

Recognition of Prior Learning Policy

1.0 Purpose

The purpose of this policy is to outline Regent Institute Middle East's (RIME) procedures and guidelines. The procedure seeks to give correct recognition and evidencing of previously obtained or certified knowledge, understanding, and abilities. This strategy also benefits people who are directly involved in learning, planning, advising, and delivery.

Not all learners have access to formal education. The policy's fundamental concepts are that an individual's earlier achievements should be recognised, and that a learner should not be penalised for having to retake a course of study.

2.0 Definition

Recognition of Prior Learning (RPL) is a process that involves the assessment of an individual's prior learning (including formal, informal and non-formal learning, work or life experience) to determine the extent to which that individual's previous learning is equivalent to the learning outcomes of the components of another qualification, as well as assessing a person's skills and competencies to determine whether these are current.

Formal Learning is the learning that a learner has previously completed as part of a structured learning programme, and which leads to the full or partial achievement of an officially accredited qualification.

Informal Learning is the learning that a learner has previously gained through work, social, family, hobby or leisure activities and experiences.

3.0 Procedures

The Admission Manager oversees the RPL procedure, whereas the Academic Head oversees the RPL process.

The interview or discussion is the initial step. The applicant meets with the RPL facilitator to learn about the prerequisites for a successful RPL assessment, and the facilitator will show him how to gather and present evidence, as well as how to complete the RPL application form.

The identification process is the next stage. In this step, the applicant must complete the application form, and the facilitator is in charge of verifying and validating the provided RPL application information, as well as identifying RPL options, when the RPL applicant has completed and submitted the relevant administrative papers.

The third step for the learner is to submit their portfolio. When the applicant is convinced that he or she has met all the requirements, the portfolio may be sent to the RPL facilitator.

The portfolio assessment is the next step. The portfolio is evaluated by the Admission Manager and an Academic team member with expertise in the subject area. This procedure could take up to two weeks to complete.

Assessment feedback is the fifth phase. In this step, the applicant will receive a detailed assessment document that reflects on the evidence submitted.

The appeals process is the final stage. If the applicant wishes to challenge the assessment decisions, he or she must do so at this step using the institute's learner appeal system.

4.0 Assessor's Responsibility

The assessor who has the responsibility of processing RPL applications will:

- Check the learner's application form is correct and complete. If the form is incorrect and / or incomplete, the staff member is to contact the learner to assist in gaining a correct and complete application form.
- Ensure the learner's evidence is current and authentic. If the evidence is not current, that is older than 5 years, or not authentic, the staff member will contact the learner to advise them of evidence requirements to demonstrate currency.
- Undertake an assessment of the evidence provided by the learner and collect further evidence from the learner if necessary. Further evidence may include, but not limited to, questioning (oral or written); observations in the workplace; participation in assessment activities the learner would normally be required to undertake if they were studying the unit/s of competency.
- The assessor reserves the right not to recognise part, or all or any previous learning if the assessor believes that skills or knowledge demonstrated and recorded fall significantly short of industry standards as stated within the training product.
- Determine an assessment outcome of the RPL application, as either 'RPL Granted' or 'RPL Not Granted', based on whether or not the evidence submitted meets the requirements of the relevant unit/s of competency.
- Inform the learner, in writing, advising of the RPL application outcome.
- Record the assessment outcome in respective learner management and learning management systems.
- Inform Learner Administration / Services staff of the outcome in order for Learner Support / Services to maintain internal records related to the RPL.

5.0 Monitoring

The Service Quality Review Team who will monitor the implementation of this policy include:

Staff Members Involved

Senior Management Team

Academic Head

6.0 Review

This Policy will be reviewed annually by the RIME Senior Management Team.

It will also be reviewed annually by the Academic Heads in the light of attendance, retention and achievement data, learner and tutor feedback as well as lesson observations.

For advice and support please contact the Academic Head.

Policy Information

PURPOSE	Policy Information
Title	Recognition of Prior Learning Policy
Document number	0169/86
Purpose	The purpose of this policy is to outline RIME's procedures and guidelines. The procedure seeks to give correct recognition and evidencing of previously obtained or certified knowledge, understanding, and abilities. This strategy also benefits people who are directly involved in learning, planning, advising, and delivery.
Audience	Staff, Learners
Category	Academics
Next review date	March, 2027

Version Control

Version	Author	Amended by	Date	Comments
1.01	DoS	DGS	26/9/2022	Policy approved by RIME Governance Committee
2.01	AH	QAC	20/3/2023	Policy approved by RIME Quality Assurance Committee
3.01	AH	QAC	18/3/2024	Policy approved by RIME Quality Assurance Committee
4.01	AH	QAC	18/3/2025	Policy approved by RIME Quality Assurance Committee
5.01	AH	QAC	20/3/2025	Policy approved by RIME Quality Assurance Committee