



Sir Christopher Hatton Academy

A Member of Hatton Academies Trust



Accreditation of Prior Learning Policy



Accreditation of Prior Learning Policy

Aims: to enable students to bring forward previous learning for accreditation within their chosen BTEC qualification

to achieve recognition for what has already been achieved by a learner outside of their BTEC qualification.

It may be possible to use evidence which has been generated by the student in the past or elsewhere in the learning programme if there are documents or records. This process is called Accreditation of Prior Learning (APL). The student will, however, need to prove ownership of the evidence and that it meets the standards required. There must also be an assessment process that enables recognition of that prior achievement using valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of APL is acceptable for accrediting part of a unit, unit(s) or a qualification.

When students start their programme there may be evidence of prior achievement from past learning such as GCSEs, Duke of Edinburgh Awards, employment, work experience etc. Such evidence will need to be reassessed against BTEC criteria, for example by a record of oral and written questions. Where the evidence is valid and authentic, it may contribute towards a student's portfolio. Where prior experience is identified it should, in the first instance, be referred to the Co-ordinator to agree recording procedure. That evidence should be signed and dated by an appropriate person to prove validity.

The document 'Recognition of Prior Learning Policy and Process' (Pearson September 2013 version 1.1) refers. It classifies APL as part of RPL, (Recognition of Prior Learning), page 4 of the document.

That document also states that, 'The RPL process does **not** allow the recognition of any unit or qualification assessed by external assessment only. This is because such units are subject to specific evidence requirements.



Stage 1 – Awareness, information and guidance

Stage 2 – Pre-assessment; gathering evidence and giving information.

At this stage the learner will carry out the process of collecting evidence against the requirements of the relevant unit(s). In some cases the development of an assessment plan and tracking document or similar may be required, to support the learner through the process. The evidence gathered will need to meet the standards of the unit, or part of unit, that the evidence is being used for

Stage 3 – Assessment/documentation of evidence

Evidence submitted for APL must be:

- authentic
- current
- relevant
- sufficient

The centre assessor has the responsibility for ensuring that all the requirements of a unit have been met through alternative APL evidence, and for keeping appropriate records and a copy given to the Lead Internal Verifier for that subject area.

Stage 4 - Claiming a qualification by APL

After assessment of a learner's previous achievements, registration should be made in the usual way and APL achievement may then be reported as normal achievement, graded where appropriate, via EDI or Edexcel Online (or form SRF if necessary).

NQF qualifications have different specifications, assessment, grading and quality assurance arrangements. Therefore, there is no automatic credit or exemption



Sir Christopher Hatton Academy

A Member of Hatton Academies Trust

applicable and it is not straightforward to transfer learners from an existing non-NQF qualification, where some units have been assessed, to a new NQF qualification to complete their studies.

- The centre must show that all the assessment criteria within the new NQF title has been met by the learner
- The evidence gathered needs to meet the standards of the unit, or part of unit, that the evidence is being used for
- Evidence gathered through APL should be clearly referenced and sign posted to aid internal assessment and internal and external verification.
- Where a learner's evidence does not meet the assessment criteria within the NQF title, centres must set additional assignments aligned to the missing criteria. Authorised assignment briefs are recommended
- Those assignments must be internally verified as per procedure
- The standards verifier must also be informed as part of that process and that work subject to the usual quality assurance procedures
- In addition where there is transfer of learners to Hatton Academy, undertaking a BTEC course a full APL must be carried out for the learner and every internally assessed unit

This policy will be reviewed every 12 months

Quality Nominee	parsonsa@hattonacademy.org.uk	10/2016
LIV Applied Science	martina@hattonacademy.org.uk	10/2016
LIV Business	coej@hattonacademy.org.uk	10/2016
LIV Health & Social Care	mcloughlind@hattonacademy.org.uk	10/2016
LIV Information Technology	coej@hattonacademy.org.uk	10/2016
LIV Music	jeffsc@hattonacademy.org.uk	10/2016
LIV Sport	hughesj@hattonacademy.org.uk	10/2016