

Aalto University - Language Centre

Recognition of Prior Non-formal and Informal Learning of English: Part B - Portfolio Preparation Guide

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Note: First, do Part A: Self-assessment. The instructions for Part A are available on the homepage in MyCourses. After that, follow the instructions in Part B: Portfolio Preparation Guide to assemble your portfolio.

Instructional material developed by Diane Pilkinton-Pihko and Jaana Suviniitty, 2017 version 2.

Part B: Assembling Your Portfolio

The RPL portfolio is a collection of documents in which you present the details of your learning based on prior experiences, together with the evidence that shows you know and can do what you claim. In the portfolio you describe (in English) what you know and can do as well as how this previously acquired knowledge and skill relates to the learning outcomes for which you are seeking credit.

Portfolio assessment is a process (conducted by designated English teachers at the Aalto University Language Center) that determines the equivalence between a student's prior learning and the specified learning outcomes. A successful evaluation results in granting academic credit.

To assemble your portfolio, use the information you have identified and gathered in Part A.

What are the components of the portfolio? How should I organize it?

For assembling the portfolio, the **required format** is presented on the left side in Table 1.

Table 1. This table presents the portfolio products and their related processes. The products listed on the left side are the items that must be included in the portfolio and in the order presented.

PORTFOLIO PRODUCT	PORTFOLIO PROCESS
1. Cover Page	Complete the portfolio assessment declaration form. Print this, sign it, and insert it (as an image) as the cover page of your portfolio
2. Table of Contents	Present a list of the portfolio contents. Include items 3-6 (on the left), and in the same order presented.
3. CV	Describe educational and career accomplishments relevant to your RPL application, i.e. <i>working in English as related to your field of study</i> . Include ONLY work in English, and ONLY the work for which you have evidence. Use reverse chronological order (i.e. listing the most recent item first).
4. Worksheets	Identify knowledge, skills, evidence, and RPL learning outcomes for previously acquired English through life and work experiences. Include in your portfolio, the completed worksheets from the self-assessment.
5. Learning narrative	List each learning outcome and identify how it has been met. To do this, look at the Learning Outcomes column in the Worksheets and elaborate on how your prior learning collectively meets each learning outcome.
6. Documentation	Provide a balance of direct and indirect evidence as proof of learning and capability to perform. This evidence must be authentic, clear and complete, reliable, sufficient, and valid.

As Table 1 illustrates, the portfolio includes six parts. Sample pages of the **title page** and **table of contents** are provided below. You will find the **worksheets** in Part A. The **learning narrative** is a section that lists each learning outcome, identifies how you have met that learning outcome and names the evidence that you are providing. Here is an example:

○ **Learning outcome 1: Delivery of an oral presentation**

Having worked as an architect in a city planning office for 5 years (refer to CV; use a hyperlink), I have learned effective strategies for delivering an oral presentation in English, including (name these). I successfully completed a training program on presenting in 2015 (see certificate; use a hyperlink) and have also presented at a workshop on (name the topic and explain its relevance to your field of study) at last year's national conference (see letter of verification from the employer; use a hyperlink). Below I will outline the different effective strategies for presenting, elaborating on the advantages of each . . . (insert here).

Basically, for each of the RPL learning outcomes you need to

- **State your prior learning of English and relate it to the RPL outcome**
- **Describe how broad and deep your learning is (the level of the learning)**
- **Identify where you learned it and/or applied it**
- **Comment on the variety of settings in which you used it (if applicable)**
- **Mention the evidence provided to support your claim**

To end your narrative on each outcome, you'll need to summarize your learning and how it matches the RPL learning outcomes. Remember that the learning narrative needs to be only as long as it takes to adequately describe your learning achievements. The last part is the **documentation**, which you will need to scan and insert as images. The following section further discusses the documentation.

Why is documentation important? What criteria does it need to meet?

Documentation provides the proof that you know and can do what you have claimed in your learning narrative. Providing support for your claims is essential. It is not enough to say what you know or can do. Moreover, the documentation confirms that you have met the RPL learning outcomes. Documentation falls into these two categories: Direct & Indirect. For details, see Part A.

The *documentation* that provides evidence of prior learning must meet the following criteria. It is ...

- **Authentic** = evidence that is genuine and trustworthy
- **Clear and complete** = evidence of your learning that shows the breadth and depth as well as your level of achievement
- **Reliable** = evidence that has integrity and can reasonably indicate the ability of the applicant to perform a task to a specified standard with consistency;
- **Sufficient** = an adequate amount of evidence, where 'adequate' is, to an extent, a matter of judgment, which will depend on the type of evidence provided. For example, the evidence provided is adequate when an application for RPL is compelling.
- **Valid** = evidence that is relevant to the qualification or competency being claimed and that is well-founded

Sample Title Page

My Portfolio for Recognition of Prior Learning

Submitted to:

**The Language Centre
Aalto University**

Submitted by:

Name: Matti Virtanen

Student number: 824356L

Current address: Kansainvälinen Katu 5 A 32, Espoo 02150, Finland

Phone number: + 358 40 567 8909

Email address: firstname.lastname@aalto.fi

I declare that all the information in this portfolio is both accurate and true.

Date:

Applicant's signature:

Sample Table of Contents

Table of Contents

CV	1
Self-assessment worksheets	2
Learning narrative.....	6
Documentation	8

Portfolio Checklist

	1. Does my title page give my contact information, date, and signature?
	2. Does my table of contents include these sections: CV, Worksheets, Learning Narratives, and Documentation? Are the sections in this order?
	3. In my CV, have I listed only the experience related to working in English? Is the information in reverse chronological order?
	4. Have I addressed each RPL learning outcome?
	5. Does my learning narrative detail all the learning I have as it relates to each RPL learning outcome? Have I left out something?
	6. Have I clearly described (in English) the places and spaces in which my learning occurred?
	7. Have I clearly connected my documentation to the learning that I've articulated in the learning narrative?
	8. Have I included direct and indirect documentation to support my learning claims?
	9. Have I provided a link to my videoed presentation? Does my video have good sound and visual quality? Have I uploaded my video to PanOpto?
	10. Have I spell-checked my portfolio to eliminate spelling and grammatical errors?

Part C: Portfolio Assessment

When your portfolio is submitted, it will be reviewed for completeness and appropriateness. When the assessment is complete, we will

- Notify you of the outcome and forward assessor feedback, and
- Submit the awarded credits to WebOodi, if appropriate.

Assessment criteria

Your portfolio will be evaluated against the following criteria:

I. General requirements

- Demonstrates field-specific language and communication skills related to your field of study that support academic and/or professional life in an international context
- Meets the minimum CEFR level: B2 (for English)
- Follows the provided RPL portfolio instructions
- Provides sufficient documentation including a balance of direct and indirect evidence
- Clearly reflects how prior learning meets the specified learning outcomes - in the learning narratives

II. Sample written text (of formal writing) – professional or academic

- Well-structured text
 - Clear storyline/argumentation, purpose, message
 - Visualization supports understanding the message
 - Message supported with enough examples and details (in-depth)
 - Level of complexity is appropriate for the intended target audience
- Well-organized text
 - Proceeds logically and is easy to follow
 - Utilizes good criteria for paragraphing (i.e. more than one sentence, unity, formal structure, logical progression)
 - Writing flows well (e.g. uses good sentence variation and transitional devices)
 - Clear citation and referencing skills, where applicable

III. Oral presentation

- Engages the audience (*pathos*)
 - Visuals support understanding the message
 - Message supported with enough depth (e.g. examples and/or evidence)
 - Good contact with audience
- Proceeds logically and is easy to follow (*logos*)
 - Clear structure
 - Clear storyline, purpose, message
 - Clear transitions for leading the listener
- Speaks clearly (see B2 level)
 - *Intelligibility and fluency*
 - Good pace
 - Comprehensibility does not cause strain for the listener
 - *Audibility* = speaks loudly enough and video quality is good enough
- Speaks with confidence (*ethos*)
 - Seems rehearsed
 - Appears credible