

Recognition of Prior Learning (RPL) for the Level 3 Electrotechnical Qualification

These requirements are in addition to the normal processes a centre must follow for RPL (see appendix 1). If it is decided that a learner does not demonstrate the knowledge, understanding and skills required from the RPL process, the learner should then undertake a personalised learning programme. Following this learning the learner will then take the relevant and specified Apprenticeship assessments.

Note: For RPL (exemption), there is a maximum of 5 years between certification from the qualification being used for RPL and registration onto the L3 Electrotechnical qualification. Certification of qualifications older than this 5 year period are not accepted for RPL purposes.

If a candidate is deemed competent following the RPL process then candidates would then be exempt from repeating the relevant units within the qualification. In this case candidates would only need to complete the necessary performance units. This applies to **Level 3** qualifications being used for RPL **only**. If any gaps in learning are identified in the RPL process then apprenticeship assessments should be completed to ensure currency and competency after appropriate learning has taken place.

Level 2 qualifications being used for RPL may only be used as an exemption from specified units **only** within the Apprenticeship and not all of the knowledge units. Following the RPL process candidates may be exempt from the following knowledge units or partial unit in the Apprenticeship:

- Understand Health, Safety and Environmental Considerations
- Electrical Scientific Principles and Technologies - Learning Outcomes 1-6
- Understand Terminations and Connections of Conductors.

In all cases learners must complete all necessary performance units within the Apprenticeship.

Qualifications **NOT** acceptable as RPL for the Level 3 Electrotechnical Qualification:

- 2360 Part One and Two

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Qualifications that **will** be accepted for RPL are:

City & Guilds:

Current 'technical knowledge qualifications' which have been created to help learners into an apprenticeship:

- Level 2 Certificate in Electrotechnical Technology - Installation (Building and Structures) (2330)
 - Level 3 Certificate in Electrotechnical Technology Installation (Building and Structures) (2330)
 - Level 2 Diploma in Electrical Installations (Buildings and Structures) (2365)
 - Level 3 Diploma In Electrical Installations (Buildings and Structures) (2365)
- DfE approved electrical installation equivalents to the above:
- Level 2 Technical Certificate in Electrical Installation - 603/0228/8
 - Level 3 Advanced Technical Diploma in Electrical Installation - 601/7307/5

EAL:

Current 'technical knowledge qualifications' which have been created to help learners into an apprenticeship:

- Level 2 Diploma In Electrical Installation 600/6724/X
- Level 3 Diploma In Electrical Installation 600/9331/6

DfE approved electrical installation equivalents to the above:

- Level 2 Intermediate Diploma in Electrical Installation 601/4561/4
- Level 3 Advanced Diploma in Electrical Installation 601/4563/8

Current occupational qualification offered by both awarding organisations:

- Level 3 NVQ Diploma in Installing Electrotechnical Systems and Equipment (Buildings, Structures and the Environment). (e.g. learners may have partially achieved). Completed performance units within this qualification may also count towards the RPL process.

Appendix 1

Centre based RPL process for learners who did not undertake prior learning at the same centre or learners who are returning to a centre following a gap in learning of one or more years.

Centres wishing to undertake RPL must ensure that:

- it is carried out by designated staff with relevant levels of expertise to meet the requirements of the assessment strategy/guidance for the qualification concerned.

The methods of assessment used will be determined by the particular units and might, for example, include one or more of the following:

- examination of documents/certificates,
- expert witness testimony
- reflective accounts
- professional discussion.

The RPL assessment should be carried out as an entire process. This means that the assessor should:

- Plan with the learner
- Make a formal assessment decision
- Feedback assessment decisions to the learner, confirming decision and giving guidance on the available options (particularly in situations where the decision has been not to award RPL.)
- Maintain appropriate records
- Ensure that learners are aware of their right to access the appeals process should they feel the assessment decision was unfair

The assessor must ensure that all learning outcomes and assessment criteria being claimed are covered and that records of assessment are maintained in the usual way. The process must be subject to the same quality assurance requirements as any other assessment method.