

NCHE Workshop Agency (nche-05)

Derek has set up this page to assist with the planning and production of the RPL Guidelines.

Start Date: 2 Feb

End Date: 29 March 2024

Venue: Online and via WhatsApp

Host: Derek Moore

Email: weblearning@gmail.com

WhatsApp: RPL Community of practice <https://chat.whatsapp.com/DFjAeOxdKcl3l9rKk6921g>

Sponsor: Dr Ambumulire Phiri

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To access the **NCHE AGENCY** etherpad, notes and presentations

A device with an internet connection is necessary.

Please access this etherpad address to take meeting notes jointly:

<https://mensuel.framapad.org/p/nche-05>

Please NOTE that this is a DRAFT outline.

Preparation (Topic 1)

Task: To draft a framework for the RPL Guidelines Document

Milestone:

- Contributors: Derek Moore
- (Please add your name and initials if you do contribute)

Status: Draft

Title (sub-topic number)

Introduction (sub-topic 1.1)

Task: To draft a broad introduction explaining to the concept of RPL and its rationale and drivers.

For example

Malawi is also a peaceful country with a population of approximately 20 million (ref "Our world in data"). Over the last 20 years, Malawi's population numbers have almost doubled (insert our world in the data graph, licensed as CC BY), with a growth rate of 2.6%. This growth rate has been accompanied by growth in the education sector and there are at present 31 accredited HEI (ref NCHE)

Malawi is a landlocked country, with an economy that heavily dependent on agricultural exports. For example, until recently, tobacco was a large source of income (ref "explore Wikipedia and tobacco in Malawi"). However, a weakening world demand for tobacco combined with climatic shocks has left Malawi vulnerable to climatic shocks. (Ref see World bank overview). Malawi is also a resourceful and inclusive country.

While rapid population growth, climate change and vulnerable economy has affected the country's ability to meet basic needs across many sectors. And many Malawians have had to relocate to foreign countries, a concept known as the "Malawian Diaspora." (REF) Within Malawi and beyond, there are many citizens have significant experience (informal and non-formal) in their field. Yet, they do not possess formal recognition, in the form of a credential. This initiative is an attempt to recognize them, and draw them into higher education and onto contributing towards Malawi's ongoing development and growth

Malawi's government has outlined a bold plan for its future, In its vision, entitled Malawi 2063, the national planning document has a statement about education:

"We shall be a highly knowledgeable people with relevant quality education that incorporates a strong element of academic excellence and technical and vocational skills fit for the labour market, entrepreneurship and implementation of the Vision". (See Malawi 2063 - Transforming our nation)

The NCHE and HEIs have an opportunity to respond intentionally to the countries challenges and strategically position Higher Education as a means to achieve the learning society. a society of life long learners, sufficiently knowledgeable to address social, economic and climate challenges. While also catering to tertiary education. RPL offers a set of new learning pathways that could also

- 1) offer candidates a suitable and recognized academic or technical credential and
- 2) create further options for employment, entrepreneurship and lifelong learning.
- 3) position public higher education in Malawi as means to address equity in Africa
- 4) attracting Malawians back to the country to study and contribute their knowledge to the country

what is RPL for?

Recognition of Prior Learning (RPL) is for unqualified competent candidates. Such persons may or may not have a degree or diploma, but can enter higher education and follow a process, whereby status is assessed and recognized. An RPL candidate is assessed on their own merits and a successful RPL candidate should find new routes to access higher education and obtain a qualification (or a portion thereof).

Micro credentials are for (note to self, add definition)

Milestone:

Contributors: DM

References

Malawian Population

<https://ourworldindata.org/grapher/population?time=1800..latest&country=~MW>

Malawi 2063 - Transforming our nation

<https://npc.mw/wp-content/uploads/2021/02/MW2063-VISION-FINAL.pdf>

Tobacco Industry in Malawi

https://en.wikipedia.org/wiki/Tobacco_industry_in_Malawi

World Bank overview of Malawi

<https://www.worldbank.org/en/country/malawi/overview>

See Accreditation of Higher Education Programmes and Institutions

<https://www.nche.ac.mw/services/accreditation>

Status: rough

Title (sub-topic number)

What is Recognition of Prior Learning (RPL)? (sub-topic 1.2)

Task: To draft an explanation about the many definitions of RPL and the different ways that RPL takes place

RPL is intended to address (Please insert what you think RPL is for)

It is useful for individuals, business and society and can operate in the formal education and training systems.

RPL is a form of assessment that aims to confirm and recognise capability. RPL allows candidates to have their competencies assessed

Is based upon existing reservoirs of knowledge and capability

Milestone:

Contributors:

References

Status: Blank

Title (sub-topic number)

The RPL Ecosystem (Topic 2)

RPL does not exist in isolation. But is part of a larger recognition ecosystem. So when seeking to understand

at RPL, one should also place it in the context where it is being explored. RPL in a higher education context looks very different from RPL in a vocational contexts. There are however certain consistencies.

There are the RPL players

, which at the very least consist of three core role players

- 1) The candidate - who is applying
- 2) The recognition steward - who facilitates the process
- 3) The assessor who confirms that or denies the candidate Request

The RPL Portfolio of evidence

Which at the very least has a

- 1) a framework that allows the candidate to structure their descriptions, evidence and reflections
- 2) a Taxonomy - a set of particular focus areas that have been identified within the field as key. See <https://jcu.pressbooks.pub/tcaue/chapter/taxonomy-visual/> Think of a constellation that provides an overall picture of the RPL system.
- 3) A means for the verification and attestation by a recognised and trusted issuing authority (such as an educational institution or industry body);

Automatic RPL

Some prior learning (usually from the Conformance Quadrant) can be recognised automatically. Those who hold such qualifications, will get automatic RPL. If for example, the prior learning is recognized and accredited, the micro evaluator will go through all the evidence that has been presented

Discretionary RPL

Recognition of prior learning on the basis of informal and non formal learning is considered on a case-by-case basis, and there is normally a non-refundable fee for this process.

Milestone:

Contributors:Derek Moore

References

<https://jcu.pressbooks.pub/tcaue/chapter/taxonomy-visual/>

Status

Title (subtopic topic number)

Planning out the Ecosystem (Topic 2.1)

2.1.1 The Why

2.1.2 The Who

2.1.3 The How

2.1.4 The What

Milestone:
Contributors:
References

Status

Title (subtopic topic number)

The Why (Topic 2.1.1)

Milestone:
Contributors:
References

Status

Title (subtopic topic number)

The Who (Topic 2.1.2)

Milestone:
Contributors:
References

Status

Title (subtopic topic number)

The What (Topic 2.13)

Milestone:
Contributors:
References

Status

Title (subtopic topic number)

What success looks like (Topic 2.14)

(see maturity matrix)

Milestone:
Contributors:
References

Status

Title (subtopic topic number)

Business model and Governance (topic 3)

Milestone:
Contributors:
References
Presant, D Micro-certification Business Models in Higher Education
Brown

Status

Title (subtopic topic number)

Designing RPL (topic 4):

Focus on a visual representation

When thinking about the design of the RPL, be aware that design designs have consequences. Decisions have dependencies

If you build something from scratch, you will

If you remix and reuse an existing platform

or to buy a subscription to an existing system.

Milestone:

Contributors:

References

Status

Title (subtopic topic number)

The learner-and-earner journey (Topic 5)

Milestone:

Contributors:

References

Status

Technology / Platform and issuance model

(Topic 6)

Milestone:

Contributors:

References

Status

Title (subtopic topic number)

Conclusion (Topic 7)

Milestone:

Contributors:

References

Outline Inspired by Designing and Implementing Micro-Credentials: A Guide for Practitioners by Rossiter and Tynan Commonwealth of Learning, <http://hdl.handle.net/11599/3279> licensed as CC BY SA.

Status: Outline has been viewed by Jako Olivier
