

5. How can providers plan for integrating RPL into their provision?

One of the points often made by champions of RPL is the need to 'build in' RPL to curriculum design from the start, rather than seeing it as a separate add-on project outside mainstream institutional processes. The motivations for this argument are both conceptual and practical:

- Designing an RPL process helps practitioners understand how knowledge acquired outside formal institutions may be valued, and credited against qualification requirements. These understandings can enrich the traditional curriculum, and bring learning programmes closer to the world of work and experience. Designing for RPL and designing a curriculum should go hand in hand.
- Integrating RPL into mainstream curriculum design and programme delivery is cost-effective. If a curriculum or learning programme is designed with 'spaces' for RPL support and assessments, this will save on design and development costs in response to RPL needs.

This approach can also apply to workplaces, in the sense that Human Resource policies can also offer space to RPL. Policies and procedures for employment and for promotion should be reviewed to check where there may be barriers for those who may have the competence but not the qualifications. 'Competence descriptions' in job profiles could be used to find ways of recognizing employees who should not be held back by regulatory barriers.

[Answer to FAQ 5 The NQF and RPL, the NQF Gateway]