



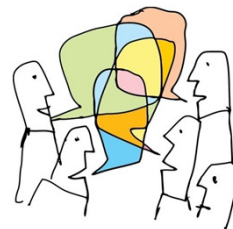
**Certified is not necessarily competent,
Competent is not always certified...**
Experiences and perspectives of VPL in VET

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Today:

- Contextual discussion
- Methodological issues
- What has been done
- Where to begin?



CONTEXT OF VPL IN VET

Common EU-wide problems... ...and learning outside formal system

- Unemployment
- Participation in grey economy
- Accessibility to education institutions
- Emigration
- Outdated knowledge and skills in formal education
- Adult education system not properly working
- Teachers' qualifications not up-to-date
- No career counseling linked to individual needs

What are we talking about?



- VPL – valuing prior learning
- VPL – validation of prior learning
- APL – assessment of prior learning
- APL – accreditation of prior learning
- RPL – recognition of prior learning

“Where are you from?” Contexts of prior learning


	Formal	Non-formal	Informal
Location	Educational institution (school, college, university, etc)	Educational institution or any other organization offering training services	Accidental, any location Chosen / Not chosen
Organizational structure	Clear hierarchical structure	Flexible organization	No organized structures Upon learner's needs
Study programme	Formal, accredited, leading to qualification / diploma	Issues certification	Learning accidental Learner creates their programme
Recognition of learning	State recognized diplomas	Certificates for the course, participation in the conference, etc	No recognition Reflections Knowing of own abilities and knowledge
Role of teacher	Clearly defined, active	Defined, active	Not defined, often - none Consultant – if needed
Role of learner	Clearly defined, often passive	Defined, active	Not defined, open to innovations, active

(New) service in educational institutions?

Promoting participation in LLL activities:

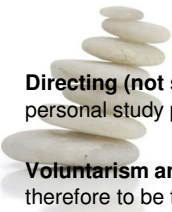
- Making the invisible learning visible
 - Valuing knowledge and skills, regardless where and how they were acquired
 - Confidence, motivation, self-esteem
- Making routes to qualifications more flexible
 - Opening the gates to educational institutions for mature students
 - More efficient use of training budgets
- Indicating personal learning needs
 - Avoiding double learning
 - Developing career guidance system
- Promoting links with companies

SOME METHODOLOGICAL ISSUES



VPL methodology: Main parameters

- Target group and their prior learning context
- Main principles of VPL
- Institutional preconditions for VPL service
- Preparation for VPL:
 - Candidate
 - Consultant
 - Assessor
- Steps of VPL process
- Assessment methods
- QA of VPL



Principles of VPL

Directing (not skipping) learning – assessment results are used for preparing personal study plan. Identifying way to meet skill gaps.

Voluntarism and consciousness - VPL is money and time consuming process, therefore to be treated as a choice.

Integral proces approach – VPL procedures clearly defined and understood by candidate, consultant and assessor.

Stakeholder participation. Stakeholders, providing useful information on VLP process and content.

Reliability and validity of assessment results.

Variety of assessment methods – triangulation of assessing knowledge and skills in various contexts.

Mutual trust - assured competence of assessors.

Periodic renewal. VPL procedure is context sensitive and open for development.

VPL: Target groups and targets

Learners	qualification
Jobseekers	employability
Workers	empowerment
Employers	professionalisation/innovation
	personal development

(R. Duvekot)

Your target group?

Two directions of VPL:

Academic

(within education system)

- For better access to educational institutions
- Learning outcomes based study programmes
- Credit for prior learning and training plan

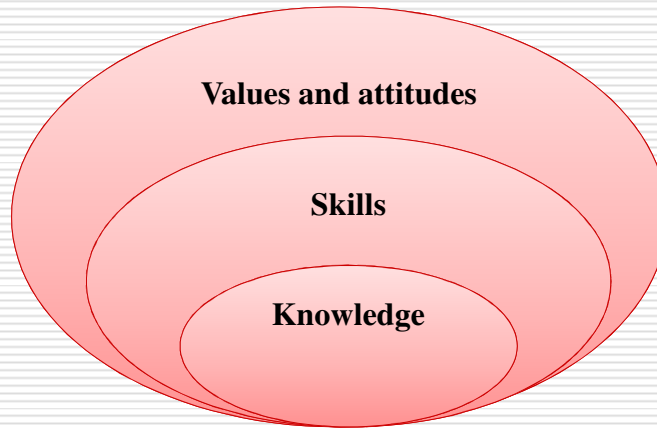
WoW

(personnel recruitment)

- For selection of employees
- Competence based professional frameworks
- Recognition of prior gained competencies, professional development plan

Important: VPL - voluntarily chosen route to qualification

Structure of competency: WHAT TO ASSESS?



Evidence of competency

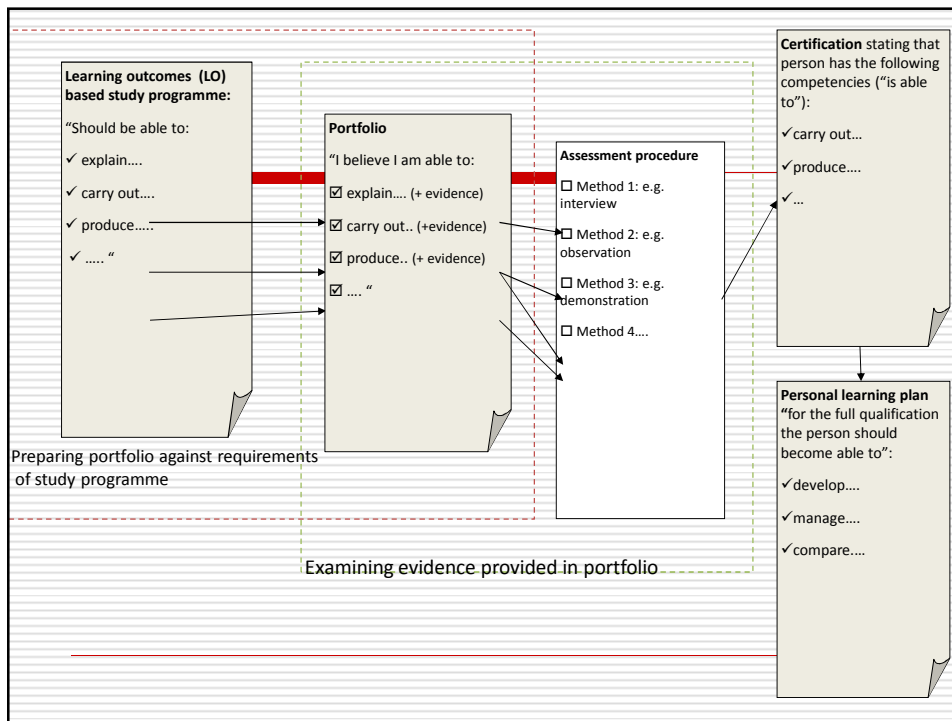
Components of competency	Evidence of competency in:		
	actions	behavior	results
Knowledge	→		
	→	→	
	→	→	→
Skills	→		
	→	→	
	→	→	→
Attitudes	→		
	→	→	
	→	→	→

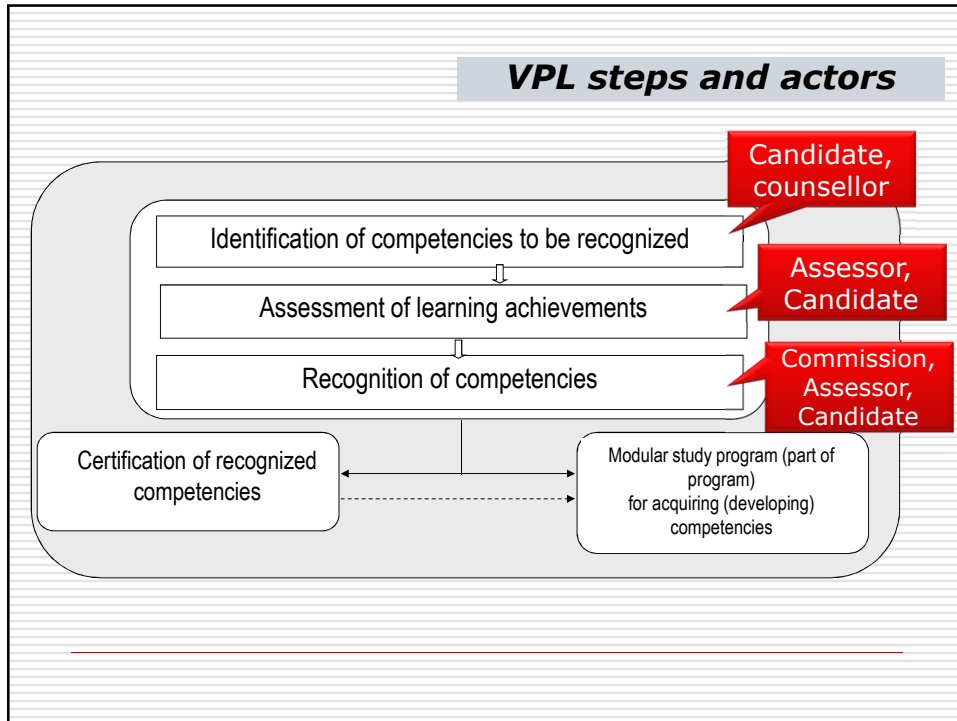


Assessing parts of competency

Assessment method	Parts of competency		
	Knowledge	Skills	Attitudes
Portfolio (Self assessment)	○	●	○
Test of practical skills	○	●	
Interview	●	○	●
Knowledge tests	●	-	-
Observation of activity	○	●	●

- Fully
- Partly
- No





Concerns/ myths about VPL

- ❑ “Losing students from formal educational institutions”
- ❑ “Easy way to grab certification / diploma”
- ❑ Shortening studies vs. directed professional development

“Mechanisms” to minimize risks

- Agreed principle: Promoting to **or** Protecting from participation in LLL
 - Maximum of programme to be recognised (25, 50 or 75%)
 - Minimum experience of candidates
 - External assessors
 - Exception – Medicine and Aviation
 - Other experiences/suggestions?*
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SOME EXAMPLES OF PRACTICE

Case 1: *Bilan de compétences*

Competencies audit (since 1980 in France)

□ For whom?

- Adults, faced with redundancy
- Women wishing to return to work
- Young people without qualifications
- Unemployed adults

□ Why?

- To identify vocational needs before training

How?

Competencies audit (Bilan de compétences)

All competencies

Interinstitutional
centres for bilan

Result – **portfolio**

I. Candidate defines and analyses own needs

II. Listing experiences, knowledge, skills

III. Concluding with personal interviews

Accreditation of competencies

Competencies, related
to certain qualification

Result – **diploma** or
credits

Occupational plan

Training plan

Peculiarities

- APL available for those with min 5 years of occupational experience
 - Not all qualifications awarded via APL
 - Assessment undertaken by “jury” (researchers and practitioners)
 - Assessors – specially trained
 - Finance: partly by candidate, partly by state
-

Case 2: Centralized approach to VPL – Norway

- REALKOMPETASE** – all types of learning (F,N,I) high standing
- In education:*
- VPL regulated by law (Education Act)
 - For adult learners (Primary, Upper secondary, Tertiary vocational, Higher education)
 - TVE – apply for enrolment without a diploma for secondary education
 - HE – apply for enrolment to specific programmes (PL must be documented); for exemption of modules in study programme
 - Competence assessed towards national curricula
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More info: www.vox.no

Case 2: Centralized approach to VPL – Norway

- ❑ **REALKOMPETASE** – all types of learning (F,N,I) high standing
 - ❑ Strategic level: Strategy of LL (2007), Government initiative on LL (2009)
 - ❑ VPL regulated by law (Education Act)
 - ❑ VPL principles are shared in all sectors
 - ❑ VPL system is based on mutual trust
 - ❑ System under continuous development
 - ❑ (!) In 2012-2013 – developed Guidelines for VPL in tertiary vocational education
-

Norway (continues..)

VPL in education:

- ❑ For adult learners (Primary, Upper secondary, Tertiary vocational, Higher education)
 - TVE – apply for enrolment without a diploma for secondary education
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Norway (continues..)

VPL in world of work:

- VPL regulated by the Basic Agreement between the Confederation of Norwegian Business and Industry and the Norwegian Confederation of Trade Unions:
 - 16.4. It is important that the enterprise has a system for documenting the individual's experience, courses and practice related to the employment relationship.

More info: www.vox.no

Case 3: VPL and Career Center at Vytautas Magnus University (LT)

- For students, having work experience
 - Possibility to get recognition for prior learning
 - 3 employees
 - Providing counseling services
 - Management of assessment procedure
 - approx. 15-20 candidates per year
 - Mainly in: management, informatics, public administration, pedagogy
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Case 4: VPL in VET teacher education (LT, LV, EE, donored by FI) *LdV ToI*

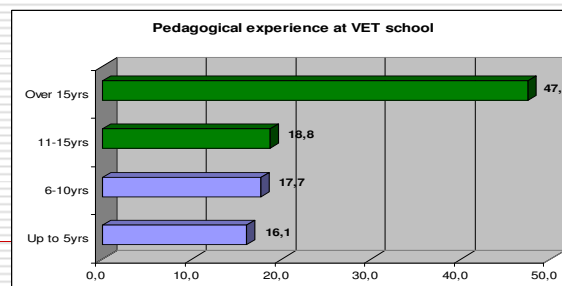
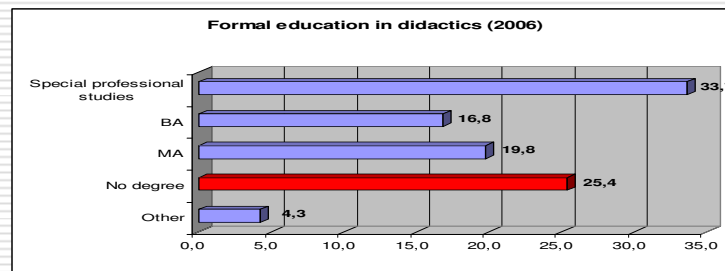
□ *Lithuania, Latvia, Estonia:*





- Similar history / context in three Baltic countries – no formal teaching qualification
- Similar today – formal teaching qualification required by law

□ *Finland:*

- Wanted experience

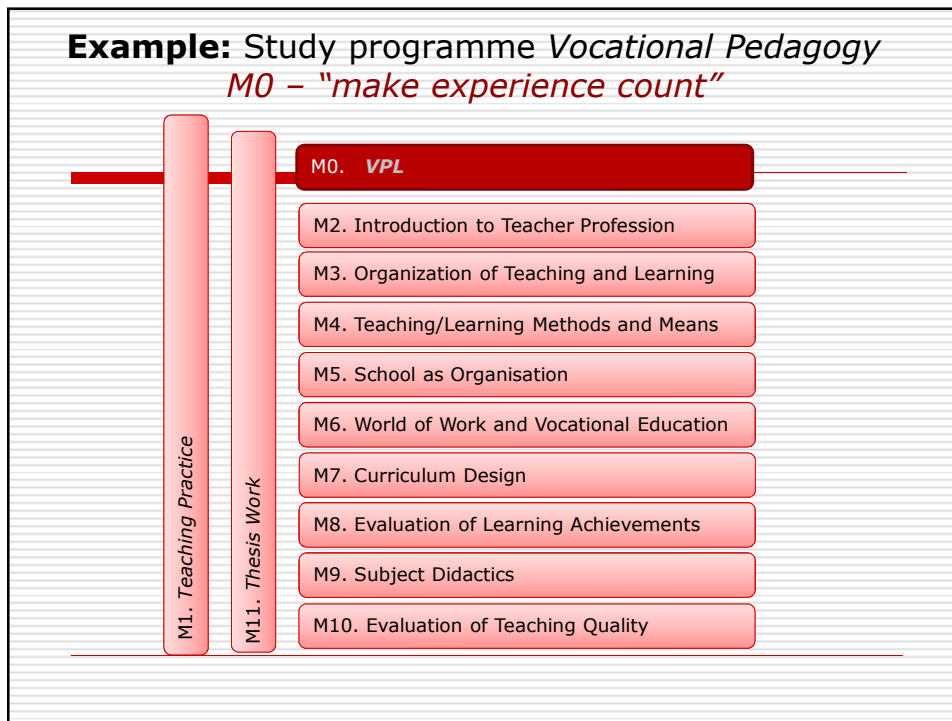
VET teacher *formal* qualification and *real* teaching experience



 Education and Culture Lifelong learning programme LEONARDO DA VINCI	 JAMK UNIVERSITY OF APPLIED SCIENCES	 RTU	 TALLINN UNIVERSITY
TIMA-Balt Leonardo da Vinci programme project TRANSFER OF INNOVATIVE METHODOLOGY FOR ASSESSMENT OF VET TEACHERS' PRIOR LEARNING <small>LLP-LdV-TOI-2007-LT-0004</small>			

What has been done:

- R1:** Context study of VPL in VET TE in LT, LV, EE, FI;
- R2:** Collection of articles on EU experiences: Journal "Quality of Higher Education"
- R3:** Methodology for VPL in VET teachers education;
- R4:** Study module for assessors of VET teachers prior learning: guidebooks for VPL assessors and candidates;



Case 5: Five actors at RPL

Italy (*LdV ToI* project PEIRA)

- Candidate
- Assessment Advisor
- Assessor
- RPL Responsible
- RPL Tutor

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Documents (tools) in various stages of RPL

Actors	Candidate	RPL Responsible	RPL Tutor	RPL Assessor
Stages				
1) Identification of competencies to be certified	<ul style="list-style-type: none"> ▪ Qualification framework ▪ Application form ▪ Professional experience table ▪ Europass CV 			
2) Preliminary application form		Professional experience table <ul style="list-style-type: none"> ▪ EQF indicators table linked to description of profession 		
3) Before assessment- Collecting evidences	<ul style="list-style-type: none"> ▪ Tool on evidence of competencies 		Tool for presenting evidences of competencies	
4) Assessment				<ul style="list-style-type: none"> ▪ Evidence assessment table ▪ Final assessment table ▪ Comparing EQF table to assessment results
5) Certification		<ul style="list-style-type: none"> ▪ Competence certificate 		

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WHERE TO BEGIN?

5 areas for VPL development:



- What/Why?** National principles on VPL
 - How?**
 - Assessment methodology
 - Competence based occupational standards
 - Modular, LO based curricula
 - Quality assurance (is validation valid?)
 - "Rules of the game" – Legal basis (national and institutional level)
 - Who?**
 - Actors in VPL? Assessment institutions?
 - Assessor training programmes
 - Developing guidance and counseling service
 - Stakeholder /Ownership approach: (researchers, assessors, potential users, policy makers, employers, etc.) Motivation, open discussions, conferences, user guides, web based portals...
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Further more..

- International e-forum for VPL issues
 - Association for national VPL issues
 - Basing on best practices
 - Else?
-

Looking further...

Questions for discussion?

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