



Recognition of Prior Learning Policy (RPL)

As part of its commitment to equal access for all learners we seek to ensure that all assessment is based on evidence of current knowledge and experience regardless of how and where that Knowledge was gained.

The RPL process enables learners to record their knowledge, understanding and skills acquired from their work experiences and training. Learner/s can do this using their CPD log. Where appropriate this can be used to claim credit for their achievements.

Enrolment

Where criteria for enrolling on a particular course require a specified level of knowledge and skills is usually evidenced by a current accredited qualification, we will consider other forms of evidence for example practical experience with currency, relevance and authenticity being clarified by recruitment interview prior to starting the particular accredited course.

Assessment and Accreditation

We recognise that learners are unlikely to have all the evidence they need to achieve a full unit and may need to produce additional evidence. Evidence used for RPL is not time-limited but we must determine whether it is valid and authentic. RPL may be used in conjunction with other assessment methods such as examination of recent documents, professional discussion or observation to assess current performance.

However if an individual can meet all the learning outcomes and assessment criteria in a unit, then they can claim credit for that unit solely on the basis of their RPL achievement. If however, evidence from RPL is only sufficient to cover one or more learning outcomes, or to partly meet the need of a learning outcome then additional work must be undertaken by the learner. All assessment criteria must be met in order for an assessment decision to be reached.

Process

Assessment is undertaken by an assessor appointed by Creating Space for You (CIC) who meets the requirements of relevant knowledge and experience both of assessment processes in general and the specific qualification criteria.

Evidence submitted to demonstrate relevant prior learning is assessed against the same criteria and to the same standard as evidence gained from completing the qualification in the usual way.

There are two contexts of RPL one is where a portfolio of evidence is put together by the learner showing the prior learning undertaken – the learner would then need to complete the ILM assessments in order to gain the qualification, the second is where the learner has evidence of



their learning which also shows they have completed an assessment (non-ILM) which can be 100% mapped to the ILM assessment criteria. This piece of assessment, like our ILM ones, would have been assessed and internally quality assured by the centre.

NB it is unlikely that prior assessment map 100% to the ILM assessment criteria, in which case additional evidence will need to be provided and assessed in order to demonstrate that the learner meets all the criteria.

Validity of Evidence

As will all other evidence provided by learners, that presented through the RPL process needs to be assessed as relevant, current, sufficient and authentic (they can be attributed to be the work of the learner), against the criteria outlined for the qualification.

Appeals, Enquiries, Complaints

During their induction learners wishing to submit evidence assessed as RPL have access and are referred to the same policies and procedures relating to appeals, enquiries and complaints as all other learners.

Policy last reviewed July 2018