



## ***Assessing for Prior Learning***

**2013**

<i>SMS Code</i>	LT706001		
<i>Level</i>	7	<i>Credits</i>	10
<i>Total Learning Hours</i>	100	<i>Contact Hours</i>	30
<i>Work Experience Hours</i>	nil	<i>Self Directed Hours</i>	70

### ***CONTACT DETAILS***

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### ***INTRODUCTION***

#### **Welcome to Assessing for Prior Learning**

This course is offered as an independent learning package with facilitated support.

Course information and content can be found on the website:

[http://www.wikieducator.org/Assessing\\_for\\_Prior\\_Learning](http://www.wikieducator.org/Assessing_for_Prior_Learning)

### ***AIMS***

To enhance participants' understandings of, and insights into, the principles and practices of prior learning and associated debates in a tertiary context and explore how evidence can be presented and assessed.

To prepare participants for a prior learning assessment process using a model designed to evaluate evidence against predetermined learning outcomes.

### ***LEARNING OUTCOMES***

At the successful completion of this course, participants will be able to:

1. consider the role(s) of prior learning in tertiary education
2. gain understandings of and insights into the principles and practices underpinning prior learning
3. explore culturally sensitive ways in which evidence of prior learning can be presented and assessed
4. critically reflect on own significant prior learning and review related evidence against predetermined learning outcomes
5. consider assessment strategies and the authenticity of evidence
6. demonstrate how professional judgement informs the assessment process

## ***STRUCTURE AND CONTENT***

Timeframe	Contact Time	Focus
	<b>Starting out</b>	Getting started
	<b>Module 1</b>	Introduction to RPL (submit learning journal excerpt)
	<b>Module 2</b>	Evidence (submit learning journal excerpt)
	<b>Module 3</b>	Valuing experience and learning
	<b>Module 4</b>	The candidates perspective (submit assessment 2)
	<b>Module 5</b>	Assessment tools - Portfolios
	<b>Module 6</b>	Assessment tools - Professional assessment conversations (submit learning journal excerpt)
	<b>Module 7</b>	Diversity and cultural sensitivity (submit learning journal excerpt)
	<b>Module 8</b>	Assessments and Professional Judgements (submit learning journal excerpt)
	<b>Completing everything</b>	Ensure all 5 submissions that build to complete the assessment <b>The process of assessing for prior learning</b> , have been made, along with the assessment <b>Presenting evidence for assessment of prior learning</b> .

## ***ASSESSMENT***

Two types of assessment tasks must be presented for marking in this course.

Work submitted later than the due date without an arranged extension will not receive feedback.

One re-submission is possible if a pass is not obtained the first time.

### **To pass this course:**

Participants must undertake and successfully complete all the assessments.

- 1. The Process of Assessing for Prior Learning** (excerpts from your learning journal)  
(from an assessors perspective)
- 2. Presenting Evidence for Assessment of Prior Learning** (written or oral assessment)  
(from a candidates perspective)

## Grading:

As the emphasis is on learning process rather than outcome there are two grades in this course: passed or not passed

### *Assessment instructions and marking criteria*

#### 1). The Process of Assessing for Prior Learning

Throughout your engagement with this course you are asked to maintain a learning journal, you can do this in whatever format is most useful to you. A blog, a written document, or voice recordings are some examples, but you need to be able to share excerpts of your learning progress with the course coordinator.

Whilst exploring this course, critically consider the process of assessing for prior learning from the perspective of a lecturer in an assessor role, exploring the following areas:

- ✧ the advantages and disadvantages of recognising prior learning in tertiary education (overview)
  - (due end of 1<sup>st</sup> module)
- ✧ the range and authenticity of evidence to be assessed (what is assessed)
  - (due end of 2<sup>nd</sup> module)
- ✧ the process, practices and possible tools for assessment (how the evidence is assessed)
  - (due end of 6<sup>th</sup> module)
- ✧ how consideration of student diversity and culture can be acknowledged (acknowledging difference)
  - (due end of 7<sup>th</sup> module)
- ✧ how professional judgement on the part of the assessor informs the assessment process (decision making process)
  - (due end of 8<sup>th</sup> module)

As you progress through the course, **submit excerpts from your learning journal that demonstrate critical discussion of the 5 areas identified above.** You can choose the size of your excerpt; some will be smaller/larger than others depending upon the focus. Discuss any queries with your course coordinator. You will receive feedback on each submission.

**NB:** Critical discussion involves a depth of thought that considers a variety of perspectives including your own. Critical in this sense refers to reviewing or analysing in depth, it does not mean focusing on negativity.

#### **Marking criteria**

Achievement of the following criteria will result in a successful pass for this assessment:

##### Critical discussion:

- a) of the pros and cons of recognising prior learning in tertiary education (overview)
- b) of the types, relevance, and use of evidence in the RPL process (what is assessed)
- c) of assessment tools and process in recognising prior learning (how the evidence is assessed)
- d) of consideration of student diversity and culture in the RPL process (acknowledging difference)

- e) on making RPL judgements and the impact of the context in which it occurs (decision making process)
- f) All discussion is referenced and supported by literature sources (applies to each area above)

**Due Dates:** confirmed dates of end of identified modules to be negotiated with course coordinator.

## 2). Presenting Evidence for Assessment of Prior Learning

### Activity

- ✧ Choose a minimum of 2 learning outcomes from a course you have not formally studied that you believe you have already achieved.
- ✧ Gather evidence to demonstrate how you have achieved these learning outcomes.
- ✧ Reflect on both:
  - the process of gathering evidence
  - and your rationale for choice of evidence;to demonstrate how your prior learning relates to the learning outcomes.

### Assessment

Demonstrate in either a written form or through a professional conversation process how you have met your chosen learning outcomes through your prior learning. Include both your supporting evidence and a reflection on the process and rationale for choosing that evidence.

### Marking criteria

Achievement of the following criteria will result in a successful pass for this assessment:

- a) Identification of learning outcomes in a recognised qualification/course
- b) Presentation of a relevant collection of own prior learning evidence for comparison against the learning outcomes
- c) critical reflection upon own evidence gathered

**Due Date:** Assessment to be presented at a negotiated time and date  
Submit or present to the course coordinator

**NB: - all work must be completed by 1 November 2013**

### Facilitated Support

The course coordinator will maintain regular contact with you throughout the course to encourage, help motivate and support your learning. Share with the coordinator the ways in which you feel your learning will be best supported.

Enjoy the course.

### Recommended Reading

A range of readings and resources are identified on the webpage

[http://www.wikieducator.org/Assessing\\_for\\_Prior\\_Learning](http://www.wikieducator.org/Assessing_for_Prior_Learning)