European Inventory on Validation of Non-formal and Informal Learning 2010
Country Report: UK (Scotland)

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1 NATIONAL PERSPECTIVE ON VALIDATION

By way of introduction, it is important to clarify that in the UK, there has been a devolved system of governance for education and training since 1997. Scotland has an education system with a particularly notable independence from other parts of the UK, and has therefore been addressed in a separate report to England, Wales and Northern Ireland (which are covered in one report, also available from the European Inventory website).

1.1 National legal framework, system or policy on validation

Accreditation of prior learning (APL) or Accreditation of Prior Experiential Learning (APEL) is not a new concept in Scotland, although in the past it has been predominantly implemented in the Higher Education (HE) sector. An overarching methodology known as ‘Recognition of Prior Learning’ (RPL) has been linked to the implementation of the Scottish Credit and Qualifications Framework (SCQF) and guidelines on RPL were developed by the SCQF Partnership in 2004, then finalised in 2005. Today, the focus is on looking at RPL as a way to facilitate the recognition and transferability of skills. Building on the ‘momentum’ of experience gathered in specific sectors of education and training (namely the HE sector) and of the labour market (the social services sector in particular), work is ongoing to identify ways of using the SCQF to support RPL and to enable individuals to benchmark their attainments and achievements to the SCQF, thus facilitating participation in learning and the workforce. This work spans the different learning environments from higher education through to the workplace and the community.

In Scotland, RPL can be used for the award of credits towards qualifications or in the admissions process (to assess applicants to education and training courses and also to grant exemptions from course units). It is also recognised as a method of supporting personal development planning, career development and to form bridges between non-formal / informal learning and formal education and training.

The 2007 Skills for Scotland Strategy1 noted the importance of using the SCQF to encourage the recognition of informal learning. In 2010, Skills for Scotland: Accelerating the Recovery and Increasing Sustainable Economic Growth was produced to refresh and supplement the original Strategy. It confirms that the Scottish Credit and Qualifications Framework (SCQF) remains central to Scotland’s education and skills system, “helping individuals to access appropriate education and training and employers to understand how different qualifications contribute to improving the skills of their workforce”. The new Strategy also refers to the role of the SCQF Partnership’s Recognition of Prior Learning network in developing tools, supporting organisations and sharing best practice that supports the recognition of learning that individuals may have completed2. This drive at national level for increased implementation of RPL appears to stem mainly from an economic – i.e. workforce development - perspective, since it is expected to bring benefits to both the individual and the economy overall3.

Guidance on RPL (most notably in the form of the SCQF handbook and an ‘RPL toolkit’) has been in place since 2005, which can be applied across all education and training sectors, including higher education4. Aside from the guidelines however, there are no formal regulations or requirements for the provision of RPL and thus implementation varies. Today, the focus of activity is on ‘cascading’ the guidance to practitioners, to build

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1 http://www.scotland.gov.uk/Publications/2007/09/06091114/0
4 As noted in the UK country update for the European Inventory, the Quality Assurance Agency for Higher Education has published a set of guidelines for the accreditation of prior learning. In Scotland however, HEIs refer to the SCQF RPL guidelines, rather than the QAA guidelines.
confidence in applying the SCQF to support learners to understand their level of competences and guide them in the career / learning pathways.

The SCQF handbook⁵ describes the two types of recognition which are possible using RPL in Scotland:

**Formative recognition:** a learning or guidance provider, or the individual themselves, can benchmark their learning against the SCQF level descriptors. This does not result in the award of SCQF credit points.

**Summative recognition:** a formal assessment of the learner’s prior informal or experiential learning, resulting in the award of SCQF credit points. This may also be referred to as the Accreditation of Prior Experiential Learning (APEL).

The handbook goes on to describe the ‘key premise of RPL’ which is made up of three key principles:

- **Recognition is given for learning, not for experience alone;**
- **The learning that is recognised should be transferable;**
- **SCQF Credit Points awarded as a result of RPL are valued the same as those gained through credit rated learning.**

The handbook also provides guidance for the delivery of RPL, which is described in more detail in the remaining sections of this report.

In addition, Scottish Vocational Qualifications (SVQs), which have been in place since the 1980s, offer an opportunity for individuals to have their (work-based) experiential learning recognised through a qualification. SVQs are the equivalent of National Vocational Qualifications (NVQs) in England, Northern Ireland and Wales and are based on the same occupational standards used for NVQs. SVQs are delivered by employers as well as formal learning providers. They are described in more detail in the box below.

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**Scottish Vocational Qualifications⁶ (SVQs)**

Scottish Vocational Qualifications (SVQs) are ‘qualifications which recognise competence’. They are the equivalent of National Vocational Qualifications (NVQs) in England, Northern Ireland and Wales and are based on the same occupational standards used for NVQs. SVQs “do not specify the way people doing the qualification have to become competent — just what they have to be able to do to get the SVQ”⁷. Thus, recognition of prior learning (RPL) can be used to take account of a candidate’s experience in the assessment process for the SVQ. At the time of writing (autumn 2010), there are around 650 SVQs.

**SVQs** are based on standards of competence, which identify what the learner has to be able to do to prove they are competent in the relevant occupation. The Standards are broken down into units and each unit is made up of ‘elements’, which describe the tasks people have to do to be able to perform in the area of work the Unit covers. An individual can therefore achieve a certificate for the units he/she has completed, even if he/she has not been able to achieve a full SVQ.

SVQ standards are devised by ‘standards-setting bodies’. These are generally the Sector Skills Councils for the relevant industry. Standards-setting bodies are made up of employers, trade unions and professional organisations.

**SVQs** are assessed on the production of evidence collected by the candidate to show that he/she has the skills, knowledge and understanding specified in the standard of competence for that specific SVQ. The assessment process can be broken down into four stages:

1. Assessor decides how to assess the candidate;
2. Candidate develops evidence of competence, with help from assessor;
3. Assessor judges candidate’s competence on basis of evidence;

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4. Assessor records judgement.

Candidates can provide three main different types of evidence, which are 'performance evidence, showing that they can carry out the activities specified; 'knowledge evidence' to show that they have the necessary skills and knowledge; and 'evidence of prior learning' such as work experience, prior training or leisure pursuits relevant to the standard. Candidates wishing to be granted credit via APL must be able to show that their competence is still current.

SVQs can be delivered by approved awarding bodies, including employers and colleges / training providers. The Standards of Competence are the standards drawn up by standards-setting bodies, on behalf of the industry.

As mentioned previously, the Scottish Qualifications Authority (SQA) accredits all Scottish Vocational Qualifications (SVQs) and is responsible for ensuring the organisations which offer its SVQ awards comply with minimum quality standards. Organisations wishing to award SVQs must have an appropriate management structure and processes in place, as well as the necessary staff, learning and assessment resources, and equipment.

Organisations delivering SVQs incur both direct and indirect costs. The direct costs are the fees which must be paid to the awarding body: approval fees; registration and certification fees for each candidate; and verification costs. Indirect costs include the resources needed for training and development; the loss of work time from staff carrying out assessments and verification, as well as from candidates and the staff member who acts as the 'central contact' with the SQA.

Several employers using RPL to deliver SVQs report that their workforce has developed increased self-esteem resulting from the recognition of their experience and competence. This gives individuals a sense of empowerment to take on new responsibility, as well as confidence that the external recognition of their skills has a currency within their industry or sector as a whole. SVQs are said to help improve staff morale, they provide opportunities for personal and career development and can help the individual to improve his / her employability.

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8 http://www.qca.org.uk/sqa2.html
5 OECD Thematic Review on Recognition of Non-formal and Informal Learning. Country Background Report: UK. Internet: http://www.oecd.org/document/63/0,3343,en_2649_39263238_37141799_1_1_1_1,00.html
1.2 Relationship with the existing/developing qualifications framework and information on standards used for validation

The methodology for recognition of prior learning is based on the 12-level Scottish Credit and Qualifications Framework (SCQF). This Framework aims to be all-inclusive and to take account of all types of learning, including formal, non-formal and informal learning across all sectors (public, private and the voluntary sector). It is intended that learning providers (including schools, colleges, HE institutions, community education and work-based learning providers) will use the SCQF as a basis for developing and describing provision. As explained above, the Skills for Scotland Strategy\(^{10}\) notes that employers, learning providers, awarding bodies and ‘others’ should use the SCQF for RPL and to enable individuals to gain credit for learning they have already achieved.

However, the framework is not intended to be used solely as a way of categorising and understanding qualifications or to formally credit prior learning. It is also intended to be used to support learners to identify their level of competences and skills against the framework and plan their learning and career development accordingly. The framework is therefore intended to support formative recognition, as well as summative recognition.

Work is also ongoing – led by Skills Development Scotland (see below under section 1.3) and the SCQF Partnership - to identify how the framework can be used to support different learner groups, such as those at risk of dropping out of school, or at risk of losing their jobs.

1.3 National institutional framework

The Scottish Credit and Qualifications Framework Partnership was established in 2006. This partnership consists of:

- Scotland’s Colleges;
- The Quality Assurance Agency for Higher Education (QAA);
- Scottish Ministers;
- Scottish Qualifications Authority (SQA), and;
- Universities Scotland

Although it receives funding from government, the partnership is a registered charity and also a company limited by guarantee. The structure of the company, in which the government is a partner on the board of directors, ensures that the development of the SCQF is centred around the learner and is not influenced by changes in policy.

The SCQF Partnership has responsibility for maintaining the quality assurance and integrity of the SCQF, as well as its further promotion and development, whilst maintaining relationships with other frameworks in the UK, Europe and Internationally. The SCQF Partnership also offers advice and support for all types of stakeholder involved in RPL.

There is also a Quality Committee for the SCQF, which advises the SCQF Partnership on the quality and integrity of the Framework.

Skills Development Scotland (SDS)\(^{11}\) is a non-departmental public body (NDPB) which brought together the careers, skills, training and funding services of Careers Scotland, Scottish University for Industry (learndirect scotland) and the Skills Intervention arms of Scottish Enterprise and Highlands & Islands Enterprise. SDS provides career information, advice and guidance services and works closely with the SCQF Partnership in the implementation of RPL and the SCQF in Scotland.

There is now a national-level RPL network, which has been established by the SCQF Partnership. The network is made up of representatives across different education and

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\(^{10}\) http://www.scotland.gov.uk/Publications/2007/09/06091114/0

\(^{11}\) http://www.skillsdevelopmentscotland.co.uk/
training sectors, including employers, professional bodies and the Scottish Government. The network’s programme of work is based on activities to support the use of RPL within formal education and training, in the workplace, in the community and in relation to careers guidance. The SCQF RPL Network has developed a generic version of a toolkit for RPL, based on a tool which had been developed for the social services sector. This new toolkit, which is available from the SCQF website, can be used by learning and training providers, employers and human resources personnel.

There is also a QAA Scotland / Universities Scotland HEI RPL network, which is coordinated by QAA Scotland. This network was formed to build on the significant experience and expertise which has been built up in the HE sector and is currently working on identifying ways of developing more ‘streamlined’ (standardised) processes for the sector. The network facilitates the sharing of good practice among HEIs and its work plan includes an activity to develop case studies of good practice. The HEI RPL network is also involved, with partners from Ireland and the Netherlands, in a European RPL network. This European network was recently agreed by the Bologna Follow Up Group after recommendations following the International Bologna Seminar on RPL held in February 2010 by the Scottish Government and QAA Scotland in collaboration with colleagues from Ireland and the Netherlands. There was agreement that there is a need to share and disseminate more widely across Europe existing experience of RPL processes and practice, but also further to undertake research into the use and impact of RPL. This network is described in more detail in Section 2.1.

In the Social Services sector, a RPL Interest Group has been set up to take forward the work which has been undertaken so far in this sector in relation to RPL. The group is coordinated by the Scottish Social Services Council (SSSC) and will oversee an evaluation of whether and how RPL is being used in this sector, for what purpose and the extent to which the RPL tools already developed for the sector are being used successfully.

With regard to Scottish Vocational Qualifications (SVQs, see below under section 2.3), which are competence-based qualifications and can be awarded based on the recognition of prior learning, the Scottish Qualifications Authority (SQA) accredits all SVQs and is responsible for ensuring the organisations which offer its SVQ awards comply with minimum quality standards. SQA has two distinct roles – as a regulator (i.e. equivalent of Ofqual in England, Wales and Northern Ireland), and also as a national awarding body. In its regulatory role, it is the accrediting body in Scotland (distinct and autonomous from the awarding body function) with a statutory role to authorise and approve vocational qualifications (including SVQs) and awarding bodies. It is responsible for ensuring that each SVQ satisfies national standards and is offered by an approved awarding body. SQA works in partnership with industry bodies to ensure that the quality of SVQs is upheld. It is also the largest - but not the only - awarding body for SVQs and other vocational qualifications (others include for example City and Guilds and Edexcel).

1.4 Division of responsibilities (national, regional, local, provider level) according to the different aspects of validation

Responsibility for the delivery of RPL is held at the level of the provider and thus there is considerable diversity in the way RPL is implemented. The design of individual RPL procedures, provision of counselling and guidance, assessment, internal quality assurance and evaluation are all undertaken by the individual provider.

Only SCQF Credit Rating Bodies can formally award SCQF Levels and Credit Points through RPL. These are the organisations responsible for allocating a level of learning and number of credit points to a qualification or learning programme (see point 2.1 below). Credit rating bodies include colleges and Higher Education Institutions (HEIs), the Scottish Qualifications Authority (SQA) and other organisations approved by the SCQF Partnership.
External quality assurance of the credit rating bodies is the responsibility of HM Inspectorate of Education (for colleges), the Scottish Government and external auditors (for SVQs) and QAA Scotland (for Higher Education Institutions, HEIs). Other types of organisation which become credit rating bodies must also operate appropriate quality assurance systems.

1.5 Examples of regional, local or EU funded initiatives

The Scottish Social Services Council (SSSC) ran a pilot project as part of the implementation of the SCQF, with the aim of engaging workers in the sector through validation. The target group of the project was workers lacking in confidence as learners and/or those who are reluctant to undertake formal learning. The validation procedure was designed to support participants to gain a qualification more quickly, such as the SVQ in Health and Social Care. As a result of the project, a number of tools were developed including the RPL resource pack, a profiling tool and a mentor guidance pack.

The Scottish Police College also has its own RPEL (Recognition of Prior Experiential Learning) procedures in place for the award of a Higher Education Diploma in Training and Development, as outlined in the box below.

<table>
<thead>
<tr>
<th>Recognising the prior learning of police officers</th>
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<tbody>
<tr>
<td><strong>The Scottish Police College</strong> is the central police training establishment in Scotland, serving all of Scotland’s eight police forces, comprising over 20,000 officers and staff. The college provides all core training from recruit to command level, including specialist training for, amongst others, detective and traffic officers. All recruits to the Scottish Police Service in Scotland attend the SPC as soon as possible after joining.</td>
</tr>
<tr>
<td>The Diploma of Higher Education (DipHE) in Training and Development (level 8 on the SCQF) was essentially designed at the College for all staff and serving police officers employed at SPC, in order to give them the knowledge and teaching skills required to deliver a variety of training programmes. The qualification includes academic recognition for previously completed police training courses (e.g. Initial Training, Promotion Exam), awarding them 90 and 30 credit points at SCQF Level 7 and 8 respectively.</td>
</tr>
<tr>
<td>Previously, civilian staff would be required to undertake additional study to meet their credit point deficit, unless they held previously recognised academic or professional qualifications. Additional modules, both internal and external, were available to address this apparent shortfall, but would significantly extend the overall study time.</td>
</tr>
<tr>
<td>It was recognised however that the civilian staff brought previously unrecognised knowledge and skills into the workplace, accrued over time through internal and external training and mentoring programmes. Recognition for such skills through cited experience (e.g. worked examples, evidence of practice) and the evaluation of training received (accrediting non-accredited training courses) was therefore made possible through an RPEL (Recognition of Prior Experiential Learning) process.</td>
</tr>
<tr>
<td>A single document to evidence both RPL/RPEL was designed and piloted by staff at the college, with support from Edinburgh Napier University. The document and associated evidence gathering and confirmation process were first piloted, after which some minor adjustments were suggested to ease the processing of the assembled RPEL data. In addition, the document has since been further enhanced to broaden its possible use and include a mechanism to apportion credit to previously non-accredited programmes of instruction.</td>
</tr>
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previously non-accredited programmes of instruction.

The RPEL process is carried out by staff at the College and is based on the following steps:

- Initial information provision and guidance
- Completion of the evidence document by the individual, with guidance from the College staff
- Assessment of the evidence document by College staff, using guidelines prepared to support the process
- Identification of credits which can be awarded and further learning needs
- Award of diploma (on successful acquisition of full quota of required credits)

As the process is still relatively new, the guidance and assessment are both carried out by staff from the current Diploma Team, although these roles may be separated in the future.

In gaining the DipHE, police officers and staff gain access to a pathway of learning which can lead to their pursuit of higher education degrees from partner universities. While the qualifications themselves are not a prerequisite for promotion within the police force, it is clear that police officers who do achieve such qualifications are at an advantage in terms of career progression, as they are able to evidence their knowledge, skills and competences.

Further information and copies of the documentation used to support the RPEL process can be requested from the Scottish Police College:

mail@tulliallan.pnn.police.uk

1.6  Link between validation and the existing/ developing credit system, unit-based or modularised structure of qualifications

The SCQF is based on Credit Points, with one SCQF Credit Point equating to a notional 10 hours of learning (notional because it is based on the time judged to be required for an ‘average’ learner at a specified SCQF Level to achieve the learning outcomes, not the time actually taken by any individual learner). According to the SCQF handbook, summative recognition of prior learning can be used to award SCQF Credit Points. Following a formal assessment SCQF Credit Points can be awarded to recognise prior learning that has not already been assessed or credit rated.

Through RPL, learners can for example create a personal profile or a portfolio to record knowledge and skills identified from informal learning together with those acquired through formal learning that has already been assessed and credit rated. This personal profile or portfolio can be used for credit transfer, progression to further formal and informal learning or for personal and career development planning15.

In practice, RPL is already in use by certain institutions to award credits. For instance, at Glasgow Caledonian University, RPL can be used to award credit for elements of a university programme, i.e. modules, or parts of a level, or for an entire level.

1.7  Funding framework

There is no national funding framework for RPL. It is funded at the level of the sector, provider or by the individuals themselves. For instance, employers or employer bodies often cover costs to show their commitment to workforce development. In Higher Education, there is generally no charge for RPL which takes place as part of the admissions process but RPL claims for credit tend to be subject to a fee, which varies across institutions16. Anecdotal evidence suggests that these fees start at around GBP 50 (EUR 61).

14 http://tulliallan.police.uk/
16 OECD Thematic Review on Recognition of Non-formal and Informal Learning. Country Background Report: UK. Internet: http://www.oecd.org/document/63/0,3343,en_2649_39263238_37141759_1_1_1_1,00.html
1.8 Data on flows of beneficiaries

No data is available at national level on the number of people who have undergone RPL in Scotland. It was suggested in interviews conducted for this report that national-level data would be hard to produce, since beneficiary numbers would be produced at the level of the individual learning provider. It is therefore likely that these figures will always be hidden, as RPL is almost always devolved to the level of the individual with institutional support and guidance provided on a personalised basis.

Individual universities may use their own internal management information systems to monitor / track students who have benefited from RPL. For instance, at Glasgow Caledonian University (GCU), prior informal learning which has been successfully credit-rated must be clearly indicated on a student's profile. The management information system needs to incorporate information on credit gained through RPL and can be used to facilitate tracking of the progression of successful RPL claimants. Also at the UHI Millennium Institute, successful claims for RPL are recorded on the Student Record System and the Student Records Office then records outcomes.

The QAA Scottish Universities RPL Network is undertaking a tracking exercise to monitor students who use RPL over the short- and long-term, with the aim of identifying how these students progress and possibly to compare them with students in the same categories who do not use RPL.

2 ORGANISATIONAL PERSPECTIVE ON VALIDATION

2.1 Role of the formal education and training sector, including providers

Only SCQF Credit Rating Bodies can formally award SCQF Levels and Credit Points through RPL. These include colleges and Higher Education Institutions (HEIs), the Scottish Qualifications Authority (SQA) and other organisations approved by the SCQF Partnership.

Colleges and universities have been carrying out Accreditation of Prior (Experiential) Learning (AP(E)L), or RPL, since the 1990s. In Higher Education in particular, AP(E)L/RPL is seen as a way of widening access to students from non-traditional backgrounds. It is used for both admissions and the award of credit, although in Higher Education the former is less common. RPL may be managed at central or departmental level, depending on the institution in question. At Glasgow Caledonian University (GCU) for example, claims for ‘flexible entry’ from students are managed at school level.17

The RPL guidelines for several universities have been reviewed for the purposes of this report and in these universities RPL cannot be used for the award of full qualifications. Generally, a maximum of 50 % of the credit points required for a qualification at the exiting level can be awarded through RPL (referring in this instance to both credit transfer relating to formal learning as well as the accreditation of prior experiential learning). This means that while there is no limit on the number of credit points that can be earned at lower levels, only 50% of the level at which the person is awarded his / her final qualification can be awarded via RPL.

Responsibility for RPL is held at the level of the institution in the Higher Education sector and the way it is applied therefore differs across the institutions. Individual HEIs prepare their own RPL guidelines but these should be consistent with the SCQF guidelines, which all universities subscribe to. It is reported that RPL is more common within the ‘new’

17 Glasgow Caledonian University, Flexible Entry: Credit Transfer and Recognition of Prior Informal Learning (RPL), Summary Guidelines for Staff. Internet: http://www.gcu.ac.uk/quality/handbook/Documents/RPL_Summary_Flexible_Entry_Guidelines_Staff_000.pdf

18 Glasgow Caledonian University, University of Highlands and Islands Millennium Institute, University of the West of Scotland (UWS)
universities19 than it is within the old institutions and there is still said to be some element of mistrust of RPL within certain universities, where some academics may question the integrity of learning which is recognised through RPL or oppose the use of RPL to award credits from the university in question. It is most commonly used at departmental level and for vocational subjects such as nursing and social work, although some HEIs are beginning to develop university-wide policies and procedures for RPL20.

As noted previously (section 1.3), a network of universities has been established to lead on RPL developments in this sector. It is described in the box below.

### QAA Scottish Universities RPL Network

The QAA Scottish Universities Network was set up in 2008. Its aim is to facilitate the sharing of practice and research in RPL to assist development in this area in the Scottish HE sector. The network also undertakes activities to raise awareness of developments in the rest of the UK, Europe and internationally. It is part of a European RPL network and also is involved in the SCQF RPL Network.

The network’s activities include the production of guidelines and online resources which help to share approaches, resources and tools. These are intended to support the streamlining of RPL processes in the HE sector and also to facilitate increased accessibility.

In addition, the network is involved in research at European level, in student tracking and the production of case studies, which are intended to help build an evidence base and share/highlight successful practice, in order to raise confidence among practitioners in the use of RPL and to raise awareness of the opportunities offered by RPL for learners.

As part of the dissemination activities of the network, a series of workshops are being held. The most recent of these included presentations from RPL practitioners from Finland.

### 2.2 Role of existing information, advice and guidance networks / institutions

It is the role of Skills Development Scotland to provide information to individuals about employment and learning opportunities.

Individual guidance providers would refer individuals to a learning provider, if they identified RPL as an appropriate pathway for the individual.

Within learning providers, guidance may be provided by APL coordinators, where these exist, or guidance or teaching staff. For instance, according to the University of the West of Scotland Guidelines on RPL21, workshops can be held at this HEI to support groups of learners considering APL claims, facilitated by the University’s APL Coordinator. Where group sessions are not possible, learners are invited to attend an information session with the APL coordinator instead. If appropriate expertise is available within the individual school, Admissions Officers or Programme Leaders can also provide such information sessions. Once an individual APEL proposal has been approved, the individual learner is allocated a supervisor who has subject-specific expertise. This supervisor provides advice and support on writing statements of learning and on gathering evidence for the portfolio.

As noted in section 2.1, the focus of RPL activity in Scotland today is on ‘cascading’ the SCQF RPL guidance to practitioners, to build confidence in applying the SCQF to support learners/ jobseekers to understand their level of competences and guide them in formulating their career / learning pathways. Advisers initially found the framework hard to work with as the SCQF descriptors have a relatively ‘academic’ focus and can be hard for people who are not familiar with the education and training sector to understand. Work is therefore currently underway to raise awareness of the SCQF among careers advisers.

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19 ‘New’ universities is generally taken to mean those providers that were given university status in or after 1992
20 OECD Thematic Review on Recognition of Non-formal and Informal Learning. Country Background Report: UK. Internet: 
[http://www.oecd.org/document/63/0,3343,en_2649_39263238_37141759_1_1_1_1,00.html](http://www.oecd.org/document/63/0,3343,en_2649_39263238_37141759_1_1_1_1,00.html)
21 University of West of Scotland, Recognition of Prior Learning Staff Guidelines. Internet: 
[http://www.uws.ac.uk/schoolsdepts/capd/strategies.asp](http://www.uws.ac.uk/schoolsdepts/capd/strategies.asp)
working in schools and employment services and to help them to understand how best to use it. The project described below is an example of these efforts to build confidence among practitioners in applying RPL and using the tools which have been developed to support the RPL process.

- The Centre for Research in Lifelong Learning (CRLL) undertook a project on behalf of Skills Development Scotland (SDS) and the SCQF Partnership to further develop a profiling tool for RPL and a mapping guide for the SCQF, as well as associated support materials which were piloted with schools and SDS Advisers in early 2009 (these tools are described in more detail in Section 4.2). The tools are targeted at young people aged 16 and above and the aim of the project was to test them in advance of a ‘roll-out’ to this target group on a national basis.

A parallel project is also being conducted to develop a version of the RPL profiling tool and guidelines to support individuals who have been made redundant. This project is being carried out by the SCQF Partnership and SDS.

The project commenced with further development work on the RPL model and tool in order to take account of the issues that emerged during the first pilot; although the toolkit received positive feedback from both advisers and pupils, a revision of the language of the SCQF level descriptors was required in order to produce a more user-friendly version which young people and also the advisors can relate to. It was not a new set of descriptors which was required, rather the descriptors needed to be put into context. A contextualisation of the SCQF level descriptors has now been undertaken. This will enable the mapping process to be field-tested both in relation to the toolkit for young people in schools and the redundancy guidelines.

2.3 Validation in the private sector and the role of private sector actors

The Alliance of Sector Skills Councils in Scotland is represented on the national RPL network. Sector Skills Councils represent employers in the UK in relation to skills issues.

An example of a private sector initiative is the Chartered Institute of Bankers in Scotland, which provides banking professional qualifications to the banking and financial services sector. The CIOBS has devised and delivers work-based learning programmes which have been credit rated and can be included as credits within higher education qualifications. It was also the first professional institute to have some of its qualifications credit rated by the SQA and higher education institutions and included in the SCQF.

2.4 Validation in the third sector and the role of third sector actors

Between 2005 and 2006, a pilot project was carried out by Learning Connections, Communities Scotland to pilot RPL for community learning and development. Although Communities Scotland was a government agency and the project was undertaken with a small group from local authorities and voluntary organisations working with young people (i.e. involving a mix of sectors) it has been included under the ‘third sector’ section of this report because the target group was youth workers.

The outcome of the project is an online RPL profiling tool aimed at youth workers across the community learning and development (CLD) sector. The project is described in more detail in the box below.

### RPL in Community Learning and Development

This pilot project set out to develop processes and tools for RPL in the youth work sector. The project centred on the development of an RPL ‘profiling tool’, which would enable users to reflect on their learning through experience, to identify existing strengths and also to identify areas for
Awareness-raising and recruitment

Apart from the role of Skills Development Scotland, responsibility for information, advice and guidance is devolved to the learning providers and provision therefore varies.

For example, at the UHI Millennium Institute, information about RPL is provided in general course marketing materials and other course information. At Glasgow Caledonian University, information is provided for students and potential students in a specific booklet.
entitled ‘Flexible Entry: a guide for students’\textsuperscript{25}, which is available from School Offices, the Academic Registry, the Base and Academic Practice, as well as the University website. The University’s guidelines on Flexible Entry also refer to the Valuing Learning through Experience (Valex\textsuperscript{26}) modules as a means of providing generic RPL support to enable students to gain credit for the learning gained in undertaking the RPL process\textsuperscript{27}.

3.2 Provision of guidance and support

Apart from the role of Skills Development Scotland, responsibility for information, advice and guidance is devolved to the learning providers and provision therefore varies. It may be undertaken by staff members within learning providers (both existing guidance staff and / or teaching staff) and by mentors within the third sector, as we have seen in the case of the community and development RPL profiling tool.

Skills Development Scotland (SDS) and the SCQF Partnership have piloted a number of tools for use by guidance practitioners (Careers Advisers) in schools. This project is described in the box below.

\textsuperscript{25}http://www.gcu.ac.uk/quality/handbook/Documents/RPL_Flexible_Entry_Student_Guide_000.pdf

\textsuperscript{26}http://www.valex-apel.com/index.html

\textsuperscript{27}Valex was a project funded by the EU’s Grundtvig programme over the period 2003-2005 which developed a pedagogical model for APEL designed to facilitate institutional recognition of informal and non-formal learning.
Recogniton of Prior Learning Profiling Tool and SCQF Mapping Guide

Skills Development Scotland (SDS) and the SCQF Partnership piloted a profiling tool for RPL and a benchmarking guide for the SCQF, as well as associated support materials, with secondary schools and SDS Advisers in early 2009. The aim of the project was to find out to what extent RPL profiling and SCQF benchmarking could help individuals in their career planning.

An Adviser pack for Careers Advisers was piloted. This pack was based on a pack which had been successfully used in the context of workforce development in the social services sector. It was intended to help Careers Advisers to support the young person in the reflective process involved in RPL, to identify the benchmark SCQF level to which their skills relate and to identify their next steps. The pack comprised:

- Guidance on RPL, reflection and the RPL profiling and SCQF Benchmarking processes;
- The RPL profiling tool templates, including a core skills grid;
- SCQF Mapping guide for Levels 2-6 of the SCQF;
- Personal Profile and Action Plan template;
- SCQF mapping examples.

A participant pack was also piloted. This pack contained introductory information, the profiling tool templates and the template for the Personal Profile and Action Plan.

The pilot was carried out within four schools and a total of 22 pupils participated.

The evaluation of the project, published in April 2009, identified a number of recommendations for the future (which are now being taken forward in a follow-up project, described in section 3.2). Some of the key recommendations are summarised below:

- RPL can be useful in a careers guidance process for a wide range of target groups;
- SCQF benchmarking should be an optional ‘next step’ in the RPL process as it can be useful for some learners in order to identify potential progression routes, rather than as a formal assessment outcome;
- Careers Advisers need training and support to develop confidence in the SCQF benchmarking process;
- Learners should be given an introductory session on RPL before starting the process;
- The ‘core skills grid’ can be a useful tool to start off the RPL process;
- The RPL process can be undertaken effectively in small groups, where the group members have a shared experience as the focus for reflection;
- The RPL process can be challenging for learners who are unable to identify an experience they can reflect on, in which case it is likely to lead to a negative outcome;
- Organised experiences (such as the Careers Scotland Activate programme, which enables participants to develop their employability skills) can provide a valuable focus for reflection.

Some of the quotes provided in the evaluation, from the Careers Advisers and the pupils, testify to the benefits of having these tools to support the RPL process:

‘Let's the pupils think about the experiences they have had and what they have learned from having that experience and allows the Adviser to give positive feedback on their strengths and skills they have acquired’ (Careers Adviser)

‘It helped me understand my strengths and what I can improve about myself as a person. It also helped me figure out what I can do after I leave school’ (Pupil)
3.3 Costs to individuals

Organisations can charge costs for the provision of RPL. These are decided at the level of the organisation and there are no national level rules on how much providers should charge – costs are reported to be from GBP 50 (EUR 61) upwards\(^{30}\).

For instance, as noted above there is generally no charge for RPL which takes place as part of the HE admissions process (i.e. for persons applying to join a course) but RPL claims for credit in HE (i.e. to achieve a module) tend to be subject to a fee. These fees vary across institutions from a proportion of or the full cost of the module applied for\(^{31}\).

For example at the UHI Millennium Institute, no fees are charged for RPL relating to admissions as charging at this point is felt to be against the University’s participation strategy, since it would present a barrier to entry. Fees are charged however for RPL relating to exemptions, which can be waived in certain circumstances, such as if the student makes a case for hardship.

At GCU, fees are normally determined by the staff time spent in RPL support and assessment. The fee therefore varies according to the level of support involved but will be a minimum of GBP 50 (EUR 61), and a maximum of 50% of the module fee.

3.4 Initiatives focused on specific target groups

There are several projects to recognise skills for specific target groups. These include young people ‘at risk’, and people who have been made redundant. As noted above, work is also ongoing – led by Skills Development Scotland and the SCQF Partnership - to identify how the SCQF can be used to support different learner groups, such as those at risk of dropping out of school or at risk of losing their jobs.

A scoping study has also recently been carried out to look at the use of RPL to formally recognise the skills, learning and qualifications of migrant workers and refugees in Scotland, in order to facilitate access to education, employment or training at a level commensurate with existing skills and/or qualifications. The project was funded by the Scottish Government and facilitated by the SCQF Partnership, working together with universities, colleges and Skills Development Scotland. The scoping study confirmed that whilst significant experience exists in Scotland, in providing recognition and recognition-related services, these services need to be made much more visible to and accessible by the target group, with recognition and support services often lacking the required joined-up approach. As a result of this scoping study, which was completed in July 2010, an option appraisal of three possible models for recognition of skills, learning and qualifications for refugees and migrant workers was presented to the Scottish Government.

As mentioned above, a notable project has been carried out in the social services sector, where a pilot project supported by the SCQF Partnership led to the development of an RPL resource pack specific to the sector.

3.5 Evidence of benefits to individuals

As noted above, as is the case in many other European countries, data on participation in RPL is scarce.

The SCQF handbook indicates that RPL can be for personal or career development, or to gain credit towards other qualifications or learning programmes. The handbook suggests that RPL helps learners make “clearer connections between the learning they have already achieved and future learning and/or career opportunities”.

Summative RPL involves the comparison of an individual’s prior learning against the aims and/or outcomes of (part(s) of) the qualification or learning programme. The process may

\(^{30}\) Source: interview with SCQF

\(^{31}\) OECD Thematic Review on Recognition of Non-formal and Informal Learning. Country Background Report: UK. Internet: http://www.oecd.org/document/63/0,3343,en_2649_39263238_37141759_1_1_1_1,00.html
lead to the award of a specific credit or entry to a qualification or learning programme as an alternative to normal entry requirements.

Formative RPL, which can lead to the production of an individual learning plan or personal development plan, is said to support personal learning and career development. It can help the learner to improve his / her confidence; recognise the skills/knowledge he/she has acquired through experience and / or identify ways to further develop these skills/knowledge through further learning.

The evaluation of the SSSC project found that learners involved had increased their confidence and motivation and benefited from the opportunity to “learn how to think and write reflectively”. This can help to reduce any negative perceptions of participating in formal education and training opportunities as well as giving the participants greater confidence in the workplace.

The evaluation of the Recognition of Prior Learning Profiling Tool and SCQF Mapping Guide pilot, described in Section 4.2, found that RPL can be useful in a careers guidance process for a wide range of target groups, in order to support the learner to identify his / her skills, to make decisions regarding career choices, to identify possible progression routes and to build self-confidence / raise aspirations. The evaluation suggested certain target groups who would benefit from the process, as listed below:

- School pupils
- Early school leavers
- Young people who have left school and are engaged in programmes to prepare them for employment
- The long-term unemployed.

The evaluation of the RPL profiling tool for the community and development sector found that the tool had the potential to support youth workers to achieve work-based qualifications and to support further professional development. The process was also felt to help to raise the confidence and self-esteem of participants.

Several employers using RPL to deliver SVQs report that their workforce has developed increased self-esteem resulting from the recognition of their experience and competence. This gives individuals a sense of empowerment to take on new responsibility, as well as confidence that the external recognition of their skills has a currency within their industry or sector as a whole. SVQs are said to help improve staff morale, they provide opportunities for personal and career development and can help the individual to improve his / her employability.

4 QUALITY ASSURANCE AND EVALUATION

4.1 Quality Assurance Framework

As previously stated, there is a Quality Committee for the SCQF, which advises the SCQF Partnership on the quality and integrity of the Framework.

According to the SCQF handbook, the award of credit for prior learning can only be carried out by SCQF Credit Rating Bodies, within the context of clearly defined quality assurance mechanisms. Organisations wishing to become credit rating bodies are subject to a rigorous application process.

33 OECD
Learning providers use a variety of different approaches to RPL but should follow the core principles of RPL set out in the SCQF handbook:\(^3^4\). According to the core principles, RPL should be:

- Learner-focused;
- Accessible;
- Flexible;
- Reliable, transparent and consistent;
- Quality assured.

The SCQF handbook states that RPL assessment procedures, including the appeals process, should be consistent with the normal assessment and general quality assurance of the organisation.

For Scottish Vocational Qualifications, the SQA holds a regulatory, i.e. quality assurance role. Through its external verification procedures, learning providers’ procedures for the recognition of prior learning will be quality assured, as part of the overall quality assurance (i.e. audit) process.

### 4.2 Quality assurance systems / procedures

Systems verifiers and external verifiers from awarding bodies, including the [Scottish Qualifications Authority](http://www.sqa.org.uk) (SQA) ensure that assessors across the country are assessing to the same standards – including assessments of non-formal and informal learning. **External verifiers** are subject-specialists, while **systems verifiers** ensure that organisations delivering SVQs have appropriate systems in place.

Individual learning providers have their own quality assurance systems / procedures in place.

For example, the University of the West of Scotland (UWS) requires that APEL claims are assessed by the learner’s supervisor, who should have relevant subject expertise, but also by a second marker. If the claim is for credit at SCQF level nine or above, it must be approved by an external examiner.

The quality assurance procedure in place at Glasgow Caledonian University is described in the box below:

<table>
<thead>
<tr>
<th>Quality assurance of RPL at Glasgow Caledonian University (GCU)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The GCU Summary Guidelines for Staff(^3^5) on flexible entry, credit transfer and recognition of prior informal learning outline the quality assurance procedures in place for RPL at the university. The quality assurance framework includes the following provisions:</td>
</tr>
<tr>
<td>- An RPL claim must normally be assessed by an appropriate subject expert whose recommendation is considered and approved by the appropriate assessment board;</td>
</tr>
<tr>
<td>- The RPL claim must normally be assessed by at least one subject expert who has not been involved in the RPL guidance process. The assessor passes his/her assessment decision to the Associate Dean (Quality).</td>
</tr>
<tr>
<td>- The Associate Dean (Quality) submits the recommendation to the appropriate Assessment Board which then confirms, or rejects, these recommendations.</td>
</tr>
<tr>
<td>- The programme Organiser and the external assessor must agree arrangements for the external assessment of RPL claims, which must be clearly stated in the procedural documentation.</td>
</tr>
</tbody>
</table>

Guidance on various issues relating to RPL, such as how to avoid double counting of credit is

A national level evaluation framework was not identified through the research. Individual projects may be subject to internal or external evaluation, such as those carried out by CRLL in relation to the sector-specific projects identified in this report. For example the SSSC RPL project was evaluated externally and there is an integrated evaluation in the RPL profiling tool for community learning and development – evaluation forms for both mentors and participants are included in the mentor pack.

5 ASSESSMENT METHODS

5.1 Methods used

According to the SCQF handbook, evidence of learning for RPL can be gathered in a number of different ways. Examples of these include:

- Reflective account;
- Project work;
- Structured interview or oral assessment;
- Assessment on demand;
- Observation of practice or simulation;
- Benchmarking;
- Existing work-based learning practices in evaluation and assessment;
- Profiling;
- Record of volunteer learning and experience;
- Europass Curriculum Vitae (ECV);
- Portfolio.

RPL claims must include clear statements about what was actually learned, as well as evidence to show that the learning claimed has been achieved.

The handbook also sets out four assessment criteria which can be used by staff assessing a claim. These relate to: acceptability, sufficiency, authenticity and currency.

As an example, the Staff Guidelines for Recognition of Prior Learning at the University of the West of Scotland (UWS) provide a detailed outline of how a portfolio to support a claim for APEL should be prepared. These guidelines are summarised in brief below.

http://www.gcu.ac.uk/quality/handbook/Documents/RPL_Summary_Flexible_Entry_Guidelines_Staff_000.pdf
Detailed staff guidelines have been prepared to support the application of RPL in the University of the West of Scotland (UWS). These guidelines help to explain the terminology used within the process of RPL and outline a range of important background information to enable staff to assist students in preparing a claim for credit.

The guidelines stress that “it is learning not experience that is important. Experience is only significant as a source of learning”. Three stages are described in which the individual can identify his / her learning through a systematic reflection on experience. These are:

1) Experiences are looked at and those where learning has occurred are selected;
2) Clear statements are written about what was actually learned;
3) Evidence in support of the claim to learning is collected and collated.

The guidelines outline a number of criteria which the evidence must demonstrate: authenticity, quality, breadth, directness and currency.

The process of approval and assessment commences with approval of the APEL proposal by the Admissions Officer within the School or Education Guidance Adviser and Programme Leader. The individual wishing to make a claim is then allocated a supervisor with relevant subject expertise, who provides guidance in the preparation of the claim for credit and is also involved in the assessment of the claim.

The APEL assessment is based on a portfolio which should be made up of three main elements:

1) A set of ‘Statements of Learning
2) A written account of the learning achieved
3) A collection of appropriate and valid evidence in support of the claim

For claims exceeding 60 credit points, the individual is also required to give a presentation and undergo an oral examination.

The learner needs to prove to the University that learning has been derived from his / her experience. APEL claims should demonstrate a “conceptual and a practical grasp of the subject area for which the claim is being made” and the guidelines stress that since the claims are for academic credit, it is important that a portfolio demonstrates knowledge and understanding, as well as skills. Furthermore, the portfolio should evidence current knowledge and skills, rather than something the student was able to do in the past. For example a certificate showing that a management course was completed over five years ago should be supported by evidence that the student is currently applying the skills learned and that they have been kept up to date.

Statements of Learning included in the portfolio should clearly identify how the individual’s prior learning may contribute to the programme of study in question. The Statements should reflect on how the individual has changed as a result of going through a learning process and can include both subject-based statements and personal statements. The guidelines state that Statements of Learning should specify the cognitive skills that have been achieved.

The aim of the written account is to set a context for the evidence of learning provided. It is recommended that the written account is between 3,000 and 5,000 words long for each block of credit claimed.

Evidence provided in the portfolio can be both direct (i.e. produced by the student) and indirect (information gathered from others about the student). Where the direct evidence relates to team work, it is important to identify what the individual’s role in this was and this can be identified in the written account.

APEL claims are simply awarded with a ‘pass’ or ‘fail’ and are not graded. When credit is awarded, this is recorded on the student’s academic transcript.

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36 University of West of Scotland, Recognition of Prior Learning Staff Guidelines. Internet: http://www.uws.ac.uk/schoolsdepts/capd/strategies.asp
required to complete a Flexible Entry Claim form with guidance from the Associate Dean (Quality) or the programme RPL advisor. The form should be supplemented by evidence of learning but the university does not prescribe how this evidence should be presented and refers to a number of methods from the list given above, taken from the SCQF handbook. The Associate Dean (Quality), in consultation with the programme / module RPL advisor, decides which of the above mechanisms is the most suitable for a particular claim.

5.2 Advantages and disadvantages of the methods used

The evaluation of the RPL Profiling tool pilot carried out in schools in early 2009 provides some information on the advantages/ disadvantages of the tools used for this pilot.

According to Careers Advisers consulted for the evaluation, the general weakness of the RPL Profiling Tool and the SCQF Benchmarking guide was that these were more appropriate for adults. More specifically, a particular weakness identified was the amount of paperwork involved. Another key area of difficulty identified through the evaluation was that the SCQF benchmarking process was not easy. This aspect of the profiling process was relatively new to the Careers Advisers involved and they found that the differences between the SCQF Levels was not always apparent.

The advantages identified mainly related to the benefits of using the tools to support the guidance and decision-making processes for the pupils involved. For example, one Careers Adviser said that the tool “enables the client to value their unintentional learning in a positive way” and another said that the tool was good for helping with a specific task i.e. an application form.

6 VALIDATION PRACTITIONERS

6.1 Profile of validation practitioners

According to the SCQF guidelines, “appropriately trained, supported and resourced staff should assist learners to provide evidence of their learning”. Each individual organisation can decide whether the support and recognition process is to be a centralised or devolved function; or a combined approach (central co-ordination with devolved support and recognition).

Assessment of an RPL claim must be assessed by ‘appropriate subject experts’. Their recommendation is then considered and, where appropriate, approved by the relevant assessment board.

In Higher Education, a number of Institutions have appointed APEL / RPL coordinators. Others provide training to IAG staff in the process of RPL. At Glasgow Caledonian University for example, the Associate Dean (Quality) can provide advice to students on making RPL claims for credit, or academic staff (e.g. the Programme Organiser or Module Leader) who have agreed to act as RPL advisor for their programme can do so. Assessment is carried out by a validation panel, in the same way as an examination panel would be convened for formal examinations. A less formalised approach is taken to admissions - for example an interview may be used to assess the learner’s application.

At the UHI Millennium Institute, three distinct roles are identified in relation to the RPL process. These are: the Administrator, the Adviser and the Assessors. These key roles are described in the box below.

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RPL Practitioner roles at the UHI Millennium Institute

According to the UHI Millennium Institute RPL Policy and Regulations guidance note\(^3\), the key roles within the RPL process are the Administrator, the Adviser and the Assessors (as well as the Student). The responsibilities related to each of these roles are outlined in turn below.

**The Administrator**

The role of the Administrator is to ensure that the university RPL regulations are kept up-to-date and that they are aligned with nationally recognised standards. The Administrator is responsible for disseminating information and advice to the coordinators at the university’s academic partners (UHI is a partnership of colleges, learning and research centres which work together to provide university-level education to people in the Highlands and Islands of Scotland) as well as to coordinate RPL training for staff at the University.

**The Adviser**

Each academic partner within the UHI network is required to nominate a member of staff as its RPL adviser. The Adviser must have the competence to advise the student on making a claim, including its production and submission. The guidance note recommends that where possible, the role of the Adviser should be kept separate from the role of the Assessor.

The Adviser is the focus of the procedures associated with claims for recognition of prior learning. They act as a source of information and guidance for students at academic partner level.

It is the responsibility of the Adviser to ensure that the student has a copy of the relevant UHI guidance material and to provide advice on questions such as the credit requirements of the programme, including specific learning outcomes for modules; how to formulate a claim in terms of reflecting upon and demonstrating learning; the assessment process; and the structure and content of a draft claim.

The Adviser is also responsible for receiving and progressing a claim, then informing the students of the assessment decision and administering the feedback process.

**The Assessor**

According to the guidelines, claims should be assessed by two members of staff who are subject specialists in the module/unit for which credit is being claimed.

The role of the Assessors is to:

1. Identify the assessment criteria — based on the learning outcomes;
2. Assess the evidence against the defined criteria;
3. Recommend, record and report the outcome of the assessment process within the required time-scale.

The committees may set additional criteria where additional information is deemed necessary to substantiate the claim.

Aside the three key roles, it is also necessary for other staff members to become involved in the process to quality assure the decisions made and the application of the RPL procedures. Programme leaders will consider the claim to ensure that the necessary procedures have been followed and when satisfied will confirm the decision of the Assessors. Where the programme leader is a subject specialist assessing the claim, another member of the programme team will consider the claim to ensure that the correct procedure has been followed.

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3. UHI Millennium Institute, Arrangements for Recognition and Accreditation of Prior Certificated and Experiential Learning. Internet: http://www.uhi.ac.uk/home/about-uhi/governance/policies/RPL-Policy.pdf
qualified assessors. However it is recommended that training is provided to supervisors and managers who wish to carry out this role.

For **SVQs**, assessors are generally supervisors or managers. They must have, or be working towards, the relevant assessor qualifications. Internal verifiers at the awarding bodies ensure that all assessors in an organisation work to the same standards. They must be competent both in the area of work covered by an SVQ, and in verification. They should hold, or be working towards, the relevant internal verifier qualification.

### 6.2 Provision of training and support to practitioners

A RPL toolkit has been developed by the SCQF Partnership, for use by practitioners. The Quality Assurance Agency for Scotland has also developed a ‘Flexible Entry Staff Development Pack’ for HE personnel (both academic and administrative staff).

A number of Universities have developed RPL guidelines for staff, which tend to be based on the principles set out in the SCQF RPL guidelines. Examples are:

- **University of West of Scotland, Recognition of Prior Learning Staff Guidelines**[^39]
- **Glasgow Caledonian University, Flexible Entry: Credit Transfer and Recognition of Prior Informal Learning (RPL), Summary Guidelines for Staff**[^40]

The GCU and UHI Millennium Institute guidelines affirm the need for staff involved in the delivery of RPL to receive appropriate training and support. However, no specific indication is given of what this training / support should entail.

### 6.3 Qualifications requirements

No specific qualifications requirements for RPL practitioners have been identified through the research.

[^39]: http://www.uws.ac.uk/schoolsdepts/capd/strategies.asp
[^40]: http://www.gcu.ac.uk/quality/handbook/Documents/RPL_Summary_Flexible_Entry_Guidelines_Staff_000.pdf
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Centre for Research in Lifelong Learning (CRLL)
Scottish Qualifications Authority
Scottish Police College
SCQF Partnership
Skills Development Scotland
Learning and Teaching Scotland
UHI Millennium Institute
YouthLink Scotland