

RECOGNITION OF PRIOR LEARNING POLICY

Last updated: **22/05/2019**

The Teacher Trainer Ltd. would hereafter be referred to as TTT in this document.

Scope of the Policy

This policy is provided for TTT customers, including learners and staff members who are using or delivering the courses or qualifications TTT offer.

This policy applies to qualifications on the Qualifications and credit Framework (QCF), Regulated Qualifications Framework (RQF) and other national frameworks, self-regulated qualifications and the Quality Assurance Agency (QAA) for Higher Education. However, where learning is evidenced only through a national examination, the learner is required to sit the examination, e.g. General Qualifications such as GCSEs or GCE are not within the scope of this policy.

Location of the policy

This policy is available for all staff members, third parties and learners to access. The most up to date version of the policy is available on our website www.theteachertrainer.co.uk.

Communication of the policy

It is important that staff involved in the management, delivery, assessment and quality assurance of nationally recognised qualifications and learners undertaking these qualifications, are fully aware of the contents of the policy.

Review of the policy

TTT will review the policy annually and/or revise it as and when required. The review process includes analysis of monitoring data, consultation with and feedback from customers, learners, clients, staff and other stakeholders, changes in practices, actions required by Awarding Organisations or changes in legislation to determine the impact of the policy and any action required. Our review will ensure that our procedures continue to be consistent with the regulatory criteria and are applied properly and fairly in arriving at judgements.

Policy Statement

Recognition of Prior Learning (RPL) is a method of assessment [leading to the award of credit] 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 so do not need to develop through a course of learning.

Regulatory arrangements for the Qualifications and Credit Framework (QCF) and the Regulated Qualifications Framework (RQF) [Ofqual]

TTT recognises that RPL enables recognition of achievement from a range of activities using any appropriate 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 or a whole qualification. Evidence of learning must be valid and reliable.

Legislation

The Equality Act 2010 applies to the operation of this policy.

Principles to Implement and Develop Policy

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.
2. RPL 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.
3. RPL is a learner-centred, voluntary (for the learner) 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.
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.
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 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.
6. 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 learner meets the assessment standard established by the learning outcome and its related assessment criteria. The evidence must be valid, authentic, current, relevant and sufficient.
7. The prior learning 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 for competence.
8. The assessment and award of credit must take into account the relevant validating or Awarding Organisation regulations pertaining to RPL.
9. A learner should have the right to appeal when an application for credit is unsuccessful.

Learner Entitlement

1. All learners shall be entitled to apply for RPL providing they meet the specific requirements of the validating /awarding organisation governing the qualification for which they are studying.
2. A learner who makes an initial enquiry about RPL should be given timely and appropriate guidance and support on the rules, regulations and processes involved in accreditation.
3. A learner may appeal against the credit points awarded but only on the grounds of non-observance of agreed procedures and/or improper application of those procedures.

Learner Responsibilities

1. The learner must fill in a form to express their intention to prove that they want recognition of prior learning to take place.
2. The learner must provide evidence to show that the requirements of the unit, module or part of a unit, or module have been covered;
3. The learner must consult with the agreed subject specialist in the preparation of his/her evidence.
4. Learners applying for credit must agree an action plan to enable him/her to obtain the award s/he is aiming for.
5. Learners must agree to attend any further oral assessments or appropriate assessments if initial evidence is deemed to be unsatisfactory for the RPL assessor.

Teaching staff's responsibilities

1. To provide support and encouragement to all learners wishing to claim credit for prior learning.
2. Following initial enquiries by any learner, the member of staff should place the learner in contact with a subject specialist.
3. The subject specialist should develop, with the student, an action plan to address the learning outcomes of the programme.
4. The subject specialist should identify the evidence needed to support the claim for credit and explain how this evidence will be assessed and by whom.
5. Ensure that the learner claiming credit is enrolled with 'TIT' for a specific award/qualification.
6. To notify the Head of the Centre (Phenil Mehta) of any learner claiming credits by RPL or using units gained from one qualification towards the next level of achievement.

Management responsibilities

1. All staff are fully conversant with this policy and the demands it places on them
2. All appropriate staff are competent to undertake their roles and responsibilities in the procedures for verification and recognition of prior learning.
3. Staff development is made available to those staff not conversant with or competent to undertake the procedures for RPL.

Monitoring & Evaluation

1. Senior Management will monitor the operation of the policy to ensure it reflects current strategic aims, annually.
2. The standards by which the success of the policy can be evaluated are:
 - Learner feedback, including questionnaire responses, showing high levels of satisfaction with the advice and help received in preparing to claim RPL.
 - Staff feedback on the quality of support provided by 'TIT' to enhance skills and competence to undertake the procedures for RPL.
 - External examiner/verifier/quality support comments on the rigour and consistency applied to RPL procedures across the organisation.

Appendix 1

CREDIT CLAIM FORM (complete all sections as fully as possible) If you have been offered a place on a programme of study at The Teacher Trainer Ltd. or are already registered on a programme you may be eligible for credit from previously acquired qualifications, vocational training and/or learning which is uncertified. If you wish to make a claim for recognition of prior learning, please complete this form.

PERSONAL DETAILS

Full Name: _____

Address: _____

Post Code: _____ Telephone: _____

Please read the learner's responsibilities fully before claiming any credit and completing this form. You should also discuss the possibility of credit awards with your course tutor who will advise you on the completion of this form.

Course Name: _____

a) Module(s)/Unit(s) for which credit is claimed:

Course/Module/Unit Code _____ Title _____

Course/Module/Unit Code _____ Title _____

Course/Module/Unit Code _____ Title _____

b) Programme learning outcomes/objectives for which credit is claimed if they do not relate to specific individual modules or units of study.

BASIS FOR CREDIT CLAIM: (Attach separate sheets) In this section outline the achievements, experience and previously acquired qualifications and certificates you wish to use as the basis for your claim. Refer to the details of the relevant modules or units in the learner handbook for the programme or course in question. You should attach photocopies of supporting documents wherever possible e.g. syllabus outlines, course structures, examination certificates, etc. On completion forward this form to your course tutor/assessor for consideration.