



Recognition of Prior Learning Policy

	Para Content	Page Number
1	Scope of Policy	1
2	Definition	1
3	Introduction	2
4	Audience	3
5	Policy	3
6	Principles of RPL	4
7	Guidance for Implementation	5
8	Collating information on the use of RPL	7

RECOGNITION OF PRIOR LEARNING (RPL) – POLICY AND PROCEDURE

1 SCOPE OF POLICY

This policy applies to all qualifications, including those on the National Qualification Framework (NQF), the Qualifications and Credit Framework (QCF), Regulated Qualifications Framework (RQF) Self Regulated Framework (SRF), Framework for Higher Education Qualifications (FHEQ) and other national frameworks in Wales, Scotland and Northern Ireland and self-regulated qualifications.

2 DEFINITIONS

‘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’.

Note: RPL should not be confused with exemption, unit equivalency or credit accumulation and transfer.

Types of RPL

RPEL - Recognition of Prior Experiential Learning - a process through which learning achieved outside education or training systems is assessed and, as appropriate, recognised for academic purposes, usually through the award of credit.

RPCL- Recognition of Prior Certificated Learning - a process, through which prior certificated learning which has not previously resulted in the award of university credits or qualifications positioned on the relevant FE/HE qualifications framework is assessed and recognised by the College for academic purposes, usually through the award of credit. Prior Certificated Learning may include professional development or employment-related awards.

Credit Transfer - where credits or qualification(s) have been awarded in accordance with the relevant higher education qualifications framework and QCF / RQF. Credit transfer may be internal (i.e. from one LEC programme to another) or external, but marks are only retained for internal credit transfer.

Direct entry – where a student applies to enter into a programme at a level greater than the first year of a course. Eg. applications from students who have completed a Foundation Degree, CertHE, DipHE, HNC, HND at another institution, who wish to enter directly into Years 2 or 3 of an undergraduate degree courses.

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 may be acceptable for accrediting a unit, units or a whole qualification. Partial unit completion is not acceptable. Evidence of learning must be:

- valid
- reliable
- authentic
- sufficient

3 INTRODUCTION

3.1 London Electrical College 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 Regulated Qualification Framework 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 an RPL process. These achievements may then count towards a qualification.

4 AUDIENCE

4.1 The intended audience for this document is:

LEC managers and all relevant staff:

- External Quality Assurers
- Internal Quality Assurers
- Teachers and Assessors
- Qualifications Regulators

4.2 The policy and procedure will apply to qualifications approved by the relevant regulatory authorities.

5 POLICY

5.1 In order to achieve the above, a learner must produce valid, authentic, sufficient 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 that are undertaken by a taught group of learners.

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

- Undertake the same assessments as those following the formal course of learning and assessment that lead to the desired unit or qualification. These assessments may be undertaken without attending the teaching sessions.
- 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.

5.3 Under some circumstances there may be a limit to the proportion of a qualification that can be achieved by either credit transfer or RPL. Full details of these requirements will be identified in the rules of combination for any qualifications offered by awarding organisations such as EAL.

5.4 Learners wishing to avail themselves of this method of accreditation must negotiate the procedure with LEC. All awarding organisations must have policies and procedures and trained staff which enables these processes to be invoked and implemented.

- 5.5 The learner must play an active role in the process and an evidenced map will be produced to the learning outcomes and assessment criteria of all units they wish to claim. Appropriately trained staff from LEC will be available to give specialist advice on this process. The individual wishing to make the claim may also require the support of their employer or other organisation (e.g. if they have worked as an unpaid volunteer) in order to be able to confirm achievement of assessment criteria for which there is no tangible evidence, e.g. practical tasks.

6 PRINCIPLES OF RPL:

- 6.1 According to 'Claiming Credit – Guidance on the recognition of prior learning within the Qualifications and Credit Framework' the five principles of RPL are as follows: LEC adopts the recommended approach of the 5 principles of RPL as part of the provision to recognise RPL

6.1.1 RPL is a valid method of enabling individuals to claim credit for units/TQT and qualifications of the relevant framework, irrespective of how the learning took place and the assessments undertaken. There is no difference between the achievement of the required standards through prior learning and through a formal programme of study.

6.1.2 RPL must comply with all regulatory requirements for assessment. 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.

6.1.3 RPL is a learner-centered voluntary process. The individual should be offered advice on the nature and range of evidence considered appropriate to support a claim for assessing RPL, and be given guidance and support to make his or her claim.

6.1.4 The process of RPL is subject to the same standard of quality assurance and monitoring processes as any other form of learning and assessment.

6.1.5 Assessment methods for RPL must be of equal rigor as other assessment methods, must be fit for purpose and relate to the evidence of learning. An individual may claim RPL against any whole unit unless the assessment criteria of a unit states otherwise. For example if an external assessment sets the standard of a learning outcome that a learner must achieve, then

the learner must pass the external assessment to achieve the unit and gain the credit.

7 GUIDANCE FOR IMPLEMENTATION

With the implementation of the RQF if an awarding organisation chose to attribute credit it could do so either to a qualification or to a component of a qualification and that credit should be calculated by dividing TQT by 10. If an awarding organisation reviewed a qualification's TQT, it should, if appropriate, also review its credit value.

7.1 Awarding organisations will expect the following elements to be present in any RPL policy operated by a provider

7.2 Stage 1: Awareness raising regarding claiming of credit/TQT – information, advice and guidance.

7.2.1 Once learners have decided to consider their learning for RPL purposes, they will need to know about:

- how to claim credit/TQT via the RPL process
- sources of professional support and guidance available to individuals and employers
- the administrative processes for RPL applications
- timelines, appeals processes, and any fees or subsidies
- the currency of existing credits, qualification, experience, skills or competence. (i.e. Does the evidence relate to current learning? Where centres and/or professional, statutory or regulatory bodies have specific requirements and/or time limits for the currency of evidence, certification, or demonstration of learning, these should be made clear and transparent)

7.3 Stage 2: Pre-assessment – gathering evidence and giving information.

7.3.1 When an individual has decided to pursue an RPL route towards achievement it is vital that the candidate is fully informed of the RPL process and has sufficient support to make a viable claim and to make decisions about evidence collection and presentation for assessment.

7.3.2 During this stage the candidate will carry out the evidence collection and develop an assessment plan. The evidence required for the award of credit will depend on the purpose, learning outcomes and assessment criteria for the relevant units within the relevant framework.

7.4 Stage 3: Assessment / documentation of evidence.

7.4.1 Assessment as part of RPL and within the relevant framework is a structured process for gathering and reviewing evidence and making judgments about a candidate's prior learning and experience in relation to unit standards.

7.4.2 Assessment must be valid and reliable to ensure the integrity of units and qualifications and the RPL system as a whole. The assessment process for RPL must be subject to the same quality assurance processes of awarding organisations as any other part of the assessment process. Learners' work which contributes towards their claim for credit via the RPL process should be internally and externally verified and all achievement documented as for conventional learner achievement, all RPL – related achievement should be marked as such in all documentation.

7.5 Stage 4: Awarding credit.

7.5.1 The awarding organisation is responsible for awarding credit. The procedure is the same as for other forms of assessment. The credit is recorded in the learner record. Any claims for credit via RPL should be identified as such to ensure that the appropriate amounts identified in rules of combination for qualifications are not exceeded. This will be recorded as RPL as opposed to normal assessment methods and on the claims for credit towards a full qualification. Certificates, where appropriate, may be awarded with RPL credits being identified as such and RPL will then be recognised on credit transcripts.

7.6 Stage 5: Feedback.

7.6.1 After the assessment the assessor will need to give feedback to the candidate, discussing the results and giving support and guidance on the options available to the candidate, which may include, for example, further learning and development.

7.7 Stage 6: Appeal.

7.7.1 If claimants wish to appeal against a decision made about their claim for credit (via the RPL process) they should follow the standard appeals process as described in the Student Assessment and Appeals Policy and Procedures.

8 COLLATING INFORMATION ON THE USE OF RPL

- 8.1 In order to quantify the use of RPL processes, awarding organisations external quality assurers will be required to identify the provision where RPL has been applied. Collated information about the use of RPL and credit exemption will be made available as part of the annual quality reporting process.