How to validate and recognize prior informal and non-formal learning

14:30-14:35	Welcome and summary of the first webinar
14:35-14:45	Presentation of the self-evaluation template • **Anders Ahlstrand**, Analyst, Swedish Council for Higher Education
14:45-15:25	How to validate? Best practices from the RPLip project's partners • **Susanna Boldrino**, Head of Academic University Development, FH Campus Wien, Austria • **Deirdre Goggin**, Recognition of Prior Learning and Work Based Learning Company Advisor, Extended Campus CIT, Ireland Q & A
15:25-15:55	Panel discussion • **Mislav Balković,** Dean, Algebra University College, Croatia • **Sylvie Bonichon,** Associate Expert, EURASHE • **Pernilla Hultberg,** Education Officer, Gothenburg University, Sweden • **Marjaana Mäkelä,** Principal Lecturer, Haaga-Helia UAS, Finland
15:55-16:00	Wrap-up and invitation to the dissemination seminar

Poll

1. Did you take part in the first webinar "Why validation and recognition of prior informal and non-formal learning"?
- Yes
- No

The RPL in practice project

- EU funded "Support to the implementation of the EHEA reforms" Erasmus + - Key action 3: Support for policy reforms.

- Swedish Ministry of Education and Research contractor

- The Swedish Council for Higher Education, UHR, is designated by the ministry to coordinate

- Contract period April 15, 2019 – April 14, 2021

https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/607050-EPP-1-2018-1-SE-EPPKA3-BOLOGNA

Project website: https://www.uhr.se/en/rplinpractice

The objective of the project

Promote different ways of recognising competences for access to further studies and for credits. The objective is to encourage, through structured peer learning, the participating countries/institutions to develop quality assured and consistent processes to recognise non-formal and informal learning that suit the conditions of the participating countries/institutions.

Participants: authorities, ministries and HEI:s in 5 countries and EURASHE

Swedish Council for Higher Education

QQI — Dearbhú Cáilíochta agus Cáilíochtaí Éireann — Quality and Qualifications Ireland

IRISH UNIVERSITIES ASSOCIATION

CIT CORK INSTITUTE OF TECHNOLOGY — INSTITIÚID TEICNEOLAÍOCHTA CHORCAÍ

BRIATHAR DÉ MO LÓCHRANN — MIC — MARY IMMACULATE COLLEGE — COLÁISTE MHUIRE GAN SMÁL

EURASHE — European Association of Institutions in Higher Education

LISTAHÁSKÓLI ÍSLANDS — Iceland University of the Arts

Swedish Council for Higher Education

Government of Iceland — Ministry of Education, Science and Culture

REPUBLIC OF CROATIA — Ministry of Science and Education

SIGILLUM UNIVERSITATIS ISLANDIAE — HÁSKÓLI ÍSLANDS

rannís

GÖTEBORGS UNIVERSITET

BOKU

UNIRI

UNIVERSITAS STUDIORUM FLUMINENSIS — UNIVERSITY OF RIJEKA

ALGEBRA UNIVERSITY COLLEGE

FH CAMPUS WIEN — UNIVERSITY OF APPLIED SCIENCES

die pädagogische hochschule oberösterreich

AQ Agentur für Qualitätssicherung und Akkreditierung Austria

KTH VETENSKAP OCH KONST

Why validation and recognition of prior informal and non-formal learning? 13th of October 2020

Survey; drivers and challenges for RPL

    - Better access to HE and inclusion

    - Understanding the RPL procedures and attitudes within the institution

Overview from the national contexts: Austria and Croatia

    - Reduce skills mis-match, flexible learning paths, social dimension etc.

Panel

    - Lifelong learning, learning outcomes-based curricula, recognize the workplace as a center of learning etc.

https://www.youtube.com/watch?v=q6XE32lbgwk&feature=youtu.be

Erasmus+

Why validation and recognition of prior informal and non-formal learning?

Nobody should be required to study something that they already know

Validation:
"a process of confirmation by an authorised body that an individual has aquired learning outcomes measured against a relevant standard"

Basic documents and background

- The Council recommendation, of 20 December 2012 on the validation of non-formal and informal learning

"The Member states should/.../have in place, no later than 2018,/.../arrangements for the validation of non-formal and informal learning"

https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A32012H1222%2801%29

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Validation of non-formal and informal learning
- the four phases of validation

The European guidelines for validating non-formal and informal learning
http://www.cedefop.europa.eu/files/3073_en.pdf
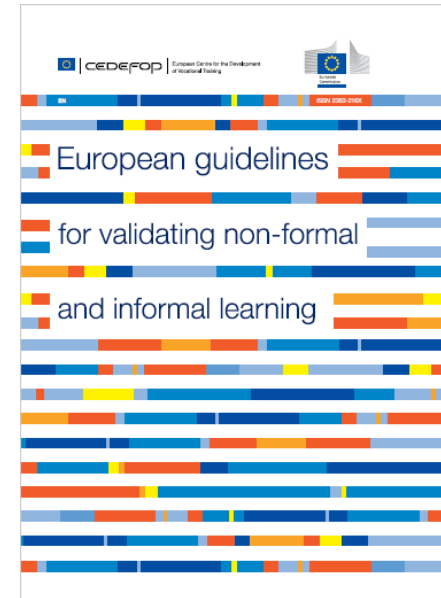
| Identification | Documentation | Assessment | Certification |

Self-assessment template

Part 2. Self-assessment template – to be filled in parallel to working with an RPL case

1. Identification	Short description	Crucial points in order to achieve success	Challenges	Comments	Links to examples
Has the purpose of the validation been clearly defined and communicated with the candidate?					
Have the different phases of the validation process been clearly defined and communicated to the individual candidate?					
Which procedures support identification?					
Which tools support identification?					
Which identification approaches (e.g. standardised and dialogue-based) are used and how do you mix them?					
How is guidance and mentoring (counselling) supporting and integrated into the identification phase?					
Are academics involved in the identification phase. If so in which way.					

![Swedish Council for Higher Education logo]

Self-assessment template

Part 2. Self-assessment template – to be filled in parallel to working with an RPL case

1. Identification	Short description	Crucial points in order to achieve success	Challenges	Comments	Links to examples
Has the purpose of the validation been clearly defined and communicated with the candidate?		- Clear information and support to candidates. - Clear role definitions and responsibility - Clear definitions of how validation can be used.	- Make the candidates understand their responsibility and the effort they have to put into the process. - Reach out to potential candidates		https://www.cit.ie/rpl https://www.kth.se/en/studies/master/recognition-of-prior-learning-1.786469
Have the different phases of the validation process been clearly defined and communicated to the individual candidate?		- Clear information about the process and what kind of information the candidate has to present. - Guidance/mentoring to candidates.			https://www.cit.ie/rpl/bookaworkshop
Which procedures support identification?		- Easy access to information on Learning Outcomes on programme and course level linked to a qualification framework.	- Poorly constructed Learning Outcomes. -		https://www.cit.ie/courses/findacourse
Which tools support identification?		- Templates and forms - Examples	- Know when all the relevant evidence is identified		

![Erasmus+ logo]

Poll 2

Which is the most important point in order to implement and develop RPL at your Higher Education Institution?

- Transparent procedures and guidelines
- Support and guidelines for students
- Committed and well-informed staff
- Institutional and program level commitment and policy
- Learning Outcomes oriented curricula which considers RPL in the course development
- Appropriate funding
- Other – I will write in the chat

Poll 3

Which is the main priority for the systemic implementation and development of RPL in Higher Education at the national level?

- Creating a uniform RPL process with national guidelines
- Creating a national platform (e.g. national centre for RPL)
- Better funding and financial incentives
- Increasing awareness on the RPL process
- Other – I will write it in the chat

How to validate? Best practices from the RPLip project's partners

- **Susanna Boldrino**, Head of Academic University Development, FH Campus Wien, Austria

- **Deirdre Goggin**, Recognition of Prior Learning and Work Based Learning Company Advisor, Extended Campus CIT, Ireland

Q & A

Panel

- **Mislav Balković,** Dean, Algebra University College, Croatia
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- **Marjaana Mäkelä,** Principal Lecturer, Haaga-Helia UAS, Finland

Final dissemination conference

- Project dissemination conference, spring 2021, Stockholm (?)

- Keep up-dated: https://www.uhr.se/en/rplinpractice