Assessment of Prior Learning in Vocational Teacher Education: Needs and Realities

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current formal vocational (VET) teacher curriculum does not include the possibility to assess the achievements, acquired during non-formal and informal learning.
Structure of vocational teacher qualification

(C) Vocational teacher qualification

(A) CONTENT
(subject qualification)

(B) IMPART OF CONTENT
(didactical qualification)

Personal qualities
**Context:** VET teacher *formal* didactical qualification and *real* pedagogical experience (LT example)

![Bar chart showing formal education in didactics (2006)]

- Special professional studies: 33.7%
- BA: 16.8%
- MA: 19.8%
- No degree: 25.4%
- Other: 4.3%

![Bar chart showing pedagogical experience at VET school]

- Over 15yrs: 47.5%
- 11-15yrs: 18.8%
- 6-10yrs: 17.7%
- Up to 5yrs: 16.1%
**Steps taken**

1. To analyze the needs and presumptions for recognition of VET teachers' achievements, gained during their N and I learning.

2. To explore the process of recognition of VET teachers' N and I learning basing on systematic approach, and to distinguish parameters, characterizing the system for recognition of VET teachers' N and I learning.

3. To verify the relevance of system parameters empirically, according to expertise of VET teachers, VET teacher educators and heads of VET schools.
# Location of APL in VET teacher education (LT example)

<table>
<thead>
<tr>
<th>Before employment to VET institution</th>
<th>Subject qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>▼</td>
</tr>
<tr>
<td></td>
<td>3 years of experience in subject field</td>
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</table>

<table>
<thead>
<tr>
<th>After employment to VET institution</th>
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<tr>
<td></td>
<td>▼</td>
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<tr>
<td></td>
<td>2 years of teaching experience</td>
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</table>

**APL**

**Initial VET teacher education**

**APL**

**Pedagogical experience in VET institution**

**APL**

**Continuous professional development**

- Political, social change
- Learning innovations
- Technological innovations
- Development of social economy
- Self-standing professional development
- Changes in VET curriculum
Refinement of VET teachers’ education system

Maintenance and update

Providing information

Assessment and recognition of didactical learning achievements

Strategic and operational goals

System for recognition of VET teachers’ achievements (acquired during their N and I learning)

System for Assessment and Recognition of VET Teachers’ Didactical Achievements

Influencing sub-system

LEGAL BASE

Background of assessment methodology

Occupational standard

Assessment methodology

Professional assessors

Assessment institutions

Implementing sub-system

Identification of competencies to be recognized

Assessment of learning achievements

Recognition of competencies

Certification of recognized competencies

Modular study program (part of program) for acquiring (developing) competencies

Assessment and recognition of didactical learning achievements

Refinement of VET teachers’ education system

Providing information

Maintenance and update
### Professional Standard of VET teacher: Competencies according to five areas of pedagogical activity

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<th>Areas of VET teacher pedagogical activity</th>
<th>Competencies</th>
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<td><strong>A.</strong> Personal development</td>
<td>Personal self-evaluation competencies; Communication competencies; Activity and behavior reflection competencies; Own activity evaluation and development competencies; Information technologies usage competencies.</td>
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<td><strong>B.</strong> Planning, delivering and developing of curriculum</td>
<td>Teaching module content planning competencies; Teaching module teaching competencies; Teaching module achievements assessment competencies; Teaching module programme development competencies.</td>
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<tr>
<td><strong>C.</strong> Designing of vocational teaching programs</td>
<td>Evaluation of labor market situation competencies; Vocational teaching programme development competencies.</td>
</tr>
<tr>
<td><strong>D.</strong> Development of school and education system</td>
<td>Competencies of organizational development within school; Extracurricular educational system development competencies.</td>
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<tr>
<td><strong>E.</strong> Development of subject content</td>
<td><em>Description of these competencies is prepared by the expert groups of economy branches.</em></td>
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The reality in LT...

- the legal base is insufficient and not covering the assessment and recognition of vocational teachers’ learning achievements;
- the occupational standard has been created, but it is not yet approved by state;
- there is no reasoned methodology of assessment;
- the qualification of assessor as well as the activity of assessing institutions is not determined.
The above mentioned ideas and principles are being implemented in the Leonardo da Vinci programme project:

“I Innovative Methodology for Assessment of VET Teachers’ Prior Learning” (TIMA-Balt)
Aim of the TIMA_Balt is:

to enrich the existing VET teacher study programmes in three partner countries – LT, LV and EE by developing:

• introductory APL module for the existing study programme,

• study module for APL assessors
Expected outcomes:

**R1:** Study of APL in VET teachers education systems in partner (LT, LV, EE) countries;

**R2:** Methodology for assessment of VET teachers prior learning, basing on donor-partner (FI) experience;

**R3:** Study module for assessors of VET teachers prior learning;

**R4:** Pilot training for groups of assessors in three receiving partner countries (LT, LV, EE);

**R5:** Introductory module (to a VET teacher education programme) for assessment of VET teachers prior learning.
TIMA-Balt
Leonardo da Vinci programme project
TRANSFER OF INNOVATIVE METHODOLOGY FOR ASSESSMENT OF VET TEACHERS’ PRIOR LEARNING
LLP-LdV-TOI-2007-LT-0004

TIMA_Balt team:

- Vytautas Magnus University (coordinator)
- JAMK University of Applied Sciences (donor)
- Riga Technical University
- Tallinn University
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More information:

[www.vdu.lt/tima-balt](http://www.vdu.lt/tima-balt)
Thank you for attention!

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