

Recognition of prior learning (RPL)

Of interest to:

- Admissions staff
- RPL managers and co-ordinators
- Curriculum managers
- Exam officers
- Heads of departments
- Learners
- Training and assessment managers
- Programme leaders
- Teaching staff
- Training staff

Qualifications:

- Applied GCE
- Applied GCSE
- BTEC qualifications
- Diploma in Foundation Studies (Art and Design)
- Entry Level Certificate (Life Skills/Skills for Working Life)
- Key Skills
- Qualifications in the Foundation Learning Tier (FLT)
- Qualifications in the Qualifications and Credit Framework (QCF)

Policy on RPL

RPL is a method of assessment [leading to the award of credit] 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 so not need to develop through a course of learning.

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

RPL enables recognition of achievement from a range of activities using any valid assessment 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, units or a whole qualification. Evidence of learning must be:

- valid
- reliable.

Introduction

RPL is a process which recognises that learning is continuous – at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

The use and application of RPL is of particular value to learners without formal qualifications, who are either in employment, preparing to enter or returning to employment. It enables them to gain all or part of a qualification on the evidence of their past achievements.

This document replaces the previous policy *Accreditation of Prior Learning (APL 06-14)*

Terminology

RPL policies and procedures have been developed over time, which has led to the use of a number of names to describe the process. Among the most common are:

- Accreditation of Prior Learning (APL)
- Accreditation of Prior Experiential Learning (APEL)
- Accreditation of Prior Achievement (APA)
- Accreditation of Prior Learning and Achievement (APLA).

These terms broadly describe the same process but because of the introduction of the Qualifications and Credit Framework (QCF), Edexcel uses the term Recognition of Prior Learning (RPL).

Guidance on RPL

Policy review:
Review date 2013

Useful contacts

For more information on Edexcel qualifications please contact Edexcel Customer Services
Tel: 0870 240 9800

You can also visit the Edexcel website:
www.edexcel.com

The RPL process is **not** concerned with allowing for exceptional entry to, or exemption from, a programme of study. It focuses on assessment and awarding of credit for prior learning which may count as evidence towards:

- a unit accumulated towards a full Edexcel qualification
- unit or units recognised by an Edexcel Certificate of Achievement
- a full Edexcel qualification.

The RPL process does **not** allow the recognition of any externally assessed unit because these units are subject to specific evidence requirements, for example, the externally assessed units of a GCE or a GCSE qualification where a qualification contains a mandatory externally assessed component. Learners must complete the required external assessment to be awarded the overall qualification. Other qualifications also have external assessment associated with selected units; again these units cannot be accredited via RPL. Learners must complete the external assessment component to be awarded the overall qualification. The assessment strategy for each qualification must be adhered to.

Contextual unit grading is an integral part of some qualifications, for example, the GCSE in vocational subjects, Applied GCEs, BTEC Firsts and Nationals. When grading RPL evidence for these particular qualifications, the guidance in the specification must be adhered to and the learner's performance must be judged against the criteria in the unit grading grid. The requirements of each grading criterion must be met in full. For instance, if the grading criterion requires the demonstration of independence, the RPL evidence for this must demonstrate independence.

Although it is possible to claim for an entire qualification through RPL, this is not the norm. For example, a qualification with externally assessed units cannot be accredited in its entirety using RPL. Furthermore, it would be unusual for an RPL learner to be able to offer prior achievement that completely matches every aspect of the qualification's assessment requirements.

When appropriate, Edexcel reserves the right to require samples from additional units, should a significant number of learners be claiming for RPL.

An exact guide cannot be given to the prior achievement that would provide evidence of current knowledge, understanding and skills. This will vary from sector to sector; with the extent of the experience; with technological changes and with the nature of the outcome claimed (for example, cognitive competence may diminish rapidly). If the currency of any evidence is in doubt, the assessor may use questions to test any reservations.

The rest of this document provides guidance on establishing and implementing an RPL system in centres.

References to third-party material made in this specification are made in good faith. Edexcel does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

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Guidance on Establishing and Implementing an RPL Process

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1. Establishing an RPL system

Any centre wishing to establish a process of RPL will need to address the key areas listed below.

1.1 Producing a clear statement of policy

It is recommended that a centre has a clear statement of policy on RPL, which includes the centre's commitment to the RPL system. The policy should provide a framework for detailed strategies at departmental, divisional, sector or qualification level.

The policy statement should be made available to all relevant staff within the centre. It may also be used in information leaflets and materials for existing and potential learners.

1.2 Positioning RPL within the centre

The most appropriate position for the RPL process within a centre will depend on the nature of the centre, its existing structures and resources. While there is a significant variation in centre arrangements for RPL, it is possible to identify two basic models of operation:

- centrally-based
- faculty/department/division/programme-based.

Centres may choose to combine the two models. The decision as to where the RPL process will be positioned within a centre may depend on centre policy on access to RPL; for example, it may not be possible to offer RPL across all departments in the centre. Once the RPL model has been decided, it is important that procedures should be in place to ensure a consistent approach. Any differences in RPL models across departments should be made explicit. It is important that the operation model and related procedures are documented and are clear to all staff and learners.

1.3 Restrictions on RPL

Any restrictions on RPL must be made clear to all staff and learners. It is possible, but unlikely, for a learner to be able to claim for an entire qualification through RPL. For example, a qualification with externally assessed units cannot be accredited in its entirety using RPL. Parts of some qualifications (for example units on health and safety or licence to practise) will not permit RPL but will require the learner to take the specified assessment. Also, it will be unusual to be able to offer prior achievement that completely matches every aspect of the qualification's assessment requirements. Any restrictions on RPL must be explained to the RPL learner as early as possible by the centre staff.

There may be limitations on units or qualifications that learners can complete via RPL. Such exceptions may include, but not limited to the following:

- existing requirements for a licence to practise
- health and safety requirements
- regulated professions
- where specific parts of a study programme need placements in a given setting.

Please refer to the particular specification or the unit in which the learner is interested for further guidance.

1.4 The centre checklist

To develop an effective, economic and clear process, centres are advised to include RPL as part of their normal procedures for admissions; learner

support; programme delivery and assessment. A centre checklist follows, which indicates the significant impact on centre structures, resources and procedures, resulting from introducing an RPL process.

For the successful operation of RPL, a centre should have:

- a centre policy on RPL
- a named individual with responsibility for RPL, in the centre, or a department. (Where RPL is organised by a department, a named individual needs to be responsible for the co-ordination of RPL across the centre).
- a staff development programme. RPL functions most effectively with properly trained staff and assessors, where clear procedures are established and known to all. Staff involved in the RPL process must understand the rigour of the process and the opportunities it provides. The training of staff will depend to some degree on the qualifications being claimed via RPL.
- trained assessors in specialist vocational areas
- trained support staff, or links with outside agencies, providing a support service. RPL has a strong focus on individuals rather than groups, hence systems should be in place to support individual RPL learners
- flexible access to learning resources to enable additional learning. RPL learners may be recruited at any time during the year, subject to assessment requirements for certain qualifications. Facilities for supporting learners, internal assessment and additional learning need to be available on demand
- appropriate assessor recording documents
- an appeals system.

2. Implementing the RPL process

To implement an RPL process, centres will need to develop a set of procedures. Centres may wish to adopt the main stages in the RPL process outlined in Figure 1.

Figure 1: The main stages in the RPL process

Centre activity	Main stages in the RPL process	RPL learner activity
<ul style="list-style-type: none"> • Marketing • Respond to initial enquiry 	← 2.1 Recruitment →	<ul style="list-style-type: none"> • Apply to centre
<ul style="list-style-type: none"> • Provide guidance to the learner • Identify and agree an action plan and assessment strategy with the RPL learner • Provide guidance on timescale • Map achievement and identify gaps • Determine and set the standard • Register learner with Edexcel • Identify learning and assessment not covered by RPL 	← 2.2 Assembling an RPL claim →	<ul style="list-style-type: none"> • Reflect on experience to identify achievement • Establish an action and assessment plan • Agree timescale • Map achievement and identify gaps • Provide evidence of achievement in a portfolio, for example this may be paper-based, electronic, video recorded evidence, etc
<ul style="list-style-type: none"> • Assess the evidence and check its authenticity • Grade where relevant • Provide learner with regular feedback • Arrange additional learning • Arrange internal verification/moderation/standardisation 	← 2.3 Assessing an RPL claim →	<ul style="list-style-type: none"> • Review action and assessment plan • Possibly provide new evidence • Acknowledge additional learning • Submit final portfolio
<ul style="list-style-type: none"> • Arrange external verification/moderation of the RPL evidence following the procedure for each qualification • Provide learner feedback on achievement 	← 2.4 Accrediting an RPL claim →	<ul style="list-style-type: none"> • Receive feedback on the portfolio submitted
	2.5 External Verification/Moderation carried out by Edexcel	

2.1 Recruitment

Recruitment may not be a consideration for all centres but where it is, the following guidance may be useful.

Marketing

The marketing strategy for RPL can include the use of advertisements and leaflets either printed or provided on the Internet. The aim is to raise awareness of the possibilities offered by RPL across a wide audience.

Examples of how to market RPL are:

- reference to RPL within printed course prospectuses and/or on the Internet
- leaflets for education guidance staff
- leaflets directly to the public.

Any marketing material developed should take into account its target audience and how to access this audience. Key points regarding RPL that may be included in any marketing material are:

- a definition of RPL
- a statement that evidence of achievement is required and that this will be assessed against the qualification requirements
- examples of suitable evidence
- any costs involved
- sources of further information and advice.

Centres may also see an advantage in working in partnership with a variety of organisations, such as other centres, community groups, employers, employer organisations or relevant professional bodies.

Responding to initial enquiries

Centres will need to have an advisory system in place to deal with more detailed enquiries. These detailed enquiries will require a more personal approach, for example extended telephone calls and face-to-face meetings. The kinds of issues that centres may wish to approach in these initial exchanges include:

- the emphasis RPL places on learning and achievement
- putting the RPL claim within the context of an overall qualification
- an overview of what would be needed from the learner when putting together an RPL claim
- an overview of the issues surrounding assessment of RPL.

How this information is supplied will depend on the nature of the centre (see *Section 1.2: Positioning RPL within the centre*), the structure of the qualification and the learner's experience and needs.

2.2 Assembling an RPL claim

RPL learners will require considerable staff encouragement and guidance in compiling their RPL evidence.

Staff guidance

Guiding RPL learners is a staff-intensive activity. While one-to-one contact is essential, there are advantages in holding workshops – both in economy of staff time and in helping to overcome any sense of isolation felt by the learners. All RPL learners will need support in two areas; with the RPL process and subject-specific support.

Support with the RPL process

Support with the RPL process, including initial screening and pre-entry guidance, may be provided by the centre or by an external agent. The external support may, for example, be provided by a careers service or by an adviser from the learner's workplace. It is important for the successful implementation of RPL that the roles and responsibilities of those involved in offering support is clarified from the outset. For the external agencies to be useful, they will need to have an understanding of RPL, the RPL process and the differing needs of RPL learners.

Most learners will be unfamiliar with the process of putting together an RPL claim. It is important that learners receive adequate advice and guidance on how to proceed. This will involve:

- helping the learner to understand the opportunities that RPL provides
- encouraging reflection and self-evaluation
- helping to identify possible sources of achievement
- helping to identify possible evidence of achievement
- advising on the structure and presentation of evidence
- explaining assessment requirements.

Subject-specific support

Subject-specific support will require specialists who have a detailed knowledge of the content and assessment of Edexcel qualifications. They will assist the learner in their preparations for assessment. It may be helpful to have a mentor system for some learners. Later in the RPL process specialist staff will act as assessors. In the interests of fairness, it is important that the roles of supporting staff and assessors are clearly defined.

Subject-specific staff will need to offer regular guidance that will involve:

- identifying the learner's aspirations
- identifying, through an action plan, the learner's targets and how and when to achieve them
- encouraging reflection and self-evaluation
- helping to identify actual sources of achievement within a specific context
- helping to identify actual evidence of achievement within a specific context
- advising the learner on how to assemble and present evidence of past achievements in a concise and effective manner
- advising on further work to be done
- identifying the assessment requirements.

Reflecting on experience

The starting point for any learner wishing to claim for RPL is to reflect on their experience in order to identify relevant achievement. They should think about experience gained:

- at work
- in any relevant voluntary work and leisure activities
- in formal or informal education and training – for example, adult education courses or in-company training
- from independent study
- from home-based activities, such as care of the young, the elderly or the sick or involvement in the family business.

A useful starting point would be to compile a selective autobiographical account of the learner's experience, a *curriculum vitae* or a portfolio of practical work. This exercise can help support staff and assessors to gain a broad overview of the learner's experience. In addition, the exercise will encourage the learner, with the help of support staff, to identify:

- the key components of their experiences
- what they needed to know or do
- what actions were successful or unsuccessful
- what has been learnt and achieved
- how this achievement relates to the requirements of the Edexcel unit(s).

RPL learners will need to understand the relevant assessment requirements associated with the unit(s) they are claiming. Then they will be able to work towards assembling evidence to support these claims.

Mapping achievement

Listing the learning and assessment requirements of individual Edexcel qualification units clearly, enables both the support staff and the learner to focus on what is required and what has been achieved. This mapping will allow for continuous self-assessment by the RPL learner. An example of a competency based qualification (NVQ) mapping grid is given in *Appendix 1: Mapping achievement*.

For qualifications where unit grades are awarded, it will be essential to follow the guidance given in the specification. Support staff will need to inform learners how the different grades can be achieved and how they are assessed and highlight unit(s) that cannot be gained by RPL; specifically units that are externally assessed.

To achieve the requirements of a competency based qualification (NVQ) it is essential that the frequency with which the competences are to be demonstrated is made clear to the learner. The assessment strategy for each NVQ, which stipulates the assessment requirements for the NVQ units, must be referred to.

Providing evidence of achievement – the portfolio

Learners will need to provide evidence which shows that they have covered the requirements of the unit(s). This will usually take the form of a portfolio, prepared by the learner, which sets out the qualification assessment requirements claimed, together with the supporting evidence. To help them produce their portfolio, RPL students should have access to examples of the best way to present evidence of their prior achievements. Professional discussions or oral assessment can be used to contribute towards portfolio evidence, which must be documented and can be supported by audio/video tape recordings. *Appendix 2: Portfolio evidence and assessment* shows examples of RPL evidence that learners can include in their portfolios.

Guidelines on how to structure the portfolio may apply across the centre or they may be department based. Most portfolios will require at least:

- a statement of the claim for Recognition
- a statement of authenticity
- a brief *curriculum vitae* or autobiography, to put the claim into context
- a summary of the learning and assessment requirements claimed
- a commentary which identifies prior achievement against individual learning and assessment requirements
- a list of evidence against each assessment requirement claimed
- full evidence against each assessment requirement claimed.

Assessors will be looking for evidence that is:

- valid
- reliable.

Separate evidence is not required for each qualification assessment criterion. Where possible, learners should be encouraged to present a small number of complex pieces of evidence that demonstrate the achievement of a number of unit assessment requirements.

Determining the standard

Both the learner and the centre must have a clear understanding of what is required for given Edexcel unit(s) or qualification being claimed by RPL. The standard of the evidence submitted to satisfy all the requirements must be made clear to the RPL learner. The learner must be aware of the number of times a particular competence must be demonstrated, if stated in the assessment criteria of the unit. In setting out these requirements, centres must ensure that the language used is clear and unambiguous.

The standard required of an RPL learner is identical to that demanded of a learner pursuing a conventional study route. For instance, RPL evidence for any internally assessed BTEC unit must at least fulfil the requirements of the pass criteria in the assessment guidance grid. As for conventional BTEC learners, RPL learners must be given guidance on the evidence that will enable them to achieve a pass, merit or a distinction. For most qualifications, centres can find general guidance on grading internally assessed units in the relevant Edexcel specifications. It is essential that centres share this information with RPL learners.

Registering learners with Edexcel

All learners working towards Edexcel qualifications, regardless of the route, must be registered/entered for their qualification with Edexcel. For

some qualifications, requests for registering RPL learners can be made at any time. The learner will be registered/entered for the qualification in the usual way. The procedures for registering/entering learners are detailed in the *Information Manual* (see the Edexcel website www.edexcel.com). Learners not registered with Edexcel are not entitled to receive external verifier/moderator endorsement. Edexcel does not accept simultaneous application for a learner to be registered. Competency based qualification (NVQ) certificates cannot be claimed until 10 weeks after the registration of the student. Commitment to the RPL process must therefore be made early on.

2.3 Assessing an RPL claim

To assess the evidence of prior achievement of RPL learners, assessors should make full use of the range of assessment methodologies available, in Edexcel qualifications. *Appendix 2: Portfolio evidence and assessment* shows examples of possible assessment methodologies that can be used.

Assessing the evidence

Many Edexcel units draw on a wide basis of knowledge and understanding, which require application in a range of contexts. Through the evidence submitted, RPL learners must demonstrate knowledge and understanding of the qualification they are claiming via RPL. Oral testing is an effective method of assessment particularly suited to RPL learners, as it can be used to contextualise their learning experience. Oral testing procedures must be structured and evidence of the test and the learner's performance must be available for external verification/moderation.

The assessor has the responsibility for ensuring that all the requirements of an Edexcel unit or unit(s) or qualification have been met before applying for a qualification certificate. The assessor should assess the RPL evidence, using the assessment criteria in the qualification. In considering the evidence, the assessor needs to ask if it is valid and reliable.

If on any account the assessor is not satisfied with the evidence submitted, it will be necessary to seek additional evidence from the learner.

Additional evidence

Where evidence presented in support of a claim of RPL is strongly convincing, it may be deemed sufficient for the purpose of certification. If the evidence is less convincing, but nevertheless substantial, the learner might, where suitable:

- undergo an oral assessment
- complete an appropriate assignment
- complete a written test
- carry out a demonstration
- a combination of the above.

Where a learner is unable to produce evidence of prior learning (for example if an employer fails to respond to a request for a witness testimony), it will be necessary for the learner to take an assessment appropriate to the outcome being claimed. For a BTEC National unit, it may be necessary to set an assignment or assignments to demonstrate the missing knowledge, skills and understanding. For a competency based qualification (NVQ) it may be more suitable for the RPL learner to be observed in the workplace. When additional evidence is being compiled for a competency based qualification (NVQ), always refer to the assessment strategy for guidance.

Arranging internal verification/moderation/standardisation

Most Edexcel qualifications require centres to have processes for internal verification/moderation/standardisation in place. Following these processes will ensure that the assessors' decisions are uniform in interpreting and applying the standards set out in the qualification specification. For some qualifications the internal verification/moderation/standardisation process is designed by the centre and is part of the centre's own quality assurance systems. Centres are advised to refer to the internal verification/moderation/standardisation guidance given in the individual qualification specification and/or related tutor support documents. Centres **must** treat RPL evidence as they would traditional evidence.

2.4 Accrediting an RPL claim

To submit RPL evidence for external verification/moderation, centres must follow the customised guidance on procedures provided in most qualification specifications. External verification/moderation of RPL evidence will be considered in the same way as traditional evidence for the same qualification.

2.5 External verification/moderation

Edexcel will fulfil the external quality standards mechanisms appropriately, for each qualification. There will be no distinction between RPL evidence and traditional evidence submitted to Edexcel. When appropriate, Edexcel reserves the right to require samples from an additional unit, should a significant number of learners be claiming for RPL.

3. Appendices

Appendix 1: Principle of RPL

Principle 1

RPL is a valid method of enabling individuals to claim credit for units and qualifications in the QCF, irrespective of how the learning took place and the assessments undertaken. There is no difference between the achievement of the required standards through prior learning and through a formal programme of study.

Principle 2

RPL must comply with all regulatory requirements for assessment. RPL policies, processes, procedures, practices and decisions should be transparent, rigorous, reliable, fair and accessible to individuals and stakeholders to ensure that users can be confident of the decisions and outcomes of RPL.

Principle 3

RPL is a learner-centred, voluntary process. The individual should be offered advice on the nature and range of evidence considered appropriate to support a claim for assessing RPL, and be given guidance and support to make his or her claim.

Principle 4

The process of RPL is subject to the same standard of quality assurance and monitoring processes as any other form of learning and assessment.

Principle 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. An individual can claim RPL against any whole unit unless the assessment criteria of the unit states otherwise. For example if an external assessment sets the standard of the learning outcome that the learner must achieve, then the learner must pass the external assessment to achieve the unit and gain the credit.

(Claiming credit. Guidance on the recognition or prior learning within the Qualifications and Credit Framework, QCA 2008)

http://www.qca.org.uk/libraryAssets/media/Claiming_credit_7th_proof_web_ready.pdf

Appendix 2: Mapping achievement

Competency based qualifications (National Vocational Qualifications)

Level 4 Building Site Management

RPL learner profiling form

Learner name	Assessment centre name	
Learner address	Assessment centre address	
Learner NVQ registration number	Assessment centre NVQ registration number	
Tasks I regularly carry out in the workplace	I can provide evidence to prove my ability at these tasks	
	Yes	No
Planning the execution of works for projects		
Review data to enable decision on work methods		
Obtain information when insufficient detail available		
Decide method of work to optimise resources		
Prepare method statements		
Secure agreement of all interested parties		
Detailed schedules are prepared to suit project		
Programme designed to meet contract requirements		
Resource requirements are determined		
Obtain clarification on unclear issues of resourcing		
Monitor programme and feedback for future planning		
Implement works to meet project requirements		
Identify hazards and inform relevant parties		
Factors affecting the programme are identified and notified		
Site access and security maintained for duration of project		
Notify emergency services and utility bodies of location		
Arrange storage to minimise waste		
Site organised to maintain a safe and tidy environment		

Please complete the following at the end of the profiling session

RPL learner

Name & Signature _____

Date _____

Assessment centre representative

Name & Signature _____

Date _____

Appendix 3: Portfolio evidence and assessment

Evidence within the portfolio	Assessing the evidence
<p>1. An authenticated <i>curriculum vitae</i> or <i>selective autobiographical account</i> of the learner's experience which will include the dates and duration of relevant experience, standards of work done, degree of supervision required, details concerning the circumstance of the experience such as the nature, size and location of the work site.</p> <p>The witness testimony can be a useful source of evidence to verify a learner's prior achievement. The learner should identify an endorser or endorsers from their workplace to produce a witness testimony. For each witness testimony, the endorser's job role in relation to the learner and the company must be explained. It is the learner's responsibility to obtain this witness testimony but centres can suggest a suitable format (see <i>Appendix 3: Witness testimonies</i>). Similar documentation can be used where the learner's achievements come from outside the workplace.</p>	<p>1. The learner's authenticated <i>curriculum vitae</i> or autobiographical account will be useful to the assessor in presenting a global view of career patterns and experience, and will provide a context in which the attainment of specific qualification assessment requirements is judged.</p> <p>When evaluating a witness testimony, the assessor will take into account the credibility of the endorser and the currency of the experience.</p>
<p>2. <i>Physical products</i>, such as manufactured objects, design drawings, design specifications, menus, published materials, planning documents, computer programs, photographic evidence, demonstrating knowledge, understanding and skills. The list given is not exhaustive. A statement of authentication must accompany the products submitted.</p> <p>Where evidence has been created in the past for another purpose, it is important that the learner obtains proof that it is their work. Verification will sometimes be needed from an appropriate third party, such as an employer or fellow voluntary worker. The endorser should make a statement that describes the role of the learner with respect to the evidence. This will be particularly important where the evidence relates to work carried out by the learner as part of a group project.</p>	<p>2. <i>Physical products</i> will normally be considered as supporting evidence for accounts of experience and may be subject to endorsement in the same way as written accounts.</p> <p>Some physical products may not be portable, or may be perishable, in which case suitable photographic evidence may be substituted, if properly authenticated.</p> <p>A structured and documented interview with the learner, based on the product submitted, should be carried out; particularly as the processes leading to the completion of the product may be as important as the end product itself.</p>
<p>3. <i>Previous Recognition</i> such as licences, training certificates, first aid certificates, etc, can be submitted as RPL evidence. However, these must be accompanied by details of where and how the skills were used in the workplace. Also the knowledge and skills content of the training certificates/licences must be listed and cross-referenced to the standard and requirements of the qualification being claimed by RPL.</p>	<p>3. When <i>previous Recognition</i> such as licences or certificates are presented as evidence of prior achievement, their relevance to the claimed units must be demonstrable and mapped to the required qualification standards. The RPL learner must be able to provide examples of where and how the skills in the training certificate/licence were used. The authenticity of the documents must be assured and the currency considered.</p>
<p>4. <i>Other supporting documentation</i>, such as independent references, testimonials or job descriptions, can be submitted as RPL evidence and supported where relevant by listing and cross-referencing skills to the standard and requirements of the qualification being claimed by RPL.</p>	<p>4. Many examples may fit into <i>other supporting documentation</i>. Relevance, authenticity and currency must be considered and where necessary can be supplemented with oral assessment.</p>

Appendix 4: Witness testimony

A. General RPL witness testimony

Learner name & signature: _____ Date: _____	
Unit title: _____	
Qualification title: _____	
Achievement(s) to be recognised by RPL¹	Achievement(s) mapped to the assessment requirement(s) of the units being claimed by RPL¹
Details of testimony²:	
DRAFT	
I can confirm the learner's evidence is authentic and accurate	
Witness name & signature: _____	
Designation/relationship to learner: _____	
Familiar with the qualification standards to which the learner is working	
<input type="checkbox"/> Y <input type="checkbox"/> N	
Date: _____	
Assessor name & signature: _____ Date: _____	

¹ To be completed by the learner

² Specific comments from the witness on the learner's prior learning that demonstrates achievement of the assessment requirement(s) of the unit

Appendix 4: Witness testimony

B. Competency based qualification (NVQ) witness testimony

NVQ title and level:	_____
Learner name:	_____
Evidence index no:	_____
Where applicable, evidence no. to which this testimony relates:	_____
Element(s):	Evidence of achievement: _____
Date of evidence:	_____
Witness name:	_____
Designation/relationship to learner:	_____
Details of testimony:	<p style="text-align: center; font-size: 48px; color: lightgray; opacity: 0.5;">DRAFT</p>
I can confirm the learner's evidence is authentic and accurate	
Witness signature: _____	Date: _____
Name: _____	
Please tick the appropriate boxes:	
Assessor and verifier units	<input type="checkbox"/> A1 <input type="checkbox"/> A2 <input type="checkbox"/> V1 <input type="checkbox"/> V2
D32/D33 Award	<input type="checkbox"/>
Familiar with the NVQ standards to which the learner is working	<input type="checkbox"/>

Appendix 5: Glossary

Credit

An award made to a learner in recognition of the achievement of the designated learning outcomes of a unit

Credit accumulation

The process of putting together a combination of credits to meet the achievement requirements of a qualification

Current

The learner's prior learning and achievement must be shown to be still retained by the learner and must also fulfill the requirements of the qualification or part of the qualification being accredited by RPL.

Evidence

Information presented by the learner which can be assessed against the assessment requirements of the qualification or part of the qualification being accredited by RPL. The evidence can be gathered from a number of sources and can be presented in a variety of forms, for example, photographs, videotape, etc.

Exemption

The facility for a learner to claim exemption from some of the achievement requirements of a QCF qualification, using evidence of certificated, non-QCF achievement deemed to be of equivalent value.

Learning record

An authoritative record of all credit and qualification achievements made by an individual learner in the QCF

Reliable

The extent to which assessment results are an accurate measurement of a learner's achievements against the requirements of a unit – reliable assessment repeatedly produces the same outcome without inherent bias or variability on the assessment.

Rules of combination

A description of the credit accumulation requirements for the achievement of a named qualification

Unique learner number (ULN)

The unique number that is used to identify an individual learner

Valid

The fitness for purpose of an assessment tool or scheme – valid assessment gives an accurate measurement of what it is supposed to measure