



Recognition of Prior Learning Policy

Document Version Control

Document Version	Date	Policy Author(s)	Review Date
Version 1.0	01/07/2017	Joe Turner	01/07/2018

Definition

A method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.

Introduction

The Centre seeks to enable learners to avoid the duplication of learning and assessment. There are two ways in which this will be achieved.

- The opportunity to transfer credits, i.e. to recognise previously accredited achievement from within or outside the Qualification and Credit Framework (QCF) to count towards other qualifications.
- For individuals with learning or achievements that have not been certificated / accredited it may be possible to assess and validate these through a RPL process. These achievements may then count towards a qualification.

Policy

The Centre's policy is that each learner must produce valid and reliable evidence of learning to support any claims based on experience. A learner may claim RPL against a whole unit or several units. It is not possible to award part units, but where the RPL evidence does not fully meet the needs of a complete unit, the missing information may be provided via the same assessment processes as other learners.

In order to achieve recognition of achievement there are two options open to the learner:

- Undertake the same assessments that lead to the relevant unit or qualification. These assessments may be undertaken without further learning.
- Submit a portfolio of evidence based on previous learning, skills and / or competence cross referenced to the learning outcomes and assessment criteria of the unit or units for which RPL is being sought.

Learners wishing to claim this method of accreditation must agree the procedure with either the Lead IQA.

The learner must play an active role in the process and must produce evidence and map it to the learning outcomes and assessment criteria of all units they wish to claim. The individual wishing to make the claim may also require the support of their employer or others in order to be able to confirm achievement of assessment criteria for which there is no tangible evidence, e.g. practical tasks.

Principles of RPL

Principle 1

RPL is a valid method of enabling individuals to claim credit for units, irrespective of how their learning took place. There is no difference between the achievement of the learning outcomes and assessment criteria of a unit through prior learning or through a formal programme of study.

Principle 2

RPL policies, processes, procedures, practices and decisions should be transparent, rigorous, reliable, fair and accessible to individuals and stakeholders to ensure that users can be confident of the decisions and outcomes of RPL.

Principle 3

RPL is learner-centred, voluntary process. The individual should be offered advice on the nature and range of evidence considered appropriate, to support a claim for credit through RPL, and be given guidance and support to make a claim.

Principle 4

The process of assessment for RPL is subject to the same quality assurance and monitoring standards as any other form of assessment. The award of credit through RPL will not be distinguished from any other credits awarded.

Principle 5

Assessment methods of RPL must be of equal rigour to the assessment methods, be fit for purpose and relate to the evidence of learning. Credit may be claimed for any unit through RPL unless the assessment requirements of the unit do not allow this, based on a rationale consistent with the aims and regulations of the framework.

RPL is also of value to learners transferring across various learning programmes that have relevant learning but do not have relevant credits or certificates. This may include learners transferring from NQF to QCF specifications. This Centre advocates the five stage procedure for RPL as set above. The result of the assessment will be logged on the candidates Records and all records of RPL claims for credit will be kept for three years by the Centre.

Where RPL is claimed appendix 1 must be completed.

Appendix 1

Appendix 1 – Application for Recognition of Prior Learning

Recognition of Prior Certificated Learning (RPCL)

Recognition of Prior Experiential Learning (RPEL)

Name	
Employee Number	
Date of Application	
Dates of Course	
Programme Title	
Unit(s) for which recognition is claimed:	

Further Information: (please refer to the notes overleaf before completing this section and continue on a separate piece of paper if necessary)

For office use only:

Date received:

Received by:

Application for Recognition of Prior Learning - Notes

In the case of prior certificated learning you must provide original award certificate(s) or transcripts of studies from the awarding institution verifying the learning undertaken and its outcomes.

In the case of prior experiential learning you must attach the following:

- 1.** A brief account of your experiences, together with appropriate information e.g. dates/lengths/topics covered in un-certificated courses and details of the course provider/s; e.g. dates, nature and tasks involved in the work/voluntary experience.
- 2.** Reflections on the learning achieved. This is a key element of your claim and must include details of how past learning experiences can be matched against each learning outcome. Details of learning outcomes for each unit can be found in in the relevant course handbook/specification.