

The Validator's Role in Recognising and Assessing Prior Learning: A Norwegian Perspective

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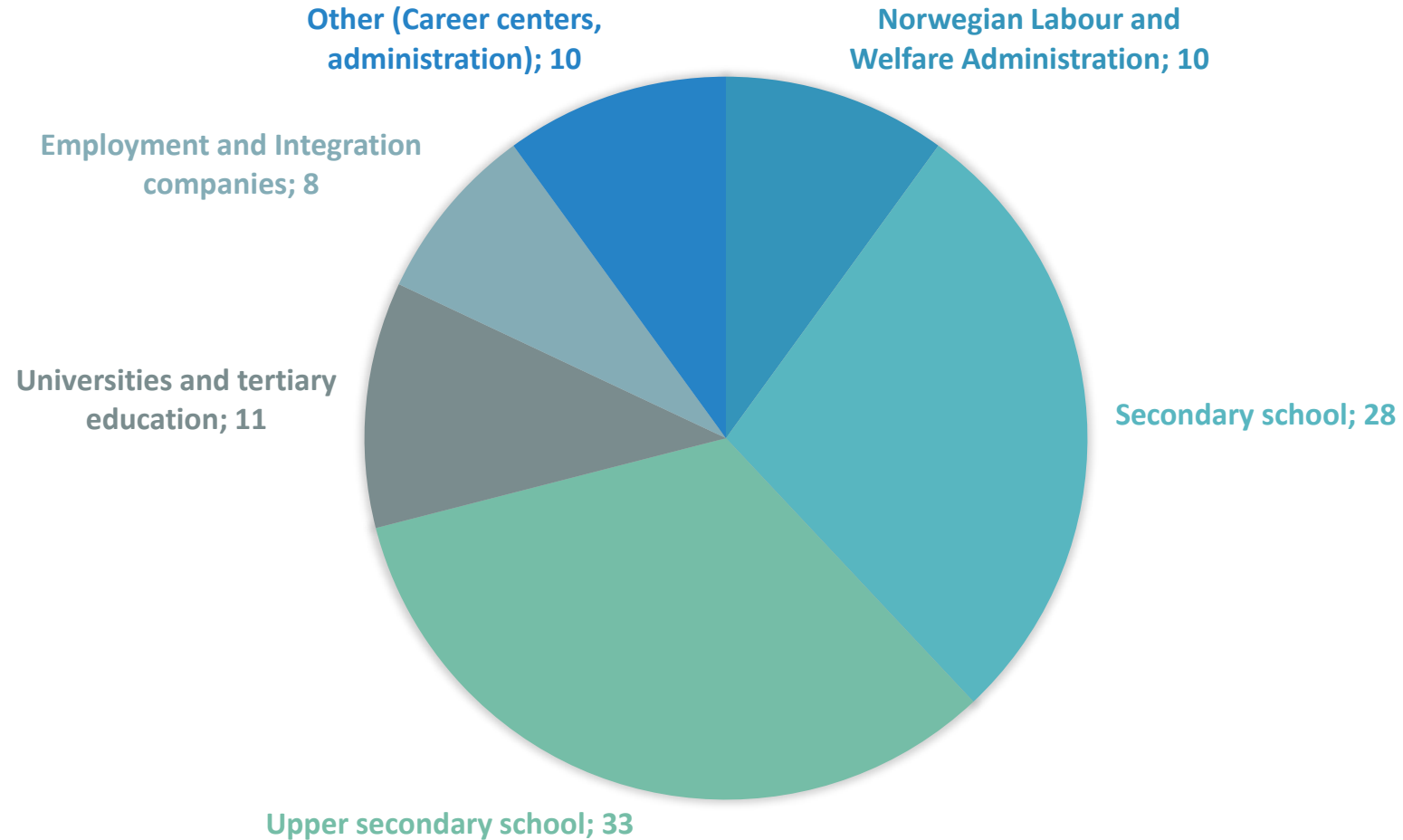
Assessment prior learning in Norway

- The presentation will illuminate the conditions in Norway concerning the assessment of prior learning, linked to the competence and competence needs of those assessing others' competence
- Ongoing project
- No results or analyses, but some possible tendencies
- Those being interviewed work with the assessment of prior learning in their daily lives and have undertaken a 15-credit study on the assessment of prior learning at OsloMet over the last three years

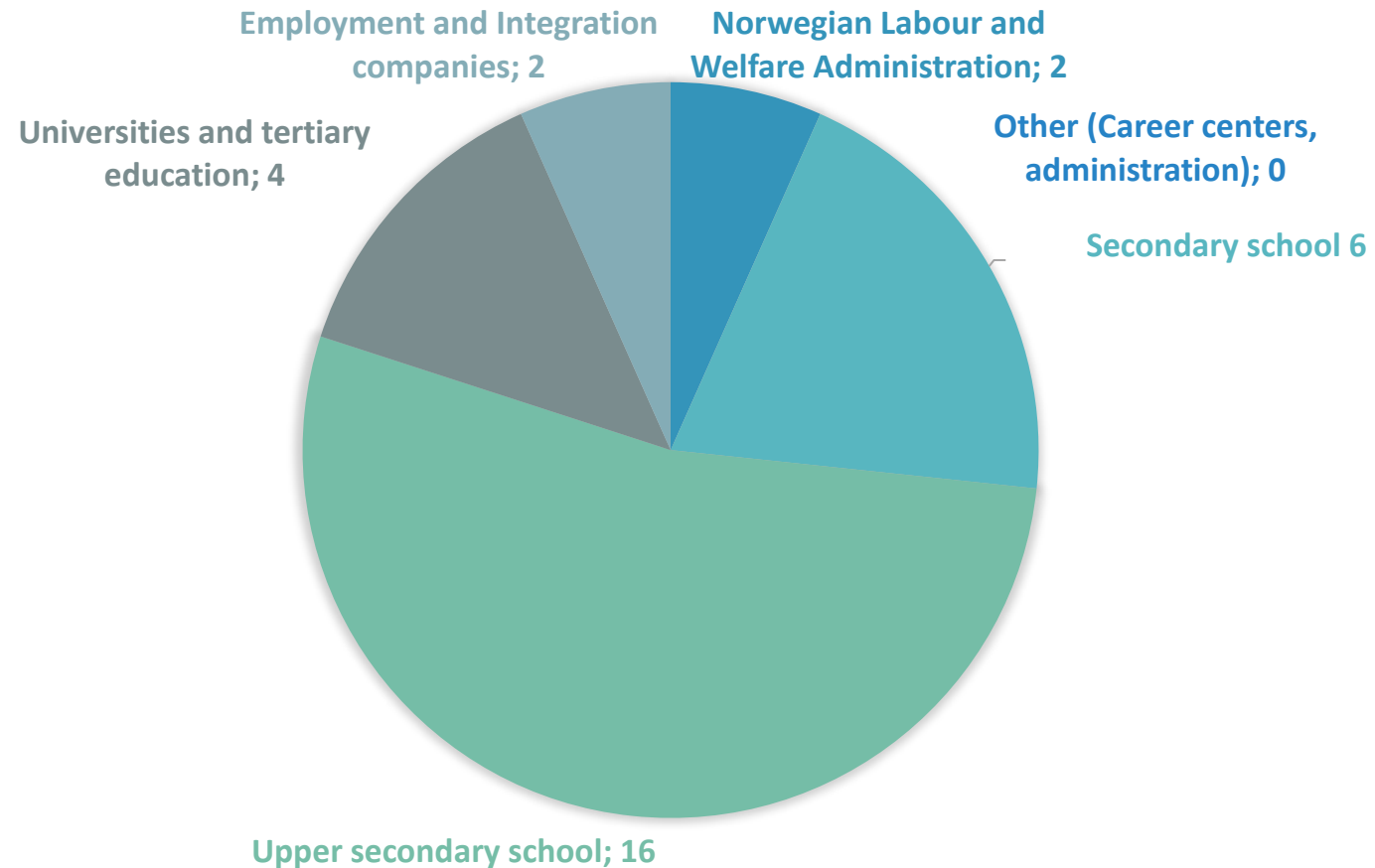
The Project

- Based on interviews of prior students in the course «Realkompetansevurdering» (NO)- «Assessment Prior Learning», A postgraduate course at master's level 15 credits
- The research project aims to
 - Explore how those who assess and recognise prior learning articulate the competence acquired through own experience and acquired through the course “Assessment Prior Learning”
 - Identify the existing competence needs within the field

Three courses 2021-2023, total 111 students



Students for interviews, total 30



Different education levels and RPL

- **Universities;** 1 % admission to studies (no shorten educational paths)
- **Tertiary Vocational Education;** 17 % admission to studies
- **Upper secondary school – vocational education;** There are no reliable statistics for upper secondary school, but this takes place both upon admission to studies and to shorten educational paths
- **Secondary school:** There are no reliable statistics for secondary school, but the trend appears to be that few have their prior learning assessed due to language challenges

Status Role – RPL in Norway

- In accordance with Law, county councils, municipalities, universities, colleges, and vocational schools are mandated to map, assess, and document the competence of adults.
 - Primarily teachers
- When assessing prior learning as **valuable as** - and not **identical to**, what dilemmas then arise for the teacher?
 - What does it mean to have equivalent competence?
 - Who can translate the equivalent competence? And how can this be translated?
 - Do teachers cooperate with working field?
 - Do teachers work in interpretive communities recognizing and assessing prior learning?

Status RPL in Norway

Autumn 2024, a new Education Act for primary, secondary and upper secondary school will be introduced

- Individuals can apply for secondary education from the age of 19
- Education should build upon existing competences and the education should be module-based.
- Adults are granted an extended right to vocational re-qualification, which could result in an increased number of adults obtaining at least two vocational certificates.

The professionalisation of the validator's role in Norway

- 15 ECTS course funded by the Norwegian Directorate for Higher Education and Skills.
- The Directorate's largest investment in the professionalisation of the role
- Approximately 120 applicants each year, and 40 places available for study.
- Those who have been (are being) interviewed work in primary education, secondary education, higher vocational education, the university sector, and in labour and inclusion companies

The course content

- A postgraduate course at master's level, 15 ECTS
- Designed to qualify students for work involving the identification, assessment, documentation, and valuation of adult prior learning as well as guidance for individuals entitled to an assessment of prior learning
- Prior learning means both formal, informal, and non-formal competence that is equivalent to competence achieved through the Norwegian education system
- Experience, knowledge, and competence are built in various places and in different ways
- Involves a comprehensive assessment of individuals' competence as a qualification for work or as admission to publicly approved educations

The course content

- Goals and intentions with assessment prior learning
- The legal basis and Framework for assessment prior learning
- Roles, tasks and responsibilities for the 4 phases
- Analysis of curricula/study plans
- Equivalent competence
- Exercise of discretion
- Assessment in a multicultural perspective
- Tools and methods for assessment prior learning

Project status

- Currently, last interviews are taking place
- Preliminary findings or tendencies (very uncertain)
 - the field of practice reports great uncertainty related to the very basic and practical implications; having professionals who have been allocated enough time
 - there are still many assessments that are conducted through conversations at the table and without the tacit competence being mapped, for example, in vocational testing

Questions or comments



Different terms

- **Assessment** is the process of evaluating or estimating the nature, ability, or quality of something. In an educational context, it usually involves determining a student's level of knowledge or skill
- **Mapping** is the process of creating a detailed plan or outline of something. When talking about skills or competencies, mapping usually involves identifying and outlining someone's abilities in a systematic way
- **Recognition** refers to the formal acknowledgement of a person's abilities, often through the provision of a certificate or qualification
- **Validation** is the process of checking or proving the validity or accuracy of something. In the context of competencies or qualifications, validation involves confirming that a particular skill or level of knowledge has been achieved, often through testing or the use of evidence



Thanks for listening

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