Developing Recognition of **Prior Learning** (RPL) in **Vocational Education** and **Training** (VET) courses

"What's in it for me?"

As a provider of work-based VET:
- Efficient and effective work-based learning system supported by learning and communication technologies.
- Cost-effective Modern Apprenticeship (MA) delivery through assessment 'fast tracking' of experienced learners.

As a VET-teachers and assessors:
- Discrete 'learning episodes' mapped to the NQ standards and multiple-choice question banks.
- Better targeting learning interventions informed by the Recognition of Prior Learning (RPL).
- Automation of knowledge assessment of through the Accreditation pf Prior learning.

Farming industry:
- The staff gets improved knowledge and skills in areas that are directly relevant for the production.
- Their staff may start earlier on the process to receive a national qualification.

Work based learners:
- Learning tailored to specific needs as revealed by RPL.
- Ownership of the learning process through individual learning plans.
- Time efficient pathway to National Qualifications (NQ) achievement as a result of RPL to inform individual learning plans.
- A fast track to NQ achievement for more experienced learners provided by APL.

Work based learners with a wide range of experience need to demonstrate they have the underpinning knowledge specified within their MA in Aquaculture. The teachers need to establish the learner's knowledge gaps to inform their individual learning and assessment plans.

Methodology

1. Undertake multiple choice assessment to recognise prior learning (RPL)

2. Gather evidence of prior learning satisfying the MA requirement for accreditation (APL)

3. Define knowledge gaps to inform individual learning plans

4. Targeted learning in preparation for summative assessment and MA completion

WHAT IS THE SOLUTION?

Learners undertake multiple choice (MC) questions prior to the start of a new MA Unit or topic designed to establish the learner's knowledge in relation to the MA requirement. These questions can be presented via a Virtual Learning Environment (VLE) or Rapid Response Technology (RRT) and accessed from a PC or smartphone under invigilated conditions.

The results of the MC are gathered by the tutor as evidence of knowledge that can be submitted for accreditation (APL). The learner's 'knowledge gaps' are determined, and individual learning and assessment plans formed that are compatible with farm work demands and suit the pace set by the learner.

Discrete learning episodes relate to the knowledge gaps established through RPL are offered to the learner. This helps them to target their studies, supported by their farm mentors and/or tutor and prepare for a summative assessment once they have addressed their specific knowledge gaps.