
Guide for improving RPL opportunities for graduates (R17) and implementation of RPL processes (R18)

LEONARDO DA VINCI Transfer of Innovation Project
“RELATE – PROMOTING THE RECOGNIZABILITY OF LEARNING OUTCOMES FROM VOCATIONAL EDUCATION TO HIGHER
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Guide for improving RPL opportunities for graduates and implementation of RPL processes are the results of work package (WP) 8. The aim of this work package is to draw conclusions from those experiences and to formulate guidelines and recommendations for a wide range of stakeholders from all over Europe. While formulating these documents, the project partners took into account the needs, potential benefits and objectives of different target groups.

It was decided during the project meeting that these two results will be combined, as they have many overlapping points. The aim of these results is to give guidelines so VET and HE institutions can improve the opportunities and implementation process of RPL. The suggestions have been presented in a table and made as a check list so it would be easy for the VET or HE institution to follow. Some of the suggestions apply only to one type of educational institutions, but quite many of the suggestions apply to VET as well as to HE.

Suggestions applied for either VET or HE institutions or both	VET	HE
• An institution should have the liberty to set their institutional RPL legislation based on national legislation, their best practice and prior experience.	x	x
• The codex of counselling and assessment/validation should be developed to assure the equal treatment of RPL applicants	x	x
• A training should be offered to the counsellors and assessors to assure the quality of RPL.	x	x
• The organisations should gather the experience of those who have had RPL experience.	x	x
• The VET institutions should inform their graduates to keep their documents (e.g tests, evaluations, learning diary, portfolio) from VET courses for future studies.	x	
• RPL counselling should be provided at different stages (before, during and after admission).		x
• The impact of RPL should be evaluated during and at the end of the studies.		x
• There should be a timeframe for the RPL process.		x
• More e-opportunities, electronic environments etc. should be used.		x

<ul style="list-style-type: none"> The cooperation between HE and VET institutions should be done on program level - teachers should compose the programs together. Learning methodology on HE and VET levels should be similar/compared. Regular meetings between teachers groups should be carried out to enable the cooperation and different projects. 	X	X
<ul style="list-style-type: none"> There should be agreements (MoU) between schools about recognition of different subjects - clear indication about the evaluation. 	X	X
<ul style="list-style-type: none"> Free choice modules could be used to prepare students for higher education - on personal skills or professional skills basis. 	X	
<ul style="list-style-type: none"> Shared work placement periods/assignments for VET and HE students (multi-professional simulations, etc). 	X	X
<ul style="list-style-type: none"> Simulation based methods to evaluate the competences, problem oriented learning could be used. Shared evaluation materials could be used to see the competence level of both VET and HE and to visualize for the students the next competence level and skills to acquire in HE. 	X	X
<ul style="list-style-type: none"> RPL must be a priority for school management and the resources for this cooperation should be provided. 	X	X

List of abbreviations

RPL	Recognition of Prior Learning
VET	Vocational Education and Training
HE	Higher Education
LO	Learning Outcomes
MoU	Memorandum of Understanding
LA	Learning Agreement
ECVET	European Credit System for Vocational Education and Training
ECTS	European Credit Transferable System
CEDEFOP	European Centre for the Development of Vocational Training