NQF as a tool for the Recognition of Prior Learning (RPL)

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NQF and RPL – Are We Speaking the Same Language?

- Validation
- Non Formal Learning
- Qualifications
- Informal Learning
- Formal Learning
- Learning Outcomes
- Recognition
NQF and RPL – Common Drivers

- Social Inclusion
- Employability
- Lifelong Learning
- International Mobility
NQF and RPL – Common Values

- **Equity** - Fairness
- **Efficiency** – For the Learner and for the State
- **Quality** – Robust standards
- **Flexibility**– Responsive to needs
- **Trust** – Stakeholder engagement, Credibility
- **Transparency** – Learning outcomes provide a clear reference point for recognition
- **Learner Centred** - Recognition is relevant to the needs of learners
NQF and RPL – Mutually Reinforcing Instruments

- Learning Outcomes
  - Transparency
  - Common Standards – Parity of Esteem
- Credit Systems – ECVET and ECTS
- Modularisation
- Quality Assurance Mechanisms
  - Trust and Credibility
- Europass and EQF
  - Visibility and Value
Recognition of Non Formal and Informal Learning – The Evidence - I

1. Level of Development across European Countries
   • The ‘Inventory’ shows an overview of the state of play
   • Interesting to look at correlations between NQF development and RPL intensity

2. Approaches Taken to Recognition
   • Centrally designed and managed system of Recognition
   • Local project based initiatives
3. Factors Influencing the Level of Development of Recognition Processes

• Country Context and Wider Policy Framework
• Institutional Framework and Role of Stakeholders
• Impact of parallel developments in education and training policy
• Impact of European Level - Policy/Programmes and Funding
Recognition of Non Formal and Informal Learning – The Evidence - III

• Challenges for the Future
  • Terminology and Aims
  • Sustainability and Financing Issues
  • Cultural Shift and Mutual Trust
  • From Policy to Practice, from Project to Mainstream
  • Data Collection and Robust Evidence Base.
Long Term Commitment to RPL and NQF at European Level

- EQF
- Europass
- European Skills, Competencies and Occupations (ESCO)
- Bologna Process
- ECVET, EQARF
- European Framework for Cooperation in Education and Training until 2020
- Europe 2020 Strategy
- Bruges Communiqué
- European Principles and Guidelines on Validation
- Proposed Draft Council Recommendation on Non-formal and Informal learning
Conclusions

RPL and NQF development - A symbiosis?

- References for Learning Outcomes - *Standards*
- Openness to Recognition – *Cultural shift*
- Credibility and Trust – *Quality Assurance*

From Rhetoric to Reality

How can we determine the relevance and contribution of RPL and NQF’s to National and European Lifelong Learning objectives?
Useful Sources

• European Guidelines for the Validation of Non-formal and Informal Learning

• European Inventory on Validation of Non-formal and Informal Learning

• European Observatory of validation of non-formal and Informal Learning

Thank You         joconnor@nqai.ie