



Recognition of Prior Learning (RPL) Policy

DOCUMENT INFORMATION

Status:	Approved by AIC Senior Management Committee
Responsible for implementation:	AIC Academic Team
Responsible for review:	AIC Academic Team
Current version review date:	September 2023

Version Control

History of amendments	Version/ pages/ section affected	Summary of changes
Last amended September 2020		

The individuals or group responsible for this document have the authority to make changes to it whenever necessary. In the event of any amendments, all relevant personnel will be duly notified.

The document can be found on the AIC website at the following link:

<https://www.aicedu.lk/academic-progression.php>

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Purpose

The purpose of this Policy is to provide a:

- Process and framework for the provision of recognition services for School award courses.
- Service which is consistent with the TVEC Framework.
- Fair and equitable means of recognizing an individual's education, skills and experience
- Process to ensure academic integrity and standards are safeguarded.

AIC is committed to pursuing high standards in providing special consideration and reasonable adjustment with appropriate allocation of resources in order to implement this Policy fully, to the best of our abilities. This Policy Statement is to be reviewed according to necessity, as well as periodically every two years.



Honorary Dean

05/09/2020

Responsibilities

All staff has a responsibility to give full and active support for the policy by ensuring: The policy is known, understood and implemented.

Principles to Implement and Develop Policy

- RPL is a valid method of enabling individuals to claim credit for units, irrespective of how their learning took place. There is no difference between the achievement of the learning outcomes and assessment criteria of a unit through prior learning or through a formal programme of study.
- RPL 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.
- RPL is a learner-centered, voluntary (for the learner) process. The individual should be offered advice on the nature and range of evidence considered appropriate, to support a claim for credit through RPL, and be given guidance and support to make a claim.
- The process of assessment for RPL is subject to the same quality assurance and monitoring standards as any other form of assessment. The award of credit through RPL will not be distinguished from any other credits awarded.
- Assessment methods for RPL must be of equal rigour to other assessment methods, be fit for purpose and relate to the evidence of learning. Credit may be claimed for any unit through RPL unless the assessment requirements of the unit do not allow this, based on a rationale consistent with the aims and regulations of the framework.
- Where units are assessed against assessment criteria or grading criteria, then all evidence must be evaluated using the stipulated criteria. In assessing a unit using RPL the assessor must be satisfied that the evidence produced by the learner meets the assessment standard established by the learning outcome and its related assessment criteria. The evidence must be authentic, current, relevant and sufficient.
- The prior learning that would provide evidence of current knowledge, understanding and skills will vary from sector to sector. It will depend on the extent of the experience, technological changes and the nature of the outcome claimed. If the currency of any evidence is in doubt, the assessor may use questions to check understanding, and for competence.

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- The assessment and award of credit must take into account the relevant validating or awarding body regulations pertaining to RPL.
- The rules, regulations and procedures governing the recognition of prior learning should be included in the learner handbook given to every learner when joining the programme/course.
- A learner should have the right to appeal when an application for credit is unsuccessful.

Student Entitlements

- All students shall be entitled to apply for RPL providing they meet the specific requirements of the validating /awarding body governing the qualification for which they are studying.
- A student who makes an initial enquiry about RPL should be given timely and appropriate guidance and support on the rules, regulations and processes involved in accreditation.
- A student may appeal against the credit points awarded but only on the grounds of nonobservance of agreed procedures and/or improper application of those procedures.

Student Responsibilities

- Students must complete a credit claim form, and provide evidence to show that the requirements of the unit, module or part of a unit, or module have been covered;
- Students must consult with the agreed subject specialist in the preparation of his/her evidence
- Students applying for credit must agree an action plan to enable him/her to obtain the award she/he is aiming for.
- Students must agree to attend any further oral assessments or appropriate assessments if initial evidence is deemed to be unsatisfactory for the RPL assessor.

Academic Staff's Responsibilities

- To provide support and encouragement to all students wishing to claim credit for prior learning.
- Following initial enquiries by any students the member of staff should place the students in contact with a subject specialist.

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- The subject specialist should develop, with the students, an action plan to address the learning outcomes of the programme.
 - The subject specialist should identify the evidence needed to support the claim for credit and explain how this evidence will be assessed and by whom.
 - Ensure that the students' claiming credit is enrolled for a specific award/qualification.
 - To notify the Head of Centre of any learner claiming credits by RPL or using units gained from one qualification towards the next level of achievement.

Senior Management Responsibilities

- Senior Leadership should ensure that:
- All staff is fully conversant with this policy and the demands it places on them.
- All appropriate staff is competent to undertake their roles and responsibilities in the procedures for verification and recognition of prior learning.
- Staff development is made available to those staff not conversant with or competent to undertake the procedures for RPL.
- Monitoring & Evaluation Senior Leadership Team will monitor the operation of the policy to ensure it reflects current strategic aims, every academic year.