

The British International School Casablanca



Recognition of Prior Learning (RPL) Policy and Procedures 2023

1. Definition

Recognition of Prior Learning (RPL) is a method of assessment [leading to the award of credit] that considers whether a Learner can demonstrate that they 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. Each of the associated Awarding Bodies of the Centre issues its own guidelines, policies and procedures relating to RPL, which are made known to prospective Learners during the Recruitment, Selection and Admission process employed by the Centre.

2. Introduction

2.1 RPL seeks to enable Learners to avoid the duplication of learning and assessment. There are two ways in which this will be achieved: -

- The opportunity to transfer credits, i.e. to achievement from within or outside the Qualification and Credit Framework (QCF) to count towards other qualifications.
- The opportunity for individuals with learning or achievements that have not been certificated / accredited to have this learning and achievement assessed and validated through RPL process adopted by the Centre in consultation with its Awarding Bodies.

3. Policy

3.1 A Learner must produce valid and reliable evidence of prior learning to support any claims based on experience. A learner may claim RPL against a whole Unit or several Units. It is not possible to award part Units, but where the RPL evidence does not fully meet the needs of a complete Unit, the missing information may be provided via the same assessment processes that are undertaken by a taught group of Learners.

3.2 In order to achieve recognition of achievement there are two options open to the Learner: -

- Undertake the same assessments as those following the formal course of learning and assessment that lead to the desired Unit or qualification. These assessments may be undertaken without attending Centre teaching sessions.
- Submit a portfolio of evidence based on previous learning, skills and / or competence cross referenced to the learning outcomes and assessment criteria of the Unit or Units for which RPL is being sought.

3.3 Under some circumstances there may be a limit to the proportion of a qualification that can be achieved by either credit transfer or RPL according to guidelines published from time to time by our Awarding Bodies.

3.4 The Learner must play an active role in the process as s/he must produce evidence and map it to the learning outcomes and assessment criteria of all units s/he wishes to claim.

4. Principles of RPL

4.1 According to “Claiming Credit – Guidance on the recognition of prior learning within the Qualifications and Credit Framework” the five principles of RPL are as follows: -

4.1.1 RPL is a valid method of enabling individuals to claim credit for units and qualifications of 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.

4.1.2 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.

4.1.3 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.

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

4.1.5 Assessment methods for RPL must be of equal rigour as other assessment methods, must be fit for purpose and relate to the evidence of learning. An individual may claim RPL for any whole unit unless the assessment criteria of a unit states otherwise. For example if an external assessment sets the standard of learning outcome that a learner must achieve, then the learner must pass the external assessment to achieve the unit and gain the credit.

5. Implementation

5.1 The British International School Casablanca provides information, advice and guidance to prospective students about RPL guidelines, procedures and processes issued by our associated Awarding Bodies during the Recruitment, Selection and Admission process and how to claim credit through the appropriate process adopted by our Awarding Bodies including information on timelines, appeals and (any) fees payable

5.2 The British International School Casablanca provides information, advice and guidance to prospective Learners about what evidence is required to support a claim for credit and how it should be presented depending on the purpose, learning outcomes and assessment criteria for the relevant Unit.

5.3 Assessment of evidence presented by a prospective Learner is subject to The British International School Casablanca quality assurance processes and standards and the requirements of the relevant Awarding Body as determined by the relevant Programme Leader.

5.4 The final responsibility for awarding credit lies with the Awarding Body and any appeal is subject to its own processes and procedures.

5.5 After delivery of the final assessment The British International School Casablanca provides feedback to the prospective Learner and gives support and guidance on the options available to the prospective Learner which may include, for example, further learning and development

6. Monitoring and Review

In order to monitor our RPL policy, procedure and practice The British International School Casablanca analyses RPL feedback data to evaluate the extent to which our procedure and practice are supporting our stated mission and strategic objectives and those of our Awarding Bodies