

Recognition of Prior Learning (RPL) Policy and Procedure

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1. Introduction

- 1.1. This policy and procedure details outlines the requirements for the implementation of Recognition of Prior Learning (RPL) in the delivery and assessment of qualifications.
- 1.2. Recognition of Prior Learning (RPL) is an assessment method that considers whether a learner has met the assessment requirements for a unit through their existing knowledge, understanding or skills that do not require further development through a course of learning.
- 1.3. For RPL to be considered, the possession of the required knowledge, understanding or skills must be able to be evidenced. The purpose of RPL is to recognise a learner's previous learning or experience.
- 1.4. RPL must be treated in the same way as any another assessment methodology and will be subject to, and must comply with, all regulatory requirements for assessment. The assessment practices and decisions associated with RPL must be transparent, rigorous, reliable, sufficient, fair and accessible to all individuals to ensure that all parties can be confident of the reliability of the assessment decisions and outcomes.

2. Who is this policy for?

- 2.1. The intended audience for this policy is:
 - a) Learners/apprentices registered at the Centre.
 - b) Tutors, Assessors and IQAs and other delivery staff at the Centre.
 - c) The registered Awarding Organisation for the product being delivered.

3. Centre Procedure

- 3.1. The Centre will ensure that all learners are aware of the option to use RPL as an assessment method.
- 3.2. This will be discussed with learners at their initial assessment / induction and identified whether they have any evidence that will allow RPL to be considered.
- 3.3. The learner will be responsible for providing relevant evidence to their assessor. This could include:
 - a) The submission of written documents.
 - b) An expert witness testimony.
 - c) A professional discussion.
 - d) A reflective account written by the learner.
- 3.4. The assessor must support the learner throughout the evidence gathering stage, providing advice and guidance as necessary.
- 3.5. The assessor will be responsible for assessing the evidence presented by the learner against the relevant Learning Outcomes and Assessment Criteria of the qualification



- 3.6. under consideration and make an assessment judgement as to whether it provides sufficient to meet those assessment criteria, in full or in part.
- 3.7. The assessment of evidence via RPL must be a structured process which allows the assessor to make judgements about a learner's prior learning and experience. Assessment through RPL must be:
- a) Valid – the evidence must demonstrate achievement of the relevant learning outcomes/assessment criteria.
 - b) Authentic – the evidence must be the sole work of the learner, unless the learning outcome or assessment criteria of the unit(s) being assessed states that work must be produced in groups or in teams.
 - c) Current – the evidence must meet up-to-date standards of the unit/vocational area of the unit.
 - d) Reliable – the evidence must demonstrate sound competence which would allow confidence in the ability of the learner re-producing the evidence in the future.
 - e) Sufficient – the evidence must be substantial enough to fully meet the requirements of the assessment criteria/learning outcomes.
- 3.8. Where evidence is assessed and found to be only sufficient to cover one or more learning outcomes, or to partially meet the requirements of any learning outcomes, then additional assessment methods should be used to generate sufficient evidence to be able to award the learning outcome(s) for the whole unit.
- 3.9. After the assessment, the Assessor must provide feedback to the learner. The feedback must include the outcome of the assessment.
- 3.10. RPL evidence will always be subject to the internal quality assurance processes.
- 3.11. Assessment records must clearly show how RPL was considered, assessed, reviewed and applied for internal and external quality assurance purposes.