

# Enhancing Practice on VNIL

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# 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





# 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 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 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

# Using VNIL in HE

Valdkond	2018_19				2019_20			
	EAP	Arv	Üliõpilaste arv	VÕTA osakaal	EAP	Arv	Üliõpilaste arv	VÕTA osakaal
01 Haridus	4 937	301	3 162	10%	4 924	321	3257	10%
02 Humanitaaria ja kunstid	8 207	462	6 167	7%	7 317	468	6068	8%
03 Sotsiaalteadused, ajakirjandus ja teave	3 887	268	2 848	9%	3 810	196	2867	7%
04 Ärindus, haldus ja õigus	19 830	829	10 519	8%	15 325	732	9873	7%
05 Loodusteadused, matemaatika ja statistika	3 140	211	2 698	8%	4 001	177	2619	7%
06 Informatsiooni- ja kommunikatsioonitehnoloogiad	4 403	287	4 377	7%	3 927	282	4569	6%
07 Tehnika, tootmine ja ehitus	8 735	427	6 877	6%	7 345	325	6661	5%
08 Põllumajandus, metsandus, kalandus ja veterinaaria	502	61	947	6%	488	71	942	8%
09 Tervis ja heaolu	6 431	510	5 691	9%	7 660	638	5873	11%
10 Teenindus	3 283	199	2 529	8%	2 702	183	2449	7%
Kokku	63 355	3 555	45 815	8%	57 499	3 393	45 178	8%

# 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

# 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>



# Development towards using LO



# Some characteristics of 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

# HE Standard/VET Standard

## **RPL may be applied**

- for compliance with the conditions for admission established by the educational institution;
- for transfer of previously acquired CP upon completion of a curriculum;
- **for calculation of previous study results and professional experience as credit points.**



# Professional exams

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

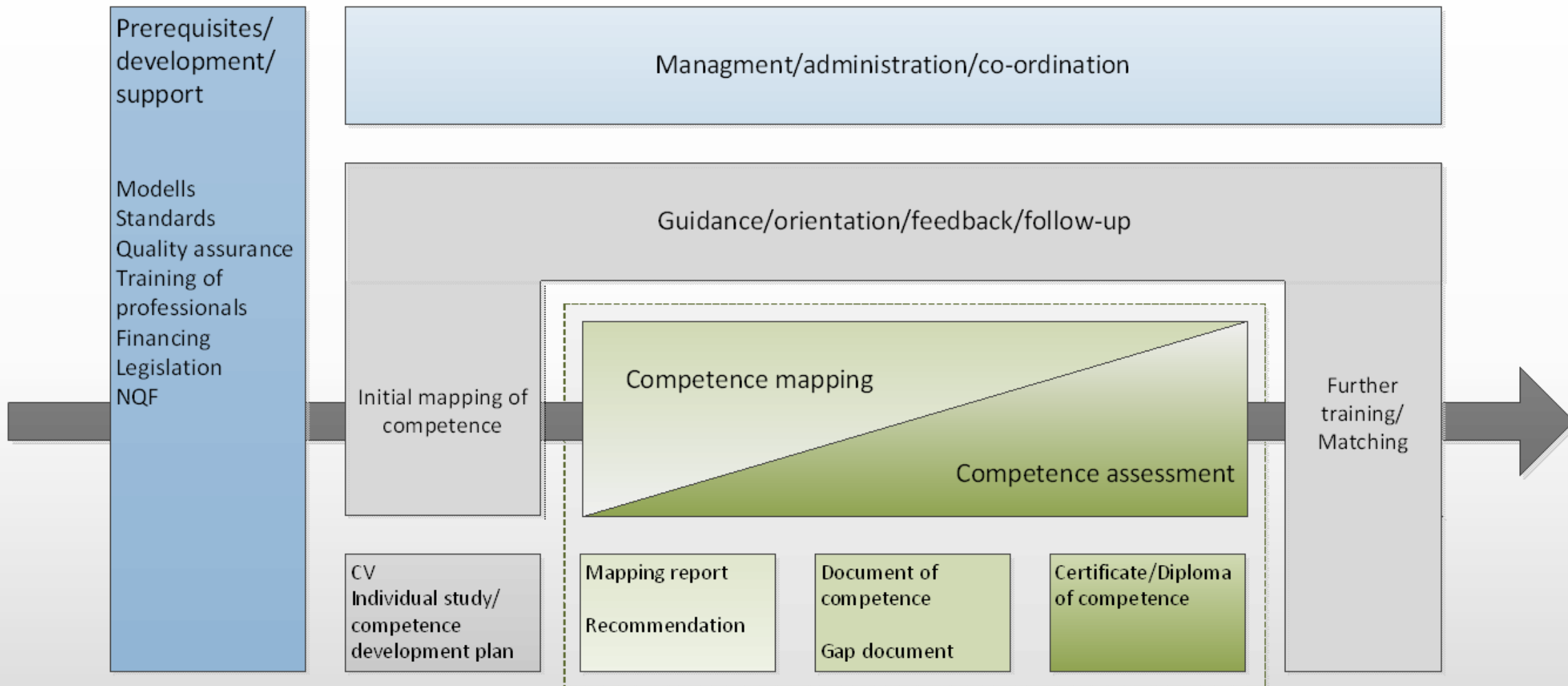
In order to be granted the right to award occupational qualifications an open competition arranged by Est Qualification Authority shall be completed.

## **Professional examination:**

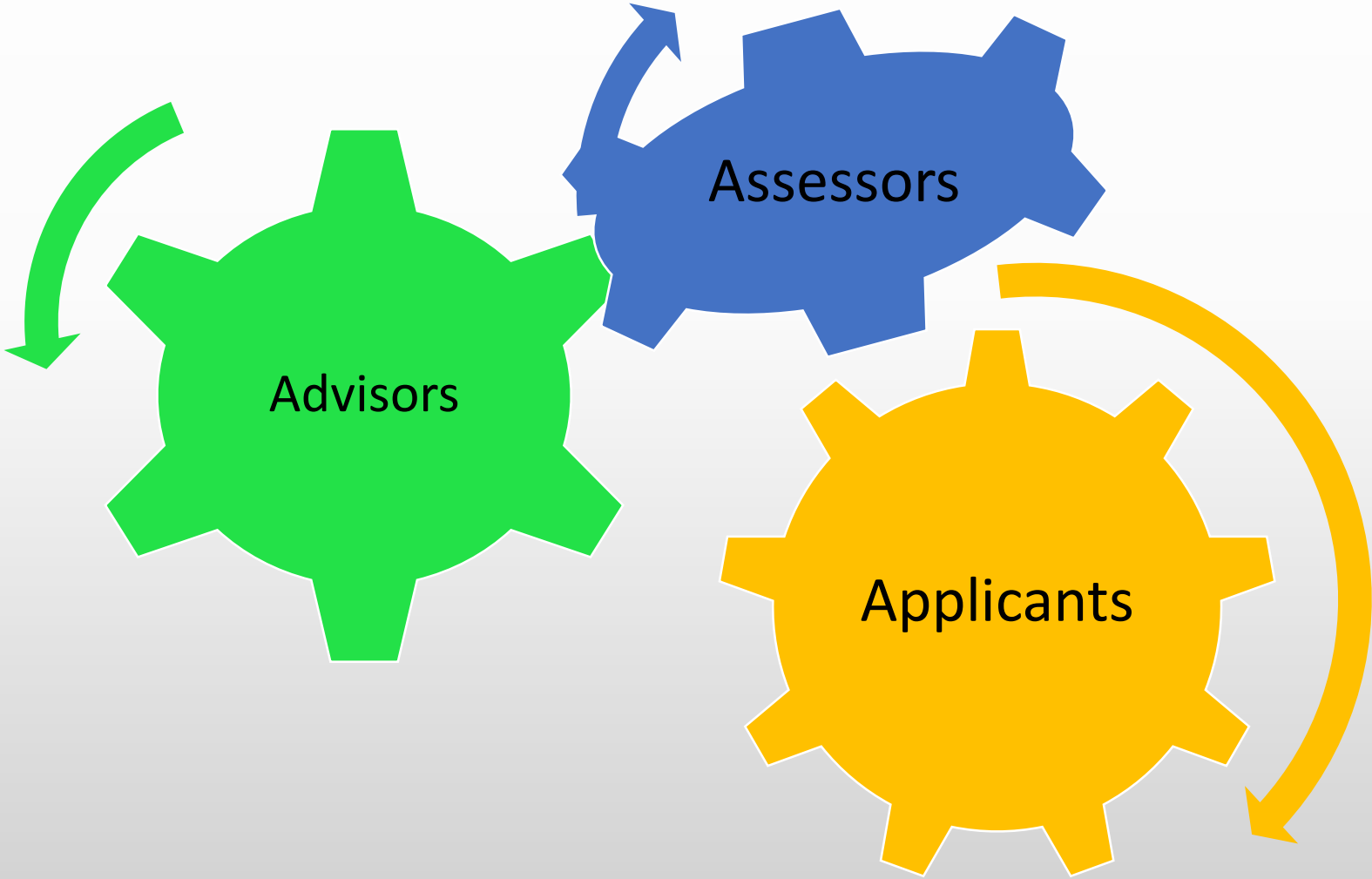
- approx 1/3 for school /HE graduates;
- 2/3 for VNIL assessment - people without professional qualification ;  
exceptionally you can be paid on your personal account but in this case we need a note from your organisation asking for the exceptional payment on your account
- Ca10 000 exams/certificates per year

# Identification and assessment





# System of RPL in educational institutions







keskendub VÕTA kolmele  
e. Kõige olulisem osapool on  
**taotleja.**  
toetab teda ja hindaja annab  
ngu taotleja pädevustele.

*s liikumiseks vajuta nooltele  
ääres või värvilistele lipikutele  
märkmiku serval.*





# STARR method

- [https://www.hm.ee/sites/default/files/starr\\_juhend\\_loplik.pdf](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

- 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

- 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)

# MAKING VNFIL OPERATIONAL

- Challenges

- Limited coverage
- Fragmented delivery
- Lack of cooperation across sectors and institutions
- Link to qualifications systems and framework weak or unclear
- Lack of trust
- Lack of explicit QA arrangements
- Too weak cooperation between education and training sub-systems on standards, methods and QA

- Answers

- National qualifications frameworks
- Outcome based standards
- National and regional strategies
- Increased involvement of guidance and employment services
- Same standards for both validation and formal education
- Develop validation systems where QA is an integrated part
- Use NQF to promote a more holistic approach

# Challenges in implementing 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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