



Recognition of prior learning Policy

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Policy Verified by:	Sara Llewellyn (School Leader-CEO)
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Introduction

This policy serves as a comprehensive set of guidelines qualifications. Its purpose is to provide detailed information and guidance to ensure a transparent, fair, and consistent approach to the Recognition of Prior Learning (RPL). It is essential to acknowledge that this policy excludes end-point assessment (EPA).

Purpose

The definition of RPL is that this is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit / component of a qualification, by considering knowledge, understanding, or skills that a learner already possess and does not need to develop through a course of learning. It enables the recognition of achievement from a range of activities using any valid assessment methodology. The use of RPL is of significant value to learners provided that the assessment requirements of a given unit or qualification are met.

The term 'RPL' refers to the:

- identification of any learning undertaken, and / or attainment, by a learner
- prior to that learner taking a qualification at your centre and
- which is relevant to the knowledge, skills and understanding which will be assessed as part of that qualification and
- evidence presented is recognition to confirm the learner has attainment at the right level and standard before the learner will be assessed, or that a qualification can be awarded.

Due to the nature of RPL it is essential evidence is:

- Valid
- Authentic
- Sufficient
- Current
- Reliable

It should be noted that RPL is an alternative route to achievement and not an easy option or shortcut.

This policy does not cover end-point assessment (EPA). However, it is important to note that the RPL process must be of equal rigour to other assessment methods.

Compliance

It is our responsibility to:

- have a policy in place which communicates how the centre will explore and implement RPL
- ensure that all staff involved in the management, assessment, and quality assurance of qualifications are fully aware of this policy and expectations regarding RPL
- ensure that all staff involved in the management, assessment, and quality assurance of qualifications are fully aware of the centres own RPL policy
- inform the relevant person about any learner who wishes to use RPL as a method of assessment towards their intended qualification
- make sure the centre staff are trained in the use of RPL
- ensure staff undertaking the RPL mapping process are competent to make accurate decisions about RPL
- ensure RPL documentation has been completed to a competent standard to support RPL
- evaluate whether the learner's prior achievement fully or partially achieves the learning outcomes and assessment criteria
- ensure the evidence meets the demands of the learning outcomes and qualification
- ensure the evidence is valid, authentic, sufficient, current and relevant
- carry out the necessary due diligence and quality assurance arrangements to support the RPL process
- ensure the mapping documentation and supporting documentation is available for external monitoring activities

- make certificate claims following the normal certification process-make learners aware of the opportunity to use RPL as part of the initial information, advice and guidance they receive
- inform learners RPL is an alternative route to achievement and not an easy option or shortcut
- inform learners RPL does not extend to end-point assessment (EPA)
- ensure learners are aware of any restrictions and that they will be required to submit evidence to support the RPL process
- have an effective appeals policy and procedure in place so that a learner can query any decision taken-by the centre not to allow RPL
- inform the learner of the right to appeal

Learners Responsibilities

It is necessary for any learner to familiarise themselves with policy. Learners are obligated to provide suitable evidence promptly to substantiate the use of RPL. This evidence must be current and directly pertinent to the learning aims and assessment criteria under consideration, encompassing the requisite learning, knowledge, understanding, experience, skills, and achievements. Such adherence ensures the integrity and effectiveness of the RPL process within the context of their qualifications.