

**Good practice
in validation of learning outcomes**

Lithuania

Qualification "Vehicle Repairer"



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of Poland

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Good practise in validation of learning outcomes. Lithuania. Qualification "Vehicle Repairer"

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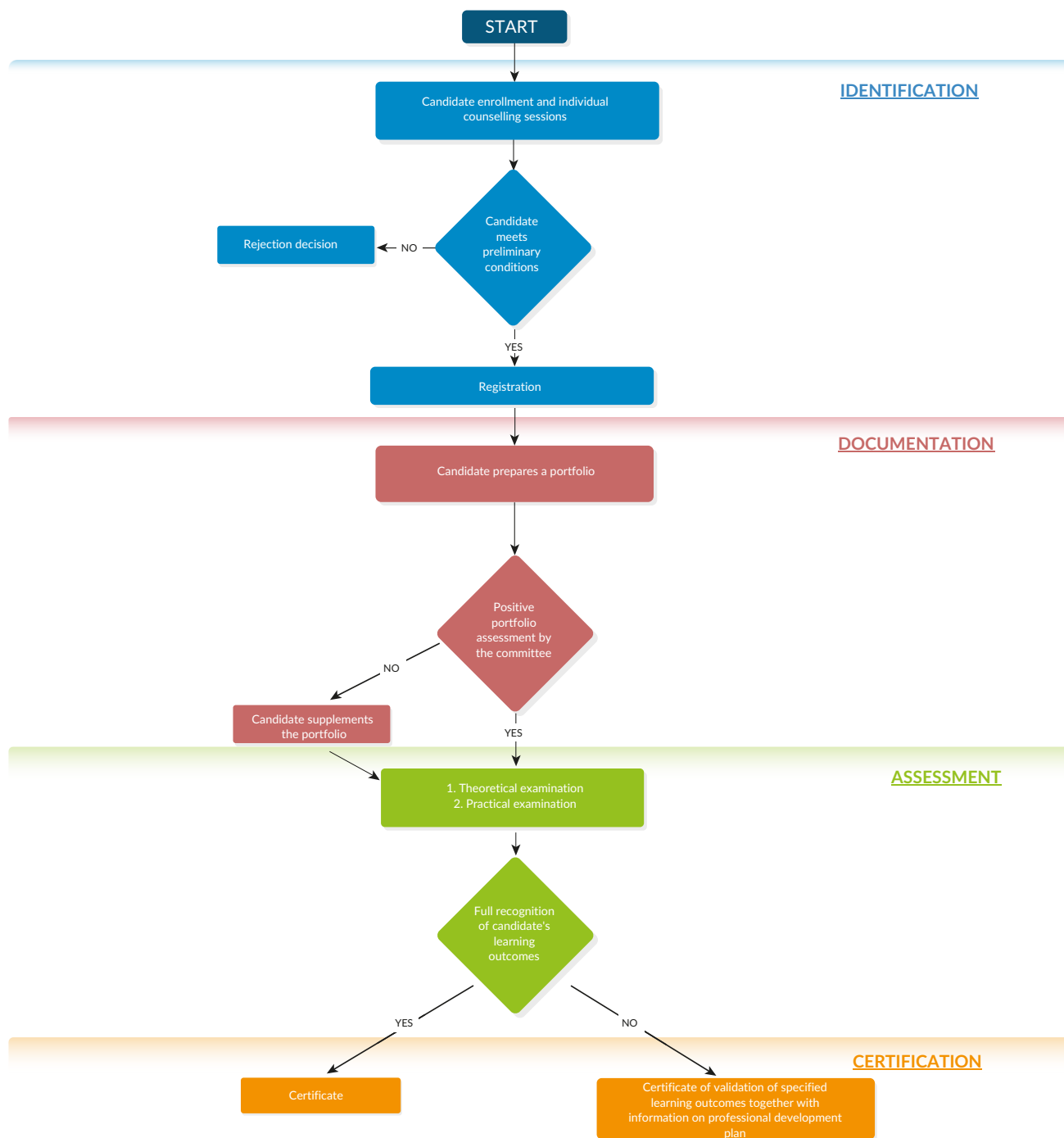
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1. Country, institution name

- Lithuania
- Institutions: 1.Kvalifikacijų ir profesinio mokymo plėtros centras - KPMPC, (Eng: Qualifications and Vocational Education and Training Development Centre); 2.Vilniaus automechanikos ir verslo mokykla VAVM, (Eng: Vilnius Car Mechanics and Business school)

2. Institution website

<https://kpmpc.lrv.lt/en>; <https://vavm.lt/about-us>

3. Qualifications

Vehicle Repairer

Lithuanian Qualifications Framework (Lietuvos Respublikoje nustatytų kvalifikacijų - LTKS) – level 3.

European Qualifications Framework – level 3.

4. Short description of the validation process

The good practice from Lithuania presented here showcases a comprehensive validation system for non-formal and informal learning outcomes for the Vehicle Repairer qualification. The process consists of four main stages: identification, documentation, verification and certification.

The validation system is implemented by accredited **vocational education and training institutions** under the methodological supervision of Kvalifikacijų ir profesinio mokymo plėtros centras - The Qualifications and Vocational Education and Training Development Centre (hereinafter: KPMPC). The process begins with **comprehensive counselling and candidate self-assessment**, followed by the collection and documentation of evidence of competence in the form of a digital portfolio. A key element is **the two-stage verification** consisting of a standardised theoretical examination conducted online and a practical examination assessed by a **three-member committee of industry experts**.

Candidates who meet all criteria receive a **full certificate**, whereas in cases of partial fulfilment of requirements, it is possible to obtain confirmation of individual learning outcomes along with detailed guidance for further professional development.

5. Detailed description of the validation process

Identification of learning outcomes

The identification of learning outcomes is carried out by **accredited vocational education and training institutions** authorised to conduct validation under the coordination and methodological supervision of KPMPC. In this initial phase, candidates' competences are identified through a comprehensive process that includes provision of **information, counselling, and consultation**.

Candidates receive detailed information about the validation procedure and can benefit from **individual counselling sessions**, during which experts help them map their prior learning acquired through non-formal and informal learning. Information provision and individual counselling are provided by vocational education and training institutions, which offer such services at their own premises. **The number of sessions is not strictly defined** and is organised according to needs; the minimum number of sessions includes an intake and verification of their portfolio.

Documentation of learning outcomes

After identifying learning outcomes, candidates are required to collect and submit **documents confirming their competences**. Such documentation includes formal documents, certificates, portfolios and others.

The documentation process is regulated by **standardised criteria** in accordance with the national regulation V-15 (Regulation of the Minister of Education, Science and Sports No. V-15, effective from January 14, 2015, and updated on November 9, 2024), which ensures that all submitted evidence is relevant, credible, and consistent with the established competence system.

The documentation is verified with regard to:

- **professional standards and descriptions of training modules** – defining the required levels of knowledge, skills, and performance;
- **assessment methods** – each piece of evidence is assessed according to established, objective standards;
- **structured assessment tools** – used by accredited institutions, i.e. a theoretical test, a practical test, analysis of evidence and declarations (portfolio).

Verification of learning outcomes

The verification stage involves a **detailed assessment of documented learning outcomes against specified standards**. Assessors, who are experts in the relevant professional field and work at the vocational education and training institution, review the **submitted evidence** and, if necessary, **conduct practical tests** to verify the candidate's competences.

According to the **Competence Assessment Procedure (Regulation No. V-15)**, a certificate may only be awarded when all required competences have been positively verified and the candidate has successfully passed both the official standardised theoretical test and the standardised practical examination.

The standardised theoretical examination is a formalised, centrally prepared test conducted online at the premises of the accredited vocational education and training institution.

The final practical examination involves performing standardised tasks in a simulated or real work environment, assessed by a three-member committee composed of industry experts.

Certification

Following the assessment, candidates who meet the established criteria receive a **certificate**. Such a certificate is the formal recognition of the candidate's learning outcomes achieved through non-formal and informal learning, together with an indication of the qualification level. In cases where a candidate does not confirm all learning outcomes, they may receive a statement listing those confirmed in the validation. They also receive detailed feedback along with recommendations for further professional development.

6. Validation methods

Practical examination and skills' assessment

The practical examination is designed to assess candidates' skills in vehicle repair, providing an **evaluation of technical competences** in a controlled environment. It is typically conducted in a workshop or in a highly realistic simulated environment. Candidates must demonstrate proficiency in conducting thorough vehicle **inspections, diagnosing and troubleshooting faults**, as well as performing basic repair and maintenance tasks in accordance with industry standards.

Assessors – industry experts – **observe the candidate's performance** using **standardised checklists**. In some cases, sessions are recorded to facilitate quality control and enable additional reviews if necessary.

Online assessment

The online assessment platform is an **official system** used to conduct the standardised theoretical examination in competence validation. It is a secure, standardised digital environment ensuring that all candidates are **assessed under identical conditions**, using centrally prepared test materials.

The official examination typically consists of two parts: a knowledge test covering theoretical aspects of professional standards and a task verifying the application of knowledge in the given field. The platform is used to manage candidate registration, verify their identity, secure login, and time-controlled test sessions.

The platform also offers **optional self-assessment tests**. These allow candidates to familiarise themselves with the examination format, practice answering similar questions, and receive immediate automated **feedback on the results obtained**.

7. Validation results

The validation process may result in the candidate being awarded **a full qualification, partial qualification, or recognition of individual learning outcomes**. In cases where a candidate does not confirm all outcomes, information is provided regarding further training and professional development to enable better results at the next attempt.

Confirmation of all learning outcomes means the candidate is issued **a certificate** that formally confirms professional competences in the field of vehicle repair. **This certificate enhances labour market opportunities** and can be used in the recruitment process.

8. Human resources

Assessors and counsellors are **experienced professionals from the industry** or **educators with specialist vocational training**. Their role is to assess both theoretical knowledge and practical skills **using standardised criteria**.

Counsellors, assessors, and process administrators involved in validation are **appointed by accredited vocational education and training institutions authorised to conduct validation**. They must possess appropriate **academic and professional qualifications, significant industry experience**, and must complete **training in national validation procedures and assessment methodology**.

Continuous professional development and periodic certification – organised under the guidance of KPMPC and supported by digital tools of The National Agency for Education (NSA) – ensure that staff regularly update their knowledge of standards and legal requirements relating to validation.

9. Organizational and material conditions

The validation process is typically scheduled **for 4-6 weeks**. It may be extended due to examination dates set for all students (not only validation candidates), as well as differences in candidate availability and the time needed to assess their portfolios.

For the purposes of conducting the practical test, the facility should offer **a workshop equipped with standard vehicle repair tools, diagnostic equipment, and all specialist equipment necessary** for candidates to safely perform professional tasks in accordance with national standards.

The technical infrastructure supporting the validation process must include up-to-date computer systems and a high-speed internet connection to enable efficient processing of digital submissions and scheduling. Although the process takes place on-site, these digital components are essential for managing documentation and tracking progress.

10. Quality assurance

Quality assurance of non-formal and informal learning validation is **fully integrated with the overall quality assurance system of vocational education and training** in Lithuania. This comprehensive approach ensures that every stage of the validation process – **from identification of learning outcomes to final certification** – is carefully monitored and continuously improved.

Advanced digital tools, integrated with the online assessment platform, enable tracking of the entire process. Candidate results, assessment outcomes, and adherence to established procedures can be monitored in real time. This ensures rapid identification and correction of any deviations.

Internal audits are conducted in vocational education and training institutions by dedicated quality assurance teams that systematically review documentation, test results, and operational procedures against established criteria. Feedback is collected from both candidates and staff through surveys and interviews, and this information is used for continuous improvement of validation practices.

External audits are conducted by independent bodies designated by national education authorities. These assessments offer an impartial evaluation of the validation process, ensuring fairness, effectiveness, and legal compliance.

A transparent appeals process protects candidates' rights. If a candidate believes that an assessment is unjustified, they may lodge a formal complaint. An impartial appeals committee analyses the case, **proceeds to re-evaluate the evidence, and issues a decision on this basis**.

11. Financing

Candidates are required to pay an **examination fee** depending on the profession. In 2025, a Vehicle Repairer candidate paid **EUR 239.09** for the examination – this is an amount set by the Lithuanian Ministry of Education, Science and Sports. In some cases, candidates can count on support from **The Employment Centre**, which covers part of the costs.

12. Context of good practice

Local level

Vilnius Car Mechanics and Business school (VAVM) is one of the largest vocational education and training institutions in Lithuania, which has accumulated significant experience in training vehicle mechanics. The school provides basic vocational education and trains specialists in car repair and repair of vehicle electrical systems. The school has approximately **1,000 students**, and the total number of teaching staff is approximately **60 people**.

VAVM functions as a competence centre for engineering professions in vocational education and training, which means that VAVM is responsible for organising all level IV practical examinations for students of these vocational education and training programmes.

National level

At the national level, **validation is integrated with Lithuania's overall vocational education and training quality assurance system**. The **Ministry of Education, Science and Sports of Lithuania** sets the strategic direction and regulatory framework for validation. Key institutions, such as the **Qualifications and Vocational Education and Training Development Centre (KPMPC)** and **The National Agency for Education (NSA)**, are responsible for implementing and supervising validation processes at national and regional levels.

Historically, Lithuania has gradually developed its approach to recognition of non-formal and informal learning as an element of comprehensive educational reforms. This commitment to **lifelong learning** and effective utilisation of human capital has meant that validation is embedded in the vocational education and training system, facilitating smooth transition to the labour market and promoting continuous professional development.

13. Comments

One significant limitation of the current validation process is its low level of popularity and limited public awareness. Although the system offers significant benefits in terms of recognition of non-formal and informal learning outcomes, many potential candidates and employers remain unaware of its advantages, which may result in lower participation rates in the process.

The uniform, standardised validation system in Lithuania ensures high standards of quality and credibility of assessment processes. **Counsellor support at every stage of the process and the possibility of confirming part of the learning outcomes make the system flexible and tailored to candidates' needs.** Free retakes of theoretical examinations and a transparent appeals procedure further strengthen the fairness of this system.

Bibliography

- [KPMPC – Qualifications and Vocational Education and Training Development Centre](#)
- [VAVM – Vilnius Car Mechanics and Business school](#)
- [Online assessment platform](#)
- [Regulation V-15 of the Minister of Education, Science and Sports of the Republic of Lithuania dated 14 January 2015](#)