



Excellence for All

RECOGNITION OF PRIOR LEARNING POLICY

Purpose of the policy

Manor Green School aims to provide opportunities for learners to submit evidence using recognised prior learning (RPL) that can be mapped against learning outcomes and assessment criteria, to contribute to a recognised qualification.

The policy aims to ensure that learners are able to apply for RPL against any recognised qualification, for which they are currently enrolled, to recognise learning based on experience and/or other previous formal, non-formal and informal learning contexts. This will include knowledge and skills gained within school, college, university and outside formal learning situations such as through life and work experiences.

Introduction

The Regulatory Arrangements for the Qualifications and Credit Framework (QCF) provides the following definition of Recognition of Prior Learning (RPL):

Recognition of Prior Learning (RPL) is '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 that they already possess and do not need to develop through a course of learning'.

In the context of the QCF, the definition of RPL is quite specific and relates to assessment leading to the award of credit. Assessment for RPL is conducted against the learning outcomes and assessment criteria of a unit/module and is subject to exactly the same internal and external quality assurance requirements as any other kind of assessment.

Post-16 and Apprenticeships & Skills

For Post-16 and Apprenticeships & Skills qualifications, any RPL must first satisfy the awarding organisations' requirements. This must be quality assured by the appropriate Head of Department. Post approval, the following procedures shall apply:

An application is made in writing by the learner indicating their intention to apply for RPL for a specific unit of their current course/framework to the course tutor.

The Course Tutor undertakes a recorded personal tutorial with the applicant to confirm the unit, learning outcome and assessment criteria against which evidence submitted is to be assessed. Confirmation and accuracy will be undertaken by the Deputy Headteacher / Head of Department

Clear direction will also be given as to the types of evidence that may be utilised and

the timeframe for submission.

The Module/Unit Tutor will assess the evidence within three weeks of submission clearly mapping to the specified assessment criteria and ensuring that evidence is valid, sufficient and current in relation to expected industry competence. The evidence should be consistent with non-RPL evidence submitted as part of a learning programme/framework.

The nominated Internal Verifier (IV) will view the assessed evidence to confirm that accurate mapping against the identified criteria has been undertaken by the assessor. The IV will then provide feedback to confirm achievement or indicate clearly any further evidence required.

Further to the IV confirming that evidence is sufficient, the module/unit tutor follows normal school procedure by submitting the result to the assessment/performance board. The IQA will also inform the Examinations Officer that the units are accurate on the QRF.

Documents associated with this policy

UCLan Academic Regulations

UCLan APL Guidance notes for Applicants (available from the UCLan website)

UCLan APL application forms (Available from the UCLan website)

QAA UK Quality Code for Higher Education

Raising Awareness of this Policy

We will raise awareness of this policy via:

the School Bus Compliance Manager
the school website

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender reassignment, marriage and civil partnership, pregnancy or maternity, race, religion or belief, sex or sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any student and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

This procedure shall be subject to a periodic review.

The Governing Board approved this policy on: July 2025

Signed:

Colin Hayfield, Chair of Governors

Signed:

Helen Hannam, Headteacher