Staff to perform recognition (skills), examples from European universities, "challenges"

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Reminder: WHY
Validation for inclusion?

- **EC Increasing focus on skills and competences linked to:**
  - **Lifelong learning – cross-sectorial learning**
  - **Widening access and participation**
  - **Migrants and refugees**
- **Bologna Process visions, architecture and tools**
  - ECTS, learning outcomes, diploma supplement and national qualification frameworks (NQF/SeQF)
- **European Area of Recognition (EAR)**
  - ⇒ Recognition of prior learning (RPL) guided by the Lisbon Recognition Convention (1997)
    - ⇒ Formal
    - ⇒ Non-formal
    - ⇒ Informal
      - • Validation of foreign qualifications and competenses

EHEA supports mobility and by extension: validation and integration

"The European Higher Education Area is not easily reduced to a single concept or slogan. Nevertheless, **one important aim of the EHEA is that students and holders of qualifications move as easily as possible throughout the EHEA without losing the real value of their qualifications as they cross national borders.** In fact, even if we tend to think of national borders, the more relevant borders when it comes to the recognition of qualifications are those between education systems, most of which – but not all – coincide with national borders.

To make the EHEA real, then, students, holders of qualifications, parents, employers and others need to have transparent information, and this should be a help to obtain fair recognition. The Structural Reforms Working Group therefore suggests that the European Higher Education Area be seen as an **"area of transparency and recognition".**

(Bologna Process 2014a: 35 – 36):" (Sjur Bergan, Council of Europé, Chair of the SRWG – BFUG)www.ehea-journal.eu Journal of the European Higher Education Area, 2015, No. 1

The primary focus for European HEIs is for:

Access to a degree programme - or later part of a degree (rarely RPL for a full degree).

Different groups:

1. Lifelong learners and non-traditional students

2. Individuals with foreign credentials – either full degree or part of a degree

BUT ON WHICH BASIS?

A plethora of conventions, recommedations, guidelines, handbooks, "tools" and reports supports the development of validation(1)

- **Lisbon Recognition Convention, 1997**
- **Council of Europé: Guidelines for the recognition of refugee's qualifications, 1999**
- **BP Communique 2003/2005 – action lines on LLL, RPL and WP**
- **Professional qualifications directive (2005/36/EG) /European Professional card**
- **OECD: Recognising Non-Formal and Informal Learning: Outcomes, Policies and Practices 2010**
- **(Revised) ESG**
- **EC COUNCIL RECOMMENDATION of 20 December 2012 on the validation of non-formal and informal learning (2012/C 398/01)**
- **EAR HEI Handbook**

A plethora (2)

- **ENIC/NARIC**
  - **The European Recognition Manual for Higher Education EAR eManual: Chapter 12 - Refugees**
- **CEDEFOP European Guidelines for Validation of Non-formal and Informal Learning (reviderat version 2015)**
- **European inventory – validation of non-formal and informal learning (2014)**
- **EUA: e.g. LLL Charter, Trends reports, paper on the revison of 2005/36/EG**
- **EHEA 2015 Bologna Implementation Report (EURYDICE)**
- **Recognition of Prior Non-Formal and Informal Learning in Higher eudcation, EURYDICE Overview 2015**
- **ECTS och Diploma Supplement Guide**
- **EMREX**

WHO are involved?
Academic and administrative staff
Staff skills?

- Knowledge of the legal national framework
- Knowledge of the LRC
- Good practice in different contexts

= Clear on the purpose of the validation (The centrality of the individual)

= **Basic validation features:** the four phases:

- Identification
- Documentation
- Assessment
- Certification

Conditions for developing and implementing validation

- Information, guidance and counselling
- Stakeholder coordination
- Links to national qualifications systems and frameworks
- Standards and learning outcomes
- Quality assurance
- Professional competences of practitioners

Validation contexts

- Validation in education and training
- Validation and open education resources
- Validation in enterprises
- Skills audit and the labour market
- Validation in the voluntary sector

HOW: Validation tools

- Selecting tools fit for purpose
- Tools for extracting evidence
- Tests and examinations
- Dialogue or conversational methods
- Declarative methods
- Observations
- Simulations
- Evidence extracted from work or other practice
- Tools for presenting evidence
- CVs and individual statement of competences
- Third party reports
- Portfolios

The essence of the Lisbon Recognition Convention

1) applicants have a right to **fair assessment**;

2) encourage comparison of **learning outcomes** rather than programme contents (use of qualitative criteria to shift from equivalence to recognition)

3) recognition should be granted unless a **substantial difference** can be demonstrated;

4) The responsibility to demonstrate the substantial difference in case of negative decision lies with the competent recognition authority

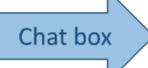5) applicant's **right to appeal** of the recognition decision

Throughout the webinar, please
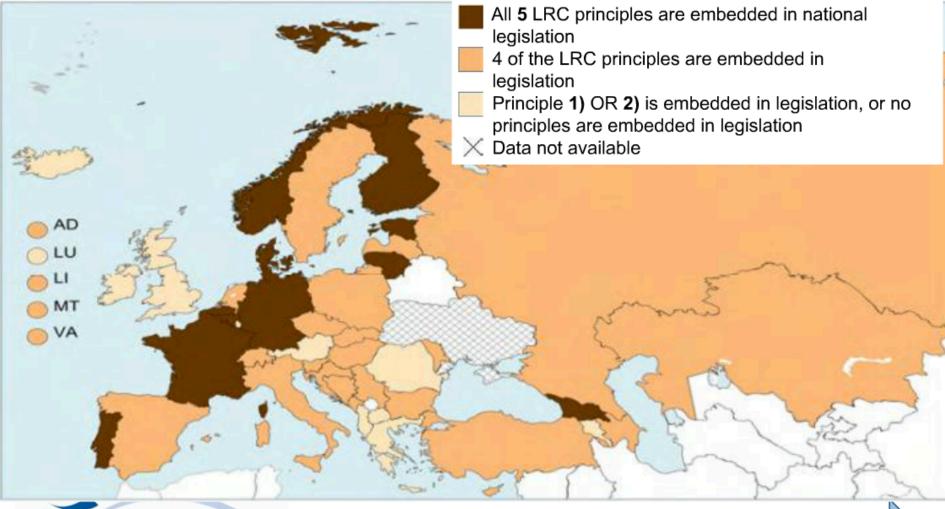
Intitiatives, tools and guidelines

- ✓ ENIC/NARIC networks
- ✓ ECTS, DS, NQF and EQF

- ✓ EAR + EAR HEI manual 2014
- ✓ ESG 2015

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European University Association

- All **5** LRC principles are embedded in national legislation
- 4 of the LRC principles are embedded in legislation
- Principle **1)** OR **2)** is embedded in legislation, or no principles are embedded in legislation
- Data not available

AD
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LI
MT
VA

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"Validation must be designed according to the needs and interests of individual learners, not only according to the needs and interests of particular institutions and systems".

CEDEFOP Handbook, 2015

Conditions for developing and implementing validation (CEDEFOP)

- Information, guidance and counselling
- Stakeholder coordination
- Links to national qualifications systems and frameworks
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- Quality assurance
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- Validation in education and training
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Fair assessment

Fair assessment also means that

- ✓ Institutions must consider the *purpose* for which recognition is requested
- ✓ Recognition gives the right to be *considered* for admission
- ✓ Recognition depends on the *comparability*, rather than on the equivalence, of qualifications

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The FAIR project

Working with 22 volunteer institutions from 6 countries, FAIR has so far revealed a very wide range of recognition and admission practices.

1) **Recognition and admission: completely separate or inseparable?**

2) **If they are separate, who does what? Is the division of labour...**

   mandatory or voluntary?

   internal or external?

   vertical or horizontal?

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Other relevant considerations

There are other factors which further widen the range of practice:

1) The level of the qualification
2) Whether admission is open or selective
3) Whether the system is unitary or binary
4) Whether the legal framework is national or regional
5) The status of the ENIC/NARIC
6) Are there factors that we have missed? ...

... PLEASE answer the poll ...

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FAIR project – interim provisional conclusions

Positives:

✓ **Institutions broadly welcoming foreign students**
✓ **Committed staff (working under pressure)**
✓ **Increasingly informative websites**

Negatives: a *lack* of ...

✗   **familiarity with the Lisbon Recognition Convention**
✗   **clearly defined and signalled appeals procedure**
✗   **provision for refugees**
✗   **quality assurance of recognition and admission procedures**

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Table 3. **Barriers and enablers in developing monitoring systems for VNFIL**

Barriers	Enablers
• lack of an institutional structure linked to VNFIL (e.g. lack of legislation in the policy area, or mapping of available validation opportunities; no responsibilities for overall monitoring of validation) • fragmented offer, lack of consistent definition of VNFIL (existence of different arrangements) and common databases • lack of mandate for education institutions to collect separate data on take-up of VNFIL (as VNFIL is seen as having an equal value to formal education and training)	• existence of a clear legal, institutional and policy framework for validation, laying out clear responsibilities for different stakeholders and clear mandate for collection and centralisation of data on VNFIL • common understanding of VNFIL and consensus on definitions of different forms of VNFIL • nation-wide VNFIL arrangements (as opposed to multiple small-scale arrangements); • maturity of the validation system and sufficient scale • existence of a specific taskforce, working group, inter-ministerial committees, etc. overseeing VNFIL development

Source: Cedefop.

LEARNING, what is it?

Selon Peter Jarvis (Jarvis 2010:39) :

Learning is the combination of process throughout a lifetime whereby the whole person (body and mind) has experiences, the content of which is then transformed cognitively, emotively or practically and integrated into the individual person's biography resulting in a continual changing (or more experienced) person....(Peter Jarvis, 2010:39)

How do we encourage learning?

Experience can be good or bad…

*... but the great thing is that it can still lead to **learning**!*

If learning is a natural process...

What brings a diploma?

What brings a diploma?

All kinds of learning have outcomes that are measurable (exercises, practical activities, reports, observations...)

The Diploma is an **official** assessment which guarantees that outcomes are real.

So, a diploma certify past learning that have been evaluated.

These learning can be from education (**formal**),
but also of another types... (**non formal**, **informal**)

The only difference is the way the are proven...

The assessment mechanism is different but the diploma can be the same...

The mechanism is validation or recognition of Prior Learning

The recognition of prior learning

- It's to accept that one can learn everywhere and at anytime, **outside of formal** learning situations.

Location,
Way of...

- It's to accept that this learning from experience can be **equivalent** to formal academic knowledge.

Evaluation

- And to accept to deliver an official certification

Certfication : a diploma from an official body

Overview of the French Higher Education system

As stated in the French Education Act :

- Adults and students can follow the same courses and get the **same diplomas**,

- All HLE diplomas (DUT, L, M, Engineer, D) can be obtained through different ways**,**

- There are specific possibilities for adults to access to University.

There are specific possibilities for adults to access degree courses:

- At the Bachelor degree level: by a special access diploma called "DAEU" 14 000/year and only 4000 diplomas !)

- At all level: by Recognition of Prior Learning to access (≈17 000/year)

But also, all HLE diplomas can be obtained through different ways:

- Full time studies (initial education : 91.2%)

- Worked based learning (1.5%)

- Continuing Education (6.4%)

- Recognition of Prior Learning (0.3%)

Figures from 2009

The framework of RPL in Higher Level Education in France

The different steps
in the accreditation scheme (1/2)

- **1985**:   a decree fixing the conditions of validation of the professional experiences or personal learning outcomes for access to the various levels of Higher Education

- This decree is still valid and can be a part of the new process (Validation for a qualification- VAE)

What does the 2002 law says?

Who? Anybody having at least three years of professional or extra-professional experience.

What degrees? All diplomas and **qualifications** having professional prospects registered in a national list by a State commission (*mainly L,M,D for universities*).

What experience? *Any professional experience acquired from a **paid or unpaid activity** (including experiences from activities in non-profit-making associations or trade-unions) having a direct relationship with the content of the diploma or of the certification.*

What does the 2002 law says?

How? The candidate **declares and produces** a portfolio of **evidences**.

By Who? **Accreditation boards** are set up in universities. They are composed of
- university lecturers and professors
- professionals

With, if possible, an equal number of men and women!

What has changed in 2002?

- *"It's the creation of a new way to get a diploma by a new road (experience) equivalent to schooling, apprenticeship, or further education…!"*

The procedure in higher education

6 steps:

1. Informing, counselling people asking for accreditation

2. Guidance

3. Admissibility procedure

4. Filling the portfolio (+coaching)

5. Setting an accreditation board (Jury) and organising an interview

6. Deliberation and decision of the jury.

   ▪ *Plus the requirements… if necessary…*

RPL in 2010 in French universities, some figures…

4 064 validations for a qualification

    55 % are fully awarded

    41,8 % at master level

17 000 validations for access

Who pays? The region or the employers

Costs: +/- 1000 €

Scotland

- The education system should offer "seamless" routes from school to employment, and different parts should stop "operating in a vacuum", and break down barriers between schools, colleges, universities, and other providers is crucial to avoid failing learners, and it is considered vital that students can get the qualifications they need in the fastest time possible and at the lowest cost.

- Ensure "parity of esteem" between qualifications that are of equal value in the SCQF framework, a pathway that enables the young person to fulfil their potential in the fastest time, both for their benefit and for the benefit of the organisations funding that journey."

- The SCQF framework has a very simple and intuitive design, but is a very powerful tool for clarifying and promoting progression routes in the education system

- "I think it is much clearer and more logical than other similar systems in other countries and it promotes a better understanding of how you can help people, particularly young people in school, to plan a pathway into work."

- **Mr Rob Wallen, chair of the Scottish Credit and Qualifications Framework Partnership (SCQFP)**

Core principles of RPL in Scotland

The SCQF Framework maps out Scottish qualifications by assigning them a level, from Level 1 – equal to a National 1 qualification – to a Level 12 – equal to a doctoral degree or professional apprenticeship.

- **Learner-focused** – a gateway and not a barrier to learning with the learner's needs being paramount.

- **Accessible** – applicable to all learners at all levels, with the availability of appropriate advice and guidance, and processes that are easy to understand and implement, and with RPL being an integral part of learning provision.

- **Flexible** – able to accommodate the range of learning needs, goals and experiences

- **Reliable, transparent and consistent,** so that there is confidence in the outcomes.

- **Quality-assured**, with RPL underpinned by quality assurance mechanisms, and with help being available for learners from facilitators able to help them reflect on their experiences and to draw out what has been learned.

- Source: RPL Toolkit (link is external), pp 9-10

RPL processes – from Scottish cedefop report

1. Develop personal learning outcomes linked to prior learning and the SCQF level descriptors,

2. Provide evidence of learning and skills aligned to learning outcomes with particular reference to further study or personal and professional development.

3. The module has been further developed to support RPL bridging mechanisms within a number of degree programmes which allow entry with advanced standing for experienced professional staff through RPL. Notable examples are towards the BSc Childhood Practice, BSc Health Studies and BSc Occupational Safety and Health. Potential applicants for RPL undertake this module to gain an understanding of the process required to submit a claim for accreditation. Through workshops students are tutored on the process and are provided with an information pack with all the required information, including guidelines to prepare them for the task of making a claim for RPL.
   When undertaking a subsequent claim for RPL students are provided with an Academic Supervisor with relevant expertise. Extensive feedback is provided at each stage and on completion the student submits a portfolio of evidence for assessment. This is

RPL processes - from scottish cedefop report

4. When undertaking a subsequent claim for RPL students are provided with an Academic Supervisor with relevant expertise.

5. Extensive feedback is provided at each stage and on completion the student submits a portfolio of evidence for assessment. This is double marked and is subject to external examination. All successful claims for RPL are considered at subject panels and follow UWS's quality assurance framework and regulations for an award.

6. The Making Experience Count module is offered at a nominal fee of GBP 30 (EUR 35). At present there is no additional fee for the process of supervising and assessing RPL for credit towards an award.

7. In the academic year 2012-13, over 50 students successfully completed the Making Experience Count module and subsequently make a successful claim for RPL. They were able to access degree programmes with advanced standing incorporating credit gained through RPL..

Polish appraoch linking the development to the development of LLL

- Polish authorities attach a growing importance to both a lifelong learning approach to education and an approach based on learning outcomes.

- This means a departure from the traditional way of carrying out examinations in institutions of formal education that were focused on a lecture programme (teacher-oriented approach).6

- This shift is best demonstrated by the implementation in 2013 of a strategic document, the 'Perspective of lifelong learning'. Its main aim is to highlight the two dimensions of lifelong learning (taking account of the potential of non-formal and informal learning) as well as the learning outcomes (indicating the need for assessment and recognition of competences

- (From the 2014 national Polish Inventory 2014 report on VNIL for CEDEFOP)

How to navigate at institutional level in a changing landscape for validation? (1)

- **Strategy**:
  - **Targets?**
    - Access to degree programme
    - Access to later part of degree
    - Complementary courses for foreign citizens with foreign degrees or bridging courses
  - **Target groups?**
    - Citizens who apply based on non-formal or informal qualifications
    - Recently arrived refugees
    - Students with foreign skills and qualifications
  -

How to navigate …(2)

- **Resources**:
  - Financial and human resources
- **Organisation**:
  - Who is responsible? Validation council?
- **Communication**:
  - How can you reach the target groups and how can information about them support integration
- **Cooperation**:
  - Within the insitutions
  - Regionally with other HEIs, public authorities, with recttor's conference, department of education, employer organisations and the unemployment services

How to navigate …(3)

- ## Tools and guidelines
  - Lisbon Recognition Convention, 1997
  - Council of Europé: Guidelines for the recognition of refugee's qualifications, 1999
  - BP Communique 2003/2005 – action lines on LLL, RPL and WP
  - Professional Qualification Directive (2005/36/EG) /European Professional card
  - OECD: Recognising Non-Formal and Informal Learning: Outcomes, Policies and Practices 2010
  - (Revised) ESG
  - EC COUNCIL RECOMMENDATION of 20 December 2012 on the validation of non-formal and informal learning (2012/C 398/01)
  - The European Recognition Manual for Higher Education EAR eManual: Chapter 12 – Refugees
  - CEDEFOP European Guidelines for Validation of Non-formal and Informal Learning (reviderat version 2015)
  - NQF

How to navigate…? (4)

- Changing mindset – developing transparent and quality assured processes – cooperation within the institution between different groups and levels. "Look at the qualification the applicant has rather than what s/he hasn't"

- Developing ways to use this group for internationalisation at home

- Support students with a foreign background in accessing the labour market

- Track the progress of the students and graduates

Recognition/validation – towards qualifications, competenses and skills

The process of awarding credit to non-formal or informal learning has four main stages:

1. Initial advice and guidance (what does the process involve for the learner, the credit limits for non-formal/informal learning; what are the costs, roles and responsibilities of learner and tutor/advisor; and different learning pathways to a qualification).

2. Support (reflective process; understanding learning outcomes; identifying own learning outcomes; evidence gathering and selection).

3. Recognition/assessment (assessment of evidence of achievement of learning outcomes and assessment criteria).

4. Award of credit (credit awarded through this process is of same value as credit gained through formal learning).

How to?

- Being a facilitator
- Being an evaluator

Welcome to My Competence Portfolio

My Competence Portfolio is the Danish Ministry of Education's tool for you if you need an overview and documentation of what you have learned through your education, work and spare time. You can read more about assessment and recognition of prior learning at **Uddannelsesguiden**.

You can use My Competence Portfolio as a:

Citizen:

Education/Continuing education and training

If you are considering entering an education programme.

SELECT

Recognition of competences

If you need to have your competences assessed and credited in relation to an education.

SELECT

Job search

If you are out of work or considering a job change.

SELECT

Other

Even if you do not have a specific goal.

SELECT

Company:

Annual performance reviews

Use My Competence Portfolio to prepare for your annual performance review.

SELECT

Continuing education and training

Planning of your employees' continuing education and training.

SELECT

Counsellor:

Helping users

If you help users of My Competence Portfolio.

SELECT

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Templates and Guidelines

Download the CV template and instructions

You can then generate your CV on your computer.

Curriculum Vitae

- Create your CV (+ cover letter) online
- Update your CV (PDF+XML) online
- **CV template and instructions**
- Examples

Language	CV - Template	CV - Instructions
italiano (it)	CV - Modello.odt	CV - Istruzioni.pdf

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(E)-portfolio

Auckland Technical School

http://www.aut.ac.nz/__data/assets/pdf_file/0009/619641/rnpl-portfolio-preparation-guide-v04.pdf

University of Edinburgh:

http://www.ed.ac.uk/files/imports/fileManager/Recognition%20of%20prior%20learning%20policy%20Sept%202014.pdf

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STREAM

✓ Support streamlining of recognition practices admissions officers in higher education institutions

✓ Currently over 750 users

✓ Based on LRC and EAR HEI manual

✓ Good practice and Training:
- Training in principles of EAR HEI manual
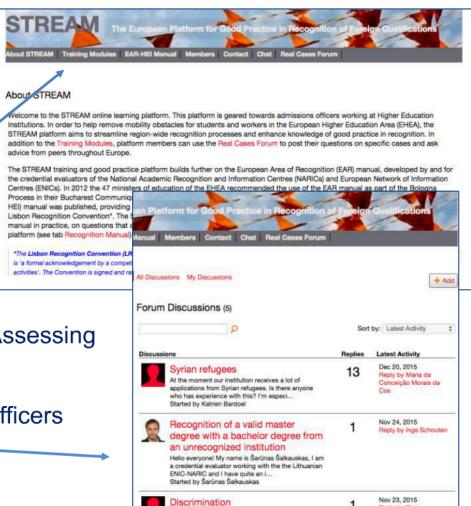- Platform admissions officers to exchange experiences/ask questions

Platform (1)

2 main features:

- 4 training modules:
  - Introduction to recognition
  - Quality & Legitimacy
  - Credential Evaluation and Assessing
  - Information Search

- Real cases forum for admissions officers

EUA
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internationalising education

Platform (2)

- Every module:
- Sub-modules
- Learning outcomes module/submodule
- Flowcharts
- Key messages
- Examples
- Exercises
- Final Quiz

About STREAM | Training Modules | EAR-HEI Manual | Members | Contact | Chat | Real Cases Forum

Module 3 - Credential Evaluation and Assessment

Module 3 teaches you how to make a fair and transparent credential evaluation, making us
available for this purpose. First, it will discuss how to consider credits and grades obtained
foreign qualification and for the recognition of a period of study abroad. Then it will ela
substantial and non-substantial differences in the recognition process and provide inf
recognition as well as on the applicants right to appeal against a recognition decision.

The module is divided in 3 parts that together give you hands-on information on the practice of credential evalua
- Part I: The Use of Credits and Grades (45 min)
- Part II: Main principles of Fair Recognition (45 min)
- Part III: Alternative Recognition and the Right to Appeal (15 min)

Learning outcomes of module 3
- Knowledge of the features and functions of grades and credit systems;
- Understanding of the importance of the grading culture of an education system;
- Awareness of good practice in credit mobility and grade transfer;
- Understanding of the concepts of learning outcomes and substantial differences;
- Ability to evaluate a qualification in terms of substantial differences;
- Understanding of the different types of alternative recognition;
- Knowledge on how to provide the right to appeal against a recognition decision.

"Substantial differences are differences between the foreign qualification and the national one that are so significant, that they would most likely prevent the applicant from succeeding in further study"
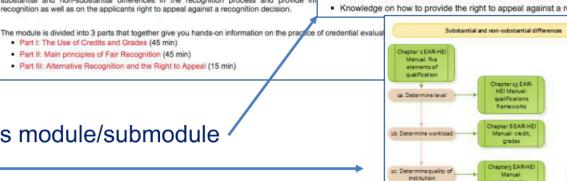
Exercise - Assessing (non-)substantial differences (1)

An applicant holding a foreign bachelor degree in mathematics wishes to continue his studies at your university in the field of philosophy of science at master's level. Would you accept his application, since the field he studied is quite different?