

**UNIT TITLE:** The Principles and Practice of the Recognition of Prior Learning

**LEVEL:** 5

**CREDIT VALUE:** 15

**UNIT CODE:** R/601/3994 on accreditation database

This unit has 5 learning outcomes.

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<i>The learner will</i>	<i>The learner can</i>
1. Understand key concepts and benefits of RPL	1.1 Compare formal, informal, non-formal learning 1.2 Identify barriers to RPL concepts and practice paying particular attention to equality and diversity 1.3 Evaluate the potential for and benefits of recognising informal and non-formal learning 1.4 Define and analyse theories, language and terminology specific to RPL
2. Review and analyse models of recognition and accreditation of prior learning	2.1 Critically review an existing model/models of recognition from the perspective of relevant stakeholders 2.2 Define and evaluate roles and responsibilities at each stage of the RPL process 2.3 Evaluate mechanisms that ensure recognition is accepted as equivalent to other forms of assessment by relevant stakeholders 2.4 Discuss and propose ways of ensuring consistency of approach within the normal processes of quality assurance with reference to RPL
3 Analyse and develop the skills, knowledge and processes required to support RPL practice	3.1 Analyse the skills and knowledge required to support the process of recognition at each phase 3.2 Evaluate personal and professional skills and experience with reference to the process of recognition 3.3 Evaluate processes, mechanisms and resources for supporting the process of recognition

<p>4 Understand and apply the RPL process .</p>	<p>4.1 Implement a selected RPL process you have used according to the three stages of orientation, assessment, recognition                      4.2 Review the process and evaluate its effectiveness at each of the 3 phases                      4.3 Critically evaluate the process with reference to accessibility for a range of learners with an inclusive learning approach.</p>
<p>5 Reflect on the impact of RPL on your professional learning, practice and your educational setting</p>	<p>5.1 Make recommendations for modification to existing RPL practice as appropriate                      5.2 Reflect on experience and learning of the recognition process, drawing feedback from a number of sources e.g. learners, colleagues, assessment team.</p>
<p><b>Coverage of Professional Practice of the Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector (England)</b></p>	<p>AP1.1; AP2.1; AP3.1; AP4.1; AP4.2; AP5.1; AP5.2; AP7.1; AP7.2; AP7.3                      BP1.2; BP2.2; BP2.4; BP2.5; BP2.6; BP2.7; BP3.1; BP3.2; BP3.4; BP4.1; BP5.1; BP5.2                      CP3.2; CP3.3; CP3.5; CP4.1; CP4.2                      DP1.3; DP2.1; DP2.2; DP3.2                      EP1.1; EP1.2; EP1.3; EP2.1; EP2.2; EP2.3; EP2.4; EP3.1; EP3.2; EP4.1; EP4.2; EP5.1; EP5.2; EP5.3                      FP1.1; FP1.2; FP2.1; FP3.1; FP4.1; FP4.2</p>
<p><b>Coverage of the Knowledge and Understanding of the Learning Delivery National Occupational Standards</b></p>	<p>1.1.1; 1.1.2;; 1.2.2;; 1.2.4; 1.4.1; 1.5.1; 1.5.2;                      2.1.1; 2.2.2; 2.2.4; 2.3.2; 2.4.1; 2.4.2; 2.4.3;                      2.4.5; 2.4.6; 2.6.1; 2.6.2; 2.6.3                      3.1.1; 3.1.2; 3.1.3; 3.2.1; 3.2.1.;3.2.3; 3.2.4;                      3.2.5; 3.3.1; 3.3.2; 3.3.3; 3.3.4; 3.4.1; 3.4.2;                      3.4.6; 3.5.1; 3.5.2; 3.5.4; 3.5.5; 3.5.6                      4.1.1; 4.1.2; 4.1.5; 4.1.6;4.1.7; 4.2.2; 4.2.4;4.2.5;                      4.4.3; 4.4.4                      5.1.2; 5.1.2;5.1.3;5.1.4; 5.2.4; 5.2.5; 5.3.1.;5.3.2;                      5.3.3; 5.4.2; 5.4.5; 5.4.8; 5.5.1; 5.5.4                      6.1.1; 6.1.2; 6.1.3; 6.1.6; 6.1.7; 6.2.1; 6.3.1;                      6.3.2; 6.3.3; 6.4.1; 6.4.2; 6.5.1; 6.5.4; 6.5.5                      7.1.3; 7.1.4; 7.2.2: 7.2.3; 7.2.4; 7.3.1; 7.3.2;                      7.3.3; 7.3.4                      8.1.3; 8.1.4; 8.2.1; 8.2.2; 8.2.3; 8.2.4; 8.3.1;                      8.3.4; 8.3.5; 8.3.6; 8.4.2                      9.1.1; 9.1.2; 9.2.1; 9.2.2; 9.2.3;9.3.1; 9.3.2; 9.3.4;                      9.4.1; 9.4.2; 9.4.3; 9.4.4; 9.5.2; 9.5.3</p>

### Indicative content

- Language, concepts( ownership, entitlement, assessment, accreditation, validation, recognition, boundaries and autonomy etc), attitudes and culture involved in recognition of learning in the lifelong learning sector
- Theories of learning e.g. non-formal, informal, formal and assessment.
- Political, economic and societal drivers and their impact
- Benefits and barriers to RPL
- Inclusive approaches to RPL
- Models of recognition and underpinning rationale
- Roles and responsibilities of stakeholders in the RPL process
- Quality assurance with reference to RPL processes
- Criteria for defining and assessing evidence
- Mechanisms to ensure equivalency of RPL
- Existing range of policy, codes of practice and regulatory frameworks informing RPL(e.g. criteria for assessing evidence, knowledge of QCF, QAA,QCA, EQF, rules of combination, mentoring, effective feedback etc)
- Organisational, national and European guidelines for RPL
- Skills Knowledge and experience to implement RPL
- Processes mechanisms and resources to support RPL
- Opportunities for the implementation and promotion of RPL
- Evaluative criteria for RPL in a contemporary setting

### **Mode of delivery**

To ensure that this module is accessible the best approach would be to offer the programme through a blended delivery model. This will allow providers to maintain a good range of optional modules and also enhance the CPD offer. Most of the learning outcomes would respond well to this mode of delivery with outcome 3 benefitting from some face to face sessions

### Assessment strategy suggestion

Main aim is to implement and critically review

1. Rationale for proposed model and case study subject – covers 1.2 and part of 3
2. Critically review the process implemented making recommendations for improvement assessment criteria 3/4/5

### Target Audience

With the introduction of the QCF, unitisation, credit transfer etc all personnel with learner support and progression will benefit from an enhanced understanding of the RPL.

This unit is designed to meet the needs of:

- Teachers on an initial teacher training course, most likely in the second year of their ITE programme
- Teacher trainers, teachers, assessment staff, staff with QA responsibilities who wish to access the module as CPD

The module is designed to be an individually assessed unit, can count towards 15 credits at Level 5 within a DTLLS programme, is also generic and applicable to range of qualifications and the unit will conform to the credit transfer process.

As a result the unit is likely to be applicable to the additional target groups below:

- IAG specialist
- Staff involved in mentoring /coaching learners
- Assessors and moderators
- Practising teachers/trainers in LLS contexts
- Employers/managers with responsibility for appraisals and personal development etc