

RPL in Higher Education

Pilot project in Preschool Teacher Education

Participation in RPL in practice

- RPL is regulated in Iceland at secondary school level
- No formal regulation nor experience at higher education level
- University of Iceland participated in the “RPL in Practice” project
- What we learned:
 - RPL is possible at higher education level
 - What has worked and what has not
 - Guidelines and checklists
 - What should we think about before starting
 - What should we do through the process
 - Contacts for information (and inspiration)
- Gave us the ability and confidence to start our own pilot at UI

Why a Pilot project?

- Because nobody should be required to study something that they already know
- Need to upgrade the workforce in preschools
 - Many people working in preschools have many years of experience but limited education.
 - Many current students in the program have long work experience

Pilot project – First steps

- Commitment from top
- Understanding of RPL
 - Explaining what RPL is and is not
 - Not exemptions from requirements – 4 step individual process
- Form a Steering committee
 - Stakeholders (such as union) Head of Faculty, Program Coordinator, Project Manager, Guidance Councilor,
- Form a working group
 - Project Manager, Program Coordinator, Teachers, Student Councilors
- Training from The Education and Training Service Center (ETSC) who are responsible for training in RPL for the secondary school level

Learning Outcomes

- Review of the Learning Outcomes
- Program coordinator and working group reviewed the learning outcomes of each course
 - Learning Outcomes re-written with RPL in mind
 - Assessment Criteria formed for each Learning Outcome
- Positive feedback from teachers – improved quality of courses
- Seven courses chosen to be part of pilot study



Chosing participants

- Introduction meeting online
- Selection criteria
 - Current students at 1. and 2. year of undergraduate studies
 - 25 years old and 3 years work experience
- Application
 - Screening list and CV
- 22 chosen to participate
 - 18 have submitted necessary documents and are invited to the next step



Guidance Counsellors

- Group meeting with Guidance Counsellors
 - Participants are assisted in highlighting their skills and abilities
 - Action based verbs
 - Personal life-line
 - Previous work, special projects at work, studies, courses, hobbies, family, etc.
 - Applicants asked to bring all the transcripts, course diplomas, and anything that they have done in the past and could assist them in this process

Meet the assessors

- Next meeting is also a group meeting with guidance councilors and the assessors to match skills to learning outcomes
 - Applicants get to meet the people who will be evaluating their skills during the interviews.
 - Applicants fill out a self-evaluation forms based on learning outcomes for each course
 - Discussions



Evaluation interviews

- Individual evaluation interviews
 - Assessors have chosen who goes further to the interviews, and in which courses, based on the self-evaluation form and the skills portfolio.
 - 1-6 courses evaluated
- Participants invited to an interviews to evaluate their skills against the learning outcomes.
 - Only evaluated in courses where their self-evaluation form and skills portfolio point to the necessary level of skills.
 - Using real life examples, questions, pictures, texts etc.
- Start this week and will continue until mid December and continue in January
- Results are expected by end of January

Outcome

- If the participants skills matches the learning outcome of a course, ECTS credits are granted.
 - No discount of knowledge or quality
- ECTS credits are registered in the University's central system

Issues

- Not everyone on board in the beginning
- Quality and Trust
- Easy way?
- Learning outcomes of courses not clear enough – had to be re-written
- Some courses need further work to adjust learning outcome to RPL
- Still the issue of financing after the pilot



Future

- Key point
 - Quality assurance – Same learning outcomes
 - Check lists and guides – don't miss a step
 - Transparency of the process
 - No discount – Same learning outcomes

- Outcome of pilot – hopefully
 - Guidelines for other faculties – universities
 - Checklists - Quality Control
 - Handbook on RPL in Higher Education

- Implemented in other Faculties and Universities in the future.



Thank you

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Poll no 3:

**Is it possible to recognize PRL for credits
at your institution/in your country?**

- 1. Yes**
- 2. No**
- 3. I don't know**

Poll no 4:

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

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

Thank you!