



Dove Nest Group

Recognition of Prior Learning

Policy

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Recognition of Prior Learning Policy

Definition

Recognition of Prior Learning Evidence (RPLE) allows a learner to record previously non-certified achievements of knowledge and understanding and prevents unnecessary duplication of work. 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.

Scope

As per Awarding Organisation guidelines, Dove Nest Group seeks to enable learners to avoid the duplication of learning and assessment. There are two ways in which this may be achieved:

- The opportunity to transfer credits, i.e. to recognise previously accredited achievement from within or outside the Qualification and Credit Framework (QCF) to count towards other qualifications.
- For individuals with learning or achievements that have not been certificated / accredited it may be possible to assess and validate these through a RPLE process. These achievements may then count towards a qualification.

Policy

Dove Nest policy is that each learner must produce valid and reliable evidence of learning to support any claims based on experience. This policy also applies exemptions of functional skills.

A learner may claim RPLE against a whole unit or several units. It is not possible to award part units, but where the RPLE evidence does not fully meet the needs of a complete unit, the missing information may be provided via the same assessment processes as other learners or the learning can be checked for currency and units elements not duplicated through assessment.

In order to achieve recognition of achievement there are two options open to the learner:

- Undertake the same assessments that lead to the relevant unit or qualification. These assessments may be undertaken without further learning.
- Submit a portfolio of evidence based on previous learning, skills and/or competence cross referenced to the specific learning outcomes of the unit or units for which RPLE is being sought.

Principles of RPL

Principle 1

RPLE 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.

Principle 2

RPLE 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 RPLE.

Principle 3

RPLE is a learner-centred and voluntary process. The individual should be offered advice on the nature and range of evidence considered appropriate, to support a claim for credit through RPLE, and be given guidance and support to make a claim.

Principle 4

The process of assessment for RPLE is subject to the same quality assurance and monitoring

standards as any other form of assessment. The award of credit through RPLE will not be distinguished from any other credits awarded.

Principle 5

Assessment methods of RPLE must be of equal rigour to the assessment methods, be fit for purpose and relate to the evidence of learning. Credit may be claimed for any unit through RPLE unless the assessment requirements of the unit do not allow this, based on a rationale consistent with the aims and regulations of the framework.

RPLE is also of value to learners transferring across various learning programmes that have relevant learning but do not have relevant credits or certificates. This may include learners transferring from NQF to QCF specifications. Dove Nest Group advocates the five stage procedure for RPLE as set above. The result of the assessment will be logged on the Learner Records and all records of RPLE claims for credit will be kept centrally for three years.

Responsibility

Dove Nest has a responsibility to ensure that all data is processed in line with GDPR legislation. Dove Nest aims to ensure that individuals are aware that their data is being processed, and that they understand:

- How the data is being used.
- How to exercise their rights.

Process

Trainer/ tutor to introduce and discuss RPLE with each learner during the Initial Assessment stage and throughout the planning of the learner journey.

- Confirm that the RPLE is:
 - Valid – meets the learning outcome/assessment criteria.
 - Current – meets up to date demands and does not reflect practices that have significantly changed.
 - Authentic – that it is the work of the Learner.
 - Sufficient – that there is enough evidence to meet the learning outcome and that further assessment methods are utilised to supplement it if required.
 - Reliable – that the assessment decision being made would be the same if reassess.
- All learners undertake the following initial assessment, Aspects personality assessment, Vocational skill scan (collect from both learner and line manager). This supports the Knowledge, Skills and Behaviours development and RPLE prior to an individual learning plan being developed and may reduce the funding drawn down for that specific standard and learning not duplicated.
- Ensure all mandatory summative assessments such as exams, practical tests or assignments are still conducted as this is the process in which evidence is evaluated.
- Ensure feedback is given to the learner once a formal decision has been made. If the RPLE is not approved, the Dove Nest Trainer will advise on other options available and advise the learner on their right to appeal.

The Quality Assurance process for this method of assessment is the same as that conducted on any other method of assessment.

The following examples of prior achievement are not classed as RPLE and guidance should be obtained from the Quality Team:

- Exemptions – process of claiming exemption from some parts of a QCF qualification using previously certificated non QCF achievement of an equivalent value / level. (Does not attract credits as this has previously been recognised)
- Equivalent Units - these are different, but similar QCF units where the content is deemed to be of equal or greater content / level / value. (Does not attract credits as this has previously been recognised)
- Credit Accumulation and Transfer (CAT) and Credit Transfer – a process where learners can gain credit over a period of time and transfer this credit in order to support the achievement of a

qualification with another awarding organisation. Credit Transfer recognised that some units are the same and prevent unnecessary duplication of learning.

- Qualification Legacy – recognising achievement that may have been achieved under the NQF framework and have been superseded by the QCF framework. Levels should be checked as the superseding qualification may not be recognised as achievement at the same level.
- Predecessor Qualification – the name given to a qualification that would precede the current qualification, e.g. A1 and V1 is the predecessor qualification for the TAQA
- Shared Units – most units on the QCF are shared between qualifications to encourage progression and promotion of the Credit Transfer.

Further Guidance

- Awarding Organisation Centre Manual
- Awarding Organisation Qualification Handbook
- Awarding Organisation RPLE Policy

This Policy will be reviewed and updated as and when required or on an annual basis as a minimum