

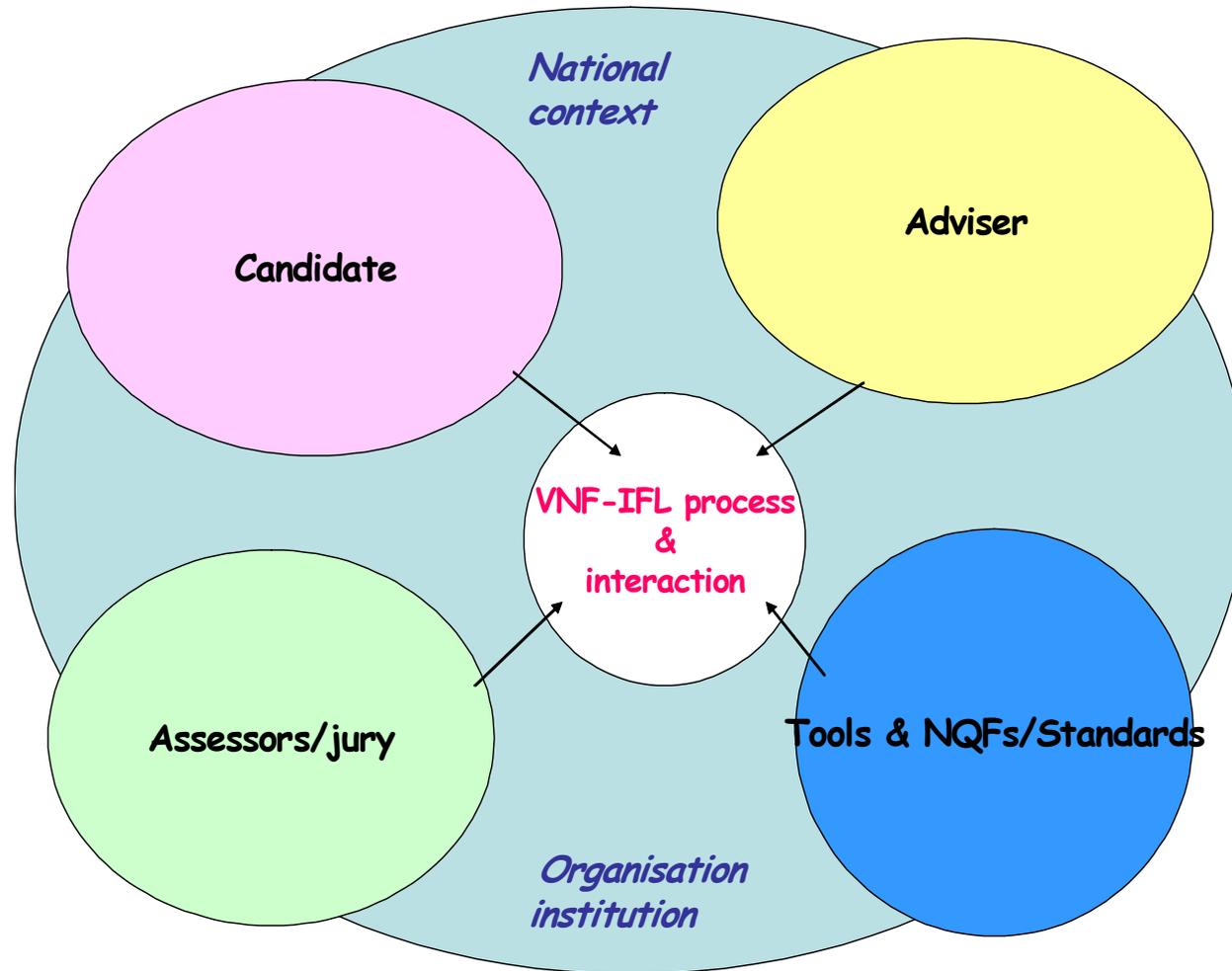


Case Study – Luxemburg

<p>The case study, the story</p>	<p>Evidence, material – <u>Possible</u> content These are <u>pointers</u> as to the content of the case study and the evidence you may want or be able to bring</p>
<p><u>The context</u></p> <p>In which sector is it taking place? In which organisation is it taking place? The background to the case study/ <i>a landscape</i> of the case study</p>	<p>The Chamber of private employees, a professional chambers, with the primary objective to defend the interest of white collar workers, offers since 1971 CVT for its members. In its CVT offer are also evening courses in different areas</p> <ul style="list-style-type: none"> • Informatics & Computer science • Accounting • Economics & Law • Commerce • Social competencies <p>It is possible to obtain the diploma by different ways : the classical one by following the course and then doing an examination, the second one by passing an examination and finally by introducing a specific description of professional and extra-professional activities in relation with the diploma the candidate wants to obtain.</p>

<p><u>People</u></p> <p>VNFL-IFL candidate (s): who is s/he? His/her history (personal/ professional/ educational)? Aims and professional/ personal project? Why the VNFL-IFL?</p> <p>AND/OR</p> <p>VNFL-IFL advisers/staff: tutors: their experience, training, willingness, involvement, their place in the organisation? How do they interact with the VNFL-IFL candidate (s)? With the evaluators/ assessors/jurys?</p> <p>AND/OR</p> <p>The assessors/ evaluators: their experience in VNFL-IFL, willingness, role/ responsibilities in the organisation/ institution? Their relationship with the advisers?</p> <p><u>The relationships/ interactions</u></p> <p>What does the case study show about the interactions between all the actors? Any external actors showing up in the case study?</p> <p><u>To sum up: the process</u></p> <p>How, what, when, how often? What happens, who sets the scene, who does the talking, what writing takes place etc... What part (active, passive?) takes the candidate in the process?</p>	<p>The process of validation of non-formal, informal learning:</p> <p>The candidate must justify an professional and/or extraprofessional experience of 666 days (3 years). The experience must have a direct link with the diploma he wants to obtain.</p> <p>Who is concerned? All interested person can introduce a request to obtain a predefined questionnaire/file which he has to deposit at the CEPL.</p> <p>The diplomas obtained by the APL method have the same value as those obtained by the classical way. No annotations are marked on the diplomas in which way they have been obtained by the candidates.</p> <p>The file is analysed in order to check that all the sections are filled in before the candidate is invited to an interview. Normally 3 assessors are participating in the interview. 2 are experts in the professional area of the requested diploma and one pays attention that the methodology is respected.</p> <p>The methodology consists mainly in not asking the candidate theoretical knowledge but to verify that the competencies he has described in the file are true. The interview has a duration of 30 minutes.</p> <p>The candidate can obtain the diploma or some modules related to the diploma or nothing.</p> <p>The assessors (professional experts) didn't receive a specific training but were learning by doing.</p> <p>In order to evaluate the candidate, the CEPL listed a repository of competencies for each diploma the candidates must possess.</p> <p>After the interview a written report is done on the strengths and weaknesses, related to the competencies required to obtain the diploma, of the candidate is done and a proposal is formulated concerning the</p>
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<p>AND/OR</p>	<p>certification. The CEPL and the ministry of education, based on this proposal, take the final certification decision.</p>
<p><u>Tools</u></p> <p>What are they, what role do they have, who develop them? How are they used? How important are they?</p>	<p>Tools which have been developed are the certification references (repository of competencies) for each diploma.</p>



The case study – different stories