



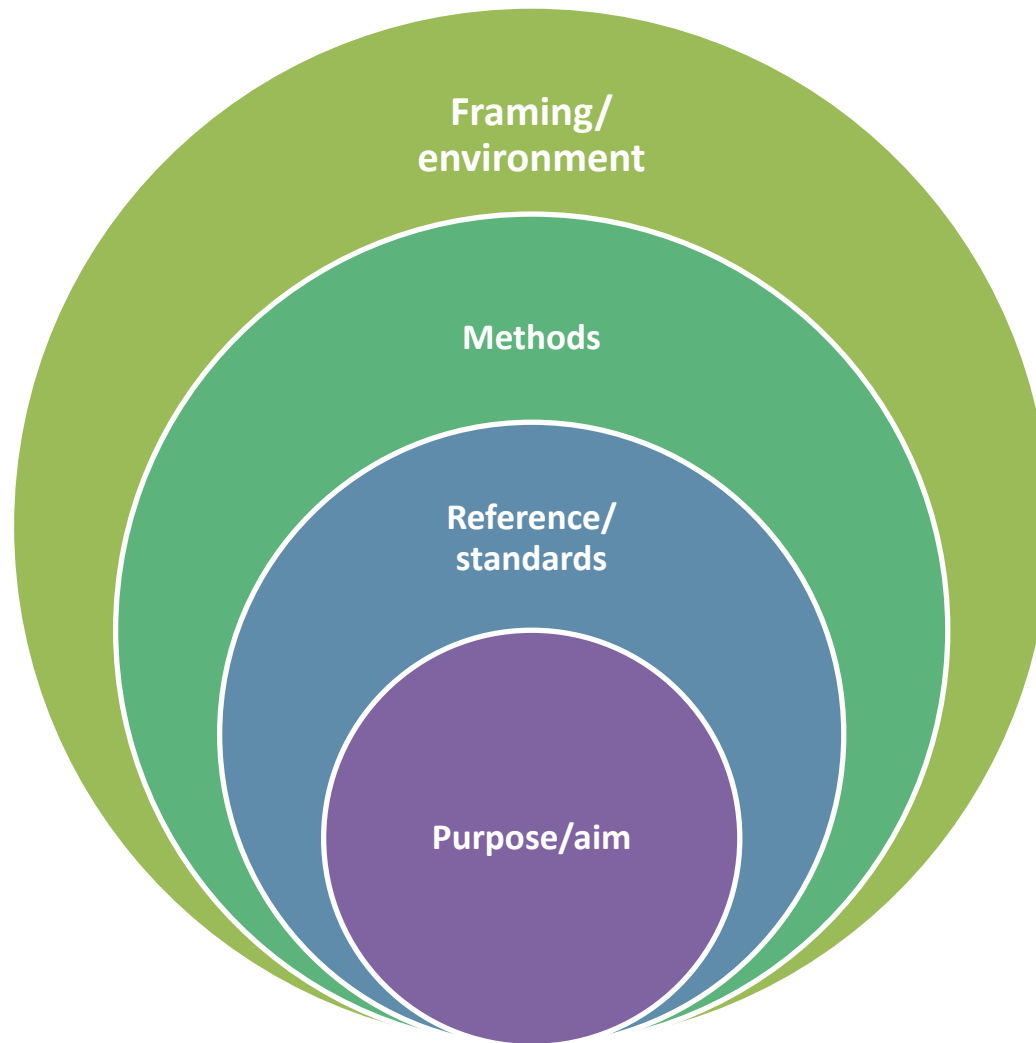
Skills assessment and validation in the year 2030

Katrin Gutschow

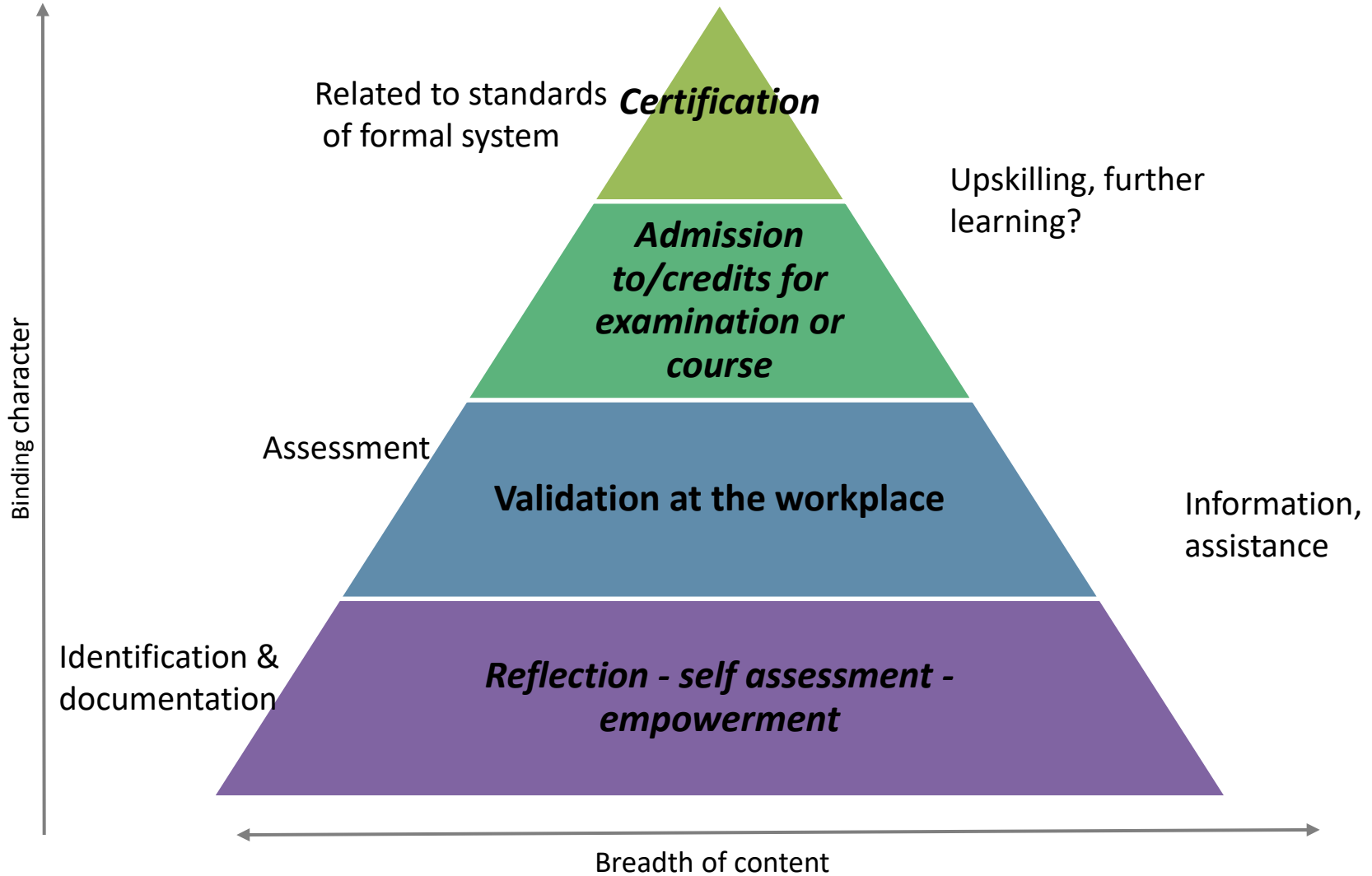
Bundesinstitut für Berufsbildung

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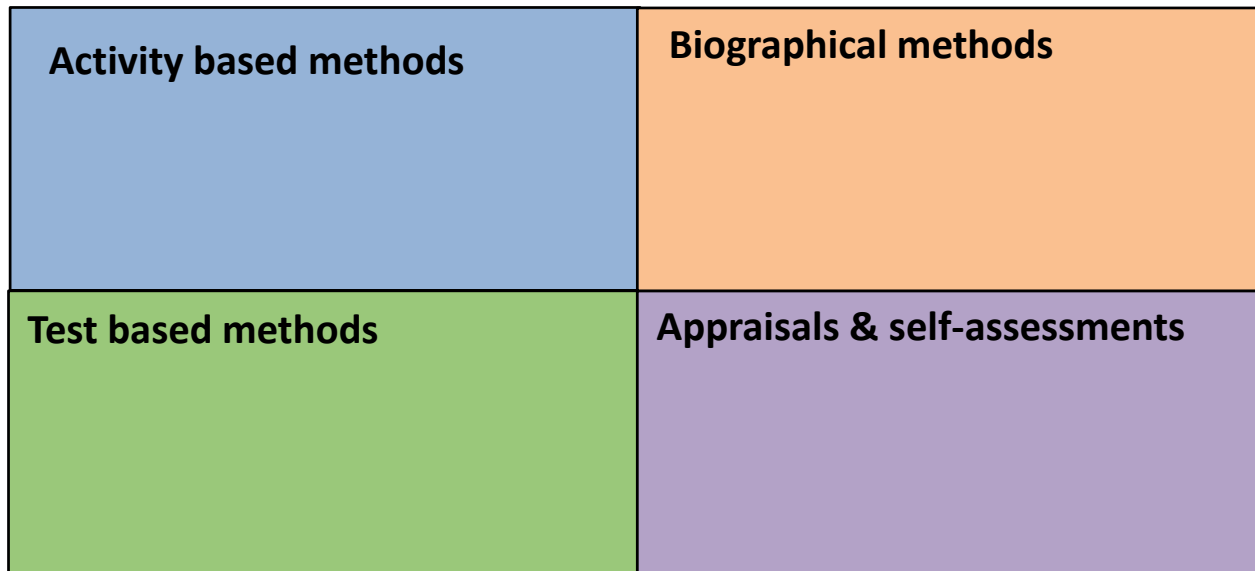
Skills Assessment and validation in the year 2030



Purpose/aim



Methods for making learning outcomes visible



**Show skills and
competencies**

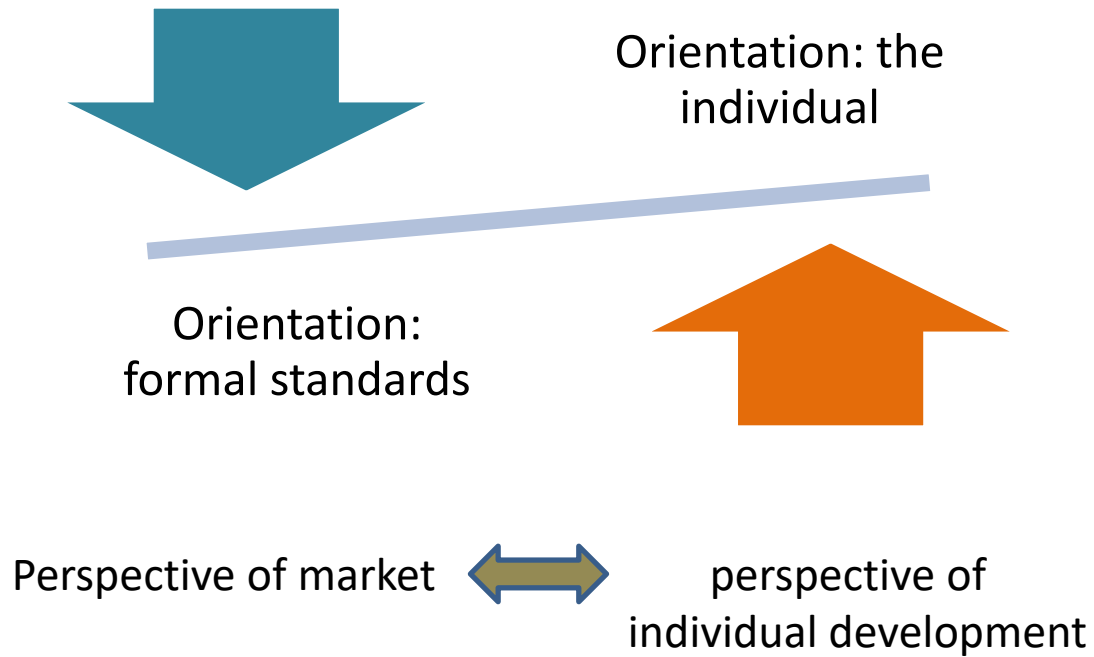


**Describe and document skills
and competencies**

Typing of validation procedures

	Type I Integrative Type	Type II Autonomous Type	Type III Supporting Type
sector	Formal education	Non-formal learning	Informal learning
Aim	Obtain certificates of /equivalence with formal qualifications	Certificates without equivalence in formal education and training	Identification, documentation and validation of informal learning
Methods	Mainly activity or test based methods	Summative: mainly test based	Methods that correspond with the formative nature of the concept
Criteria	standards and institutions of formal education and training	Based on criteria, mostly quantitative	Primarily empowerment, development, also appreciation

Quelle: eigene Darstellung in Anlehnung an Schneeberger u.a. 2009 und Annen 2012



Can these concepts be combined?

Skills assessment and validation in the year 2030

Aim	end or begin of a process		role of training and guidance	
Perspective	employability		empowerment	
Scope/ references	narrow set of vocational skills and competencies	transversal skills	key competencies	<i>Decontextualisation of skills and competencies?</i>
Role of Qualification Frameworks	comprehensive		limited	
Stakeholders	formal education	adult education, further training	World of work	Civil society
Technology	digital assessment tools	e-portfolios	Administration of qualification systems	<i>Data protection?</i>
Level	National	European Union	International organisations	Multinational companies
	Standardisation	De-standardisation	individuation	<i>Sustainability?</i>



Thank you for your attention.

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Differences

tools for identification and documentation of skills and competencies	aim	Validation towards certificate
Personal and professional development general	Target groups	(formal) recognition of learning outcomes Low skilled adults
Individual profile of skills and competencies from adult education to volunteering	result	Certificate / equivalence
skills and competencies, motivation etc.	stakeholders	Institutions of formal education
Often biographical methods, appraisals and self-assessment	subject	Focused on vocational requirements
Individual goals, sphere of activity	Methods	Activity or test based methods
	References	Formal standards