TRANSVAL-EU

D2.3 COMPETENCE PROFILE

January 2022

D2.3 Guidance and Validation Practitioners' Competence Profile

A2.3 Competence Framework and Profile Design

Guidance and Validation Practitioners' Competence Profile (in relation to transversal competences) is part of the third activity of the WP2, together with the Transversal Competence Framework (2.3). The aim of designing such a profile is to feed the European Training taking place in March 2022 that is addressed to validation and guidance practitioners, as part of the WP3. The innovation brought by the Competence Profile is that it focuses specifically on the way in which validation and guidance practitioners understand and apply transversal competences in their practice, in all the phases of the validation process and during guidance.

Three meetings that gathered around the virtual table all the partners involved in the field trials allowed to clearly define the aim, the needs, according to national/regional contexts, as well as the applicability and use of the Competence Profile. The work of the partners was enriched by the first activity of the WP2, which focused on the collection of best practices and the drafting of the State-of-the-art Report that offers an overview of validation and guidance in Europe (with a clear focus on the countries taking part in Transval-EU). Thus, the overview on validation and practitioners' profile[1] in different European countries, provided by the European Institute of Education and Social Policy (EIESP) in charge with the State-of-the-art Report (to be published), served as a starting point in the design of the Guidance and Validation Practitioners' Competence Profile (transversal competences-oriented). In addition to this overview, different Cedefop country-specific reports, the Nordic Competence Profiles of Validation Practitioners and Competence Development[2], Educational Research Institute (IBE)'s Contribution to the development of the competence profiles of validation practitioners for the TRANSVAL-EU project[3], as well as FORMA.Azione and Pluriversum's Contribution on the IVC (Identification, Validation, Certification) system and practitioners' training and competences required (legal point of view) – the Umbria Region system[4] enriched the desk research prior and during the collective meetings.

The Competence Profile is to be used for the curricula design of the European Training, as well as at national/regional level. The partners taking part in the work designed it with this

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[1] This overview is part of the European State-of-the-art Report on validation and guidance practices, which will be published as one of the deliverables of Transval-EU.

[2] https://nvl.org/content/nordic-competence-profiles-for-validation-staff, retrieved November 4, 2021.

[3] Wójcicka A., Fijałkowska B. (2021). *Contribution to the development of the competence profiles of validation practitioners for the TRANSVAL-EU project*. Warsaw: Educational Research Institute. (unpublished)

[4]https://www.regione.umbria.it/documents/18/2272475/Allegato+A%29.pdf/2bccbc1c-dc8d-48e9-8bea-946ba1ea624d?version=1.0, https://www.arpalumbria.it/sistema-certificazione-delle-competenze#, retrieved January 27, 2022.

idea in mind as to respond to a broad range of contexts, but according to the specific needs, interests, etc.

The Competence Profile is structured into: a) more general transversal competences of guidance and validation practitioners – these are applicable in different validation stages and for different purposes (e.g. working with validation candidates, working with colleagues, organisational purposes, one's own further development; b) technical competences related to the use of concrete tools, methods and techniques, etc. at (a) specific validation stage(s) and c) competences specifically used for validating transversal skills / guiding candidates through the identification, understanding, documentation, etc. of their own transversal competences.

Type	Competences	Training Unit[5] of the European Training
Transversal competences	➢ Being able to communicate (in the guidance and validation practice), including the use of verbal and non-verbal techniques and of different communication strategies (depending on the context, needs, target group, etc.) ➢ **Being able to network (at internal and external level), to foster cooperation between departments, organizations and with other practitioners/stakeholders** ➢ Being able to develop and apply organizational skills (according to the context, needs, target groups, etc.) ➢ **Being able to acquire new knowledge and update existing one, to critically reflect upon one's personal skills and improvement potential (in the spirit of a lifelong learning approach)** ➢ Being able to apply and abide by professional ethics and codes of conduct related to the guidance and validation processes, according to the context and the target groups ➢ Being able to respect and promote diversity and gender equality principles and practices while carrying out guidance and validation processes ➢ Being able to act in accordance with the provisions of legal and other regulations related to guidance and validation processes ➢ Being able to identify the candidate's complex characteristics, their expectations, and to adapt the attitude accordingly	**TU 5** **TU 3/7/All**

Guidance and validation practitioners' competence profile in relation to transversal competences

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[5] TU 1: Transval-EU Competence Framework; TU 2: Increasing the reliability of the assessment: comprehending descriptors; TU 3: The validation process of transversal competences; TU 4: The validation process of transversal competences: tools and methods; TU 5: Cooperation with peers and stakeholders; TU 6: Adaptation of the training to the national contexts; TU 7: Evaluation of the training.

Technical competences	➢ Being able to clearly identify and explain each phase of the validation process and the use of related documents, specific to each phase	
	➢ **Being able to identify the differences in the roles, duties and responsibilities of the practitioners involved in guidance and validation processes (assessor, validation counsellor, etc.)**	**TU 5**
	➢ Being able to understand Competence Frameworks (EQF, NQF, sectorial, etc.) and interpret/analyze the candidate's skills according to them (i.e. to identify candidate's skills, assigning a level of competence, etc.)	
	➢ **Being able to adapt and/or design methods and tools to be used in guidance and validation processes (according to the needs, contexts, target groups, etc.)**	**TU 2**
	➢ Being able to explain to the candidate the purpose of validation and guidance processes	
	➢ **Being able to support the candidate in the identification, documentation and (self-)assessment process of their competences by applying the appropriate methods and tools including digital tools, both individually or in group sessions**	**TU 3/4**
	➢ Being able to analyze the evidence and statements provided by the candidate in guidance and validation processes	
	➢ Being able to provide feedback in any of the stages of the validation process/guidance	
	➢ **Being able to apply quality assurance principles in guidance and validation processes**	**TU 7**
	➢ Being able to explain to the candidate how the results of validation and guidance processes can be used	
	➢ Being able to assist the candidate in elaborating their life/career plan, with explicit objectives and means to reach them	
	➢ Being able to assist the candidate with the administrative procedures related to validation and guidance processes	
	➢ Being able to issue relevant official documents, according to the European/national/regional standards and/or inform candidate on how they will receive such documents	
	➢ Being able to use the IT tools associated with one or more stages of validation and guidance processes	

Competences used for specifically validating transversal competences/ guiding the candidates through their own transversal competences	➢ **Being able to understand and make use of Transversal Competence Frameworks (at European, national and/or regional level) and interpret/analyze the candidate's competences according to them**	**TU 1/2**
	➢ Being able to clearly identify and explain each phase of the validation process and the related documents, with a particular focus on transversal skills	
	➢ **Being able to adapt and/or design methods and tools useful in guidance and validation processes, tailored for transversal competences**	**TU 3/4**
	➢ **Being able to support the candidate in the identification, documentation and self-assessment process of their transversal competencies by applying the appropriate methods and tools including digital tools, both individually or in group sessions**	**TU 3/4**
	➢ **Being able to choose and/or adapt the most suitable tool and method for the validation of transversal competences, among different tools and methods**	**TU 3/4**
	➢ **Being able to analyze the evidence and statements provided by the candidate during guidance and validation, in relation to their transversal competences**	**TU 3/4**
	➢ **Being able to provide feedback in any stage of the validation/guidance process, by using the appropriate methods and tools in order to make the candidate's transversal competences visible**	**TU3/4**
	➢ Being able to assist the candidate with the administrative procedures related to validation and guidance processes, including with filling in the official documents with reference to their transversal competences	