

Quality Issues in the Validation of Non-formal and Informal Learning

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Introduction

- **Context** of the presentation: Validation is a two stage process involving
 - **Identification** of the knowledge, skills and competencies acquired outside the formal education and training system, that an individual learner might wish to have considered for recognition
 - **Recognition** of a whole or part of these knowledge, skills and competencies towards qualifications and, where possible, credits in a recognised currency.

Validation and Assessment

- Quality assurance should be fit for the purpose of the context in which recognition takes place
- Validation should not involve a complex and bureaucratic process and should be transparent to individual clients and those, such as employers, who may use the results.
- Systems of funding should support and promote validation.

Roles and responsibilities - 1

1. Guidance

- This involves helping an individual to decide whether and if so, how validation should be sought.
- Is this a separate professional position or a role within an assessment team?
- What is the role of employers in this process?
- How should the costs be apportioned?

Roles and responsibilities - 2

2. Assessment

- Is the assessment process the same for conventional learners and for those seeking credit or non-standard entry through validation?
- Is the process of validation a separate stage in the process of assessment?
- What are the competence requirements for those involved?

Assessment and Support for the Recognition of Prior Learning

- The Leonardo EuroguideVAL project has identified Common European Standards of Competence for those engaged in the process of Validation
- The implementation of these Standards has to be consistent with national practice as well as the agreed European policy frameworks.

An assessment framework for APEL Professionals

- Developed as part of the Leonardo EuroguideVAL project
<http://www.euroguideval.org/choix.html>
- Part of Pilot National Qualification Framework for England, Wales and Northern Ireland
http://en.wikipedia.org/wiki/National_Qualifications_Framework
- Level 3 six credit Option Module in the New professional standards for teachers, tutors and trainers
http://www.lifelonglearninguk.org/roadmap/ter_roadmap_key.html

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The future?

- Developing Level 4 and 5 units and mini-awards in England
- A Leonardo Transfer of Innovation proposal linked to ECVET

Thanks for your attention!

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