RECOGNITION OF PRIOR LEARNING POLICY

1. Scope

BTB recognises that learners may begin a programme of learning with some previous experience.

This policy is designed to provide guidance regarding recognition of prior learning (RPL) so that learners can achieve without duplicating any previous learning or assessment they have undertaken.

2. Responsibilities

This policy applies to all who deliver training or qualifications on behalf of BTB.

BTB Directors are responsible for maintenance, review, and improvement of this policy.

3. Policy Principles

We have identified the following principles which underpin all RPL assessments:

- **Validity** ensures assessment measures what it claims to measure, the evidence matches the required competencies, the skills, knowledge and expertise that are being demonstrated by the learner at the appropriate level
- **Reliability** refers to the accuracy with which an assessment is measured. A reliable assessment consistently gives the same results under similar conditions ensuring different assessors place a similar value on the evidence provided and make similar judgments when confronted with the same evidence
- **Authenticity** refers to the ownership of the evidence. Assessors need to be confident that the work submitted really is the result of the learners' own effort and expertise
- **Currency** refers to the date of the evidence. Assessors must be sure that the evidence submitted by the learner is recent enough to be considered a measure of the current levels of competence.

- **Sufficiency** is the amount of evidence to cover all the aspects of the required criteria. There must be enough evidence to fully meet the requirements of the learning outcome, or learning outcomes being considered
- A **fair** assessment, in addition to being valid and reliable, provides equity of opportunity for learners in line with Equality legislation
- **Quality** is a key principle in ensuring the credibility and status of BTB accreditation

4. What is Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) is a method of assessment that considers whether learners can demonstrate that they can meet assessment requirements through the knowledge, understanding or practical skills that they already possess.

Using RPL for the recognition of non-formal or informal learning involves a review of past experiences. It also includes learning gained through training in the workplace, the community and in the voluntary sector.

RPL does not cover previously certificated learning which is recognised as part of credit accumulation and transfer.

RPL can be used where learners can demonstrate that through their experience, they have already gained the relevant knowledge and or practical skills required.

People can gain a range of knowledge and skills through reflecting on their experience in order to identify relevant achievements. They should think about experience gained at work in any relevant voluntary work and leisure activities, formal or informal education and training for example, adult education courses or in-company training from independent study.

Where evidence presented in support of a claim of RPL is strongly convincing, it may be deemed sufficient for the purpose of certification. If the evidence is less convincing, but nevertheless substantial, the learner might, where suitable:

- Undergo an oral assessment
- Complete an appropriate assignment
- Complete a written test

- Carry out a demonstration
- A combination of the above

5. Using Recognition of Prior Learning

RPL is appropriate for use where an individual's learning has not been formally recognised. It enables recognition of achievement from a range of activities using any appropriate assessment methodology. Provided that the assessment requirements of a given qualification have been met, the use of RPL is acceptable for accrediting a whole qualification.

The knowledge, understanding and/or skills in question may have been acquired in any area of life, for example, domestic / family life, education and training, work related activities, community or voluntary activities. As long as all the composite learning outcomes have been met, an individual can claim a qualification where RPL has been used to generate all or some of the evidence required.

In order to achieve recognition of achievement there are two options open to the learner:

- Undertake the same assessments as those following the formal course of learning and assessment that lead to the desired qualification. These assessments may be undertaken without attending the teaching sessions.
- Submit a portfolio of evidence based on previous learning, skills and / or competence cross referenced to the learning outcomes and assessment criteria for which RPL is being sought.

BTB engages instructors/assessors with appropriate expertise and knowledge to facilitate RPL. All relevant evidence is assessed against the assessment criteria before decisions are confirmed. In assessing using RPL the assessor/instructor must be satisfied that the evidence produced by the learner meets the required standard.

BTB keeps appropriate records of RPL evidence and RPL decisions are documented and retained within the learner record for audit purposes.

6. Recognition of Prior Learning Process

The RPL assessment should be carried out as an entire process. This means that the assessor/instructor should:

- Plan with the learner
- Make a formal assessment decision
- Feedback assessment decisions to the learner, confirming decision and giving guidance on the available options
- Maintain records of assessment
- Ensure relevant evidence is assessed before assessment decisions are confirmed through verification procedures
- Ensure that learners are aware of their right to access the appeals process should they feel the assessment decision was unfair
- Certification and claims are made according to normal procedures
- The process is subject to the same quality assurance requirements as any other assessment method

7. Record Keeping

BTB will ensure, all relevant evidence is kept securely and can be audited to ensure all learners have been entered onto the relevant training or qualification pathway. A risk register or log is kept.

You may find these websites useful:

https://www.gov.uk/government/publications/guidance-to-the-general-conditions-of-recognition

http://scqf.org.uk/more/rpl/

This policy is reviewed regularly and updated annually or as and when required.