




## RECOGNITION OF PRIOR LEARNING (RPL) POLICY

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28.09.23 Added RPL Procedure for Functional Skills

RPL is a process that enables people to receive formal recognition for skills and knowledge that they already possess. RPL recognises that learning is continuous – at work, home and at leisure, as well as in the classroom and provides a route for the recognition of the achievements resulting from continuous learning.

RPL is an assessment process that enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit have been met, the use of RPL is acceptable for recognising units that form the programme.

## The 5 Stages of RPL

### STAGE 1: APPLICATION

- Advisor/Tutor to discuss prior learning with client during initial assessment, certification (if applicable) to be collected at time of initial assessment or within one week of registering on a BMH Training Limited course.
- BMH Training Limited registers client on the appropriate level of learning dependant on prior learning, initial assessment, and discussion with BMH Training Limited staff.

### STAGE 2: ASSESSMENT OF PRIOR LEARNING

#### The Learner will

#### The Tutor/Assessor will

✓ Reflect on relevant prior learning and achievement to identify evidence	✓ Provide guidance to the learner
✓ Establish an action and assessment plan	✓ Identify and agree an action plan and assessment strategy with the RPL learner
✓ Agree timescale with tutor/assessor	✓ Provide guidance of timescale
✓ Identify gaps in achievement	✓ Map achievement and identify gaps
✓ Provide evidence of achievement in a portfolio, for example this may be paper based, electronic, video recorded evidence etc.	✓ Determine and set the standard

This stage will be undertaken at the earliest opportunity once a learner is registered on a qualification, in order that they will not be disadvantaged if their RPL claim is not awarded.

### STAGE 3: ASSESSING AN RPL CLAIM

### STAGE 4: INTERNAL QUALITY ASSURANCE (IQA) OF AN RPL CLAIM.

### STAGE 5: EXTERNAL ASSESSMENT CARRIED OUT BY THE APPROPRIATE AWARDING BODY.

## Detailed Outline of the 5-Stage Process

### STAGE 1 – APPLICATION

All learners working towards accredited certification must be registered for their programme with the appropriate awarding body. Requests for registering RPL learners can be made at any time. The learner will be registered for the programme in the usual way. The commitment to the RPL process must be made early on due to awarding body requirements.

### STAGE 2 – ASSEMBLING AN RPL CLAIM

#### *Reflecting on Experience*

The starting point for any learner wishing to claim for RPL is to reflect on their experience to identify relevant achievement. They should think about experience gained:

- At work
- In any relevant voluntary work and leisure activities
- In formal or informal education and training – for example, adult education courses or in-company training
- From independent study
- From home-based activities, such as care of the young, the elderly or the sick, or involvement in the family business

RPL learners will need to understand the relevant assessment requirements associated with the units they are claiming. Then they will be able to work towards assembling evidence to support these claims.

#### *Identifying Gaps in Achievement*

The assessment requirements of the programme are listed clearly on the unit descriptors. Use copies of these documents to identify and keep track of what has been achieved and what is still required of the learner.

#### *Providing evidence of achievement – the Portfolio*

Learners will need to provide evidence that shows that they have covered the requirements of the units. This will take the form of a portfolio, prepared by the learner, which sets out the programme assessment requirements claimed, together with any supporting evidence.

- The student will divide their portfolio (a three-ring binder) into sections according to unit(s). The Unit Descriptor (which also serves as the evidence tracking sheet) must be at the front of each section.
- The portfolio **MUST** be paged numbered and cross-referenced to the Unit Descriptor, to make for straightforward inspection and signing off portfolios.
- Professional discussions or oral assessment can be used to contribute towards portfolio evidence, which must be documented and can be supported by audio/video recordings.

- Separate evidence is not required for each assessment criterion. Where possible, learners should be encouraged to present a small number of complex pieces of evidence that demonstrate the achievement of several unit assessment requirements.

### *Staff Guidance and Support*

RPL learners will require considerable tutor encouragement and guidance in compiling their RPL evidence. Guiding RPL learners is a staff-intensive activity. While one-to-one contact is essential, there are advantages in holding workshops – both in economy of staff time and in helping to overcome any sense of isolation felt by the learners. Additional support with the RPL process may be provided by the Centre.

Most learners will be unfamiliar with the process of putting together an RPL claim. It is important that learners receive adequate advice and guidance on how to proceed. This will involve:

- Encouraging reflection and self-evaluation
- Helping to identify possible sources of achievement
- Helping to identify possible evidence of achievement
- Advising on the structure and presentation of evidence
- Explaining assessment requirements

### **STAGE 3 – ASSESSING AN RPL CLAIM**

The RPL tutor/assessor has the responsibility for ensuring that all the requirements of the programme have been met before applying for a certificate. The assessor should assess the RPL evidence, using the assessment criteria in the programme. In considering the evidence, the assessor needs to ask if it is authentic, current, relevant, and sufficient (see below for definitions).

If on any account the assessor is not satisfied with the evidence submitted, it will be necessary to seek additional evidence.

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

## RPL – FUNCTIONAL SKILLS QUALIFICATIONS

In an instance where a candidate has completed/passed an element of the Functional Skills English examination, an application for RPL can be made through the Distance Learning Team ([distancelearning@bmhtraining.co.uk](mailto:distancelearning@bmhtraining.co.uk)).

- Evidence of prior achievement must be sent, including, but not limited to the awarding body feedback report which must state a passing grade / percentage; candidate full name; leader ID number or date of birth.
- Upon receipt of the evidence, the Distance Learning Team will submit the appropriate awarding body forms, as per their policies and procedures and as per their timescales.
- Upon completion of the process, candidate will be informed appropriately of the outcome.

Following this procedure does not ensure a positive outcome and is entirely at the discretion of the appropriate awarding body.

