

(NOTE: Throughout this document, THE TEACHER TRAINER LTD is referred to as TTT)

## TTT POLICY DOCUMENT

# Recognition of Prior Learning

*Awarding credit for valid prior learning while maintaining the rigour of TTT qualifications.*

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### Document Control

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|-------------------------|---|
| <b>Document Title</b>   | Recognition of Prior Learning (RPL) Policy                          |
| <b>Version</b>          | 1.0   |
| <b>Effective Date</b>   | 22 April 2026   |
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| <b>Policy Owner</b>     | Phenil Mehta, Centre Manager  |
| <b>Approved By</b>      | Phenil Mehta, Centre Manager  |
| <b>Classification</b>   | Public  |
| <b>Applies To</b>       | All learners, Course Assessors, IQAs, Centre Manager and associates |

# Recognition of Prior Learning (RPL) Policy

## 1. Purpose

This policy sets out how TTT recognises and awards credit for learning a learner has already acquired, whether through previous qualifications, employment, voluntary work or other relevant experience. It ensures that Recognition of Prior Learning (RPL) is applied rigorously, fairly and consistently, in line with Ofqual's Regulated Qualifications Framework (RQF) and the RPL requirements of each Awarding Organisation with which TTT is registered.

## 2. Scope

This policy applies to:

- All learners enquiring about or applying for credit through RPL towards any TTT qualification
- All Course Assessors making RPL decisions
- IQAs sampling RPL decisions
- The Centre Manager who authorises RPL applications

## 3. Definitions

The following terms carry the meanings given throughout this policy.

|  |   |
|--|---|
| <b>Recognition of Prior Learning (RPL)</b> | A method of assessment that considers whether a learner can demonstrate that they meet the Assessment Criteria of a unit through knowledge, understanding or skills they already possess. |
| <b>Prior Certificated Learning</b>         | Learning evidenced by a certificate from a recognised qualification or training programme.  |
| <b>Prior Experiential Learning</b>         | Learning gained from life or work experience that has not previously been certificated.   |
| <b>Credit</b>                              | A numeric representation of learning volume awarded against a unit or qualification when RPL is successfully demonstrated.  |
| <b>Currency</b>                            | The degree to which prior learning remains relevant to the current Assessment Criteria, typically within the last five years.   |
| <b>RPL Claim Form</b>                      | The form by which a learner formally records their intention to claim credit through RPL, the evidence they rely upon and the units claimed.  |
| <b>RPL Assessor</b>                        | A Course Assessor qualified and occupationally competent to make RPL decisions for the relevant unit or qualification.  |

## 4. Policy Statement

TTT is committed to the following principles and commitments.

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 Learning Outcomes and Assessment Criteria through prior learning and through a formal programme of study.
2. RPL is learner-centred and voluntary. No learner is required to pursue RPL and no disadvantage attaches to choosing not to.
3. RPL is subject to the same principles of assessment as any other evidence. Evidence must be Valid, Authentic, Current, Sufficient and Reliable (VACSR).
4. RPL decisions are made only by a qualified and occupationally competent Course Assessor and are sampled by the IQA in line with the IQA Sampling Strategy.
5. Credit awarded through RPL is not distinguished from credit awarded through any other assessment method on the learner's certificate.
6. Evidence of prior learning must normally be within the last five years. Older evidence may be accepted where the Course Assessor is satisfied, through supplementary evidence such as professional discussion or observation, that the learner's knowledge, understanding and skills remain current.
7. TTT applies Awarding Organisation RPL rules in addition to this policy and does not award RPL credit where the Awarding Organisation's qualification specification prohibits it.
8. Learners have the right to appeal an RPL decision under the Appeals Policy.
9. The Equality Act 2010 applies to the operation of this policy. Reasonable adjustments are available to learners making RPL claims.

## 5. What RPL Can and Cannot Do

| RPL Can  | RPL Cannot   |
|--|--|
| Award credit for a full unit where all Assessment Criteria are met by prior learning | Award credit for a unit where the Awarding Organisation specification prohibits RPL                          |
| Award credit for part of a unit, with remaining ACs addressed by new evidence        | Be used to bypass a licence-to-practise requirement that must be demonstrated afresh                         |
| Accept certificated learning, experiential learning or a combination of both         | Award credit on the basis of documentary evidence alone where the AC requires live or observed demonstration |
| Be combined with new assessment to complete a qualification                          | Be used retrospectively once a qualification has been certificated   |

## 6. Roles and Responsibilities

| Role                           | Responsibility   |
|--------------------------------|--|
| Centre Manager (Phenil Mehta)  | Overall accountability for RPL; authorises RPL applications; liaises with the Awarding Organisation where required; reviews this policy annually.                          |
| Course Coordinator             | Acts as the first point of contact for RPL enquiries; issues the RPL Claim Form; records applications; monitors progress and deadlines.                                    |
| RPL Assessor (Course Assessor) | Advises the learner on appropriate evidence; agrees the RPL action plan; reviews evidence against the Assessment Criteria; makes the RPL decision; records reasoning.      |
| IQA                            | Samples RPL decisions at a minimum rate equivalent to other assessment decisions; flags concerns about rigour or consistency; attends standardisation events covering RPL. |
| Learners                       | Complete the RPL Claim Form; gather evidence; consult with the RPL Assessor; attend any supplementary assessment; do not misrepresent evidence.                            |

## 7. Learner Entitlement and Responsibilities

### 7.1 Entitlement

- Any learner may apply for RPL, provided they meet the requirements of the Awarding Organisation for the qualification concerned
- Learners receive timely, accurate and accessible guidance on the RPL process at the point of enquiry
- Learners have the right to appeal against an RPL decision under the Appeals Policy
- Reasonable adjustments are available during the RPL process in line with the Accessibility and Reasonable Adjustments Policy

### 7.2 Responsibilities

- Complete the RPL Claim Form accurately and fully
- Provide evidence that addresses the Assessment Criteria of the unit or units claimed
- Consult with the RPL Assessor in preparing the claim and agreeing an action plan
- Attend any supplementary assessment, including professional discussion or observation, where the RPL Assessor judges it necessary to confirm the claim
- Declare that submitted evidence is authentic and is the learner's own work or, where not, that it is properly attributed

## 8. RPL Process

| Stage                          | Activity  |
|--------------------------------|---|
| <b>1. Enquiry and guidance</b> | The learner raises an RPL enquiry at enrolment or during study. The Course Coordinator explains the process, eligibility and what RPL can and cannot do and issues the RPL Claim Form.  |
| <b>2. Claim and evidence</b>   | The learner submits the completed Claim Form with supporting evidence such as certificates, transcripts, work products, employer testimony or CPD records.  |
| <b>3. Action plan</b>          | The RPL Assessor reviews the claim, identifies which Assessment Criteria are addressed, which are not and what further evidence or assessment may be needed. An action plan is agreed and signed with the learner.                              |
| <b>4. Evidence evaluation</b>  | The RPL Assessor evaluates each piece of evidence against the Assessment Criteria, applying VACSR. Supplementary professional discussion or observation is used where currency is uncertain or evidence is indirect.                            |
| <b>5. Decision</b>             | The RPL Assessor records the decision on the Awarding Organisation's RPL Record or TTT equivalent, specifying which ACs are met by prior learning and which require further assessment. The decision is communicated to the learner in writing. |
| <b>6. IQA sampling</b>         | The IQA samples RPL decisions as part of the overall Sampling Strategy and at a minimum rate equivalent to other assessment methods.  |
| <b>7. Certification</b>        | Where all ACs are met, by RPL and any additional assessment combined, the Centre Manager submits the certification claim to the Awarding Organisation.  |
| <b>8. Appeal (if required)</b> | A learner who disagrees with an RPL decision may appeal under the Appeals Policy.   |

## 9. Evidence Types and Standards

| Evidence Type                        | Standards  |
|--------------------------------------|--|
| <b>Certificates and transcripts</b>  | Originals or verified copies. Certificates older than five years require supplementary evidence of current competence.                               |
| <b>Work products</b>                 | Learner-produced materials such as lesson plans, assessor feedback forms or IQA samples, accompanied by a witness statement confirming authenticity. |
| <b>Employer or witness testimony</b> | Signed and dated statement from a qualified witness, using the Awarding Organisation's preferred format where required.                              |
| <b>Professional discussion</b>       | Recorded and transcribed discussion between learner and RPL Assessor, used to explore depth and currency of knowledge.                               |

| Evidence Type                        | Standards   |
|--------------------------------------|---|
| Observation of practice              | Live or recorded observation, used where competence must be demonstrated directly.                  |
| Reflective accounts and case studies | Learner-produced narrative accounts analysing practice against the Assessment Criteria.             |
| CPD records                          | Training certificates, attendance logs, reading logs. Used as supporting rather than sole evidence. |

## 10. Quality Assurance of RPL

RPL decisions are subject to the same IQA and EQA processes as any other assessment decision. The IQA:

- Samples a representative proportion of RPL decisions across units, Assessors and learners
- Reviews the action plan, evidence, decision and reasoning
- Flags inconsistent or insufficiently rigorous decisions to the Centre Manager
- Includes RPL-specific items on the standardisation agenda

## 11. Records and Retention

TTT retains the following for a minimum of three years after certification or longer where the Awarding Organisation requires it:

- The RPL Claim Form and supporting evidence
- The agreed action plan
- The RPL Assessor's decision record and reasoning
- IQA sampling reports covering RPL decisions
- Awarding Organisation correspondence, where relevant

Records are held securely in line with the Data Protection Policy and the Data Retention and Disposal Policy.

## 12. Monitoring and Review

This policy is reviewed annually by the Centre Manager. Effectiveness is evaluated through learner feedback on the RPL process, RPL Assessor feedback, IQA outcomes and EQA comments. All outcomes are recorded in the Version History at Section 14.

## 13. Related Documents

This policy should be read alongside:

- Assessment Policy
- Internal Quality Assurance (IQA) Policy
- External Quality Assurance (EQA) Policy
- Reasonable Adjustments and Special Considerations Policy
- Accessibility and Reasonable Adjustments Policy

- Appeals Policy
- Certification Policy
- Initial Assessment and Induction Policy
- Data Retention and Disposal Policy

## 14. Version History

| Version | Date       | Author       | Summary of Changes   |
|---------|------------|--------------|--|
| 1.0     | 22/04/2026 | Phenil Mehta | Supersedes prior Recognition of Prior Learning Policy dated 07/04/2026. Structured into TTT's standard section layout with explicit stages, evidence types and quality assurance arrangements. RPL Claim Form moves to a separate administrative form. |

## 15. Approval

This policy has been reviewed and approved by the Centre Manager of TTT.

Phenil Mehta

*P Mehta*

22/04/2026

Name

Signature

Date