

FamCompass

Assessing and Validating Family Competences



Education and Culture DG

Lifelong Learning Programme

Instrument and Manuals English version



Higher Institute for Family Sciences, partner in the HUBrussel

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Colophon

The Family Competences Portfolio, in short the 'FamCompass', is the result of a multilateral cooperation 'Grundtvig I' project and was realized with the support of the 'Lifelong Learning Programme' of the European Union [Project number 134054-LLP-1-2007-BE-GRUNDTVIG-GMP].

The use of the FamCompass instrument is free of charge. However, the copyrights remain with the project partners who designed and developed this tool:

- Comenius University, Philosophical Faculty, Department of Andragogy (SK)
www.fphil.uniba.sk
- Deutsches Jugendinstitut e. V. (DE): www.dji.de
- Higher Institute for Family Sciences (BE) (coordinating partner and partner in the HUBrussel): www.hig.be
- Institute for Creative Proceedings (PL): www.ipt.pl
- Romanian Institute for Adult Education (IREA) (RO): www.irea.uvt.ro
- Västra Nylands folkhögskola (FI): www.vnf.fi
- Vilnius College of Higher Education (LT): www.viko.lt

Other languages

The FamCompass is available in English and in the languages of the participating organisations.

The English version is inserted in full print in this publication; all other available language versions are inserted as digital files (pdf format) on the CD-ROM enclosed in this publication. You can also download them from the project website: www.famcompass.eu.

Digital version

The FamCompass is also available in a digital version: this tool contains all parts of the printed version. It uses a very user-friendly web-based interface and is made available on the project website: <http://www.famcompass.eu>. When launched in October 2009, the digital version of the FamCompass is available in English and in Dutch.

Disclaimer

This project was funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Education and Culture DG

Lifelong Learning Programme

Content and use

The Family Competences Portfolio assesses family competences: knowledge, skills and attitudes men and women have obtained in family life, in their roles as educators, home makers and care givers. We hope this instrument will help you to have your family competences acknowledged and validated. We look forward to any feedback you might have on the use of it.

The FamCompass consists of different parts:

- General information
- 1. List of family competences
- 2. Reflection file
- 3. Pieces of evidence as to relevant life experiences in the family [to be attached]
- 4. Case studies to be discussed: one taken from family life and one taken from a professional context

When using the complete instrument, the official title 'Family Competences Portfolio' is to be mentioned in any announcement and/or report on its use.

An assessment of family competences is preferably based on the fulfilment of the tasks described in all parts. However, a flexible use of the instrument is possible. Depending on one's aims, one might focus on some part(s) of the list of competences in part 1 (and, for instance, limit the questions to competences related to one of the topics, e.g. the education and care for children). On the other hand, one might find it necessary to add (a) part(s) (for instance, a personality check list) to the instrument.

No changes can be made to the instrument without the permission of the coordinating partner, and, if relevant, the project partner located in his/her country. When important changes are made, the official title 'Family Competences Portfolio' can no longer be used. However, for any use of any part of the FamCompass, however limited, reference must be made to the original instrument.

Therefore we invite any organisation or individual using the FamCompass in any of the available language versions, be it printed or digital, to contact the coordinating partner and/or, if relevant, the project partner located in his/her country.

This will allow us to discuss with the user if the instrument fits his/her needs and, if needed, to communicate about changes the user plans to make. Furthermore, we welcome any feedback or questions users may have.

Manuals

To support the use of the instrument, different manuals were developed.

The user's manual gives an overview of the various steps by which the portfolio is to be completed. The criteria that will be used by the assessor are listed to help the applicant to make his/her portfolio as 'strong' as possible.

An assessor's manual specifies the general and specific criteria the assessor has to take into account.

Not enclosed in this publication, but also available for interested users, is a manual for guides or coaches. This offers insight in some experiences from the testing phases to address different target groups in the best possible way.

Add disclaimer

In all your communications, publications or reports about using the FamCompass, the support of the European Commission should be mentioned as follows:

The FamCompass project was funded with support from the European Commission.

This communication/publication/report reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

The appropriate logo should be added: texts and logos in the relevant language can be copied and/or downloaded from the EACEA (Education, Audiovisual and Culture Executive Agency of the European Commission) website:

http://eacea.ec.europa.eu/about/eacea_logos_en.php; choose the 'Lifelong Learning Programme' logo.

Contact

For any further information, do not hesitate to contact one of the partners, or the coordinating partner:

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General information

Name: _____ First name: _____
Address: _____
Tel: _____ Email: _____
Gender: _____ Age: _____
Country of origin: _____
Highest education level: _____ Employed: yes / no
Current occupation: _____
Current family situation: _____

I live with... [please fill in all the relevant boxes]:

- partner	age:	gender:		
- child(ren)	1st Age: Gender:	2nd Age: Gender:	3rd Age: Gender:	4th Age: Gender:
- my parents:	mother	father		
- my partner's parents	mother	father		

I live alone

Please describe briefly the important phases of your life when you took responsibility for family life and family members [in part 2 of the FamCompass you will have the opportunity to elaborate on some of your relevant life experiences].

for example:

- from... – to... I nursed my old father, who suffered from dementia;
- from... – to... I raised my three children in my own household...

From .../.../..... to .../.../.....

From .../.../..... to .../.../.....

From .../.../..... to .../.../.....

Part 1: List of family competences

In the following table, indicate which competences you have already acquired within family life.

Think of concrete examples that are relevant to your family life.

Five levels are distinguished. For each competence, please tick the grade you find relevant. If a competence doesn't seem relevant to you, don't tick a grade.

Level 0: The competence seems relevant to you but you are not familiar with it.

Level 1: You are familiar with the competence from discussions or literature.

Level 2: You have family experience of the competence but you do not or only seldom reflect on it.

Level 3: You often apply the competence (independently or otherwise) and from time to time you reflect on how to improve it.

Level 4: The competence is an integrated part of yourself, you use it readily also in an unpredictable situation and you reflect on how to improve it.



1. SPECIFIC AREAS OF COMPETENCE

1.1 FAMILY RELATIONSHIPS AND CARE

1.1.1 Relationship with, education of and care for children

Competences	Subcompetences	Grading/level				
		0	1	2	3	4
Ability to support the development of a baby	1 I am able to empathically perceive the needs of a baby and strengthen bonding and trust					
	2 I know the development of a baby (physical, language, social, and feeling)					
	3 I am able to create a stimulating environment (way of organizing a room, appropriate toys) for the development of a baby					
	4 I am able to support motory and physical development					
	5 I am able to stimulate the development as to social contact					

6	I am able to stimulate language development						
7	I know professional services for helping a child if necessary						
8	Other ability.....						
Ability to nurse a baby							
9	I am able to analyze the need for help of a baby						
10	I am able to provide the necessary care and nursing to enhance the wellbeing of a baby						
11	I am able to provide emotional support in coping with an illness of a baby						
Ability to support the development of a child (aged ≤7)							
12	I am able to stimulate creativity, artistic expression and game play						
13	I am able to encourage a child to positive activities in line with his/her individual needs and interests						
14	I know the stages of the development of a child (aged ≤7) (physical, language, social, thinking and feeling)						
15	I am able to support motory and physical development						

16	I am able to support a child to build social contact, relationship and have a sense for social rules (how to behave)				
17	I am able to stimulate the development of thinking and feeling				
18	I am able to stimulate language development (knowing more words and expressions, have a good articulation)				
19	I am able to set rules (making agreements, setting boundaries, what you may do and not)				
20	I am able to develop the self-respect and positive self-regard of the child				
21	I know professional services for helping a child if necessary				
22	Other ability:				

Ability to nurse a child (aged ≤7)

23	I am able to analyze the need for help of a child				
24	I am able to provide the necessary care and nursing to enhance the wellbeing of a child				
25	I am able to provide emotional support in coping with an illness of a child				

26	I am able to give support to a child in a palliative phase of illness				
27	I am able to stimulate the communication skills of a child (to listen carefully, to ask questions, to express anger, anxiety or bad feeling)				
28	I am able to stimulate self-reflection (listening to own feelings) and to develop a positive self-regard				
29	I am able to stimulate the development of values (respect, honesty, ...)				
30	I am able to stimulate the development of self reliance and behaving socially				
31	I am able to stimulate creativity, artistic expression and game play (tinking, painting, music...) especially as to leisure time				
32	I know the stages of the development of a child (aged 8-12) (physical, language, social, thinking and feeling)				
33	I am able to set rules (making agreements, setting boundaries, what you may do and not)				
34	I have insight into the expectations of a school and into transitions in behaviour depending on the age of a child				

Ability to support the development of a child (aged 8-12)

35	I am able to handle problems at school with a child (badgering, loneliness, ...)					
36	I am able to give support in case of learning disabilities (problems with reading, writing or mathematics)					
37	I am able to organize professional services for helping a child if necessary					
38	Other ability:.....					

Ability to nurse a child (aged 8-12)

39	I am able to analyze the need for help of a child					
40	I am able to provide the necessary care and nursing to enhance the wellbeing of a child					
41	I am able to provide emotional support in coping with an illness of a child					
42	I am able to give support to a child in a palliative phase of illness					

Ability to support the development of a teenager

43	I am able to create a balance between letting go and protecting					
44	I am able to stimulate the communication skills of a teenager (express feelings of anger or sadness, having mutual respect while discussing...)					

45	I am able to give guidance to a teenager in the use of media in a responsible way				
46	I am able to help a teenager to give meaning to the future (choosing values as honesty, openness ; sustaining friendship-relations, ...)				
47	I am able to give guidance in vocational decisions in line with interests and abilities				
48	I am able to set rules (setting boundaries, making agreements as to living together)				
49	I am able to support finding meaningful activities as to leisure time				
50	I am able to give support to a teenager with learning disabilities				
51	I am able to organize professional services for helping a teenager if necessary				
52	Other ability:.....				
<hr/>					
53	I am able to analyze the need for help of a child				
54	I am able to provide the necessary care and nursing to enhance the wellbeing of a teenager				

Ability to nurse a teenager

55	I am able to provide emotional support in coping with an illness of a teenager				
56	I am able to give support to a teenager in a palliative phase of illness				
Ability to support the development of a young adult					
57	I am able to support a young adult on his/her way to self reliance				
58	I am able to give guidance to a young adult in giving in relationships) meaning to the future (own development and finding way				
59	I am able to give guidance (emotional support) during professional training (occupational or other advanced or higher education):				
60	Other ability:.....				
Ability to nurse a young adult					
61	I am able to analyze the need for help of a teenage				
62	I am able to provide the necessary care and nursing to enhance the wellbeing of a teenager				
63	I am able to provide emotional support in coping with an illness of a teenager				

64	I am able to give support to a teenager in a palliative phase of illness					
65	I am able to support a child with a physical handicap (concrete helping, helping to feel valued)					
66	I am able to support a child with a mental handicap (concrete helping, helping to feel valued)					
67	I am able to support a child with a psychiatric illness (concrete helping, helping to feel valued)					
68	I am able to support a child with behavioural or mood disorder (e.g. ADHD, aggression, depression) (to give structure, to help to build friendships..)					
69	I am able to support a child with addictive behaviour (finding help and giving emotional support)					
70	I am able to support a child confronted with death (mourning, finding courage)					
71	I am able to support a child confronted with a psychiatric or addictive illness of a parent (dealing with loneliness and responsibility)					
72	I am able to support a foster child (becoming part of a family, finding positive self-regard)					

Ability to give support to a baby, child, teenager or young adult in special situations

73	I am able to support a child confronted with arguments or violence between parents				
74	I am able to support a child confronted with divorce of its parents				
75	I am able to support a child that has to deal with new family situations (e.g. new partners of parents, patchwork family) – finding positive self-regard and trust in relationships				
76	Other ability:.....				

1.1.2 Relationship with and care for partners

Ability to maintain a partner relationship					
77	I am able to create a balance between standing up for myself and being close to my partner				
78	I understand partner relationship dynamics and can maintain evolutions within the relationship (vulnerability, influences of parents, work-stress,...)				
79	I am able to have an empathic conversation with my partner (careful listening, respecting vulnerability)				

80	I am able to have a conversation about sexuality (e.g. contraception, personal differences)							
81	I am able to adapt to new situations and evolutions (Changes of work, moving)							
82	I am able to reach compromises and adhere to them							
83	I am able to organize leisure time that satisfies myself and my partner							
84	Other ability:.....							
Ability to nurse								
85	I am able to analyse the need for help of a partner (illness, handicap)							
86	I am able to provide the necessary care and nursing to enhance the well-being							
87	I am able to provide emotional support in coping with an illness							
88	I am able to provide support in coping with a palliative phase of illness							
89	I am able to give emotional support in case of experiences of loss (family-members, friends, colleagues...)							
Ability to give support in special situations								

90	I have insight into the impact of the birth of a child on a relationship				
91	I am able to organize help in case of family violence				
92	I am able to search for help in case of relationship-difficulties (starting a counseling-process or mediation-procedure)				
93	I am able to start up and to follow up a divorce procedure				
94	Other ability:				

1.1.3 Relationship with and care for elder relatives

Ability to support a senior

95	I am able to understand elderly people when coping with retirement, loss of physical abilities, ...				
96	I am able to give guidance to a senior during difficult transitions in his/her life (retirement; going to an nursery home; information about services, emotional support)				
97	I am able to help find meaningful leisure activities for the senior				

98	Other ability:.....						
Ability to nurse an elder relative							
99	I am able to analyse the need for help of a person in his/her context (getting older, illness, handicap)						
100	I am able to provide the necessary care and nursing to enhance the well-being of a person						
101	I am able to give support to the elderly in everyday life (e.g. getting dressed, washing, meals)						
102	I am able to apply techniques (hoist and lift or other nursing) correctly						
103	I am able to provide emotional support in coping with a serious illness						
104	I am able to give support in a palliative phase of illness						
Ability to give support in special situations							
105	I am able to give emotional support to a senior confronted with death of a partner, family member or friend						
106	Other ability:.....						

1.2 HOUSEHOLD MANAGEMENT AND SOCIAL SECURITY

Ability to stimulate a healthy way of life

- 107 I know that there is relationship between physiology/anatomy and health/well being and I can explain these in concrete situations
- 108 I am able to provide people with relevant information about health and illness appropriate for their level of understanding

109 I am able to take actions to prevent difficulties or to prevent the worsening of difficulties as to health in a daily situation

110 Other ability:.....

111 I am able to manage complex tasks of organizing life with children, partner, grandparents in between different institutions (e.g. school, day care, care for elderly, work places, medical care)

112 I am able to manage time effectively in everyday life

113 I am able to create a balance between work, family responsibility and leisure

Ability to create balance between family, work and education

114	I know the rules concerning parental leave and am able to act accordingly						
115	Other ability:						
Ability to manage a family household							
116	I am able to support myself						
117	I am able to run a household economically (keeping an eye on the finances, e.g. budgeting)						
118	I am able to run a household ecologically and protect the environment						
119	I am able to prepare healthy and hygienic food						
120	I am able to provide a clean and pleasant living environment						
121	I am able to manage supporting facilities (family support, cleaning support)						
122	Other ability:						
Ability to ensure social security and carry out administrative tasks							
123	I am able to follow up administrative tasks: insurances, taxes, unemployment aid, family allowance.						

124	I am able to follow up social security after an accident or when a family-member gets ill (illness-insurance) (illness-insurance, allowance)								
125	I am able to follow up the social security of a senior (allowance, insurances)								
126	Other ability								
127	I am able to deal with (day) care organizations for children or seniors								
128	I am able to organize counseling or psychotherapy								
129	I am able to deal with youth welfare organizations								
130	I am able to practice guardianship (being a foster-parent)								
131	I am able to start up and follow up a procedure of adoption								
132	Other ability:.....								
133	I am able to provide child care (e.g. neighbourhood, day care)								

Ability to take responsibility in the social network of the family

134 I am able to take responsibility as a parent at a school

135 Other ability:

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2. GENERAL AREAS OF COMPETENCE

Competences	Exemplified subcompetences	Grading/level				
		0	1	2	3	4
Self management	1 I am able to set priorities and choose the necessary action, means and targets					
	2 I am able to identify individual learning points based on critical reflection of my own functioning					
	3 I am able to assess my contribution to an aid relationship that aims at promoting optimal development opportunities					
	4 I am able to develop, broaden and apply personal fields of interest via self-tuition					
	5 I am able to react in a flexible manner even in quickly changing situations					
	6 I am able to pay sufficient attention to self-care					
	7 Other ability					
	8 I am able to analyze and break down a complex problem into sub-problems					
Problem analysis and solving						

9	I am able to set clear and realistic targets and sub-targets					
10	I am able to take into account the consequences for the different parties involved					
11	I know where to look for information and help when facing problems					
12	I am able to choose suitable methods and help in a given context					
13	I am able to adapt and fine-tune chosen methods in a creative and situation-oriented way					
14	I am able to optimize targets and support on the basis of the evolutions observed					
15	Other ability					
Communication						
16	I am capable of constructive communication					
17	I am able to have an empathic conversation(listening and asking questions with respect to feeling)					
18	I have an eye for the interaction process between myself and others					

19	I am able to mediate					
20	I am aware of my own expectations, as well as of the effects of my own when interacting with others					
21	I am able to deliver relevant information at the appropriate level of understanding of the communication partner					
22	I am able to lead and participate in a discussion in a constructive way					
23	I am able to apply conflict management and problem solving skills (enhancing mutual listening, looking for different ways to solve a problem, checking the result and making clear commitments)					
24	Other ability					
25	I am empathic					
26	I am authentic (genuine, open)					
27	I am capable of showing unconditional positive appreciation					

Core abilities for support, education, empowerment

28	I am able to encourage, stimulate and help restore the self-reliance of the supported person				
29	I am aware of gender dimensions in personal and social life and I am capable of preventing disadvantages				
30	I am able to take into account the important influence of opinions and actions of the relief worker on the supported person				
31	Other ability				
Taking initiative					
32	I am able to look for opportunities and take short term action to stimulate change				
33	I am able to take initiative in raising matters of family interests with institutions, the neighbourhood and local affairs and to defend them				
34	Other ability				
Coping with stress					
35	I am able to deal constructively with stress				
36	I am able to help others to deal constructively with stress				

37	Other ability				
38	I am aware of my own values and open as to differences between persons in choosing values				
39	I am aware of my own culture and deal respectfully with cultural differences				
40	Other ability.....				

Awareness and respect as to values

Part 2: Reflection file

In the reflection-file, you are invited to discuss in detail what you think your strengths and weaknesses are as to the competences described in the list above. The reflection has two parts. First you are invited to discuss the specific competences (column 3) briefly as to strengths and in which respect you want to grow. Then we ask for a detailed description of some of the competences.

2.1 Strength-weakness analysis as to Relationship with, education and care of children

Please review the competences listed in section 1.1.1 Relationship with, education of and care of children and discuss in your own words what you think you already do well and in what respect you want to grow. Be concrete in giving examples of what you think about.

**Choose at least 2 competences from the competences in the section 1.1.1
Relationship with, education of and care of children**

Elaborate on them by giving a clear example of a situation that shows how you applied each competence. Feel free to assess more competences and extend the number of competences you describe using examples. In discussing them, please describe:

1. the starting point when you needed the competence;
2. the task you had in the given situation;
3. which action you took;
4. the result;
5. your evaluation of the way you dealt with the situation and your evaluation of the result;
6. your reflection about what you are already capable of and in which respect you eventually want to grow.

Competence

level

Description

When was this competence useful? What happened at that time? Describe the situation.

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What problem did you have to solve, what was your task?

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What did you feel at that time?

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What actions did you take?

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What was the result and how do you evaluate the result?

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What do you think now about the way you dealt with the situation? Is there anything you would do in another way?

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Is there anything you would like to learn?

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Where else could you use this competence? For instance in your job or volunteer work?

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Competence

level

Description

When was this competence useful? What happened at that time? Describe the situation.

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What problem did you have to solve, what was your task?

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What did you feel at that time?

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What actions did you take?

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What was the result and how do you evaluate the result?

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What do you think now about the way you dealt with the situation? Is there anything you would do in another way?

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Is there anything you would like to learn?

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Where else could you use this competence? For instance in your job or volunteer work?

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2.1 Strength-weakness analysis as to Relationship with and care of partners

Please review the competences listed in section 1.1.2 Relationship with and care for partners and discuss in your own words what you think you already do well and in what respect you want to grow. Be concrete in giving examples of what you think about.

Choose at least 2 competences from the competences in the section 1.1.2 Relationship with and care for partners.

Elaborate on them by giving a clear example of a situation that shows how you applied each competence. Feel free to assess more competences and extend the number of competences you describe using examples. In discussing them, please describe:

1. the starting point when you needed the competence;
2. the task you had in the given situation;
3. which action you took;
4. the result;
5. your evaluation of the way you dealt with the situation and your evaluation of the result;
6. your reflection about what you are already capable of and in which respect you eventually want to grow.

Competence

level

Description

When was this competence useful? What happened at that time? Describe the situation.

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What problem did you have to solve, what was your task?

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What did you feel at that time?

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What actions did you take?

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What was the result and how do you evaluate the result?

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What do you think now about the way you dealt with the situation? Is there anything you would do in another way?

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Is there anything you would like to learn?

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Where else could you use this competence? For instance in your job or volunteer work?

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Competence

level

Description

When was this competence useful? What happened at that time? Describe the situation.

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What problem did you have to solve, what was your task?

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What did you feel at that time?

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What actions did you take?

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What was the result and how do you evaluate the result?

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What do you think now about the way you dealt with the situation? Is there anything you would do in another way?

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Is there anything you would like to learn?

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Where else could you use this competence? For instance in your job or volunteer work?

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2.3 Strength-weakness analysis as to Relationship with and care for elder relatives

Please review the competences listed in section 1.1.3 Relationship with and care for elder relatives and discuss in your own words what you think you already do well and in what respect you want to grow. Be concrete in giving examples of what you think about.

Choose at least 2 competences from the competences in the section 1.1.2 Relationship with and care for elder relatives.

Elaborate on them by giving a clear example of a situation that shows how you applied each competence. Feel free to assess more competences and extend the number of competences you describe using examples. In discussing them, please describe:

1. the starting point when you needed the competence;
2. the task you had in the given situation;
3. which action you took;
4. the result;
5. your evaluation of the way you dealt with the situation and your evaluation of the result;
6. your reflection about what you are already capable of and in which respect you eventually want to grow.

Competence

level

Description

When was this competence useful? What happened at that time? Describe the situation.

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What problem did you have to solve, what was your task?

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What did you feel at that time?

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What actions did you take?

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What was the result and how do you evaluate the result?

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What do you think now about the way you dealt with the situation? Is there anything you would do in another way?

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Is there anything you would like to learn?

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Where else could you use this competence? For instance in your job or volunteer work?

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Competence

level

Description

When was this competence useful? What happened at that time? Describe the situation.

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What problem did you have to solve, what was your task?

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What did you feel at that time?

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What actions did you take?

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What was the result and how do you evaluate the result?

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What do you think now about the way you dealt with the situation? Is there anything you would do in another way?

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Is there anything you would like to learn?

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Where else could you use this competence? For instance in your job or volunteer work?

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2.4. Strength-weakness analysis as to Household management and Social Security

Please review the competences listed in section 1.2. Household management and Social Security and discuss in your own words what you think you already do well and in what respect you want to grow. Be concrete in giving examples of what you think about.

Choose at least 2 competences from the competences in the section 1.2 Household management and Social Security.

Elaborate on them by giving a clear example of a situation that shows how you applied each competence. Feel free to assess more competences and extend the number of competences you describe using examples. In discussing them, please describe:

1. the starting point when you needed the competence;
2. the task you had in the given situation;
3. which action you took;
4. the result;
5. your evaluation of the way you dealt with the situation and your evaluation of the result;
6. your reflection about what you are already capable of and in which respect you eventually want to grow.

Competence

level

Description

When was this competence useful? What happened at that time? Describe the situation.

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What problem did you have to solve, what was your task?

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What did you feel at that time?

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What actions did you take?

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What was the result and how do you evaluate the result?

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What do you think now about the way you dealt with the situation? Is there anything you would do in another way?

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Is there anything you would like to learn?

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Where else could you use this competence? For instance in your job or volunteer work?

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Competence

level

Description

When was this competence useful? What happened at that time? Describe the situation.

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What problem did you have to solve, what was your task?

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What did you feel at that time?

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What actions did you take?

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What was the result and how do you evaluate the result?

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What do you think now about the way you dealt with the situation? Is there anything you would do in another way?

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Is there anything you would like to learn?

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Where else could you use this competence? For instance in your job or volunteer work?

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2.5. Strength-weakness analysis as to General competences

Please review the competences listed in section 2.1.General competences and discuss in your own words what you think you already do well and in what respect you want to grow. Be concrete in giving examples of what you think about.

Choose at least 2 competences from the competences in the section 2.1 General competences.

Elaborate on them by giving a clear example of a situation that shows how you applied each competence. Feel free to assess more competences and extend the number of competences you describe using examples. In discussing them, please describe:

1. the starting point when you needed the competence;
2. the task you had in the given situation;
3. which action you took;
4. the result;
5. your evaluation of the way you dealt with the situation and your evaluation of the result;
6. your reflection about what you are already capable of and in which respect you eventually want to grow.

Competence

level

Description

When was this competence useful? What happened at that time? Describe the situation.

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What problem did you have to solve, what was your task?

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What did you feel at that time?

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What actions did you take?

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What was the result and how do you evaluate the result?

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What do you think now about the way you dealt with the situation? Is there anything you would do in another way?

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Is there anything you would like to learn?

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Where else could you use this competence? For instance in your job or volunteer work?

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Competence

level

Description

When was this competence useful? What happened at that time? Describe the situation.

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What problem did you have to solve, what was your task?

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What did you feel at that time?

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What actions did you take?

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What was the result and how do you evaluate the result?

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What do you think now about the way you dealt with the situation? Is there anything you would do in another way?

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Is there anything you would like to learn?

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Where else could you use this competence? For instance in your job or volunteer work?

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Part 3: Pieces of evidence as to relevant life experiences in the family

Collect pieces of evidence that are relevant to the competences you want to illustrate. These pieces of evidence can either be directly linked to competences owned in family life or to family competences developed in professional life.

Be aware of quality differences and assessment criteria described in the 'User's Manual'.

For example: an official and signed document of a guidance center that shows you had contact in search of help for a handicapped child brings more evidence to the portfolio than a letter from a friend.

Some examples:

- In care for a child with Down's syndrome : certificate of registration from a school with a program for inclusive education
- Certificate proving you attended info sessions about learning disabilities
- Letter of reference of an adoption center

Indicate which competences you substantiate with a specific piece of evidence.

Part 4: Case studies

1. Two cases taken from a family context:

1.1. Taking care of a disabled child

Mária is a 30-year-old single mother with a heavily disabled 6-year-old child. When Jurko was born, he suffered from a partial infantile cerebral palsy and he uses a wheelchair as a medical device. The mental development of the boy is alright, his powers of intellect are on the level of a preschool aged child.

On the basis of recommendations given by a pedagogue, psychologist, paediatrician and neurologist, Jurko is able to attend the 1st class of elementary school.

Currently, Mária receives an allowance as a form of social assistance for taking care of the child, and child benefit. Her financial conditions are not good. With his mother, Jurko visits a daily sanatorium for 2 – 3 hours a day, where he is being given some rehabilitation treatments.

The mother is busy all day long with taking care of her disabled child, and therefore she finds it hard to find a job, or at least a part time job, to improve her financial conditions a bit.

The mother is considering two alternatives: to place the child into an ordinary school, which is recommended by the specialists (pedagogue, psychologist, paediatrician and neurologist), or into a special school offering full day care adapted to the boy's handicap.

On the one hand, the mother is aware of the advantages resulting from the integration of her son into an ordinary class of peers, which would allow for a better socialization and a further development of his personality. On the other hand, the mother is afraid that her son might not be accepted by his class mates and she fears the strong emotional situations that Jurko could be confronted with in a school environment.

Question:

How would you deal with this situation from the mother's point of view, with regard to the needs of her son?

Propose and justify different possibilities on how to solve her questions.

You are a parent of three children, aged 17 years, 15 years and 10 years. The oldest, Charles, was always a quite responsible person at school and has generally helped around the house. He has now moved on to higher education and has made new friends. You realize that he is spending more money than the allowance you give him. He eats out regularly and has a new girlfriend every week.

Question:

You are concerned about where his money is coming from. How would you, as a parent, react to this situation?

2. Two cases situated in a professional context

You are working as a counseling teacher in a school for children aged 6-12. Michael is new in the fifth grade. After a few days in school it is clear that Michael is very rebellious. He has a hard time accepting rules and making a substantial effort to study. A boost of anger attacks after a discussion he had with his teacher, urges the teacher to ask you for support. From what Michael tells you, you understand he dislikes his parents and their way of living. He is angry with them and doesn't want to stay at home. Because of lack of sleep he is also very tired. At lunch time he is alone at home and he has to prepare his meal all by himself. After school, he comes home to an empty house. He spends most of his time on the street and neglects his school work.

A first talk with his mother confirms that in this family there is indeed a serious lack of rules and structure. In the mother's life there isn't much structure nor consistency. The father lives with another woman and - as the mother states - seems to be very indifferent towards his son.

Question:

What do you think can be done to support Michael and his family? Give concrete examples of ways to improve the situation, working with Michael, his mother and his father, from the position of the counseling teacher.

Mr. Klein is a 73 year old man with no children of his own. Due to a dysfunctional blood circulation, both his legs had to be amputated approximately 10 years ago. Despite his medical condition, Mr. Klein wanted to stay in his own flat for as long as possible. Being able to play the piano at home, which he has done since his childhood, is very important to him. Furthermore, the familiar surroundings of his home, the little chats he has with his neighbors, and the phone calls with his former colleagues are all things that he would not want to do without. Mrs. Klein was always opposed to moving her husband to a care institution, and she took the full care duties for him on herself. However, she died nine months ago.

Since she passed away, he made the tough decision to move to a service flat, but the phase before he eventually moved presented itself as very onerous. Likewise, the first days in his new home were painful, caused by phantom pains in his legs. The change in his ways of living temporarily made him withdraw completely, but subsequently, the stimulating surroundings and the changing routines facilitated his acclimatization.

One month ago, Mr. Klein met Mrs. Kaiser, a widow living in the same institution. Mrs. Kaiser is 69 years of age, obese, and suffers from depressions, but is well medicated. Both spend their time singing and making music, as well as meeting regularly, e.g. for a coffee or musical evenings in a group. They are both interested in each other and seek each other's respective companionship, but Mr. Klein tries to avoid feelings of affection, as he is aware of the difficulties of intimate relationships in care institutions.

Question:

You're working as a professional carer for the elderly. What can be done, from your perspective, to support Mr. Klein, keeping in mind his situation (social contacts, quality of living, disability, partnership and sexuality)?

Please give concrete examples on how to improve his situation.

User's Manual

Introduction

Dear User,

The FamCompass gives you the opportunity to discover and document the competences you have obtained in family life. The tasks you fulfill in your role(s) as educator, home maker, care giver and family manager provide a rich field of experience. In performing these tasks in everyday life you trained valuable skills and competences. To be aware of them and to be able to name them is helpful to present these competences with self-confidence in a process of job application or application for vocational education.

The FamCompass supports your self-assessment about what you learned in family life and provides external assessment by at least two independent assessors. Self and external assessment widens your self perception and you become clearer about your strengths and eventually developmental needs. The FamCompass allows validating your family competences with view to grant exemption from exams, facilitate shorter schooling careers or to enter the labor market.

The FamCompass takes the form of a portfolio. A portfolio is a compilation of information showing your competences. It both gives an overview of the competences you acquired and as much argumentation as necessary to prove these competences. Although there are specific guidelines and assessment criteria to fill out the different parts, it is up to you to demonstrate your competences acquired in family life as clear and well-argued as possible.

We invite you to create your Family Competences Portfolio and would like to give you some helpful tips on your way. Discovering and documenting your family competences is a process that needs some preconditions.

Enough time: the time you need depends on the purpose of your portfolio and how many family competences you would like to prove. The institution that invites you to provide your portfolio will give you some information about the competences that are most important to prove for the purpose of the target of the portfolio process. Reserve enough time to be able to reflect on your competences, to work on the different parts of the portfolio, to take breaks and come back to it again.

The right place: a quiet and nice place in which you are able to work without disturbance and where you can leave the materials will also be helpful and support you to find out more about your competences.

The information in this portfolio is private. It is only accessible to the person who coaches you in making the portfolio and to the assessors.¹ Because the FamCompass is about your private life, it is nevertheless important that you decide carefully which information you would like to give in your portfolio.

After you released your portfolio the assessors will assess it. You will receive feedback in a report that summarizes the findings of the assessors. You also will get a certificate confirming that you have made the portfolio.

The Portfolio Process

The Portfolio process starts with some general questions to reflect on your family competencies in a first overview. The portfolio itself has four specific parts:

General information

1. List of family competences
2. Reflection file
3. Pieces of evidence as to relevant life experiences in the family [to be attached]
4. Case studies: one taken from family life and one taken from a professional context

This User Manual will guide you through these steps of the process. If any question occurs to you, please don't hesitate to ask your coach for explanation and support.

General information

The short questionnaire gives you the chance to reflect on your family experience in a first overview approach: What is my family situation now? What were important phases in my biography, where did I take responsibility for family members? Take enough time to think about your "family curriculum vitae". You may discover situations and challenges you didn't think of for a longer time.

For the assessors the general information provides some first information about your current family situation and family experience in the past.

Please write your answers within the formatted boxes.

Part 1: List of family competences

In this section you find a list of competences and sub competences linked to family life. Take your time to read the sub competences carefully. Think of and reflect on concrete examples in your family life when you applied them. Based on these situations you assess the level on which you still possess each sub competency.

Five levels are distinguished; please tick the level that best fits your ability to fulfill the task described in the sub competence.

- Level 0: The sub competence seems relevant to you regarding the purpose of the portfolio process but you are not familiar with it.
- Level 1: You are familiar with the competence from discussions or literature, but don't have experience in applying it.
- Level 2: You have some family experience in applying the competence but you do not or only seldom reflect on how to improve it.
- Level 3: You often apply the competence (independently or otherwise) and from time to time you reflect on how to improve it.
- Level 4: The competence is an integrated part of yourself, you use it readily also in unpredictable and complex situations and you reflect on how to improve it.

If a competence doesn't seem relevant for the purpose of the portfolio process don't tick a grade.

In each section of the list of competences you also have the possibility to add sub competences you miss in the list. You may have acquired important, but not mentioned competences. Write them down in the fields 'Other ability' and assess the level on which you are able to apply that sub competence.

Part 2: Reflection file

In the reflection file, you are invited to reflect on and describe in detail what you think your strengths and weaknesses are as to the competences described in the list of competences. The reflection file has two parts: First you are invited to discuss specific sub competences (part 1, column 3) briefly with regard to your strengths in applying these and in which respect you want to grow. One step further we ask you for a detailed description of some of the sub competences.

Reflection part 1:

Please review the sub competences (part 1, column 3) listed in section 1.1 *Relationship with, education of and care for children*. Discuss in your own words what you think you already do well in this field of sub competences and in what respect you want to grow. You don't need to focus on each single sub competency in your writing here. You are invited to take a broader scope on your relationship with, education of and care for children and reflect about your strengths and weaknesses in this field. Be concrete in giving examples from every day life to illustrate what you mean.

Assessment criteria

For your information the assessment criteria the assessors will focus on in their evaluation of this part of your portfolio are described below.

In general: consistency in the description of the strengths and weaknesses with view to the competences

Grading

High: concrete examples in which respect you want to grow as to the competences (future) including the way you want to do that; concrete examples of former growth

as to the competences

Middle + : concrete examples in which respect you want to grow as to the competences (future) but without the way you want to do that; concrete examples of former growth as to the competences

Middle: little or no concrete points of growth as to future; little concrete examples of former growth as to competences

Middle -: no concrete examples of future or former growth as to competences

Low: no examples of future or former growth as to competences

Reflection part 2:

Choose at least two sub competences from section 1.1 *Relationship with, education of and care for children*. Elaborate on them by giving one clear and concrete example of a situation that shows how you applied each of these two sub competences. Here you are invited to focus your description on the single sub competences. Feel free to assess more sub competences and extend the number of sub competences you describe using examples. In discussing them, please describe:

1. the starting point when you needed the competence;
2. the task you had in the given situation;
3. which action you took;
4. the result;
5. your evaluation of the way you dealt with the situation and your evaluation of the result;
6. your reflection about what you are already capable of and in which respect you eventually want to grow.

It is helpful for you to use these steps as an outline of your description.

Assessment criteria

For your information the assessment criteria the assessors will focus on in their evaluation of this part of your portfolio are described below.

As to the description of each competence:

- Are all 6 elements/steps dealt with?
- Is the example concrete or vague?
- Does the example show the ability to reflect on personal actions; are there any areas of growth mentioned?
- Can some possibility of generalisation of the competence to other situations be deduced?
- Are the examples consistent with the information on the competences in the strength-weakness analysis and the (not) ticked competences in part 1?
- Is the required number of competences reached (more? less?)

Repeat these reflections (part 1 and part 2) for the other fields of competences: 1.1.2 *Relationship with and care of partners*, 1.1.3 *Relationship with and care for elder relatives*, 1.2 *Household management and social security*, and 2. *General competences*

Part 3: Pieces of evidence as to relevant family competences

To further prove your competences please collect pieces of evidence that are relevant to the competences you want to illustrate.

The pieces of evidence can be about competences learned in family life as such or family competences developed in professional life.

Be aware that the grade of evidence the pieces provide is different. For example: an official and signed document of a guidance center that shows you had contact in search of help for a handicapped child brings more evidence to the portfolio than a letter from a friend.

Some Examples of relevant pieces of evidence:

- Regarding care for a child with Down's syndrome: certificate of registration from a school with a program for inclusive education.
- Regarding learning disabilities: certificate proving you attended information sessions about learning disabilities.
- Regarding adoption: letter of reference of an adoption center.

Please indicate on each piece of evidence which specific sub competence(s) you substantiate with it.

Assessment criteria

For your information the assessment criteria the assessors will focus on in their evaluation of this part of your portfolio are described below.

- Authenticity: Is the piece of evidence genuine; is it reliable; is it offered by the person whose reference is on it? Is it signed by the person who delivered it?
- Does it clearly show that a competence is acquired and applied?
- Relevance: Is the piece of evidence relevant to the specific competence you want to prove?
- Actuality: Does the piece of evidence show that you have the competence today? Is there eventually a process of growth between the moment you acquired a competence and today?
- Context variation: Is it clear that the competence is used/usable in different situations?
- Quantity and quality: Does the piece of evidence show how much/often the competence is used or what quality is reached?

Part 4: Case studies

You are invited to discuss two cases here. Case studies are a very helpful instrument to find out more about acquired competences. To describe the way how to deal with a given problematic situation gives the chance to apply and show one's competences in dealing with an unfamiliar situation. The cases in the FamCompass are taken from two different contexts: one from a family context; the other is a problematic situation occurring in a professional context, providing the opportunity to transfer one's family competences to professional life.

After reading the case, please answer the questions. Be as concrete and complete as possible in respect to how you would deal with this *situation/problem*.

The evaluation will especially take into account how you describe the different steps in problem solving, the methods you propose, the reflections you make.

The following questions provide an outline for your case work:

1. Analysis of the situation: What is the problem? Who is involved?
2. Description of the aims: What are the aims? What would a sufficient solution look like?
3. Description of methods: With which methods the solution can be reached?
4. Description of the evaluation: How will be evaluated if the methods are feasible and the solution is reached?
5. Description of follow up: How will the follow up be done to secure the positive developments?

Assessment criteria

For your information the assessment criteria the assessors will focus on in their evaluation of this part of your portfolio are described below.

Which of the five above mentioned steps in problem solving are taken?

1. Analysis of the situation: What is the problem? Who is involved?
2. Description of the aims: What are the aims? What would a sufficient solution look like?
3. Description of methods: With which methods the solution can be reached?
4. Description of the evaluation: How will be evaluated if the methods are feasible and the solution is reached?
5. Description of follow up: How will the follow up be done to secure the positive developments?

Are the steps formulated concretely or rather abstractly? Are there any strong or weak points mentioned as to one's own functioning?

Grading:

High: all steps of problem solving are mentioned; broad problem analysis, broad reflection on possible aims and methods with view to the problem analysis, description of evaluation and follow-up; clear differentiation as to one's own functioning,

functioning of others involved and when/where to ask for help.

Middle +: all steps of problem solving except follow up; broad problem analysis, broad reflection on possible aims and methods with view to the problem analysis, evaluation mentioned; clear differentiation as to own functioning, functioning of others involved and when/where to ask for help.

Middle: steps of problem solving up to aim definition and to some methods; differentiation between own functioning and functioning of others involved; some reflection as to when/where to ask for help.

Middle -: analysis is vague; focus on one aim; none or but a very few methods; vague or no differentiation between own functioning and functioning of others involved; some or no reflection as to when/where to ask for help.

Low: analysis is very vague; aim is not clear, nor method.

Privacy statement

The information in this portfolio is private. It is only accessible to the person who coaches you in making the portfolio and to the assessors. In consistence with Directive 95/46/EC of the European Parliament and of the Council of 24 October 1995 on the protection of individuals with regard to the processing of personal data and on the free movement of such data as well as with the Belgian Law on the protection of privacy of 8 December 1992.

Disclaimer

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Assessor's Manual

Introduction

With the FamCompass we want to assess and validate the competences a person has obtained in family life. What one learned in family life can be relevant for professional training as well as when applying for a job.

Family competences refer to the knowledge, skills and attitudes one has obtained in one's role(s) as educator, home maker, care giver and family manager.

The Family Competences Portfolio starts with some general questions concerning family life and has four specific parts.

General information

1. List of family competences
2. Reflection file
3. Pieces of evidence as to relevant life experiences in the family
4. Two case studies to be discussed: one taken from family life and one taken from a professional context

Assessment of the portfolio

As an assessor you are invited to judge the different parts of the portfolio in regard of the criteria described below. Please use the Evaluation sheets attached to this document.

General principles

The assessment is done *independently*. This means:

- You evaluate each portfolio on its own, also when you have to judge several portfolios. Take care not to assess on ground of comparing applicants. Only look for the correspondence between the competences of the client and those of the educational institution or profession. The reference points of your assessment are the detailed indicators defined by the institution that assigned you to judge the portfolio. Please, make sure you got the indicators from the institution before starting your assessment.
- You judge individually. Consultation with co-assessors is only done when requested by the person/institution that organises the portfolio-procedure.
- For a professional assessment it is recommended not to know the applicant. In the

case you know the applicant, you should be as objective as possible and indicate in your report that you know the applicant.

- As an assessor you can not be the guide to making the portfolio. This would cause too much risk to have an unreliable assessment.

The assessment must guarantee the privacy of the applicant's information*. This means:

- You have to handle the information in the portfolio and your evaluation discretely. The information and evaluation should only be shared with the person/institution organising the portfolio-procedure and – if requested by this person/institution - with co-assessors.
- Portfolios you deal with have to be stored in a place which is not accessible to other persons.
- As an assessor you are free to contact reference persons mentioned as such in the portfolio. In this case, you should explain that you take contact as part of a procedure of recognising prior learning.

* In accordance with Directive 95/46/EC of the European Parliament and of the Council of 24 October 1995 on the protection of individuals with regard to the processing of personal data and on the free movement of such data as well as with the Belgian Law on the protection of privacy of 8 december 1992.

Evaluating the different parts of the portfolio

The first part of the evaluation of competences gives a general overview, the second, third and fourth part looks especially for the competences defined by the targets the portfolio is used for by the institute that ordered the assessment. These targets are operationalised by the indicators provided by the institution.

Part 1. List of Family Competences

Please review on Evaluation sheet I (attachment 1):

- 1 General Evaluation
 - Is the level indicated for all competences?
 - Which competences are not dealt with?
 - Which competences have level zero?
 - Complete the table: for each area of competences, how many are on level 3, how many are on level 4?
 - Brief conclusion
- 2 Specific Evaluation
 - Complete tables 2a and 2b: overview of relevant competences
 - Indicate which for the target of the portfolio process relevant competences are absent and which are to be evaluated also in part 2-4

Part 2. Reflection file

Please review on the Evaluation sheet II (attachment 2):

1 Evaluation of the Strength-weakness-analysis as to the areas of competences: Relationship with, education and care for children, Relationship with and care for partners, Relationship with and care for elder relatives, Household management and Social Security, General competences.

Judge each strength-weakness-analysis in respect to the following criteria:
In general: consistency in the description of the strengths and weaknesses with view to the competences

Grading:

High: concrete examples in which respect the person wants to grow as to the competences (future) including the way he/she wants to do that; concrete examples of former growth as to the competences

Middle + : concrete examples in which respect the person wants to grow as to the competences (future) but without the way he/she wants to do that; concrete examples of former growth as to the competences

Middle: little or no concrete points of growth as to future; little concrete examples of former growth as to competences

Middle -: no concrete examples of future or former growth as to competences

Low: no examples of future or former growth as to competences

2 Evaluation of the detailed descriptions of competences

- Discuss if the required number of descriptions is met (more? less?)
- Complete table 3

As to the description of each competence:

- Are all 6 elements/steps dealt with?*
- Is the example concrete enough or vague?
- Does the example show the ability to reflect on personal actions; are there any growth areas mentioned?
- Can some possibility of generalisation of the competence to other situations be deduced? Is it on logical ground possible to conclude that the competence is acquired? for instance when someone has lost a child because of illness and gives evidence in part 3 to have cared for the child)
- Are the examples consistent with the information on the competences in the strength-weakness analysis and the (not) ticked competences in part 1?

* The six steps of the description are:

- the starting point when the person needed the competence;
- the task he/she had in the given situation;

- which action he/she took;
- the result;
- His/her evaluation of the way he/she dealt with the situation and your evaluation of the result;
- His/her reflection about what he/she is already capable of and in which respect he/she eventually wants to grow.

Part 3. Pieces of evidence

Please judge the pieces of evidence on the following criteria and indicate this on Evaluation sheet III (attachment 3). The pieces of evidence can be about competences learned in family life as such or family competences (further) developed in professional life.

- **Authenticity:** Is the piece of evidence genuine; is it reliable; is it offered by the person whose reference is on it? Is it signed by the person who delivered it? Does it clearly show that a competence is acquired and applied?
- **Relevance:** Is the piece of evidence relevant to the specific competence that wants to be proved?
- **Actualty:** Does the piece of evidence show that the person has the competence today? Is there eventually a process of growth between the moment he/she acquired a competence and today?
- **Context variation:** Is it clear that the competence is used/usable in different situations?
- **Quantity and quality:** Does the piece of evidence show how much/often the competence is used or what quality is reached?

Part 4. Case Studies

Please judge the cases on the following criteria and indicate this on Evaluation sheet IV (attachment 4):

Judging criteria:

In general: Which steps in problem solving are taken?

The steps of the whole process of problem solving are:

1. Description of the analysis of the situation: What is the problem? Who is involved?
2. Description of the aims: What are the aims? How a sufficient solution would look like?
3. Description of methods: With which methods the solution can be reached?
4. Description of the evaluation: How will be evaluated if the methods are feasible and the solution is reached?

5. Description of follow up: How will the follow-up be done to secure the positive developments?

Are the steps formulated concretely or rather abstractly? Are there any strong or weak points mentioned as to one's own functioning?

Grading:

High: all steps of problem solving are mentioned; broad problem analysis, broad reflection on possible aims and methods with view to the problem analysis, description of evaluation and follow-up; clear differentiation as to one's own functioning, functioning of others involved and when/where to ask for help.

Middle +: all steps of problem solving except follow up; broad problem analysis, broad reflection on possible aims and methods with view to the problem analysis, evaluation mentioned; clear differentiation as to own functioning, functioning of others involved and when/where to ask for help.

Middle: steps of problem solving up to aim definition and to some methods; differentiation between own functioning and functioning of others involved; some reflection as to when/where to ask for help.

Middle -: analysis is vague; focus on one aim; none or but a very few methods; vague or no differentiation between own functioning and functioning of others involved; some or no reflection as to when/where to ask for help.

Low: analysis is very vague; aim is not clear, nor method.

Global Evaluation

Please indicate on the Evaluation sheet V (attachment 5):

- Which competences are proved?
- Which competences are clearly absent?
- Which competences require further investigation?

Evaluation sheets

Evaluation-sheet I - Part 1. List of Family competences

1 General evaluation

- Which competences in part 1 are not dealt with?
- Which competences have level zero?
- Complete table 1: for each area of competences, how many competences have level 3, how many have level 4?

TABLE 1	Level 3	Level 4
Area		
1.1.1 Children		
1.1.2 Partners		
1.1.3 Elder relatives		
1.2 Household management and social security		
2 General		
Total		

Brief summary of general evaluation:

2 Specific evaluation

Which competences should be demonstrated in respect to the aim of using the portfolio:

TABLE 2A	Number	Ticket on level
Area		
1.1.1 Children		
1.1.2 Partners		

TABLE 2B	Number	Ticket on level
Area		
1.1.3 Elder relatives		
1.2 Household management and social security		
2 General		

Conclusion

- Which competences are not ticked:
- Which competences to look for in part 2-4:

Evaluation sheet II - Part 2. Reflection file

1 Strength-weakness analysis

Judge each strength-weakness-analysis in respect to the following criteria:

In general: consistency in the description of the strengths and weaknesses with view to the competences

Grading:

High: concrete examples in which respect the person wants to grow as to the competences (future) including the way he/she wants to do that; concrete examples of former growth as to the competences

Middle + : concrete examples in which respect the person wants to grow as to the competences (future) but without the way he/she wants to do that; concrete examples of former growth as to the competences

Middle: little or no concrete points of growth as to future; little concrete examples of former growth as to competences

Middle -: no concrete examples of future or former growth as to competences

Low: no examples of future or former growth as to competences

- 1.1 Relationship with, education and care for children
- 1.2 Relationship with and care for partners
- 1.3 Relationship with and care for elder relatives
- 1.4 Household management and Social Security
- 1.5 General competences

2 Evaluation detailed description of competences

- Is the required number of descriptions met (more? less?)
- Complete table 3

TABLE 3: Judgement of detailed description (Yes/No)

Check further evidence										
Competence acquired (logical)										
Ability to generalise										
Consistency with part 1 and SWan										
Growth areas										
Concrete enough										
6 steps included										
Number of competence										

KEY

As to the description of each competence:

- Are all 6 elements/steps dealt with?*
- Is the example concrete enough or vague?
- Does the example show the ability to reflect on personal actions; are there any growth areas mentioned?

- Can some possibility of generalisation of the competence to other situations be deduced?
- Is it on logical ground possible to conclude that the competence is acquired? for instance when someone has lost a child because of illness and gives evidence in part 3 to have cared for the child)
- Are the examples consistent with the information on the competences in the strength-weakness analysis and the (not) ticked competences in part 1?

* The six steps are:

- the starting point when the person needed the competence;
- the task he/she had in the given situation;
- which action he/she took;
- the result;
- His/her evaluation of the way he/she dealt with the situation and your evaluation of the result;
- His/her reflection about what he/she is already capable of and in which respect he/she eventually wants to grow.

Evaluation sheet III - Part 3. Pieces of Evidence

Please complete table 4

The piece of evidence can be about competences learned in family life as such or family competences (further) developed in professional life.

TABLE 4

Description of the pieces of evidence	Quality of pieces of evidence					Number of competences acquired	Check further evidence
	Auth	Rel	Act	Var	Q/Q		

Key

- Description of piece of evidence: for example: letter of reference, report
- Authenticity (Auth): Is the piece of evidence genuine; is it reliable; is it offered by the person whose reference is on it? Is it signed by the person who delivered it? Does it clearly show that a competence is acquired and applied?
- Relevance (Rel): Is the piece of evidence relevant to the specific competence that wants to be proved?
- Actuality (Act): Does the piece of evidence show that the person has the competence today? Is there eventually a process of growth between the moment he/she acquired a competence and today?
- Context variation (Var): Is it clear that the competence is used/usable in different situations?
- Quantity and quality (Q/Q): Does the piece of evidence show how much/often the competence is used or what quality is reached?
- Number: number of competence as in part 1
- Check further evidence: by way of taking contact with referee-person (C), by way of asking for more paper-information (P), by way of interview (I)

Remarks (eventually):

Evaluation sheet IV - Part 4. Case Studies

Case 1

General evaluation: competence of problem-solving

Which steps of problem solving are taken?

The steps of the whole process of problem solving are:

1. Description of the analysis of the situation: What is the problem? Who is involved?
2. Description of the aims: What are the aims? How a sufficient solution would look like?
3. Description of methods: With which methods the solution can be reached?
4. Description of the evaluation: How will be evaluated, if the methods are feasible and the solution is reached?
5. Description of follow up: How will the follow up be done to secure the positive developments?

Are the steps formulated concretely or rather abstractly? Are there any strong or weak points mentioned as to one's own functioning?

Grading:

High: all steps of problem solving are mentioned; broad problem analysis, broad reflection on possible aims and methods with view to the problem analysis, description of evaluation and follow up; clear differentiation as to one's own

functioning, functioning of others involved and when/where to ask for help.

Middle +: all steps of problem solving except follow up; broad problem analysis, broad reflection on possible aims and methods with view to the problem analysis, evaluation mentioned; clear differentiation as to own functioning, functioning of others involved and when/where to ask for help.

Middle: steps of problem solving up to aim definition and to some methods; differentiation between own functioning and functioning of others involved; some reflection as to when/where to ask for help.

Middle -: analysis is vague; focus on one aim; none or but a very few methods; vague or no differentiation between own functioning and functioning of others involved; some or no reflection as to when/where to ask for help.

Low: analysis is very vague; aim is not clear, nor method.

Level: High M+ M M- L

Specific evaluation:

- Which competences of family life are looked for:
- Which competences are owned by the person:
- Which competences are to be checked in an interview or other assessment?

Case 2

General evaluation: competence of problem solving

Which steps of problem solving are taken?

The steps of the whole process of problem solving are:

1. Description of the analysis of the situation: What is the problem? Who is involved?
2. Description of the aims: What are the aims? How a sufficient solution would look like?
3. Description of methods: With which methods the solution can be reached?
4. Description of the evaluation: How will be evaluated, if the methods are feasible and the solution is reached?
5. Description of follow up: How will the follow up be done to secure the positive developments?

Are the steps formulated concretely or rather abstractly? Are there any strong or weak points mentioned as to one's own functioning?

Grading:

High: all steps of problem solving are mentioned; broad problem analysis, broad reflection on possible aims and methods with view to the problem analysis, description of evaluation and follow-up; clear differentiation as to one's own functioning, functioning of others involved and when/where to ask for help.

Middle +: all steps of problem solving except follow up; broad problem analysis, broad reflection on possible aims and methods with view to the problem analysis, evaluation mentioned; clear differentiation as to own functioning, functioning of

others involved and when/where to ask for help.

Middle: steps of problem solving up to aim definition and to some methods; differentiation between own functioning and functioning of others involved; some reflection as to when/where to ask for help.

Middle -: analysis is vague; focus on one aim; none or but a very few methods; vague or no differentiation between own functioning and functioning of others involved; some or no reflection as to when/where to ask for help.

Low: analysis is very vague; aim is not clear, nor method.

Level: High M+ M M- L

Specific evaluation:

- Which competences of family life are looked for:
- Which competences are owned by the person:
- Which competences are to be checked in an interview or other assessment?

Evaluation sheet V - Global Evaluation

Review the competences you evaluate as owned and the competences asking for further investigation. Mention the kind of further investigation needed.

TABLE 5

Number of competence	Acquired as illustrated by			Further investigation
	Ref file	Case	Piece of Ev	

Remarks