



Competences Before Diplomas

Competences Before Diplomas

Project Result 1

COMPARATIVE RESEARCH

OF THE STATE-OF-THE-ART IN VALIDATION OF NON-FORMAL AND INFORMAL LEARNING

EXTRA CONTENTS



PROJECT INFORMATION

Project acronym:

CompB4D

Project title:

Competences Before Diplomas

Project Number:

Project N°: 2021-I-FR01-KA220-ADU-00030141



Sub-programme or KA:

KA220-YOU - Cooperation partnerships in youth

KA2: YOUTH: Increasing quality, innovation and recognition of youth work

Website: <https://compb4d.eu/>

CONSORTIUM





2.2.2. Institutions and Organizations active in the field

IRELAND	
Public bodies	<p>Recognition of Prior Learning (RPL) is a process whereby evidence of learning (formal, non-formal or informal) that has taken place prior to enrolment in higher education is recognised and given value. A fundamental principle of RPL is that a learner should not be asked to relearn something they already know. With RPL, prior learning can count towards the entry, advanced entry, credit or exemptions from modules. In some cases, people with enough prior learning may even obtain full academic awards. The national project team based in THEA works closely with our cosponsors IUA as well as 19 project leads based in each partner HEI</p>
Private bodies	<p>AONTAS organises and represents the Community Education Network (CEN) across the island of Ireland. AONTAS has a growing membership of over 500 organisations and individuals committed to lifelong learning which includes learners; tutors; and statutory, non-governmental, community, and voluntary organisations. As an umbrella body committed to advocating and lobbying for the development of quality education for adult learners and promoting the value and benefits of lifelong learning, AONTAS has a long track record of support for adult learners, practitioners and providers.</p> <p>ACE is the Centre for Adult Continuing Education at University College Cork (UCC). Lifelong learning is its raison d’être. ACE has a long-standing interest in recognition of informal and non-formal learning, especially in the context of its access mission for students to the third level from non-traditional backgrounds. In many of their programmes, they apply equivalency criteria to recognise the prior learning and experiences of applicants. Some programmes have direct RPL entry routes and exemptions available to learners.</p>





<p>Semi-private Bodies</p>	<p>Professional competence assessment centres and practitioners in the validation of non-formal and informal learning of adults.</p>
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2.2.3. Actions and policies

<p>IRELAND</p>	<p><i>Tools and Systems</i></p> <p><i>Methodologies</i></p> <p><i>Policies</i></p> <ul style="list-style-type: none"> • The Qualifications and Quality Assurance (Education and Training) Act 2012 establishes the statutory basis for Quality and Qualifications Ireland (QQI)'s engagement with RPL; • Action Plan for Education 2016-2019 [Department of Education and Skills (DES), 2016] states the Department of Education commitment to developing a national policy for RPL; • the Principles and Operational Guidelines for the Recognition of Prior Learning in Further and Higher Education and Training (National Qualifications Authority of Ireland, 2005; QQI republished 2015);
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	<ul style="list-style-type: none"> • Policies and Criteria for the Validation of Programmes of Education and Training (QQI, 2013); • Further Education and Training Strategy 2020 - 2024 (SOLAS, 2020) - This strategy is the product of extensive analysis and a comprehensive consultation process. The ambitious agenda set out in this new FET strategy for the period 2020-2024, is aimed at Transforming Learning over the next 5 years; • Action Plan for Jobs 2018 (Department of Business, Enterprise and Innovation, 2018); • National Strategy for Higher Education for 2030 (DES, 2013) - The strategy presents a vision of an Irish higher education sector that can successfully meet the many social, economic and cultural challenges that face us over the coming decades, and meet its key roles of teaching and learning, research, scholarship, and engagement with wider society; • National Skills Strategy 2025 (DES, 2016) - Ireland's Future' is designed to benefit all people living in Ireland, companies operating here or planning to establish here, those working here, and those hoping to work here. It recognises the role that skills can play in the improvement of all and in supporting people here to grow as global citizens; • Access, Transfer and Progression Policy Restatement 2015 (National Qualifications Authority of Ireland, 2003; QQI republished 2015)
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2.2.4. Fees and funding





<p>IRELAND</p>	<p><i>FEES to access to recognition and validation offer</i></p> <p>The costs of RPL depend on a range of factors such as the assessment methods used (e.g. portfolio assessment vs. challenge exam), and the scale and maturity of the RPL system. It should be noted that fees for RPL do not necessarily reflect total RPL costs. Total costs would include developing systems, training staff, mentoring, dealing with queries, processing applications, verification, knowledge centres, guidance or other support structures. Specific costs are also pertinent to employers – staff training (mentors, assessors), and time spent by employees in undertaking RPL. RPL costs in Ireland range between €600 and €2000 for each individual, depending on the type of RPL procedure, with an estimated average cost of €1,250 per individual.</p> <p><i>FUNDING AVAILABLE to access to recognition and validation offer</i></p> <p>There is no funding available for access to the recognition and validation.</p>
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