

Recognising the Prior Learning of adults with low levels of qualifications – a policy experimentation project

VISKA – MAKING LEARNING VISIBLE

VISKA is an Erasmus+ KA3 funded project that examines lessons for RPL policy from international field trials. The field trials work with people who have low levels of formal qualifications, but who may have 'transversal' skills. The client groups vary.

The recognition of prior learning (RPL) is a focus of development across Europe to improve people's chances of getting jobs that use their skills and competences. Transversal skills are skills that employers often talk about, such as problem solving, communication skills and interpersonal skills. We all know people who could 'turn their hand to anything' but have few qualifications to show for it – or whose experience of getting qualifications doesn't reflect the skills they have, in ways that employers might appreciate.

Front-line staff – including guidance counsellors, information officers, people involved in recruitment and interviewing clients – face the dilemma of how best to acknowledge and make visible the skills that those they meet have, beyond whatever qualifications are presented. The project looks at training for staff, tools and assessment criteria as well as the quality assurance of RPL processes, and the learning for policy from these experiences.

Website link: viskaproject.eu

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QQI

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann



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QQI is participating in [VSKA](#) along with Skills Norway (project lead), and partner organisations in Belgium (Flanders), and Iceland. Cork Institute of Technology is the research partner.

Ireland will not host a field trial. We are reflecting on the potential impacts for policy development here from the work and practices elsewhere.

A National Advisory Group for the project has been established to support [VSKA](#) in Ireland. This group includes representatives from the Department of Education and Skills, the Department of Employment and Social Protection, the National Adult Literacy Agency (NALA), Aontas, ETBI, SOLAS, the National Centre for Guidance in Education (NCGE), the Adult Education Guidance Initiative (AEGI), the RPL Practitioner Network Ireland, Cork Institute of Technology (CIT) and from some collaborative RPL projects that are being implemented within ETBs and Regional Skills Fora.

Our aim is to learn from the field trials and policy research so that [VSKA](#) can contribute to well informed, connected and realistic practices, skills and policies in RPL as an integral part of further education and training services in Ireland. This helps meet policy objectives in example the Action Plan for Education 2016-2019, FET Strategy 2014-2019, the National Skills Strategy 2025 as well as European Recommendations such as Upskilling Pathways (2016) and the Validation of Non-formal and Informal Learning (2012).

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