

Institutions should have an overarching RPL policy which outlines:

- the scope and nature of their RPL activities including:
- the types of RPL service provided (e.g. types of learning recognised);
- how RPL can be used to gain access to or exemption from programmes of study within the institution;
- what can and cannot be recognised/transferred.
- Extent of RPL allowed (see below)
- the responsibilities for the RPL processes within the institution.
- arrangements for staff development and capacity building in the area of RPL.
- how RPL recognition process and use of credit transfer is monitored and quality assured.

The procedures should also outline if there is an opportunity to resubmit or appeal
Must include timeline

The institution should also indicate the format of the submission and the quantity and type of evidence that would be expected/accepted.

Institutions may wish to consider whether there is a set fee for an RPL application or whether this is a sliding scale based on, for example, the volume of RPL sought.

Having a clear pricing structure for an RPL submission which is advertised on the institution's website

Having a separate application process for RPL claims
Candidate support

At this crucial point candidates should be encouraged and motivated to develop a comprehensive suite of acceptable evidence that portrays all the learning, knowledge and skills that they have developed within their experience.

The institution should have procedures to ensure that learners are fully supported through the process of making an RPL claim. The procedures should describe clearly:

1. the guidance and support that will be provided to candidates. This should include as a minimum, information about:
 - the tools and/or the processes which will be available to enable the candidate to reflect upon their experience;
 - the guidance and support that will be available to assist the candidate in matching their evidence with programme of study learning outcomes;
 - the amount and type of support that a candidate can expect from the institution staff;
 - the timeline for the process and how this links to other

institutional timelines and processes. 2. the responsibilities for providing guidance and support. This should include as a minimum, information about: • key roles in the RPL process and the experience, qualifications and/or training required for those roles; • which roles will be responsible for guidance and support at each stage of the process; • the guidance and support provided by each role. 3. the evidence which will be accepted for an RPL claim. This should include as a minimum, information about: • the agreed criteria for evidence in terms of: o Acceptability o Sufficiency o Authenticity o Currency • the types of evidence accepted especially where these are particular to an individual subject area or profession.

, institutions may wish to design a process or a set of activities which take the candidate through the reflective process to identify evidence.

Institutions may wish to consider providing a set of proformas to assist the candidate in recording their reflective accounts and evidence.

- Acceptability o any evidence provided should be appropriately matched to the learning outcomes of the new programme of study.
- Sufficiency o any evidence should be sufficient in breadth and depth, including evidence of reflection, to demonstrate the achievement of the learning outcomes claimed.
- Authenticity o methods should be put in place to ensure that any evidence presented is the candidate's own learning including any certificates produced. Consideration should be given as to whether the candidate will be asked to produce any additional authentication from other sources.
- Currency o any evidence should demonstrate learning that reflects current practice in the field of study- for credit transfer or experience this may vary between disciplines, e.g. Computing may have a shorter lifespan than social science, unless the candidate can demonstrate how they have kept knowledge and skills up to date with appropriate continuing professional development and practice.

Check list for staff

Ongoing support and feedback

Having institution-developed proformas that allow candidates to clearly set out the relevance of the evidence included in a claim and to provide authentication

processes should ensure that RPL is given for the learning and not just the experience alone

- Acceptability • Sufficiency • Authenticity • Currency

It is important that a candidate is informed of the outcomes of their RPL claim in a clear and consistent manner.

If they are not successful given the right to appeal

Assessment scale for assessors