



Recognition of Prior Learning Policy & Practice

This policy is called:	Recognition of Prior Learning – Policy & Practice
It applies to:	All staff, students and visitors to Bolder Academy
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1: Recognition of Prior Learning – Policy & Practice

Bolder Academy is totally committed to an inclusive approach in the provision of appropriate learning opportunities and, to this end, emphasizes its responsibility to recognise prior learning and / or achievement.

Recognition of Prior Learning (RPL) is a method of assessment that considers whether students can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

RPL provides a route for the recognition of the achievements resulting from continuous learning. RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met (through evidence that the relevant unit learning outcomes have been met by a students' prior learning), the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be valid and reliable.

The process of assessment for RPL applies the same quality assurance and quality monitoring standards as is any other form of assessment offered by Bolder Academy.

2: When RPL will be used by Bolder Academy

Bolder Academy will make use of RPL where an individual making application for admission as a student has prior learning which has not been formally recognised. Bolder Academy recognises that the use of RPL is acceptable for accrediting a single unit, a group of units or a whole qualification. The knowledge, understanding and/or skills used for accreditation may have been acquired in any area of life eg. former education or training experiences, domestic or family life, work-related activities, or community or voluntary activities. So long as the composite learning outcomes have been met through the provision of appropriate evidence, a student or prospective student is able to claim credit for units where RPL has been used to generate some, or all, of that evidence.

3: Assessment of RPL evidence

Assessment methods for RPL must be as rigorous as those used for other methods of assessment in that they must be fit for purpose and relate to the evidence of learning provided. It is possible to claim credit for any unit through RPL unless the assessment methods proscribed for that unit do not allow this. It is the responsibility of teachers and internal verifiers under the supervision of the lead internal verifier to ensure that the evidence presented and accepted is:

- **Valid:** The evidence provided by the student or potential student must be a clear demonstration of conformity with the demands of the specified learning outcome.
- **Current:** It is essential that the evidence should be current i.e. that it should meet upto-date demands and not be demonstrative of a practice which has significantly changed. The exact form of the evidence required will vary from programme to programme and will depend on the extent of the experience and the nature of the outcomes claimed. If there is any doubt about the currency of any evidence supplied then lecturers and/or verifiers will be allowed to use questions to check for understanding and for competence.
- **Sufficient:** evidence must be sufficient fully to meet the requirements of the learning outcome/s. if the evidence offered is deemed to be insufficient then that RPL evidence must be supplemented by evidence generated through other appropriate assessment method/s before the learning outcome can be said to have been met.
- **Authentic:** The evidence provided must have been produced only by the individual who presents it. As with any other form of assessment, it is important that the student understands the meaning and implication of plagiarism and that a declaration of authenticity is provided.
- **Reliable:** Evidence provided in support of any RPL claim should be such that the individual assessing it would make the same decision if the assessment was to be repeated.

4: The process of RPL

If the request for RPL rests on previous study, then the process set out immediately below will apply:

- The first part of the process will involve checking the prior award's learning outcomes and unit content against the corresponding elements Bolder Academy unit/s from which the student is seeking exemption. This will be done by an appropriate internal verifier (IV)
- The second part involves checking that any materials offered by the student have, in fact, been produced by her/ him. It should be noted that it is the student, not the College, who bears the responsibility for assembling appropriate evidence. The responsibility of the College is to check the evidence presented, not to seek evidence on behalf of the student
- Once a file of evidence has been submitted then the Programme Leader or an IV will be asked to map the evidence from the prior award, unit by unit, against the required level of the Bolder Academy programme to ensure that they are covered by the evidence presented. If the Programme Leader or IV is satisfied that the academic requirements are met, then a report will be prepared for Quality Nominee. The final decision will rest with the quality nominee.

If the RPL rests on practical experience and skills, then the method set out below may be used:

- The methods of assessment chosen will depend on the assessment strategy for the programme unit being assessed and may include: examination of documents/ witness testimony/ reflective accounts or portfolios/ professional discussion#
- Assessment should: be planned with the student/ be the subject of formal decision making/ be the focus of feedback and advice/ be recorded on a Bolder Academy form in the same way as any other type of assessment/ be verified in the same way as for other forms of assessment/ be considered via the Schools appeals procedure if this is required/ be subject to the normal School certification process/ be subject to the same quality assurance requirements as any other assessment method.

Bolder Academy staff involved in the RPL process will:

- Offer a range of learning opportunities designed to meet the needs of individual students and potential students
- Provide individuals with appropriate advice as to the nature and range of evidence appropriate to the support of a claim for RPL
- Ensure that, in any claim for RPL, the evidence meets the learning outcomes specified by the awarding body