



Cherry Tree  
EDUCATION

# CHERRY TREE SCHOOL RECOGNISING PREVIOUS LEARNING POLICY

DATE AGREED / REVIEWED: SEPTEMBER 2017, SEPTEMBER 2018,  
SEPTEMBER 2019, SEPTEMBER 2020, SEPTEMBER 2021

DATE OF NEXT REVIEW: SEPTEMBER 2022

HEADTEACHER SIGNATURE:

MANAGEMENT COMMITTEE CHAIR SIGNATURE:

ALL STAFF MUST HAVE ACCESS TO THIS POLICY, AND SIGN TO  
CONFIRM THAT THEY HAVE READ, UNDERSTOOD AND WILL  
ADHERE TO ITS CONTENTS.

# Cherry Tree Recognising Previous Learning Policy

## Introduction

Recognition of Prior Learning is a process of assessment leading to the award of credit that considers whether a learner can demonstrate that they meet the assessment requirements for a unit/qualification through knowledge, understanding or skills they can evidence that they already possess and which do not require further development at the identified level through a course of learning. The RPL process is relevant to individuals who can evidence that they have previously gained knowledge or understanding or achieved a skill or competence relevant to their current programme of study.

Evidence could be drawn from various aspects of a learner's prior learning including, but not exclusively:

- education and training
- work activities
- community or voluntary activities
- Previous accreditations of qualifications

Any appropriate assessment methodology may be used in the Recognition of Prior Learning Process. Provided that the assessment requirements of a specific unit or qualification have been met, the use of RPL is acceptable for use towards the accreditation of a single unit, units or a whole qualification, although the latter will be untypical of the use of the process as it would be very unusual for a learner to be able to offer prior achievement that totally matches every aspect of a qualification's assessment requirements. Partial unit accreditation is not possible.

Any evidence submitted for the Recognition of Prior Learning must be;

- Valid
- Reliable
- Current
- Authentic

The use of the Recognition of Prior Learning is encouraged where it is of value to centres and learners in facilitating the assessment of previously uncertificated learning.

All evidence must be evaluated using the stipulated learning outcomes and assessment criteria in the unit, units or qualification being claimed. 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 outcomes and related assessment criteria. Centres therefore must have personnel with the appropriate expertise and knowledge to undertake this.

The prior achievement 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 may ask for the demonstration of skills to check competence. It is essential that the assessment strategy for each unit, units or qualification is adhered to. Where evidence is assessed and found to be only sufficient to cover one or more learning outcomes, or to meet partially the requirements of

any learning outcomes, then additional assessment methods should be used to generate sufficient evidence to be able to award the learning outcome(s) for the whole unit.

The Recognition of Prior Learning is a valid method of enabling individuals to claim credit for units and qualifications irrespective of how the learning took place and the assessments were undertaken. There is no difference between the achievement of the required standards, i.e. learning outcomes and assessment criteria being met at the required level, gained through prior learning, or via experience, or through a formal programme of study.

Practices and decisions should be transparent, rigorous, reliable, sufficient, fair and accessible to individuals and stakeholders to ensure that users can be confident of the fidelity of the assessment decisions and outcomes of the Recognition of Prior Learning. In effect, RPL is just another assessment methodology and therefore subject to all the usual requirements relating to assessment.

The Recognition of Prior Learning 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 assessing the Recognition of Prior Learning and be given guidance and support to make his or her claim. It remains the role of the assessor and quality staff to ensure that assessment criteria are only deemed to have been met where assessment is valid; reliable and fit for purpose and where evidence is adequate, sufficient and authentic.

The process of the Recognition of Prior Learning is subject to the same standard of scrutiny through the application of existing quality assurance and monitoring processes as any other form of learning and assessment and should be included within the centre's IQA strategy, policies and evidenced within the IQA sample.

Assessment methods for the Recognition of Prior Learning must be of equal rigour as other assessment methods, must be fit for purpose and relate to the evidence of learning.

**N.B. Any RPL would be carried out in conjunction with the awarding body that the work relates to.**

**This policy will be reviewed annually by the Headteacher  
and or the Management Committee**