



CMBD Recognition of Prior Learning (RPL) Policy

Purpose

This guidance applies to all Chartered Management Institute (CMI) Learners registered on a CMI qualification.

Introduction

This document applies to all qualifications on credit-based frameworks. These include the Qualifications and Credit Framework (QCF), Regulated Qualifications Framework (RQF).

Regulatory Requirements

Regulations require CMBD, as a CMI centre, to:-

- a) Ensure that the policy which it has in place enables the awarding organisation to award qualifications in accordance with its Conditions of Recognition,
- b) Publish that policy, and c) Comply with that policy

Definition of Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) is an assessment process which makes use of the evidence from a Learner's previous non - certificated and certificated achievement(s) to demonstrate competence or achievement within a unit or qualification.

Through the RPL process, evidence of a Learner(s) previous achievement(s) (learning) is assessed against the assessment criteria of a unit.

The Regulatory Arrangements for Regulated Qualifications Framework gives the following definition of RPL and this definition is fully supported by the Qualifications Wales and CCEA:

“Recognition of Prior Learning (RPL) is the –

- Identification by an awarding organisation of any learning undertaken, and/or attainment, by a Learner –
- i. Prior to that learner taking a qualification which the awarding organisation makes available or proposes to make available, and
 - ii. Which is relevant to the knowledge, skills and understanding which will be assessed as part of that qualification, and
 - iii. Recognition by an awarding organisation of that learning and/or attainment through amendment to the requirements which a Learner must have satisfied before the Learner will be assessed or that qualification will be awarded.

When to use RPL

The RPL process is relevant where a Learner has evidence of having previously learnt something but has never received formal recognition for it through a qualification or other form of certification.

Evidence can draw on any aspect of a Learner's prior experience including: education and training work activities community or voluntary activities.

Assessment of RPL Evidence

Evidence obtained through the RPL process must be assessed to the same rigorous quality as evidence obtained through any other process.

In no circumstance does the RPL process mean that any required qualification summative assessments can be avoided e.g. practical/theory tests or assignments. This is because the summative assessment is the process through which evidence (produced via any prior assessment method or through the RPL process) is evaluated. RPL allows an individual to avoid unnecessary learning, meaning that they can present for summative assessment without repeating learning in areas where they will be able to show that they can meet the assessment criteria(s).

It remains the role of Assessors to ensure that assessment criteria are only deemed to have been met where evidence is:

Valid: Does the evidence genuinely demonstrate that the demands of the assessment criteria have been met? For RPL, currency of evidence will be of particular concern. Does, for example, the evidence meet up-to-date demands or is it representative of practice that has significantly changed?

Authentic: This involves consideration of whether the evidence being assessed is genuinely the work of the Learner. For example, the evidence may have been produced by somebody else, or may be the result of the work of a team. In the latter case, this would be acceptable if the assessment criteria was related to team / joint working, but not if it was being used as evidence of an activity which should have been carried out individually.

Sufficient: There must be enough evidence to fully meet the requirements of the assessment criteria or learning outcomes being considered. If there is insufficient evidence to fully meet requirements, then evidence obtained through RPL must be complemented by additional evidence gained through other suitable assessment method(s) before requirements/outcomes can be said to have been met.

Reliable: The evidence obtained through RPL should be such that an Assessor would arrive at the same assessment decision, were the assessment to be repeated.

Outcomes of RPL

If individuals can produce relevant evidence that meets assessment criteria requirements, then recognition can be given for their existing knowledge, understanding or skills.

If an individual can demonstrate that they meet all the learning outcomes and assessment criteria in a unit, then they can claim they have achieved that unit solely on the basis of their RPL achievement.

If, however, evidence from RPL is only sufficient to cover one or more learning outcomes or assessment criteria, or to partly meet the need of a learning outcome or assessment criteria, then additional assessment methods should be employed to generate sufficient evidence on which to base a safe assessment decision.

Learners are unlikely to have all the evidence they need to achieve a full unit and may need to produce additional evidence.

Evidence used for RPL must be a maximum 5 years before that date of application and Assessors must determine whether it is valid and authentic.

RPL may be used in conjunction with other assessment methods such as professional discussion or observation to assess current performance.

Evidence from RPL is similar to that derived via any other acceptable assessment method. This means that where the standard of a unit is met by evidence obtained wholly or partly from RPL, an award can be made.

RPL Process

Learners wishing to claim RPL must approach their CMI Centre,

CMI will not deal with any claims directly.

Evidence used for RPL

- must be a maximum 5 years before that date of application
- it is carried out by staff with relevant levels of expertise to meet CMI requirements.
- The methods of assessment used will be determined by the assessment strategy for the qualification being assessed and might, for example, include:
 - examination of documents
 - expert witness testimony
 - reflective accounts
 - professional discussion
- The RPL assessment should be carried out as an entire process.
 - This means that the Assessor should:
 - Plan with the Learner
 - Make a formal assessment decision
 - Feedback assessment decisions to the Learner, confirming decisions and giving guidance on the available options (particularly in situations where the decision has been not to award credit)
 - Maintain appropriate records
 - Ensure that Learners are aware of their right to access the appeals process should they feel the assessment decision was unfair

See separate appeals policy and procedures

The Assessor must ensure that all learning outcomes and assessment criteria being claimed are covered and that records of assessment are maintained in the usual way. The process must be subject to the same quality assurance requirements as any other assessment method. A record of any RPL claimed will be maintained for consideration by the CMI Quality Manager during the annual quality centre visit.

Use of RPL

Prior to considering the application of RPL a discussion must occur with the Centre Quality Manager to ensure an application of RPL falls within this Policy. Further guidance can be obtained from the Centre Quality Manager

Further guidance on RPL can be found in the CMI Centre Handbook.