

*kwalifikacje  
po europejsku*

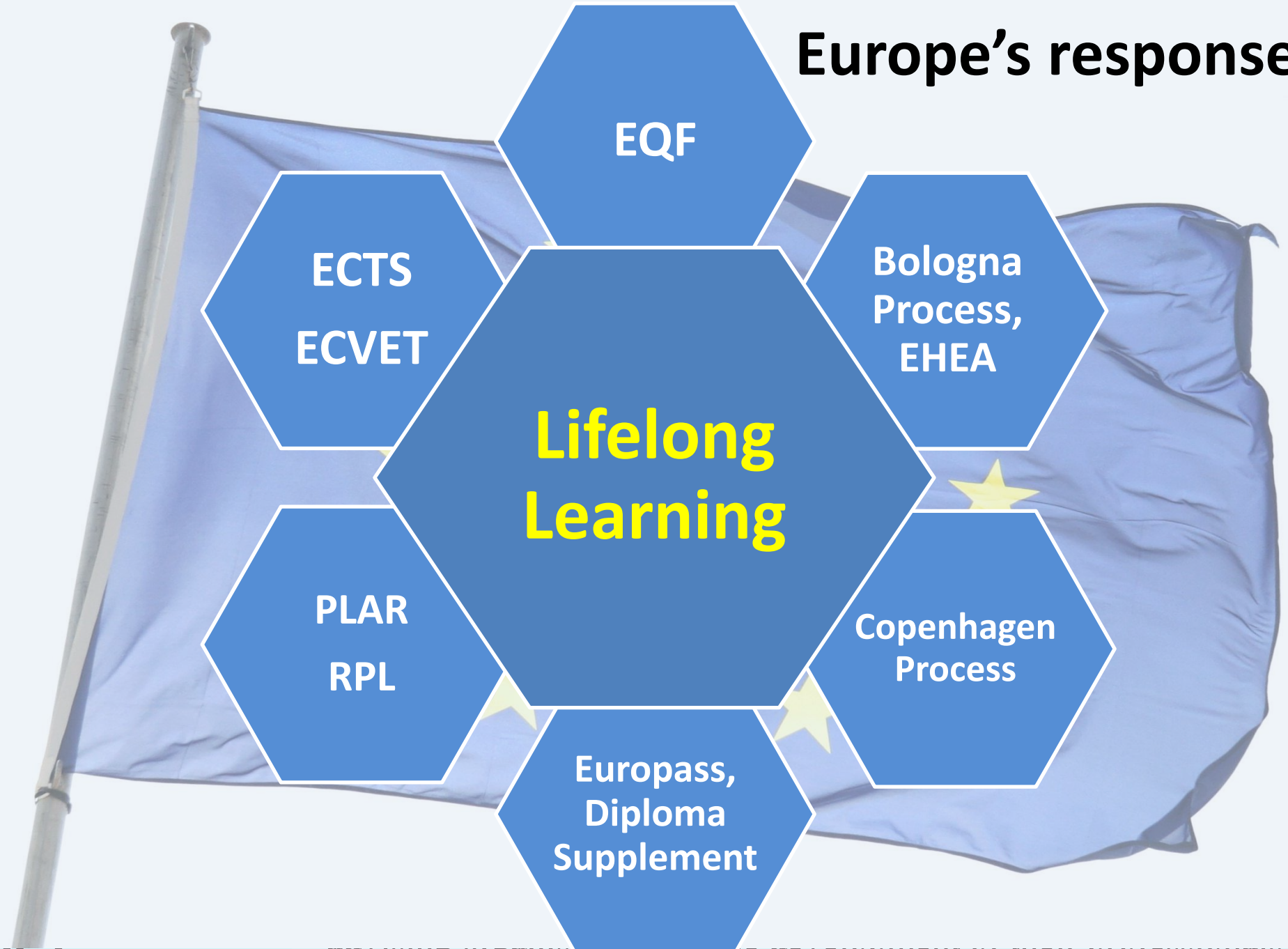


# Recognition of Prior Learning – Experience from UK

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# Europe's response



# Lifelong learning and RPL



# National Qualification Frameworks

- Level of intellectual challenge of qualification's Learning Outcomes (LOs)
- Set of generic 'level descriptors' covering 3 dimensions:
  - Knowledge
  - Skills
  - Autonomy, responsibility
- Enables comparisons of LOs, qualifications, occupational standards, occupations
- Promotes modernization of education systems:
  - Progression ladders: more fluent, broader/sideways or higher?
  - Matching of LOs to workplace needs
  - Matching assessment to teaching and LOs

# Learning Outcomes

- Learning Outcomes = competencies
- Part of HEHA, VET, RPL
- Implications for teaching and assessment
- Link between the world of education and work
- Well established in UK and Ireland, ongoing elsewhere
- Enabling:
  - modularity,
  - flexibility,
  - monitoring of progress,
  - Uniformity,
  - comparative results,
  - quality
- UNILO: Promoting the EQF Learning Outcomes approach within European universities

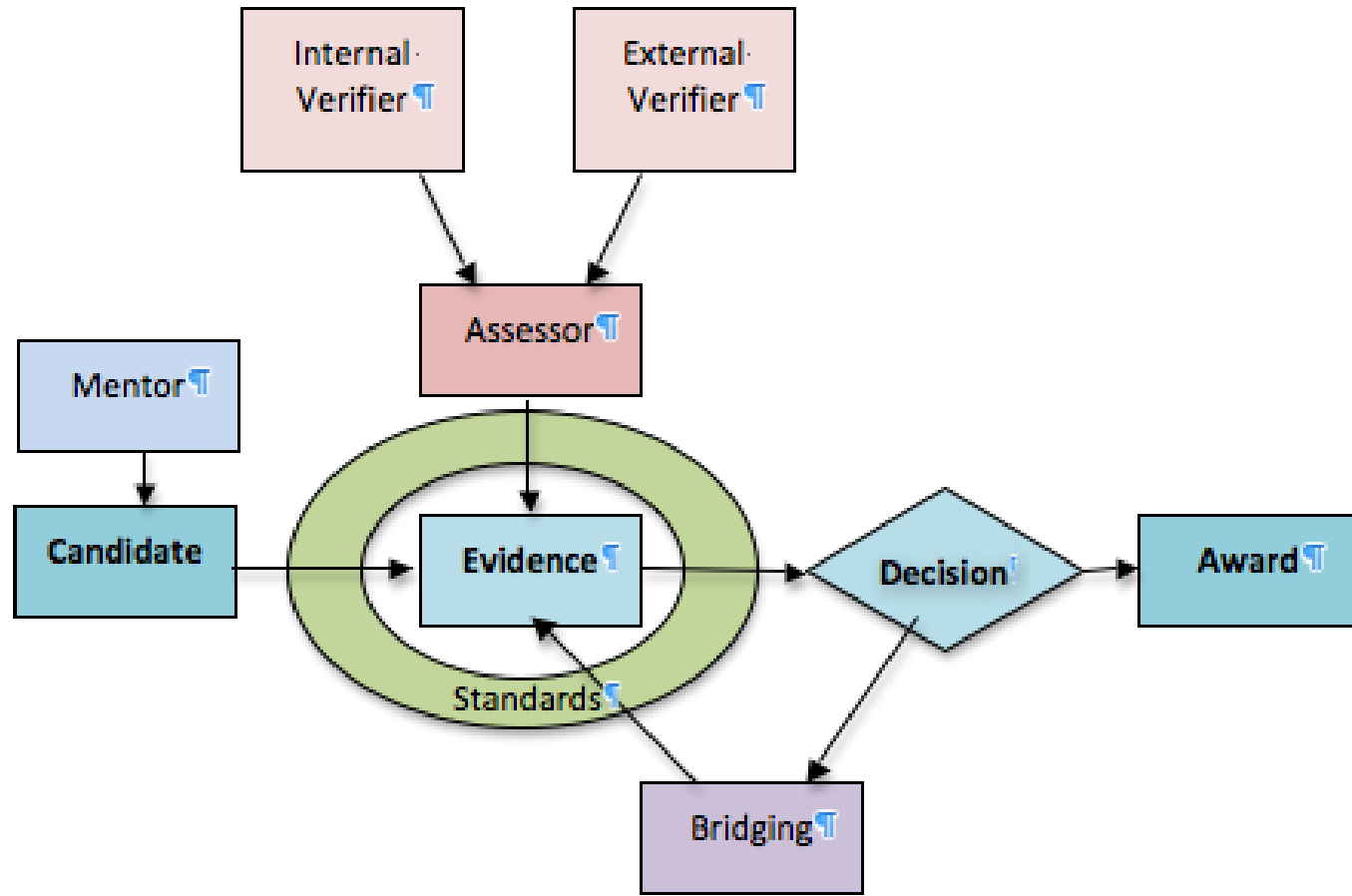
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# Recognition of Prior Learning

- Any learning path, not just formal courses
- Learning from experience/at work/interest group
- Assessment without teaching
  1. Mentor support
  2. Diagnostic assessment (select qualification, any gaps?)
  3. Learning - to fill gaps (formative assessment to help learning)
  4. Summative assessment – to demonstrate competence achieved
  5. Accreditation (award qualification) + celebration

# What is RPL?





# To RPL or not to RPL

- A concern with **equity**. RPL a way to bring those who may have felt excluded from education back into learning, and to boost motivation and self esteem.
- An increasing **focus on employer needs**. RPL has been seen as a cost and time-effective way both to reach a better investment in staff.
- **A dialogue of choice**. RPL is seen as a key tool for delivering greater flexibility and customer choice in training and education systems.
- A concern for **efficiency**. In theory, RPL allows for the maximum utilisation of existing human resources it also saves time and money by avoiding duplication of learning.
- The wish to promote a **positive learning culture**. RPL can be said to encourage a culture in which learning is seen as an attainable and positive goal for every individual.

# Potential problems

- **Lack of demand** (personal preference or lack of experience in RPL)
- **Lack of awareness and low esteem** (‘easy option’ and not valued by stakeholders?)
- **Complex processes** (bureaucracy, need for communication skills – usually gained through academic education – that those who stand most to benefit from RPL often lack)
- **Inadequate support** (without adequate support candidates may struggle **and become discouraged**)
- **Confusing language**
- **Impact on practitioner workload** (when it is introduced at the enrolment stage not continuously)

# Assessment

- Assessment = evidence of achieving Learning Outcomes
- Evidence can be many/any form (not just exams)
- Evidence of skill = practical demonstration
- Evidence of attitudes/values = testimony from colleagues, supervisors, clients
- Need varied evidence (corroboration)
- Assemble in portfolio, confirm with viva voce
- Evidence: valid, sufficient, reliable, authentic, current, fair, affordable

# On-Site Assessment & Training (OSAT)

Standard assessment method for all construction NVQs

- Initial briefing of candidate:
  - evaluate experience
  - select target qualification
  - identify what types of work needed to demonstrate all NVQ competences
  - identify extra training
  - explain & plan assessment process
- Only includes training needed to fill gaps - a competent person needs no further training
- Assessor observes candidate working on site
- Evidence assembled in portfolio to show competence in all units of the NVQ
- Assessor questions candidate (including theory test)
- Typically needs 6 to 8 site visits by assessor (say 3+ months)

# Experienced Worker Practical Assessment (EWPA)

Special accelerated assessment for competent workers:

- Initial briefing of candidate:
  - evaluate experience
  - select target qualification
  - identify extra training
  - explain & plan assessment process
- 1 or 2 day practical test for construction trades
- Candidate builds a 'test piece' from design drawings & specification, observed by assessor in assessment centre
- Candidate takes a theory test
- Assessor questions candidate: why, what if ...?

# Comparison of OSAT and EWPA

OSAT	EWPA
Candidate briefing	
On site	In assessment centre
Real work	Test piece
Portfolio of evidence	
3+ months	1 day

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Thank you very much for attention  
any questions / pytania?