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VALIDATION FOUNDATION IN THE FAROE ISLANDS

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Nordic Network for
Adult Learning

SOME FACTS ABOUT THE FAROE ISLANDS

Population: 51,371 (1. January 2019)

Land Area: 1,396 km^2

Maritime Area: 274,000 km^2

Language: Faroese

Capital: Tórshavn (ca. 20,000 inhabitants)

Constitution: Self governing part of the Danish kingdom

Active participation in Nordic Council
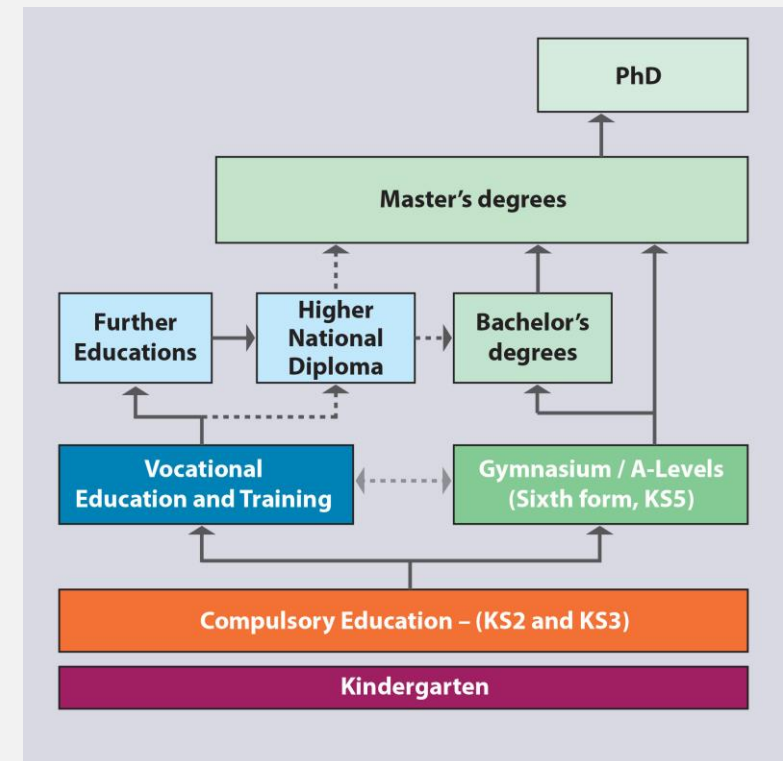
Associate Member of UNESCO

THE EDUCATION SYSTEM

- University of the Faroe Islands – Fróðskaparsetur Føroya
- Center of Maritime Studies and Engineering
- Business and Technical College
- Nautical Education (2 schools)
- Vocational Education and Training (2 schools)
- Upper Secondary Schools (5 schools)
- Compulsory education (9 years, 43 schools)
- Kindergarten

LEVEL OF EDUCATION

(2011 numbers – 15-69 years old = 32,800 persons)

29 % Vocational education (highest education) – 9,463

11 % Gymnasium education (highest education) – 3,501

9 % Higher National Diploma (e.g. nurse, teacher and pedagogics) – 2,717

9 % University BA, MA and PhD degrees 2,606

8 % Maritime education – 2,496

16 % No formal education after compulsory education +25 – 4,354

VALIDATION FOUNDATION IN THE FAROE ISLANDS

- The VPL model

- All about quality

- The right of the individual

- The preconditions

- The law on validation (2014)

- The Ministry's regulation on validation (2018)

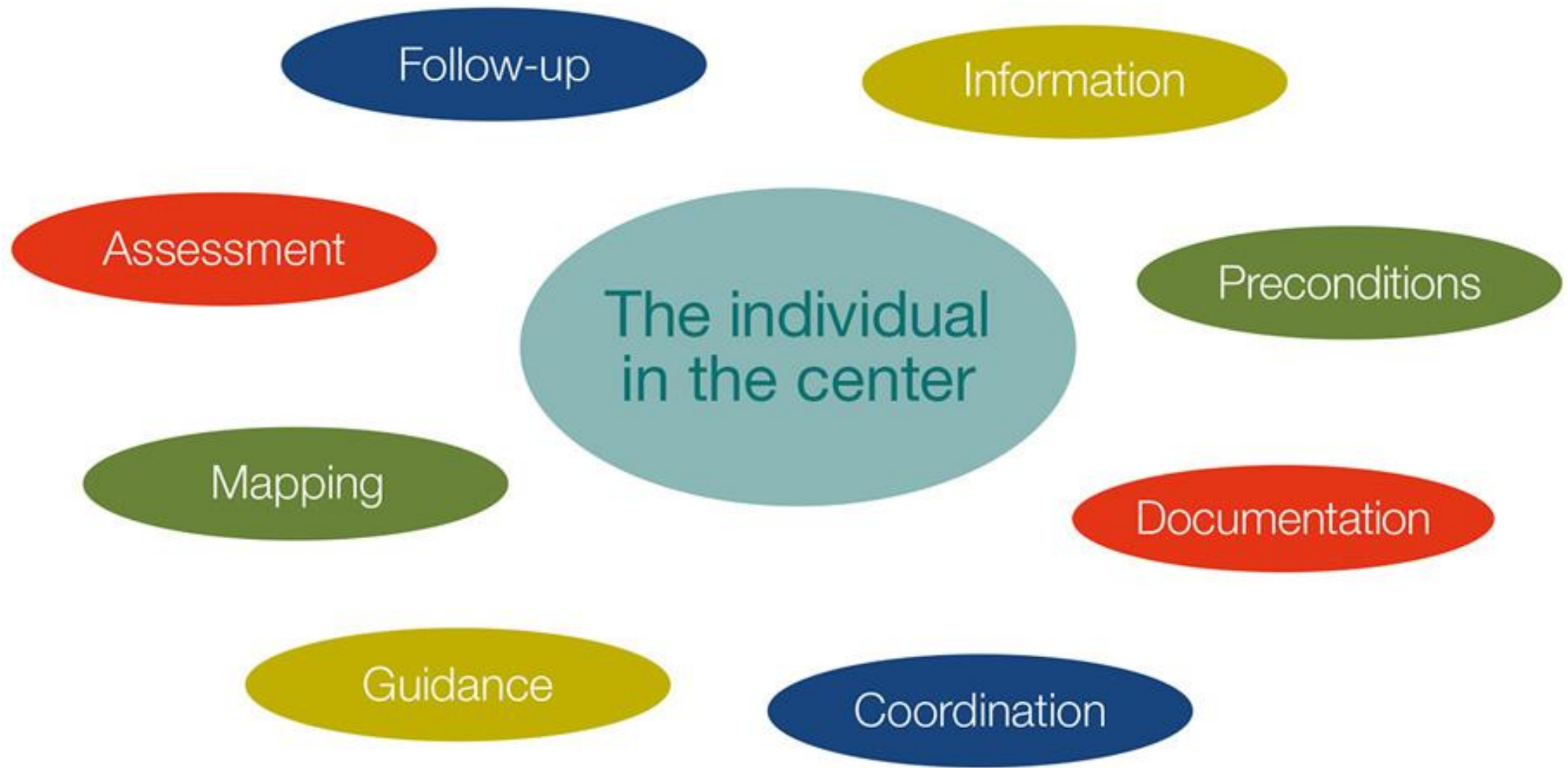- Guidelines for authorities, institutions, practitioners

Figure 1. The Nordic quality model.

THE NORDIC QUALITY MODEL ON
PRECONDITIONS

Quality in validation is also to do with quality in relation to the framework and preconditions given for carrying through validation in the individual institution. The term preconditions for instance means the regulatory framework for the validation work, national and local policies in the area, if validation activities are funded, and how they are funded, how co-operation with other stakeholders is organized, and if validation is based on standards or competency criteria that are known. You cannot necessarily change the preconditions setting the framework for validation practice in the individual institutions, but you can reflect on, how preconditions influence the quality of the validations.

LAW ON VALIDATION – CONTENT

1. The aim of the law
2. The right – who can be validated
3. The educations covered by validation – nine different laws covered
4. **The validation process, how the process should be managed**
5. The requirements for the competences of practitioners
6. Collaboration between institutions, working life, social partners etc.
7. **The coordination of validation**
8. The individual's right to complain about the outcome from the validation

THE MINISTRY'S REGULATION ON VPL

- **The coordination and the framework for validation**

- **The content and the elements of the validation process related to methods and guidelines**

- **How the validation process is prepared**

- The role of guidance

- The assessor's role

- Relevant aspects concerning the conclusion from the validation

- The individual's rights

- Details about how to complain

EDUCATIONS COVERED BY VALIDATION

1. Law on gymnasium education (A-Level)

2. Law on vocational education and training

3. Law on basic technical education (aimed to vocational education and training)

4. Law on leisure-time education (third sector education, evening school etc.)

5. Law on shorter further education (business academia and technical engineering)

6. Law on training for ship's personnel (the deck hands etc.)

7. Law on training in the area of administration, trade and office

8. Law on health care training

9. Law on the University of the Faroe Islands (higher education)

THE RIVER OF EQAVET
– SYSTEMATIC
QUALITY ASSURANCE

VET

EQF AND NATIONAL
QUALIFICATION
FRAMEWORK AGENCY

SCHOOLS

PART QUALIFICATIONS

THE NORDIC QUALITY MODEL ON
COORDINATION

Coordination and collaboration ensures that the validation practician develops and uses methodology, makes evaluations and decisions in a professional environment. It ensures a high competency level, and thus supports that the rights of the individual are met and respected. Coordination also ensures that individuals are treated equally, fair, and in accordance with rules and regulations.

LITTLE
GAP TR

ESCO – EUROPEAN
SKILLS, COMPETENCES,
QUALIFICATIONS
AND OCCUPATIONS
COORDINATING OFFICE

LIFE LONG
GUIDANCE CENTER

LIFE SOCIETY,
PARTNERS,
STAKEHOLDERS

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THE VALIDATION OFFICE

- Preparation and implementation of VPL – the overall-coordination

- Maintaining and developing the system

- Preparing and coordinating the VPL process

- Co-operation with the Committee of professions and the schools

- The VPL office connected to the Ministry of Education

- Individuals should contact schools or VPL Office directly

- Schools and practitioners get support from the VPL Office

- 2 people working on the implementation of VPL

  - One coordinator full time, and one counsellor ½ time to prepare and carry out the VPL

THE STAKEHOLDERS

- The individual (unknown)
- School leaders (known)
- Teachers and administrative staff (partly known)
- Trade representatives (partly known)
- Counsellors (known)
- Assessors (known)
- Businesses/companies/institutions (unknown)
- Workplaces etc. (unknown)
- Third sector (unknown)

THE VALIDATION PROCESS

- The four phases of validation (The European Guidelines for validatiing non-formal and informal learning):
  - 1. Identification
  - 2. Documentation
  - 3. Assessment
  - 4. Certification

THE VALIDATION PROCESS

- The four phases of validation need to be clearly defined

- What is the content of each of the phases?

- The process and the four phases are split up into several events

- Similar events are found in different phases (e.g. documentation, guidance etc.)

- The need for professional counselling through the whole process

- Who is responsible for each single event?

- How long will the process take?

- What are the costs etc., etc.?

THE VALIDATION PROCESS

- What methods and what tools to be used?

  - Screening, collecting data, skills, competences and learning outcomes

  - Have to be done in a methodological way to extract evidence:

    - Tests and examination, conversation, interviews, dialogue, questions, observation, simulations, evidence from work etc.

  - Documentation and presentation of evidence:

    - CV, third party declarations, portfolio etc.

The Faroese VPL management system · The quality flow →

Communication · Guidance · Counselling · Feed back · Next step →

PRECONDITION

Legislation

Procedures

Financing

Competences

Stakeholders

Leadership

Management

Responsibility

Who?

When?

Where?

Preparation

1. Information
Public information
Application registration
Choice of education or occupation
Choice of school
Scanning
Collecting competences in portfolio
Guidance

2. Documentation
Competences registred
Schools formally involved
The VET committee involved
Goals are formulated for education
Portfolio finished
Assessment to be planned
Guidance

Assessment

3. Assessment
Carrying out the validation
Interview on competences
Documentation
Validation of competences
Theoretical/practical tests
Guidance

4. Certification
Competences are validated and recognized
Practical/theoretical tests are validated and recognized
Documentation
Final conclusion to be formulated
Certification
Guidance

Next steps

5. Competences development programme
Education
Job
Opportunities after the validation
Evaluation of the VPL process
Guidance

Basis for validation

Basis for validation

No basis for validation
Guidance

No basis for validation
Guidance

More competences and practical experiences needed · **Guidance**

FOLLOW-UP

Follow-up is aimed at the individual applicant (the individual) and at development and improvements of the full validation process. If he or she wants, the individual has the right of complaint and a guiding follow-up on the result of the validation. As part of the quality assurance, the institution and the validation professionals are under an obligation to make continuous evaluations and improvements.

THANK YOU

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