Manual Facilitator

VPL General Volunteer Competences

Auteur(s) Lies Graafsma and Mieke Gelderloos
Datum Utrecht, 16 May 2007
© MOVISIE

COLOFON

Table of Contents

A. INTRODUCTION

Purpose

This *Manual for the Facilitator* contains instructions for the VPL General Volunteer Competences procedure.

What is VPL?

VPL stands for Validation of Prior Learning. It represents a method which
- establishes that an individual has specific experience
- validates that certain competences are present based on this experience

VPL emerged when it became evident that many people have experience but no qualifications. As a result, little attention was paid to existing knowledge and experience in many situations. The Dutch Government decided that this had to change, which signified the start of VPL.

VPL is based on the concept of competence. This is a concept which is internationally recognised, and used in the same way in various countries in Europe.

A competence is the ability to act, to do something or display a particular conduct. A competence always centres on *doing*. The *doing* combines knowledge, aspects of attitude and skills.
When validating competences by means of a *VPL procedure*, we do not ask about qualities or motivation but only about the conduct or actions which display the former.

For whom?

The VPL target group consists of people with experience but without (certain) qualifications. The experience may have been acquired through volunteering but also outside it.
The VPL procedure in the voluntary sector is aimed mainly at volunteers who either immediately or later
- want to move into paid work
- want to start an educational or training course
- aim for personal development within or outside the voluntary sector

What are the benefits of VPL?

The benefits of a VPL procedure are tangible as well as intangible.
The procedure offers the volunteer:
- a validated portfolio containing evidence of competences
- proof of participation (certificate) from an independent agency
- a Personal Training Plan (P.T.P.)
- attention, acknowledgement and appreciation on the part of the organisation
- self-confidence and self-esteem

For the facilitator and the volunteer organisation:
- realisation that a volunteer can do certain things
- a (more) motivated volunteer
- self-confidence and self-esteem in the volunteer
- points of reference for further development
- a tool for staff policy

> VPL is a familiar concept in Europe. The development of VPL in various countries has progressed further than in the Netherlands; this also applies to the voluntary sector.
>
> VPL has already been introduced, and is being recognised, in the Netherlands
> - in various courses in intermediate and higher vocational education
> - in certain job market sectors and their accompanying collective bargaining agreements
>
> It is now the turn of the voluntary sector. The Dutch national scouting organisation has developed VPL procedures aimed at the exemption of part of the Zorg en Welzijn (Care and Welfare) course at regional training centres (*ROC*).
>
> CIVIQ and NIZW (now merged into MOVISIE) together with IVIO developed this VPL General Volunteer Competences procedure in 2006. Job-specific VPLs are also being developed, such as the one for Activities Facilitator and Spokesperson.
>
> Knowledge Centre VPL is active at national level. It supports and promotes the implementation of APL and VPL. It can be found at www.kenniscentrumEVC.nl.

Who are involved?

A VPL procedure involves a number of different stakeholders:
- volunteer (VPL candidate)
- facilitator (organisation of the VPL procedure and guiding role)
- independent assessor
- voluntary organisation (as the environment and provider of the VPL procedure)

As the facilitator, you are responsible for the organisation of the VPL procedure. You provide everything, including an independent assessor, and you control progress.

What does the procedure consist of?

The following table lists the elements of the VPL procedure. It also shows which tasks are carried out by whom.

Approach	Volunteer:	Facilitator:	Assessor:
group or individually	1. introduction, exploration, trial	Introduction organisation and facilitation - procedure - assessor - planning - resources	
group and individually	2. working on portfolio:	progress control discussion of motives, context and VPL choice	
	identification experience	assist in identification	
	defining experience	assist in definition	
	translation into competences	assist in translation	
	collecting evidence	assist in collection	
	creating a portfolio	assist with portfolio	
	ordering evidence and selection	assist in ordering, selection submit portfolio for validation	
			validating evidence in portfolio
individually	3. Concluding interview: discussion validation drawing conclusions for Personal Development Plan (P.D.P.)	return portfolio to volunteer recommendation propose P.D.P. Write out and hand over participation certificate	

The entire VPL procedure generally takes 8-10 weeks. The actual lead time varies with each individual. Several volunteers starting a VPL procedure simultaneously may allow for some parts to be carried out in a group. As long as it remains clear that VPL in principle is an individual process with an individual result.

How do you apply the VPL procedure?

The structure of the Manual corresponds to the portfolio which the volunteer compiles. Each part of the portfolio is accompanied by the necessary instructions.
However, it would be useful to have a few questions answered before you start the procedure with the candidate, bearing in mind that: ***Anything you invest time and effort in, grows!***

1. *Is it the choice of the volunteer themselves?*
    A VPL procedure demands time and effort. You need to be quite motivated to arrive at a worth-while result. A VPL procedure can only be completed if you want it yourself. Nobody can make you do it.

2. *What are the volunteer's motives?*
    A useful activity is for the volunteer to ask themselves what they want to achieve with the VPL procedure. What is the context? What interests are served by the procedure? What value should be put on the VPL procedure? Include work, personal development, recognition and anything else. Awareness of motives results in increased motivation and persistence at a later stage in the procedure but also in
    increased understanding of the significance of certain experiences
    increased understanding of the significance of certain evidence

3. *Has the volunteer opted deliberately for the general VPL procedure?*
    Two types of VPL exist within volunteering:

    a) VPL General Volunteer competences
    This VPL deals with competences which are part of the role of (independent) volunteer in the voluntary sector. The competences are related to general work competences, also known as employee skills. These are required in order to carry out tasks in work outside the home.

    b) Job-specific VPL
    The Job-specific VPLs relate to competences which are part of particular roles or jobs in the voluntary sector. Examples include the job or role of Activities Facilitator or Spokesperson. These competences are associated with particular tasks or jobs in the job market.

Volunteers can choose from four different options:

Option 1

Option 2

Option 3 +

Option 4 +

Option 3 comprises the job-based VPL with part of the general VPL.
Option 4 comprises both procedures. This is therefore the sequence to be recommended.

Evidence
This Manual relates to the VPL General Volunteer competences. It represents an investigation into competences which the volunteer *applies* in the voluntary sector and which they have *acquired*:
- in one or more voluntary organisations
- in care work
- in prior paid work
- during training or a course

We assume that competences acquired outside volunteering are also applied within voluntary work.

Hence evidence from *outside* the voluntary work is also taken into account. For instance:
- letters of appointment, contracts or agreements containing job descriptions
- letters ordering a service, confirmation of orders or agreed and signed commitment lists.

Difficulties in obtaining evidence may be overcome in one of two ways, either with a STAR statement or a Reference declaration. These documents will be explained later in this Manual. However, the portfolio gains in value if it contains as much authentic, up-to-date and relevant evidence as possible.

B. PART 1: VPL

Instructions for working with Portfolio part 1

Personal details

At the beginning of the Portfolio there is a table for entering factual details of
- the volunteer (VPL candidate)
- the facilitator
- the organisation within which the VPL procedure is being facilitated
- the assessor (external assessor or independent colleague)
- the organisation of which the assessor is part

We recommend provisionally filling in a copy with details known at this stage. Keep this version within the portfolio folder. Once everything has been clearly and definitely concluded, details can be recorded in full.

Recording these details underlines the relatively formal nature of the portfolio. They help to establish the value of the portfolio externally. A volunteer who wishes to use the portfolio at a later stage can use it to show
- that it belongs to them
- that the context is more or less relevant (the organisation)
- that the VPL procedure was assessed by independent parties
- that the VPL procedure is recent, or dates from a particular period

Personal details (* = mandatory)

* Name: _____
Town: _____
Date of Birth: _____
* Present voluntary organisation_____
* Period Portfolio was compiled: from _____ to _____
* Context: □ development as a volunteer □ paid work □ course or training □ other, namely:
* VPL Facilitator: _____
* Organisation: _____
VPL Assessor: _____
Organisation/department: _____

A logo of the voluntary organisation in which the volunteer is currently deployed may be added under Personal details for the purpose of support.

Introductory interview

volunteer:	facilitator:	material:
1. introduction, exploration, trial (individually or in a group)	introduction organisation and facilitation - procedure - assessor - planning - resources	- introductory film - 'experience expert'? - portfolio filled with - rough copy personal details - rough copy description of experi-ence - this Manual pp. 7 and 14 - option choices p. 8 - rough copy self-assessment - portfolio empty - blank list interview dates

Purpose

The initial interview is an introductory discussion. It signifies the start of the VPL procedure.

The discussion may be conducted with an individual candidate but also with a (small) group of volunteers who are simultaneously embarking on the procedure. In this case we speak of an 'Introductory meeting'. The nature of the interview is *exploratory, activating and motivating.*

Volunteers acquire an understanding of:
- the significance of a VPL procedure
- the steps in the VPL procedure
- time and effort the procedure demands
- resources or facilities which are part of the procedure
- roles (and expectations) of the various people involved
- the significance of the portfolio
- working on the portfolio dossier

Volunteers become aware of:
- their own motives to embark on the procedure (their aim or prospects)
- the fact that the focus is on themselves and their competences

Contents

As the facilitator you introduce:
- VPL in general and in the voluntary sector
- the VPL General Volunteer Competences procedure
- other options (p. 8)
- possible prospects (objectives)
- the General Volunteer Competences profile (see Certificate of Participation)
- roles and expectations
- the portfolio, types of evidence etc.
- validation of evidence

Volunteers start on the portfolio:
- together with the facilitator they go through Part 1
- they fill in the initial Personal details (first in rough, if wished)
- they gain an understanding of the competence profile (see Certificate of Participation)
- together with the facilitator, they try out a competence from Part 2 Dossier Competences
- together with the facilitator, they go through Part 3 Result

Proposal for a structure of the Introductory interview

	Part	Method (tips)
1	• Introduction and welcome • VPL in general (see Portfolio Part 1.1) • VPL procedure (see Portfolio Part 1.2) • Result (see Portfolio Part 3) • General Volunteer Competences (see Certificate of Participation) • Motives (formulate 1 or 2 motives and exchange) • Who does what? (roles) • Part 1: Personal details and pp. 1 - 4	• Round of Who is who? • Film or relate • Go through Schedule • Go through it together • Compile self-assessment • Have 1 or 2 formulated individually, and exchange in pairs or plenary • Identification from other situations? Similarities, differences. • Go over it together
2	• Portfolio Dossier (Part 2) • Choose a competence and practise • Evidence: What constitutes evidence? • Numbering of exhibits • STAR method, STAR statement as supplementary evidence • Assessing evidence (legitimate, relevance)	• Go over contents • First trying out yourself, then discussion, then trying again, discussion. • Have them think up examples of evidence (types) • Demonstrate • Demonstrate, then show report • Show portfolio folder containing evidence
3	• Assignment of 'homework': starting work on the portfolio • Dates first interview	• Give them empty portfolio • Circulate list on which interview dates are to be entered

Approach
Try and turn the introductory interview into as active a session as possible. Let the volunteers experience that they are capable of working through the procedure and that interesting results are available immediately.
You will need a total of approximately 2 hours for the work. It might be sensible to split the meeting into 2 sessions of 1 hour each.

Give each of the participants their portfolio at the start of the meeting. Use the texts and illustrations from the portfolio in your introduction. Go through them together.

Facilitator role

Your role is to provide support and be a facilitator. Volunteers may expect that you fulfil these roles well, rather than that you compile their portfolio for them or tell them which competences they possess. You organise the procedure and offer them the necessary resources. You support the attainment of self-understanding and the translation process from the actual experience into the general formulation of the competences. You help volunteers choose and make decisions. Without dropping your role as organiser and helper, you try and let volunteers be responsible for themselves as much as possible.

You are not the assessor. If you select evidence together, you help choose the best one. Collection of supplemental evidence, for instance through a STAR interview, is conducted in a similar atmosphere of guidance and is aimed obtaining quality evidence and the translation of experience. You also assist in determining when the portfolio is ready for assessment. The emphasis is on an advising role in the reflection on the portfolio validation and when compiling a Personal Development Plan (P.D.P).

This VPL procedure deliberately *leaves out observation* as an instrument for assessment. Reasons:
- the nature of the VPL procedure is *formative;* the objective is that volunteers develop and acquire new insights
- the recurring theme is the process of *recognition* of competences by volunteers themselves, rather than by others
- It is important that volunteers learn to *translate* and *formulate* their own experience in terms which are also relevant to the outside world
- in order to assure the quality of the procedure we keep the *roles* of facilitator and assessor strictly *separate*

The assessment procedure is aimed at the portfolio, rather at volunteers. The assessor has no contact with the volunteer.

Other information

Part 1 of the Portfolio contains the following information for volunteers:

1. Shop window

This section deals with the background of VPL and the concept of Competence.
The heading 'Shop window' carries the following meaning: 'You have done much as a volunteer. You have gained experience in other ways too. However, in general this is largely overlooked. The VPL procedure offers volunteers like you the opportunity to show off your competences. This is what we want to do above all with the VPL procedure: to render visible what you can do'.

2. Steps

This section deals with the structure of the VPL procedure.
The significance lies in the fact that volunteers gain insight into the procedure and the roles. It offers them a handle on the situation. You can also use the step-by-step plan to show who does what at

which stage. The assessor only arrives on the scene when the portfolio is complete. This is when the evidence is assessed.

3. What benefits does the VPL procedure offer?
This section deals with the question as to what candidates (volunteers) gain from it.
It is important to discuss this and link it to the volunteers' own choice and motives. You may also discuss the value of a VPL procedure and the fact that a portfolio is closely linked to two things:

- the value which the VPL has for volunteers themselves (internal)
- the value which is assigned to it by others (external)

Interest in VPL is growing. The use of a portfolio as evidence of competences present (instead of a qualification) is becoming increasingly common. Not least in the fields of training and the jobs market.

4. How much time is involved in the VPL procedure?
This section deals with the question as to how much effort is expected on the part of the candidate. We are, of course, talking about an estimate. Some volunteers will progress faster, others will need more time. The amount of time needed also depends on the skills of the facilitator. You will notice that progress will gradually become easier and faster.

The information in Part 1 will remain part of the portfolio. The importance of this is that future external parties will also be able to read what VPL means.

C PART 2: DOSSIER COMPETENCES

Instructions for working with Portfolio part 2

General

The portfolio is compiled per competence. Volunteers are given an opportunity to 'show off' in relation to each competence. Two aspects are dealt with:
- experience with the competence on the part of the volunteer
- existing evidence for the presence of the competences

Volunteers are responsible for providing evidence.
The facilitator must assist in this process.
The assessor checks that the evidence is genuine and relevant.

Volunteers may start with the competences with which they are 'familiar'. It makes working on other competences easier.

A competence becomes visible through a particular *conduct* or actions. These are described in detail for each competence. Use the conduct to identify the competence.

Not every competence need be mapped. You should choose mainly competences which are important to the volunteer. For instance, those which relate to their motives or the context in which they wish to see the VPL procedure. Is the complete set important? Then together you must aim for the complete set.

The portfolio dossier deals with 12 competences. Together they comprise the competence profile of the 'volunteer in general'. This means that an independently-working volunteer, in whatever sector or organisation, develops these competences more or less automatically.

Practice has shown that more or less the same competences are important in paid work and in training situations. The accents are a little different and the level of independence demanded may be a little higher.

Per competence

The portfolio dossier contains two pages for each competence. The accent on one page is on experience. The accent on the other is on evidence of the competence.

Each competence starts with the name and a brief explanation of what we mean by it *in this VPL procedure.* The explanation takes the form of three distinct *aspects of conduct* or actions. These have been formulated in terms of concrete and observable behaviour. We are dealing with the total: the competence comprises all three aspects of conduct.
For instance:

Working systematically

This means:
- establishing a correct order of work
- working in accordance with the applicable policy or approach
- checking completed work

Volunteers are charged with charting and demonstrating that they possess this competency. The facilitator assists them in this.

The three aspects of conduct together constitute the entire competence. If the examples given by the volunteer show that one of the three aspects of conduct cannot genuinely be demonstrated, then the competence is nevertheless deemed to be present.

Look once more at the competences in the introductory interview. Discuss the aspects of conduct which render them visible. Emphasise that this is the way we arrive at the competence *in this procedure.* We do not use other meanings. Have the volunteers reflect about this, by first making them attempt a self-assessment to try it out: I can do this well and I can do that to some extent. Also ask about examples in situations which reflect this.

Guiding discussion

Volunteers get to work after the introductory interview. The portfolio is built up with information and evidence of the presence of competences.
You will conduct a guiding discussion with the volunteers after a period of two to three weeks. This discussion should not take longer than one hour. It may be conducted individually but also with a group. What is expected of you as a facilitator? You assist the volunteer in compiling a portfolio:

volunteer:	facilitator:	material:
2. working on portfolio:	progress control	- procedure summary
		- Manual facilitator
		- Manual assessor
	discussion of motives, context and VPL choice	- option choices
		- definition of competence
- identification experience	assist in identification	- competence summary
- defining experience	assist in definition	
- translation into competences	assist in translation	- sample evidence
		- box or folder
- collecting evidence	assist in collection	- criteria assessment of evidence
		- protocol STAR interview
- creating a portfolio	assist with portfolio	- STAR interview
		- Reference declaration
- ordering evidence and selection	assist in ordering, selection	- evidence list
		(see portfolio)
	submit portfolio for validation	- accompanying letter

Pay extra attention to the motives of the volunteer to go through the VPL procedure during the first discussion. You must help to render the context clear and, if necessary, you again outline the options.

The process of defining experience into competences is at least as important as the result. The process makes volunteers aware of what they can do. They learn to *translate* their competences into words which are also used in the world outside. This is a new and important skill for many people.

Proposed structure for the discussion:
1. State of affairs: How far have you progressed?
2. Obstacles: where are you getting stuck?
3. Discussing competences: what exactly do we mean by them?
4. Searching together: What experience have you gained? Is this sound evidence? Etc.
5. Conducting STAR interviews: providing supplementing evidence
6. Supplementing the portfolio dossier.

Portfolio dossier

Volunteers chart the experience in which the competence played a role. In principle this centres on experience gained in voluntary work.
The next question relates to experience volunteers may have gained with this competence in a different context. For instance: providing care, in paid work or during training or a course.

Experience gained in voluntary work is described with the aid of examples. A single good example suffices! But also: Two examples may sound more convincing.

I have experience in Working systematically in:

VOLUNTARY WORK
Task/activities: **the task or activities in which this competence was applied**   Period: **time during which the task was carried out**
Task/activities: **ditto**   Period:

The volunteer then writes something about the experience with this competence in other environments. However, the portfolio will not go into too much detail as far as this is concerned. Experience in voluntary work is most important in this case.

I also have experience in Working systematically in:

CARE WORK	**tick only** □ yes **or** □ no
PAID WORK	**tick only** □ yes **or** □ no
TRAINING OR A COURSE	**tick only** □ yes **or** □ no

Finally, the volunteer compiles a self-assessment for each competence. The self-assessment is agreed in principle with the facilitator.

Evidence is important in every portfolio, in every VPL procedure. What is the purpose?
- evidence constitutes the 'hard' basis of the portfolio; this is important particularly for 'external' value.
- evidence reinforce the process of self-assessment: 'I am someone who can do this, because I can demonstrate it'.

Steps:
1. ask the volunteer during the discussion to assess themselves
2. together explore the availability and type of evidence
3. the volunteer will then look for evidence
4. this is discussed at the next meeting
5. if necessary you conduct a STAR interview to generate additional evidence
6. you draw up a STAR statement for each competence
7. if necessary, include a Reference declaration

A self-assessment may then look like this:

Self-assessment

APPLICATION OF LANGUAGE AND MATHS	I can do this well	I can do this to some extent	I want to learn this
	⊠	☐	☐
A single piece of evidence may apply to different competences. You may have different kinds of evidence for the same competence.	EVIDENCE Type: ☐ report ☐ e-mail message ☐ letter ☐ memo ☐ photograph X object ☐ report ☐ Reference declaration X STAR statement ☐ other:	EVIDENCE Type: ☐ report ☐ e-mail message ☐ letter ☐ memo ☐ photograph ☐ object ☐ report ☐ Reference declaration ☐ STAR statement ☐ other:	

Also read the 'frequently asked questions' in **Appendix 2** about:
• I can do this well
• I can do this to some extent
• I want to learn this
Below is a brief explanation about the so-called STAR method. This is a technique for asking questions which within a very short time provides proof of the presence of a particular competence.

A STAR interview may come to the rescue particularly when it is difficult to find evidence from experience. The resulting evidence is called a STAR statement. It is recommended the interviewer be trained in this method.

STAR

STAR stands for Situation, Task, Action and Result. It is an interview technique to determine on the basis of a concrete situation whether someone has a particular competence. The STAR method is also known as Criterion-based Interview.

A STAR interview centres on a particular criterion, in this case a competence. It is never about two or three competences at the same time. The objective is to test whether the competence is present. If so, a STAR statement is given as evidence. The duration of a STAR interview is generally 2 – 5 minutes.

When should the STAR method be applied?

Case 1
The volunteer states they have are mastered a particular competence, either fully or to some extent. As the facilitator, you doubt this.
The objective is certainty and objective proof.

Case 2
The volunteer cannot find evidence for a competence. The volunteer claims to have experience and to master the competence.
The objective is to provide proof.

The STAR method is therefore useful
- if you doubt whether a competence is actually present, as stated
- if there is no evidence for a competence and you suspect that the competence is present

The structure of the STAR interview can be found in **Appendix 3** to this Manual.
A STAR statement has been appended as **Appendix 4**.

Assesing Evidence

Collecting evidence
Once the initial version of the portfolio has been completed, and evidence has been collected, the following activities can be undertaken:
you select the best or most suitable evidence, jointly with the volunteer
the volunteer stacks the evidence and numbers each individual document
if necessary you propose supplementing the evidence or improving the portfolio
once the portfolio is complete, you submit it to the assessor, together with the evidence
Suitable evidence includes:
evidence which contributes to the prospects or the aim of the volunteer
evidence which meets the general criteria (see below)
N.B.: There is no need to provide evidence for each aspect of conduct, but you do need to provide evidence for each competence rated as 'I can do this well' or 'I can do this to some extent'.

Assessment criteria
Certain criteria are used nationally for the validation of evidence in VPL procedures. The assessor knows how to handle these criteria but do read the decision rules in the Manual for the Assessor. The first and most important ones include:

> **Legitimacy**:
> Does the evidence show that this experience is genuinely the volunteer's own?
>
> **Relevance**:
> Does the evidence say something about the desired competence (aspects of conduct, level, environment)?

If the volunteer wishes, evidence may be assessed in greater detail. This occurs, for instance, if the volunteer wants to find paid work. Or wants to train for a trade or profession. As well as legitimacy and relevance, the following criteria also count:

> **Up-to-dateness**:
> Does the evidence show the period in which the competence was acquired? Is the evidence up-to-date?
>
> **Quantity**:
> Does the evidence indicate the duration, and how intensive the experience with the competence was?
>
> **Variation**:
> Does the evidence indicate that the competence was carried out in different situations?

Assessor
As a facilitator you provide an independent assessor. You do this right at the start of the VPL procedure. Independent means that the assessor does not have direct contact with the volunteer during the VPL procedure, and that they can assess the portfolio with some degree of objectiveness.
The assessor may stem from
- another voluntary organisation
- another 'department' in the same organisation
- outside the organisation, for instance from a regional or provincial office.

You should assume that the assessor is familiar with the VPL procedure and with assessing portfolios. The assessor will have at least received instructions on the subject.

What if evidence turns out to be insufficient?
- go back in the procedure and conduct an additional discussion
- try again to identify experience and to translate it into the competences
- discuss how the portfolio can be supplemented
- do this with the aid of a STAR interview, if necessary
- or ask the volunteer to request References

D PART 3: RESULT

Instructions for facilitating Portfolio part 3

Concluding interview

You have received the assessed portfolio from the assessor. The VPL procedure is then concluded with an individual concluding interview. This interview lasts approximately one hour. It signifies the last step of the VPL procedure.

volunteer:	facilitator:	material:
3. concluding interview:	return portfolio to volunteer	assessed portfolio
		assessor report
discussion assessment	recommendation	
drawing conclusions for the Personal Development Plan (P.D.P.)	propose P.D.P.	blank P.D.P. (digital or hard copy)
		blank Certificate of Participation
	write out and hand over certificate of participation	completed P.D.P.
		completed Certificate of Participation

Preparation:
- examine the portfolio assessment
- ask the volunteer whether they are satisfied
- assist in accepting the assessment
- or assist with the decision to improve the portfolio and submit it again
- partly complete the Certificate of Participation (if possible on the computer)
- prepare a proposal for the Personal Development Plan (P.D.P.) (ditto)

The following subjects will be on the 'agenda' for the concluding interview:
1. Jointly examine the portfolio assessment
2. Consider the competences which have been 'validated'
3. Discuss the Approach section in the P.D.P. and decide on an option.
4. Present the Certificate of Participation.

Certificate of participation

By signing the Certificate of Participation you confirm that the contents of the Portfolio is accurate according to your findings. You state this on behalf of the organisation offering the VPL procedure and on behalf of MOVISIE, the national umbrella organisation.

Complete the Certificate of Participation on the computer. Base it on the blank, digital version. This is done as follows:
- note the competences the volunteer has mastered 'well'
- note the competences the volunteer has mastered 'to some extent'

For instance:

Working systematically	Demonstrate reliability
Solving problems	Communication
Presentation	Cooperation
Accepting praise and criticism	Application of language and maths skills

Discuss your proposal with the volunteer in the concluding interview. Arrive at a mutually agreed conclusion, a shared decision.

Then sign the Certificate of Participation, on behalf of your own organisation and MOVISIE:

Date: Place:
Organisation: ….
Signature: ….

Personal Development Plan (P.D.P.)

Following the Certificate of Participation, you prepare the Personal Development Plan. This is done on the computer as follows:
- open a blank version from the digital portfolio
- consider the competences the volunteer is determined to work on over the next few months; these generally include at least the 'blank spaces' in the Certificate of Participation; highlight these in the P.D.P. picture.
- do not forget other competences which the volunteer is determined to develop over the next few months.

The example below is part of the Certificate of Participation shown earlier:

COMPETENCES I WANT TO DEVELOP INCLUDE:

Working systematically	Demonstrate reliability	Dealing with Time and pace
Solving problems	Communication	Complying with Health & Safety regulations
Presentation	Cooperation	Contributing to good relations at work
Accepting praise and criticism	Application of language and maths skills	Learning while doing

Discuss this during the concluding interview. Jointly try to arrive at a shared decision.
Discuss the way the volunteer wants to develop these competences further. Tick one or more of the options or jointly think of a different approach:

APPROACH:
      Doing volunteering tasks in which these competences can be practised
      Developing these competences further in paid work
      Looking and learning from others
      Asking feedback from colleagues
      Asking feedback from a line-manager
      Attending a course
      Other, namely: **……. jointly think up and enter possibilities**

This is the end of the VPL process. Wish the volunteer success in attaining their objectives.

APPENDIX 1: Catalogue General Volunteer Competences

Working systematically

This means:
o establishing a correct order of work
o working in accordance with the applicable policy or approach
o checking completed work

Demonstrating reliability

This means:
o doing what I promised
o treating information confidentially
o helping out when pressure of work requires this

Dealing with Time and Pace

This means:
o planning work in the time available
o sticking to deadlines for a particular activity
o adapting the pace of work to the situation

Solving problems

This means:
o finding solutions for practical and day-to-day issues at work
o weighing up the benefits and disadvantages of a solution
o asking for help when an activity stagnates

Working in accordance with Health & Safety regulations

This means:
o complying with current health and safety regulations
o preventing unhealthy and unsafe situations
o taking steps whilst considering your physical possibilities

Communication

This means:
o consulting about tasks and implementation
o putting across what I want, either verbally or non-verbally
o communicating information to other people

Presentation

This means:
- conducting myself in a way which befits the situation
- taking care of my appearance in a way which befits the situation
- propagating the organisational philosophy

Contributing to good work relations

This means:
- requesting attention from the line-manager in a pleasant manner
- taking the welfare of team members and other persons involved into account
- dealing with other customs, standards and values

Cooperation

This means:
- actively contributing to the division of work
- actively taking part in activities in relation to which agreement is required
- responding to other people's work problems

Accepting praise and criticism

This means:
- motivating myself again after a blow or disappointment
- dealing with compliments and criticism
- modifying my expectations when circumstances demand this

Application of Language and Maths skills

This means:
- compiling a memo, short letter, report or form
- establishing the size, scope or ratio required
- using a list, table or schedule

Learning while doing

This means:
- experimenting with difficult tasks or new situations
- learning from other people's examples
- being able to find information

APPENDIX 2: Frequently asked questions

FREQUENTLY ASKED QUESTIONS

1. *When does the volunteer assess a competence in themselves as mastering it 'well'?*
   If the volunteer has mastered the competence with at least two of the three aspects of conduct, and if this can be demonstrated with at least 1 piece of evidence.

2. *When does the volunteer assess a competence in themselves as mastering it 'to some extent?*
   If the volunteer has mastered one of the three aspects of conduct and this can be demonstrated with at least 1 piece of evidence.

3. *What does the following mean? 'I want to learn this'*
   That the volunteer has not mastered the competence sufficiently to be able to state that they have mastered it 'well' or 'to some extent' (or that the volunteer has as yet no experience of the competence) and that the volunteer wants to develop this competence.

4. *What is the role of the facilitator in self-assessment?*
   To give feedback based on your experience with the volunteer. To assist the volunteer to think up examples. To jointly think up ideas for evidence and agree if possible on the self-assessment. Or to conduct a STAR interview and complete a STAR statement, see Appendices 3 and 4.

5. *How can the volunteer best order evidence?*
   Collect the evidence in a large portfolio folder or box. Stack all pieces of evidence and number each one. Compile an List of Evidence when completing the portfolio. Enter the appropriate number for each competence. The same pieces of evident may be relevant to multiple competences, in which case the number should be repeated.

6. *What does the assessor base their assessment on?*
   The decision rules used by the assessor are listed in the Manual for the Assessor. It is useful to know these and to discuss them with the volunteer. You should therefore also print out the Manual for the assessor. Use it when facilitating the portfolio.

APPENDIX 3: STAR-interview

STAR INTERVIEW
Duration per competence: 2 – 5 minutes

Step 1   DEFINE THE COMPETENCE
Explain the accompanying aspects of conduct.
Check whether the volunteer identifies the aspects of conduct.
State why you want to conduct the STAR interview.

Step 2   INITIAL QUESTION
Ask about a concrete situation in the past
in which the competence was applied.
Look for a moment, an example.

Step 3   CONTINUE QUESTIONING
Continue questioning about this single concrete situation.
Do this rigorously and remain in control:

SITUATION
Where, when, with whom, with which etc.
Arrive at a picture of the actual circumstances.

TASK
What was expected from the volunteer at that moment?
What did they have to do which relates to this competence?

ACTION
What did the volunteer actually do?
Continue asking about actions demonstrating the three aspects of conduct.

RESULT
Did the action have the desired effect? (see Task)

Step 4   DETERMINATION
Determine whether the example relates to the competence.
If negative, enquire about another example from the past.
Establish that you are convinced: the presence of the
competence has been demonstrated by this example.
The competence is therefore present in the volunteer.

APPENDIX 4: STAR-statement

Name volunteer:

The volunteer named above has taken part in a STAR interview
as part of the VPL General Volunteer Competences. The purpose was to demon-
strate the presence of certain competences.

This report relates to the following competence:

1. Situation
   |
   |
   |

2. Task
   |
   |
   |

3. Action
   |
   |
   |

4. Result
   |
   |
   |

Place and date STAR test:

Voluntary organisation:

Signature VPL facilitator:

APPENDIX 5: Reference declaration

Name volunteer:

The volunteer named above has obtained this reference declaration as part of the VPL General Volunteer Competences procedure.

The declaration relates to the following competence:

Reference:

Name:

Job title:

At organisation/company:

Declaration:

I herewith declare that ....

Place and date:

Signature reference: