

# **EDUPRO – Promoting LLL in HE by implementing innovative practices in RPL**

## **2nd Team Meeting**

**25 – 28 October 2015, Faro, Portugal**

Recommendation for the academic practice  
**OUTPUT: 02**

# RECOMMENDATIONS regarding A1: Evaluation Panel

The following recommendations are based on the RPL profiles identified through case studies (DSW / UG reports) and on the results of discussions at the Gdańsk seminar on the 4<sup>th</sup> of September, 2015.

## Basic Recommendation:

**RPL is a part and it is a tool for LLL.  
Validation does not mean LLL**

*Lifelong Learning First* should become the label of Polish universities' practices. These practices have to be rooted in the understanding that *via* RPL universities can achieve a significant, but only a small part of the LLLU status.

# Recommendation 1:

## RPL makes the alternative access to HEI real.

### The alternative studying, too.

The LLLU status is shaped mostly by **individual, flexible approaches to adult students, who need open frames of studies first.**

Little can be heard in Polish debates that RPL is a secondary development in relation to the expansion of LLL programmes, a solution of the needs of LLL students rather than a stand-alone procedure.

## **Recommendation 2: Good RPL practices need properly long time and a friendly place**

### TIME & PLACE

Basing on the UK example:

The 30-years work of the Centre for Lifelong Learning at the UoW

In Polish universities such units are not yet developed, although in many universities they have been established. A careful analysis of the great experiences of UK and Portugese Centres for LLL can support the development of good practices in higher education in Poland.

### **Recommendation 3: Prior learning has to be considered as a part of individual biography and it shapes such biography The role of LLL/RPL councellors / advisors (less bureaucracy, more customization)**

RPL is not only a "hard" procedure, but is immersed in the diagnosis of social relations at a certain stage, from which a student or candidate excels to university learning. Such diagnoses help the students and candidates to recognize their needs in the context of their life situation. The environment created in such way is shaped by a **high level of customization** and **low levels of bureaucracy**.

## Recommendation 4:

### RPL practices have to show considerable sensitivity to the university surroundings and potential needs of adults struggling with their problems

Everything university offers should relate to the local context and conditions in which future and current students live in the region. This offer is a clear response to the character of the region, often experiencing numerous socio-economic and cultural problems. It also addresses the interests and needs of adults struggling with their problems (unemployment, pauperization, etc.). Proposed courses of study should refocus their qualifications, e.g. in the direction of social sciences and social services. The answer to the diversity of recipients of LLL is **different organizational forms of classes offered**.

In Poland today, although the classes for extramural students are organized in the weekends, their studies ("extramural/non-daily studies") last exactly as long as other studies addressed to the daily students and they offer no **organisational flexibility**. There are also no **facilities** such as those that are served by the UoW and UoA.

## **Recommendation 5: RPL has to be focused on intergenerational and social welfare aims (LLL).**

The University with LLL status is working effectively **to break generational and social inequalities.**

Candidates who are older than others or who come from lower social strata do not study separately in the LLLU, instead they mingle with others and become fully-fledged students.

The LLLU needs urgent rebirth of attitudes, as well as space, allowing for smooth transition for older and poorer students.

In Poland still the poorest students seem to have no choice but to overpay for college or private universities because of the thresholds associated with earlier achievements (for instance, lack of GCSE/A-levels at lower mark). Those thresholds keep some students out of free HE and reinforce social inequalities.



**Recommendation 6:**  
**In RPL practices the concept of experience must be strictly associated with learning (learning is in this perspective the result of conscious experience).**

Therefore, candidates for students must clearly demonstrate (in prepared and presentable portfolio, **together with the account of reflection on learning**, in form of reflective journals for instance) that the level of their achievement (experiential learning outcomes) is equivalent to the university learning outcomes and the level of studies that they want to take up.

## **Recommendation 7: Financial support makes the university LLL real**

Generally speaking, both RPL procedures and non-traditional studies are considered expensive .

LLLU should provide poorer, non-traditional students with material aids.

Students should get support from various organizations (e.g.: a Hardship Fund in Warwick) and they should not pay it back. They should receive support from the Students Union and the Alumni.

In Poland there are no initiatives in this area in the context of RPL, yet.



## Regarding Activity 02: IMPLEMENTATION: MEETING OF THE INTER-SECTORAL TEAM

Duration: 1.01.-31.03.2016

Partners: DSW, UG

- The Inter-sectoral Teams in Wrocław and Gdańsk have been successfully established.
- Their members actively participated in the Gdańsk Seminar on September 4<sup>th</sup>, 2015 and in the pre-seminar dinner hosted by one of them (September 3<sup>rd</sup>, 2015).



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***Thank you for your attention!***

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