

Recognition of prior learning

– assessment and certification of
low-qualified adults in Denmark

Unesco, New Delhi, 29 - 30 June 2012

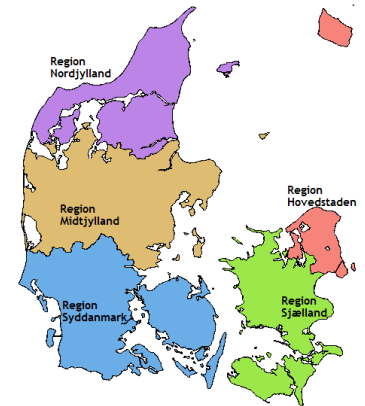
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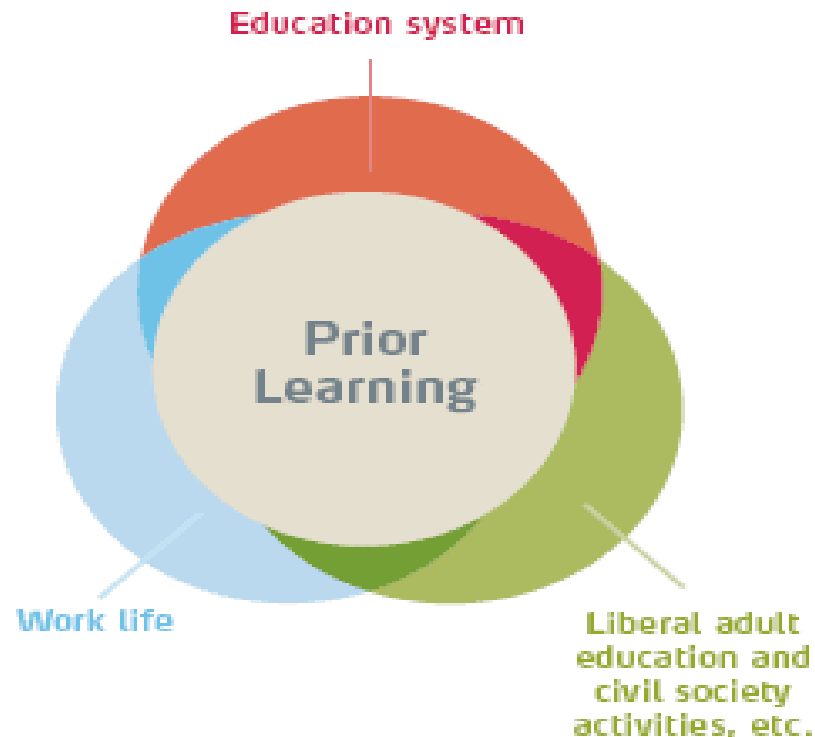


Denmark

- 5,5 million inhabitants
- 43.098 km²
- 1,5 mill in continuing education



Prior learning is defined as:
"Knowledge, skills and competencies a person has,
regardless of how and where they are obtained" in
Danish "Realkompetence"



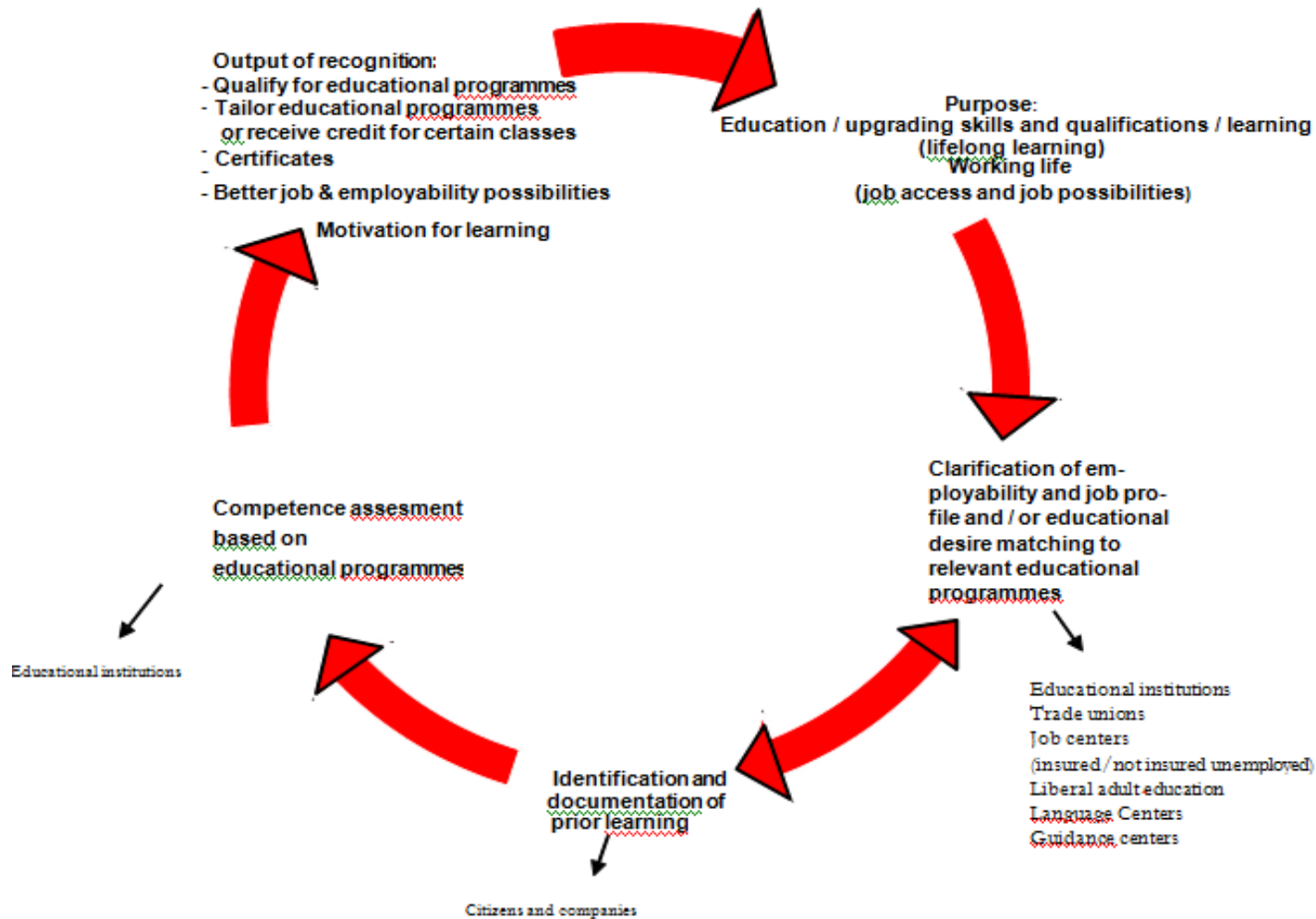
Legal status: Act 556 of June 2007

- Starting in 2004, an increased focus was placed on recognising prior learning, and in August 2007 the educational fields covered by the legislations in Act 556 of June 2007 were expanded and today RPL includes following educational fields:
 - Adult vocational training (AMU) (1997)
 - Basic Adult Education (GVU) (2001)
 - Vocational education and training programmes (2003)
 - General adult education (avu)/ higher preparatory exams (HF)
 - Short cycle higher education programmes (VVU) and diploma-level
- The current legislation builds upon a thorough political foundation.
- It is highly influenced by EU and a part of our Lifelong learning strategy.

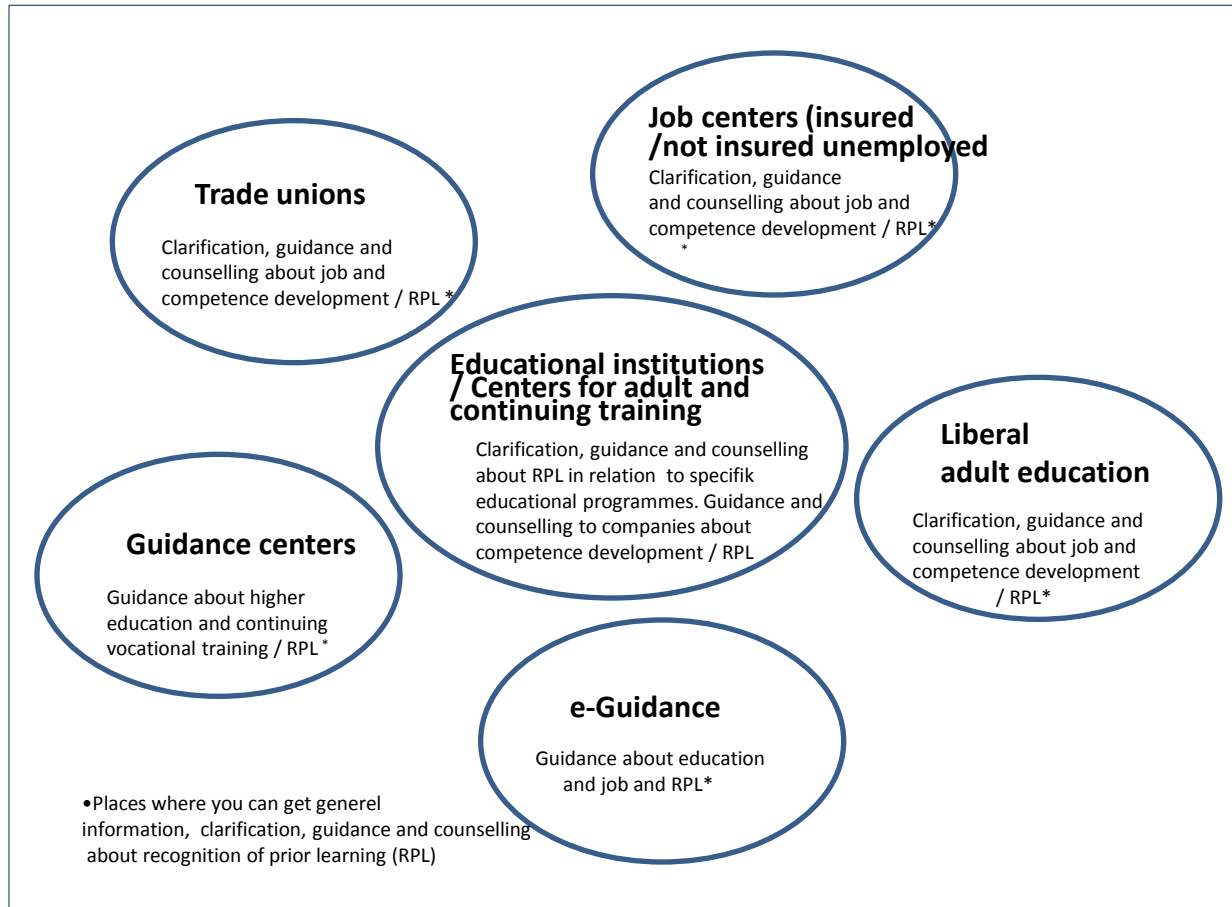
RPL for the purpose of:

- Accessing formal education, i.e. using non-formal/informal experiences to meet the admission requirements;
- Tailoring an educational programme or to give credit for certain classes up to Master's level; and
- Awarding a “Competence certificate” if the participant meets the requirements of part of an educational programme or an “Education certificate” if the participant's skills are the same as those obtained by completing an entire educational programme. The certificates have the same value as the certificates in formal education

The process for recognition of prior learning in an educational perspective and a Danish context



The different players in the field of RPL



Principles for assessment and quality assurance :

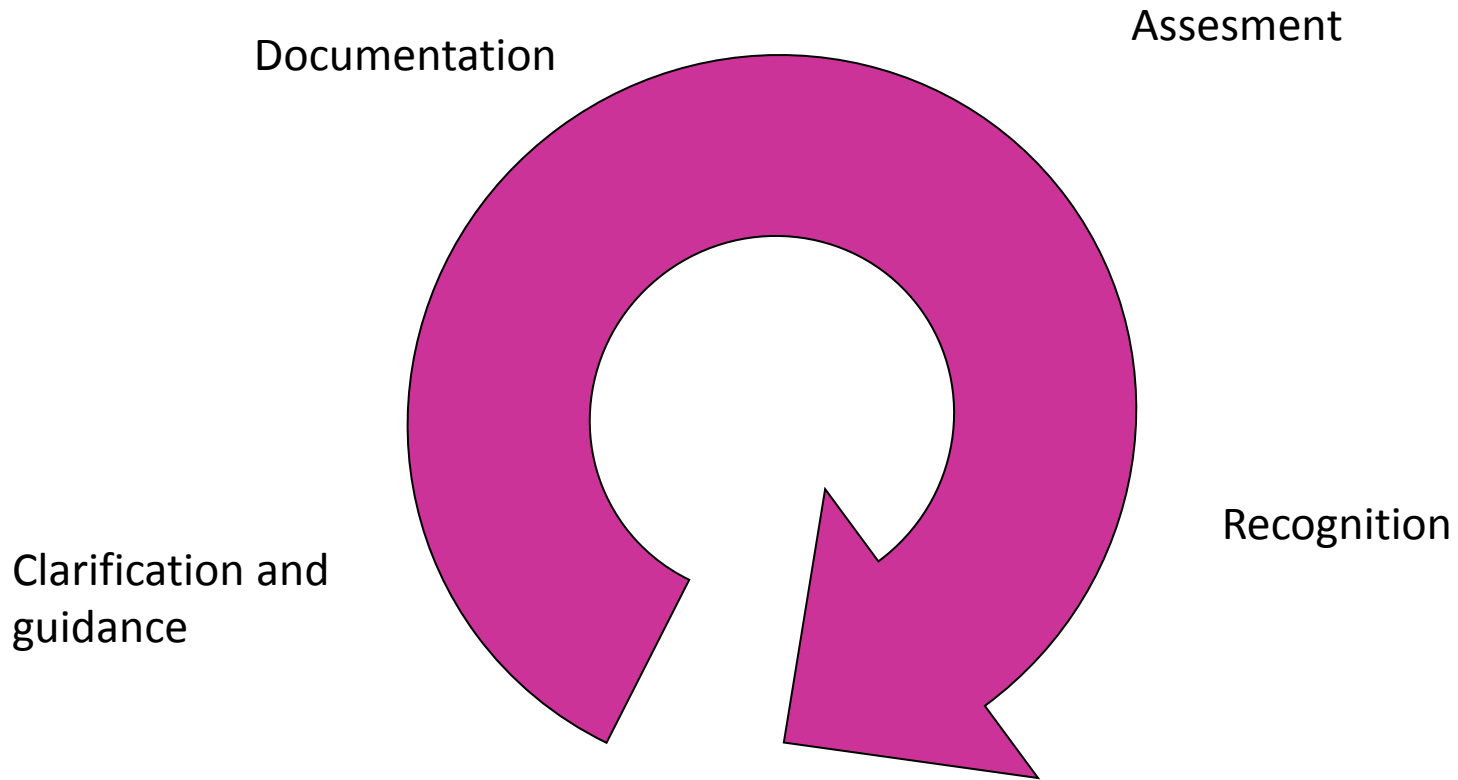
- It is a right for the individual to request for an assesment of his or her prior learning
- The individual has a responsibility for contribution to the documentation of PL
- A user fee may be charged, but it´s free for the low skilled
- A competence assesment should always be based on the objectives and admission requirements of the education programme
- Competencies should be recognised no matter where and how they were required, but without compromising the quality or standard of the education
- The methods used must ensure a reliable assesment
- The result of the assesment should be documented by issuing a certificat
- The individual can appeal against certain prior learning decisions to an appeal board, the Qualifications Board

What are the essential elements of an RPL process?

- The RPL process must be learner centered
- Learners must be offered clear guidance about RPL
- Learners seeking credit by RPL must provide evidence of their learning
- Learners must be supported to present evidence of their learning
- Credits with the same value

The RPL process

Fases



Assessment of prior learning gives the individual the opportunity to:

- Qualify for educational programmes
- Receive tailored educational programmes, or receive credit for certain classes
- Obtain a “competence certificate”, if the skills are the same as those obtained by completing part of an educational programme
- Obtain an “education certificate” if the skills are the same as those obtained by completing an entire educational programme.

RPL – Mode

- Developing procedure
- Establish a RPL team
- Competence development / professionalisation
- Describe methods and criteria for assessment
- Quality assurance and evaluation

RPL – Methods and tools

In Denmark there is a variety of assessment methods in use:

- Interviews are used throughout the whole process as communication is seen as an opportunity to ensure that the validation process is credible.
- The Portfolio method is used as a declarative method
- Self-evaluation.
- Tests
- Practical exercises (cases, simulations, authentic problems e.g.)
- Written papers

My competenceportefolio

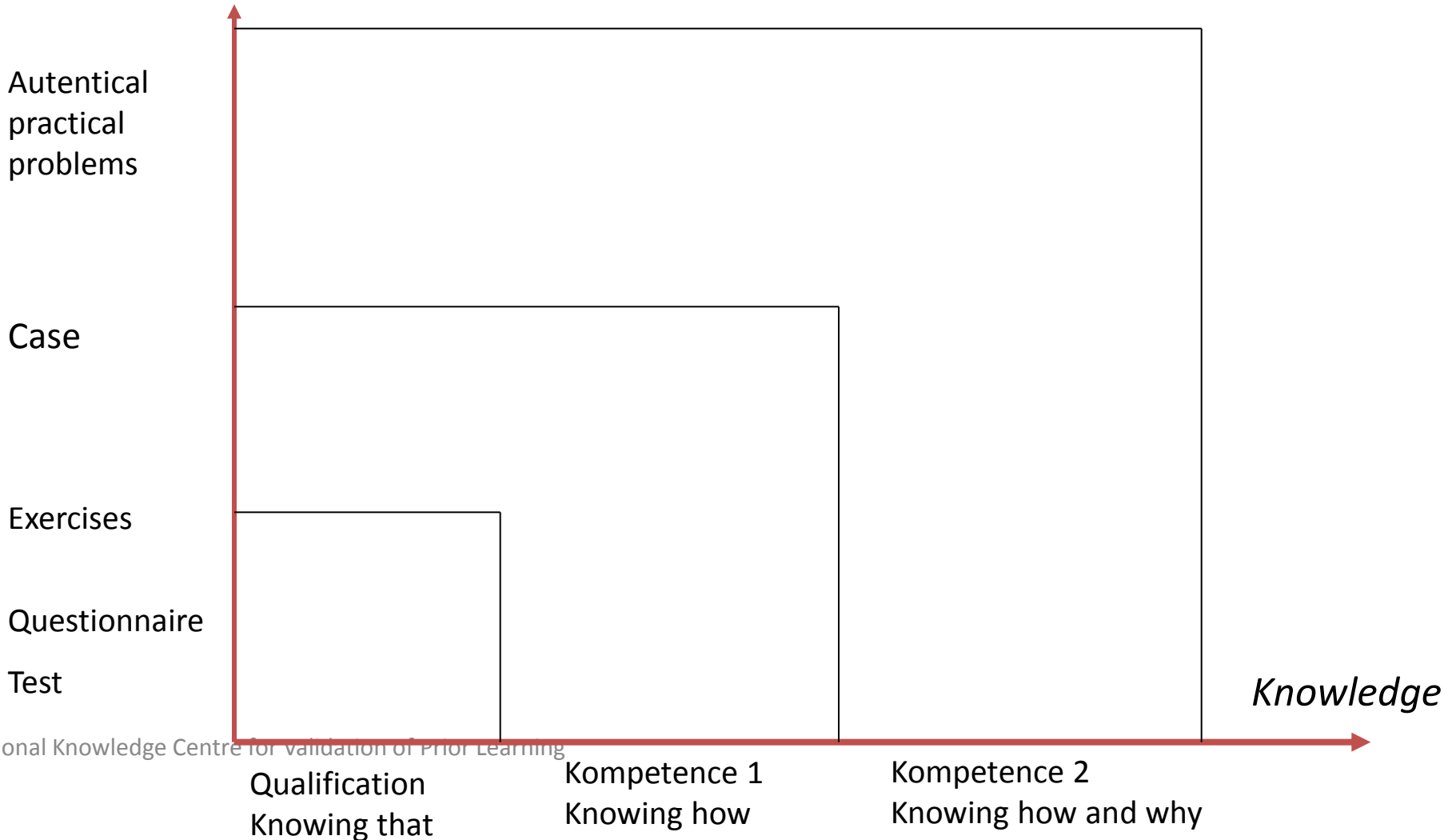


- A portfolio tool
- incl. Self evaluation
- Attach documents about education certificates , work experiences
- <https://minkompetencemappe.dk/Default.aspx>



Methods assesment

Methodes



National Knowledge Centre for validation of Prior Learning

Benefits for the individual

RPL for low qualified adults in:

Adult vocational training (AMU)

Basic Adult Education (GVU)

General adult education (avu)

- Career perspective – consciousness and visibility of individual competences – independent proof of competences
- Motivation - raising awareness - value of learning – it's about me
- Shortening and/or tailormade education
- Job career or jobshift
- Getting a job

- Self management of competences

What are the challenges to get RPL in practice?

- Information
- Economy
- RPL and the EQF and NQF
- Ensuring both a formative and summative approach
- Quality assurance and evaluation
- Achieving consistency in recognition and valuing of RPL

Recommendations

- Top-down and bottom up approach
- Involving stakeholders
- Legislation
- Quality assurance e.g. a quality code / knowledge platform (web)
- Programme for projects → developing practice
- A national agency / centre responsible for projects, collaboration with stakeholders/dissemination

European Inventory on Validation of Nonformal and Informal Learning 2010, Country Report: Kirsten Aagaard

- <http://libserver.cedefop.europa.eu/vetelib/2011/77455.pdf>

Danish educational system:

<http://www.eng.uvm.dk/Education>

Danish approach to RPL:

<http://pub.uvm.dk/2008/priorlearning/index.html>

Thank you!

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