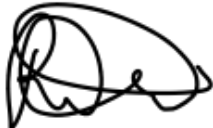




# Multi Trades Training

## Recognition of Prior Learning Policy

Review Date: July 2024

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| <b>Approved by</b>  | RK Jones | <b>Position</b> | Director                   |
|  |          | <b>Date</b>     | 15 <sup>th</sup> June 2023 |

### Document Control

| Date       | Review & Revision   | By           |
|------------|---|--------------|
| 15/06/2023 | Inclusion of Training Analysis at pre-assessment for RPL. | Quality Lead |

## **Introduction**

Recognition of prior learning (RPL) is a process to prevent learners from being assessed repeatedly for knowledge, skills or understanding that they already have. It will allow those involved in construction that already have the knowledge, skills or understanding, gained from continuous learning and practice that may have occurred over a number of years or hours, to achieve the qualification without having to complete a training course.

This guide is designed to assist personnel within Multi Trades Training (MTT) in developing a simple yet robust process for recognising a prior achievement and/or experience.

## **Definition**

“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 they already possess and do not need to develop through a course of learning”.

Regulatory arrangements for the Qualifications and Credit Framework (Ofqual/08/3726)

## **The principles of RPL**

There are five principles to RPL which have been established. These are as follows:

1. RPL is a valid method of enabling learners to claim credit for units or a full qualification in the QCF, irrespective of how their learning took place. There is no difference between the achievement of the learning outcomes and assessment criteria of a unit through prior learning and through a formal programme of study.
2. RPL policies, processes, procedures, practices and decisions should be transparent, rigorous, reliable, fair and accessible to learners and stakeholders to ensure that users can be confident of the decisions and outcomes of RPL.
3. RPL is a learner-centred, voluntary process. The learner should be offered advice on the nature and range of evidence considered appropriate to support a claim for credit through RPL, and be given guidance and support to make a claim.
4. The process of assessment for RPL is subject to the same quality assurance and monitoring standards as any other form of assessment. The award of credit through RPL will not be distinguished from any other credits awarded in the QCF.
5. Assessment methods for RPL must be of equal rigour as other assessment methods, be fit for purpose and relate to the evidence of learning. Credit may be claimed for any unit in the QCF through RPL unless the assessment requirements of the unit do not allow this, based on a rationale consistent with the aims and regulations of the framework.

*Claiming credit: Guidance on the recognition of prior learning within the Qualifications and Credit Framework, V2, 2010*

## **What are the benefits of RPL?**

### **Learner benefits**

- It reduces the duplication of learning
- It provides recognition of skills and/or knowledge gained without previous formal acknowledgement
- Learners can complete this without having to take time from work or attend a learning programme
- Learners can complete this as a method of upskilling if they need to re-enter a workplace.

### **Employer benefits**

- It enables the skills and competencies of staff to be recognised
- It is an effective method of retaining staff
- It allows for gaps and shortages in skill to be filled
- It allows for contribution and commitment to the development of the workforce.

### **Training provider benefits**

- It enables more individualised learning pathways for learners
- It raises the retention and success rates of learners
- It attracts new groups of learners to particular qualifications

### **Putting together an RPL process**

There are a number of stages to consider when planning a robust RPL process. These have been outlined below. The process of RPL can vary from qualification to qualification or to specifically meet individual requirements, however as long as the below stages are considered when planning the process, the process will be robust and efficient for all involved.

#### **1. General awareness of RPL**

It is a requirement of the MTT to ensure that all learners wishing to enrol onto an Apprenticeship or qualification are informed of the possibility of claiming credit for prior learning and/or knowledge. This would occur during the initial stages of registration or enquiry. The learner would need to be informed of the process of claiming credit where necessary, the administrative processes for applications, timelines, fees and any appeals procedures.

#### **2. Pre-assessment**

Following the initial Training Analysis, if the learner decides to proceed with RPL, MTT will provide information on the implications of their decision before commencing the collection of evidence. The learner will need to agree to their understanding of RPL, provide sufficient evidence to make a viable claim, as well as be able to make decisions about evidence collection and presentation for assessment.

The learner will begin to gather evidence to meet the requirements of the unit(s). The evidence requested must be able to meet the assessment standard of the unit(s) identified within the learning outcomes.

### **3. Assessment**

The evidence submitted must be assessed to the same standard as any other NOCN qualification and must be subject to the same quality assurance procedures (e.g., internal verification and external verification) as any other assessment process. Assessment must be valid and reliable to ensure the integrity of both the award of credit and the RPL process as a whole.

### **4. Feedback**

After assessment has taken place, the Assessor will be required to provide feedback to the learner, discussing the results and provide support or further guidance on options available for further development. The Assessor will provide an outcome as to whether the learner can be awarded which will then be passed for internal quality assurance and verification. The results will then be reported to the awarding organisation (NCON) for the award of that qualification.

### **5. Appeal**

If the learner wishes to appeal against a decision which has been made by the Assessor, they will need to follow the guidance within the MTT Appeals Policy.

### **Monitoring and review**

This policy and its procedures will be reviewed annually, to ensure it continues to meet our needs and those of our Regulators i.e., Awarding Organisations (NOCN Cskills Awards) and external stakeholders.

### **The address for correspondence and contact point for further advice is:**

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