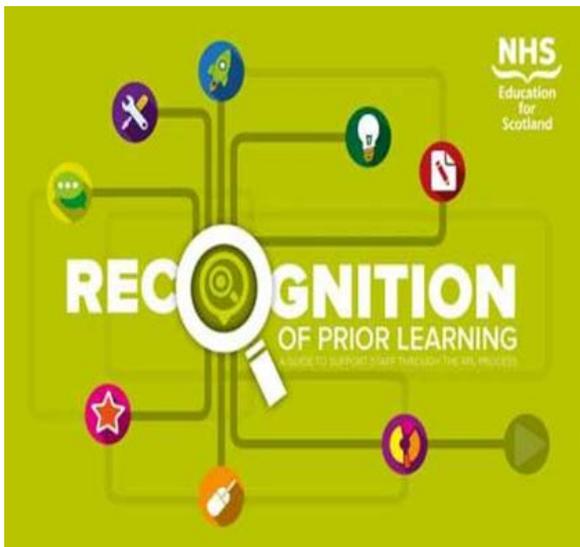


Anne Marie Rennie

Project Lead: RPL



First Steps Into Care

#RPLMatters4NHSS

#RPLNetworkNHSS

RPL queries please email:

asktheteam@nes.scot.nhs.uk

grow watch read learn think
listen create
understand share
inspire express

What is RPL?

RPL means that you can get recognition for learning done in the work-based environment and learning from life experience to support your career development.

Recognition is given for the learning that has resulted from experience (i.e. not the experience itself).

A process that involves a learner **reflecting on experiences**; **identifying learning associated** with experiences and providing **evidence** of that learning for assessment.



Learners feel happier and confident

Recognition leads to enhanced self-confidence and self-esteem when prior learning from experience is made visible and is recognised

- *Validates learner's ability to learn from past experiences & identify future potential outcomes e.g. promoted post or formal training needs*
- *Get recognition for learning in the workplace/ life experience, improves career progression, identifies gaps in learning and areas for improvement*
- *Recognising learning can fast track to qualifications by removing duplication of learning*
- *Reflective learners help find solutions to issues, influencing change for the better*
 - *Everyone can lead*
 - *Involved in decisions*

Confident



RPL makes business sense for NHS

- Learning in the workplace is valued and supported
- Improved access to learning & development into NMAHP
- Learning not repeated if not new
- Greater efficiency as workers spend less time out of the workforce
- Attract and retain the NMAHP workforce needed
- Flexible workforce improving employment choices
- Good for succession planning
- *Reflective practice can promote positive change, providing solutions for everyone*



Learning providers & RPL

- Role in supporting Scotland's economic growth
- Provide seamless progression pathways between FE & HE (articulation)
- Widen participation by increasing recruitment and retention of non-traditional learners
 - Inclusive of all social groups
- Develop flexible provision to meet NHS workforce needs based on skills, employability and lifelong learning.



RPL can be used for:

- Recruitment, induction, promotion, PDP & R
- To get recognition for learning from experience in the past
- To gain credit, entry or articulation onto a formal learning programme
- Workers moving to Scotland with evidenced learning and learning from experience that requires recognition.

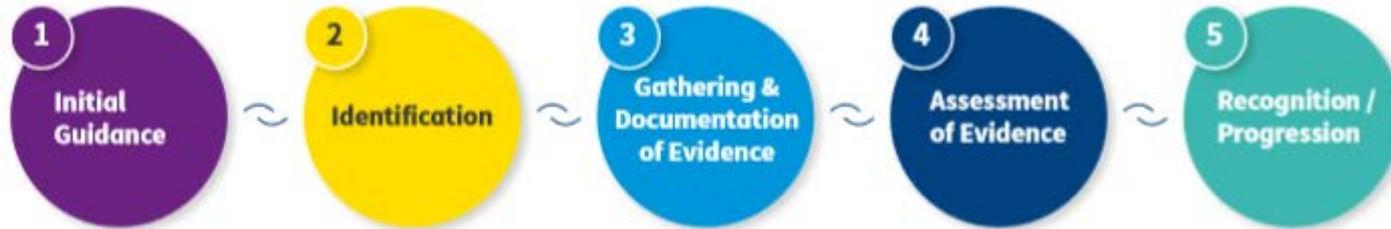
NHSS RPL Guiding Principles

- **Person/Learner Centred**
 - Managers provide support for staff to use RPL
 - Voluntary for learners in line with their aspirations
 - Treats learners with dignity and respect
- **Standardised and transparent**
 - Adopt the five step process (see slide)
- **Flexible**
 - Gateway to learning which is inclusive
 - socially and geographically
 - Can happen at any point in career

NHSS RPL Guiding Principles

- **Accessible to all**
 - Easy to understand with inclusive approach
 - Considers learners preferred learning style
- **Collaborative and quality assured**
 - Senior managers will work in partnership with learning providers
 - Include SCQF levels and quality assurance within learning provider

5 Step Process - a learning journey



Assessment criteria for RPL

ACCEPTABLE

- An appropriate match between the evidence presented and the learning outcomes / demonstration of learning level required

SUFFICIENT

- Of breadth and depth, including evidence of reflection, to reliably verify the achievement of the learning outcomes claimed, and that they are at the appropriate SCQF Level

AUTHENTIC

- The learners own learning i.e. prior learning is based on the applicants own work

CURRENT

- Learning current / not out of date.

Fairness to achieve and contribute

- Two types of assessment (formative & summative)
 - RPL reveals the learner's potential to learn
 - Credit transfer
- Develop effective, simplified assessment mechanisms linked to greater understanding of the nature and process of learning from experience
 - Facilitating RPL as a learning process



Quality assurance mechanisms within learning provider.

In line with [SCQF](#) & NHS Scotland [Staff Governance Standards](#)

NES & SCQF RPL workshop

Aims

- To increase knowledge of RPL, benefits and how it can be used
- To examine types of RPL, the Guiding Principles and 5 step process
- **To improve understanding of the processes used by learning providers to recognise prior learning and share examples of good practice in supporting learners through the RPL process**

Broad outline of the workshop

- Introductions
- The SCQF, Types of RPL, basics, key features and resources
- Policies and procedures, quality assurance
- Supporting and facilitating RPL, finding evidence
- Benchmarking / profiling to SCQF
- Career pathways and access to learning
- Pilot Study: What's involved & support



NMAHP HCSW Learning Survey (NES 2019)

21,000 Clinical HCSW in NHS Scotland

- 28% nursing and midwifery workforce
- 18% AHP workforce
- 59% want to progress their careers (potential to grow your own NMAHP)
- 47% want to see a difference in how they learn at work
- PDP+R=61% have one (range 35%-78% within Boards)

Key enablers to learning

- Support from manager/team
 - Protected time
 - Funding
 - Information
- Learning which supports career development poorly understood in terms of progression!!



NHS Board Lead for RPL

Identify one person to go to for information about RPL activity

- Network with local learning providers
 - Identify support available from learning provider
 - Identify resources and RPL policy / procedures
 - Widening access for NMAHP; what is meant by ‘or equivalent’?
- Become aware of what is required for RPL
 - Identify appropriate cohorts of learners seeking to gain RPL to access formal learning
 - How can learning provider help support learners seeking RPL?
 - What evidence do learners need to provide for RPL?
- Maximise learning opportunities for NHS workforce



Establishing systems for RPL

- Steering group for RPL activity across NHSScotland to embed GPs
- Identify staff/learners and their roles/responsibilities
- Share NHS relevant case studies that demonstrate RPL activity to capture what works
 - Generate awareness of RPL to help with widening access agenda e.g. alternative 'or equivalent' career pathways
- Build capacity through training within a learning culture
 - Succession planning
 - Talent to NMAHP
- Embed RPL into existing systems e.g. TURAS
- Ensure good communication of career pathways and support for RPL

RPL Practitioner Network Scotland

- Expert knowledge of RPL
- Share RPL Good Practice Points
- Inform the research agenda.



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