

Focus on Reconocimiento de Aprendizajes Previos (RAP) for widening access to university learning

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What's RAP?

Reconocimiento de Aprendizajes Previos

is a process to help people get formal recognition for what they have learned through their experiences in life and for what they can do, know and understand.

Context for RAP in 21st century learning

1. Learning is outcome based.
2. Learning is formal, informal and non-formal
3. Learning is about linking personal learning experiences and university programmes (learning outcomes)
4. Benefits for all: learners, education, labour market, society

RAP is the integral process of

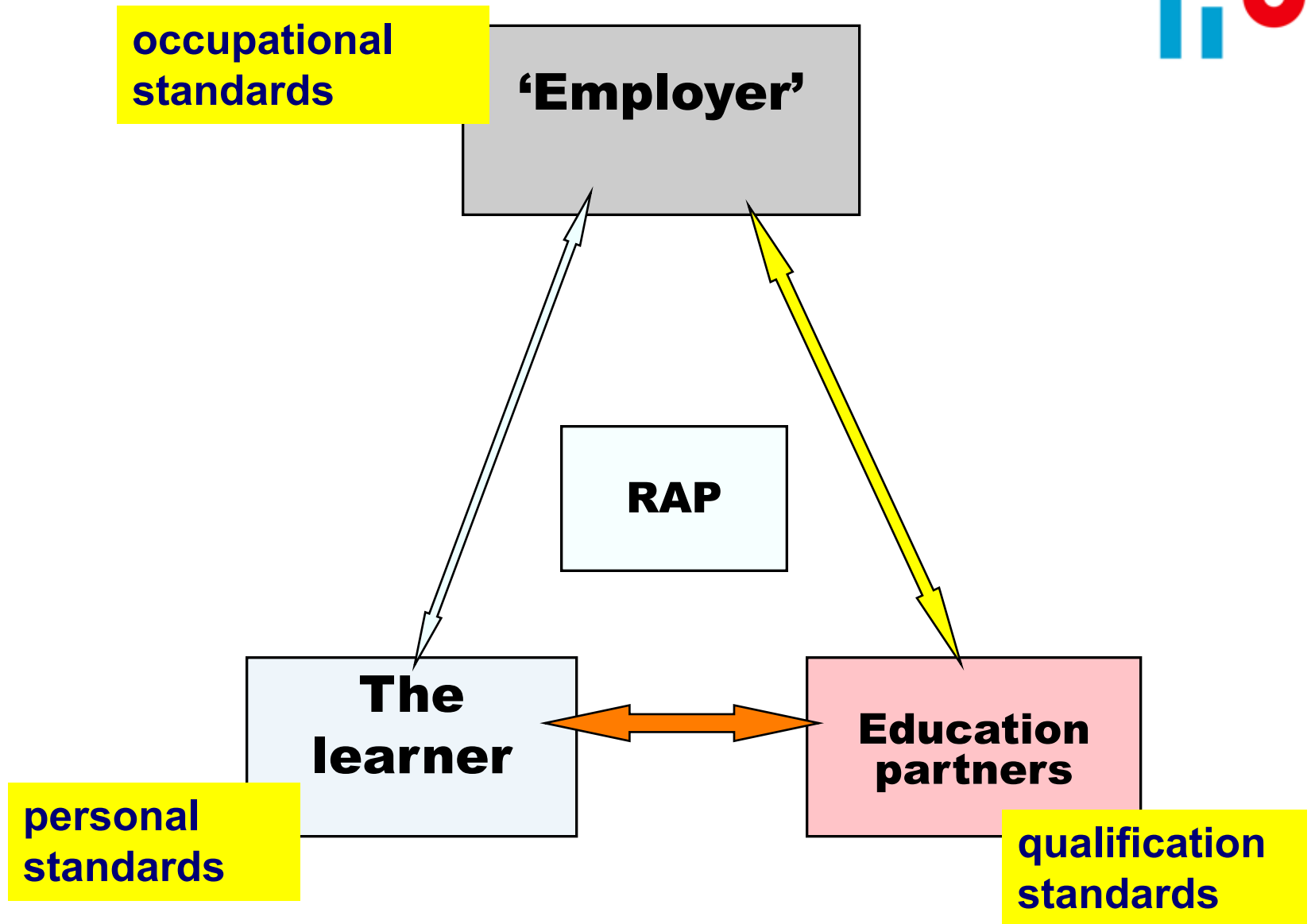
1. Raising awareness / information
2. Recognition (portfolio build-up)
3. Assessment of and for learning
4. Validation and accreditation
5. Further learning options

Objectives of RAP grounded in:

1. Qualification
2. Employability
3. Empowerment
4. Personal development
5. Activate citizenship
6. Professionalisation
7. System-innovation

The partners in RAP

1. The learner
2. The social context: employer/managers/etc. (= any person or entity responsible for groups of learners)
3. Learning providers (VET, HE, training providers, assessors, guidance)
4. Macro-level facilitators: authorities, social partners



The Netherlands

- Partners in learning: employers, trade unions, government & education/training sector
- Quality-code for the RAP-system
- Quality-assurance for the learners: certified assessors
- Holistic system with two RAP-roads:
 - - for national qualification
 - - for sector or occupational standards
- RAP for full qualification
- Still low usage !!! Critical is:
 - - the learner's voice
 - - acceptance of learning outside school/university

Financial benefits

Case of 'Rockwool' (process industry)

- Average costs for **ONE** worker for a qualification (VET-levels)
- Normal routine = 2-3 years needed for qualification
- RAP-routine = 0-2 years
- All costs in Chili Pesos (in Dutch context)

Costs per employee	without VPL	with VPL
Absence of leave	32.000.000	9.000.000
study	21.000.000	7.000.000
RAP	-	1.800.000
Investment	53.000.000	17.800.000

Critical success factors for UNAB

- Moving from policy to practice needs to focus on ***accepting the concept of learning outcomes and equality of non-formal/informal learning***
- Raising awareness of learning opportunities: stimulating people's **agency**
- Linking qualifications and occupational standards
- Assuring quality of **assessment**
- Enabling learners to claim **ownership** of their learning (rights!)
- RAP for **all programmes and for full qualifications**
- Flexibilizing (further) learning: blended learning options
- Professionalising staff UNAB

Situation game

Instruction

- The *situation game* is meant to create feedback on different phases in one's life.
- Different factors (persons, activities, contexts, ..) might have influenced one's development in a formal or informal way. This exercise tries to make explicit some of these factors.
- The game focuses on personal qualities

Situation game

Exercise (1)

- Exercise: take a situation from your life experience on which you look back with **pride**.
- Describe this situation and write down:
 - Why am I proud?
 - With whom was I in the 'situation'?
 - Who else helped?
 - What helped to make it a success?
 - What does this tell me about myself?

Situation game

Exercise (2)

- Explain your 'situation' to your neighbour
- And vice versa !

- Be interested in your neighbour
- Ask critical questions to make the situation of your neighbour more transparent

Situation game

Exercise (3)

Work for yourself:

Write down the qualities you found
on/for yourself

Situation game

Exercise (4)

Work for yourself:

Write down the qualities you found
for your neighbour

Situation game

Exercise (5)

Give your reflection on your neighbour to each other

Situation game

Exercise (6)

Rewrite your own qualities on the basis of the feedback from your neighbour

Situation game: converge

Qualities	Specify	Proof
<p>Social skills and competences</p> <p>Organisational skills and competences</p> <p>Technical skills and competences</p> <p>Computer skills and competences</p> <p>Artistic skills and competences</p> <p>Learning skills and competences</p> <p>Other skills and competences</p>		

Situation game

Result

Evidence of your personal qualities /
competencies for your portfolio,

Or even a start for setting up your own
RAP-process with UNAB

To conclude on RAP:

how to move on?

The manual on mentoring

The **mentor** plays an important role in RAP:

- guiding the learner in portfolio build-up.
- guiding the learner in the RAP-process
- guiding the learner for the follow-up after RAP.

Competences of the mentor:

communication, counselling, feedback, expert in the field of learning/working opportunities, empathy.

The manual on assessment

The **assessor** plays a role in the assessment:

- assessing the value of personal learning experiences.
- linking personal and university learning outcomes
- advising learner and university on follow-up actions.

Competences of the assessor:

Observing, interviewing, (written) feedback, connected to the fields of learning/working.

RAP es complejo, pero también necesario, realizable y beneficiosa.

Muchas Gracias