

SCQF RPL Seminar

Using the SCQF/RPL Toolkit in CLD

14th November 2011

Shirley Grieve

Head of Practice Development



Using the SCQF/RPL Toolkit in CLD

Overview of workshop:

- Presenting some findings from “Building Use of the SCQF/RPL Toolkit”
- Discussion: What links can we make between RPL and the SCQF level descriptors?
- Sharing experiences of using RPL
- What’s the relevance/use of the toolkit in your sector?

Using the SCQF/RPL Toolkit in CLD

Learning Link Scotland

- National intermediary voluntary organisation
- voluntary sector adult education
- 100+ members
- Small organisation – currently 4 FTE
- Independent, led by volunteers, democratic

Using the SCQF/RPL Toolkit in CLD

Briefly:

- Who you are and who you work for?
- What has attracted you to this workshop?
- Hold that thought

Using the **SCQF/RPL Toolkit** in **CLD**

“Building Use of the **SCQF/RPL Toolkit**”

- Supported by Education Scotland
- Short project working with 5 community based adult learning providers
- Exploring the toolkit
- Exploring use of RPL in voluntary sector work with adult learners



Using the SCQF/RPL Toolkit in CLD

“Building Use of the SCQF/RPL Toolkit”

Key findings:

- SCQF level descriptors key to learners articulating RPL
- Linking this to use of the toolkit
- Adaptations for use with adult learners in the community

Using the **SCQF/RPL Toolkit** in **CLD**

Sharing your experiences of using RPL

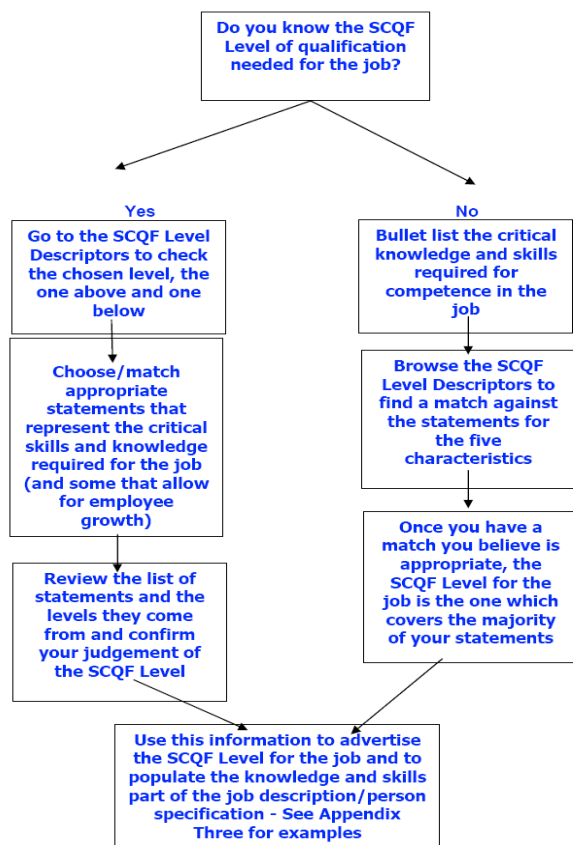
- How, when and what

Using the **SCQF/RPL Toolkit** in **CLD**

Discussion: What links can we make between RPL and the SCQF level descriptors?

Using the SCQF/RPL Toolkit in CLD

Writing Job Descriptions/Person Specifications Using SCQF



Extract from SCQF
Employer Toolkit

SCQF Level 4

(Intermediate 1, General Standard Grade, SVQ1 are examples of qualifications at this level)

Characteristics	The following descriptions are for guidance only — it is not expected that every point will be covered
Knowledge and understanding	Demonstrate and/or work with: <ul style="list-style-type: none"> • Basic knowledge in a subject/discipline which is mainly factual. • Some simple facts and ideas about and associated with a subject/discipline. • Knowledge of basic processes, materials and terminology.
Practice: applied knowledge and understanding	Relate knowledge to personal and/or practical contexts. Use a few skills to complete straightforward tasks with some non-routine elements. Select and use, with guidance, appropriate tools and materials safely and effectively.
Generic cognitive skills	Use, with guidance, given stages of a problem-solving approach to deal with a situation or issue. Operate in straightforward contexts. Identify and/or take account of some of the consequences of action/inaction.
Communication, ICT and numeracy skills	Use straightforward skills, for example: <ul style="list-style-type: none"> • Produce and respond to simple but detailed written and oral communication in familiar contexts. • Use the most straightforward features of familiar applications to process and obtain information. • Use straightforward numerical and graphical data in straightforward and familiar contexts.
Autonomy, accountability and working with others	Work alone or with others on straightforward tasks. Contribute to the setting of goals, timelines, etc. Contribute to the review of completed work and offer suggestions for improving practices and processes. Identify own strengths and weaknesses relative to the work.

Using the **SCQF/RPL Toolkit** in **CLD**

How familiar are you with the toolkit?
What's the relevance/use of the toolkit in your sector?

Using the SCQF/RPL Toolkit in CLD

Contact:

Shirley Grieve
Head of Practice Development
Learning Link Scotland
Suite 6, 2 Commercial Street
Edinburgh
EH6 6JA

0131 553 7992

sgrieve@learninglinkscotland.org.uk

