



VEU-CENTER
DIN GUIDE TIL VOKSEN- OG EFTERUDDANNELSE

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Prior learning is about all you know and can do – regardless of where and how you have learned it.

The purpose of this overview is to contribute to the formation of a common language and understanding of the concept of prior learning and what it means to recognise prior learning across all professional fields that deal with adult competences. The overview is based on a broad, development-oriented approach of recognising prior learning, and cases have also been included to serve as practical examples.

Recognition of prior learning/VPL is a process that goes through several phases and takes place at different levels. However, the concept is often reduced to prior learning assessment, which focus on competences that are relevant to an objective of a specific education. This is partly due to the fact that we in Denmark only have legislation about recognising prior learning in relation to the objectives of the formal education system.

The whole idea of recognising prior learning/VPL, however, is to improve an individual's prospects and opportunities from a broad career perspective. It is about making prior learning visible and valuable to the individual and to society, and it does not necessarily have to involve the education system.

Clarifying/identifying and documenting prior learning is often enough to help the individual to express his or her competences and deploy them into a new context, e.g. a new job. In such cases, what the individual needs is more often guidance rather than an assessment.

Working with prior learning is also a learning process that provides the basis for and courage to learn more.

It is about making prior learning visible and valuable to the individual and to society

¹Note: Validation of prior learning (VPL) is used internationally to denote the whole process: clarification/identification, documentation, assessment, certification and other kinds of recognition of prior learning. You can discuss whether the word, validation, signals the width of the concept and that's why we have chosen to use variations of "recognition/VPL" in order to underline that we are focusing on the broad perspective and at the same time we want to relate to the concept which is used internationally.

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Recognition of prior learning/VPL

– a process which aims to make prior learning visible and valuable for individuals and society.

The recognition process/VPL consists of several phases, or levels – clarification/identification, documentation, assessment and outcome of the recognition.

Different actors may play different roles, e.g. supporting the clarification process, contributing with documentation or making an assessment. (see illustration on next page).

Recognition of prior learning/VPL are first and foremost about improving an individual's opportunities in life. As a general rule, one should therefore start the process by broadly establishing what the individual's goals and motivation really are and examine whether clarification/identification and documentation of prior learning on its own will be enough to open new career paths.

For example, if someone is mainly interested in examining their options for education or work, or perhaps how to best 'sell' themselves for a job interview, the key priority might be to establish an overview of their prior learning and put it all into words. In such cases, clarifying/identifying the individual's prior learning alone might be sufficient.

In relation to job seeking, different forms of **documentation** can support and strengthen the credibility of a person's description of her/his prior learning. People who wish to have their prior learning assessed in the education system are asked to provide certain forms of documentation.

Assessment of prior learning can be both non-formal and formal. When applying for a job, the employer makes an informal assessment of the applicants' prior learning. This assessment can often determine whether or not an applicant gets the job. If people want their prior learning assessed for the purpose of getting their qualifications recognised in the education system, their prior learning will be compared to the learning objectives of the given programme.

The outcomes of recognising prior learning/VPL are that the individual's prior learning in general is made visible and useful for the individual as well as society. For individuals, the key benefits of recognition might primarily be greater self-confidence, courage to learn something new and better job prospects. Certification in the educational system only makes up a small fraction of the total extent of the recognition of prior learning/VPL that takes place in society as a whole, e.g. in the labour market.



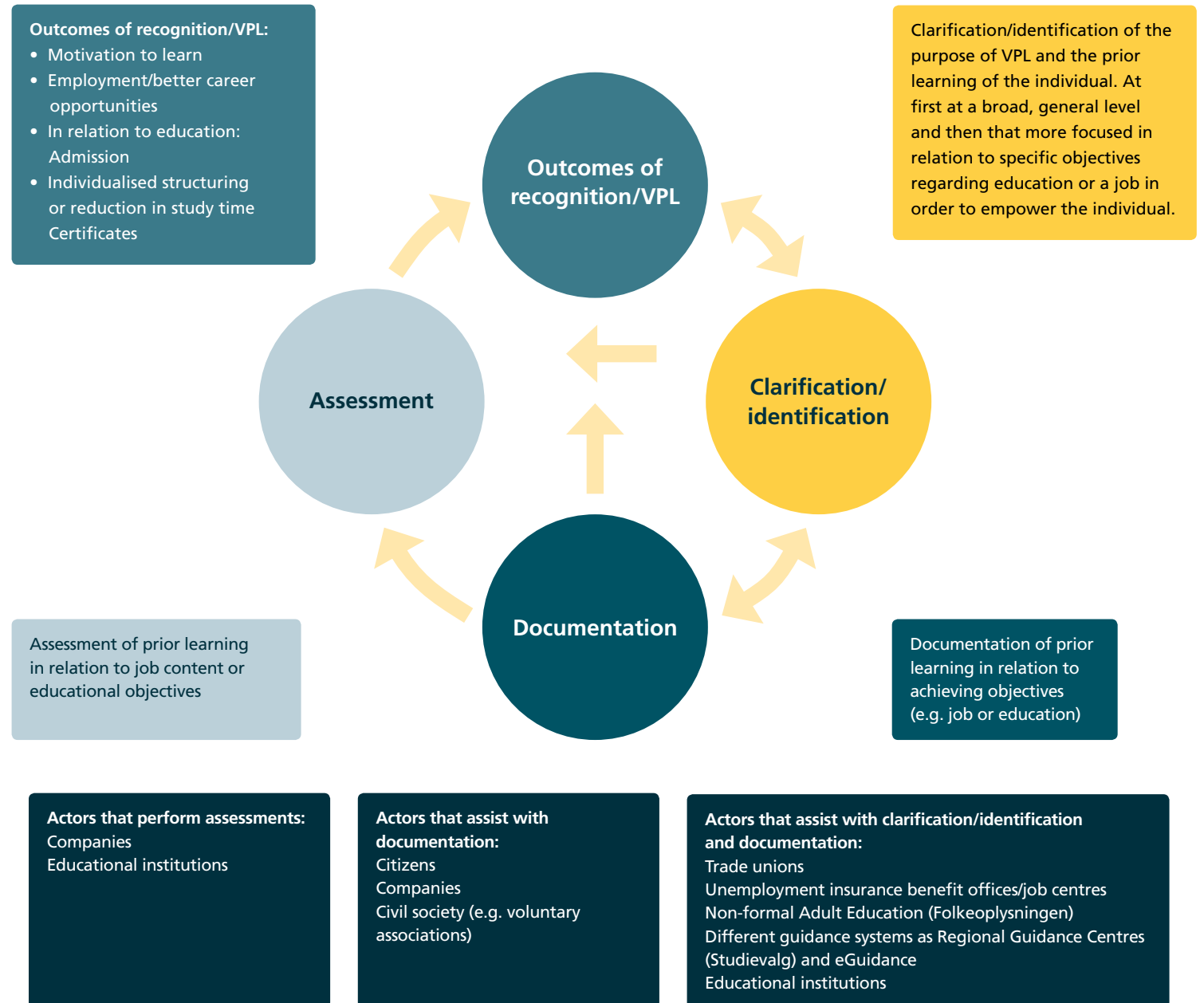
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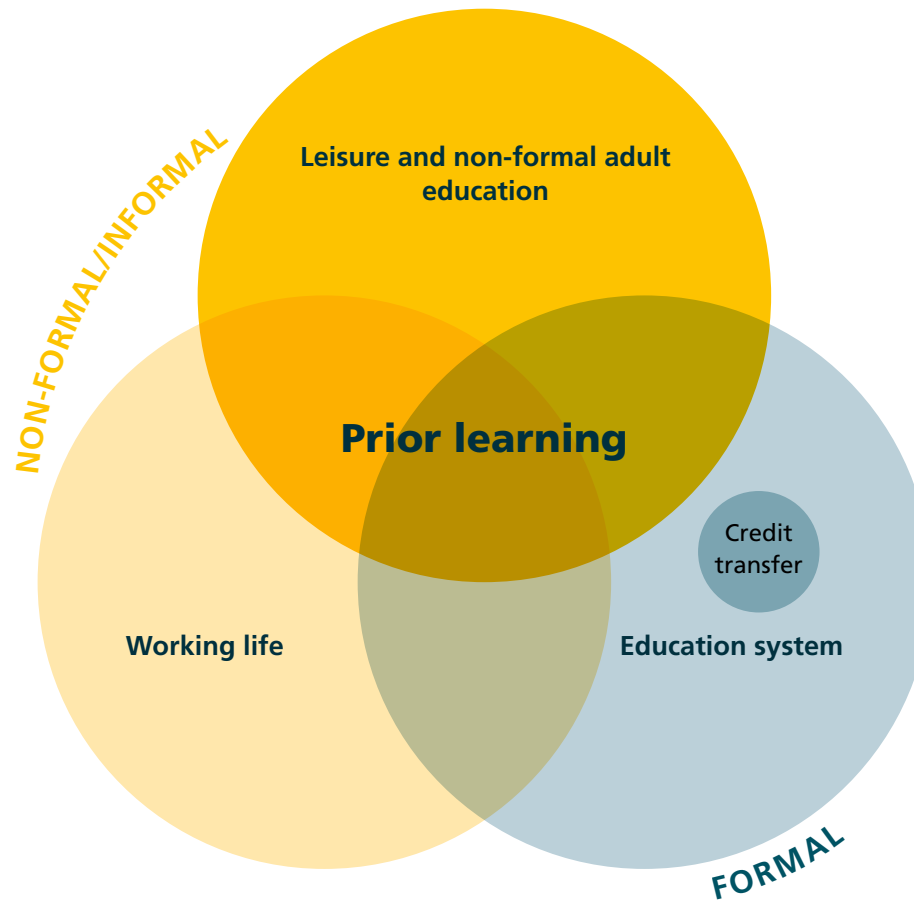
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Recognition of prior learning/VPL – phases and actors



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Where is prior learning developed and what can it be used for?



Click the buttons to enlarge the fact boxes.

Realkompetencer udvikles i alle tre sektorer

Aflaring, dokumentation og vurdering af realkompetencer – hvordan?

Definitioner: IKV/RKV, realkompetencevurdering, meritvurdering og dispensation

Regler for vurdering og anerkendelse af realkompetencer i uddannelsessystemet

Vurdering af udenlandske uddannelser

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Prior learning is developed in all three sectors

– in working life, in your leisure/civil society organizations and in the formal education system

Notes on how prior learning can be understood:

- It's the sum total of an individual's competences that are the focus, and the intention is to give them value.
- Prior learning comprises an individual's overall knowledge, skills and competences. Whether these were acquired through education, in working life or in the person's civil life is irrelevant.
- Prior learning = More than what you have, more than your ability – it is what you know and do. We use our prior learning every day, regardless of whether we have a diploma for it or not, and often without being aware of it.
- Measuring personal and social competences against standard objectives is problematic. Instead, one can help individuals learning how to use their competences in new contexts or on higher levels – by making them visible and expressing them via clarification/identification and documentation.
- When it comes to making prior learning visible and useful in real life contexts, clarification/identification and documentation are just as important elements as assessment.
- Competences can be developed as the result of formal, non-formal and informal learning.
 - In formal learning, the learning context is structured with a view to ensuring that the students achieve precisely described competence objectives, as it is the case in the formal education system.
 - In non-formal learning, the learning situations are also structured with learning processes in mind, but there are no pre-defined or specific learning objectives, and the participants are free to pursue different goals. Non formal adult education is an example of this.
 - Informal learning is a byproduct of situations and activities that have a purpose other than learning. This is often the case in everyday life or in civil society organisations (voluntary work, football clubs etc.).
 - Non-formal and informal learning takes place in all three sectors, while formal learning primarily takes place in the education system.



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Clarification/identification, documentation and assessment of prior learning – how?

Clarification/identification of Prior Learning

The aim is to make individuals aware of their prior learning and encourage them to use it.

It entails:

- Making them aware of what prior learning is and what it can be used for.
- Identification of the individual's prior learning in a broad perspective. Both professional prior learning and key competences are relevant (social competences, organisational competences, etc.)
- Clarification/identification of what the individuals prior learning can be used for/how it can be deployed for the benefit of the individual and society. E.g. they pave the way for job opportunities. Clarification/identification of individual objectives
- Focused clarification/identification of prior learning that is relevant to deploy towards achieving a goal. See the section [Tools for prior learning](#) for inspiration on tools that contribute to the clarification of prior learning.

How can prior learning be documented?

Documentation of prior learning can vary considerably in nature – for example:

- Certificates of formal qualifications and competence certificates.
- Assessment of foreign qualifications (Ministry of Higher Education and Science).
- Recommendations and other documentation of vocational experience, e.g. payslips and pension fund printouts.
- Documentation of experience and competences acquired through voluntary commitments.
- Documentation of participation in courses/training.
- Examples of work products.
- Photographic or video records documenting the person carrying out work assignments in practice.
- Documentation can be gathered/stored in a physical or digital work portfolio from which you can pluck out parts when relevant to do so, e.g. in connection with a certain job application. Example: My Skills and Qualifications File.

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How can prior learning be assessed?

There are a variety of methods that can be used for prior learning assessments, both in relation to individual prior learning assessments in the formal education system and when it comes to non-formal assessments in other contexts, e.g. in working life. In general, you get the most complete picture by using several methods, as each one has its own strengths.

Particularly for people with a limited formal education, a practical starting point for the assessment will often paint the most adequate picture. This particularly applies to cases where language barriers are an issue.

Examples of assessment methods:

- Self-evaluation (e.g. My Skills and Qualifications File)
- Assessment of documentation
- Interviews
- Tests
- Holistic assessment of how the individual performs in relation to tasks in 'real-life' contexts or a realistic training environment as well as reflections in connection with that.

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Definitions: prior learning assessment, credit transfer assessment and dispensation

A **prior learning assessment** is about all your skills, knowledge and competences, regardless of where and how you acquired them.

A **credit transfer assessment** is about previously completed courses or paths of a formal education programme from which you have certification and from which credits can be transferred to the new educational programme. Credit transfer is a possibility at all levels in the entire Danish education system.

Dispensations is granted if the applicant has other qualifications and/or competences than strictly formal educational and which are assessed to be equivalent. Accordingly, dispensations are more limited in nature than prior learning assessments.



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Regulations for assessment and recognition of prior learning in the formal education system

There are regulations for individual competence assessments in a number of programmes, primarily in the adult and continuing education system. The educational institutions offering the programmes in question are also responsible for performing the assessments. Assessment can only be carried out in relation to the objectives of a specific programme. Therefore, you have to know in advance which programme you want to be assessed in relation to. In other words, it is not possible to do an individual assessment of prior learning in relation to the educational system for no particular purpose.

According to the regulations, the following can be acquired via individual assessment of prior learning

- Certificate of formal qualifications – if it is assessed that the individual meets all the competence objectives for the entire programme/course.
- Competence certificate – if it is assessed that the individual meets all the competence objectives for parts of the programme/course.
- A basis for admittance – if it is assessed that the person's prior learning corresponds to the formal admission requirements for the course/programme in question.
- Reduced curriculum – if it is assessed that the person possesses prior learning that corresponds to the competence objectives for parts of the course/programme.

Certificates and reduced curriculum can be obtained via individual assessment of prior learning

- In Denmark, it is possible to obtain a certificate of formal qualifications, competence certificate and a reduction in curriculum in relation to adult vocational training courses (AMU), VET for Adults (EUV) and academy and diploma programmes.
- An attestation of competence can be obtained for each individual course in general adult education (AVU) and the Higher Preparatory Examination (HF) programme, as these are based on individual courses. Competence certificates for individual Higher Preparatory Examination (HF) courses can be pieced together into a complete HF examination.

A basis for admission can be obtained via individual assessment of prior learning

- In the ordinary education system up to and including the professional bachelor level in connection with quota 2 applications.
- In the adult education system up to and including the diploma level.

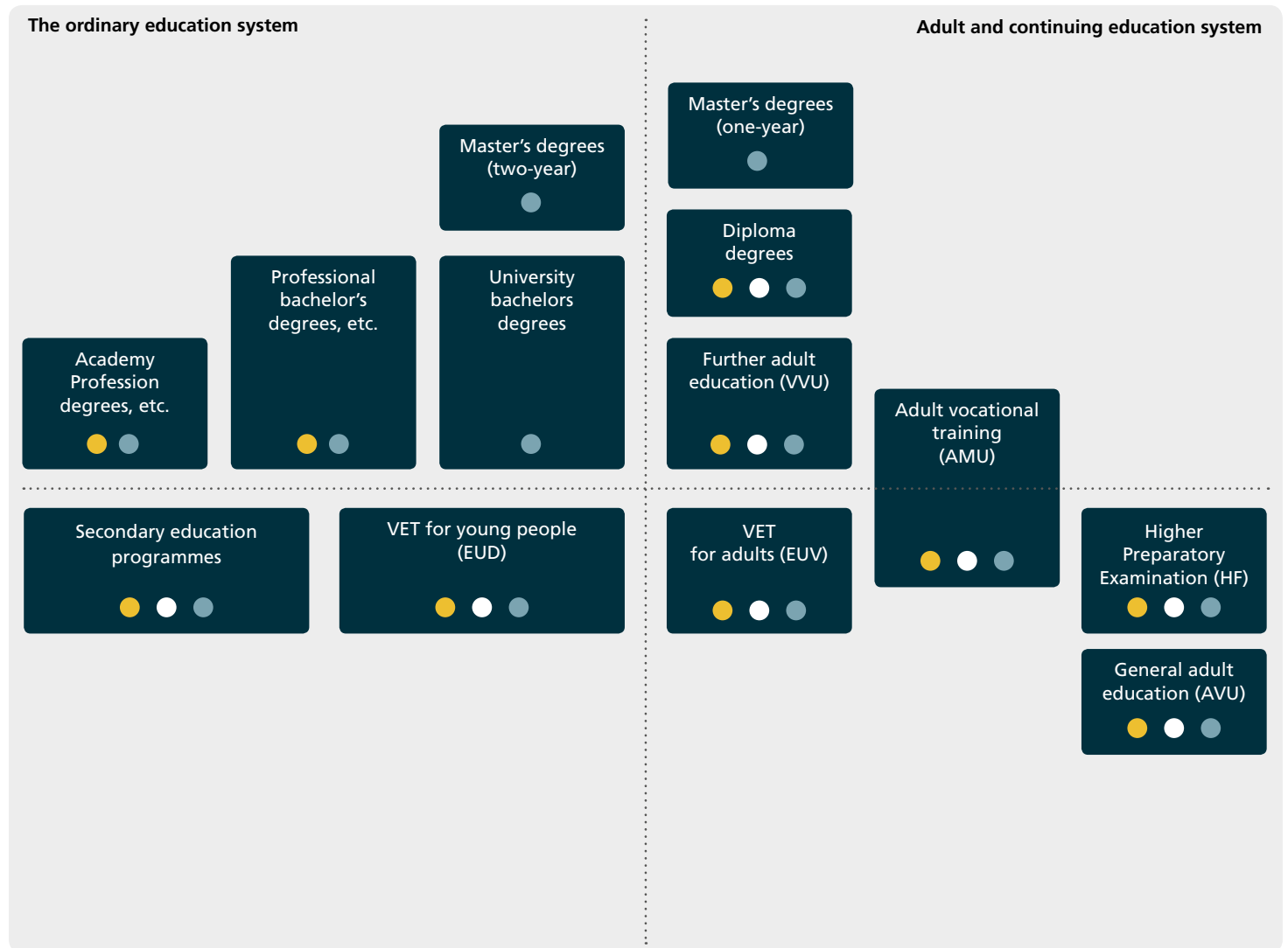
How much does a prior learning assessment cost?

- At the basic educational levels (AMU, AVU, HF, EUD and EUV), individual assessments are free of charge.
- Self-supporting and employed persons are eligible for a state grant (taximeter).
- Under certain circumstances, you can get a state tuition compensation for the assessment process. For job seekers, the job centre pays the taximeter and tuition compensation and must also approve the job seeker going through a prior learning assessment.
- At higher education institutions, there is a tuition for people whose level of educational attainment exceeds the vocational college level. Here too, individual assessment of prior learning is free for people whose highest level of educational attainment is the vocational college level. It is important to inform the applicant to ask about the economic conditions at the educational institution that will carry the assessment procedure.

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Recognition of prior learning/VPL and credit transfer in the formal education system



What can be obtained via individual assessment:

- Basis for admission
- Competence certificate, reduction in study time or certificate of completed studies
- Credit transfer

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Assessment of foreign qualifications

The Ministry of Higher Education and Research assesses foreign educational qualifications at all levels. To make such an assessment, the ministry must be provided sufficient documentation.

Note that the assessment is purely **indicative** and contains a brief statement that elucidates which level – and as far as possible, which professional area – the foreign qualifications correspond to in the Danish education system. It is up to the individual educational institution to make the specific assessment and make decisions about credit transfer and recognition of prior learning.

The applicant can read more about the process here:

https://ufm.dk/en/education/recognition-and-transparency/recognition-guide?set_language=en&cl=en

The link above also contains information about the required forms of documentation and a guide to the procedure.



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Phases and elements in the process of Recognition/VPL

When working with prior learning in a broad development perspective, the paths are not linear. Often, it may be necessary to move back and forth between the phases of the recognition process as the diagram below illustrates.

As a professional, it is important to help ensure that a broad clarification/identification is carried out, even if the individual appears to know what he/she wants to do. A broad clarification/identification of prior learning can pave the way to other, equally attractive career paths that the individual may not have considered before.

Examples of this can be found in the cases of this overview (page 18).

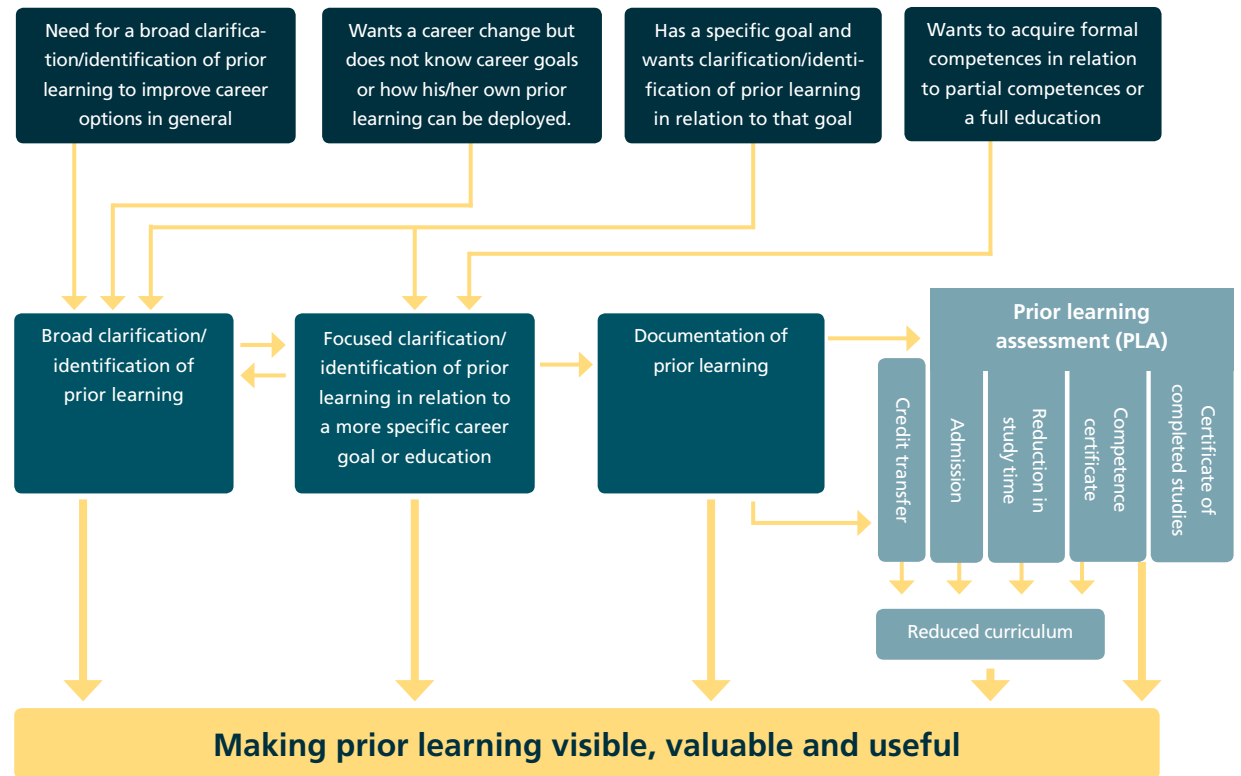
The boxes in the top row below:

(What are the person's goal and motivation in relation to prior learning) serve as a starting point for the different scenarios in the Cases section

What are the person's goal and motivation in relation to prior learning?

Which phases are relevant in the prior learning process?

Different paths to deploy one's prior learning.



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Supporting tools for clarification/identification and documentation of prior learning

Unfortunately only a few of these tools exist in English. Tools available in English is marked with (E)

Tool for clarification/identification and documentation of key competences in the third sector

A web-based tool for self-evaluation of key competences, including Social, learning, creative-innovative, communication, self-management, intercultural and organisational competences as well as democratic competences. The tool helps individuals identify and document key competences and to express them.

Three separate versions have been designed for non-formal adult education (folkeoplysning), voluntary work and civil society organizations:

- **Adult education:** www.folkeoplysningskompetencer.dk
- **Associations:** www.foreningskompetencer.dk
- **Voluntary work:** www.frivillighedskompetencer.dk

The Competence Game (E)

The game focuses on the same key competences as the online tool mentioned above. The purpose is to help the players understand what key competences are all about in relation to a number of job categories. They are encouraged to express the content and relevance of the competences in their own words. The game can be used as a preparation for using the online tool. The cards can also help clarify/identify prior learning in connection with guidance/counselling activities.

<https://www.daea.dk/themes/prior-learning/tools/competence-game-and-cards/>

The cards and the game can be downloaded and used free of charge.

Uddannelsesguiden (The Education Guide):

Uddannelsesguiden contains a number of career stories that describe how competences can be applied to new and different contexts.

www.ug.dk/efteruddannelse/realkompetencer/brug-dine-kompetencer/om-realkompetencer

My Skills and Qualifications File (E)

This is a web-based tool that can be used to build an overview of your competences in an easy, straightforward manner.

The File is used by educational institutions as a screening tool before a prior learning assessment. It can also be used for the purpose of switching jobs/careers. You can upload your certificates and contracts as PDF files and share them with other interested parties (e.g. educational institutions) via a public secured log-in, but the system does not store the data and files.

The tool is free of charge. My Skills and Qualifications File: www.minkompetencemappe.dk

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Prior Learning in VET for adults

This tool is web-based and can be used to figure out how much (or little) of a VET for Adults (EUV) education you would be able to skip. In the tool, you can enter your competences and thereby gain an indicative overview of how much time you can cut off your vocational education. www.euv25.dk

The Strength Cards

The Strength Cards can help build a greater understanding of your own strengths and those of others through joint exercises and dialogue. Each card represents a strength, e.g. teamwork, self-control, curiosity and so on. The card can be bought from Psykiatrifonden. <https://butik.psykiatrifonden.dk/webshop/udgivelser/undervisningsmateriale/c-24/c-118>

The Competence Card

The Competence Card was developed for authorities or companies to work with migrant competences. The Competence Card is a tool that allows you to collect knowledge from the dialogue with the person, assessments from companies and facts about formal educational qualifications in a single document. The card can be downloaded free of charge. www.cabiweb.dk/udgivelser/2016/kompetencekortet

OCN – Open College Network

OCN – Open College Network is a method aimed at developing standards for documentation/prior learning assessments which are suitable for a certain context and target group. In Denmark, the method is often used in relation to the education, Special organized education for young people (STU).

The Swedish non-formal Adult Education Association use this method, among other things to document management competences acquired in the third sector, as well as young people’s competences. OCN comes with a cost.

ocn-danmark.dk
<https://studieforbunden.se/validering-inom-studieforbunden/>
<https://www.nocn.org.uk/> (E)

Open badges

Open badgers are, like OCN, a concept that is based on describing standards for prior learning in relation to a specific target group and context for the purpose of documentation and recognition. It is an open web-based system that allows anyone to access it and define a standard (a badge), e.g. for management competences developed through working in an association. Active users can subsequently access the system and solve some tasks, and if their work is satisfactory, they get a digital badge that could be included in a job application, for instance. An Open Badge can also be described in relation to a conference or evening guitar class. In other words, it is a very flexible tool which is easy to use. It is used in non-formal adult education in Finland. Open badges comes with a cost.

www.openbadgefactory.com

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More about recognition of prior learning/VPL

Knowledge and inspiration for professionals working with adult competences – a selection

Unfortunately only a few of these sources exist in English. Sources available in English is marked with (E)

Programme for Prior Learning (Program for Realkompetence, NVR):

www.via.dk/forskning/paedagogik-didaktik-og-laering/livslang-laering/program-for-realkompetence.

Viden om realkompetence ved akademi- og diplomuddannelserne (knowledge of prior learning in further adult education and diploma programmes) is aimed at staff working in academy or diploma programmes: viden-om-realkompetence.via.dk

See also the (Danish) publication *Anerkendelse af realkompetencer – Sådan gør vi*:

nck.au.dk/fileadmin/nck/Publikationer/Eksempelsamling_maj_2012.pdf

The Education Guide (Uddannelsesguiden, UG):

www.ug.dk/efteruddannelse/realkompetencer/brug-dine-kompetencer/om-realkompetencer

Uddannelsesguiden contains a number of career stories that describe how competences can be applied to new and different contexts.

Nordic Network for Adult Learning (NVL): (E)

NVL has a Validation Network, which has produced a long list of interesting reports and tools. nvl.org/validering

The Validation Network has also established a platform for validation of Nordic practitioners: nvl.org/valiguide

Together with another of NVL's networks (the Adult Guidance Network), the Validation Network has produced a report about guidance and prior learning: www.nvl.org/Content/Guidance-in-validation-within-the-Nordic-region

The Danish Adult Education Association (DAEA): (E)

DAEA has a section on prior learning on its website, <https://www.daea.dk/themes/prior-learning/validation/>. It contains a lot of material that provides a basic understanding of the prior learning mindset.

The Yggdrasil Project:

The Yggdrasil project is interesting from a broad prior learning perspective. The project establishes partnerships between different actors and is developing a common Scandinavian competence certificate, which contains new ways of identifying and documenting competences. The project is scheduled to be completed in 2018: www.yggdrasil-oks.eu

The Danish Evaluation Institute (EVA):

Styrk jeres realkompetencevurderinger – en guide til selvevaluering (A guide to self-evaluation for the educational institutions) is a tool aimed at Danish vocational colleges and the staff who carry out Prior Learning Assessments in relation to VET for Adults (EUV). The aim is to improve the quality of this work.

www.eva.dk/presse/pressemeddelelser/evass-pressemeddelelse-2017/nyt-redskab-skal-styrke-rkv

EVA published in 2012 a survey, regarding the Danish practise within recognition of prior learning: (E)

<https://www.eva.dk/voksen-efteruddannelse/recognition-of-prior-learning-within-formal-adult-education-in-denmark>

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Who we are

We are a group in relation to Centre for Adult Education and Continuing Education (VEU), Copenhagen & Bornholm, broadly composed of representatives from different sectors, all of which work with adult competences, be it in working life, the formal education sector or the civil society organisations/non-formal learning.

The idea emerged within this group to publish material that provides a better understanding of prior learning. This stemmed from sentiments among the group that prior learning is often equated to prior learning assessments, the result being that a lot of competences are not actually employed.

A small working group has put together this material:

- Else Lücking, eGuidance
- Randi Jensen, Association of Day Folk High Schools
- Mette Werner Rasmussen, Centre for Adult Education and Continuing Education, Copenhagen & Bornholm

Copenhagen September 2017

While translating the material into English a minor editing has been carried out.
Copenhagen November 2018

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Introduction to cases

The cases below are constructed on the basis of five different basic profiles

- A skilled carpenter
- An unskilled daycare worker
- A teaching degree
- A person holding four different higher education degrees
- An adult immigrant/refugee with limited or foreign formal qualifications

For each of these basic profiles, we have employed three different scenarios to illustrate the importance of the individual's motivation and goal(s), different types of prior learning, different forms of documentation and different forms of outcomes of the process of prior learning.

The cases are fictional, but not unrealistic.

The aim has not been to provide typical examples, but rather to inspire readers to also look for unusual/unexpected aspects of prior learning and examine whether they can be made useful for the individual and society in general.

In many of the cases, making someone's prior learning visible and documenting it automatically empower the person to deploy those competences in new contexts, e.g. getting a new job or changing careers.

In other cases, the person obtains recognition of their competences/VPL in relation to specific courses/programmes via an individual competence assessment in the form of a competence certificate or admission into the course/programme. We have been relatively conservative on that point to avoid creating unrealistic expectations on how much recognition one can obtain via individual competence assessment. The cases can in no way be used as a definitive answer to what an individual competence assessment can do for a person. What we can say is that different educational institutions, according to evaluation by The Danish Evaluation Institute, EVA 2012, seem to have very different practices with regard to what and how much is recognised.

Among other things, the cases illustrate:

- The necessity of digging deeper; a carpenter is not only a carpenter
- There is a general lack of knowledge about the possibilities for recognition/VPL
- The need for guidance in all the different phases
- The need for cooperation and a shared understanding between the different actors that may be involved in the recognition/VPL process
- The need for professionals to have knowledge of how to go about the different aspects of recognition, or where to find help if one's own competences are inadequate for the task

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A skilled carpenter – 3 different scenarios

Why PL?	Uncovering/clarification	Guidance, documentation and optionally assessment	Outcome of the process
Torben is 50 years old and on long-term sick leave due to back problems and in need of finding a new livelihood for himself, but he has no idea what that could be. He is somewhat resigned.	He is referred by the jobcentre to a guidance and upgrading of competences programme in the non-formal Danish Adult Education sector and goes, among other things, through a broad prior learning clarification/identification process in addition to Preparatory Adult Education (FVU) courses in Danish and math and an IT brush-up-course. The clarification/identification reveals that Torben worked in retail when he was younger. He has also been a member of the board of a social housing association. Furthermore, he has renovated an old house and enjoys gardening. He lives in South Jutland and speaks German at a high level. He would rather not go back to studying.	Through the prior learning clarification/identification and guidance, Torben concludes that he would like to work as a property caretaker. He takes photographs of his entire house to document and create an overview of his broad handyman competences.	On the basis of education, photo documentation and experience from the board, the guidance process helps him get an internship as a property caretaker. However, it does not lead to a job. On the basis of education, photo documentation and his retail experience, gardening experience, a preparatory adult education course and IT courses, along with his German language skills, he gets an internship, followed by a wage-subsidised job and employment in a local DIY retailer who wants more senior citizen employees.
Peter is 35 years old and wants to leave the construction industry. His dream is to become a teacher. He does not know how his prior learning can be used. He is very motivated.	He contacts the eGuidance and gets help with undertaking a broad prior learning clarification/identification with My Skills and Qualifications File and receives further guidance on that basis. The clarification/identification reveals: Peter has been a sports association leader since his younger days and has taken a variety of management training courses through Danish Sports and Gymnastics Associations, both pedagogical and organisational. He has had many apprentices. He teaches an after-school woodturning class and also works at the associated youth club. He is a mentor to a young man with social issues.	Supported by his union, he goes through a focused clarification/identification process and gathers the documentation that is needed to become a teacher at a production school, or a school, which provides Vocational Education and Training or Adult Vocational Training. He wants to enroll in a diploma programme in vocational pedagogy and contacts a university college to inquire about his possibilities of getting a reduction in study time via an Individual Competence Assessment. He is forced to give up the idea due to the fee charged.	Instead, he gets a competence certificate for the greater share of an Adult Vocational Training Course in club pedagogy. Because he is employed, he is eligible for a government subsidy for the assessment process, which makes it cost-free for him. He receives an adult continuing education compensation for the process (up to 5 days). Based on his education, competence certificate and prior learning acquired through the voluntary sector, he is hired as a property caretaker in a social housing area that provides after-school jobs for vulnerable youth, allowing them to work as assistants. He is admitted via a Prior Learning Assessment in relation to the admission requirements to the diploma programme in occupational pedagogy and studies part-time with a view to eventually being able to teach VET for young people
Søren is 40 years old and wants to remain in the construction industry, but wants to pursue further training because he is ambitious and wants a job that is less physically demanding.	Through his union, he discovers eVejledning and goes through a broad Prior Learning clarification/identification process with a focus on continuing education opportunities within the construction industry. The clarification/identification reveals that Søren has worked as a foreman several times and has been a safety representative at construction sites for several years while working for a major construction company. He has undergone security training and is a member of a safety group. IT is a major leisure interest, but in general he is not used to approach working with academic tasks.	He goes through a focused clarification/identification and assessment process in relation to the academy programme in construction coordination and gathers documentation (course certificates, recommendations, etc.) He gains 5 ECTS points which can be deducted from the academy programme module, security management in construction sites. The Individual Competence Assessment is free for Søren as his highest level of educational attainment is a vocational programme.	Søren is nervous about the academic requirements and seeks to upgrade his competences with a Preparatory Adult Education course in Danish and math before commencing his studies. Together with the Shop Steward, he gets his employer to agree to setting up Preparatory Adult Education courses in the workplace, which are partly taught during working hours. Søren is ranked in level 2 in Danish and ends up completing level 4. He is ranked in and completes level 2 in math. Søren makes an agreement to go part-time for two years in order to study the academy programme in construction coordination part-time. The employer pays half the lost earnings out-of-pocket. The tuition for the academy programme is covered by the Danish Construction Industry's Competence Foundation.

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Certified primary school teacher – 3 different scenarios

Why PL?	Uncovering/clarification	Guidance, documentation and optionally assessment	Outcome of the process
<p>Sofie, who is 36, has worked as a teacher for 10 years. She is actually fairly content with her job as a teacher, but is dissatisfied with the rigid working conditions and wants to find new career paths. She is very uncertain about her actual possibilities.</p>	<p>Broad prior learning clarification/identification via My Skills and Qualifications File with a view to building an overview of her competences. She also contacts her union for help with identifying what other jobs may be relevant, related to her teaching background.</p> <p>She has good technical competences and is the household handyman (or handywoman, rather). Worked at a hardware store when she was very young and completed a basic level course in the technical field long ago. She was not able to find an internship back then, but still finds the technical field interesting.</p>	<p>She makes a self-assessment in relation to the preparation of a competence CV, which identifies her broad interdisciplinary competences. In so doing, she notices how much of her experience and interests revolve around the technical field. This opens her eyes to new areas of work that she may be interested in.</p> <p>Sofie prepares material that presents her practical competences, including photographic evidence.</p>	<p>Lone, who is 51, has 25 years' teaching experience. She has had it with being a teacher and wants to do something completely different allowing her to use her hands to a greater extent. She is motivated and ready for change.</p> <p>She contacts eGuidance to learn more about her career opportunities in general. She is advised to visit My Skills and Qualifications File and fill it out, keeping all her leisure activities in mind while doing so. Lone also contacts Studievalg, (regional guidance centres for higher educations). This particular Studievalg centre has developed tools for people considering a career change. She has previously completed a basic course in Technology and Communication as well as the main subjects for the teaching programme in science/technology. She enjoys working with her hands and doing some gardening, fixing the family's bicycles, etc. She is on the board of her local neighbourhood committee, which deals with a lot of technical issues.</p> <p>She decides that she wants to be a bicycle mechanic. She contacts eGuidance again and receives advice on Prior Learning Assessment in relation to a VET for adults that would qualify her to be a bicycle mechanic. She is referred to a relevant vocational college. She contacts the vocational college and books an appointment, in which she is informed about the admission requirements and how she can/should document her competences. She prepares a portfolio that contains photographic evidence (among other things) of her work with bicycles. She undergoes a Prior Learning Assessment, which is free of charge because it is the VET level. The technical college assesses Lone's competences as equivalent with a part of the programme and she gets a reduced curriculum, due to her teacher education, main subjects and a bit for her expertise from working with bicycles.</p> <p>She finds an internship in which she can be trained as a bicycle technician in a reduced programme.</p> <p>Upon completing her education as a skilled bicycle mechanic, Lone opens her own bicycle repair shop.</p>
<p>Katrine is 43 years old and has been a teacher for 15 years. She wants to know what her options are for further education, as she would like to work with something different, albeit still related to her field of work.</p>	<p>Katrine contacts Studievalg and arranges a meeting with them to examine her competences and career aspirations from a new perspective.</p> <p>She undergoes a prior learning clarification/identification with a view to identifying a relevant continuing education and training opportunities.</p> <p>She has taught the course Education and Work, which put her in touch with the school's guidance counsellor. She became more interested in guidance as a result of that.</p> <p>She has also been a supervisor for her colleagues teaching Danish.</p>	<p>Katrine contacts the University College to hear what her options are to obtain a competence certificate for the module Guidance and Society at the Diploma programme in education, vocation and career guidance. The college asks her to complete My Skills and Qualifications File and an amplified CV.</p> <p>On the basis of those documents, the college finds that Katrine does not have enough guidance experience to be in the target group for a Prior Learning Assessment. Katrine therefore has to abandon this plan.</p> <p>She can still be admitted to the programme, however, as the college finds her professional experience relevant.</p>	<p>She gets a job in a job centre without requirement for an educational background in guidance. They focus on her teaching background and experience with guidance, limited as it may be. The long-term plan is to enroll in a guidance practitioner programme at her new workplace and later apply for a job within youth guidance.</p>

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Certified daycare teacher, art teacher, art pedagogue, Master's in Child and Youth Culture, media and aesthetic learning processes. – 3 different scenarios

Why PL?	Uncovering/clarification	Guidance, documentation and optionally assessment	Outcome of the process
<p>Petra is 45 years old and works a professional daycare teacher. She believes that her ability to make use of her full educational background and engage in her passions for art and art pedagogy is limited in her current job.</p>	<p>She contacts eGuidance and gets help to carry out a broad clarification/identification of her prior learning with My Skills and Qualifications Fileo.</p> <p>Petra has been the chair of an art association for many years, has high organisational skills and experience in organising small exhibitions at public institutions in her local area.</p>	<p>Through the guidance, she discovers non-formal adult education as a field of work. She gathers documentation on her educational qualifications as well as documentation of her experience and contacts.</p>	<p>She applies for a job at a continuation school and a folk high school, but gets neither. Petra continues working in daycare positions, but reduces her hours and instead teaches in her fields of expertise at an evening school. Gradually, she is also given some organisational responsibilities at the evening school.</p>
<p>Hanne is 40 years old and on sick leave due to back problems. She is no longer able to work in a daycare facility/kindergarten. Due to her situation, she has fallen into depression.</p>	<p>The job centre refers her to a day folk high school offering a combination of how to deal with mental issues, physical therapy and guidance/clarification. She undergoes a broad prior learning clarification/identification to express all her non-formal and in-formal competences.</p> <p>The clarification/identification reveals that Hanne once taught in an evening school. She has also lived in Germany and Spain and speaks German and Spanish, in addition to English. With her evening school classes, she has been responsible for the itinerary and planning of cultural trips to European locations as a guide.</p>	<p>Through guidance, she discovers that she wants to work with external learning environments for schools at a museum or something similar. She collects documentation of her educational qualifications, recommendations, etc., and puts together a portfolio that documents her guidance experience. She gets her German skills documented in line with the European language framework. The jobcentre pays for it. The day folk high school helps her to get an internship at the local museum's school service department. It does not lead to a job, but she gets a good recommendation.</p>	<p>Through her educational and professional background as well as her language skills, she finds a job at a major museum in the biggest city in the local region, which has many foreign visitors. The job comes with a variety of responsibilities which combine teaching, communication with foreign partners, reception, etc.</p>
<p>Anna is 51 years old and works as a daycare teacher, but would like to study to become a teacher and teach art in primary school.</p>	<p>Anna contacts Studievalg, (regional guidance center for higher education) where the counsellor asks her to consider why she wants to obtain one more degree on top of all the ones she already has. Studievalg uses career change material to help her gain an overview of her prior learning and options. Anna has volunteered at the Danish Red Cross for several years. During that time, she has co-organised summer camps for children and young people who otherwise would not have had the opportunity to go on holiday. She has also undergone internal training at the Danish Red Cross connected to her work at the summer camps. She has volunteered at the local parish for several years and has helped coordinate a major addition to the parish hall.</p>	<p>Through guidance, she becomes aware that independent schools do not require applicants for teaching jobs to be certified teachers. She expresses the competences, she acquired through her involvement in the Danish Red Cross, and her parish council into words and adds them to her CV as part of her professional experience, which adds more qualifications to her CV than those she has gained through her work as a daycare teacher.</p>	<p>Anna gets a teaching job at a Christian independent school in the local area, which also has aesthetic/art classes in it's programme. The school is about to expand, and Anna's experience with major construction work is an added bonus.</p>

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Daycare worker – 3 different scenarios

Why PL?	Uncovering/clarification	Guidance, documentation and optionally assessment	Outcome of the process
<p>Dorte is 45 years old and has been a daycare worker for the past 20 years. She has recently become unemployed and needs guidance and identification of her prior learning. She feels pressured as her educational qualifications are outdated, and she also is financially pressured as she is a sole provider.</p>	<p>Dorte contacts the job centre for assistance on identifying her competences in order to find a new career path. The job centre offers her an adult vocational training program called Personal Education Plan for Work and Education. During the course, Dorte identifies all the personal and social competences that she has developed as a daycare worker. Moreover she has worked as a care assistant at a residential institution when she was younger and she has an upper secondary leaving school examination degree.</p> <p>She can use these competences in other fields of work and education, e.g. in the social and health-care field, which she finds very interesting.</p>	<p>The job centre advises Dorte that she, due to current rules, can study to become a social and healthcare assistant while receiving unemployment insurance benefits. Dorte contacts the social and healthcare college and undergoes a prior learning assessment in relation to the social and healthcare assistant programme. She collects documentation on her strong social competences, all her professional experience and her upper secondary leaving school examination degree. Due to the prior learning assessment Dorte is recognized to shorten the training course while her prior learning is estimated to match some of the competence goals of the program.</p>	<p>Dorte chooses to start the social and healthcare assistant program. She is admitted for the programme and is so fortunate, that she can start just one month into her unemployment period. This gives her good odds of completing her studies before her unemployment benefits run out.</p> <p>Dorte gets a job as a social and health care assistant in a nursing home.</p>
<p>Kristina is 38 years old and has been a daycare worker for 15 years. However, she expects to be made redundant soon due to a decline in enrollment, which could result in the municipality shutting down the daycare facility. She wants to prepare for this as she is considering a career change.</p>	<p>Kristina initially contacts her union, FOA, who refers her to the eGuidance. Through a guidance session she gets help to put her competences into words. On her own she is working with My Skills and Qualifications File.</p> <p>Besides her upper secondary leaving school examination degree she has a basic degree in pedagogy.</p> <p>In addition to her professional experience, she has been a scout leader in the Danish YMCA, and in this context she has completed several management courses.</p>	<p>Through working with her prior learning, Kristina becomes very interested in using her knowledge and competences in relation to children in other fields of work.</p> <p>She goes all-in on getting a job as a shop assistant in a shop that focuses on children as target group.</p> <p>Kristina compiles a competence CV in which she shows how her competences from her daycare work can be applied to the new field.</p>	<p>She is hired in a store chain for baby equipment, where her knowledge of young children is an attractive competence.</p> <p>After two years, Kristina decides to make use of her leadership competences and applies for – and gets – the manager position of another branch of the chain.</p>
<p>Rikke is a daycare worker, but wants to change to a new industry and become a certified farmer. She has inherited – and lives in – her childhood farm and owns some livestock, but most of the land is leased out to the neighboring farmer.</p>	<p>She contacts the nearest agricultural college to hear about admission requirements. She receives guidance about Vocational Education and training for adults and validation of prior learning. She is encouraged to use My Skills and Qualifications File to build an overview of all her prior learning. Rikke works with the File and in so doing gets an overview of the competences she has gained from her job as a daycare worker. In addition to her job, she has also tended her small hobby farm with sheep and poultry. Agriculture has also been an integrated component of the pedagogical work with the children. Before she became a daycare worker, she also spent long periods working for her neighbor, who has leased her land and runs a diversified organic farm.</p>	<p>Working with her prior learning gives her an idea to combine agriculture with using her big farmhouse for a farm holiday package and perhaps some kind of a cooperative association with environmentally conscious city-dwellers. The area attracts a lot of tourists. Rikke still has documentation on the completion of her upper secondary school examination, basic pedagogy course and her job as a daycare worker. She can pull a printout of the farm's VAT number from the website virk.dk. The neighbour writes a recommendation and documents the periods she has worked for him. A prior learning assessment by the agricultural college ends in that she can skip certain parts of the programme. She asks the college what she needs to get even more reduction in curriculum.</p>	<p>Rikke initially gives up completing the program and instead strikes up a partnership with her neighbor to develop a farm holiday package together with an association for people, who want to invest in cows and sheep that tend the countryside's landscape through grazing before ending up in the members' freezers. She also gets a part-time job working for her neighbor. Over the next two years, Rikke strives to acquire the competences she needs and then undergoes a new assessment. This time, she is recognized to go through a significantly reduced programme and earn her farming degree.</p>

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As adult immigrant/refugee with limited or foreign formal qualifications – 3 different scenarios

Why PL?	Amir is 30 years old and came to Denmark as a refugee from Syria in 2015. He has a temporary residence permit.	Alen is 40 years old. He drives a taxi but wants to do something else for a living. He is ready for change and wants to find out what he can use his prior learning for.	Mohammed is 45 years old and manages a corner shop/kiosk. He has become tired of the long working days and low earnings. He wants to use his old teaching degree for something.
Uncovering/clarification	<p>His competences have been screened at a language centre.</p> <p>The screening reveals that Amir has worked in agriculture. He has had five years of schooling. He does not speak English and does not master the Latin alphabet. The last year before fleeing the country, there was a severe shortage of everything in his village. It turns out that during that period, he has worked with repairing everything such as farm tools, watches and cars with whatever means were available.</p>	<p>Undergoing a broad prior learning assessment with support from his union and eGuidance.</p> <p>He is a refugee from the war in Bosnia and has lived and worked in Denmark since 2000. In addition to being a taxi driver, he has worked in the trades, service industry and transport industry in several East European countries and Germany before coming to Denmark. He speaks/understands English, German, Russian and 5 other East European languages at a functional level.</p>	<p>He discovers eGuidance and gets help doing a prior learning self-evaluation with My Skills and Qualifications File, focusing on pedagogy but with a view to also screening other job experience and leisure activities.</p> <p>Mohammed is educated as a math and English teacher from Iraq and worked as such for three years before fleeing the country in 1998. He has been running an unofficial kind of counselling office for people of Arab descent from his corner shop and knows a lot about Danish society. He speaks and understands Danish, but never completed his Danish studies due to work commitments</p>
Guidance, documentation and optionally assessment	<p>His competences are tested by having him fix a broken bicycle, a petrol lawn mower and a watch.</p> <p>He is instructed to photograph every step of the repair work. A volunteer in the language centre's network is a retired bicycle technician. He inspects the quality of the repair work, reviews the photos with Amir and his interpreter and prepares a statement on his competences using The Competence Card as the framework for his assessment.</p> <p>All of it is compiled into a portfolio.</p>	<p>Through guidance he finds out that he wants to work in retail or in a warehouse.</p> <p>He gets his language competences documented in line with the European language framework at Studieskolen, a non-formal adult education school which specializes in language learning.</p>	<p>He wants to teach math and English. The counsellor makes him aware of the possibility of working with supplementary teaching in the Danish primary school.</p> <p>He still has his teaching diploma from Iraq and sends it off for an assessment of foreign qualifications at the Ministry of Higher Education and Research. He gets an indicative assessment which says that his education corresponds to a part of a Danish teacher programme.</p> <p>He completes a prior learning assessment in relation to Higher Preparatory Examination in mathematics and English at the local adult education centre and obtains a competence certificate for both subjects. He receives a state grant, making the assessment free of charge for him.</p>
Outcome of the process	<p>Amir brings his portfolio to the job centre. He gets help securing an internship at a local Danish-Arabic bicycle mechanic alongside his Danish lessons.</p> <p>He is offered a wage subsidy job and later a part-time job at the bicycle shop, which is expanding its business area with a sign in the window saying that the shop also repairs gardening and household machines.</p>	<p>Thanks to his language competences and professional experience, he gets a job in the warehouse of an IKEA store, where the fact that he can communicate with East European truck drivers makes him a highly valued employee.</p>	<p>He improves his spoken and written Danish through an preparatory adult education program in Danish for bi-linguals. He gets a state tuition compensation and the program is free of charge. He passes the test at the highest level.</p> <p>He completes an adult vocational training course in supplementary teaching in primary school. (10 days). He receives a state tuition compensation and a state grant.</p> <p>He applies for a job at schools/after-school care facilities on the basis of the assessment from the Ministry of Higher Education and Research, his resent upgrading and other documentation. He gets a job as an assistant teacher and substitute teacher at a primary school with a high proportion of Danish-Arab students.</p>