

## **Scotland – Quality assurance for the recognition of prior learning - recommendations**

### **Integration within existing QA systems**

RPL processes need to be fully integrated within existing organisational quality assurance systems to ensure transparency, consistency and reliability. RPL processes should be available for scrutiny by appropriate external quality assurance, for example by an external auditing body.

### **Embedded in programme design**

RPL as an entry route and a means of gaining credit within formal programmes of study should become more embedded within curriculum design and explicitly addressed at the programme approval stage. Where possible, learning outcomes should be expressed in a way that enables a variety of different routes for their achievement as well as the use of flexible modes of assessment.

### **Use of core principles**

Within the SCQF, a range of different approaches to RPL can be developed and used by learning providers to meet the needs and goals of learner groups across the different sectors.

All RPL provision, however, whether for personal/career development or for credit, should be underpinned by the agreed core principles. The aim of the core principles is to ensure effective, quality-assured practice that will enable all users of the SCQF to have confidence in the outcomes of RPL.

### **Effective monitoring mechanisms**

Effective monitoring mechanisms for RPL provision should be developed and operated by providers. These may take into account:

- the number of learners undertaking RPL;
- the success rate of RPL claims;
- an evaluation of the learner experience, including the time taken by learners to undertake the RPL process;
- an evaluation of the staff experience, including the time spent by staff in supporting the RPL process and managing the process of recognition;
- a tracking of the progression of learners who have undertaken RPL
- an evaluation of the effectiveness of any collaborative arrangements with other learning providers /learning partnerships/receiving institutions;
- reports from external assessors or verifiers, where appropriate

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