



RPL Guide for Applicants

Your Guide to Preparing the Portfolio, Reflective Narrative and Interview

This guide is for you if you are an in-service teacher with at least seven years' full-time teaching experience • Up to 30 ECTS at MQF Level 7

Dear Applicant,

This guide is addressed to you. It explains what you need to submit, how your prior learning will be evaluated and how you can prepare to present your professional learning clearly and confidently.

1. Purpose of This Guide

This guide explains how the Board will assess your Recognition of Prior Learning application and how you should organise your portfolio, reflective narrative and interview preparation.

RPL may recognise the learning you have gained through professional practice. Your length of service, attendance at training or the roles you have held do not automatically demonstrate learning at MQF Level 7. You must show what you learned, how you applied it, the professional judgement and autonomy you exercised, and the impact of your practice.

2. How Your Application Will Be Assessed

- You must organise your portfolio and reflective professional narrative around the seven professional domains.
- Before your interview, the Board will review and provisionally score the evidence you have submitted for each domain.
- During your interview, you will be asked questions that test the authenticity and depth of your claims, your critical reflection, your use of theory, your professional judgement and the impact of your practice within each domain.
- Following your interview, the Board will agree one final score for each domain. Your total score and the number of domains you have demonstrated will determine the ECTS recommendation, up to a maximum of 30 ECTS.

You will not receive separate scores for critical reflection, research and theory, evidence quality, professional communication, ethics or impact. Instead, you must demonstrate these qualities within each relevant professional domain.

3. The Seven Professional Domains

Professional domain	Marks	What you need to demonstrate
Professional Identity and Lifelong Learning	15	Show your professional values and identity, critical self-evaluation, purposeful continuing professional development, adaptability, autonomy, responsibility and sustained professional growth.
Ethical, Inclusive and Sustainable Practice	15	Show how you apply professional ethics, safeguarding, equity, diversity, accessibility, learner wellbeing, responsible decision-making, confidentiality, data protection and environmentally and socially sustainable practice.
Communication, Collaboration and Leadership	15	Show how you communicate and work with others, mentor or coach colleagues, engage with learners, families and partners, manage conflict, exercise leadership and contribute to organisational improvement.
Pedagogical and Subject Expertise	20	Show your advanced subject and curriculum knowledge, pedagogical decision-making, curriculum design, differentiation, learner-centred and evidence-informed teaching, innovation and evaluation of learning impact.
Assessment Literacy	10	Show how you design and use valid, reliable, fair and inclusive assessment, align assessment with learning, provide feedback, participate in moderation, use assessment data and improve assessment practice.
Research Literacy	10	Show how you engage critically with research, theory, policy and professional literature, undertake practitioner inquiry, interpret data and use evidence to evaluate and improve your practice.
Digital and Artificial Intelligence Competence	15	Show how you use digital technologies and artificial intelligence critically, purposefully, inclusively and ethically, including digital pedagogy, accessibility, data protection, academic integrity, digital citizenship and evaluation of impact.

4. What Strong MQF Level 7 Evidence Looks Like in Your Application

Quality	What this means
Relevant	Your evidence is directly connected to the professional domain and the learning you are claiming.
Sufficient	You provide enough evidence to support the depth and volume of credit you are seeking.
Authentic	Your evidence is clearly your own work, or clearly identifies your contribution to collaborative work.
Current	Your evidence demonstrates your continuing or recently applied competence.
Verified	Your evidence is supported by appropriate confirmation, documentation or triangulation.
Theory-informed	You link your professional decisions to relevant research, theory, policy, standards or data.
Reflective	You critically explain your assumptions, decisions, limitations, learning and how your practice changed.
Impact-focused	You show what changed for your learners, colleagues, school, profession or wider community.

You may include certificates of attendance to support your application, but they are not sufficient on their own. You must also show how you applied the learning, what you learned and what impact it had.

5. How to Structure Your Portfolio

5.1 Required Contents

- Your professional CV;
- Your reflective professional narrative of 1,500–2,000 words;
- A separate evidence section for each of the seven professional domains;
- Your completed domain mapping matrix linking each major claim to your narrative and evidence references;
- Official verification confirming that you have at least seven years' professional experience;
- A mandatory statement from your Head of School or Senior Management Team; and
- Any relevant endorsements supporting your claims from mentors, colleagues or external partners.
- **All documents need to be presented, through the appropriate [Google Form](#), in one (1) PDF file labelled as follows: ID_Portfolio e.g. 12345M_Portfolio**

5.2 Writing for Each Domain

For every domain for which you are claiming credit, use the following structure:

Element	What to include
Context	Briefly explain the professional situation, responsibility or challenge.
Learning	Explain the advanced knowledge, understanding or competence you developed.
Action and judgement	Show what you did, why you chose that approach and the autonomy or responsibility you exercised.
Theory and evidence	Link your decisions to research, theory, policy, standards, professional literature or data.
Impact	Provide evidence of the difference made and explain how impact was evaluated.
Critical reflection	Discuss limitations, alternatives, learning and how your future practice changed.
Evidence references	Cross-reference every major claim to clearly labelled portfolio evidence and verification.

5.3 Examples of Evidence You May Submit by Domain

Professional domain	Examples of evidence you may submit
Professional Identity and Lifelong Learning	Reflective professional development records, applied CPD, role development, professional learning plans, professional contributions and evidence of changed practice.
Ethical, Inclusive and Sustainable Practice	Inclusive planning, safeguarding or wellbeing initiatives, adaptations, ethical decision records, accessibility measures, sustainability projects, policies and verified impact.
Communication, Collaboration and Leadership	Leadership of initiatives, mentoring records, team projects, meeting outputs, stakeholder communication, partnership work, evaluations and verified organisational impact.
Pedagogical and Subject Expertise	Curriculum plans, teaching resources, schemes of work, differentiated approaches, lesson or programme evaluations, learner outcomes, innovation projects and verified examples of impact.
Assessment Literacy	Assessment briefs, rubrics, feedback samples, moderation records, data analysis, standardisation activity, adapted assessment and evidence of improvements arising from assessment.
Research Literacy	Action research, inquiry projects, literature-informed developments, data analysis, evaluation reports, conference or professional contributions and evidence of theory-to-practice application.
Digital and Artificial Intelligence Competence	Digital or AI-integrated teaching, resources, accessibility features, digital assessment, staff development, policies or guidance, evaluations, learner outcomes and ethical risk-management records.

6. Preparing for the Interview

- Be ready to discuss every domain you have claimed and to identify your evidence quickly.
- Explain your own contribution where work was completed with colleagues.
- Expect questions about why you acted as you did, what alternatives you considered and what you learned.
- Be ready to connect practice to research, theory, policy, standards or professional data.
- Discuss evidence of impact, including limitations or outcomes that were less successful.
- The Board may ask you to give a short presentation to verify or demonstrate your learning more fully in one or more domains.

7. Scoring and Minimum Requirements

Professional domain	Maximum marks	Satisfactory threshold
Professional Identity and Lifelong Learning	15	8
Ethical, Inclusive and Sustainable Practice	15	8
Communication, Collaboration and Leadership	15	8
Pedagogical and Subject Expertise	20	10
Assessment Literacy	10	5
Research Literacy	10	5
Digital and Artificial Intelligence Competence	15	8
Total	100	50 overall

You must achieve at least 50 marks overall. A domain will count towards your ECTS breadth requirement only if you reach the Satisfactory threshold for that domain. If you score below 40% in a domain, that domain will be recorded as not demonstrated and cannot support your credit claim. However, this does not automatically prevent you from receiving an award based on the other domains you have demonstrated.

Performance Levels

Level	General meaning
Advanced	You demonstrate integrated MQF Level 7 learning, sophisticated judgement, sustained impact and influence beyond your immediate practice.
Strong	You demonstrate substantial MQF Level 7 learning, confident judgement, clear application and significant impact.
Satisfactory	You demonstrate credible MQF Level 7 learning, appropriate autonomy and evidence of application and impact.
Developing	You demonstrate some relevant learning, but the critical depth, evidence, autonomy or impact is insufficient for the domain to count towards your breadth requirement.
Not demonstrated	Your evidence is absent, mainly descriptive, routine, unsupported or below MQF Level 7.

8. Indicative ECTS Allocation

Overall score	Indicative maximum award	Required domain breadth
85–100	Up to 30 ECTS	You demonstrate all seven domains at Satisfactory or above, with an advanced and integrated profile across the domains.
75–84	Up to 25 ECTS	You demonstrate at least six domains at Satisfactory or above, with strong evidence across the majority of those domains.
65–74	Up to 20 ECTS	You demonstrate at least five domains at Satisfactory or above.
55–64	Up to 15 ECTS	You demonstrate at least four domains at Satisfactory or above.
50–54	Up to 10 ECTS	You demonstrate at least three domains at Satisfactory or above.
Below 50	No award	You have not achieved the required overall standard.

Your score band does not guarantee the stated ECTS award. The Board will also consider the breadth, level, volume, authenticity, currency and integration of the learning you have demonstrated. Where your score band and domain breadth lead to different outcomes, the lower award will apply.

9. Final Submission Checklist

- ☐ My portfolio is organised under the exact seven professional domain headings.
- ☐ I have clearly identified the domains for which I am claiming credit.
- ☐ My reflective narrative is analytical rather than merely descriptive.
- ☐ I have shown what I learned, how I applied it and the professional judgement I exercised.
- ☐ I have linked practice to research, theory, policy, standards or relevant data.
- ☐ Every major claim is cross-referenced to evidence.
- ☐ My individual contribution to collaborative work is clear.
- ☐ I have included credible evidence of impact.
- ☐ My evidence is appropriately anonymised and respects confidentiality and data protection.
- ☐ Required verification and endorsements are included.
- ☐ I am ready to substantiate every claim during the interview.

Applications are submitted as a single PDF through this [Google Form](#). The relevant submission dates, application form and any programme-specific instructions should be checked before preparing the final portfolio.

We encourage you to present your professional learning honestly, critically and with clear supporting evidence. Your application should enable the Board to understand not only what you have done, but what you have learned and the difference your practice has made.