



## CASE STUDY SUMMARY: SWITZERLAND

Number	SUMMARY	SECTOR
CS 1	<p><b>CS1:</b> Val-Form qualification procedure for metalworkers: the CS aim here is to demonstrate the strengths and weaknesses of validation procedures in an area of vocational education and training in the Valais Canton. The CS describes at length the procedures targeted at adults with work experience but no corresponding VET qualifications. It especially presents the main actors involved through three interviews (the candidate, the skills adviser and the chief expert assessor) reporting their respective views of the process. The CS highlights the role of the adviser, and the negotiated process involved between advisers and experts.</p>	VET
CS2	<p><b>CS2:</b> Interpret association: community interpreters: this CS relates in a narrative form a successful experience of RPL outcomes and a new qualification scheme for interpreting services in the healthcare, educational and social work sectors, in a context where these services have to deal with communities speaking many languages. The CS first describes the (bottom-up) partnership approach for the construction of a qualification and different qualifying paths suitable for experienced / newer volunteer intercultural interpreters; it then analyses the results of this approach, outlining the various stages applicants have to go through to have their competences assessed (own language and "local" language). It highlights the delicate tasks of assessing "soft" competences" in a context where intercultural misunderstandings can easily occur. It reflects on the fact that the initial creation of a basic certificate (later integrated within the Federal certification system) by an AE Association has given visibility to the need for professional interpreting, thus creating a greater demand; in turn by getting an official qualification immigrants gain a better chance to integrate the labour market in this, and other, areas. Finally it gives a conclusive evaluation, mentioning the importance of transparency for the qualification, of the partnership approach and of the use of the same experts across the processes, of the creation of cost effective on-line tools, concluding that this CS could be used as a model for the recognition of prior learning outcomes in the volunteering sector.</p>	3 <sup>rd</sup> Sector/ AE

CS3	<p>Equivalence assessment for the Federal PET diploma in AE and Training”: this CS presents the context in which this validation route for exercising AE teachers was developed. It is based on interviews with key actors, and relates in detail the interviews with an applicant and a skill advisor responsible for providing guidance. It describes quite a complex process, involving “competency profiles” for the self assessment form applicants have to do as part of the portfolio. The CS provides a reflective paragraph in which issues between procedural demands may come into conflict with a more individualised and flexible approach, although the overall feeling is that the procedure has been successful in practice.</p>	VET/AE
CS4	<p><b>Career Guidance advisers:</b> This case study presents a pilot project conducted from March 2007 to June 2010 to explore the validation of prior learning (VPL) for competencies gained - either formally or informally - in the area of occupational, educational and career guidance. The protected title of “occupational, educational and career guidance counsellor” (OEC guidance counsellor) is obtained through a VPL procedure. This title is intended to holders of a Tertiary A (Higher Education level) diploma who can additionally attest of five years professional experience, of which three at least gathered in the field of counselling and guidance. The procedure was institutionalised in July 2010.</p> <p>People who are awarded this title will be able to work for guidance services with a qualification that is recognised on a national level, and provides their holder with a right to practice; it also allows valuing and developing career paths.</p> <p>For this particular title, the VPL procedure is also intended to remedy to the shortages in OEC guidance counsellors, which is otherwise expected to intensify over the next decade.</p> <p>The VPL procedure is divided into five phases:</p> <ol style="list-style-type: none"> <li>1. Information and guidance</li> <li>2. Preparing the assessment portfolio</li> <li>3. Assessment</li> </ol>	AE/ HE

	<p>4. Validation</p> <p>5. Certification</p> <p>More information can be found under: <a href="http://www.sdbb.ch/dyn/2446.asp">http://www.sdbb.ch/dyn/2446.asp</a></p>	
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