

Competency Profile of the Assessor in the Validation Process

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Accreditation and validation of non-formal and informal learning

- **Is an integrated part of Lifelong Learning strategy**
- **Is a tool to help people to acquire knowledge and develop skills required by a dynamic workforce in a knowledge based society**
- **Is a tool to empower disadvantaged groups**
- **Facilitate shorter education pathways**
- **Is it important both for employers and employees**
- **It is an important way for self-evaluation and raising the individuals self-esteem**



Learning happens in different contexts and environments

- **Formal education institutions**
- **In family**
- **At work**
- **Hobbies**
- **Voluntary activities**
- **Involvement in different associations and organizations**
- **Interactions with different people**
- **Individual studying**



Family Learning is:

- A continuing process, it happens in every day interactions
- Not formalized
- It' s contextualized, depending on the specific situations existing in family
- Is hidden in actions
- Is unconscious
- Is very rich and diverse
- It happens naturally and daily



Family Competences Portfolio

- An instrument to assess family related skills and competences
- Allows the validation of family skills on the labour market in the sectors of care and child care
- Increase employability and career opportunities for people with lower level of education
- Help people to realize how capacities acquired in family life can be used in professional settings
- The portfolio method is a process that stimulates self-reflection on several types and level of competences



Family Learning Portfolio structure

- **Review of competences** - organized in a *general competences* area and *areas of specializations*: care (social services), education and management
This framework is based on a synthesis of competences included in occupational standards from each partner countries related to family.
- **Reflection file**: explaining in depth the already acquired competences and how the person would want to grow further

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- **Data** that proves the learning in family-context

Example: indicate which competences you attest with specific piece of evidence (letter of reference, different forms of certification)

- **Cases** to discuss

Example: giving some cases, the people are able to present idea and facts in a clear way, can give examples, reformulate socio-educational questions, analyse an assignment or a process.



To accreditate prior experience means:

- To describe experiences
- To evaluate experience
- To compare with occupational standards requirements and qualifications objectives
- To put decisions in a developmental perspectives



The assessor

- Is a person having recent significant experience related to the occupation he is assigned to perform the assessment, within an assessment centre authorized for that specific occupation.
- In this particular case should be a person who have a rich and large experience related to family
- Play a key role in promoting an objective validation
- The process of validation needs to be transparent and as well documented as possible.



Assessor's competences are structured as follows (Romania):

Planning and organization

- planning and organization of evaluation
- recording and reporting of evaluation outcomes

Evaluation

- designing the assessment instruments
- developing an effective assessment
- analyzing the evaluation data and decision making at the level of competences

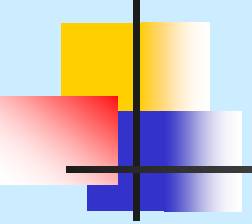
Control

- internal and external control of the assessment process



Recommendations

- The evaluation process should be done by a team
- Networks of assessors
- Changing the assessors between assessment centres
- Using a variety of evaluation methods
- Raise awareness on the role and responsibilities of the assessors



More information on the Family Learning
Portfolio at www.famcompass.eu

Thank you!

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