

## CAPABLE NZ – VALUING EXPERIENCE, ISSUE 3

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This third edition of *Scope Flexible Learning* builds on our inaugural issue, which began as a workshop topic, imagined as a 'house' journal, titled something like 'The Journal of Capable NZ'. The benefits of hitching this ambition to Otago Polytechnic's well-established annual *Scope* publication series<sup>1</sup> quickly emerged, and our first two issues are the result.

Capable NZ is a school of Otago Polytechnic, with its origins in the late 1990s as CAPL – The New Zealand Centre for the Assessment of Prior Learning – delivering Otago Polytechnic's Bachelor of Applied Management (BAppMgt) qualification. This short history draws on the work of Glenys Ker (Ker, 2017, pp 4-6), whose recent PhD work includes a substantial analysis of the origins and early intent of the school<sup>2</sup>.

CAPL's approach to recognising prior experiential learning was an assessment process drawing from evidence that learning had occurred, and that this learning matched the expected learning outcomes of the targeted qualification.

In 2008 CAPL was renamed Capable NZ, and the Bachelor of Social Services (BSS) qualification was added. By late 2018 Capable NZ was delivering qualifications including Bachelor of Applied Management, Master of Professional Practice, Doctor of Professional Practice, Bachelor of Social Services, Graduate Diploma in Professional Practice, and National Diplomas in Building Control Surveying. Capable NZ also offers degrees in culinary arts, design, engineering technology and information technology, and diplomas in business, construction management, quantity surveying, building control and tertiary education. Almost all of the qualifications provided by Otago Polytechnic are available through Capable NZ.

With the emerging realisation that assessing skills and knowledge already acquired was not realising the potential of many learners, and denying opportunities for those with professional experience but also knowledge and skill gaps, the school's focus has moved from portfolio assessment to reflection on experience, now the core of Capable NZ's Independent Learning Pathway (ILP) approach. ILPs are intensely reflective: learners identify experiences that shaped their practice; extract new learning from those experiences; and make sense of those learnings through the development of a framework of practice.

In this second edition of the journal, we offer six original contributions. Adrian Woodhouse presents his doctoral review of learning, followed by Thomas's reflective case study based on a Capable NZ masters degree, also located in the culinary arts.

Capable NZ staff members Ker and Carpenter present a new model of facilitation for reflection and discussion – drawing on recent work by Ker; and Carpenters extensive experience in the field. Alexa Forbes presents a synopsis of disruptive change – exponential, pervasive, and coming for us all – also based on her masters degree at Capable NZ.

The issue is rounded out with two research notes: one by Ray O'Brien on social edupreneurship as an emergent professional framework for transformational education; the second by Malcolm Macpherson on the ethical challenge autoethnographers face when dealing with sensitive information.

We encourage suggestions for improvement, and original contributions for future editions.

- 1 [www.thescope.org](http://www.thescope.org)
- 2 Ker GR (2017). Degrees by Independent Learning: A case study of practice at Otago Polytechnic, Dunedin, New Zealand. A project submitted to Middlesex University in partial fulfilment of the requirements for the degree of Doctor of Professional Studies (Adult Learning), Institute for Work-based Learning, Middlesex University, UK.