



Recognised Prior Learning Policy

Title		Version
Maths and English Policy		2.0
Approval Body	Date	Review Date
Corporation : Ignite Training	01/10/2021	01/10/2022
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Ignite Training Learner RPL Policy Statement

Recognition of Prior Learning (RPL) is a method of assessment 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 do not need to develop through a course of learning.

Tutors/Learners should Note: RPL should not be confused with exemption and unit equivalency.

RPL enables recognition of achievement from a range of activities using any appropriate assessment methodology.

Provided that the assessment criteria or requirements of a given unit or qualifications have been evidenced, the use of RPL is:

Exemption - the facility for a learner to claim exemption from some of the delivery 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 and Process.

The Head of Education will assess the RPL claim

Evidence of learning must be:

1. Valid
2. Authentic
3. Reliable
4. Current

Terminology

RPL policies and procedures have been developed over time, which has led to the use of a number of terms to describe the process. Among the most common are:

- Accreditation of Prior Learning (APL)
- Accreditation of Prior Experiential Learning (APEL) Accreditation of Prior Achievement (APA)
- Accreditation of Prior Learning and Achievement (APLA).
- These terms broadly describe the same process. Pearson uses the term Recognition of Prior Learning (RPL).

RPL can be used where a learner has not had their prior learning formally recognised but can demonstrate the KSB's of a particular unit

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

- a unit accumulated towards a full Governing Body qualification
- a unit or units recognised by a Governing Body Certificate of Achievement of a full qualification.
- Apprenticeship standards

Apprenticeship specific RPL rules can be located in the funding rules: [here](#)

All evidence must be evaluated using the stipulated knowledge skills and behaviours outcomes and assessment criteria from the programme or unit being claimed. In assessing RPL 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. These will be further assessed through robust initial assessment conducted during induction.

Most often RPL will be used for units. It is acceptable to claim for an entire qualification through RPL although this is not the normal practice because it would be unusual for a learner to be able to offer prior achievement that completely matches every aspect of a qualification's assessment requirements.

Note that the assessment strategy for each qualification must be adhered to.

Where evidence is assessed to be only sufficient to cover one or more learning outcomes, or to partly meet the need of a learning outcome, then additional assessment methods should be used to generate sufficient evidence to be able to award the learning outcome(s) for the whole unit.

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.

Tutors wishing to carry out RPL must ensure that:

1. Learners are registered as soon as they formally start to gather evidence
2. Records of assessment against prior learning are maintained
3. Assessments are made according to normal procedures
4. All relevant evidence is assessed before assessment decisions are confirmed
5. There are designated personnel with the appropriate expertise to support and assure the RPL process
i.e The Head of Education

Access to Fair Assessment

Ignite Training is committed to providing ongoing support to learners with particular requirements and aspires to eliminate discrimination. On this basis, we ensure accessible services and make appropriate adjustments, where required, to facilitate learners in completing the course / program as independently as possible. Our personnel are committed to contributing to this practice and the overall aims are to assist learners in managing their individual situation and create a more accessible learning and assessment environment for all. In order for this to be achieved, we aim to determine learners' particular requirements and requests for the provision of access arrangements at an early stage.

Procedures for access arrangements

Stage 1

Ignite Training evaluates and identifies the need for the implementation of access arrangements due to a learner's particular requirements, where a learner reports the request to the tutor / assessor or where it is identified via other acceptable means. At this stage, the learner must provide all necessary evidence (medical evidence/certification, diagnostic test results, a statement from the invigilator/tutor/assessor or any other appropriate information) to demonstrate the condition or reason(s) affecting his/her performance. In making sure our access to fair assessment is implemented effectively and all learners are treated fairly, we aim to:

- Ensure the access to fair assessment statement and practice are understood and complied with by any personnel involved in assessment and also by learners.
- Promote equality in relation to the provision of the learning program and assessment of the qualification or apprenticeship programme
- Adhere to related procedures and regulations regarding reasonable adjustments to assessment special consideration.
- Ensure buildings and assessment sites used for delivery and assessment are accessible to all learners as far as is practicable.
- Request permission for the implementation of specific adjustments by the awarding organisation or EPAO, where required.
- Ensure appropriate equipment / personnel (technological equipment or any assistant personnel i.e. reader, scribe, practical assistant) is available for selected adjustments to delivery and / or assessment.
- Use assistive equipment within the reasonable adjustments framework, as outlined without disadvantaging others who are not affected by particular requirements.

It is ultimately the responsibility of the Head of Education, to ensure that this statement and related procedures are published and accessible to all personnel, learners and any relevant third parties. However, the quality coordinators (QCs) specific to each qualification are responsible for ensuring this information is fully understood by their qualification team and by the learners who commence courses/ programs in their area. Learners have the right to raise issues related to the implementation of the access arrangements procedure or make a formal complaint via the Ignite Training learner complaints procedure or the Ignite Training learner appeals procedure, if they are not satisfied with the outcome of the decision in relation to access arrangements applied.

Stage 2

The tutor/assessor communicates the request to the Head of Education who checks the learner's eligibility. The HOE collates all evidence and helps the learner to make the application for reasonable adjustments/special consideration.

Stage 3

If access arrangements as requested by the learner are not appropriate and the application is rejected by Ignite Training then alternatives will be suggested, where required. If the application for access arrangements is accepted, the decision is communicated to all personnel involved in the delivery and/or assessment and arrangements are made as soon as practicable to assist the learner.

Stage 4

Monitoring of the eligibility of decisions made, outcome of the applications and effectiveness of the procedure is conducted via the established Centre.

All records relating to the application, relevant evidence and monitoring forms are securely retained for five years.

