

Recognition and Validation of informal/non-formal learning

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Identification of informal/non-formal learning

Identification records and makes visible the individual's learning outcomes. This does not result in a formal certificate or diploma, but it does provide the basis for such recognition.

[EC Draft Conclusions on informal and non-formal learning, May 2004]

Validation of informal/non-formal learning

Validation is based on the assessment of the individual's learning outcomes and may result in a certificate or diploma.

[EC Draft Conclusions on informal and non-formal learning, May 2004]

Validation:

The process of assessing and recognising a wide range of knowledge, know-how, skills and competences, which people develop throughout their lives within different environments, for example through education, work and leisure activities.

[CEDEFOP glossary of social terms]

VALIDATION, as a general term, covers 3 processes:

- identification of learning outcomes
- assessment and/or testing of learning
- recognition (of various kinds)

FORMS OF RECOGNITION (1)

- entry to, or selection for, a training programme leading to a teaching qualification
- exemption from part, or parts, of a programme of study/training leading to a teaching qualification
- the whole of a professional award achieved entirely through informal/non-formal learning

FORMS OF RECOGNITION (2)

- exemption from entry pre-requisites for admission to a Higher Degree
- integration of informal/non-formal learning within units of study leading to:
 - a teaching qualification
 - a degree
 - professional recognition

FORMS OF RECOGNITION (3)

- institutional or enterprise recognition through recruitment, or promotion, to a particular grade of trainer
- entry to a national/regional register of approved or recognised trainers

FORMS OF IDENTIFICATION (1)

Learning is made visible through:

- (structured) interview
- direct observation of teaching of teaching competences
- self-analysis/self-assessment of professional knowledge and skills
- mapping of personal learning needs

FORMS OF IDENTIFICATION (2)

- preparation of individual learning plan or personal development plan (to enhance professional competences)
- submission of detailed training plan taught by the individual
- preparation of written report on personal experiential learning

FORMS OF IDENTIFICATION (3)

- portfolio (or dossier or *bilan de competences*)

A portfolio is a gathering of several forms of identification. In general terms, a portfolio will:

- be mapped against specific learning outcomes/competences
- provide evidence to confirm the range of experience presented
- contain reflection/self-evaluation and application of informall/non-formal learning

ASSESSMENT (1)

Some general principles to guide assessment:

- the form of assessment must be fit-for-purpose
- ensuring that clear outcomes are set for what can be achieved through demonstration of informal/non-formal learning (e.g. what can be exempted from formal study)
- clear and explicit criteria must be set for the assessment of each item and for all items overall (as in a portfolio)
- requirements, assessment criteria, and procedures must be known in advance to all candidates

ASSESSMENT (2)

Principles (continued):

- assessment is subject to a moderation procedure to confirm results
- tutorial support/guidance is available to each candidate in the preparation of a claim
- provide diagnostic (where appropriate) and formative assessment to enable the learner to target learning needs and further personal professional development

ASSESSMENT (3)

- ensuring that appropriate specifications are set for the appointment of approved assessors
- ensuring that summative assessment results are moderated/confirmed by a panel of appointed assessors
- involving external representation on the panel or jury confirming results

CURRICULUM MODELS (1)

Five CURRICULUM models through which informal/non-formal learning is validated and leads to the award of a professional qualification:

- 1) Exemption Model:** on the basis of a claim the candidate is exempted from a part, or parts, of a programme of study/training; or is awarded a number of credit points which may be counted towards the total required for an award
- 2) Integration Model:** a unit or course based on informal/non-formal learning is made a compulsory requirement

CURRICULUM MODELS (2)

- 3) **Exclusive Model:** the whole of an award/qualification is attained through the submission of a portfolio of work **or** through work-based assessment **or** a combination of portfolio and work-based assessment
- 4) **Concurrent Model:** programmes leading to professional awards/qualifications are organised so that the processes of experiential learning are supported by formal units of study engaged in at the same time
- 5) **Contract Model:** on the basis of self-assessment of learning needs, the individual constructs a personal project (as agreed with a supervising tutor) to promote professional development. That development will be expressed in terms of learning outcomes/competences.

For Discussion groups

- Do you agree the model of validation proposed?
(pages 6-8 of draft report)
- Are there any additional recommendations or modifications you wish to make for:
 - (a) policy-makers
 - (b) providers