



43rd EUCEN European Conference
Graz 09.05. – 11.05.2012
Workshop Session *Supporting the individual learner in ULLL*

On the way to a European Master in RPL/APL

Preliminary remark

LLL as an „all-encompassing concept“, to say it with Schuller, Schuetze and Istance's words, is connected with a shift in perspective (not to speak of a paradigm shift) from an institutional and formal one to a learner-centred one. Against this background recognition and accreditation of prior learning (RPL) is one of the most prominent demands of ULLL concepts for the IHE. Everything that a student or a participant has learned, no matter if his competences are the results of formal, informal or non-formal learning, should be recognized and accredited. This includes vocational training as well as qualifications acquired abroad or competences gained by family or voluntary work. The question that arises is: Which new skills and competences are needed for us (the professionals) to do the job and what would be the appropriate way to gain employability in the field of RPL/APL?

Idea

Born at EUCEN's Genova conference in November 2011 in one of the working groups thinking on new projects the idea is to develop a joint postgraduate programme for academic staff (certificate or Master) in RPL/APL. The use of, the knowledge about and the legal frames for RPL/APL differ a lot between the countries of Europe. While France is very progressive other countries like Germany try to foster RPL by projects and extra money, but so far without resounding success. Convinced that one of the main reasons for the prudent use of RPL/APL in a lot of European countries is a lack of knowledge and competences about the adequate methods, tools and means, the group started to contour a joint project with the aim to develop and offer a joint qualification programme in RPL/APL. The group is not a closed shop. New members are welcome.

Next Steps

1. Build up a formal group of persons who are interested in developing the programme
2. Explore financial aids (European programmes) for the developing and implementation processes
3. Find out the legal frames for and describe the empiric situation of RPL/APL in the participating countries
4. Develop the curriculum of the joint programme
5. Evaluate the results of step 3 by identifying best practice approaches in the participating countries
6. Connect the requirements of the curriculum and the best practice fields
7. Construct a modularized programme that culminates in a Master's degree and organize a pilot.

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