

*Online event*

# Recognition of Prior Learning in Higher Education

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

**13 October 2020 | 14:30 - 16:00 CEST | Zoom**

# Wellcome!

Anders Ahlstrand  
Analyst,

Swedish Council for  
Higher Education

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

14:30-14:40 Welcome and context setting

14:40-15:00 Why validation?

- Formal aspects and key principles of RPL: Council recommendations and Cedefop guidelines, **Anders Ahlstrand**, Analyst, Swedish Council for Higher Education
- Results of the RPLip project's survey, **Michal Karpíšek**, Secretary General, EURASHE

15:00-15:20 Overview from the national contexts

- **Barbara Birke**, Head of Department Analysis and Reports, AQ Austria
- **Đurđica Dragojević**, Senior Adviser, Ministry of Science and Education, Croatia

15:20-15:55 Panel discussion

- **Arthur Mettinger**, Vice-Rector Academic Affairs, FH Campus Wien, Austria
- **Carme Royo**, Executive Director, eucen
- **Irene Sheridan**, Head of Extended Campus CIT, Ireland
- **Una Strand Viðarsdóttir**, Senior Adviser, Ministry for Education, Science and Culture, Iceland

15:55-16:00 Wrap-up and invitation to the next webinar

## Poll

1. To which group do you primarily belong?

- Institutional leaders
- Education professionals
- Students/learners
- Policy makers

2. To what extent do you have experience with RPL?

- Substantial
- Some
- Little
- None

## 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 HEIs in 5 countries and EURASHE



QQI

Dearbhú Cáilíochta agus Cáilíochtaí Éireann  
Quality and Qualifications Ireland



IRISH  
UNIVERSITIES  
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CORK  
INSTITUTE OF  
TECHNOLOGY  
INSTITIÚID TEICNEOLAÍOCHTA CHORCAÍ



BRIATHAR DÉ MO LÓCHRANN  
MIC  
MARY IMMACULATE COLLEGE  
COLÁISTE MUIRE GAN SMÁL



EURASHE  
European Association of Institutions in Higher Education



Government of Iceland  
Ministry of Education, Science and Culture



LISTAHÁSKÓLI ÍSLANDS  
Iceland University of the Arts



Swedish Council for  
Higher Education



REPUBLIC OF CROATIA  
Ministry of Science and  
Education



HÁSKÓLI ÍSLANDS



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COLLEGE



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WIEN  
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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?

**Individuals**

**Higher education institutions**

**Employers**

**Society**

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

Nobody should be required to study something that they already know

<https://vimeo.com/377085123>



## Poll 3

Which of the following would describe the main drivers for RPL at your Institution/in your country? Indicate max 2?

- Enhancing the diversity of institution's student population
- Providing better access and inclusion in higher education
- Strengthening life-long learning and employability
- Reflecting learners' expectations
- Recruiting a sufficient pool of students
- Increased quality of higher education due to its focus on learning outcomes
- Other - I will write it in the chat
- Not applicable

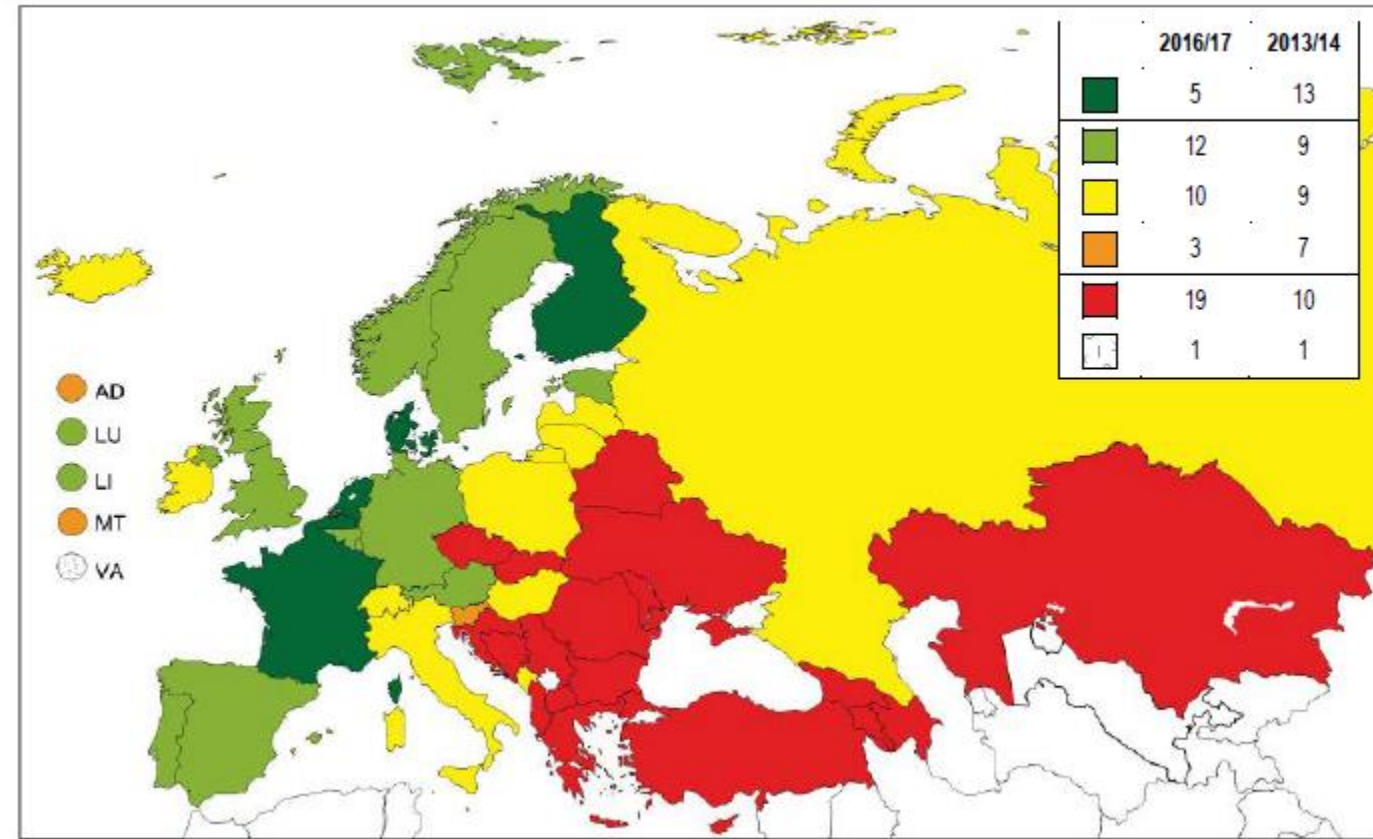
## Basic documents and background

- **Bologna process: Communiqués of the Conferences of Ministers**
- Berlin 2003
  - “urge Higher Education Institutions and all concerned to enhance the possibilities for lifelong learning at higher education level including the recognition of prior learning. They emphasise that such action must be an integral part of higher education activity.”
- Yerevan 2015
  - “to remove obstacles to the recognition of prior learning for the purposes of providing access to higher education programmes and facilitating the award of qualifications on the basis of prior learning, as well as encouraging higher education institutions to improve their capacity to recognize prior learning”
- Paris 2018
  - “We also urge the adoption of transparent procedures for the recognition of qualifications, prior learning and study periods, supported by interoperable digital solutions.”

## Background

- Gap between policy and practice
- only five education systems have nationally established and regularly monitored procedures, guidelines or policy for the assessment and recognition of prior learning as a basis for both accessing higher education programmes and the allocation of credits towards a qualification

Figure 5.40: Scorecard indicator n°10:  
Recognition of prior non-formal and informal learning, 2016/17



Source: BFUG data collection.

*Validation:  
"a process of confirmation by an  
authorised body that an individual  
has acquired 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

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

## Poll 4

How well has the Council recommendations been implemented in your country?

- Fully
- Partly
- Not at all
- I don't know
- Not applicable

# 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](http://www.cedefop.europa.eu/files/3073_en.pdf)

Identification

Documentation

Assessment

Certification

## Three peer-learning events

Definitions, basic principles, experiences and above all the basic prerequisites for RPL:

- 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

# Survey, drivers and challenges for RPL

- **Michal Karpíšek**, Secretary General, EURASHE



## Overview from the national contexts

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## Panel

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## Up-coming events in the project

- Project dissemination conference, spring 2021, Stockholm
- <https://www.uhr.se/en/rplinpractice>



Swedish Council for  
Higher Education



Recognition of Prior Learning in practice

*Online event*

# Recognition of Prior Learning in Higher Education

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

**5 November 2020 | 14:30 - 16:00 CET | Zoom**

<https://www.eurashe.eu/recognition-of-prior-learning-in-higher-education-november-october-2020/>