

Workshop 1

Drivers and benefits of RPL and a discussing on what RPL means in the Montenegrin context at the moment, and what the benefits are?

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Perspectives

Enhancing student-centred learning: students designing their own study paths towards a qualification using:

- Learning outcomes, ECTS and Diploma Supplement
- NQF
- QA

VNIL is a challenge, for HEIs and academics,

- But a way of updating our training offer to a diversified higher education landscape,
- A new answer to individual needs,
- And a key element of **lifelong learning!**

Questions to be discussed in groups

WHY?

- 1. What would be the benefits of introducing RPL for access***
- 2. What would be the benefits of introducing RPL for part of degree***
- 3. What would the drivers be?***

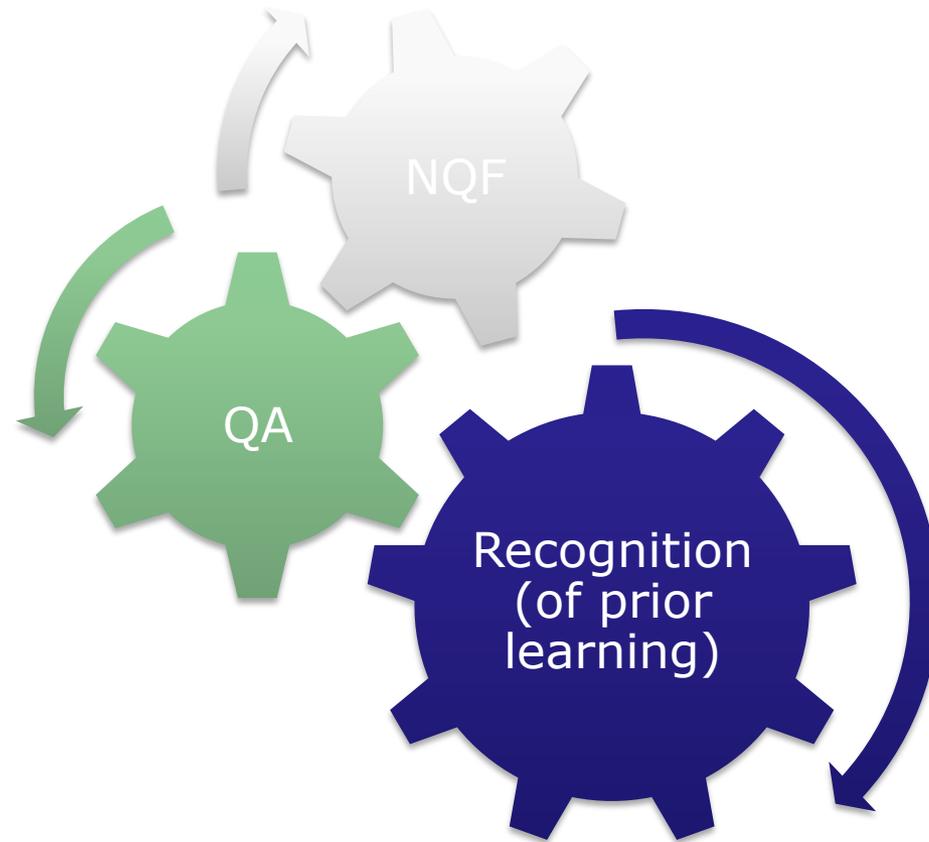


**How to organise RPL at
institutional and national level:**

What does it involve? Systemic changes? New activities?

- Legal framework
- Funding for development
- Support and guidance
- Communication

RPL and QA



From the perspective of learners and employers What are the benefits?

- Lifelong learning
- Widening participation

What would be the acceptance among learners, academics and employers?

From the perspective of higher education institutions...

Positive effects:

- part of the third mission?
- Diversified student population?
- Change to pedagogical practice?
- Lifelong learning?

Negative effects:

- Extra work?
- Perhaps lack of funding?
- Pedagogical challenge?

Workshop 2

- Institutional commitment for RPL
- National drivers and initiatives for participation in RPL
- Staff development on supporting and assessing RPL

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How would you organise RPL

- At national level
 - What would need to change in the legislation – for what purpose? Access, credits, employability?
 - Training of staff?
 - Information to learners?

- At institutional level
 - Changes to institutional governance?
 - Staff development?
 - Guidance?
 - Information both to staff and students?

Tracking the development...

- Who applies?
- Who gets RPL?
- How do they do?

CEDEFOP Guidelines for validation 2015

- Has the purpose of the validation initiative been clarified (Section 2.1)?
- How does the validation initiative respond to the interests of the individual citizen (Section 2.2)?
- Have steps been taken to coordinate and target guidance and counselling services (Section 3.1)?
- Are mechanisms for coordination of relevant stakeholders in place, to avoid fragmentation and ensure a coherent approach (Section 3.2)?
- Are validation arrangements linked to national qualifications frameworks (Section 3.3) and how does this impact transparency and access?
- Do the outcomes of validation refer to the same or equivalent standards as those used for formal education (Section 3.4) and how does this affect its value and currency?
- Are validation arrangements linked to quality assurance arrangements (Section 3.5) and how does this influence trust and credibility?
- What steps have been taken to strengthen the professional competences of validation practitioners (Section 3.6)?
- What is the role of validation in education and training systems (Section 4.1); in relation to the labour market (Sections 4.2 and 4.3); and in the voluntary sector (Section 4.4)?
- What tools and instruments can be used (and combined) for identification, documentation and assessment of learning (Chapter 5)?

1. question to the audience

- Recognition of prior learning/ validation of non-formal and informal learning are important for the individuals who might not have been able to enter formal education at an young age?
 - Green = Yes or strongly agree
 - White = Don't know
 - Red = Don't agree

2. question to the audience

- Recognition of prior non-formal and informal learning is a chance to enhance Lifelong Learning and widening participation?
 - Green = Yes or strongly agree
 - White = Don't know
 - Red = Don't agree