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National report Belgium - Flanders

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Appendix 1 Document analysis – sources

Documentation about the policy **in the CAEs** regarding the current exemption procedure for educational qualifications, based on the following materials.

Sources	organisations	description
websites	http://tweedekansonderwijs.be/ http://www.campusvifhoek.be/ https://www.cvo-step.be/ https://www.stedelijkonderwijs.be/encora https://cvovitant.be/locatie/ http://www.cvovolt.be/page.php?id=1 https://www.cvoaltus.be/ http://www.cvobrusseel.be/nl/cvobrusseel - Websites of CAEs offering the course of AGE who are not embedded in the field trials	- Vision and mission on SCE - Exemption procedure - Organization structure of the CAE
Moodle platform	- Federation SCE	- electronic exemption test platform
written documents	- federation of SCE - 7 participating CAEs field trials	- vision and mission on SCE - Exemption procedure - organization structure of the CAE
internal documents	- federation of SCE - 7 participating CAEs field trials	- annual reports - intake procedure documents

Documentation on current material **on Flemish level** regarding VPL for educational qualifications and quality frames.

Sources	organisations	description
website	http://vlaamsekwalficatiestructuur.be/onderwijskwalficaties/	- VQF /VPL educational qualifications - quality and standards
website	http://erkennenvancompetenties.be/	- VPL for educational qualifications
written documents	2001 EVC - Van herkennen naar erkennen 2007_UA_inventarisatie en portfolios IDEA – consult EVC kosten en baten IDEA consult - EVC probleemverkennd IDEA consult - EVC bedrijfsperspectief	- research on VPL in educational setting

The VISKA team informed and documented themselves **on European level**

Sources	organisations	description
website	https://www.cedefop.europa.eu/en/themes https://www.cedefop.europa.eu/files/3073_en.pdf	VNFIL
written documents	Council recommendation on VNIL Council recommendation on Upskilling Pathways	VNFIL

Documentation on transversal skills

Sources	organisations	description
websites	http://www.unevoc.unesco.org/go.php?q=TVETipedia+glossary+A-Z&filt=all&id=577 https://ec.europa.eu/esco/portal/escopedia/Cross-sector skills and competence https://glosbe.com/en/en/transversal%20skills https://prezi.com/oodu_vdkvmcr/transversal-skills-eri-net-presentation/ UNESCO (Bangkok) 2014, Asia Pacific UNESCO Bangkok 2016, Asia-pacific http://ftp.jrc.es/EURdoc/JRC83167.pdf http://www.p21.org/our-work/p21-framework http://www.iste.org/standards/iste-standards http://unesdoc.unesco.org/images/0021/002134/213475e.pdf http://www.atc21s.org/ http://www.oecd.org/pisa/35070367.pdf http://www.juniorcycle.ie/NCCA_JuniorCycle/media/NCCA/Documents/Key/Key Skills 2014.pdf http://www.australiancurriculum.edu.au/ http://www.vcaa.vic.edu.au/ http://ec.europa.eu/education/policy/school/competences_en transversal skills: http://www.ats2020.eu/pfiles/41-transversal-skills http://ftp.jrc.es/EURdoc/JRC83167.pdf http://www.iste.org/standards/iste-standards http://unesdoc.unesco.org/images/0021/002134/213475e.pdf http://www.p21.org/our-work/p21-framework https://www.sri.com/work/projects/21st-century-learning-design-21cld http://pict.sdsu.edu/engauge21st.pdf http://www.oecd.org/pisa/35070367.pdf http://www.atc21s.org	information on transversal skills (D1.1)

Appendix 2 Intake form + Roadmap 'VPL Intake file per candidate'

INTAKE FORM

1. Identification phase

Name:

Year of birth:

1.1 School career

1.1.1. Compulsory education

Tick the educational path of the candidate. When the course of study changed during the school year, tick the box the candidate followed on 30th of June. If the candidate re-did a schoolyear, only the second time is registered.

	ASO	BSO	TSO	KSO	DBSO ¹	Don't know anymore
1st year	<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>
2nd year	<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>
3rd year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4th year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5th year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6th year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7th year		<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
Modular education		<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
Already participated in exams of the Education Board of Secondary Education					<input type="checkbox"/>	
Special needs secondary education					<input type="checkbox"/>	
OKAN (= Reception education for non-Dutch-speaking children)					<input type="checkbox"/>	
Abroad					<input type="checkbox"/>	

¹ See abbreviations for ASO, TSO, KSO, BSO, DBSO

How many times did the candidate have to re-do a schoolyear? Please state the number of times each time. If he/she didn't have to re-do a school year, write 0 times.

- | | | | |
|--------------------------|---------------------|--------|-------|
| 1. | Kindergarten | | Times |
| 2. | Primary education | | Times |
| 3. | Secondary education | | Times |
| <input type="checkbox"/> | I don't know | | |

Did the candidate ever receive an orientation certificate B?

- No
- Yes
- Don't know anymore

Remarks about the school career

What were reasons for not obtaining the diploma of Secondary Education ? Multiple answers are possible.

- I wanted to go to work
- I reached the school-leaving age
- I didn't see any point in having a degree
- I had to help at home with the household (children, ...)
- I had to help in the business of my parents (or family)
- Because I had personal and/or family problems (e.g. addiction, psychological problems)
- Because I had problems with certain subjects
- Because I had problems with certain teachers
- Because I didn't have a good study method
- Illness, accident
- Because I didn't feel like going to school anymore.
- Due to the situation/problems in my country of origin
- Due to learning or concentration problems
- Due to bullying or other social problems with other pupils (e.g. age difference became too big)
- Other ...

1.1.2. Other courses (also non acknowledged diplomas obtained abroad)

Schoolyear	Course	Certificate obtained?

1.2 Work experience and societal involvement

Description of work experiences (remunerated or voluntary) that can illustrate the competences related to the four MACUSA modules.

1.3 Motivation of the candidate

Why does the candidate want to follow the course of AGE ? Multiple answers possible.

- In order to obtain the diploma of secondary education
- In order to be able to continue studying after the diploma SO: which course?
- Out of self-development, out of interest
- In order to keep up with administration (child allowance, ...)
- In order to be able to make a promotion
- To increase my chances on the labour market
- Because my parents make me do it, public social welfare centre
- I don't know (yet)

What does the candidate want to do after obtaining the diploma of secondary education ? Multiple answers possible.

- Further education
- Finding a (another) job
- Other ...

1.4 Time registration of the identification phase

Name trajectory counsellor:

Time spent per candidate:

2. Documentation phase

During the identification phase, does the candidate indicate that he/she wishes to hand in documents that may entitle him/her to exemptions?

- Yes
 - No
-
- The candidate had the documents with him or brought them with him immediately.
 - The centre had to remind the candidate to provide the necessary documents with regard to obtaining exemptions.
 - Although the candidate promised to bring in documents, he/she never did.

Write down the documents that the candidate submitted below.

	Date document	Description
<i>bv.</i>	<i>30 june 2015</i>	<i>report 4th year TSO</i>

3. Validation prior qualifications (=EVK)

3.1. Obtained exemptions through EVK

ICT 1	M	B
ICT 2	M	B
ICT 3	M	B
Modern foreign languages MVT 1	M	B
Modern foreign languages MVT 2	M	B
Modern foreign languages MVT 3	M	B
Modern foreign languages MVT 4	M	B
Mathematics Basic	M	B
Mathematics 1	M	B
Mathematics 2	M	B
Dutch Basic	M	B
Dutch 1	M	B
Dutch 2	M	B
Science	M	B
Society – Culture – Cooperation (MACUSA)	M	B
Society	M	B
Culture	M	B
Organisation and cooperation	M	B

M=minimum B= extension

3.2. Remarks

4. Assessment and certification phase

Write down the planning and the outcome of the exemption tests below.

Module	M or B	Date/hour	Outcome
ICT 1	M - B		Exemption – No exemption
ICT 2	M - B		Exemption – No exemption
ICT 3	M - B		Exemption – No exemption
MVT 1	M - B		Exemption – No exemption
MVT 2	M - B		Exemption – No exemption
MVT 3	M - B		Exemption – No exemption
MVT 4	M - B		Exemption – No exemption
Math Basic	M - B		Exemption – No exemption
Math 1	M - B		Exemption – No exemption
Math 2	M - B		Exemption – No exemption
Dutch Basic	M - B		Exemption – No exemption
Dutch 1	M - B		Exemption – No exemption
Dutch 2	M - B		Exemption – No exemption
Science	M - B		Exemption – No exemption

- The candidate has completed the entire exemption procedure.
 The candidate has only completed part of the exemption procedure (a number of exemption tests are taken later in the trajectory).

Does the candidate accept the exemptions ?

- Yes
 No
 Partly

Possible clarification:

Roadmap 'VPL Intake file per candidate'

During the VISKA-field trials, data should be registered from candidates who participate in exemption tests/VPL procedure. Please follow the guidelines described in this roadmap.

You can contact VISKA staff for information or assistance:

- Name:
Telnr:
[email](#)
- Name:
Telnr:
[email](#)

VPL file per candidate

The data collection is related to the different phases of a VPL procedure:

1. Identification phase
2. Documentation phase
3. Evaluation phase
 - a. exemptions based on validation on prior qualifications
 - b. exemptions based on exemption tests

The manner of informing candidates on the VPL possibilities they have, is not included in the 4-phases of VPL. Communication actions made by the CAE are gathered earlier, during the exploratory interview.

Certification phase is not built in in this data collection.

Please list the time devoted to the identification phase as correctly as possible (point 1.4 of the VPL intake document).

VPL-data on center level

In addition to the 'VPL intake per candidate' the collection of the following data², based on center level, are also asked:

- How many candidates go through the VPL process?
- How many candidates sign up in the CAE - after going through the VPL process?

Time registration for conducting and evaluating exemption tests

You are asked to fill out the time you spent on conducting and evaluating the exemption tests. More detailed instructions will follow.

The field trials in your CAE take place from end of May until the end of September / or when exemption tests are blocked.

² CAE'S are subsidized on number of candidates who signed up, and not on number of candidates who did exemption tests.

1. Welcome- and identification phase

1.1. Welcome and information

1.1.1. What?

- The CAE reports the possibility of a VPL procedure for the course of AGE to the candidate.
- The CAE organizes an introductory interview or organizes an appointment.
- The CAE gives the documentation to the candidate.
 - explanation on VPL
 - Information on the content of the exemption tests
 - The competencies
 - The configuration of the test
 - The timing of the tests

1.1.2. Time registration for data collection

Time registration will be measured on candidate level or, when the information phase is collective, an estimation of time spent will be made.

1.2. Identification phase

1.2.1. What?

The guidance counsellor of the CAE interviews each candidate and discusses the following components.

- Registration name and year of birth
 - The name of the candidate should only be necessary for practical reasons and should enable the Center to supply the file at various times. The name will not be digital tracked.
- School career
 - Compulsory education
 - What's the earlier education path of the candidate?
 - What's the reason of not obtaining a diploma of secondary education?
 - are there other courses the candidate has followed?
- (Work) experience
 - Has the candidate work experience or other experiences (volunteer work, responsibilities in the youth movement ...) that may indicate already developed competences (e.g. organization and cooperation)?
- Motivation of the candidate for the course of AGE

The candidate is informed about earlier acquired certificates and other qualifications to complete his VPL-file. The guidance counsellor also informs the candidate where to go to obtain duplication of earlier acquired qualifications – if needed, f.i. lost documents.

1.2.2. Data- and time registration

On the basis of this interview the guidance counsellor completes the registration form. The guidance counsellor measures the duration of the call and writes it down in point 1.4 of the registration form.

2. Documentation phase

2.1. What?

The information gathered during the identification interview will be filled out in the VPL file of the candidate. Enclosed also the certifications and other qualifications from the candidate that can lead to exemptions.

2.2. Data- and time registration

The VPL file of the candidate contains the documents which can lead to exemptions.

3. Assessment phase

3.1 Exemptions on the basis of earlier qualifications

On the basis of the collected data in the VPL file of the candidate the list of exemptions the candidate can get based on previous learning outcomes ((school)report secondary education ...).

The appointments, made under supervision with the federation of Second Chance Education on concordance charts, will be respected.

3.2 Exemptions on the basis of exemption tests

Based on the results of the interview and the qualification documents of the candidate, an overview of the exemption tests the candidate can make is planned.

The exemption tests are conducted conform the agreements made by the Federation SCE.

The results of the candidate on the exemption tests will be filled out in the chart 3.2 'Obtained exemptions by exemption tests'.

At the end of the VPL -procedure will be specified whether or not the candidate accepts the exemptions and when not, the reasons why (e.g. teaching hours are in conflict with the conditions for a benefit).

Appendix 3 Informed consent – interview adult learners



Informed consent

The interview that is being conducted with me is part of the evaluation of the VISKA project, an Erasmus + policy project, co-financed by the European Commission. I know that this evaluation is carried out by employees of the Flemish Government - Department of Education and Training – and that participation in this research does not directly benefit me, but I am contributing positively to the evaluation and possible improvement of a VPL procedure for AGE.

I willingly participate in this interview and know that there are no risks or inconveniences associated with my participation.

I hereby give my permission to record the interview that is being conducted with me, with a dictaphone, for an efficient data processing.

The signing of this document gives me the following guarantees:

- My data will be kept strictly confidential. My name will not be published anywhere within the framework of this evaluation project and my identity will remain private.
- The information I provide will only be used for the evaluation of the VISKA project.
- This project ends on 12 February 2020. After that, the collected information will no longer be needed and the sound recording will be destroyed.

Date:

Name and signature of the adult learner

Name and signature of the researcher

Appendix 4 Main component analysis of the phases in a VPL procedure

Phase: Informing

	Component- lading
q0017 Op welke wijze informeert uw centrum de kandidaat-cursist over de planning van de EVC procedure?Het centrum geeft:	,917
q0018 Op welke wijze informeert uw centrum de kandidaat-cursist over de tijdsduur van de EVC procedure?Het centrum geeft:	,861
q0016 Op welke wijze informeert uw centrum de kandidaat-cursist over de inhoud en de competenties die door vrijstellingsproeven beoordeeld worden?Het centrum geeft:	,671
q0015 Op welke wijze informeert uw centrum de kandidaat-cursist over de mogelijkheid om een verkort traject te volgen?	,620
Eigenvalue 2,42; r²=60,4	

Phase: Documentation - Recognition of prior qualification

	Component- lading
q0022 Verleent uw centrum vrijstellingen op basis van concordanties met andere opleidingen of eerdere kwalificaties?	,744
q0019 Op welke wijze bevraagt uw centrum de kandidaat-cursist over diens kwalificaties en competenties die aansluiten bij het curriculum van AAV ?Het centrum bevraagt de kandidaat-cursist:	,789
q0021 Op welke wijze vraagt uw centrum getuigschriften/attesten en rapporten van het secundair onderwijs op bij de kandidaat-cursist?Het centrum...	,781
q0020 Op welke wijze bevraagt uw centrum de kandidaat-cursist over diens toekomstperspectief?Het centrum bevraagt de kandidaat-cursist ...	,590
eigenvalue=2,13; r²=53,3	

Phase: Assessment - Recognition of prior learning (exemptions tests)

	Component- lading
q0025 Beschikt uw centrum over richtlijnen m.b.t. afname en beoordeling van de EVC-procedure (te gebruiken materiaal, timing, te verstrekken uitleg aan deelnemer, duidelijke evaluatiecriteria en puntenverdeling, ...)?	,839
q0026 Heeft uw centrum de voorbije twee jaar de EVC-procedure/vrijstellingsproeven aan een evaluatie onderworpen?	,792
q0024 Het decreet op het volwassenenonderwijs geeft de directeur de bevoegdheid om het beoordelingsadvies van de assessor te bekrachtigen. Houdt de directeur in uw centrum bij de beoordeling in de eerste plaats rekening met ...	,574
q0023 Gebruikt uw centrum de vrijstellingsproeven van de federatie TKO?	,494
eigenvalue=1,90; r²=47,6	

Expertise assessor

	Component- lading
q0029 Weet de assessor wat er van hem concreet wordt verwacht in de uitoefening van zijn/haar job?	,912
q0028 Weet de trajectbegeleider wat er van hem/haar concreet wordt verwacht in de uitoefening van zijn/haar job?	,903
q0030 In welke mate is de assessor vertrouwd met de competenties die hij/zij moet beoordelen?	,698
eigenvalue=2,13; r²=71,1	

Appendix 5 Frequency table amount of exemptions through EVK - Amount of exemptions obtained per module unit (exemption tests)

Frequency table - Exemptions obtained through EVK

Exemptions	N	%
0 exemptions	388	81,9
1 exemption	14	3,0
2 exemptions	14	3,0
3 exemptions	2	0,4
4 exemptions	5	1,1
5 exemptions	4	0,8
6 exemptions	3	0,6
7 exemptions	10	2,1
8 exemptions	11	2,3
9 exemptions	4	0,8
10 exemptions	4	0,8
11 exemptions	2	0,4
12 exemptions	1	0,2
13 exemptions	1	0,2
14 exemptions	2	0,4
15 exemptions	3	0,6
16 exemptions	0	0
17 exemptions	1	0,2
18 exemptions	5	1,1
Total (N)	474	100,0

Exemptions obtained through exemption tests per module unit

Module Unit	N	%
<i>ICT</i>		
ICT 1	126	26,6
ICT 2	83	17,5
ICT 3	84	17,7
<i>MVT – modern foreign language</i>		
MVT 1	168	35,4
MVT 2	142	30,0
MVT 3	123	25,9
MVT 4	86	18,1
<i>Maths</i>		
Maths Basic	93	19,6
Maths 1	20	4,2
Maths 2	13	2,7
<i>Dutch</i>		
Dutch basic	168	35,4
Dutch 1	94	19,8
Dutch 2	45	9,5
<i>Science</i>		
Science	60	12,7
Total (N)	474	100,0

Appendix 6 Tool reported on by the Agencies for Integration and Civic Integration: EU Skills Profiling Tool

The EU skills profile tool was developed by the European Council in the period that many refugees from the Middle East and Africa tried to start a new life in countries of the EU. The EU skills profile tool was not used during the VISKA field trials by Flanders as the VISKA project in Flanders/Belgium focuses on VPL for educational qualifications in centres for adult education (CAE). The EU skills Profiling tool was built to be used at an earlier stage, when third country nationals apply in a host country. This exploratory stage, where VPL candidates can be referred to a CAE, does not belong to the scope of the field trials in Flanders. However, the EU skills profile tool has formerly been used in Flanders during the project @level2work with some high qualified adults. The Flemish Public Employment Services (PES), FEDASIL (Federal Agency for Asylum Seekers) and the Agencies for Integration and Civic Integration were involved in this regional project. In Belgium Flanders, the EU skills profile tool is mainly used as a guidance to what education or training is best suited for the candidate. This is reflected in the general observations and feedback from the organisations involved in the @level2work10 project.

Overview of what works and what needs to be improved is summarised below.

- The digital self-assessment tool is widely available, in a wide range of languages. There is no specific cost. A browser and an internet connection is needed.
- Filling out the tool is not attractive, nor does it promote a warm relationship between the customer and the organisation. An individual conversation afterwards can have a positive influence on this.
- Even with the most elaborated tools, you won't be able to get a complete picture of the competences and skills of the third-country migrants or refugees. The tool should be guided by a counsellor who can further question the persons professional experience while using methods like STAR (Situation, Task, Action, Result).
- To get the best results, the counsellor should know the requirements of the aspired profession. In order to avoid a language bias during the assessment, the interview should take place in the mother tongue or in a second language that the client can use proficiently. The best results can only be attained when the third country migrant's competences are assessed in representative professional work.
- It must be clear how much time filling out the tool usually takes. The tool is too long in the current form, many clients are going to drop out before the end of the questions. Drop-down lists for questioning training and work experience are often long and this has an influence on the duration of the tool. The questioning regarding numeracy, school experience and professional experience goes too far. This makes the completion time long and this level of detail has little added value.
- The survey is mainly about cognitive and affective aspects. Motoric skills, personality traits, technical skills are not questioned. Getting a picture of the technical skills of the customer is very desirable.
- The tool would be better with closed questions, which when followed by a positive answer leads to more open questions. This is the case, for example, when questioning professional experience in well-defined sectors.
- The RIASOC model by John Holland could be used to determine a (broad) job target for the client.
- The questions are often asked in a judgmental way.
- Questions about generic competencies lack context: what does a "specific generic competence" mean? The word itself should be clarified by a short text.
- Some generic competences will have a different meaning in a different culture.
- Reflecting on yourself in a context of competencies is culture-related: in some cultures it is not part of the school's curriculum and this might be new for the clients.
- The (Third Country Nationals) client needs to know where this information is going to be used: which authorities are going to consult this information. If this may have implications on getting to a longer stay in the country, if this can lead to the refusal of one residence permit, a (provisional) source of income, permission might not be given.

- The purpose of filling out the tool must be clearly stated in advance: is it information that will allow an initial assessment of the situation of the person with regards to the Flemish or Walloon labour market, is it a thorough self-evaluation with the goal of a pathway to work, ...?
- Clarification is necessary on what the next step is after this information collection.
- Uploading documents will not be easy for every client, especially for refugees who left everything behind.

Appendix 7 Quality control on a sample of exemption tests (in Dutch)

For a sample of modules, it is checked whether the attainment targets are being questioned in the test. At the end of the appendix, a summary of the sample is provided in English.

1. Wiskunde

Wiskunde Basis

nummer ET	Eindterm	toetsvraag
ET AAV WI 001	wiskundetaal begrijpen en gebruiken door onder andere wiskundige rekenregels en conventies correct te hanteren en toe te passen	2
ET AAV WI 005	basisbewerkingen met gehele getallen en breuken uitvoeren	1 3 4 5 6 7 8 9 10
ET AAV WI 006	problemen oplossen in verband met breuken en verhoudingen (onder meer de regel van drieën) en daarbij herkennen welke grootheden en welke bewerkingen aan de orde zijn: - evenredigheden functioneel toepassen met ten minste het principe van de regel van drieën, procentrekenen en schaalgebruik - bij het uitvoeren van de berekeningen verantwoord kiezen tussen schattend rekenen en benaderend rekenen met de zakrekenmachine - zinvol afronden bij opeenvolgende berekeningen - de zakrekenmachine gebruiken bij berekeningen met getallen in decimale en breukvorm	11 12 13 14 15 16 17 18 19 20

Alle eindtermen die moeten verworven zijn in de module worden getest.

Wiskunde M1

nummer ET	Eindterm	toetsvraag
ET AAV WI 007	betekenisvolle formules omvormen: <ul style="list-style-type: none"> - de waarde berekenen van een variabele in een formule bij vervanging van de anderen variabele(n) door een getal - één variabele in functie van een of meer andere schrijven - het effect aangeven van de verandering van de ene variabele op de anderen - eenvoudige verbanden beschrijven tussen variabelen met behulp van formules 	13
ET AAV WI 008	de samenhang aangeven tussen verschillende voorstellingswijzen van het verband tussen variabelen, nl verwoording, tabel, grafiek en formule (voorschrift): <ul style="list-style-type: none"> - een tabel maken van het verband tussen variabelen - een gegeven tabel en grafiek interpreteren, minstens met betrekking tot: het aflezen van bepaalde waarden, het aflezen van extreme waarden, het interpreteren van het globale verloop (constant, stijgen, dalen) - in een opportuun gekozen assenstelsel een grafiek tekenen van het verband tussen variabelen in een gegeven betekenisvolle situatie 	13 14 15 16
ET AAV WI 009	aan de hand van voorbeelden grafieken tekenen en bespreken van enkele eenvoudige functies (mede met behulp van ICT)	16
ET AAV WI 013	redeneren over meetkundige vormen en situaties in 2D en 3D: <ul style="list-style-type: none"> - herkennen en gebruiken van de meetkundige begrippen evenwijdige stand, loodrechte stand en hoeken; - herkennen van figuren in het vlak en kubus, balk, recht prisma, cilinder, piramide, kegel en bol aan de hand van een schets, tekening en dergelijke; 	1 2 3 4 5
ET AAV WI 014	bij meetkundige berekeningen in vlakken en in beperkte ruimtelijke situaties gebruikmaken van schetsen en tekeningen, van meetkundige begrippen en elementaire eigenschappen, in het bijzonder van: <ul style="list-style-type: none"> - de stelling van Pythagoras - oppervlakte - inhoud 	6 7 8 9 10 11 12

Alle eindtermen die moeten verworven zijn in de module worden getest.

Wiskunde M2

Nr. Eindterm	Eindterm	Vraag
ET AAV WI 002	functioneel gebruikmaken van informatie- en communicatietechnologie om wiskundige informatie te verkennen en voor te stellen, en om wiskundige problemen te onderzoeken en op te lossen	
ET AAV WI 003	probleemoplossende vaardigheden toepassen: - wiskundige informatie analyseren, schematiseren en structureren - gebruikmaken van wiskundige technieken, zoals figuren maken en tabellen opstellen - bij het oplossen van een vraagstuk: relevante gegevens scheiden van niet-relevante gegevens, gegevens met elkaar en met de probleemstelling in verband brengen - de gegevens van het gevraagde weergeven in een geschikt wiskundig model - het vraagstuk planmatig uitwerken	8 9 10 11 13
ET AAV WI 004	reflecteren over de gemaakte keuzes voor representatie- en oplossingstechnieken en ze verantwoorden	8 9 10 11 17
ET AAV WI 010	statistische gegevens interpreteren uit frequentietabellen en diverse grafische voorstellingen	16
ET AAV WI 011	aan de hand van voorbeelden van belang uitleggen van de representativiteit van een steekproef voor het formuleren van statistische besluiten over de populatie	2 3
ET AAV WI 012	in betekenisvolle situaties gemiddelde, mediaan en variatie van statistische gegevens gebruiken bij het trekken van conclusies	12 13 14

Vraag 1, 4, 5, 6, 7: niet duidelijk te plaatsen.

Eventueel bij ET AAV WI 010 in het kader van voldoende kennis van terminologie. Sluiten deze vragen voldoende aan bij het leerplan? Het leerplan legt de nadruk op uitvoerend i.p.v. enkel focus op kennis.

ET AAV WI 002 wordt niet beoordeeld.

2. Wetenschappen M

nummer ET of BC	Eindterm	toetsvraag
ET AAV MA 001	in duurzaamheidsvraagstukken de verwevenheid en wederzijdse beïnvloeding tussen economische, sociale en ecologische aspecten, techniek en beleid herkennen	23
ET AAV MA 002	naar duurzame oplossingen zoeken om de lokale en globale leefomgeving te beïnvloeden en te verbeteren	
ET AAV MA 016	met voorbeelden het belang van ruimtelijke ordening illustreren	22
ET AAV MA 019	van fundamentele maatschappelijke problemen, actualiteit, eigen ervaringen en opleidingselementen het verband aantonen met geografische determinanten	
ET AAV MA 020	een atlas, een plattegrond en een kaart gebruiken	
ET AAV MA 021	gegevens over weer en klimaat van een gebied uit cijfers, grafische voorstellingen en kaarten aflezen en interpreteren	24 25
ET AAV WE 001	bij de mens de onderlinge samenhang tussen de verschillende lichaamssystemen met voorbeelden illustreren	1 3 6
ET AAV WE 002	bij de mens beschrijven hoe erfelijke kenmerken van generatie op generatie worden overgedragen	5 10
ET AAV WE 003	bij de mens manieren aangeven om de voortplanting te regelen en om seksueel overdraagbare aandoeningen te voorkomen	7
ET AAV WE 004	in een concreet voorbeeld aantonen wat een ecologisch evenwicht is, dat de mens natuur en milieu beïnvloedt, en dat daardoor ecologische evenwichten kunnen wijzigen	8
ET AAV WE 005	voor de biologische evolutie aanwijzingen geven	4 8
ET AAV WE 006	in concrete voorbeelden uit het dagelijkse leven aantonen dat energie in verschillende vormen kan voorkomen en omgezet kan worden in anderen energievormen	2 12 13 14
ET AAV WE 007	de bewegingen van aarde en maan en de waarneembare gevolgen ervan op aarde aantonen	15 16 17

ET AAV WE 008	op een eenvoudige manier enkele fysisch-aardrijkskundige kenmerken van een bestudeerde regio verklaren	18 19
ET AAV WE 009	bij een eenvoudig onderzoek de essentiële stappen van de natuurwetenschappelijke methode onderscheiden	20
ET AAV WE 010	de mogelijkheden en beperkingen van wetenschappelijke experimenten en theorieën illustreren	

4 vragen konden niet gekoppeld worden:

- Vraag 6: geen duidelijke koppeling met een ET
- Vraag 9: geen duidelijke koppeling met een ET
- Vraag 11: waarschijnlijk bedoeld voor ET AAV WE 005, maar er wordt niet gevraagd naar aanwijzingen voor biologische evolutie.
- Vraag 21: geen duidelijke koppeling met een ET

Vier eindtermen worden niet getoetst:

- ET AAV WE 010
- ET AAV MA 002
- ET AAV MA 019
- ET AAV MA 020

Drie ET maatschappij die enkel in de module wetenschappen M aan bod komen, worden niet getest.

3. ICT

ICT M1

eindterm	Tekst eindterm	Vraag
ET AAV ICT 001	reageert gepast bij een virusmelding	Niet getest
ET AAV ICT 003	leeft regels inzake ICT-gebruik na in overeenstemming met ethische en deontologische regels	1 3
ET AAV ICT 006	kan datagehelen (tekst, foto, audio, video, programma's) downloaden	Niet getest
ET AAV ICT 013	interpreteert de elementen van een beeldscherm	2
ET AAV ICT 016	kan ICT gebruiken om te communiceren	
ET AAV ICT 018	kan bepalen welke virtuele diensten het meest geschikt zijn voor een bepaalde taak	4
ET AAV ICT 019	kan aangeven waarop hij moet letten bij de aanschaf van een computer en andere frequent gebruikte hardware	5 7
ET AAV ICT 020	kan het aanbod van verschillende providers onderscheiden en een bewuste keuze maken	6
ET AAV ICT 021	kan budgettaire consequenties van ICT-keuzes inschatten	7

ICT M2

Nummer ET	Tekst ET	vraag
ET AAV ICT 002	gebruikt beveiligingsprogramma's	Niet getest
ET AAV ICT 009	maakt back-ups	Niet getest
ET AAV ICT 010	kan aangeven waarvoor databanktoepassingen gebruikt worden	6
ET AAV ICT 011	kan met behulp van ICT informatie opzoeken, op zijn relevantie beoordelen, verwerken en bewaren	1
ET AAV ICT 014	kan zich registreren	Niet getest
ET AAV ICT 015	kan de procedure doorlopen voor pc-banking, digitale aankopen en reserveringen	2

ET AAV ICT 022	kan de mogelijkheden en de gevaren van commerciële toepassingen van het internet aangeven	4 5 7
ET AAV ICT 023	gaat kritisch om met ICT-ontwikkelingen	8

ICT M3

Nummer eindterm	Tekst eindterm	vraag
ET AAV ICT 004	kan functioneren in een eenvoudige digitale leeromgeving	Niet getest
ET AAV ICT 005	kan een ingebouwde helpfunctie gebruiken	1
ET AAV ICT 007	kan tekst- cijfer-, beeld-, of geluidsmateriaal in één document integreren	Niet getest
ET AAV ICT 008	kan courante informatie- en communicatietechnologie en - software gebruiken	3 4 5
ET AAV ICT 012	stelt een eenvoudig e-portfolio op	
ET AAV ICT 017	kan een ICT-toepassing voor een opdracht kiezen en gebruiken	2

4. Frans

Level 1

Nummer ET	Eindterm	vraag
ET AAV MVT 001	het onderwerp bepalen in informatieve , prescriptieve en narratieve teksten	Luisteren/lezen vraag 1 en 2
ET AAV MVT 013	standaarduitdrukkingen en beleefdheidsconventies uitdrukken	Geen proef spreken
ET AAV MVT 017	standaarduitdrukkingen en vaste frasen gebruiken	Schrijfproef

Mondelinge vaardigheden worden niet getest.

Er worden weinig vragen gesteld, waardoor een genuanceerd beeld in gedrang komt.

Level 2

Nummer ET	Eindterm	Vraag
ET AAV MVT 002	de hoofdgedachte achterhalen in informatieve prescriptieve en narratieve teksten	Vraag 1
ET AAV MVT 006	het onderwerp bepalen in informatieve , prescriptieve en narratieve teksten	Vraag 2
ET AAV MVT 010	vooraf gekende informatie meedelen in de vorm van een informatieve tekst	Geen spreektest
ET AAV MVT 018	mededelingen schrijven	Geen schrijftest

Mondelinge- en schrijfvaardigheden worden niet getest.

Er worden weinig vragen gesteld, waardoor een genuanceerd beeld in gedrang komt.

Summary exemption tests

	Attainment targets integrated	Concordance with attainment targets ok	Model answers available	Assesment criteria	Information for assessors available	Information content available for learner
ICT M1	0	0	1	1	1	0
ICT M2	0	0	1	1	1	0
ICT M3	0	0	1	1	1	0
Science	0	0	1	1		1
Maths Basic	1	0	1	1		0
Maths M1	1	0	1	1		0
Maths M2	1	0	1	1		0
Dutch						

Appendix 8 Quality kit AHOVOKS

ACCESSIBILITY	Score 0-1-2-3-4	This is evidenced by	Bottlenecks & challenges	Improvement actions
1. The conditions for participation are defined				
and free available				
advance				
4. It is clear how the participant presents oneself				
5. The participant receives the information about the assessment				
6. The guidelines and criteria for time for the participant				
7. The participant is accompanied to the standard				
8. The participant is provided with (e.g. folder, ...)				
9. The participant is provided with (e.g. folder, ...)				

TRANSPARENCY	Score 2-3-4	This is evidenced by	Bottlenecks & challenges	Improvement actions
certificate, qualification, ...)				
start of the procedure				
4. The way in which participants are judged is transparent and known in advance				
5. The criteria of the evidence in contexts)				
6. The decision making process (e.g. opinion 3 assessors, ...)				
7. The participant will be informed the result of the procedure				
<i>standard)</i>				
9. On the VMO evidence that the determined by decree.				
10. The participant can request the procedure.				

Transparency (continued)	Score 2-3-4	This is evidenced by	Bottlenecks & challenges	Improvement actions
11. The participant fulfills its legal development of its competences				
12. The participant fulfills its legal development of its competences (administration, Coordinator, ...)				

RATING	Score 2-3-4	This is evidenced by	Bottlenecks & challenges	Improvement actions
1. The assessment methods used are appropriate (including route)				
2. The applied assessment methods are valid (to measure it)				
3. The assessment methods are reliable (liable to coincidence)				
4. Each competency is tested for methods, ...)				
5. The competencies that will be validated				
6. Each competency is judged by (intersubjectivity)				
7. The assessors are trained and avoid bias (avoidance)				
8. The assessors are familiar with the competencies to be assessed				
9. The assessment is conducted in independent testing)				
10. The assessment is based on objective criteria				
same for all participants				

RIGHTS	Score 2-3-4	This is evidenced by	Bottlenecks & challenges	Improvement actions
time by the candidate				
2. The needed original evidence is provided in a confidential manner				
3. The VLE proof is owned by the participant				
4. The participant is informed in a complete and appropriate procedure				
5. The integrity of the participant is guaranteed				
6. The participant has given his consent for the data processing				
7. The participant has the right to his personal data (e.g. deletion, correction, placement, etc.)				

PROFESSIONALISM	Score 2-3-4	This is evidenced by	Bottlenecks & challenges	Improvement actions
Organization				
2. Functional qualifications (<i>professional, pedagogical, ...</i>)				
3. The roles and tasks are separated				
job.				
their job-abilities				
6. <i>ethics (integrity, honesty, secrecy, confidentiality, ...)</i>				

QUALITY ASSURANCE	Score 2-3-4	This is evidenced by	Bottlenecks & challenges	Improvement actions
Organization				
evaluated				
3. All relevant factors are evaluated (workfield, training, ...)				
4. Complaints and appeals procedure foreseen				
5. The data from the complaints included in the evaluation				
6. There is a transparent and and stages are included				
results, ...)				
results of the evaluation.				
9. Where necessary, the intended audience is reached				
VPL policies of the provider				

Action plan quality improvement VPL

Date: self-evaluation. ./. /. . . .

	Improve action	Showing	Whom	Reporting	When
1					
2					
3					
4					
5					

Date next self evaluation: ./. /. . . .

Appendix 9 Interview guide of the interviews with the learners

	Time foreseen
Background questions	
Gender: M / F Age group: 18-20y / 21-25y / 26-35y / >35y School career: 'Waterfall effect' / BSO / TSO / ASO / Abroad Exemptions obtained: Yes / No	before
Introduction	
<ul style="list-style-type: none"> ✓ Introducing ourselves ✓ Employees Department Education and Training – VISKA-project ✓ Duration of the interview: 20 - 30 minutes ✓ Theme: Evaluation of the VISKA-project ✓ Interview is recorded, but information will be processed anonymously and will not be distributed ✓ It is important that you tell us your personal opinion and experiences <p>Thank you for taking the time to participate in our investigation. We are x and x and we are employees of the Flemish Government, Department of Education and Training. A European research project (VISKA), which stands for visible skills of adults, is currently running. With this project, we are looking at how we can best guarantee a good VPL procedure and whether it actually is of added value for adults who do not yet have a diploma of secondary education. That is why your input is very important.</p> <p>Normally, you recently have completed a survey with questions about the VPL procedure. Through this interview we want to go into this in more detail and it will take about 20 to 30 minutes. You will be asked about your personal opinion and experiences, so it is important to answer in a personal and honest way. And to reassure you, we also inform you that there are no correct or wrong answers.</p> <p>The conversation will be recorded, but the content is confidential and will therefore be processed completely anonymously and it is certainly not intended to discredit you or anyone else. Afterwards, the interview will be completely transcribed and if you want you can have a copy of it.</p>	1,5 min
Opening questions (to put the respondent at ease)	
1. Wat do you think of the course AGE? <ul style="list-style-type: none"> o What is good/ what is not so good ? 	0,5 min
Preliminary questions	
2. Why did you subscribe in the course of AGE ? 3. Did you know that you were a participant in a European project ? (flyer, ...?)	0,5 min
Transition questions	
INTERVENTION 5: Awareness and access <ul style="list-style-type: none"> 4. How did you end up in the CAE ? Have you been referred ? 5. Have you heard from the Examination Board? 	2 min

<ul style="list-style-type: none"> o If so, by what means ? o Why did you choose a CAE ? <p>6. Did you go to an information session of the CAE ?</p> <ul style="list-style-type: none"> o Did you know beforehand that you could obtain exemptions in the AGE programme? If so, where did you find this information ? o Was this explained to you during the information session ? 	
Core questions + additional questions	
<p>MOTIVATION</p> <p>7. What was your motivation to subscribe in the course of AGE ?</p> <ul style="list-style-type: none"> o To help you with this question, I have printed out a number of cards with different reasons that may play a role in why you subscribed. Can you rank them from main reason to least important reason ? <p>8. What was your motivation to participate in the VPL procedure (exemption tests) ?</p>	1,5min
EXPERIENCES VPL PROCEDURE: INTAKEMOMENT	
INTERVENTION 2: TOOLS	
<p>9. Before you started with the course, there was an intake moment in which you were asked a lot and a form was filled in to record all your characteristics, experiences, diplomas you had previously obtained, ...</p> <ul style="list-style-type: none"> o What were your general experiences with the intake moment? o Did you fill in a digital form ? o What were your experiences with the intake form ? o Are you more likely to tell about yourself in a conversation or to write it down in a digital form? o Have you received exemptions for certain modules without taking part in an exemption test, e.g. through diplomas already obtained? o Did you think that the intake form gave you the opportunity to indicate all your learning experiences? What was missing? o Do you have any other suggestions for possible changes? 	4 min
EXPERIENCES VPL PROCEDURE: EXEMPTION TESTS	
INTERVENTION 2: TOOLS	
<p>10. Did you take part in the exemption tests ?</p> <p>11. How many exemptions did you get ?</p> <p>12. What were your experiences with regard to the exemption tests?</p> <ul style="list-style-type: none"> o What could have been better? o What was very good? o Do you have any suggestions for improvement/changes? <p>13. In retrospect, do you think that all of your skills have been recognised (previous diplomas, exemptions obtained with tests)? (Have all of your previous skills resulted in exemptions for the course of AGE ?)</p> <ul style="list-style-type: none"> o Yes, to a certain extent, less than expected, no o Could you explain that a little bit more? <p>14. Are you now more aware of the skills you have?</p>	4 min

