Delivering RPL: Structured yet flexible, with the learner at the centre

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Introduction
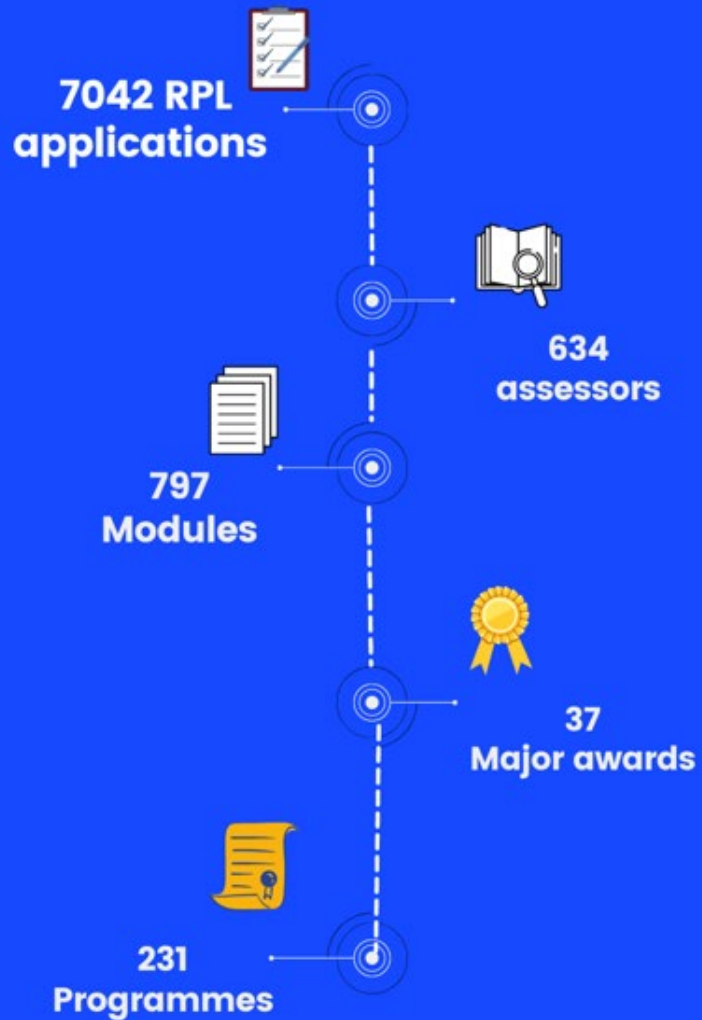

Context

Principles

Journey/Development over time

Examples
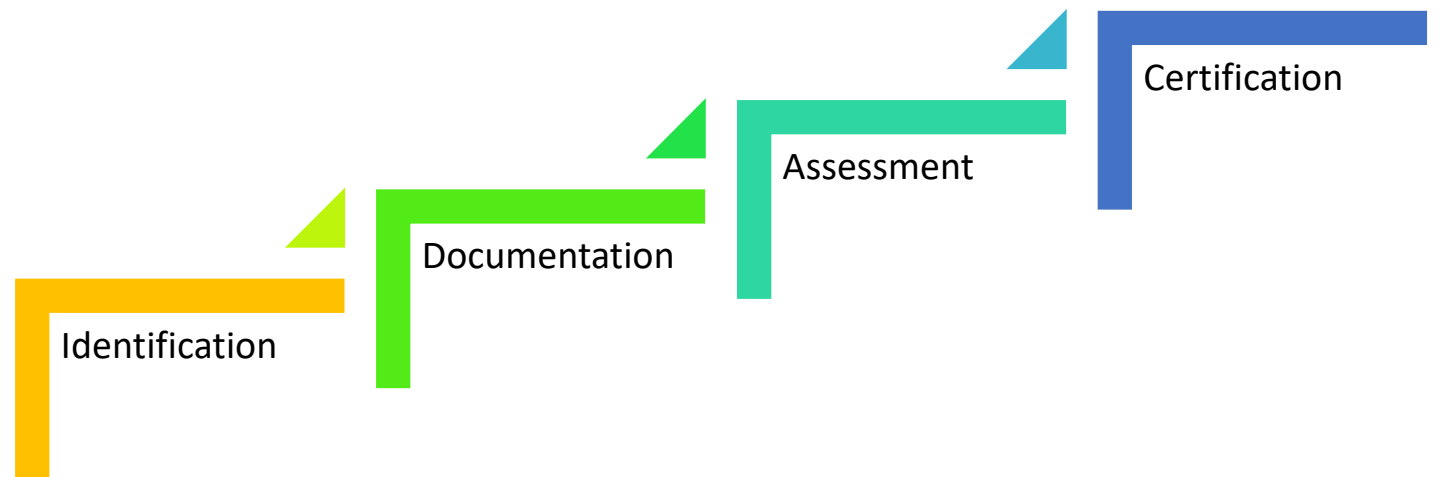
Engagement
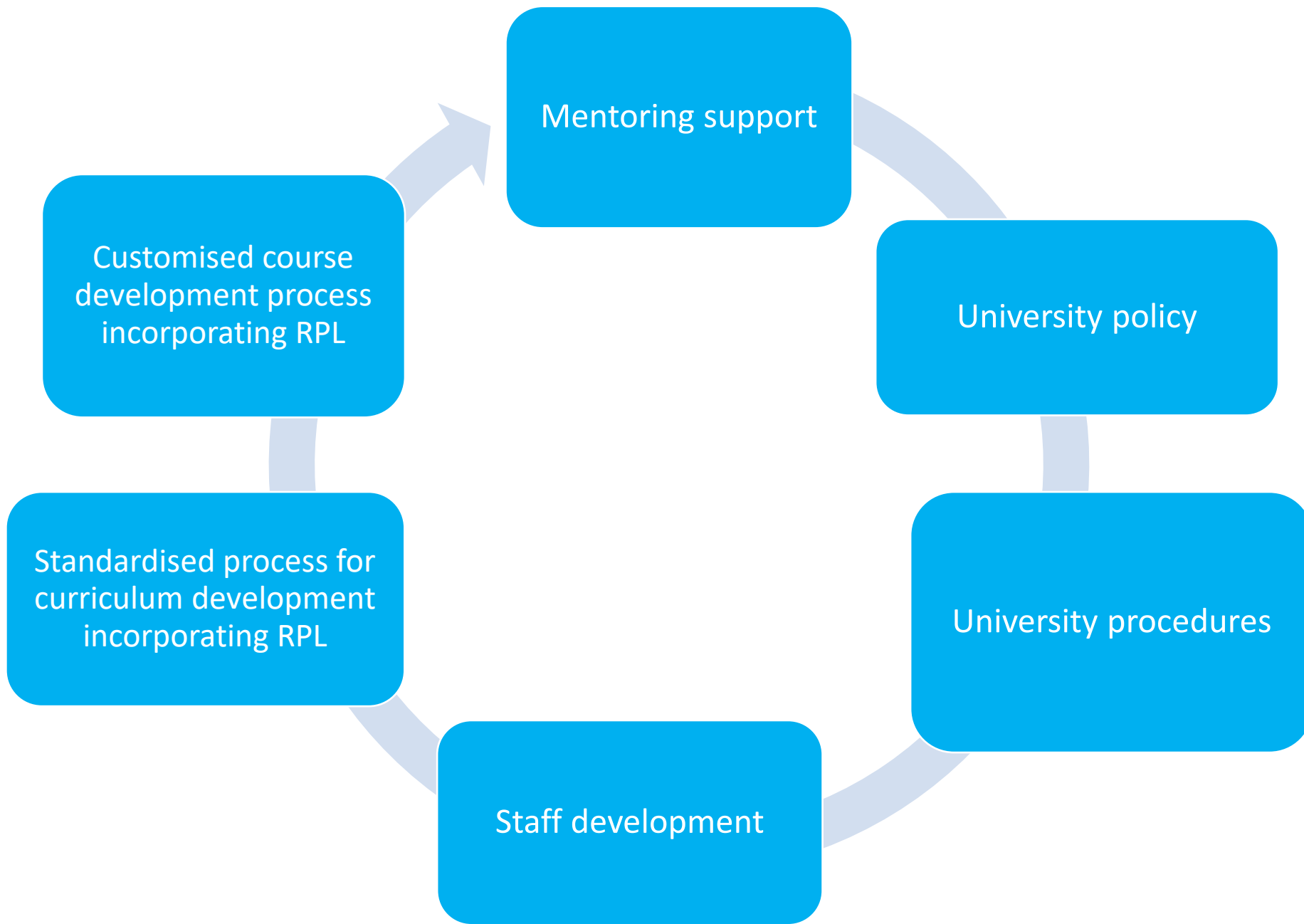
Workplace partnerships

Research

RPL in practice

- All disciplines, in all programmes at all levels
- One policy
- 6 campuses
- Entry and non-standard entry
- Advanced entry
- Module exemptions
- Full academic awards

Staff Training & Development

Learning Clinics

Mentoring

Student & Staff Supports

Customised Course Development

Identification

Documentation

Assessment

Certification

Principles of RPL

- **Student centredness**
- **Quality Assurance**
- Communication
- Assessment
- Support
- Engagement with industry and other stakeholders
- Appeals
- Compliance/ responsibility

Mentoring support

University policy

University procedures

Staff development

Standardised process for curriculum development incorporating RPL

Customised course development process incorporating RPL

Key to success

- RPL is seen as part of the engagement agenda of the university
- It is part of the university strategy
- Ethos and incorporated into curriculum development
- Quality assurance
- Flexibility and accessibility to those external to the university
- Retain the purpose of higher education
- Resourced
- RPL is seen as an opportunity beyond enrolments on modules and programmes

Brief examples

Nautical studies professional qualification provided access to final year of honours Bachelor degree, requirement to complete dissertation module

Recognition of non-formal professional qualification and training equivalent to 120 ECTS credits , enable access to year 3 of 4 year degree programme

Access to a special purpose honours programme facilitated through RPL if necessary to enable those from an engineering or science background to become effective supervisors/ managers

Supporting key talent of a strategic partner to gain access to year 3 of a Bachelor degree and from there has gained access to masters level studies

3 PILLARS OF ENGAGEMENT

GRADUATE FORMATION

WORKFORCE DEVELOPMENT

RESEARCH & INNOVATION

Enterprise Engagement and Experiential Learning (E3L)

Research Group

Reflections on a PhD study: uncovering the values, beliefs, and assumptions in RPL

What conditions and supports make validation effective?

(validation/individual)

What characteristics make the validation of skills an inclusive lifelong and life-wide practice?

(validation/skills)

Similar value systems operate with honesty, fairness, openness, equity, trust, cultural acceptance, respect to the fore.

Beliefs in support of RPL and lifelong learning.

Assumptions: RPL can only be provided if the academic standards are upheld.

Supports required, it is a challenging field of practice

Dr Phil O'Leary, MTU Extended Campus, MTU, Ireland

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