



Recognition of Prior Learning Policy

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March 2024	Vice Principal (Education) (Head of Centre)	March 2026

Terminology

Recognition of prior learning (RPL) policies and procedures refer to terms to describe the process:

- Accreditation of Prior Learning (APL)
- Accreditation of Prior Experimental Learning (APEL)
- Accreditation of Prior Achievement (APA)
- Accreditation of Prior Learning and Achievement (APLA)

Policy Statement

The KLDC Sixth will undertake RPL where appropriate. Competencies already held by individuals may be formally assessed against units of competency within a course. Appendix 1 outlines the RPL process.

Recognition of prior learning (RPL) is a method of assessment that considers whether a student can demonstrate that they can meet the assessment requirements for learning through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.

Ofqual [Section E - Design and development of qualifications - Ofqual Handbook: General Conditions of Recognition - Guidance - GOV.UK \(www.gov.uk\)](#)

RPL enables recognition of achievement from a range of activities using any appropriate assessment and 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:

- Authentic
- Valid
- Current
- Reliable
- Sufficient

However, where learning is evidenced only through an examination, the student is required to sit this examination, e.g. General Qualifications such as GCSE's or GCE are not within the scope of this policy. RPL cannot be used for external assessment or set examinations.

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

The KLDC Sixth will adhere to the following RPL principles:

Principle 1

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.

Principle 2

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.

Principle 3

RPL is a student 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.

Principle 4

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.

Principle 5

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 also 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.

Records of assessment against prior learning must be made available for external verification if requested.

Guidance

Opportunities will be given to students to discuss RPL during interview/audition, initial assessment and induction. An application form (see Appendix 2) must be submitted to the Vice Principal (Education) and/or Principal where the claim for the award sits. Guidance and support will be given by an assessor who has sound knowledge of the awarding body requirements including course/units.

RPL can be used where a student has not had their prior learning formally recognised. If a student has certified learning, then they should apply for exemption from some of the achievement requirements of a qualification, using evidence of certified achievement deemed to be of equivalent value.

Students will document their claim for competency in sufficient detail to enable the assessor to decide on the assessment needed (i.e. the best means to prove their claim).

Assessors/ tutors are required to be fair and reasonable during assessment; to understand the relevant industry standards; to understand assessment methods and procedures appropriate to RPL and to make sound assessment decisions based on explicit evidence of competency.

RPL focuses on assessment and awarding of credit for prior learning which may count as evidence towards:

- a unit accumulated towards a full qualification
- unit or units recognised by an Awarding Organisation for Certificate of Achievement
- a full Awarding Organisation qualification.

Most often RPL will be used for units; however, it is acceptable to claim for an entire qualification through RPL (although this is not the norm because it would be unusual for a student to be able to offer prior achievement that completely matches every aspect of a qualification's assessment requirements). Please refer to Awarding Body guidance/policies in this instance.

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 student meets the assessment standard established by the learning outcome and its related assessment criteria. Centres must have personnel with appropriate expertise and knowledge to facilitate this.

The prior achievement that would provide evidence of current knowledge, understanding and skills will vary from sector to sector. 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 competence. Note also that the assessment strategy for each qualification must be adhered to.

If the assessor has any reservations regarding the evidence provided or the student's ability to demonstrate competence, KLDC Sixth reserves the right to request that the student undertakes a test/activity in order that RPL can be granted.

Note: Some awarding organisations specify that all prior learning that is submitted as evidence by a student must be complemented by a professional discussion to make sure the student's knowledge or the application of this knowledge meets the requirements of the assessment criteria. It is important that awarding body requirements are met and that professional discussions are carried out where required.

The student will receive post-assessment guidance. The assessor will provide clear and constructive feedback and will review the results with the student (see Appendix 3). Unsuccessful students will be informed about appeals provisions.

If assessment successfully demonstrates competency, the assessor will forward the results to the Exams Officer/awarding body to recommend appropriate certification or exemption from the unit.

Note: The assessor records the evidence considered, assessment outcomes and the competencies confirmed, plus sufficient summary evidence for third parties in case of appeal. Any appeal will be determined by the Vice Principal (Education) in discussion with the assessor (see Appendix 3).

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.

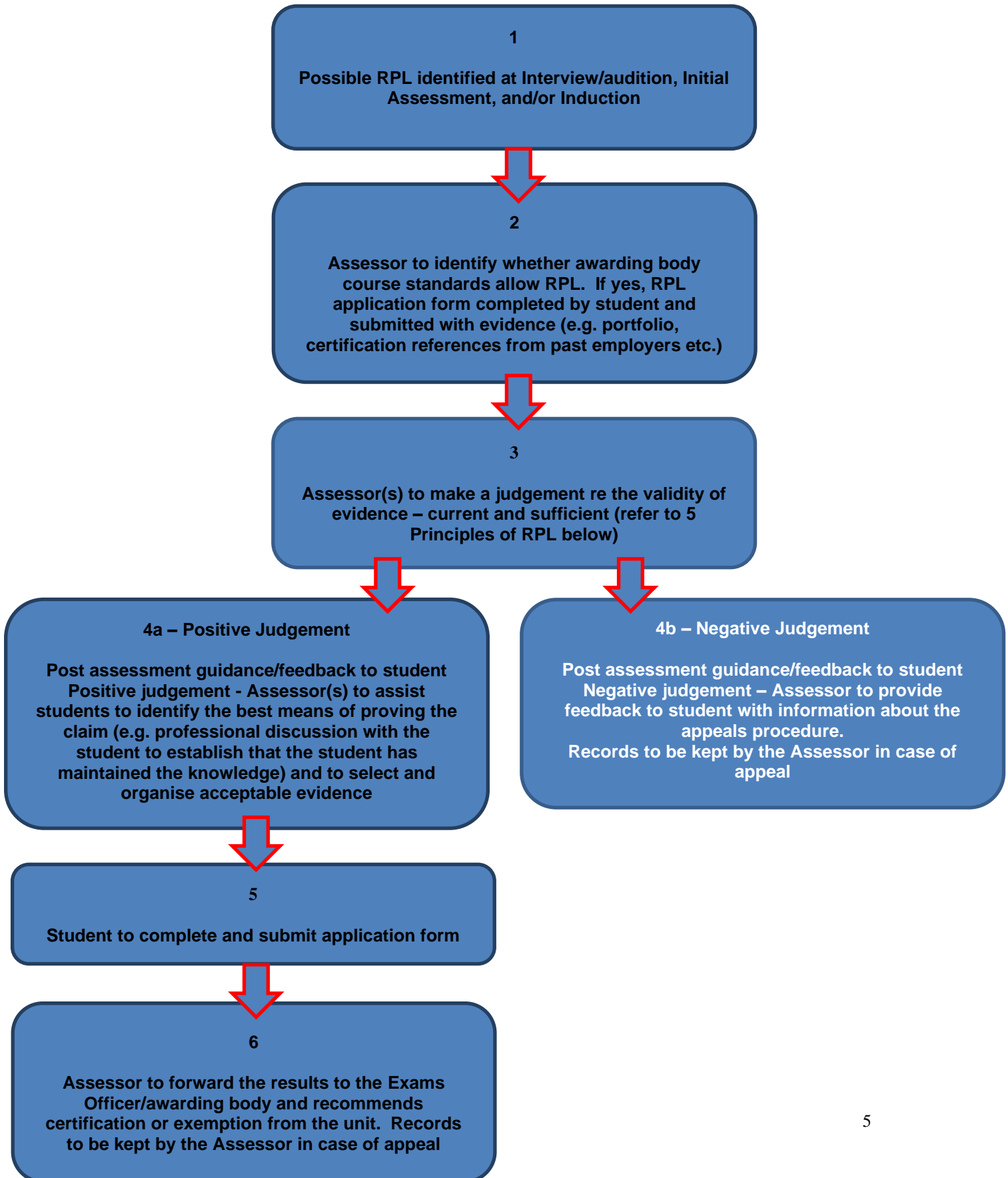
KLDC Sixth will ensure that:

- Students are registered as soon as they formally start to gather evidence
- Records of assessment are maintained, as for any other unit/qualification
- Certification and claims are made according to normal procedures
- All relevant evidence is assessed before assessment decisions are

confirmed

- There are designated staff with the appropriate expertise to support and assure the RPL process.

Appendix 1 - Recognition of Prior Learning (RPL) Process



Appendix 2 - Recognition of Prior Learning (RPL) Application Form

RPL Application Form

(If you require assistance to complete the form, please contact the course assessor).

Student information

Surname: _____ First name: _____

Student ID: _____ Date of birth: _____

Address: _____

Phone: (mobile) _____

Email: _____

Course code : _____

Course name and level of learning: _____

Please state which unit criteria/module you are applying for RPL:

Evidence attached (please list):

I hereby certify that the information provided, and the documentation attached are true and correct

Signed: _____ Date: _____

Office use only

KLDC Sixth Policy Document

Assessor name: _____ :

Date received from student:
Decision:

Date returned by assessor:
Feedback given to student:

Appeals procedure discussed Yes/No/Not Applicable (delete as appropriate)
Comments:

Signed: _____(Assessor)

Date: _____

Appendix 3 - Recognition of Prior Learning (RPL) Appeals Procedure

