Session 4A - 4B

Education and Training Theories underpinning RPL

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Theoretical Foundations of RPL

- Several education and training theories underpin RPL to the extent that they recognise that learning happens in formal, non-formal, and informal settings

- Validates diverse learning experiences (if there are learning outcomes)

- Justifies RPL's role in employability

- In greater detail:

Useful Education and Training Theories

Lifelong Learning

Constructivist Theory

Experiential Learning Theory

Adult Learning Theory

Transformative Learning Theory

Equity and Social Justice

Human Capital Theory

Lifelong Learning

- Learning is continuous (from cradle to grave), and RPL recognises and formalises outcomes from all life stages

- Promotes formal recognition of informal learning

- Enhances access to further (formal) education and training

Constructivist Theory

- Learners build knowledge through experience, and RPL maps this experiential learning to formal qualifications, and similar outcomes (credits, certificate of labour market competences)

- Encourages active learning

- Supports a learner-centred approach

Experiential Learning

- Knowledge is created through transformation of experience, which RPL captures and assesses

- Encourages reflection on practical experiences

- Recognises skills gained outside formal education and training

Situated Learning

- Learning occurs in context, and RPL assesses knowledge and skills from, and often in, real-world environments

- Focuses on practical application of knowledge

- Highlights workplace and community learning

Adult Learning (Andragogy)

- RPL acknowledges the self-directed nature of adult learners and validates prior experiences

- Recognises the need for relevant learning

- Encourages flexibility in RPL processes

Transformative Learning

- Learning involves changes in perspective, which RPL identifies and formalises (learning informally captured in a qualifications standard)

- Encourages critical reflection on prior experiences

- Supports personal and occupational growth

Equity and Social Justice

- RPL ensures access to (formal) qualifications for diverse and marginalised learners (second chance of qualification)

- Promotes inclusive access to qualifications

- Supports recognition of diverse learning pathways

Human Capital Theory

- RPL formalises skills, increasing individuals' economic value and employability

- Links learning outcomes to economic benefit

- Enhances workforce development

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Thank you!

Implications and applications for:

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Lifelong Learning	Constructivist Theory	Experiential Learning Theory	Adult Learning Theory
	Transformative Learning Theory	Equity and Social Justice	Human Capital Theory

RPL Promotes Lifelong Learning

- RPL validates informal and non-formal learning outcomes (legitimates RPL)

- Encourages individuals to pursue additional learning (give sense to non-formal and informal learning)

- Flexible learning pathways support lifelong learning (give consistency to the LLL ecosystem, justifies bridges)

Constructivist Theory

- Collaborative learning through group projects and peer reviews (assessment)

- Contextual assessments demonstrate practical knowledge and skills (legitimates RPL assessment to a qualification)

- Learners actively construct knowledge through experience (legitimates non-formal and informal learning outcomes)

Experiential Learning Theory

- Portfolios of competences document practical knowledge and experiences (legitimates the RPL approach to assessment)

- Reflective practice helps link experience with learning outcomes (core of the RPL approach: learning outcomes from all spheres of life)

- Applicants critically analyse and apply their learning (assessment)

Situated Learning Theory

- Community of practice involves peers and mentors in the RPL process (skills are social)

- On-the-job assessments validate learning in authentic contexts (one of the most relevant RPL approach to assessment)

- Learning is deeply embedded in social and cultural activities (skills are social)

Adult Learning Theory (Andragogy)

- Self-assessment tools help learners evaluate their learning outcomes (legitimates portfolio of competences and similar approaches)

- Customizing RPL processes to personal and professional goals (RPL is an individual approach)

- Adult learners value relevance and practical application (legitimates that RPL puts forward learning from practice)

Transformative Learning Theory

- Critical reflection encourages shifts in perspectives and learning (RPL maybe used to reframe: portfolio of competences)

- Dialogic processes promote deeper understanding through mentoring (legitimates RPL approach to value experience)

- Helps learners transform their learning experiences (legitimates RPL)

Equity and Social Justice

- Inclusive practices ensure fair assessment for all learners (one of the rules of quality assurance in RPL)

- Providing access to marginalised and underrepresented groups (one of the key specific objectives of RPL)

- RPL promotes social justice by validating diverse learning experiences (legitimates the RPL approach)

Human Capital Theory

- Aligns RPL assessments with industry standards and job requirements (one of the most powerful tool with RPL: meet industry standards and feed back into the formal education and training system)

- Enhances employability by validating prior learning outcomes (core of RPL)

- Supports economic growth by recognising skills for the labour market (the key objective of most applicants // Useful to convince decision/policy makers)

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Thank you!