

Recognition of Prior Learning

Current Developments in Wales

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Credit and Qualifications Framework (CQFW)

The Credit Framework and credit-based qualifications underpin the development of RPL

The CQFW is a partnership

- Welsh Government
- Qualifications Wales
- Medr (Higher Education)

CQFW Advisory Group – Principal stakeholders include:

- Federation of Awarding Bodies
 - Health Education Wales
 - Social Care
 - Adult and Community learning
 - Careers Wales
 - Universities
 - ColegauCymru
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RPL Activity in Wales

No overarching organisation and no national RPL policy

Most institutions have an RPL policy and procedures

Each provider will have its own policy and set of procedures

Variation in how RPL is promoted and implemented

Role of ColegauCymru

- Supporting Welsh Government team
- Surveys and Research projects
- Promoting RPL

RPL Activity in Wales - Examples

NHS Wales – Workforce Education and Development

- Framework and Toolkit

University of South Wales – Armed Forces veterans

FE college Care programmes – links with employers linking in-house training to qualifications

Agored Cymru – RPL Assessors

ColegauCymru

- Web-based toolkit and information hub
- RPL with forced migrants
- Race Equality Action Plan
- Net Zero



Moving Forward

Support from other organisations. SCQF, other colleagues in Europe including RoI

Developed a set of high-level principles

Medr was formed in 2024. Funding and regulating the tertiary education and research sector in Wales
Remit includes: FE, HE, Apprenticeships, Adult&Community Learning, LA funded Sixth Forms.

Advisory Group made a proposal that Medr it should look at incorporating RPL to facilitate learner movement in the tertiary sector

Welsh Government strategic priority for Medr:

“explore the opportunities and barriers to achieving credit transfer across the tertiary system...including how to incorporate RPL to facilitate the movement of learners across the tertiary sector”





Medr

Work with the Advisory Group on dissemination information on RPL

Be part of the CQFW consultation on the implementation of the high level principles.

Identify what further research is needed

Look at RPL cross HE, FE, Apprenticeships. Adult Learning and Sixth Forms. What are the issues in the different sectors, what is working well, where could RPL provide added value?

Look at how to effectively collect data – i.e. data patchy. Fields not correct? Inconsistency in recording?

Initial focus on accredited learning. Experiential learning needs further consideration – more challenging, expensive.

What further research is needed /desirable?



RPL -High Level Principles

1. RPL should facilitate access to education and training. All learners should be entitled to have prior learning recognised
2. RPL should be an evidence-based assessment process based on recognised principles of assessment. Evidence should be valid, authentic, reliable, current and sufficient
3. The RPL process must be quality assured and implemented by practitioners with recognised training and appropriate qualifications
4. The RPL process should take due account of the CQFW levels and comply with the CQFW high-level principles and UK Quality Code for Higher Education in higher education settings
5. There should be mutual recognition of RPL outcomes. Credit awarded by RPL for informal and vendor/industry/professional non-formal learning will have the same value as credit awarded from unitised accredited learning/formal learning.
6. RPL should recognise learning, not experience alone.

Diolch / Thank you

