

UNIRI experience: Implementation of RPL methodology in mobility

Marta Žuvić

Vice-rector for students, studies and QA
University of Rijeka

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Content



- **UNIRI strategic context: Flexible and Personalized Learning Pathways**
- **Regulatory framework for RPL and recognition of study experience abroad**
- **Implementation procedures**
- **Results**



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Quality is never an accident.
It is always the **result**
of intelligent effort.

– *John Ruskin*

AZ QUOTES



UNIRI Strategy 2021-2025



**Budi i ti
UNIRI!**

Europski
student
budućnosti

More ideja ~ More ideas

VISION

**We want to be a
European University
of the future.**

MISSION

We are:

- teachers who prepare students for the jobs of the future and civic responsibility
- researchers who open and empower the University by boldly embarking on innovative research ventures and collaborations to develop the economy and improve the well-being of the local community
- citizens who sincerely believe in the European values of freedom, human rights, and enlightenment, and are building a new European future.

VALUES

At the University of Rijeka, we secure and promote the values that form the true idea of the University:

- **RESPONSIBILITY** – we believe that institutional autonomy, academic integrity, academic freedom, and the pursuit of excellence and creativity in science and the arts are the prerequisites of authentic and quality achievements
- **OPENNESS** – we nurture curiosity, courage, inclusiveness, diversity, participation, and solidarity as necessary conditions for progressive and just institutions
- **INNOVATION** – we recognize the importance of sustainable development, community engagement, education for the needs of the labor market and jobs of the future, and knowledge transfer as the pillars of social trust in academic institutions
- **CONNECTION** – we cooperate and encourage all forms of international relationships to authentically promote the European values of peace, enlightenment, and harmonious relations

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Innovation in politics and practices



Quantitative and qualitative metrics

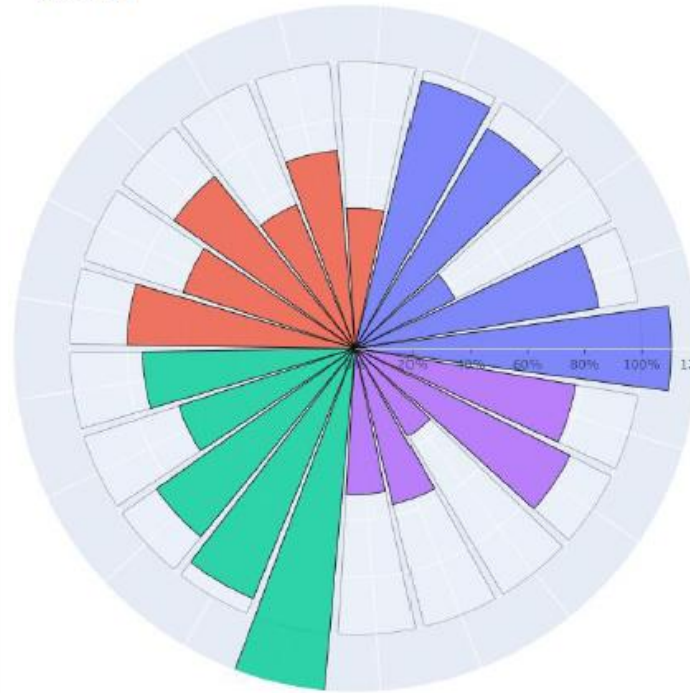
- Quantitative: 20 goals in 4 areas (5x4)
- Qualitative: defining university profile and visibility through qualitative goals (5x4)

Ensuring implementation

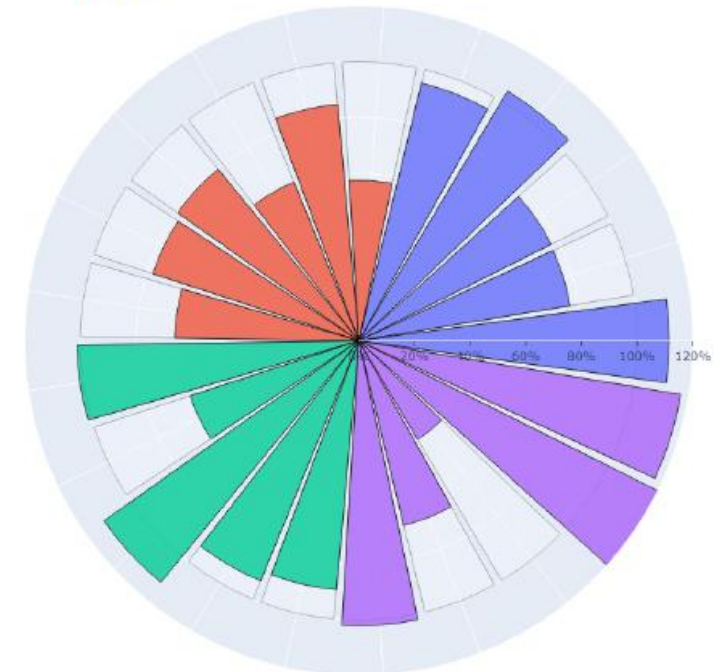
- Measures to implement goals (10x4)
- Annual reports and action plans

Data collection (digital platform, 2021)

2021.



2023.



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UNIRI Strategy in L&T: OPEN EDUCATION

Promoting open education in learning and teaching guarantees our students relevant competencies for the future, ensures employability in new jobs of the future, and creates the foundations for personal growth and realizing their interests.

Metrics for

- Enhancing quality
- Improving efficiency
- Fostering availability and relevance

Goal	Indicator	Purpose	Definition	2025 target value
What do we aim to achieve?	What is the indicator of success?	Why should this be monitored?	How do we measure it?	
1. Maintain the quality of teaching conditions	Student-teacher ratio	Improving HE's quality	The total teacher FTE (associate, teaching, scientific-teaching, and artistic-teaching ranks, regardless of the source of funding) compared to the number of students enrolled in all study programs (all levels, regardless of funding)	1:15
2. Increase the organization level and teaching effectiveness	Share of graduate students	improving HE's efficiency (U-Multirank)	The total number of graduate students divided by the total number of first-year students enrolled as many years ago as is the prescribed duration of the corresponding study program (duration of the study program + 1)	88%
3. Develop a personalized approach to learning	Share of ECTS credits acquired through prior learning recognition	Improving HE's quality, availability, and relevance	The total number of ECTS credits acquired through prior learning recognition, divided by all students' acquired ECTS credits. The following are factored in: a) recognition of learning outcomes achieved at other HE institutions, b) student exchange program mobility (Erasmus+, CEEPUS), c) recognition of non-formally and informally acquired competencies	53% increase
4. Foster students' practical competencies	Share of ECTS credits from courses involving practical competencies	Improving HE's relevance	The number of ECTS credits acquired through professional traineeships, divided by the total number of ECTS credits in related study programs. The following are factored in: a) the number of ECTS credits for professional traineeship and b) the number of ECTS credits from the course description related to practical work	116% increase
5. Maintain student satisfaction with their study program	Graduate student satisfaction Index	Improving HE's quality, efficiency, relevance, and availability	From the graduate student survey – a composite index containing the grades: satisfaction with studies' program and organization, compulsory and elective courses' content and offer, teaching methods and relationship with teachers, evaluation of student work, availability of learning materials, and the possibility of gaining practical competencies and joining various forms of extracurricular activities	4,20

Flexible and Personalized Learning Pathways



- Micro-qualifications (up to 30 ECTS)
- YUFE Educational offer: academic courses, YUFE Minors, YUFE BA
- Mobility



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Regulatory framework and tools

- Rulebook on studies and studying at the University of Rijeka
- Rulebook on Recognition and Assessment of Prior Learning
- Rulebook on the international exchange of students, teaching and non-teaching staff in the framework of the Erasmus program



- Clearly defined study programme ILOs
- Constructive alignment between courses and program ILOs (Alignment Matrix)
- ECTS methodology
- Level descriptors (Dublin) EQF/CQF

Emerging tools

- Occupational Standards Register
- Qualifications Standards Register



Implementation procedures in RPL and recognition of study experience abroad

Aim: to recognize LO acquired in mobility (on receiving HEI) within study program of the sending HEI (intracurricularly)

Recognition should be recorded in terms of profile, volume (ECTS) and level (CQF, EQF).

Prevailing methodology: Acquired LOs are assessed/confronted/aligned with the learning outcomes of the COURSES in the study program of the sending HEI (typically in the same year of study)

Innovation - HOLISTIC approach: Acquired LOs are assessed/confronted/aligned with the ILOs of the STUDY PROGRAM

- application of RPL methodology in recognition of study experience abroad!

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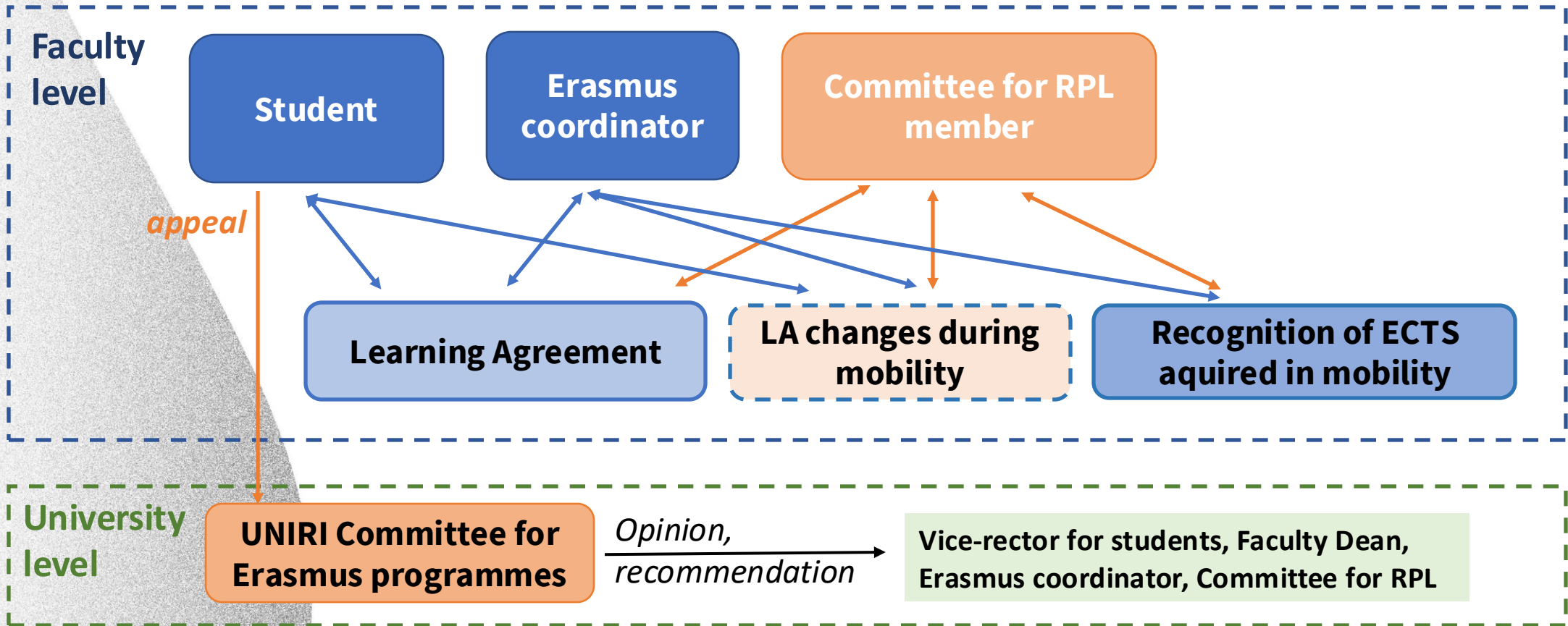
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Hollistic approach: one student – one procedure

- Sets **expert committee** as decision body (
- **Prinicple: recognition of LOs from RECEIVING HEI and EXEMPT of courses on SENDING HEI** - enables exempt of any of the courses that student has not taken yet, **irrelevant** of the year in which it takes place.
- Allows **combination** of different aquired LOs to confront/aligh with one specific **study program ILO** (even when there are no specifically related courses in the study programme)
- Allows considering ILOs from **different profile** (possible for some methodological nad generic competences, such as math, statistics, computer sciences, ethics, foreign languages, culture, communication, entrepreneurship, etc.)
- Allows exempt of **all elective courses** in the study program of sending HEI (always suitable per definition, enables more elective capacity for study programme) – THE GREATEST BENEFIT for students

Implementation procedure



Example

Student XY:

- 2019/2020: 2 semesters on ERASMUS mobility
- Student enrolled 7 courses at the receiving HEI and aquired 60 ECTS credits
- RESULT 1: „course vs. course” LOs alignment led to recognition (exempt volume) of **26 ECTS**
- RESULT 2: „aquired LOs vs study program LOs” led to recognition (exempt volume) of **50 ECTS!**

Benefits

Expert Committee lifts the responsibility UP and AWAY from *single professor expertise*

Improved efficiency of the intracurricular recognition (aiming to exempt 100% of the student workload accomplished on ERASMUS mobility)

Improved communication with students - from expression of the **first intent** for mobility to the final return and **continuation of the study** at the sending HEI.

Support for student's preferences with expert guidance

Cognitive processing of the case documentation - ERASMUS coordinator and RPL committee member are enabling procedural and content alignment among all RPL cases.

Guidelines for improvement

- **Students** – need expert help in personalized curriculum design and in determining the scope of recognition and exemption – INFORMATION PROVISION and GUIDANCE (academic advising!)
- **Faculty** – needs education on assessment, especially on distancing from „course to course” LO alignment methodology
- **Administrative staff**– needs constant assistance in transition from place for providing info towards being a place for giving ADVICE AND INCENTIVES to students for efficient mobility.

Results



UNIRI Strategy indicator	2021	2023	Target value 2025
% of ECTS recognized through RPL	1,93 %	3,46 %	5 %

Recognition of acquired ECTS through Erasmus mobility	2020	2021	2022
# of ECTS recognized at home per semester	20,5 ECTS	21 ECTS	27 ECTS

Thank you!



Marta Žuvić
marta.zuvic@uniri.hr

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