Mediating knowledge boundaries: translating and transferring learning across work and educational contexts.
Helen Pokorny, University of Hertfordshire, UK

People, validation and power: democracy in action?

Agenda

RPL pedagogy and experiential models

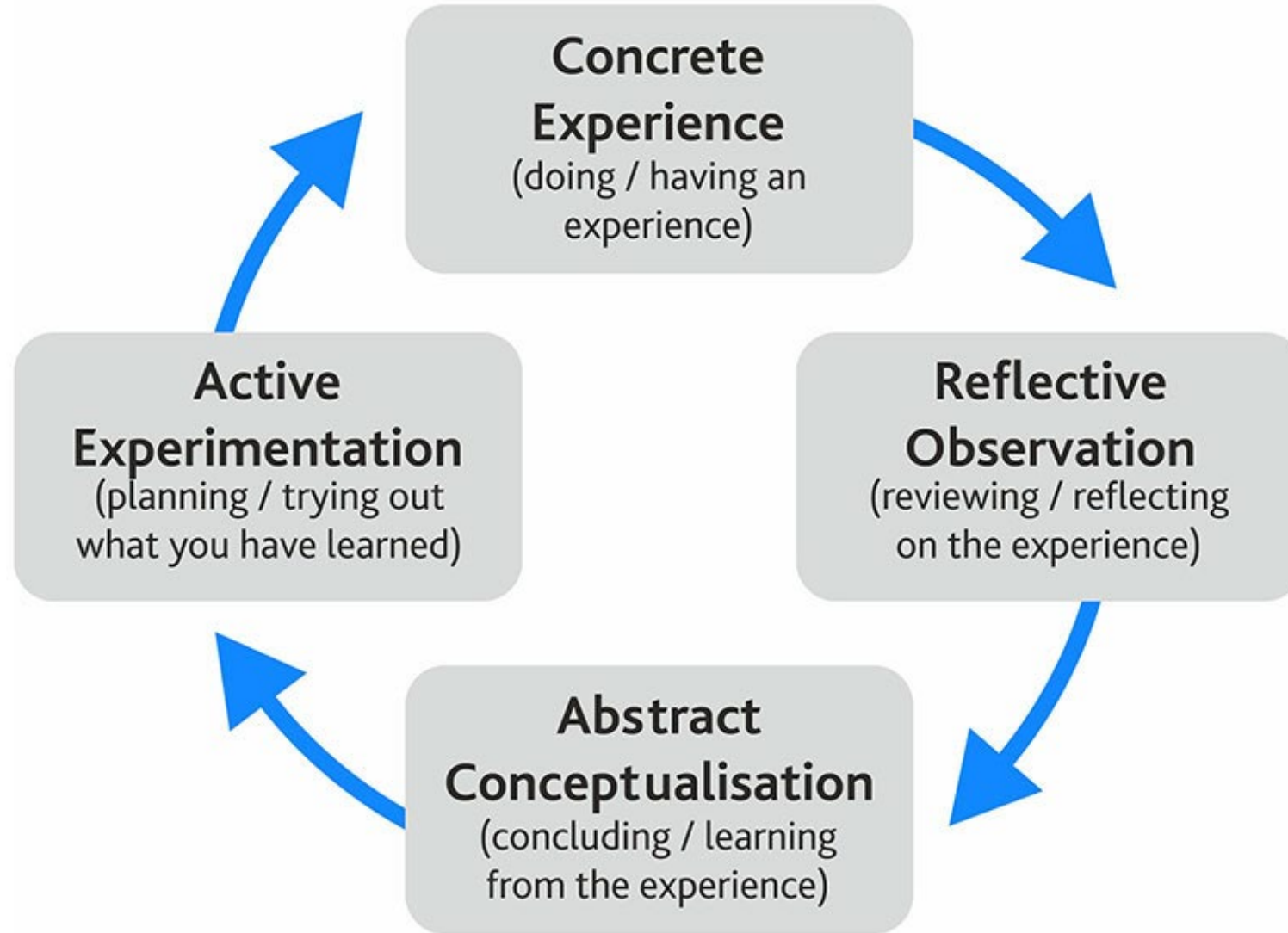Actor-network-theory and RPL translation and transfer

Part-time undergraduate education in England

Degree apprenticeships in England

The application of RPL translation and transfer model to practice

Discussion

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The Experiential Learning Cycle

Concrete Experience
(doing / having an experience)

Reflective Observation
(reviewing / reflecting on the experience)

Abstract Conceptualisation
(concluding / learning from the experience)

Active Experimentation
(planning / trying out what you have learned)

Kolb, 1984

RPL Research Questions

- How do participants in the study understand and experience the RPL process?

- Thus, the study investigated the following questions

- How do participants' build their portfolios?

- What role does evidence play in the process of compiling a portfolio and what meaning is given to these by participants?

- What is the impact of the RPL process on the individual's professional identity?

Analysis: ACTOR-NETWORK-THEORY (ANT)

- As Latour (1999) said, 'Actors know what they do and we have to learn from them...It is us…who lack knowledge of what they do, and not they who are missing the explanation' (p.19).

- ANT treat[s] knowing as situated, embodied and distributed…knowing is enactment, brought forth and made visible through circulations and connections among *things* (Fenwick and Evans, 2010, p.24).

Some ANT concepts emerging from the data

Immutables: taken for granted actor-networks that form the reality of the process for the individual.

Mediators: actors that can transform, modify or distort meanings to create possibilities and occurrences within translation processes.

Obligatory Passage Points: frames an idea, intermediary or problem and related entities in particular ways (Fenwick and Edwards, 2010, p.14) mediating interactions between actors as they converge on a certain problem, shaping and driving activities.

Boundary Objects: whose structure is common enough to more than one world to make them recognisable as a means of translation (Star and Griesemer, 1989).

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Obligatory Passage Points: mediate interactions between actors as they converge on a certain problem, shaping and driving activities.

Categories of Participant Experience

Category A: These participants were categorised as finding RPL a positive experience of **articulating** their professional learning.

Category B: These participants were categorised as finding RPL a positive experience of **demonstrating** professional competence.

Category C: These participants were categorised as finding RPL a negative experience of **authenticating** professional competence.

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Obligatory Passage Point	Articulating and Translating Practice	Demonstrating and Translating Practice	Authenticating and Transferring Practice
Boundary Object	Concepts	Questions	Evidence
Nature of mediation Examples from the data	Concepts transformed the meaning of practice and ways of thinking. *A lot of what I read it was like oh I'm doing it this way already,* *but I probably needed some reassurance from the literature and…* *some name against it.*	The questions used to interrogate practice were key to explaining it. *How did I do that and did it work? And how do I know it worked? So I considered it more deeply.* *I was trying to provide substantiation to you the reader that this is what I did and this is how it worked out.*	The evidence driven process was silencing and constraining. *I chose the things that I had evidence for not necessarily the things I was passionate about. They were the things that I had to hand.* *I did not feel this is any expression of who I am as a [professional].'*

Communication and Alignment of Learning Outcomes

Practice Learning Context   **Academic Learning Context**

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Articulation and Translation through mediating concepts - Where do I…?

Demonstration and Translation through mediating questions - Why do I…?

Authentication and Transfer through products and practices - What do I…?

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Artefacts as

Illustration

Support

Verification

Recognition of Prior Learning Translation and Transfer (RPLTT) Pokorny 2023.

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Typology of pedagogic features of Recognition of Prior Learning Translation or Transfer (RPLTT)

Table 9: Pedagogic features of RPL portfolio building and professional learning.

PURPOSE	Translation of Learning		Transfer of Learning
Approach	**A: ARTICULATING**	**B: DEMONSTRATING**	**C: AUTHENTICATING**
AIM	Sharing a Professional language	Sharing Professional Practice	Gathering Evidence
WRITING MOTIVATION	Generating a conceptual narrative	Generating an explanatory narrative	Linking Evidence to Learning Outcomes
NATURE OF THE RPL PRACTICE	Conceptual Sense-making	Interrogating practice	Inventory Making
DRIVERS FOR THE RPL PROCESS	Concept Driven	Question Driven	Evidence Driven
NATURE OF LEARNING PROCESS	Aligning Professional learning	Communicating Professional Learning	Credentialising Professional Learning
ASSESSMENT FOCUS	Articulating Practice Learning	Demonstrating Practice Learning	Verification of Practice Learning
ROLE OF ARTEFACTS	Illustrating the relationship between theory & practice	Trigger for writing about practice	Proof of Practice
IMPACT ON PROFESSIONAL IDENTITY	Identity formation	Identity projection	Identity constraint
OUTCOME OF THE RPL PROCESS	Learning a new language	Analysing professional practice	Compliance
NATURE OF RPL DIALOGUE	Joining a new community	Peer to peer dialogue	Assessing professional competence
SUBJECTIVITIES	Affirmative	Confirmative	Surveillance

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Part-time undergraduate student numbers in England

Decline in part-time undergraduate numbers 590,000 in 2008

268,000in 2022

Impact on widening participation Reskilling, Productivity Economic growth

New Approaches and perspectives

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What are degree apprenticeships?

A degree apprenticeship is a particular type of job, which combines work with higher-level learning, and which leads to an undergraduate or postgraduate degree.

Apprentices spend most of their week at work. But they also spend at least 20 per cent of their time in off-the-job study or training.

How does it work?

Degree apprentices are employees and have the same rights as other employees, including paid holidays.

They spend a minimum of 30 hours at work each week. The exact balance of work and study is agreed between the apprentice's university or college and their employer, but must include at least 20 per cent of their time in off-the-job training.

Typically, a degree apprenticeship takes three to six years to complete.

Degree apprenticeships can be found in a wide range of subjects. You can see approved 'apprenticeship standards' ⤢ on the Institute for Apprenticeships website.

Designing Accelerated Degree Apprenticeships at University of Hertfordshire

- Chartered Manager Degree Apprenticeship that builds on prior learning.

- Recruit cohorts of experienced learners to the programme.

- Includes an RPL pathway that supports learner progression onto the taught curriculum/training programme with 50% credit towards the degree for RPL.

Workshops

- Articulating and Demonstrating approaches to RPL design resulted in an explicit pedagogy and an engaging and interactive RPL process with activities designed to keep the end point in sight – achievement of the RPL credits.

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Chartered Manager Degree Apprenticeship and RPL

Qualifications, CV, Job Description and Professional Dialogue Interview mapped to SEEC Level 4 Descriptors, CMDA Standard and Programme Learning Outcomes (PLOs)

Written Career Profile Task mapped to SEEC Level4 Descriptors, CMDA Standard and PLOs followed by 3 workshops

Three written tasks mapped to SEEC Level 4/5 Descriptors/PLOs/CMDA Standard – Question-based

Online Portfolio submission and Viva where appropriate

Antecedents for CMDA and VPL developments

Strategic objective of the academic unit

Personal and professional motivation of academic staff

HE policy landscape focused on apprenticeships and occupational competence

Changes to funding and focus on RPL in the funding rules

Small cohorts

Experienced learners

Discussion

- What are the complementary or contradictory elements of my experience in your own context?

- What is similar and what is different?

- How does this play out?

- What kind of pedagogic model informs your RPL?

- How can we improve RPL translation and transfer?

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5th VPL BIENNALE

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