

Recognition of Prior Learning

Statutory obligations in the UK require the IB to publish its approach to recognition of prior learning as defined by Condition E10 of the [Ofqual Handbook: General Conditions of Recognition - Gov.UK](#).

Recognition of prior learning is usually and most appropriately used in the context of adult learners. All of the IB's qualifications are designed for 16-19 year-olds in full-time education who should complete any non-examined assessments during their normal teaching and learning time.

The IB **does not** *recognise prior learning* towards its grades.

What IB assessments measure and the role of prior learning.

The IB summative assessments are intended to measure the individual student understanding, skills et al when they have completed the educational programme (MYP, or DP/CP).

This statement has several implications:

- It reflects the student as they are at a moment in time, it does not measure their potential or what they would have achieved if circumstances were different. It also does not measure their progress in learning.
- IB assessments should minimise inaccuracies caused by the student underperforming on a particular question or day. This is usually achieved by having multiple exams to provide multiple chances to show what they can do but must be balanced against manageability and burden on the student.
- It is a reflection of the individual student and not a group of students.

The IB does not count *prior learning* towards its grades. This means we do not consider any qualifications, grades or achievements obtained before the student starts the programme. We recognise students join IB programmes with different educational experiences and so subject guides generally include a section on prior learning as part of the nature of the subject section.