

 <p><i>'Creating Brighter Futures' is the underpinning mission and purpose of FNTC. (Inspiring learning to achieve success)</i></p>	<p>Ref: PP-DTLAQ-20</p> <p>Version: 2 February 2018</p> <p>Issue Date: October 2017</p> <p>Review Date: October 2020</p>
<p>Policy title: Recognition of Prior Learning</p>	
<p>Policy author:</p>	<p>ACEO Tina Turner</p>
<p>Policy owner:</p>	<p>DCQ Kelly White</p>
<p>Impact assessment status:</p>	<p>X Initial screening complete, no adverse impact/potential for adverse impact <input type="checkbox"/> Full impact assessment required</p>
<p>Approved by:</p>	<p>Date: October 2017</p>
<p>If you need help reading this document, or require it in a different format, please call 02380 866664</p> <p>Chief Executive Officer: Elizabeth Young</p>	
	

1. Aim

The aims of this procedure are:

- To ensure prior learning is recognised
- To enable students to progress appropriately in their programme of study
- To ensure awarding organisation procedures are followed for recognising prior learning

FNTC is committed to an inclusive approach to the assessment of learning, including the recognition of prior learning and/or achievement.

The Centre will ensure that the process of assessment for Recognition of Prior Learning (RPL) is subject to the same quality assurance and monitoring standards as any other form of assessment.

Recognition of Prior Learning (RPL) is a method of assessment [leading to the award of credit] that considers whether students can demonstrate that they can 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 (*Regulatory arrangements for the Qualifications and Credit Framework Ofqual/08/3726*).

Accreditation of prior certificated learning [APCL] – qualifications or academic credits completed through another qualification and/or at another educational institution

Accreditation of prior experiential learning [APEL] - achieved outside formal education and training systems (e.g. work/ life experience), or via non-credit bearing courses such as in-house training.

2. Scope

- All assessors, curriculum managers and administration
- All students
- All qualifications

This policy applies to most qualifications, including those awarded by Higher Education institutions and those on the National Qualification Framework (NQF), the Qualifications and Credit Framework (QCF), Self-Regulated Framework (SRF) and other national frameworks in Wales, Scotland and Northern Ireland and self-regulated qualifications. However, where learning is only evidenced through a national examination the student is required to sit this examination, e.g. general qualifications such as GCSEs are not within the scope of this policy.

Prior learning must be relevant to a student's course of study and at the same academic level.

3. Objectives

The aim of the policy is to enable students to apply for RPL against any recognised qualification for which they are currently enrolled to recognise learning based on experience and/or other previous formal, non-formal and informal learning contexts. The knowledge, understanding and/or skills in question may have been acquired in any area of life, e.g. domestic / family life, education and training, work related activities or voluntary activities.

4. Responsibilities

How RPL is applied

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 must be:

Valid: The evidence provided by the student must demonstrate that it conforms to the requirements of the learning outcome. In assessing a unit using RPL the assessor must be satisfied that the evidence produced by the student meets the assessment standard established by the learning outcome and its related assessment criteria.

Current: The assessor will need check that evidence meets up-to-date requirements rather than reflecting a practice that has significantly changed. Evidence of current knowledge, understanding and skills will vary from sector to sector. If the currency of any evidence is in doubt, the assessor should use questions to check understanding, and for competence.

Reliable: Evidence obtained through RPL should be such that an coach would arrive at the same assessment decision, were the assessment to be repeated.

Assessors wishing to carry out RPL must ensure that:

- Students are registered as soon as they formally start to gather evidence
 - Records of assessment against prior learning are maintained
 - Certification claims are made according to normal procedures
 - All relevant evidence is assessed before assessment decisions are confirmed
- RPL should not be confused with the following:
- Exemption - the facility for a student to claim exemption from some of the achievement requirements of a qualification, using evidence of certificated achievement deemed to be of equivalent value.
 - Equivalent unit(s) - a unit/units from a different qualification or submitted by another recognised organisation that is/are deemed to be of equivalent value and so can count towards a qualification in place of designated mandatory or optional units from it.
 - Recognition of Prior Learning Policy

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 or qualification assessed by external assessment only. This is because such units are subject to specific evidence requirements.

5. Implementation/Procedures

RPL procedure for students

a. Stage 1 – Awareness, information and guidance

Ahead of enrolling a student, the possibility that they may be able to claim credit for some of their previous learning should be raised with them. If the student is interested in this, they will need to know the:

- Process of claiming achievement by using RPL
- Sources of support and guidance available to them
- Timelines, appeals processes and any fees involved

b. Stage 2 – Pre-assessment; gathering evidence and giving information.

At this stage, the student will carry out the process of collecting evidence against the requirements of the relevant unit(s) and will submit a written application indicating their intention to apply for RPL for a specific unit of their current course/framework to the course tutor or coach. In some cases the development of an assessment plan and tracking document or similar may be required, to support the student through the process. The evidence gathered will need to meet the standards of the unit, or part of unit, that the evidence is being used for.

c. Stage 3 – Assessment/documentation of evidence

Assessment as part of RPL is a structured process for gathering and reviewing evidence and making judgments about a student's prior learning and experience in relation to unit standards. The assessor may look at work experience records (validated by managers); previous portfolios of evidence put together by the student, or essays and reports validated as being the student's own unaided work. The assessment process will be subject to the Centre's quality assurance procedure, e.g. internal standardisation and internal verification. Evidence gathered through RPL should be clearly referenced and signposted to aid internal assessment and internal and external verification. The methods of assessment used will be determined by the assessment strategy for the qualification being assessed but might, for example, include:

- examination of documents
- witness testimony
- reflective accounts
- professional discussion

The assessor/coach will write a report to state that they have reviewed the evidence provided, how they have assessed and are confident that the learner has embedded their knowledge and skills into practice. This is to be the case with any health and social care student who has previously completed the care certificate.

The Assessor/Coach will then agree with the Curriculum Manager the programme of study for the student ensuring the curriculum plan is adjusted in accordance with section funding for RPL

Circumstances when prior learning ***will not be recognised***:

Learning that is similar to assessment criteria but which has been met at a level lower than the current programme of study being undertaken by the learner

Prior learning that is not current in meeting the qualification

- Prior learning that has been referred by an Assessor/Coach
- Prior learning that has not been assessed by an Assessor/Coach

d. Stage 4 – Claiming certification

Once the internal and external quality assurance procedures have been successfully completed, certification claims can be made by the Centre. Assessment and internal verification records, along with any additional RPL records completed, should be retained for a 3 year period following certification. The assessor/coach must ensure that all learning outcomes and assessment criteria being claimed for each unit are achieved and that the records of assessment are maintained in the usual way.

e. Stage 5 – Appeal

As with any assessment decision, if a student wishes to appeal against a decision made about their assessment they need to follow the Academic Appeals procedure.

6. Funding for RPL

The funding adjustment for prior learning field should be completed with the proportion of the learning aim that is still to be delivered if the student is not undertaking the full scope of the learning aim because of prior learning. This can be because of

- a break in learning,
- a transfer from another provider, or
- prior learning when they join as a new student on a new learning aim

7. Monitoring and Evaluation

This policy will be reviewed every three years. As part of quality and curriculum review processes there will be an audit by the Director of Curriculum and Quality of this policy and procedures to determine that policy and processes are being implemented effectively to improve retention, success, achievement and progression. This will be done by reviewing:

- Records of RPL
- External Verification reports
- Learner progress
- Learner files
- Funding audits

8. Associated Information, Guidance and related Policies

PP-CD-03 Management of Data and Information policy and procedure
 PP-DTLAQ-02 IAG Policy and Procedure
 PP-DTLAQ-03 English, Maths and ICT
 PP-DTLAQ-04 Learner Recruitment and Induction Policy and Procedure
 PP-DTLAQ-05 Learner Support Policy and Procedure
 PP-DTLAQ-14 Marking and feedback policy and procedures
 P-OM-03 Registration and certification policy and procedure

Annex1

Initial Equality Impact Assessment	
Audit Prompt	Response
Name of document:	
Author of document:	
Initial screening questions	
1. What is the aim or purpose of the document?	
2. Who is affected by the document? <ul style="list-style-type: none"> • Staff • Learners (please indicate which groups) • Members of the general public (please specify who) 	
3. Has anyone complained about the document? (if yes, give details)	
4. Does the document have the potential to cause adverse impact or discriminate against different groups of people?	
5. Does the document make a positive contribution to equality & diversity in the Centre?	

A full impact assessment will be needed if this initial screening reveals an adverse impact, or potential for adverse impact on people with protected characteristics.

Refer to full Impact Assessment	
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(Yes/No) and reasons why	
If yes, Priority Level (High, Medium, Low)	

Signed: _____ Name: Tina Turner Acting CEO Date: