

If you are interested in finding out more about what RPL involves, the SCQF RPL Guidelines and the shorter Core Principles and Key Features of RPL will provide you with further information and guidance. Alternatively you can contact a college or university to discuss.

The SCQF RPL information is available on the SCQF website www.scqf.org.uk

The Scottish Credit and Qualifications Framework (SCQF)

Valuing Your Learning

Recognition of Prior Informal Learning (RPL)

A Brief Overview for the NHS in Scotland

NHS Education for Scotland
22 Queen Street
Edinburgh EH2 1JX
Telephone 0131 226 7371
Fax 0131 225 9970
Email enquiries@nes.scot.nhs.uk

www.nes.scot.nhs.uk



The Scottish Credit and Qualifications Framework (SCQF) guidelines for Recognition of Prior Informal Learning (RPL) cover all prior learning which has not been previously assessed or credit-rated. This includes learning achieved through life and work experiences, as well as learning gained informally within the community, in the voluntary sector and in the workplace. RPL can help you to value and build on this learning. You can use this to help meet your future goals for learning and development.

RPL for personal development (formative recognition)

You can use RPL to plan a learning pathway, a personal or career development plan, or a learning plan that will build on prior learning. The Scottish Credit and Qualifications Framework (SCQF) can help to identify a starting point and possible future direction for learning. The framework offers a rough guide to the level of learning you have already achieved.

RPL for personal development focuses on building your confidence as a learner and can ease the transition between informal and more formal learning situations. You can use RPL to identify learning skills already gained through life and work experiences. These skills may help you to study or train effectively in a college, university or with another learning and training provider.

Gaining confidence and planning further learning through RPL

"I went on a Making Experience Count course. I knew I wanted to go back to learning but wasn't sure what I wanted to do. The tutor explained about how RPL can help you realise the skills and abilities you've gained through the experiences you have in life and work.

At first the idea of RPL seemed a bit confusing, but we all worked together as a group and helped each other. We concentrated on parts of our life and work where we had used skills such as communication and problem-solving. I had done some voluntary work with older people. I'd also done some other courses at my local community centre. I soon realised that I had learnt a lot more than I thought and felt a lot more confident in myself. By thinking about what we'd already learnt we then thought about what we wanted to do to build on this learning and to link it with our career goals. At the end of the course we completed a personal action plan. Mine included going to college to do an SVQ, which I'm now doing."

Learner

RPL for entry and RPL for credit (summative recognition)

RPL can help you to gain entry to a programme at a college, university or other learning and training provider as an alternative to normal entry requirements. It enables you to demonstrate you have knowledge and skills that are equivalent to the entry requirements. This form of recognition can be described as RPL for entry and will involve some form of assessment, which may be written or oral, such as an interview.



RPL for credit can also be used to gain credit within a learning programme or towards a qualification, at a college, university or other learning and training provider. Credit can either be for particular units or modules or towards entire levels of a programme or qualification. This form of recognition involves a formal assessment of your learning as part of the credit-rating process.

RPL for credit

"We had an application from someone who had undertaken the HNC Working in Communities. We have systems in place so what they had already covered was matched against our learning outcomes and they gained exemption from part of our course."

Learning Provider