


UHL Apprenticeship and Development Centre Recognition of Prior Learning Policy

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1. Rationale

The University Hospitals of Leicester Apprenticeship and Development Centre (hereon referred to as the Centre) is committed to an inclusive approach to the assessment of learning. This includes the Recognition of Prior Learning and/or achievement (sometimes referred to as Accredited Prior Learning). The Centre will ensure that the process of assessment for the Recognition of Prior Learning (RPL) is subject to the same quality assurance and monitoring standards as any other form of assessment.

2. Definition

Recognition of Prior Learning (RPL):

- Is a method of assessment that considers whether learners meet the assessment requirements for a unit through the knowledge, skills and behaviour they already possess.
- Can lead to the award of credit and show there is no need for learners to develop assessment requirements through a course of learning.
- Can not be used to provide evidence against achievements towards an entire qualification. It can be used towards maths and English.
- Does not have a time frame for expiry. Considerations should be made if new learning is needed for the knowledge, skills or behaviours of a current or future professional role. Awarding and regulatory body requirements also need to be considered for their rules e.g. life of evidence, on accepting RPL if it is to be used towards e.g. a diploma.

3. The Aim of RPL

Recognition of Prior Learning (RPL) aims to:

- 3.1. Provide a range of learning opportunities, driven by individual learner needs, taking into consideration prior achievements, learner potential and learning styles.
- 3.2. Enable individuals to gain whole or parts of qualifications without necessarily undertaking formal training or a formal programme of study
- 3.3. Identify learners' initial competences (through skill scan completions) via Information, Advice and Guidance.
- 3.4. Provide learners with evidence and advice to support a module assessment credit claim.

- 3.5. Ensure that learners demonstrate their knowledge and skills against national standards to achieve a qualification
- 3.6. Ensure that the process of assessment for RPL is subject to the same quality assurance and monitoring standards as any other form of assessment
- 3.7. Ensure the price for apprenticeship standards reflects learning required.

4. Expertise

- 4.1. All staff involved in the RPL process must have the relevant expertise to meet the requirements of delivery and assessment for the qualification concerned.
- 4.2. Occupationally competent Facilitators (assessors) will assess if the evidence fully meets the assessment requirements of the unit within the qualification, record the assessment process and then record their judgement
- 4.3. An occupationally competent Internal Quality Assurer (IQA) must carry out a final internal quality assurance check in order to ensure validity and consistency in the assessment judgements and will record their findings.

5. Assessment of RPL Evidence

- 5.1. Assessment methods for RPL must have equal rigour to other assessment methods. They must also be fit for purpose and relate to the evidence of learning.
- 5.2. Credit may be claimed for any unit through RPL (unless the assessment requirements of the unit do not allow this). RPL for example cannot be used for set exams/assignments or external assessment.
- 5.3. It is the role of Facilitators (assessors) and the IQA to ensure that evidence of learning is:
 - 5.3.1. Valid:
The evidence provided by the learner must genuinely demonstrate that it conforms to the demands of the learning outcome
 - 5.3.2. Authentic:
The evidence being examined must genuinely be the work of the learner. If the evidence produced is the result of teamwork, then it is acceptable providing the new learning outcome is related to team/joint working, not an individual activity. It is important that learners understand what plagiarism means and sign a declaration of authenticity

5.3.3. Current:

Evidence must meet up-to-date demands of the learner's current job description. Evidence of current knowledge, understanding and skills will depend on the extent of the experience, technological changes and the nature of the outcome claimed. If the date of any evidence is in doubt, the Facilitator (assessor) may use questions to check understanding, and for competence

5.3.4. Sufficient:

There must be enough evidence to fully meet the requirements of the learning outcome/s being considered. If there is insufficient evidence to fully meet requirements, then evidence obtained through RPL must be complemented by evidence gained through other suitable assessment method(s).

5.3.5. Reliable:

Evidence obtained through RPL should be such that an assessor would arrive at the same assessment decision, were the assessment to be repeated.

5.4. Learners must be informed of the method of RPL alongside all other methods of assessment as part of the induction process.

5.5. A learner may take an Evolve Test with an Awarding Body. Certificates for which should be provided by the learner.

5.6. If a learner has a personal learning record (PLR) this must be checked. A PLR may have data from the following sources:

5.6.1. The national pupil database

5.6.2. Periodic individualised learner record returns

5.6.3. Awarding organisations regulated by Ofqual and Qualifications in Wales

6. Process

6.1. The RPL assessment should be carried out as an entire process. This means that the Facilitator (assessor) should:

- Plan the process with the learner and ensure it meets Centre requirements
- Use the updated skills scan paperwork and hold a quality discussion on the results to make a formal assessment decision
- Feedback initial assessment decision to the learner, confirming next steps and give guidance on the available options

- Send enrolment forms with skills scan to the Centre team for processing. This will work out the costs for the programme against the agreed costing principles
- Maintain records of assessment as for any other unit/qualification
- Assess all relevant evidence before assessment decisions are confirmed through verification procedures
- Ensure that learners are aware of their right to access the appeals process should they feel the assessment decision was unfair.

6.2. Certification and claims are made according to normal Centre procedures. The process must be subject to the same quality assurance requirements as any other assessment method. There is no difference between achievement of the required standards by RPL and achievement through other assessment methods.

7. Costing Principles

7.1. Skills scans will be developed against the standards the learners have requested to apply for. Their self-assessment will be discussed with them to gain understanding and the results submitted. These scores will be input into a separate funding calculator to establish programme suitability and cost. Price reductions will be made for agreed knowledge, skills and behaviours that will be transferred or where full modules do not need to be learnt in accordance with any awarding body requirements.

7.2. The below table shows the price reduction for RPL.

Skill Scan Total	Funding	Results
0-24%	100%	Inexperienced New to job / sector / apprenticeship. Has little or no experience / knowledge / skills required for the apprenticeship. Needs all teaching / knowledge / skills to achieve.
25-49%	100%	New to the apprenticeship Has some experience / knowledge / skills required of the / sector / apprenticeship. Needs significant additional teaching / learning / knowledge / skills.
50-74%	100%	Proficient Has significant experience of the job role / sector but requires significant additional knowledge and skills to pass the Apprenticeship End Point Assessment (EPA).
75-79%	95%	Expert Has all the knowledge and skills required to pass the Apprenticeship End Point Assessment (EPA). No additional learning and skills are required or will be provided.
80-84%	90%	
85-89%	85%	
90-100%	0%	

7.3. An example of a completed RPL form from a skills scan can be seen below.

Customer Service Practitioner Level 2 Standard					
Learner Name:					
Skills	64%	Overall Total			Revised Programme Funding
Knowledge	55%	64%	Programme Cost	£3,500	£3,500
Behaviours	72%		Funding	100%	
Skill Scan Total	Funding	Results			
0-24%	100%	Inexperienced New to job / sector / apprenticeship. Has little or no experience / knowledge / skills required for the apprenticeship. Needs all teaching / knowledge / skills to achieve.			
25-49%	100%	New to the apprenticeship Has some experience / knowledge / skills required of the / sector / apprenticeship. Needs significant additional teaching / learning / knowledge / skills.			
50-74%	100%	Proficient Has significant experience of the job role / sector but requires significant additional knowledge and skills to pass the Apprenticeship End Point Assessment (EPA).			
75-79%	95%	Expert Has all the knowledge and skills required to pass the Apprenticeship End Point Assessment (EPA). No additional learning and skills are required or will be provided.			
80-84%	90%				
85-89%	85%				
90-100%	0%				

Appendix 1

The Process of RPL Assessment

