

NARIC Study on Formal Recognition of Non-formal and Informal Learning

RPL Bologna Seminar
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in higher education

Background (1)

- É National and international Lifelong Learning strategies
- É Increasing number of recognition practices of learning gained outside formal learning

Background (2)

Bologna Ministerial Conference Communiqués

4th Bergen 2005

“... to improve recognition of prior learning including, where possible, non-formal and informal learning for access to, and as elements in, higher education programmes”.

5th London 2007

“Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components of the EHEA, both internally and in a global context”.



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The study (1)

Main goal:

- Explore the possibilities of international recognition of certificates of non/informal learning

Consortium

- Nuffic
- UK NARIC
- French NARIC
- Swedish NARIC



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The study (2)

Objectives twofold:

- Mapping of the state of play of formal recognition of non-formal and informal learning
- To analyze a number of sample certificates/reports and formulate recommendations for credential evaluators and higher education institutes how to deal with these certificates

Study (3)

Scope:

10 countries/regions:

Netherlands,
Flanders,
Wallonia,
France,
Denmark,
Norway,
Sweden,
Scotland,
England,
and Ireland.

The logo for nuffic, consisting of the word "nuffic" in a white, lowercase, sans-serif font, centered within an orange square. A thin white vertical line is positioned between the "n" and "u".

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Research Phase I

- State of play of formal recognition of non-formal and informal learning in the 10 regions:
 - General context
 - Purpose
 - Structure/organization of recognition
 - Future initiatives

Research Phase II

- To analyze a number of sample certificates/reports:
 - Format design,
 - Quality assurance,
 - Value/Credits,
 - Assessment tools, and
 - Good and bad practices.

Evaluation (1)

Format design

- Formats varied
- Different types of documents

Suggestion:

- Present key information in a clear, brief and specific way
- Clear description and structuring of competences/skills (where applicable)

Evaluation (2)

Value of Assessment and Credits

Different ways in which the assessment was given value

Suggestion:

- In case assessment results in awarding credits, clarification credits (ECTS).

Evaluation (3)

Quality assurance

- Half of cases no explicit mention of quality assurance was made on the document.

Suggestion:

- Reference to internal and/or external QA procedures of the assessment

Evaluation (4)

Assessment and standard tools

- Except for one certificate it was not indicated which assessment instrument were used

Suggestion:

- Information on assessment procedure, standards and methods used
- Information who (and when) undertook the assessment

Recommendations for institutions and bodies (1)

Main document

- Level at which the RPL was assessed
- The profile of the course/module/programme
- Exemptions granted in terms of institutional/national/or ECTS credits

Recommendations for institutions and bodies (2)

Annex:

- Learning outcomes of the course (reference to the NQF, EQF)
- Details on the RPL assessment procedure
- Reference to RPL contact point at an institution who could supply further information
- Glossary of terms for abbreviations

Recommendations for credential evaluators include:

- Trust the higher education institution,
- Identify the standards against which the non-formal and informal learning has been assessed, and
- Format complies with the institutional norms.

General observation

- Variety of documents: reports, certificates and documents proving RPL
- On international and national level

Follow up project REFNILLO

Aim:

- to explore to which extent the recommendations of this study can be carried by the whole network

Results: fall 2009



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Thank you for your attention!

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