



**Myerscough
College**

INSPIRING EXCELLENCE

Recognition of Prior Learning Policy and Procedure

Myerscough College 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.

This policy applies to all Further Education, Higher Education and Apprenticeships & Skills learners at all centres of the College.

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.

Procedure

Higher Education

For applications relating to Higher Education courses, the Academic Regulations and Processes of the University of Central Lancashire shall apply. The most up to date version of the process can be found here: <https://www.uclan.ac.uk/assets/study/accreditation-of-prior-experiential-learning.pdf>

The relevant information is contained in the UCLan Academic Regulations, Section E4. Further details of the University processes for accreditation of prior learning, including application forms, guidance notes for applicants and frequently asked questions, are available on the University website (https://www.uclan.ac.uk/study_here/apl.php). The outline process is as follows:

- Students discuss with Course Tutor whether APL is available and appropriate for them and the requirements of the University, and any fees that will apply.
- Students submit a completed APL application form indicating which modules they wish to claim for via their Tutor.
- For Certificated APL, students must attach a copy/copies of transcripts or certificates as proof of the awards obtained (originals must be made available if requested).
- Tutors forward the completed application to the College Exams and/or Admissions Teams who liaise with the University over completion of the process.

Further Education and Apprenticeships & Skills

For Further Education, and Apprenticeships & Skills qualifications, any RPL must first satisfy the Awarding Organisations requirements. This must be checked by the Head of Quality Assurance. Post approval, the following procedures shall apply:

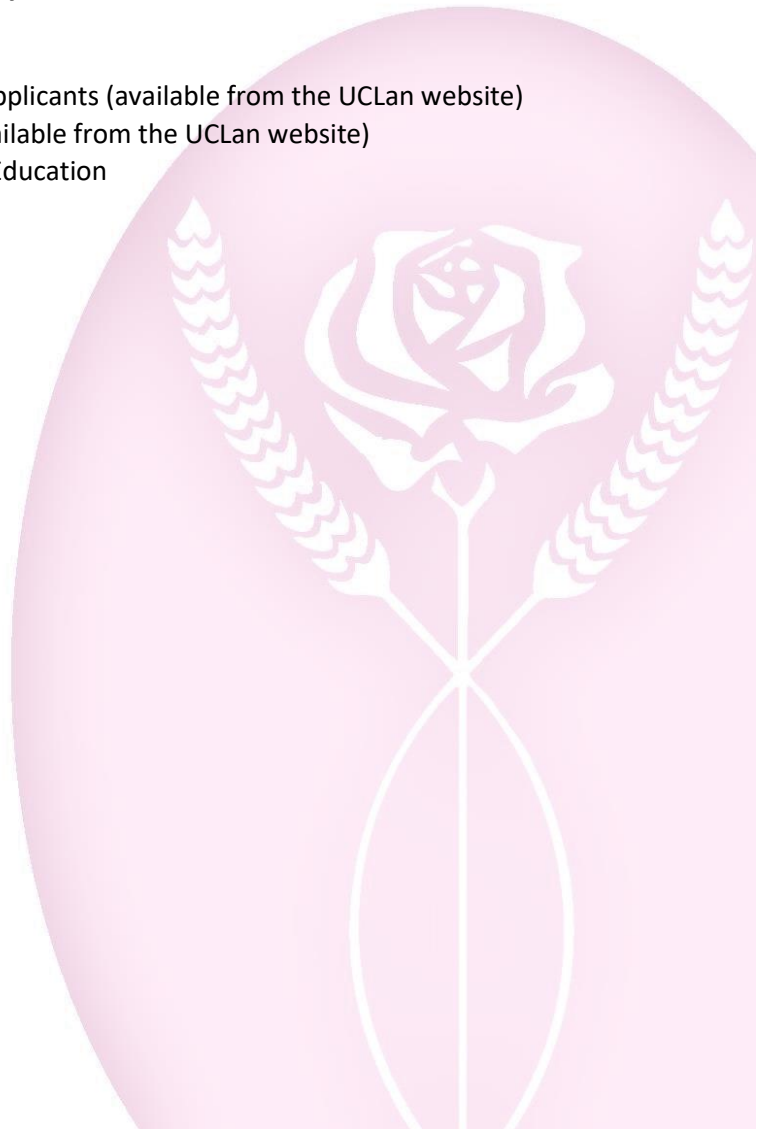
- An application is made in writing by the learner indicating their intention to apply for RPL for a specific unit of their current course/framework to the course tutor or scheme co-ordinator.
- The Course Tutor/Scheme Co-ordinator undertakes a recorded personal tutorial with the applicant to confirm the unit, learning outcome and assessment criteria against which evidence submitted is to be assessed. Confirmation and accuracy will be undertaken by the Assistant Head/Apprenticeships & Skills Quality Co-ordinator.

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 College 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



Document History			
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Approval:	Senior Leadership Team	Approval Date:	January 2020 (updated February 2021)
Review Date:	August 2022		
Publication:	Staff Intranet Student Intranet College Website		
Quality Assurance			
This Policy and Procedure maps to the following external quality assurance frameworks			
Framework		Framework Section Reference(s)	
Education Inspection Framework			
MATRIX			
QAA		QAA UK Quality Code for Higher Education	
QIA			
ESFA			
UCLan		UCLan Academic Regulations	
Key Changes to Document			
<ul style="list-style-type: none"> • HE – minor amendments • A&S – new section 			

All Myerscough College Policies are subject to screening for Equality Impact Assessment

Equality Impact Assessments are carried out to see whether the policy has, or is likely to have, a negative impact on grounds of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, marriage or civil partnership, sex or sexual orientation

Myerscough College not only fulfils its legal position in relation to current and future equality legislation, but additionally goes beyond compliance in providing and promoting “Opportunities for all to succeed”, free from any aspect of discrimination, harassment or victimisation.

All staff have a duty of care to look after the interests of and support their colleagues. *This policy takes account of our commitment to eliminating discrimination, identifying and removing barriers and providing equal opportunities for our learners, staff and visitors to ensure that no one feels excluded or disadvantaged.*

Safeguarding, Learner Protection and Prevent

All staff have a responsibility to support and promote the College’s commitment to providing a safe environment for students, staff and visitors. Additionally, all staff have a responsibility to report any safeguarding or Prevent issues to the Designated Senior Lead for Safeguarding and Prevent.