

Sorting Recognition of Prior Learning Procedures

A typology of RPL procedures and its application to vocational education and training in Europe.

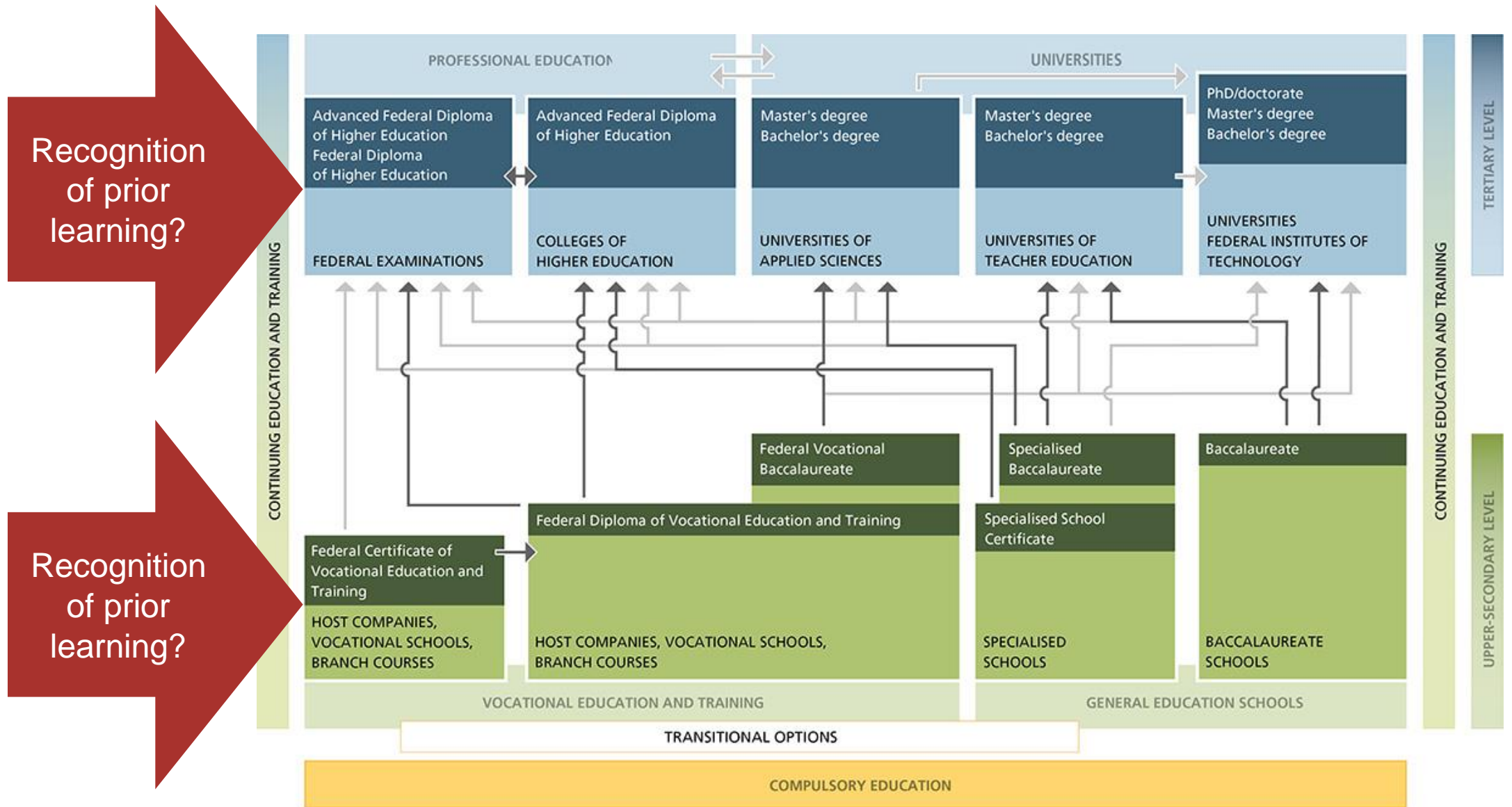
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Does Switzerland have a fully permeable education system?



Background

- RPL is actively promoted in Europe
- The Council of the European Union recommended that all EU member states should have RPL procedures in place by 2018 (Council of the European Union, 2012)
- Upward trend in existing procedures in Europe
- Heterogeneous landscape with little systematic data collection
- Research is needed to sort RPL procedures
- Study on behalf of the Federal Council in Switzerland

Research Questions

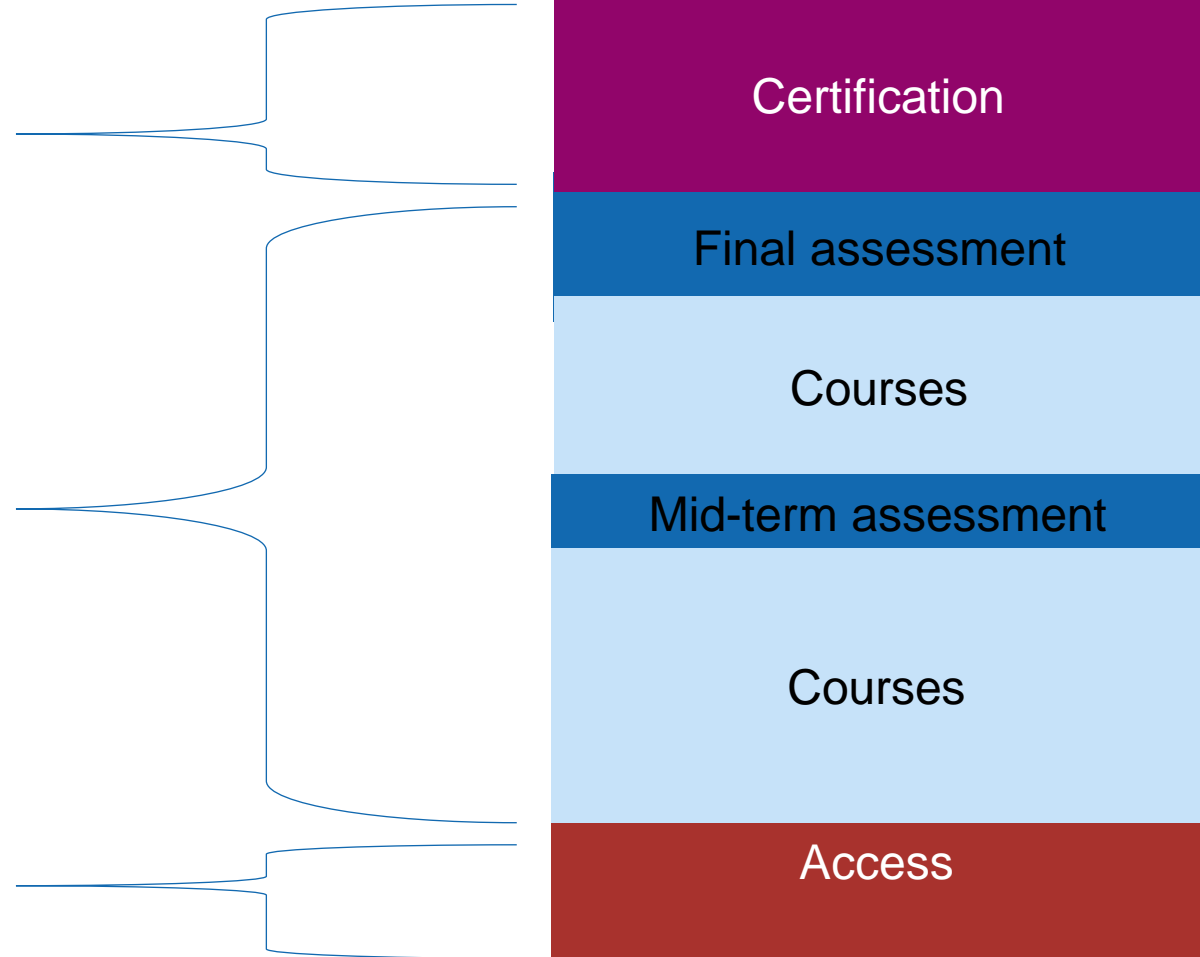
1. How can RPL procedures be sorted?
2. Do countries differ regarding their RPL procedures?

Agenda

1. A typology of RPL procedures
2. Application of typology to VET in European countries



Primary Objective



Primary Objective



E.g.

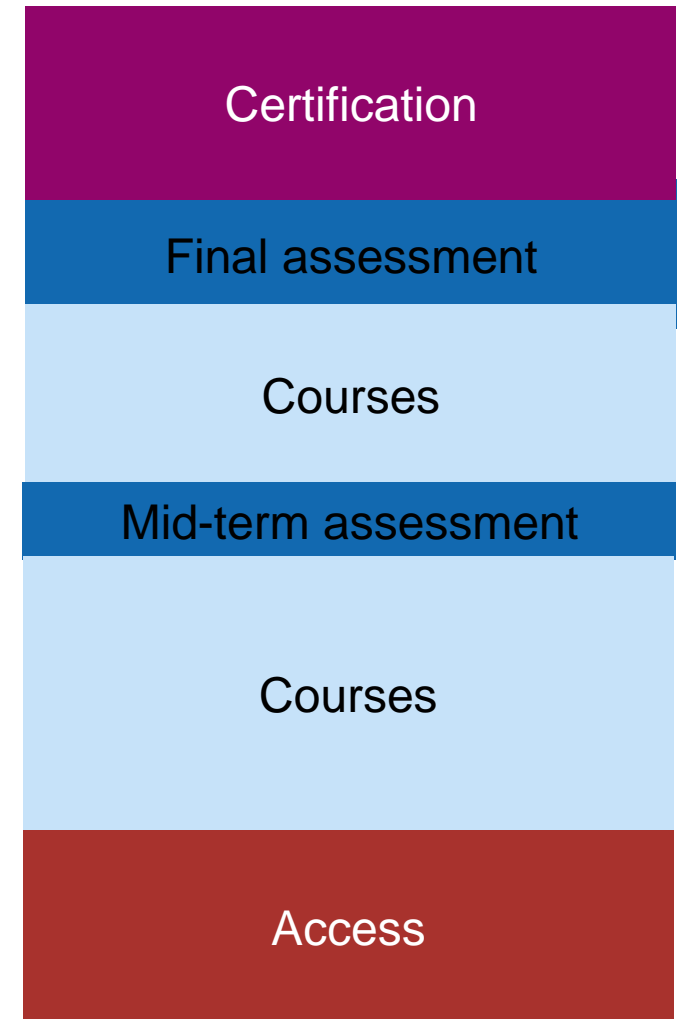
- Full certification
- Receiving full certification after attending special courses to fill particular gaps
- Partial certification

E.g.

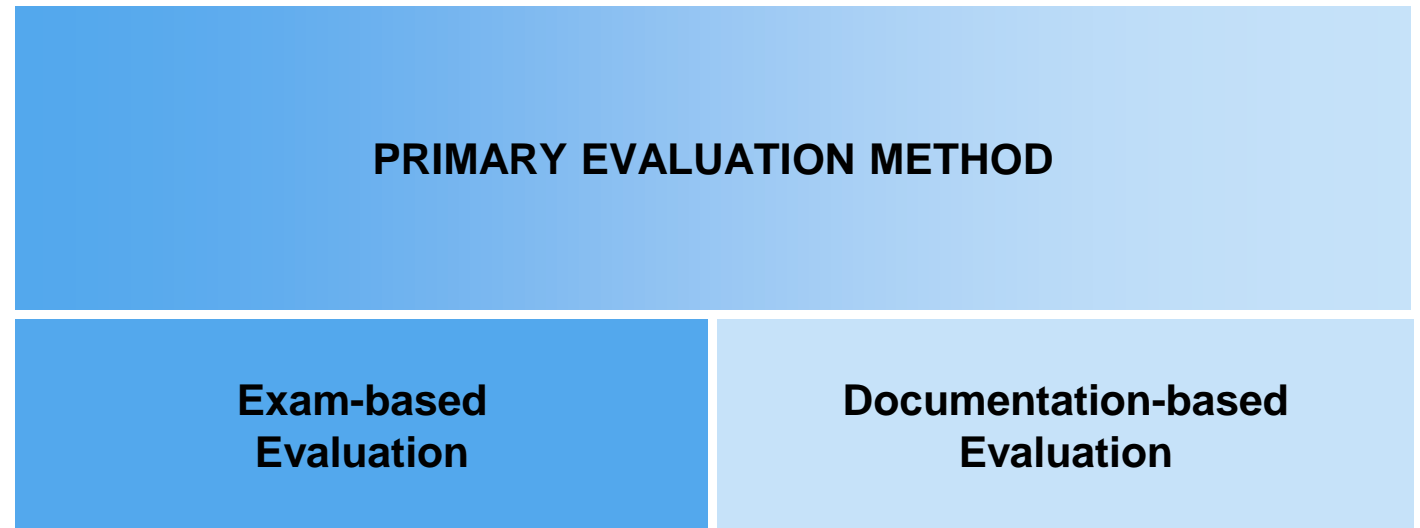
- Shortening of education program
- Dispensation from language courses and assessments
- Direct access to final assessment

E.g.

- Access to education program without entry assessment
- Access to education program without normal requirements



Primary Evaluation Method



E.g.

- Written exam
- Work demonstration
- Possibly interview

E.g.

- Portfolio
- CV
- Documentation and reflection of the acquired competences
- Possibly interview

Our Typology

		PRIMARY EVALUATION METHOD	
		Exam-based Evaluation	Documentation-based Evaluation
PRIMARY OBJECTIVE	Certification	Exam-based certification	Documentation-based certification
	Exemption	Exam-based exemption	Documentation-based exemption
	Access	Exam-based access	Documentation-based access

Agenda

1. A typology of procedures of recognition of prior learning
2. **Application of typology to VET in European countries**



Procedure

- Qualitative analysis of CEDEFOP's country reports (European Centre for the Development of Vocational Training)
- Estimation of the dominant objective and the dominant evaluation method in VET in European countries (32 in total)
- Reducing complexity of the typology by removing the access
- Assigning one of four possible types to the European countries
- Estimation of the spread of the RPL procedures

Application: Primary Objective

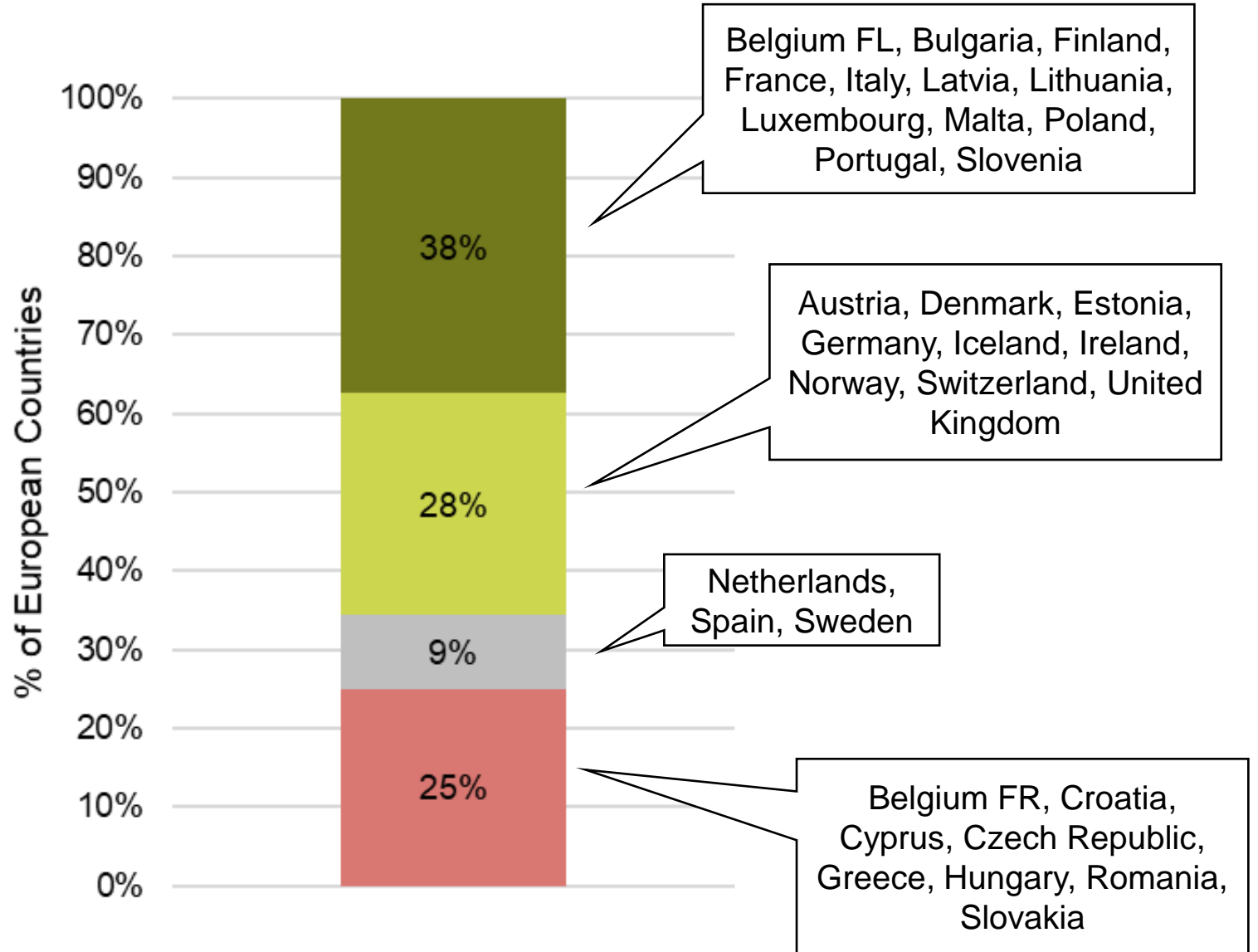
**PRIMARY
OBJECTIVE**

Certification

Exemption

Heterogeneous

**No procedure
in VET**



Application: Primary Evaluation Method

PRIMARY EVALUATION METHOD

**Exam-based
Evaluation**

**Documentation-based
Evaluation**

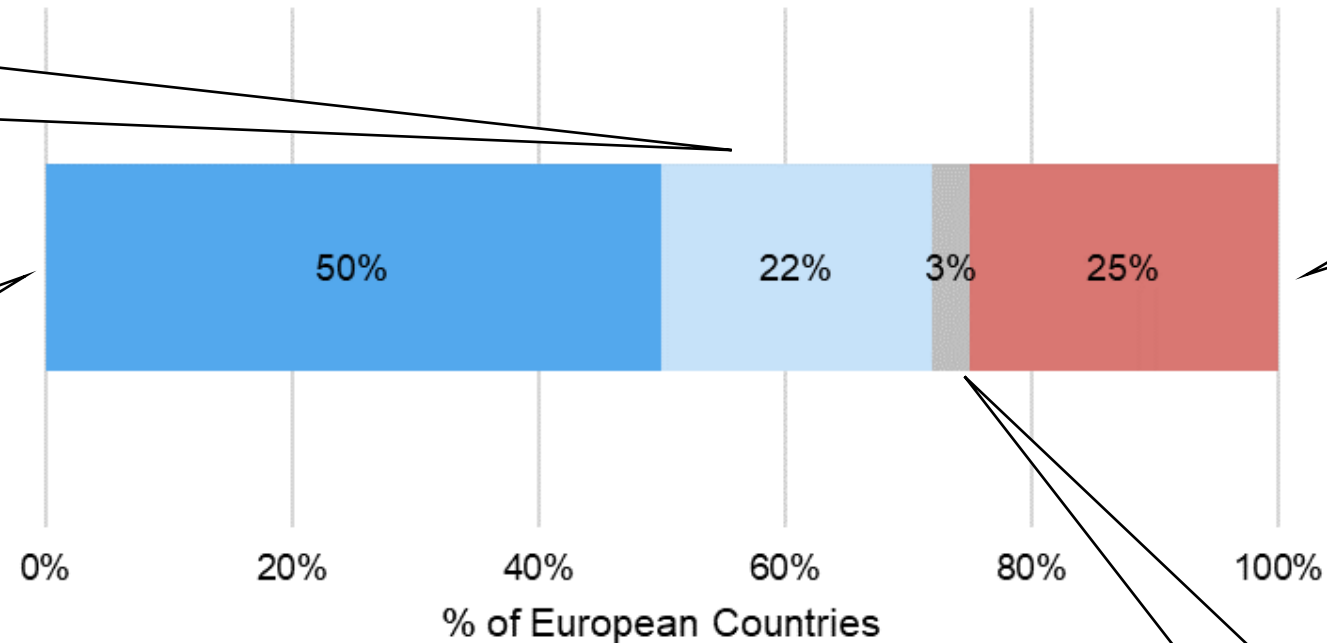
Heterogeneous

**No procedure
in VET**

Austria, Denmark, France,
Germany, Luxembourg,
Norway, Switzerland

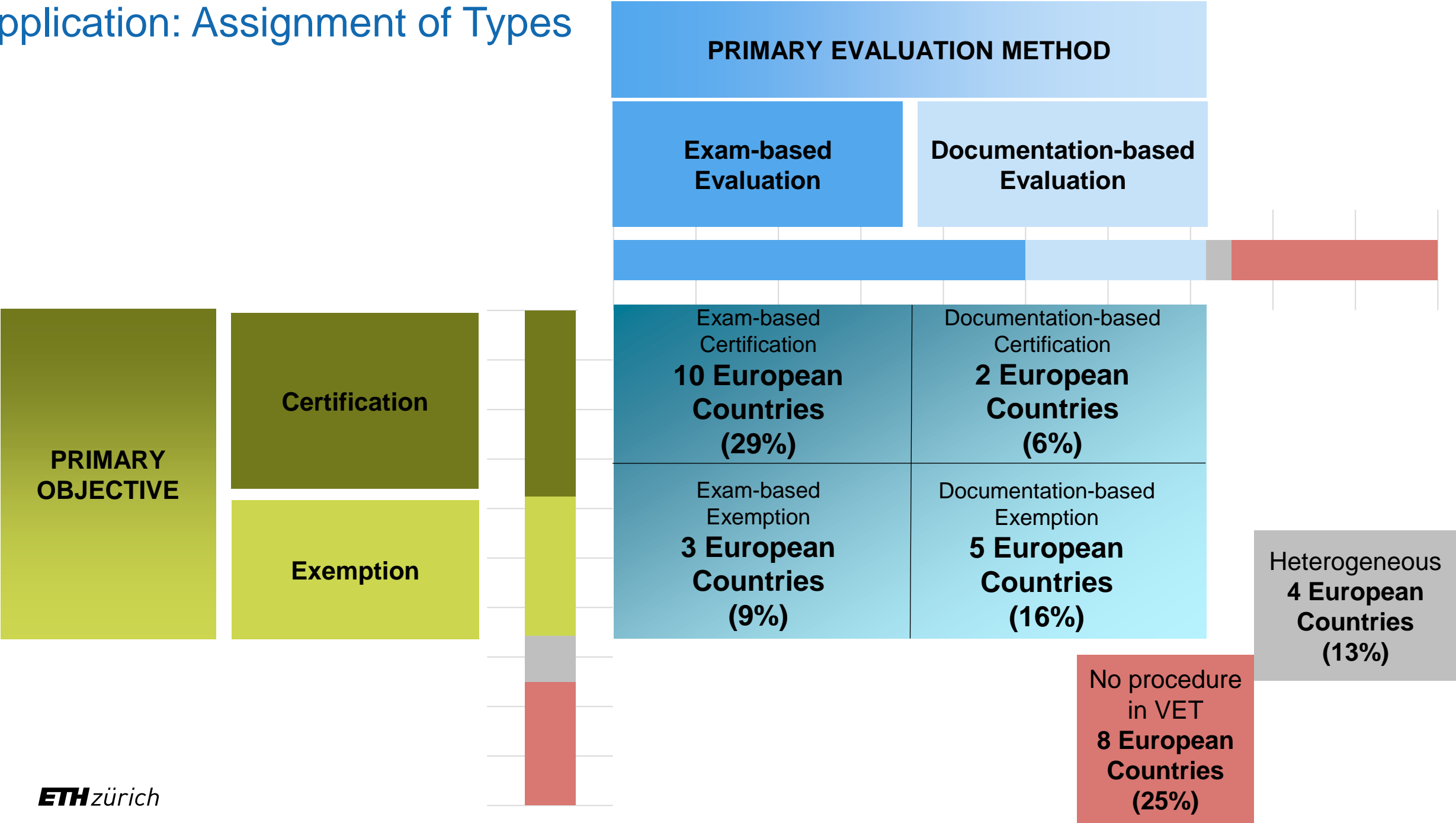
Belgium FR, Croatia,
Cyprus, Czech
Republic, Greece,
Hungary, Romania,
Slovakia

Belgium FL, Bulgaria,
Estonia, Finland, Iceland,
Ireland, Italy, Latvia,
Lithuania, Malta,
Netherlands, Poland,
Portugal, Slovenia, Spain,
Sweden

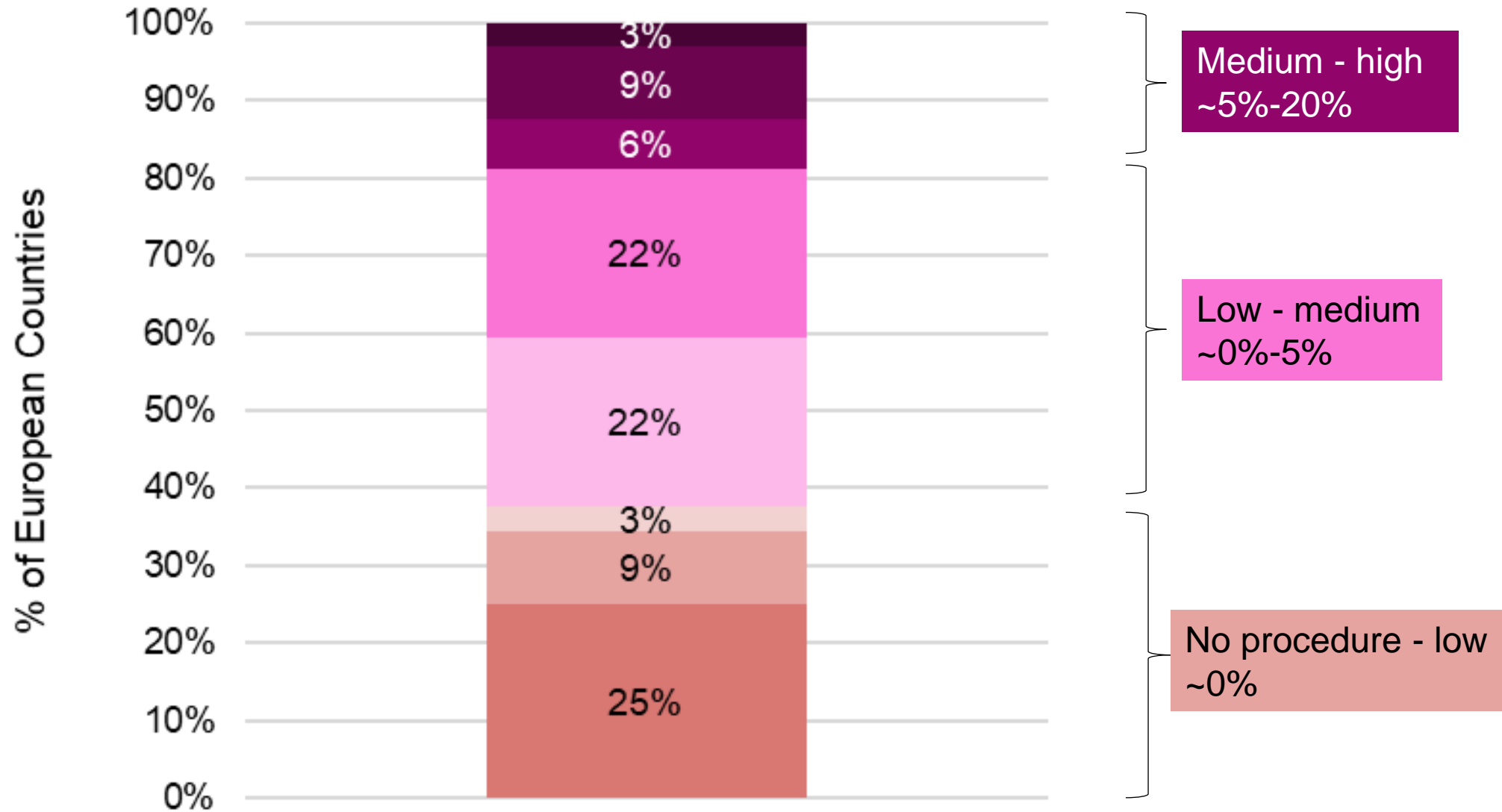


United
Kingdom

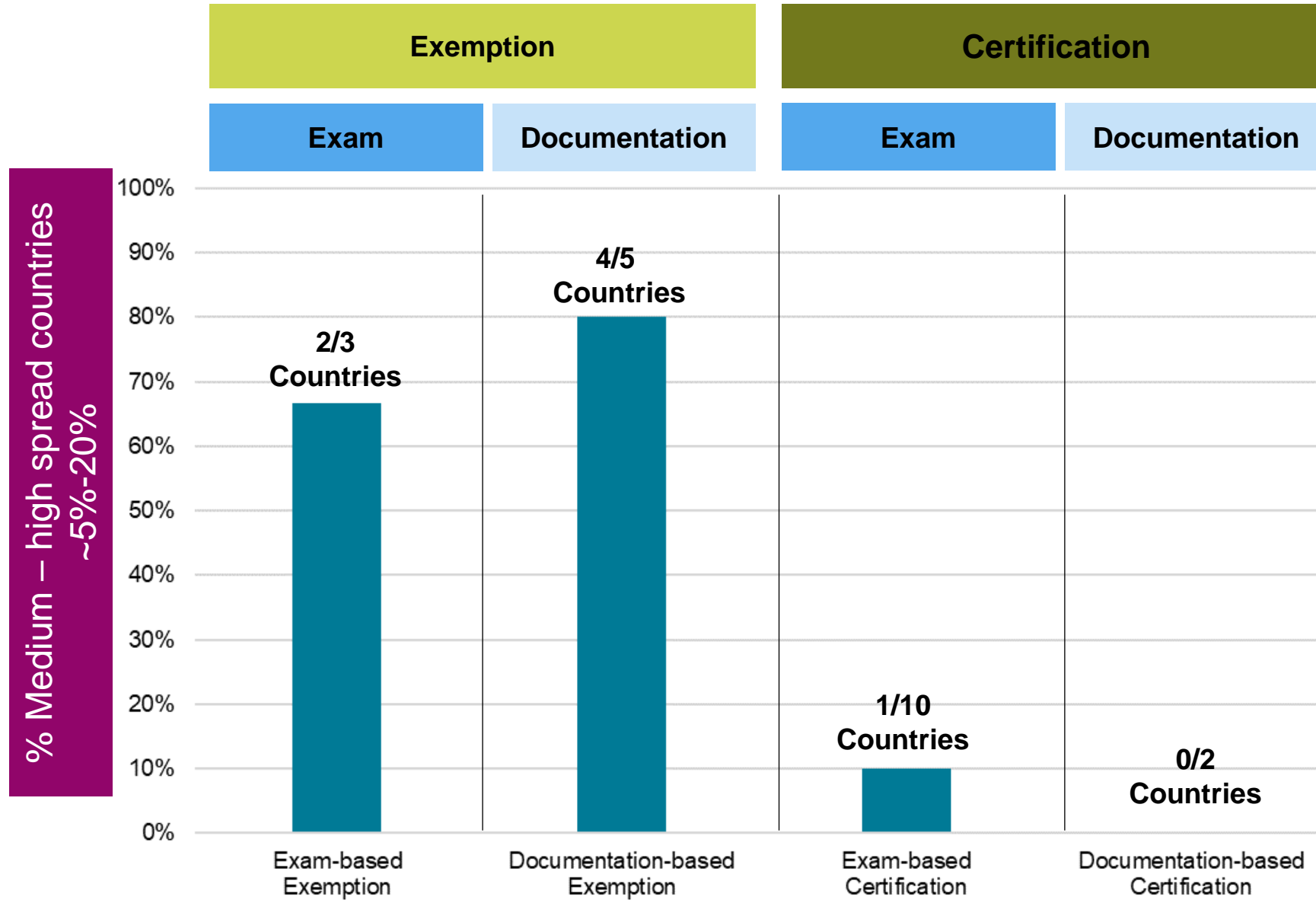
Application: Assignment of Types



Application: Spread



Application: Which types are successful?



Conclusion

- Need of having alternative options for adults to obtain a VET diploma
- In many countries RPL is still at an early stage
- Still relatively little is known about RPL in Europe
- The type of RPL seems to matter in terms of...
 - ...its supply
 - ...its demand and or success of candidates
- Challenges – at the example of documentation-based certification:
 - Value of the diploma (Maurer, 2019)
 - Appropriateness of evaluation for VET/dual VET (Maurer, 2019)
 - Complexity of reflecting the own competences (Bohlinger, 2017)
- **Which type(s) of procedures should be further promoted?**

Thank you for your attention!

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Maurer, M. (2019). The challenges of expanding recognition of prior learning (RPL) in a collectively organised skill formation system: the case of Switzerland. *Journal of education and work*, 32(8), 665-677.

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Renold, U., Bolli, T., Dändliker, L., & Rageth, L. (2023). Reconnaissance des acquis : Analyse des procédures actuelles dans le contexte national et international. *CES Studies*, 41. <https://doi.org/10.3929/ethz-b-000644875>

Platform: [CEDEFOP | European Centre for the Development of Vocational Training \(europa.eu\)](https://www.cefop.eu)

Appendix

	Relevance of IVET	Evolution of procedures for the «recognition»			Typology of procedures for the «recognition»			Relevance of the «recognition»
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
European Countries	Diplomas in IVET 2020	Strategy in place in 2010	Procedure in place in 2018	Trend 2016-2018	Primary Objective	Primary Evaluation Method	Type	Spread of Recognition in IVET
Austria	77%		X		Exemption	Competence assessment with documentation	«Documentation-based exemption»	High
Belgium FL	58%		X		Certification	Competence assessment with exam	«Exam-based certification»	Low
Belgium FR	58%		X		None	None	None	None
Bulgaria	41%		X		Certification	Competence assessment with exam	«Exam-based certification»	Low
Croatia	70%			No info	None	None	None	None
Cyprus	15%		X		None	None	None	None
Czech Republic	71%	X	X		None	None	None	None
Denmark	34%	X	X		Exemption	Competence assessment with documentation	«Documentation-based exemption»	Medium-high
Estonia	21%	X	X	No info	Exemption	Competence assessment with exam	«Exam-based exemption»	Low-medium
Finland	67%	X	X		Certification	Competence assessment with exam	«Exam-based certification»	Medium-high
France	53%	X	X		Certification	Competence assessment with documentation	«Documentation-based certification»	Low-medium
Germany	47%		X		Exemption	Competence assessment with documentation	«Documentation-based exemption»	Medium
Greece	27%		X		None	None	None	None
Hungary	23%		X	No info	None	None	None	None
Iceland	34%	X	X		Exemption	Competence assessment with exam	«Exam-based exemption»	Medium-high
Ireland	23%		X	No info	Exemption	Competence assessment with exam	«Exam-based exemption»	In place
Italy	56%		X		Certification	Competence assessment with exam	«Exam-based certification»	Low-medium
Latvia	26%		X		Certification	Competence assessment with exam	«Exam-based certification»	Low-medium
Lithuania	16%		X	No info	Certification	Competence assessment with exam	«Exam-based certification»	Low
Luxembourg	60%	X	X		Certification	Competence assessment with documentation	«Documentation-based certification»	Low
Malta	25%	X	X		Certification	Competence assessment with exam	«Exam-based certification»	Low
Netherlands	59%	X	X		Heterogeneous	Competence assessment with exam	Heterogeneous	Low-medium
Norway	38%	X			Exemption	Competence assessment with documentation	«Documentation-based exemption»	Low-medium
Poland	46%	X	X		Certification	Competence assessment with exam	«Exam-based certification»	Low
Portugal	34%	X	X		Certification	Competence assessment with exam	«Exam-based certification»	Low-medium
Romania	56%	X	X		None	None	None	None
Slovakia	68%	X	X		None	None	None	None
Slovenia	69%		X	No info	Certification	Competence assessment with exam	«Exam-based certification»	In place
Spain	41%	X	X		Heterogeneous	Competence assessment with exam	Heterogeneous	In place
Sweden	33%		X		Heterogeneous	Competence assessment with exam	Heterogeneous	None-low
Switzerland	62%	no info	X		Exemption	Competence assessment with documentation	«Documentation-based exemption»	Medium
United Kingdom	No info		X	No info	Exemption	Heterogeneous	Heterogeneous	Low