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Recognition of Prior Learning (RPL) Procedure

Introduction and Aim

Cardiff and Vale University Health Board (UHB) Education, Culture and Organisational Development (ECOD) department is an Accredited Learning Centre (ALC). As an ALC, the ECOD department develops and delivers accredited learning, working in conjunction with the national Awarding Body Agored Cymru.

As a centre delivering accredited learning through the Quality Assured Lifelong Learning (QALL) units and qualifications which are part of the Credit and Qualifications Framework for Wales (CQFW), the UHB is required to have a Recognition of Prior Learning Procedure. This is to ensure that appropriate measures are taken to allow individuals to claim credit for prior learning where it is of value to learners in facilitating assessment and progression.

This procedure aims to outline the recognition of prior learning process to ensure that all previously achieved knowledge and skills are recognised appropriately to avoid repetition of work and assessment. This procedure aligns with guidance set out by the Awarding Body's Recognition of Prior Learning policy and procedure.

Objectives

- To maintain academic standards in the organisation.
- To ensure that all staff involved in the administration, delivery and assessment of accredited learning understand their personal responsibilities to utilise recognition of prior learning where appropriate.
- To ensure all staff delivering, assessing or completing an accredited learning unit or qualification understand the process of taking previous evidence of learning into account as evidence of achievement.
- To ensure the integrity and validity of all academic and competence assessments withing the UHB.

Scope

The following procedure covers all UHB employees, learners, assessors, administrators, and internal quality assurers who are involved with undertaking, developing, delivering, assessing, and certificating programmes of work based accredited learning with the accrediting body Agored Cymru.

Equality and Health Impact Assessment	*An Equality and Health Impact Assessment has not been completed. This is because a procedure has been written to support the implementation of the*

	Awarding Body Agored Cymru's Recognition of Prior Learning and Credit Transfer Policy and Procedure.
Documents to read alongside this Procedure	Academic Malpractice and Fair Assessment in the Delivery of Accredited Learning Procedure (UHB 098) Capability Policy and Procedure Disciplinary Policy Procedure for NHS Staff to Raise Concerns Respect and Resolution Policy Respect and Resolution Policy FINAL April 2021.pdf (sharepoint.com) Agored Cymru Complaints Policy Complaints Policy and Procedure Agored Cymru Malpractice and Maladministration Policy Malpractice and Maladministration Policy Agored Cymru Reasonable Adjustments to Assessment Policy Reasonable Adjustments to Assessment Policy Agored Cymru Plagiarism Policy Plagiarism Policy and Procedure Agored Cymru Retention of Assessment Material Policy Retention of Assessment and IQA Materials Policy and Procedure Agored Cymru Special Considerations for Assessment Policy and Procedure Special Considerations for Assessment Policy & Procedure (v.6).pdf Agored Cymru Recognition of Prior Learning and Credit Transfer Policy and Procedure Recognition of Prior Learning and Credit Transfer Policy and Procedure (v1.0) (4).pdf Agored Cymru Centre Assessment Standards (CASS) Policy

	Centre Assessment Standards Scrutiny (CASS) Policy (v.4).pdf Agored Cymru Centre Artificial Intelligence Guidance Agored Cymru Artificial Intelligence Guidance for Centres
Accountable Executive or Clinical Board Director	Executive Director of People and Culture
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Disclaimer

If the review date of this document has passed please ensure that the version you ar using is the most up to date either by contacting the document author or the Governance Directorate.

Summary of reviews/amendments			
Version Number	**Date Review Approved**	**Date Published**	**Summary of Amendments**
1	20th August	2013	*New policy*
2	20th August	2016	Replaces previous Recognition of Prior Learning Policy in line with current UHB format. It includes new sections: responsibilities and ensuring fair assessment through adjustments and special circumstances.
3	27th November 2025	04/12/2025	Amended from policy to procedure. Updated to current UHB format Documents to read alongside list updated

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1	**Definitions**
1.1	Recognition of Prior Learning (RPL) is a valid method of enabling individuals to evidence prior learning and assessment to claim credit for units, irrespective of how their learning took place. RPL is defined as: *"A process of assessment that considers whether a learner can evidence that they meet the assessment requirements of a unit through a demonstrable possession of knowledge, understanding and/or skills, which do not require further development at the identified level, through a course of learning."* (Agored, 2025) RPL enables recognition of achievement from a range of activities using any appropriate assessment methodology. Provided that the learning objectives of a given unit or qualification have been achieved, the use of RPL is acceptable for accrediting a unit, units or, rarely, a whole qualification. It means 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 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 credit through RPL, and be given guidance and support to make a claim. Credit awarded through RPL will not be distinguished from any other credits awarded. An awarding body is an organisation that designs, develops and awards the recognition of learning outcomes following a robust assessment and quality assurance process.
1.2	Awarding bodies covered by this Procedure include**:** Agored Cymru
2	**Responsibilities**
2.1	It is the responsibility of all employees delivering, assessing, administering, quality assuring, or undertaking accredited learning to be aware of the recognition of prior learning procedure prior to commencing involvement with an awarding body. The UHB has the responsibility to educate staff in conducting fair and robust assessment. This can be achieved through internal and external training and through recognising prior assessment qualifications. The assessor must meet the awarding body's requirements, which are specific to each accredited learning unit and qualification. An assessor can be a UHB employee who

	holds a relevant assessment qualification or has completed appropriate training in line with the awarding body's criteria. The assessor must also have a clear understanding of the RPL procedure and its requirements for application. Additionally, the UHB has the responsibility to provide quality assurance to the awarding bodies through robust internal quality assurance checks. This involves identifying and training suitable staff to act as internal quality assurers, who review the assessment process to ensure rigour and promote consistency across the organisation. These internal checks support the external quality assurance standards required by awarding bodies. Each clinical board delivering accredited learning should have a qualified internal assessor (IQA) (previously known as approved internal verifier) to approve learner certification and to complete quality assurance and standardisation. Each IQA within the UHB should have an appropriate qualification in accordance with the awarding body's requirements. If an area delivering accredited learning does not have an IQA they should identify an IQA prior to course commencement and aim to identify an employee to complete the IAQ qualification. The IQA must have knowledge in the subject matter within the accredited learning in which they are approving certificates. This means that for every full qualification being taught there should be at least one IQA identified. The UHB is responsible for appointing a centre manager/lead in the Education, Culture and Organisational Development Department (ECOD) who is linked to the awarding body for quality assurance. This appointee is required to organise and deliver internal bi-annual standardisation events to share good practice and ensure the awarding bodies' quality assurance requirements are being met. The UHB lead will assist in identifying training needs for assessors, and IQAs. The awarding body lead in the UHB will overlook the quality assurance process for all IQAs. All learners can apply to their centre for RPL but in order to support their claim the learners must provide evidence that is valid, authentic, sufficient and reliable, and has been achieved within an agreed period of time.
2.2	Responsibilities for specific UHB staff members are: Director of People and Culture and Assistant Director of OD Wellbeing and Culture • Will ensure the contents of the Procedure are applied fairly and consistently within the UHB. Head of Educational, Culture and Organisational Development (ECOD) Department and Senior ECOD Manager for Nursing and Midwifery Education:

- Will ensure that there is a staff member in ECOD who is appointed as the UHB awarding body lead as part of their role.
- Will ensure that the UHB awarding body lead has access to the required training and resources necessary for them to deliver in their role.
- Will support the UHB awarding body centre lead.
- Will ensure cover as the UHB awarding body lead, if the UHB awarding body centre lead is unavailable.
- Will provide a centre contact for the awarding body.
- Will support the awarding body centre lead to act as an awarding body finance contact and manage the procurement of educational credits.
- Will report any concerns regarding RPL to People Services and relevant UHB line managers.

UHB Awarding Body Lead in ECOD:

- Will participate fully in the awarding body's standardisation events.
- Will co-ordinate and participate in bi-annual internal standardisation events
- Will be a centre contact for the awarding body.
- Will support staff completing IQA training
- Will support assessors and internal quality assurers and organise training
- Will collate evidence for the awarding body's external annual review and will subsequently act on the awarding body's centre action plans.
- Can apply for special considerations with an awarding body.

Internal Quality Assurers

- Will complete standardisation events for the course in which they deliver/IQA.
- Will keep an audit trail for internal and external reviews in line with the awarding bodies processes.
- Will ensure that all educational material produced for use meets the awarding body's assessment criteria.
- Will keep up to date records of staff members completing assessment and internal verification and share these records with the UHB awarding body centre lead.
- Will report any issues of malpractice and maladministration to the UHB awarding body lead.
- Will report the need to utilise any reasonable adjustments or special considerations to the UHB awarding body lead.

- Will only award learners with qualifications once they have achieved all the awarding body's learning outcomes and have successfully passed the assessment and internal quality assurance process.
- Must have attended an introduction to internal quality

	assurance training session. • Must report any concerns of malpractice or maladministration to the Lead IQA. Assessors • Must have attended appropriate training (for example, introduction to assessment, Post Graduate Certificate in Education, or mentorship if registered with a professional body. • For those, acting as an assessor without a professional registration they must have completed or be working towards an approved assessor qualification. They must meet the awarding body's assessment criteria. • Must report any concerns regarding malpractice and maladministration to the internal quality assurer. • Must report the need to action special considerations with the UHB awarding body centre lead. • Must report the need to make reasonable adjustments to the internal quality assurer Individuals • Must ensure that any work submitted is their own. • Must sign a plagiarism and authenticity statement. • Must discuss any reasonable adjustments with assessor prior to being enrolled on the accredited learning unit or qualification. • Must report the need for special considerations at the earliest opportunity in line with the awarding body's policies. Awarding Bodies • Will complete annual external equality reviews and compile centre action plans when required. • Will support and advice the UHB in investigating malpractice. • Will provide up to date accessible policies and procedures and guidelines. • Will enable the assessment and validation of learning achievements that have not been previously certificated or accredited.
3	**RPEL Process**
3.1	The following conditions apply: • Learners must be registered with a recognised awarding body (Agored) as soon as they formally start to gather evidence • Records of assessment are maintained, as for any other unit/qualification including Internal Quality Assurance • Certification and claims are made according to named procedures i.e. supported with witness statements and other evidence

	• All relevant evidence is assessed and candidate informed before assessment decisions finalised
3.2	To achieve a unit of credit using RPL, two options are open to the learner: 1) Undertaking the same assessments as those followed in the formal course of learning and assessment that leads to the desired unit or qualification. These assessments may be undertaken without attending taught sessions. If the latter is the case, either an authenticity statement, signed and dated by the learner and signed by a witness (usually the tutor) must be obtained or the tutor may observe the learner undertaking the assessment. 2) Submitting 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, together with an authenticity statement, signed and dated by the learner and signed by a witness (usually the tutor).
3.3	If a learner submits evidence to be considered for RPL, the assessor will review it and make a formal decision on its suitability. Decisions around the appropriateness of RPL is normally taken on a qualification-by qualification and/or learner-by-learner basis. Where RPL is appropriate, learners will not need to undergo any further learning or assessment for the relevant unit(s).
3.4	All evidence must be evaluated using the stipulated learning outcomes in the unit being claimed. 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.
3.5	If the currency of evidence being submitted for RPL is in doubt, the assessor may use questions or other assessment methods to check the learner's knowledge and understanding and competence is up to date.
3.6	Where evidence submitted for RPL is assessed and found not to be sufficient to cover the learning outcomes and/or assessment criteria, the assessor must use additional assessment methods to gather sufficient evidence to be able to award the unit.
3.7	All evidence submitted by the learner for RPL must be clearly referenced and signposted by the learner to the learning outcomes and assessment criteria it meets in order to facilitate internal assessment, internal quality assurance and external quality assurance.
3.8	Centres must notify Agored about any claims for achievement through RPL where the learner has completed different assessment requirements to the standard assessment of the cohort.