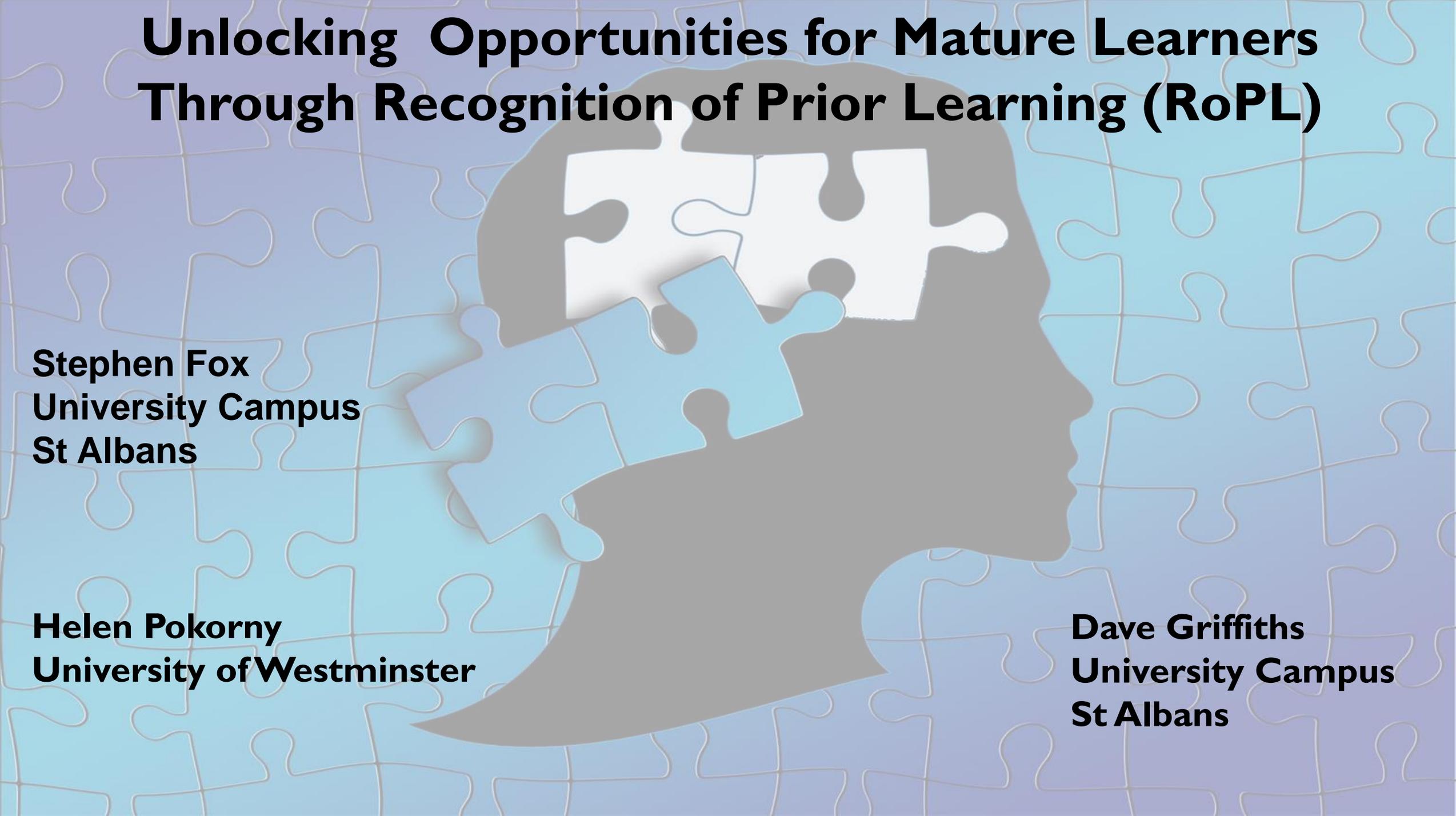


# **Unlocking Opportunities for Mature Learners Through Recognition of Prior Learning (RoPL)**



**Stephen Fox**  
**University Campus**  
**St Albans**

**Helen Pokorny**  
**University of Westminster**

**Dave Griffiths**  
**University Campus**  
**St Albans**



# The Chartered Manager Degree Apprenticeship

The CMDA is a higher level/ degree apprenticeship that is pitched at Level 6 and includes business education, work-based learning and professional development through to Chartered Manager status.

A Chartered Manager is someone who can take responsibility for people, projects, operations and/or services to deliver long term organisational success, with the professional recognition of their ability to deliver impact, behave ethically and demonstrate their commitment to continual learning and development.

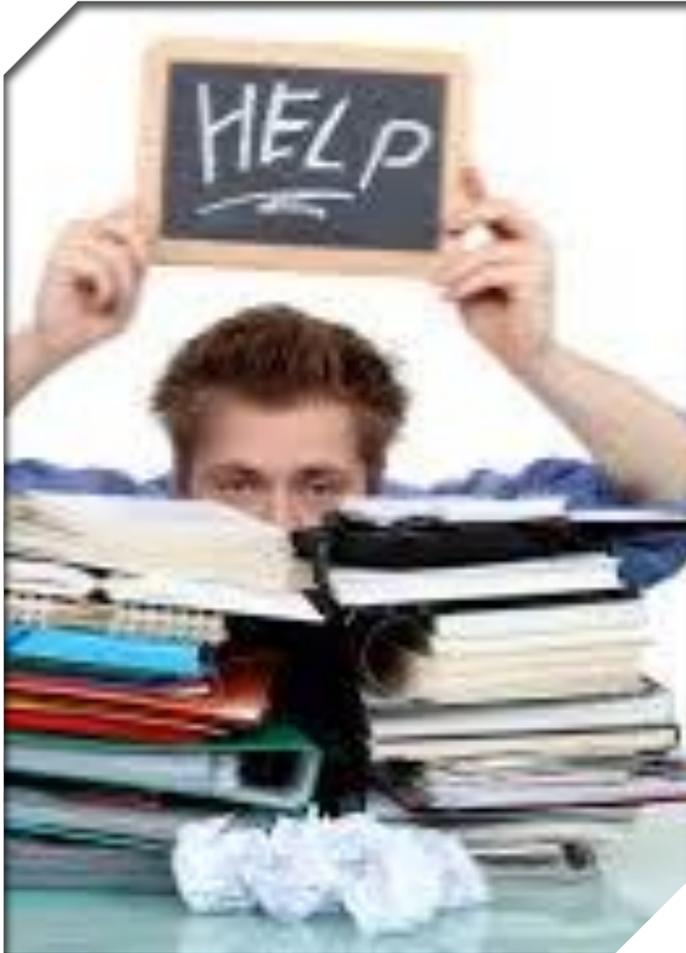
# Social Mobility and Progression



# Recognition of Prior Learning



## The Pitfalls of “Traditional” RoPL



<https://www.theodysseyonline.com/the-struggling-college-student>

**‘Kitchen sink’ approach to portfolios**

**Dull ... ‘death by portfolio’**

**Complicated**

**Institutions pay lip service**

**Time consuming**

**Overly burdensome**

**Difficult to assess reliably**

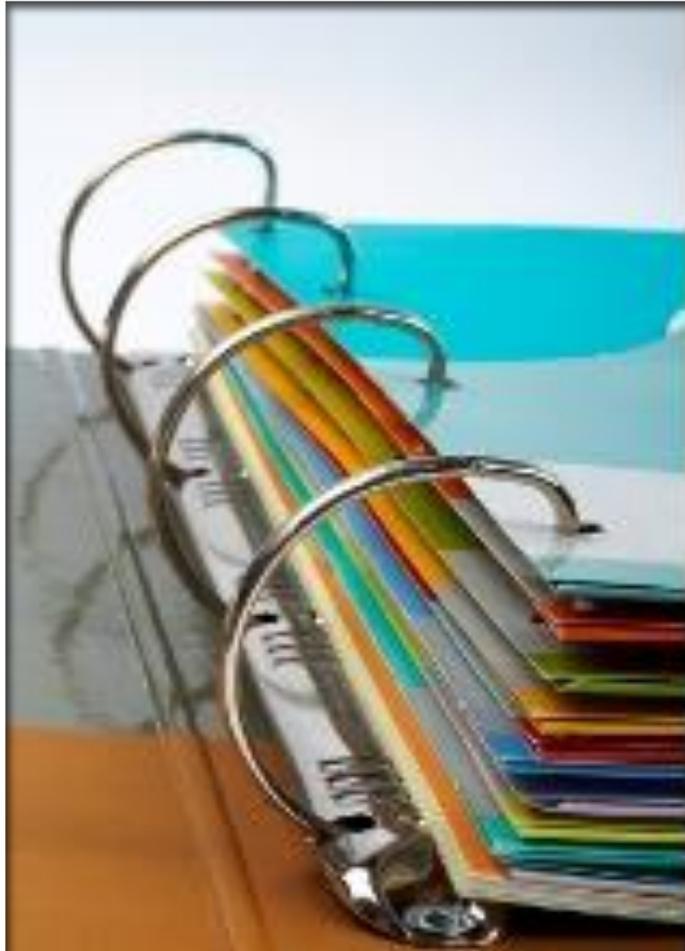
**Therefore, not academically robust**

**but** 🖱



## Recognition of Prior Learning ...

- Is learner centred
- Acknowledges and captures:-
  - learning from experience
  - tacit knowledge (“know-how”)
  - previous studies
- Is past, present and future orientated
- Is developmental
- Includes focus on group learning



# **THE ROPL PORTFOLIO**

**Professional Context - 1500-2000 word**

**Curriculum Vitae**

**Employer reference/appraisal**

**Interview assessment record and feedback**

**Three Areas of Learning (AoL) -1500-2000 words each**

**Evidence linked to each AoL**

# **4 YEAR ROUTE VS 2 YEAR ROUTE**

***4 years***

**Target group - 'Trainee managers'**

**Target group typically 18-21**

**Focus on acquisition of new formal knowledge**

**Focus on acquisition of new skills**

**Assumes no prior knowledge or experience**

***2 years***

**Target group – existing managers with at least 2 years experience**

**Target group – typically 30 -55**

**Focus on tacit **AND** formal knowledge**

**Focus on professional and personal skills development**

**'Qualified by experience'**



## **THE CONCEPTUAL FRAMEWORK**

**The role of learning outcomes (Colley *et al* 2003; Hussey & Smith, 2008; Whittaker and Brown, 2012; Travers 2012; )**

**The role of the assessors (Hamer, 2013; Sandberg and Kubiak, 2013)**

**The role of group learning (Whittaker *et al* 2006)**

**The role of research into learners' experience of RPL (Pokorny and Whittaker 2014)**

# **PEDAGOGICAL PRAGMATISM: a process combining technical-rational 'givens' (Intended Learning Outcomes) and professional artistry.**

Diagnostic Assessment with professional context and CV submitted

Individual Interview to assess work experience, and RPL goal setting all mapped against CMDA LOs

Structured Group Learning Programme – Past, Present and Future focused

Portfolio submission

Panel Presentation



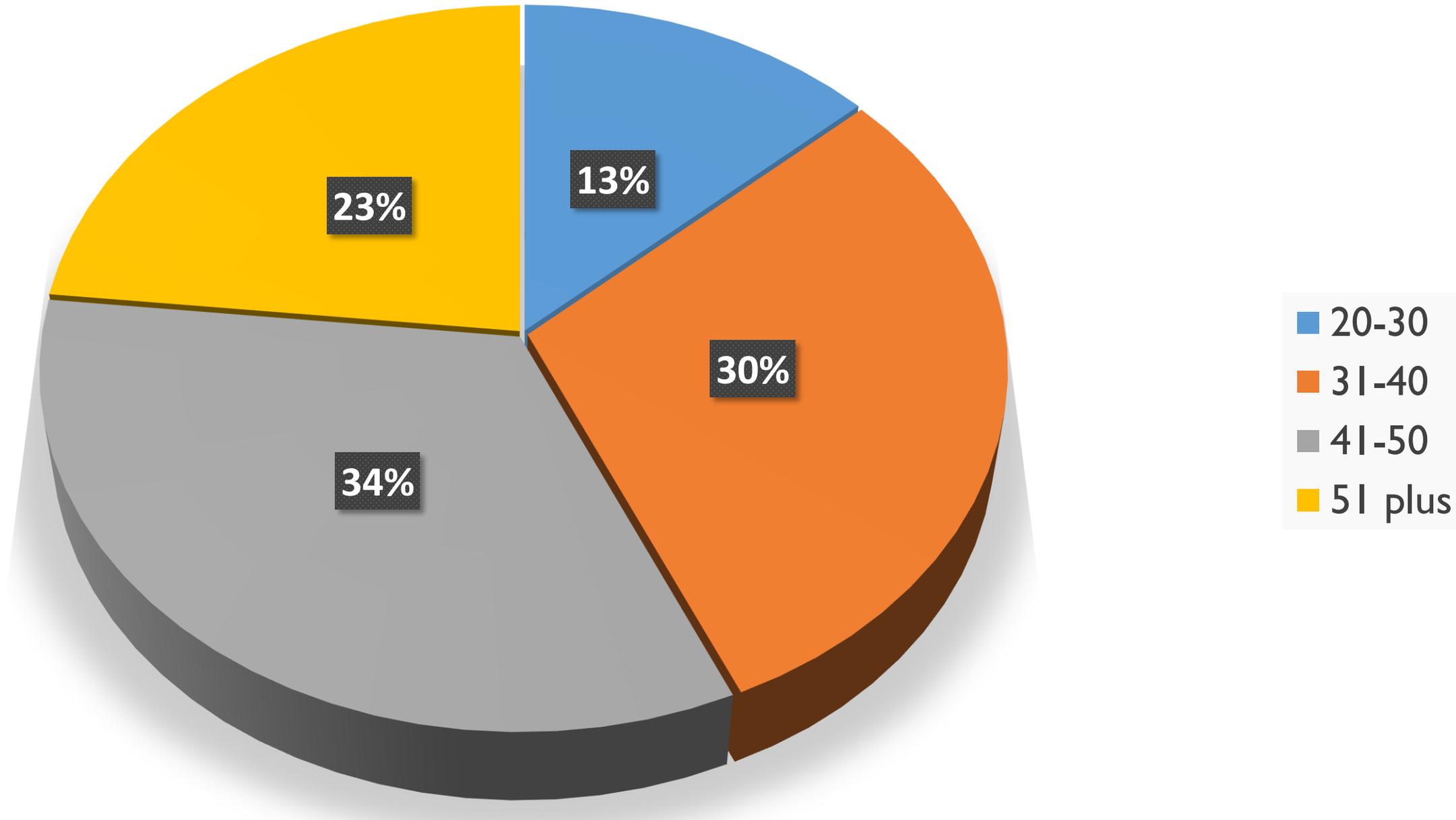
## **THE ROLE OF THE ASSESSORS**

**The challenge is to problematise what may initially be viewed as a straightforward relationship between experience and learning.**

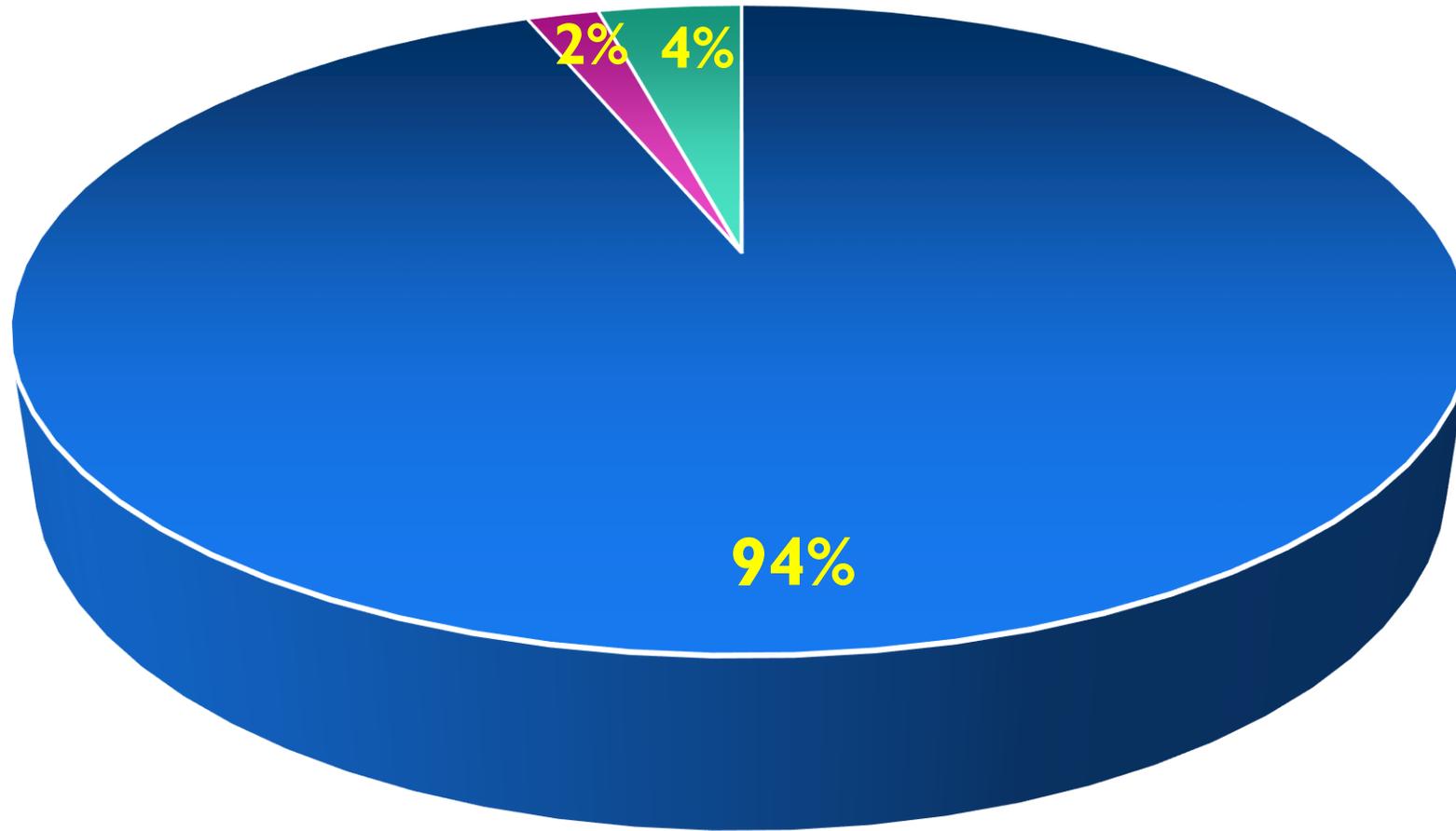
**RPL in this context is the process of extracting relevant learning from previous work experience. How do you ‘teach’ process? You can’t. You can only facilitate it and support students in the process.**

**Students having a clear structure of what is expected and how they will be supported has proved to be a key aspect of the success of this programme.**

## Expected Age Profile – data on a similar course

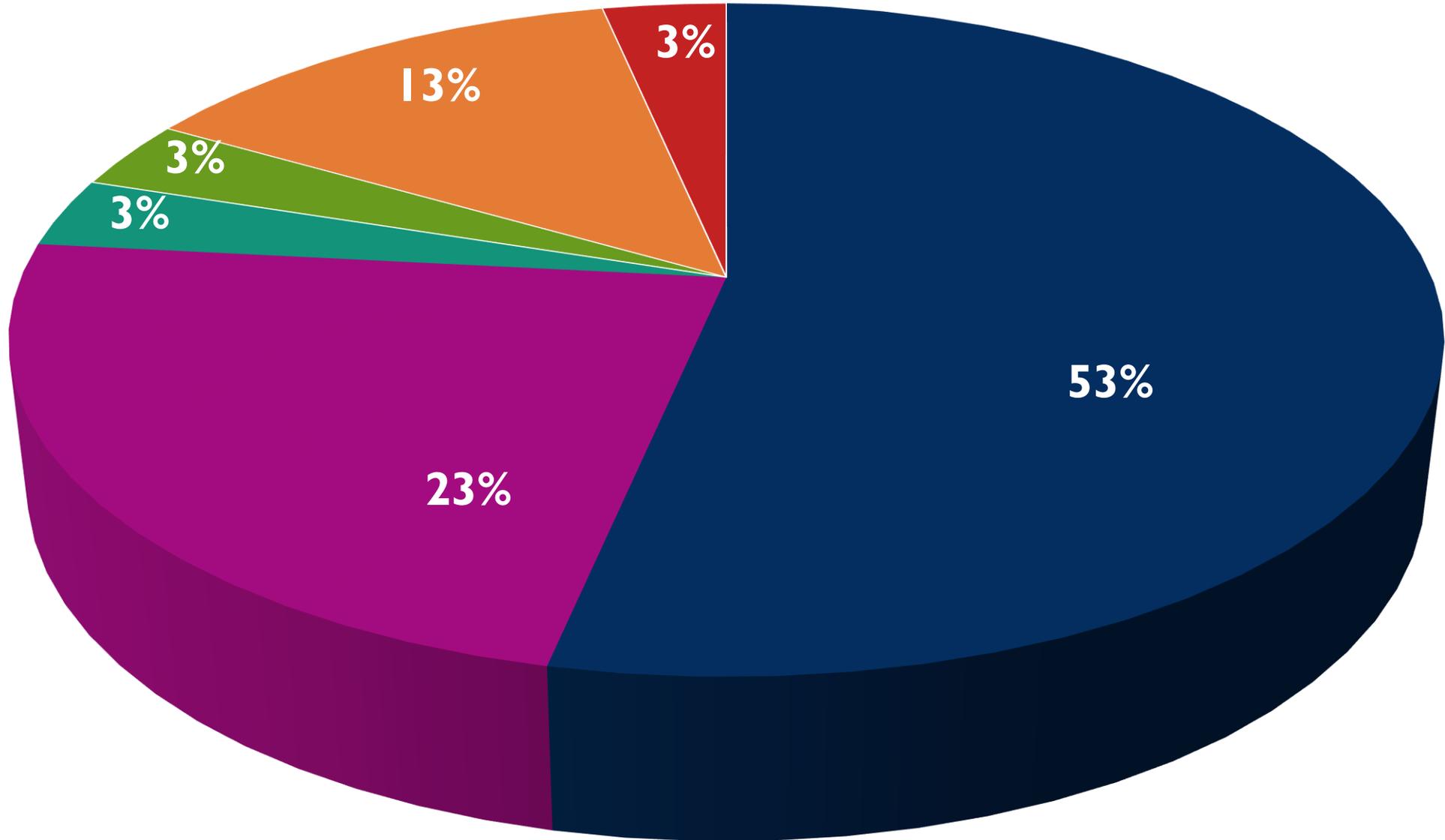


# RPL Outcomes



■ Pass ■ Fail ■ Withdraw ■

# Degree Outcome



■ First

■ Upper Second

■ Lower Second

■ Third

■ Ordinary

■ withdrawn

The whole process has been a huge confidence booster which has enabled me personally to aim even higher. From an academic perspective, the areas of learning were a huge help in preparing us for the next part of the course as we were taught how to write reflectively and what is appropriate language in the academic world.

**It allowed me to take decades of professional experience and transfer it into a recognisable academic qualification....priceless**

This unique early engagement allows professionals to familiarise themselves with the academic world **whilst** remaining connected with the corporate responsibilities of their job. Furthermore, it recognises the link between these two worlds. ...it was for me a learning crescendo that was an important ramp into the academic year. The concluding panel review left me feeling confident and excited about going into the final year!

## **Our innovative approach**

Standards driven

Diagnostic assessment

Structured group learning process

Developmental focus

Supports progression and social mobility

Transformational impact



# LEARNING FROM OUR CURRENT EXPERIENCE

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