

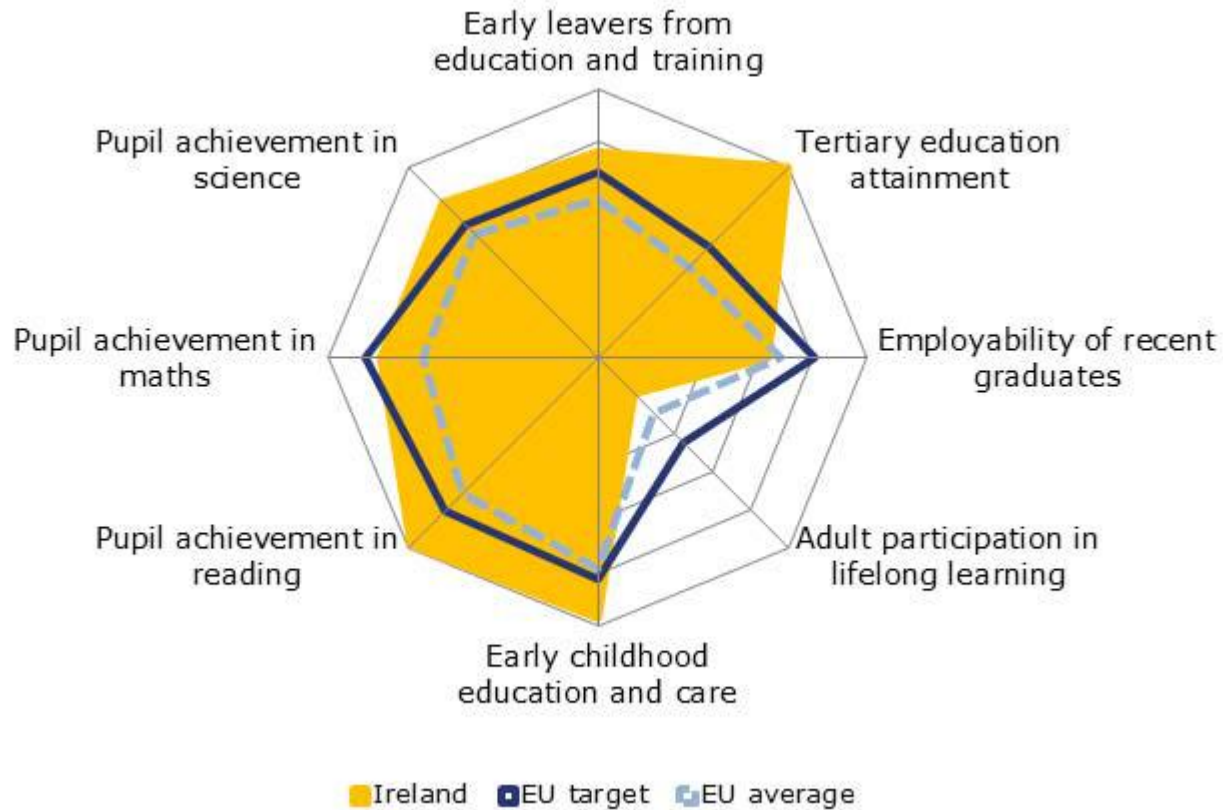
An Irish perspective on the writing of learning outcomes for assessment and validation, incorporating informal and non formal learning

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Recognition of Prior Learning / Work Based Learning

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Position in Relation to key performance indicators



Source: DG Education and Culture calculations, based on data from Eurostat (LFS 2013 and UOE 2012) and OECD (PISA 2012). Note: all scores are set between a maximum (the highest performers visualised by the outer ring) and a minimum (the lowest performers visualised by the centre of the chart).

Established NFQ from levels 1 – 10

- Covers HE and VET
- System of learning outcomes
- Differentiation of the learning attainment relevant to a level on the framework
- VET sector can be more flexible in how learning is achieved and evidenced
- HE sector can be more rigid
- Workplace ; pockets of familiarity

Understanding the landscape



- National reports
 - National strategy for Higher Education to 2030 (2011)
 - Flexible system
 - Increasing the modes of learning
 - Relevance of learning outcomes
 - Mobility of the learner and learning

- Expert group on Future Skills needs
 - Skills gaps
 - Increase participation

- Higher Education Authority funding under the Strategic Innovation Fund
 - Mobility
 - Inclusion
 - Rethinking approaches to Higher Education

- National position reports on Recognition of Prior Learning
- Establishment of QQI, ETBs and Solas
- Professional body qualification alignment
- ‘Professionalisation’ of certain sectors
- No national RPL strategy from the DES

Realisation that it is good idea but less certain as to how it could be achieved !

2010 Irish Inventory on the Validation of Informal and Non Formal learning (also relevant to the 2014 report)

- Evidence of good practice
- Spans VET and HE and includes participation by employers /industry sectors
- Depends on the motivation of those in institutions or organisations
- No one systematic approach

Benefits of Including RNFIL



■ Learner

Recognition for what they already know

Building on their existing learning as opposed to repeating learning

Academic validation for informal and non formal learning

■ Education Providers

Providing programmes that can be more relevant to employer requirements

Creating more dynamic programmes

Responding to the needs of learners in terms of employment

■ Industry

Incorporating learning from the workplace

Workplace is a centre for learning which in turn leads to a learning organisation

The way forward



Bottom up

- RPL practitioner network
- CPD for staff on RPL and module development
- Competence of assessors , mentors and guidance counsellors

Top down

- Legislation- 1999, 2012
- National policy approach on RPL
- Policy level Standing Group under DES consideration
- QQI policy relating to QA and achieving awards including through RPL-2016
- FET policy 2014 – 2019
- HEA institution performance compacts