

### Introduction to the RPL Profiling tool

The SVQ Mandatory/Core units to which the profiling tool relates are:

- Unit HSC31 Promote effective communication for and about individuals
- Unit HSC32 Promote monitor and maintain health, safety and security in the working environment.
- Unit HSC33 Reflect on and develop your practice
- Unit HSC34 Promote the well-being and protection of children and young people
- Unit HSC35 Promote choice, well-being and the protection of all individuals

This profiling tool will help you to think about the types of life and work experiences you have had in relation to the elements of these units.

The types of experiences that may have helped you develop these skills might be:

- a particular event, task, project you carried out as part of your work role or within your home life or within your community
- the experience of carrying out a particular role for a period of time ie your daily practice
- participation in a training event, or 'on-the-job' training
- being supervised and mentored
- supporting, mentoring or training others.

### How to use the Profiling Tool

1. Look at the first column in the profiling tool: Examples of life experiences. Ask yourself whether you have had these or similar experiences. Provide a specific illustration of each experience which is relevant to you ie a particular event, task or situation.
2. Look at the Learning and skills gained column. Think about whether these are the types of skills/knowledge that you learned, or developed further, through this experience and add further examples of what you learned.
3. The next column asks you to think about the application of this learning to your current practice. It is likely that you have applied and further developed the skills and knowledge that you have gained through your life experiences within your social services role.
4. The next column indicates the mandatory/core units to which this learning could relate.
5. The next stage of the profiling process is to provide reflective evidence of your learning through experience. First all complete Reflective Exercise 1 in relation to one of your life experiences. Now complete Reflective Exercise 2 in relation to a recent experience in work which demonstrates the way in which you have applied and further developed these skills within your current social services practice.

## Recognition of Prior Informal Learning

These two exercises will be discussed with your mentor in the professional discussion. You will then produce a reflective account as reflective evidence for the SVQ Level 3 in Health and Social Care.

6. In discussion with your mentor you will think about what action you need to take in order:

- to gain further experience in your care role
- to gather or produce the evidence you have identified.

You may need to do further learning and development in particular areas. If so, you will discuss with your mentor the ways in which you can do this.

You may consider that you are ready to gain credit for your prior informal learning through SVQ assessment. If so, your Mentor will arrange for you to have an assessment planning meeting with an Assessor. In order to gain credit for the SVQ, your evidence will be assessed in relation to relevant units or elements of the units.

You can write up your reflective account on the **SQA Evidence Gathering Form**.

The profiling tool aims to prepare you for the process of recognition by helping you make connections between the life experience you have gained; what you have learned from this experience; the ways in which you have applied this learning to your current work practice and can provide reflective evidence of this; and the ways in which you can plan to build on this learning through your care role to meet your particular goals.

### **Example**

1. In the following example the learner has first of all looked at the Profiling Tool and she has identified working in a pub as an experience that she has had.
2. She has looked across at the example of learning and skills gained from experience and agreed that she has some of these skills too.
3. This learner has now thought of a situation at work (or possibly a few situations at work) where she used some learning from this earlier experience of working in a pub. In this example the learner has thought of working on a busy Friday night. One customer had become frustrated and she had managed to defuse his anger. She then thought about how she had used similar skills in her current role while out shopping with two service users.
4. The learner now completed the reflective exercise for life experience (Reflective Exercise 1- working in a busy pub).
5. She then undertook the reflective exercise for relevant practice experience (Reflective Exercise 2- shopping trip with service users).
6. In a professional discussion with her mentor she went over these exercises and made the links between her prior learning and her current practice. They decided that she

should produce additional reflective commentary to show how her practice contributed towards the National Care Standards.

7. The final stage was to complete a reflective account on the SQA Evidence Gathering Form (see example).

This example is worked through using the three forms (Reflective Exercise 1, Reflective Exercise 2, SQA Evidence Gathering Form) in order to show the depth of reflective thinking as it developed through this RPL process. In practice, one learner might go straight to the Evidence Gathering Form while another learner may need to work through the different stages in order to make the links between learning from prior experience and learning from current practice and to achieve the necessary depth of reflective thought and analysis.