



Flexible Learning within Higher Education: Reflections on Recognition of Prior Learning



RPLiP Webinar
Why Validation and Recognition of Prior Informal & Non-Formal Learning
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CONTENT

- EURASHE and professional higher education
- Flexible & Innovative Life-long Learning
- RPL survey findings & conclusions



EURASHE: PROFESSIONAL HIGHER EDUCATION



PROFESSIONAL HIGHER EDUCATION

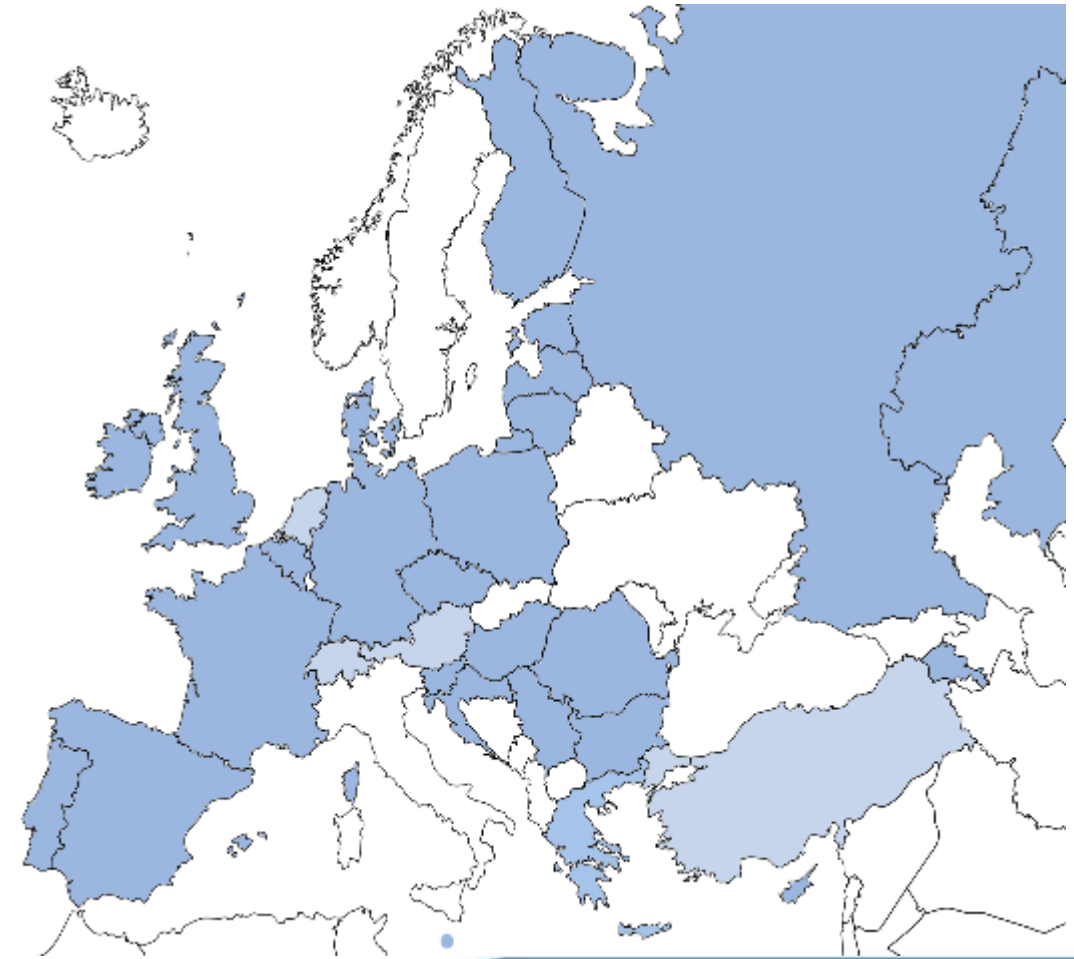
Professional higher education is a form of higher education that offers a particularly intense integration with the world of work in all its aspects, including teaching, learning, research and governance, and at all levels of the overarching qualifications framework of the EHEA.

Its function is to diversify learning opportunities, enhance the employability of graduates, offer qualifications and stimulate innovation for the benefit of learners and society.

The world of work includes all enterprises, civil society organisations and the public sector. The intensity of integration with the world of work is manifested by a strong focus on the application of learning achievements. This approach involves combining phases of work and study, a concern for employability, cooperation with employers, the use of practice-relevant knowledge and use-inspired research.

Membership

- EURASHE represents universities of applied sciences and other institutions of PHE (colleges, universities with professionally oriented programmes/faculties)
 - 53 full members: 13 national associations, 40 individual institutions
 - 1 associate member
 - 13 affiliate members outside the EHEA, organisations
 - About 560 HE institutions



FLEXIBLE & INNOVATIVE LIFE- LONG LEARNING



Marketing Overview

It is crucial to have an up-to-date marketing plan for the business to succeed in the market. This plan should include a clear understanding of the market, the company's strengths and weaknesses, and a strategy for reaching the target audience. The plan should also include a budget and a timeline for implementation.

Product Categories	Profit and Loss				
	2018	2019	2020	2021	2022
General Merch	+500.00	-100.00	1000.00	+2000.00	+500.00
Home & Kitchen	-150.00	+200.00	-500.00	+1000.00	+100.00
Art Supply					

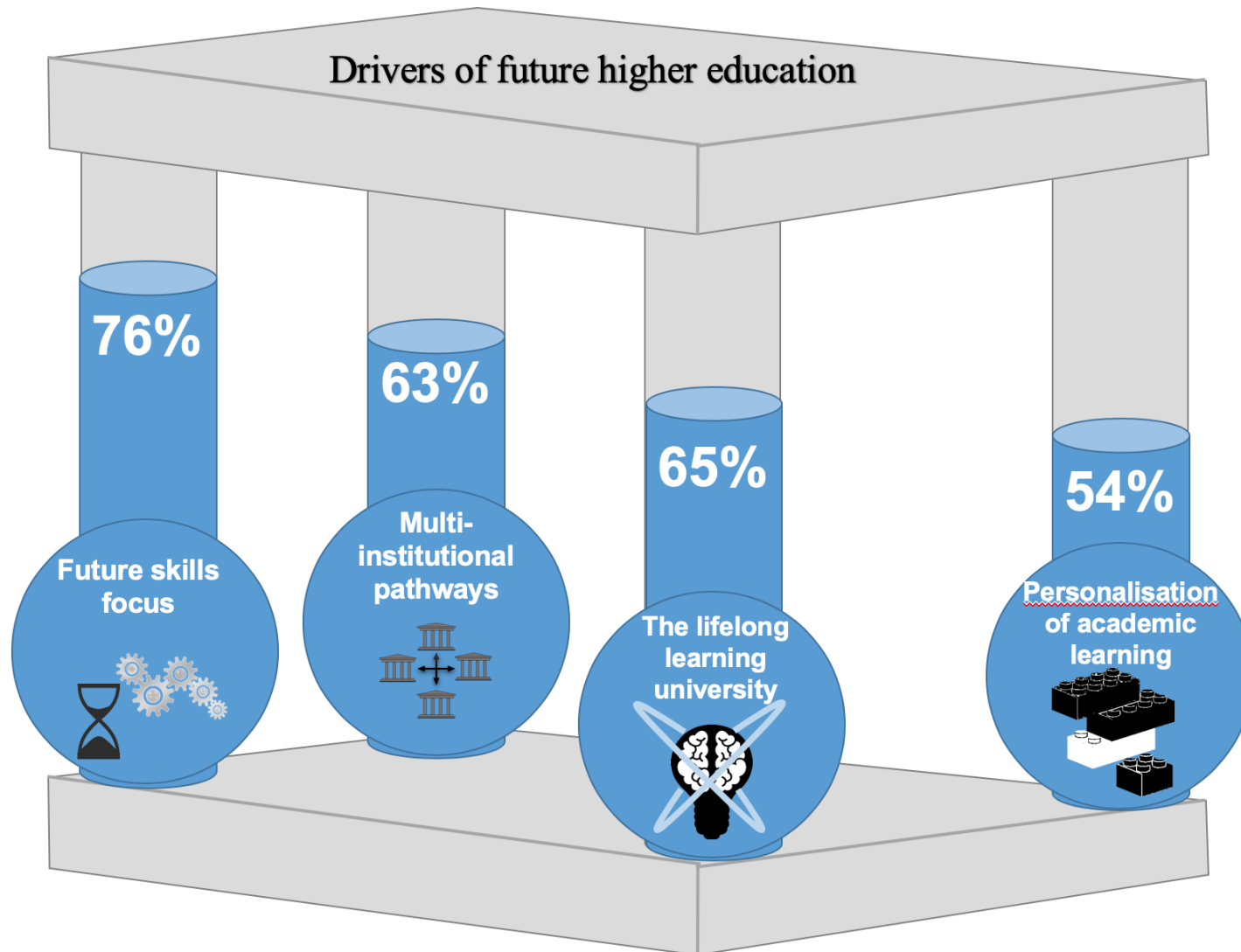
SOME CHALLENGES

- Changing pattern of jobs / employment / work
- Changing pattern of qualifications perception
- Self-organisation, self-responsibility, entre-/intrapreneurship
- Technological development & its dynamics
- Changing pattern of learning
- Societal responsibility of (higher) education

How do we reflect future challenges and requirements?

How does a future university look like?

service research
innovation
entrepreneurial *connected* **MISSION**
flexibility **learning**
Excellence **diversity**
Life-long-learning **Openness**
practice **Ideas**
challenge **opportunities**
creativity **education4all**
communitie **INCLUSION**

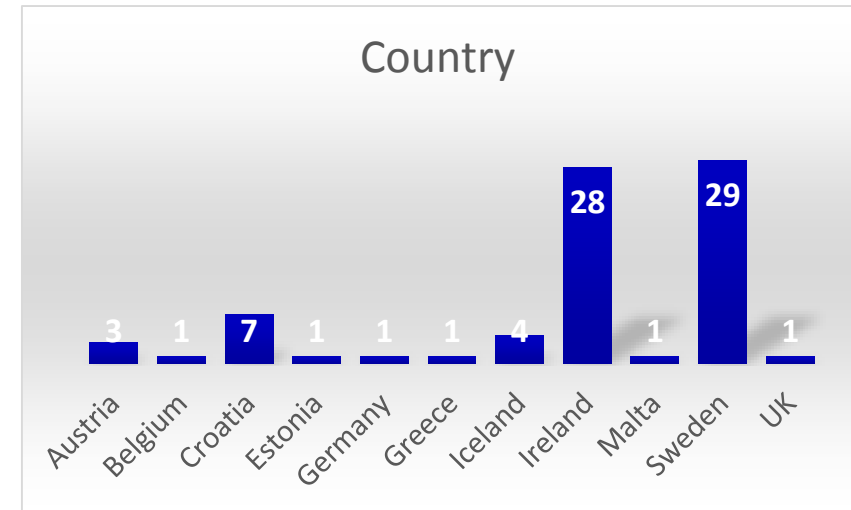


Findings & Conclusions

RPL IN PRACTICE SURVEY

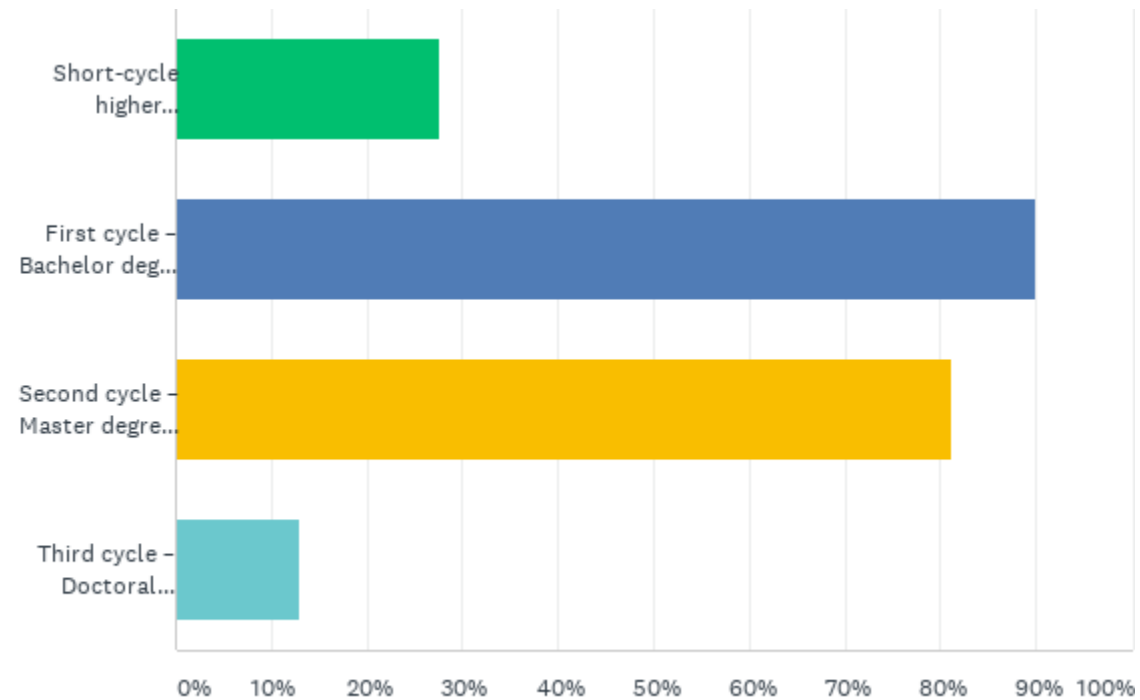
BACKGROUND

- Survey IX.2019 – I.2020
- Focus on RPL of informal and non-formal learning – for access x for credits
- 77 completed responses/113 attempts
- Focus on several countries, not covering cross European view
- Respecting diversity of higher education which cover EQF5 – EQF8
- Majority (84%) with experience with RPL
- Indication for further discussions, not a thorough analysis & description



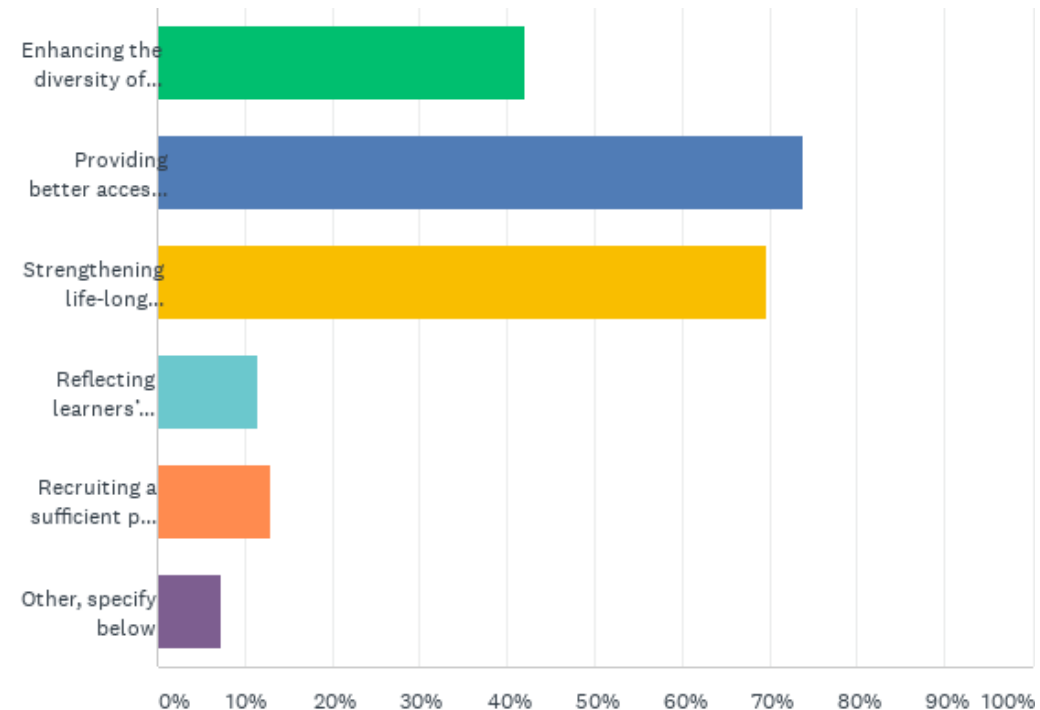
Country	University College	HE Institution	Stakeholder	UAS	University	Total
Austria				3		3
Belgium				1		1
Croatia	1			5	1	7
Estonia				1		1
Germany				1		1
Greece	1					1
Iceland					4	4
Ireland	7	4		7	10	28
Malta	1					1
Sweden	1		1	3	24	29
UK					1	1
Grand Total	11	4	1	21	40	77

DISTRIBUTION OF RPL OVER QUALIFICATION LEVELS



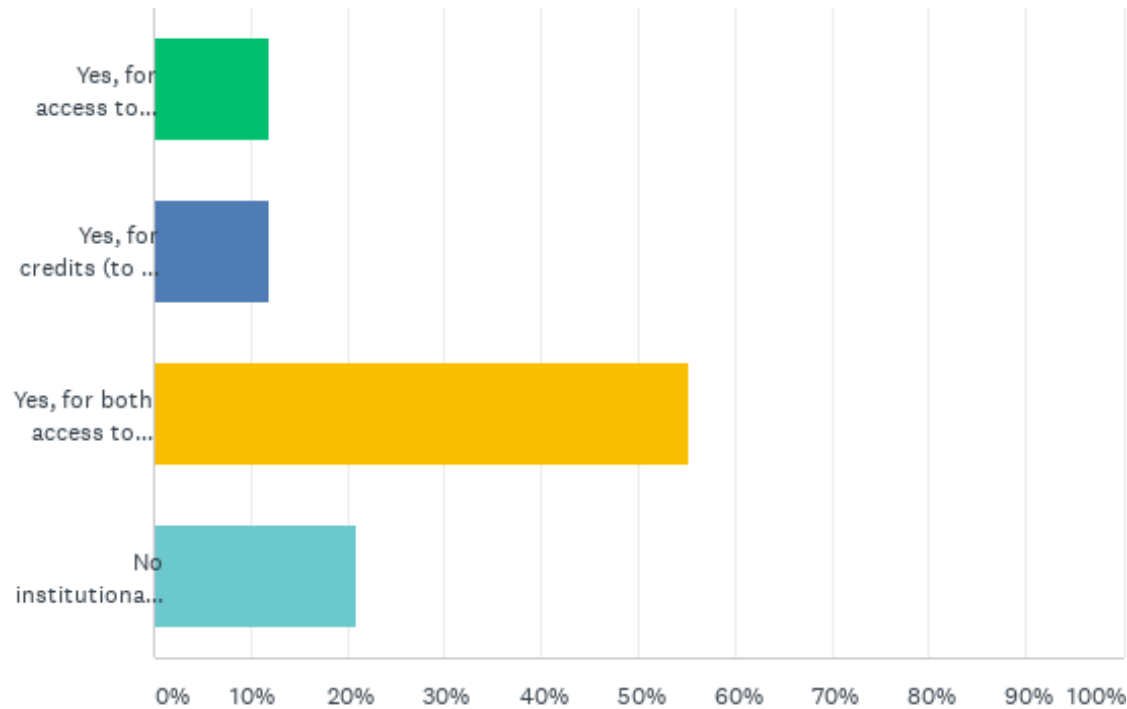
KEY DRIVERS FOR RPL

- Strengthening LLL & employability
- Better access to HE and inclusion
- Enhancing the diversity of institution's student population
- Required by policy/legislation
- A stronger focus on access, employability among UAS, on diversity at universities

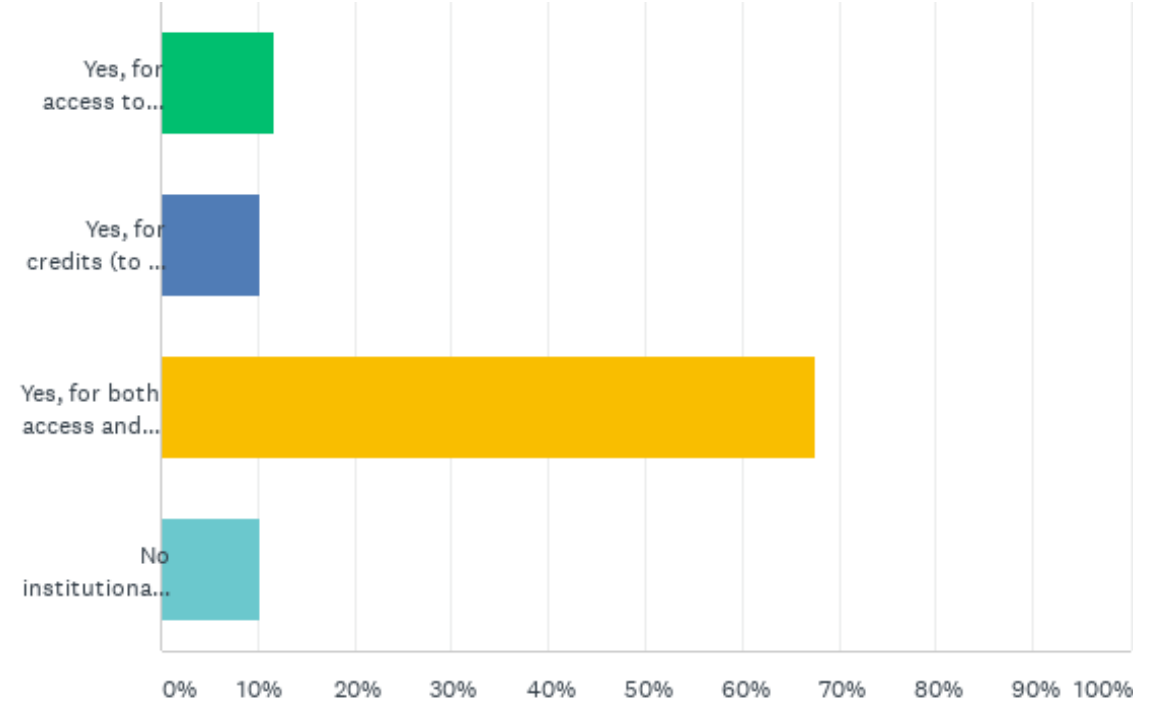


RPL regulations at...

National/regional level

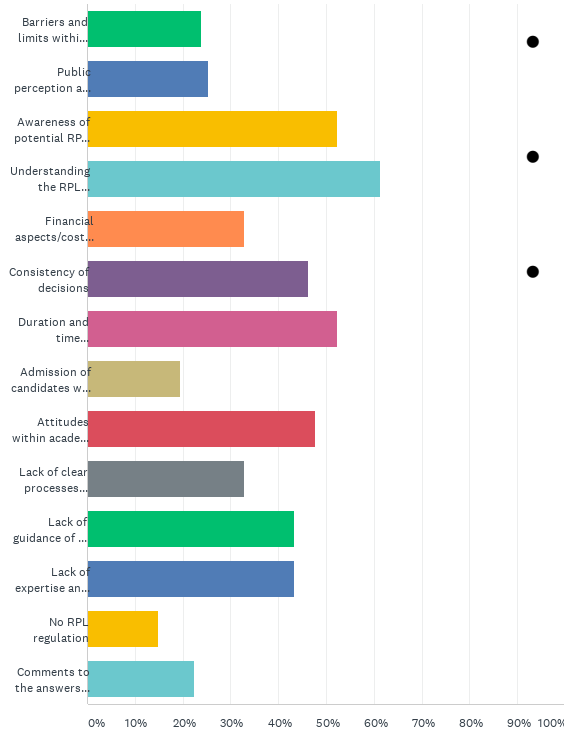


Institutional level



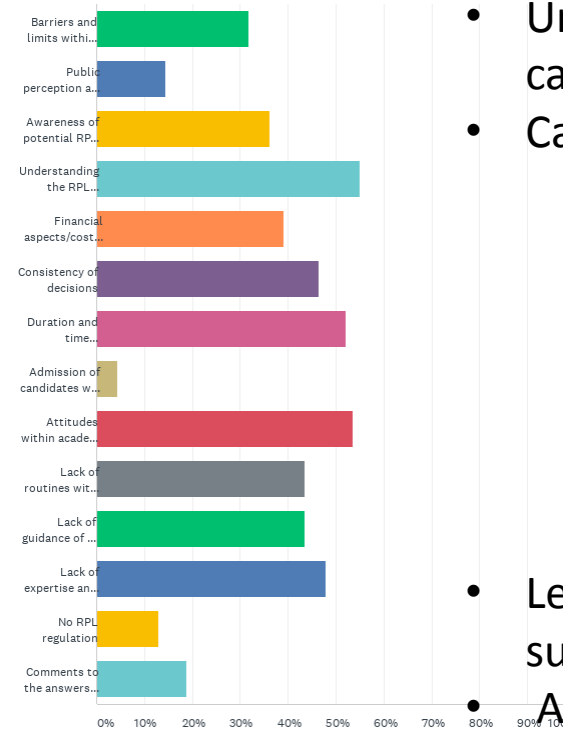
RPL challenges for...

Access to higher education



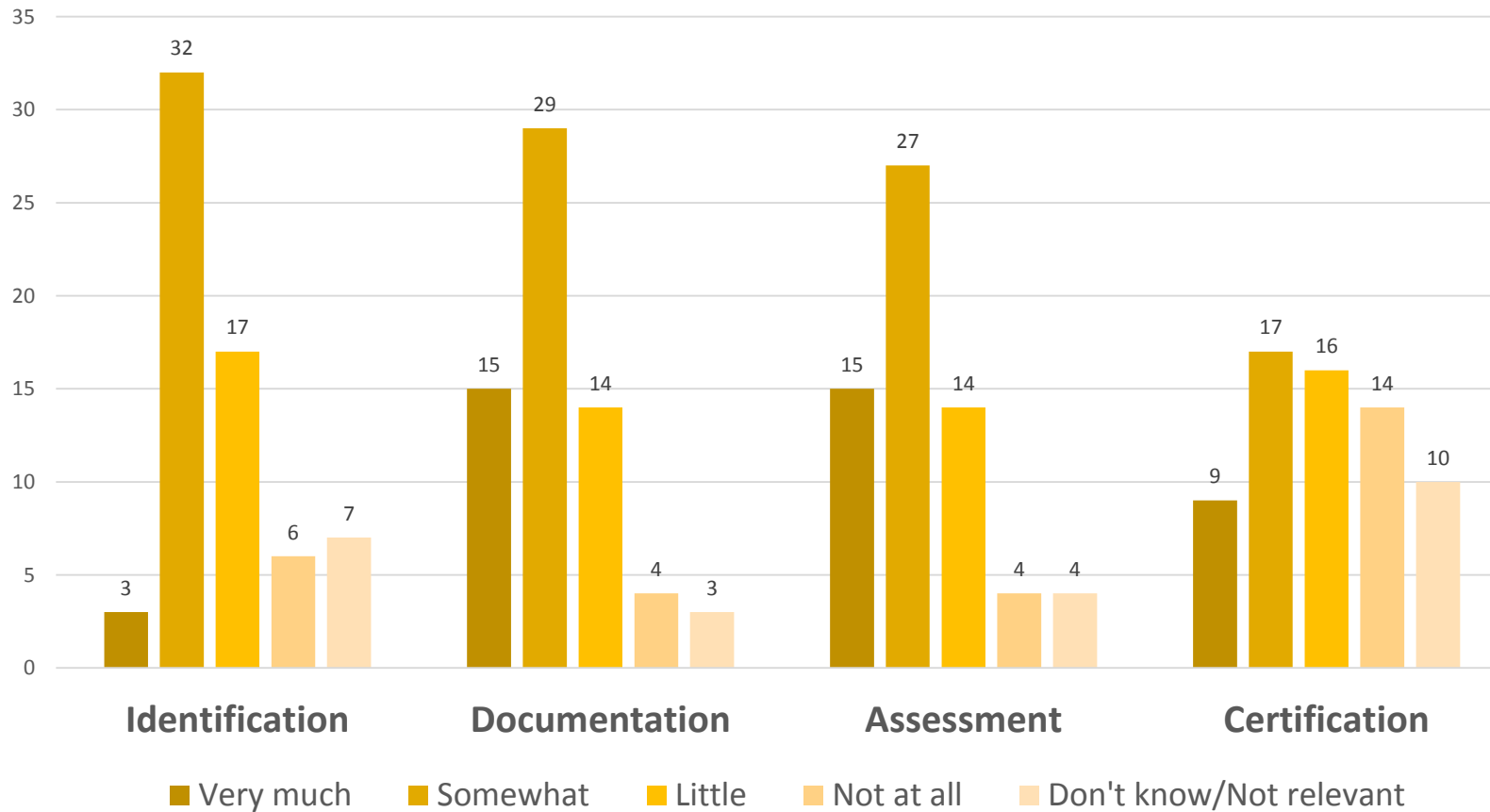
- Awareness of RPL opportunities
- Understanding RPL by candidates
- Capacity for RPL:
 - Attitudes within the academic community
 - Expertise and capacity
 - Consistency of decisions
 - Work load & duration

Gaining credits



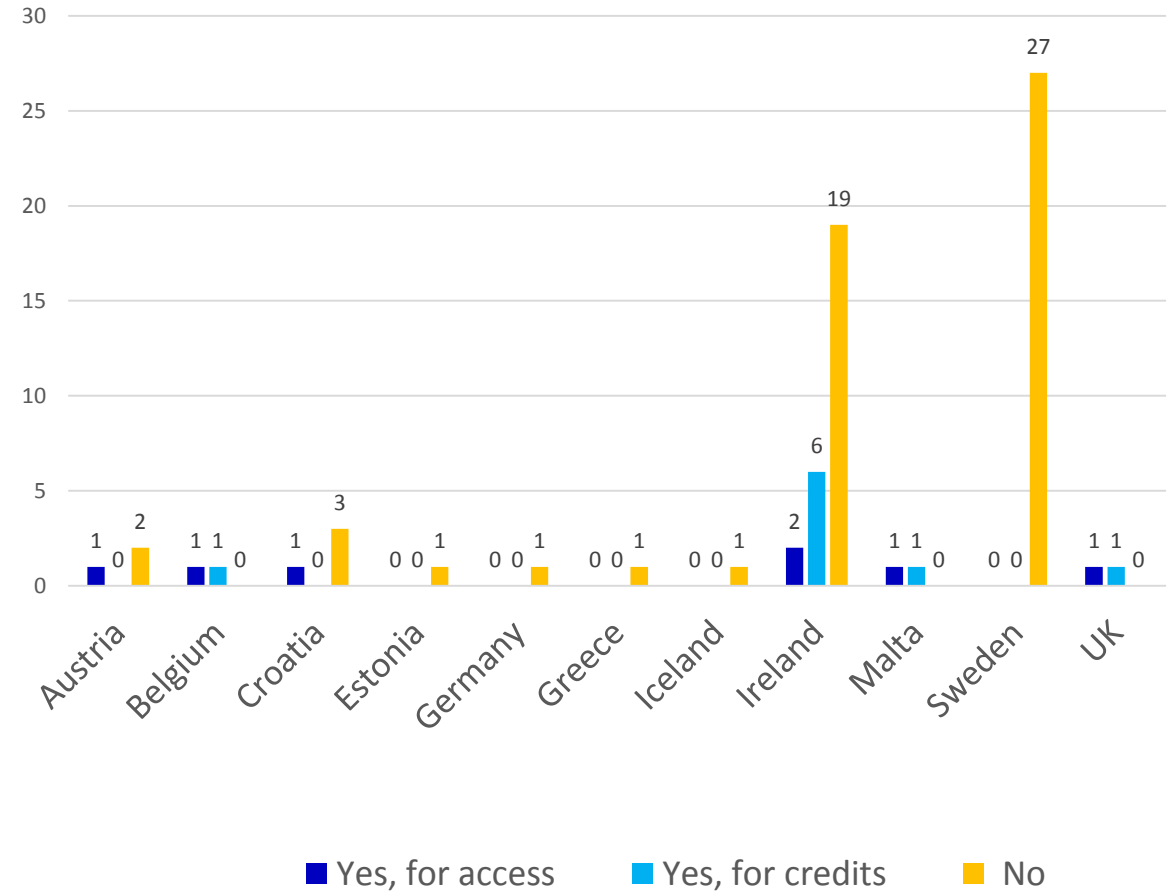
- Understanding RPL by candidates
- Capacity for RPL:
 - Attitudes within the academic community
 - Expertise and capacity
 - Consistency of decisions
 - Work load & duration
- Legal framework suitability
- Awareness of RPL opportunities

Views of challenges within different stages of RPL



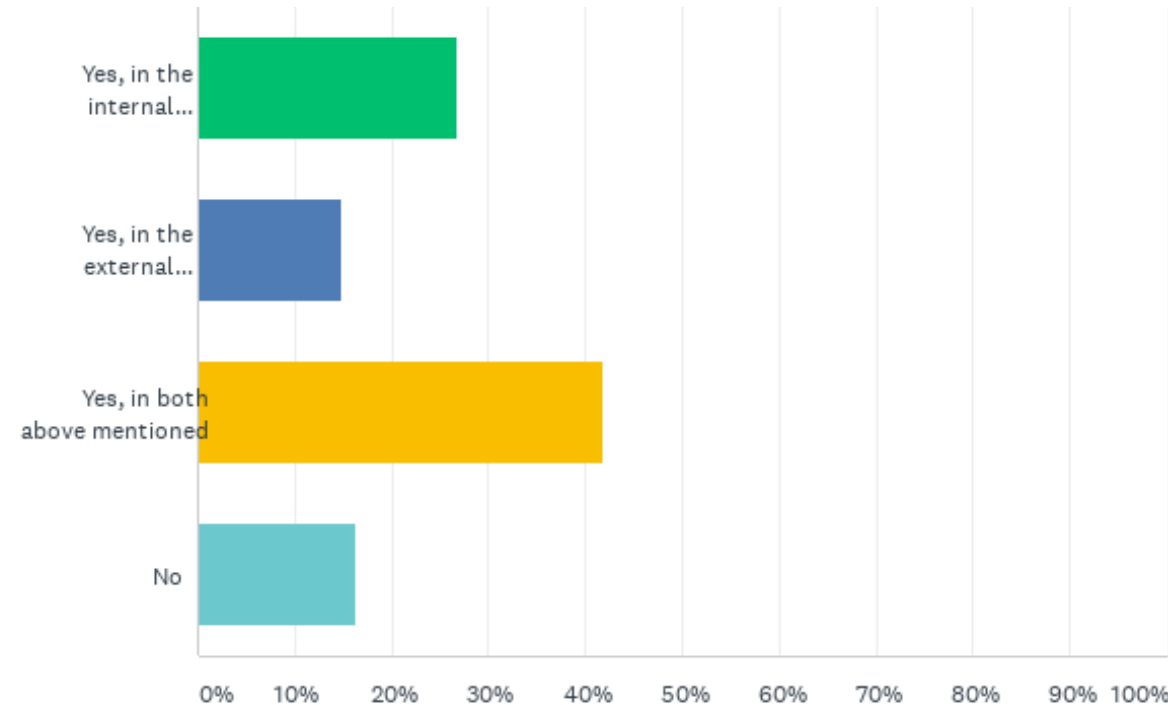
FINANCIAL ASPECT OF RPL

- Diverse experience, majority no fees
- If any, estimate max 50% of adequate study costs, rather less
- Rare financial incentives



DATA, STATISTICS, QUALITY ASSURANCE

- Statistics and data collection in majority of cases, yet not always systemic and comparable across the institution. 40% don't collect data
- RPL integrated in quality assurance provisions both internally and externally, still room for potential further improvement (see the picture)



COMMENTS & RECOMMENDATIONS

- Policy and legal framework at national, even European levels would be useful, yet more attention to be paid to...
- Awareness raising for public, academic community & policy makers
- Capacity development & guidance, peer learning, good practices
- Internal institutional policies and procedures
- Respecting different fields of study, different scope of recognised entity (micro-credentials, modules, substantial learning blocks)
- Reflection of RPL in funding
- Support of harmonisation and capacity building from European level – peer learning, good cases, guidelines...

THANK YOU

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