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**Conference or Workshop Item**

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**Creators:** Murray, J. and Bramble, P.

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<http://nectar.northampton.ac.uk/6683/>





# Biennale

Rotterdam, 9-11 April, 2014

- Round Table -

## Support and Barriers in Validated Prior Learning

Chairs: Dr Jane Murray and Paul Bramble



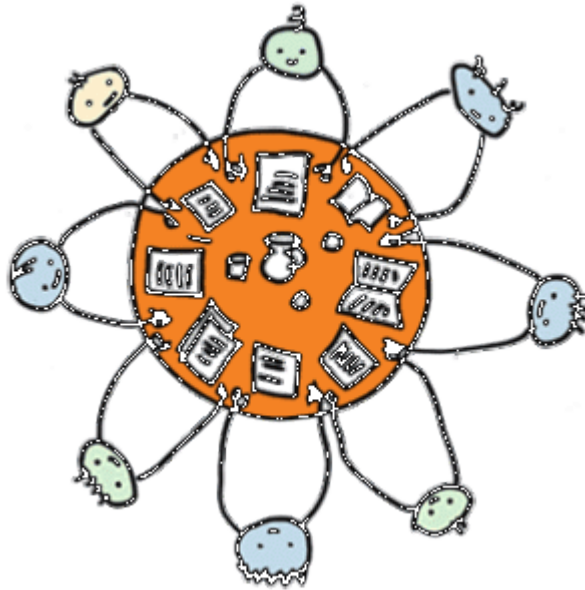
Part of the EU Lifelong Learning Project ALLinHE  
<http://www.allinhe.eu/>



Project 517978-LLP-1-2011-1-NL-ERASMUS-ESIN

# Round Table Aim

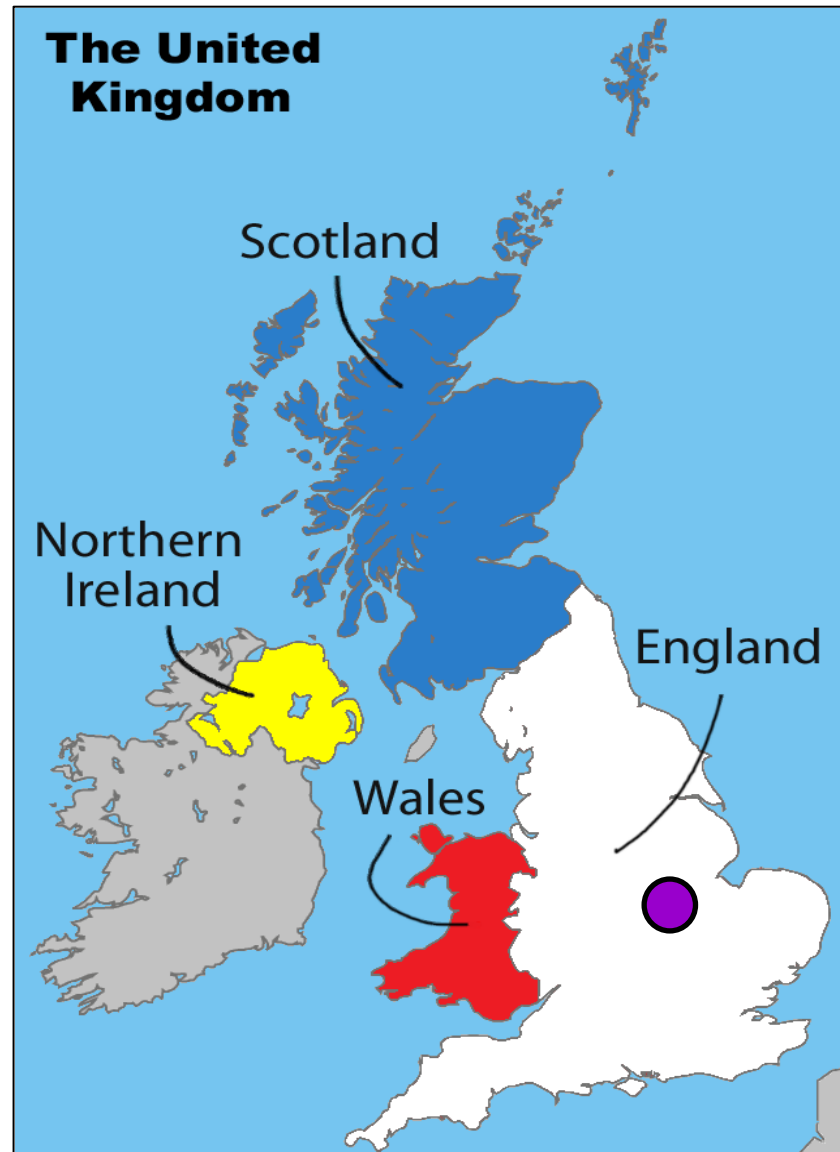
To address the support and barriers in Validated Prior Learning (VPL) systems to create a *Roadmap of Validated Prior Learning*



# Round Table Outline

11.20-11.30	Welcome and Introductions
11.30-11.45	Dr Jane Murray: Setting the Scene - one university's experiences of VPL
11.45-12.00	Round Table: Share and agree definition of VPL
12.00-12.45	Round Table: Discussion (6 conference themes)
12.45-13.00	Plenary: <i>A Roadmap of Validated Prior Learning</i>

# Setting the Scene....



# Northampton, UK







THE UNIVERSITY OF  
**NORTHAMPTON**

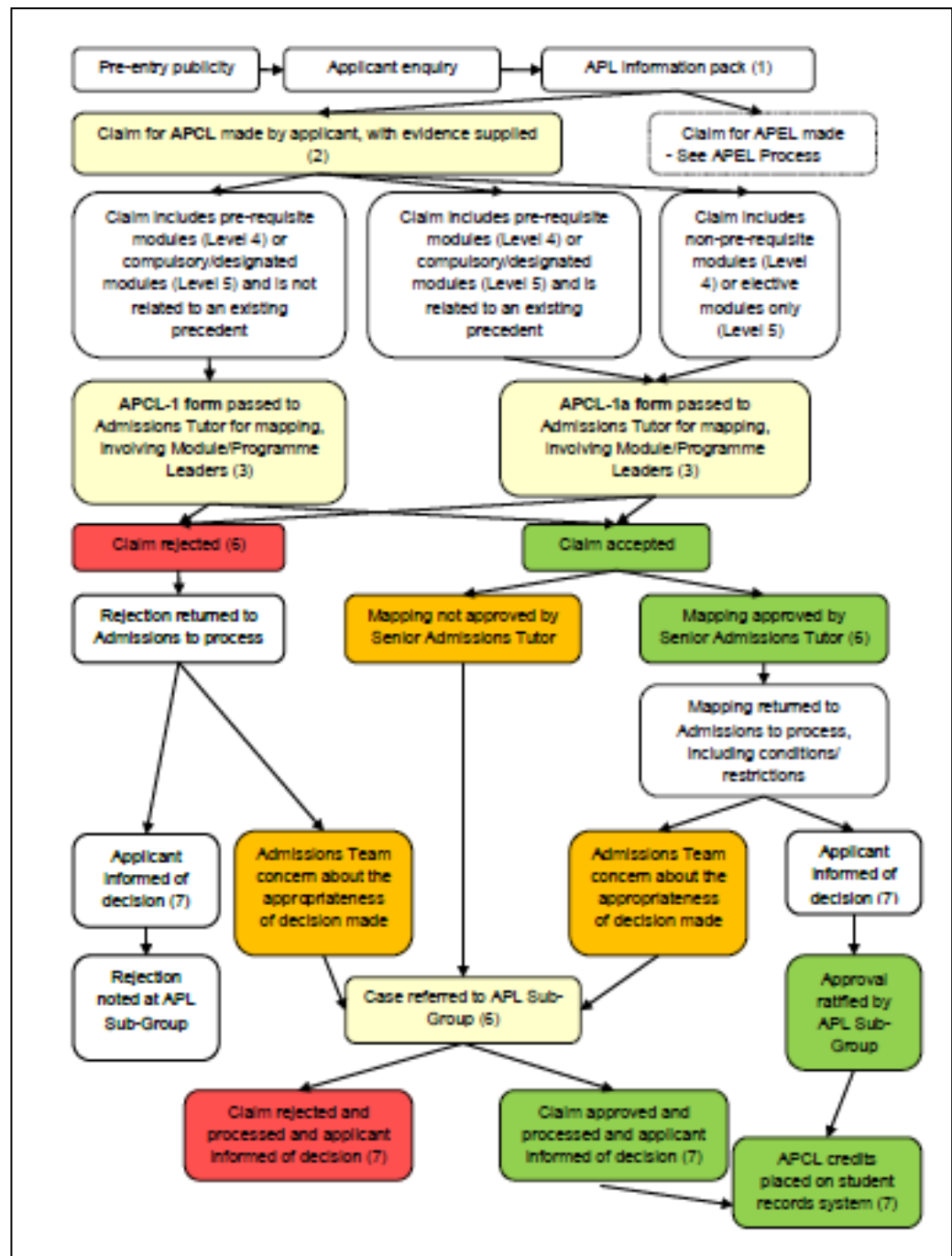


# How and why is VPL being developed and implemented at the University of Northampton?

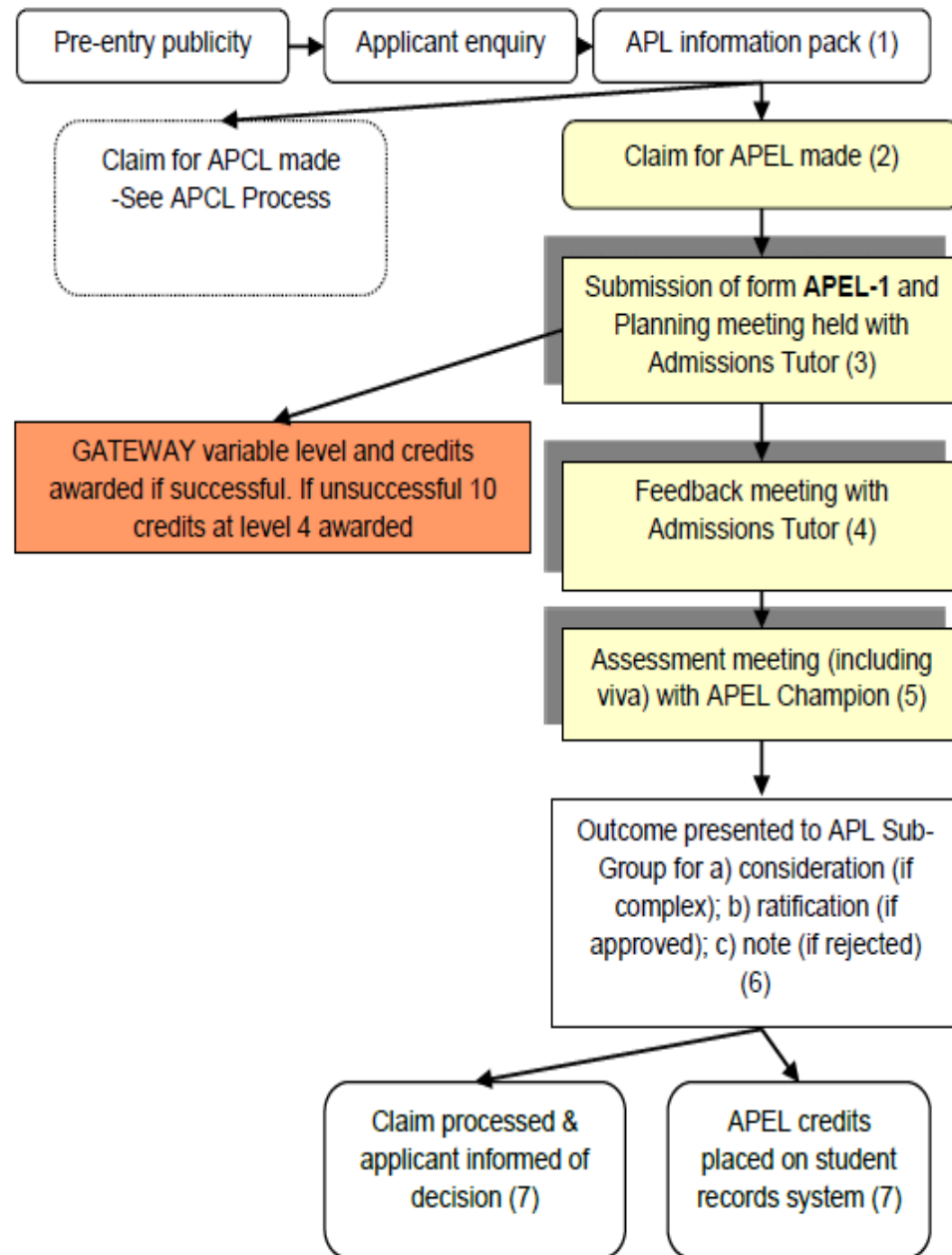




# APCL Process



# APEL Process

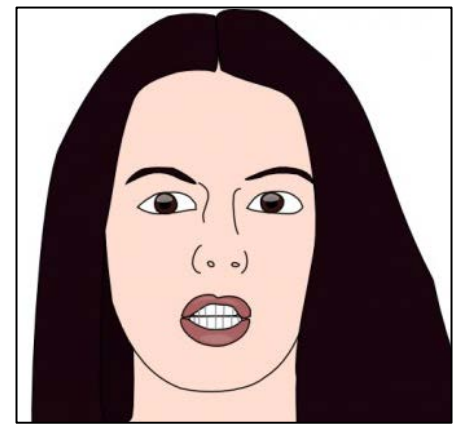


1. Development of a pack for distribution at open days.
2. APEL and APCL forms in pack. Appropriate form completed
3. Submission of form will either lead to APCL claim or planning of evidence with APEL tutor.
4. Feedback meeting with APEL tutor/s prior to submission
5. Assessment of portfolio with viva.
6. APCL and APEL outcomes to APL for confirmation and ratification
7. Student informed and credits put on the system

# What are challenges and barriers affecting VPL being developed and implemented?



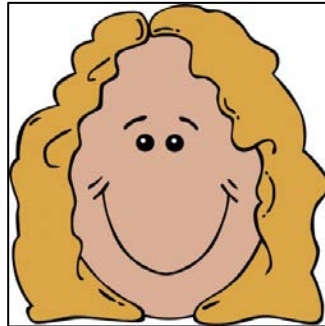
Elaine



Claire



John



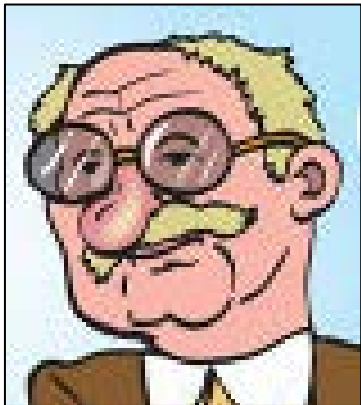
Louise



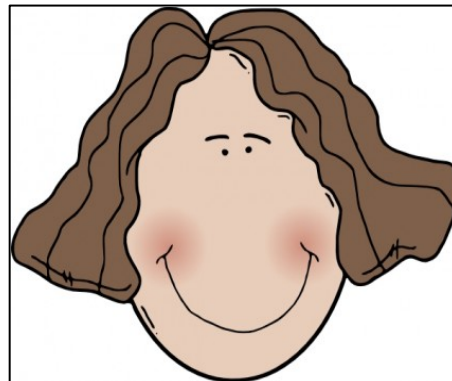
Jane



Suzy



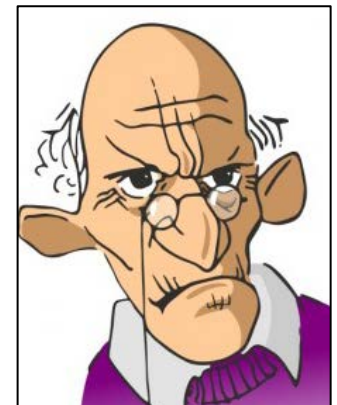
Peter



Jenny



Rachael



Jack

# What are the institutional barriers to VPL?

## (In learning and in working contexts)

The VPL is not graded and students only receive a pass. This is not counted in the grading or classification of the final award.

Some institutions do not transfer qualifications and experience between disciplines

Poor retention of support staff

Poor employability post-university.

Lack of access to support services

Separate applications for each assignment extensions are required, despite diagnosis of specific learning difficulty.

# What are the personal barriers to VPL?

**Disclosure of disability and/or special educational need.**

**Social cohesion and not feeling part of the cohort moving through impacted on grades**

**Poor knowledge, understanding and skills acquired from Access to HE course in regard to the nature of HE study,**

**Having to identify and negotiate support whilst trying to manage newly acquired disability**

# What are support mechanisms for VPL?



Anti-discrimination legislation

The diagram consists of four orange rectangular boxes with black outlines, each containing text. The boxes are arranged in a staggered, vertical sequence. Each box has a small triangular pointer extending from its right or left side, pointing towards the central area of the slide. The text inside the boxes is in a bold, black, sans-serif font.

The HE institution

Employers / work sector

Qualified counselors



# Creating our Roadmap of VPL

Our definition of VPL?

(1) The power of VPL?

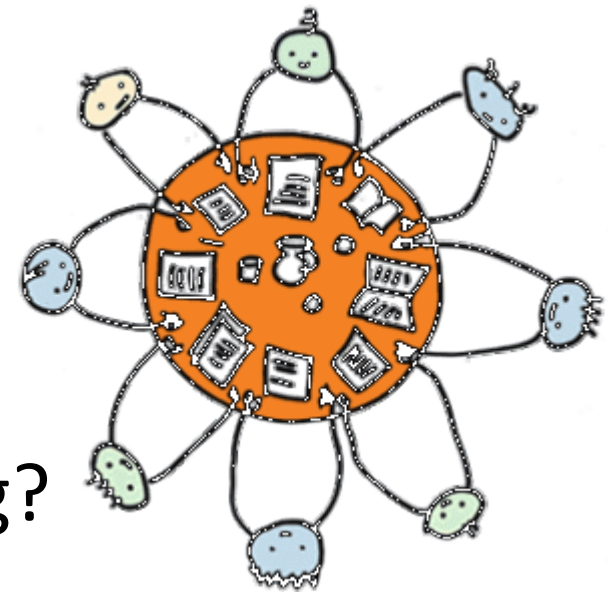
(2) The Roadmap of VPL (later)

(3) Linkages of VPL?

(4) Personalisation of learning?

(5) Quality assurance of VPL?

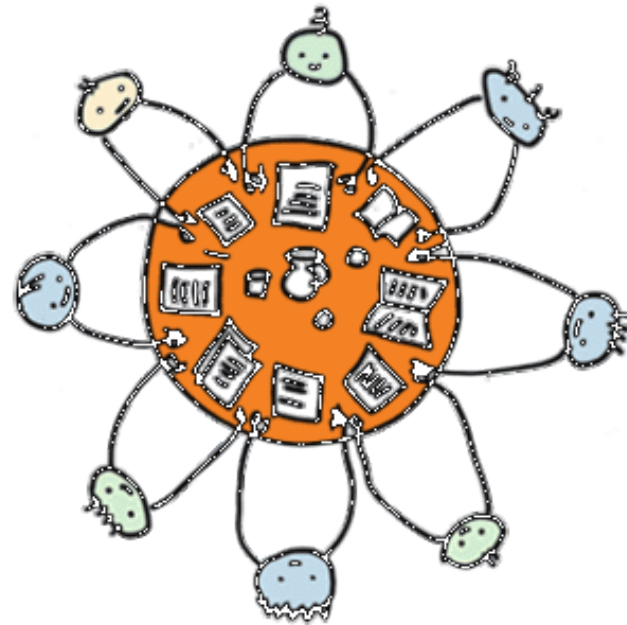
(6) Open & flexible learning?



# Plenary: (2) The Roadmap of VPL

How can barriers be overcome and support mechanisms secure VPL as a tool for...

- quality assurance?
- lifelong learning?
- societal integration?



What do we mean by *The Roadmap of Validated Prior Learning*?