

3<sup>RD</sup> VPL BIENNALE

Berlin May 7-8 2019



**SFIVET**

SWISS FEDERAL INSTITUTE FOR  
VOCATIONAL EDUCATION AND  
TRAINING

*Swiss excellence in vocational  
education and training*

# Switzerland

## An integrated advising model for VPL

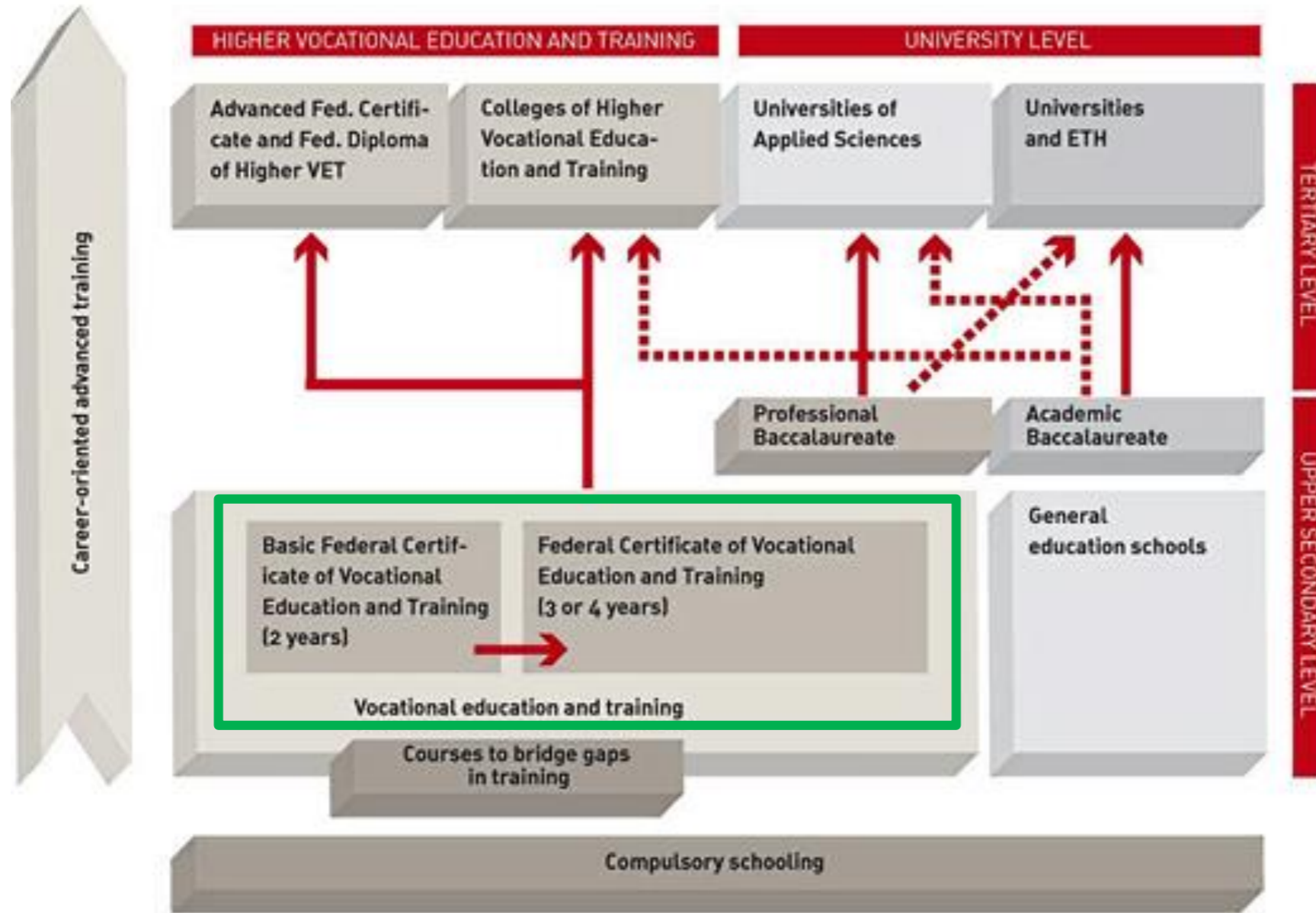
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Department

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# Plan

- a. The Swiss educational system and the “Professional certification and change of profession for adults” federal project
- b. The different opportunities available to adults who wish to obtain an IVET qualification, of which the VPL is part
- c. The VPL Guidance - Structures, professionals, methods and tools

# The Swiss educational system



National VPL framework for IVET

# The federal project “Professional certification and change of profession for adults”



 [FORMATIONPROFESSIONNELLEPLUS.CH](https://www.formationprofessionnelleplus.ch)



# Aims

- To promote access and permeability of VET as well as the professional mobility of the unskilled /low skilled professionals
- To promote all pathways and opportunities leading to recognition of formally and informally acquired learning
- To deal with the shortage of qualified professional

**Statistics 2012:** 13% of adults don't have a basic qualification (of which 60% women: 70% unemployed)

**Cost-benefit ratio** (national study 2000) Encouraging initial vocational training for adults would lead to savings of CHF 18,000 (~16.000 euros) per person / year (more risk of unemployment, disability or social assistance for people without qualifications)

# Adults IVET Qualification Process

## Education and training

Apprenticeship training

- Regular
- Flexible (shortened, lengthened duration or modular structure)

- Work experience and preparatory courses
- Work experience and individual education

## Admission

By regular or accredited institutions (according to the VET Ordinance)

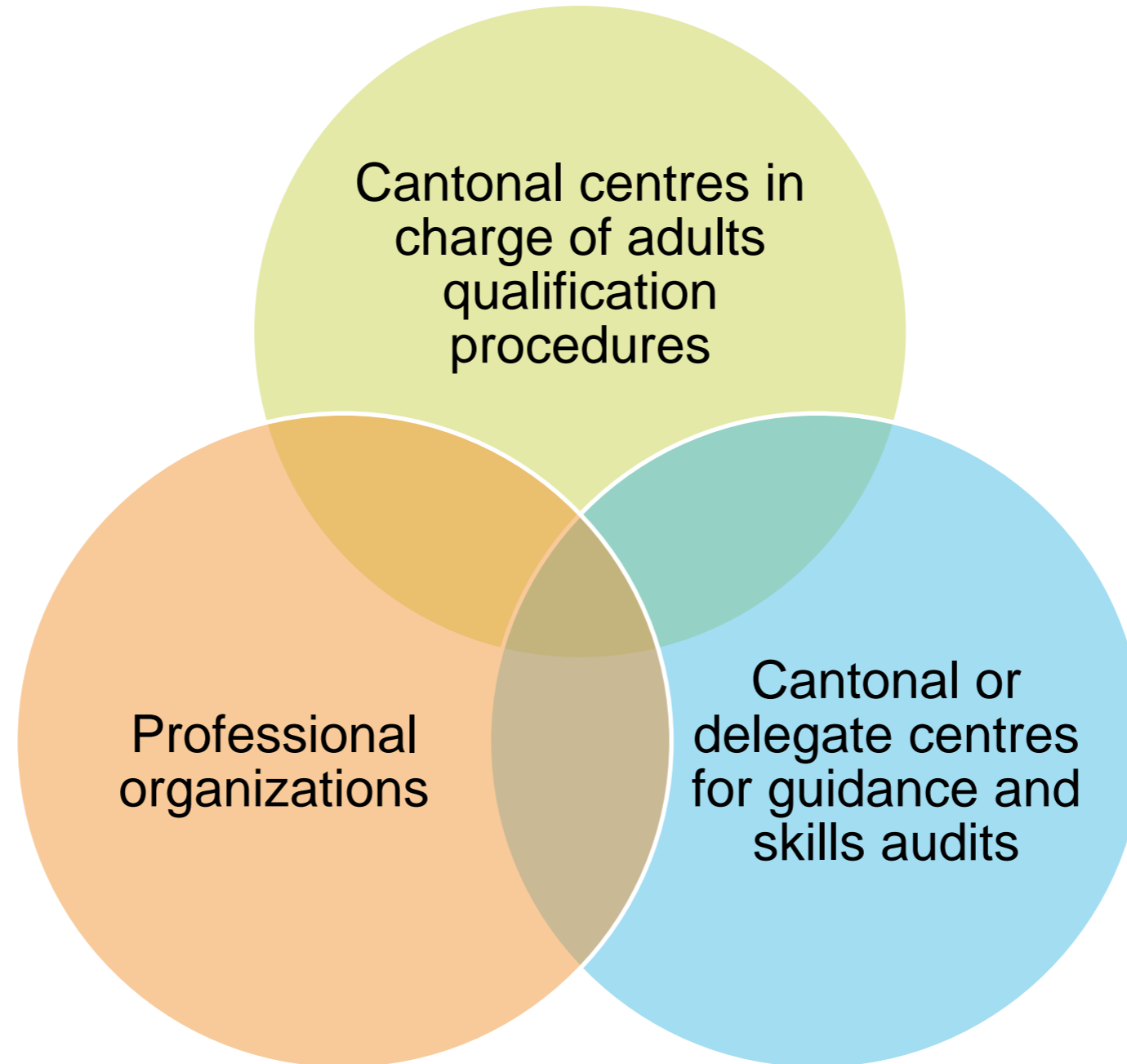
Direct admission, without official training

## Qualification Procedure

- Regular QP (final examinations)
- Other QP (split examinations)

- Regular QP (final examinations)
- Other QP (VPL)

# Organizations and institutions involved in IVET Qualification process and VPL

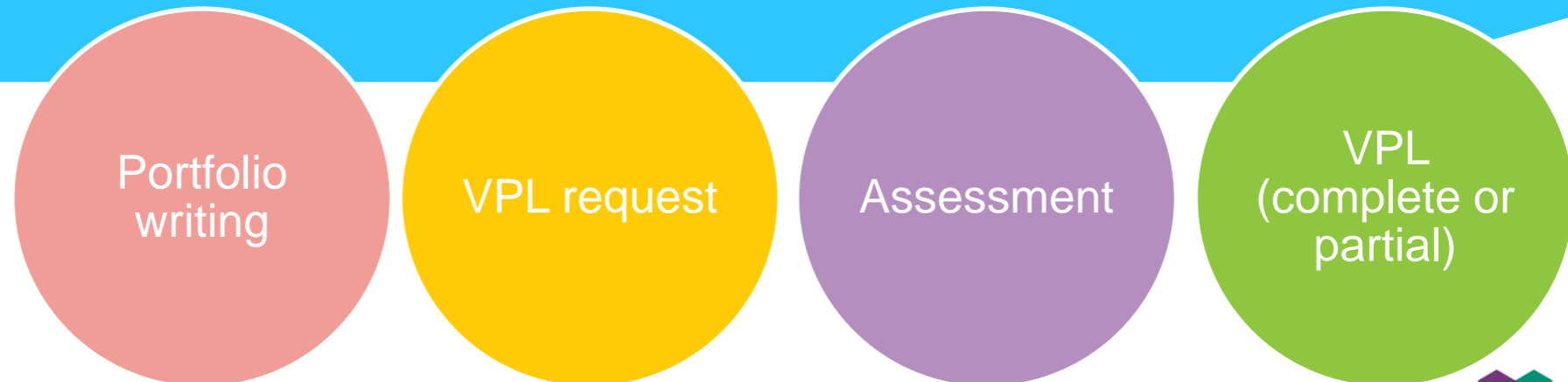


# The adult qualification process and VPL phases



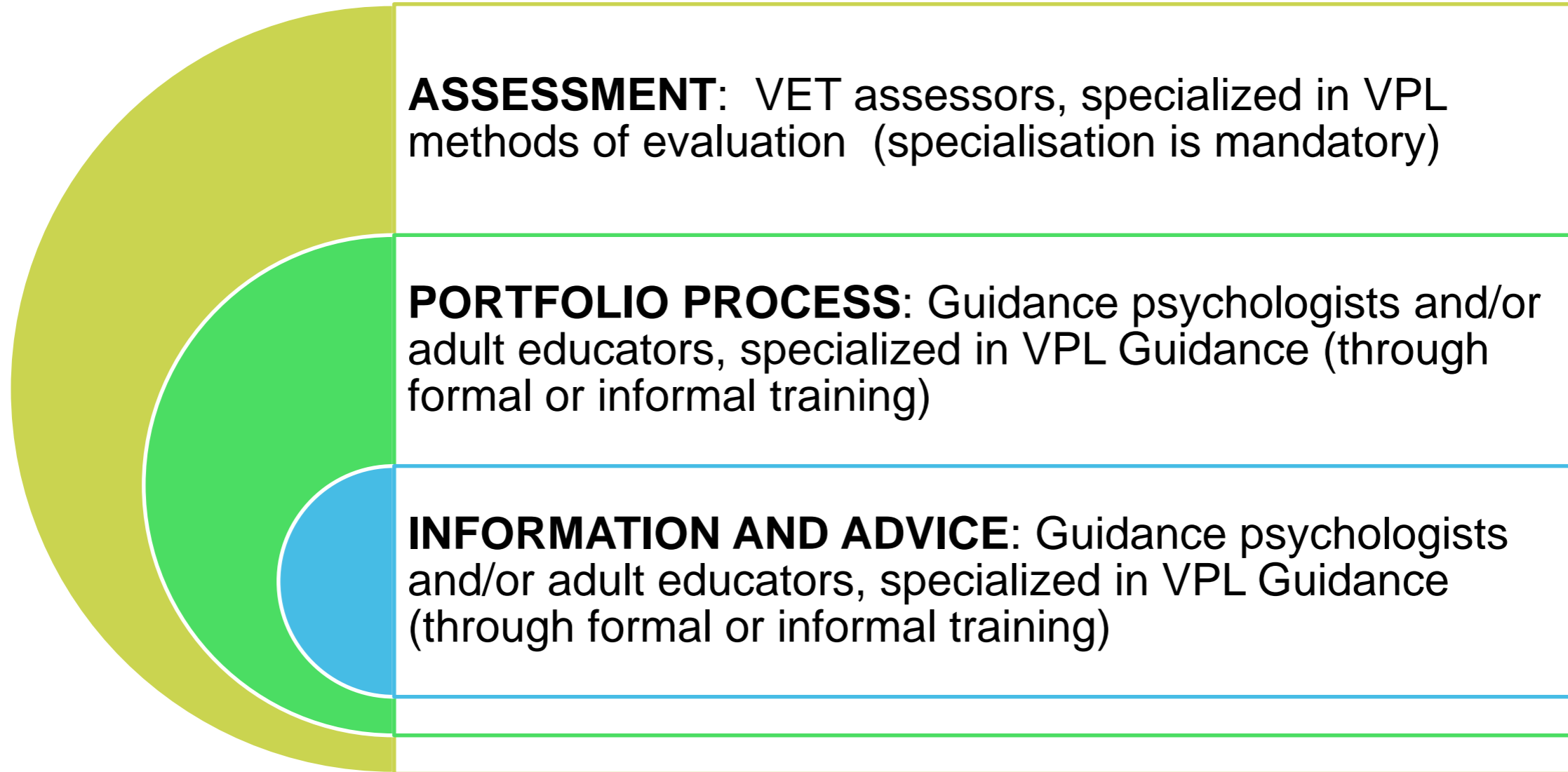
**Guidance** (information, advising, methodological ateliers for VPL portfolio)

## VPL phases





# Qualifications and roles of VPL practitioners in Switzerland



# The SFIVET training for VPL advisors: Certificate of Advanced Studies in recognition and VPL

*Based on competency profile developed by SFIVET*

- Interaction and collaboration
- Management of different communicative situations
- Guidance, counselling and support
- Use, development and adaptation of support documents and tools
- Assisting into matching prior learning to competency profile and the qualifications

## **Training structure**

22 days plus individual study and professional practice.

4 modules

- DEC Methods of demonstrating prior learning / competencies
- EAP Ethics and Analysis of Professional Practices
- ACE Support, design, advice and evaluation
- PRO Professional experience

# The SFIVET training for VPL assessors in IVET

*Based on the Federal competency profile for assessors, this training is compulsory and addressed to people already trained as evaluators for standard qualifications.*

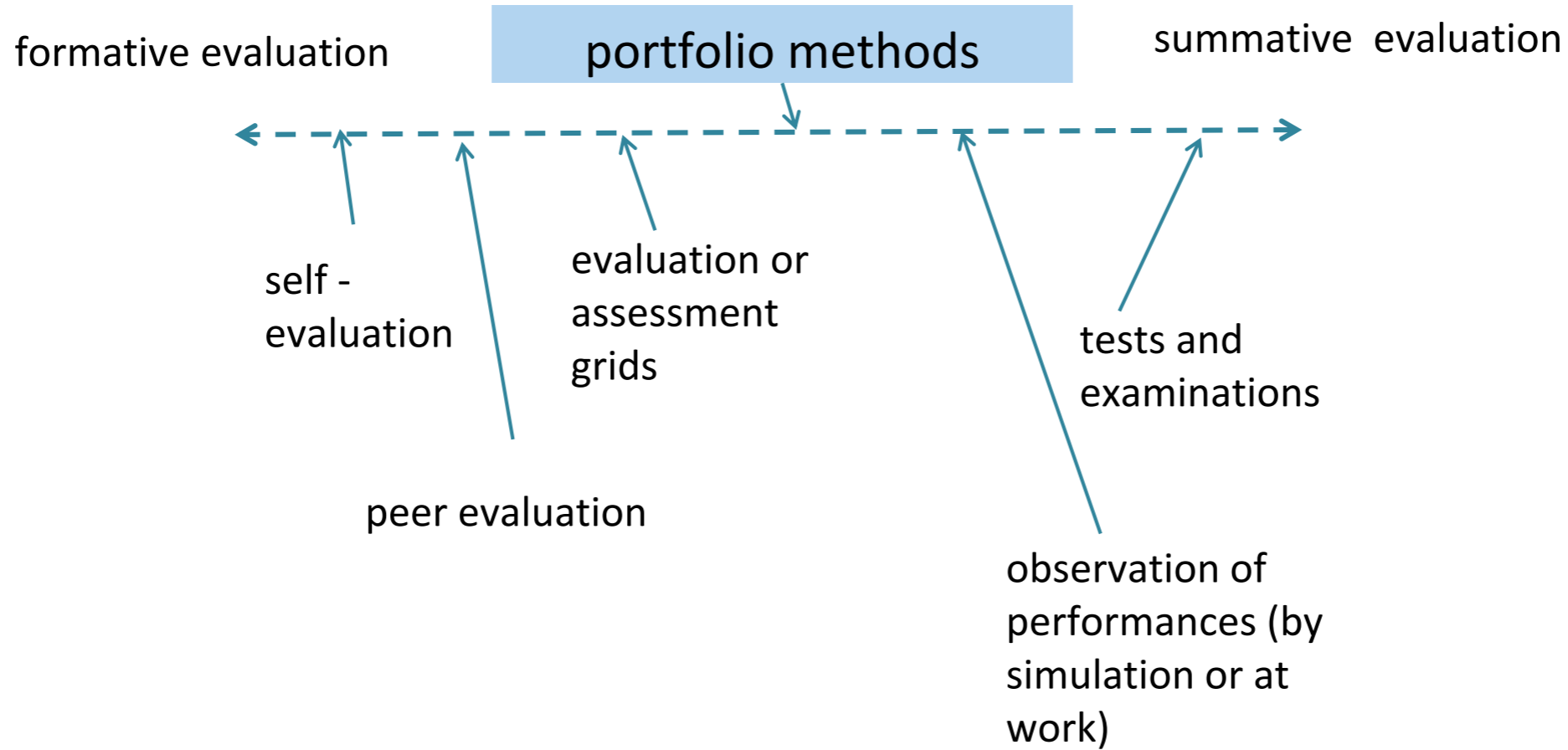
## Training structure

- A multistage format, including school training (2 days) and two separate individual learning phases, one before and one after the school training. Throughout the training, the participants develop an experiential - reflective dossier on their professional practices, and take part in some peer exchanges.
- A strong interlink between theory and practice, based on the analysis and assessment of authentic VPL dossiers.

# The need for reliable methodologies in VPL

- As an alternative route leading to a formal qualification, VPL should be based on a recognition and assessment strategy, using reliable methods and tools ensuring equivalent standards to those used for assessing formal learning
- The VPL practitioners play a leading role in adequately reconciling the needs of applicants (information, guidance) with the needs of education and training institutions, as well as employers (transparency and reliability)
- Professionalizing VPL practitioners should guarantee that the same methodology is developed and implemented throughout all communities of practice, and ensuring the reliability and transparency of VPL processes.

# VPL between formative and summative evaluation



Adapted from: Ellerani P., Gentile M., Sacristani Mottinelli M. (2007). *Valutare a scuola, formare competenze*. Torino: SEI Frontiere.

# A specific methodology to make learning visible and reliable

Establishing a VPL portfolio is sometimes a baffling task for an applicant, who has to switch from a declarative approach, which is typical of a classroom scenario, to a procedural approach, where it is necessary to demonstrate one's competencies and experience.

*For the VPL counsellors, the challenge is*

- To bring applicants to describe their experiences in order to make the learning they acquired visible, using "explicitation" techniques (e.g. triad interview atelier, *see next slide*)"
- To support the applicants in linking their experience to the competency profile of the required diploma.



# Triad interview

## Narrator

In the first person perspective, gives a short account of a personal experience which is linked to the competency profile required

## Interviewer

Listens to the narrator and, requesting them to speak in the first person, leads them in giving an account of a past activity with the following questions

- What did they do? (including place and time)
- How did they do the activity specifically?
- What were their feelings?
- How did they make decisions?
- What was the reasoning, reflections and knowledge that accompanied this activity?

## Observer

Attends quietly and somewhat on the sideline, identifies and notes down the narrator's skills/ knowledge/competencies

## Debriefing

At the conclusion of the interview, the participants discuss and agree the narrator skills and competencies identified by all and complete the list if necessary.

# Tools

*Each canton uses different tools*

- Flyers and various other promoting documents
- Self evaluation grids
- Self help portfolio writing tools for applicants
- Official documents (qualification profiles, rules, etc)
- Some cantons (Zurich for ex.) offer an online self evaluation tool



An aerial photograph of a large, deep blue lake surrounded by green mountains and a town. The town is built on a hillside overlooking the water. In the foreground, there are lush green trees. The sky is clear and blue.

# Thanks for your attention

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# References

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