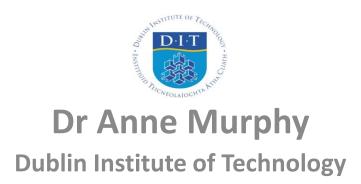
Tools for Assessment of Prior Experiential Learning



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Exemplar documents

Resources by Anne Murphy

- 1. RPL Matters in the DIT: policy and practice guide for staff (electronic version) (2010)
- 2. APEL Matters in Higher Education (book only) (2008)
- 3. RPL Information booklet for the public (electronic)
- 4. Journal article on developing and implementing RPL policy in the DIT (electronic)
- 5. Staff training programme document: (electronic)

 ' CPD course in RPL in HE: pedagogies, policies and procedures'

RPL terms and concepts recognition of prior learning

- APEL accreditation/assessment of prior experiential learning
- APCL accreditation of prior certificated learning
- Formal learning structured and assessed
- Non-formal learning achieved through structured learning that may not have been assessed
- Informal learning achieved through learning from work, voluntary activities, reading etc

Where RPL fits into NQFs

- For entry to a programme of study or training
- For exemption from elements of a programme
- To establish the level of prior learning in relation to framework levels and programme standards
- To achieve a full award
- To establish if learning outcomes have been met
- To diagnose gaps in prior learning in relation to awards/qualifications
- To describe the value of learning in terms of framework credits
- For mutual recognition of qualifications
- For membership of professional bodies

Framework tools essential for RPL

- Levels of learning with descriptors of each level – to describe degree of difficulty etc
- Programmes/awards/qualifications/standards
 as benchmarks against which to measure achievement
- Learning outcomes what should be achieved
- Credits system/s (VET, HE, work-related) to quantify volumes of learning

Guiding Principles?

 RPL is a process that needs to be underpinned by principles.

RPL tools should reflect the agreed underpinning principles

Pages 48, 49 and 50

Types of APEL assessment page 54

- Using existing examinations for 'taught' award
- Challenge tests in observed conditions
- Suitable projects over a short time
- Presentation of artefacts, with an interview
- Extended CV with interview
- Observation in real-work situation
- Simulation or role play
- Portfolio of evidence in relation to LOs
- Formal Qualifier programme or project
- ... should be appropriate and fit for purpose

Assessment criteria for APEL

- Authenticity
- Relevance
- Currency
- Level
- Sufficiency
- Capacity to succeed

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Assessment criteria for APCL

- Volume/years
- Volume/credits
- Depth/level
- Learning outcomes
- Curriculum content
- Reading list
- Research component
- Work practice/internship
- Examination papers
- Currency/recency
- Status of the awarding authority

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Self-assessment for APEL

- APEL applicants need clear guidance about precisely what is required of them
- A set of performance standards or learning outcomes are essential
- Applicant need to know the types of evidence of learning that are acceptable
- If applicants struggle to find evidence of learning or are reluctant to undertake a performance test or interview, perhaps they should not try!

Including APEL in Assessment Regulations

If an award is involved in an APEL process, it is essential that the process is quality assured, otherwise there may not be trust and confidence in it.

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An APEL Portfolio Template

Pages 84 – 95

RPL flowchart

• Page 71

2 main paradigms of APEL

- Formative APEL to identify how much learning an applicant has already achieved and what new learning is required
- Summative APEL assessing prior learning against a set of standards or LOs to achieve credits or an award/qualification

Both types can be used in pedagogical design

Integrating APEL into Pedagogies

In professional development programmes, it is not unusual for learners to have achieved much of the learning outcomes already.

Integrating APEL into modules encourages participants to reflect on their prior learning, to show evidence of that learning in relation to the LOs of the module.

Critical Reflection in RPL

- Describing prior learning is a relatively easy process.
- Identifying learning from experience in relation to LOs is a little more difficult. But it is how APEL works.
- Producing critically reflective APEL portfolios works well in groups where there is shared professional learning experiences.

GROUP APEL WORKS WELL for added value and peer learning

Combining APEL with WBL

Learning in communities of practice for professional development makes group APEL relatively easy:

- a. Trainers and lecturers
- b. Social workers
- c. Leaders of voluntary organisations
- d. Journalists
- e. Architectural technologists
- f. Chefs

Thank you!

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Questions?