

Portugal: School Recognition, Validation and Certification of Competences (School RVCC)

Type of provider

Education/Other: Qualification Centres (CentrosQualifica)

Structures of the National Qualifications System inserted in public schools, VET schools or other entities and organizations with human and financial resources and facilities to provide the development of this process.

Objectives

Allows recognizing, validating and certifying the competences acquired by adults throughout life. It aims for a certificate of basic level (certificate of qualifications corresponding to the 1st, 2nd or 3rd cycle of basic education and diploma of basic education) or secondary level (certificate of qualification corresponding to the Secondary education and high school diploma). If the validation process does not lead to the issuance of a certificate or diploma, regarding the completion of the process, a certificate of qualifications is always issued, identifying the units of competencies already validated.

Assessment approaches

The School RVCC process has three axis:

Axis 1 – Recognition (the candidate identifies skills previously acquired. This stage has a **training logic** with the purpose of promoting, in the candidate, the awareness and appropriation of his/her experiences. Sessions may be held individually or collectively. If a candidate does not show all the competencies necessary for certification, according to the Reference Framework of Key Competences of Education and Training of Adults (see below), regarding the level of qualification that she/he intends to obtain, complementary training sessions will be developed);

Axis 2 – Validation (with help from trainers, candidates have to develop a **Reflexive Learning Portfolio**. In this Axis, this Portfolio is analysed in the light of the reference of **Key Competency Framework** and it is evaluated if the competences demonstrated by the learners are in agreement with those of the referential. If the learner shows gaps, a short-term complementary training can be developed);

Axis 3 – Certification (learners' presentation of their Portfolio to a certification jury composed by the RVC professionals involved in the process and by an external assessor). The assessment is carried out according to a **Key Competency Framework** that integrates **four areas** for the **basic level** of education (Citizenship and Employability, Language and Communication, Mathematics for Life and Information and Communication Technologies) and **three areas for secondary level education**, Technology and Science, Culture, Language and Communication, Citizenship and Professionalism). The School RVCC uses the **skills balance methodology** that values the potential held by the person and contributes to the construction of personal, educational and professional projects.

Target group

Early school leavers

Is intended for candidates aged 18 or over, employed or unemployed, who did not have the opportunity to complete the 4th, 6th, 9th or 12th year of schooling (i.e. basic or secondary education)

Potential transferability/ scalability

Transferability is possible because the Key Competency Framework is based on specific areas supposedly issued in many countries, and the skills balance methodology used in this process is applicable in other realities for being a device to support individuals in becoming aware of their «portfolio of skills» whether they have been acquired through life or work experience.

Summaries or Basic elements of analysis

All adults who complete secondary-level RVCC processes can access higher education through specially adapted tests carried out by higher education institutions under the access regime for over 23-year-olds;

There are two different **Key Competency Frameworks**: one for the **basic level** and other for the **secondary level**, with different areas according to the level.