



MTU

Ollscoil Teicneolaíochta na Mumhan
Munster Technological University

VPL in Munster Technological University

Deirdre Goggin

www.mtu.ie

VPL National Context

- No regulatory or legislative barriers
- Reasonable autonomy
- Well established national framework of qualifications
- Referred to in national strategies and more recently in the programme for government
- National funding -21 public HEIs develop VPL with a particular focus on the needs of industry

National practice

- Varies significantly across providers – no data available
- Commonly limited to credit transfer
- Government initiative ‘Springboard+’ upskilling, reskilling requires a policy to be in place

Munster Technological University



- Spread across 6 campuses – Cork & Kerry
- Business, humanities, science, engineering, music, art, nautical studies & nursing
- 18,000 student population
- Well established continuing and professional development department – part-time, accs mode

RPL
recognises
that...



Linear learning – career –
retirement model no longer
fits



Access, Transfer and
Progression is central to
lifelong and life-wide learning



Workplace learning needs are
dynamic and changing



Equity of access to education
contributes to societal
wellbeing

VPL in MTU

- Since 1999
- In excess of 6500 successful applications in 20 years
- Access – non standard entry , advanced entry
- Exemptions
- Full Academic Awards
- All programmes, all disciplines at all levels on NFQ
- Individual or cohort
- Prior informal, non-formal and formal learning
- Levels 5- 8 on the EQF – 6-10 on the Irish NFQ
- Undergraduate, postgraduate, special purpose awards, minor awards

VPL system



MTU

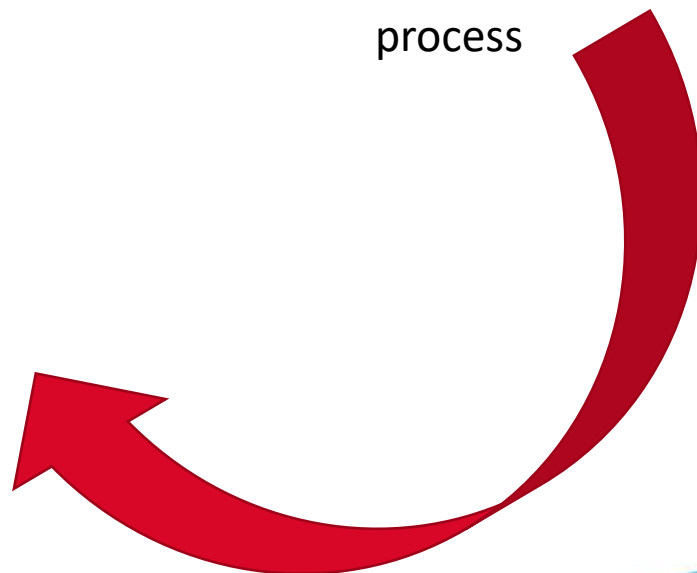
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Student information

- Support available
- Templates (formative/summative)
- Timelines
- Costs
- Procedures
- Considered forms of evidence for learning outcomes
- How evidence should/could be presented
- Requirements
- Standards (LOs/ NFQ? Professional)

Staff (Management/ Academic/ Administrative)

- Assessment and how to approach the process
- Appeals procedures
- Requirements
- Standards
- Possible results and outcomes of the validation process



Student

- Portfolio approach asks that the student
 - Identify their learning
 - Consider it in the context of the learning outcomes
 - Make it explicit
 - Assess their learning
 - Present it by way of evidence and argument
 - Consider...
 - Is this ability to reflect on their learning required of the non-RPL student?
 - How much support should they receive in the process?



Mentoring



Workshop and one to one mentoring available



Prior to commencement of semester and during the first six weeks of each academic semester



Peer learning from workshops



Mentor is not a subject matter expert but mentors on the process of RPL



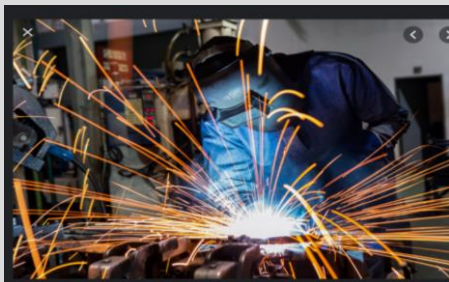
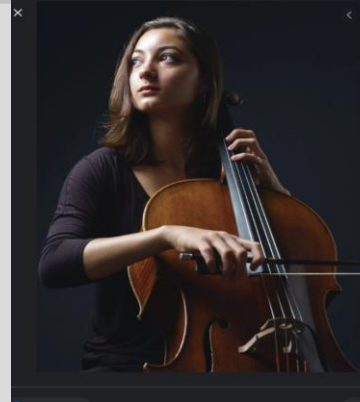
Clarifications on subject matter is sought through the academic department (head, coordinator or subject lecturer)

Assessment

- Learning portfolio
 - Interview
 - Skills demonstration

List of evidence is guided by the discipline and the learning being validated

- Assessment subject to the same QA as all other assessments in the institution. Formal assessment, external examiner. Examination board ratification of outcome.
- Learning and programme outcomes guide the learner on the standard and type of evidence
- All procedures, processes are transparent.





Data !!!

- Record what is being applied for, basis of the application, and the outcome
 - Precedence
 - Oversight of what modules/ programmes are popular – trends
 - Oversight of assessor competence – communities of practice
 - All planning and development is founded on actual practice
 - Scholarship in the area is also important
 - Case Studies
 - 20 years celebratory book

CUSTOMISED COURSE DEVELOPMENTS

CIT is committed to providing courses relevant to industry and employee needs. CIT Extended Campus can facilitate discussions regarding specialist course development to address the particular requirements of a company or sector.

Stages of development

In engaging with CIT on customised courses there are a number of stages and considerations which are routinely gone through to respond more accurately to needs. These are outlined as follows;

- Learning needs analysis
- Course development and accreditation
- Learner recruitment and profiling
- Learning and assessment strategies
- Identification of new opportunities

Courses can consist of short focused modules/programmes in a specialised area which attract a small number of academic credits, referred to as a 'special purpose award' or a full academic programme with a broader discipline focus. The objective of customised courses can be to build on existing workplace learning or develop required future learning to respond to a dynamic marketplace.

Testimonials

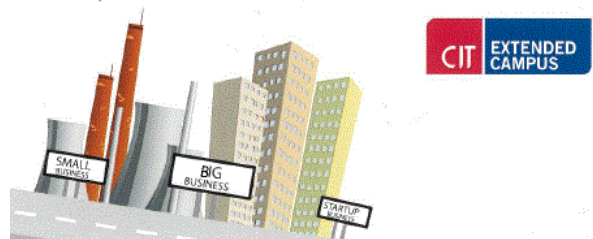
“...what worked particularly well in this case was the experience of openness in working together, to tailor a course that merged CIT and Pfizer capabilities and goals”

*Shane Horgan EHS/EMU team lead
(Environmental Health and Safety/
Engineering, Maintenance & Utilities)*

What to do next?

If you are interested in finding out more or taking the next step please contact CIT Extended Campus and we can help you in starting the process.

- ✉ extendedcampus@cit.ie
- ☎ +353 (0)21 433 5302
- 🌐 <http://extendedcampus.cit.ie>



Customised Course Development

- What are customised courses?
- Negotiated new programme offerings to meet particular skill requirements of employers or sectors.
- Sustainable developments
- Mutually beneficial
- 6480 active modules levels 6- 10 EQF 5-8



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Thank You!

For more information, please email Deirdre.Goggin@cit.ie

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