

Development of RPL Policy and Supporting Guidance

James Morgan

SCQF Recognition of Prior Learning Seminar

14 November 2011



Aims

The two aims of the project were the:

- ◆ development of a policy applicable to a broader range of our qualifications portfolio including the recognition of SQA to SQA provision;
- ◆ identification of any guidance or other support that may be required for the implementation of the policy.



Methodology

- ◆ Online SQA Centre Survey
- ◆ Stakeholder Discussions
- ◆ Focus Groups



Survey Findings

- ◆ RESPONSE
 - 229 SQA Centres
- ◆ DEMAND FOR RPL
 - Low: none or less than 25 requests per annum (69%)
- ◆ MAIN QUALIFICATION DESTINATION
 - Scottish Vocational Qualifications (58%)



Survey Findings

- ◆ RPL REQUESTS
 - Formal learning (41%)
- ◆ LEARNER AWARENESS
 - Poor (55%)



Top 5 RPL Tools Used

- ◆ Qualification Certificates (66%)
- ◆ Learner Portfolio (49%)
- ◆ Learner Interviews (47%)
- ◆ Course Certificates (40%)
- ◆ Witness Testimony (31%)



Stakeholder Views

- ◆ Should be seen within wider context of resource constraints;
- ◆ Learner expectations of their learning ‘experience’;
- ◆ Practitioner awareness.



Policy

SQA recognises prior learning as a method of assessing whether a learner's experience and achievements meet the Evidence Requirements (ie the standard) of SQA Unit(s) and which may or may not have been developed through a course of learning.



Policy Features

- ◆ Valid, reliable, equal rigour;
- ◆ Unit level awards;
- ◆ Broadly match Unit evidence requirements;
- ◆ Reflect SCQF level and credit.



Next Steps

- ◆ Consolidation of existing guidance;
- ◆ Discussion with Appointees and Centre groups;
- ◆ Development of guidance to fully support policy.



Questions





www.sqa.org.uk

0845 279 1000