

1. Introduction

The Leisure Experts Qualifications (TLEQ) recognises that valuable learning occurs through a broad range of experiences, including formal education, professional practice, workplace performance, continuing professional development and experiential learning.

The Recognition of Prior Learning (RPL) process enables learners to have these experiences formally evaluated against the published learning outcomes and assessment criteria of a TLEQ qualification.

This procedure sets out a rigorous, transparent and quality-assured approach that ensures RPL contributes meaningfully to learner achievement while maintaining the integrity, validity and reliability of TLEQ qualifications. The approach is fully aligned with the general conditions of recognition established by the relevant regulatory body and awarding organisation (CCEA / ITEC / VTCT).

RPL provides an accessible route for learners to demonstrate competence and avoid unnecessary duplication of learning. However, RPL must never diminish qualification standards. Each decision is therefore subject to systematic scrutiny, objective judgement and proportionate oversight to ensure the confidence of learners, employers, regulatory bodies and awarding organisations (CCEA / ITEC / VTCT).

2. Purpose

The purpose of this procedure is to ensure that RPL is applied consistently, professionally and in a manner that protects assessment standards. Specifically, the procedure ensures that:

- Prior learning is evaluated through a structured, fair and evidence-driven process
- All RPL decisions are fully aligned with TLEQ qualification standards
- RPL judgements are consistent, defensible and subject to robust quality assurance
- Learners are supported through a clear, transparent and equitable pathway
- Decisions are recorded accurately and maintained in an auditable format that meets regulatory expectations



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RPL represents an *alternative assessment route* rather than a reduction or shortcut of assessment requirements. At all times, the robustness of assessment must remain uncompromised.

3. Scope

This procedure applies to all regulated TLEQ qualifications where RPL is permitted. It sets expectations for:

- Education hubs and delivery partners
- Assessors, Internal Quality Assurers, External Quality Assurers and Education Hub Managers / Responsible Officers
- TLEQ Quality Assurance Lead, Governance Lead and Responsible Officer

Where a qualification specification or assessment strategy restricts or prohibits RPL, those rules take priority over this procedure.

4. Regulatory Alignment

This procedure directly supports compliance with key regulatory requirements, established by the relevant regulatory body and awarding organisation (CCEA / ITEC / VTCT). It also provides evidence for compliance, continuous improvement and self-evaluation plans, as well as external Quality Reviews and regulatory audit activities.

5. Definitions

Recognition of Prior Learning (RPL) A structured mechanism through which TLEQ determines whether a learner's previous formal, informal or experiential learning meets the learning outcomes of all or part of a qualification.

Direct Evidence Documented, original evidence such as certificates, transcripts, portfolios, work outputs or observations.

Indirect Evidence Testimony or reflective accounts that support competence but may require corroboration.

Supplementary Assessment Additional assessment undertaken where evidence is incomplete but indicates potential sufficiency.



6. Core Principles

TLEQ applies the following overarching principles to all RPL judgements:

Integrity of Standards Qualification standards must remain uncompromised. RPL cannot reduce assessment rigour or diminish public confidence.

Authenticity Evidence must be demonstrably the learner's own. Verification is essential.

Validity Evidence must directly match the learning outcomes and assessment requirements.

Currency Evidence must reflect up-to-date knowledge and practice, normally within three years unless otherwise stated.

Sufficiency Evidence must be comprehensive enough to confirm competence without inference.

Reliability and Consistency RPL judgements must be replicable and coherent across assessors, Hubs and delivery contexts. All decisions are subject to IQA sampling and EQA scrutiny.

Transparency and Auditability Decisions must be documented clearly, justified with reference to evidence, and available for internal and external audit.

7. Eligibility and Restrictions

Learners may seek RPL where they believe that prior learning demonstrates clear achievement of specific learning outcomes. RPL cannot be applied in situations where safety, safeguarding, or direct competence demonstration is essential. Specifically, RPL is *not* permitted for:

- Safety-critical practical assessments
- Assessments requiring direct observation of performance
- Safeguarding, participant safety or emergency-response competence requirements
- Qualification elements explicitly excluded from RPL in the specification

Where reasonable assurance of competence cannot be demonstrated, TLEQ may limit or decline RPL.



8. The RPL Process

8.1 Stage 1 – Initial Enquiry

Learners explore RPL suitability with their education hub. Education hubs provide guidance, documentation and clarity regarding evidence expectations.

8.2 Stage 2 – Formal Application

Learners submit the required documentation, including:

- RPL Application Form [CLICK HERE](#)
- Evidence Mapping Table
- RPL Evidence Checklist
- Organised and numbered portfolio of supporting evidence

All evidence must be submitted electronically to:

qualityassurance@tlequalifications.com.

8.3 Stage 3 – Assessment of Evidence

The assessor undertakes a detailed review of the evidence, ensuring:

- Alignment with learning outcomes
- Authenticity and relevance
- Identification of any gaps requiring supplementary assessment

Supplementary assessment may include professional discussion, structured interview, work-based tasks, or live/remote observation (where permitted).

The education hub assessor completes the RPL Assessor Review Form online, to document their judgement; [CLICK HERE](#)

8.4 Stage 4 – Internal Quality Assurance (IQA)

All RPL decisions must undergo IQA sampling to confirm consistency, validity and adherence to qualification requirements.



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IQAs complete the TLEQ IQA RPL Sampling Form online, providing commentary on the sufficiency of evidence, the appropriateness of mapping, and the reliability of the assessor's judgement. [CLICK HERE](#)

8.5 Stage 5 – TLEQ Approval

Following IQA activity:

- Standard risk cases are reviewed and approved by the Quality Assurance Lead
- High-risk or atypical cases are escalated for review and sign-off by the Responsible Officer using the Responsible Officer High-Risk Decision Form:

[CLICK HERE](#)

8.6 Stage 6 – Decision and Recording

All RPL decisions must be recorded using the official TLEQ RPL Decision Record Form: [CLICK HERE](#). Assessors must submit the form immediately following a decision, and all entries are automatically captured for IQA and audit review. Learners receive formal confirmation of the RPL outcome. TLEQ updates:

- TLEQ Recognition of Prior Learning data log
- The learner's achievement record
- TLEQ governance data log
- EQA review notes and monitoring documentation

9. Risk-Based Approach

TLEQ applies a structured, risk-rated model to all RPL applications:

Risk Level	Characteristics	Required Oversight	Approval Required
Low	Clear, robust evidence; standard application	Assessor → IQA	QAL
Medium	Minor gaps; supplementary assessment required	IQA → QAL	QAL
High	Safety-critical units; large credit claims; unusual evidence	QAL → RO	Responsible Officer



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Note: No high-risk decision may be approved without Responsible Officer sign-off.

10. Malpractice and Maladministration

Concerns relating to authenticity, misrepresentation or fraud will be investigated under the **TLEQ Malpractice and Maladministration Policy (01.13)**. Education hubs must report any suspicion within 24 hours using TLEQ Malpractice Report Form: [CLICK HERE](#)

11. Appeals

Learners may appeal RPL outcomes through **TLEQ Appeals Policy (01.14)**. Appeals must be submitted within 20 working days using TLEQ Appeals Form: [CLICK HERE](#)

12. Equality, Diversity and Inclusion

RPL is designed to enhance fair access to assessment. TLEQ monitors RPL activity through demographic and Equality, Diversity and Inclusion data and evaluates any impact on protected groups. RPL is not a substitute for reasonable adjustments. Where barriers exist, appropriate adjustments must be applied before RPL is considered.

13. Data Protection and Retention

All RPL evidence and documentation are retained in accordance with GDPR and data protection regulations. The minimum retention period is five years.

14. Monitoring and Continuous Improvement

RPL is monitored through annual quality improvement plans, EQA sampling, education hub performance evaluations, continuous improvement and self-evaluation plans, and risk and audit activity. Patterns and emerging themes are presented to the TLEQ Board and inform strategic improvements.

15. Governance, Roles and Responsibilities

Responsible Officer: Holds regulatory accountability and signs off high-risk RPL cases.

Quality Assurance Lead: Approves RPL decisions, ensures cross-hub consistency, and oversees monitoring.



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Governance Lead: Maintains the necessary data and ensures the audit trail is complete.

Internal Quality Assurer: Samples RPL cases and ensures the reliability of assessor judgements.

Assessor: Evaluates evidence, conducts supplementary assessment and maps evidence to outcomes.

Education Hub Manager / Responsible Officer: Supports learner applications, ensures compliance and maintains safe evidence storage.

16. Record of Approval and Review

At TLEQ, regulatory assurance is more than compliance, it is our commitment to quality, fairness, and the lifelong trust placed in our qualifications.

Version	Date of Approval	Approved By	Next Review	Owner
26.09.02	9 February 2026	TLEQ Board of Directors	1 February 2027	Board of Directors

17. Sign-Off

Approved by:

TLEQ Board of Directors Chair: Joni Harding (9 February 2026)

Responsible Officer: Paul Cain (9 February 2026)

