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Conférence des directeurs de service universitaire de formation continue



RPL and French Universities: a long maturation process and a very clear law

Jean-Marie FILLOQUE

Vice-rector in charge of Life Long Learning
University of Brest

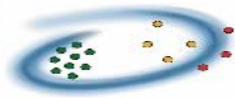
President of the French UCE Network
France

www.fcu.fr

Special thanks to M Carrette, M. Feutrie and M. Blachère for some data, slides and ideas of this presentation



Recognition of Prior Learning
'Assessment & Accreditation, Quality Assurance and Implementation of Procedures'
BOLOGNA-SEMINAR – AMSTERDAM - THE NETHERLANDS
11-12 December 2008



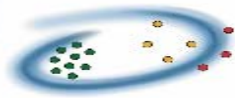
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Plan

- 1. The French HLE organization and LLL*
- 2. RPL in French universities, a long history*
- 3. A new way to get a diploma*



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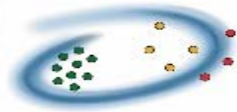
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The French HLE organization and lifelong learning



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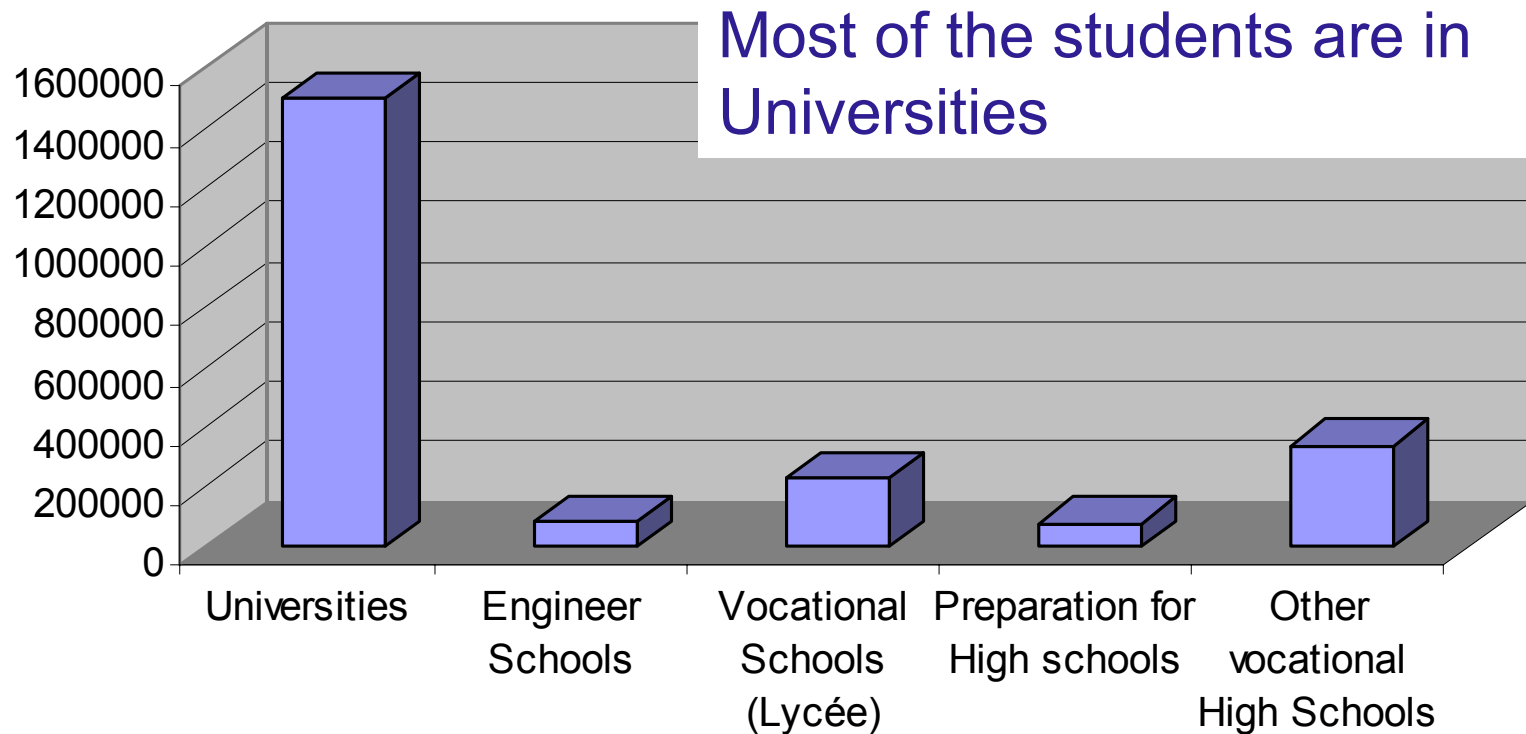


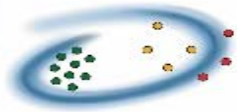
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HLE and LLL in France

HLE organization in France



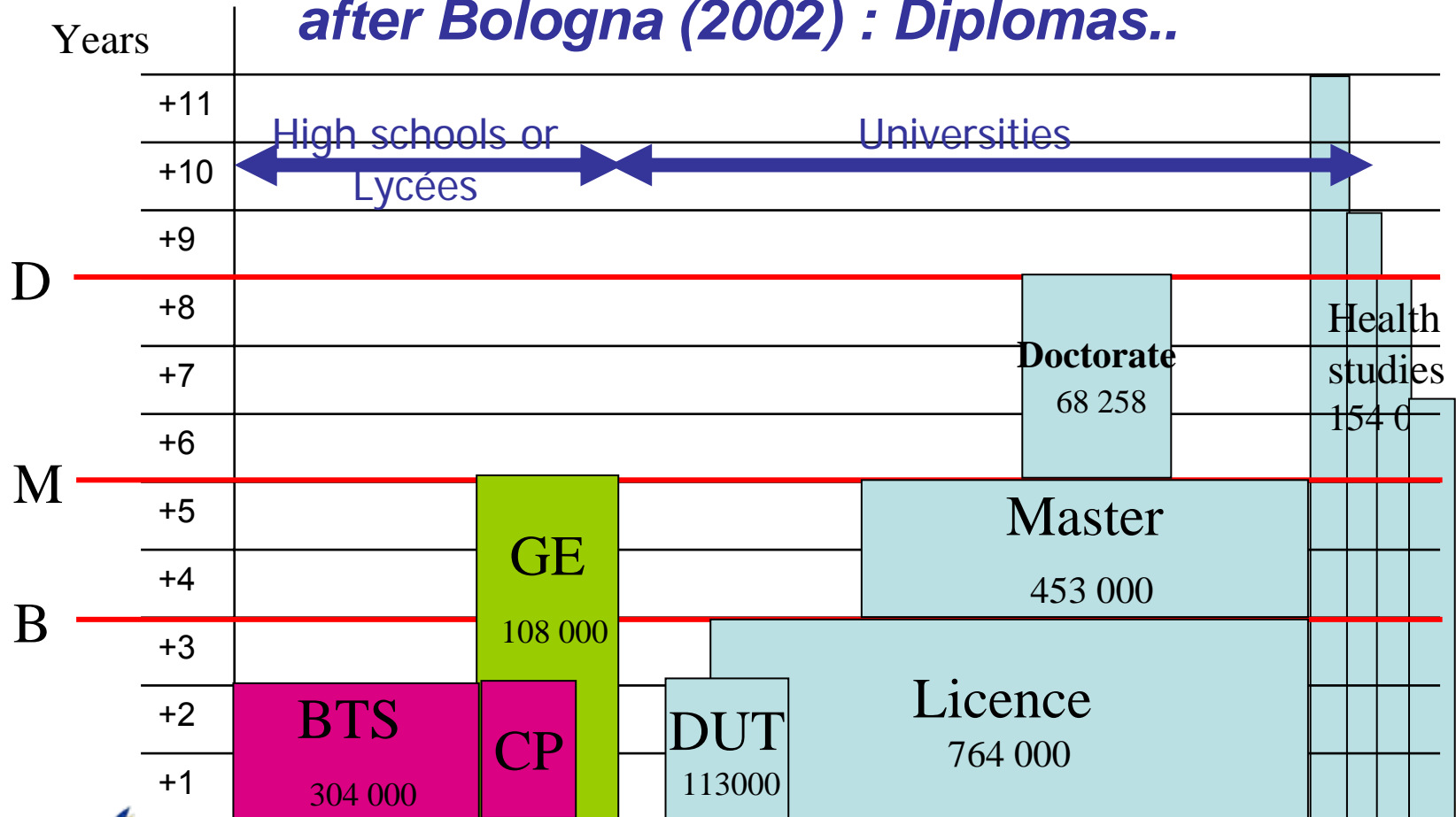


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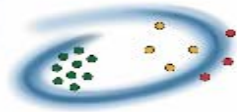
HLE and LLL in France

The Higher Education level System in France... after Bologna (2002) : Diplomas..



Baccalauréat

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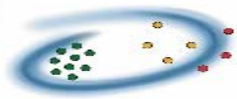
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HLE and LLL in France

As stated in Education Act **and** in Labour Act...

- Adults and students can follow the same courses and get the same diplomas.
(currently between 5 and 10 % of the students are CES)
- All HLE diplomas can be obtained by RPL (but not Medicine diplomas)



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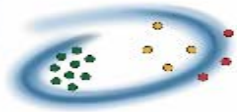
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RPL for HLE, a long history



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- ✓ **2002** : Accreditation of prior experience for the delivery of a diploma **All diplomas**
- ✗ **1992** : Accreditation of professional experience for the delivery of a part of a diploma **All education/ sport/Agri**
- ✓ **1985** : Validation for the access to the various levels of Higher Education **Universities**
- ✓ **1934** : Possibility of awarding the title of "ingénieur DPE" **Some High Schools**



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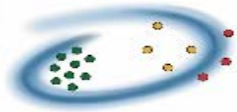
RPL for HLE, a long history

Law of July 10, 1934

relating to the conditions of delivery and of the title of qualified engineer

Possibility of **awarding** the title of "ingénieur DPE" to people having carried out **engineer functions** for, at least, 5 years

~ 100
per year



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RPL for HLE, a long history

Law n° 84 – 52 of January 26, 1984 on the higher
education and
Decree n° 85–906 of August 23, 1985

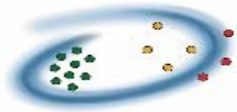
Fixing the conditions of validation
of the *studies*, *professional*
experiences or *personal*
acquisitions for the **access** to
the various levels of the higher
education (post-baccalaureate studies).

~ 11 000
per year*

* 2006, source depp

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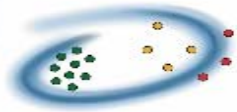
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RPL for HLE, a long history

Law n° 92 – 678 of July 20, 1992
relating to the Validation of professional experience
for the delivery of diplomas and
Decree n° 93–906 of August 23, 1993

Fixing the conditions of validation of *professional* acquisitions to **replace a part** of the tests necessary to obtain a vocational diploma. .

$\leq 2\ 000$
per year*



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RPL for HLE, a long history

Law n° 2002-73 of January 17, 2002
relating to “social modernization” and
3 Decrees n° 2002–xxx of April 24-26, 2002

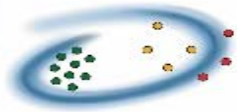
Establishes a right for the accreditation of **experience** for anyone having exercised, for at least 3 years, "paid, unpaid or voluntary employment". The whole diploma can be obtained.

48 000 per
year

but only
3925

in HLE*

* 2006, source DARES 2008-44.3



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RPL for HLE, a long history

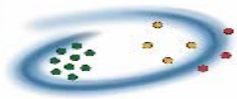
"Any person engaged in the **active life** has the right to make validate the acquisitions of his in particular professional experience for the acquisition of **a diploma**, a **title with professional purpose**, or of a **certificate of qualification** being reproduced on a list drawn up by the **national Joint Committee of a professional branch**, recorded in the **national repertory of professional certifications** aimed to the L.335-6 article of the code of education.

When the person is paid, it can profit of a leave for validation of the acquisitions throughout experience under the conditions of duration envisaged with the article L. 931-22 and according to the methods laid down at the articles L. 931-23, L. 931-25 and L. 931-26 like at the first and second subparagraphs of the L.931-24. article the conditions for application of these provisions are fixed by decree in Council of State "

From labor act...

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A new way to get a diploma



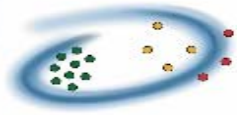
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What does the 2002 law say ?

- **Who ?** Anybody having at least three years of professional or extra-professional experience.
- **What degrees ? All diplomas** and certifications having professional prospects, registered in a national list by a state commission (National Repository of Professional Certifications).
- **What experience ?** Any professional experience acquired from a **paid or unpaid activity** (including experiences from activities in non-profit-making associations or trade-unions) having a direct relationship with the content of the diploma or of the certification.

What does the 2002 law say ?

- **How ?** The candidate **declares and produces** a portfolio of **evidences**.
- **By Who ? Accreditation boards (Jury)** are set up in universities. They are composed of university lecturers and professors and of professionals with (if possible) an equal number of men and women.
- **What result ? Either** the whole diploma or a proposition to acquire the necessary knowledge and competence by any chosen means (training or further experience). The part obtained is evaluated in ETCS..



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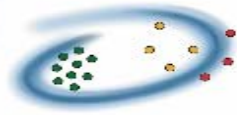
A new way to get a diploma

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The procedure in higher education

6 steps:

1. Informing, counselling people asking for accreditation
2. Guidance
3. Admissibility procedure
4. Filling the portfolio (**coaching** -> *on the market*)
5. Setting an accreditation board and organising an interview
6. Deliberation and decision from the jury.



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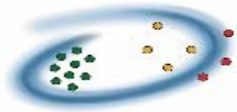
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A new way to get a diploma

1 2 3 4a 4b 4c 5 6

Step 1- Informing, counselling

- Universities have to help the candidates to identify the best “qualifications” (diploma) corresponding to their experience.
- They have to help people to identify the best solution in regard to their project, not always with the university!.



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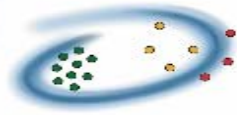
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A new way to get a diploma

1 2 3 4a 4b 4c 5 6

Step 2 - Guidance and counselling

- **WHERE ?**
 - Guidance and counselling desks
 - University information departments
- **WHAT FOR?**
 - To listen and inform
 - To help in the choice of the diploma
 - To help formulating the request



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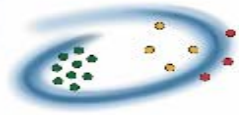
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A new way to get a diploma

1 2 3 4a 4b 4c 5 6

Step 3 – Admissibility procedure

- **A partially predictive compromise**
 - Analysing the personal and professional experience
 - According to career path, education and training, personal evolution.
 - Taking into account the expectations concerning the experience in relationship with the degree
- **A final decision is taken to authorize or not the person to continue through the VAE procedure**



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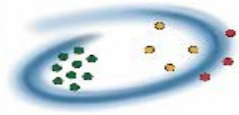
A new way to get a diploma

1 2 3 4a 4b 4c 5 6

Step 4a - Coaching

- It's a necessity...
- It's an interaction between the candidate and a counsellor, an expert
- In order to :
 - *Clarify*
 - *Formalise*
 - *Generalise*

the formal and informal learning



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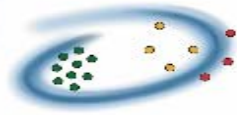
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A new way to get a diploma

1 2 3 4a 4b 4c 5 6

Step 4b- Filling in the portfolio

- The portfolio is composed of two parts:
 - *The so-called ‘administrative’ evidence (identity, contracts, payslips, certificates ...)*
 - *The evidence supporting the description and analysis of the experience*
- Our aims :
 - *Avoiding to put a candidate in an exam situation.*
 - *Giving the candidate the possibility to build the evidence for his prior learning.*



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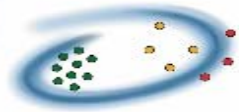
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A new way to get a diploma

1 2 3 4a 4b 4c 5 6

Step 4c - Building the evidence allows the candidate to:

- Work on the meaning of his activity
- Bring out the coherence
- Reinvest his/her work practices
- Reconsider his/her prior learning
- Progress in his/her career path and in his personal plan



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A new way to get a diploma

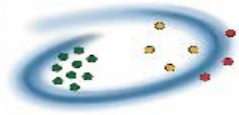
1 2 3 4a 4b 4c 5 6

Step 5 - The accreditation board and the interview

A moment for *the accreditation board* to build a « **firm conviction** ».

Based on:

the portfolio and the interview in order to examine if the candidate has the same abilities and knowledge as a holder of the diploma.....and if he's able to evolve.



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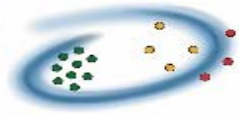
A new way to get a diploma

1 2 3 4a 4b 4c 5 6

Step 6- Deliberation and decision from the jury.

The jury can

- Deliver the whole diploma
- Deliver a part of the diploma
 - In this case, it will then ask the candidate to acquire the necessary knowledge and competencies by any chosen means (training or further experience)



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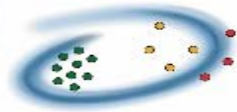
A new way to get a diploma

1 2 3 4a 4b 4c 5 6 😊

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Step 6 - Deliberation and decision from the jury.

- *The requirements ; new ways of taking up a training*
 - Acquiring additional experience in his company or in another company
 - Attending certain modules in the wanted degree course or attending an additional course in another scheme
 - Writing a detailed report, etc.

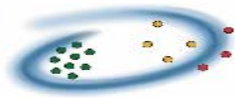


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Conclusion

- A clear procedure, validated by the senate
- But... which requires
 - Acceptability from academics
 - Specific skills and competencies for administrative staff, members of jury, experts..and which have a cost ...



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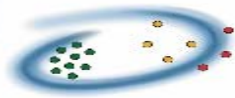
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Thank you for attention



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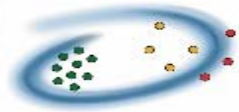
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Some figures...



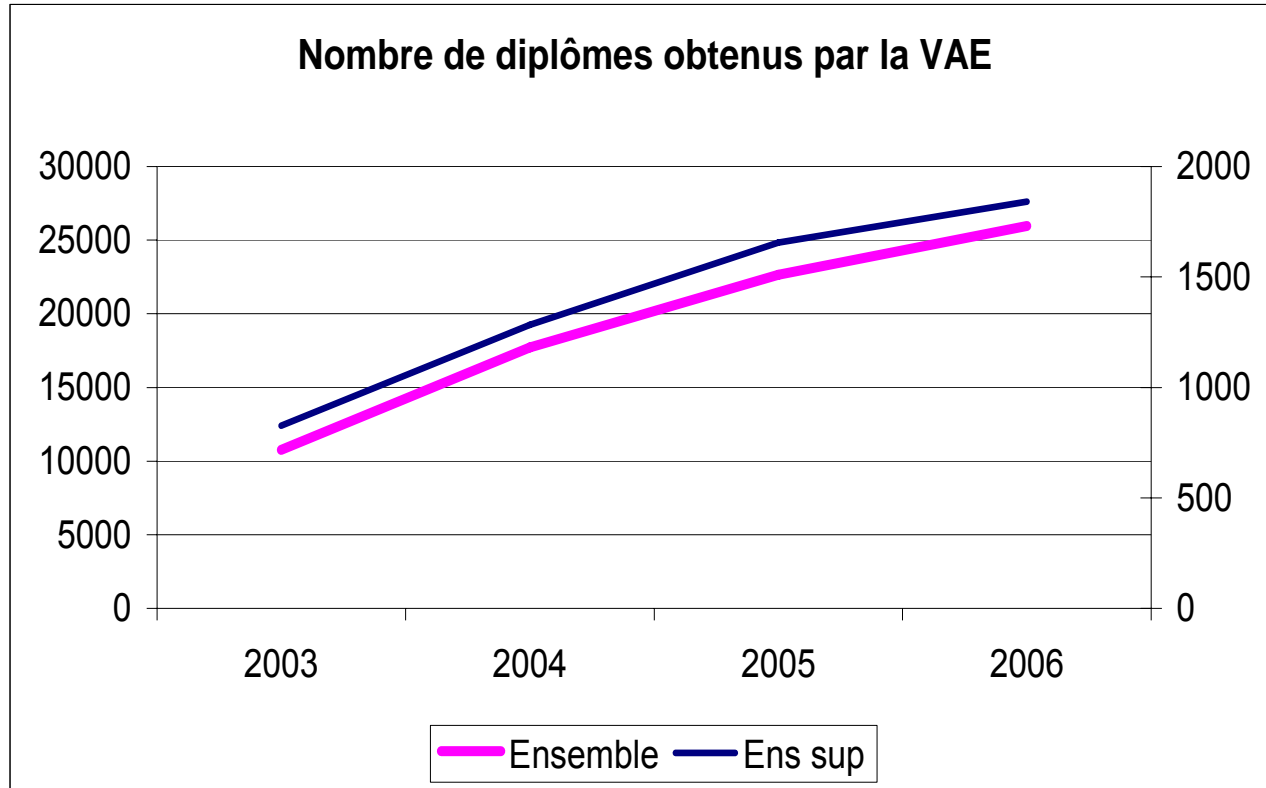
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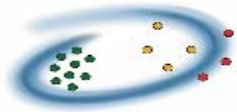
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full certification by RPL in France



Source : enquête n°67, MEN - DEPP

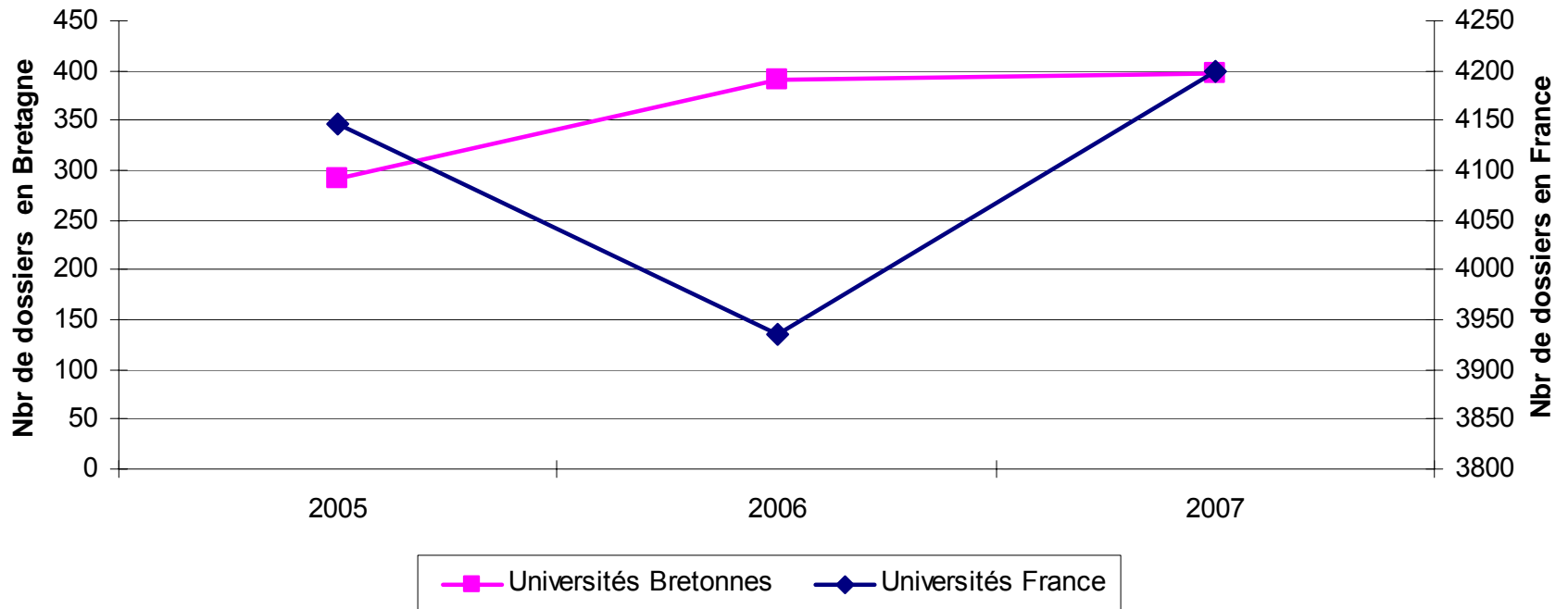


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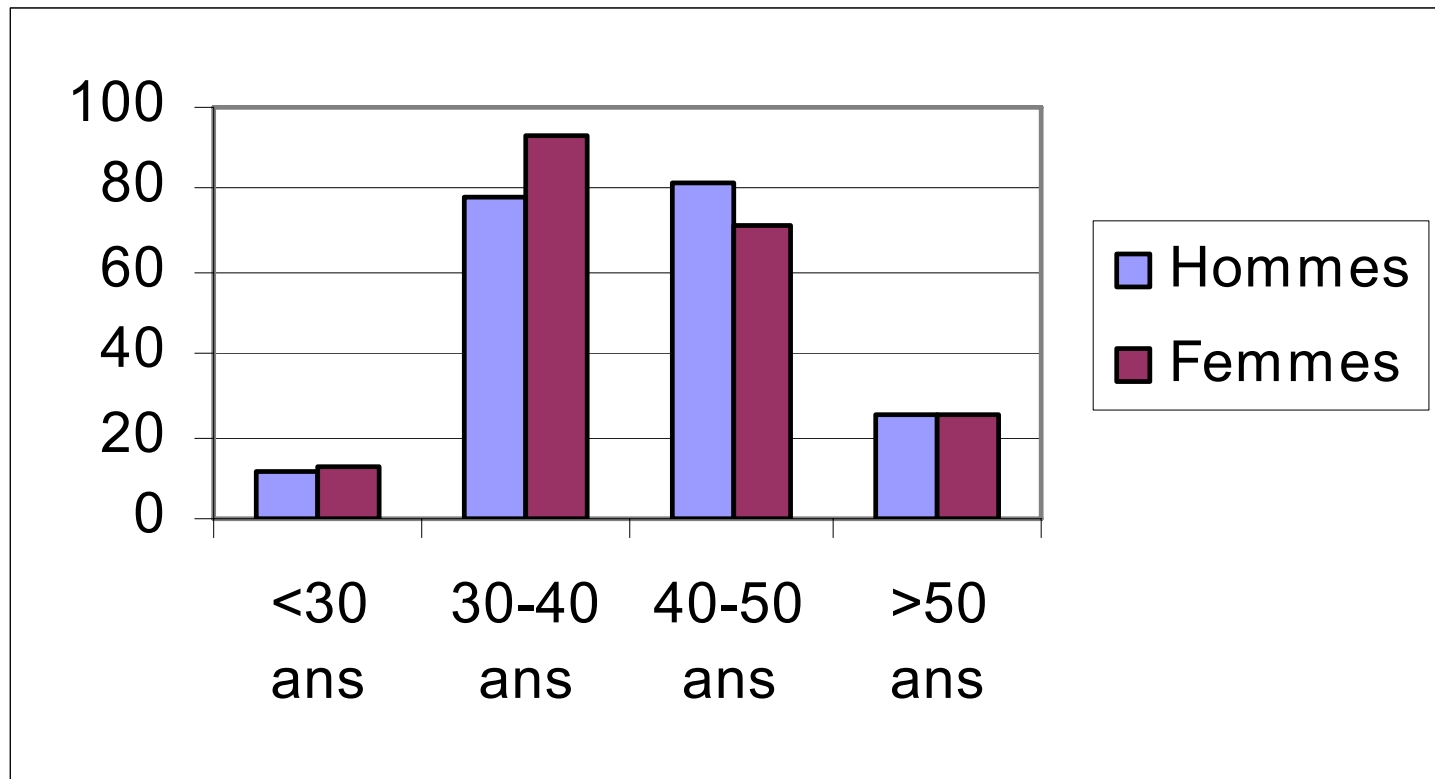
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RPL in universities

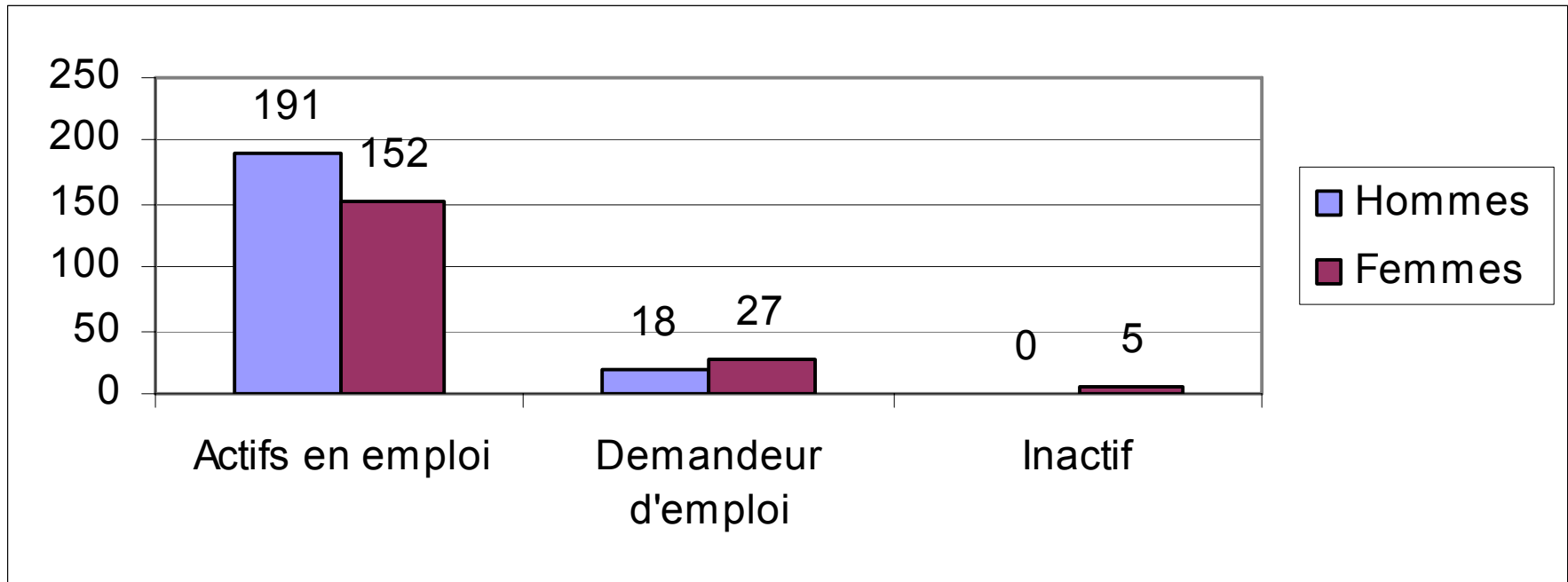
Nombre de dossiers passés en jury dans les universités

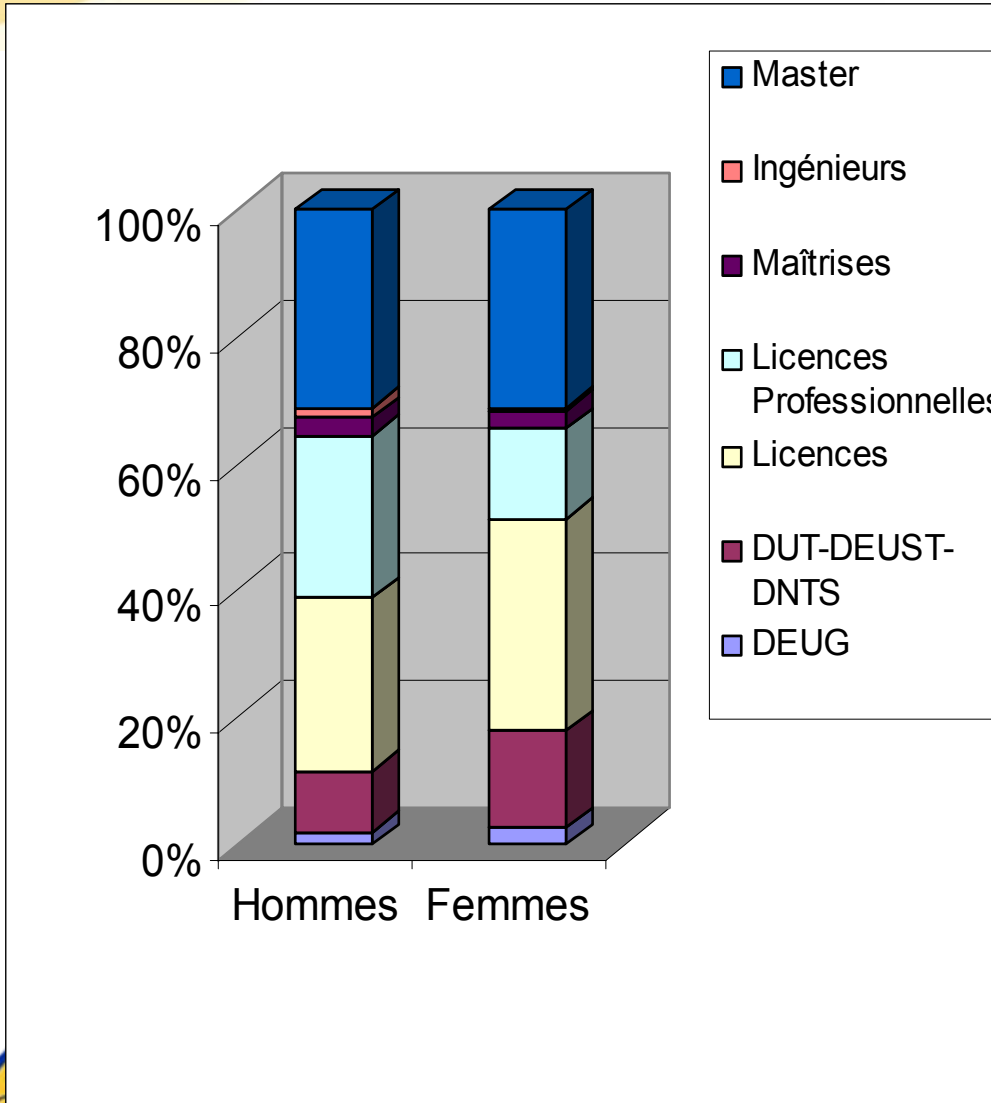


Ages and gender in 2007

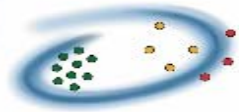


Social position in 2007





Diplomas in 2007



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RPL in breton universities

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Domain of the diplomas in 2007

