

Recognition & Validation

IMPLEMENT project

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Kirsten Aagaard
National Knowledge Centre for Validation of Prior Learning, Denmark

Agenda for the workshop

- Introduction to the workshop as an interactive training session
- Short introduction to the evaluation
- RPL as an essential element in lifelong learning
Presentation and dialogue
- Introduction to the moodle
Presentation of the moodle and activities available
- The Core issues to make RPL a reality? How to meet the challenges?
- What have been the essential learning aspects
- Evaluation

The workshop as an interactive training session

- From “rhetoric to practice” to “make LLL a reality”.
- Training materials offer a valuable learning resource for university staff and linked target groups to reflect on their institutional situation, to develop action plans, and to IMPLEMENT changes.
- Learning, dialogue, reflections and the perspective of practicing.
- How can ICT support the processes?

The learning society

- Learning is more than just education
- Lifelong learning is a necessity for a career
- Acquiring competences isn't restricted to formal learning but also entails informal learning and non-formal learning; all these forms have to be considered as valuable learning
- Society can be seen as a social and economic structure in which learners all have a learning attitude, implicitly and/or explicitly, and in which learners have to take up their responsibility in this too, lifelong.

UNESCO, 1996

RPL & VPL

- Recognition of Prior Learning (RPL) is the practice of reviewing, evaluating and acknowledging the knowledge and skills that adults have gained through experimental, self-directed and/or informal learning as well as through formal learning
- Informal and non-formal learning in focus

Judy Harris: Researching the Recognition of Prior Learning.
Niace, 2011

RPL in the learning society

The implications of RPL are revolutionary because it highlights the difference between learning and education, and challenges the historic distinctions between the education of the young and the education of adults, and between formal and non-formal /informal education. RPL acknowledges the creation of “important” knowledge outside the educational system and calls into question the previously exclusive right of closed systems to control the learning environment.

Thomas, 2000

Pathways for RPL

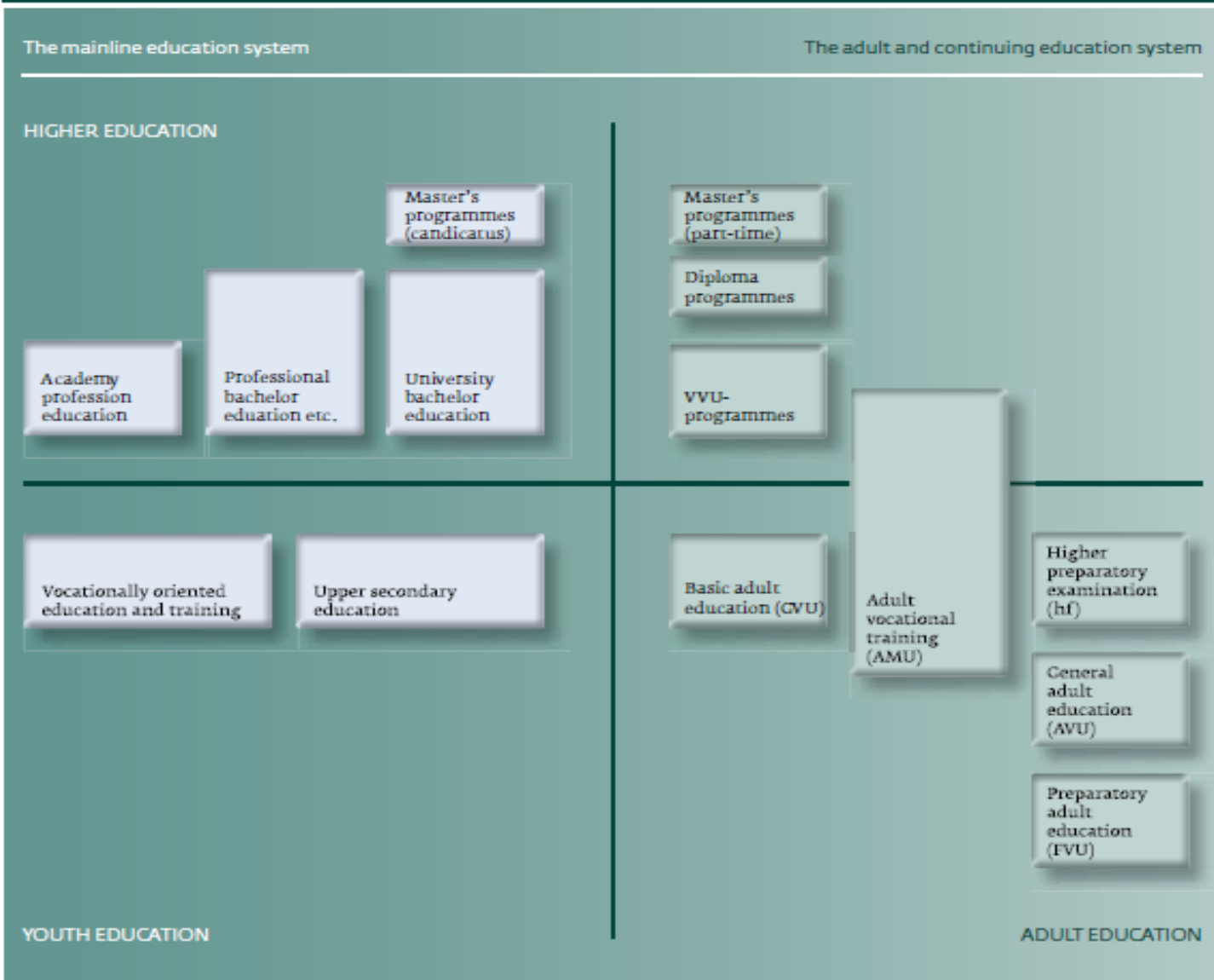
- Institutional development of processes, methods and tools for individuals to demonstrate their knowledge and skills for educational programmes - admission, credit or exemption.
- Involvement of clarification, documentation, assessment and recognition of knowledge, skills and competences in the working life.
- Self - individual reflection on one's experiences and derivative learning for the purpose of greater self-knowledge as well as personal planning and career development.

The Danish learning approach

- Education system / adult education system in Denmark is well elaborated and developed - long traditions.
- High degree of involvement of social partners and stakeholders.
- Collaboration with regional and local levels.
- Legislation: Typically "framework laws" with decentralised filling up and practice. Top-down and bottom-up processes.
- Pedagogical approach: From teaching to learning , process-oriented, dialogue-based and involvement of participants. Evaluation.

The Danish educational system

Figure 1.2 The two parallel Danish education systems

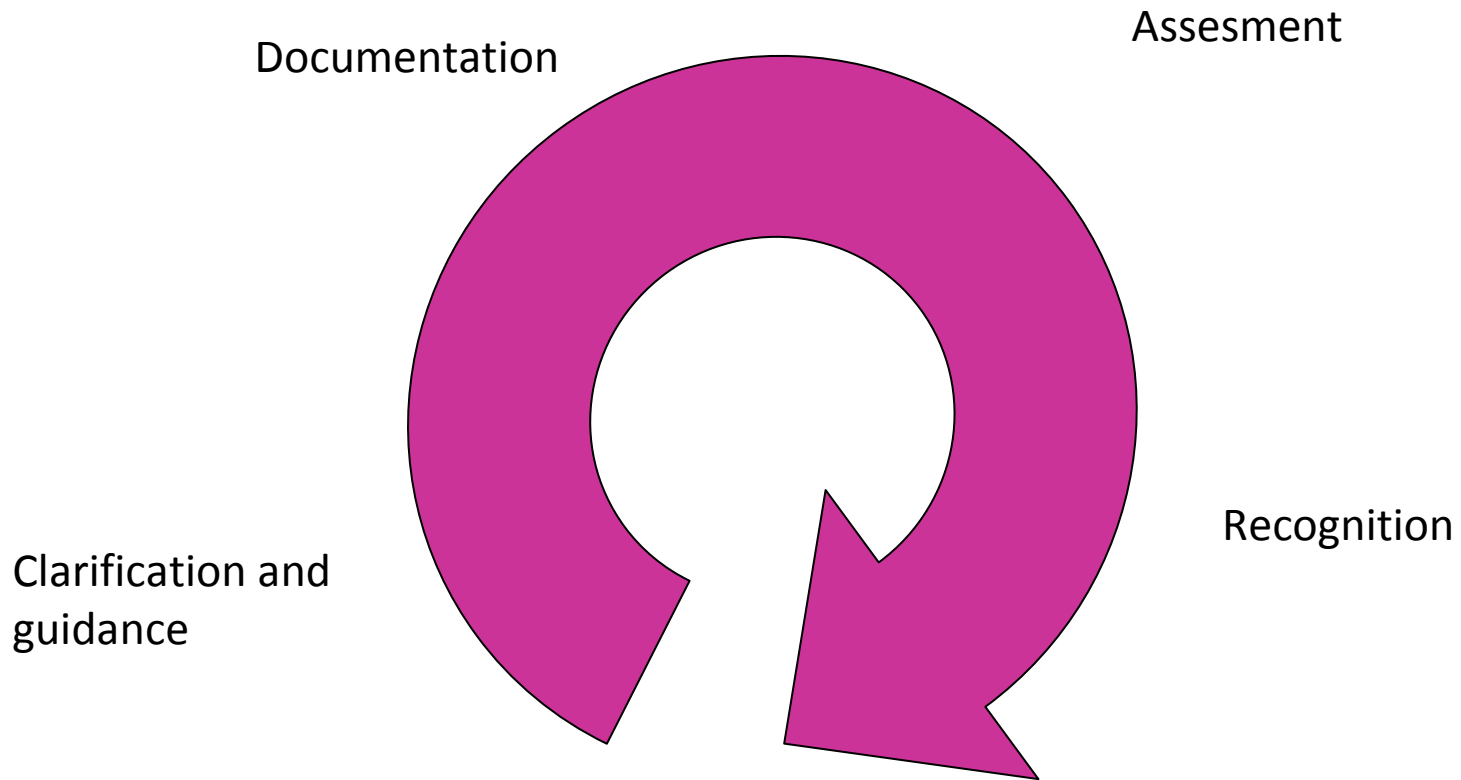


Activity 1: What are the essential elements of an RPL process?

- The RPL process must be learner-centered
- Learners must be offered clear guidance about RPL
- Learners seeking credit by RPL must provide evidence of their learning
- Learners must be supported to present evidence of their learning
- Credits with the same value

The RPL process

Phases



Question

Can you identify how such essential elements have been or can be manifested in practice in your institution?

Cases from Denmark

- Case Peter focuses on the process itself and its impact on the individual
- Case Susan focuses on the importance of the quality of initial advice and guidance systems experienced by potential students
- Both cases focus on the importance of qualified and professional staff working with RPL

Activity 4: What are the challenges of RPL?

- Information
- Quality assurance
- RPL and the EQF and NQF
- Ensuring a formative approach to RPL

Questions

- Do you recognise these challenges as important in your institution?
- How would you suggest a developing practice, what will be the next two steps in your institution?