****

**Recognition and Accreditation of Prior Learning PolicY**

**AUTHOR: Quality Manager**

**DATE: May 2024**

**VERSION 5**

Table of Contents

[1. Purpose 3](#_Toc66344139)

[2. Scope 3](#_Toc66344140)

[3. Details of policy 3](#_Toc66344141)

[3.1. Policy Statement 3](#_Toc66344142)

[3.2. Responsibilities 3](#_Toc66344143)

[3.3. Definitions 3](#_Toc66344144)

[3.4. Procedure 4](#_Toc66344145)

[3.5. Recognising and Assessment of RPL 4](#_Toc66344146)

[3.6. Recording of RPL 5](#_Toc66344147)

[3.7. Types of Evidence 5](#_Toc66344148)

[4. Monitoring 5](#_Toc66344149)

[5. Related policies/procedures/documents 5](#_Toc66344150)

[6. Policy review 6](#_Toc66344151)

[7. Equality impact assessment 6](#_Toc66344152)

[8. Publication 6](#_Toc66344153)

# Purpose

Calderdale College recognises the need to support staff and learners in preparing and presenting evidence of prior learning, achievement and / or experience for assessment. The procedure will establish principles for the recognition of prior learning and claiming credit. It will also provide common processes to ensure equity and fairness to all learners seeking recognition of prior learning.

# Scope

The recognition of prior learning enables learners to be recognised for the experience and competence acquired in their working lives or education and qualifications from other countries. It may provide exemption or part exemption, from the normal requirements for acquiring credit-based qualification. It can replace the time serving requirements of traditional course and / or examinations or skills testing requirements.

This procedure applies to all qualifications except for those assessed through national examinations and where the learner is required to sit the examination.

# Details of policy

# Policy Statement

The College has procedures in place for the recognition and accreditation of prior learning and/or experience. These recognise the achievements, experience, skills and needs of individual learners. The procedures meet Awarding Organisation and regulatory authority requirements and are relevant to the specific provision and modes of study as appropriate.

The College has a separate policy that covers the recognition of prior learning in relation to Higher Education entitled *Recogntion of Prior Learning HE Policy and Procedure* which has been approved by the Open University & other Higher Education Institutes.

# Responsibilities

* The Tutor/Assessor/Training Officer at the interview stage is responsible for identifying and agreeing RPL and APEL opportunities and obtaining evidence of prior learning. Where appropriate original documents should be produced and copies taken to be retained on the learner’s file
* The Tutor/Assessor should ensure that full details/evidence of any prior learning is recorded on all essential learner documentation and all learner systems
* All Assessors and Internal Verifiers must ensure that the assessment of RPL is in line with the College’s Internal Assessment & Verification Policy meets all external requirements.
* The recognition of prior learning for Higher Education must act in accordance with the approved guidelines set by the awarding institution.
* The College is responsible for ensuring that staff are suitably qualified to assess and verify the requirements of the College RPL and Assessment Policies.

# Definitions

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, skills and/or competence that they already possess and so do not need to develop through a course of learning. The essential feature of this process is that it is the learning gained through experience which is being assessed, not the experience itself.

Prior certificated learning relates to prior learning (such as professional development awards or employment-based awards) which is at the appropriate level but which has not led to the award of credits or qualifications positioned on the relevant qualifications framework. A process of assessment enables a decision to be made about whether the learning is suitable for recognition.

A number of other common terms are in use to describe RPL:

* Recognition of Prior Learning (RPL)
* Accreditation of Prior Learning (APL)
* Accreditation of Prior Achievement (APA)
* Accreditation of Prior Learning and Achievement (APLA)
* Accreditation of Prior Certificated Learning (APC)
* Accreditation of Prior Experiential Learning (APEL)

Calderdale College uses the term RPL as the standard description covering the past experience, learning and achievements of learners seeking accreditation.

# Procedure

RPL should be identified and agreed at the learner interview stage. Where possible, evidence should be provided to the tutor prior to completing the Enrolment Form. Where a learner is awaiting evidence of prior learning, the use of RPL should be conditional upon the submission of the appropriate evidence.

RPL allows learners who provide evidence of prior learning to be considered for exemption from parts of their academic programmes through the RPL process. This may involve the acknowledgement of existing credit from outside the College and/or the acknowledgment of prior learning undertaken outside of the system of formal education which can be evidenced for an academic purpose.

RPL is also of value to learners transferring across various learning programmes that have relevant learning but do not hold relevant credits or certificates.

Any claim for RPL must be relevant to the intended programme of study.

# Recognising and Assessment of RPL

The learner is supported to submit a portfolio of evidence based on previous relevant knowledge, skills and competencies which must be assessed against criteria of the units(s) or module(s) for which RPL is being sought to ensure that all learning outcomes have been achieved.

The learner undertakes the same assessments as the other learners following a formal course of learning and assessment that lead to the award of the unit, module or qualification. The assessments may be undertaken without attending teaching sessions.

Assessment through summative assessment against a unit, module or full qualification.

Assessment must be valid and reliable to ensure the integrity of the unit(s), module(s) or qualification and the RPL process.

Where unit(s), module(s) or qualifications are assessed against assessment or grading criteria, then all evidence must be evaluated against the stipulated criteria. 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.

The recording of assessment and assessment process for RPL must be subject to the same quality assurance processes as any other part of the assessment process.

# Recording of RPL

There are various methods to record RPL and this will be dependent on the level and type of qualification the learner is enrolled on the learning outcomes to be met. It is also dependent on Awarding Organisation Requirements. In Higher Education the *Recogntion of Prior Learning HE Policy and Procedure* must be followed

# Types of Evidence

The following list provides examples of evidence that can be used for RPL. This list is neither inclusive nor exhaustive:

* Certificates from Prior Qualification including Unitised
* Non-Accredited Courses e.g. In-house training
* Portfolio
* Work Experience (paid or unpaid/ voluntary)
* Community or voluntary activities
* Domestic/Family Life
* Life experience
* Viva Voce
* Interview
* Audition
* Artefact
* Diagnostic Assessment

The evidence provided must be checked to ensure:

* Authenticity – what is claimed has actually been completed
* Relevance – prior learning matches the agreed learning outcomes sufficiently
* Sufficiency – that the learning is judged to be at an appropriate academic level and of sufficient quantity to reflect the amount of credit sought
* Currency – that the learning is sufficiently recent for the learner to benefit from the proposed or current programme; that the learner has kept up-to-date with recent developments
* Reliable-the evidence obtained should be such that an assessor would arrive at the same assessment decision, were the assessment to be repeated.

# Monitoring

Monitored by the Quality Manager and Awarding Organisation Reviews

# Related policies/procedures/documents

* Internal Assessment & Verification Procedure
* Academic Appeals Procedure
* Single Equality Scheme
* Awarding or Examination Organisation requirements and procedures relating to RPL
* Recogntion of Prior Learning HE Policy and Procedure
* Fees Policy

# Policy review

|  |  |
| --- | --- |
| **Change(s) Made** | **Reason for Change** |
| Role title change Quality Systems Manager to Quality Manager | Role title change |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Review Date** | **Reviewed by:** | **Initial Approval by:** | **Final Approval by:** | **Next Review Date:** | **Review Period**  |
| May 2024 | Quality Manager  |  |  | May 2026 | 2 Years |

# Equality impact assessment

|  |  |  |  |
| --- | --- | --- | --- |
| **First Assessment Conducted by:** | **Date:** | **Final/Approved Assessment Conducted by:** | **Date:** |
| Quality Systems Manager  | 09/09/2019 | Quality Systems Manager  | 09/09/2019 |

# Publication

|  |  |
| --- | --- |
| **Audience:** | **Published:** |
| Staff | College Central |
| Students | Moodle |