

The experience of going through the French validation system

„la Validation des Acquis de l'Expérience/VAE“

Franz Fuchs-Weikl
Chamber of Labour for Salzburg, Austria

background



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- validation is relatively new in Austria
- Chamber of Labour promotes validation
- in Austria: no validation on university level
- ERASMUS+ project: Peer review at CIBC Bourgogne

Legal framework in France



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The guiding principle on the central web portal for validation in France summarizes the aim and claim of the approach very well:

"Any person, regardless of age, nationality, status and educational level, who has at least one year of experience directly related to certification can apply for validation (VAE). This certification, which may be a diploma, a title or a certificate of professional qualification, must be registered in the Répertoire national des certifications professionnelles (RNCP)"

(2017: 10.864 qualifications in RNCP)

(2017: 24.203 complete certifications by validation)

step 1: Identification

- Counselling by CIBC Bourgogne:
 - 7 possible qualifications within RNCP at Bachelor's and Master's level at 7 different universities in France
- university diploma in Education Management:
 - Diplôme d'Université Responsable en Ingénierie de Formation (DURIF)
 - Niveau : 6 (EQF)
 - Université Paris 1 Panthéon Sorbonne



step 2a: documentation - application

- 08/17: application for validation (Dossier de Pré-Orientation)
- 09/17: administrative approval (Avis de recevabilité administrative)
- 10/17: pedagogical feasibility (Avis de recevabilité)
- 01/18: contract
 - inscription at university
 - entitlement to 20 hours of supervision by a university employee
 - the possibility of participating in candidate workshops
 - fee of EUR 1.200
 - Guide for Validation (Guide VAE)
 - competence-based curriculum of the DURIF training

step 2b: documentation by portfolio method – „dossier“



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Dossier components (75 pages, without annexes, incl. table of contents, list of illustrations, etc.)		scope
le parcours	Overview of the relevant professional practice A comparison between the professional background in Austria and France	7 pages
les expériences significatives	Overview of the relevant experiences	2 pages
les grandes parties/les empois	the concrete description of examples of professional experience and their assessment in terms of acquired knowledge, skills and competences	51 pages
le tableau récapitulatif	Comparison between acquired (=experience) and required competences (=standard)	5 pages
conclusion	Summary and reflection of the process and the results	3 pages
bibliographie	Used literature	3 pages
appendix (annexe)		scope
le tableau d'autopositionnement	Inventory of relevant professional practice, training and further education (learning outcomes)	23 pages
annexes obligatoires	All confirmations, certificates and evidence	75 pages
annexes illustratives	Example documents from professional practice and from relevant further training (course programme planning, theses, job profiles, analyses, strategies, planning documents etc.)	329 pages

Schritt 2b: documentation by portfolio

method – „dossier“



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The examples of significant professional experience in my dossier:

- Employment 1 : Education Manager, 2000-2007
 - Activity 1a : Participation in an AMS call for tenders
 - Activity 1b : Design of a modular system for preparatory courses for the final apprenticeship examination
- Employment 2: Head of Customer Service, 2007-2010
 - Activity 2a : Personnel development
- Employment 3 : Sales Manager Course Programme, 2010-2014
 - Activity 3a : Organisation of the counselling and sales team
 - Activity 3b : The reorganisation of the planning of the course programme
- Employment 4 : Education officer at the Salzburg Chamber of Labour, since 11/2014
 - Activity 4a : The introduction of workshops for school classes
 - Activity 4b : Writing the regional education monitor for Salzburg

Schritt 2b: documentation by portfolio method – „dossier“



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description of examples of significant professional experience

- context
- analysis and actions (linked to theory/literature)
- balance: Knowledge, skills, competences (linked to theory/literature)



step 3a: assessment by the candidat

Activities and tasks (based on the DURIF curriculum)	Employment (described in the dossier) in which I performed this task							Acquired competences
	1 a	1 b	2 a	3 a	3 b	4 a	4 b	
D1 : needs analysis	x	x	x	x		x	x	<ul style="list-style-type: none">to include the descriptions of the customer advisors (counsellors) in planninganalysis of the situationto diagnose the work situation of my team and the situation of the entire organisationto use job descriptions to analyse and compare job profiles and draw up training plansto analyse the needs of teachers, the purpose of excursions in curricula and the needs of pupils.to view and to analyse relevant data and statistics Analysis of individual and collective training requirements

step 3b: assessment by jury



Jury, Supervisor and candidat at the 19.11.2018, Paris
Arnaud Pellissier Tanon (Université Paris 1 Panthéon Sorbonne),
Hugues Lenoir (Université Nanterre), Franz Fuchs-Weikl,
Chantal Hémard (Univ. Paris 1 Panthéon Sorbonne),
Frank Savann (EPALE France), Tomas Sprlak (CIBC Bourgogne)

step 4: certification



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R É P U B L I Q U E F R A N Ç A I S E

UNIVERSITÉ PARIS 1 PANTHEON-SORBONNE

DIPLÔME D'UNIVERSITÉ CERTIFICATION PROFESSIONNELLE NIVEAU II

Vu la délibération du conseil d'administration de l'université en date du 06 juin 2005

Vu les pièces justificatives produites par M. FRANZ FUCHS-WEIKL, né le 27 octobre 1974 à THALGAU (AUTRICHE), en vue de son inscription au Diplôme d'Université : Responsable en Ingénierie de la formation

Vu les procès-verbaux du jury attestant que l'intéressé a satisfait au contrôle des connaissances et des aptitudes prévu par les textes réglementaires

le **DIPLÔME D'UNIVERSITÉ : RESPONSABLE EN INGÉNIERIE DE LA FORMATION**

est décerné à **M. FRANZ FUCHS-WEIKL**

au titre de l'année universitaire 2018-2019.

Le titulaire

Fait à Paris, le 8 février 2019

Le Président

M. Georges Haddad

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Conclusion

All participants benefit from the validation process (Lenoir):

- Through validation, the participating universities are increasingly concerned with imparting practical knowledge and knowledge of action
- the university staff extends their competences (accompanying candidates, acting as jury members)
- the candidates not only achieve a university degree (or partial recognition), but also link their professional practice and experience with relevant theories