

# Recognition of Prior Learning Policy



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# 1 Introduction

## 1.1 Scope

SFJ Awards provides an accreditation service by which individuals can gain formal recognition of their achievements and, by gaining a qualification through a rigorous quality assurance process, employers will have confidence that employees have reached an agreed level of skills and knowledge.

Providing qualifications involves the development, delivery and awarding of qualifications, including setting assessments and quality assuring the assessment process to ensure that assessments are fair, valid and carried out in line with the defined processes.

This policy covers the Recognition of Prior Learning (RPL) and assessment for Learners to achieve qualifications on the QCF.

## 1.2 Purpose

The purpose of this policy is to:

- ◆ state SFJ Awards' approach to RPL
- ◆ provide a clear definition of RPL
- ◆ provide guidance to Centres.

## 1.3 Definitions

There is often confusion between RPL, exemption and credit transfer. The Regulatory Arrangements for the Qualifications and Credit Framework provide the following definitions:

### 1.3.1 RPL

A method of assessment that considers whether a Learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning

### 1.3.2 Exemption

The facility for a Learner to claim exemption from some of the achievement requirements of a QCF qualification, using evidence of certificated, non-QCF achievement deemed to be of equivalent value

### 1.3.3 Credit Transfer

The process of using a credit or credits awarded in the context of one qualification towards the achievement requirements of another qualification.

SFJ Awards supports the use of RPL, exemption and credit transfer, and will make these available wherever possible. Details of exemptions and credit transfer will be included in the Qualification Specification.

### 1.3.4 Review of the Policy

This policy will be reviewed annually and revised as necessary in response to customer feedback, changes in legislation and guidance from the Qualifications Regulators.

## 2 RPL – Guiding Principles

There are five generally accepted principles that SFJ Awards and its Centres will follow:

### **2.1 Principle 1**

RPL is a valid method of enabling individuals to claim credit for units in the QCF, 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 and through a formal programme of study

### **2.2 Principle 2**

RPL policies, 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

### **2.3 Principle 3**

RPL is a Learner-centred, voluntary 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

### **2.4 Principle 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 in the QCF

### **2.5 Principle 5**

Assessment methods for RPL must be of equal rigour as other assessment methods, be fit for purpose and relate to the evidence of learning. Credit may be claimed for any unit in the QCF 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

# 3 Centre Requirements

## 2.1 Centre Requirements

SFJ Awards supports the use of RPL and Centres must work to the guiding principles above.

Centres carrying out RPL must:

- ◆ use appropriate assessment methods to ensure the evidence being assessed is valid, authentic, current and sufficient
- ◆ register Learners as soon as they formally start to gather evidence
- ◆ maintain records of assessment and monitor Learner progress
- ◆ process Learner registration and certification claims using the standard procedures
- ◆ ensure that Centre staff have the appropriate expertise to support RPL.