

„Learning outcomes and recognition of non-formal learning - the Estonian example“

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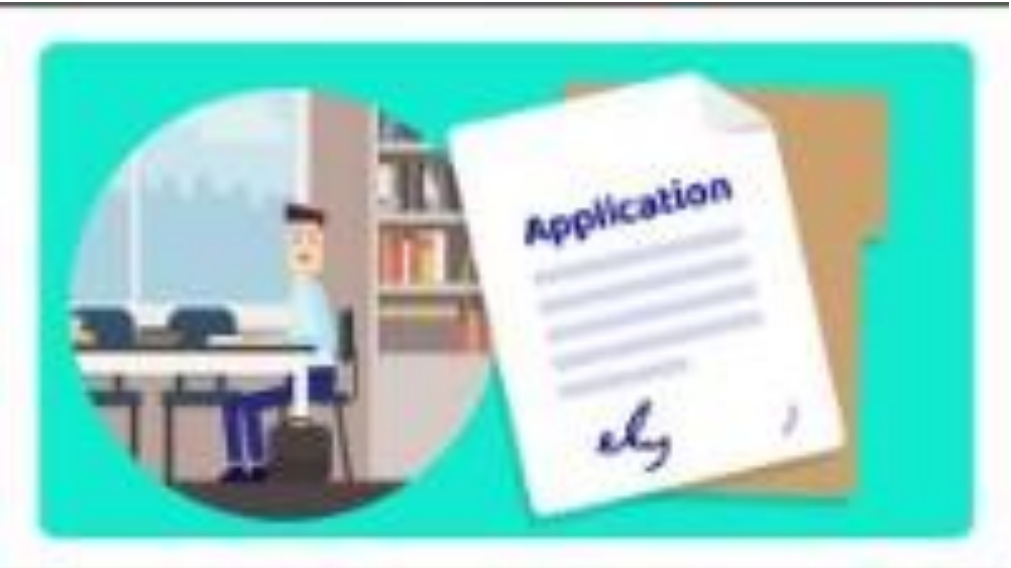
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RPL

- https://www.youtube.com/watch?v=3EEzUfa0_3A



Main aim

- Make visible a persons learning outcomes that were achieved outside of the formal educational system – paradigm shift underway?!?
- Make use of that learning
- Enhancing lifelong (and life wide) learning
- Making education and labour market systems more efficient and sustainable



Validation : Recognition

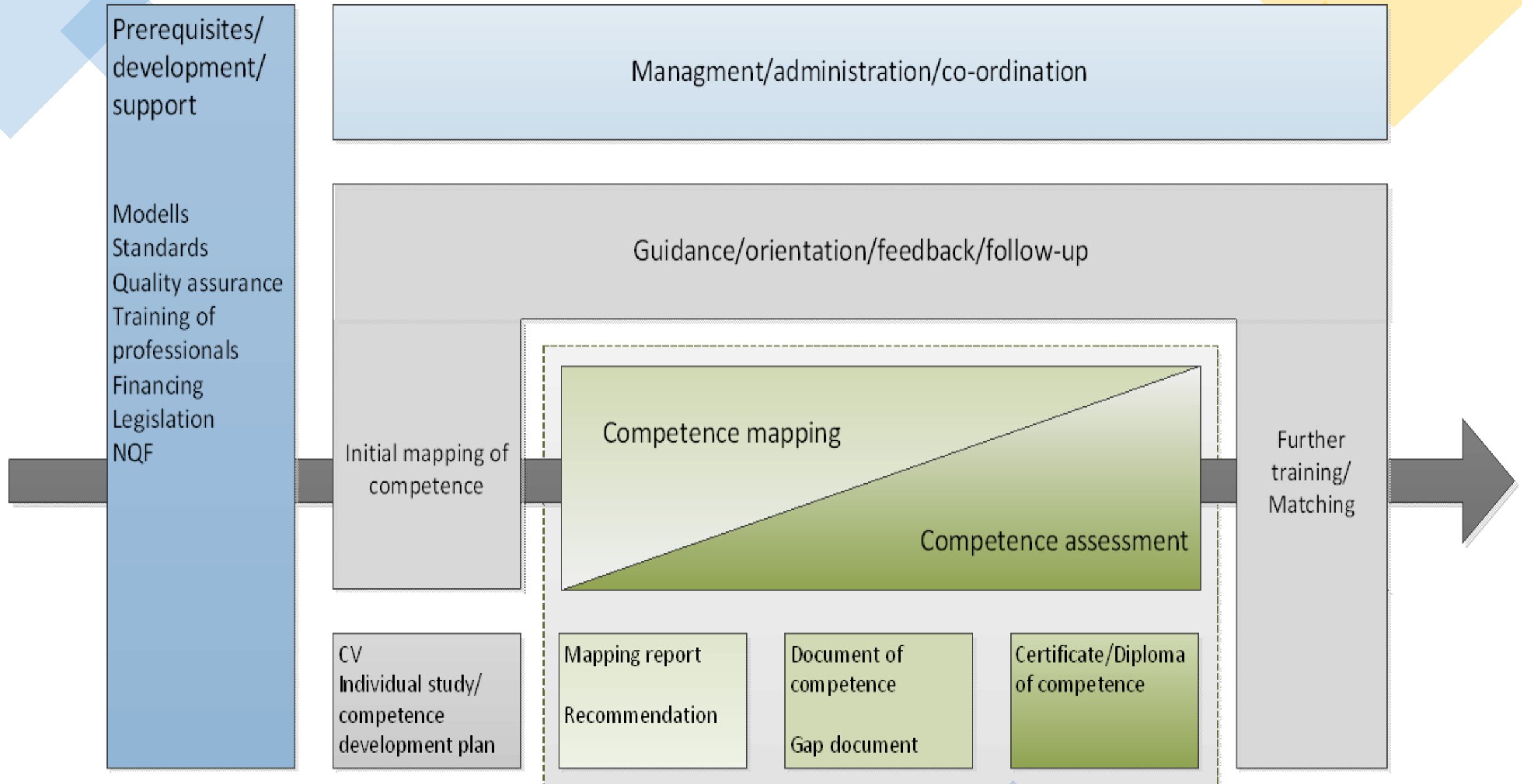
- Validation – validation of nonformal, informaal learning (VNIL)
- Recognition – recognise prior formal studies (RPL)

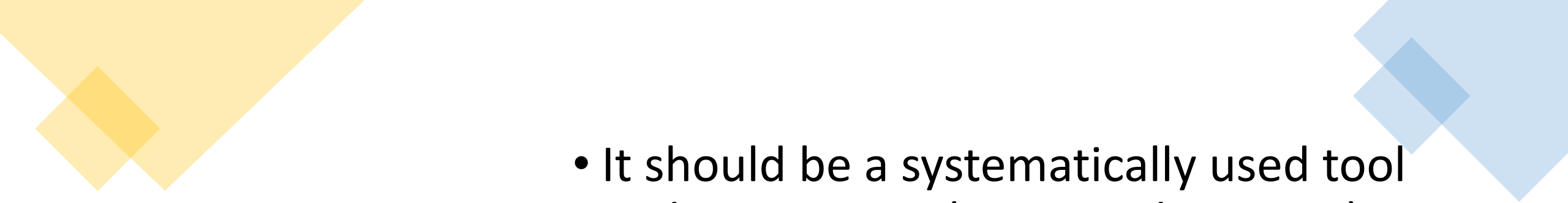





THE VALIDATION PROCESS







VNIL - a tool or a
system?
Both!

- It should be a systematically used tool within a system (or several systems)
 - The tool: a set of processes, procedures and instruments operating for making learning outcomes visible and put to use
 - The system: includes all surrounding support structures and technical/legal/societal effects
 - **An attitude towards learning!**
- 

RPL could be used



Achieving a professional qualification.



Admission to a GE, HE and VET institution for fulfilling entrance requirements (if the applicant has a certain previous level of education (e.g. GE diploma, bachelor or master's degree, depending on the level of study applied for



Continuing studies in GE, HE and VET



Changing curriculum of study in HE and VET



Admission to vocational upper secondary education is possible via validation without having compulsory education certificate

PRINCIPLES OF RECOGNITION OF PRIOR LEARNING AND PROFESSIONAL EXPERIENCE

- Standard of HE
- [https://www.riigiteataja.ee/en/eli/524092014013/consolide#:~:text=\(4\)%20The%20Standard%20of%20Higher,educational%20institutions%20providing%20higher%20education.](https://www.riigiteataja.ee/en/eli/524092014013/consolide#:~:text=(4)%20The%20Standard%20of%20Higher,educational%20institutions%20providing%20higher%20education.)
- Standard of VET
- <https://www.riigiteataja.ee/en/eli/515012020003/consolide#:~:text=The%20regulation%20establishes%20a%20set,and%20their%20connections%20to%20the>

	VET		HE	
Year	EAP	St No	EAP	St No
2014_15	1 326	42	81 449	3 941
2015_16	344	23	72 570	3 414
2016_17	4 242	232	77 462	3 487
2017_18	10 872	701	66 998	3 547
2018_19	21 958	1 052	64 710	3 558
2019_20	29 766	1 668	57 360	3 358
2020_21	22 319	1 187	63 179	3 391
2021_22**	2 016	79	7 560	281

VNIL in
numbers

TOOLS

Infrastructure for VNFIL (including legal and institutional arrangements, funding and links with, if any, your NQF)

Quality Assurance

Identification and assessment tools and methods

Documentation and outcomes

Development
towards using LO

NQF level
descriptor

Qualifications
descriptors

Assessment
criteria

Programmes

Learning outcomes in Estonian qualification system

Curricula in HE, VET , GE - learning outcomes based, modularised

Assessment criteria in HE, VET linked with LO

Credits - ECTS, ECVET implemented

Occupational standards (ca 450) are competence based

Curricula in VET and in HE are based on occupational standards

Professional exams

Profession awarding body - a legal entity nominated by sector skills council.

In order to be granted the right to award occupational qualifications an open competition arranged by Est Qualification Authority shall be completed.

Professional examination:

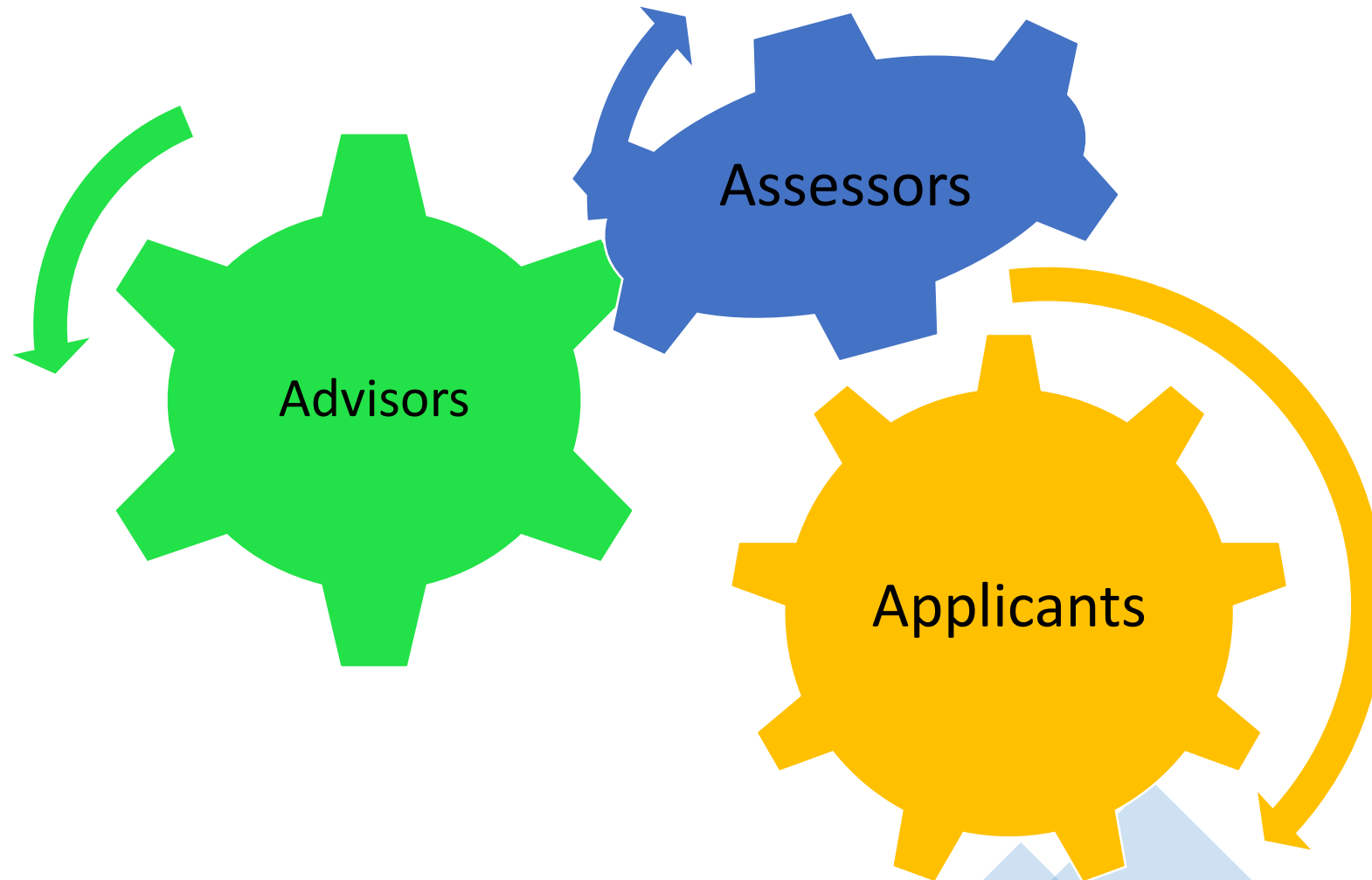
- approx 1/3 for school /HE graduates;
- 2/3 for VNIL assessment - people without professional qualification ; exceptionally you can be paid on your personal account but in this case we need a note from your organisation asking for the exceptional payment on your account

- Ca10 000 exams/certificates per year



Identification and assessment

System of RPL in educational institutions



TOOLS

- <https://e-koolikott.ee/et/oppematerjal/31326-VOTA-taotlejale>

Esileht x Otsi x VÕTA taotlejale x How do I do a screenshot x Kuidas teha arvutiekraani: x +

e-koolikott.ee/et/oppematerjal/31326-VOTA-taotlejale

VÕTA taotlejale

Kõik teemad »

VÕTA taotlejale
- VÕTA taotlejale

See osa keskendub VÕTA kolmele osapoolle. Kõige olulisem osapool on **taotleja**. Nõustaja toetab teda ja hindaja annab hinnangu taotleja pädevustele.

Materjalis liikumiseks vajuta nooltele ekraani allääres või värvilistele lipikutele märkmiku serval.

VÕTA TAOTLEJALE

2.OSA
VÕTA PROTSCESS JA
OSAPOOLED

Poogitud lehelt: <https://sisuloome.e-koolikott.ee/node/4310>

↑
TAGASI ÜLES

Võtmesõnad

17:03
17.09.2021

STARR method

- https://www.hm.ee/sites/default/files/starr_juhend_loplik.pdf
- **S – *situation***; the situation in which the experience was gained (eg job description or specific individual case).
- **T – *task***; tasks and roles that were performed during the placement (must be related to what was learned in the curriculum and you need to think about how these tasks will develop you). Here comes the problem you're going to pay attention to.
- **A – *activities***; activities and methods (techniques, preparation, method selection principles and alternatives). For activities, write so that the reader understands what you did, how and with what tools / methods.
- **R – *results***; the most important results (the best, but also the most surprising ones that made you analyze and change your activities), who, how and on what basis evaluated what was done with the results.
- **R – *reflection***; an analysis of the competencies and areas for improvement acquired during the internship.

Quality of RPL/VNIL

- National regulations/school regulations (based on European quality guidelines for RPL)
- The quality of RPL is monitored during the accreditation of HE, VET programs/institutions - RPL quality as part of the external evaluation of institution
- Assessors/advisors networks
- Courses/guidelines for assessor/advisors/applicants

Finance of RPL/VNIL

Different approaches:

- Project-based financing
- Applicants pay for their skills assessment /validation
- Free for applicants - most common case (assessment and validation is part of the schools budget)

Challenges in implemetig VNIL so far:

- More driven by skills supply than demand.
- **Demand driven VNIL** and stronger cooperation between individuals, employers and educational institutions is one of the future challenges.
- Methods and tools for validating skills that are explicitly needed on the labour market, with employers as the key drivers of this process, should get more attention
- No single access point for applicants



There are new challenges ahead!

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