

Information Notes Series 4:

Recognition of Prior Learning for Credit Rating Bodies

Note 4.3 Assessing RPL Claims and Quality Assurance

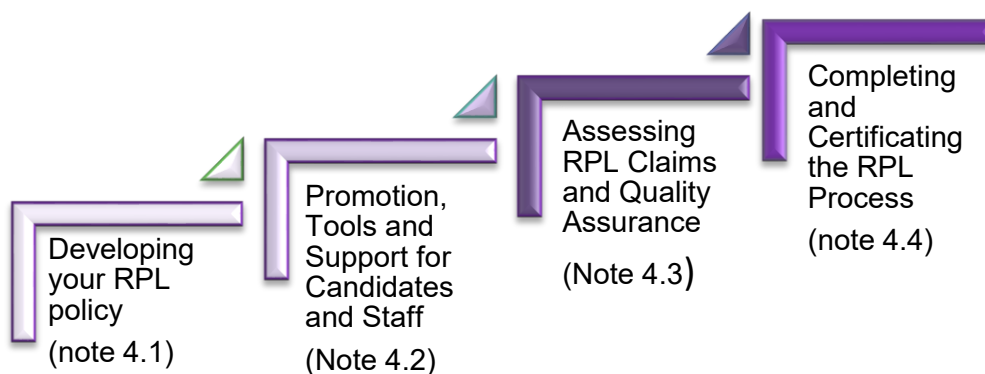
Information Note 4.3

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

Assessing RPL Claims and Quality Assurance

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

This note is the third note in a series about RPL for CRBs. We have discussed considerations when writing your policy in our first note, support for candidates in our second and now we will discuss the assessment and quality assurance matters surrounding RPL.



Introduction

A fair, flexible, transparent and quality assured process for assessing RPL portfolios will ensure that claims go through a robust process and produce consistent results. The SCQF Level Descriptors, alongside the learning outcomes of the old to the new programme, should always be used when assessing RPL portfolios for the purposes of awarding credit. This will reassure candidates and employers of the validity of RPL and that the learning outcomes of the new programme have been met.

When RPL is being used as a formative exercise e.g. for confidence building or signposting, the SCQF Level Descriptors should be used as a guide.

When assessing claims for matching job tasks, the SCQF Level Descriptors and the job descriptions of each role should always be used. You may find it helpful to use the SCQF Employee Levelling Tool which includes a set of contextualised SCQF Level Descriptors specifically for employers.

Here are some points to consider when assessing RPL claims and ensuring robust Quality Assurance systems are in place:

Assessment of Evidence

Here are some points to consider:

- Format of evidence
 - Are all claims submitted in the same format regardless of the subject area? Where might there be differences e.g. practical subjects?
 - Will there be standard paperwork that the candidate completes to present their evidence? This is quite often referred to as a portfolio (see the examples of how to start the reflection process in Annex 1 with candidates)
- Assessment of a claim
 - Which staff will be involved?
 - What training will be provided?
 - What guidance will be issued to staff?
 - What time will be allocated to the process?
- Acceptability, sufficiency, authenticity, and currency
 - What level of matching will be required to meet the learning outcomes or job description?
 - What will be considered as current in terms of evidence? Could this be different for different subject areas?
 - How will the authenticity of the evidence submitted by a candidate be checked?
- What could be included in a portfolio
 - The type of evidence asked for should be flexible enough to accommodate all candidates and their learning abilities. You might want to think about alternative portfolio formats that will produce the same results, should they be requested

Assessment of evidence
within the portfolio

- Format of portfolio
- Assessment process
- Acceptability, sufficiency, authenticity and currency
- Methods of assessment

Here is a short list of types of evidence that could be submitted as part of a portfolio - written assignment; assessment on demand; references; witness testimony; video diaries; observation; reflective logs; authenticated examples of previous work; presentations. Be creative - the most important thing to remember is that it achieves consistent, fair and reliable results.

- Consider the standard assessment methods for the area being assessed and try to reflect these in what you ask for in the portfolio
- Possible Outcomes of an RPL claim
 - The possible decisions – successful or unsuccessful? Re-submit - in full or in part?
 - When and how will the decision be communicated to the candidate?

Quality Assurance

Here are some points to consider:

- Moderation or verification of the portfolio for internal quality assurance processes
 - Moderation or verification should wherever possible follow the usual quality assurance processes set by the organisation to ensure that assessment has been fair and reliable

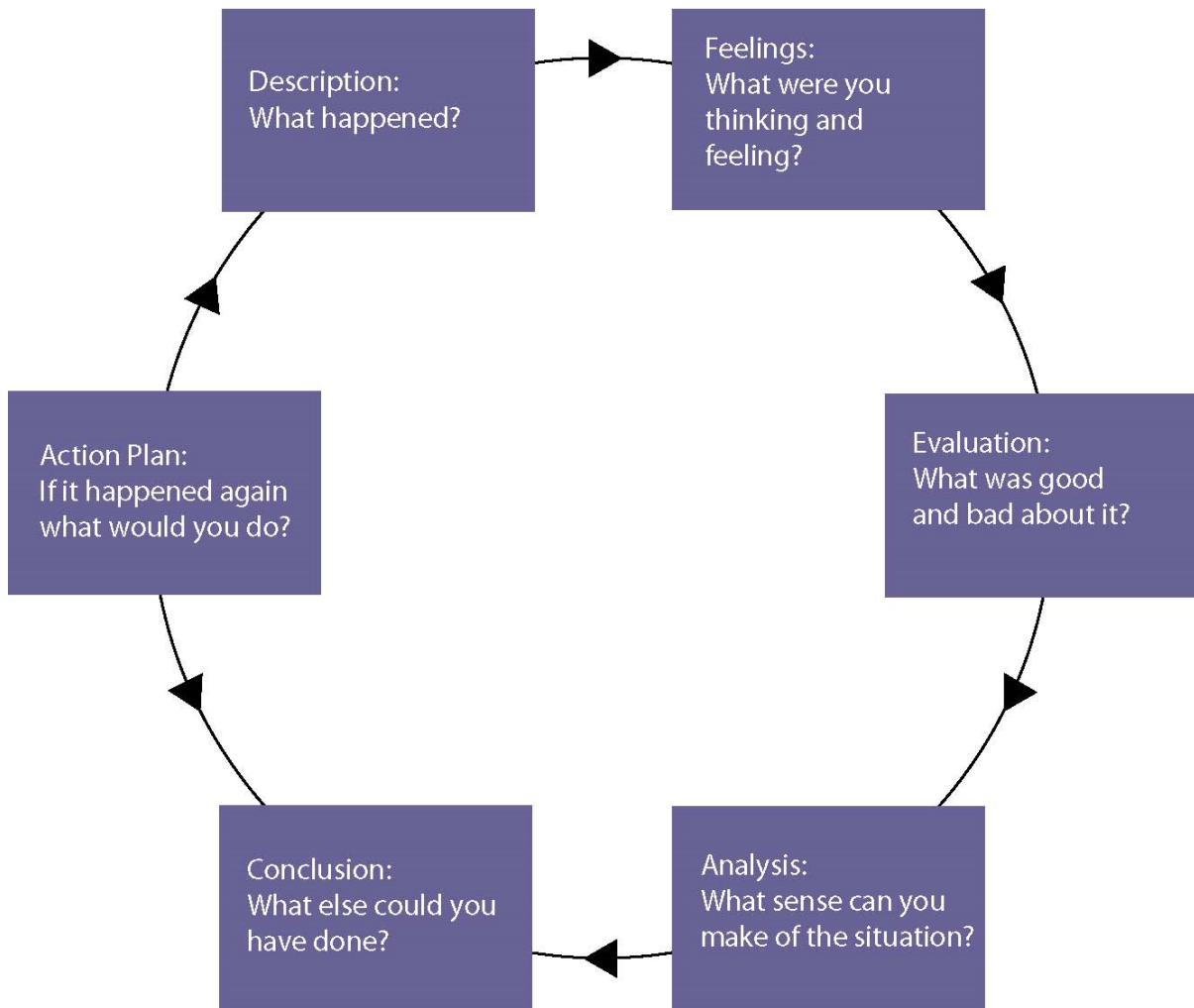
- External quality assurance
 - Claims for RPL should be subject to, again wherever possible, the usual quality assurance processes used if the learner was sitting the standard assessment
 - You may consider having all Portfolios reviewed by an independent person to add an extra layer of quality assurance?



Useful links	
RPL Hub	RPL Hub - Scottish Credit and Qualifications Framework
SCQF Level Descriptors	SCQF Level Descriptors - Scottish Credit and Qualifications Framework
SCQF Credit Points Explained	credit-point-explained-march-2017-web.pdf
SCQFP workshops	criteria-explained-final-web-oct-2017.pdf
SCQF Handbook	handbook.pdf
Employer levelling tool	EMPLOYER-LEVEL-TOOL-WEB-2024

Annex 1

Reflective Exercise



Think of a particular experience which you think helped you learn something and ask yourself the questions in the cycle, starting with 'What happened?'. When you have done this, complete the Reflective Exercise, thinking of responses to each of the questions on the sheet.

What do I want to use my prior learning for? Evidence for a new job or qualification?				
Examples of experience	Learning and skills gained from prior experience	Evidence of prior learning to new job or qualification	Potential match with selected elements	Action I need to take
Working in a pub (e.g. managing a busy night behind the bar)	Negotiating skills; verbal and non-verbal communication; planning; prioritising; budgeting resources; team working. Knowledge of: legal framework; own role within legal framework; effects of alcohol; factors that can affect communication; how to work with and manage conflict.			
Chairing a meeting	Verbal communication; negotiating skills; managing conflicting viewpoints of meeting participants; organisational and planning skills; time management skills. Knowledge of: understanding of systems and policies; problem solving skills.			