



# Recognition of Prior Learning (RPL) Policy

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*This policy is reviewed annually or when there are significant changes in legislation or accreditation requirements*

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## 1.0 Introduction

This policy serves to provide guidance relating to the assessment and recognition of prior learning and experience of employees and students.

Recognition of Prior Learning (RPL) is a broad term, and it is described by PHECC as prior learning, both formal and informal, that is given status by having it acknowledged, assessed or certified. Medically Ambulance Ltd. recognises the need to acknowledge the value of previous education, knowledge, and experience of students and employees.

## 2.0 The Recognition of Prior Learning (RPL) Process

The objective of the RPL process is to determine whether or not an individual has acquired the body of knowledge in respect of entry criteria and outcomes or competencies to be achieved when compared to a particular PHECC education and training standard.

There are three different types of RPL:

- Un-certificated RPL
- Certificated RPL
- Experiential RPL

The RPL process can potentially reduce unnecessary learning time for the student. However, it must be recognised that assessment of prior learning and competency mapping are essential aspects of the process.

## 2.1 Assessment of an RPL Application

The assessment of an RPL application will be made by the Company Facilitator and approved by the Senior Programme Development Manager.

Medicall Ambulance Ltd. have adopted the following criteria, recommended by PHECC in its Teaching Faculty Framework (2021), for the assessment of an application for RPL:

- The extent and scope of the prior learning acquired.
- The depth of evidence submitted.
- The relevance of the evidence submitted.
- The ability of the individual to prove learning associated with achievements.
- The ability of the individual to prove they have the required competencies as specified by the particular education and training standard or award.
- The ability of the individual to present the evidence in the required format (mapped against specific learning outcomes).