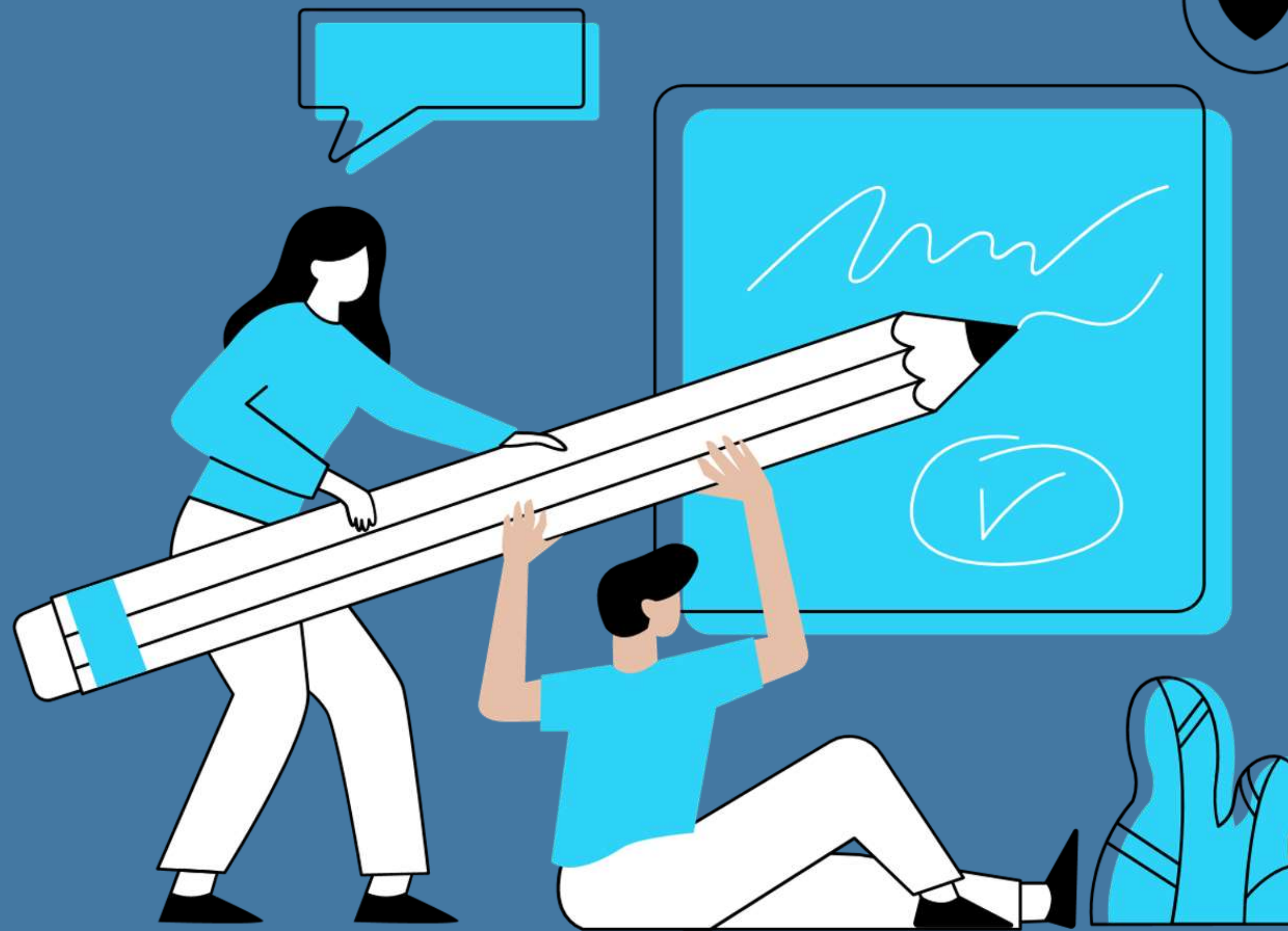


# Module n. 2

## Recognition of Skills.



# Unit n. 1

Skills - What are they? How are they acquired?

- Concept of competence

.....

- Concept of transversality

.....

- Concept of transversal competence

.....

- Which European frameworks exist?

.....

# What is a competence?

The Organisation for  
Economic Co-operation  
and Development  
(OECD)(2016)

---

The ability to respond to  
individual or social demands  
or to perform a task or  
activity.

Organización de las  
Naciones Unidas para la  
Educación, la Ciencia y la  
Cultura UNESCO (2017)

---

The complex capabilities that a person  
develops and has different degrees of  
interaction, which are brought to light in a  
great variety of situations belonging to the  
different areas of human, personal and  
social life.

Fernández, 2022

---

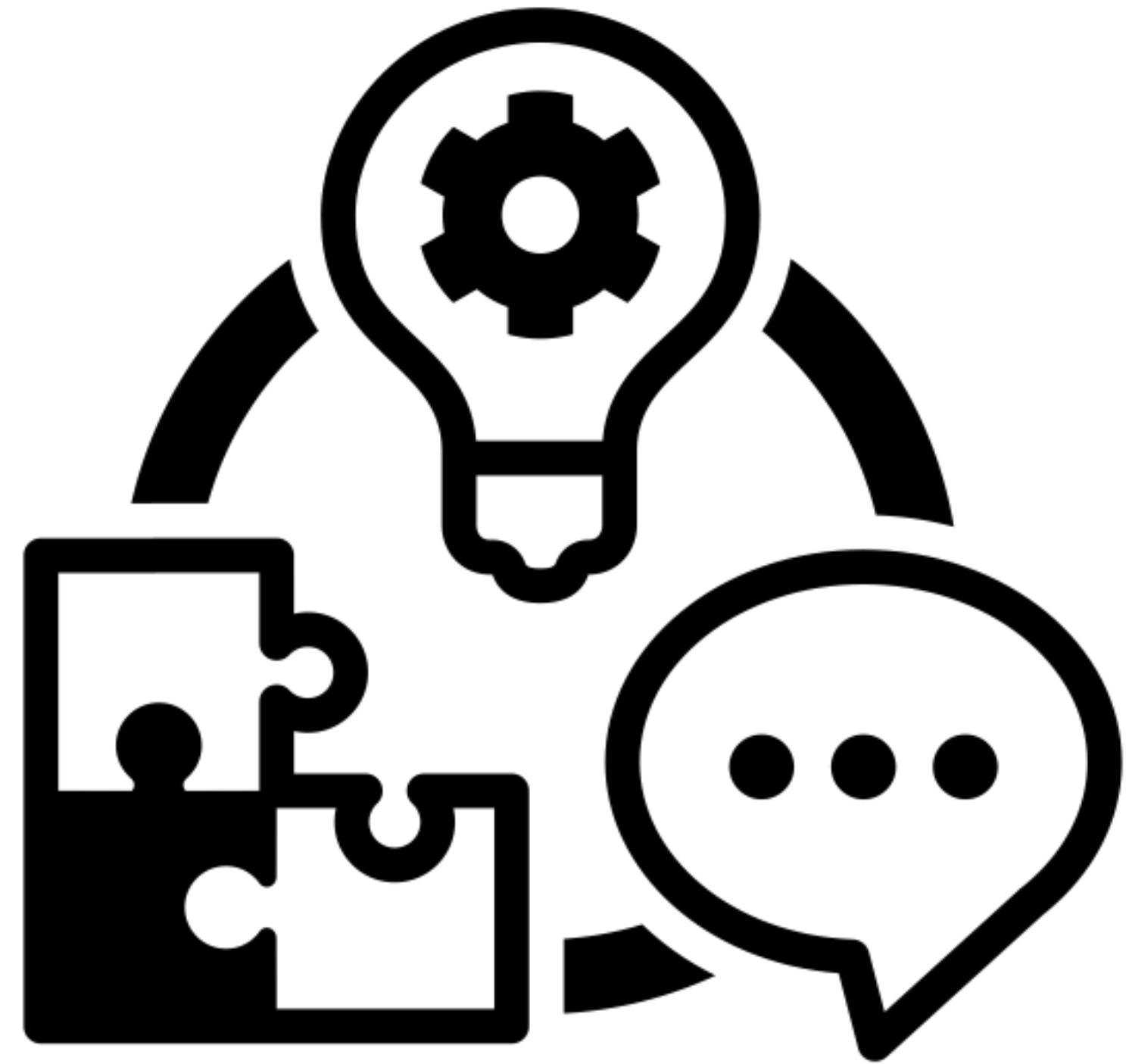
Set of knowledge, skills and  
attitudes that allows a  
person to act effectively in a  
specific context.

# Concept of transversality

**Transversality** is understood as knowledge that interacts with each other to develop different tasks that are not for which they were intended (Carro, 2019).

This transversality of knowledge and skills is the aim of **“HORIZON 2020 - El Programa Marco de Investigación e Innovación de la UE”**

It would consist of giving meaning to disciplinary learning, establishing connections between the instructive and the formative in a sense that assembles the knowledge of the different areas.

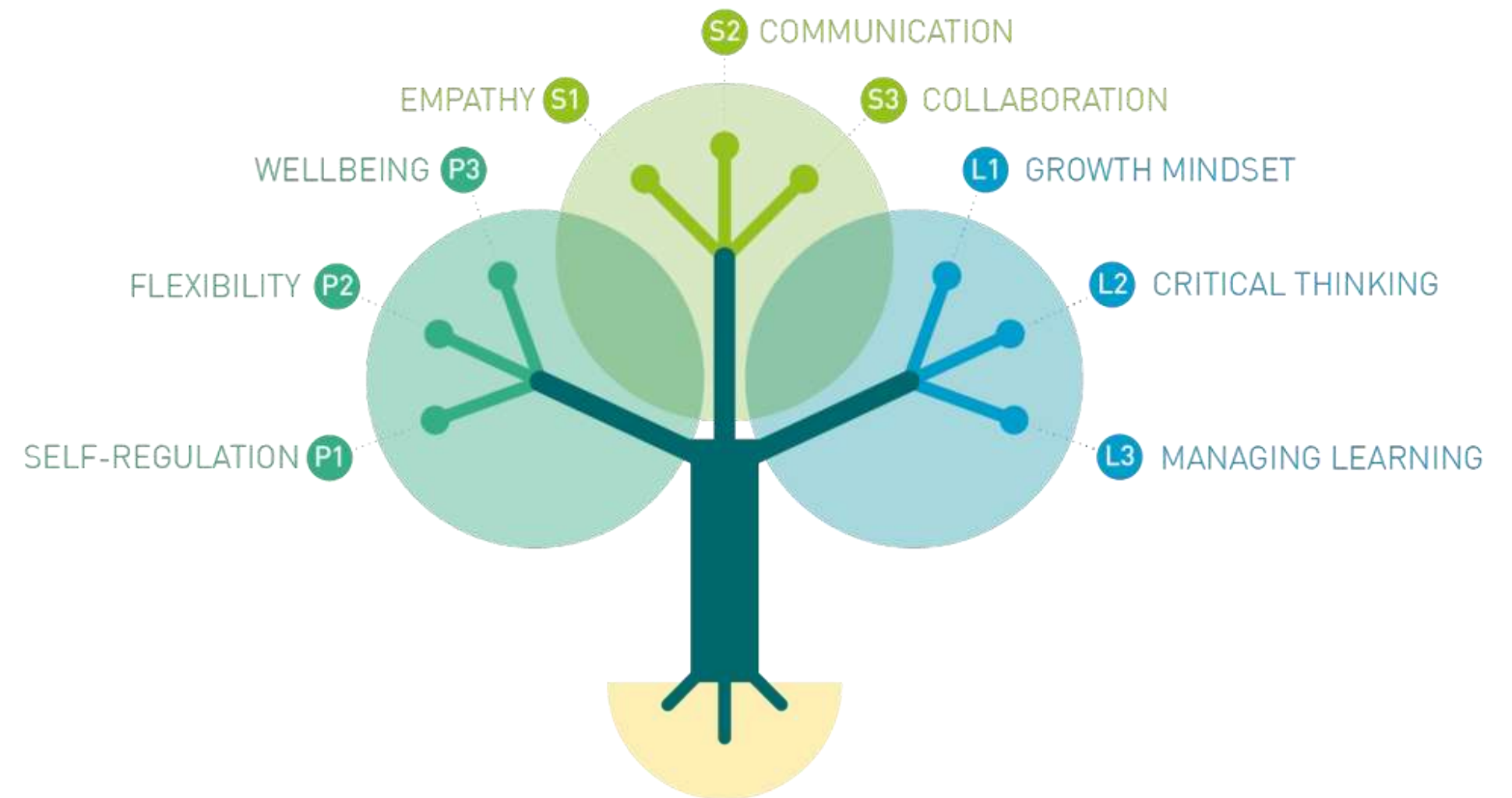


# Marcos Europeos de competencias

## Entrecomp



## Lifecomp



# Unit n. 2

Validation context: the third sector.  
Good practices

- What is the third sector?

.....

- What kind of learning takes place in the third sector?

.....

- Relationship between the third sector and competences

.....

- Bilateral relationship

.....

- Good practices



# Third Sector

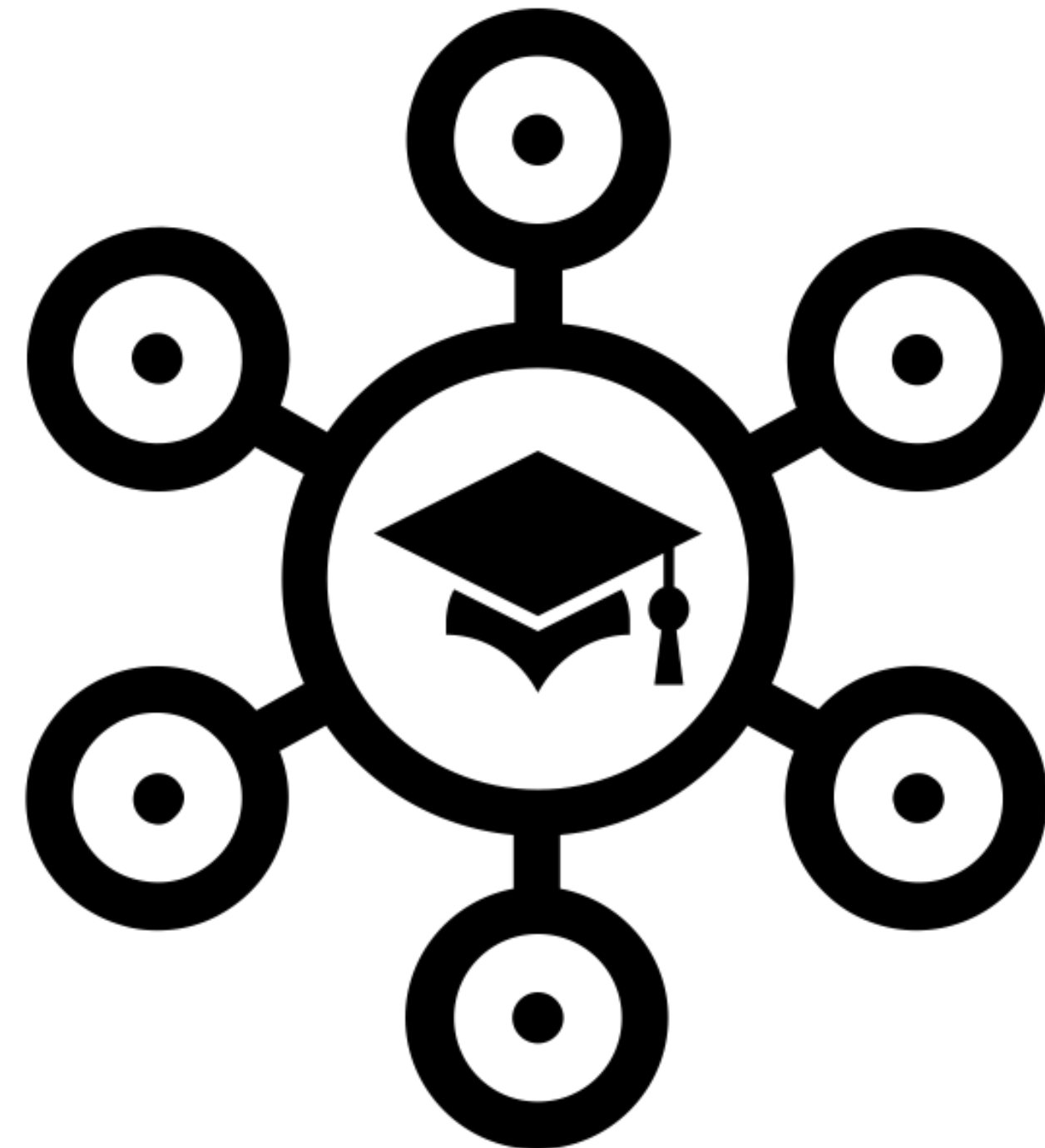
A set of private basis institutions, usually of an associative or foundational nature, equidistant from the State and the market, are responsible of organizing services and benefits predominantly of social nature. (RAE 2015)

# What kind of learning takes place in the third sector?

## NON-FORMAL LEARNING

It is an organized and intentional learning process that seeks to provide specific knowledge, skills and attitudes. It can be delivered in a range of contexts, such as: vocational training courses, arts and crafts workshops, summer camps, volunteering programs, youth clubs and organizations, ... (UNESCO, 2017)

- Training courses
- Workshops
- Volunteering programs
- Membership in associations and clubs





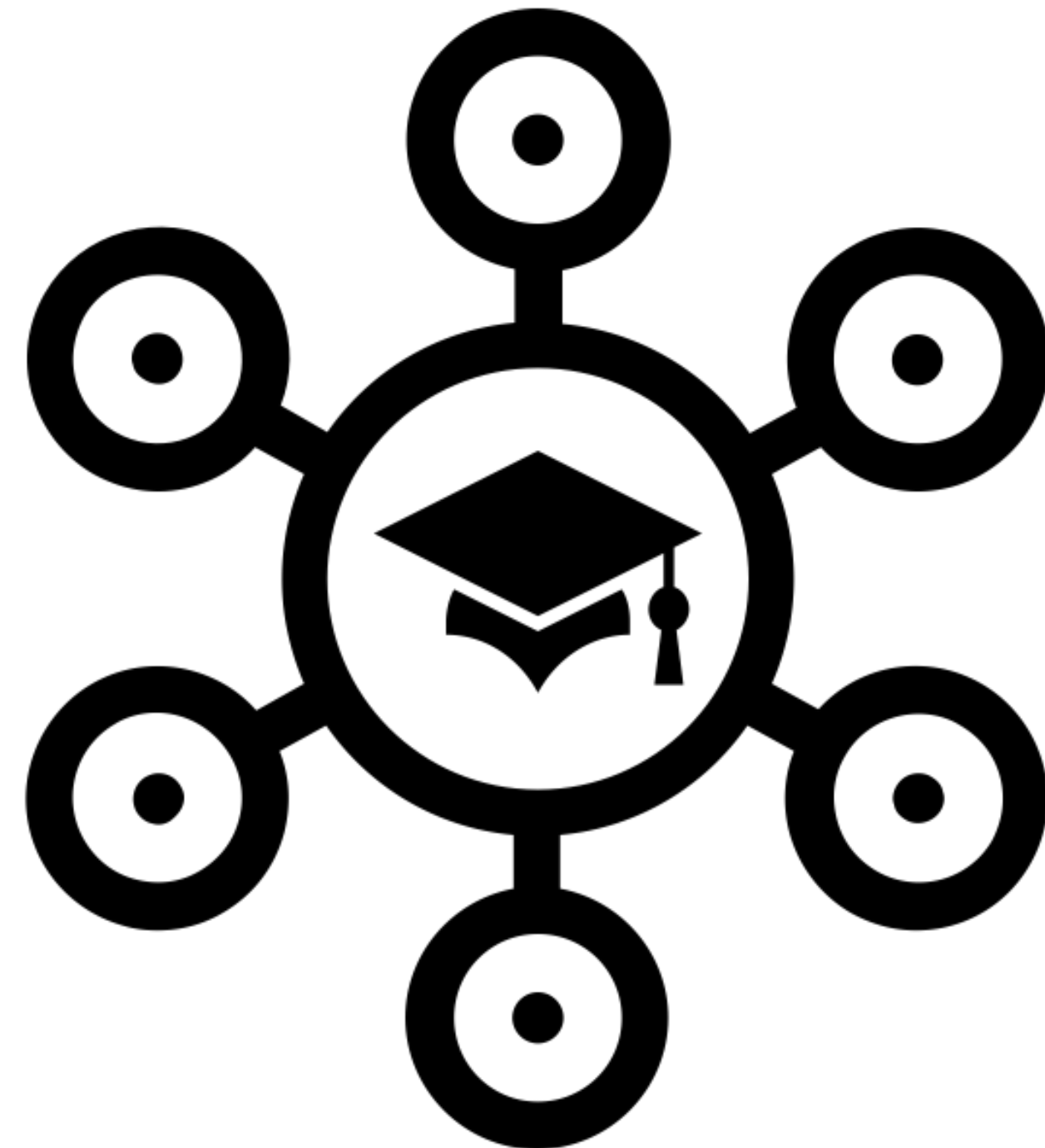


# ¿Qué tipos de aprendizaje se dan en el tercer sector?

## INFORMAL LEARNING

The process of learning that happens in day-to-day life, through experience and interaction with others. It can occur anywhere such as at home, at work, in the educational community, or in the natural environment (UNESCO, 2017).

- Learning how to cook from your mother or grandmother.
- Learn a new language by traveling to a foreign country.
- Learn to solve problems by reading a book or watching a documentary.





# Relationship between the third sector and competences

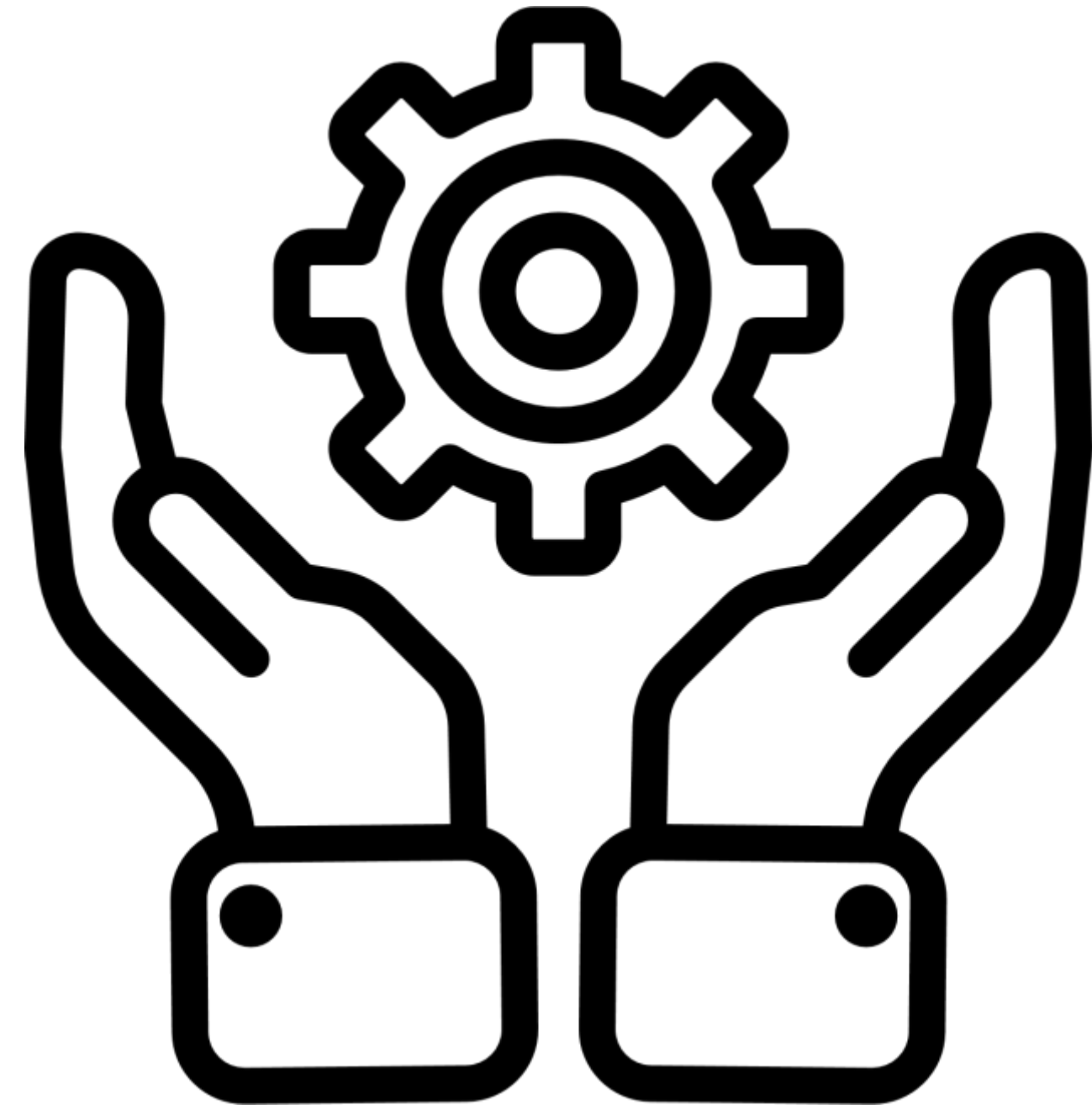
Learning and personal development opportunities.



Official certification of skills and knowledge.



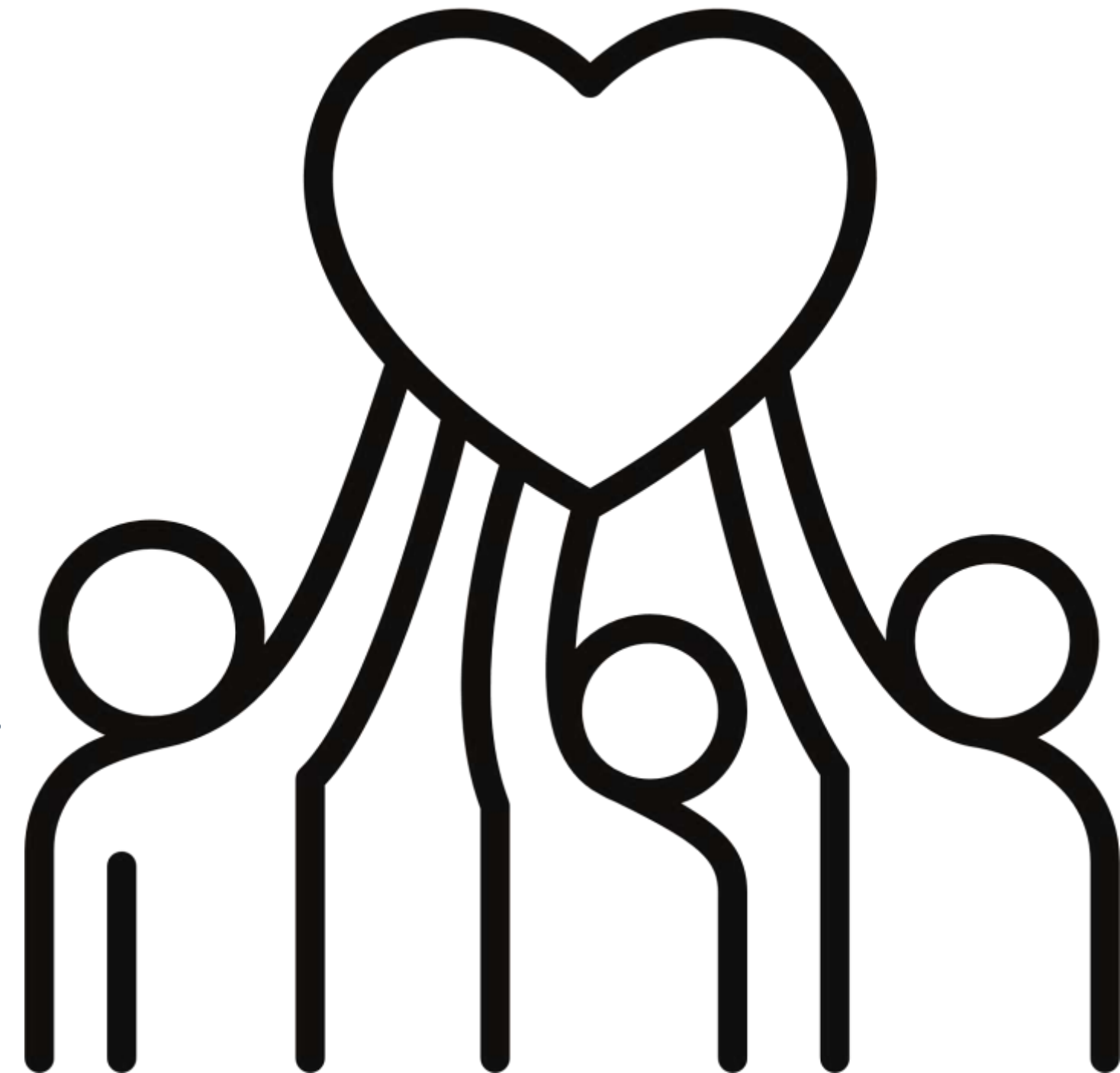
Improve their opportunities of employment, education and personal development.



# Bilateral relationship

The recognition of competences can be a valuable tool for third sector entities, as it can help them to:

- Improve the quality of the services they offer.
- Promote the employability of the people they support.
- Contribute to the personal and social development of people.
- To be spaces of reference for other organizations.



# Good practices

---

A third sector entity that offers vocational training courses may also offer a competence recognition process for individuals who have acquired the required skills and knowledge through work experience or informal learning.

A third sector entity working with people with disabilities may offer a competence recognition process to recognise the skills and knowledge these people have acquired through their experience and training.

A third sector entity working with young people may offer a competence recognition process to certify the skills and knowledge that these young people have acquired through their participation in educational, training or volunteering activities.

# Unit n. 3

Conditions for the elaboration and implementation of the provisions for validation

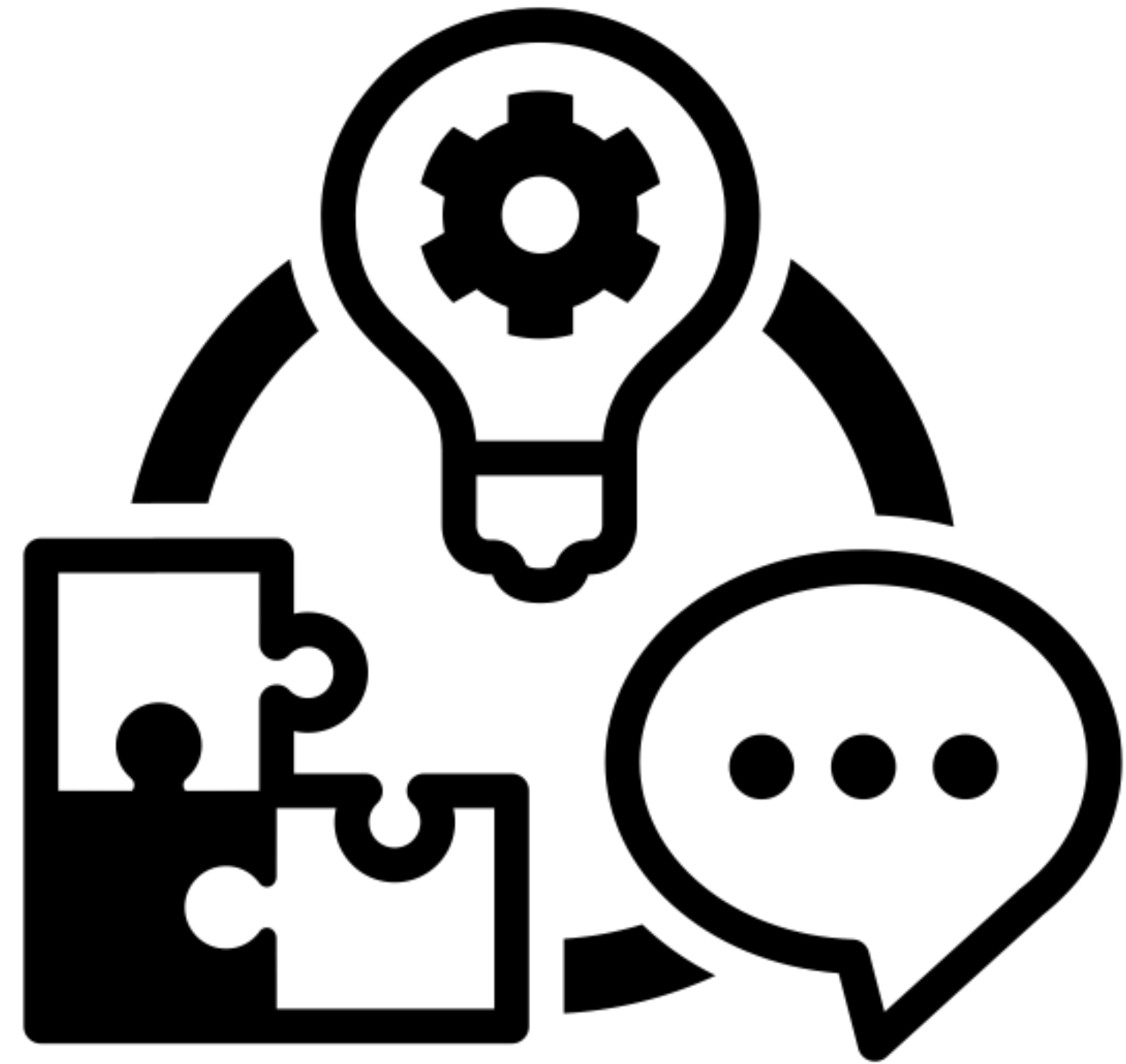
- 
- Validation

- 
- Guidelines of the European Centre for the Development of Vocational Education and Training
-

# What is validation?

Validation is the **evaluation of a process in compliance with specified requirements.**

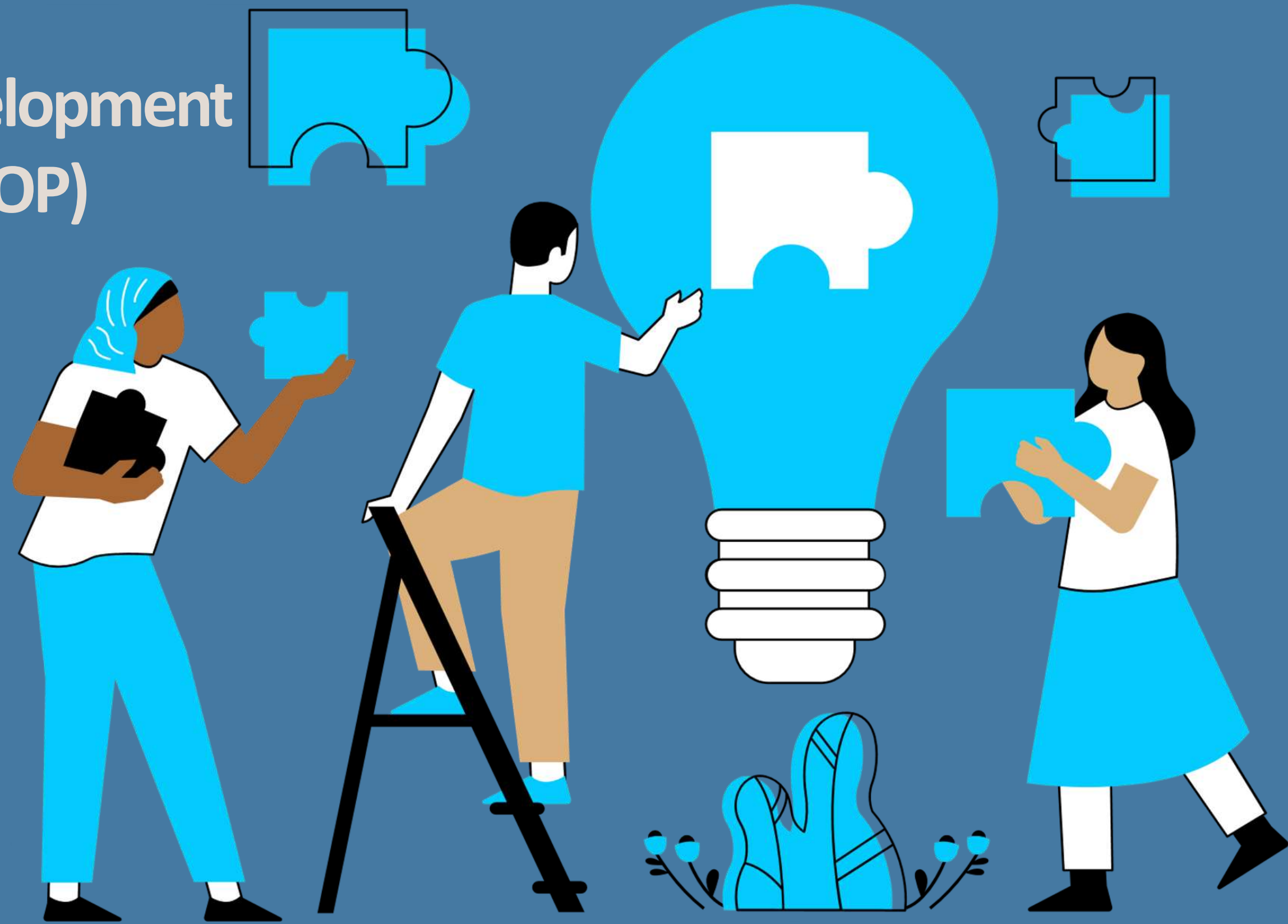
Validation arrangements are the steps taken to ensure that validation is carried out effectively and efficiently. In other words, the factors that need to be taken into account to develop and implement an effective validation process.





## European centre for the development of vocational training (CEDEFOP)

European centre for the development of vocational training (CEDEFOP) started in **2012** to develop guidelines for the validation of **non-formal and informal learning**. We will consider the criteria mentioned in the *"European guidelines for the validation of non-formal and informal learning"* (2016) to guarantee the validity and quality of the whole process.





# Central character of the individual

The determining factor in this process is that it is centred on the person and their life experiences, as it will be through their life history that determines whether or not the person has acquired these competences. During the different phases they go through in this process, the different vital milestones that generate the necessary traceability to verify this learning will be sought.

In order for this process to work and be effective, active, sincere and dynamic, a communication on both sides is essential.

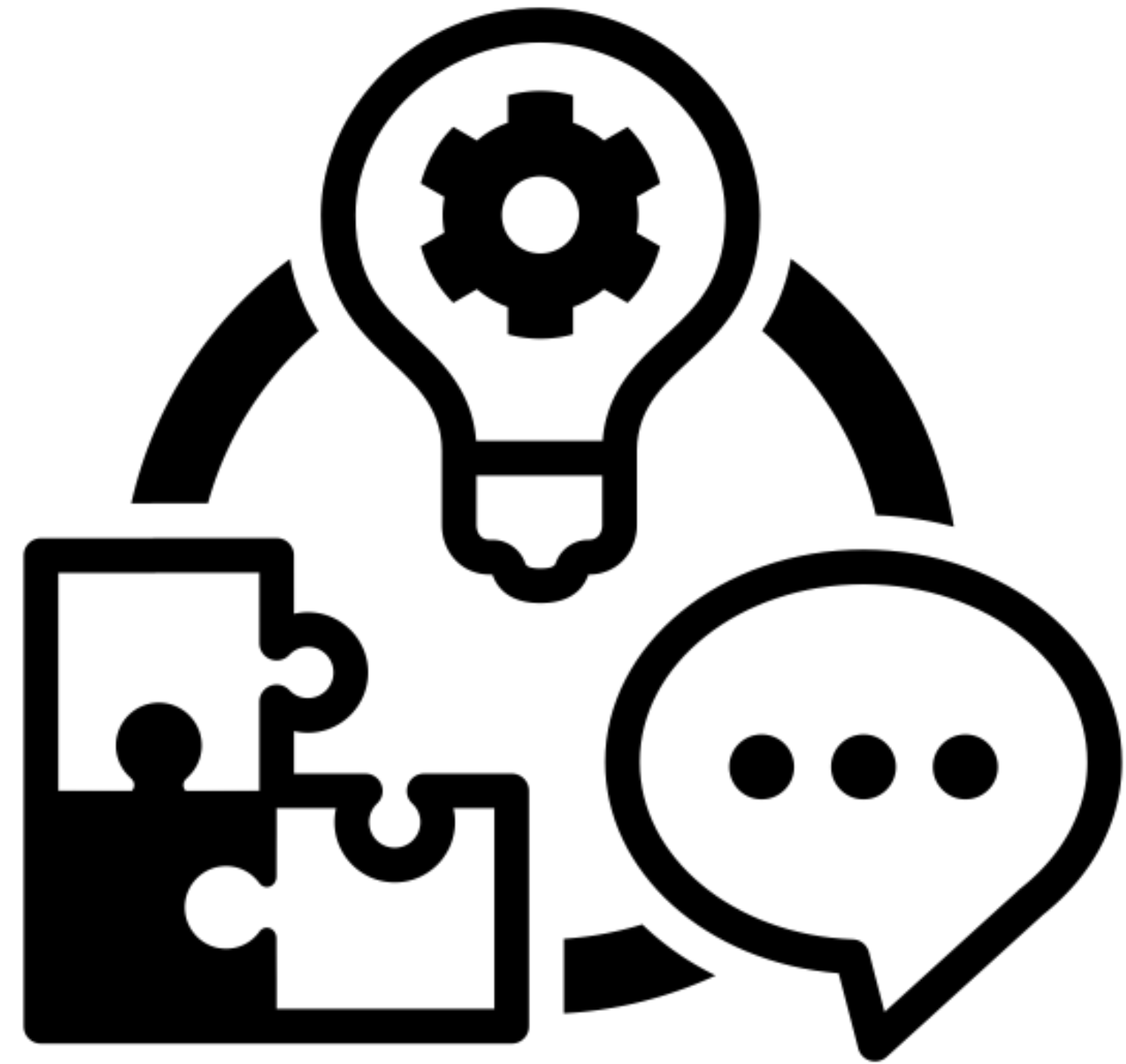




# Information, orientation and counselling

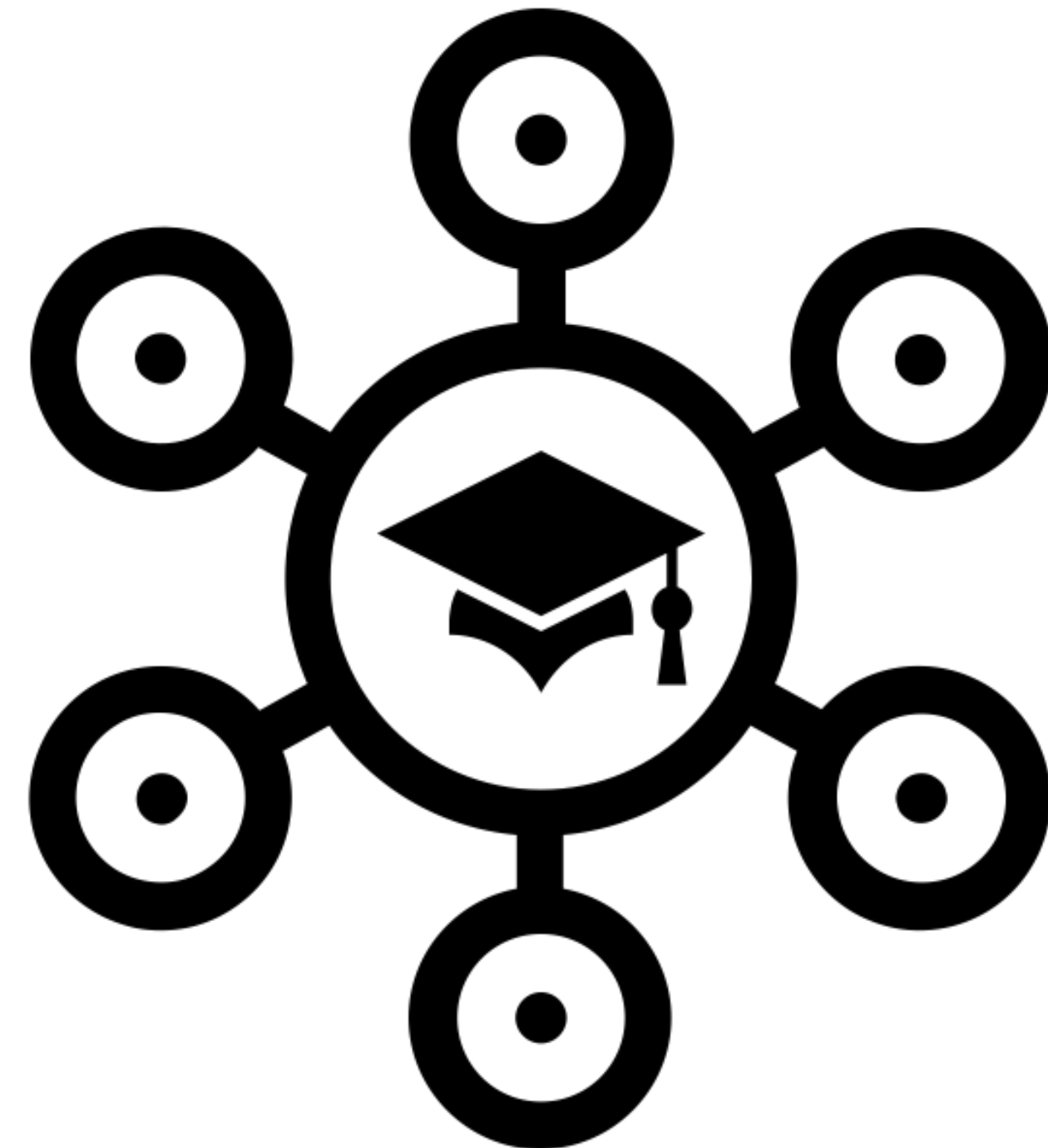
Every person who starts this process should be fully informed about how, when, where and who will be the instructor accompanying and advising them throughout the process. The information must be free-flowing before, during and after the end of this procedure.

On the other hand, the accompanying professional should provide guidance and counselling, including a range of activities such as mentoring and training in career management skills.



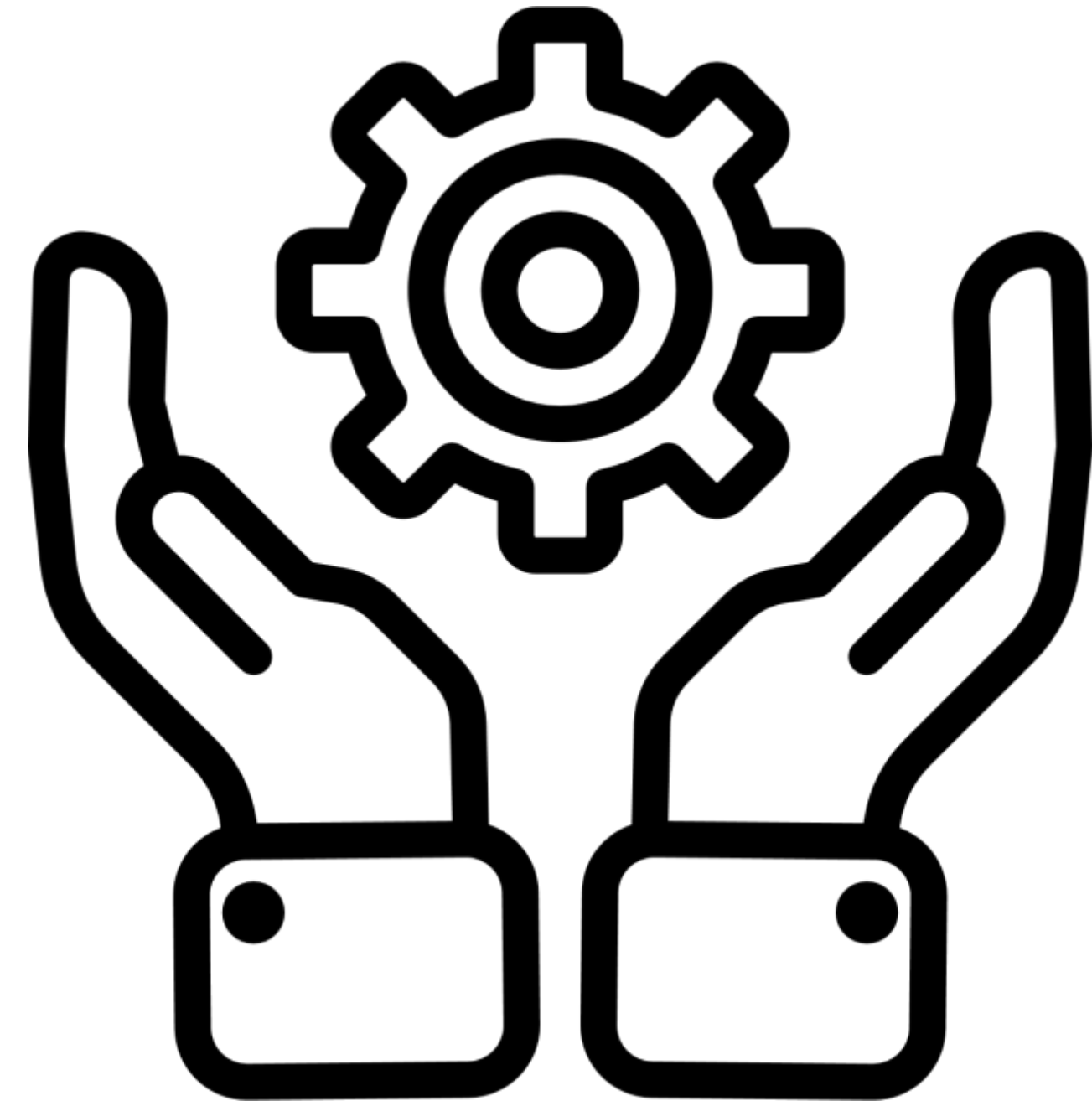
# Coordination between the parties

In order for this validation and certification process to be valid at all levels, it must have a double coordination between different institutions. On the one hand, coordination between the areas of education, training, employment and youth in each country, and on the other hand, coordination at all levels: local public sector, regional public sector, national public sector and European public sector.



# Current regulatory frameworks

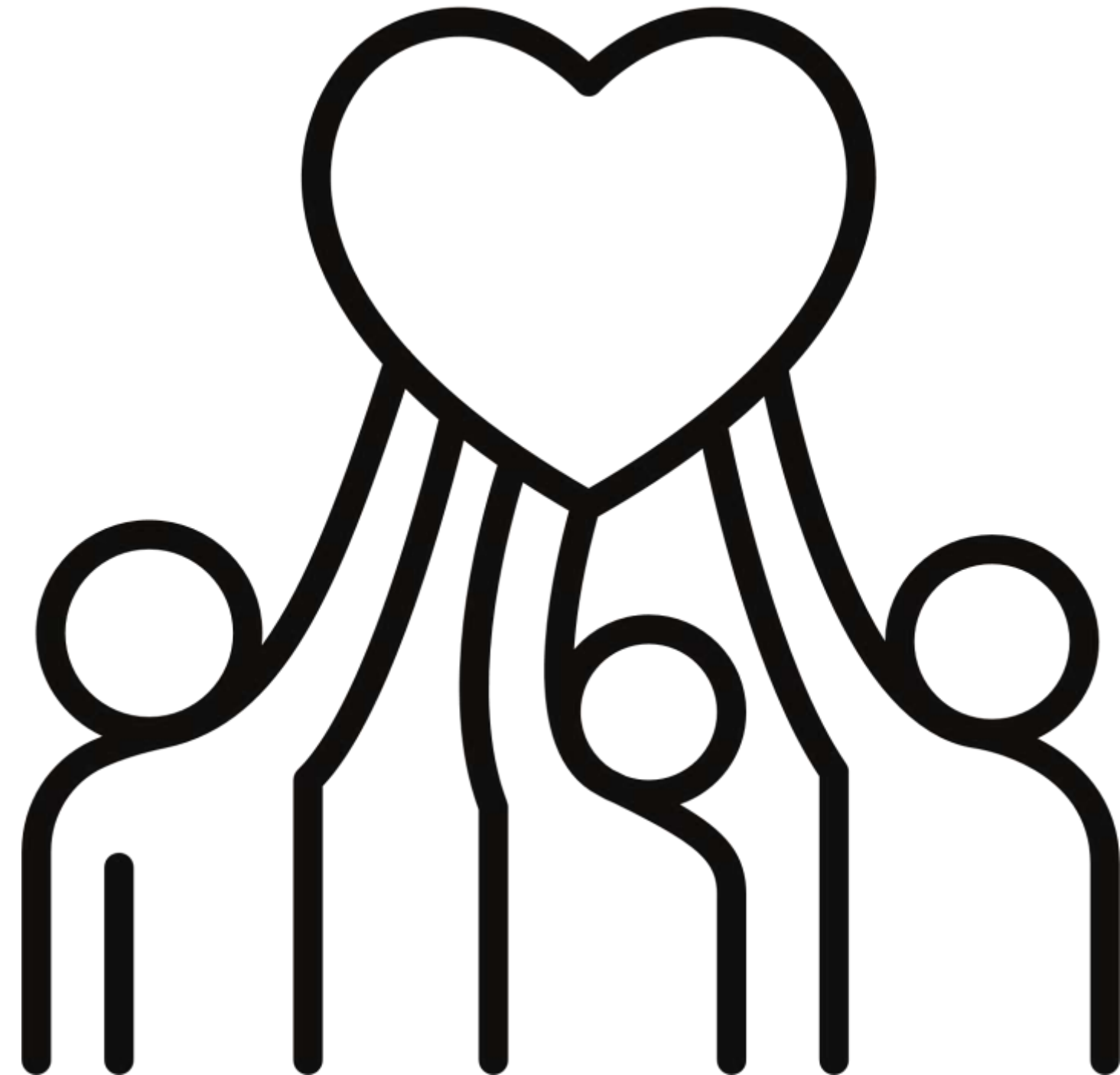
In order for the above coordination to be effective, all processes must be based on the same regulations. Therefore, the basis will always be the European Skills, Competences, Qualifications and Occupations along with each country's own National Qualifications Frameworks which must be perfectly aligned.

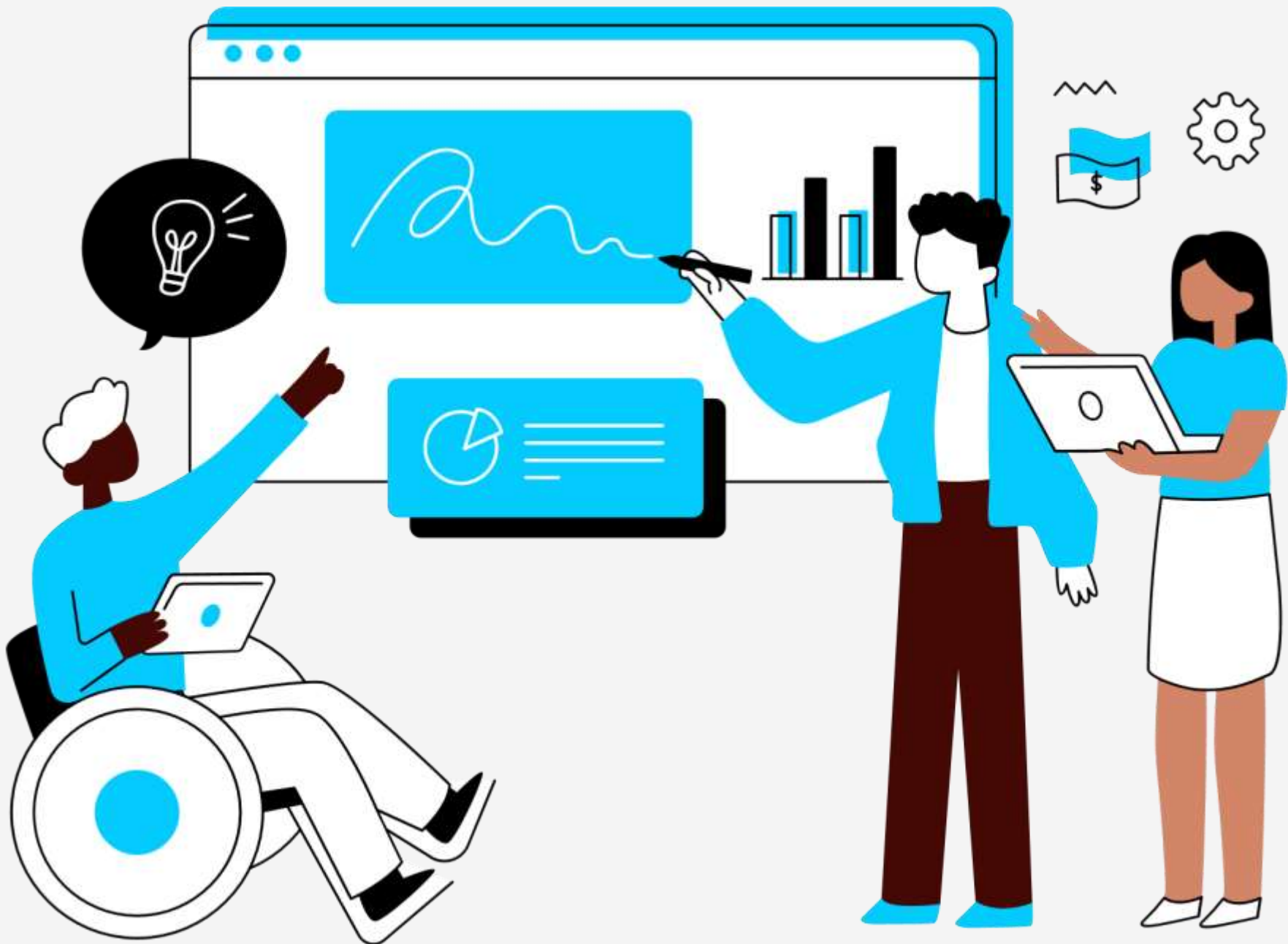




# Process quality

This point is crucial in this process, as quality and transparency must mark each of the phases of this process. For this purpose, and following CEDEFOP's recommendations, each stage should be assessed under the criteria of: suitability for the purpose, security, confidentiality, coherence, reliability, trustworthiness, transparency, sustainability and measurability.





**Validation is an ongoing process that should be regularly reviewed and updated. Organizations should be prepared to adapt their arrangements for validation as requirements, risks or available resources change.**

# Unit n. 4

Characteristics of the competency validation process.

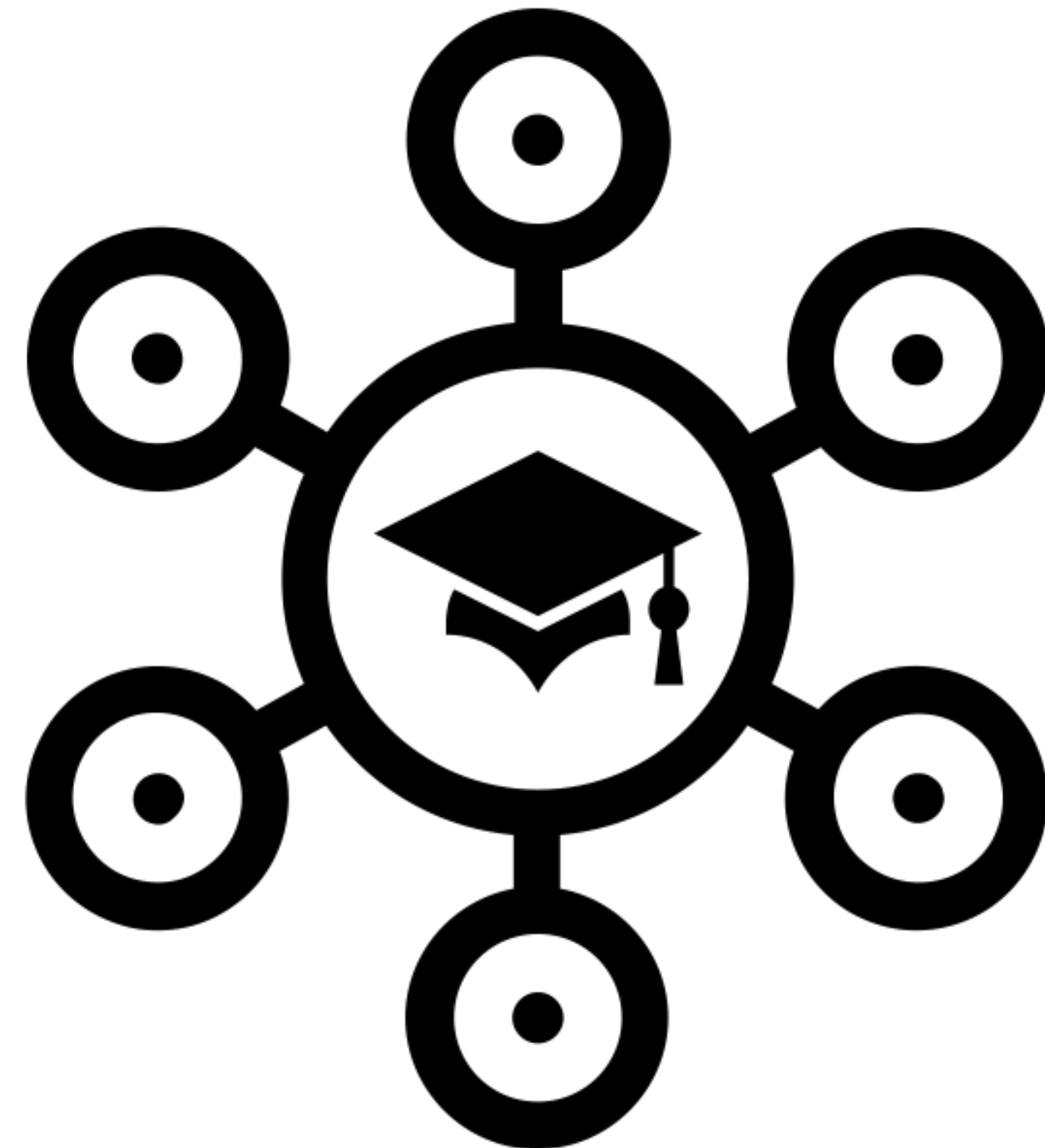
- 
- Validation and accreditation process

- 
- Phases in the process of validation and accreditation of transversal competences
-



# What is a transversal competence validation process?

"A process by which an authoritative body confirms that an individual has acquired learning outcomes measured against a relevant standard, adding that it is primarily intended to give visibility to the rich and diverse learning of individuals, which often takes place outside formal education and training and is overlooked and ignored"  
CEDEFOP (2016).



# 4 PROCESS PHASES

---



Determination



Documentation



Evaluation



Certification

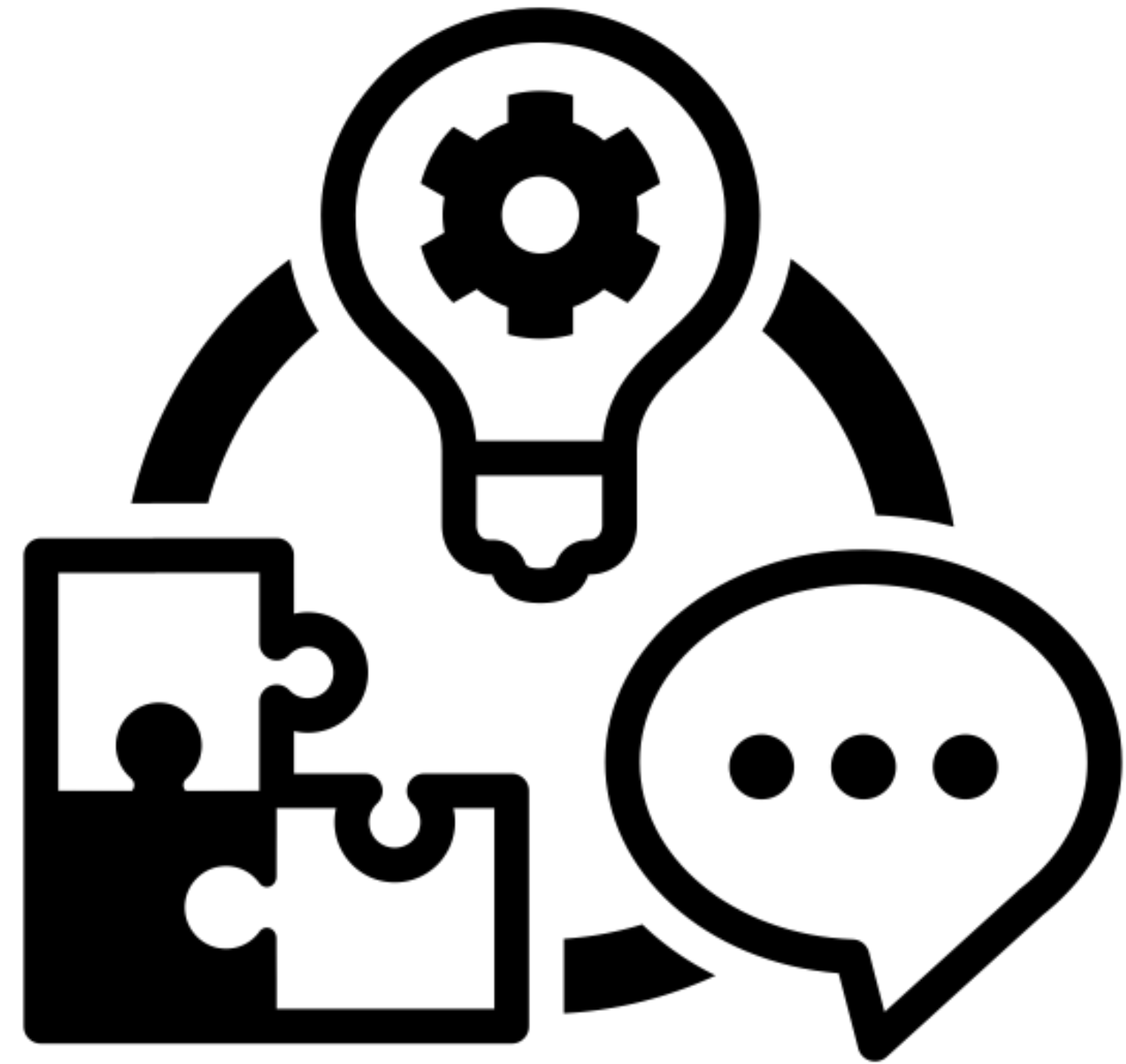




# Phase 1: Determination

This phase is one of self-awareness of skills and knowledge acquired over time in formal and non-formal settings.

In this phase, it is important to be "open to the unexpected" as the knowledge and skills acquired in non-formal and informal spaces are not regulated and can therefore develop in the most unexpected ways. For data collection in this phase, research methods such as observation, interview or dialogue-based methods will be used.





# Phase 2: Documentation

In this phase we must present the evidence that proves that we have acquired these skills and knowledge.

The evidence presented must have its own traceability, in other words, it must be coordinated from the local to the European level to facilitate transparency and compatibility in the different educational sectors. All this evidence will lead to the creation of a "portfolio of competences" with European validity that can be evaluated by an external professional.

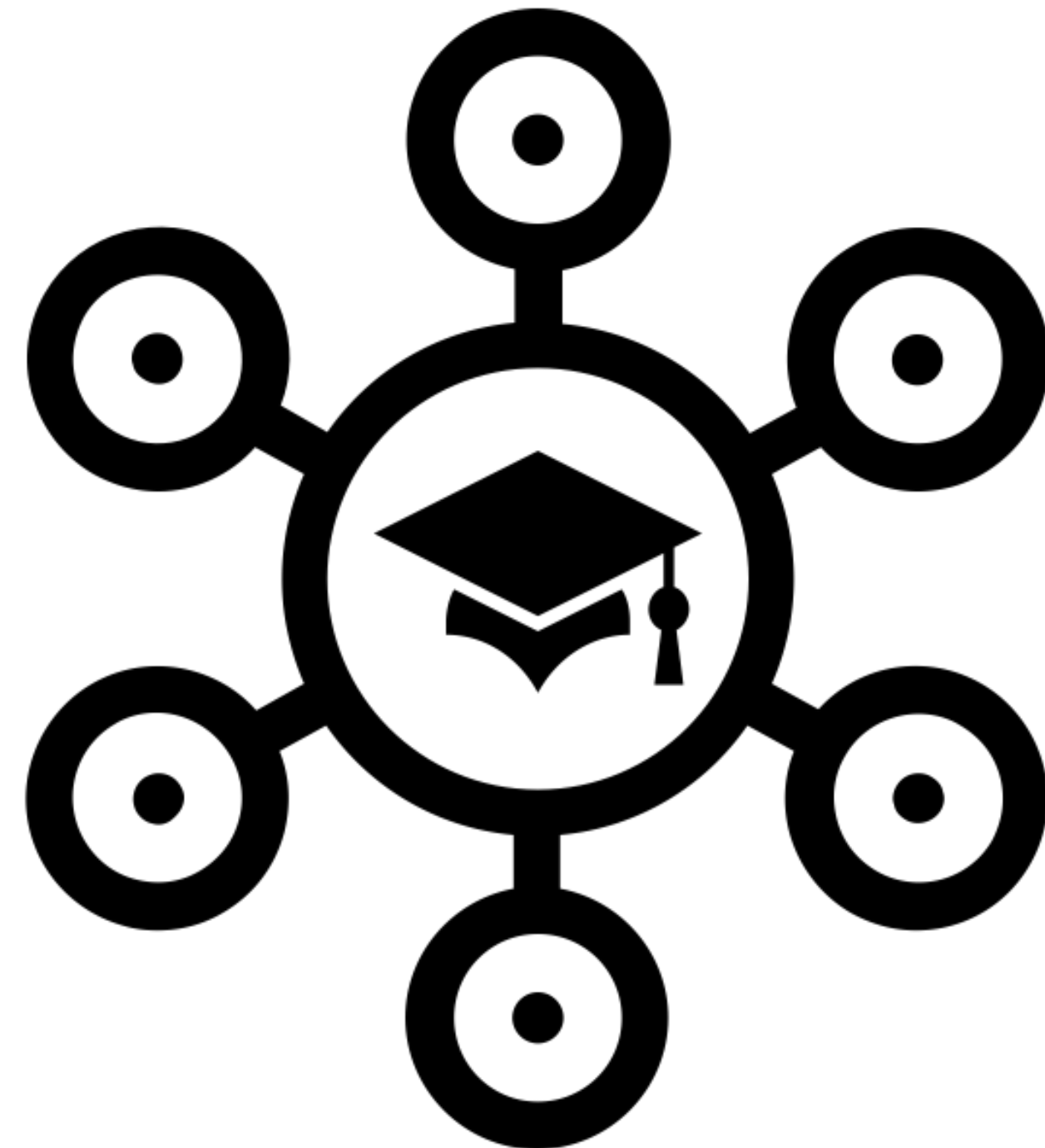




# Phase 3: Evaluation

This is the most sensitive part of the process, as the credibility or viability of the certificate will be provided through the standards or benchmarks that are assessed. This assessment, and the tools used for it, will be designed according to the person being assessed, which means that they will be personalised in order to capture and assess the learning in the contexts where these actions have been carried out. This evidence may be written and documented, but it is also necessary to take into account evidence provided by other means, for example, simulations of practices and meetings for their demonstration in the case of not having the appropriate certificates.

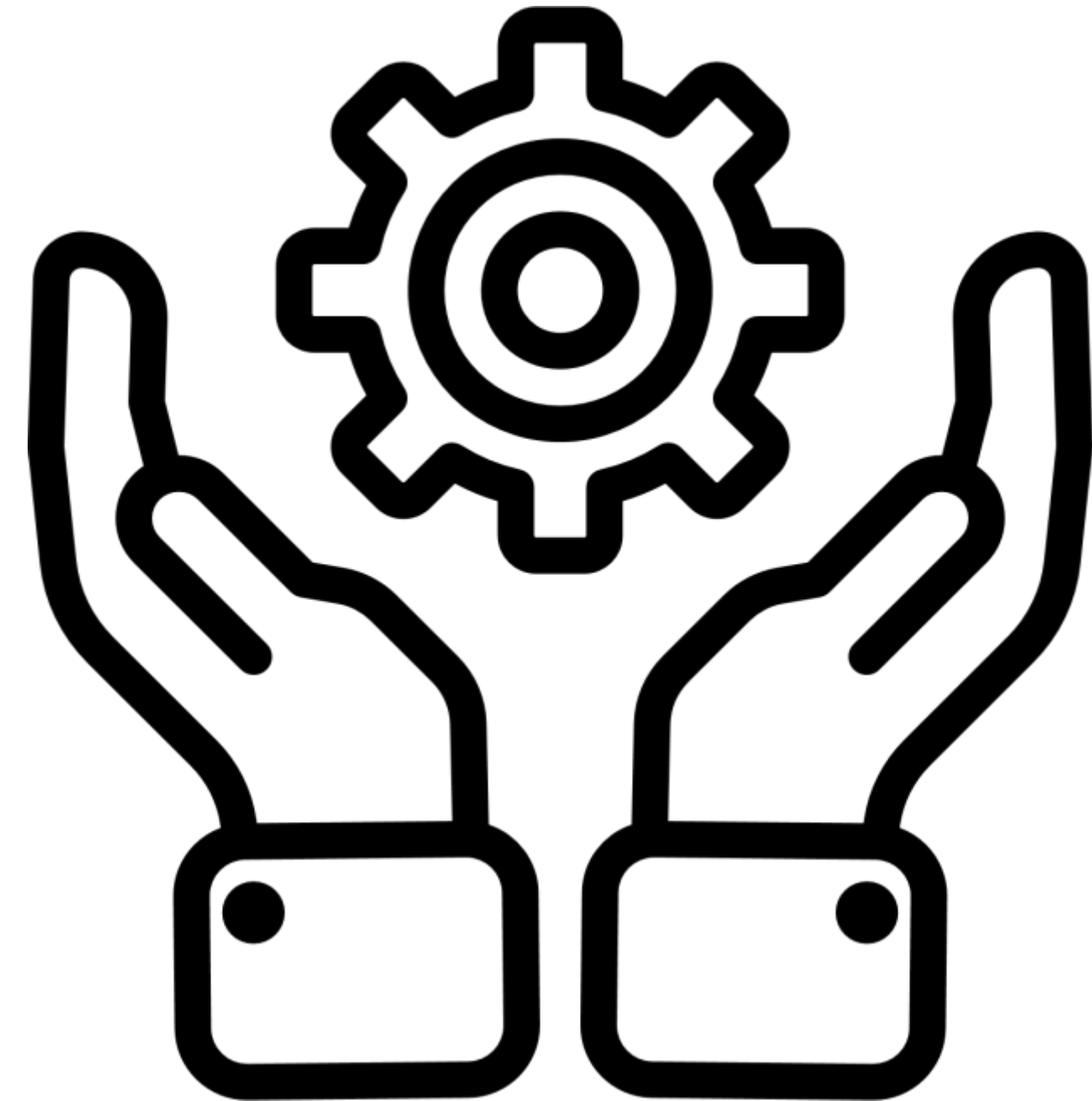
The assessment should be presented as transparently as possible in order to create a relationship of trust between the assessee and the assessor, bearing in mind that there are solid quality mechanisms in this process that must be followed at all times.





# Phase 4: Certification

This process is a summative assessment of documentation of different typologies that should be closely related to national qualifications systems. Furthermore, it should be carried out by an authority that affirms the credibility of the documentation, which is trained and specialised in the accreditation of this type of competences. These organisations could develop a legal right to validation that guarantees access to the qualification, taking different forms depending on the national legal and political context.





# European inventory

## on validation (2016)

It recognises that the formal space is a space where non-formal and informal training is also practised, and like formal education, it can begin to recognise, validate and certify the knowledge and skills acquired, opening a medium/long-term door to the recognition of these competences.



# Unit n. 5

## Competency validation tools

- Definition of tool

.....

- The importance of the professionalism of accreditation officers

.....

- CEDEFOP recommendations.

.....

- Evidence-gathering tools

.....

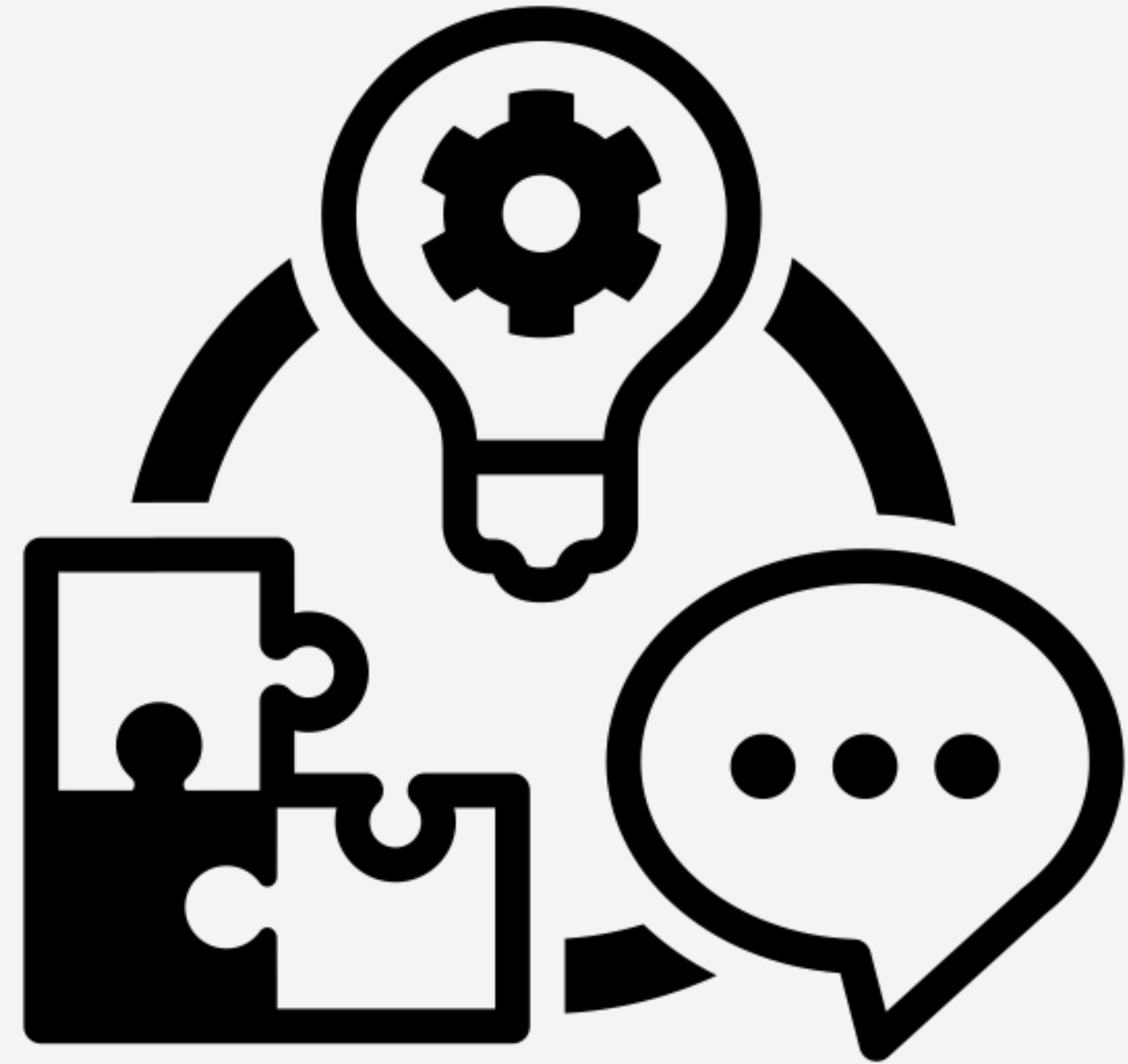
- Evidence presentation tools



# What do we need to gather data?

In order to acquire data and subsequently analyse them, use different tools that allow us to obtain, classify, analyse and evaluate the evidence they provide.

A data collection tool is an instrument or method used to collect information from a given sample or population.



# Professionalism of advisors

Mentors or assessors play a key role in the whole process of competence accreditation. Professionals should have extensive knowledge in:

- The process and its characteristics. They should accompany the whole process and provide as much information as possible.
- The tools to be used during the process. The tools should be customised to the person, and without losing their essence, they should be moulded to the needs of each moment of the process.

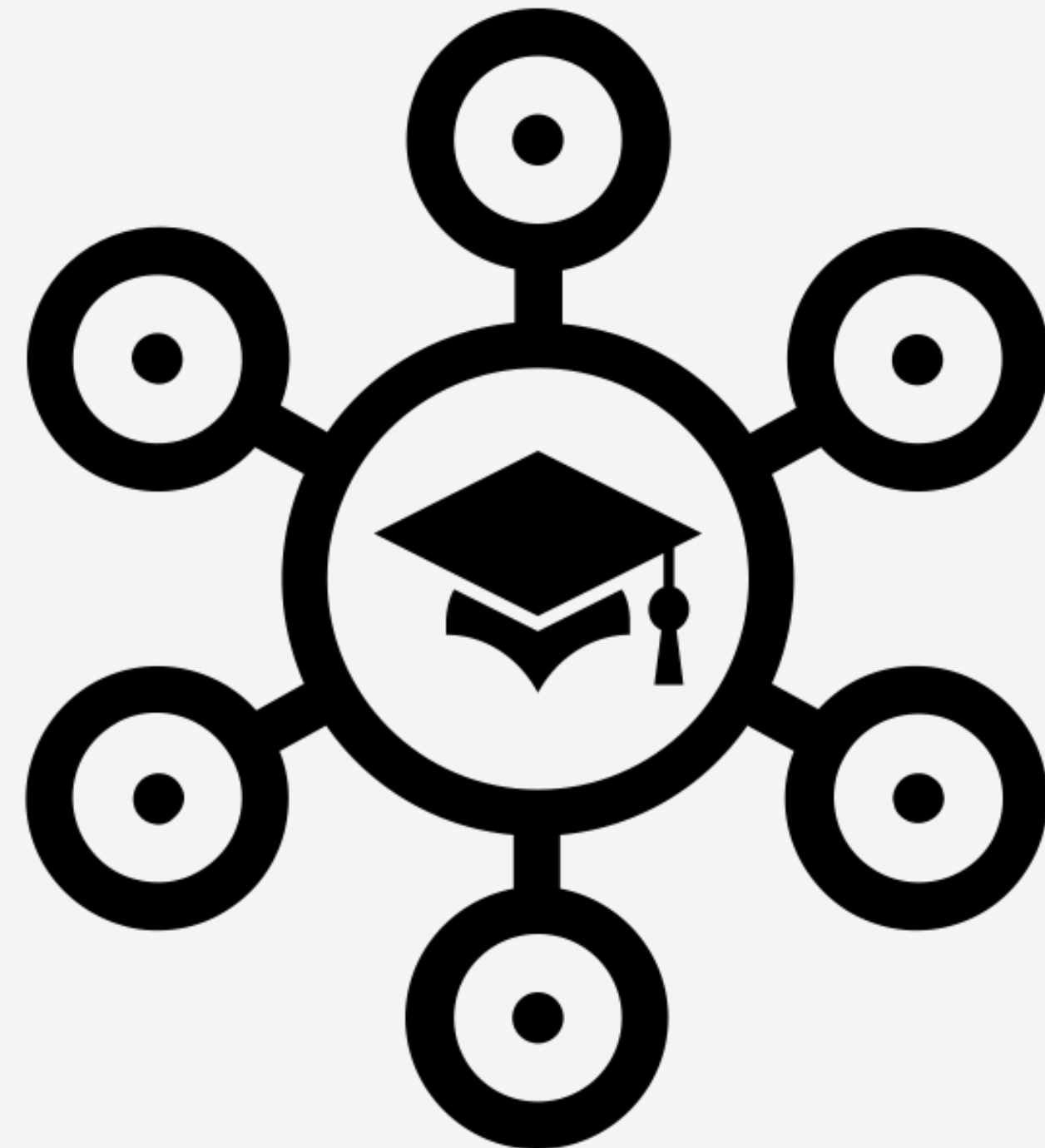




# CEDEFOP recommendations.

"The use of EU transparency instruments, such as the Europass and Youthpass framework, is promoted in order to facilitate the documentation of learning outcomes".

- <https://www.youthpass.eu>
- <https://europa.eu/europass/>



# CEDEFOP criteria

Validity

---

Fiability

Equity

---

Rank

Adequacy  
to the  
purpose

---

Traceability

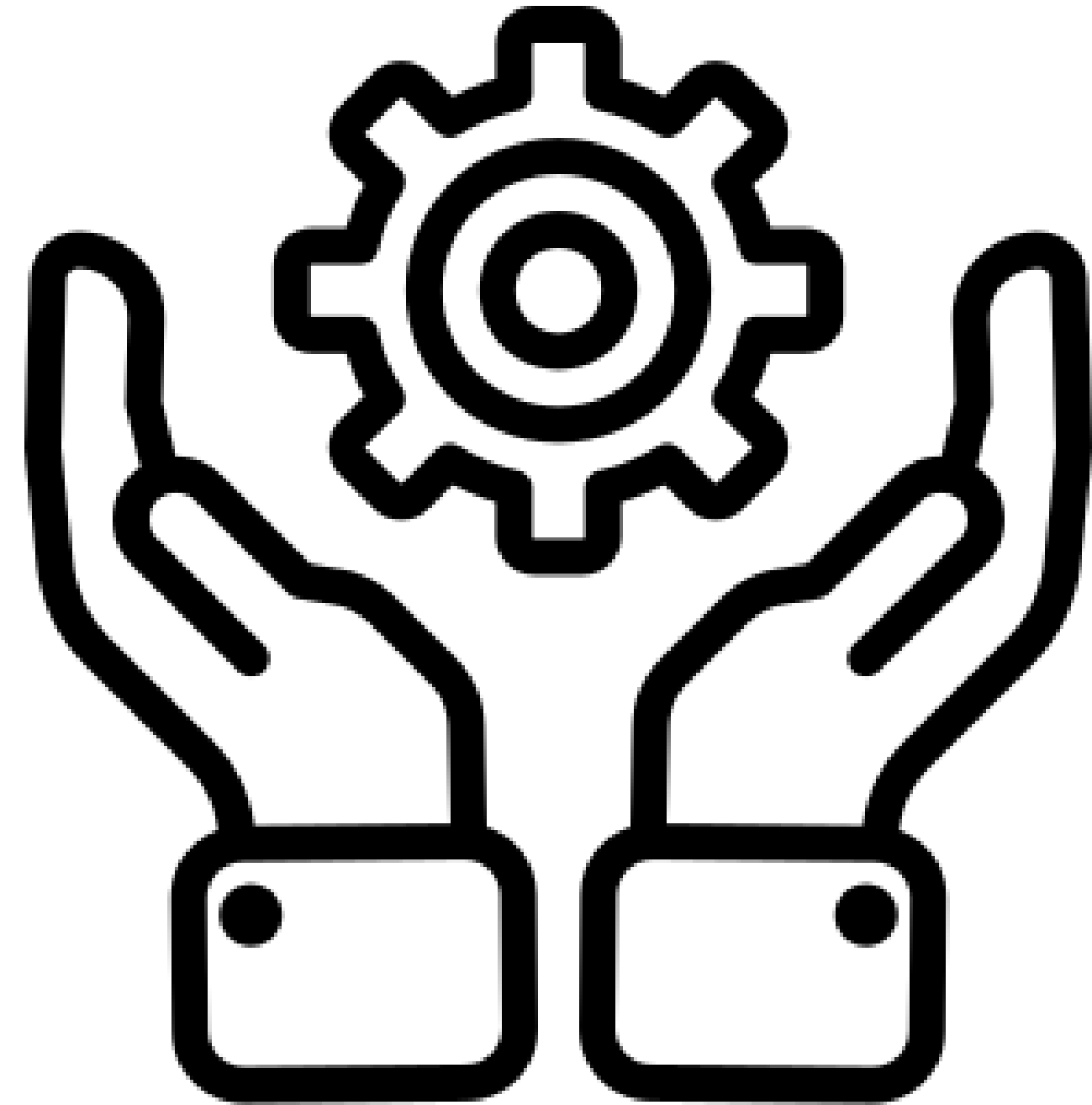
# Evidence-gathering tools

- **Tests** and **examinations** have the advantage of familiarity, social recognition, validity and reliability.
- The **interviews** may have a higher degree of validity than tests and examinations, as they allow to have a dialogue.
- **Declarative methods** are based on self-determination and self-recording of competences (sometimes according to certain criteria, sometimes not).



# Evidence-gathering tools

- **Observation** is the gathering of evidence from candidates during the performance of their daily tasks.
- **Simulation methodologies** where people are placed in a situation similar to a real-life situation in order to assess their competences.
- The candidate collects physical or intellectual evidence of learning outcomes from work situations, voluntary activities, family or other contexts.



# Evidence presentation tools

- The **Curriculum Vitae (CV)** is the most common way of documenting individual knowledge, skills and competences.
- **Third party reports** for the validation of non-formal and informal learning can take various forms. They can take the form of reference letters.
- Competency **portfolios** are typically based on processes, and the selection process involved is widely proven to promote self-assessment and help focus candidates' attention on quality criteria.



# Thank you for your attention!