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Exploration of Reflection Results in 'Valuing learning' Site

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Introduction

Higher Education must promote the idea of learners actively documenting knowledge, skills and competencies gathered over time.

Should include all forms of learning formal, non formal and informal or experiential learning

Context: - Demand for Recognition of Prior Learning

- Research based MA
- RPL - requires ability to reflect on previous learning from past experiences to document a case for assessment for credits on the National Framework
- Reflective mode – identify key learning events that contributed significantly to a persons learning

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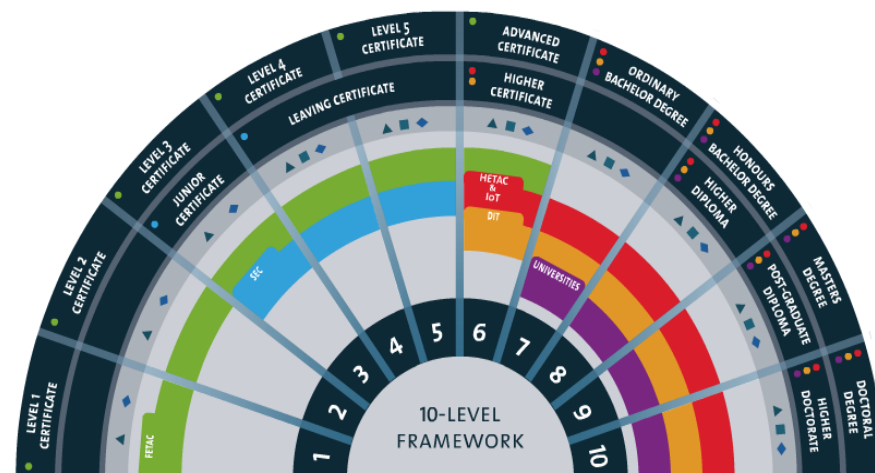
NATIONAL FRAMEWORK OF QUALIFICATIONS



WHAT ARE THE FRAMEWORK LEVELS?

WHAT IS AN AWARD -TYPE?

WHAT IS AN AWARDDING BODY?



© NQAI 2009

What RPL is

Recognition is given for what you already know prior to starting on a programme or module. Can be recognised formally against programmes on the National Framework

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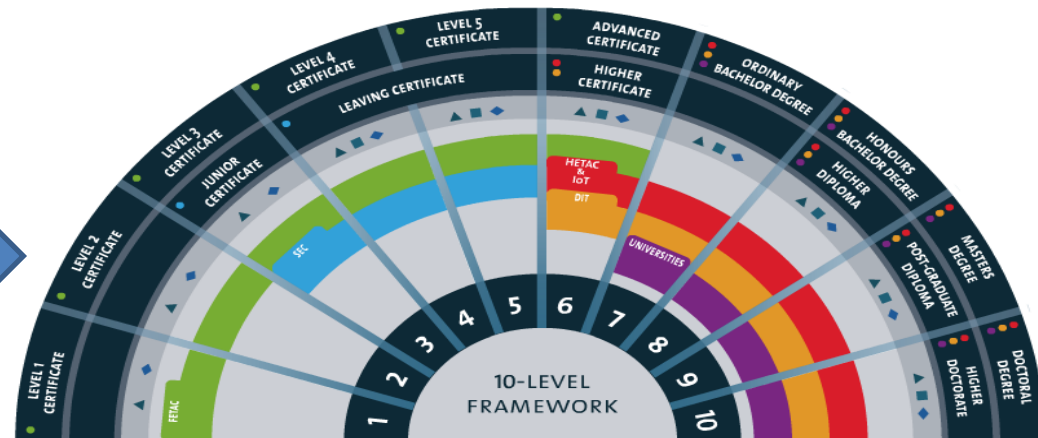
NATIONAL FRAMEWORK OF QUALIFICATIONS



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© NQAI 2009

The ability to conduct



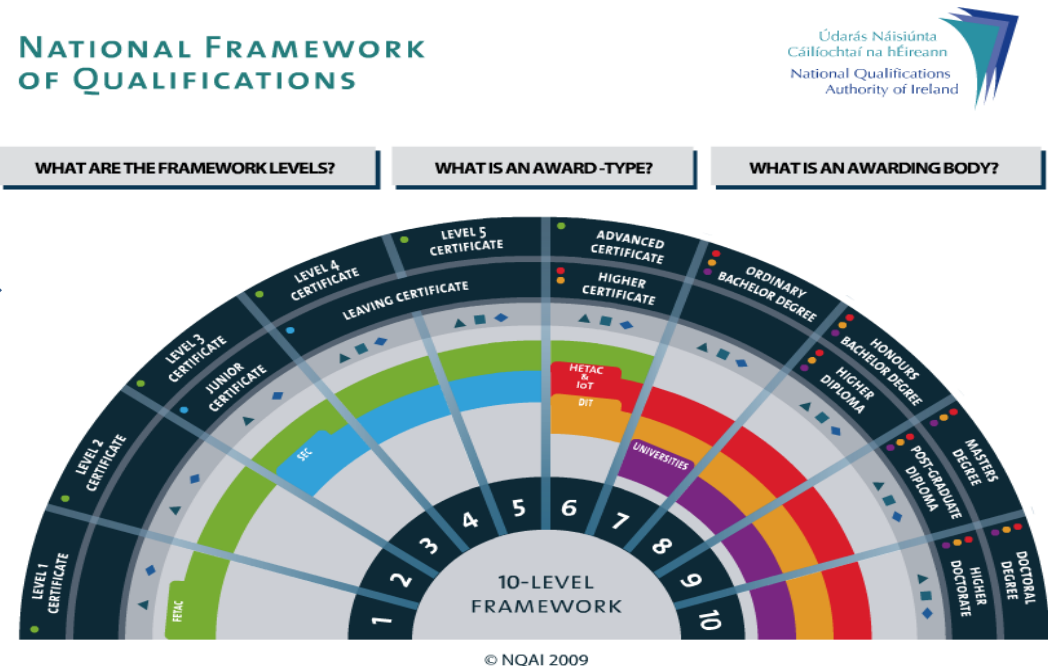
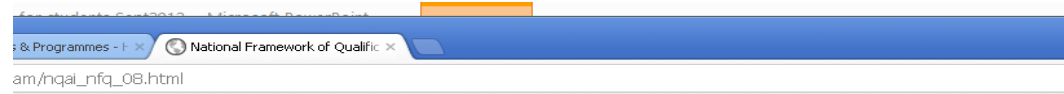
Reflective mode can be difficult to get into – and is at the core of case preparation

- Task to document this learning and present proof of it
- Build suitable case for assessment
- Can be difficult for candidate – they need help to develop reflective ability



In practice this means documenting prior learning and presenting what is relevant for assessment.

On assessment learning is compared with a reference point on the framework.



Promote good experience with RPL case preparation

Focus groups to explore reflection – Sept 2011

- Getting into reflective mode
- Difficulties with reflection
- Benefits of reflection
- What helped getting into reflective mode



Emerging themes:

- Reflection is difficult
- Learning environment is important – allow for sharing of experiences/learning from each other
- Tools to assist reflection – learning journal; portfolio
- Providing examples/guidelines
- Provide feedback directly – show where and how you might improve approach to reflection
- Reflection is valuable process
- “Document as you go” through life – get into habit of capturing and recording achievements and competencies



‘Document as you go’

Valuing Learning page

- Institute prompts learner to actively document achievements and competencies over time
- Lifelong learning mindset encouraged
- Supports RPL

inglearning/

CIT Home » Recognition of Prior Learning » Valuing Learning

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Department Pages

- Recognition of Prior Learning Home
- Where do I start?
- Book a Workshop
- Book an appointment
- Different types of Learning
- Forms of recognition
- Submitting My Case
- Assessment of my learning
- When do I get feedback?
- Testimonials
- Popular modules "how to" guide
- Useful Links
- Valuing Learning**

Valuing Learning

SWITCH ON YOUR LIFELONG LEARNING MODE

CIT values your learning we recognise that learning occurs everywhere:



AT WORK	
THROUGH HOBBIES	
VOLUNTARY COMMITMENTS	
SPORTING AND COMMUNITY ACTIVITIES	

Valuing Learning

- Return to education at various times throughout life for various reasons
- Personal competencies can take on a new significance when they compliment a particular field of learning

Useful Links





Valuing Learning

	
SPORTING AND COMMUNITY ACTIVITIES	

We know that you will return to education at various times throughout your life for different reasons:

- ▶ for your career and employment opportunities;
- ▶ to set up your own business;
- ▶ to enable changes to your career path;
- ▶ for travel opportunities;
- ▶ for personal development
- ▶ or family reasons and stages of life.

When you do return your personal competencies can take on a new significance where they complement a particular field of learning. You can use [Recognition of Prior Learning](#) to present this learning for credits on a programme.

			
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‘Document as you go’

- Personal - Learner maintains collection
- Can be digital – e-portfolio (or not)
- Learner driven
- Should articulate experience, achievements and provide evidence of learning
- Lifetime commitment – outside of any one Higher Educational establishment







Staff Contribute to site

- Staff voice is valued
- Range of disciplines each with their own idea of what might be useful
- All valid

WHAT MIGHT BE USEFUL ?

As well as valuing learning we value our staff and what they have to say. Check out what s of them consider useful - this varies depending on the stream of learning.

Staff	 <i>Bernard O'Callaghan</i> <i>Mechanical Engineering</i>	 <i>John Wood</i> <i>Chemistry</i>	 <i>Ann Toebes</i> <i>Good Manufacturing Practice</i>	 <i>Vivion Gough</i> <i>Nautical Studies</i>
What might be useful to collect	work experience projects completed entries to competitions (formula 1 schools competition)	Involvement in RDS Young Scientist Exhibition Holiday or part-time work in a science-related industry or workplace Visits (either personal or school-related) to science industries Science of cookery – the	Certificates for course attendances and course completion Letters from organisations where the student has been worked paid /voluntary /charity work, including details of their role and	Watch-keeping certs; Completed voyage plans; Completed draft survey forms and calculations

Space for lifelong learning links

- Site useful for linking to other lifelong learning themed websites
- Promoting idea of e-portfolios
- Supports a mobile fluid workforce

CIT can support you in your quest to taking personal responsibility for your learning path. We have created a space where you can value what you do and know every day. We can help you to develop a personal portfolio of your competencies. This is not a static document but a collection which grows and changes as you do throughout your life. It starts here where we show you how to take stock of what you already know and can do.

THE LIFELONG LEARNING PASS (IS A FOLDER OR SPACE) WHERE YOU DOCUMENT WHAT YOU HAVE ALREADY



You can use an ordinary folder, or an e-portfolio to build your lifelong learning pass. You must become aware of the competencies (what you can do, what knowledge skills and attitudes) that you have already, and consider how to document them. This collection will develop and mature over time. You may, or may not use it as the basis of a prior learning case. It should certainly help to support you develop a personal learning strategy or plan. It will also support your preparation for a job interview. [Google sites has a good overview of e-portfolios.](#)

YOUR TASK IS TO DOCUMENT YOUR PERSONAL COMPETENCIES - WHERE YOU IDENTIFY AND ORGANISE WHAT IT IS YOU KNOW

You need to categorise your abilities into the following areas:

- Generic – such as communication and problem solving
- those specific to work
- Hobbies and recreation
- Voluntary work

- Galatis, H., Leeson J. Et al (2009) The VET e-portfolio Roadmap: A strategic roadmap for e-portfolios to support lifelong learning. Canberra, Australian Flexible Learning Framework and Department of Education Employment and Workplace Relations.