

# **Information Notes Series 4:**

## **Recognition of Prior Learning for Credit Rating Bodies**

### **Note 4.2 Promotion, Tools and Support for Candidates and Staff**

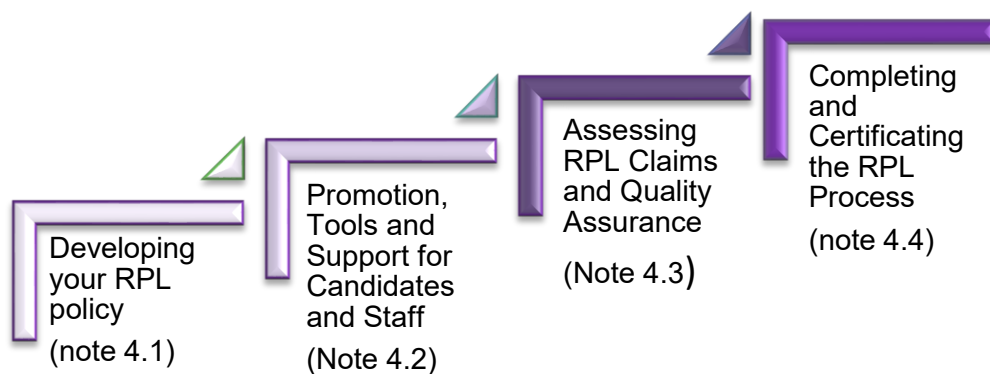
## Information Note 4.2

### Recognition of Prior Learning (RPL) for Credit Rating Bodies (CRBs)

#### Promotion, tools and support for candidates and staff

This information note supplements the principles and guidance within the SCQF Handbook. Other useful resources include the RPL Toolkit which is a guidance tool to signpost learners, and guidance professionals who are supporting a learner through the RPL journey.

**This note is the second in a series about RPL for CRBs. We discussed considerations when writing your policy in our first note, now we will look at guidance surrounding supporting candidates and consider good practice when allocating staff roles and responsibilities.**



#### Introduction

Supporting candidates through the RPL process is critical to the success and completion of a submission. Candidates and guidance staff need to be motivated (and be able to motivate others) to start the reflection process with the shared understanding that the system will be fair, transparent, consistent and reliable. In this note, we will discuss areas where you can start to consider the key aspects you could focus on to facilitate this. The term candidate is used in this note for either a staff member or a learner completing an RPL claim. We will discuss the following:

<p><u>Where and when do candidates apply?</u></p> <ul style="list-style-type: none"> <li>○ Promotion</li> <li>○ Timelines</li> <li>○ Guidance - written verbal or both</li> </ul>	<p><u>Roles and responsibilities of guidance staff</u></p> <ul style="list-style-type: none"> <li>○ Training needs</li> <li>○ Clear roles and responsibilities</li> <li>○ Staff support network</li> </ul>
<p><u>Are there clear processes and procedures for staff to follow?</u></p> <ul style="list-style-type: none"> <li>○ Timelines</li> <li>○ Quality processes</li> </ul>	<p><u>Tools to assist candidates to reflect</u></p> <ul style="list-style-type: none"> <li>○ Tools to assist in the reflection process</li> </ul>

## Candidates

Here are some points to consider:

- Promotion
  - Is it clear to candidates that they can use RPL?
  - Is the RPL policy accessible to candidates?
  - Where is this promoted - staff intranet or news bulletin, prospectus or the website?
  - Is it clearly signposted in programme/unit/module descriptors where RPL is permissible or in job vacancies both internal and external?
  - Is it a separate online application process, or is this identified at point of admission or application by trained staff?
- Timelines
  - Are applications open throughout the year, or only at specific times?
  - Are expected timescales to complete the claim clearly stated at the outset and the consequences of a late submission outlined?
  - These may be set out to coincide with particular meetings, committees or other internal processes
- Guidance
  - Is the candidate allocated a named guidance professional or a mentor to support them through the process?
  - If required are candidates given access to academic writing skills resources?
  - Is guidance offered available in a variety of formats to suit individual candidates' needs? (e.g. in person, online or both)
  - Are candidates made aware of the policy and where to locate it?
  - Are candidates clearly informed of the possible outcomes of an RPL claim?
- Tools to assist with the RPL reflection process
  - What tools do you offer candidates to support them with the reflection process\*?
  - Do you have examples that you can show to candidates of previous claims to demonstrate the type of evidence required?

## Staff

Here are some points to consider:

- What training do you offer to guidance professionals/mentors who are supporting candidates? This could include, for example:
  - SCQF workshops
  - In-house training to explain procedures
  - Shadowing more experienced staff who have already processed claims
- Which RPL activities would staff carry out?
  - Admissions or Human Resource (HR) staff to identify potential candidates
  - Support staff to explain processes and procedures to candidates
  - Academic or senior HR staff to internally assess

Timelines, quality process and staff networks

- Do staff actively encourage candidates to work to timelines?
- Are staff aware of the quality processes used to finalise a claim? This may help them impress on candidates the need to make specified deadlines
- Is there a network of experienced staff within the organisation to share best practice and support each other when dealing with RPL claims?

Useful links	
RPL Hub	<a href="#">RPL Hub - Scottish Credit and Qualifications Framework</a>
SCQF Level Descriptors	<a href="#">SCQF Level Descriptors - Scottish Credit and Qualifications Framework</a>
SCQF Credit Points Explained	<a href="#">credit-point-explained-march-2017-web.pdf</a>
SCQFP workshops	<a href="#">criteria-explained-final-web-oct-2017.pdf</a>
SCQF Handbook	<a href="#">handbook.pdf</a>