



Recognition of language learning done outside the institution (informal learning, learning during study/interships abroad, etc)

University of Warsaw

- ❑ 60 000 students: I, II, III cycles, post-diploma
- ❑ I cycle – language learning and certification compulsory (B2 in one language)
- ❑ Free choice of language and examination
- ❑ University System of Language Provision – (incl. of Certification Board)
- ❑ 13 000 students annually
- ❑ ECTS

Bologna

- 2007 Bologna reforms stocktaking report for PL:
 - RPL – practically not implemented
 - Universities – sole generators and providers of knowledge
 - LLL at university level reduced to university of 3rd age or open university providing courses to wider public

Purpose of validation

- Common European Principles for validation of non-formal and informal learning, EC 2004.
 - To make learning more attractive and relevant for the individual
 - To make visible the full range of knowledge and competences held by an individual
 - To support lifelong learning
 - To enhance employability and active citizenship
 - To facilitate progression
 - To ensure greater comparability and mutual trust between key-players

Purpose

- ❑ Lack of comparability (compatibility) makes it difficult for individuals to realise lifelong learning by combining qualifications and competences acquired in different settings
- ❑ Common European principles must make it possible for different systems to communicate with each other, be this across national, sector or institutional borders
- ❑ Tools: EQF, NQF, ECTS, & CEF

Learning outside the institution

□ Definition:

1. Terminology of vocational training policy – A multilingual Glossary for an enlarged Europe, Tissot, P., 2004;
2. The encyclopaedia of informal education [www.infed.org]
 - Formal learning
 - Non-formal learning
 - Informal learning

Formal

Formal learning:

1. learning that occurs in an organised and structured context (in a school/training centre or on the job) and is explicitly designated as learning (in terms of objectives, time or learning support). It is intentional from the learner's point of view. It typically leads to certification.
2. the hierarchically structured, chronologically graded 'education system', running from primary school through the university.

Non-formal

Non-formal learning:

1. learning which is embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support), but which contain an important learning element. Non-formal learning is intentional from the learner's point of view. It typically does not lead to certification.
2. any organised educational activity outside the established formal system.

Informal

Informal learning:

1. learning resulting from daily work-related, family or leisure activities. It is not organised or structured (in terms of objectives, time or learning support). It is in most cases unintentional from the learner's perspective. It typically does not lead to certification.
2. the truly lifelong process whereby every individual acquires attitudes, values, skills and knowledge from daily experience and the educative influences and resources in his or her environment.

Inside the HE institution

- Language courses
 - Compulsory – I cycle
- Language examination
 - Compulsory B2 in one language
 - Optional – in other languages, other levels
- Subject courses in foreign languages
- ECTS
- Diploma Supplement (ref. CEF)
- Language Certificate (ref. CEF)

Outside the HE institution

- Language courses/examinations in the country of residence or abroad
 - Certificates/diplomas
- Study abroad (or in another HEI in PL)
 - Learning Agreement
 - Transcript of Records
 - Recognition Sheet
- Placement/internships abroad
 - Placement Agreement
 - Transcript of Records
- Daily work-related, leisure & family activities

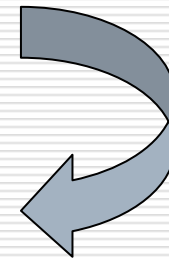
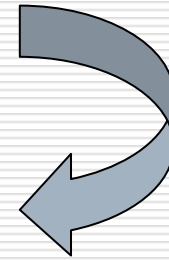
Formal

Study/placement at home/abroad

LA, TR and/or RS

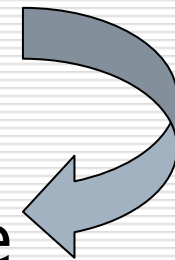
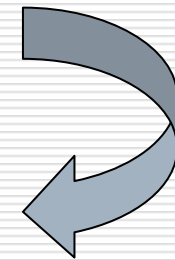
Recognition

ECTS, Diploma Supplement,
Language Certificate



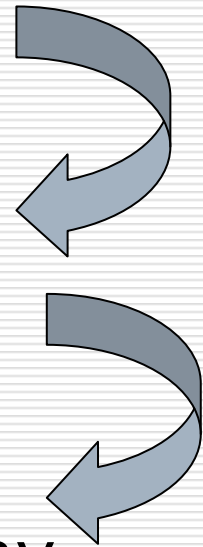
Non-formal

- Language courses/examinations outside the institution
- Certificate
- Validation and/or recognition
 - A list of recognised certificates
 - University examination
- ECTS, Diploma Supplement, Language Certificate



Informal

- Daily study or work-related, leisure, family activities
- No certificates
- Validation and recognition
 - University examination (certificate any level)
- ECTS, Diploma Supplement



Informal

- University Certification System open to students of other HEIs and non-students
- On-line registration
- Fee-paying examination
- Language Certificate

University of Warsaw

- 1998 – Rector’s decision
 - recognition of courses done outside the UW;
 - purely economic motivation
 - Dean’s discretionary powers (to recognise courses compatible with the study programme – content based decision)
- 2002 – Rector’s decree
 - recognition of certificates
 - TRUST: Cambridge, Alliance Francaise, Cervantes, Goethe, Perugia & Siena
 - exemption from university language examinations

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- 2005 – Senate’s resolution & resulting Rector’s decrees
 - recognition of external certificates
 - CEF common standards – ALTE; LO based
 - Allocation of grades and ECTS
 - Validation of Prior Language Learning – university language examination at the beginning of a study period;
 - ELP in the recruitment for Erasmus as an alternative tool to exam/certificate
 - Study period/placement abroad - LA/TR – ECTS - recognition

Poland

- 2007 – Minister's regulation
 - Compulsory language tuition, I cycle, min. 120 h and min. 5 ECTS
 - B2 in one language in I cycle
 - External certificate – exemption from compulsory language tuition;
 - Grade/ECTS/Diploma Supplement

Problems

- Cost
 - Examinations in less widely used and taught languages
- Reference to CEF Levels
 - Reliability and validity of „labels“ used by different institutions
 - Is B2 at UW =B2 at WUT?
- Grading system
 - Does A = A?
- No co-operation between HEIs in PL in setting common assessment criteria/descriptors

Problems

- Lack of transparency
 - Practices exist
 - Uncodified
- Lack of trust
 - Diverse interests:
 - Students: extend the list of recognised certificates
 - Certification Board: reduce the list
- Faculty – lack of understanding for LLL validation

Future

- ❑ Lifelong language learning recognised
- ❑ A structure in place
 - LO - identification, assessment, recognition, certification
- ❑ CEF part of NQF
- ❑ Meaningful/relevant information for HE sector and employers
 - A portfolio, a European cv, a certificate

Future

- Co-operation between HEIs
 - LO descriptors
 - Assessment & grading criteria
 - Common tests (valid and reliable)