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**IFD College Recognition of Prior Learning Policy**

**Principles**

Recognition of Prior Learning (RPL) is a valid method of enabling individuals to claim credit for units, 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 or through a formal programme of study.

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.

Prior learning provides evidence of current knowledge, understanding and skills and will vary depending on the extent of the experience, technological changes and the nature of the outcome claimed. If the currency of the evidence is in doubt, the assessor may use questions to check understanding, and for competence.

The assessment and award of credit must take into account the relevant validating or Awarding Organisation’s (AO’s) regulations pertaining to RPL.

Learners have the right to appeal when an application for credit is unsuccessful.

**Learner Entitlement**

All learners shall be entitled to apply for RPL, providing they meet the specific requirements of the AO governing the qualification for which they are studying.

A learner who makes an initial enquiry about RPL should be given timely and appropriate guidance and support on the rules, regulations and processes involved in accreditation.

**Assessment of RPL Evidence**

Assessment methods for RPL must be of equal rigour to other assessment methods, be fit for purpose and relate to the evidence of learning. Credit may be claimed for any unit through RPL unless the assessment requirements of the unit do not allow this.

The methods of assessment used will be determined by the assessment strategy for the qualification being assessed but might, for example include:

* Examination of documents
* Reflective accounts
* Professional discussion

Where units are assessed against assessment criteria or grading criteria, then all evidence must be evaluated using the stated criteria. In assessing a unit using RPL the assessor must be satisfied that the evidence produced by the learner meets the assessment standard established by the learning outcome and its related assessment criteria.

It is the role of tutors, assessors and internal quality assurers to ensure that evidence of learning is:

**Valid**– The evidence provided by the learner must genuinely demonstrate that it conforms to the demands of the learning outcome.

**Current**– Currency of evidence is particularly important. If the currency of any evidence is in doubt, the assessor may use questions to check understanding, and for competence.

**Sufficient**– There must be enough evidence to fully meet the requirements of the learning outcome, or learning outcomes, to be considered. If there is insufficient evidence to fully meet requirements, then evidence obtained through RPL must be complemented by evidence gained through other suitable assessment methods before requirements can be said to have been met.

**Authentic**– The evidence being examined must genuinely be the work of the learner. It is important that learners understand what plagiarism means and sign a declaration of authenticity.

**Reliable**– Evidence obtained through RPL should be such that an assessor would arrive at the same assessment decision, were the assessment to be repeated.

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To be reviewed annually