

Quality Assurance and RPL at national and institutional levels: *an example from Ireland*



Dr Anne Murphy

Dublin Institute of Technology

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Sequence of QA Development for RPL

1. Agreement of national principles and operational guidelines for RPL in further and higher education (*NQAI 2005 Document 1*)
2. Development of institutional guidelines (*DIT example document 2008, 2010, 2012*)
3. Development of sectoral guidelines (*FIN university sector document 2012*)
4. Interest from employers and their representative organisations (*Forfas document 2011*)

QA for RPL at institutional level:

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1. **QA Decision** to implement national principles and operational guidelines for RPL
2. **RPL Policy Officer** appointed to AQA office
3. Build on **existing good practices** and research projects
4. Wide **consultation** of academic and policy staff
5. Draft and final **policy document** approved by **Academic Council**

Main locus of responsibility for RPL

The **SCHOOL** is the main locus of responsibility with oversight at faculty level and approval by Academic Quality Assurance Committee.

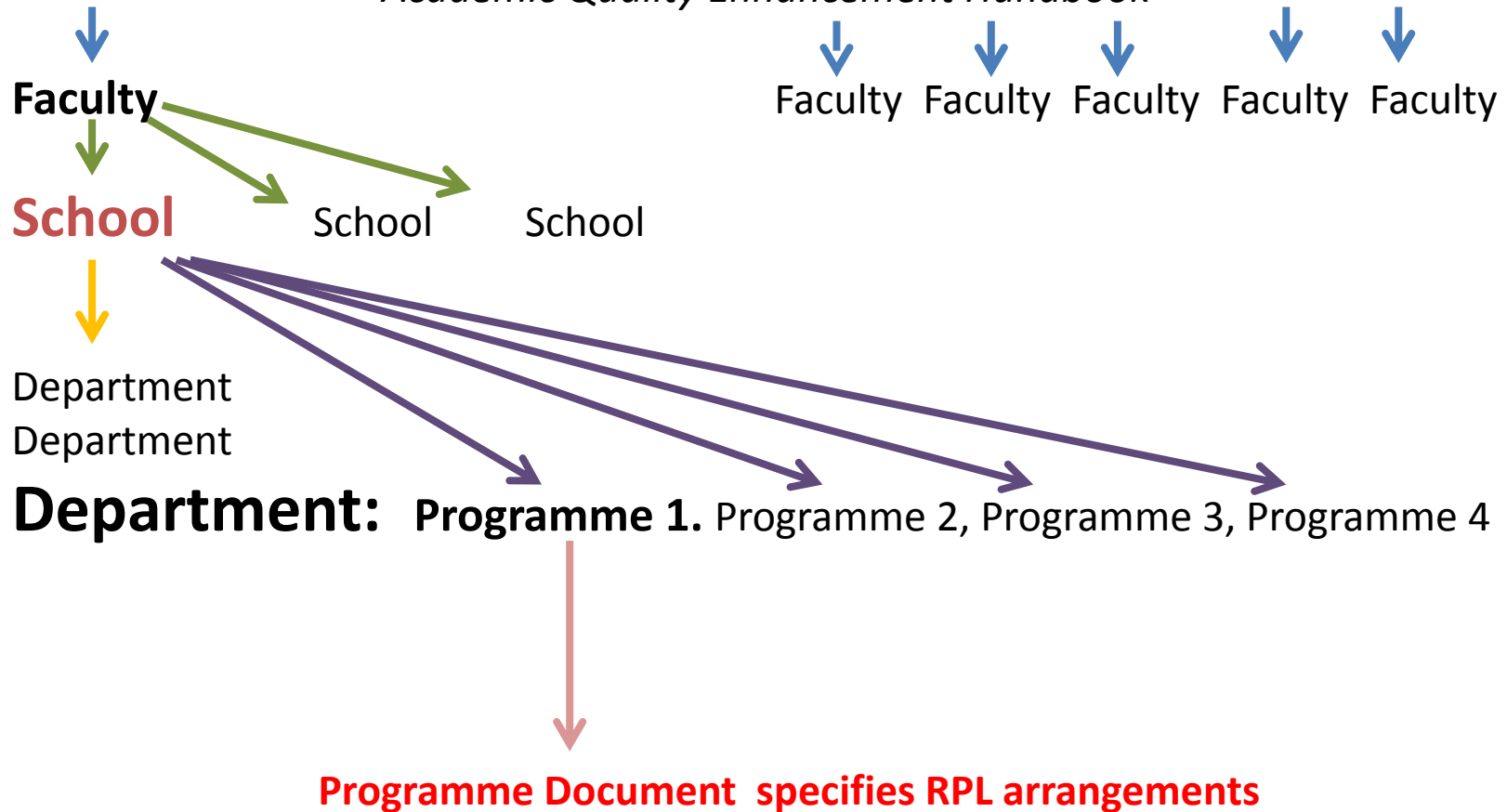
Each **PROGRAMME** document specifies the use of RPL for initial entry, advanced entry, module exemption, achievement of a whole award.

Academic Council



Academic Quality Assurance Committee

Academic Quality Enhancement Handbook



Staff training for RPL

1. Internal staff website
2. Briefing sessions
3. Workshops
4. Consultations
5. Formal 5 ECTS credit training course at Masters level for policy and academic staff.

Quality Assurance changes for RPL

1. Quality Enhancement Handbook
2. General Assessment Regulations/Marks & Standards
3. Module template
4. Programme document
5. Student Handbook
6. Website information for the public

RPL Practice at micro level of practice; *How to do it?*

Example documents and testing of procedures
for:

1. RPL for **initial entry**
2. RPL for **advanced entry**
3. RPL for **module exemption**
4. RPL for achievement of a **whole award**
5. **Tracking** of RPL practice

KEY POINT TO REMEMBER ABOUT QA of RPL PRACTICES

1. RPL for initial entry requires clear and transparent criteria about the applicants **capacity to succeed**
2. RPL for advance entry requires clear and transparent **criteria** about the **content and level** of the applicant's prior learning
3. RPL for module exemption requires clear **assessment criteria** for both certificated **formal** learning and for **informal** learning related to module **learning outcomes**
4. **Appeals** system and **monitoring** system required.



Go raibh maith agaibh!

Thank you for listening.

Please ask questions

anne.murphy@dit.ie

mayburyhouse@hotmail.com

00353 879073348