Appendix 10 – BTEC Accreditation of Prior Learning

This policy is reviewed annually to ensure compliance with current regulations

Aims: To enable students to bring forward previous learning for accreditation within their chosen BTEC qualification.

To achieve recognition for what has already been achieved by a learner outside of their BTEC qualification.

It may be possible to use evidence which has been generated by the student in the past or elsewhere in the learning programme if there are documents or records. This process is called Accreditation of Prior Learning (APL). The student will, however, need to prove ownership of the evidence and that it meets the standards required. There must also be an assessment process that enables recognition of that prior achievement using valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of APL is acceptable for accrediting part of a unit, unit(s) or a qualification.

When students start their programme there may be evidence of prior achievement from past learning such as GCSEs, Duke of Edinburgh Awards, employment, work experience etc. Such evidence will need to be reassessed against BTEC criteria, for example by a record of oral and written questions. Where the evidence is valid and authentic, it may contribute towards a student's portfolio. Where prior experience is identified it should, in the first instance, be referred to the Co-ordinator to agree recording procedure. That evidence should be signed and dated by an appropriate person to prove validity.

The document 'Recognition of Prior Learning Policy and Process' (Pearson 2022 Version) refers. It classifies APL as part of RPL.

That document also states that, 'The RPL process does **not** allow the recognition of any unit or qualification assessed by external assessment only. This is because such units are subject to specific evidence requirements.

PL is not normally used to provide evidence against achievement for an entire qualification. This would be called an exemption and is usually used where a learner must gain a specified qualification for a particular purpose (for example, as an entry requirement for further study, employment, or registration). If you or your learners think that they are entitled to an exemption, refer to the organisation which has specified the original qualification requirement. If a particular qualification is specified as an entry requirement to a qualification offered by us, we will list any appropriate exemptions in our specification.
Source: Recognition of prior learning policy and process (pearson.com)

Stage 1 – Awareness, Information and Guidance

It is the responsibility of the learner to raise that they have work that may constitute APL prior to enrolling on the course.

Before enrolling the learner, discuss with them the option of using RPL to claim units for some of their past learning or experience. If the learner is interested in this, you should explain to them:

- The process of claiming a unit using RPL.
- The support and guidance that is available.
- How long the process will take, how to appeal and any costs included. You should check that the evidence provided by the learner for RPL has been achieved before the start of their course of study.

Stage 2 – Pre-assessment; Gathering Evidence and Giving Information.

At this stage the learner will carry out the process of collecting evidence against the requirements of the relevant unit(s). In some cases, the development of an assessment plan and tracking document or similar may be required, to support the learner through the process. The evidence gathered will need to meet the standards of the unit, or part of unit, that the evidence is being used for.

Stage 3 – Assessment/documentation of evidence

Prior to being externally assessed the LIV must tell the SV/External examiner if APL has been applied for. This must happen prior to any monitoring activity begins. These may be included in your sample.

Evidence submitted for APL must be:

- authentic
- current
- relevant
- sufficient

The centre assessor has the responsibility for ensuring that all the requirements of a unit have been met through alternative APL evidence, and for keeping appropriate records and a copy given to the Lead Internal Verifier for that subject area.

Evidence must be assessed against the learning outcomes and assessment criteria for that particular task / assignment. If gaps in the assessment evidence have been identified then more evidence must be generated in order to meet the assessment criteria.

Stage 4 - Claiming a qualification by APL

After assessment of a learner's previous achievements, registration should be made in the usual way and APL achievement may then be reported as normal achievement, graded where appropriate, via EDI or Edexcel Online (or form SRF if necessary).

NQF qualifications have different specifications, assessment, grading and quality assurance arrangements. Therefore, there is no automatic credit or exemption applicable and it is not straightforward to transfer learners from an existing non-NQF qualification, where some units have been assessed, to a new NQF qualification to complete their studies.

- The centre must show that all the assessment criteria within the new NQF title has been met by the learner
- The evidence gathered needs to meet the standards of the unit, or part of unit, that the evidence is being used for
- Evidenced gathered through APL should be clearly referenced and sign posted to aid internal assessment and internal and external verification.

- Where a learner's evidence does not meet the assessment criteria within the NQF title, centres must set additional assignments aligned to the missing criteria. Authorised assignment briefs are recommended
- Those assignments must be internally verified as per procedure
- The standards verifier must also be informed as part of that process and that work subject to the usual quality assurance procedures
- In addition, where there is transfer of learners to Hatton Academy, undertaking a BTEC course a full APL must be carried out for the learner and every internally assessed unit

Once learner's evidence has been assessed and a decision made it is important that feedback is given to the learner including the assessment decision and what options are available to the learner if you have decided not to award the unit or qualification.

You should check that the learner understands how they can appeal if they do not agree with the assessment decision.

Stage 5: Claiming certificates

Certificated can be claimed once the quality assurance processes have been successfully completed using the standard procedures. After certification, we must keep the assessment and internal verification records, along with any extra RPL records for three years.

Stage 6: Appeals

If a learner wants to appeal against a decision made about their assessment, they should follow the appeals policy.

Quality Nominee – P Atkinson	atkinsonp@hattonacademy.org.uk	11/2026
LIV Business – M Tarlton	tarltonm@hattonacademy.org.uk	11/2026
LIV Health & Social Care – L Hughes	hughesl@hattonacademy.org.uk	11/2026
LIV Information Technology – T Abedin	abedint@hattoncademy.org.uk	11/2026
LIV Sport Level 2 – C Bevan	bevanc@hattonacademy.org.uk	11/2026
Lead IV Sport Level 3 – C Bevan	bevanc@hattonacademy.org.uk	11/2026
LIV Art and Design & Food – A Gray	graya@hattonacademy.org.uk	11/2026
LIV Textiles – L Cross	crossl@hattonacademy.org.uk	11/2026
LIV Applied Science	legassicks@hattonacademy.org.uk	11/2026