



Rawda College Recognition of Prior Learning Policy

1. **Introduction:** This Recognition of Prior Learning (RPL) policy outlines the procedures and guidelines for the assessment and recognition of prior learning for learners pursuing qualifications offered by Rawda College. Recognition of Prior Learning (RPL) refers to the process of assessing and acknowledging an individual's existing knowledge, skills, and competencies acquired through formal, informal, and non-formal learning experiences. RPL allows learners to demonstrate their mastery of specific learning outcomes required for a qualification or unit, resulting in a reduction in the time and effort required to complete the qualification.
2. **Conditions:** It may be that a learner has already attained the knowledge and expertise needed to meet the standards stated in the assessment criteria provided in a unit(s), through:
 - employment
 - in relevant voluntary work or leisure activities
 - in education or training e.g. adult education courses or in-company training
 - from independent or previous study in a college or university
 - from other commitments or activities e.g. care situation or involvement in a family business

The essential point for RPL is that the learning from any or all of the activities listed above, or other activities not listed here is not via a recognised, accredited qualification. If this is the case, it is recognized that provided the standards and assessment requirements of a given unit, parts of a unit, or qualification have been met, the use of RPL is acceptable for the achievement of the part of a unit, units, or a qualification which is being claimed. Rawda College believes that learners should not need to repeat learning where there is valid and reliable evidence to show that Learning Outcomes (LOs) in a unit have been met at the standards stated by the assessment criteria (AC).

However, evidence submitted by the learner for RPL must be:

- authentic
- reliable
- current



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- valid
- sufficient.

It is the responsibility of the learner to generate the evidence and present it to the assessor for assessment. Rawda College plays a supportive role in this process.

RPL can be applied to learners who are transferring from one learning program to another. They may have embarked on a course and completed work, but they have not gained credits or qualifications. RPL for a whole qualification is not the norm and is only likely to occur in exceptional circumstances. Furthermore, the RPL process cannot allow for the accreditation of any externally assessed units, which learners may already have achieved. Some qualifications cannot be assessed through RPL, for example, where learners need to be observed completing a particular task to show that they have met the required standards. Where RPL is not allowed, this is stated in the specification.

- 3. Process for Requesting RPL:** If a learner wishes to use RPL, they must meet with an assessor in the first instance. The assessor needs to be experienced and have relevant specialist subject knowledge. Previous communications may take place over the telephone or via email, but the RPL process will formally commence with a face-to-face meeting between the assessor and the learner. At this meeting, the learner needs to reflect on their experience to identify relevant achievements. The learners must be asked to think about experience gained in a variety of situations including those listed above under 'Conditions.' The learner should initially provide a CV, portfolio of practical work, or a selective autobiographical account. This will help the assessment team gain a broad overview of the learner's experience. In addition, it will help to put the claim into context. The learner must be provided with the learning outcomes and assessment criteria of the qualifications. It is important for the mentor to ensure that the learner understands the assessment criteria associated with individual units they wish to claim. It is only then that they will be able to work towards assembling the relevant evidence. Examples of how to present evidence must be provided to facilitate understanding and portfolio compilation. Learners claiming RPL will be given guidance on the evidence that will enable them to achieve the standards required. Our academic team is available for mentoring the learner during the RPL process. With the support of the mentor, an action plan will be produced. The learner must compile a portfolio of evidence



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to support their claim for RPL so at the outset, he/she is aware of all the information that must be contained in a file.

This will include:

- a CV or other resumes
- a summary of the learning outcomes and assessment criteria claimed
- a commentary identifying prior achievement against individual learning outcomes and assessment criteria
- full evidence against each assessment criterion claimed.

The appropriate center-devised or ATHE sample forms must be used at all times, or this could invalidate the process.

4. **Requirement for Evidence:** Learners must provide robust and relevant evidence that demonstrates their competence against the specific learning outcomes and assessment criteria of the qualification or unit. Acceptable forms of evidence may include work samples, portfolios, certifications, transcripts, assessments, and documented professional experience.

The college recognizes various types of evidence, including:

- Work-related documents (e.g., job descriptions, performance appraisals).
- Certifications and licenses.
- Academic transcripts and qualifications.
- Portfolios showcasing relevant projects, tasks, and achievements.
- Written reflections and statements of learning.

The assessor may conduct interviews, practical assessments, or additional tests to validate the learner's competency where necessary.

5. **Assessing the Evidence:** The assessor will examine the portfolio systematically for its completeness. He/she will ensure that the evidence relates to the assessment criteria of the unit(s) being claimed by the learner and that there are no gaps in the evidence. The assessor will be looking for evidence that is authentic, current, relevant, and sufficient.

The assessor checks that the evidence presented:

- is relevant to the standards (valid)
- represents sufficient breadth and quality to be appropriate to the standards to which it applies (sufficient)
- is the work of the candidate (authentic)



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- is recent enough to meet the requirements of the assessment criteria.

If the assessor is not satisfied with the evidence submitted, it will be necessary to seek additional evidence from the learner.

Separate evidence is not required for each qualification assessment criterion. Learners may present a small number of complex pieces of evidence to demonstrate achievement of a number of unit assessment requirements. However, the evidence needs to be clearly mapped by the learner so there is no ambiguity.

The standard required of an RPL student is identical to that demanded of a learner pursuing a normal study route. Many units draw on a wide basis of knowledge and understanding. RPL learners must demonstrate knowledge and understanding of the unit or part of the unit they are claiming. Testing will be required to ensure the candidate has this knowledge. Oral testing will be frequently used as this suits the RPL process, but in addition, it may be necessary to ask learners to complete an assignment or written test or perform a demonstration. A combination of these methods may be used.

Where a learner is unable to produce evidence of prior learning, for example, if an employer does not respond to a request for a witness testimony, the learner will need to take an assessment appropriate to the outcome being claimed. If only part of the unit's requirements has been met, arrangements will need to be made to cover the appropriate additional learning and assessment. The mentor will guide learners through the RPL process, explaining the evidence requirements, assessment procedures, and potential outcomes. The mentor will ensure that learners understand the implications of their RPL claim, including any potential gaps in learning that may need to be.

6. Process for Assessment of Evidence

Upon receiving an RPL application, the appointed assessor will thoroughly review the evidence provided by the learner against the learning outcomes and assessment criteria of the relevant qualification and/or unit, within 10 working days after receipt of the final version of the portfolio.



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7. Internal Quality Assurance

An Internal Quality Assurer (IQA) will independently review and quality assure the assessor's decision regarding RPL claims, within 5 working days after receipt of the assessor's judgement.

The IQA will ensure that the RPL assessment process has been conducted fairly, consistently, and in accordance with the college's policies and the awarding body's requirements.

8. Claiming Certificates Using RPL

Once the RPL assessment is successfully completed, and the learner's competency is verified, the college will submit the RPL claim to the awarding body. This documentation as well as the learner's portfolio must be available for external quality assurance. Upon successful moderation, the awarding body will issue certificates reflecting the granted RPL credits, acknowledging the learner's prior learning achievements.

Policy Version 1 was issued on 01/02/24 by Director of Education.

This policy is effective from 01/02/24

Next review is due on 31/01/25