



VALIDATION OF LEARNING OUTCOMES ART-ECO

**OBTAINED OUTSIDE THE
FORMAL EDUCATION SYSTEM
AS PART OF THE
EU LIFELONG LEARNING POLICY**

INTRODUCTION

What is validation?

Validation consists in checking whether the person applying for a given qualification has the required knowledge, skills, and social competences. It is also critical that we can reliably confirm them - the effects of our learning and learning outcomes are checked as part of validation.

This process is termed the "validation of learning outcomes".

If you require further information, you can familiarise yourself by accessing the Good Practices Database, which collects information on validation within European Union member states.



VALIDATION PROCESS

At the stage of identifying and documenting, it is extremely important to have the support of a competent professional who will determine competences gained and aid in the collection of appropriate evidence for a portfolio. At the verification stage, the assessor plays an important role as they evaluate if learning outcomes have been met by the participant.

The thoroughness of the validation process, including the extent and scope of checking the fulfilment of learning outcomes and other requirements for a certain qualification, has an impact on the quality of validation, therefore:

- It should be specified to what minimal extent the applicant must master the learning outcomes. This should be checked consistently.
- Requirements of assessing learning outcomes should be defined and enforced.

For the European Union to improve its competitiveness, employment growth, and social cohesion, which is consistent with the main goal of the Europe 2020 strategy of achieving sustainable and inclusive growth (Communication of the European Commission, 2010), it is crucial that competencies of the population are adapted to the demands of the labour market. Therefore, the policy of the European Union puts an extremely strong emphasis on the promotion of lifelong learning.

It may be helpful for you as the workshop provider to list the skills and competencies participants may gain throughout the project and assess them regarding that in the pre- and post- evaluation forms provided, to help the participants gain an understanding of the importance of lifelong learning and to highlight the transferrable skills they have learnt.

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HOW DOES VALIDATION WORK?

Participants should be provided with guidance and information on the following systems as per the European Union:

- 1. Trust** – processes and procedures for recognition of learning outcomes acquired through non-formal education and informal learning must be fair, transparent and rely on quality assurance mechanisms.
- 2. Reliability and legitimacy** – systems and methods of validation of learning outcomes acquired through non-formal education and informal learning should respect legitimate interests
- 3. Impartiality** – procedures should be applied prevent conflicts of interest and ensure that the people carrying out the validation have appropriate competence (Council of the European Union, 2004, p. 5).
- 4. Identification** – Help your participants recognise the skills, information and social competences gained during the workshop programme. As we often do not work in a single profession for the entirety of one's life, it is vital transferable skills can be easily identified so that they can be used when carrying out other jobs. Acknowledgement of these recognises that learning outcomes have been verified and any gaps in learning addressed.
- 5. Documentation** – The collecting of evidence pertaining to the acquired learning outcomes is known as documentation of learning outcomes. This evidence consists specifically of portfolios for this workshop programme.

Portfolio evaluation consists of the candidate independently gathering evidence of how they have achieved the learning outcomes of the project, assuming responsibility for their learning process. This can be verified by the workshop provider. An example template for the front page of a portfolio is given in the document.

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ADVANTAGES OF A PORTFOLIO

The portfolio allows the person taking the validation to:

- Collect and store evidence in a paper as well as digital form.
- Easily indicate learning outcomes met which are confirmed by this evidence.
- Organise proof of work into digital folders that can be sent and moved to selected persons.
- Highlight a balance of competences.
- Give a broad identification of skills and competences gained i.e., discovering, and naming the knowledge, skills, and social competences.
- Show a physical description and creative proof of completing the workshop.
- Easily remember work done and outcomes completed to critically talk about self-development during the programme to prospective employers.



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FURTHER INFORMATION

Validation of learning outcomes is not a formal exam or assessment method. Even though a portfolio can be used as part of a coursework assessment, in this workshop programme simple collection of evidence such as images, artistic work, photographs, mind mapping, questionnaires, work cards can be enough to provide evidence of participation.

It is important to consider the age of people who are most likely to take this process - adults who already have professional and academic experience who wish to highlight further skills or competences they have gained as part of their lifelong learning process and hobbies part of self-development. This means the validation process does not have to use only conventional knowledge testing methods, but also innovative to adapt to the needs of participants.

In the document you have the following cards:

- **Portfolio title** – this can be used as a proof document with signature of the institution of the workshop provider, along with a list of what the portfolio contains, as well as the date of the workshop and completion. This can be used as a substitute for certification which is only for certain educational institutions. This is enough evidence for a prospective employer or educator.
- **Workshop summary card** – Can be given out at the end of the workshop to allow for discussion and self-reflection of the participants.
- **Pre- and post- evaluation cards** – Can be used to motivate participants for the workshop, explain the programme as well as introduce the concept of life long learning. Both the cards can facilitate the presentation of skill improvement and new knowledge gained by the participants.
- **How could we... card** – this card is extremely important for the workshop provider. It is used at the end for participants to give anonymous feedback on how to improve the workshop and any issues they may have had. This allows for trust and integrity to be established even at the end of the workshop programme.

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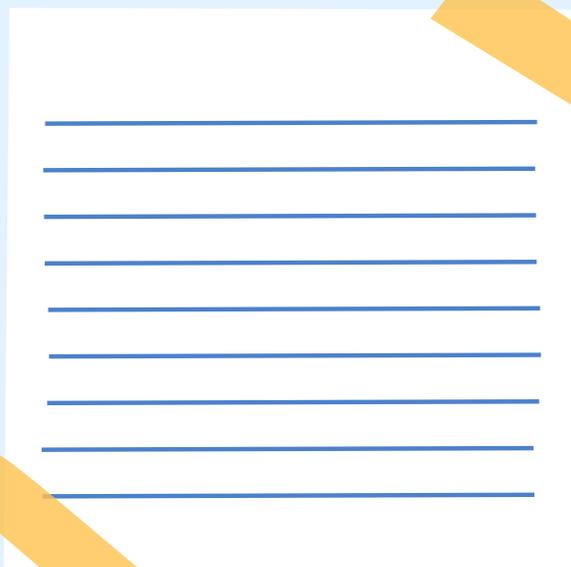
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WORKSHOP SUMMARY CARD

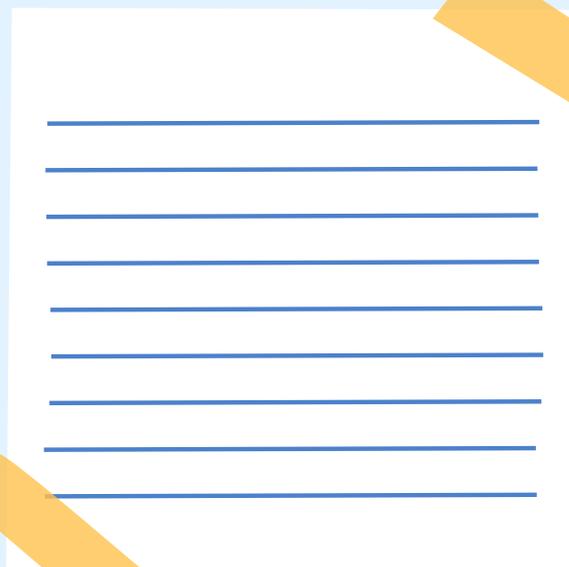
Name:

Workshop title:

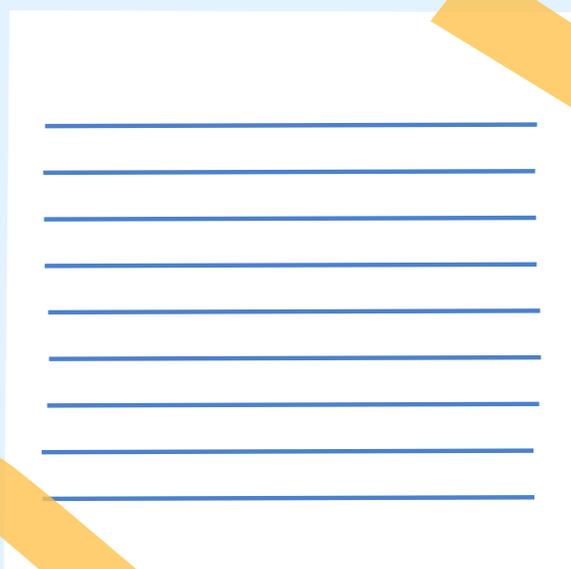
What information are you taking for yourself?



I enjoyed...



Competencies I gained...



Knowledge I gained...



WORKSHOP POST-EVALUATION CARD

Name:

Workshop title:

What worked well?

How could it be improved?

What did you learn?

What do you still need to find out?

What ideas came to mind?

Next steps...

How would you rate your art-eco knowledge 1-10?

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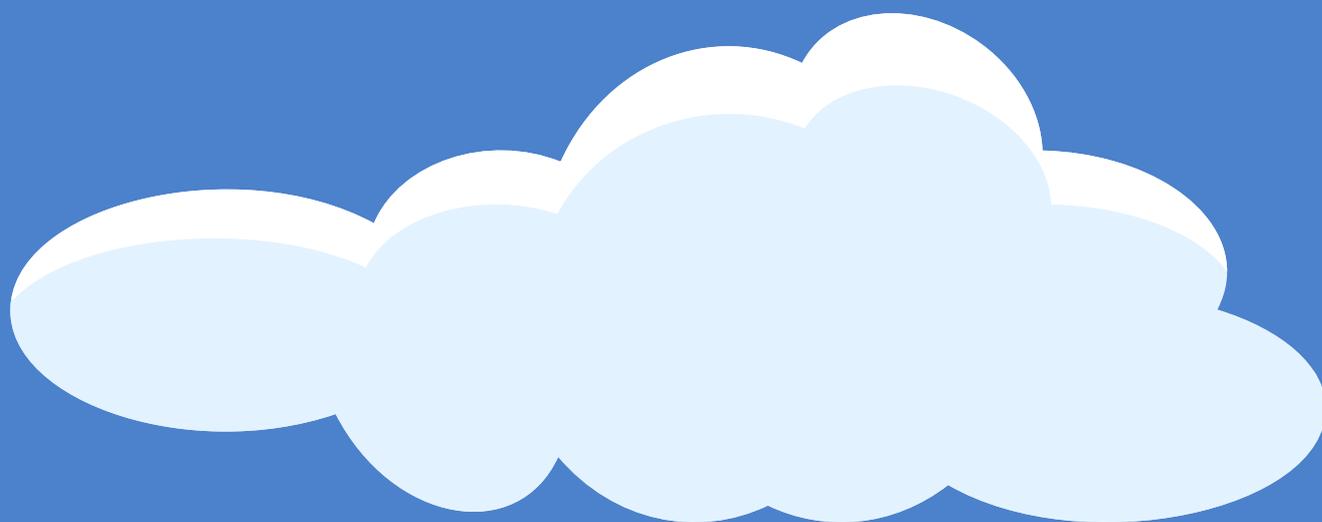
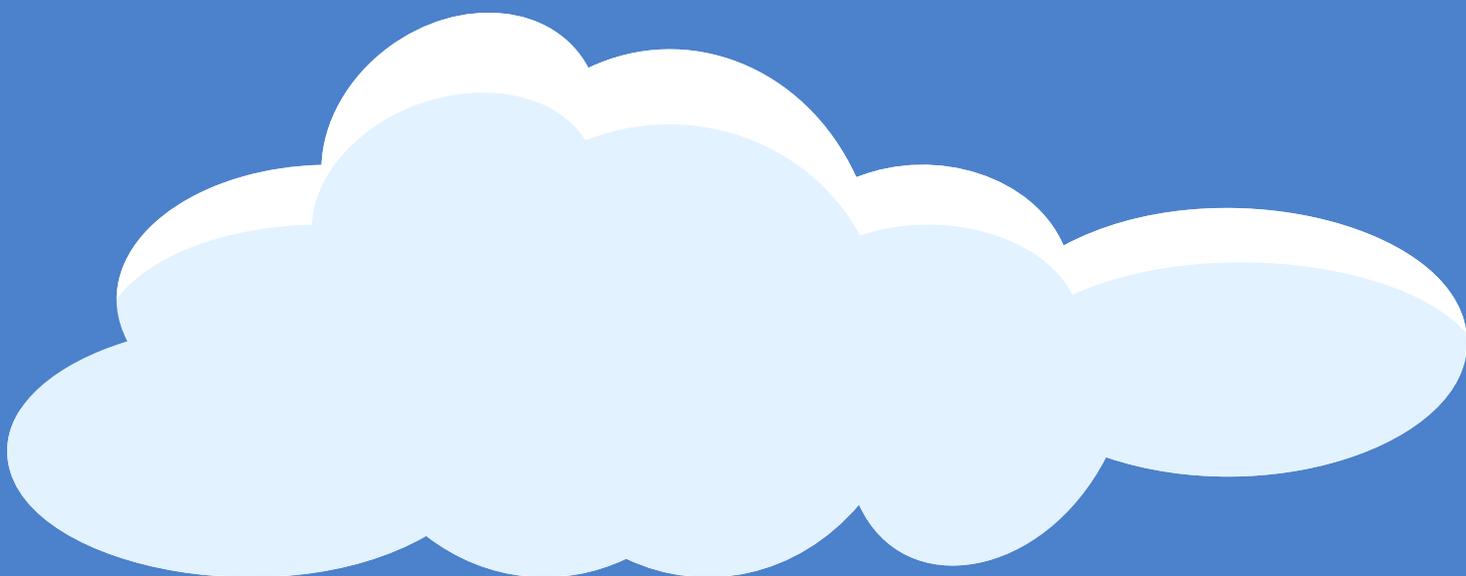
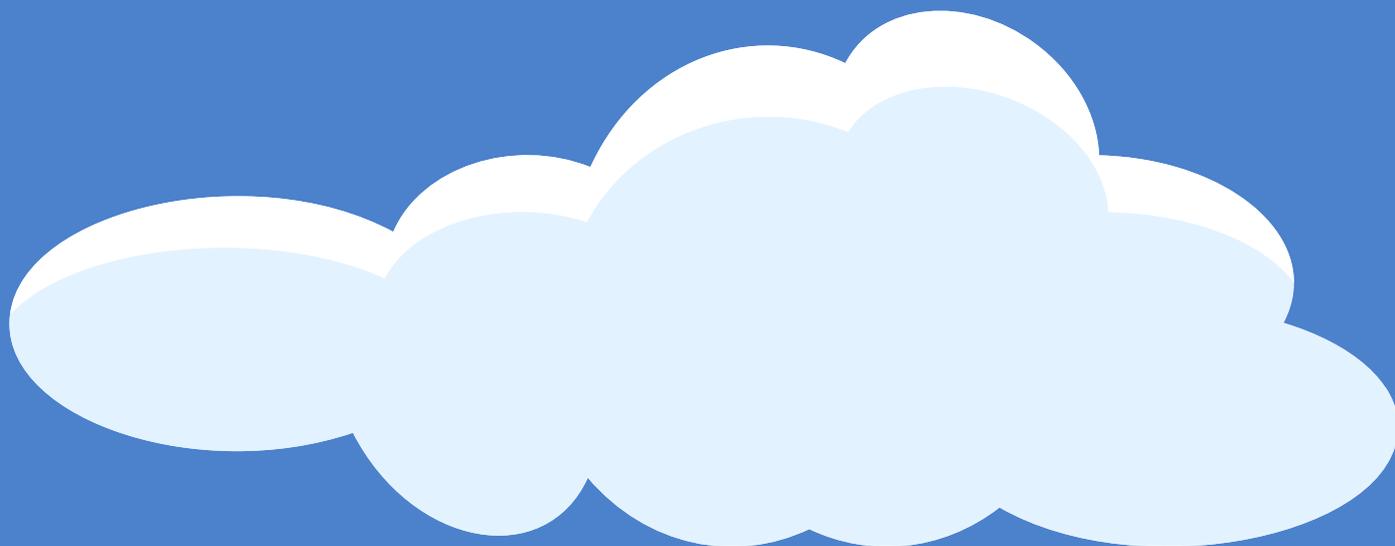


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HOW COULD WE...



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