



Hogeschool van Amsterdam



European Union

Opening up the system to me !

On recognition, learning outcomes and the user

Ruud Duvekot
Professor 'valuing learning &
valuation of prior learning'

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Terminology



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RPL, APL, APEL, PLAR,

It's all VPL : Validation & Valuation of Prior Learning

Learning outcomes :

- 1. personal**
- 2. professional**
- 3. educational**

A competency = to know how to act in a certain way.
Whether someone is competent comes clear from the act (Lyotard)



VPL is the process of :

- a. assessing and matching personal competencies within the social-economic context, incl. HE-system
 - b. offering a personal development-strategy
 - c. Creating the ***learning triangle***
individual/organisation/learning system
-



The playing field

Reality is that ...

- The labour market has qualitative and quantitative problems,
- traditional solutions don't work.

What to do?

- New division of responsibilities
 - Create *knowledge circulation*
-



The players

The learning triangle

1. me: the learning individual (21+)
 2. us: the learning organisation
 3. them: the learning knowledgeinfrastructure
 4. ours: facilitators (authorities, social partners)
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Use of VPL:

1. intake (access)
2. throughtake (partial certification)
3. outtake (diploma)
4. life take (update/upgrade)

Goals of VPL:

1. advice (30%)
 2. certification (40%)
 3. careersteps (30%)
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Total VPL is the integral process of

1. **Awareness**
2. **Recognition** of competences
3. **Valuation/validation** of competences
4. **Development** of competences
5. **Embedding VPL** (HRM, VET/HE)



Targets of VPL

Individual: stimulating self-investment in learning
organisation: (a) facilitating self-investment and
(b) articulation of competencies
system: learning (matching) made to measure

midterm-effect: turning learning into employability

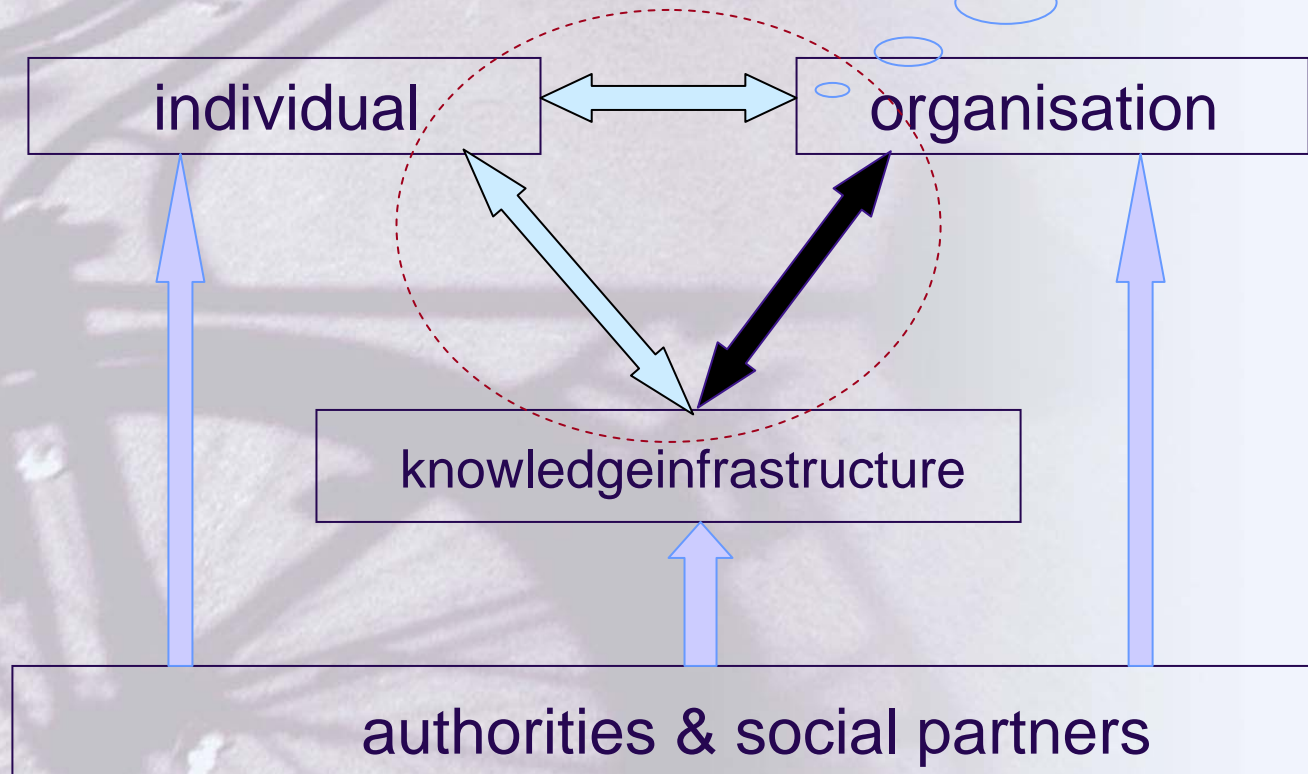
end-effect: turning employability into enjoyability



Present situation

The Knowledge Society

*The Learning
Triangle*





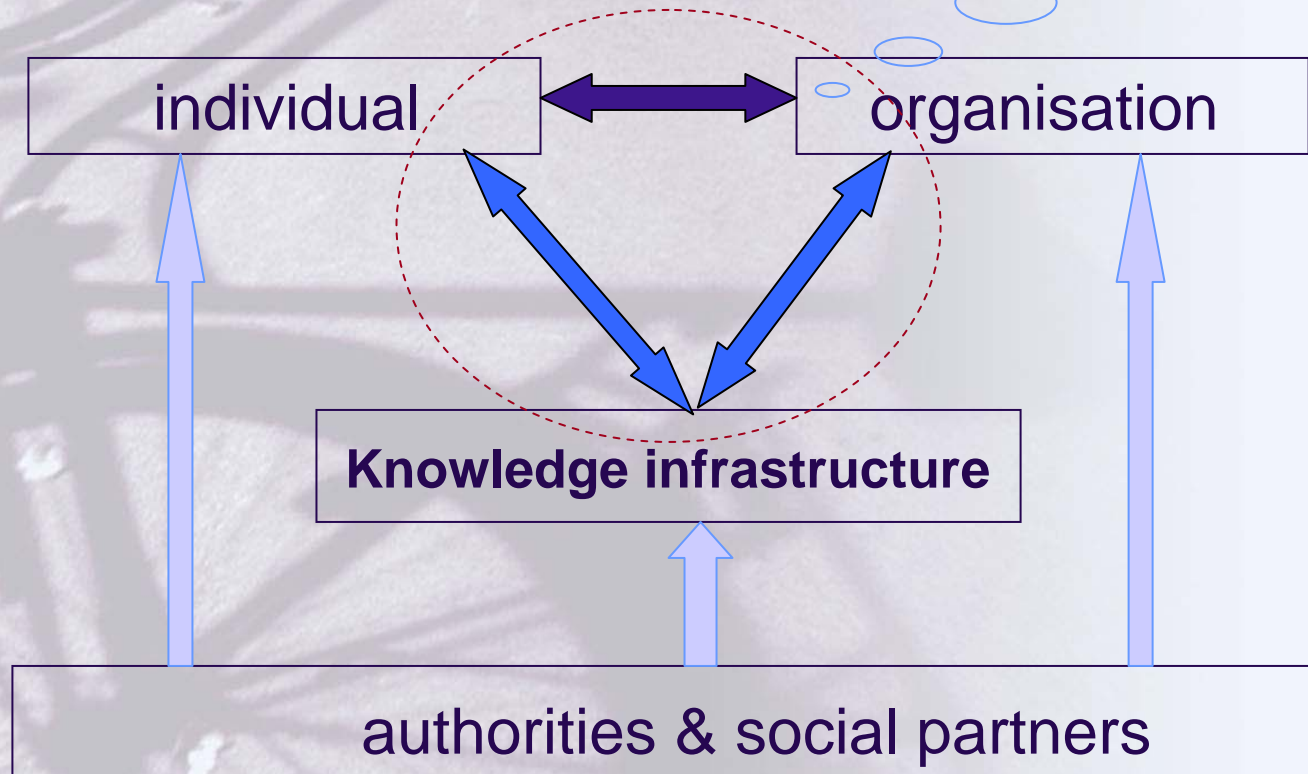
Future situation



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The Learning Society

The Learning Triangle





Effects (1)



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Positive effects of VPL:

- on recruitment of staff
 - keeping me motivated
 - on updating & upgrading personnel
 - on outplacement & creating ambassadors
 - development of human capital accounting
 - financial benefits
 - empowerment of targetgroups
 - Creating a 'listening' learningsystem
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negative effects of VPL:

- Frustration on lack of possibilities for learning made-to-measure
- Rigid legislation
- Fear of poaching and salary-demands
- Lack of quality of VPL-suppliers
- Economic cycles



The Hogeschool van Amsterdam

- bachelor-university
 - union with academic University of Amsterdam
 - 30.000 students
 - 25.000 fulltime
 - 5.000 parttime (the lifelong learner)
 - Central VPL-centre
 - Target 2007: 1.000 VPL-applicants
 - Independent
 - Euro 950
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Meanwhile at the HvA



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The Dutch or HvA's way:

1. Candidate fills in application form
 2. Candidate gets personal information
 3. Candidate builds up showcase/portfolio
 4. Assessors perform pre-assessment
 5. Actual assessment
 6. Valuation & advice
 7. Validation & offer learning made-to-measure
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Every competency is self-evaluated:

S – Situation

T – Tasks

A – Activities

R – Results

T – Transfer



An HvA-example (1)



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Example: bachelor *'social-legal advisor'*

Seven competencies:

1. Implementing laws and regulations
 2. Informing citizens on rights, appeal, etc.
 3. Advice & support in social-legal procedures
 4. Indication and linking to legal services
 5. Assisting clients and representing them
 6. Developing policy and innovation
 7. Supporting professionals and volunteers
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An HvA-example (2)



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Proof or learning outcomes for the 7 competencies.
Some examples of accepted proof:

1. Case-reports,
 2. PR-plans,
 3. Client-dossiers or legal advice ,
 4. Client-dossiers ,
 5. Appeals ,
 6. Policy-plans ,
 7. Coaching programmes ,
-



S0 ...



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The biggest challenge is to turn (HE-)learning into a lifelong service system for the 'lifelong learner'

Lifelong Learning = VPL + learning-made-to-measure

No competition on VPL but only on learning-made-to-measure

Life Long Learning should be Long Live Learning



Even more so ...



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My Long Live Learning is about showing my transferable learning outcomes (regional, national, international), supported by:

- Europass as *my* portfolio (and showcases)
- ECTS as *my* European Competencies Transfer System
- The Competencies Supplement instead of the Diploma Supplement

Being the new “Riga-principles” ??????
