Recognition of Prior Learning End Point Assessment Policy

Purpose

iPET Network seeks to ensure an apprentice's previous achievement is recognised, the policy sets out the definitions relating to the Recognition of Prior Learning and Achievement (RPL), the basis on which RPL can be given, the process involved, and the way in which iPET Network will respond to requests.

It is important that Training Provider staff involved in the management, assessment and quality assurance of apprenticeships are aware of the contents of this policy.

Assessment of RPL Evidence

Recognition of prior learning prevents the duplication of knowledge and skills that have already been developed., the Training Provider will not be able to claim full funding if RPL has been evidenced.

Below are examples of how this can be managed:
- Exemption
- Equivalency
- Recognition of prior learning

Exemption (also known as 'Recognition of Prior Certificated learning) - is the facility for an apprentice to claim exemption from elements of the apprenticeship requirements.

Exemptions are not recognised by the award of credit and appear on certificates without a credit value Equivalent Unit/s

Responsibilities and Process

The RPL process must be agreed with the Training Provider and the relevant evidence mapped against the apprenticeship standard. Where the evidence may only satisfy elements of a unit/module additional assessment methods will be required. Below are examples of recognising prior learning which may be open to the apprentice:
1. Submit a portfolio of evidence based on previous relevant knowledge, skills and competencies which must be assessed against the assessment criteria of the units or modules for which RPL is being sought to ensure that all KSBs have been achieved.
2. Undertake the same assessments as apprentices following a formal course of learning and assessment that lead to award of the apprenticeship.
3. Assessment through a summative assessment against a unit or qualification.

It is important to note that RPL is an alternative route to achievement and not an easy option or shortcut. Evidence must be produced for RPL which is subject to the same assessment and quality assurance requirements as applied to evidence produced as part of an apprenticeship.

Evidence must cover the following points:
Valid:
Does the evidence genuinely demonstrate that the demands of the learning outcome have been met? For RPL, currency of evidence will be of particular concern. Does, for example, the evidence meet up-to-date demands or is it representative of practice that has significantly changed?

Authentic:

This involves consideration of whether the evidence being examined is genuinely the work of the learner. For example, the evidence may have been produced by somebody else, or may be the result of the work of a team. In the latter case, this would be acceptable if the learning outcome was related to team / joint working, but not if it was being used as evidence of an activity which should have been carried out individually.

Sufficient:

There must be enough evidence to fully meet the requirements of the learning outcome, or learning outcomes being considered. If there is insufficient evidence to fully meet requirements, then evidence obtained through RPL must be complemented by additional evidence gained through other suitable assessment method(s) before requirements/outcomes can be said to have been met. Reliable: The evidence obtained through RPL should be such that an assessor would arrive at the same assessment decision, were the assessment to be repeated.

Training Providers are required to keep records of valid claims through exemptions and equivalencies for three years. Policy Responsibility and Review iPET Network will review the policy and procedure biennially and revise it as and when necessary, in response to customer and stakeholder feedback, changes in practice, requirements of the qualification Regulator(s) or external agencies or changes in legislation.

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