



**TRAINING NEEDS IDENTIFIED VIA DOCUMENTARY RESEARCH**

TITLE	TRAINING NEEDS IDENTIFIED
LEO-E-1-KS-001	Training in the assessment of candidates informal learning
LEO-F-2-EDP-005	The validator's role is distinct from the APEL professional involved in accompanying role. The latter requires in depth knowledge of the assessment and training standards but above all needs to master interviewing techniques enabling the explicitation work.
LEO-F-2-EDP-004	How to detect competency and work on the concept of competency
LEO-F-6-MK-002	Emergence of vocational counsellors needing training: A new profile of counsellor is emerging combining the experience and competencies of several kinds of career and guidance counsellors
LEO-F-6-MK-006	Need to train the APEL professional concerned to accompany the candidate in order to aid him/her to put together the proof of knowledge and competency acquisition (...) and to acquire a self questioning dynamic
LEO-F-6-MK-007	In order to encourage and support socially fragile candidates, these orientation counsellors should have an overall knowledge of all the tools at their disposal and how to implement them (B de C, portfolio compilation) to co assess with the potential candidate his/her needs at a given moment.
LEO-F-6-MK-008	Developing conception and adaptation competencies with regard to quality assurance issues (master level)
LEO-F-6-MK-009	The need to take into consideration the need for autonomy, freedom and self management of a self educated target group allergic to institutional and administrative bureaucracy.
LEO-F-6-MK-010	Train the APEL professional involved in accompanying as distinct from the counsellor even if this distinction is sometimes very slim, so emphasize the methodological component: " the APEL professional involved in accompanying is first and foremost a methodologist, and it is his/her role to bring in an expert from the vocational area of the qualification concerned if needs be"
LEO-F-7-MV-001	APEL professionals must be trained to support the candidate in his/her psychic reorganisation. <b>The clinical stance is therefore a reference for the APEL professional.</b>
LEO-F-7-MV-002	Knowledge that the criterion of actors' participation is not sufficient <b>to distinguish accompaniment from guidance.</b>
LEO-F-7-MV-003	Competency in interviewing as adapted from Vermersch's explicitation interview techniques is essential to avoid adopting the guidance mode.
LEO-F-7-MV-004	APEL training in the identification of competency arising from informal learning cannot be reduced to the adoption of the Socratic maïeutic concept of logical interrogation designed to elicit a response already known to the master.
LEO-F-7-MV-005	Knowledge of the historical development of APEL is compulsory. Working on the concept of experience/experiential is not automatic. Distinguish academic knowledge from action oriented knowledge
LEO-F-7-MV-006	Feelings, harmony, value judgements are traps that the companion can avoid if he/she accepts conflict



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	and if he/she ask themselves ethical questions and work on their relationship with regard to knowledge.
LEO-F-7-MV-007	Initial but most of all continuing training of APEL professionals must include a provision for practice analysis which should be “a place for expression, critical analysis and co construction” of their interventions.
LEO-F-7-MV-008	Distinguish accompanying from a support and taking in hand relationship Distinguish accompanying from guidance Distinguish accompanying from leaving the candidate to their own devices
LEO-F-7-MV-009	To accompany is to enable the subject to make the action conscious in the project and thus permit a distance from the search for meaning. Responsibility, restraint and doubt are the competencies of APEL professionals involved in accompanying.
LEO-F-7-NM-001	Work on the word ‘competency’ : by distinguishing activity from the job description, i.e. by saying that the work undertaken (activity) is far broader than the prescribed activities (job functions) one can understand that competency is above all a process, the work of an individual, mobilising knowledge in action rather than predefined objectives before the action.
LEO-F-7-NM-003	Training professionals involved in accompanying in the art of a variety of ???, including accompanying: “The verb ‘to accompany’ says nothing about what one does in doing this (...). One can direct, govern, counsel/advise, assist, train... without ever accompanying.
LEO-F-7-NM-004	<b>APEL professionals involved in accompanying is an educational practice combining the need to know the characteristics of the subject’s evolution towards accessing new knowledge and competencies, as well as the psychic upheaval caused in the process.</b>
LEO-F-7-NM-009	<b>The clinic of the activity</b> and the <b>different types of interview techniques</b> involved comprise the cornerstone knowledge of the APEL professional involved in accompanying