IMPACT…
or "The way towards a holistic, IT supported learning and validation system"

INPUT PREPARED FOR THE 7th REVEAL CONFERENCE
Competence Oriented Learning and Validation of non-formal and informal learning (VINFL)

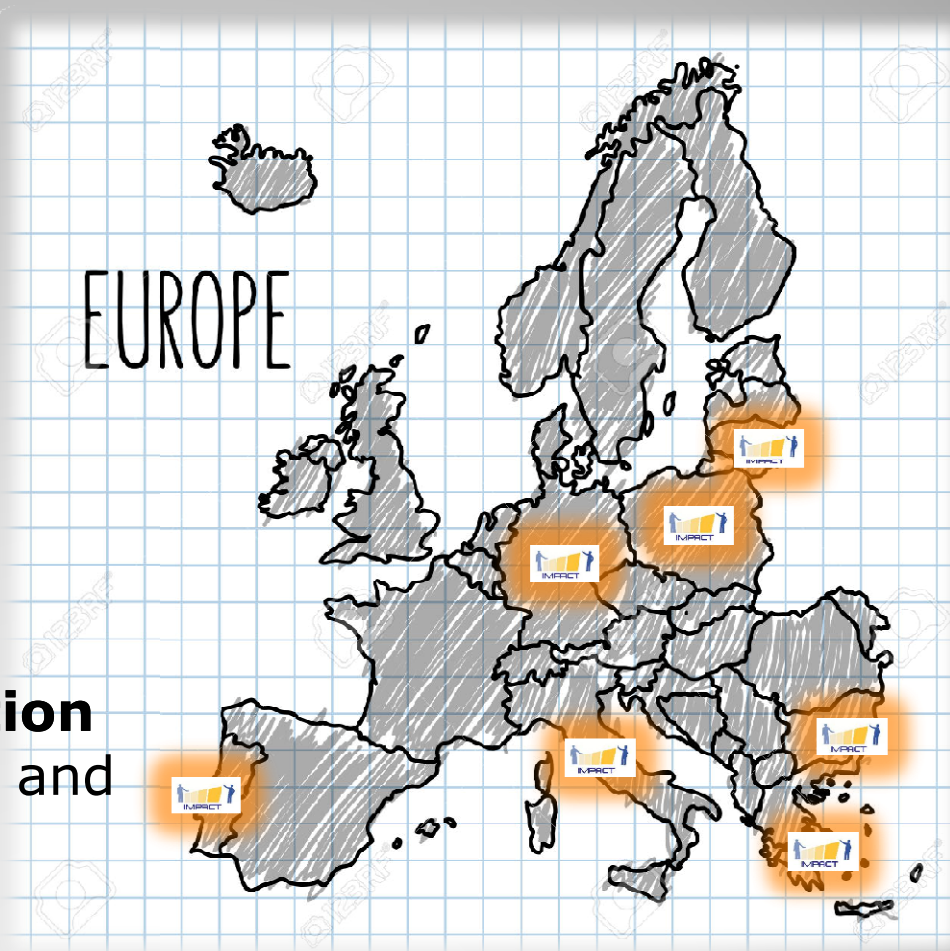**George K. Zarifis** UNIVERSIT
ARISTO

1. **IMPACT stocktaking phase**

2. **The online survey and... some issues to be considered**

3. **Implications for policy and practice**

. IMPACT stocktaking phase

VALIDATION AHEAD

Analysis of the **state of introduction of validation** (as a process) in general and CVET, specifically in the professional field

Main sources of inquiry…

European information platforms (**ADAM**) to identify the projects in the field

427 projects on ECVET top

National Agencies for LLP Programme

ECVET **National Teams of Experts**

ECVET **portals**
www.ecvet-info.de
www.ecvet-projetcs.eu

Main findings…

An **increasing interest** at national level regarding the theme of validation
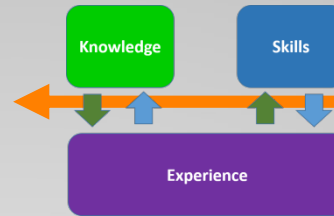

The reported ECVET projects highlight a purely **sectoral approach**

Although ECVET sets up a "specification" most of the projects develop their **own systems or patterns**

Emphasis on **knowledge and skills**. The competence "element" is rarely operated

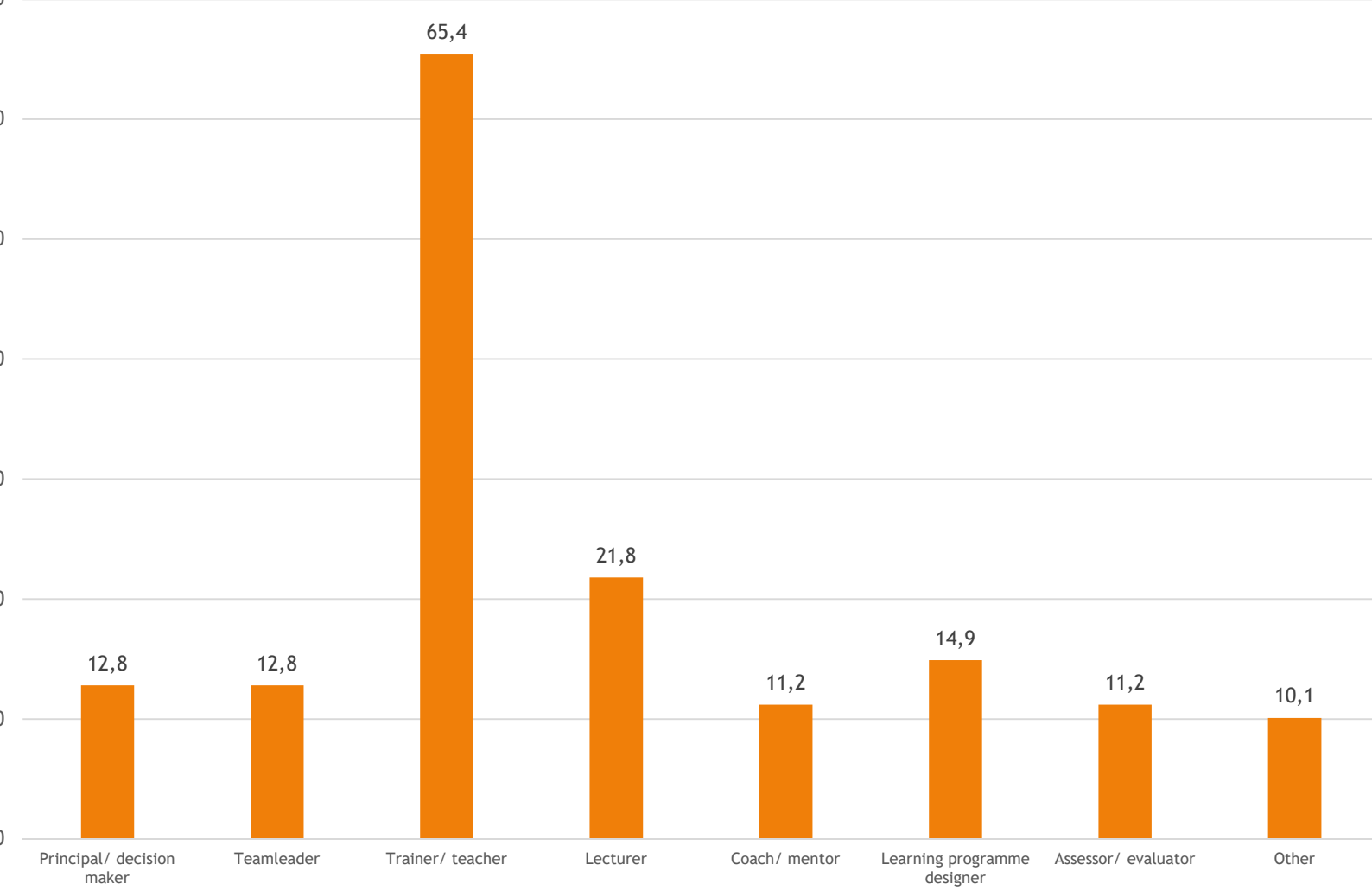**ECVET points** have been rarely assigned to the qualifications and CPD

IT tools have only been used in very exceptional cases

2. The online survey and... some issues to be considered

The survey was clustered into **5 areas**:

1. Utilisation of **web-based learning** tools and instruments
2. Utilisation of **OER**
3. Areas of **implementation**
4. Validation of learning outcomes and **connection to web-based learning**
5. Development of a **web-based instrument** to connect learning, instruction, assessment and validation

12,8	12,8	65,4	21,8	11,2	14,9	11,2	10,1
Principal/ decision maker	Teamleader	Trainer/ teacher	Lecturer	Coach/ mentor	Learning programme designer	Assessor/ evaluator	Other

VLT

OER

Moodle

LMS

CMS

A fairly high amount of respondents (>50%) is familiar or very familiar with web-based learning and the concept of **OER**

There is a rather strong consciousness about the **benefits** of learning technologies for the educational practice among the respondents.

Only 50% often use **specific learning technologies** (LMS) and only 30% e-Portfolios to collect and document evidences on learners' competence and establish profiles that can be linked to validation.
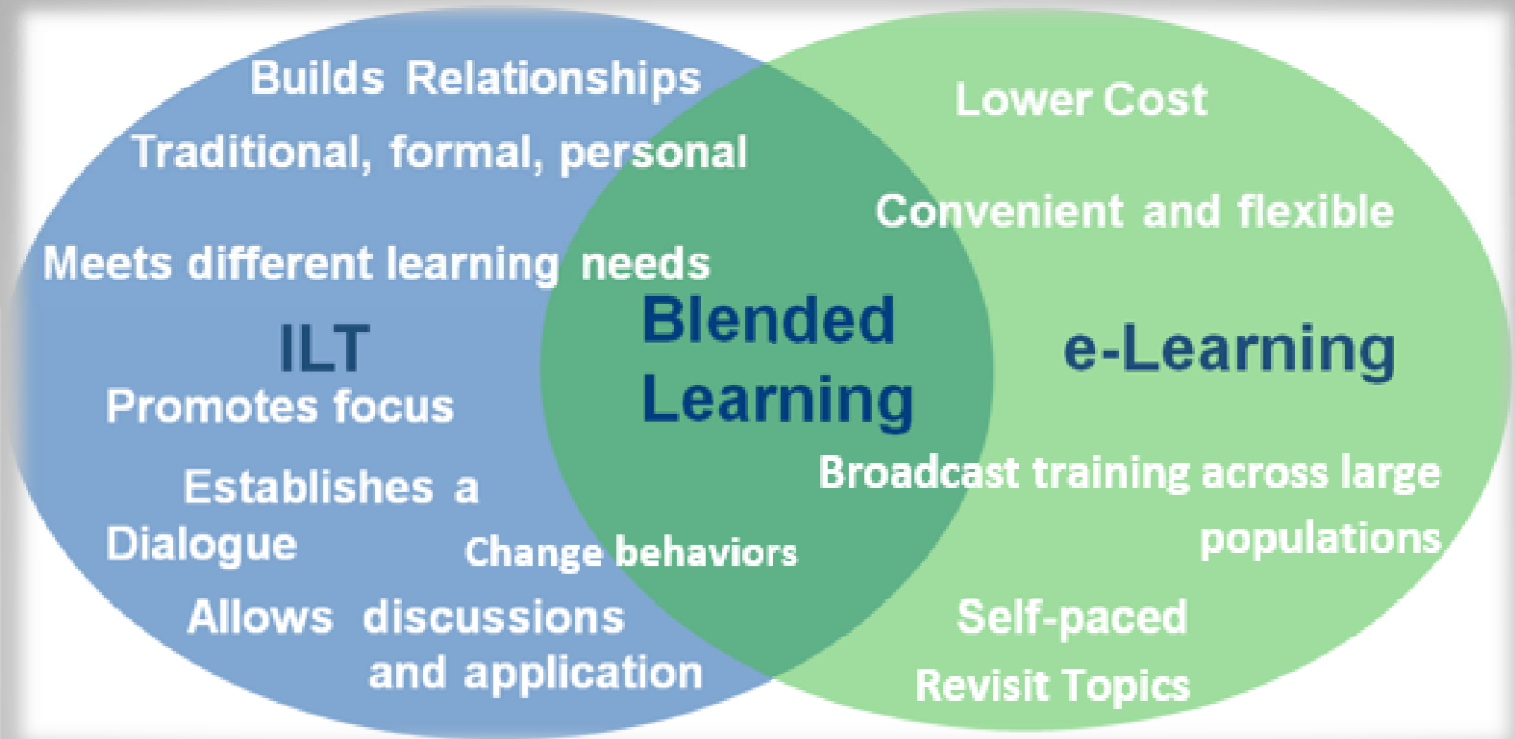
Major obstacles to the implementation of learning technologies are **shortages** in resources (time money, access and support).

Utilisation of
digital learning materials

Prevalence for blended learning solutions

75% of the respondents found all envisaged services useful/very useful. This is a clear voting for a versatile system that interconnects **planning** of competence oriented learning (planning and validation tools like LEVEL5-reference systems) with **delivery** (LMS like moodle) and **assessments...**
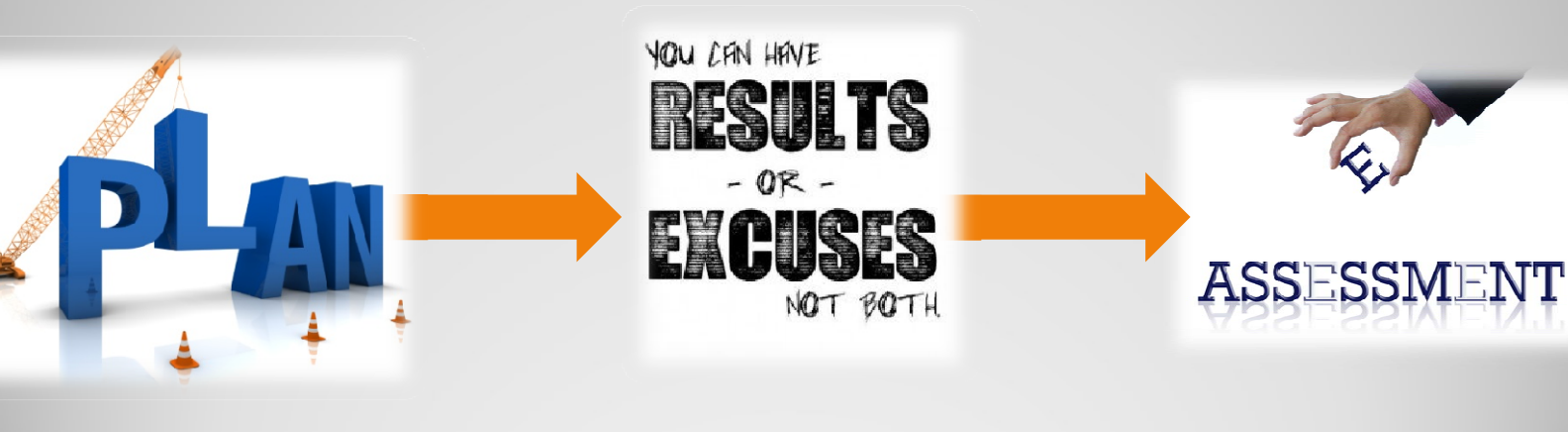
...documentation (e.g. via e-Portfolios), **management** of own competence and **certification** (LEVEL5/ECVET systems) and connection to **EUROPASS**.

- Validation **arrangements** are **not sufficiently known** or accessible to individual users

- **Coordination** of validation initiatives taken at national, regional, local and sectoral levels is generally **lacking**

- Validation arrangements are **not properly integrated** into regular qualifications systems **making it difficult for the outcomes** of the validation process to be used for accumulation and transfer purposes

- Validation arrangements **do not interact sufficiently with other instruments and services**; notably guidance, credit transfer etc.

- The outcomes of validation are **not trusted as equal in quality** to those of formal education and training institutions

- Validation is **not generally seen and treated as an integrated part of human resource development** practices in enterprises

Thank you
for your attention