



# RECOGNITION OF PRIOR LEARNING POLICY

Ross Whitaker

**Signed – Head teacher**

**Print Name**

**Date:** May 24

**Next review due:** May 26

## **1. Recognition of Prior Learning (RPL)**

**1.1** 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.*

**1.2** Batchwood recognises that RPL enables recognition of achievement from a range of activities using any appropriate methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit or a whole qualification. Evidence of learning must be valid and reliable.

## **2. Introduction**

This policy applies to qualifications on the National Qualifications Framework (NQF), the Qualifications and Credit Framework (QCF) and other national frameworks. However, students are required to sit the exams for National examinations such as GCSEs (General Certificate of Secondary Education).

## **3. Responsibilities**

All staff have a responsibility to give full and active support for the policy by ensuring: The policy is known, understood and implemented.

## **4. Principles to apply this policy**

- 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 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 process and students should be explained the range of evidence which are appropriate to support a claim through RPL.
- The process of assessment for RPL is subject to the same quality assurance and monitoring standards as any other form of assessment.
- Assessment methods for RPL must be rigorous and fit for purpose.
- Credit may be claimed for any unit through RPL unless the assessment requirements of the unit do not allow this.
- 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 outcomes and its related assessment criteria. The evidence must be authentic, current, relevant and sufficient.
- The prior learning that would provide evidence of current knowledge, understanding and skills will differ depending on levels and areas or subject.

## **5. Teaching staff responsibilities**

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

- To ensure that the student claiming credit is enrolled with the school for a specific award/qualification.

**6. Management responsibilities**

SLT should ensure that:

- All staff are familiar with this policy.
- 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 who are not conversant with RPL.

**7. Monitoring**

- Senior Leadership Team will monitor the process of delivering RPL and will be subject to a review in two years.



Feedback on Learning

WWW:

EBI:

Student REACTION:

I feel    about this feedback because

Where I have done well:

Where I will improve:



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