



Tailored Learning for Adults in Higher Education

- Training University Teachers and Supervisors for Recognition

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PSP supervisors in universities

- Personal Study Plan is the key process in university education and the main counselling measure for new students
- Few supervisors have had training to the PSP role
- Supervisors have not gathered together to discuss their role, responsibilities, tools and aims of their work
- There are no supporting mechanisms of the supervisors' work, nor a clear picture of how counselling is organized in the university





Professional development in the supervisor role

- Student-centred approach requires teachers to adapt the role of the tutor supporting learning, not only teaching
- This new role allows us to think of measures to support also learning from experience
- Formal learning has always been accredited, but recognition of learning from experience has been difficult to tackle
- Feedback from other training events suggest to focus on work practices and tools to identify and accredit learning from experience.



Recognition of Prior Learning in the Personal Study Planning

This education programme

- was a pilot programme targeted to university staff involved in student counselling and guidance
- attracted participants from 10 universities and 14 universities of applied sciences
- had three major groups in Helsinki, Oulu and Turku. Major groups were divided into workshop groups (one also in Tampere)



Recognition of Prior Learning in the Personal Study Planning

After the programme the participant is expected to be able

- to know the context and basic principles of RPL (Bologna process, EQF, NQF, learning outcomes)
- to explain the guidance and quality processes in higher education
- to guide, plan and develop the RPL process as part of the PSP process
- to apply the main methods for recognising prior learning
- to guide students to manage their study paths and to develop their expertise
- to cooperate with and give guidance to other staff involved in the RPL process



Recognition of Prior Learning in the Personal Study Planning

The studies

- were implemented using the methods of multiform learning which included
 - 3 seminar days with lectures of experts and 2 workshops with guided group work
 - online learning and peer reviewing
 - project work on the role of RPL in the participant's work environment
- were performed mainly in Finnish, but there were lectures in English and Swedish as well



Recognition of Prior Learning in the Personal Study Planning

The project work assignments included e.g.

- RPL and guidance processes
- Roles and responsibilities of RPL staff
- Tools and methods for recognising prior learning
- Networking in RPL counselling
- A module for Master-level students in recognising professional expertise



Conclusions of the learning process

- Need for supporting mechanisms in the faculty and university level – process descriptions, job descriptions, role and task definition
- Reflection of the work practices and approach to guidance and counselling as a professional role needs time and supervision
- Focus on quality of education and meeting the university standards is the key in promoting RPL in HEI
- There is a natural connection between the RPL and PSP processes
- Most of the higher education institutions are still in progress of developing learning outcomes based curricula


