



**CORK
INSTITUTE OF
TECHNOLOGY**

INSTITIÚID TEICNEOLAÍOCHTA CHORCAÍ

RPL in Cork Institute of Technology

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Institutes of Technology in Ireland

- Higher Education in Ireland is provided mainly by Universities, Institutes of Technology, Technological Universities and Colleges of Education
- Mainly publicly funded (with some private colleges)
- Institutes of Technology trace their roots back to Regional Technical Colleges (mainly established in early 1970's to respond to local and regional skills needs)
- Originally these RTC's offered level 6 and 7 courses (equivalent to EQF 5 and 6 mainly)
- However IoTs now have delegated authority to Doctoral level (in specific disciplines)

Features of
IoT:

Employers
Involved in:

Course proposal and development

Course review and monitoring

External Examiners

Work placement (as a credit-earning feature)

Industry-based projects

Adjunct Faculty

Interview panels

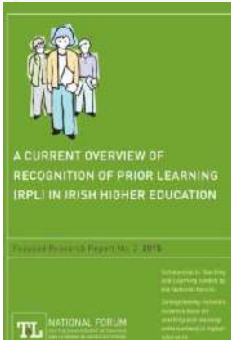
Governing body membership

Applied or close-to-applications domain research

Some Background...

Often supported on a 'project' basis...

- 2009 – A focus on Practice as part of the Education in Employment project report available [here](#):
 - Institutional guidelines
 - Lack of clarity in understanding and lack of awareness
- 2011 – Report on RPL in University Sector report available [here](#)
 - Call for transparent sector-wide approaches
 - Acknowledge and address costs
- 2015 – Report on RPL in HE – Available [here](#)
 - Diverse practice
 - Lack of clarity in definitions
- 2017 – Report on RPL in FE Available [here](#)
- 2020 – HCI pillar 3 RPL in Higher Education report



Legal Framework...



- The [Qualifications and Quality Assurance \(Education and Training\) Act 2012](#) sets out the statutory basis for QQI's engagement with RPL, mainly through policies and criteria for access, transfer and progression (ATP)
- The Act also states that learners may apply to QQI for awards where they meet standards that QQI has established, and that QQI may request providers' assistance to assess the achievements of learners who apply in this way. (Section 50 (3)(7)).
- S 50 has been amended by S 20 of the [Qualifications and Quality Assurance \(Education and Training\) \(Amendment\) Act 2019](#) which places the responsibility back on the provider to ensure that the appropriate standards have been attained

Note - this section of the amending legislation has not yet been commenced

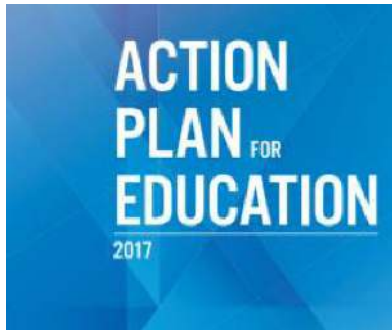
Quality and Qualifications Authority... Policy Framework



- In 2015 QQI published an [Access, Transfer and Progression Policy Restatement 2015](#). Following consultation on approaches to policy development, the [Principles and Operational Guidelines for the Recognition of Prior Learning in Further and Higher Education and Training](#) were also republished.
- QQI's [Core Statutory Quality Assurance Guidelines](#) : provider policies and procedures must include ‘fair recognition of education and training qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning’
- In addition, [Policies and Criteria for the Validation of Programmes of Education and Training](#) : explicit reference to RPL for the purposes of access, advanced entry and exemptions.

Adapted from <https://www.qqi.ie/>

Lots of general support ...



- The Department of Education and Skills committed in the [Action Plan for Education](#) (2017) to publish a national policy on RPL in 2017

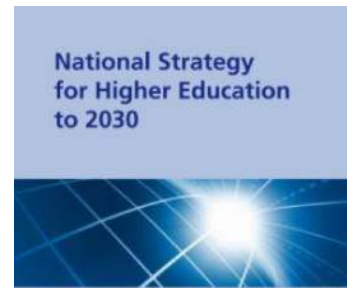
- to date this hasn't happened...

Further Education
and Training Strategy
2014-2019

RPL is also mentioned in the

- [Further Education Strategy 2014-2019](#),

- [National Strategy for Higher Education to 2030](#)



- [National Skills Strategy](#).

The current context

- National Framework of Qualifications – very well integrated in further, and higher education – well understood by employers – [here](#)
- [Springboard](#) – funding to respond to retraining needs following recession – requirement for RPL Policy
- [RPL Practitioners Network](#) – (supported by QQI) – bringing together HE, FE, Professional bodies, Guidance, linked through QQI to EU
- [National Forum for the Enhancement of Teaching and Learning](#) – building awareness of RPL as a facet of T&L – development of Digital Badge etc.



Cork Institute of Technology

Offers a Wide Variety of Undergraduate and Postgraduate, Career Focused Education Programmes



www.cit.ie

[: courses.cit.ie](http://courses.cit.ie)

RPL
recognises
that...



Linear *learning – career – retirement* model no longer fits



Access, Transfer and Progression is central to lifelong and life-wide learning



Workplace learning needs are dynamic and changing



Equity of access to education contributes to societal wellbeing

Stimulating
...Interactions with
organisations
and
individuals...



Focused In-company 'Learning Clinics'



Partnership approaches to cohort pathways incorporating recognition of prior learning and planned work-based learning



Agile and responsive relationships ... focusing on the learning context as well as the content



Awareness raising

Part time prospectus
Full time prospectus
Mature student guide

CIT Policy Evolution

- From early project involvement... 1996 EU Project
- **Strategic decision at Institutional level - 1999**
- 20 years as central function
- CIT policy –
 - 2006
 - 2008
 - 2010
 - 2013
 - 2019
- Informed by the broader changes nationally and internationally in relation to RPL



RPL in CIT

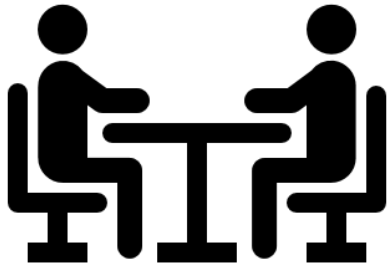
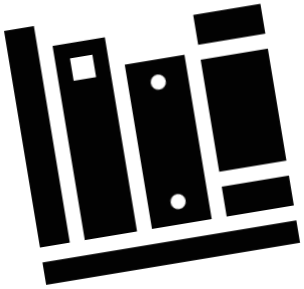
- Entry
 - Non standard entry / Advanced entry
 - Credits for Modules - Exemption
- Full Awards, Minor Awards, Special Purpose Awards

All modules, programmes, disciplines at all levels of the framework levels 5 – 8
EQF (6-10 nationally)

Individual student and cohort approach

Informs interactions with individuals but also industry and those external to CIT

Embedded in Quality Assurance Processes



Identification

...Follows from the Stimulation / Awareness Raising

...built on RPL Policy – Academic Council; QA Marks and Standards

- Practical supports for students
 - [Student handbook](#), supports for Application and Portfolio Development
 - RPL Support: www.cit.ie/rpl, templates, examples, guidance and opportunity to schedule attending a workshop or one-to-one session

Documentation

- Criteria used for admitting evidence into the process
 - <https://courses.cit.ie/> full database of all programmes and modules of Cork Institute of Technology expressed in terms of **learning and programme outcomes**, clear credit value and levels on Framework
 - Student handbook – lists some examples of appropriate evidence
 - Templates available through the website <https://www.cit.ie/rpl/usefulforms> all portfolios submitted virtually.
 - Forms are word documents and open to amendment by the author – various structures to support submission – recognition that evidence can take many forms

Student

- Portfolio approach asks that the student
 - Identify their learning
 - Make it explicit
 - Consider it in the context of the learning outcomes
 - Assess their learning
 - Present it by way of evidence and argument

- Consider...

Is this ability to reflect on their learning required of the non-RPL student?

How much support should they receive in the process?



Assessment

- Learning portfolio
 - Interview?
 - Skills demonstration?



Type of evidence is guided by the discipline and the learning being validated

- Assessment subject to the same QA procedures
 - Formal assessment,
 - External examiner
 - Examination board ratification of outcome.
- Learning and programme outcomes guide the learner on the standard expected
- All procedures, processes are transparent.



Staff

Staff Handbook

Precedence Database

Staff Development

Teaching and Learning Unit

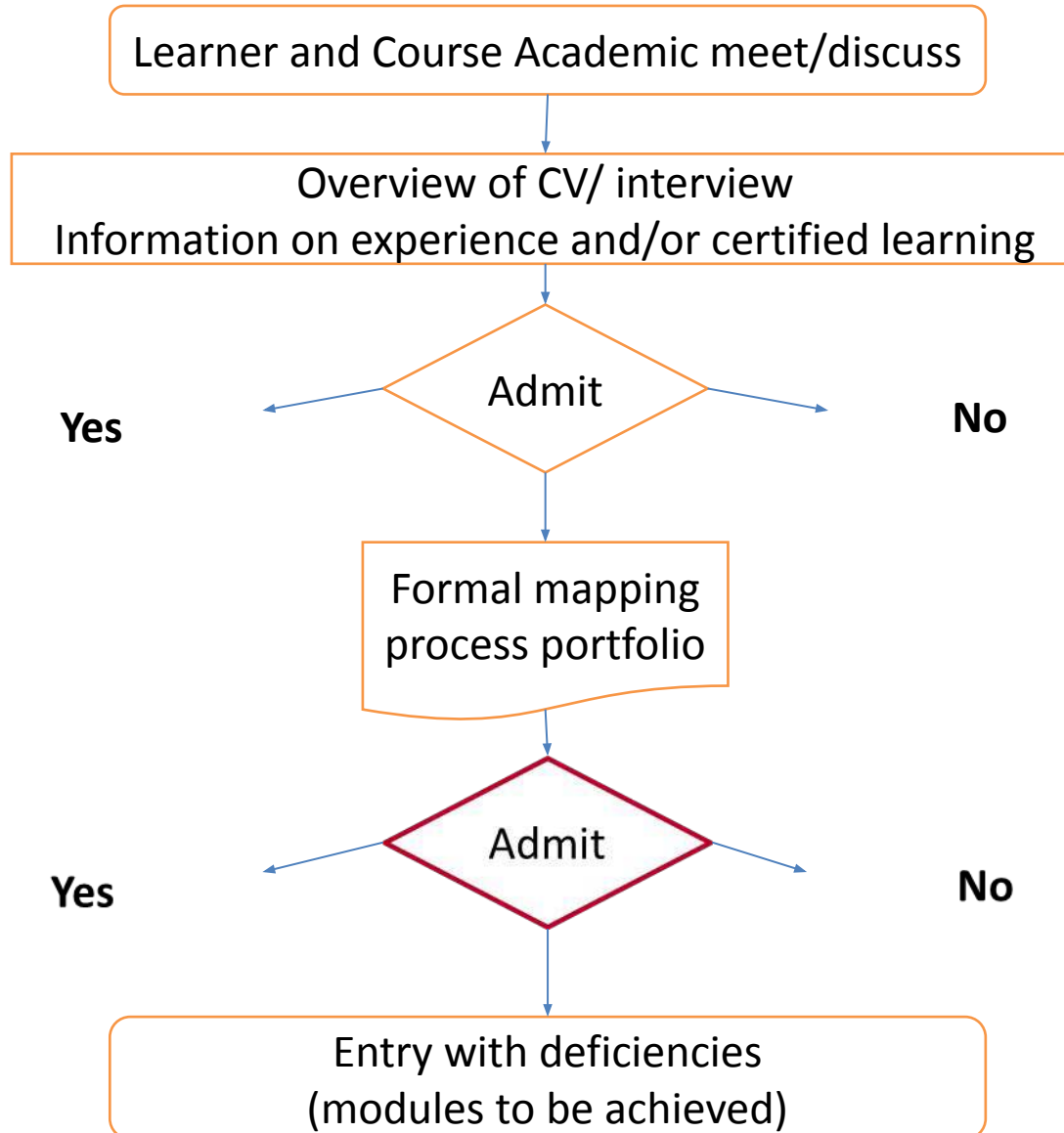
- Assessment criteria
- Relative volume and importance
- Presentation of the material
- Grade calculations
- Assessor training and rubrics – links to learning outcomes
- Internal and external assessors – familiarity with the learning context
- Is the learning:
 - Relevant
 - Valid
 - Authentic
 - Recent
 - Transferable
 - Sufficient

Certification

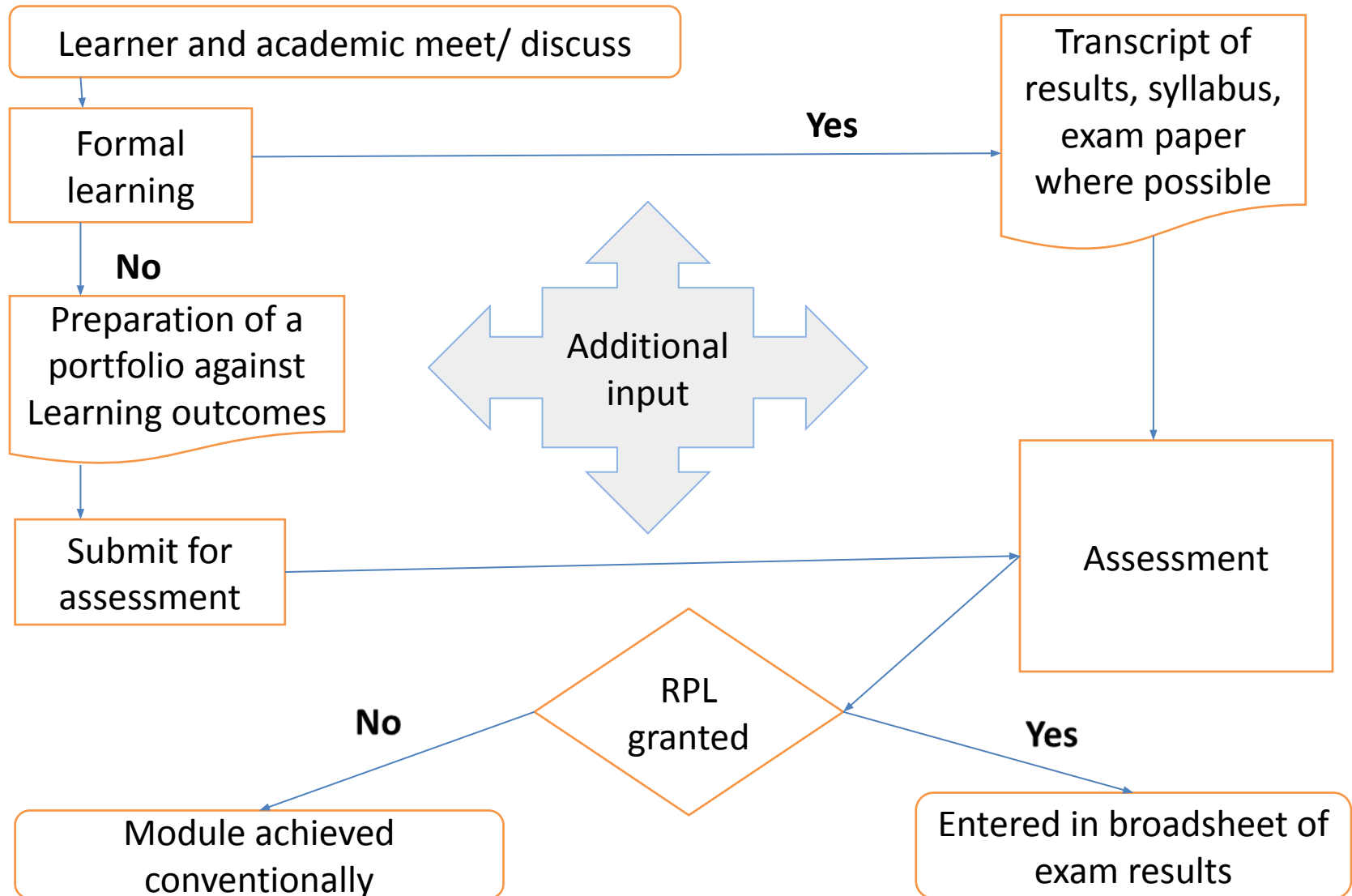
- Credibility of the awarding body assured
 - CIT has delegated authority from QQI and is subject to routine institutional reviews every five years. This relates to all business of the institution and not just RPL
- The outcome of the validation is only considered within the context of the National Framework of Qualifications which enables the mobility of the learner and their learning and transferability into other contexts



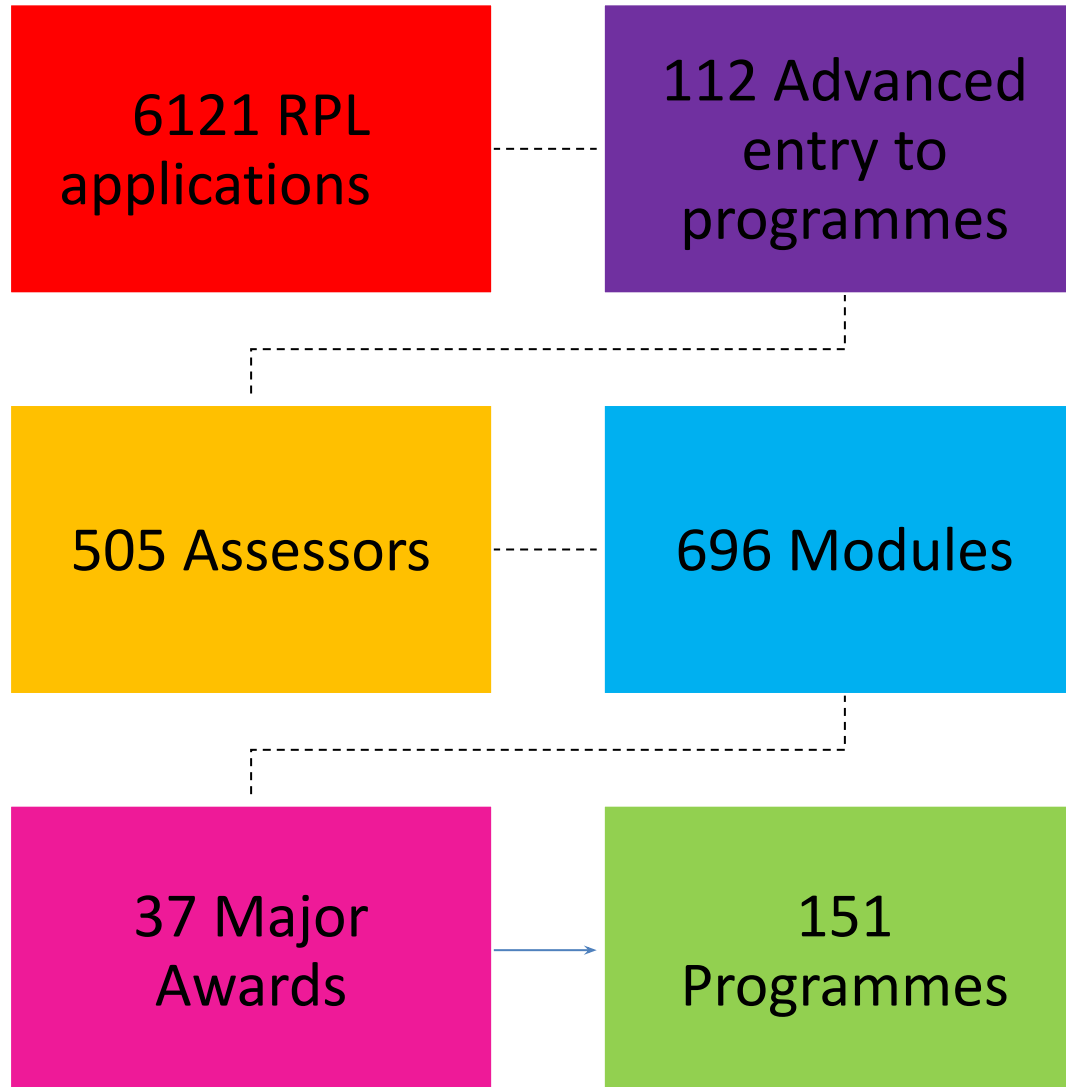
RPL for Entry or Advanced Entry



RPL exemption/ award



20 years of RPL



CIT and AFTA (Atlantic Flight Training Academy)

<https://vplbiennale.org/books/>

Making policy work
8.3

- Need : Honours Degree for employment opportunities.
- Who : Pilots
- How: Mapping of pilot training to the national framework of qualifications factoring in training and workplace learning
- Equivalent to 120 ECTS Credits
- BA Honours in International Business with Aviation Studies
- 120 credits delivered online through adobe connect

RPL in Practice

- K3 Support for Policy reforms
- <https://www.uhr.se/en/rplinpractice>
- Peer Learning
- Participant countries : Sweden, Iceland, Austria, Croatia, Ireland
- QA and higher education institutions
- EURASHE

Objective of the project

- Promote different ways of recognising competences for access to further studies and for credits. The objective is to encourage through structured peer learning , the participating countries/ institutions to develop quality assured and consistent processes to recognise non-formal and informal learning that suit the conditions of the participating countries/ institutions.
- 4 stages of validation
- Self assessment template
- EURASHE webinar links available on the website

Thank you

Questions

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<http://Extendedcampus.cit.ie>