RPL and ePortfolios

Dr Roslyn Cameron
CRLL International Symposium in LLL

*Learning through experience: developing international & regional research agendas for RPL*, 23-24 June 2011, Glasgow
Introduce myself……

**PhD:** Career and learning transitions of adults disadvantaged in the labour market

**PLIRC** Board Member since 2009

Australian chapter in the new book

**Current funded research activities:**

- **CRC For Rail Innovation research grant**
  - **P4.111 Skills recognition framework**
  - Sept 2010 - Dec 2012 $297,000.00
  - Skill recognition in relation to workplace (RCC, skill recognition systems) - human capital theoretical framework

- **CRC for Rail Innovation research grant**
  - **R1.111 Skilled Migration**
  - April 2009 - Dec 2010 $219,000.00
  - Skill recognition in relation to skilled migration, skill shortages, skill wastage and skill atrophy
Build on from the research undertaken to write the Australian chapter of the new book by focusing on one of the themes identified in the Australian RPL literature and research:

RPL - ePortfolios
RPL - Use of ICTs, Web 2.0 technologies and mobile web devices
Today.....

- Provide an overview of the Australian chapter
- 6 themes identified in the Australian research
- **RPL and ePortfolios: Mapping exercise**
- Content analysis of 2 recent Australian ePortfolio Conferences, funded ePortfolio Trials (VET sector), research focused on RPL and ePortfolios and the use of ePortfolios for professional accreditation and recognition against professional standards
- Workshop key issues, theoretical lenses & potential international research collaboration
RPL in Australia

• Refer to the Australian chapter of the new book:

RPL in Australia

• RPL introduced in Australia in 1992
• National framework for recognition of training (NFROT)
• Embedded in Australian Qualifications Framework (AQF)
• Today RPL significant activity within vocational education & training (VET) sector when compared to other educational sectors
• Partially explained by fact RPL is mandatory in VET, unlike HE (university sector) self-accrediting & relatively autonomous
RPL in Australia

Major educational sectors within Australia are categorised as:

• Senior secondary schools/VET in Schools
• Adult and community education (ACE)
• Vocational education and training (VET)
• Higher education (HE)

• 2004 the Australian Qualifications Framework Advisory Board (AQFAB) endorsed the *National Principles and Operational Guidelines for Recognition of Prior Learning (RPL)* designed to assist post compulsory education and training providers at a national level to develop RPL policies and procedures that provide the following four objectives:

1. opportunities for Australians to have their non-formal and informal learning recognised and counted towards a qualification;
2. diverse and inclusive pathways to lifelong learning;
3. consistency in the principles used in implementing RPL within sectors and between sectors; and
4. the quality, integrity and standing of Australian qualifications (AQFAB 2004, p. 2).
Definitional & conceptual confusion

There exists contentious definitional and conceptual issues surrounding RPL policy and practice within Australia. Several definitions of RPL exist across the educational sectors and a number of authors have noted this conceptual confusion (Cameron 2004; Doddrell 2002; Hargreaves 2006; Smith 2004; Smith 2008; Wheelahan et. al. 2003).

The AQFAB report concluded that due to the historical development and application of RPL in each of the sectors, differing sectoral definitions have arisen. The funding frameworks, policy, governance, accreditation and missions of each of the sectors have influenced the way in which RPL has been implemented and practiced across the educational sectors. This in turn has contributed to a level of conceptual confusion around RPL policy and practice (Wheelahan et al. 2003; Smith 2004).
• *National Principles and Operational Guidelines for Recognition of Prior Learning (RPL)* the following is stated:

• Recognition of prior learning (RPL) may be defined in a number of ways, some more expansive than others. All definitions, however, include the key notion that RPL involves the assessment of previously unrecognised skills and knowledge that an individual has achieved outside the formal education and training system (AQF Council, 2004).
RPL and Credit Transfer

- **RPL** is an assessment process that assesses the individual's non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of, a qualification; and

- **Credit transfer** assesses the *initial course or subject* that the individual is using to claim access to, or the award of credit in, the destination course to determine the extent to which it is equivalent to the required learning outcomes, competency outcomes, or standards in a qualification. This may include credit transfer based on formal learning that is outside the AQF framework (AQF Council 2004, p. 2).
CREDIT TERMINOLOGY FRAMEWORK

Figure 1 Credit Terminology Framework

Adapted from AQF (2009)
RPL has not been universally embraced within the HE sector. This is due to several reasons:

- lack of inclusion of the HE sector in terms of consultation and input into the national training reform agenda;
- autonomous nature of HE providers in defining RPL;
- relationship between RPL principles and competency-based training and assessment and;
- lack of acceptance within the HE sector of forms of un-credentialed learning.
A study by Childs et al. (2002) studied the online presence of RPL policy in HE and found 13 universities mentioned RPL by name. Pitman (2009) re-examined the current RPL policy environment in Australian universities by undertaking a content analysis of RPL policies from a sample of Australian universities (n=38). He found 29 of the 38 universities accepted RPL.
Significant evidence that the profile of RPL in Australian universities is increasing insofar as it can be measured in formal policy positions and documents including their online accessibility.

Most universities - ‘blanket’ policy on the recognition of prior learning and do not provide a separate document specific to RPL.

Three-quarters of Australian universities now indicate that they accept RPL and, of those, 90% provide a publicly available document outlining their institutional policies, processes and guidelines on RPL.

More than half of the policies deal with RPL either exclusively or in a significant manner, including precise definitions, institutional aims and guidelines on how informal learning should be measured.
Major government funded/ commissioned research into RPL Policy & Practice

- Recognition of prior learning in the vocational education and training sector, (Bowman et al 2003)
Since 2003, there has been a slow stream of RPL based research and academic literature emerging on RPL. The majority of this research has been in relation to RPL in the VET sector along with two more major commissioned/government funded reports focused on skill recognition for skills acquired in the workplace:

- *Skills, Knowledge and Employability-Recognition of prior learning policy and practice for skills learned at work*, (Dyson & Keating 2005)
Bateman and Knight (2003, p. 4) noted a significant amount of the RPL literature generated in the 1990s was predominantly policy-related material (frameworks or policies, guidelines for RPL systems and training or promotional materials).

The literature as at 2003, was generally centred on RPL definitions and it’s differences and similarities to assessment practices:

‘A significant amount of literature was published throughout the 1990s pertaining to RPL; predominantly examining the nature and models of RPL, definitions, usefulness and barriers… There is limited research relating to specific groups or to industry or enterprise RPL processes and assessments’ (Bateman and Knight 2003, p.9).
RPL literature in Australia

- Cameron (2008, p. 8) notes that the major government commissioned reports focused on policy frameworks and implementation issues, as does much of the Australian literature on RPL in general.

- During the initial stages of the introduction of RPL in Australia many Australian researchers focused upon the proposed benefits RPL would bring. It has now been 19 years since the introduction of RPL and the research that followed these reports tended to be focused more on whether these benefits have come to fruition.
Smith (2008, pp. 2-3) suggests two characteristics of the Australian RPL research in the VET sector:

- The first characteristic being the size of the RPL research community. This community is considered small and has dealt with similar themes as identified in Bateman and Knight (2003): barriers and enabling factors to RPL implementation.

- The second characteristic being the role of RPL research in shaping the knowledge about RPL within the VET system through the dominance of certain research questions and methodologies.
In terms of the chronology of RPL research in Australia, literature that began to engage in critical theoretical analysis and discussions around pedagogic practice emerged in the 1990s and was soon submerged by a steam of research and literature that focussed primarily on issues of implementation during the first decade of the 21st century.
Major commissioned/government funded research

<table>
<thead>
<tr>
<th>Researchers</th>
<th>Funding body and Purpose</th>
<th>Methodology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ryan &amp; Watson 2001</td>
<td>AQFAB: To assist the AQFAB in its deliberations on proposed further research (cross sectoral).</td>
<td>QUAL: Scoping paper</td>
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<tr>
<td></td>
<td></td>
<td>Literature review</td>
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<tr>
<td>Wheelahan et al 2003</td>
<td>AQFAB: This project was commissioned to map RPL policy and practice in Australia, and to develop National Principles and Operational Guidelines for RPL in post-compulsory education and training.</td>
<td>MIXED METHOD: Online questionnaire</td>
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<td>Interviews</td>
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<td>Consultations</td>
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<td></td>
<td></td>
<td>Secondary data statistical analysis</td>
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<tr>
<td>Bowman et al 2003</td>
<td>ANTA: Identifies and analyses the drivers and barriers to effective implementation of recognition of prior learning (RPL).</td>
<td>MIXED METHOD (predominantly QUAL):</td>
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<tr>
<td></td>
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<td>Literature review/ environmental scan</td>
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<td></td>
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<td>Secondary data statistical analysis</td>
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<td>Structured interviews</td>
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<td>Focus groups</td>
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<td>National forum</td>
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<tr>
<td>Bateman &amp; Knight 2003</td>
<td>ANTA: Reviews recognition of prior learning (RPL) and credit transfer from 1995 to 2001, giving an overview of Australian research and discourse, together with analysis of the national data for the period.</td>
<td>MIXED METHOD: Literature Review (1995–2001) and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Secondary data statistical analysis</td>
</tr>
<tr>
<td>Dyson &amp; Keating 2005</td>
<td>IOL: Research questions included: What are the purposes of RPL in each of the countries? What are the factors, including institutional factors, that influence its use, especially in the workplace? How do the structure and the qualifications base of the TVET/VET (technical/vocational education and training) sector influence the concept, policies for, and practice of RPL? What are the main barriers to the practice of</td>
<td>QUAL: International comparative (Australian; New Zealand; Canada; USA and; South Africa).</td>
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<td></td>
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<td>Consultations</td>
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<td>Field visits</td>
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<td>Interviews</td>
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</table>
Early in 2006 the Council of Australian Governments (COAG) agreed to fund a series of RPL Initiatives for the VET sector to improve the take-up of RPL. The bilateral funding was conducted from 1st July 2006 to 30 June 2009. Leary (2009, p.5) summarises the key objectives of the program as follows:

- The key objective of the program was to build the Australian vocational education and training (VET) system’s capacity to deliver quality RPL for enterprises and individuals and to drive good practice. It aimed to assist RTOs provide streamlined and simplified recognition practices; to ensure RPL processes minimise time and costs for applicants; to assist individuals and employers to be better informed about RPL; and to assist State and Territory Governments to set up sustainable systems and remove blockages to RPL.
### Summary COAG RPL - NSW

<table>
<thead>
<tr>
<th>State/territory</th>
<th>Project description and target</th>
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</thead>
<tbody>
<tr>
<td>New South Wales</td>
<td>RPL Promotion strategy (network of VET practitioners)</td>
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<td></td>
<td>RPL PD Strategy (RPL assessors)</td>
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<td></td>
<td>RON online Network (RPL assessors)</td>
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<tr>
<td></td>
<td>Virtual RPL Advisory &amp; Referral Centre (RPL candidate)</td>
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<tr>
<td></td>
<td>Diverse projects to improve &amp; streamline RPL practice (n=45)</td>
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</tbody>
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### Summary COAG RPL - QLD

<table>
<thead>
<tr>
<th>Queensland</th>
<th>Capability building (RPL assessors)</th>
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<tbody>
<tr>
<td></td>
<td>Update of RPL Resource (RPL assessors/RTOs)</td>
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<td>Qld Assessment Resources (RPL assessors)</td>
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<td></td>
<td>Qld gap training Sub-Project (RPL assessors &amp; candidates)</td>
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<td></td>
<td>RPL Pathways Research</td>
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### Summary COAG RPL - Victoria

<table>
<thead>
<tr>
<th>Victoria</th>
<th>VIC. Govt. Policy Drivers</th>
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<tbody>
<tr>
<td></td>
<td>Communication Strategy (RPL assessors)</td>
</tr>
<tr>
<td></td>
<td>Capacity Building (RPL assessors)</td>
</tr>
<tr>
<td></td>
<td>VIC. Capacity of private RTOs to provide high quality</td>
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<td></td>
<td>VIC Evaluation</td>
</tr>
<tr>
<td>Northern Territory</td>
<td>RPL multimedia kit for Frontline Management (RPL assessors)</td>
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<td></td>
<td>Improving RPL in skill shortage areas (RPL assessors &amp; candidates)</td>
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<td></td>
<td>CDU resources development (RPL assessors &amp; candidates)</td>
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</tbody>
</table>
### Summary COAG RPL – WA, SA, Tas & ACT

<table>
<thead>
<tr>
<th>Region</th>
<th>Activities</th>
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<tbody>
<tr>
<td>Western Australia</td>
<td>Consolidating skills of the RPL professional (RPL assessors)</td>
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<tr>
<td></td>
<td>Informing the stakeholders (RPL assessors)</td>
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<tr>
<td>South Australia</td>
<td>Communication Strategy (multi-target)</td>
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<td></td>
<td>Skill recognition sub-project (report on multi-cultural issues &amp; RPL)</td>
</tr>
<tr>
<td>Tasmania</td>
<td>Skills gap analysis and training (RPL assessors)</td>
</tr>
<tr>
<td>Australian Capital</td>
<td>Capacity Building (RPL assessors)</td>
</tr>
<tr>
<td>Territory</td>
<td></td>
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</tbody>
</table>
### Summary of Australian RPL Literature (1990 to 2010)

<table>
<thead>
<tr>
<th>Contextual Focus</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>VET</td>
<td>40</td>
<td>47</td>
</tr>
<tr>
<td>Cross sectoral</td>
<td>12</td>
<td>14</td>
</tr>
<tr>
<td>Specific target groups</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>HE</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>ACE</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Workplace/industry</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>86</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Summary of Australian RPL Literature (1990 to 2010)

<table>
<thead>
<tr>
<th>Methodological Approach</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>QUAL</td>
<td>31</td>
<td>39</td>
</tr>
<tr>
<td>CONCEPTUAL</td>
<td>27</td>
<td>34</td>
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<tr>
<td>MIXED METHODS</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>QUANT</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>OTHER; Applied Field</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Research; Implementation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>80</td>
<td>100%</td>
</tr>
</tbody>
</table>
Findings

• Just under one half of the literature on RPL in Australia (1990-2010) has been predominantly focused within the VET sector (n=40, 47%). This is followed by a Cross Sectoral focus (n=12, 14%) and Specific Target Groups (n=10, 12%). The ACE sector and the Workplace are the least researched areas.

• In terms of methodological approach QUAL research dominates (n=31, 39%) followed by conceptual literature (n=27, 34%) and mixed methods (n=12, 15%). QUANT research is the least favoured approach along with research which has been classified as applied field research.
Main themes

- Benefits and drivers of RPL
- Barriers to RPL
- Access and social inclusion
- Recognition of workplace learning
- *Use of ICT and Web 2.0 technologies for RPL - e-Portfolios*
- Researching and building RPL practitioner capability
THEMES IN AUSTRALIAN LITERATURE

- ePORTFOLIOS
- BENEFITS & DRIVERS
- BARRIERS
- WORKPLACE LEARNING
- ACCESS & SOCIAL INCLUSION
- RPL PRACTITIONER CAPABILITY

RPL
RPL and ePortfolios

- This is a very new area of research interest and the focus of this activity for the VET sector is coordinated by the Australian Flexible Learning Framework (VET).

- The use of e-portfolios in the HE sector is also the subject of research as epitomised in the Australian Learning & Teaching Council (ALTC) funded research project on e-Portfolios: Australian ePortfolio Project (HE).

- The project has conducted two symposiums and subsequent reports. The symposia covered topics that included: discipline specific initiatives, eg education, nursing, law, medicine, science, design; e-portfolios to capture and present professional standards and graduate attributes and; developing students’ reflective skills.
Technology assisted RPL

- ePortfolios
- Point of View POV
- Smart phones
- MP3 players
- Videos
- Smart Pens
- ePortfolio software: Mahara; Vumi; Pebbelpad, Competency Navigator; Skillsbook etc etc
An ePortfolio is the product, created by the learner, a collection of digital artefacts articulating experiences, achievements and learning.

Behind any product, or presentation, lie rich and complex processes of planning, synthesising, sharing, discussing, reflecting, giving, receiving and responding to feedback. These processes - referred to here as ‘eportfolio-based learning’ – are the focus of increasing attention, since the process of learning can be as important as the end product.

Joint Information Systems Committee (JISC)

http://www.jiscinfonet.ac.uk/infokits/e-portfolios
Callan and Fergusson (2009)

• Investigated the use of e-learning in VET and with particular reference to skill shortage areas. The authors noted limited use of new technologies in respect to RPL but did discover the growing adoption of e-portfolios. The use of online assessment tools was noted in Western Australia, Queensland, Victoria and New South Wales.
Miller (2009)

- Refers to the use of e-portfolios for assessing existing skills for the purpose of gaining recognition or credit towards a formal qualification in the VET sector.
- The types of technology that can be used for RPL evidence gathering includes: accessible mobile devices (digital and video cameras); mp3 recorders; smart mobile phones and point of view devices (PVDs).
- She argues that e-portfolios can assist with managing ‘digitally rich assets and artefacts’ (Miller, 2009, p. 5) as evidence for skills recognition. Miller (2009) undertook a review of the use of e-portfolios in RPL assessment internationally and found the greatest use in Europe.
Miller (2009) European examples

- **Nedcar in Holland**
  Retrenched car assembly workers

- **Upskilling non-gas plumbers in UK**
  Lifelong Learning Network and Summit Skills, an industry skills council for Building Services Engineering in the UK, working in partnership with the University of Nottingham and the Leap Ahead program, enabled East Midlands plumbers to identify their current skill levels through the use of an e-portfolio and progress to the next qualification level.
Miller (2009)

• Although e-portfolios can support both the retrospective and prospective approaches to RPL, there are currently limited examples of its use, both in Australia and internationally.
• There are a number of reasons for this, including the restrictive nature of current formal education and training systems’ pedagogies, and policies.
Need for adequate resources

- Competent assessors and mentors who can support individuals to generate evidence, develop their e-portfolio and manage their LLL journeys
- Improved sources of support resources, such as brochures, websites, short videos, testimonies, sample RPL e-portfolios or ‘virtual’ e-portfolio tours; provision of a helpdesk hotline/online response service, discussion forums, together with access to responses to FAQs
- Clear guidelines/resources about the RPL process, the types of evidence which can be submitted and how an e-portfolio supports the process
- Ease of access to an e-portfolio through high speed Internet connectivity and digital technologies to capture and communicate evidence
- The assistance of employers in providing evidence which can support the process, ie references, job and person specifications, PD documentation, etc.
Educational institutions – benefits of ePortfolios and RPL

- structure
- sustainability, through digitally exporting and zipping RPL evidence onto CDs
- improvement of staff and RPL clients’ digital literacy skills
- raising awareness of LLL through use of e-portfolios beyond the RPL process for personal/professional development, reclassification, licensing, performance reviews, etc
- provision of asynchronous communication throughout the RPL process for clients who have geographical or time differences to the RPL assessor.
Owen’s research found that e-portfolios not only enabled learners to become more focussed critical thinkers, but they also:

- allowed for the development of a record of learning over a period of time (Smith & Tillema, 2003)
- provided increased insight into learners as individuals (DiBiase, 2002)
- fostered professional development planning (Hallam et al, 2008)
- enabled other stakeholders, including employers and professional organisations, to have active involvement (Hallam et al, 2008).
Owen’s research also acknowledged, however, that there were a range of issues and concerns about adopting an e-portfolio, such as:

• overcoming tradition and the discomfort of doing things differently (Smith, 2004:xxii) (King, 1993)
• time and resources required to integrate e-portfolios (JISC, 2008) (Aalderink & Veugelers, 2005)
• technology issues and investment of time to upskill (Cho, Ater-Kranov, & Brown, 2008)
• perceived resistance (Cosh, 2008)
• lack of peer, department, managerial, institutional and ICT support (Aalderink & Veugelers, 2005).
Perry (2009, p.17) explored the use of e-portfolios to support RPL and found examples/case of this in a number of different contexts which included:

• recognising the business and administration skills of rural women by TAFE NSW Western Institute;

• an assessment in fabrication and welding (with a strong focus on photo and image evidence) at TAFE NSW Illawarra and;

• an RPL professional development tool being developed by DFEEST in South Australia which will include information about how e-portfolios are supporting the RPL process.
<table>
<thead>
<tr>
<th>Project</th>
<th>Description &amp; Organisations</th>
<th>Qualification &amp; Learners</th>
<th>Software</th>
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</thead>
<tbody>
<tr>
<td>Charles Darwin University &amp; Desart, the Association of Central Australian Aboriginal Art and Craft Centres.</td>
<td>Certificate III in Arts Administration: 60 art workers via an RPL process and appropriate gap training.</td>
<td>Skillsbook with some customisation. Art workers are supported and mentored to upload a range of evidence to their Skillsbook account including digital stories, MP3 files, videos, photos and a range of text documents. For Desart the e-portfolio system needed to be flexible, accessible to people across Central Australia, and provide for easy uploading of evidence.</td>
<td></td>
</tr>
<tr>
<td>Lifeline (Hobart) offers a confidential telephone counselling service, information and referral service.</td>
<td>Certificate IV in Telephone Counselling for its volunteer counselling group.</td>
<td>Lifeline is using Moodle as an e-portfolio to support RPL. The aim of using an e-portfolio system in the RPL process for Lifeline’s volunteer workers was to capture naturally occurring evidence on a dynamic basis. That is, as the counsellors are taking calls, accessing databases and recording information, they are also able to generate and identify work based evidence for RPL purposes</td>
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<tr>
<td>Swinburne TAFE is a large RTO with six campuses: School of Engineering and Civil Aviation Safety Authority (CASA),</td>
<td>Certificate IV and Diploma in Aviation Safety Regulation: use e-portfolios to support 75 students in RPL across Australia.</td>
<td>Utilise the platform WebCT/Blackboard for e-portfolios. The model is blended assessment and RPL with learners uploading evidence and identifying when they are ready to be assessed</td>
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Tentative RQs

• RQ1: How are current RPL practices in Australia being enhanced by the use of ePortfolios, Web 2.0 technologies and mobile devices?

• RQ2: What are the purposes and contexts in which RPL practices are being employed in combination with ePortfolios, Web 2.0 technologies and mobile web devices?

• RQ3: Does the use of ePortfolios, Web 2.0 technologies and mobile devices in RPL processes and practices assist and empower learners?

• RQ4: What literature and research exists in critically exploring and analysing the application of ePortfolios, ICT technologies and mobile devices in RPL processes?
<table>
<thead>
<tr>
<th>Data sources</th>
<th>Years</th>
<th>Content</th>
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<tbody>
<tr>
<td>Australian ePortfolio Conferences</td>
<td>2009, 2010</td>
<td>Conference papers</td>
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<tr>
<td>Australian Flexible Learning Framework</td>
<td>2009-2011</td>
<td>Web based content: Funded RPL Projects and associated reports</td>
</tr>
<tr>
<td>AVETRA Conferences</td>
<td></td>
<td>Conference papers</td>
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</table>
12 Conference papers
6 Keynotes

• 4 papers on ePortfolios and skills recognition
• 2 paper on ePortfolios and professional accreditation/ recognition
<table>
<thead>
<tr>
<th>Name</th>
<th>Institution/Program</th>
<th>Presentation Title</th>
<th>Institution/Program Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selena Chan</td>
<td>Christchurch Polytechnic NZ</td>
<td>Using mobile phones to compile e-portfolios on social networking sites: Narratives of workplace skill acquisition and identity formation</td>
<td>Work based learners use of mobile phones and ePortfolios for recognising and recording workplace learning</td>
</tr>
<tr>
<td>Annelieske Noteboom &amp; Christine Cooper</td>
<td>Challenger TAFE, WA</td>
<td>The e-portfolio landscape</td>
<td>Indigenous employees of Fortescue Metals Group (FMG) in Pilbara, WA. Using ePortfolios for RPL in Landscaping</td>
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<tr>
<td>Alicia Boyle</td>
<td>Desert Knowledge CRC</td>
<td>E-portfolios for artworkers in Central Australia DesArt Asson of Central Australuan Aboriginal Art &amp; Craft Centres</td>
<td>Aboriginal art workers</td>
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<tr>
<td>Stephen Ridgway</td>
<td>Sydney Institute TAFE, NSW</td>
<td>Hair E-portfolio</td>
<td>Mahara ePortfolio to support existing skills recognition for Hairdressing students in VET</td>
</tr>
<tr>
<td>Meaghan Botterill &amp; Mark Mossuto</td>
<td>RMIT University Vic</td>
<td>Using e-portfolio to evidence RPL in Certificate IV Financial Services (Accounting)</td>
<td>Online RPL process Cert IV Financial Services (Accounting) for the Association of Accounting Technicians</td>
</tr>
<tr>
<td>Karen Barrett &amp; Deborah Norberry</td>
<td>Australian Financial Markets Accreditation Program</td>
<td>Developing and implementing an assessment e-portfolio for a VET qualification: A case study</td>
<td>ePortfolio assessment instrument used by Australian Markets Association</td>
</tr>
</tbody>
</table>
40 Conference papers
6 Posters

Majority papers overwhelmingly about implementation issues, some on WIL/professional practice

• 4 papers & 2 posters on ePortfolios and RPL
• 5 papers on ePortfolios and professional accreditation/recognition
• 5 papers on embedding professional standards into education
2010 RPL and ePortfolios

• Miller & O’Neil – ePortfolios for RPL- VET, ACE & Asson
• Davies – Software for RPL across Victoria
• Houghton – fast track apprentice bakers & RPL for lab technicians in regional WA
• Crigg – ePortfolios for RPL- Diploma of Childrens Services
2010 PR and ePortfolios

- CPD for Society and College of Radiographers- UK
- Professional Practice- National Health Workforce-UK
- Australian Computing Society – ACS Certified professional status
- Professional Practice Midwifery – NZ
- Registered nurses at QLD public hospital
2010 Embedding Professional Standards in HE with ePortfolios

- Computing Professional specifications
- Engineering, Law & Nursing Professional Standards
- International P/G IT students-Professional Year for Australian Computing Society
- Engineers Australia graduate attributes - 1st Yr Engineering students
- 3rd Yr Medical Radiation students
RPL Support System Trials 2008

• ALA (ACE)
• Brisbane Institute of TAFE (VET)

2009 E-portfolios Implementation Trials

• Supportive Recognition - Coonara Community House, Victoria (ACE)
• Skills Capture - Fire Protection Association Australia, Victoria (PR)
• Skills recognition using e-portfolios - TAFENSW (Sydney Institute), NSW (VET)

2010 E-Portfolio Implementation Trials

• e-Pathways - Centre for Adult Education (CAE), Victoria (ACE)
• Mahara and regional RPL - Polytechnic West, Western Australia (VET)
• E-Portfolios for nursing - Royal District Nursing Service, South Australia (PR)
• Eagles et al (2005) utilised and integrated culturally appropriate online voice technologies to enable culturally relevant and sensitive oral evidence to be recorded as evidence for RPL with Indigenous learners/workers. Much research suggests that Indigenous learners transfer knowledge through oral processes including story telling, speech, song and dance.

• Boyle 2009

• Boyle 2011
Boyle (2009) DESART

- Central Australian Aboriginal artists and their Art Centres
- 60 art workers
- Customised ePortfolios RPL for Cert III in Arts Administration

Boyle (2011) Indigenous Teachers Aides NT

150 Aboriginal Assistant Teachers in NT
Cert III in Education Work
Improve Indigenous staff development

ePortfolio:
• Safely store & present evidence online
• RPL
• Professional Standards and employment applications
• Improve communication between peers, assessors and audiences
• Support professional development
In Summary - RPL & ePortfolios

• e-RPL is a new and emergent field of practice—across educational sectors, disciplines and contexts (workplaces and professional associations-continuing professional development)

• Level of technological determinism and lack of critique and deeper theoretical exploration

• Dominated by implementation issues & benefits & barriers

• Digital technologies are socially constructed

• Indigenous ways of knowing
Theoretical lenses and key issues

- Activity Theory
- Actor Network Theory
- Transformational learning
- Social identity theory
- Post modern perspectives

- Digital literacies
- Digital divide
- Pedagogic driven e-RPL
- RPL as process

- Social and cultural capital
- Self reflexivity
- Learning trajectories
- Autobiographical narratives

- Knowledge systems
- Learning Spaces
- Learner identity

CQ University Australia
Key areas

• Implementation/ technological determinism
• Institutional change and resourcing
• Learning/pedagogy
• Assessment
• Graduate employability
• WIL/Professional practice
• Privacy and ePortfolio
• Widening participation, access and equity, social inclusion, learner identity
• Digital literacies
• Professional recognition and accreditation
Theoretical lenses

- Artefacts: Tools, Signs
- Object: Experience, Knowledge, Products
- Understanding: Meaning
- Outcome: Success, Well-being

Rules

Artefacts

Subject: Person, Group

Activity

Division of Effort

Social

Communicative Action

Group/organization

Individual

Society

TRANSFORMATIONAL LEARNING

- New things in new ways
- Old things in old ways
- Old things in new ways

Efficacy

Creativity

Mobility

Collaboration

Differentiation

Integrating elements

VISION

LEADERSHIP

COMMUNITY

Align process with strategic vision for physical & digital spaces
Leadership to develop workforce integrated with curriculum
Parents & wider community involved
Cultural elements integrated as strengths
School culture of innovation
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