



Guidance for awarding bodies on Recognition of Prior Learning



Background

We are responsible for regulating qualifications and the qualification system in Wales.

We regulate the awarding bodies that are recognised by us to develop, deliver and award qualifications to learners in Wales. All recognised awarding bodies are subject to our rules, including those set out in the [Standard Conditions of Recognition](#).

We carried out a review of the Standard Conditions of Recognition in 2019-20 and published revised Conditions that came into force on 1 October 2020. Awarding bodies told us during the review, that guidance would be helpful to support their ongoing compliance with the Conditions.

Therefore, the purpose of this document is to support awarding bodies in complying with revised Condition E10 which came into force on 1 October 2020. It is not intended to be prescriptive and in this way, it is the awarding body's responsibility to determine how to comply with its conditions of recognition.

Version History

This guidance was published in June 2021.

If you have any questions or feedback on this guidance document, please email the regulatory policy team at policy@qualificationswales.org

This document is available in [Welsh](#).

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Guidance for awarding bodies on Recognition of Prior Learning (RPL)

1. Introduction

- 1.1 Condition E10 requires awarding bodies to publish a policy on whether or not they offer Recognition of Prior Learning (RPL) and if they do, in what circumstances. Awarding bodies, while required to have a published RPL policy, are not required to recognise prior learning. The spirit of Condition E10 is to make your position clear to potential purchasers and users of your qualifications. In a similar way, where the awarding body does recognise prior learning, your policy needs to set this out clearly to purchasers and users of those qualifications, and the awarding body must ensure that the policy enables it to award qualifications in a way that is compliant with its Conditions of Recognition.
- 1.2 This guidance is designed for awarding bodies and explores what we mean by recognising prior learning, achievement and experience as well as matters to consider when formulating and implementing an RPL policy, and how to support centres through an RPL process.
- 1.3 This is for awarding bodies including how awarding bodies work with their recognised centres. This is not about how teaching and learning providers determine admissions, progression or access onto the right courses of study.
- 1.4 Included within the guidance are examples that describe the sorts of actions we would expect an awarding body to take to ensure where offered, RPL policies are published, maintained and complied with.

2. Main requirements and general principles of RPL

- 2.1 The nub of Condition E10 is that awarding bodies make it clear to users of qualifications whether **prior learning** is recognised and if it is, outline your approach and when and how it applies. Ultimately, complying with E10 means that users can easily access and therefore determine whether an awarding body offers RPL or not, and if so, in which circumstances.
- 2.2 The main requirements of the Condition are that:

E10.1 An awarding body must publish, maintain and comply with a policy which specifies whether or not it recognises prior learning.

E10.2 In any circumstances where the policy it has in place permits the recognition of prior learning, an awarding body must ensure that the policy enables it to award qualifications in a way that complies with its conditions of recognition.

2.3 Where you offer RPL, here are **general principles** to bear in mind:

- i) develop RPL policies and processes that are accessible, inclusive and flexible to meet the reasonable needs of all learners, of all backgrounds, and experiences;
- ii) RPL assessment approaches are rigorous, consistent and fair for all learners and are underpinned by robust and effective quality assurance mechanisms;
- iii) RPL processes promote confidence in the process and the outcome;
- iv) RPL removes unnecessary duplication in assessment, where learning has already been obtained / learnt;
- v) roles and responsibilities of learners, centres and awarding bodies who manage and support RPL processes are clear and understood and where necessary, support is provided; and
- vi) the information about the circumstances in which users of qualifications can access RPL are clear and transparent.

3. What is Recognition of Prior Learning?

3.1 **Recognition of Prior Learning (RPL)** is used to describe where prior learning, achievement and / or experience of a learner is recognised by an awarding body either as a means of getting on to a qualification or being exempt from part or all of a qualification.

3.2 **Section J** of the Standard Conditions of Recognition defines RPL as:

- (a) the identification by an awarding body of any learning undertaken, and/or achievement, by a Learner:

- i) prior to that Learner taking one of its qualifications, or proposed qualifications; and
 - ii) which is relevant to the knowledge, skills and understanding which will be assessed as part of that qualification; and
- (b) the recognition by an awarding body of that learning and/or achievement through amendment to the requirements which a Learner must have satisfied before the Learner will be assessed or that qualification will be awarded.

3.3 An awarding body will essentially follow a process to determine what prior learning can be recognised. The RPL process is primarily to assess evidence for the purpose of recognising prior learning, achievement or experience. One such process entails assessing the **Validity, Authenticity, Reliability, Currency and Sufficiency**¹ of the evidence of prior learning, achievement or experience that has been identified must be analysed to determine the extent to which it meets the requirements of the qualification it is being recognised for. The awarding body needs to determine an approach they are going to take and/or require a centre to take to analyse the evidence before them, and how they will decide whether to recognise it or not.

Who is RPL for?

3.4 Recognition of Prior Learning is all about the learner. It is a learner-centred approach intended to recognise prior learning and support learners into progression in education, training and / or the workplace. RPL is not limited to those currently in education or training. It can be accessed by potential learners who have previous experience that they can bring to a qualification who wish to be exempted from certain parts of the qualification or wish to seek accreditation for previous learning. Here are some examples of how RPL could meet the needs of different learners:

Examples of learners	Circumstances
<ul style="list-style-type: none"> • Unemployed / made redundant • Rehabilitated offenders 	<ul style="list-style-type: none"> • Formal certification is required to seek gainful employment • Those who have worked and seek formal accreditation • Use of skills and knowledge developed within a prison setting to secure gainful employment

¹ Further information on the principles of assessment can be found at https://www.sqa.org.uk/files_ccc/25GuideToAssessment.pdf

<ul style="list-style-type: none"> • Military veterans returning to civilian life • Illness or incapacity • Migrant workers • Access to HE • Workers 	<ul style="list-style-type: none"> • Formally recognising military service and experience • Worker returning to employment following a period of health-related absence • Worker seeking career development opportunity in the workplace • Requirement for professional qualifications have changed and workers need to remain competitive • Those wanting to reskill and use previous knowledge and/or qualifications to expedite CPD • Transfer of credits from general or vocational qualifications towards a university degree or other higher education qualification • Recognition of skills, knowledge and experience gained in employment to be formalised into postgraduate qualifications. • Formal recognition of knowledge, skills or competences obtained outside Wales
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3.5 RPL not only benefits learners, but it can also benefit centres, employers, the labour market, the education system and the economy as well as the awarding body. Examples of benefits of RPL include:

- recognising the value of learning, achievement and experience outside of formal educational settings;
- validating non-formal and informal learning achieved independently;
- encouraging and facilitating educational or career progression through less traditional pathways;
- reducing the length and potentially the cost of learning, training and assessment time;
- achieving better value for money where learners are permitted to fast-track through a qualification;
- promoting lifelong learning;
- providing pathways for migrant work / movement of labour; and
- improving learner self-esteem and pride.

- 3.6 When carried out effectively and compliantly, RPL can provide opportunities for both awarding bodies and centres. It can attract learners by making qualifications more accessible and potentially reduce the duration of learning and/or assessment. On the other hand, where the RPL process is over-burdensome or not 'fit-for-purpose' it may not be the optimum approach to take. It is important to consider all the risks as well as the benefits, and to ensure that your RPL process is as robust and complies with your conditions of recognition.
- 3.7 **Centres** offering RPL may be the deciding factor for a potential learner when selecting a centre. Offering RPL provides centres with more opportunities to engage with more learners and have a greater understanding of how best a learners' needs can be met.
- 3.8 **Employers** can use RPL as an effective means of identifying skills, gaps in skills and appropriate training opportunities and minimising training time.
- 3.9 **Awarding bodies** that permit RPL could attract more centres which could lead to the transfer of a centre's wider business needs.
- 3.10 While there can be benefits and efficiencies to offering RPL, this must be balanced with the potential risks. Your RPL Policy approach must comply with your conditions of recognition.

4. Approaches to RPL

- 4.1 There is no one size fits all approach to RPL: rather, different approaches that can be applied depending on the context / situation and needs of the learner. This section outlines some of the different approaches to RPL and the various sources of evidence that could be assessed when recognising prior learning.

Recognition of prior non-certificated learning

- 4.2 This is an approach that is used where the learner has previous learning but does not have any formal certification as evidence of that learning being achieved. Therefore, this RPL (non-certified) uses evidence not based on formal, summative assessment, or certification.

- 4.3 There can be numerous skills, knowledge and experience that people develop from **non-formal** and **informal** learning activities. Examples of such activities where learners learn from experience may include:

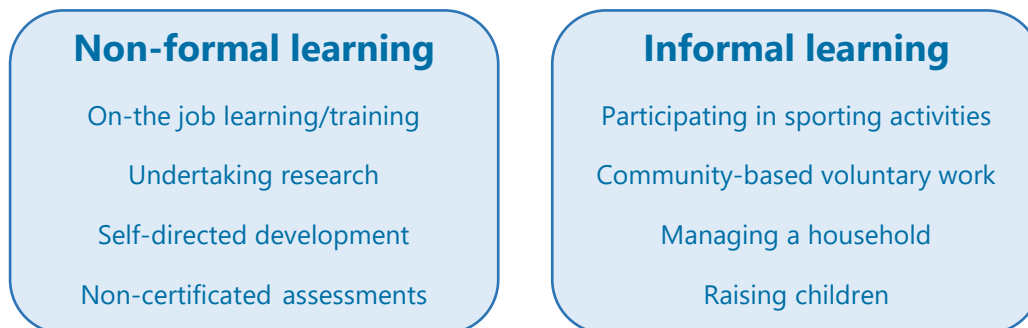


Figure 1: Examples of non-formal and informal learning sources.

- 4.4 In this approach, your RPL policy would set out the types of evidence that you deem to be appropriate and how you and/or your centres would receive and analyse this evidence to determine what recognition can be given towards entry requirements or towards part exemption from a qualification. Information on RPL approaches may vary by individual qualifications and therefore you will set this out in your RPL policy and may also consider setting out qualification specific approaches in qualification specification or accompanying documents.
- 4.5 Further information and considerations when assessing RPL evidence can be found in the '**Assessing RPL evidence**' part of **Section 6** of this guidance.

Recognition of prior certificated learning

- 4.6 This is where a qualification that has already been achieved by a learner (and where there was a certificate and/or transcript setting out the credit value already obtained) and this evidence can be used to determine exemptions to another qualification. Achievement of a qualification can count towards all or part of another qualification: meaning that the learner is exempt from taking certain components or units and only takes the units they need to in order to have the opportunity to obtain the new qualification.
- 4.7 Your RPL policy would set out what evidence you require to determine any exemptions for which qualifications and in which circumstances.

Equivalent Units

- 4.8 This is an approach to RPL used widely within vocational programmes of study, particularly where equivalent or similar units are used from one qualification to fulfil some requirements of another qualification, where permitted by the awarding body.
- 4.9 The proportions of a qualification that can be assessed through RPL will vary depending on the awarding body's policy on RPL and the nature and size of a qualification. When a learner is embarking on a new qualification, there is likely to be a proportion of new knowledge, skills and understanding to be learnt and therefore, RPL evidence is typically supported by other forms of evidence, depending on the RPL needs of the learner.
- 4.10 It is up to the awarding body to determine what partial accreditation of units is permitted, given the particular circumstances. Where RPL is granted for some of the units, it is up to the awarding body to decide what other methods of assessment can be used to complete the remaining unit requirements. Your approach would need to be set out in your RPL policy.

Credit Transfer

- 4.11 Credit transfer is a term used to describe the process of transferring credit from one qualification to a different qualification, although not all qualifications have credit assigned to them.
- 4.12 This approach to RPL is typically used where transcripts are available and/or credit values are assigned to part of a qualification. This can also apply where a learner has partly achieved a qualification and some credits can be attributed.
- 4.13 Students can retain credits gained from prior certificated learning to enter or move laterally or diagonally to different programmes of study at the same learning provider, or a different learning provider. Learning providers apply the process of articulation that matches content from one course with that of another. This approach is recognised internationally, as well as in Wales.

5. Applying RPL

- 5.1 It is for each awarding body to determine the extent to which RPL is permitted. An awarding body may have a policy stating that RPL is permitted generally, or they may have a policy statement that sets out specific circumstances, or for which qualifications, RPL applies. In accordance with the Conditions, the

statement published on the awarding body website needs to be clear in which circumstances RPL is permitted. Circumstances may relate to a whole qualification or units of qualifications or could also be applied to types of learners or types of RPL assessment.

- 5.2 An awarding body is encouraged to consider when and how to apply RPL and in deciding this, you must ensure that you comply with your conditions of recognition. These are examples of some of factors you may wish to consider when identifying which circumstances to permit RPL or not:

Circumstances	Examples
The outcome of the assessment of RPL evidence may be compromised	Where other learners are placed at an advantage or disadvantage, or standards are not met.
RPL evidence is not considered valid or where it would not be compliant with your conditions of recognition;	Where regulatory, professional or other statutory requirements are not met, e.g., number of practice hours required before qualifying
The RPL process becomes over-burdensome	Analysis of RPL evidence requires more resource than completing the assessment
The RPL process is not cost effective to apply	Where the costs outweigh the benefits, e.g. the amount of time taken to analyse the evidence amounts to a cost greater than the benefits associated with permitting the RPL
The evidence available to assess RPL is dated	Industry requirements have developed over time and skills and knowledge are less or no longer relevant, e.g., marketing skills
Specific groups of learners are excluded from accessing a qualification or course	Mature learners returning to work could be discriminated against

- 5.3 Decisions around the appropriateness of RPL would normally be taken on a learner-by-learner and / or qualification-by-qualification basis.

6. Assessment of prior learning, achievement and experience

- 6.1 In the context of RPL, 'assessment' is the process of analysing the evidence of the knowledge, skills or experience of prior learning of an individual learner and determining whether and to what extent this is an appropriate basis for recognising this for the purpose of granting the learner an exemption from part or all of the qualification.

Roles and responsibilities

6.2 Confidence in the RPL system relies on the knowledge and expertise of those involved in the RPL process. Here we explore the responsibilities of those involved and the actions that flow through the RPL process:

Stakeholder	Responsibility
Awarding body	<p>The awarding body has responsibility for RPL and for ensuring that it has an RPL policy and that it acts in accordance with that policy and where necessary, provides centres with appropriate guidance or training on RPL approaches and requirements. It is primarily responsible for ensuring integrity and fairness in the awarding process and for acting in accordance with its conditions of recognition.</p> <p>In practice, it is the Centre that would usually identify potential learners. Your centres may be approached by learners asking about RPL. Awarding bodies should consider what information they provide their centres about RPL, ensuring they are fully aware of the RPL policy. You may provide training for your centres on RPL.</p> <p>When conducting quality assurance processes, awarding bodies are encouraged to check RPL processes and expertise of staff involved in RPL activities, ensuring results for the qualification are based upon sufficient evidence and comply with the requirements of Condition H5.</p>
Centre management	<p>It is the centre's responsibility to ensure that they conduct RPL in accordance with your policy and processes. This includes ensuring that the centre staff involved in the RPL process have subject and/or sector expertise that is relevant to the qualification and is sufficient to meet delivery, assessment and quality assurance requirements. The centre also has a role to play in identifying learners and work closely with the awarding body to facilitate RPL in accordance with its policy.</p>
Assessor	<p>It is the responsibility of the centre-based or awarding body assessor to accurately assess RPL evidence submitted by the learner and make formal, summative decisions that confirms whether or not the evidence is sufficient and valid to meet target assessment requirements. The assessor is also responsible for providing the learner with feedback relating to the outcome of the assessment.</p>
Internal Quality Assurer	<p>The internal quality assurer / verifier is responsible for checking decisions made by the RPL assessor e.g., that assessment evidence matches the assessment criteria as claimed and confirm whether RPL evidence is sufficient or not.</p>

The RPL Process

- 6.3 The RPL process begins before any evidence of prior learning is assessed. It begins by creating a culture of RPL by working with centres to embrace and apply RPL, through the development of learner-centred approaches.
- 6.4 Developing a culture of RPL would increase awareness and uptake of RPL. Here we look in brief at the different stages of the RPL process:

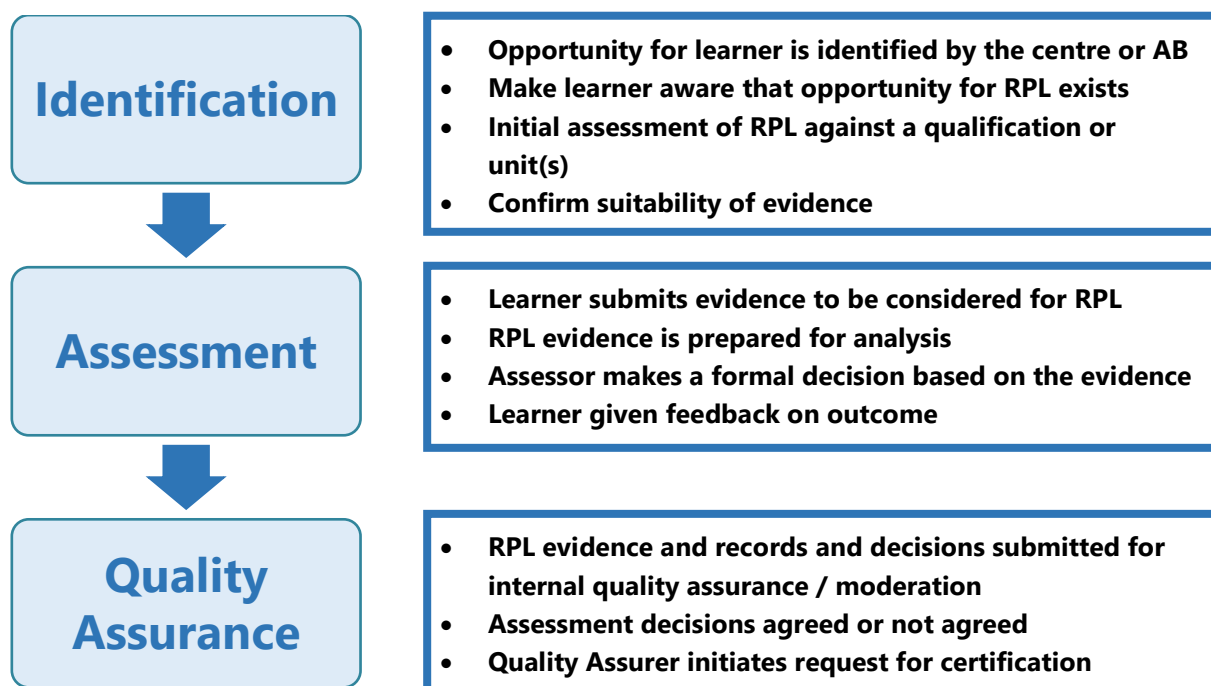


Figure 2: Stages of the RPL process.

Identification and awareness

- 6.5 The identification of RPL opportunities is where the RPL process begins. This stage of the process is often referred to as the '**Initial Assessment**' and is used to ensure the learner is put on the right qualification based upon the learner's specific needs, goals and prior learning.
- 6.6 Where learners approach one of your centres, or where centre staff identify learners, they have the opportunity to get to know their needs and build a lasting relationship which supports the learner to choose the right qualification for them and this will hopefully aid engagement, achievement and progression.
- 6.7 There may be occasions where a learner approaches you directly for accreditation or exemption or a centre comes to you asking about RPL for a

particular learner. In these scenarios, your role would be to establish the qualification or unit/component that the learner is seeking exemption for, and whether or not the evidence presented is appropriate to cover the required content.

- 6.8 Whether completed by you or by your centre on your behalf, this initial RPL assessment activity establishes the starting point for a learner on their chosen programme of study as it identifies how much of a qualification's learning outcomes are potentially covered by prior learning, achievement and/or experience. This will prevent learners spending time learning knowledge and skills they can prove they already possess.
- 6.9 This stage also identifies the opportunity to apply RPL and work with the learner to agree what evidence can be made available and presented for the RPL process. At this stage, you or your centre will create a plan that sets out how and when prior learning will be captured and assessed. This is determined by the learning aims of the relevant unit and qualification and considering the nature of the available RPL evidence.

Considerations

- Why is RPL a viable option for the learner?
- What impact would any relevant regulatory requirements have on the qualification or course, e.g., mandatory time to be served, licence to practice?
- How up to date do knowledge and skills need to be for the qualification/course?
- What type of RPL best meets the needs of the learner and/or the unit and qualification?
- What options are available to the learner if RPL evidence is not considered as appropriate?
- How can a potential learner update knowledge and skills to meet qualification/course requirements?

Analysing RPL evidence

- 6.10 Centre-based or awarding body assessors will assess the evidence provided by the learner and/or centre. There are various assessment approaches, and typically assessors will determine whether the evidence of skills and/or knowledge previously learned and/or attained is Valid, Authentic, Reliable, Current and Sufficient. Most awarding bodies, colleges and universities use these widely used adjectives, or something similar when making judgements on the appropriateness of RPL evidence to ensure fairness and consistency:

Principles of assessment	
Valid	Assessment of learning, achievement or experience accurately matches
Authentic	Evidence presented represents actual and individual skills, knowledge and experience.
Reliable	Assessment evidence should give confidence that the same outcome would be achieved if the assessment activity were to be repeated.
Current	Setting any time limit for currency of evidence used for RPL purposes is a matter for awarding bodies to decide. Currency requirements may be appropriate or not and may differ depending upon the context, the learner, sector and subject matter of the qualification where RPL is being applied. Awarding bodies must remain compliant with the Standard Conditions of Recognition, and comply with equalities law to avoid age discrimination. You will need to consider whether setting a time limit for currency represents a proportionate means of achieving an aim and does not discriminate learners based on age.
Sufficient	Evidence is enough to meet the requirements of the unit, or units being achieved through RPL assessment.

6.11 In addition to these principles, in accordance with **Condition D1 and G9**, assessment of RPL must be 'fit for purpose' This means, the qualification must also be assessed in a manner which is:

- **comparable** – reaches fair comparisons about the attainment of Learners and to ensure that the outcomes can be used as a measure of standards;
- **manageable** – the assessment process is one which places reasonable demands on Centres and Learners; and
- **minimises bias** - ensuring that an assessment does not produce unreasonably adverse outcomes for Learners who share a common attribute or circumstance.

6.12 Where the RPL assessor identifies the need to clarify unclear points or validate evidence submitted by the learners, other assessment methods can be applied to collect this evidence. There are a number of methods of assessment that could be used to confirm knowledge, skills and experience. Here are a few examples:

- Authenticated employer witness testimony or validation statement;
- Interview or guided / professional discussion with the learner;

- Analysis of documented evidence within a paper or electronic portfolio such as coursework; projects or workplace evidence; or
- CPD logs / journals.

6.13 The assessment of RPL evidence should be consistent with the specification for the qualification and subject to the same internal quality assurance processes as other methods of assessment. This also applies to awarding body and centre policies and procedures for appeals and complaints.

Recording RPL judgements

6.14 After completing the assessment of RPL evidence, it is important to document the evidence and criteria used and what decision was reached. Where RPL is permitted, your record will confirm how the evidence matches the criteria and what part or all of the qualification is being awarded through RPL.

6.15 Where the centre has carried out the assessment of RPL evidence, the awarding body will need to ensure that the centre complies with its requirements to maintain records. As an awarding body, you may request copies of these or ask for them during external audit visits, or inspection.

Considerations

- Does the learner still have the required knowledge and skills, and are these still relevant?
- Do you have staff with relevant sector/subject expertise who are trained to assess RPL?
- What proportion of the qualification or course content can be covered by RPL evidence?
- Is the RPL evidence presented acceptable?
- What are the most effective and efficient ways to confirm/validate the appropriateness of RPL evidence, e.g., triangulation of evidence, interviews?

Internal Quality Assurance

6.16 The quality assurance process is just as important for RPL as it is for any other assessment process. It ensures that:

- methods used align with assessment and are suited to existing qualifications;
- quality standards are observed, applied and consistent;
- potential learners are sufficiently informed, guided and supported; and

- results of RPL are monitored and reviewed, and information is used to improve RPL systems and processes over time.

6.17 In this regard, any recognition gained towards entry to or for a qualification itself through RPL must be robust and comply with the Conditions of Recognition in the same way as any other qualification you award.

Considerations

- Do you have staff with relevant sector/subject expertise who are trained to assess RPL?
- How will experiential evidence be measured?
- What criteria will you use to make a judgement on the appropriateness of RPL evidence?
- What tools can be used to document mapping of RPL evidence against learning outcomes and/or assessment criteria?

7. Publication of an RPL policy statement

- 7.1 To comply with Condition E10.1, we require all recognised awarding bodies to publish and maintain a policy statement explaining to users of qualifications whether or not RPL is permitted.
- 7.2 Where RPL is not permitted, a statement on the awarding body's publicly facing website is required which sets out the position clearly.
- 7.3 Awarding bodies that permit RPL must have a policy clearly setting out what is permitted, in which circumstances and the processes centres, learners and the awarding body need to follow.
- 7.4 Where RPL is permitted, you will ensure that the awarding of qualifications comply with all your Conditions of Recognition.
- 7.5 These are examples of the areas such a policy statement should include:
- the basis on which the awarding body will permit RPL, where it chooses to do so how and when RPL can be applied, including restrictions where applicable;
 - the types of RPL permitted and the processes for identifying, agreeing, assessing and awarding units achieved using RPL assessment methodologies, and associated timelines;

- how the awarding body will promote public confidence in the qualification system, ensuring RPL assessment and quality assurance approaches are rigorous, reliable, consistent and fair across centres and learners;
- the expected expertise of staff responsible for assessment and quality assurance of RPL evidence;
- how assessment of RPL evidence should be recorded and maintained in line with awarding body requirements;
- the types of RPL evidence the awarding body requires to satisfy its quality assurance processes;
- the criteria that will be used when making decisions about the appropriateness of RPL;
- how the awarding body will monitor centres' adherence to RPL processes;
- policies and procedures for learner appeals and complaints; and
- Any other guidance deemed relevant to a centre that could be affected by the RPL process for example, qualifications fees.

7.6 The content of the policy statement will depend on the awarding body's approaches to RPL and therefore there is no one approach to suit all.

7.7 In the interests of accessibility and transparency, consider the location of RPL information on your website to minimise the level of navigation needed by users of qualifications to locate it.

8. Maintaining and complying with the RPL policy

8.1 To comply with Condition E10, awarding bodies are required to always maintain the accuracy of information relating to RPL. Therefore, awarding bodies need to keep published information under regular review and update published information regularly to add, remove and revise published information to reflect changes to RPL processes or qualification-specific requirements.

8.2 An awarding body's RPL policy must enable qualifications to be awarded to a learner where RPL has been accepted and assessment evidence is a valid and reliable reflection of the learner's knowledge, skills and understanding.

Supporting centres with RPL

- 8.3 Centres play a key role in the RPL process, so it is important that centres are made aware that an RPL policy is in place as well as the mechanisms for centres to access support and guidance on RPL systems and approaches from the awarding body.
- 8.4 The awarding body can support centres to follow its RPL policy correctly and accurately by encouraging centres to:
- adopt a learner-centred approach, be open to the concept of RPL and make RPL a viable option for learners by creating a culture that RPL is possible in the right circumstances;
 - publish and maintain information for staff, learners and potential learners on RPL processes to follow;
 - consider setting out requirements for identifying opportunities to apply RPL as part of a learner admissions policy;
 - designate responsibility to a member of staff who understands RPL and its application; and
 - develop systems and resources to implement and maintain effective RPL processes.
- 8.5 The awarding body needs to provide centres with access to information relating to RPL. Your centres should be made aware of your RPL policy and it may be appropriate to provide training on your policy and procedures. Communications could include discussions with subject / sector experts or assessment practitioners, directed feedback from awarding body audits which relates to the appropriateness of RPL approaches and outcomes, or information that can be accessed without having to ask the awarding body for the information.
- 8.6 Helpful resources could be developed for centres such as templates or matrix-style resources that assist centres with the matching of RPL evidence against units and qualifications.

9. Further information and support

- 9.1 We keep our guidance under review and if you have any feedback on it or would like additional support about the Conditions, then please contact the Regulatory Policy Team on policy@qualificationswales.org.

10. Glossary of terms

Term/Phrase	Definition
Prior learning	Knowledge or skills acquired through earlier studies, work or experience.
Formal learning	Instruction given in an education or training setting to meet pre-defined learning outcomes or objectives.
Non-formal learning	Learning taken from alternative experiences and activities that are not recognised as formal learning activities.
Informal learning	Learning and experience acquired through day-to-day life activities, often used by learners to get on to a course.
Initial assessment	The process of identifying a learner's prior learning, achievement and experience against requirements of a specific qualification or unit, prior to registration.

11. Useful links

Scottish Credit and Qualifications Framework (SCQF) RPL Toolkit

SCQF are leading the way in developing comprehensive RPL frameworks, particularly around refugees, immigrants and asylum seekers. This tool helps determine suitable RPL approaches based on the learner's needs.

<https://scqf.org.uk/guide-to-rpl/rpl-tool/>

Credit and Qualifications Framework Wales (CQFW)

CQFW support the recognition of credit and qualifications across all levels, enabling learners to progress.

<https://gov.wales/credit-and-qualifications-framework-cqfw>

Colleges Wales

An education charity which promotes the public benefit of further education in Wales and ensures learning is delivered in a safe, diverse and inclusive setting and within a sector which supports the wider community, employers and the economy. Colleges Wales are working with colleges and industry networks to promote RPL, particularly amongst refugee and asylum seeker communities.

<https://www.colleges.wales/>

Welsh Refugee Council

Enhancing the skills and experiences asylum seekers and refugees bring to Wales to support integration into Welsh life and work.

<https://wrc.wales/>

Scottish Qualifications Authority (SQA)

SQA have published a helpful guide to assessment, which includes principles of assessment, assessment methods and types of questioning. The SQA website also includes information on RPL.

https://www.sqa.org.uk/files_ccc/25GuideToAssessment.pdf