The main objective is increase VPL professionalism in general. The course should focus on discussions and exercises, giving participants the opportunity to build skills in the four phases of the validation process focusing on assessing competences in a constructive and valid manner and finding solutions to issues that may arise. The *European guidelines for validating non-formal and informal learning* serves as the basic material for the course, as well as any other relevant training material. The roles of different validation staff (project manager; guidance counsellor/mentor/advisor; assessor) are reviewed and multicultural issues addressed. Various tools are presented as are ways of selecting appropriate tools.

Learning outcomes
- Describe the validation process and main principles as presented in the EU guidelines
- Describe effective methods and quality measures applicable to validation processes
- Identify diverse ways of assessing skills
- Identify multicultural competences underlying services for various target groups
- Role of interpreters' (when relevant)
- Define and evaluate ways to maintain their knowledge in this field and how it can be enhanced
- Define ways in consultation with peers and experts about where and how to obtain the additional knowledge needed
- Prepare for working with interpreters and communicating via interpreters
- Recognize appropriate tools for VPL participants based on knowledge of the aims and content of various tools (e.g., Portfolio forms, Self-assessment forms etc.).
- Communicate effectively with individuals undergoing the validation process - regarding the process, as well as roles and responsibilities of different actors.
- Support the quality of VPL (based on the *European guidelines for validating non-formal and informal learning*)
- Identify the importance of impartiality, fairness, validity and reliability in assessing competence
- Show positive and supportive behaviour and promote constructive communication in their work
- Identify solutions to issues that may arise in the validation process

Assessment methods on course content
Different assessment methods may be used:

- Participants may express their knowledge of the details of the process, through oral presentations/discussions or written assignments.
- Participants may conduct group assignments and analyses of cases.
- Participants may conduct self-assessment of own competences based on the requirements set for frontline staff in the EU guidelines.

Example: Preparation course for validation practitioners
The following is an example of an agenda developed as a perpetration course for the training of project managers, career counsellors, assessors and other stakeholders.

Course length is 15 class hours.

1st day

Kl. 10.15 - 11.00	Validation – principles and definition of the Concept
Kl. 11.00 – 11.10	Brake
Kl. 11:10 - 12:00	Implementation and Methodology
Kl. 12:00 - 13:00	Lunch
Kl. 13:00 -14.40	Assessment interview methods. Different methods are introduced.
Kl. 14:40 – 15.00	Brake
Kl. 15.00 – 15.45	About the *Handbook for Validation staff*, Laws, regulations and other material.
Kl. 15.45 - 16.00	Summary and review.

2nd day

Kl. 09:00 - 10:00	Workshop - Assessors' experience (Experienced assessors introduce their methods, experience etc. from their work as assessors in validation)
Kl. 10.00 - 10.45	Project management in Validation Projects
Kl. 10:45 – 11.00	Coffee
Kl. 11.00 - 12.00	The role of the guidance counsellor – Guidance in Validation
Kl. 12:00 - 13:00	Lunch
Kl. 13:00 - 14:00	Workshop /Assignments
Kl. 14:00 - 14:20	Coffee
Kl. 14:20 - 15:00	Participants' experience (VPL participant introduces his experience of VPL and what he has done after validation, regarding education and/or work.
Kl. 15:10 - 15.45	Workshop/ Assignment (peer review, practice assignments) and Summary
Kl. 15:45 - 16:00	Course review (participants give feedback)