

# How are learning outcomes applied in RPL?

*What are the successes?*

*What are the challenges?*

*What are the key lessons learned in using learning outcomes to advance RPL?*

**By Fiona Ernesta**

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# What is RPL?

- Recognition of Prior Learning (RPL) in the context of Seychelles means to recognise and validate knowledge, skills and competencies obtained inside and outside the formal education and training systems, for a variety of purposes.
- It is a process whereby prior learning acquired formally, non-formally and informally is assessed against standards or learning outcomes of a qualification, and is given recognition.

- The RPL Process Pathway *[diagram]*
- The National Qualifications Framework Regulations 2008 make allowance for, and distinguish between two kinds of qualifications, which may be registered on the NQF:
  - Qualifications based on unit standards
  - Qualifications not based on unit standards (Exit-Level Outcome Qualifications)
- Thus far SQA has worked with qualifications based on unit standards for the implementation of RPL

*[sample unit standard]*

# How are Learning Outcomes applied in RPL?

## ***Unit standards used for:***

- ***Compilation of portfolios*** (candidate and coordinator). Portfolio divided by sections (as per unit standards for a qualification)

***Pre-screening of portfolio:*** to initially establish evidence in portfolio against each unit standard

***Assessment of portfolio:*** to match evidence against the unit standards/learning outcomes of the targeted qualification.

***Assessment at institution level:*** of unit standards achieved based on evidence of portfolio

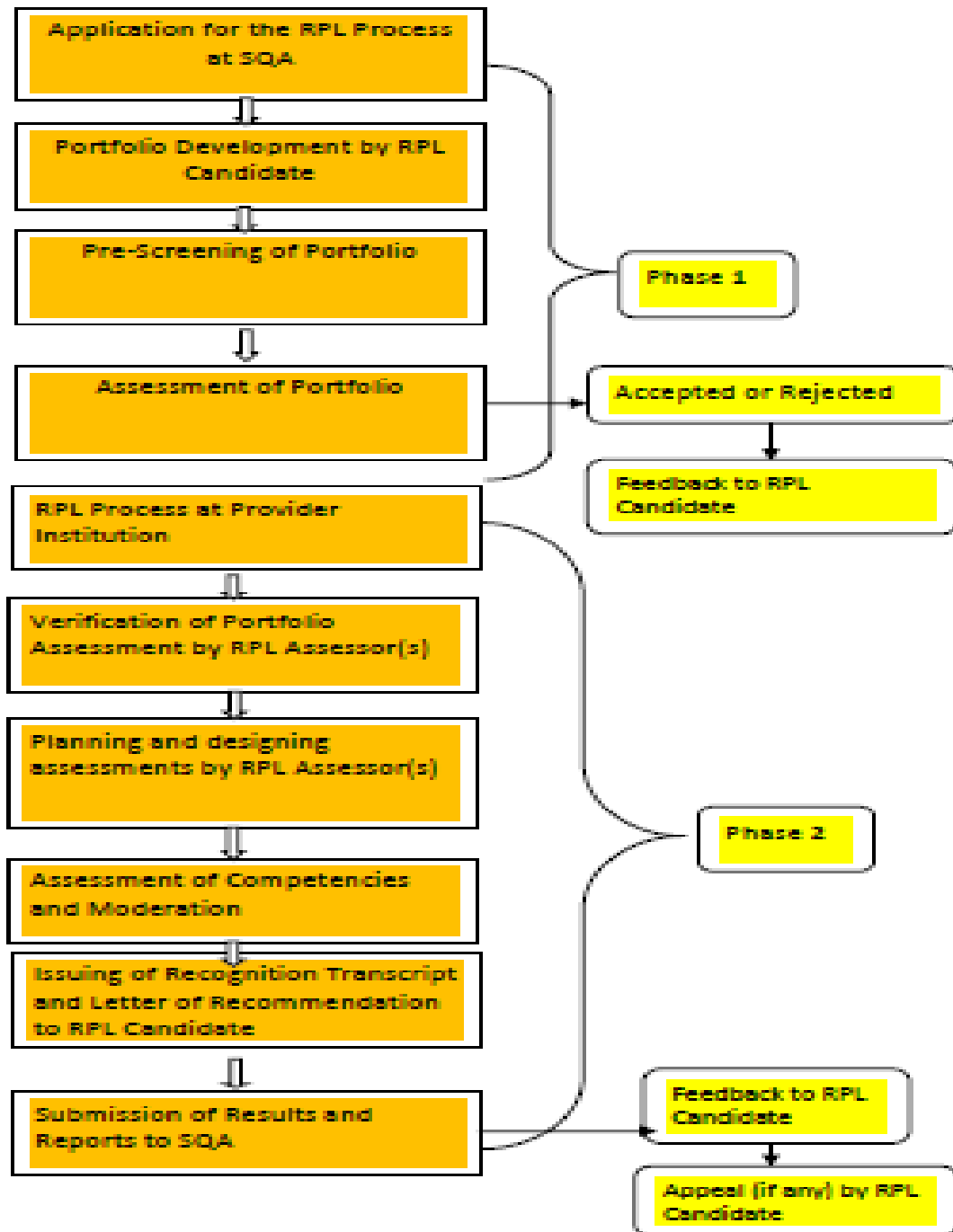
# What are the successes?

- RPL was launched nationally in July 2018 following endorsement of Cabinet of Ministers – Government commitment
- RPL uses registered qualifications: credibility
- Unit standards/learning outcomes facilitate the compilation of portfolios for both candidates and RPL coordinators
- Easy to evaluate evidence from portfolios using elements and performance criteria –can actually see what should be matched against what and what are the gaps
- From RPL to Degree qualification

## *Enrolment from July 2018-June 2018*

Total candidates enrolled	53
Number of drop-outs	6
Number of candidates awarded full Qualification	8

### The RPL Process Pathway (Schematic)



## Successes cont'd

- Positive response during sensitisation meetings



**Participants at one of the sensitisation meetings held at the Ministry of Health**



# Challenges

- Difficulty experienced by candidates to collect evidence relevant to unit standards/learning outcomes
- Drop outs only 6 since (time / financial constraints / fear)
- Candidates take time to adjust to the process

# Lessons Learned

- When started, candidates did not have access to the unit standards/learning outcomes. Candidates had difficulty despite guidance from facilitators – Now, with access to unit standards/learning outcomes portfolios are more complete.
- Support to RPL candidates is a must throughout the process and they must be adequately sensitised from the outset
- Learning outcomes must be well formulated, measureable and achievable; otherwise RPL difficult
- RPL practitioners must be fully conversant with the expectations of learning outcomes.



**Thank you !**

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