

Catch22 College Policy

Recognition of Prior Learning (RPL) Policy

Catch22 College

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Catch22 reserves the right to amend this policy, following consultation, where appropriate.

Policy Owner:	Catch22 Colleges
Queries to:	Will Duke-Oddy
Date created:	7th May 2025
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Catch22 group, entity, hub:	Catch22 Colleges
4Policies level (all staff or managers only)	All Catch22 College Staff

Document Version Control & Changes

Version	Last modified	By	Changes Made
1.0	7th May 2025	Will Duke-Oddy - Quality & Curriculum Manager - OSH	New Policy Created
2.0	<i>27th October 2025</i>	<i>WD-O</i>	<i>Updates to formatting</i>

1. What is the policy about?

Recognition of Prior Learning (RPL) is the process by which learners can gain credit towards qualifications based on evidence from previous summative assessments and achievements. This process acknowledges and values an individual's prior knowledge, skills, and competencies by comparing them against the requirements of a standard. RPL serves as a method of assessment leading to the award of credit, where learners can demonstrate that they already meet the assessment requirements for a unit or parts of a unit through knowledge, understanding, or skills they have already acquired.

The College is committed to providing all learners with the opportunity to have their individual learning programmes reflect their prior learning, knowledge, and skills. Learners will be encouraged during interview and enrolment to reflect on their past experiences and achievements. By doing so, RPL may:

- Enable learners to access a particular course.
- Provide evidence for accreditation or formal credit towards nationally recognised qualifications.
- Exempt learners from the usual entry requirements or parts of a course.

2. Who does this policy apply to?

This policy applies to Catch22 College staff involved with the onboarding of learners to Catch22 College with any 'Recognition of Prior Learning'.

3. Policy requirements

RPL Process

When considering RPL as a route to accreditation, the assessor will undertake a range of activities that may differ from traditional practices. Assessors applying RPL must always check specific requirements with the relevant awarding organisation on each occasion.

Acceptable evidence of RPL includes, but is not limited to:

- Evidence of learners successfully completing the assessment criteria for a whole or part of a unit within a qualification.
- Evidence of recent prior study (within the last two years) that meets the assessment criteria of the current programme of study.
- RPL must be incorporated into the relevant sampling plan as an assessment method and is subject to Internal Quality Assurance (IQA).

Circumstances when prior learning will not be recognised include, but are not limited to:

Learning that is similar to assessment criteria but falls below the level required for the current programme of study.

- Prior learning that is more than two years old.
- Prior learning that has been referred by an assessor.
- Prior learning that has not been assessed by an official assessor.

Assessment of Prior Learning:

All prior learning submitted by a learner must be complemented by a professional discussion to ensure that the learner's knowledge of the application aligns with the requirements of the assessment criteria.

The assessor receiving the learner's prior learning must be satisfied that the evidence meets the assessment criteria for which it has been submitted. If evidence from prior learning is weak, the assessor must plan additional work with the learner as appropriate.

Assessors applying RPL must check specific requirements with the relevant awarding organisation on each occasion.

Annual Review:

The College will conduct an annual review of the RPL process to ensure that it remains effective, fair, and aligned with current qualifications and awarding organisation requirements. The review will include where applicable:

- An assessment of the consistency and effectiveness of RPL applications across different delivery teams.
- A review of any changes in regulations or awarding body criteria that may impact the RPL process.
- Feedback from assessors, learners, and relevant stakeholders to identify potential areas for improvement.
- An audit of the evidence used in RPL decisions to ensure it aligns with assessment criteria and meets internal quality assurance standards.
- Recommendations for adjustments or updates to the RPL policy and procedure, if necessary.

The outcomes of this review will inform the continuous improvement of RPL practices, ensuring that they remain relevant and accessible for all learners.

4. Related policies

Admissions Policy – Catch22 Colleges

Assessment and IQA Policy – Catch22 Colleges

Induction & New Start Policy – Catch22 Colleges

Internal Quality Assurance Strategy Policy – Catch22 Colleges

Quality Assurance of Teaching & Learning Strategy – Catch22 Colleges

Registration & Certification Policy – Catch22 Colleges

5. Appendices

Annex 1: Equality Impact Assessment

Catch22 is committed to always: avoiding the potential for unlawful discrimination, harassment and victimisation; advancing equality of opportunity between people who share a protected characteristic and those who do not; and, foster good relations between people who share a protected characteristic and those who do not.

An Equality Impact Assessment (EIA) is a tool for identifying whether or not strategies, projects, services, guidance, practices or policies have an adverse or positive impact on a particular group of people or equality group. While currently only public bodies are legally required to complete EIA's, Catch22 has adopted the process in line with its commitment to continually improve our equality performance.

1. Summary

This EIA is for:	Recognition of Prior Learning (RPL) Policy Catch22 College
EIA completed by:	Will Duke-Oddy - Quality & Curriculum Manager - OSH
Date of assessment:	07/05/2025
Assessment approved by:	<Name>, <Position> [if required]

Objectives and intended outcomes

This EIA has been completed in order to ensure that the implications and potential impact, positive and negative, of the Recognition of Prior Learning (RPL) Policy Catch22 College for all staff have been fully considered and addressed, whether or not the staff members share a protected characteristic.

2. Potential Impacts, positive and negative

Equality Area	Positive	Neutral	Negative	Summary
Age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff regardless of age. It's not considered that the policy includes any guidance or rules that may impact either positively or negatively on any member of staff because of their age.
Disability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff regardless of health/disability. It's not considered that the policy includes any guidance or rules that may impact either positively or negatively on any member of staff because of their disability.
Pregnancy & Maternity/paternity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	It's not considered that the policy positive or negatively impacts on pregnant women or on staff on maternity or paternity leave.
Race (incl. origin, colour and nationality)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff regardless of their race, origin, colour or nationality. It's not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Gender and Gender Re-assignment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff regardless of their gender at any given time. It's not considered that the policy includes any guidance or rules that may impact either positively or negatively on any member of staff because of gender.
Sexual Orientation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff regardless of their sexual orientation. It's not considered that the policy includes any guidance or rules that may impact either positively or negatively on any member of staff because their sexual orientation.

3. Negative impacts and mitigations

Negative Impact	Mitigation	Owner