VALIDATION OF ACQUIRED EXPERIENCE

GUIDE du JURY de VAE
It is still far from simple for many people to admit that learning is possible through other channels than formal education, particularly in the world of higher education where diplomas, as certification of reaching a particular level, are held as "sacred". Nevertheless, access to all levels of qualifications has been made possible by a series of changes, including the recognition of experience as a means of obtaining an engineer's diploma as early as 1934, then by continuing education and, more recently, by cooperative education courses between educational establishments and the workplace.

France took a considerable lead over most other European countries by adding to the Law that "any person who has practiced an activity for longer than three years, in a professional, paid, unpaid or voluntary capacity, in relation to the subject of their demand can ask for the validation of their acquired experience to justify all or part of the knowledge and skills required to obtain a qualification or certificate awarded in the name of the state by a higher education establishment". This text joined a series of other provisions to recognize learning gained from experience, which have existed from 1985 for access to university, then from 1992 for awarding of partial qualifications. These steps allowed institutions to progressively integrate changes, which some still consider "revolutionary". From there, they contributed to building the necessary professional support structure, as much for the administrative staff as for the teachers, but they also strengthened relationships with the socio-professional sectors, which must necessarily be represented in the process.

The present approach makes it possible for candidates to rapidly reach their personal and professional goals, while the decision-making process remains strictly managed. The jury is central to this process and ensures the social and professional value of the qualification awarded for both the candidate and the institution.

Although the Law guides the composition and role of these juries, it seems essential to supply their members, whether they are from the university or represent the relevant professional sectors, with useable tools to help them conduct their task successfully so as to homogenize and perpetuate practices. This is the goal of the present guide, written by a VAE team with on-the-ground experience of more than 2000 jury sessions held in their universities since the Law was put into action in 2002. The time of self-taught pioneers is over: the work has become professionalized and was recently added to the lecturer-researcher repository, underlining this recognition.

As president of the national network of continuing education, I applaud this much-needed work. It will surely be used far beyond the network that supported its creation.

Jean-Marie FILLOQUE
Vice President for Lifelong Learning (FTLV), in charge of the Commission for Training and University Life (CFVU) of the University of Western Brittany (UBO)
A guide for a specific mission

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VAE Decree 2013
A guide for a specific mission

This guide is a procedural tool intended for members of VAE juries in Universities in the Grand Ouest area of France (Brittany and Pays de Loire). These actors, who are essential in the VAE procedure, have to assess the professional and/or personal experience of a candidate who wishes to obtain all or part of a qualification.

VAE candidates prepare a dossier which aims to prove that professional and/or personal skills, knowledge, expertise, etc. they have acquired "justify all or part of the knowledge and skills required for the qualification the candidate has applied for".

The jury, by first examining the dossier and then interviewing the candidate, must decide on whether the requested qualification is awarded. The aim of this guide is to provide jury members with some guidelines on their role in this process.

- It defines what the VAE is,
- presents the different steps of the VAE process,
- provides information on the composition and role of the VAE jury,
- makes it possible to identify questions raised when jury members must evaluate prior learning from professional experience compared with the fundamental requirements of a qualification,
- provides jury members with pointers for reflection and debate and helps them to conduct the interviews with the candidates.

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1. What is the VAE?

1.1. The regulations

A right...

Recognition of acquired skills and learning is an individual right derived from the Law on Social Modernization and stated in the Labour Code and Education Code:

"Any person engaged in the workforce is entitled to validate prior learning acquired from experience, notably professional experience, in order to attain a qualification …"  

The VAE is therefore for everyone, regardless of age, educational level or status: employees, self-employed, civil servants, job seekers and volunteers.

... exercised according to certain conditions ...

"Can lead to the validation of the acquired experience for continuous or discontinuous paid employment, self-employment or volunteer work for a cumulative period of at least three years. The acquired skills and knowledge must justify all or part of the knowledge and skills required for graduation."

*(Decree 2013-756 of 19 August 2013, section 3, sub-section 1 – article R613-33)*

The VAE is now the fourth track of certification, joining initial education, continuing education and apprenticeship.

The university management board "sets out common rules for the validation of acquired experience by the establishment and constitution of validation juries with specific arrangements applicable to different types of qualification where appropriate".

... which allows all or part of a degree to be awarded.

The VAE allows the candidate to graduate without necessarily attending the corresponding training courses and examinations. Candidates who have acquired skills and knowledge in a particular field can validate their experience by a diploma within this field of expertise. The jury will evaluate whether the candidate has reached the necessary level to obtain the full qualification. If the acquired learning does not cover all the fundamental elements of the qualification, the jury can decide to award a partial validation.

**Don’t confuse the VAE with the VAPP**

The Validation of Acquired Professional and Personal Experience (VAPP), Decree No 2013-756 of 19 August 2013, allows a person to access training from a higher education institution without having the required qualifications.

"Can lead to the validation of the acquired experience for continuous or discontinuous paid employment, self-employment or volunteer work for a cumulative period of at least three years. The acquired skills and knowledge must justify all or part of the knowledge and skills required for graduation."

*(Decree 2013-756 of 19 August 2013, section 3, sub-section 1 – article R613-33)*

**Don’t confuse the VAE with the VES (2013 Decree)**

Validation of Higher Education Studies, Decree No. 2013-756 of 19 August 2013, allows the recognition of a diploma on the basis of higher education followed by a person in an institution in the national public or private sector, in France or abroad, whatever the conditions and duration.
1.2. Challenges of the VAE

- For the candidates: each candidate has their own specific challenges
  - Validation and recognition of their achievements.
  - Revitalizing their career path.
  - Consolidate a legitimate right.
  - Optimize occupational retraining / career change.
  - Obtain a promotion.
  - Maintain their employability.
  - Facilitate a return to employment.
  - Candidate in a competitive selection procedure
  - Make it possible to resume their studies afterwards

- For businesses: a clear economic benefit
  - Recognize the value of work as a form of training and the role of the enterprise and its stakeholders in this training.
  - Manage skills and the consistency of certification levels.
  - Organize internal and external mobility.
  - Improve business competitiveness.
  - Motivate and retain employees.
  - Personalize and optimize training paths (saving time and money).

- For the university: an opening
  - Recognize the diversity of places of learning and knowledge produced in a non-academic context.
  - Define new teaching strategies.
  - Develop new means of assessment.
  - Clarify the links between knowledge and career opportunities related to qualifications in terms of: knowledge / know-how and skills / fields of application and implementation.
  - Develop specific support and validation methods.
  - Improve what’s available for adults returning to study.

1.3. Steps of the VAE procedure

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<td>Information on programmes for the validation of acquired experience/recognition of prior learning (VAE, VAPP, VES).</td>
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<td>Checking the administrative admissibility (3 years of experience and correspondence between experience and degree).</td>
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<td>An analysis, made in collaboration with the head of teaching of the qualification, of the relevance of the application to the educational objectives.</td>
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<td>The candidate will be informed verbally by a counselor at the REVA office of the positive or negative response of the head of teaching.</td>
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<th>Step 3</th>
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<td>After signing a contract, the candidate begins the process.</td>
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<td>Optional support for the candidate to help to put their experience into words and gain enough perspective to analyze their achievements and demonstrate how they fulfill the requirements of the qualification.</td>
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<th>Step 4</th>
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<td>Study of the candidate's dossier, student's presentation/interview, deliberation and completion of the minutes of the deliberation.</td>
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<th>Step 5 - where applicable</th>
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<td>Educational and administrative support is offered to the candidate for the creation of a path to obtaining the qualification.</td>
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2. BEING A MEMBER OF A VAE JURY

2.1. Composition of a VAE jury

At the University of Western Brittany, a VAE jury is composed of 5 to 8 members.

- A chairperson: University President, Vice President of CEVU, Vice President of FTLV, deans, directors of institutes or higher education colleges or their representatives.
- At least two lecturer-researchers in the field of the qualification.
- One or more professionals from the area targeted by the qualification (under Decree No. 2013-756).

2.2. Role of the VAE jury

After having studied a dossier and heard the candidate’s presentation, the jury decides on the extent of validation. It determines whether the knowledge, skills and abilities acquired by the candidate correspond to those expected from the training for the qualification.

The jury chairperson ensures the smooth running of the jury session in accordance with the VAE rules, organizes the four phases of the jury’s work (consultation, candidate’s presentation, deliberation and decision). (See Jury Chairperson’s Roadmap, section 2.3)

The lecturer-researchers, who are experts in the qualifications, contribute their knowledge on course content and teaching objectives. They ensure knowledge and skill transfer methods in the qualifications obtained by students in initial education.

Professionals offer their understanding of the world of work, their practical knowledge of business and working situations and their knowledge relating to occupations: technical know-how, workplace, environment... They will be able to judge the “professionalism” of the candidate.

The VAE jury also has an adviser from the REVA office, who participates but who is not a member. In order to ensure the smooth running of the VAE jury session in the appropriate manner, the REVA advisor also offers expertise on the VAE procedure and the experience gained from past validation juries.

The jury may ask the counselor about a broad range of points, including the VAE procedures. The confidentiality of exchanges and of information communicated during the accompaniment confines the counselors’ involvement to general questions.

The professionalism of the jury is based on the dual expertise provided by teachers and professionals; that is to say the knowledge of skills and learning delivered by the diploma and the knowledge of career opportunities made possible by the diploma in question.

"[...] The [validation] jury includes a majority of faculty members as well as people whose main occupation is something other than teaching and who are competent to appreciate the nature of the learning acquired, notably professionals, whose validation is sought. When persons belonging to the company or organization where the candidate has worked are members of the jury, they cannot participate in the deliberations concerning the candidate.

The jury members are appointed by the head of the establishment, considering their skills, abilities and qualifications and striving to ensure a balanced representation of men and women."


"[...] When an employee is appointed to be on a committee ... or to participate in an examination board or jury for the validation of acquired experience, the employer grants them the time to participate in meetings of the bodies cited above ... *"

(Labour Code (new legislative section) sub-section 2, article L3142-3 – L3142-5 specifies the modalities of participation in the jury by the "leave for participation in bodies for employment and vocational training or an examination jury").
2.3. Jury Chairperson’s Roadmap

1. Consultation

- Remind the jury of the meaning of VAE: an assessment of achievements throughout the career path. The jury does not evaluate the professional social or personal experience of the candidate or their project, but the knowledge and skills they have collected along the whole of their path.
- Ask whether the jury members know the candidate: if this is the case, the member/s concerned inform/s the jury and share any relevant remarks.
- Remind new members of the jury procedure:
  - Phase 1: Consultation of the jury on the basis of reading the VAE dossier
  - Phase 2: Candidate presentation and interview (presentation + 2/3 questions from the jury)
  - Phase 3: deliberation for validation (3 possibilities: no validation, complete validation or partial validation with either specific or modular recommendations)
  - Phase 4: Reading of the decision by the VAE jury chairperson
- Specify that the questions are based on the dossier and on the presentation of the candidate (this is not an examination or competitive selection procedure).

   VAE is not evaluated by an exam but by the evaluation of evidence

2. Candidate’s presentation and interview

- Introduce yourself and present the jury members (names and functions).
- Manage the talking time of both candidates and jury members: channel the exchanges, avoid digressions either by the candidate or the jury members.
- When closing the interview ask the candidate if they have any questions.
- Announce that the candidate will be told the official decision after the jury minutes are signed by the President of the University.

3. Deliberation

- Remind the jury that we do not evaluate the candidate’s project but their acquired knowledge and skills.
- Help the members of the VAE jury to reach an overall view (the same as the compensated marking system): Does the candidate have the same level as a student who has completed the qualification as part of their initial education? Does the ensemble of their knowledge and skills comprehensively cover the expectations of the qualification?
- Highlight possible solutions for the specific recommendations in case of partial validation.
- Ask a member of the jury if they could be a tutor for the candidate in case of partial validation.
- In case of total validation, an honours grade is awarded by the jury.

4. Announcement of the decision

- When appropriate, the result can be given verbally by the Chairman of the jury at the end of the deliberations.
- The announcement remains unofficial until the sending of the official decision signed by the President of the University.

2.4. Convening of the VAE jury

The members of the VAE jury are appointed by the President of the University based on propositions made by the REVA office in agreement with the head of teaching of the qualification concerned.

They receive the candidate’s dossier about two weeks before the presentation and interview.

The composition of the jury must be in accordance with the provisions adopted by the Board, it is essential to advise the REVA office of the SUFCEP -Service for Continuing Education and Lifelong Learning- quickly in case of any obstacle to your participation.

2.5. Participating in a VAE jury also means...

- Developing links between the world of work and the world of university education.
- Expanding and enriching one’s networks.
- Exchanges about professional practices, evolution of occupations and the diversity of career paths.
- Enriching the debate on the ways in which skills are acquired.
- Finding out or making others aware of the university’s training offer.
3. ORGANIZATION OF THE JURY SESSION

Before the interview with the candidate, each member of the jury will have read the dossier. The jury is not informed of whether the candidate was helped with the compilation of their VAE dossier.

The session with the jury, whose composition is known and displayed beforehand, takes place in three stages.

3.1. Consultation of the jury before the candidate’s interview

If necessary, the chairman of the jury or the VAE adviser reminds the jury of the law’s intentions and puts the candidate’s application in context.

Jury members take time to discuss the candidate’s dossier and exchange their impressions on its content.

3.2. The interview with the candidate

The jury chairperson introduces the jury members to the candidate and explains the organization of the interview, which is done in two stages:

- The oral presentation by the candidate: 10 min
- Exchange with the jury or the members of the jury: between 20 and 30 min

The candidate presents their VAE application in the time allotted.

The jury members then take turns to question the candidate on the basis of their VAE dossier and oral presentation.

The purpose of the interview is mainly so the candidate can clarify the particular aspects of their dossier and so it can be examined in greater depth. This is by no means a test of knowledge or a job interview.

Once this exchange has been completed, the Jury chairperson concludes and the candidate takes their leave.

3.3. The deliberation

Following the interview with the candidate, the jury deliberates on the basis of the evidence presented in the dossier and gathered in the interview. Members of the jury compare and exchange of views about this evidence (see "decisions" page 19).

4. PROCEDURES FOR VAE EVALUATION

The evaluation made cannot be an academic evaluation in the "strict sense". The purpose is actually to decide whether the candidate has a level of knowledge and skills comparable to those of a student who had recently graduated. It will never be possible to exactly overlay two such profiles because the learning took place in such different ways.

4.1. Principles of evaluation

In initial education, student assessment is done through the organization of examinations by which the teacher ensures that the knowledge transmitted through teaching has been learnt.

The validation of acquired experience breaks from this traditional pattern. Indeed, the evaluator’s task is to measure the skills developed in line with the degree expectations. The jury clearly has some leeway, but must follow certain unifying guidelines:

- validate acquired skills and learning rather than jobs held. The same job description can hide different realities: the jury therefore sticks to the facts rather than to the labels that apply to a particular job. For reasons of educational fairness, value judgments will be dismissed.
- consider the candidate’s approach as part of a professionalization dynamic. The candidate is evaluated at a given moment of their career path.
- go beyond the review of the dossier “teaching unit by teaching unit”, to take a holistic approach of the candidate’s potential (basic and transversal acquired learning).

4.2. Methods of evaluation

To arrive at a reasoned decision and fair validation, the jury questions the relevance of the application and assesses the candidate’s achievements. To achieve this, the jury needs information and has two methods of evaluation for this purpose:

- the dossier,
- the interview with the candidate.

Dossier analysis will focus on:

- Consistency in the preparation of the dossier.
- Selection of the different parts of the career path highlighted by the candidate.
- The analysis of the experience.
- Supporting arguments in relation to the qualification.
- The choice of illustrations and proof.
- The academic level of the document presented (spelling and grammar, analytical, synthetic, editorial and syntactical capabilities).

The dossier will contain items on the context of the candidate’s experience, the nature of their activities, the results obtained and the challenges they have faced. The candidate will explain their methods and sources of learning. The jury will focus on the level of descriptive detail and analysis of the experience, as well as the proof provided of this experience.
The interview makes it possible to:
• complement information after reading and analyzing the dossier.
• better understand the actual activities of the candidate.
• gather the most significant information in relation to the qualification's requirements
• verify that the candidate is able to adapt their skills to different contexts.

4.3. Different kinds of questions asked by the jury
The assessment of knowledge and skills acquired by the candidate is not based on a single value scale, but rather on a multi-criteria analysis that balances the strengths and weaknesses of the candidate’s experience.

The jury pays attention to the candidate’s:
• knowledge of their professional environment,
• ability to gain perspective and transpose their experience,
• degree of responsibility, sense of initiative and problem-solving ability
• ability for oral and written communication,
• capacity for technical analysis, constructing an argument or a synthesis,
• degree of autonomy

As an example, the following is a non-exhaustive list of questions to help understand VAE evaluation:
• Do the candidate’s jobs or extra-professional activities correspond to the level of requirements for the qualification?
• Do the activities described correspond to those of jobs held by graduates with this qualification?
• Do the knowledge, skills and competences used match those held by graduates? Do they complement each other?
• Do they cover all of the fundamental knowledge and skills of the qualification? If there are any gaps, are these offset by other elements?
• What self-directed learning and continuing education paths were followed? What professional training has the candidate done?
• Are the presentation and responses of the candidate consistent with the level seen in the written work?

4.4. Evaluation support tools
• The RNCP sheet (National Register of Professional Qualifications).
• The qualification repository, which presents the objectives, prerequisites and content of the training.
• The skills interface sheet (if relevant) which presents the training in terms of the skills developed and employability.

5. DECISIONS

5.1. Decision-making principles

• The consideration of the candidate’s entire path.
• The principle of respect and focus on listening to other members of the jury.
• The joint commitment to the jury’s decision.

The jury decides on the extent of the validation to be granted and reasoned arguments for its decision.

Three outcomes are possible:
• **Total validation**: the candidate’s experience is consistent with the qualification’s requirements. They then obtain the full qualification, and an honours grade must be awarded, except for the DUT [Technology diploma]. When it awards the full qualification, the VAE jury also assigns the corresponding ECTS. The certificate contains no mention of the VAE, it has exactly the same value as a certificate obtained by other study paths.

• **Partial validation**: the jury recognizes that the candidate has some of the knowledge and skills expected and therefore attributes part of the diploma; it then issues recommendations for obtaining the whole qualification. The VAE jury awards the number of ECTS corresponding to the proportion of the qualification that was validated.

• **No validation**: the jury considers that the skills and knowledge level of the candidate are not of the required level. It therefore rejects the demand and no validation is granted. This outcome is very unusual at this stage.

The jury draws up the minutes after the deliberation. The notification of the result is signed by the president of the university or their representative and sent in writing to the candidate. The jury’s decision is final.

Candidates who would like details about the result and recommendations of the VAE jury in the case of partial validation should have a meeting with their VAE counselor after the interview with the jury.
5.2. Types of recommendations made when validation is partial

As part of a partial validation, the jury defines the terms of complementary courses to be followed by the candidate in order to obtain the qualification. The decision must be substantiated so it can be explained to the candidate. There are two main types of paths for acquiring further knowledge, skills and abilities that will be verified at a later date:

• Modular recommendation: Monitoring and evaluation of non-validated teaching units.

**Purpose**

- Develop a training programme defined by the descriptive model of the qualification,
- Incorporate group dynamics,
- Encourage working towards career plans or further education,
- Responding to the candidate’s wish to return to study, if applicable.

• Specific recommendations: specific work for the candidate or an individualized learning path outside of the model of the qualification. The recommendations therefore define the terms: nature, goal, guidance, time and type of evaluation.

**Purpose**

- Provide an individualized path to encourage completion of the project (prevent/anticipate candidates leaving or dropping out)
- Take into account the candidate’s constraints (workload, financing, leave of absence from their employer …)
- Allow flexibility when recommending deadlines, schedule, etc.
- Encourage an analysis of the candidate’s professional practices,
- Encourage working towards career plans or further education.

**Mixed recommendations:** jury members can also combine these two types of recommendations, made with a proper evaluation.

Once the prescribed work has been done, the validation request is again presented to the jury with the objective of verifying that the requirements have been fulfilled and deciding whether to issue the qualification in its entirety.

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* Extracts of the minutes of partial validations at UBO*
Recommendations: case-by-case evaluation

Committing to the VAE process requires motivation, investment and a significant amount of work on the part of candidates (those surveyed estimated that they spent between 250 and 400 hours writing the dossier). Therefore, whatever the outcome after the interview with the jury, those involved with the VAE (REVA office, teachers, VAE jury) are committed to accompanying each candidate until they obtain the qualification.

Indeed, a major difficulty encountered in VAE is finishing the course following a partial validation. University courses are insufficiently adapted to the constraints of those only taking some of the teaching units for a degree. The integration of these candidates can be difficult for the teaching staff to manage. Moreover, the candidates face different kinds of constraints:

- Financial: difficulty in obtaining study leave or part-time CIF [rights and time allowed to employees for training].
- Organizational: the majority of VAE candidates work and have to balance their professional and personal lives.
- Geographical: many candidates live a long way from the university, in other regions of France or abroad.

The specific recommendations therefore allow the candidate to achieve their objective and obtain the skills and knowledge required for the qualification, usually by means other than a return to study. This is further helped by the flexibility of the universities in terms of the specific recommendations.

The law allows us to show flexibility in the type of recommendations made, "the jury can make recommendations or provide advice for the student to facilitate their subsequent training. The jury chairperson addresses a report to the head of the establishment detailing the extent of validation granted and, in case of partial validation, the nature of the further knowledge and skills the candidate must acquire and, if applicable, those that should be later verified" (Article R613-37 Decree No. 2013-756 of 19 August 2013).

The jury members are therefore free to offer recommendations and personalized evaluation methods (which may be different from the usual knowledge-testing procedures). In higher education, the recommendations valid for the entire period that a degree is available; however, the jury can estimate a completion date adapted to the situation of a particular candidate.

GLOSSARY

Acquired learning and skills: All the knowledge and skills that a person has and has demonstrated the use of in their career, social activities or training. The acquired skills necessary to follow a training course are the prerequisites.

Activity: All of the tasks actually carried out by the person while performing one or more functions in a company. Examples of activities for a job related to the occupation of "Educator": train / lead / advise / evaluate trainees / motivate / ...

Skills / abilities: These constitute a base of potentially usable skills. They represent an opportunity for success and application of skills in performing an activity.

Capacity (of the learner): All recognized achievements, often expressed in terms of knowledge and expertise.

Competence: A competence makes it possible to act and/or to solve work-related problems satisfactorily in a particular context by putting to use different capacities in an integrated manner (Philippe Carré and Pierre Caspar, Traité des Sciences et des Techniques de la Formation). It means putting knowledge into action in a work-related situation.

- Competence is observable in action (use a verb of observable and assessable action in a work context)
- "Proven capacity to implement the knowledge, skills and behaviours in a working situation" (AFNOR)

Field of competences: Set of broad areas, themes or disciplines that can group competences together (grouping by sector of activity, by discipline).

Knowledge: General knowledge is a resource that a person can call upon in order to act competently. Such knowledge is acquired primarily through formal education (school education, higher education / university ...) and in initial and continuing education (vocational training, professional institutes ...) (Guy Le Boterf, engineering and skills assessment).

Job: Standardized reference, consisting of single or combined functions corresponding to the work situations calling on identified observable and relatively homogeneous skills. Examples of jobs for the occupation of "Educator": training manager / head of teaching / training consultant / course developer / ...

1 Definition of the Ministry of Labour
2 AFNOR Agence Française de NORmalisation [French Standards Agency]
Function Set of activities directed towards a common end. Examples of functions an "Educator": project engineering / leadership / advice-giving / design / diagnosis / ...
Trade A transversal notion including several jobs in the same family.
Missions They express the “purpose” of employment. What is its use? They correspond to the responsibility entrusted to an individual to achieve specific objectives. Generally, the means, limits, deadlines and any testing procedures are specified.
Educational Objective What one seeks to achieve through a training action, which differs from course content and the learning process. The educational objective must define a performance level to be achieved (and which will be evaluated).
Repository Inventory of actions and observable performances detailing a set of capabilities (educational repository) related to corresponding repositories for particular trades or jobs. (AFNOR) There are different types of repositories (e.g., repositories of jobs / occupations, ones of skills, and and ones for education and training).
National Register of Professional Qualifications (RNCP) Created by the Social Modernization Act of 17 January 2002, the RNCP aims “to make publically available information on qualifications and certificates for professional purposes, and information on qualification certificates on national established parity-based lists of employment in different professional sectors”. It makes it possible to check the descriptions of certifications by level or by activity sector and get information on the job description, acquired skills, means of entry...
(https://www.cncp.gouv.fr)
REVA Bureau du Service Universitaire de Formation Continue en charge de la Reprise d’Etudes et à la Validation des Acquis. [Office for Return to Study and Validation of Acquired Experience at the University Service for Continuing Education and Lifelong Learning]
Tasks Different operations that must be performed to properly complete each mission. A mission can be broken down into different tasks. They describe in greater detail what someone in a particular job must actually do.
UFR Unités de Formations et de Recherche [Educational and Research Units] Are components of different universities specialized by discipline, such as a Faculty of Letters, Faculty of Humanities, Faculty of Law, Faculty of Medicine, etc.

Décret n° 2013-756 du 19 août 2013 relatif aux dispositions réglementaires des livres VI et VII du code de l’éducation (Décrets en Conseil d’Etat et décrets)
NOR: ESRJ1235816D
Version consolidée au 3 septembre 2013
Le Premier ministre,
Sur le rapport de la ministre de l’enseignement supérieur et de la recherche,
Vu la Constitution, notamment le second alinéa de son article 37 ;
Vu le code de l’éducation ;
Vu le code de justice administrative, notamment son article R. 123-20 ;
Vu le code de la santé publique ;
Vu l’ordonnance n° 2010-49 du 13 janvier 2010 relative à la biologie médicale ;
Vu le décret n° 60-389 du 22 avril 1960 relatif au contrat d’association à l’enseignement public passé par les établissements d’enseignement privés ;
Vu le décret n°2009-553 du 15 mai 2009 relatif aux dispositions réglementaires du livre V du code de l’éducation (Décrets en Conseil d’Etat et décrets) ;
Vu le décret n° 2012-1247 du 7 novembre 2012 portant adaptation de divers textes aux nouvelles règles de la gestion budgétaire et comptable publique ;
Vu les avis de la Commission supérieure de codification des 1er décembre 2009, 7 décembre 2010 et 21 juin 2011 ;
Vu la décision n° 2012-236 L du 22 novembre 2012 du Conseil constitutionnel :
Le Conseil d’Etat (section de l’intérieur) entendu,
Décréte :
……
Section 3 : Validation des acquis de l’expérience pour la délivrance de diplômes
Sous-section 1 : Validation des études supérieures antérieures et validation des acquis de l’expérience
Article R613-32
Les articles R. 613-33 à R. 613-37 fixent, en application des articles L. 613-3 et L. 613-4, les conditions de validation des études supérieures antérieures suivies par un étudiant ou de validation des acquis de l’expérience de l’intéressé en vue de l’obtention d’un diplôme délivré, au nom de l’Etat, par un établissement d’enseignement supérieur.
Article R613-33
Peuvent donner lieu à validation toutes études supérieures suivies par le candidat dans un établissement ou un organisme de formation public ou privé, en France ou à l’étranger, quelles qu’en aient été les modalités et la durée. Peuvent également donner lieu à validation les acquis de l’expérience correspondant à l’exercice, continu ou non, pendant une durée cumulée d’au moins trois ans, d’activités salariées, non salariées ou bénévoles. Ces acquis justifient en tout ou partie des connaissances et des aptitudes exigées pour l’obtention du diplôme postulé.
Article R613-34
La demande de validation est adressée au chef d’établissement en même temps que la demande d’inscription auprès de cet établissement en vue de la délivrance du diplôme. Un candidat ne peut déposer, au cours de la même année civile et pour un même diplôme, qu’une seule demande et ne peut en saisir qu’un seul établissement. La demande précise le diplôme postulé. S’il postule des diplômes différents, le candidat ne peut au total déposer plus de trois demandes
Article R613-35
Le dossier de demande de validation présenté par le candidat explicite par référence au diplôme postulé les connaissances, compétences et aptitudes acquises au cours des études ou par l’expérience.
Pour la validation des études, le dossier comprend les diplômes, certificats et toutes autres pièces permettant au jury de validation d’apprécier la nature et le niveau de ces études. En particulier, lorsque les études ont été suivies dans le cadre défini par l’Union européenne pour favoriser la mobilité, dans un autre État européen, le dossier comprend l’annexe descriptive du diplôme et les attestations certifiant les crédits européens obtenus représentatifs des études suivies.
Pour la validation des acquis de l’expérience, le dossier comprend les documents rendant compte de cette expérience et de la durée des différentes activités dans lesquelles le candidat l’a acquise ainsi que, le cas échéant, les attestations correspondant aux formations suivies et aux diplômes obtenus antérieurement.

Article R613-36
Le conseil d’administration ou l’instance qui en tient lieu définit les règles communes de validation des études ou des acquis de l’expérience par l’établissement et de constitution des jurys de validation ainsi que, le cas échéant, les modalités particulières applicables aux divers types de diplômes dans le cadre de la réglementation propre à chacun d’eux.
Pour la validation des études, les jurys sont soit les jurys des diplômes concernés, soit une émanation de ceux-ci, sous leur contrôle.
Pour la validation des acquis de l’expérience, le jury comprend une majorité d’enseignantschercheurs ainsi que des personnes ayant une activité principale autre que l’enseignement et compétentes pour apprécier la nature des acquis, notamment professionnels, dont la validation est sollicitée.
Lorsque des personnes appartenant à l’entreprise ou à l’organisme où le candidat a exercé son activité sont membres du jury, elles ne peuvent participer aux délibérations concernant ce candidat.
Les membres des jurys sont nommés par le chef d’établissement en considération de leurs compétences, aptitudes et qualifications, en s’efforçant en outre d’assurer une représentation équilibrée entre les femmes et les hommes.

Article R613-37
Le jury de validation procède à l’examen du dossier du candidat et s’entretient avec lui au regard de ce dossier. Pour la validation des acquis de l’expérience et lorsque l’établissement l’a prévu, une mise en situation professionnelle réelle ou reconstituée du candidat est organisée.
Par sa délibération, le jury détermine les connaissances et les aptitudes qu’il déclare acquises au regard des exigences requises pour obtenir le diplôme postulé et compte tenu, le cas échéant, des conditions particulières mises à l’obtention du diplôme par des dispositions législatives ou réglementaires spéciales.
Le jury peut formuler des recommandations ou des conseils à l’étudiant afin de faciliter la suite de sa formation.
Le président du jury adresse au chef d’établissement un rapport précisant l’étendue de la validation accordée ainsi que, en cas de validation partielle, la nature des connaissances et aptitudes que le candidat doit acquérir ou, s’il y a lieu, celles devant faire l’objet d’un contrôle complémentaire.
Le chef d’établissement notifie cette décision au candidat.