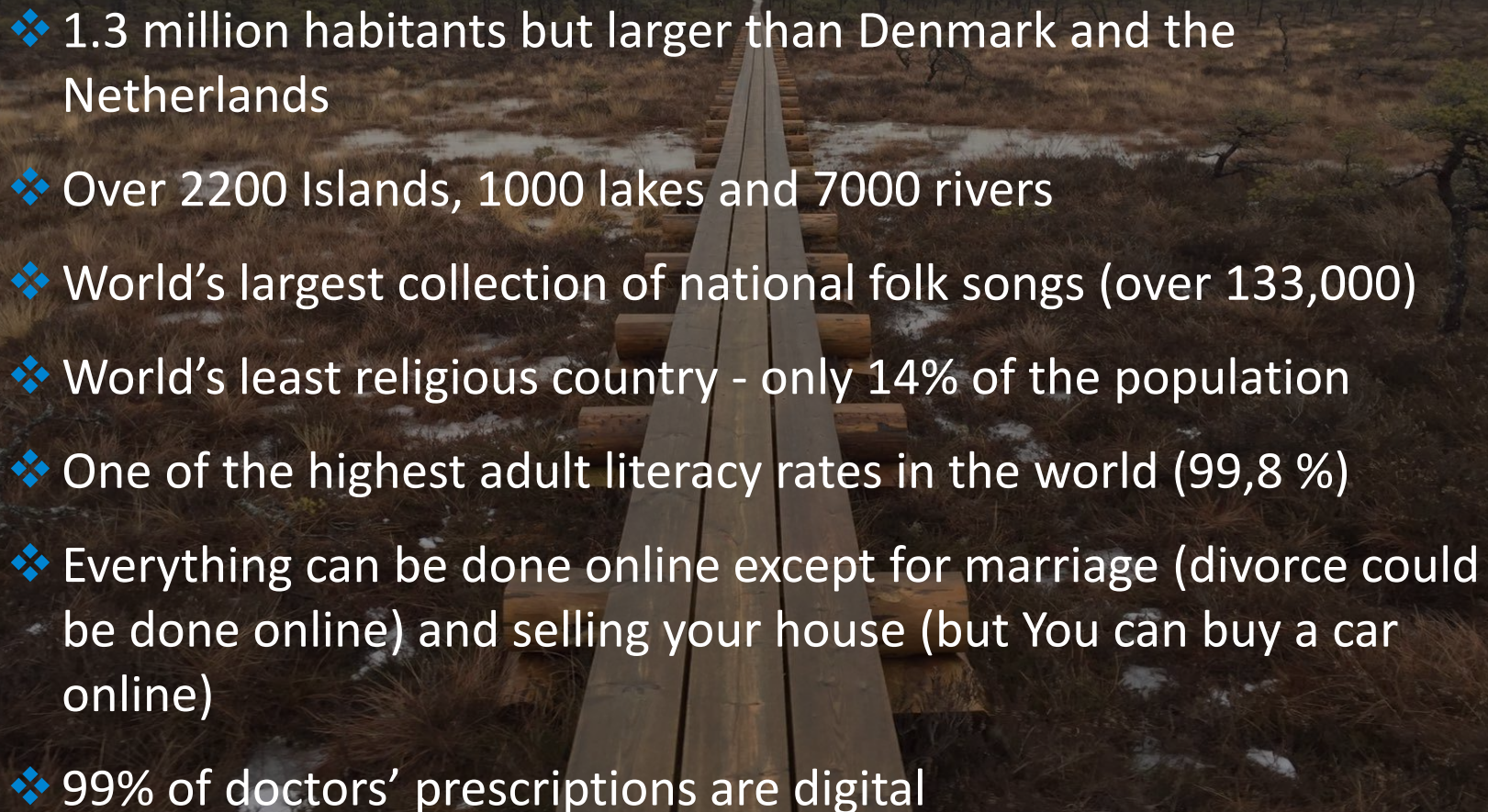
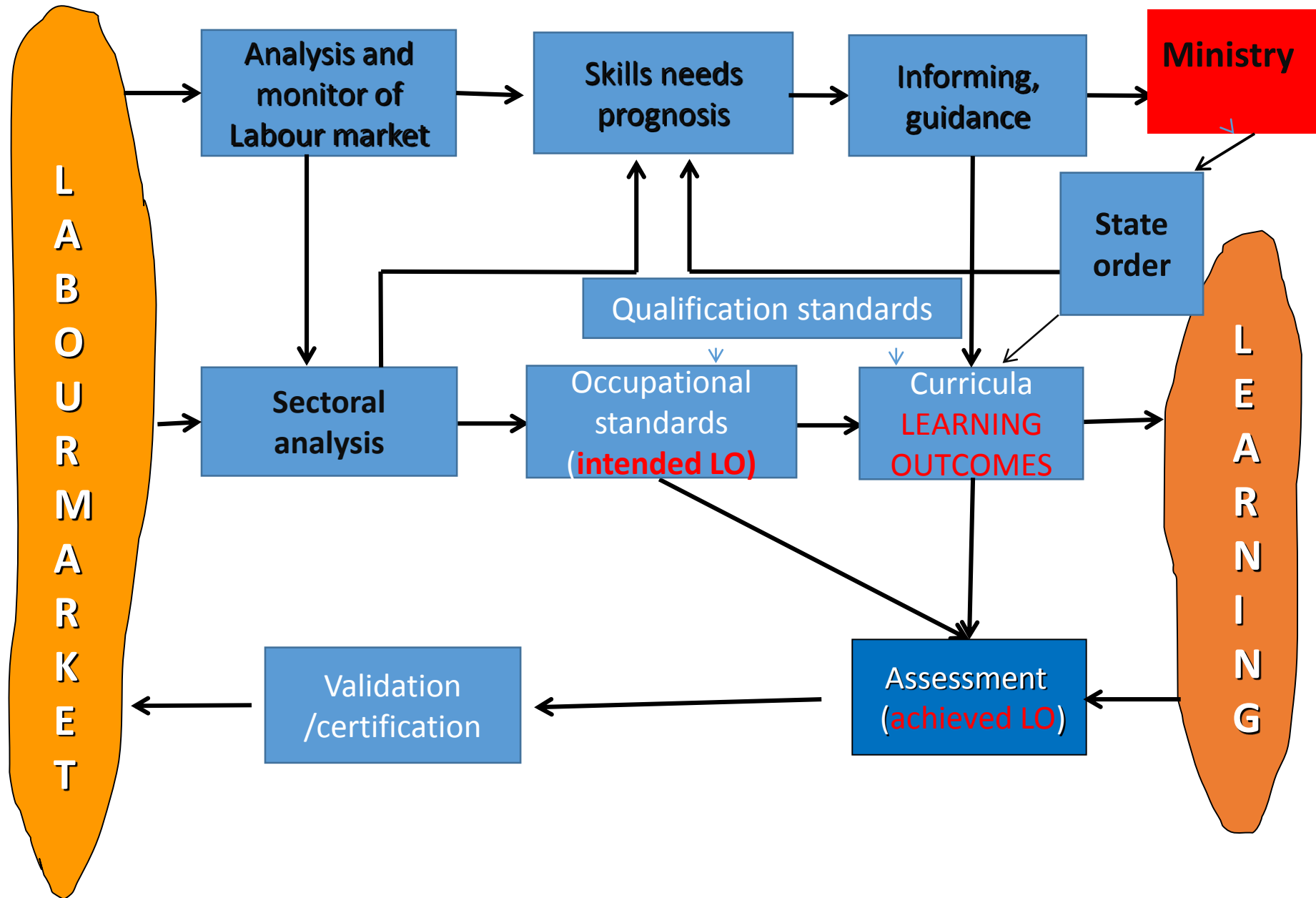


Learning outcomes and RPL

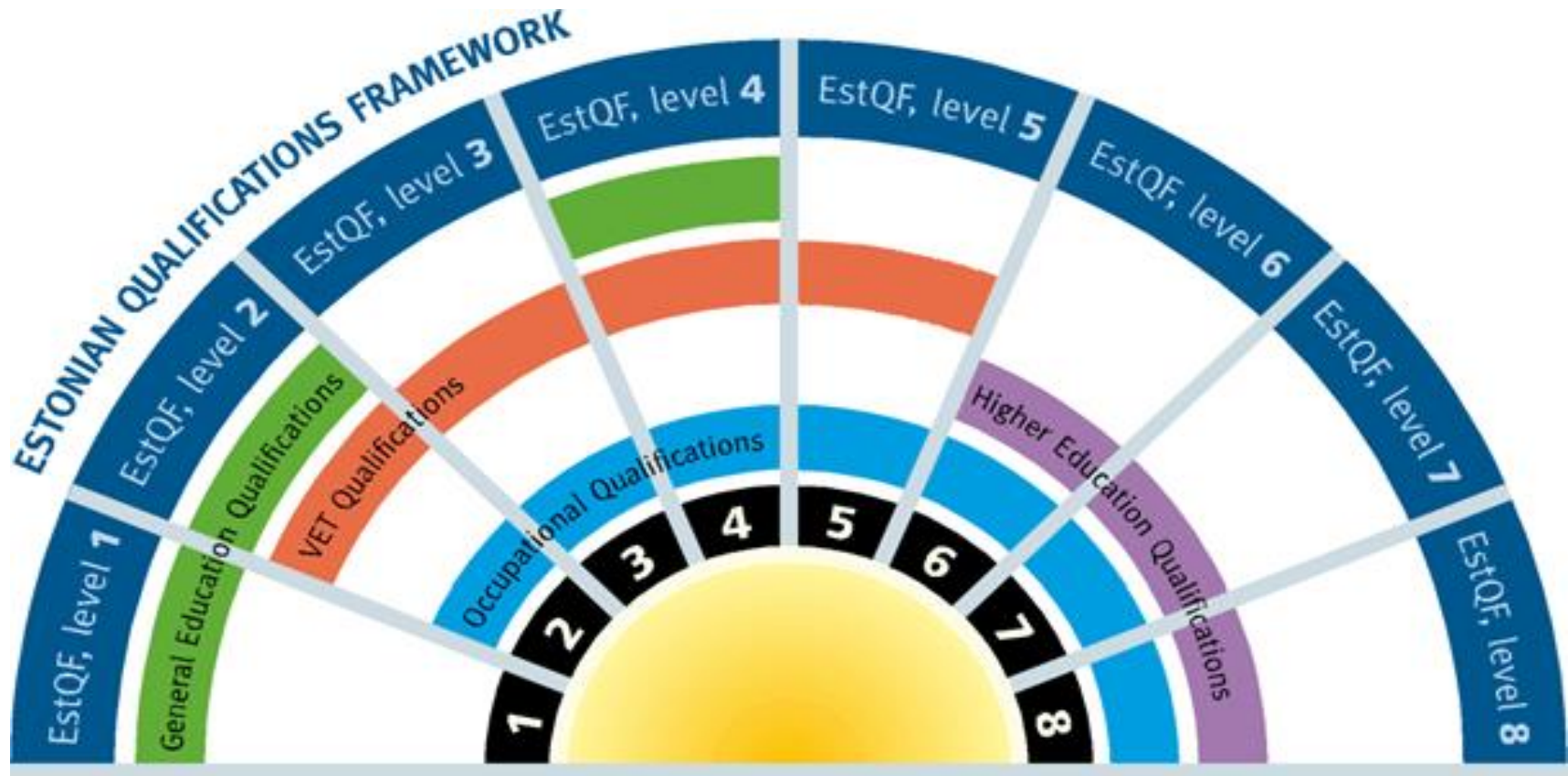


Estonia in facts

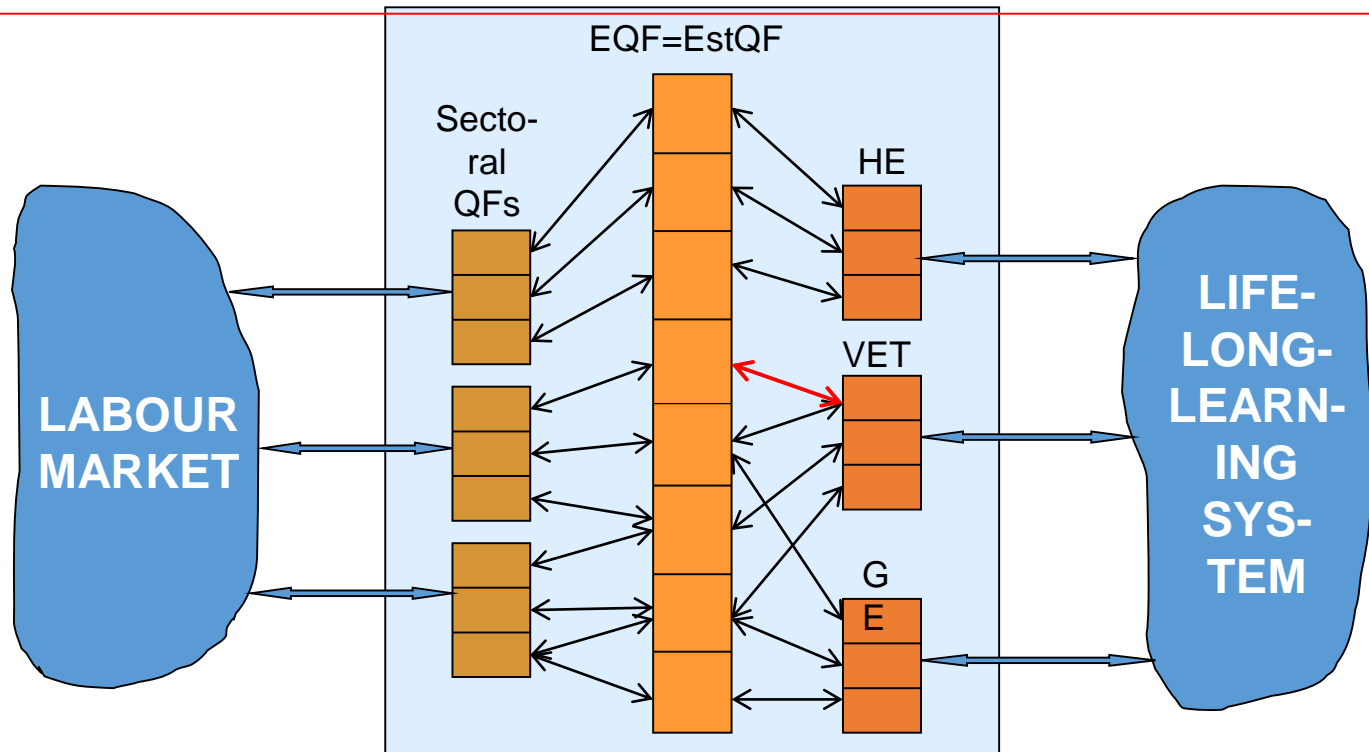
- 
- ❖ 1.3 million habitants but larger than Denmark and the Netherlands
 - ❖ Over 2200 Islands, 1000 lakes and 7000 rivers
 - ❖ World's largest collection of national folk songs (over 133,000)
 - ❖ World's least religious country - only 14% of the population
 - ❖ One of the highest adult literacy rates in the world (99,8 %)
 - ❖ Everything can be done online except for marriage (divorce could be done online) and selling your house (but You can buy a car online)
 - ❖ 99% of doctors' prescriptions are digital



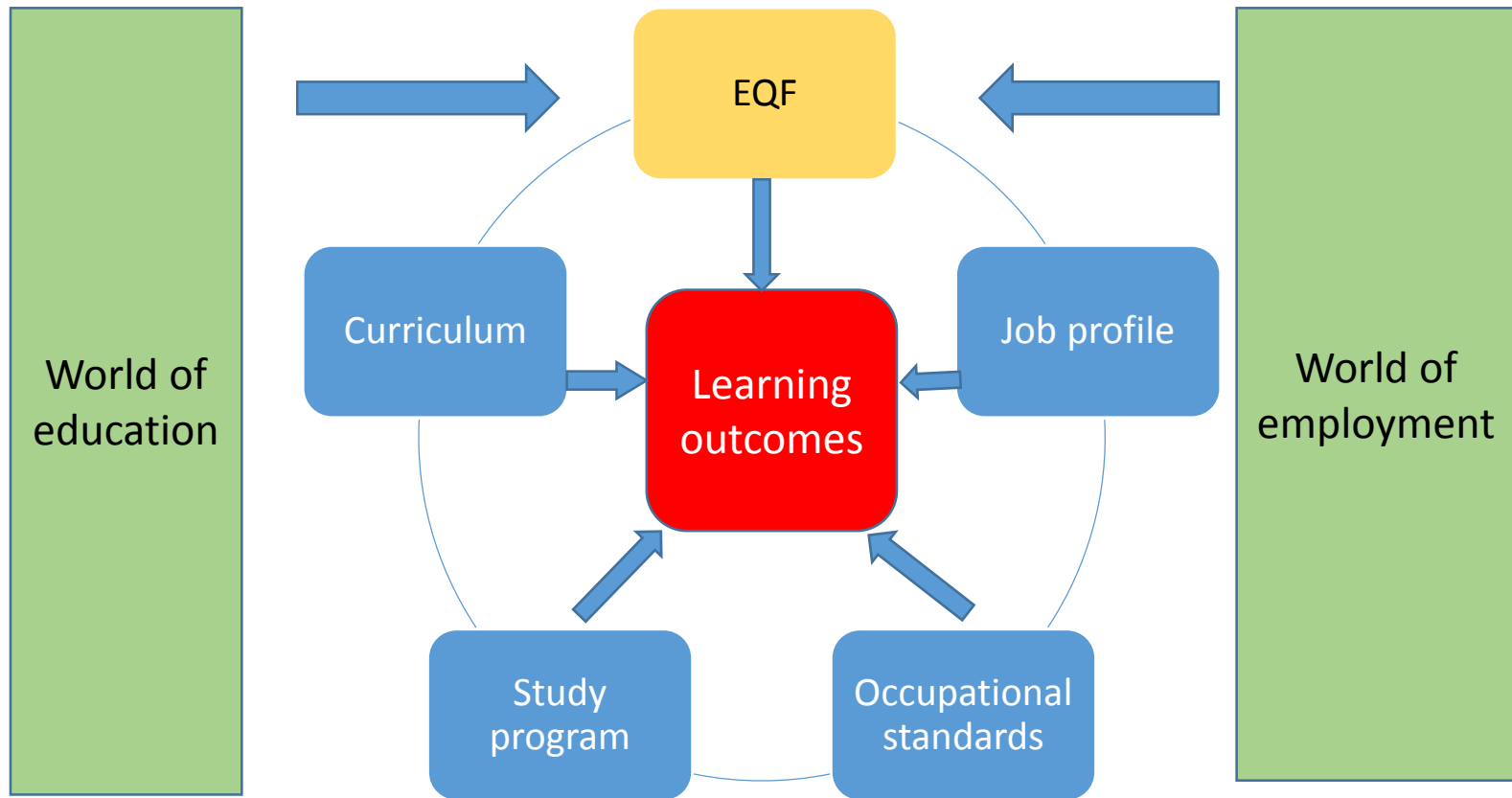
Estonian qualification framework



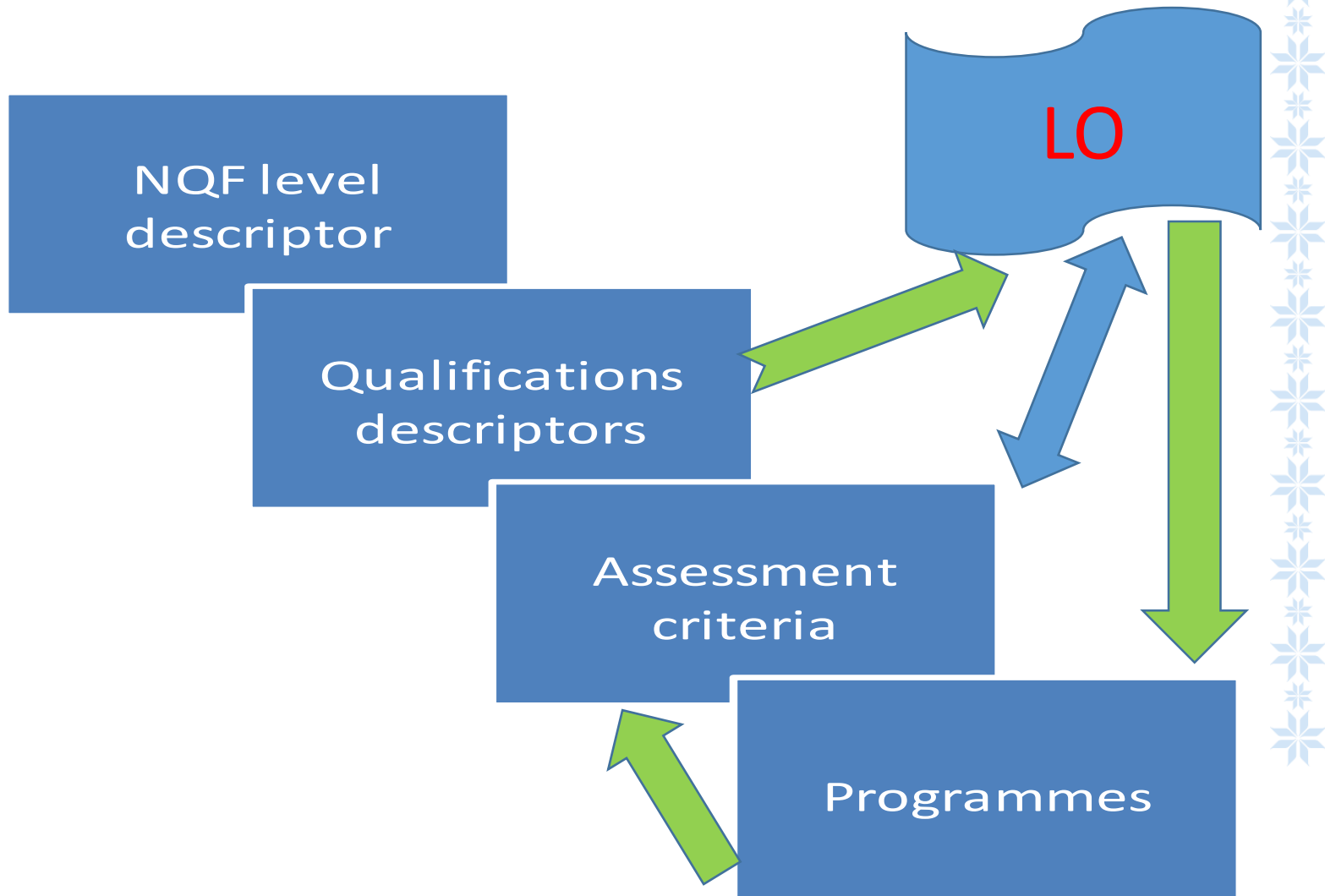
Estonian Qualifications Framework



LO as common language



Development towards using LO



Education - RPL may applied for

General principles for taking account of previous study results and professional experience are:

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/recognition of previous study results (formal, non-formal and informaal) and professional experience as credit points**
- **awarding profession**



Occupational standards and LO

Competence = Learning outcomes in the labour
market context

548 competence based occupational standards at
NQF levels 2-8)

96 902 valid professional certificates (~14 % of
labour force have employer's organisations' issued
professional certificates)

RPL is used while awarding work-based certificates
(approximately 2/3) of all professional certificates

Educational standards and RPI

General trend of development – **towards learning outcomes based standards:**

- Higher education standard (2008)
- Vocational education standard (2009) - national curricula for VET
- GE national curricula for Basic education and Upper secondary education - since 2017

Writing learning outcomes

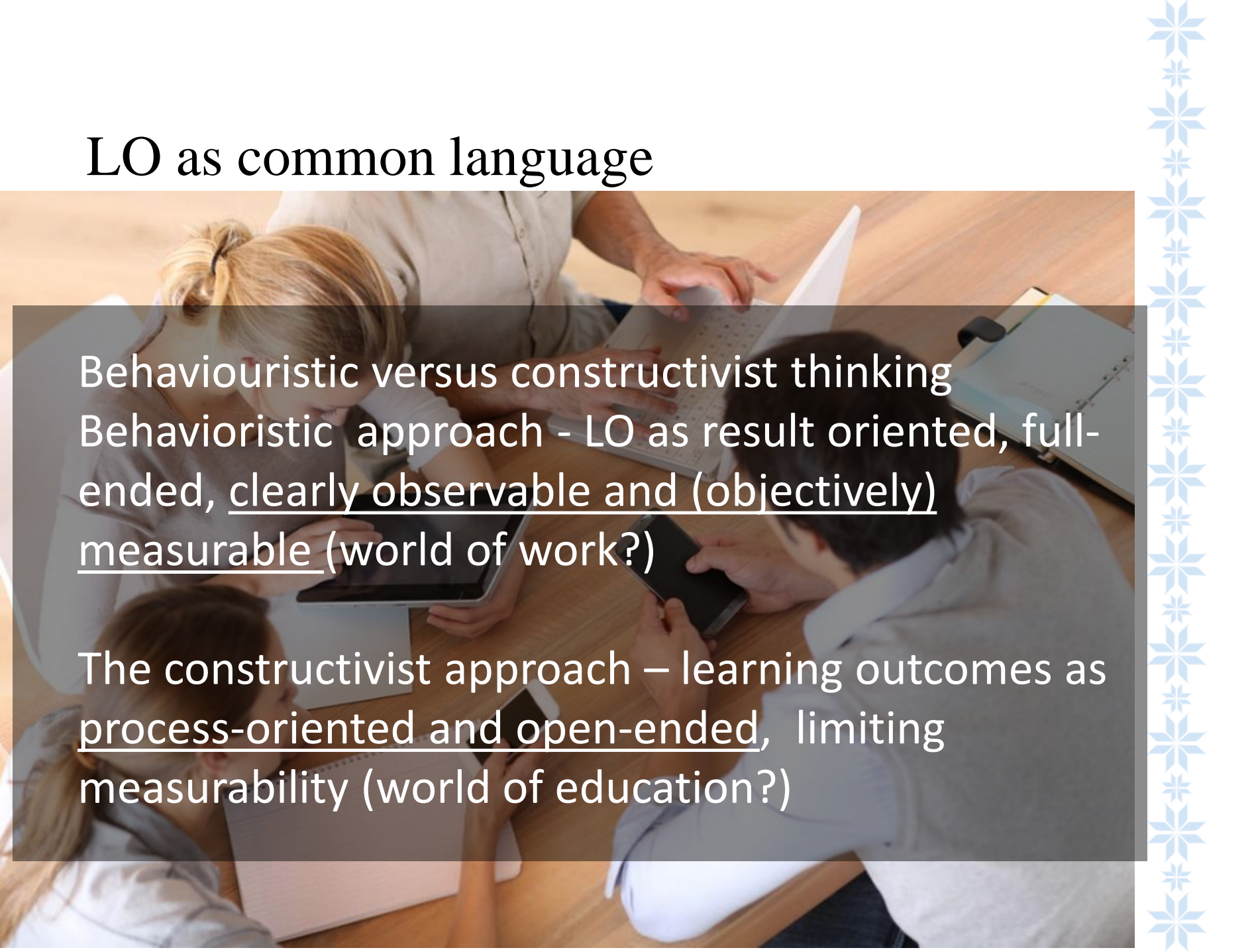
Common principles in writing (Solo and Bloom taxonomies)

The basic structure of learning outcomes statements

<u>learner</u>	action verb to signal the level of learning expected	the object and scope of learning, notably by identifying relevant learning domains	the occupational and/or social context in which the qualification is relevant
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Assessment (criteria) - dialogue between intended and actual outcomes – assessment criteria added to the LO

LO as common language

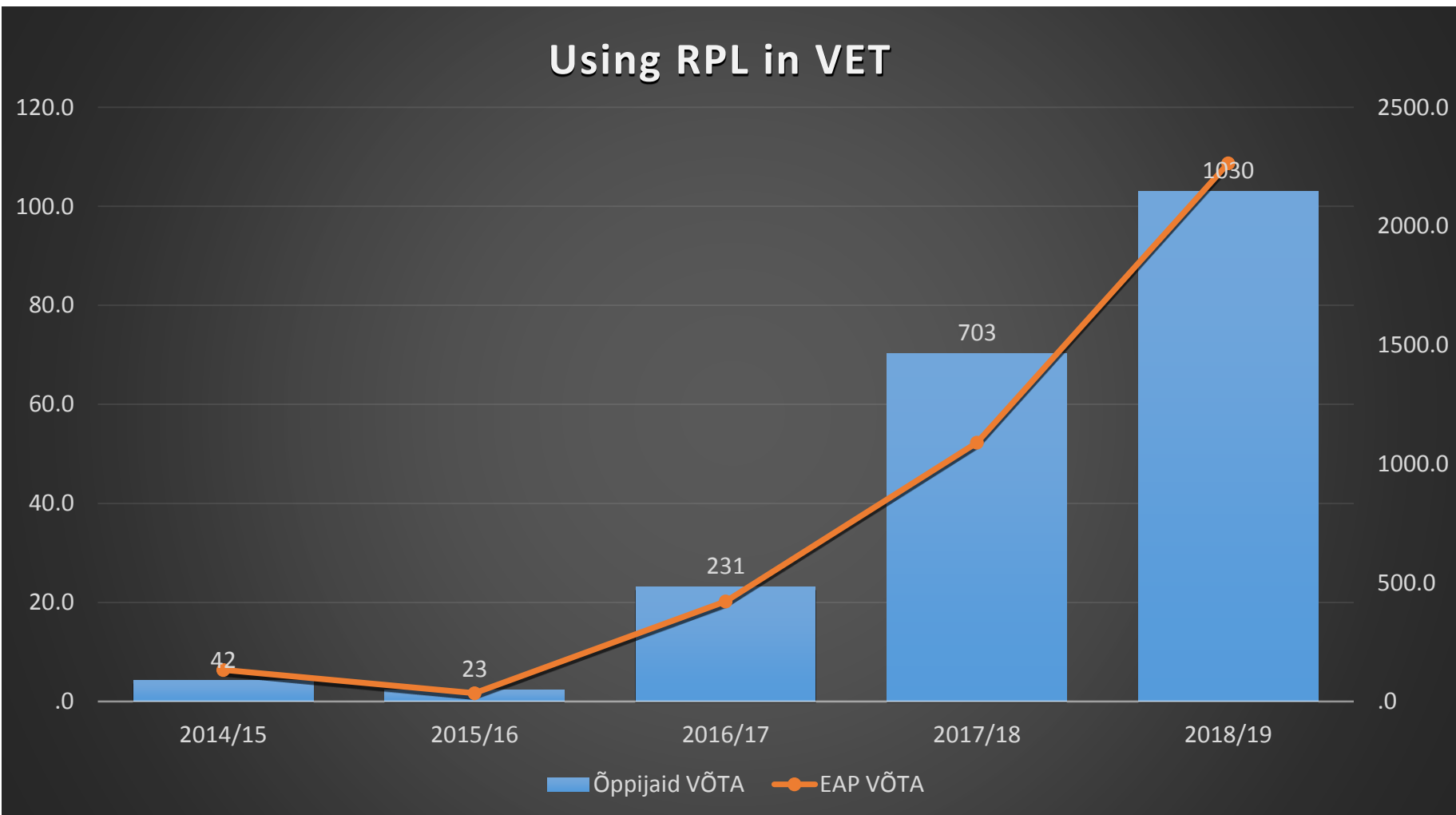


Behaviouristic versus constructivist thinking
Behavioristic approach - LO as result oriented, full-ended, clearly observable and (objectively) measurable (world of work?)

The constructivist approach – learning outcomes as process-oriented and open-ended, limiting measurability (world of education?)

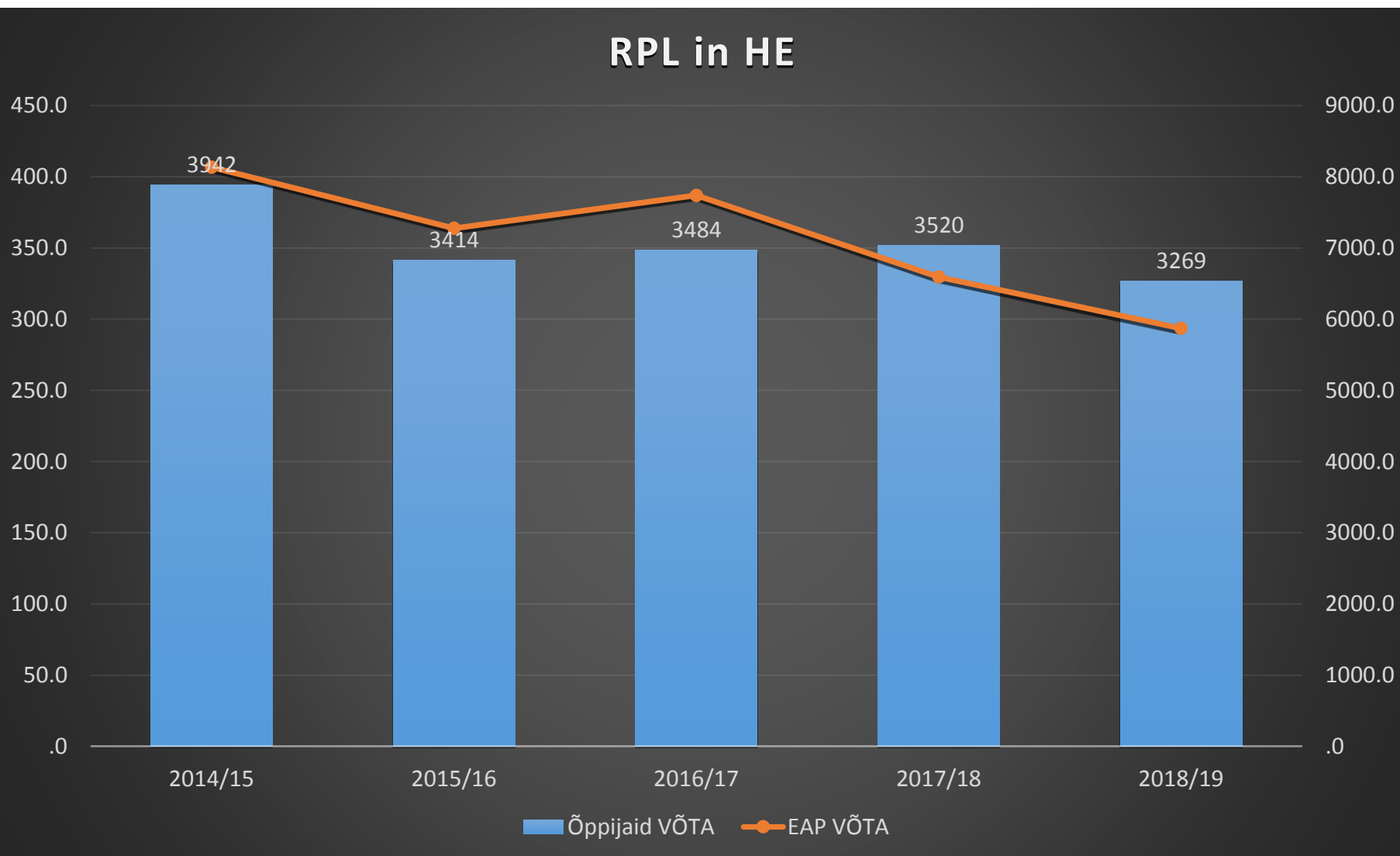
Using RPL in VET

appr 5% students



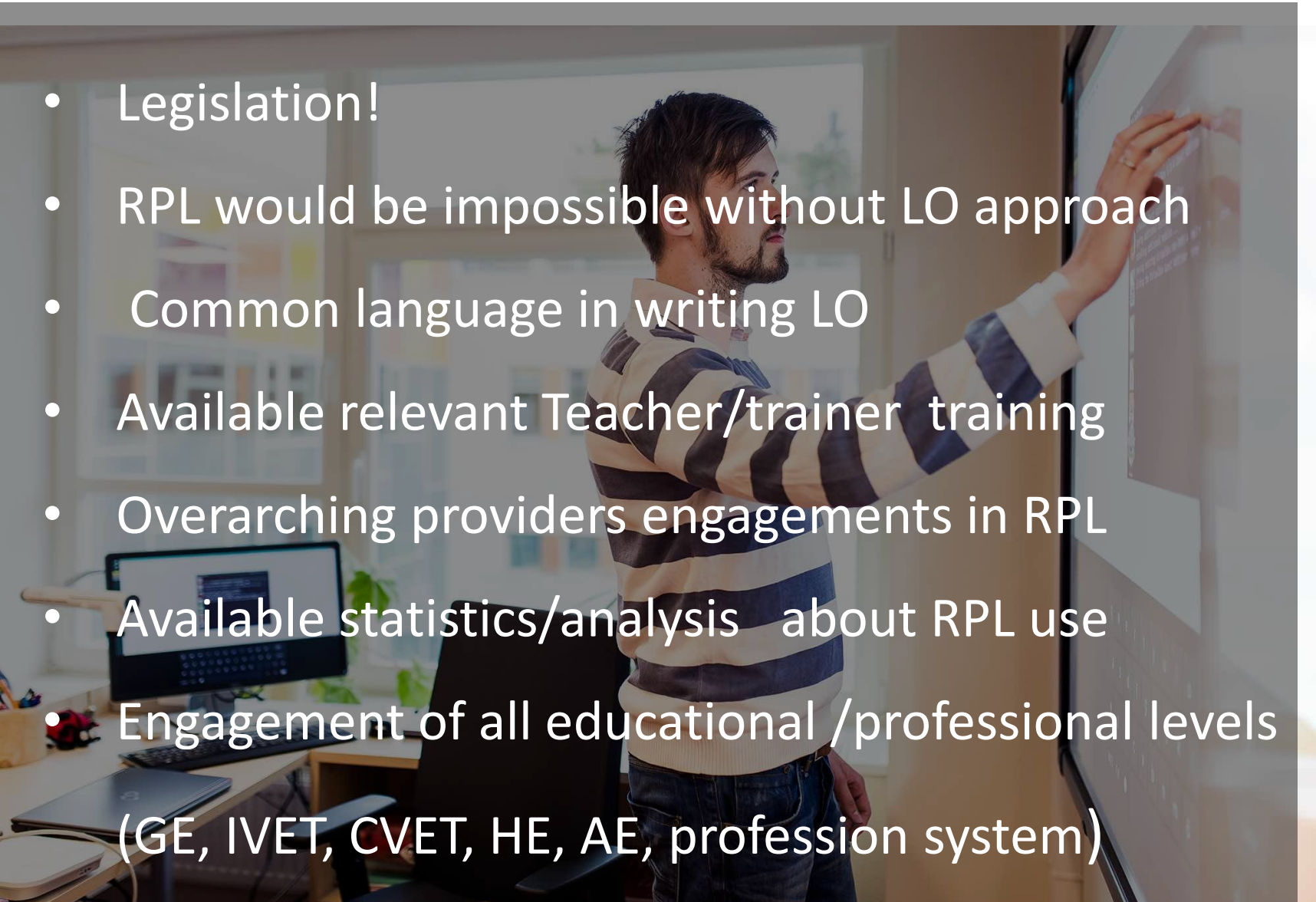
RPL in HE-apppr 7-8%

RPL in HE



Successes

- Legislation!
- RPL would be impossible without LO approach
- Common language in writing LO
- Available relevant Teacher/trainer training
- Overarching providers engagements in RPL
- Available statistics/analysis about RPL use
- Engagement of all educational /professional levels
(GE, IVET, CVET, HE, AE, profession system)



Digital focus in lifelong learning

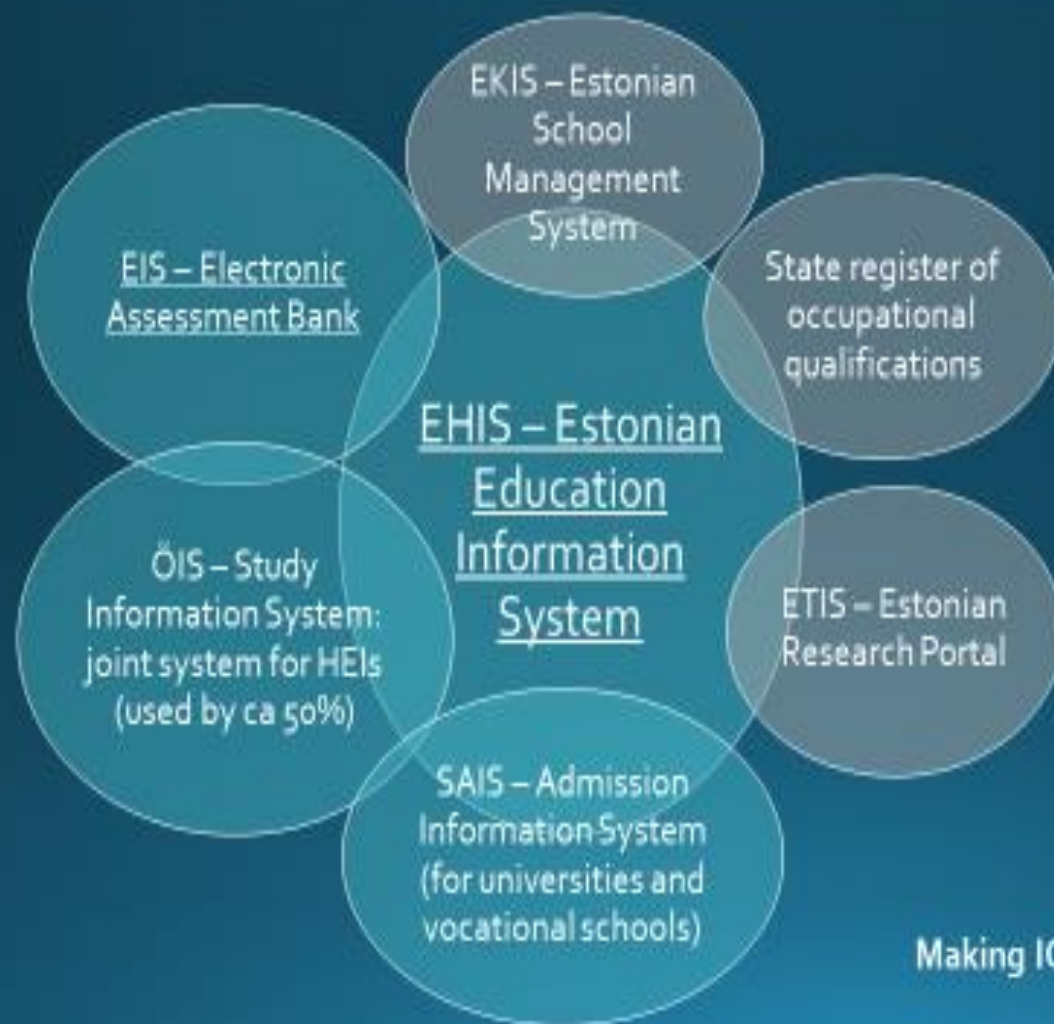
Digital Skills

Empowering
Learning

Modern
Infrastructure



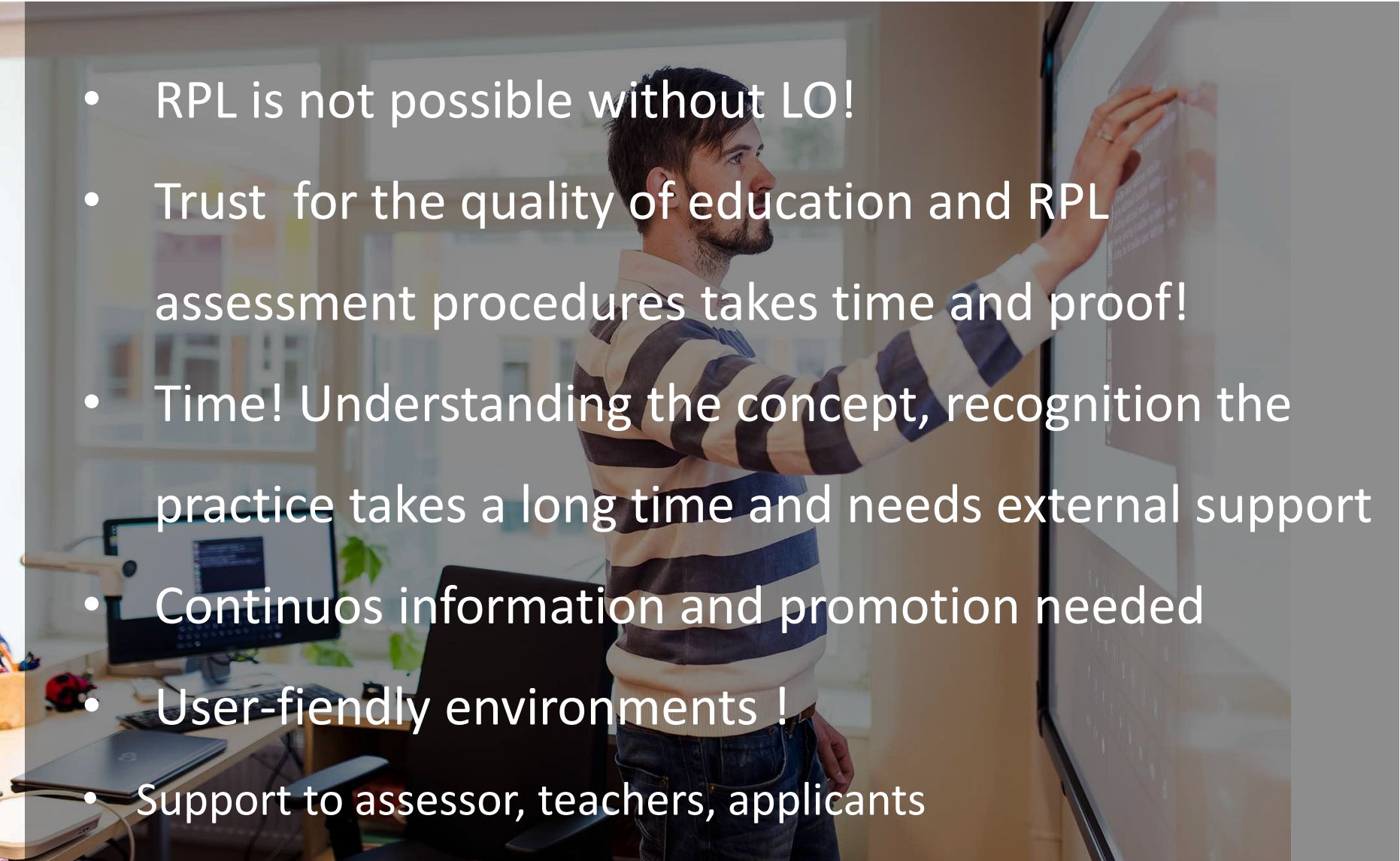
Centrally Managed Information Systems in the Field of the Ministry of Education and Research



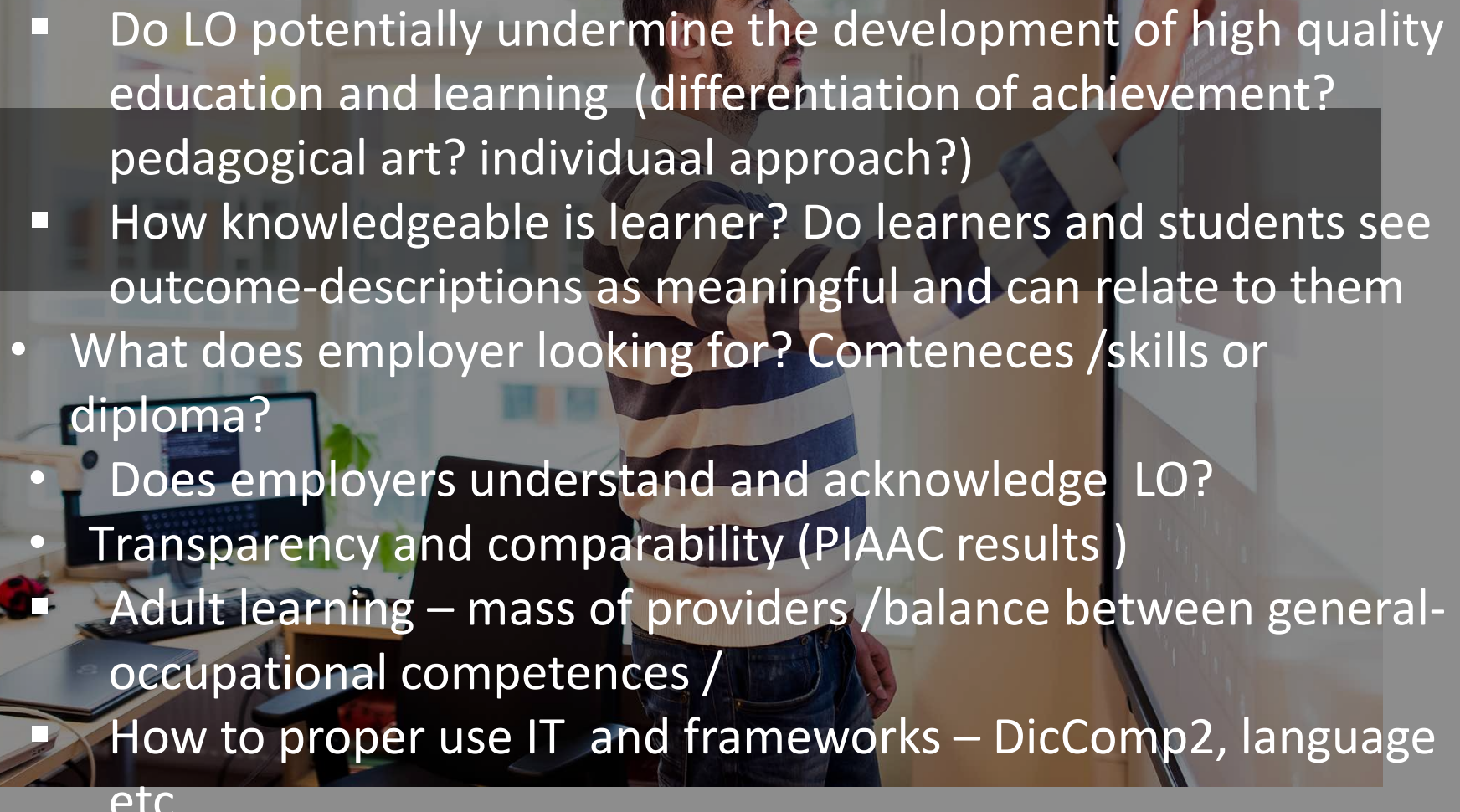
Making ICT work for us not the opposite!

Lessons learnt

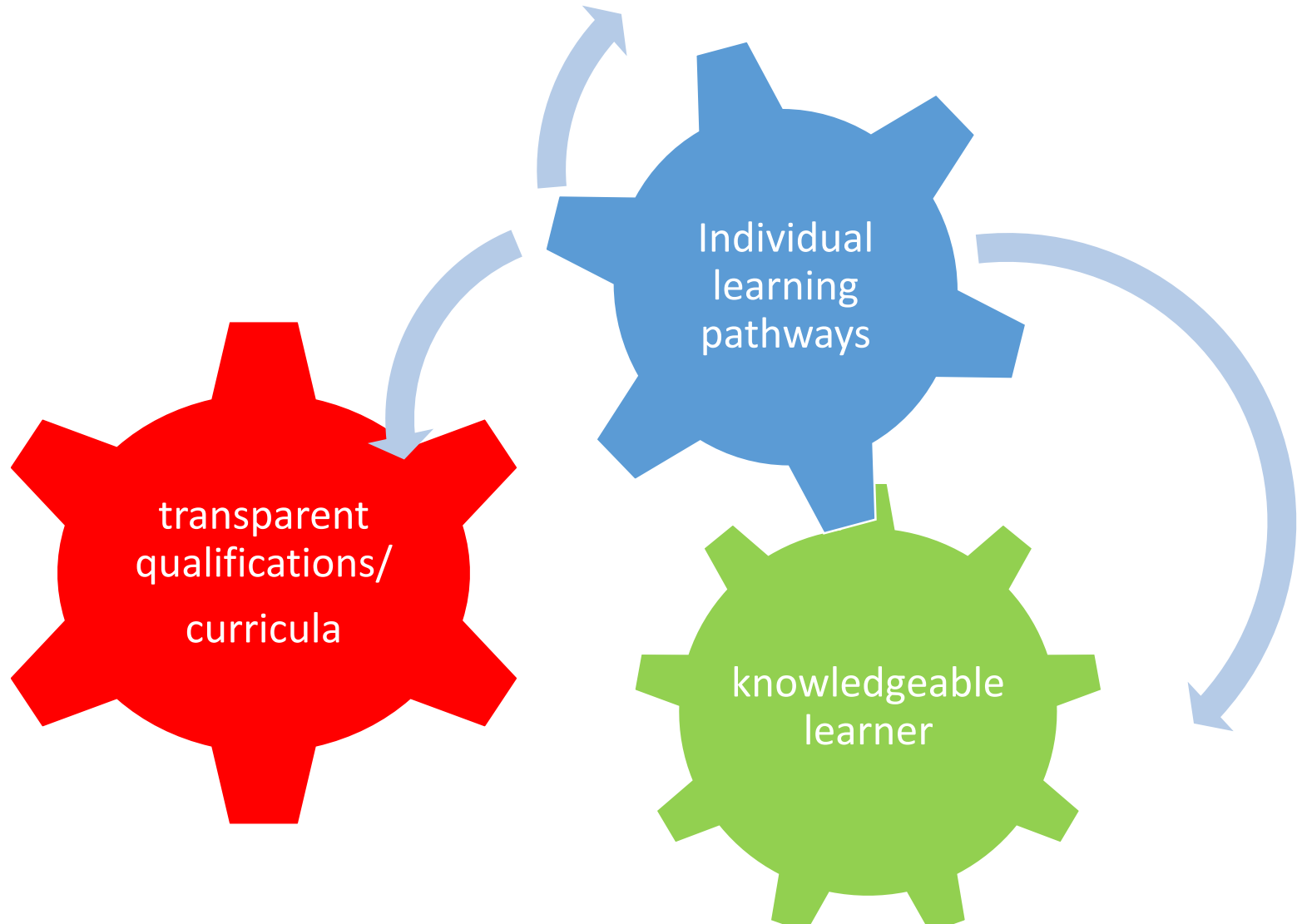
- RPL is not possible without LO!
- Trust for the quality of education and RPL assessment procedures takes time and proof!
- Time! Understanding the concept, recognition the practice takes a long time and needs external support
- Continuous information and promotion needed
- User-friendly environments !
- Support to assessor, teachers, applicants



Challenges

- 
- A man with dark hair and a beard, wearing a blue and white striped long-sleeved shirt and blue jeans, is standing in a modern office. He is pointing his right hand towards a large digital screen on the right side of the frame. The screen displays some text and graphics. In the background, there is a desk with a laptop, a monitor, and some office supplies. The office has large windows in the background, letting in natural light.
- Do LO potentially undermine the development of high quality education and learning (differentiation of achievement? pedagogical art? individual approach?)
 - How knowledgeable is learner? Do learners and students see outcome-descriptions as meaningful and can relate to them
 - What does employer looking for? Competences /skills or diploma?
 - Does employers understand and acknowledge LO?
 - Transparency and comparability (PIAAC results)
 - Adult learning – mass of providers /balance between general-occupational competences /
 - How to proper use IT and frameworks – DicComp2, language etc

LLL strategy of education 2030 and LO







HARIDUS- JA
TEADUSMINISTEERIUM

Thank You for Your
attention!

kulli.all@hm.ee