Portfolio and criterion-based interview
Key points in the assessment process

This form is a list of key points in the assessment of the portfolio and the criterion-based interview within the RPL procedure. It also allows for preliminary assessments to be recorded (satisfactory/unsatisfactory or on a Likert scale) and comments to be prepared.

	5 – strongly developed	4 – well developed	3 – satisfactorily developed	2 – needs development	1 – unsatisfactorily developed	0 - no information	not applicable
Last and first name of the candidate:							
Last and first name of the assessor:							
Date of assessment:							

PORTFOLIO – CURRICULUM VITAE

Overview of work experiences

- Paid and non-paid work added.							
- Presented chronologically and clearly							
- The following elements for each experience:							
+ Title, position and status (e.g. civil servant, employee, volunteer)							
+ Company, organisation, institution: Who for and where?							
+ Description of tasks and results (e.g. reports, publications): What exactly did the candidate do, and what was the result?							
+ Working regime: How many hours did the candidate work per week?							
+ Certificate of employment, employers' statements in appendix							
+ Also for volunteering experience: certificate or supporting document from the institution or organisation							

Overview of educational programmes

- Presented chronologically and clearly							
- Programmes in regular education							
- Including courses and continuing education[1]							
- The following elements for each educational programme:							
+ Name of the provider of the programme: school, organisation, institution; where							
+ Name of the course, programme, which specialisation							
+ Period: when did the candidate follow this programme or course							
+ Copy of diploma, certificate or proof of learning included							
+ Indication of whether this programme is being used in the RPQ procedure							

Comments

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[1] The fact that a candidate has followed a programme or taken a course does not constitute evidence of competence. In the self-assessment, candidates are expected to reflect on the influence that these courses have had on their actions/performance. What did this course/programme contribute to the acquisition of the relevant competence?

	5 – strongly developed	4 – well developed	3 – satisfactorily developed	2 – needs development	1 – unsatisfactorily developed	0 - no information	not applicable

Last and first name of the candidate:							
Last and first name of the assessor:							
Date of assessment:							

PORTFOLIO – SUPPORTING DOCUMENTS AND SELF-ASSESSMENT

Description of competence

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Supporting documents and self-assessment in general

	5	4	3	2	1	0	n.a.
- The candidate clearly indicates why each competence was acquired.							
- The candidate clearly refers to the supporting documents.[2]							
- If one supporting document refers to multiple competences, this is clearly indicated.							
- Supporting documents containing personal data on patients or clients have been fully anonymised.							

Assessment of the supporting documents

	5	4	3	2	1	0	n.a.
- Authentic							
+ *Reliable*: The supporting documents have either been created by the candidate or are related to the candidate.							
+ If a supporting document was created by a third party (as in the case of a testimony or an evaluation from the professional field), it is important for the document to be 'unique' (e.g. it contains the signature of the writer or the seal of the organisation).							
- Relevant: The supporting document is clearly related to the competence that the candidate would like to demonstrate.							
- Validity: The supporting document is still valid/usable.							
Quantitative: The supporting documents show sufficient experience.							
- Varied:							
+ Supporting documents are not drawn from a single source.							
+ Supporting documents provide a concrete indication of the breadth and scope of the experience.							

Application of the STARRT method

	5	4	3	2	1	0	n.a.
- *Situation*: The framework (context) within which the competence was acquired is clearly described and relevant.							
- *Task*: The assignment and client are clearly described and relevant.							
- *Activity*: The activities that were performed are relevant.							
- *Result*: The result is described and relevant.							
- *Reflection*: The portfolio demonstrates what was learned (task, position).							
- *Transfer*: The material that was learned was acquired for use in a new situation/the candidate understands what should be done differently.							

Comments

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[2] Examples of supporting documents include the following:
- Assessment interviews: reports from evaluation interviews/performance reviews with an employer, internship placement or educational programme.
- Projects: if the candidate has personally designed or carried out a project.
- Products (e.g. papers, essays, presentations, lecture preparations)
- Video recordings, photographs, audio recordings or other records of the candidate's performance in the real working situation.
- Reports of activities/projects/meetings etc. that clearly show the tasks of the candidate
- Websites that the candidate has designed.
- Articles that the candidate has written.

	5 – strongly developed	4 – well developed	3 – satisfactorily developed	2 – needs development	1 – unsatisfactorily developed	0 - no information	not applicable
Last and first name of the candidate: Last and first name of the assessor: Date of assessment:							

CRITERION-BASED INTERVIEW [3]

Description of competence

	5	4	3	2	1	0	n/a
- Ask about the situation: The candidate can provide an example of a specific, recent situation that indicates the acquisition of the relevant competences (or parts of them).							
- Ask about tasks: Can the candidates explain clearly what they had to do in the situation? What the actual tasks and objectives were and which of them were fulfilled by the candidates (e.g. supporting, independent)?							
- Ask about action: The candidate can clearly explain the specific activities undertaken, including the reasons for doing them in that way.							
- Ask about the result: The candidate provides a good explanation of the effects of the action (e.g. for the candidate personally, for the client, for the stakeholders, for co-workers). The candidate is able to indicate whether and why the action succeeded.							
- Ask about reflection: The candidate can clearly express what to do differently the next time and why.							
- Ask about transfer: The candidate is well aware of what should be done the next time and what should change, in addition to providing well-supported suggestions about the task and actions.							

Comments

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[3] Avoid the following questions.
- Do not ask about 'thinking'. A question about thinking distracts from behaviour or from the situation that is actually being addressed.
- Do not ask 'why' questions. These often come across as accusatory, leading the other party to adopt a defensive stance.
- Do not talk about feelings. This also distracts from the behaviour or situation.