

Recognition of prior learning in HET in Finland

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Why is a holistic approach important and on the agenda?

- LLL
- Bologna
- EQF / NQF
- Lisbon strategy / new version
- Copenhagen declaration
- ECVET
- TUNING
- Government strategies / LLL

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The Exploring Worker - how do you understand and solve problems



TUNING METHODOLOGY: learning outcomes and competences



General tendencies in higher education:

- **Shift of paradigm: moving from a staff oriented approach to a student centred approach**
- **Less specialised academic education in the first cycle**
- **More flexibility in first and second cycle programmes**

What should a student know, understand and be able to do to be employable?

The Tuning Methodology



- **Line 1: Generic competences**

Consultation with graduates, employers and academics on the importance of 30 generic competences and an evaluation of how well HE institutions develop them.

- **Line 2: Subject specific competences (knowledge, understanding and skills)**

Mapping of subject areas and development of common reference points and subject specific competences of each of the pilot disciplines.

- **Line 3: ECTS as a European credit accumulation system: new perspectives**

Development of ECTS as a tool for programme design: basis is student workload measured in time.

- **Line 4: Mapping of approaches to teaching / learning and assessment in different countries**

- **Line 5: Quality enhancement**

Why Focus on competences?



1. Further transparency of professional profiles in study programmes and emphasis on learning outcomes
2. Shift to a more learner oriented approach to education
3. Growing demands of a lifelong learning society which requires more flexibility
4. Need for higher levels of employability and citizenship
5. Enhancement of the European dimension of Higher Education
6. Need for a shared language for consultation with all stakeholders

THE TUNING QUESTIONNAIRE



**FOCUS ON GENERIC COMPETENCES
(GENERAL ACADEMIC SKILLS)**

TARGET GROUPS:

- **GRADUATES**
- **EMPLOYERS**
- **ACADEMICS**

**WHAT ARE THE MOST IMPORTANT COMPETENCES TO BE
EMPLOYABLE INDEPENDENT OF ONE'S SUBJECT AREA?**

ARE THESE ACTUALLY TAUGHT AND TO WHAT EXTENT?

Management Committee

THE TUNING QUESTIONNAIRE



TYPES OF COMPETENCES MEASURED:

Instrumental competences:

- Capacity for analyses and synthesis
- Capacity for organisation and planning
- Basic general knowledge
- Grounding in basic knowledge of the profession
- Oral and written communication in your native language
- Knowledge of a second language
- Elementary computing skills
- Information management skills (ability to retrieve and analyse information from different sources)
- Problem solving
- Decision-making

THE TUNING QUESTIONNAIRE



TYPES OF COMPETENCES MEASURED:

Interpersonal competences:

- Critical and self-critical abilities
- Teamwork
- Interpersonal skills
- Ability to work in an interdisciplinary team
- ability to communicate with experts in other fields
- Appreciation of diversity and multiculturalism
- Ability to work in an international context
- Ethical commitment

THE TUNING QUESTIONNAIRE



TYPES OF COMPETENCES MEASURED:

Systemic competences:

- Capacity for applying knowledge in practice
- Research skills
- Capacity to learn
- Capacity to adapt to new situations
- Capacity for generating new ideas (creativity)
- Leadership
- Understanding of cultures and customs of other countries
- Ability to work autonomously
- Project design and management
- Initiative and entrepreneur spirit
- Concern for quality
- Will to succeed

Data

7 Areas & 101 university depart. & 16 Countries

-  Business
-  Geology
-  History
-  Mathematics
-  Physics
-  Education
-  Chemistry

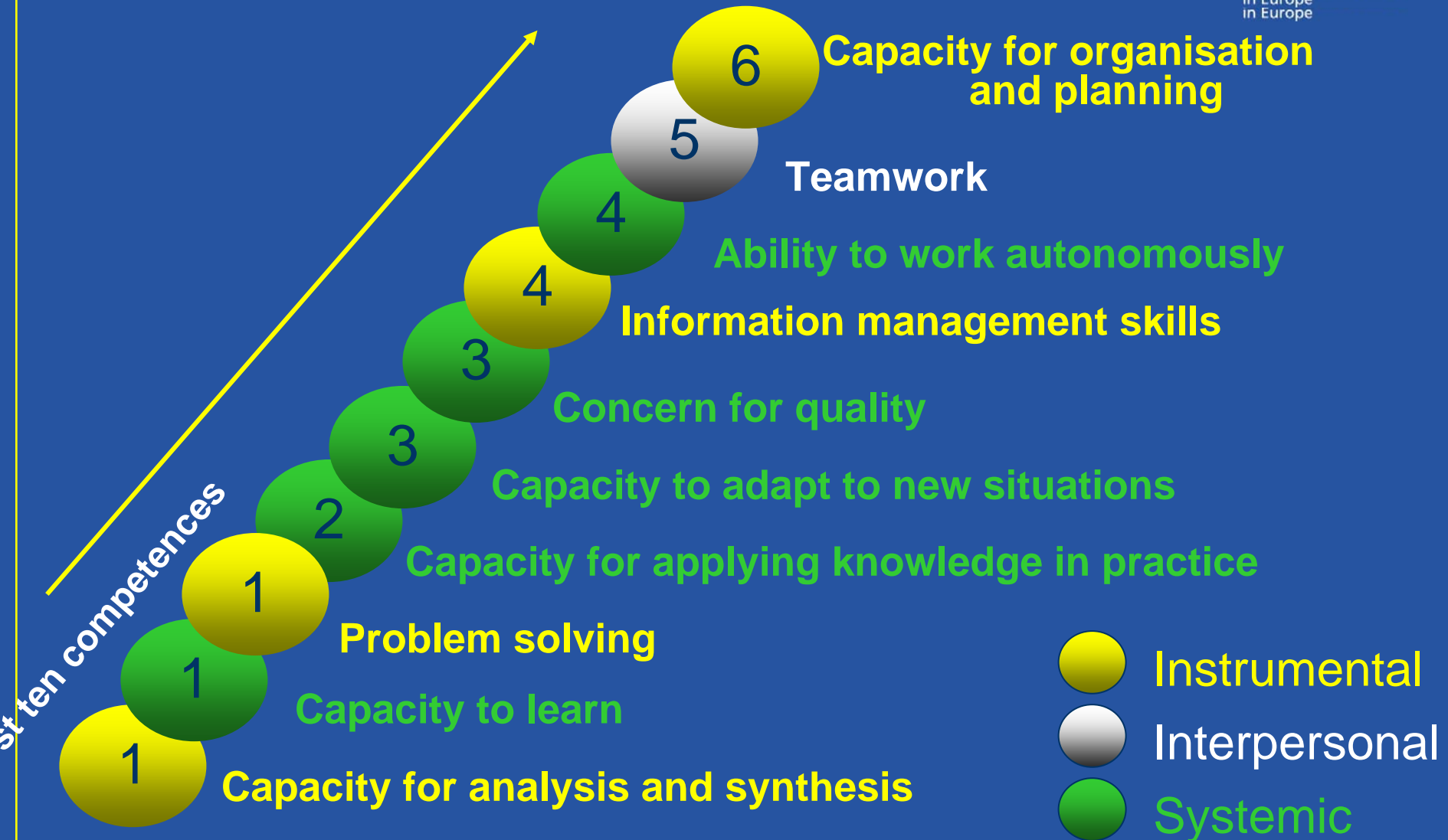
Total number of respondents:

-  5183 Graduates
-  944 Employers
-  998 Academics

-  Austria
-  Belgium
-  Denmark
-  Finland
-  France
-  Germany
-  Greece
-  Iceland
-  Ireland
-  Italy
-  Netherlands
-  Norway
-  Portugal
-  Spain
-  Sweden
-  United Kingdom

Results

Comparing Graduates and Employers



*Fundamental Importance: Weighted Ranking of the Most Importance Competences.
All Subjects*

Graduates	Employers	Academics
<ul style="list-style-type: none"> ▪ Capacity for analysis and synthesis ▪ Capacity to learn ▪ Capacity for applying knowledge in practice ▪ Elementary computing skills ▪ Capacity to adapt to new situations 	<ul style="list-style-type: none"> ▪ Capacity to learn ▪ Capacity for applying knowledge in practice ▪ Capacity for analysis and synthesis ▪ Capacity to adapt to new situations ▪ Interpersonal skills 	<ul style="list-style-type: none"> ▪ Basic knowledge of the field of study ▪ Capacity for analysis and synthesis ▪ Capacity to learn ▪ Capacity for generating new ideas (creativity) ▪ Capacity for applying knowledge in practice

Tuning definitions



How are competences and learning outcomes related?

- Learning outcomes **according to Tuning methodology should be** formulated in terms of competences.
- Learning outcomes **are** minimum requirements **of a unit or a programmes and are expressed in terms what the learner knows and is able to do at the end of the learning experience.**
- Competences **may be** developed to a greater degree **than the level required by the learning outcome.**

Management Committee

Websites

<http://europa.eu.int/comm/education/socrates/>

TuningProject

<http://www.relint.deusto.es/TuningProject/index.htm>

<http://www.let.rug.nl/TuningProject/index.htm>

The 25 Finnish recommendations

- A) Recommendations for a recognition system
- B) Recommendations for common principles of the recognition system
- C) Recommendation for higher education institutions
- D) Recommendations for the Ministry of Education

A) Recognition system

- Each university devises a transparent system
- System applied to HE degree
- Only obliged to assess and recognise own students and applicants
- 2 stages – when assessing for entering university and assessing competences for studies
- Has to be done with stakeholders (work life)

Common principles

- Based on students rights –process always initiated by the student
- Competence based approach – demands that institutions have clear learning outcomes
- Facilitate national and international mobility
- Recognition based on certificates
- Degrees may not be completed in full through non-formal and informal learning
- Prior learning may be graded
- Based on documentation
- HE institution responsible for quality assurance

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Recommendations for HE inst.

- Have to make clear system as part of quality assurance system
- List of what should be included
 - Where to apply, documents relevant, time required, the procedure, documentation etc.
- Easy accessible to students
- Plan for counselling and guidance
- Should develop methods – portfolios etc
- Develop knowledge on credit transfer system and prior learning

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Recommendations to the Ministry

- To support activities aiming to develop methods to recognise prior and informal/non-formal learning
- To appoint joint working groups of universities and polytechs to implement field specific policies
- To be included as part of universities steering by targets and results

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What is good

- Total exchange of culture
- Recognition possible and demanded
- Open up for a total new approach
- Open up for national mobility
- Accept a LLL model
- Interest in experience
- Student oriented – also adult students
- Working with social partners / stake holders

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What is not so good

- There is a danger to stop at APEL at the entrance door
- Easy to make it difficult
- Not incentives to push – not legislation, not money (Note! – part of results!)
- Luck of tradition
- Tiredness in reforms can be a barrier

Future perspectives

- No real limits – if you want you are allowed to
- Outer demands – society, economical
- Requiring
- Wise use of recourses
- Allocating new recourses
- Getting trust in HE
- Real connection to the world

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Thank you for your patience

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