

# RPL and Lifelong Learning in Higher Education

Deirdre Goggin

Recognition of Prior Learning / Work Based Learning

November 2018

**Better Skills  
Better Jobs  
Better Lives**  
A STRATEGIC APPROACH TO SKILLS POLICIES

**Higher Education**  
System Performance

High Level Group on the  
Modernisation  
of Higher Education

**Pathways  
to  
Work**  
2016 - 2020

**THE POLICY CONTEXT**

National Skills Bulletin 2016

September 2016

**ACTION PLAN FOR EDUCATION**  
2017



**ACTION PLAN FOR JOBS**

Monitoring Ireland's Skills Supply  
Trends in Education and Training Outputs

National Strategy  
for Higher Education  
to 2030

Regional Labour Markets Bulletin  
2016

Modernisation of  
Higher Education  
in Europe

Access,  
Retention and  
Employability  
2014

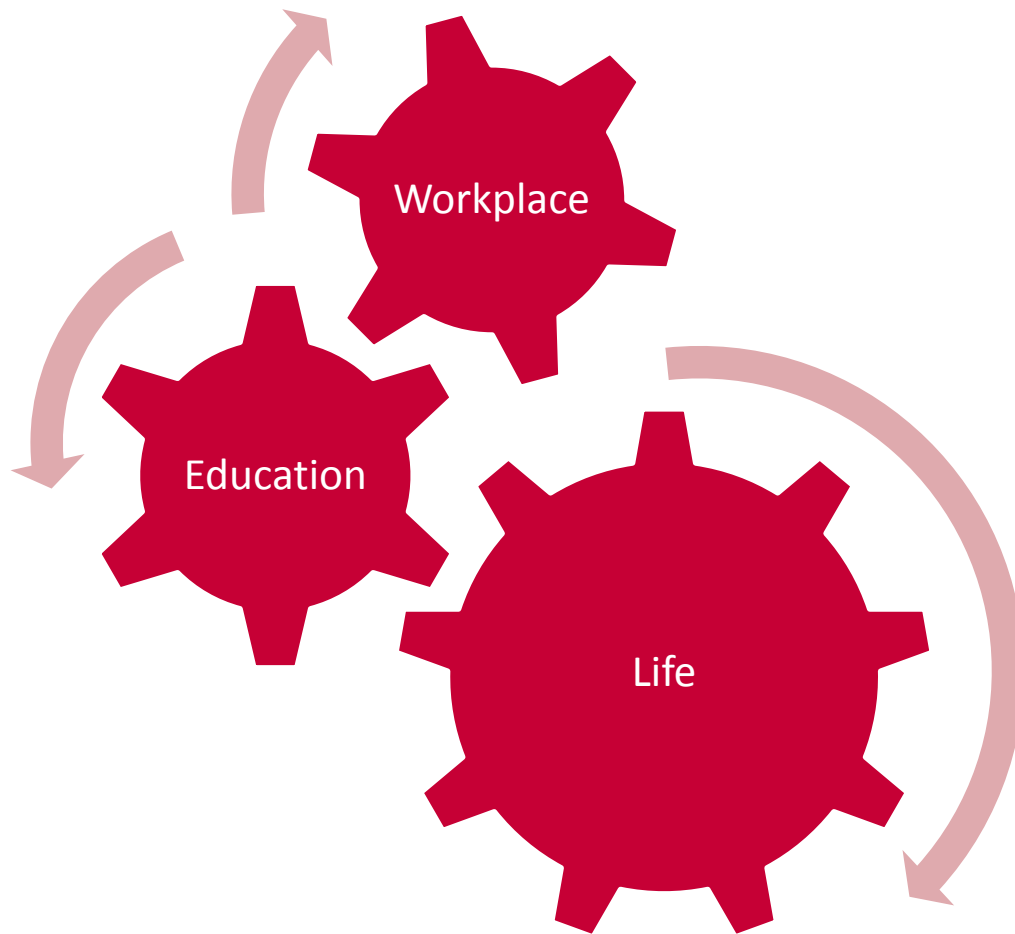
Report of the Strategy Group  
January 2011



**Regional Skills Partnerships for Skills**

OECD

- End of quarter 4 2016 Ireland had a participation rate in LLL of just under 7% Source: SMLRU analysis of CSO (QNHS data)
- EU 28 average of nearly 11% with countries such as Denmark(31%, Sweden(29%) and Finland (25%) leading the way.
- In the action plan for education Ireland has set targets for participation in LLL of 10% by 2020 and 15% by 2025.
- NFETL 2015 report of the maximum sample of 38 higher education institutions, 92% had some information on RPL and 42% had a policy available on RPL. RPL continues to be a feature in the performance compacts of HEIs in Ireland



Non linear process which should facilitate the transitions of learners to engage with new learning when needed, to recognise previously acquired learning for mobility and recognition purposes.

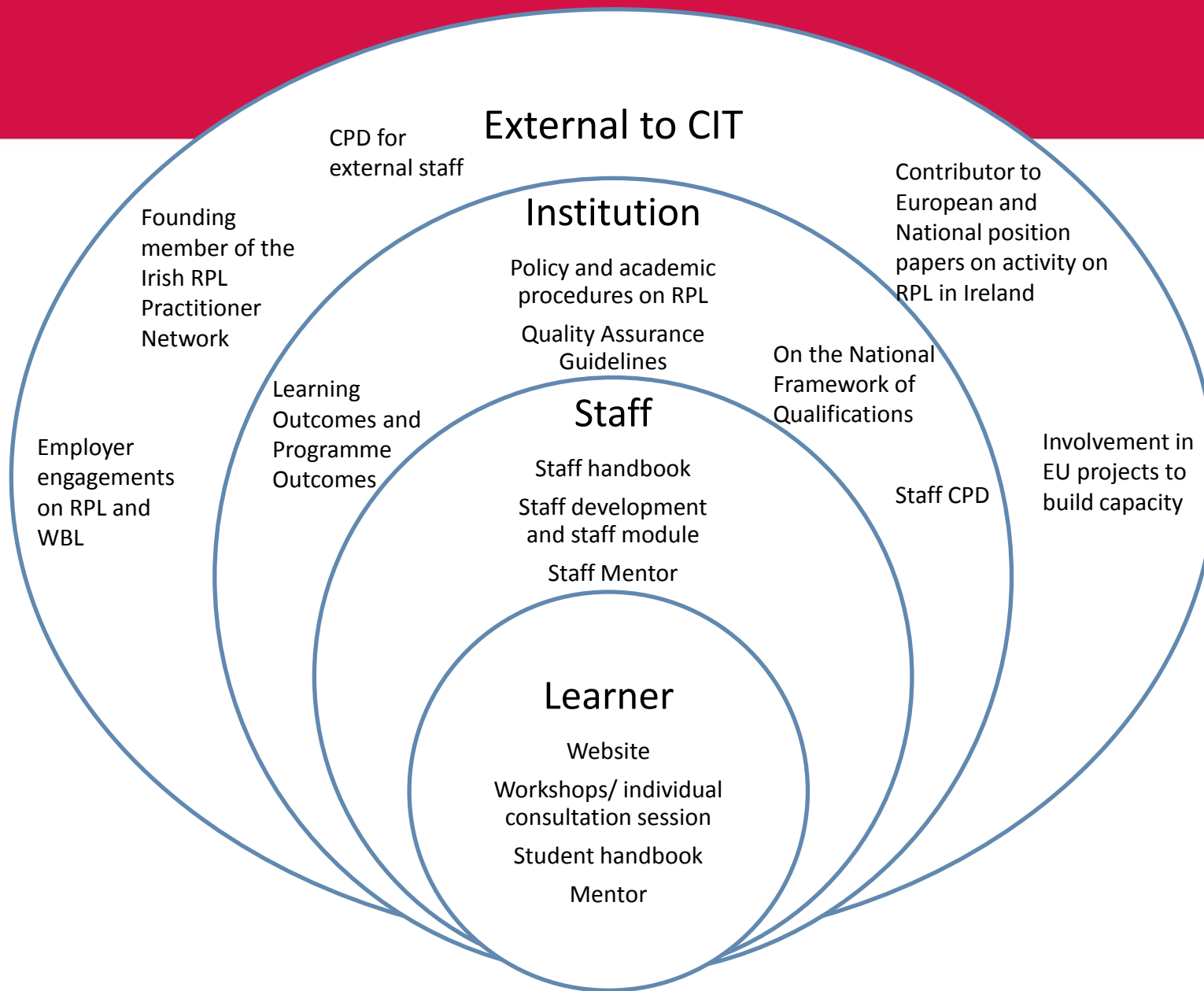
RPL can facilitate these transitions through the recognition of previously acquired formal, informal and non-formal learning which builds on what the learner already knows

- Recognition of Prior Learning is a process whereby formal recognition is given to learning which has been acquired prior to registering on a module or programme
- Learning can be formal, informal and non formal
- Evidence of prior Learning is measured against the learning outcomes or programme outcomes depending on the nature of the application

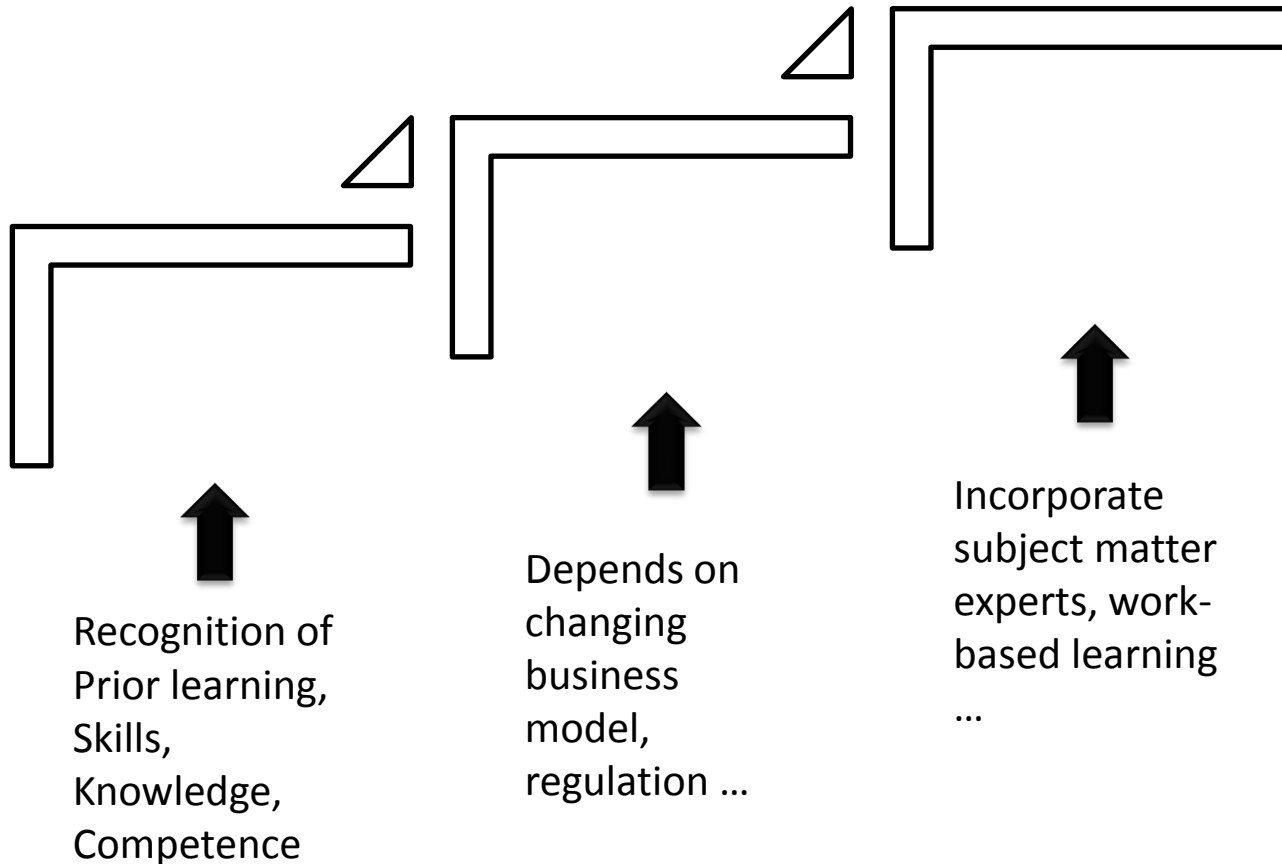
# CIT and Prior Learning Assessment (RPL)



- Prior Learning Assessment has evolved since 1999 in Cork Institute of Technology
- Started as a project in 1996 with an employer organisation seeking to validate learning in the workplace
- Resourced – 2 full time
- The focus is on evidence of learning and not on experience per se
- Applies to all disciplines , at all levels, all programmes
- Institute-wide policy in place via Academic Council
- Non-Standard entry, Advanced entry, Exemptions, Credits and Full academic awards



# Developing solutions together levels 6-10



- Consider modes of learning
- Assessment methodologies
- Support for the learner
- Workplace as a centre of learning



# Benefits of having RPL



## Student

- Value their learning
- Empowerment
- Moving forward in their learning journey
- Marketing of the institution

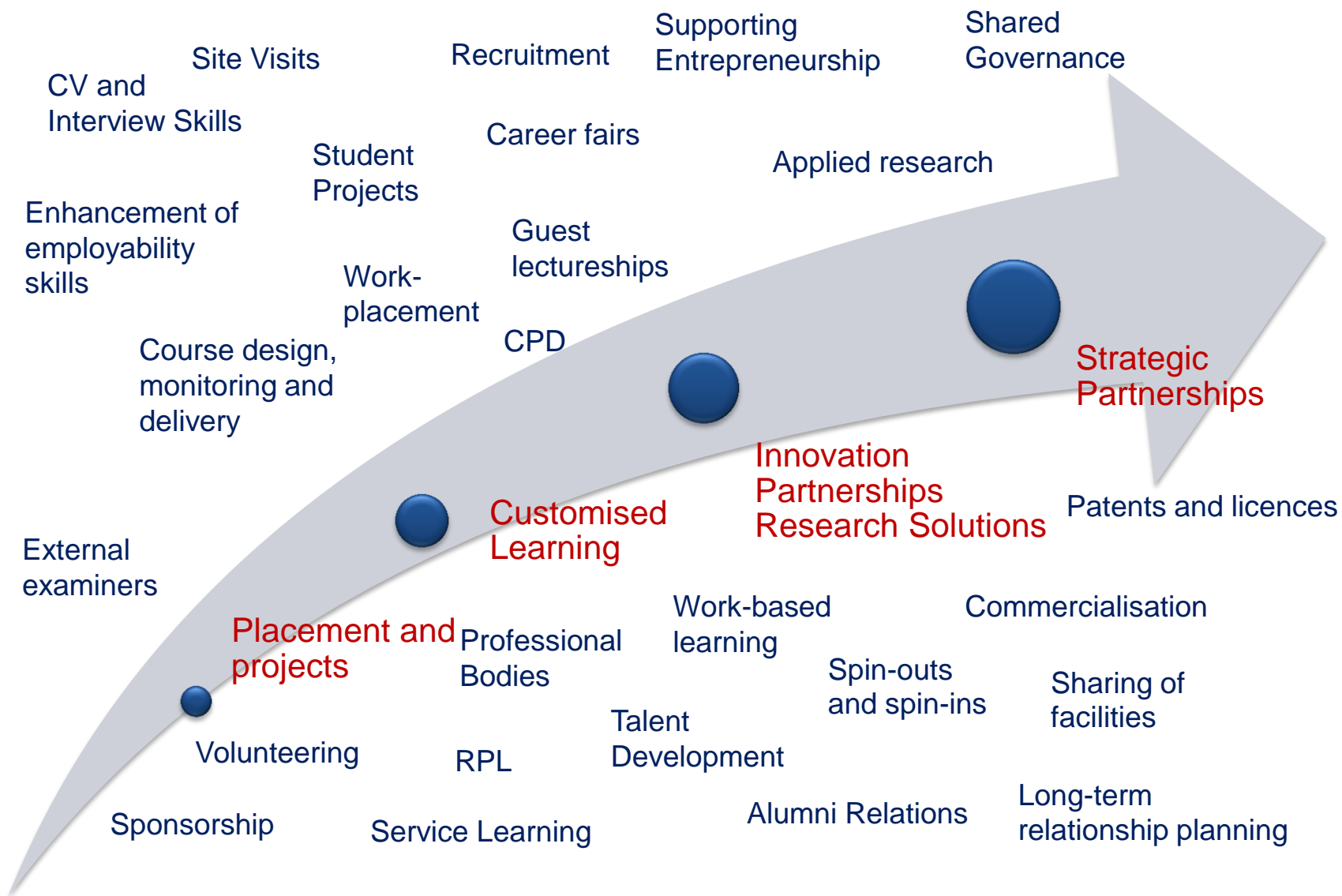
## Institution

- Challenges the institution on where learning happens and how it can be gained
- Learning and Programme outcomes
- Assessment
- Encourages reflection on our systems, processes, programmes

## Society

- Fostering a learning society
- Building relationships and mutual understanding with employers
- Mature learners, ex drop outs, asylum seekers, refugees

# What Engagement Looks Like ...



- Creation of a central unit to facilitate RPL/ WBL
- Precedence database
- Part of the strategic direction of the institution and included in the engagement strategy of CIT
- Part of the staff CPD in Teaching and Learning
- ‘Learning Clinic’ service to employers

# Thank you

**Deirdre Goggin**

**RPL / WBL**

**Cork Institute of Technology**

**[deirdre.goggin@cit.ie](mailto:deirdre.goggin@cit.ie)**

**353 21 4335133**

**[www.cit.ie/rpl](http://www.cit.ie/rpl)**

**<http://extendedcampus.cit.ie>**