



## PORTFOLIO ASSIGNMENT

This document accompanies the regulations for the recognition of prior learning, as approved by the Executive Board of the Antwerp University Association on 21 March 2018

### Who is this document for?

This document is intended to support the candidate in developing their portfolio as part of the RPL procedure at the Antwerp University Association.

Together with the 'schematic presentation of the procedure and time frames' and the 'Manual for the candidate', the document is accompanied by the regulations for the recognition of prior learning.

The following appendices are included with the document:

- 1 A step-by-step plan for the STARTT method
- 2 A model for the curriculum vitae in the portfolio
- 3 A model for the supporting documents in the portfolio

## INTRODUCTION

In order to demonstrate your prior learning, you (the candidate) will independently compile a portfolio (Article 17 of the 'Regulations for the recognition of prior learning').

### What is a portfolio?

A portfolio is a collection of relevant supporting documents that demonstrate your mastery of a number of competences. You are responsible for the composition of the portfolio.

The portfolio prepared within the framework of the RPL procedure of the Antwerp University Association must contain the following documents:

- A curriculum vitae
- A self-assessment for each competence, based on the STARTT method
- Supporting documents

### Preparatory steps

During the intake interview, you and the supervisor will prepare the list of competences that you would like to demonstrate through the RPL procedure. To prepare for this interview, you should review the prospectus of the educational programme and read the descriptions of the programme components or parts thereof (study sheet, course catalogue). If the educational programme is formulated in a competence-based manner, you should use the programme's competences to formulate the competences to be demonstrated. Many educational programmes also have a competence matrix, which indicates the relationships between the competences and the programme components.

### Key tips

- Be sure that the portfolio is a logical and structured whole.
- Keep it short and specific.
- Use only examples from the recent past.

### Submission of the portfolio

Your supervisor will let you know the final deadline for submitting the portfolio. This date is also stated in the document entitled 'Introduction to the method and regulations', which you will receive upon registration (see also the Manual for the candidate). Submit four copies of your portfolio. The institution will sign confirmation of receipt. This will serve as evidence that you have submitted the portfolio.

## CURRICULUM VITAE

The curriculum vitae provides the assessors with an outline of your work and learning experiences. It will help the assessors develop a broad overview of these experiences and improve their ability to position your self-assessment and the supporting documents.

### Form

Use the template from the 'Curriculum vitae' model (see Appendix). We expect you to limit this CV to a maximum of three pages (personal details, work experiences, educational programmes).

### Personal details

Enter the requested details into the model.

### Work experiences

This is not limited to paid employment. Voluntary caretaking, volunteering and similar

pursuits can be described as well. Arrange the work experiences in a clear, chronological list.

Describe the following elements for each work experience:

- Position title: What was your position, and what was your status (e.g. civil servant, employee, volunteer)?
- Company, organisation, institution: Who did you work for? Where was that?
- Description of duties and results: What exactly did you do? What was the result? What had to be done?
- Working regime: How many hours did you work per week (if applicable)?
- Certificate of employment, employers' statements: Add these as appendices, if applicable.  
For volunteering experience, we also request certificates or supporting documents from the institution or organisation for which you worked.

### Educational programmes

Describe the educational programmes that you have followed in a clear, chronological manner. This refers to programmes in regular education, as well as any courses and continuing education you might have taken.

Under certain conditions, educational programmes that you have followed can be counted as 'prior qualifications' (RPQ), which can be used directly to request exemptions. Discuss this with your RPL supervisor.

The fact that you have followed a programme or taken a course does not constitute evidence of competence. In the self-assessment, you should reflect on how these courses have influenced your actions/performance.

What did this course/programme contribute to your acquisition of a competence?

Describe the learning experiences according to the guidelines of the model.

- Name of the provider of the educational programme: In which school, organisation, institution did the programme take place? Where?
- Name of course, programme: Which programme or course did you follow? Which specialisation? Which level (if applicable)?
- Period: When did you follow this programme or take this course?
- Diploma, certificate, proof of learning: Do you have diploma or certificate from this programme? If so, include a copy as an appendix to your portfolio. If you have proof of learning, you may also include a copy as an appendix. (Proof of learning is a document certifying that you have participated in a course without having been evaluated.)
- Indicate whether this educational programme will be used in a procedure for the recognition of prior qualifications (RPQ) (e.g. in order to request an exemption).

### SELF-ASSESSMENT FOR EACH COMPETENCE

A competence consists of the combination of knowledge, insight, skills and attitudes. A competence equips a person to deliver effective, high-quality performance aimed at a particular position or role. Such performance is manifested in specific actions, and it is always associated with a particular context.

In other words:

#### Aspects of a competence

- A competence refers to a combination of *knowledge, insight, skills and attitudes*. You should therefore make sure to mention and provide supporting documents for the various elements of a competence. You should also demonstrate that you are able to use the elements of knowledge, insight, skills and attitudes as a whole. Do you have the underlying knowledge needed in order to act in a competent manner? Are you skilled in practice? Do you have the necessary attitude?
- A competence is also manifested in *actions*. Indicate the actions that provide evidence to support your competence. Describe the duties and the results of these duties that relate to the competence.
- Moreover, a competence is linked to a particular context. Always describe the situation, assignment and role in which you have acquired a competence.

#### STARRT method

Follow the STARRT method for each competence that you would like to demonstrate. It is important to write from a first-person perspective. It should also be clear what your role was and which task or share you had within that role. Describe your experiences concisely and clearly.

We use the acronym STARRT to refer to:

- S (situation) Within the framework of which situation (context) have you acquired the competence?
- T (task) What did the assignment entail, and who was the client (if applicable)?

- A (activity) Which activities (actions) did you perform for this assignment?  
 R (result) What was the result of the assignment (and how was it received)?  
 R (reflection) Indicate what you personally learned in this assignment (task, position).  
 T (transfer) How would you approach the assignment differently if you were to do it again?

This method is used to obtain a better overview of the amount and quality of your experiences. Information on all five of the aspects is needed in order to arrive at an assessment of the competence. If one of these aspects has not been charted, a distorted image could emerge.

An example of a step-by-step STARRT plan has been included as an appendix. It could be helpful in demonstrating the competence.

Write concisely, clearly and in a well-structured way!

## OVERVIEW OF SUPPORTING DOCUMENTS

Your experience must be demonstrated. You must therefore add supporting documents to your portfolio.

Copies are sufficient for inclusion in the portfolio. You should retain the originals of your supporting documents. The original can always be requested.

Prepare an overview of the supporting documents, as shown in the model 'Overview of supporting documents' (see Appendix).

### Important

A supporting document means nothing on its own. Supporting documents become valuable only when you refer to them in the self-assessment. The important point is thus what you do with this evidence.

If you use supporting documents that contain personal data on patients or clients, make sure that these details have been made completely anonymous. If this has not been done, the supporting document will not be accepted.

One supporting document can refer to multiple competences. This should be clearly indicated.

### Characteristics of a good set of supporting documents

Good supporting documents have the following four characteristics.

- The evidence is **authentic**.  
The supporting document must be reliable. In other words, it should be clear that the supporting document either was created by you or relates to you.  
If the 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).
- The evidence is **relevant**.  
The supporting document shows something about the competence and how you acquired it.
- The evidence is still **valid**.  
The supporting document is recent, or it is still usable on the day of the assessment.
- The evidence is **quantitative**.  
The supporting document refers to sufficient experience. This can be demonstrated by the number of experiences and the amount of time that was spent on them.
- The evidence is **varied**.  
The supporting document or various supporting documents together indicate that your experience is broad and multi-faceted. The supporting document should also indicate the actual scope of the experience. Make sure to have evidence from a variety of 'angles'.

### Examples of supporting documents

- Assessment interviews: reports of evaluation interviews/performance reviews with an employer, internship placement or educational programme.
- Projects: if you have designed or carried out a project yourself. Clearly indicate what your task was in this project. Include documents that prove your contribution, as well as references from co-workers (if applicable).
- Products (e.g. papers, essays, presentations, lecture preparations)
- Video recordings, photographs, audio recordings or other records of your actions in the actual working situation.
- Reports: reports on activities, projects, meetings or other events that clearly demonstrate your tasks.

- Websites that you have designed.
- Articles that you have written.

## APPENDIX MODEL CURRICULUM VITAE

### personal details

Surname  
First name

Date of birth  
Place of birth  
Country of birth

Address  
Street and number  
Post code and place

Email address  
Telephone number  
National registration number

Institution where you would like the RPL procedure to take place

Programme that you are using as a frame of reference for the RPL procedure: in which programme do you want to use any recognised competences for e.g. exemptions?

### overview of work experience

Describe your work experience clearly and chronologically. Please provide the elements below for each item.

Job title  
Company, organisation or institution  
Description of tasks and results  
Schedule: how many hours per day, per week, for how long?  
Certificates of employment, employers' statements

*(Repeat for each job or role.)*

### overview of educational programmes

Describe your educational experiences clearly and chronologically. Please provide the elements below for each programme.

Name of course provider  
Name of course or programme  
Name of specialisation or option  
Period  
Diploma, certificate or proof of learning  
Has the diploma, certificate, etc. been recognised as a previously acquired qualification? If so, what exemptions did you receive?

*(Repeat for each course you have completed.)*

**APPENDIX MODEL FOR OVERVIEW OF SUPPORTING DOCUMENTS**

Please list any supporting documents attached

**Certificates of employment, employers' statements**

- 1
- 2
- ...

**Diplomas and course certificates**

- 1
- 2
- ...

**Other supporting documents**

- 1
- 2
- ...

## APPENDIX THE STARRT METHOD

The example used here is taken from the Nursing programme. The competence in question is 'Leadership in intra- and interprofessional teams'.

|                   | Self-assessment question   | Example of description  |
|-------------------|--|---|
| <b>situation</b>  | <ul style="list-style-type: none"> <li>Describe the situation. What happened?</li> <li>Who was involved?</li> <li>Where did it take place?</li> <li>What exactly was it about?</li> <li>What caused the situation?</li> </ul>  | <p>I'm a surgical technologist working in an operating theatre. Sometimes there are interns, assistants or circulating nurses who are not familiar with the new equipment or instruments.</p>   |
| <b>task</b>       | <ul style="list-style-type: none"> <li>What was your task in the situation?</li> <li>What was your role? What was your job?</li> <li>What did you have to do?</li> <li>What was expected of you?</li> <li>What was your goal? What were your goals?</li> <li>What was your intention? Did you have a plan?</li> </ul>                              | <p>I am responsible for training new surgical technologists, I supervise students and I have to work with circulating nurses who are not always familiar with the discipline.</p> <p>I am regularly involved in operations with the vascular surgeon.</p>   |
| <b>action</b>     | <ul style="list-style-type: none"> <li>What did you actually do?</li> <li>How did you do it?</li> <li>Which considerations did you have to make?</li> <li>What were you thinking? How did you feel? What did you see?</li> <li>What exactly was your share or contribution?</li> </ul>   | <p>When training new colleagues, I show them the set-up and explain the instruments and their functions. After consultation with my head of department, the new technologist can scrub up and join me. That way she can see which instruments I give to the surgeon. Afterwards, she takes over and I stay nearby as a circulating nurse to support her.</p> <p>When using new materials, I have to study them, organise a short refresher course for my colleagues and draw up a procedure.</p> <p>If I am scheduled to operate with the vascular surgeon, I call the day before to check that the necessary materials are available; if necessary, I contact the pharmacy or the supplier. I also ask an assistant to go with me.</p> |
| <b>result</b>     | <ul style="list-style-type: none"> <li>What was the effect of your action on yourself and others?</li> <li>What was the effect on the atmosphere?</li> <li>What was the impact on the process? Were you able to continue working?</li> <li>What was the influence of your contribution (or action) on the result you wanted to achieve?</li> </ul> | <p>Colleagues and students are well prepared. Assistants and medical interns can also call on me for help.</p> <p>The vascular surgeon knows that if I am involved in the operation, everything will be in order.</p>   |
| <b>reflection</b> | <ul style="list-style-type: none"> <li>Was the result of your action what you wanted to achieve?</li> <li>Did you learn anything?</li> <li>Can you link this situation and your actions to a competence in the profile of the professional in the assignment? If so, how would you score for this competence?</li> </ul>                           | <p>I enjoy supervising students and assisting new colleagues; it always makes me think about our routines and sometimes leads to small improvements.</p> <p>I also find it enriching for myself to be given this responsibility. It pushes me to stay critical and alert at all times.</p>  |
| <b>transfer</b>   | <ul style="list-style-type: none"> <li>Could this situation occur again?</li> <li>Would you do something differently next time? (What, how, why?)</li> </ul>   | <p>This situation occurs often. I'd do exactly the same thing again because I like this way of working. I can also see</p>  |

Or would you do the same thing again? from the surgeons' reactions that they  
(What, how, why?) really appreciate how I work.

- Can you think of any situations in which you could apply what you did again, or would you not want to do it again?
- What do you plan to keep in mind for next time?