

Recognising Prior Learning in Community Learning and Development using the SCQF

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by

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A Report to Communities Scotland

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Executive summary

1 Purpose of Recognising Prior Learning in Community Learning and Development using the Scottish Credit and Qualifications Framework

The aims of the pilot project were:

- to develop a user friendly process of formative recognition
- to accelerate the process of RPL for credit within the CLD sector
- to provide sector specific RPL promotional material.

In order to meet these aims the project centred on the development of an RPL profiling tool. The purpose of the tool is to enable participants to reflect on their learning through experience, identify existing strengths and areas for development. Participants will then be in a position to plan more easily future learning activities or to more readily engage in work based qualifications if they choose to do so.

The project was shaped by the development of the SCQF guidelines for the RPL (www.scqf.org.uk).

2 Pilot process

Stage 1 September-December 2005

An expert working group in the field of youth work training was formed to assist in the development of the RPL profiling tool for those engaged in youth work. The aim of the group was to develop a paper-based tool to support learners in identifying the extent to which they have achieved National Occupational Standards through their youth work experience. The National Occupational Standards which are the focus of the tool comprise the four core units of SVQ Level 3 in Youth Work

Stage 2 January-February 2006

Support materials were developed to underpin group preparatory sessions carried out by mentors within the organisation in which the participants worked.

The purpose of these sessions was to:

- Introduce the learners to RPL;

- Build their confidence as learners through identifying their strengths and skills;
- Prepare them to undertake the profiling tool.

The support materials and the profiling tool were piloted with 20 youth workers from different settings within six local authorities.

In order to evaluate the tool, both mentor and participant feedback was sought.

Stage 3 February-March 2006

Following evaluation and discussion by the expert working group, refinements to the support materials and profiling tool were agreed in relation to the development of the online version of the profiling tool.

3 Project outcomes

The key outputs of the project are:

- Introductory RPL leaflet for staff
- Mentor pack
- Learner pack
- On-line RPL profiling tool.

The Mentor pack; Learner pack and RPL profiling tool will be located on the SCQF website www.scqf.org.uk for the pilot period.

Step 1: Preparatory support provided by mentor in group sessions: Mentor/Learner Pack.

Step 2: Learner to undertake profiling tool

Step 3: Learner to have professional discussion with mentor to discuss profile

Step 4: Learner to update profile. Mentor to add comments

Step 5: Learner to undertake agreed action

Step 6: Learner to seek RPL credit

These outputs form part of a six step RPL process.
The process can be used as part of:

- confidence-building;
- a career development or appraisal process;
- a training needs analysis; or
- to support workers in gaining credit for their prior informal learning towards an academic or vocational qualification.

4 Dissemination of the tool

The tool will be disseminated widely across the CLD sector. Dissemination may take place within the context of both the use of National Occupational Standards and of RPL to support initial training and continuing professional development.

Work needs to be undertaken with CLD managers to help ensure that the tool and process is understood by those who support youth workers. This should focus on exploring the contexts in which the tool might be helpful, beyond the achievement of formal qualifications.

5 Conclusion

The six-step process of RPL which has been developed through the project can support both formative and summative recognition. The formative dimension relates to the confidence-building and professional development planning which can be outcomes of both the preparatory stages and the profiling tool. The profiling tool can help prepare individuals to undertake summative recognition in order to gain credit towards vocational qualifications. Both the mentor and learner packs and the on-line profiling tool, therefore, potentially have wide applicability across the CLD sector.

In sum, the process facilitates the link between the valuing of learning gained through experience and further learning and development opportunities, including the achievement of formal qualifications.

1 Introduction

This report summarises the key outcomes of the SCQF Community Learning and Development RPL pilot project. The project was carried out by Learning Connections, Communities Scotland as part of the development work to support the implementation of the SCQF within the community learning and development sector. The work was undertaken in consultation with an expert working group in youth work training. Membership of this group is provided in Appendix A.

The project was shaped by the development of the SCQF Guidelines for the Recognition of Prior informal Learning (RPL) (www.scqf.org.uk)

1.1 RPL within the context of the SCQF

The SCQF RPL guidelines make a distinction between RPL for personal/career development (formative recognition) and RPL for credit (summative recognition).

RPL for personal/career development, or formative recognition, focuses on the process of enabling learners to make clearer connections between the learning they have already achieved and future learning opportunities. The SCQF can be used to support this process through the linking of this learning to levels within the framework in order to identify future potential learning pathways as part of an educational guidance process

RPL for credit, or summative recognition, is often described as the Accreditation of Prior Experiential Learning (APEL) by providers, although there is growing use of the term RPL. RPL can be a resource-intensive process and as such the SCQF guidelines encourage the use of existing tools for support and assessment, as well as the development of more innovative, less resource-intensive approaches, such as on-line tools, group support, and more streamlined forms of assessment.

1.2 Purpose of SCQF CLD RPL pilot project

The aims of the pilot project were:

- to develop a user friendly process of formative recognition
- to accelerate the process of RPL for credit within the CLD sector
- to provide sector specific RPL promotional material.

In order to meet these aims the project centred on the development of an **RPL profiling tool**. The purpose of the tool is to enable participants to reflect on their learning through experience, identify existing strengths and areas for development. Participants will then be in a position to plan more easily future learning activities or to more readily engage in work-based qualifications if they choose to do so. The outcome of the project is an online RPL profiling tool aimed at youth workers across the CLD sector. The online tool will be located on the SCQF website www.scqf.org.uk for the pilot period.

The pilot focused on those already active in the field:

- to encourage CPD and personal development planning for sessional and part time staff;
- to begin to develop the RPL knowledge of these staff to inform their work with young people and community groups.

A paper-based version of the RPL tool was piloted with those considering undertaking awards in Youth Work (SVQs/Modern Apprenticeships). There is scope for extending this approach to other awards within the sector for example the Professional Development Award (PDA) in Literacies in Scotland and SVQs in Community Development Work.

A parallel SCQF RPL project is being run in the area of social care. This is utilising the same approach to RPL in terms of a preparatory, formative stage and an RPL profiling tool.

2 Pilot process

Stage 1 September-December 2005

2.1 An expert working group in the field of youth work training was formed to assist in the development of the RPL profiling tool for those engaged in youth work. The aim of the group was to develop a tool to support learners in identifying the extent to which they have achieved National Occupational Standards through their youth work experience. The National Occupational Standards which are the focus of the tool comprise the four core units of SVQ Level 3 in Youth Work.

2.2 A first meeting of the group was held on 7 November 2005. The meeting focused on the development of the paper-based profiling tool which would be tested in the pilot. This involved:

- The identification of a range of exemplar informal/non-formal learning opportunities/experiences e.g. typical work-based experiences/activities, core training experiences, specialised training experiences in relation to each of the elements of the Core Youth Work Occupational Standards.
- The identification of direct and reflective evidence that could be used by learners to demonstrate their learning.

Stage 2 January-February 2006

2.3 Support materials were developed to underpin group preparatory sessions carried out by mentors within the organisation in which the participants worked. The purpose of these sessions was to:

- Introduce the learners to RPL.
- Build their confidence as learners through identifying their strengths and skills.
- Prepare them to undertake the profiling tool.

2.4 The activities and handouts used within this preparatory stage were produced primarily through adapting learner support materials developed through the EU-funded Socrates *Valuing Learning through Experience Project* (Valex)¹. This project involved eight European countries and was coordinated by Glasgow Caledonian University.

¹ For details of the Vale project (2003-2005) and to obtain copies of the support materials and other documentation please go to the project website www.valex-apel.com

2.5 The support materials and the profiling tool were piloted with 20 youth workers from different settings within six local authorities.

Pilot organisations	Pilot participants	Setting
Angus Council	6 sessional youth workers	Detached work; building based 'open' youth work and more focussed work with small groups
Dumfries and Galloway Council	5 youth workers	Youth Work centre
Falkirk Council & Stirling Council	2 youth workers	Youth work settings including: youth clubs; youth project; outreach detached; school-based.
Glasgow City Council	3 sessional youth workers	Club work; street work; voluntary organisation club work
South Lanarkshire Council	4 youth workers with 3 line managers	Universal Connections: purpose built youth centres

2.6 The purpose of the pilot was to:

- To test out the usefulness and applicability of the process for learners (preparatory sessions and profiling tool).
- To test out the ease of use of the process by the mentors.
- To enable refinement of the tool.
- To generate further examples of experiences and evidence that can be included in the on-line tool.

2.7 The individuals acting as mentors were either members of the expert working group working with youth workers within their own organisations, or line managers.

2.8 The mentors were encouraged to use the support materials flexibly to meet the needs and goals of their learner group. The mentors therefore decided how to utilise the formative session material (i.e. undertaking all three stages or less). Due to the limited time available within the project for the pilot process a reduced preparatory stage was utilised by most of the mentors. Varying approaches were used by the mentors in terms of length and number of support sessions, but all utilised materials within the Mentor Pack in order to guide the participants in undertaking the profiling tool. A summary of the approaches used within each pilot organisation is provided in Appendix B

2.9 In order to evaluate the tool, both mentor and participant feedback was sought. (The evaluation questionnaires are provided in Appendix C.)

Stage 3 February-March 2006

2.10 A second expert working group meeting was held on 21 February 2006 to discuss the outcomes of the pilot as part of the evaluation process. Refinements to the support materials and profiling tool were agreed in relation to the development of the online version of the profiling tool. The ways in which the tool could be utilised and disseminated within the sector was also agreed. The project team successfully negotiated the hosting of the on-line tool on the SCQF website www.scqf.org.uk through the Quality Assurance Agency (QAA). Revised versions of the Mentor and Learner Pack were produced following evaluation and the on-line profiling tool was developed.

3 Pilot evaluation: mentor and participant feedback

3.1 Overall, feedback on the approach and potential use of the profiling tool was positive. Both participants and mentors considered that it could usefully support the achievement of work-based qualifications as well as further professional development. The process values the informal learning gained through youth work experience and as such can help to raise the confidence and self-esteem of participants, both as learners and as youth workers.

3.2 Suggestions were made for improving the layout and presentation of the mentor pack in order to make it easier to use. The mentor pack has now been revised in line with these suggestions. The need for adequate time for mentors to prepare in advance of the preparatory group sessions was emphasised, as was the need for training to carry out the mentoring role.

3.3 The layout of the paper-based tool meant that it was difficult for many of the participants to understand how to complete it initially. The mentors needed to provide explanation on its purpose and use and indicate contexts in which the example experiences might take place. The on-line tool requires to be more user-friendly in terms of its presentation and guidance.

3.4 Specific comments resulting from the evaluation are provided below.

3.5 Summary of mentor feedback on preparatory sessions:

- Peer support and networking opportunities were provided by the use of the group approach;
- Material within the mentor pack can be selected and adapted easily to underpin either brief or longer, more in depth, preparatory sessions and can be used to support an RPL process at different levels and stages of learning and development;
- The mentor pack itself requires to be restructured so that introductory notes for the mentor are provided at the beginning, followed by session outlines and then the information and activity handouts.

3.6 Summary of pilot participant feedback on preparatory sessions:

- The value of the professional discussion/critical friend role undertaken by the mentor was emphasised;
- The usefulness of the group approach which allows peers across authorities and organisations to share information, experience and practice was highlighted;
- The approach is supportive of those who have experience but cannot, or prefer not to, undertake the full-time professional route;
- Some of the material used in the sessions required further explanation and clarification by the mentor.

3.7 Summary of mentor feedback on profiling tool:

- The tool will help to raise awareness and understanding of National Occupational Standards;
- It provides a means of enabling participants to identify relevant experiences, reflect on them and relate them to the National Occupational Standards. It also helps them to understand the value of their previous experience in terms of how it relates to core competence and related knowledge. If used, the tool will enable assessors to make more use of prior learning and experience when assessing knowledge and competence.
- The use of tool can not only support achievement of work-based qualifications, but also be integrated into continuing professional development and organisational training programmes. It can therefore support both individual and organisational development opportunities.
- The tool enabled the participants to explore their current work practice in a positive and critical manner.
- The tool raised participants' consciousness in relation to the level of their abilities and breadth of skills and knowledge applied to their own practice. This in turn added value to their role, increasing their confidence and self-esteem which will undoubtedly have an impact on their professional competence.
- It is important to indicate in the on-line version that experiences and evidence identified in the tool are illustrative and not comprehensive;
- The tool is useful for the tracking of potential evidence. The importance of guiding participants to be selective in identification and gathering of evidence was emphasised.

- The identification of potential evidence indicated areas where, for example, record keeping could be improved: the tool can therefore have a positive impact in terms of identifying a training need.
- The tool encourages a positive, rather than deficit, model of learning i.e. the focus is on what an individual *has* learnt (rather than on what an individual *has not* learnt) through their experience.
- Explanation of the meaning of the National Occupational Standards was required. The tool assumes a prior knowledge of National Occupational Standards and how these relate to the achievement of an SVQ. An introductory session on, and assessment methods and procedures used, for SVQs would be helpful prior to undertaking the tool.
- The tool does not set the context of the experiences; this needs to be explored in the preparatory session(s).

The mentor role: a mentor is not required to be qualified assessor, but needs to be occupationally competent. Mentors will require training to undertake this role.

3.8 Summary of pilot participant feedback on profiling tool:

- The majority of the participants enjoyed the process and some proceeded to gather the evidence they had identified.
- The layout of the paper-based tool and the language of the National Occupational Standards made it difficult for some of the participants to understand the process initially and they required explanation and clarification by their mentor.
- The tool helped participants to identify their own strengths and also areas for development. In relation to the most useful aspect of the tool, one participant commented that it was, *'The way in which the tool makes you think of all work, groups and projects you have been involved in and the different experiences gained through these. It has made me realise how much I have learned and achieved in youth work.'*
- The instant feedback and affirmation of their skills through the follow up discussion was highly valuable.
- The process emphasised the value of keeping effective records for use as potential evidence.
- The process of undertaking the tool provided an insight into a new approach to learning.

4 Project outcomes

4.1 The key outputs of the project are:

- Introductory RPL leaflet for staff
- Mentor pack
- Learner pack
- On-line RPL profiling tool.

4.2 The mentor pack; learner pack and RPL profiling tool will be located on the SCQF website www.scqf.org.uk for the pilot period.

4.3 These outputs form part of a six step process of RPL which can be linked to both formative and summative recognition.

4.4 The process can be used as part of a:

- career development or appraisal process;
- a training needs analysis, or
- to support workers in gaining credit for their prior informal learning towards an academic or vocational qualification.

Step 1: Preparatory support provided by mentor in group sessions: mentor/learner pack.

Step 2: Learner to undertake profiling tool

Step 3: Learner to have professional discussion with mentor to discuss profile

Step 4: Learner to update profile. Mentor to add comments

Step 5: Learner to undertake agreed action

Step 6: Learner to seek RPL credit

Step 1 Preparatory support provided by mentor

4.5 This has been divided into three stages:

Stage 1: Introduction to learning from experience.

Stage 2: Identifying learning from life and work experiences.

Stage 3: Identifying learning from youth work experience in preparation for profiling tool.

4.6 The mentor pack is used to underpin this preparatory support. Guidance is provided to mentors through an introduction and session outlines. Activities and handouts for learners are also provided to support each of the three stages and can be used flexibly by the mentor. The activities are designed to be undertaken by a group of learners, although support can also be provided on an individual basis. The advantage of a group approach is that of peer group support provided by other learners, which can enhance the learning experience and the confidence-building process. A learner pack, which contains the same handouts, is also available.

Step 2 Undertake the profiling tool

4.7 The learner will undertake the profiling tool for the units which have been agreed by the mentor. The tool assists learners in identifying the key learning experiences through which they have achieved the elements for each unit and the evidence of their learning and further action they need to undertake to fully achieve or demonstrate the elements. This further action might be in terms of further training, learning and development or in relation to the production, gathering and selection of evidence to enable assessment towards the SVQ, or other qualification based on the National Occupational Standards. A follow up meeting with the mentor will be arranged to discuss the outcomes of the profiling exercise.

Step 3 Professional discussion with mentor

4.8 This is a reflective discussion in which the mentor will encourage the learner to explore, in more depth, the experiences they have identified in the profiling tool, the learning which has resulted, and the evidence which the learner can use to demonstrate this learning.

4.9 The mentor and learner will agree what action needs to be undertaken to meet the learner's particular goals, either in terms

of further learning, training or development in their youth work role, or to prepare them to undertake RPL for credit in relation to an academic or vocational qualification, such as the SVQ in youth work. If this is the case, the mentor will discuss with the learner the ways in which the scope and performance criteria of the units can be met. The mentor and learner will agree timescales for the action identified.

Step 4 Updating of profile

4.10 As a result of the discussion with the mentor, the learner updates his or her profile in relation to experiences/evidence /action and timescales. The mentor will add his or her own feedback and comments to the learner's profile in the mentor comments section of the profiling tool.

Step 5 Undertaking agreed action

4.11 The learner will undertake the agreed action. A follow-up review meeting with the mentor should take place to discuss progress at an appropriate point. If the learner is seeking credit for their prior informal learning in relation to the SVQ, an assessment planning meeting will be arranged with an assessor in an SQA-approved centre.

Step 6 Gaining RPL credit

4.12 Through the SVQ assessment process, credit can be sought for the prior informal learning identified through the profiling tool.

5 Use and dissemination of on-line profiling tool

5.1 The on-line profiling tool and mentor and learner packs will be hosted on the SCQF website through the Quality Assurance Agency (QAA): www.scqf.org.uk for the pilot period. There will be a link to the on-line profiling tool on the Learning Connections website.

5.2 The on-line profiling tool will have managed, rather than open, access. An individual within each organisation that decides to utilise the tool will act as a gatekeeper. The overall gatekeeper will be located within Learning Connections, Communities Scotland. Learners will undertake the tool in relation to one or more units in agreement with their mentor. A timescale for completion of the tool will also be agreed.

5.3 Individuals will register to use the online tool, which will be password-protected. Their mentor will have access to their profile and will be able to include their own comments in the mentor section. The profile can be revisited and amended as appropriate by the individual, following review meetings or professional discussion with their mentor, or any further professional development/evidence gathering they have undertaken. The tool will enable participants to select illustrative examples of experiences and evidence and to include additional experiences and evidence which they have identified through the reflective process. The learner will create a printer-friendly version of their profile in a separate window. Learners will be guided by the tool to save the print version to their hard drive as a backup which they can edit offline. It will be highlighted to the learner that any changes made offline will have to be made again on the online version. The learner's profile will form the basis of the professional discussion with their mentor.

5.4 The expert working group emphasised the importance of a blended learning approach, in which the use of the on-line tool is supported by face to face discussions with mentors and other learners. The use of video-conferencing was suggested as means of supporting the group discussion experience.

5.5 Individuals who agree to act as mentors need to be occupationally competent but do not need to be qualified assessors. Supervisors and managers who are interested in supporting learners in this process will require training to carry out this role.

5.6 Evaluation of the tool by participants and mentors will be integrated within its use. Evaluation forms for both mentors and participants are included in the mentor pack. They are also available separately online as word documents which can be downloaded. There will also be a general feedback link on the site. This is an online form which can be completed by anyone, even unregistered users. Analysis of the feedback will be undertaken by Learning Connections in order to inform further development and use of the tool.

5.7 The tool will be disseminated widely across the Community Learning and Development sector. Dissemination may take place within the context of both the use of National Occupational Standards and of RPL to support initial training and continuing professional development. Work needs to be undertaken with CLD Managers to help ensure that the tool and process is understood by those who support youth workers. This should focus on exploring the contexts in which the tool might be helpful, beyond the achievement of formal qualifications.

5.8 The expert working group recommended that dissemination should therefore take place at three levels:

- The CLD sector as a whole, initially through the dissemination of the Introductory RPL leaflet for staff;
- CLD managers through a formal launch of the tool;
- Potential mentors, and 'organisational champions' of the tool, through an RPL/SCQF seminar(s).

5.9 The expert working group recommend that the model used to develop the tool should be applied to the other units associated with the National Occupational Standards for Youth Work and to the units for other SVQs, such as community development work.

6 Conclusion

6.1 The six step process of RPL which has been developed through the project can support both formative and summative recognition. The formative dimension relates to the confidence-building and professional development planning which can be outcomes of both the preparatory stages and the profiling tool. The profiling tool can help prepare individuals to undertake summative recognition in order to gain credit towards vocational qualifications. Both the mentor and learner packs and the on-line profiling tool, therefore, potentially have wide applicability across the Community Learning and Development sector. Moreover, the model has relevance to other sectors within the context of learning and development, as demonstrated by the parallel development being undertaken in the SCQF RPL Social Services pilot project.

6.2 In sum, the process facilitates the link between the valuing of learning gained through experience and further learning and development opportunities, including the achievement of formal qualifications.

Appendix A

Expert working group

Rab Byfield	Edinburgh Council
Ken Gibson	Glasgow City Council
Tricia Graham	Falkirk Council
Graham Hewitson	Angus Council
Annette Lambourne	West Lothian Council
Gillian Lithgow	Youthlink Scotland
Wilma McCullough	Perth and Kinross Council
Gus McIntyre	Dumfries and Galloway Council
Mark Meehan	Stirling Council
Alasdair Offin	South Lanarkshire Council
Ian Robertson	Glasgow City Council
Ruth Whittaker	CLD SCQF RPL Consultant
Martin Hawksey	Learning Technologist, University of Strathclyde
Edith MacQuarrie	Learning Connections, Communities Scotland

Appendix B

Summary of approaches used in pilots

Angus Council

- The session began by using a scaling exercise in which participants rated themselves in relation to their knowledge and understanding of RPL and experiential learning processes.
- Participants then worked in pairs to identify a work experience and personal experience and tease out the knowledge and skills they had acquired as a result of that experience. Participants were then asked to explore the extent to which they had transferred and applied their knowledge in different contexts. This activity was followed by an open session.
- A further paired activity was run in which people analysed a critical incident in their work, directly applying Kolb's learning cycle. This was followed by a feedback plenary session and a reprise of the key areas covered.
- The group opted to work together and attempt the use of the profiling tools for Units B3 and D3.

Glasgow City Council

- An initial session was held to describe the tools and assist the participants in selecting the unit they would tackle.
- An individual review meeting with the mentor was set up two weeks later to review the direct evidence the participants had gathered and to conduct a directed professional discussion. This enabled the participant to explore the learning gained from their identified experiences in more depth and to identify areas for further professional development.

Dumfries and Galloway Council

- A three hour session took place in which the participants discussed positive and negative learning experiences. The profiling tool was explained to the youth workers.
- A session on the profiling tool was held in which participants completed the tool in relation to B3.1 and B3.2

Falkirk Council and Stirling Council

- At the beginning of the session the background to the pilot and the development of the profiling tool were explained and clarified. The group took time to go through the tool exploring the language, layout and purpose.
- Two elements were selected to be undertaken in detail and the participants were encouraged to identify experiences, direct evidence, reflect on their practice and identify future actions in relation to the elements. Both participants appeared to be able to work through the process and looking at other elements were able to identify links where evidence gathered would be transferable between the elements.
- The main role for the lead facilitator was in encouraging dialogue and reflection using probing and open questions, enabling time for reflection and exploration on an individual and group basis.
- Throughout the session information was recorded indicating the discussion and evidence that the participants were able to identify. This was summarised regularly and again at the end of each element.

South Lanarkshire Council

- The session commenced by asking participants to work in groups to look at personal experiences that would fit the units. They did not find the exemplar tool particularly useful and often questioned what this meant. There was also a tendency for them to see the examples given (e.g. the organisation of a trip or visit) as something that they should have done and use in their own profile. Once it was explained that their experiences could be different from those used in the examples they began to use the tool effectively.
- Having worked together as a group, participants took copies of the tool away with them and worked on these with guidance from their line managers who are SVQ assessors. Line managers also participated in the session as co-mentors.

Appendix C

Evaluation questionnaires

Mentor evaluation questionnaire

Responses to the open questions in the forms have been summarised in the main report. Responses to the closed questions have been collated and included in the forms.

Seven mentors completed this questionnaire

NAME:

DATE:

Dear Mentor

Thank you for your contribution to the SCQF CLD RPL Pilot. We would be very grateful to hear your comments on the pilot programme. Your feedback will directly contribute to the production of the final on-line version of the profiling tool.

Please indicate if you piloted:

- The preparatory sessions
 - Session one
 - Session two
 - Session three

- The RPL profiling tool

QUESTION 1

How clear were the goals of this pilot programme to you?

1 Very clear 2 Clear enough 3 Somewhat unclear 4 Unclear 5

If somewhat unclear or unclear, why?

QUESTION 2

How clear was your task definition in this pilot programme?

1 Very clear | **2** Clear enough | **5** | **3** Somewhat unclear | **1** | **4** Unclear | **1** |

If somewhat unclear or unclear, why?

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QUESTION 3

How would you describe the following aspects in relation to the pilot participants?

	Excellent	Good	Satisfactory	Weak
Overall enthusiasm/ Motivation	5	2		
Ability to understand the process /activities	3	3		1
Willingness to participate in process/activities	5	2		
Other, what?				

QUESTION 4

How would you describe the following aspects of the Preparatory Session Pack?

	Excellent	Good	Satisfactory	Weak
Appearance / Presentation		2	3	1
Content	1	2	3	
Format		3	1	1
Usefulness	1	5		
User-friendliness		2	1	3
Other, what?				

What changes, if any, would you like to make to the Preparatory Session Pack?

QUESTION 5

How would you describe the profiling tool as a learning and development tool?

1 Excellent	1	2 Good	5	3 Satisfactory	1	4 Weak	
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QUESTION 6

How would you describe the profiling tool as a means of supporting learners to gain recognition of their prior informal learning?

1 Excellent	1	2 Good	5	3 Satisfactory	1	4 Weak	
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QUESTION 7

How did you use the profiling tool with your pilot group? i.e. what form of guidance; support and approach did you use with the participants undertaking the profiling tool?

QUESTION 8

How would you describe the following aspects in relation to the pilot participants?

	Excellent	Good	Satisfactory	Weak
Overall enthusiasm/ Motivation	4	1		
Ability to understand the process	2	3		
Willingness to participate in process	4	1		
Other, what?				

QUESTION 9

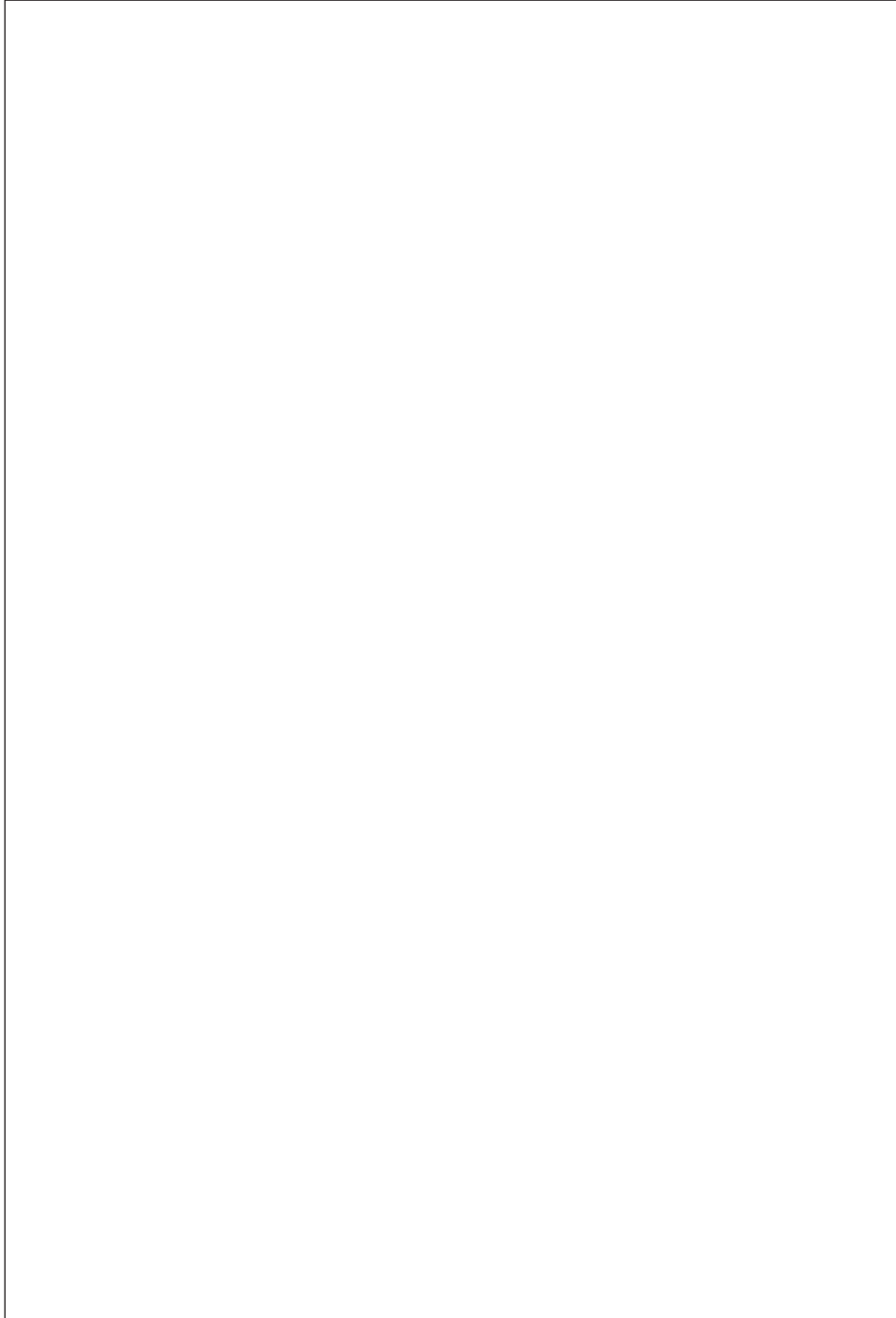
What was good about the profiling tool?

QUESTION 10

What was not so good about profiling tool? What changes should be made?

QUESTION 11

The profiling tool is being developed as an on-line tool for learners. Please give suggestions for the dissemination and future use of the profiling tool.

A large, empty rectangular box with a thin black border, intended for the student to write their suggestions for the dissemination and future use of the profiling tool.

Participant questionnaire on preparatory sessions

Responses to the open questions in the forms have been summarised in the main report. Responses to the closed questions have been collated and included in the forms.

Eight Participants completed this questionnaire.

SCQF CLD RPL Pilot - Participant Questionnaire on Preparatory Sessions

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1. In general, participating in the preparatory sessions has been a satisfying experience		7	1		
2. Information about the purpose of the preparatory sessions was clear	2	2	3	1	
3. Information about the structure and content of the preparatory sessions was clear		5	3		
4. The material provided in the handouts for each session was helpful	1	5			2
5. The sessions were interesting and useful	2	6			
6. The sessions helped me to understand how I learn from experience	1	5	1		1
7. The sessions helped me to understand how I can demonstrate my learning i.e. evidence of learning		7	1		
8. The sessions have boosted my confidence by making me more aware of my skills and abilities		5	1		2
9. The sessions helped to prepare me to undertake the profiling tool		5	1		2
10. The sessions have helped me to think about further learning and development opportunities.	1	6			1

SCQF CLD RPL Pilot - Participant Questionnaire on Preparatory Sessions

Your additional comments would be most useful

11. Please indicate the aspects of the preparatory sessions which you found most useful.

12. Please indicate the aspects of the preparatory sessions which you found least useful.

13. Please add any further comments you wish to make (particularly suggestions for improvement e.g. in terms of clarifying the purpose and content; what kind of advice/guidance you would have liked that was not available etc.)

Thank you! Please give your completed form to your mentor.

Participant questionnaire on profiling tool

Responses to the open questions in the forms have been summarised in the main report. Responses to the closed questions have been collated and included in the forms.

Nine Participants completed this questionnaire

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1. In general, undertaking the RPL Profiling tool has been a satisfying experience		6			3
2. Information about the purpose of the profiling tool was clear	1	4	3		1
3. Information about the structure and content of the profiling tool was clear	1	4	2	1	1
4. Guidance provided on how to undertake the profiling tool was helpful		7		1	1
5. The profiling tool helped me to identify the knowledge and skills I have gained through my youth work role	1	7			1
6. The profiling tool helped me to identify evidence which could demonstrate this knowledge and skills	1	5	1		1
7. The profiling tool helped me identify areas for further development.	1	5	1		2
8. As a result of completing the tool I have identified what action I need to take to undertake for my further development or to prepare me for assessment	1	5	1		2
9. The process has boosted my confidence by making me more aware of my skills and abilities	1	4	2		2
10. The process has helped to prepare me to seek formal recognition or assessment of my learning towards a qualification.	1	5	1		2

Your additional comments would be most useful

11. Please indicate the aspects of the profiling tool which you found most useful.

12. Please indicate the aspects of the profiling tool which you found least useful.

13. Please add any further comments you wish to make (particularly suggestions for improvement e.g. in terms of clarifying the purpose, content and format; what kind of advice/guidance you would have liked that was not available etc.)

Thank you! Please give your completed form to your mentor.



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