Recognition of Prior Learning in practice

A EHEA Reform Project

The Swedish Council for Higher Education

A Government agency with the task to:

- provide information prior to higher education studies, manage the Swedish Scholastic Aptitude Test, produce regulations, and coordinate the admissions process to higher education,

- develop and managing IT systems and electronic services for the education sector,

- facilitate international exchange and training across the entire education spectrum, e.g. National Agency for Erasmus+

- recognise foreign qualifications,

- promote widening participation and working for equal rights and opportunities in higher education.

Stockholm

Visby

Background, Bologna process

- Berlin Communiqués of the Conferences of Ministers, 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."

- The Bologna Implementation Report 2018 indicates that there is a gap in policy and practice in many countries concerning RPL.

- In only five HE systems there are 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.

- alternative entry routes to higher education are rarely used.

https://eacea.ec.europa.eu/national-policies/eurydice/content/european-hig education-area-2018-bologna-process-implementation-report_en

Background, Bologna process

- https://www.uhr.se/om-uhr/Konferenser/genomforda-konferenser/refugees-impact-on-bologna-reform/

Recognition of Prior Learning and inclusion in the light of increased migration

Conference report
Refugees' impact on Bologna reform

Swedish Council for Higher Education

Malmö University 12–13 June 2017

Background, European Council recommendation

I

(Resolutions, recommendations and opinions)

RECOMMENDATIONS

COUNCIL

COUNCIL RECOMMENDATION

of 20 December 2012

on the validation of non-formal and informal learning

(2012/C 398/01)

Background, European Council recommendation

"THE MEMBER STATES should...have in place, no later than 2018, in accordance with national circumstances and specificities...arrangements for the validation of non-formal and informal learning."

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

Background, European Council recommendation

European Inventory on Validation: 2016 Update

- Member States are gradually placing validation of non-formal and informal learning higher on their policy agendas

- There is still considerable diversity and fragmentation of practices

- Participants in validation is still limited

- Decisive action is still required to meet the 2012 Council recommendation

- The analysis suggests that the main challenges to meeting the 2018 deadline are in professional development of validation practitioners and prioritisation of disadvantaged groups

https://www.cedefop.europa.eu/en/events-and-projects/projects/validation-non-formal-and-informal-learning/european-inventory

Erasmus+

The project – Recognition of Prior Learning in practice

- Call: EACEA/35/2018 "Support to the implementation of the EHEA reforms" Erasmus +, Key action 3: Support for policy reforms.

- Restricted to National Authorities for Higher Education in Erasmus+

- 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

Partners

Swedish Ministry of Education and Research	Sweden
The Swedish Council for Higher Education, UHR	Sweden
Agency for Quality Assurance and Accreditation Austria – AQ Austria	Austria
Austrian Federal Ministry of Education, Science and Research	Austria
Ministry of Education, Science and Culture	Iceland
Rannís The Icelandic Centre for Research	Iceland
Ministry of Science and Education	Croatia
Cork Institute of Technology (CIT)	Ireland
Quality and Qualifications Ireland (QQI)	Ireland
The Irish Universities Association (IUA)	Ireland
EURASHE	Belgium

Participating HEI:s

Participating HEI:s	
University of Gothenburg	Sweden
Royal Institute of Technology, KTH	Sweden
Universität für Bodenkultur Wien	Austria
FH Campus Wien	Austria
Pädagogische Hochschule Oberösterreich (PH OÖ)	Austria
University of Iceland	Iceland
Iceland University of the Arts	Iceland
University of Rijeka	Croatia
Algebra University College	Croatia
Cork Institute of Technology (CIT)	Ireland
Mary Immaculate College (MIC)	Ireland

The objective of the project

- Promote ways of recognising competences for access to further studies and for credits.

- Encourage the participating countries to develop quality assured and consistent processes/working methods to recognise non-formal and informal learning

- Some communal additional standards will be considered but the main objective is that each country develops its own working method

Erasmus+

Expected impact and added value

- Facilitate alternative ways of entering Higher Education and to promote lifelong learning.

- HEIs provide for a quality assured process for recognising non-formal and informal learning for access and for credits towards a qualification.

- A common understanding of standards, coherent and quality assured procedures

- The main impact is expected to be derived from the working methods - structured peer learning

- Focus on the implementation (RPL put into practice)

- Involvement of HEI:s in Peer Learning activities

- Trust between the partners.

"Methodology"

"In each country, HEIs will be involved which will provide cases and help in developing practices and test them. Involvement of academic staff and study counsellors from these Institutions is important.

The European or national guidelines serve as the basis for the recognition procedure and will, depending on the national context, be complemented with relevant definitions and a checklist for what should be included in a quality assured system."

Reference

European guidelines for validating non-formal and informal learning
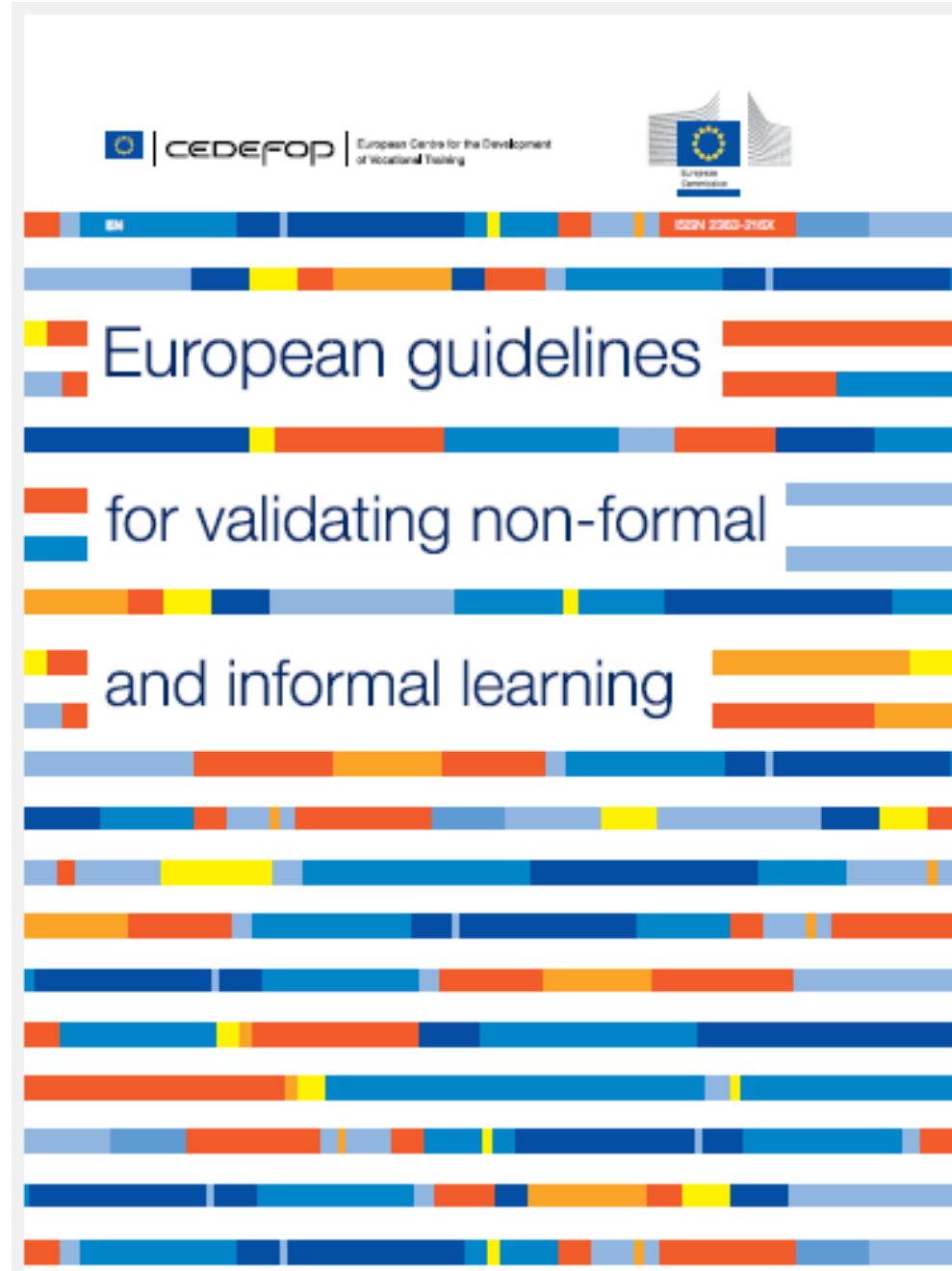
The four phases of validation, overview
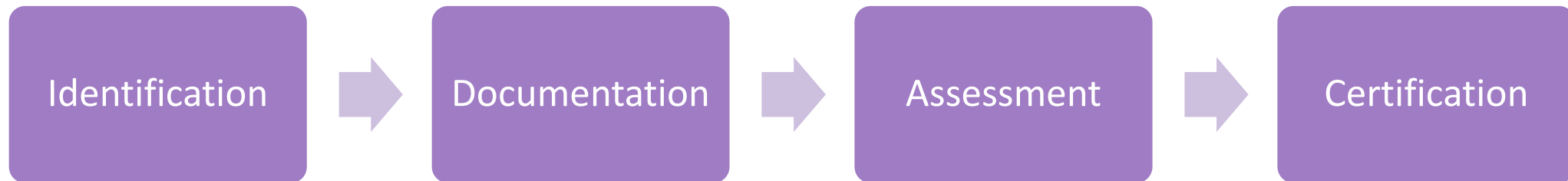
| Identification | → | Documentation | → | Assessment | → | Certification |

- COUNCIL RECOMMENDATION of 20 December 2012 on the validation of non-formal and informal learning
- The European guidelines for validating non-formal and informal learning

Sustainability

- Build on existing guidelines, institutional, national and European (European guidelines for validating of non-formal and informal learning developed by Cedefop)

- Involvement of HEI:s

- RPL is a prioritised issue in the participating countries

- There are on-going national projects in the countries on the subject in the participating countries

- Relevant partners in each country

- Involvement of a European organisation engaged in RPL (EURASHE)

The project so far

- Survey among the project participants about RPL practices and challenges

- One Peer learning seminar

- Agreed upon definitions

- Agreed upon a template to "self evaluate" the institutional process for RPL

The project – future

- Two more PLA:s

- Survey about RPL practices and challenges spread to a wider community

- Report

- Dissemination conference in winter/spring 2021

Thank you!

www.uhr.se