Streamlining Recognition of Prior Learning Guidelines

Streamlining and Enhancing Recognition of Prior Learning Support and Assessment

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Acknowledgements

Introduction

Purpose of the guidelines

These guidelines aim to support the university sector in Scotland in developing and implementing more streamlined, enhanced approaches to Recognition of Prior Learning (RPL) support and assessment. This is part of a broader agenda to develop more flexible and efficient learning pathways within higher education linked to widening participation and workforce development.

The Quality Assurance Agency (QAA) in Scotland has funded the development of these guidelines through the QAA Scotland/Universities Scotland RPL Higher Education Institution (HEI) Network. As well as being linked to the wider post-16 education reform proposed in the Government's White Paper *Putting Learners at the Centre*, this work is also linked to the new Quality Enhancement Theme in Scotland, Developing and Supporting the Curriculum.

What do we mean by Recognition of Prior Learning?

RPL is the process for recognising learning that has its source in experience and/or previous formal, non-formal and informal learning contexts. This includes knowledge and skills gained within school, college and university and outside formal learning situations, such as through life and work experiences (Scottish Credit and Qualifications Framework (SCQF), 2009, 2010).

The SCQF RPL guidelines make a distinction between two forms of recognition:

- RPL for personal/career development or formative recognition
- RPL for credit, or summative recognition.

RPL for personal/career development, or formative recognition, is a process of recognising learning achieved outside formal education or training systems within the context of further learning and development. This form of RPL may take place as part of a guidance process. This process can be linked to confidence-building; identifying individual learning pathways; a notional mapping of learning within the context of the SCQF; supporting the transition between informal, non-formal and formal learning; and preparation for the process of RPL for credit.

RPL for credit or summative recognition is a process of assessing learning achieved outside of formal education or training systems which is recognised, if appropriate, for academic purposes. RPL can enable a learner to gain entry to a programme if the outcomes of their prior informal learning are judged as comparable to the entry requirements of the programme; and to gain credit within a programme if the outcomes of his/her prior informal learning are judged as comparable to the outcomes of the programme to which he/she is seeking credit.

Approach to development of the guidelines

The development of the guidelines was undertaken in two stages.

1   A scoping and research stage between April and July 2011

This comprised three phases, as follows.

Phase 1: online scoping study, which identified key features of RPL processes within the Scottish and UK sectors and beyond. This includes 56 examples of practice.

Phase 2: web-based survey of the Scottish HEI RPL Network and other UK and international networks in terms of the scope and nature of RPL processes, and ways in which practice could be streamlined/enhanced. The survey had a response rate of 33 per cent, with 55 responses from Scottish, UK and international HEIs and other organisations.

Phase 3: follow-up telephone interviews to explore particular examples of practice in more detail.

Each phase explored the RPL process within a common framework: initial guidance; support processes/systems; assessment processes/systems; and monitoring, evaluation and quality assurance. Analysis of the outcomes of each phase enabled the identification of recommendations for the key elements of the guidelines and a proposed typology.

The details and findings of this project are contained in the report: Whittaker, R, Brown, J, Benske, K and Hawthorne, M (2011) 'Streamlining RPL Processes: facilitating the award of credit for prior *informal* learning'. Glasgow: Quality Assurance Agency, available at: www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/RPL-Processes-Report-11.pdf.

2   Development of guidelines between March and July 2012

The findings of the scoping and research stage were discussed with the HEI RPL Network in October 2011 and the typology agreed. The nature and scope of the guidelines were discussed and agreed by the Network in March 2012. Examples of practice to illustrate the key elements of the guidelines were invited from members of the Scottish HEI RPL Network. Relevant examples identified through the scoping and research stage are also included.

Format of the guidelines

Part A

- Overview of the enabling factors that facilitate more streamlined, enhanced approaches to RPL.
- Typology of the guidelines.

Part B

- The key issues that need to be addressed in developing and implementing effective RPL systems and process, linked to the institutional enablers, with examples of practice:
    - developing a more coordinated institutional approach

– university commitment to recognising all forms of learning: developing policy and guidelines
– designing a flexible curriculum
– support and continuing professional development (CPD) of staff: wider recognition and understanding of RPL across the institution and recognition in workload.

Part C

- The key features of a more streamlined, enhanced RPL process, with examples of practice in relation to:
  – developing initial information and guidance processes
  – developing support systems/processes
  – developing assessment systems/processes
  – developing monitoring and evaluation processes.

Where available, web links are provided for the examples.

Overview

Streamlining and enhancing RPL support and assessment processes to ensure more effective and accessible approaches requires a set of enabling factors related to:

- policy and process that mainstreams and integrates RPL within admissions
- learning, teaching and assessment strategies and quality assurance mechanisms
- curriculum design that explicitly addresses flexible modes of entry, progression and delivery, linked to a wider understanding and recognition of RPL across the institution
- clear points of contact for RPL for potential applicants, existing students and staff
- building staff capacity and capability in terms of providing effective forms of RPL support and appropriate forms of assessment, which is linked to initial and CPD opportunities and the increased visibility of RPL across the institution and in staff workload
- greater use of technology-enhanced RPL provision through virtual learning environments (VLEs) and e-portfolios as part of a blended learning approach to support and assessment
- integration of RPL processes within related developments such as personal development planning (PDP)
- employability, work-based learning (WBL) and distance learning; employer engagement strategies
- data gathering and analysis to ensure effective monitoring, tracking and evaluation as part of a process of reviewing and enhancing practice.
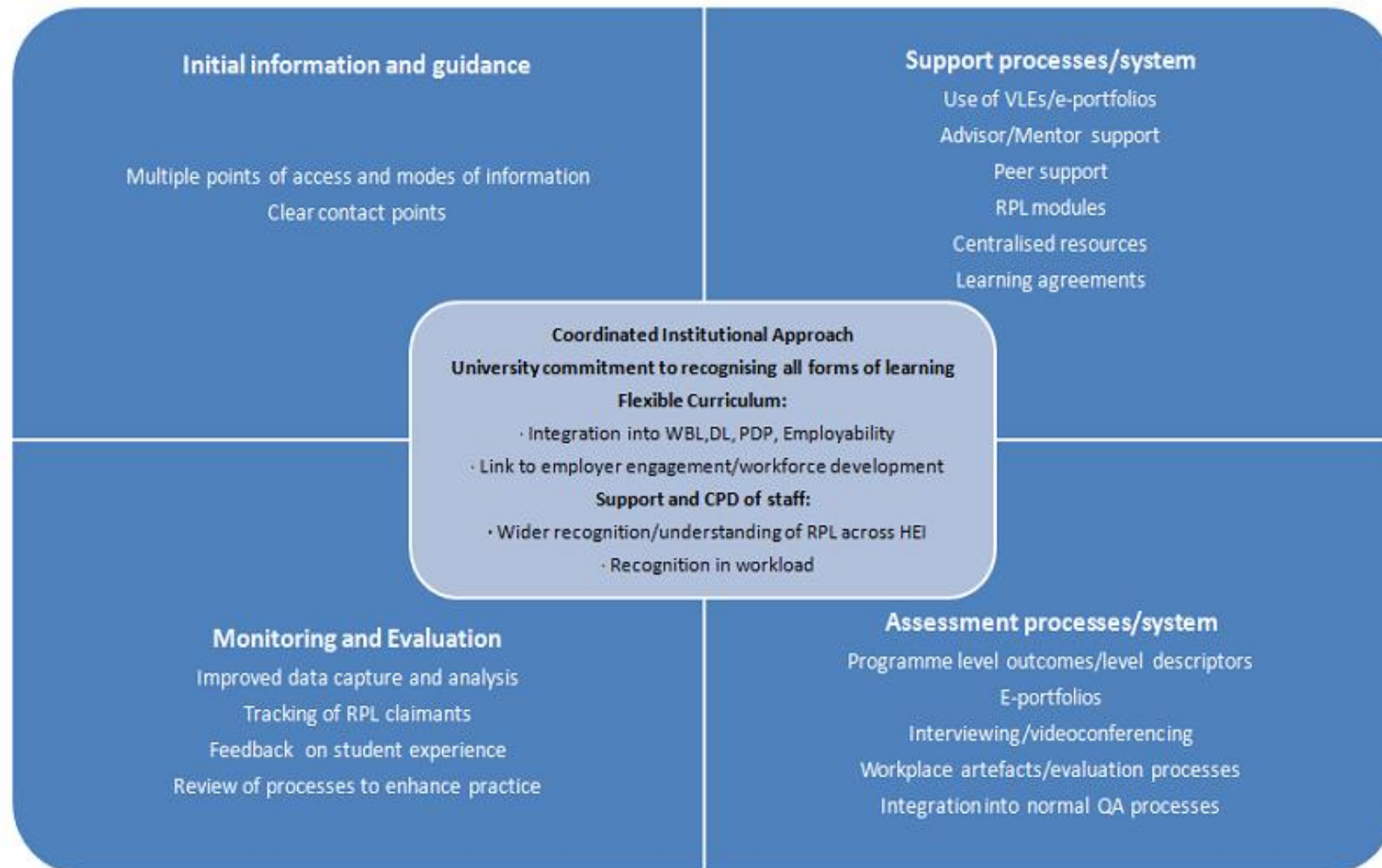
> **Key issues**
>
> While many of these enablers are already in place, or recognised within Scottish HEIs, these represent key areas for further development within the Scottish HEI sector, particularly in relation to the use of technology, staff CPD and support, and monitoring and evaluation.

Typology

The typology diagram below indicates the key elements that need to be addressed in developing enhanced, streamlined RPL processes.

The points in the centre of the diagram relate to the key issues considered in Part B of the guidelines, while those made in each of the four corners relate to the key features of the RPL process considered in Part C.

Initial information and guidance

Multiple points of access and modes of information

Clear contact points

Support processes/system

Use of VLEs/e-portfolios

Advisor/Mentor support

Peer support

RPL modules

Centralised resources

Learning agreements

Coordinated Institutional Approach

University commitment to recognising all forms of learning

Flexible Curriculum:

· Integration into WBL, DL, PDP, Employability

· Link to employer engagement/workforce development

Support and CPD of staff:

· Wider recognition/understanding of RPL across HEI

· Recognition in workload

Monitoring and Evaluation

Improved data capture and analysis

Tracking of RPL claimants

Feedback on student experience

Review of processes to enhance practice

Assessment processes/system

Programme level outcomes/level descriptors

E-portfolios

Interviewing/videoconferencing

Workplace artefacts/evaluation processes

Integration into normal QA processes

Key issues

Developing a more coordinated institutional approach

Institutions need to decide whether to operate a centralised or devolved model for RPL.

- A devolved system of RPL is one in which university procedures are operated and translated at a faculty/school/department level, with little or no central coordination or support.
- A centralised model involves a central RPL Coordinator or Unit, or Faculty RPL Coordinator working in partnership with subject experts but acting as a central point of contact, providing support and guidance for staff and students, and monitoring the process and the outcomes.
- The advantage of the centralised model is that the HEI is explicitly investing in RPL activity and ensuring a coordinated, transparent and consistent approach across the institution. It also facilitates effective monitoring, tracking and evaluation of RPL activity.
- The principle underpinning the devolved model is that it enables the mainstreaming of RPL processes within the admissions process and programme delivery, and recognises that RPL claimants largely require subject expert support in terms of understanding and meeting the requirements for entry and the award of credit.

Key issues

The need for greater coordination and integration of RPL processes at an institutional level, as well as support and training for staff. This does not necessitate a centralised model for RPL but does require:

- more joined-up working between and across academic schools and faculties and central services, such as Admissions and Student Support services
- a more explicit recognition of RPL activity in staff workload
- provision of CPD opportunities for staff engaged in RPL support and assessment
- more effective institutional data capture and analysis to enable monitoring and evaluation in order to enhance practice and the student experience.

Examples of practice

Centralised model:

The University of the West of Scotland (UWS) coordinates RPL activity centrally from within the Lifelong Learning Academy, which supports flexible and part-time study and Advanced Entry to UWS programmes. RPL support offered at UWS is summarised in a QAA/European RPL Network case study.

Athabasca University's Centre for Learning Accreditation provides support and guidance to students undertaking the Prior Learning Assessment and Recognition (PLAR) process. This includes online support and a new e-portfolio platform for PLAR use. Students work with a mentor to assist them through the portfolio preparation process through a negotiated learning contract.

The University of the Highlands and Islands (UHI) has a central RPL Panel which considers all RPL claims within the University. This system helps to achieve consistency in the application of RPL standards and acceptance across the University. Staff have a greater awareness of RPL issues, and potential students understand what is available. It has also been useful in highlighting where training is required to help staff better assess claims.

University commitment to recognising all forms of learning: Developing policy and guidelines

- Institutional Policy and guidelines for RPL should reflect the university commitment to recognising all forms of learning and the embedding of RPL in the university's quality assurance system.
- The policy guidelines should make explicit the range and scope of programmes for which RPL applies and details of credit limits and any impact on grading or classification.
- The roles and responsibilities of the learner, adviser/mentor, assessor, and other relevant roles/units/committees in the RPL process should be clarified.
- The key phases and elements of the support and assessment process should be outlined, allowing for a flexibility of approaches to support and evidence gathering in order to meet the needs of the learner and the demands of the programme.
- The need for support and professional development for staff involved in support and assessment should be addressed.
- The processes and mechanisms for monitoring, reviewing and revising RPL processes as appropriate should also be made explicit.

development of a university-wide RPL Fee Model, Mapping Tool, Decision Letter, Processes Information sheet, Action Plan and Preparing Your RPL claim leaflet.

UHI have developed a UHI RPL policy, along with staff and student guides (available upon request). These have been developed over a number of years with careful consideration given to matching national standards and practice.

The **UWS** has also developed a RPL policy and their current guidelines are being updated.

The Robert Gordon University (RGU) School of Nursing and Midwifery 2008 has RPL guidelines. These emphasise commitment to the SCQF core principles of RPL and provide details of academic regulation and professional requirements, as well as an overview of the Recognition and Accreditation of Prior Learning process including a flowchart.

Heriot-Watt University's APL guidance notes. The first part of this document describes Accreditation of Prior Learning (APL) in general, proposing a university framework for APL, and the second part provides specific guidelines for staff.

Dundee University offers guidance on RPL for staff/departments in their RPL policy. This provides policy statements on the definition, structure, assessment and criteria for Accreditation of Prior Experiential Learning.

Designing a flexible curriculum

- Flexible entry routes and alternative routes to credit, whether through Recognition of Prior informal Learning, credit transfer, articulation, or work-based learning, should be addressed at the point of programme design rather than programme delivery. This requires learning outcomes that facilitate a range of different routes for their achievement which link into delivery and assessment methods.
- Programme design should enable students to build on the range of competencies and knowledge gained through work-based and other experience which learners bring to the curriculum.
- RPL should also be integrated within work-based learning programmes, forming an intrinsic part of the planning and evidence-gathering process, rather than viewed as a discrete activity before the programme commences.
- As part of regional and national workforce development agendas, there is clearly potential for HEIs to explore opportunities to strengthen the use of RPL with employees in the workplace and to support more flexible, part-time provision.
- There is also scope to make the links between RPL and educational or personal and professional development planning and the development of employability skills and graduate attributes more explicit.

Key issues

Embedding flexible approaches to delivery of programmes within curriculum design, approval and review processes.

Examples of practice

Designing a flexible curriculum can include the design of learning outcomes, building on learning through reflection and planning, integration of RPL within WBL programmes, different progression pathways and modes of delivery, links to reflective learning and personal development planning, and the development and identification of Graduate Attributes.
GCU - Work-based learning examples within the Scottish Centre for WBL. This approach integrates RPL within the planning and delivery of WBL programmes through the design of learning outcomes and assessment strategies in partnership with employers.

Support and CPD of staff: wider recognition/understanding of RPL across HEIs and recognition in workload

- The development of assessment mechanisms appropriate to informal learning and the workplace, and the design of a curriculum that facilitates flexible entry and delivery, is linked to the need for greater staff awareness, understanding and professional development in relation to RPL across institutions.
- As well as training and opportunities for staff such as institutional and sector workshops and seminars and reflective/RPL practitioner modules as part of CPD programmes, additional approaches include Virtual Communities of Practice and cross and inter-institutional peer support networks for staff engaged in RPL support and assessment to build capacity and confidence in the process.
- Explicit recognition of RPL guidance, support and assessment activity within staff workload models.

Key issues

Building staff capacity and confidence as well as general university awareness of RPL and the extent to which RPL can support and be embedded within other curriculum developments.

Examples of practice

There are a number of mechanisms that could be useful in the support of staff in RPL. These can include: institutional guidelines, workshops and seminars, and cross and inter-institutional networks, including the Scottish University RPL Network and the European RPL Network. In addition to this, reflective/RPL practitioner modules could be encouraged as part of CPD programmes.

UHI have staff training for RPL, which is run several times a year by the Universities RPL Adviser. It is also run as required for course teams who specifically request training. On these occasions the training is tailored to meet their specific course needs. An example of the general training materials can be made available upon request.

GCU are currently in the process of developing resources, support and CPD opportunities for staff ranging from raising awareness of RPL to more specific guidance on being an RPL Adviser and an RPL Assessor.

UWS currently offers support and CPD for staff through their Lifelong Learning Academy.

Four key stages

Developing initial information and guidance processes

- Multiple points of access for initial information and guidance on RPL as well as modes of information, advice and guidance is required. This includes the use of websites; e-tools; prospectuses; and programme and university marketing material. Interaction with university staff in individual meetings or workshops, by email or telephone was also highlighted in the survey findings.
- Clearly identified contact points for RPL for potential applicants, existing students and staff is an important aspect of a transparent and accessible RPL system. A lack

of clearly defined contact points within an institution presents an immediate barrier which needs to be overcome if accessibility to RPL is to be enhanced.

Key issues

Better signposting for potential applicants and raised awareness of RPL across the institution.

Examples of practice

At **UWS** potential RPL candidates meet with an Education Guidance Adviser from the Lifelong Learning Academy. The adviser will explain UWS RPL procedures and give initial guidance on reflection and how to begin to construct learning outcomes pertaining to their experiential/non-formal learning.

UHI have flexible entry RPL guidelines. There is also a handbook for students on how to access/follow the RPL guidelines.

At **Athabasca University**, there is online availability to an excellent RPL resource hosted in the Centre for Learning Accreditation. This website provides a resource for information and guidance on RPL, including an introduction video.

The University of the Fraser Valley in Canada hosts a PLAR Centre website. This provides information and guidance to both prospective and current RPL students, including a section on 'How to get started'. Of particular use is the link to successful RPL claim students and information about their experience and methods of assessment adopted. Students are asked to contact PLAR coordinators as a first step. This is then followed by a pre-assessment screening interview with a faculty adviser who will advise the best way forward.

The University of Surrey offers a useful webpage dedicated to an Introduction to RPL. This link includes information on the accessibility of RPL and how to make claims.

Letterkenny University in Ireland has a web link for prospective RPL students, where RPL students are guided to contact the RPL adviser in the first instance.

The University of Bradford has an RPL leaflet which is downloadable, providing information and guidance on RPL.

The University of Abertay have information on their website relating to RPL, including access to the application form, guidance and information about fees for an RPL claim.

Developing support system/processes

- In terms of streamlining or enhancing support processes, there is a need to better exploit the use of VLEs and technology-enhanced learning as part of a blended learning approach. This includes e-portfolios and other e-learning tools, online forums or centralised resources to support the RPL process.
- The e-portfolio model has a valuable role in supporting a learning process, rather than simply as an evidence-gathering mechanism. The use of technology-enhanced learning is not recommended as a means of entirely replacing human interaction or subject expert support, however, and learners need to have the skills to engage with technology-enhanced learning resources for them to be effective.
- The use of technology-enhanced learning and VLEs is also a means of supporting the integration of RPL into the mainstream curriculum as part of institutional blended learning strategies, and linking it more explicitly to PDP and employability as well as WBL and distance learning.

- The use of RPL credit-bearing modules as a vehicle for providing RPL support to which an explicit resource can be attached is also being explored or provided by some HEIs.
- Other enhanced forms of support include the use of exemplars and case studies as well as developing mechanisms for peer support that would enable RPL claimants to benefit from the experience of students who have already successfully gone through the process.
- The use of learning agreements between the learner and adviser, clarifying the agreed phases and timescales of the process and the responsibilities of each party, can also be considered.

Key issues

The professional development needs of staff in terms of the engagement in and enhanced application of new learning technologies.

Examples of practice

UWS: the RPL claims are supported by an Education Guidance Adviser and a subject specialist who provides guidance on constructing learning outcomes and portfolio preparation.

The **University of Abertay** has an APEL coordinator and assessor in each academic school.

GCU: as well as a School RPL Coordinator and Departmental RPL Coordinators, academic staff also act as RPL Advisers and/or Assessors in the School of Health and Life Sciences. A 'Writing to Prompts' model can be used to support applicants in the development of reflective writing skills for their RPL claim.

Athabasca University provides guidance on E-portfolios. Students are provided with a mentor to support them through the portfolio preparation process and negotiate a learning contract.

Developing assessment system/processes

- While the predominant form of assessment for RPL is via a portfolio, the need to develop more effective, simplified assessment mechanisms is recognised. This is linked to the need to enhance the understanding of the nature and process of informal learning in order to develop appropriate forms of assessment.
- Module learning outcomes, predicated on a formal learning process, can be a barrier rather than an enabler of RPL if an exact comparison with the outcomes of informal learning is demanded. Alternative approaches include:
  - mapping against programme level outcomes or level descriptors for large amounts of credit rather than against programme modules
  - greater use of level descriptors to enable the articulation of prior informal learning in learning outcomes that are more relevant to this type of learning
  - greater use of e-portfolios to enable a more structured, iterative approach to building evidence
  - more use of structured interviewing as a single evidence source
  - greater use of video-conferencing
  - greater use of workplace-derived artefacts
  - greater use of existing workplace learning practices in evaluation and assessment, particularly as part of WBL programmes.
- The increasing use of mapping learner-defined statements of learning or workplace-derived skills and knowledge against SCQF level descriptors to demonstrate the transferable competencies and capacities required for successful progression within

a programme indicates this growing understanding of the nature of informal learning as well as a greater parity of esteem between different types of learning.

- While templates and exemplars can be provided to support the evidence gathering and assessment process, the Adviser or Mentor plays a crucial role as an 'interpreter' of academic language and requirements and in supporting the learners' transition from informal and non-formal learning contexts.
- In terms of the quality assurance of the RPL assessment process, in most cases this mirrors the normal quality assurance processes for programme assessment, again indicative of the principle of establishing RPL as a 'normal' route to entry and credit.

Key issues

Clarifying and supporting the roles of RPL adviser and RPL assessor to build confidence and capacity in the development and implementation of RPL processes.

Examples of practice

At **UWS** all programmes have sets of learning outcomes for each level linked to SCQF level descriptors. RPL claims involve the development of learner-defined learning outcomes aligned to programme level learning outcomes and SCQF level descriptors. RPL claims involve a written piece of work of 3,000-5,000 words for any size of claim, which also provides a guide to the portfolio of evidence. Submissions are double marked and open to external examination. Results are approved through subject panels (pass/fail only). RPL mirrors the UWS assessment processes for taught provision. RPL applicants are also supported in the reflective and evidence-gathering process through a Making Your Experience Count module.

The **GCU** RPL policy and staff guidelines enable a wide range of evidence-gathering mechanisms to be used. One example within the School of Health and Life Sciences is the use of an RPL Mapping Tool aligned to SCQF level descriptors. This approach enables applicants seeking entry to postgraduate programmes without an honours degree to demonstrate their learning through experience within the context of their professional roles, responsibilities and activities within their field of practice which align to the outcomes of honours and master's level study.

Cumbernauld College has developed an online RPL toolkit to enable the recognition of skills towards the ILM Qualification (log-in details required).

Online RPL profiling tools and guidance for learners have been developed by the **Scottish Social Services Council** (SSSC) for a range of vocational and professional qualifications in Social Care, Social Work and Early Years Education.

Athabasca University offers guidance on E-portfolios and instructions.

The University of the Fraser Valley in Canada provides a useful 'portfolio tutorial' with working examples. At this University a faculty assessor assesses and informs the students of their RPL claims. In addition to the portfolio mechanism a number of assessment criteria are considered: challenge exam, an in-person skill demonstration and interviews.

The **University of Abertay** uses a variety of different assessment mechanisms. These include direct observation of practice, simulation or role play, presentation of artefacts, assessment on demand, written assignments, oral examinations and portfolios.

Developing monitoring and evaluation processes

- There is a need to enhance monitoring mechanisms and data capture in relation to RPL. The lack of formal evaluation of RPL, both qualitative and quantitative, has been identified as a gap in practice. Monitoring the use and impact of the RPL process can include:
  - monitoring the success rate of RPL claims and recording the number of learners undertaking RPL
  - tracking the progression of learners who have undertaken RPL
  - monitoring the actual student experience of this group.
- Many institutions are currently addressing the issue of improved data capture and analysis within the context of integrated student management information systems. This may form part of wider institutional agendas to improve the evidence base in terms of recruitment, progression, retention, and completion to inform planning and evaluation. VLEs and e-portfolios can also support the tracking of RPL claimants and monitoring of their progress throughout their claim. Feedback on the student experience can be undertaken through feedback forms, focus groups and personal interviews.

Key issues

Embedding the processes for recording, data capture and analysis within mainstream developments in this area and as part of the normal quality assurance processes for programmes.

Examples of practice

At **Glasgow University**, each APL Officer reports to the specific faculty an overview of RPL activity within their faculty at the end of each academic session. This includes numbers granted and refused, and amount of credit awarded. This information is then discussed within the faculties.

Information on the monitoring and evaluation processes of RPL at **Athabasca University** can be found in the [Centre for Learning Accreditation](#) where they identify their appeals process, and the PLAR exit survey gathers feedback on the process and Centre feedback form.

In the **University of the Fraser Valley** in Canada, the faculty adviser submits a grade letter by the end of term.

UHI: award of credit is reported to the Tier 2 Exam Board via SITS (student records management system) student profiles.

Abertay University: all successful claims for RPL will be recorded on the student record system and will be presented to the relevant programme assessment boards. All credits awarded are recorded on the students' transcripts.

GCU: the outcome of the RPL assessment process is considered and approved by the appropriate Programme Assessment Board and entered onto the student's profile. The School RPL Coordinator role includes the monitoring of the implementation and standardisation of RPL processes and the monitoring of the level of activity, success and failure rates as well as to represent the School at local, national and international events in relation to RPL.

References

SCQF (2009) 'The Scottish Credit Qualifications Framework, Handbook: User Guide', Scottish Credit and Qualifications Framework, available at: www.scqf.org.uk/content/files/SCQF%20handbook%20INTERACTIVE.pdf.

SCQF (2010) 'Facilitating the Recognition of Prior Learning Toolkit, Scottish Credit and Qualifications Framework', available at: http://scqf.org.uk/content/files/RPL_Toolkit_FINAL_-_May_2010.pdf.

Whittaker, R, Brown, J, Benske, K and Hawthorne, M (2011) 'Streamlining RPL Processes: facilitating the award of credit for prior *informal* learning'. Glasgow: Quality Assurance Agency, available at: www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/RPL-Processes-Report-11.pdf.

Websites

Athabasca University
Centre for Learning Accreditation: http://prior-learning.athabascau.ca.

Guidance on E-portfolios:
https://portfolio.elab.athabascau.ca/view/view.php?t=6O950fXr4uFvNokw1EWc.

Information on E-portfolios: http://priorlearning.athabascau.ca/documents/e-Portfolio_student_instructions.pdf.

Cumbernauld College
Online RPL toolkit (log-in details required):
http://leonardo.cumbernauld.ac.uk/RPL_Tool/index.php?r=user/login.

Dundee University
RPL Policy: www.dundee.ac.uk/academic/apel.htm.

Empire State College
www.crll.org.uk/media/crll/content/symposium/Travers%20-%20US%20Research%20CRLL%20Presentation%20final%206-24-11.pdf

Glasgow Caledonian University (GCU)
RPL Policy: www.gcu.ac.uk/quality/handbook/Documents/GCU_RPL_Policy_May2011.pdf.

Scottish Centre for Work-Based Learning: www.gcu.ac.uk/scwbl.

Heriot-Watt University
APL Guidance notes: www.hw.ac.uk/registry/resources/aplguidancenotes.pdf.

Letterkenny University
Prospective RPL Students information: www.lyit.ie/admissions/parttimestudy/#d.en.1922.

Robert Gordon University (RGU)
RPL Policy: www4.rgu.ac.uk/files/RPLAugust08.pdf.

Scottish Social Services Council (SSSC)
RPL Profiling Tools: http://workforcesolutions.sssc.uk.com/course/view.php?id=34.

University of Abertay
RPL website: www.abertay.ac.uk/about/registry/admissions/apel.

University of Bradford
RPL Guidance:
www.brad.ac.uk/escalate/media/Escalate/Documents/APEL/APL_Guidance_Final.pdf.

University of Surrey
Introduction to RPL: www3.surrey.ac.uk/priorlearning/information/menu.htm.

University of the Highlands and Islands (UHI)
RPL Guidelines: www.uhi.ac.uk/en/studying-at-uhi/how-to-apply/credit-transfer-and-rpl.

University of the Fraser Valley
PLAR Centre: www.ufv.ca/PLAR/Students_and_Prospective_Students.htm.

Portfolio tutorial: www.ufv.ca/PLAR/Portfolio_Tutorial.htm.

University of the West of Scotland (UWS)

Case study by QAA:
www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/UniversityWestScotland_RPL.pdf.

Lifelong Learning Academy: www.uws.ac.uk/lifelonglearning.

All QAA's publications are available on our website www.qaa.ac.uk