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LSJS

London School of Jewish Studies

Recognition of Prior Learning - Degrees

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Recognition of Prior Learning Policy

This policy and procedure outlines the requirements regarding the use of Recognition of Prior Learning (RPL) in relation to Degrees provided by the London School of Jewish Studies and validated by Middlesex University. This document also confirms acceptance of Accreditation of Prior Certificated Learning (APCL) where a learner has partial achievement of a qualification from another Awarding Organisation, where the unit(s) are the same in content and design.

The Degrees related to this policy are the BA (Hons) Jewish Education and the MA Jewish Education.

Recognition of Prior Learning (RPL) is an assessment method that considers whether a learner has met the assessment requirements for a unit through their existing knowledge, understanding or skills that do not require further development through a course of learning. For RPL to be considered, the possession of the required knowledge, understanding or skills must be able to be evidenced. The purpose of RPL is to recognise a learner's previous learning or experience, rather than allowing exceptional entry to, or exemption from, a programme of study.

RPL is a recognised and valid assessment method and therefore there should be no difference between a learner's achievement of the required standards (i.e. learning outcomes and assessment criteria), being met through RPL or through a formal programme of study. Therefore, the use of RPL is actively encouraged where it is of value to learners in facilitating the assessment of previously uncertificated learning. This also includes the use of RPL during the initial assessment process.

The RPL process is relevant to individuals who can evidence that they have previously gained knowledge, understanding or achieved a skill or competence relevant to their current programme of study. Evidence could be drawn from various aspects of a learner's prior learning including, but not limited to:

a) Education and training.

b) Work activities.

c) Community or voluntary activities.

The common types of evidence include, but are not limited to:

a) Practical experience e.g. number of years teaching
b) Reports on teaching from line managers
c) Certificates of previous courses/modules undertaken
d) Transcripts of previous courses/modules undertaken
e) Reports from tutors/principals/head teachers on courses/modules undertaken

It is the responsibility of the Programme Lead together with a Quality Assurer assessor to monitor the correct use of RPL.

LSJS ensures through the application process and on the website that all learners are aware of the RPL assessment method and that they are made aware of the RPL process where this is being considered. This includes ensuring that a learner has sufficient evidence to make a viable claim and to support evidence collection and presentation for assessment. The learner must be aware that evidence provided for consideration of RPL must have been achieved before the start of their programme/course.

The assessment of evidence through RPL is a structured process which allows the Assessor to make judgements about a learner's prior learning and experience. Assessment through RPL must be:

a) Valid – the evidence must demonstrate achievement of the relevant learning outcomes/assessment criteria.

b) Authentic – the evidence must be the sole work of the learner, unless the learning outcome or assessment criteria of the unit(s) being assessed states that work must be produced in groups or in teams.

c) Current – the evidence must meet up-to-date standards of the module/vocational area of the unit.

d) Reliable – the evidence must demonstrate sound competence which would allow confidence in the ability of the learner re-producing the evidence in the future.

e) Sufficient – the evidence must be substantial enough to fully meet the requirements of the assessment criteria/learning outcomes.

Prior achievement that would provide evidence of current knowledge, understanding and skills will vary from person to person. It will depend on the extent of the experience, and the nature of the outcome claimed. If the currency of any evidence is in doubt, the Assessor may use questions to check understanding and may ask for the demonstration of skills to check competence. This must be documented on the assessment record.

After the assessment, the Assessor must provide feedback to the learner. The feedback must include the outcome of the assessment. If the decision has been made to not award achievement(s), the learner must undertake the programme's standard assessment for those module(s) where RPL is being considered.

If the decision is made to award the unit(s) through RPL, LSJS follows their own assessment and internal quality assurance processes to allow for the claims of achievements to be submitted to Middlesex as requested.

All claims for RPL for level 5 and above must be reviewed by an external assessor. A representative sample of all RPL claims are submitted to external examiners as required by Middlesex.

Students are able to apply for Accreditation of Prior Certificated Learning (APCL) where they can evidence that they have certificated achievement of the exact content of the unit at the same or a higher level. The APCL process negates the need for learners to repeat unnecessary learning and assessment. Where APCL is appropriate, students will not need to undergo any further learning or assessment for the relevant units. LSJS ensures that appropriate checks are made to ensure that APCL is appropriate.

Students must be aware of their right to access LSJS's appeals and complaints procedures if they are not satisfied with the outcome of their application of RPL. If a student wishes to appeal LSJS's decision regarding the application of RPL, they will need to go through LSJS's appeal procedure. For further information, refer to the LSJS Appeals Policy and Procedure.

Signed on behalf of the LSJS Senior Leadership Team by Paul Gould, Interim Chief Executive Officer

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