

How to improve the outcome of benefits for the individual by focusing on effectiveness of the VPL procedures?

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Outline of my presentation

- Structural level: articulation of learning outcomes (cases from UK/FI)
- Institutional level: policies, processes and practices (case from FI)
- Personal level: supporting the agency of the user (my own research on personal study planning, PSP)
- Recommendations



Structural level: articulation of learning outcomes in a network / sector

- Dialogue between education providers (universities, universities of applied sciences, VET) and working life (employers, unions etc.) is needed to make pathways between levels and sectors
- Entry, transition and progress can be agreed on between partners aware of learning outcomes achieved within networked institutions
- In the individual level development of structures may lead to clear policies and procedures (e.g. definitions of learning outcomes, quantity of ECTS accepted etc.) and shorter study times



Institutional level: policies, processes and practices

- Competency-based curricula: clear definition of learning outcomes and flexibility in delivery
- Discussion on principles related to learning assessment is vital: what is expected of me
- When time is right: early enough for teachers/assessors to make judgement of prior learning and for student to make choices of studies
- Follow-up: do our policies, processes and practices lead to increased motivation, reduction of drop-outs, shorter study times and working-life oriented degrees?



Personal level: supporting the agency of the user

- In practice validation is about making a comparison between learning from the experience and the intended learning outcomes of the curricula - in theory validation is about constructing a professional identity, based on prior experiences and practices.
- Tailoring individual learning histories to higher education curricula is about meeting the institutional demands of the HEI
- Learners use relevant social identities in the field of study when constructing their own professional identities
- Increase in personal learning pathways or modifications to study programme lead to increase in need of study counsellors and time available for counselling



Recommendations

- Higher Education Institutions should develop validation in relation to competency-based curricula and study counselling.
 - Clear definition of learning outcomes supports achievement of goals
 - Variation in learning assessment methods support all learners
 - Study guidance, e.g. personal study planning, support time management and personal choices in education
- Giving value to prior learning may bring about the deliberate practice of the (future) professional and enrich the experience of a group of learners
- HEI should provide courses for immigrants on language learning and career management to overcome the obstacles of using prior learning in a new working context and culture.



Litterature

- Halttunen, T., Koivisto, M., Billett, S. (Eds.) Promoting, Assessing, Recognizing and Certifying Lifelong Learning. International Perspectives and Practices. Dordrecht. Springer 2014.

