



## **COMPETENCIES REQUIRED OF APEL PROFESSIONALS IN THE EIGHT STAGES OF APEL PROCESS**

### **STAGE 1**

#### **INFORM**

Analyse a specific and/or implicit request: identify needs and motivation-understand the target objective  
Conduct semi directive interview  
Know the legislative framework of APEL  
Know the certification provision and certificates available to the individual as well as their specific requirements/ orientation  
Organise the information and structure it over a period of time  
Master the content of message to transmit  
Make the information explicit and illustrate with concrete examples  
Take into consideration the professional end personnel environment of the candidate  
Adapt to the needs of different kinds of public, language level and register

Take into account the representation the individual has of APEL  
Ensure individuals correct understanding

### **STAGE 2**

#### **IDENTIFY COMPETENCIES ARISING FROM EXPERIENCE**

Propose an approach based on analysis of prior learning : identify different experiences arising from professional, personal and training environments

Identify if it is pertinent to undertake a more precise assessment of prior experience  
Choose and be familiar with the tools and analyses grids that are pertinent to the target objective  
Know the underpinning theory of tools used  
Accompany the portfolio construction approach  
Analyse the candidates contributions  
Know the different assessment techniques and procedures  
Evaluate or organise an outside evaluation  
Give feedback and analyse the data and results of evaluations with candidate

### **STAGE 3**

#### **CONFRONT ACQUISITION AND STANDARDS**

Conduct a counselling interview  
Know the relevant web sites and be computer literate  
Compare/cross examine information from a variety of sources  
Exploit relevant documentation and in particular the standards  
Enable candidates to apprehend and take into consideration the available data enabling progression



towards validation

Help the candidate to choose the qualification path that best corresponds to their needs and possibilities  
Help the person to make their decision  
Examine candidate's potential to carry through the process

#### **ETAPE/STAGE 4**

##### **CHOOSE THE PERTINENT CERTIFICATION**

Examine explicit and implicit requests  
Approach is candidate centred and motivation, potential, the candidate's project and evolution are all facets to be highlighted.  
Work face to face and side by side with the candidate as a partner and not an expert  
Know the links between certification and sectoral agreements; between the organisation of the profession and available training  
Know the costs involved and how to access funding  
Keep abreast of certification via APEL as it comes on stream or disappears  
Use communication vectors such as paper board, overheads, Internet...  
Orient towards pertinent sources of information

#### **STAGE 5**

##### **ENGAGE IN THE PROCEDURE**

Know rules and regulations  
Conduct an individual interview  
Conduct a group meeting  
Know how to ascertain pertinence and validity of the proofs  
  
Transmit support documents  
Indicate the administrative framework and the modalities of the approach.

#### **STAGE 6**

##### **ACCOMPANY**

Be a methodological support  
Know the standards and certification available and how to read them  
Adopt the candidates rhythm (whilst taking into consideration procedural constraints)  
Check that the described activities correspond to the standards  
Conduct an interview to obtain a functional analysis of the candidate's job  
Present the framework, role and limits of the APEL professional involved in accompanying and establish the contract  
Master theoretical concepts and present trends underpinning approaches to functional analysis  
Stimulate analysis by questioning  
Adopt appropriate accompaniment posture and find the



## STAGE 7

right distance

### VALIDATE

Know the APEL evaluation procedure and how it works  
Know the precise work situations  
Know how to extrapolate competencies and knowledge from description and/or observation of real or reconstructed work situations  
Adopt the validating body's logic  
Conduct an accreditation of prior experience and learning interview  
Pay attention to each candidate's own individual experience  
Listen to the candidate  
Make the link between what the candidate is presenting and what is expected from a qualification holder  
Argue one's point of view

Participate in collegial decisions  
Identify further evidence to be produced or training to be undertaken in the event of a partial validation

## ETAPE 8

No or partial validation

### IMPLEMENT THE OUTCOMES OR UNDERTAKE FURTHER ACTION

Manage candidate's disappointment

Reorganise candidate's project

Provide appropriate support  
Advise on further training provision  
Know what is available  
Help candidate to implement the results in professional project  
Advise on interview with human resources manager

Certification obtained