424" rowspan="2" style="writing-mode: vertical-rl; transform: rotate(180deg);">External Analysis</td> <td data-bbox="453 1061 525 1424" style="writing-mode: vertical-rl; transform: rotate(180deg);">Opportunities</td> <td data-bbox="525 1061 962 1424"> <p>S-O-Facts</p> <ul style="list-style-type: none"> <li>- pleasant and professional design</li> <li>- well structured and a tight guideline on different fields for analyzing and implementation</li> <li>- scientifically background through the geva-institute</li> </ul> </td> <td data-bbox="962 1061 1418 1424"> <p>W-O-Facts</p> <ul style="list-style-type: none"> <li>- usage as a marketing to gain memberships for the IG-Metall (different costs for non-members and members)</li> <li>- focused for workers</li> </ul> </td> </tr> <tr> <td data-bbox="453 1424 525 1715" style="writing-mode: vertical-rl; transform: rotate(180deg);">Threats</td> <td data-bbox="525 1424 962 1715"> <p>S-T-Facts</p> <ul style="list-style-type: none"> <li>- no proof of action plan implementation</li> </ul> </td> <td data-bbox="962 1424 1418 1715"> <p>W-T-Facts</p> <ul style="list-style-type: none"> <li>- process of evaluation "behind the curtain" is not clear</li> <li>- no formal acknowledgement of competences</li> <li>- results depend very much on the ability for self-reflexion</li> </ul> </td> </tr> </tbody> </table>					Internal Analysis				Strengths	Weaknesses	External Analysis	Opportunities	<p>S-O-Facts</p> <ul style="list-style-type: none"> <li>- pleasant and professional design</li> <li>- well structured and a tight guideline on different fields for analyzing and implementation</li> <li>- scientifically background through the geva-institute</li> </ul>	<p>W-O-Facts</p> <ul style="list-style-type: none"> <li>- usage as a marketing to gain memberships for the IG-Metall (different costs for non-members and members)</li> <li>- focused for workers</li> </ul>	Threats	<p>S-T-Facts</p> <ul style="list-style-type: none"> <li>- no proof of action plan implementation</li> </ul>	<p>W-T-Facts</p> <ul style="list-style-type: none"> <li>- process of evaluation "behind the curtain" is not clear</li> <li>- no formal acknowledgement of competences</li> <li>- results depend very much on the ability for self-reflexion</li> </ul>
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## QUALIPASS

Qualipass – Servicestelle Jugend/office for youth (initiated by the state Baden-Württemberg)	
Source:	Jugendnetz (network for young people)
Bibliographical sources:	-
Contact:	<p>Servicestelle Jugend - Qualipass  c/o Jugendstiftung Baden-Württemberg  Schlossstrasse 23  74372 Sersheim  Postadresse:  Postfach 11 62  74370 Sersheim  Vorstandsvorsitzender:  Herr Pfr. Hartmut Hühnerbein  Tel.: 0 70 42 / 83 17 - 0  Fax: 0 70 42 / 83 17 - 40  E-Mail: info@jugendstiftung.de, schiffers@jugendagentur.org</p>
Web:	<a href="http://www.jugendnetz.de/direct/www.qualipass.info/start.html">http://www.jugendnetz.de/direct/www.qualipass.info/start.html</a>
Key words:	Youth, engagement of young people, informal learning, competence certification, self-evaluation, self-competence, social-communicative competences, personal profile, individual potential analysis, mentoring, advisement in competences, personal potential and competence list, application sheets
Subject, abstract:	<p>The Qualipass is initiated by the state Baden-Württemberg and implemented with the office for youth (Servicestelle Jugend). The idea behind is to create a possibility for young people to document and acknowledge informal competences. These competences can be gained through activities of social engagement, training periods beside school, sports and leisure activities.</p> <p>The Qualipass initiative contains and encourages the participants to search for a coach (that can be i.e. an older friend, teacher, or relatives). This coach has the task to help the participant to finish the Qualipass documentation and has a mentoring role in the case of competence development, further education and the decision for a profession.</p> <p>The political idea behind is to engage young people for social and beside school activities. Having in mind that year after year less people spend time with charity and social engagement, the political idea is to give people an acknowledgement for their unpaid social work. It is also obvious that youngsters learn a wide range of informal competences and build up a personal network with social engagement.</p>
Quotations:	The Qualipass in cooperation with the office for youth is presented in a fancy design and has a typical youngster surface. Including the sheets for self-evaluation and external-evaluation of competences the making of a Qualipass makes it absolutely necessary to find a

	<p>mentor (like mentioned in the Qualipass guidelines) and probably also work together while filling out the forms. Also the evaluation process needs to be supported by adults, teachers or also social workers.</p> <p>The Qualipass exists also in the state Mecklenburg-Vorpommern.</p>		
Comments:	<p>The evaluation of the informal competences are not based on a scientific basis or tool. It is more like a writing documentation of activities in a CV style.</p>		
SWOT:			Internal Analysis
			Strengths
			Weaknesses
	External Analysis	Opportunities	<p>S-O-Facts</p> <ul style="list-style-type: none"> <li>- pleasant and professional design</li> <li>- youngster design</li> <li>- support by the state and ministry</li> <li>- good media attention</li> <li>- cooperation with office for youth guarantees a platform to contact young people</li> </ul>
Threats		<p>S-T-Facts</p> <ul style="list-style-type: none"> <li>- no presentation of ideas behind</li> <li>- no clear political position behind the idea for the Qualipass</li> </ul>	<p>W-T-Facts</p> <ul style="list-style-type: none"> <li>- weak assessment and evaluation of informal competences</li> </ul>

## EUROPASS

Europass <sup>1</sup>		
Source:	Europass – supported by BMBF	
Bibliographical sources:	-	
Contact:	Europass is only webbased	
Web:	<a href="http://www.europass-info.de/de/start.asp">http://www.europass-info.de/de/start.asp</a>	
Key words:	CV, European CV, standardised European CV, competence certification, self-evaluation, self-competence, personal profile, application sheets	
Subject, abstract:	The Europass is a standardised CV-Form for Europe. It is designed to promote professional transparency for application forms European wide. Part of the Europass project beside the Europass-CV is also the documentation of language skills, mobility and diploma explanations. Europass is completely web based and works fine. All steps are explained with footnotes and online help. The document can be saved on the own computer before and after finishing it. The result is a European standard CV (Europass) in a formal design. It can be used directly for applications on job offers of the European Community or international companies.	
Quotations:	The Europass concept is a well working web based tool to create an own CV in a standardized EU-format.	
Comments:	Informal competences are not covered excepted own individual notes. The process is 100% individually and works without any help (no telephone or E-Mail support).	
SWOT:	Internal Analysis	
	Strengths	
	Weaknesses	
	External Analysis	Opportunities
Threats	<p>S-T-Facts</p> <ul style="list-style-type: none"> <li>- little demand of companies for a Europass in official job descriptions</li> </ul>	<p>W-T-Facts</p> <ul style="list-style-type: none"> <li>- very little possibilities to write down informal competences</li> <li>- no defined process to discover and evaluate informal competences</li> </ul>

<sup>1</sup> Ein Beispiel eines ausgefüllten Europass Dokuments ist mit den Angaben des Verfassers im Anhang der Ausarbeitung enthalten.

## LANDESNACHWEIS NRW

"Acknowledgement of the state Nordrhein-Westfalen" - Landesnachweis NRW				
Source:	The "Landesnachweis NRW" was created as a result of eleven catholic, protestant and other federations.			
Bibliographical sources:	-			
Contact:	Published by:  Katholische Frauengemeinschaft Deutschlands (kfd) Bundesverband Prinz-Georg-Straße 44 40477 Düsseldorf E-Mail: info@kfd.de			
Web:	<a href="http://www.kfd.de">http://www.kfd.de</a>			
Key words:	Acknowledgement of social work, official documentation of social and honorary activities, public weal			
Subject, abstract:	The "Landesnachweis NRW" is an official acknowledged document for social work and honorary activities. The goal is to document social engagement for further job applications and as well to uncover informal competences. The documentation is structured with information about the kind of work, functions and positions during the work and hours spend in the institutions and projects. Each institution has to sign officially the documented activities of the participant.			
Quotations:	The "Landesnachweis NRW" is an officially recognized and acknowledged document for social work and activities. The creation of the document under cooperation of a wide range of different federations guarantees a platform to use the document. The document is focused on social work in institutions of the church gender projects.			
Comments:	One of the goals of the document is to uncover informal competences. Except to write down the activities and to show indirectly competences, it is not obvious how the competences become clearly shown with the document.			
SWOT:	Internal Analysis			
	Strengths		Weaknesses	
	External Analysis	Opportunities	<p>S-O-Facts</p> <ul style="list-style-type: none"> <li>- professional official layout</li> <li>- good platform caused by cooperation of different federations and institutions</li> </ul>	<p>W-O-Facts</p> <ul style="list-style-type: none"> <li>- weak media attention</li> <li>- layout like certificates</li> </ul>
		Threats	<p>S-T-Facts</p> <ul style="list-style-type: none"> <li>- focus on females and ecclesiastical institutions</li> </ul>	<p>W-T-Facts</p> <ul style="list-style-type: none"> <li>- only indirect analysis of social competences</li> <li>- focused on institutions of the church and gender projects</li> </ul>

## HAMBURGER NACHWEIS ÜBER BÜRGERSCHAFTLICHES ENGAGEMENT

Documentation about honorary activities by the city of Hamburg - Hamburger Nachweis über bürgerschaftliches Engagement				
Source:	Freie und Hansestadt Hamburg Behörde für Soziales und Familie			
Bibliographical sources:	-			
Contact:	Susanne Wegener Behörde für Soziales und Familie SI 514 - Koordination bürgerschaftliches Engagement  Hamburger Straße 47 22083 Hamburg Telefon: 428 63 2660			
Web:	-			
Key words:	Acknowledgement of social work, official documentation of social and honorary activities, public weal,			
Subject, abstract:	The "Hamburger Nachweis über bürgerschaftliches Engagement" is an official acknowledged document for social work and honorary activities. The goal is to document social engagement for further job applications and as well to uncover informal competences. The documentation is structured with information about the kind of work, functions and positions during the work and hours spend in the institutions and projects. Each institution has to sign officially the documented activities of the participant.			
Quotations:	The document has no focus on the kind of activities and institutions. It is open to all social activities like politics, environment, church, social work or other projects.			
Comments:	One of the goals of the document is to uncover informal competences. Except to write down the activities and to show indirectly competences, it is not obvious how the competences become clearly shown with the document.			
SWOT:	Internal Analysis			
	Strengths		Weaknesses	
	External Analysis	Opportunities	<p>S-O-Facts</p> <ul style="list-style-type: none"> <li>- professional official layout</li> <li>- good platform caused by support of the city of Hamburg</li> <li>- open to all kinds of social activities</li> </ul>	<p>W-O-Facts</p> <ul style="list-style-type: none"> <li>- weak media attention</li> <li>- layout like certificates</li> </ul>
		Threats	<p>S-T-Facts</p> <ul style="list-style-type: none"> <li>- only short term project</li> </ul>	<p>W-T-Facts</p> <ul style="list-style-type: none"> <li>- only indirect analysis of social competences</li> </ul>

One exception though is the German “Externenprüfung” (“External Examination”). Long time professional experience is essential for this final examination which is carried through according to the rules for every apprentice in the dual system.

Nevertheless the accreditation of informal learning is practised in professional fields related to training for leisure time activities like horse riding, tennis, golf or sailing. In these sections the accreditation of informal learning is often the more common way of qualifying oneself for the profession although there are opportunities to complete a regular apprenticeship in some of the fields. While the apprenticeship is accredited through a state-run examination board the skills and competencies which were achieved in an informal context are accredited by sports associations.

On the labour market the value of the different qualifications can not be judged generally but regarding e.g. the case of riding teachers it can be stated that they are mostly of equal value.

So it is the case that riding teachers on the labour market usually have either the background of a regular apprenticeship for professional training horse and horse riding (horse landlord) or achieved a training license (Trainer B or C) for training and organizing in the horse riding sport.

The comparison between the horse landlord with the main emphasis on professional training horses and teaching horse riding and the Trainer C training and organizing in the horse riding sport with the main emphasis teaching horse riding will demonstrate good practice and recognition procedures for informally accredited skills and competencies in Germany.

## **FORMALLY ACCREDITED SKILLS AND COMPETENCIES IN THE FIELD OF PROFESSIONAL HORSE RIDING**

Due to the dual system an apprentice for training horses and teaching horse riding needs to go through a 3 year turn of VET within the field of the horse landlord. It is possible though to shorten the time of the apprenticeship when prior learning and qualifications are taken into account as for example one year basic occupational training in agrarian economics with the main emphasis animals or plants (1979 BGBl. I S. 1142) or one year of subject related vocational school (Berufsfachschule) which prepares for one of the main emphasises of the horse landlord. (§ 3 Abs. 1 Berufsbildungsjahr-Anrechnungs-Verordnung Landwirtschaft).

The horse landlord takes care of horses (feeding, watering, combing and moving), cleans out the stable and does pastoral care, organizes and prepares feed, prepares and performs the transportation of horses, maintains equipment and other materials for one’s work and manages the administration. Depending on the main emphasis of the horse landlord the apprentice also trains and disciplines horses and does take achievement tests. The apprenticeship for the horse landlord offers 4 main emphasises from which the apprentice can choose:

- discipline and owning of horses
- horse riding
- horse racing
- trotting race

## **HORSE RIDING CONDITIONS**

It is indispensable that the apprentice is not only sportive but skilful and untiring. Additional to these characteristics the apprentice also has to have thorough knowledge about horse riding and at least the badge "Reitabzeichen Kl. 3" that proves his excellent abilities and knowledge in horse caring, horse behaviour and horse riding. Being able to start the apprenticeship for professional training horses and horse riding the applicant needs to have at least a couple of years practise with horse riding and have spent lots of effort to achieve the hierarchy of badges to gain badge "Reitabzeichen KL. 3". An apprentice with little knowledge of horse riding cannot achieve an apprenticeship within three years. It is therefore substantial that the apprentice needs to achieve his/her skills and abilities informally in sports clubs and/or other horse riding sports facilities.

The fact that the apprentice needs to have informally achieved thorough knowledge and experience before starting the apprenticeship differs with the usual access to any other VET in the dual system.

The horse landlord with the main emphasis on training horses and teaching horse riding has two areas of responsibility. The first area of responsibility focuses on preparing young horses for horse riding, shows and competitions. The second area of responsibility focuses on training and educating children and (young) adults further.

## **VET OF HORSE LANDLORDS IN THE DUAL SYSTEM**

The horse landlord is one of the approximately 360 nationwide recognized training occupations. The vocational education and training act for the landlord was established in 1975 and is worked on and expected to be changed in 2006 by the social partners.

Every year almost 70 % of all apprentices with the occupation horse landlord pass the Final examination. Almost 80 % of all apprentices are female. Nearly 50% of all apprentices have completed the intermediate school ("Realschule") - even though the official vocational educational training regulation does not mention the need of a specific school education or prior learning experience)- and are 18 years old or older (the official regulation for vocational educational training does also not mentioned how old an apprentice should to be).

It is expected that the apprentice loves animals and shows lots of effort and engagement in his work. Since it is not possible to invest only 8-hours shifts when

working with animals the apprentice needs to accept irregular working hours and to work at night as well as on weekends.

The dual VET-system combines on-the-job training or in-company training with “Part-time Vocational School” (Berufsschule). The apprenticeship can only be carried through with a company that holds a state certificate for the apprenticeship (riding schools, stud stable, horse stable, running or training stable). Since not all companies are able to offer all needed subjects for examination the apprentice has to complete some of the acquired subjects in another company or in more than one firm.

During the first two years of the apprenticeship the apprentice can change the main emphasis but has to make his/her decision before the beginning of the third year of VET. The apprentice has to take the intermediate exam in his/her main emphasis and therefore has to decide by the end of the second VET-year which main emphasis he/she will choose.

The skills and knowledge to be acquired in the course of training at the workplace are set out in the Ausbildungsordnung (training regulations) and broken down in terms of content and time in a framework training plan, the particulars of which are specified by the training company in an individual training plan. The vocational education and training regulation for the horse landlord from 1975 lists the following skills and competencies the apprentice will have to master on-the-job training or in-company training:

- feeding, taking care of, leading and transporting horses
- physique build, life processes and habits of horses
- health and hygiene of horses
- moving and working of horses
- reproduction, breeding, passing on and study of race of horses
- fodder, producing, procuring and use of fodder for horses
- different ways to keep horses as well as construction and technical fitting out
- use, taking care and maintenance of machines, equipment and attachments
- knowledge of in-company processes of the training company
- knowledge of law study concerning horses
- knowledge of economic and social study
- protection during work and how to avoid accidents
- environmental protection

During the entire VET the apprentice attends the Part-time Vocational School (Berufsschule) or is educated in weekly periods. Classes in the Part-time Vocational School cover the material for each recognised occupation requiring formal training as set out in the training regulations in line with the Rahmenlehrplan (framework curriculum).

The following skills and competencies are supposed to be imparted by the Berufsschule and in special subject related courses:

- basic knowledge of horses
- knowledge of construction and technical equipment of the in-company processes and intern company connections of the training company
- economic standards, industrial law.

The theoretical VET also considers the study of feeding, organization of the company, mathematics and general knowledge e.g. the study of economic and social connections. The Final examination is carried through written, practically, orally and with the all subjects taught on-the-job training or in-company training as well as the subjects taught in the Part-time Vocational School or subject related courses.

The main emphasis of the apprentice in the field of horse landlord will determine the main focus of the Final examination. If the apprentice completes the apprenticeship horse landlord with the main emphasis horse riding successfully he/she is officially allowed to call himself/herself "horse landlord" ("Pferdewirt/Pferdewirtin") and is additionally accredited by the German Equestrian Federation (Deutscher Reiterverband - FN) as an expert for training horses and teaching horse riding.

After completing three years of working as a horse landlord it is possible to achieve the master within the main emphasis of the horse landlord. It is only then possible to open up a riding school or an institution for leisure time activities.

Nevertheless the horse landlord has many options to specialize within the field of CVT or further education e.g. as a teacher for handicapped people, care taker for horses, master of studs, master in the administration of stables, expert for the performance of exercises on horsebacks etc.

## **INFORMALLY ACCREDITED SKILLS AND COMPETENCIES IN GERMANY- HORSE RIDING SPORT AS AN EXAMPLE**

Due to the horse landlord there is an amateur system that qualifies for training and organizing in the horse riding sport even though the training part for horse riding it is rather qualifying for horse riding practise hours than professionally training horse and teaching horse rider as the horse landlord does.

Someone who wishes to qualify for training and organizing in the horse riding sport needs to prove his informally gained competencies and skills before he/she can

start the training for Trainer B/C. Accomplishing the Trainer B/C with the main emphasis on teaching horse riding opens up the opportunity on the labour market to train and teach horses as well as children and (young) adults in basic practise horse riding, practise hours for competitive sport and competition.

Even though only the horse landlord is supposed to train and teach horses and horse riders Trainer B/C usually has equal opportunities working as a trainer for professional horse riding, too. Basically every person who has qualified for Trainer B/C can call himself horse riding teacher (Reitlehrer) since the professional name of a horse riding teacher is not secured by the state as for example for the “cook”.

Since Trainer B and Trainer C are very similar in their qualifications with the only exception that Trainer B refers more theoretically to the training and organizing in the horse riding sport, Trainer C was chosen to demonstrate the comparability to the horse landlord. Furthermore more people choose to qualify as Trainer B or C than through the regular apprenticeship (Landesbericht? Angabe wie viele mehr und Quelle !!! ).

## **TRAINING AND EXAMINATION REGULATION FOR TRAINER C IN BASIC HORSE RIDING**

The training and examination regulation (“APO“- Ausbildungs - und Prüfungsordnung) of the German Equestrian Federation (Deutsche Reiterliche Vereinigung e. V.) for the staff in charge of training and organizing in the horse riding sport are accompanied by leaflets telling how to handle the courses with subjects and examinations.

The training for “Trainer C- Riding/Basic sport” offers different main emphasises to choose from (source: APO - Part E, June 2006):

- Horse riding
- Western riding
- Driving?
- Perform exercises on horseback
- School sport

Before it is possible to start the training for the trainer C though, a special preparation course has to be accomplished. This preparation course lasts one day and checks the skills and competencies of the trainee in horse riding to make sure that the trainee is capable to achieve the license of Trainer C.

It is not possible to qualify for this preparation course if the trainee has no or little experience in horse riding. The trainee needs at least 3 to 4 years of horse riding practise, horse caring experience and has to have accomplished all the horse sport badges to qualify for the preparation course and the following training to accomplish the license of Trainer C.

Subject related schools or companies for training horse riding offer this special preparation course as well as the vocational training for Trainer C. If the trainee chooses to take the preparation course for the Trainer C in another subject related school or company for training horse riding he/she needs a recommendation letter with his listed skills and competencies.

The head of the preparation course then decides whether or not the trainee can start the training for the license of Trainer C.

The preparation course will also inform the trainee about job opportunities and how to avoid deficits in skills and knowledge. The trainee needs to be at least 15 years old and can only start the training at age 16 when successfully qualified for trainer assistant. The training assistant is supposed to help trainers and with the help and instructions given to also lead groups.

It is not possible to accredit this preparation course for the training period to become Trainer C.

With the licence Trainer C the trainer qualifies for the following competences:

- to know the horse riding sport and competition sport, analyse it and argue for it
- basic knowledge for the training of the horse and the horse rider, horse driver and person who performs exercises on horsebacks
- imparting the subjects of the training socially competent for offers concerning the basic horse riding sport and competition sport
- to make sure horse and horse rider keep their track on training, driving or performs exercises on horsebacks
- to make sure that skills and competences follow the training goal
- if the trainee wishes to open up a school on his/her own it is recommended to obtain Trainer C license for school sport

## **ACCESS (§ 4300)**

1. The application for access to the training and examination needs to be fulfilled by the applicant according to the regulation for training and examination (APO § 40303 Abs. 1 about payment, examination board and staff in training).
2. The following conditions need to be fulfilled for access to examination:
  - a) Membership in a horse sport association belonging to the German Equestrian Federation ( Deutsche Reiterlichen Vereinigung e.V.) or/and member associations
  - b) Age 18 (or 16 if the applicant completed successfully the training for Training assistant and got a recommendation from the head of the training and the examination board as well as completed the German Equestrian Federation badge III (DRA III).
  - c) Good manners and behaviour as well as an certificate that the holder has no criminal record
  - d) DRA IV (German Horse Riding badge IV) or comparable badges of member sport associations and the horse riding passport or western riding badge WRA III (Western Reitabzeichen Bronze)
  - e) DLA IV (German Horse Riding badge IV)
  - f) First Aid license that is not older than two years
  - g) Preparation course comparable (chapter E1.h"of APO) and participation in a three week training to prepare for the final examination with at least 120 hours (45 minutes); it is allowed to fulfil this preparation course during the week and week evenings, weekends and during daily courses but with the overall duration of 18 days (examination inclusive) and only a short period to the examination date.
3. The organizer of the training has to inform the state commission for riding (LK-Landeskommission) the latest three days after the training has started about the admission for examination
4. The state commission and head of training decide whether the application for the training and for the examination can be accepted. The access to the training can be denied even during the preparation course if it becomes obvious that the applicant will not be able to pass the examination.

## **CONTENTS OF TRAINING (SOURCE: APO§ 4301 PART E, JUNE 2006)**

1. Riding practise
2. Teaching riding (how to sit properly etc.)
3. Pedagogy of sport (Basic knowledge how to move etc.)
4. Riding theory (according to riding and driving, book 1 and 2)
5. Basic knowledge in sports (general youth work, personal and social communicative competence etc.)
6. Basic knowledge about sports (organisation of Riding, environment, security, first aid etc.)

## **FINAL EXAMINATION, CONTENTS, FEES AND FAILING (SOURCE: APO§ 4302/4303/4304/4305 PART E, JUNE 2006)**

Curriculum, contents of examination and procedure are mentioned in a special leaflet. The contents of the training of § 4301 are part of the examination and marked for the report.

As well as for the curriculum the trainee has to pay a fee for the examination (about 600 EUR). If the trainee is marked with "incomplete" or two times with "not well done" he/she has failed the examination. If the trainee has failed he/she gets a second chance. Parts of the examination can only be examined one more time within 2 years otherwise the trainee has to go through all again.

## **COMMISSION FOR EXAMINATION (§4304)**

1. The examination has to be passed in front of a State Commission for Examination of Horse Performances (Landeskommission für Pferdeleistungsprüfungen/LK) and the German Equestrian Federation (Deutsche Reiterliche Vereinigung e.V./FN)
2. Part of the commission are
  - a chairperson of the German Equestrian Federation
  - a chairperson of a State Commission for Examination of Horse Performances
  - a chairperson of a state association
3. If all examiners vote equal the chairperson of the German Equestrian Federation decides
4. The committee of the commission and the examinee decide if observers are allowed.

## **REPORT AND QUALIFICATION (§ 4308)**

1. If the examination was passed the German Equestrian Federation (FN) writes a report and allows to use the title “Trainer C- Riding/Basic sport” as well as “Riding-Leader” (Berittführer).
2. The License for Trainer C can be awarded by the German Sports Federation (DSB). Its value is determined by the regulations of the German Sports Federation and their further education requirements.
3. Furthermore it is possible to be awarded by the German Equestrian Federation (FN) with an international pass for Trainers.

## **CONCLUSIONS**

The equestrian sport is growing steadily in its popularity. It is this popularity that leads to the fact that more and more people own horses and get involved in the horse riding sport. With the growing number of horses, races and tournaments there is also a growing number of club engagement and the demand for staff in the horse riding sport.

This could be one explanation why the qualification of Trainer B/C is practised of basically equal value on the labour market with the horse landlord who went through the regular apprenticeship.

Another explanation could be that either the horse landlord as well as Trainer C need to have at least a couple of years of experience in horse riding within a system of experienced and professional horse riding before starting their careers.

Furthermore the professional horse landlord has to be paid according to his professional background due to the dual system whereas the salary of the Trainer B/C can more easily be negotiated.

As the expert for the horse riding sport Mr. Arnold (interview 12<sup>th</sup> of September) states:

Ändern! “horse riding practise and experience with horses as well as your own personal growing in handling all the different characters of horses to be trained is a huge challenge that cannot just be learned by yourself. If a system for horse riding is missing to bring the needed qualifications across it is not possible to qualify for professional horse riding”.

## SELECTED WEB SITES

<u>Federal Ministry of Education and Research</u>	<a href="http://www.logos-net.net/ilo/150_base/en/init/ger_3.htm">http://www.logos-net.net/ilo/150_base/en/init/ger_3.htm</a>
Vocational School Plön	<a href="http://www.kbs-ploen.de/index2.html">http://www.kbs-ploen.de/index2.html</a>
Hubertus Ott Western Riding "How to find Harmony with your horse"	<a href="http://www.ott-how.de/index.html">http://www.ott-how.de/index.html</a>
German Equestrian Federation	<a href="http://www.fn-dokr.de/isy.net/servlet/broadcast/ausbildung_beruf_merkblatt.html">http://www.fn-dokr.de/isy.net/servlet/broadcast/ausbildung_beruf_merkblatt.html</a>
German Sports Federation	<a href="http://www.dsb.de">http://www.dsb.de</a>
German Sports Federation	<a href="http://www.dsb.de">http://www.dsb.de</a>
Dietbert Arnold-Expert for equestrian sports	<a href="http://www.pferdwirtpruefung.de">http://www.pferdwirtpruefung.de</a>

## 2. EXAMPLES OF GOOD PRACTICE OF APEL IN THE UNITED KINGDOM

### 2.1 STRUCTURE

The identification and validation of non-formal and informal learning in the United Kingdom is based on the national formal education systems of England, Northern Ireland, Scotland, and Wales<sup>i</sup>. These systems are usually decentralised (devolved to a national level), delegated (operated within an institution by operational units within a framework of general regulation and guidelines). The systems are generally based on moderated assessment of students' learning by teachers.

APL was strongly promoted in the early 1990s, and became established as a non-traditional entry route to further and higher education, though often not to the most prestigious courses. It is now a preferred policy tool in the government's promotion of the expansion of higher education courses.

The Scottish Credit and Qualifications Framework (SCQF) Implementation Plan (October 2002) details the future developments of the SCQF. One target is to develop and agree a set of guidelines on recognition of prior learning and experiential learning (APEL) which would then allow credit rating and levelling on the framework<sup>ii</sup>.

There is some limited evidence that appropriately structured non-accredited Adult and Continuing Education will measure the motivation of participants by supporting their developing a portfolio for each learner which recorded what courses they had pursued and observations on those courses. "In addition, the APEL interview method (which assesses skills such as group work, personal development and the way skills, knowledge and understanding has been developed) was a means of measuring the effect of adult learning in some contexts"<sup>iii</sup>. This area is currently under development.

Work-based learning is an important area of non-formal learning. "Work-based learning, then, operates at both formal and non-formal levels within the workplace, and when non-formal, often relies on networks and interactions with people both within and outside the organisation to facilitate new learning. The learning itself is often goal and work orientated. It is also often problem-centred and involves experimentation and trying things out. It may require both personal reflection on the outcomes and dialogue and feedback from others including colleagues and managers. It may include the taking of formally accredited programmes of study at an institution of higher education, and may use APEL as an accreditation and learning vehicle."<sup>iv</sup>

*Higher Education Courses* or other programmes of learning may lead to the award of a *Degree* that may be a Bachelor, Master or Doctor qualification. Credits are based on the norm that an average full-time student gains 120 UK Credits per year. Thus, two UK Credits are equivalent to one ECTS Credit.

*Further Education*, Courses or other programmes of learning above the level of compulsory secondary education and below the level of Higher Education normally lead to an accredited qualification. Representatives of employers are involved at National and Sector levels in the national systems through the *curriculum* bodies [UK Sector Skills Councils]<sup>v</sup>; and the *funding* systems [National – England the Learning and Skills Council operating Regionally and locally]. In the latter case, the funding objectives for 2005-06 are likely to encourage local Learning and Skills Councils to support the funding of flexible approaches to Vocational Education and Training based on *Recognising and Recording Progress and Achievement in non-accredited learning* (RARPA).

“There will be a learner-focussed system of recognising both anticipated and unanticipated learning outcomes arising from non-accredited programmes. Quality systems in relation to RARPA will be robust, fit for purpose and meet each learner’s needs. Providers will use the Approach as a tool for quality improvement and to increase recognition of learner achievement.<sup>2</sup>”

The RARPA approach consists of the application of the 'Staged Process' to non-accredited provision, plus the arrangements put in place by a provider to ensure that the Staged Process is applied consistently and effectively and can be evaluated in the provider's self-assessment.

## 2.2 THE STAGED PROCESS

1. **Aims** appropriate to an individual learner or group of learners.
2. **Initial assessment** to establish the learner's starting point.
3. **Identification of appropriately challenging learning objectives:** initial, renegotiated and revised.
4. **Recognition and recording of progress and achievement during programme (formative assessment):** tutor feedback to learners, learner reflection, progress reviews.
5. **End of programme learner self-assessment; tutor summative assessment; review of overall progress and achievement.** This will be in relation to appropriately challenging learning objectives identified at the beginning/during the programme. It may include recognition of learning outcomes not specified during the programme.

### 'Appropriate' and 'Fit-for-Purpose'

The application of RARPA should be proportionate and appropriate to the type and context of learning and should not intrude on learning. Recording of learners' progress and achievement is the responsibility of the provider. Many innovative and

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<sup>2</sup> Learning and Skills Council (2005), *Welcome to RARPA*, [http://www.lsc.gov.uk/National/Partners/PolicyandDevelopment/AdultandCommunity/welcome\\_rarpa.htm](http://www.lsc.gov.uk/National/Partners/PolicyandDevelopment/AdultandCommunity/welcome_rarpa.htm) (last visited March 20, 2005)

non-intrusive examples of practice have been developed and will be available to share.

### **Non-bureaucratic**

One of the key themes of RARPA is to be non-bureaucratic. It was a concern in some of the pilot projects that the provider generated paper forms for learners to complete. This is an inappropriate approach, which can lead to negative reactions and experiences. Alternative methods need to be developed. Examples of effective practice can be found in the Support pages.

### **Self-assessment**

All post - 16 education and training providers are expected to produce annual self-assessment reports and continuous improvement development plans. Self-assessment should be a systematic evidence based process involving the whole learning organisation where the provider makes judgements about their performance against agreed goals and uses the Common Inspection Framework as a guide to the questions to be addressed<sup>3</sup>.

The above strategy indicates that Policy is seeking to ensure that the valuing of learning will have a stronger impact on the reality of learning opportunities. It will be important to monitor how this will involve employers and the voluntary sector. The forthcoming White Paper will make specific proposals.

## **2.3 TERMINOLOGY**

Terminology is not fully consistent across the national systems. Although not an exhaustive list, HE providers typically describe their approach to the accreditation of prior learning under one or more of the following headings:

- Accreditation<sup>vi</sup> of prior learning (APL);
- Accreditation of prior certificated learning (APCL);
- Accreditation of prior experiential learning (APEL);
- Accreditation of prior certificated and/or experiential learning (AP[E/C]L);
- Accreditation of prior learning and achievement (APL&A).

These approaches typically include policies and practices designed to accredit learning and achievement that has occurred and has been previously assessed and certificated in a work/community-based or related setting, but is not a formal part of that experience at some time, prior to the formal HE programme on which an applicant is about to embark. This may also include non-formal experience acquired during an HE programme.

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<sup>3</sup> Learning and Skills Council (2005), *RARPA: Frequently Asked Questions*, NOTE: the Common Inspection Framework will ensure that this approach is part of [http://www.lsc.gov.uk/National/Partners/PolicyandDevelopment/AdultandCommunity/rarpa\\_faq.htm#glossary](http://www.lsc.gov.uk/National/Partners/PolicyandDevelopment/AdultandCommunity/rarpa_faq.htm#glossary) (last visited March 20, 2005)

This use of Accreditation in Further Education is likely to broaden out of this traditional involvement in National Vocational Qualifications [NVQs]. Good practice uses APL as part of mainstream provision.<sup>4</sup>

The accreditation of an individual's experience and critical reflection, outside a formal learning programme is also a significant possibility<sup>vii</sup>.

The theme common to all these accreditation activities is *the achievement of learning, or the outcomes of that learning, and not just the experience of the activities alone.*

## 2.4 PURPOSE

Accreditation should improve access to education and training and the awarding of academic, vocational and professional qualifications by recognising that learning is continuous, taking place at work, home and at leisure, as well as in the classroom. This process *identifies* learning achievements and enables these achievements to contribute towards a whole programme of learning, or a single module.

The emerging agenda for higher education (HE) in the United Kingdom (UK) promotes lifelong learning, social inclusion, wider participation, employability and partnership working with business, community organisations and among HE providers nationally and internationally.

## 2.5 PRINCIPLES

Principles of Accreditation for HE have general relevance across all post-compulsory education and training.

- Decisions regarding the accreditation of prior learning are a matter of academic judgement. The decision-making process and outcomes should be transparent and demonstrably rigorous and fair.
- Where limits exist on the proportion of learning that can be recognised through the accreditation process, these limits should be explicit<sup>viii</sup>. The implications for progression, the award of any interim qualification and the classification or grading of a final qualification should be clear and transparent.
- Prior experiential and/or certificated learning that has been accredited by a provider should be clearly identified on students' transcripts.
- Providers should provide clear and accessible information for applicants, academic staff, examiners and stakeholders about its policies, procedures and practices for the accreditation of prior learning.

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<sup>4</sup> See for example: The NVQ Level 3 Management programme at [http://www.runshaw.ac.uk/pages.asp?page\\_id=369](http://www.runshaw.ac.uk/pages.asp?page_id=369) (last visited March 20, 2005)

- The terminology, scope and boundaries used by a provider in its policies, procedures and practices for the accreditation of prior learning should be explicitly defined in information and guidance materials.
- Information and guidance materials outlining the process for the assessment of claims for the accreditation of prior experiential and/or previously certificated learning should be clear, accurate and easily understood.
- Providers should consider the range and forms of assessment appropriate to claims for the recognition of learning.
- The criteria used in judging a claim for the accreditation of prior learning should be explicit to applicants, academic staff, stakeholders, assessors and examiners.
- The assessment of learning derived from experience should generally be subject to the same internal and external quality assurance procedures as assessment of learning through more traditional routes. Assessment methods must be appropriate to the evidence provided, and the criteria used must be clear to applicants and staff.
- The locus of authority and responsibilities for making and verifying decisions about the accreditation of prior learning should be clearly specified.
- All associated with the accreditation of prior learning should have their roles clearly and explicitly defined. Full details of all roles and responsibilities should be available to all associated staff and applicants.
- Appropriate arrangements should be developed for the training and support of all staff associated with the support, guidance and assessment of claims for the accreditation of prior learning.
- Clear guidance should be given to applicants about when a claim for the accreditation of prior learning may be submitted, the timescale for considering the claim and the outcome.
- Appropriate arrangements should be in place to support applicants submitting claims for the accreditation of prior learning and to provide feedback on decisions.
- Arrangements for the regular monitoring and review of policies and procedures for the accreditation of prior learning should be clearly established. These arrangements should be set within established institutional frameworks for quality assurance, management and enhancement.

## **2.6 PROCESS**

Identification and Validation use a framework of Levels and Criteria to enable specific learning to be recognised in a reliable and valid way.

All four national systems are developing Credit and Qualifications Frameworks. The English Framework is currently under development. Each accredited qualification has an NQF level. If qualifications share the same level this means that they are broadly similar in terms of the demand they place on

the learner. However, qualifications at the same level can still be very different in terms of content and duration.<sup>5</sup>

In Scotland, the Scottish Credit and Qualifications Framework [SCQF] has developed a systematic and robust approach.<sup>6</sup> The key principles are:

- The term **prior informal learning** can also be described as **prior experiential learning**. It covers all prior learning, which has not previously been assessed or credit-rated. This includes prior learning achieved through life and work experiences (paid and voluntary), as well as prior learning gained in non-formal contexts through community-based learning; workplace learning and training; continuing professional development and independent learning.
- The guidelines are not prescriptive, but are intended to encourage a range of approaches to RPL across the sectors to take into account the needs and goals of different learner groups.
- Recognition of prior informal learning can be undertaken by a learner for **personal and career development**, or to support the transition between informal and formal learning; or for **gaining credit** (for entry to and/or credit within formal programmes of study).
- **RPL for personal/career development** focuses on **formative** recognition (supporting a continuing learning process through identifying a learning pathway). Formative recognition may result in a mapping or a notional levelling of an individual's learning within the context of the SCQF as part of an educational guidance or personal development planning process.
- **RPL for credit** focuses on **summative** recognition (to gain entry to, or credit within, a formal programme of study). Summative recognition will involve a formal assessment of prior informal, or experiential, learning as part of the credit-rating process.
- The provision of both forms of RPL should take place within the context of clearly defined quality assurance mechanisms.
- It is important to ensure that a learner clearly understands the process and possible outcomes of both RPL routes before he or she makes the decision to proceed.
- For some learners, the process of formative recognition may be a preparatory stage to summative recognition. The process of identifying learning through reflection and considering how evidence of this learning can be provided is common to both forms of recognition.
- All RPL processes contain an element of reflection and identification of the learning gained through experiential or informal learning, which can be related to:
  - A set of core or subject-specific skills or national occupational standards within a community-based learning or work-based

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<sup>5</sup> See [http://www.qca.org.uk/493\\_15772.html](http://www.qca.org.uk/493_15772.html) for a discussion of the issues

<sup>6</sup> See for the download of this document <http://www.scqf.org.uk/downloads/rpl/RPL%20Core%20principles%20Key%20Features-final.pdf>

training context (**for recognition of personal/career development**) or;

- The core learning skills required to successfully undertake a programme of formal learning (**for bridging to support the transition between informal and formal learning**) or;
- The entry requirements for a formal programme of study (**for recognition for entry**) or;
- The outcomes of a formal learning programme or qualification (for **recognition for credit** within a programme or towards a qualification).

### **3. EXAMPLES OF GOOD PRACTICE OF APEL IN FRANCE**

#### **3.1 BACKGROUND TO THE RECOGNITION OF NON FORMAL AND INFORMAL LEARNING IN FRANCE TO DATE**

The social modernisation law of 17th January 2002 (articles 133 - 146) enables people who have been employed for at least three years to have their professional experience recognised and accredited by obtaining a professional diploma or certificate through APEL. This is now an individual a right enshrined in French employment and education laws and applies to all professional diplomas and certificates.

Article L.900 - 1 of the employment law states that “anyone in active life has the right to validate their I experience, and above all their professional experience in order to obtain a professional diploma or certificate” The experience taken into consideration for APEL purposes comes from the work environment but also from experience gained in voluntary and unpaid activities that are related to the content of the diploma or certification. The jury can award the whole of a diploma or certificate via the APEL process.

APEL is an individual right but not an obligation. The request must come from the individual and confidentiality clauses protect the information communicated arising from the process and procedure from being used or communicated to any others.

This legislation also provides for paid leave of absence in the same way as for a bilan de competence, a maximum of 24 hours subject to approval by the employer. The costs involved could be covered by certain professional and branch organisations within the framework of the individual right to training (DIF) which is also in the employment law. These costs concern registration, procedure and accompaniment as well as staff costs.

APEL is in the field of training in France, and is considered as such for purposes of funding via the compulsory provision for training.

All certification via APEL must be in approved by the national commission for professional certification and therefore be in le Répertoire National des Certifications Professionnelles

### 3.2 EXAMPLES OF EXPERIMENTS TO FURTHER GOOD PRACTICE IN APEL IN FRANCE

Target group	Action undertaken	Place and duration	Further information
Long-term unemployed	<p>1) Experimental APEL voucher scheme aimed at funding cost of APEL enrolment and procedure and validating body accompaniment</p> <p>2) Job seekers registered with the national employment agency and living in Nord Pas de Calais only pay 15€ towards the costs which are covered by the Regional Council</p>	<p>1) Several regional councils are involved including Midi-Pyrenees. Nord-Pas-de-Calais Regional council is about to start</p> <p>2) University of Valenciennes</p>	<p>Point Relais Conseil Maison des Services à l'Etudiant UVHC Le Mont-Houy 59313 VALENCIENNES Cedex 9 Annabelle BOULNOIS 03.27.51.10.19 André JOLY 03.27.51.10.18 vae@univ-valenciennes.fr www.univ-valenciennes.fr</p>
Disabled workers	<p>1) Action undertaken by the National centre for disabled workers concerning adaptation of modalities for certification for people with disabilities. This approach is based on adapting job description procedures for disabled people in the work place and in sheltered work environments.</p> <p>2) APEL targeting disabled workers in sheltered work environments. Certificates delivered by the Ministry of Labour. The</p>	<p>1) 2004 results : CNTH de Roiffé (Poitou-Charentes) with the participation of 15 regions.</p> <p>2) underway in three separate places in Cholet (Maine-et-Loire)</p>	<p>1) www.cnth-roiffe.afpa.fr AFPA-CNTH Domaine Saint-Hilaire 86120 Roiffé FRANCE T +33 (0)5 49 98 80 40 F +33 (0)5 49 98 80 49</p> <p>2) www.gref-bretagne.com www.cnth-roiffe.afpa.fr Rachel Bas CNTH Roiffé- tel : +33 (0)5 49 98 82 90 Marie-Françoise Morin,</p>

	<p>experiment studied the results of APEL when support was given before the formal presentation of the request for APEL. The results were presented by the AFPA, Nantes in November 2005.</p> <p>3) Adapting APEL and other means of recognition of prior non formal and informal learning to meet the needs of disabled workers both in company and job seekers: EGALITHE.</p> <p>4) Adapting the APEL procedure to the needs of disabled workers. This action targets certificates conferred by the Ministry of Labour</p>	<p>3)Rhône Alpes region. action1: June 2004 to April 2005 action 2: June 2005 to December2007</p> <p>Final results : 2006</p>	<p>Afpa, Cholet-tel : +33 (0)2 41 49 49 38</p> <p>3) Project manager : Nicolas GAUDRON <a href="http://www.opcaregra.com">www.opcaregra.com</a></p> <p>CREFO Lens</p>
<b>women</b>	<p>1)This activity targeted low/poorly qualified women who had been made redundant by MOULINEX. The aim was to use APEL to access a qualification which in term should help them reintegrate the work environment.</p> <p>Retravailler in the Provence region is also in the process of experimenting an information, advisory and orientation service to facilitate access to APEL for women job seekers and in particular those with no or poor qualifications. This action is in conjunction with the Womens' rights organisation (Droits des femmes) and national employment agency (ANPE). The aim is to encourage the target group to</p>	<p>1) Basse-Normandie, Centre and Provence regions</p>	<p><a href="http://www.retravailler.org">www.retravailler.org</a></p>

	undertake employment in areas where demand exceeds uptake, in particular personal services to the citizen. .		
<b>People with no or low qualifications</b>	<p>1) Experimental approach to reinforce the support provided to low/poorly qualified job seekers to enable and facilitate access to APEL</p> <p>2) Organise equal access to certification for job seekers with no, low or poor qualifications through a special funding provision which pays the costs involved both in the procedure and for the enhanced support given to each individual.</p> <p>3) ENTREPRENDRE action: Facilitate professional reintegration of unqualified or poorly qualified people via APEL.</p> <p>4) METALEUROP : Experimenting a collective approach to APEL for low and poorly qualified people made redundant by this company in particularly difficult conditions.</p> <p>5) Promoting APEL for workers and employers in SMEs in the building industry</p> <p>7) Using APEL as a means of to furthering the acquisition of competencies, and promote the uptake of training provision for people in the community care service sector</p>	<p>1) Région Midi-Pyrénées du 15/11/04 au 30/03/05</p> <p>2) CIBC de l'Ariège (Midi Pyrénées) 11/06/04 - 30/11/04</p> <p>3) Charente Maritime region</p> <p>2003/2004</p> <p>2003/2004</p>	<p>www.cariforef-mp.asso.fr contact: Martine PERRODY Marc BOURSIER contact@hommes-et-savoir.fr</p> <p>Direction Départemental du Travail, de la Formation et de l'Emploi Lens</p> <p>OPCAREG Rhône-Alpes Ourida LEBBAL Nadine KINCKEL</p>

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<sup>i</sup> Specific information on Northern Ireland, Scotland, and Wales will be available in 2005.

<sup>ii</sup> Leney T (Ed) and May T (2004), *Achieving the Lisbon Goal: The Contribution of Vocational Education and Training Systems – Country Report for UK*, Qualifications and Curriculum Authority, page 22. [http://www.refernet.org.uk/documents/Country\\_Report\\_UK.pdf](http://www.refernet.org.uk/documents/Country_Report_UK.pdf) (last visited March 20, 2005)

<sup>iii</sup> Powell R et al. (2003), *Research into Adult and Continuing Education: Final Report*, pages 74 - 75.

<sup>iv</sup> Cullen J et al. (2002), “*Review of Current Pedagogic Research and Practice in the Fields of Post-Compulsory Education and Lifelong Learning\**”, FINAL REPORT Revised Submitted to the Economic and Social Research Council by The Tavistock Institute, February

<sup>v</sup> For example, SEMTA [(*Science, Engineering, Manufacturing Technologies Alliance*) is the Sector Skills Council for Science, Engineering and Manufacturing Technologies] has launched a 2004 pilot Adult Apprenticeship project that makes significant use of APL. This is due for implementation in 2005. [http://www.semta.org.uk/NTOPubImages.nsf/vGraphics/apps/\\$file/apps.ppt](http://www.semta.org.uk/NTOPubImages.nsf/vGraphics/apps/$file/apps.ppt) (last visited March 20, 2005)

<sup>vi</sup> Accreditation is used as the English language equivalent of Validation. “The process of assessing and recognising a wide range of knowledge, know-how, skills and competences, which people develop throughout their lives within different environments, for example through education, work and leisure activities. informal / non-formal learning.” Tissot P (2004), Terminology of vocational training policy, CEDEFOP, page 161.

<sup>vii</sup> “Assessment methods used in experiential learning are based on the notion of informal self-assessment and focused planning for improved performance. Barkatoolah (1998) articulates the learner-centred existential approach to self-growth when she discusses the French system of recognising prior learning (RPL). The approach is exceptional for its seemingly individualised approach to the recognition of learning. Coming from a similar perspective to Knowles (1984) who suggests learners have the capacity for self-growth, this methodology stresses the importance of the learning climate as something that may either enhance or hinder individual developments. The RPL approach to the assessment of prior learning begins with the learning experiences and subsequent learning of the individual, prior to formal accreditation. This is similar to Kolb and Fry’s process model of experiential learning as the basis of placing the responsibility for learning on the student (Kolb and Fry, 1975). It presents a futuristic outlook on the entire APEL process, providing the learner with the opportunity to reflect, conceptualise and develop a plan for further experiences and, subsequently, learning and self-development. Learner autonomy has also been at the centre of much debate over recent years (Fryer, 1997; Dearing, 1997), emphasising the impact of the process model of APEL, as opposed to outcome-based models of credit-exchange (Trowler, 1996). This has become the recognised idiom of distinction between experiential learning processes and traditional/idealist educational approaches (for example Kolb, 1984; Lindeman, 1926:27-65). Parallel with this, is the need to attribute formal recognition to learner skills and abilities irrespective of where they may have been acquired, in order to enhance student prospects (Dearing, 1997; Fryer, 1997; Le Goff, 1994; Kennedy, 1997; Blunkett, 1998).” Baille S and O’Hagen C, (1997), APEL and Lifelong Learning, University of Ulster, Page 18.

<sup>viii</sup> Typically, these limits specify a normal maximum of 50% of the available credits for a particular qualification or, in the case of Bachelor’s Degrees, for a particular Level.