**Recognition of Prior**

**Learning Policy**

**2021-22**

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**Contents**

Document control 3

Introduction 4

Scope of the Policy 4

Policy statement 4

Principles of RPL 5

RPL Procedures 5

Stakeholder Responsibilities 6

Appendix 1 – Credit Claim Form 8

**Recognition of Prior Learning Policy**

**Document control**

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| Author/Contact: |  (Examinations Office) |
| Head of Centre | Mrs George |
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**Introduction**

As part of our commitment to quality assurance, Stockland Green School seeks to provide learners with guidance and support to help them achieve their learning and development goals whilst meeting any regulatory requirements. Our policies are reviewed on a yearly basis to ensure that they remain fit for purpose. This policy is about recognition of prior learning (RPL) and recommends ways a learner can meet any examination requirements whilst avoiding repetition of learning and assessment.

**Scope of the policy**

This policy applies to BTEC and RSL qualifications. General qualifications such as GCSEs or GCE

are not within the scope of this policy.

**Policy Statement**

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so not need to develop through a course of learning.

RPL enables recognition of achievement from a range of activities using any appropriate assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be:

• valid

• reliable

Stockland Green School encourages the use of RPL where it is of value to the centre and learners in facilitating assessment. BTEC and RSL subject areas which use RPL must follow these principles and keep appropriate records.

**Principles of RPL**

 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.

 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.

 RPL is a 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.

 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.

 Assessment methods for RPL must be of equal rigour to other 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 who have relevant learning but do not hold relevant credits or certificates. This may include learners transferring from NQF to QCF to

NG specifications.

**RPL Procedures**

RPL can be used where a learner has not had their prior learning formally recognised. If a learner has certificated learning, then they should apply for exemption, not RPL. RPL focuses on assessment and awarding of credit for prior learning which may count as evidence towards:

 a unit accumulated towards a full Edexcel or RSL qualification

 unit or units recognised by an Edexcel Certificate of Achievement

 a full Edexcel/RSL qualification

 Where units are assessed against assessment criteria or grading criteria, then all evidence must be evaluated using the stipulated criteria. In assessing a unit using RPL the assessor must be satisfied that the evidence produced by the learner meets the assessment standard established by the learning outcome and its related assessment criteria. Subject areas must have personnel (an IV) with appropriate expertise and knowledge to facilitate this.

 Most often RPL will be used for units. It is acceptable to claim for an entire qualification through RPL although this is not the norm. However, it would be unusual for a learner to be able to offer prior achievement that completely matches every aspect of a qualification assessment requirements.

 The prior achievement that would provide evidence of current knowledge, understanding and skills will vary from subject to subject. It will depend on the extent of the experience, technological changes and the nature of the outcome claimed. If the currency of any

evidence is in doubt, the assessor may use questions to check understanding, and for competence. Note also that the assessment strategy for each qualification must be adhered to. The RPL process is not concerned with allowing for exceptional entry to, or exemption from, a programme of study.

 The RPL process does not allow the recognition of any unit assessed by external assessment only because such units are subject to specific evidence requirements.

 Subjects wishing to carry out RPL must ensure that:

o Learners are registered as soon as they formally start to gather evidence o Records of assessment are maintained, as for any other unit/qualification o Certification and claims are made according to normal procedures

o All relevant evidence is assessed before assessment decisions are confirmed

o There are designated personnel with the appropriate expertise to support and assure the

RPL process

**Stakeholder responsibilities**

**Students**

 The student must complete a credit claim form (Appendix 1), and provide evidence to show that the requirements of the unit, module or part of a unit, or module have been covered;

 The student must consult with the agreed subject specialist in the preparation of his/her evidence.

 Students applying for credit must agree an action plan to enable him/her to obtain the award s/he is aiming for.

 Students must agree to attend any further oral assessments or appropriate assessments if initial evidence is deemed to be unsatisfactory for the RPL assessor

**Teaching staff**

 To provide support and encouragement to all students wishing to claim credit for prior learning.

 Following initial enquiries by any student the member of staff should place the student in contact with a subject specialist.

 The subject specialist should develop, with the student, an action plan to address the learning outcomes of the programme.

 The subject specialist should identify the evidence needed to support the claim for credit and explain how this evidence will be assessed and by whom.

 Ensure that the student claiming credit is enrolled with the school for a specific award/qualification.

 To notify the Exam Officer of any student claiming credits by RPL or using units gained from one qualification towards the next level of achievement.

**Leadership Group**

School Leadership Group should ensure that:

 All staff are fully conversant with this policy and the demands it places on them

 All appropriate staff are competent to undertake their roles and responsibilities in the procedures for verification and recognition of prior learning.

 Staff development is made available to those staff not conversant with or competent to undertake the procedures for RPL.

**Appendix 1 – Credit Claim Form**

CREDIT CLAIM FORM (**complete all sections as fully as possible**) *If you have been offered a place on a programme of study at Stockland Green School or are already registered on a programme you may be eligible for credit from previously acquired qualifications, vocational training and/or learning which is uncertified. If you wish to make a claim for recognition of prior learning please complete this form.*

|  |
| --- |
| **Personal Details** |
| **Name** |  |
| **Tutor Group** |  |
| **In relation to the subject / qualification that you are claiming credit for through RPL :** |
| **Subject** |  |
| **Qualification** |  |
| **Exam Board** |  |
| **Unit Title and Code** |  |
| **Basis for the Credit Claim.***In this section outline the achievements, experience and previously acquired qualifications and certificates that you wish to use as the basis for your claim. Refer to the details of relevant modules/units for the subject and qualification that you are making an RPL claim for. Attach photocopies of any relevant documentation.* |
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