

Teitl: Title:	Recognition of Prior Learning Policy
Fersiwn: Version	1
I bwy mae'r Polisi hwn yn berthnasol? Who does this Policy Relate to?	Myfyrwyr / Staff / Myfyrwyr a Staff / Arall (rhowch fanylion) Students

Cydraddoldeb ac Amrywiaeth / Equality & Diversity

Dolen at Gam 1 Asesu Effaith (ar Gydraddoldeb a'r Gymraeg): / Impact Assessment Stage 1 (Equality & Welsh) link:	RPL - Welsh and E&D Impact Assessment Stage 1
Effaith ar yr Iaith Gymraeg Mae asesiad effaith wedi'i gynnal ar y polisi hwn i ystyried ei effaith ar yr iaith Gymraeg yn unol â Safonau'r Gymraeg (94-104) a Mesur yr Iaith Gymraeg (Cymru) 2011.	Welsh Language Impact An impact assessment has been carried out on this policy to consider its effect on the Welsh Language in accordance with the Welsh Language Standards (94-104) and the Welsh Language (Wales) Measure 2011.

Adolygu a Chymeradwyo / Review and Approval

Perchennog y Ddogfen: Document Owner:	Vice Principal - Quality		
Ymgynghoriad / Consultation:	Quality Team WBL Steering Group Dean of HE		
Dyddiad cymeradwyo / Date Approved	Cymeradwyaeth y Pwyllgor Mewnol e.e. Grŵp Diogelu / Internal Committee Approval e.g. Safeguarding Group		
	Pwyllgor Cyfathrebu a Diwylliant / Communications & Culture Committee:		07/09/22
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Anfonwch y ddogfen wedi ei chymeradwyo i'w chyfieithu gan ddefnyddio'r [Ffurflen Cais Cyfieithu](#)
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Rhifwch bob adran a pharagraff
Please number each section and paragraph

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Introduction

1.1 Coleg Cambria is committed to an inclusive approach to the assessment of learning, including the recognition of prior learning and/or achievement. The College encourages the use of Recognition of Prior Learning and allows all learners to bring forward any relevant learning (gained either informally or formally) so that it can be assessed against their qualification or learning programme.

1.2 The College will ensure that the process of assessment for Recognition of Prior Learning (RPL) is subject to the same quality assurance and monitoring standards as any other form of assessment.

1.3 Recognition of Prior Learning (RPL) is: a method of assessment (leading to the award of credit) that considers whether learners 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. Regulatory arrangements for the Qualifications and Credit Framework (Ofqual/08/3726)

1.4 The College recognises that the RPL enables recognition of achievement from a range of activities using any appropriate methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit or a whole qualification. Evidence of learning must be valid and reliable (see 5.6)

1.5 RPL is not normally used to provide evidence against achievement for an entire qualification.

1.6 RPL includes:

- Accreditation of prior certificated learning (APCL) – qualifications or academic credits completed through another qualification and/or at another educational institution
- Accreditation of prior experiential learning (APEL) - achieved outside formal education and training systems (e.g. work/ life experience), or via non-credit bearing courses such as inhouse training.

Scope

2.1 This policy applies to qualifications on the National Qualifications Framework (NQF), the Qualifications and Credit Framework (QCF) and other national frameworks, self-regulated qualifications and the Quality Assurance Agency (QAA) for Higher Education. However, where learning is evidenced only through a national examination, the learner is required to sit the examination. For example, General Qualifications such as GCSEs or GCE are not within the scope of this policy.

2.2 The RPL process enables a learner to demonstrate how they have acquired the knowledge, understanding or skills, but it does not mean the learner is exempt from the assessment. The learner will need to produce evidence that meets the requirements of part or all of the qualifications they are working towards. This evidence can be brought forward from previous education and training, work activities, community or voluntary activities or domestic /family life.

Legislation

3.0 The Equality Act 2010 applies to the operation of this policy

The Process

4.1 The evidence being presented needs to be assessed by the relevant centre staff to ensure it is valid, reliable, authentic and sufficient. Methods of assessment could include; examination of documents, expert witness testimony, reflective accounts or discussions. The relevant member of staff is responsible for ensuring that the assessment strategy for each qualification is still adhered to.

4.2 In relation to Further Education and Apprenticeships any RPL must first satisfy the relevant Awarding Bodies requirements. This must be checked by the Quality and Compliance Manager in the first instance.

4.3 The RPL process should be carried out as follows:

- Relevant member of staff plans with the learner
- Learner presents evidence and explains how it covers criteria
- Relevant member of staff makes an assessment decision with the support of the nominated Internal Verifier (IV). The Quality and Compliance Manager should be consulted if the staff member needs support in making the assessment decision.
- Feedback is given to the learner
- Appropriate records are maintained and the Examinations Manager is informed of the outcome to ensure outcomes are correctly recorded.

4.4 RPL should be discussed and identified at the recruitment and induction stage.

4.5 Other processes can also be considered as part of the RPL process: Exemptions, Equivalent Units, Credit Accumulation and Transfer, Qualification Legacy, and Shared Units.

Higher Education

5.1 For applications relating to Higher Education courses, the Academic Regulations and Processes of the relevant University Partner will be adhered to.

5.2 However, Higher Nationals or equivalent qualifications will follow the process outlined in this policy and via the regulations outlined by Pearson.

5.3 All RPL decisions should be ratified by the Assessment Board and minuted; records of the evidence for RPL decision/s should be kept.

Appeals

6.1 The learner can use the relevant Appeals process linked to their particular award if they are unhappy with the assessment decision. Learners can liaise with tutor and, where needed the staff member can liaise with their line manager for support.