



Validation procedure for the recognition of non-formally and informally acquired competences in Germany

Concept: Training of experts for the recognition of non-formally or informally acquired competences within the validation procedure

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Orientation of the training

All experts are trained both in terms of the method and in terms of the use of tools developed as well as the ways to recognize non-formally and informally acquired competences (niac). The entire training is structured in a very practical way. In addition to general training components, the concrete work with real dossiers and aspirants is practiced under expert guidance by the lecturers. The preparation of the assessment report is guided and reflected step by step

Very important is the attitude of the experts in the training in relation to the validation and indirectly towards the aspirants, who have acquired their competences in non-formal and informal ways. As a crosscutting issue, this learning content runs through all training parts. This includes the critical self-reflection based on the assessment and the ability to change perspective.

Lecturers for this training need rich experience in assessing competencies. During the pilot phase, this task was taken over by a very experienced presenter, who managed for many years an education with the possibility of validation and a skilled expert who has already analyzed and assessed several hundred dossiers in the professional field of adult education. This high level of expertise has facilitated the successful implementation of the training and the pilot.

Goals?

Experts can...

- use the specifications of the validation process for work place tutors (requirement profile, competence assessment tool, assessment criteria / -raster, grid for evidence documents, rules for passing etc.) for the analysis and assessment of the dossiers of the aspirants;
- perform well-structured and goal-oriented exploration talks with candidates and involve complementary knowledge thereof in the assessment;
- create a meaningful and comprehensible report and an application with recommendation for the validation organ;
- formulate the differences in the assessment in conventional testing procedures and validation of niac;
- design their role in the process goal-oriented and respectful and against other roles.

Order of events and conditions

The entire expert training lasts at least four days (24 hours, incl. 6 hours for exploration talks) and is divided into two blocks of two days. It is possible to carry out the exploration talks outside the training days, but this increases the organizational effort massively. For the assessment of each dossier two experts are in charge ("main" or "first" expert) and a co-expert. In the training, the expert tandems should be repeatedly re-assembled, so that the exchange and the procedure can be experienced and reflected with as many different experts as possible. This shared experience and exchanges between experts allow a large joint gain of knowledge and insights.

In the practical experience always both experts are involved. The experts are closely accompanied in practical activity: It is therefore advisable to allow an even number of participants with a maximum of eight participants. With a larger number of trainees, more lecturers must be available and a correspondingly large number of group rooms for exploration talks.

The dossier is available in digital form; the assessment report will be directly recorded electronically and repeatedly forwarded electronically. The necessary technical requirements must be given. Ideally, all trainees have a computer workstation is available.

The two training blocks are ideally from 4 -8 weeks away from each other. Between Block 1 and Block 2, the experts work on at least one dossier of aspirants and prepare the exploration talk content wise. Additionally, they examine and supplement a report of another expert in the role of a co-expert.

Contents

Block 1:

- Introduction to the process and the interaction between the different roles;
- use of prescribed instruments such as competence assessment tool, grid for evidence documents, report grid etc.;
- assessment of competences: principles and procedures;
- attitude when assessing niac;
- preparation of the exploration talk;
- Network experts.

Block 2:

- Exchange of experience for the evaluation of dossiers;
- exploration conversation: Compare content preparation and practice conversations;
- perform and record real exploring talks;
- involve the insights / findings from the exploration conversation in assessing;
- formulate reasoned applications and make recommendations to the validation organ;
- role and attitude as an expert and co-expert;
- Agreement relating to the completion of the reports.

The pattern of a flow chart for a four-days training under this concept is annexed.

Methods/ didactics

The training is structured user-based and action-oriented. It focuses on both the requirements for validation procedures as well as the vocational field and the derived competence profile of a work place tutor. For orientation and in preparation for the training the experts receive in advance all basic documents and tools developed for validation procedures both electronically and in paper form. These training materials are brought in for training and support the dossier work at home. The electronic grids are already being used in the training.

Commented overview on the documents used in the training:

- **Adapted and coordinated validation procedures:** provides a basic understanding of validation and an overview of the various stages of the process for the expert
- **The competence assessment tool:** Shows the experts the fields of action / competencies that are expected from work place tutors in detail
- **Actors and roles in the validation process:** shows the tasks the various actors and their outline

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- **Internal flow of validation:** shows the experts the running of the processes and their involvement
 - **Sign up for validation procedures:** Shows the experts, which fields of action are requested by the aspirants
 - **Grid for evidence documents:** Gives the experts a structured overview of the evidence documents, which are assessed by the experts by relevance and credibility
 - **Assessment grid for the expert:** This tool is the basis for the report of the expert
 - **Expert assessment:** This text describes in detail the tasks of the experts with regard to the assessment grid
 - **Self-perception and how others perceive you in the validation procedure:** In addition to the general introduction to documents with regards to self-perception / perception of other others a senior expert from Switzerland describes the procedure
 - **The exploration talk:** Guidelines for the preparation, implementation and follow-up of exploration talk

Knowledge transfer through input presentations and handouts forms the basis for the exercises for dossier processing. In addition, there are many work assignments / exercises for individual and group work. Moderated map queries, call queries or call for change of perspective pick up the experiences and / or knowledge concerning the profession by the experts. Feedback on role-playing and practical exercises on the part of the lecturers and the other training participants increase security for the expert activity. Also important are methods, which initiate and summarize the individual and the collective reflection on the dossier work and own attitude in the assessment.

Not to be underestimated is getting to know the other experts in order to make a respectful exchange via mail feasible, which is free of conflict and runs smoothly. In addition to exercises to get to know each other, also the informal exchange at the joint dinner was important for the participants.

Entry requirements for participants

The training for experts for the "validation process for the recognition of non-formally and informally acquired competencies" within the framework of conCert is aimed primarily at experienced examination experts, and thus presupposes fundamental skills in assessment. It is helpful, if they know the profession and the professional environment of the "2certified work place tutor" and the "conventional qualification procedures" well. In addition, the training participants should have a basic understanding of and confidence in the non-formal and informal ways of acquiring skills through practical work and the demands of life. Also important is the ability to conduct targeted and well-structured conversations.

Further possible experts are people that have a degree as a work place tutor or a related one at university level. The expert profile (see appendix) gives information on the detailed requirements.

All persons have to visit the specific expert training before they are appointed for this activity. It is compulsory to point out to the participants that in addition to the training days, about the same time is to be calculated for independent processing of dossiers at home.

During the practical training, the experts are already working with real files. In the pilot, the experts

were closely accompanied by the consultant and an experienced validation expert to absorb issues and uncertainties. If a validation procedure has already been tested, the anonymous dossiers from the pilot phase can be used. Nevertheless, it is advisable to accompany the experts in the first phase of their activity. As a contact person, both training lecturers as well as experienced experts are suitable.

Annex overview

- Guidelines including the schedule of training in the amount of 2 blocks of 2 days 6 hours each
- Expert profile
- Expert assessment
- Self-perception and how others perceive you in the validation procedure
- The exploration talk