

Validation - The Icelandic way.

Preparation

Steering group

Analyses the curriculum or demands of job, entry requirements, criteria for assessor, identify potential barriers, identify potential learning after validation.

Prepare learning outcomes

Change curriculum or job demands into measurable criteria, examine whether there are differences between curriculum from different school. Ensure the value of the results.

Management and division of tasks

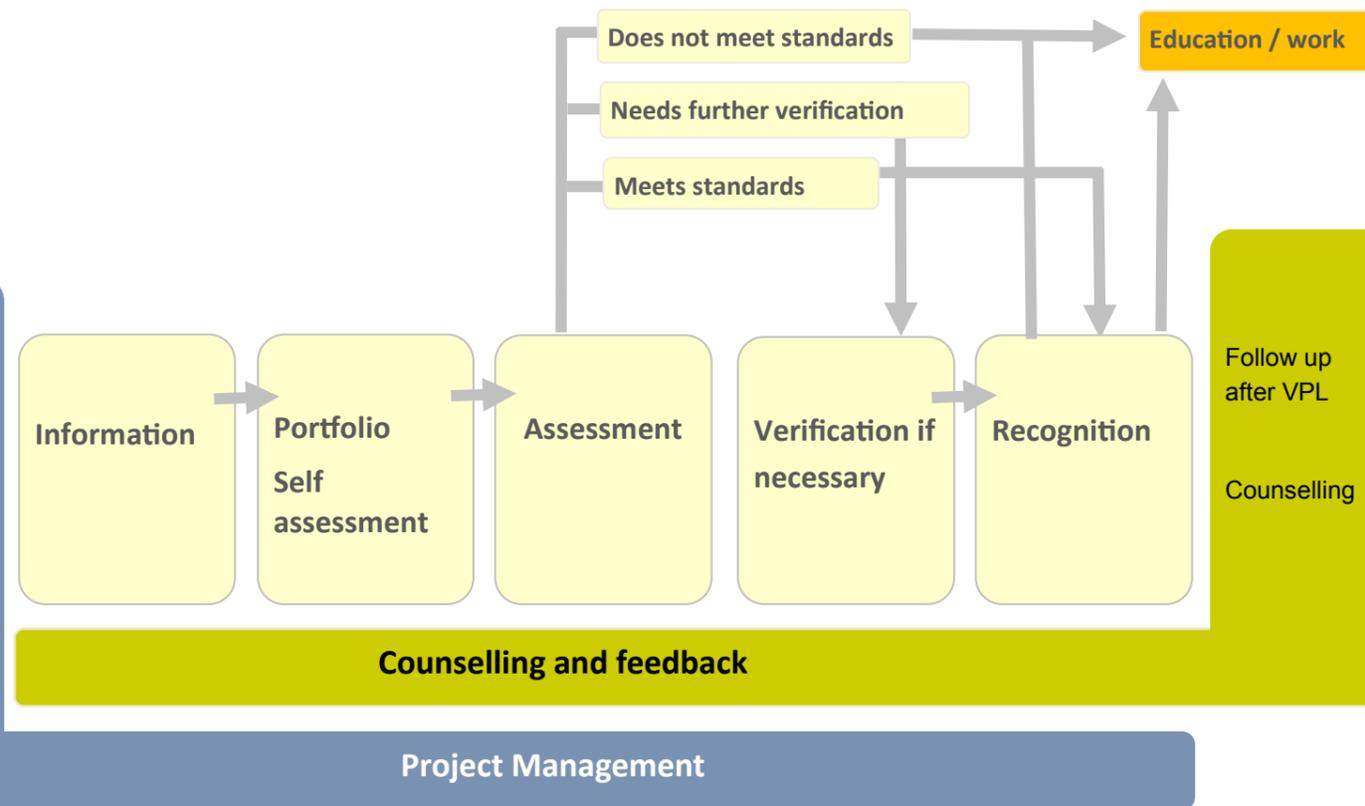
Assign tasks, negotiate payments, prepare project and cost estimates and financing.

Information about the participants

Evaluate need for validation in collaboration with stakeholders and analysis the needs of the group.

Preparation

Stakeholders
Funding
Competence
Criteria
Management
Division of responsibilities



Counselling

Carreer counsellor guides a person through the validation process from start to finish. Follow up after VPL.

- The role of consultants comprising: assist individuals to identify their strengths and skills and support him through the evaluation process.
- Assist people to find where his interest lies and provide advice and support both group counselling and individual interviews.
- Provide encouragement, support and feedback process.
- Provide follow-up and counselling after validation.
- Make sure of the rights of individuals in the validation process.
- Is presented at the assessment interview if the individual wishes.

Is there something special about Icelandic validation system?

- Work with groups, use the strength of the group
- The counsellors in the LLL centers, strong connection to the working life
- Centralized coordination and collection of information about results and cost
- Counselling part of the process secured funding for counselling

Information

To inform individuals who are interested in the validation process. Information for them to make an informed decision about whether they seek participation.

Screening

Find individuals who have experience and skills and meet admission requirements.

- Does the individual meet the demands for entering?
- Do not direct a person to go in validation if he does not fit in
 - Costs for the project
 - Rejection for the individual if the evaluation is not good

Portfolio and self assessment

Participant writes down what he has been doing in work and private life. Not only work places, but also what he has dealt with in private life f.ex, leisure activities etc.

Self assessment – the participant evaluates his own position vs. learning outcomes of the curriculum or standards.

Portfolio

2x2 hours, counsellors initiate and supervise the portfolio work – participants document their competencies.

Participants tend to underestimate themselves rather than overestimate. "I have only been building houses."

Self assessment

2x2 hours + homework.
Assessor present to explains concepts and guides.

Over 70% of what they consider they know gets estimated.

Assessment and verification if necessary

The assessor evaluates/assesses the participant against the qualification criteria. Methods can be different - different curriculum / standards - or what methods are best for the individual.

Assessment Conversation

- Often two assessors at a time and sometimes many courses under.
- Some professions are complex with many assessors while others are simpler.
- Assessor use the portfolio and self assessment + other tools.

How

Talking, drawing, handle, display, case studies, crashing, solve problems, execute, depending on the course content and the method which best suits participant.

The depth and width of knowledge - Perspective.

Verification if necessary

In most cases conversation with assessor (with tools) is enough - to assess whether the knowledge exists or not. If not, the individual has to enter the verification process where he has to show his skills better.

Recognition

If assessors evaluate the participant fully in a specific course the results are confirmed and registered. With registration - informal learning and work experience is assessed on a pair with formal learning. Do not give grades but use M (evaluated).

It is important that the results are confirmed and available regardless of where and when the person will use it.



Education and Training Service Centre



The Education and Training Service Centre was established in December 2002 by the Icelandic Confederation of Labour (ASÍ) and the Confederation of Icelandic Employers (SA) and is since 2010 also owned by the Federation of State and Municipal Employees, the Association of Local Authorities in Iceland and the Ministry of Finance.

The role of the Centre is to be a collaborative forum of the founding parties for adult education and vocational training in cooperation with other educational bodies operating under the auspices of the member associations. The Centre operates in accordance with its articles of association and a service agreement with the Ministry of Education, Science and Culture.

The Centre targets those who have not completed the upper secondary level of education. This target group comprises 35% of people in the labour market, although the ratio varies between years and regions.