



UCP-APL001 Higher Education Accreditation of Prior Learning/ Experience Policy

1. INTRODUCTION

- 1.1 University Centre Peterborough (UCP) offers applicants flexibility in their studies, by providing the opportunity for them to utilise prior learning towards achieving their award. This is achieved by recognising learning that applicants have completed elsewhere at other HE institutions/educational bodies. At UCP this process is referred to as Accreditation of Prior Learning (APL), and enables applicants to receive recognition and credit for learning acquired through formal study, through work, and through experience.

2. PURPOSE

- 2.1 The applicant's prior learning/experience is given a credit value. This credit value is applied to the receiving award thereby enabling the applicant to achieve this award by successfully completing the remaining required modules. For example, an applicant who has successfully undertaken the first year of a degree at another HE institution, worth 120 level 4 credits, could apply to have this considered at UCP, if this prior learning could be mapped to the award. This may allow the applicant enough level 4 credit to enter year two of an award, or to significantly alter the number of modules they are required to complete.
- 2.2 Similarly, applicants who have relevant work experience can apply for their experience to be given a credit value. This experience is usually assessed through the submission of a portfolio of evidence, demonstrating that their knowledge and understanding can be mapped against the learning outcomes of an award.

3. SCOPE

- 3.1 UCP is the higher education arm of the Inspire Education Group (IEG). This policy covers all higher education provision operating through UCP which includes Peterborough College, Stamford College, and franchise partners (ESPA and Addict).
- 3.2 This document is particularly intended for those who will be involved with the admission of higher education students with credit, in-company external accreditations, and also the development of course tariffs. These staff include Admissions, Faculty Tutors, Course Leaders, and support staff.

4. RELATED DOCUMENTS

- 4.1 This Guidance Document should be read in conjunction with awarding body regulations
- For Anglia Ruskin's Academic Regulations please refer to:
http://web.anglia.ac.uk/anet/academic/academic_regulations.phtml
 - For Pearson's Higher Nationals please refer to:
https://qualifications.pearson.com/content/dam/pdf/Support/policies-for-centres-learners-and-employees/Recognition_of_prior_learning_and_process_policy.pdf

- For Open University please refer to: Regulations for Validated Awards
To be published on www.ucp.ac.uk/policies
- For Bishop Grosseteste University please refer to:
<https://www.bishopg.ac.uk/student/student-advice/accreditation-for-prior-learning>

5. RESPONSIBILITIES

- 5.1 This document is intended for staff who will be involved with the admission of students with credit, in-company external accreditations, and the development of course tariffs. These staff include Admissions, Tutors, Admissions Officers, Course Leaders, and support staff.
- 5.2 The **Course Leader's** main responsibilities in relation to APL are:
- To discuss with the applicant the suitability of an APL claim, taking into consideration the applicant's prior learning.
 - To consider the impact on the applicant of not participating in the learning experience of the modules for which APL is sought.
 - To complete straightforward APL application forms, including mapping, to show how prior learning maps against the module outcomes of the receiving award.
 - To ensure that all APL application forms are completed correctly, and evidence of prior learning has been received and included.
 - To sign off all APL applications
 - To support the completion of any actions arising as a result of an application not being approved i.e., ensuring the applicant supplies evidence etc.
- 5.3 The **Admissions Office** main responsibilities in relation to APL are
- To advise the Course Leader in the preparation, approval and submission of any complex APL applications.
 - To ensure that all complex APL application forms are completed correctly, and evidence of learning has been received and included. To sign off all complex APL applications.
 - Where applicable to forward APL applications to the Chair of AWAS, if referred for consideration by committee members
- 5.4 The Admissions **and Widening Access Subcommittee (AWAS)** is a subcommittee of the Academic Standards and Quality Committee (ASQC). The Subcommittee considers and approves on behalf of ASQC recommendations for the exceptional admission of candidates to undergraduate courses under the appropriate awarding body regulations. It receives and considers:
- the updated list of approved Faculty **course tariffs** (since the last meeting) in relation to accreditation of prior learning; and oversees the annual review by Faculties of the currency of approved course tariffs for accreditation of prior learning.
 - the approval or non-approval of proposals for the accreditation of prior and **experiential learning** and **encapsulations** of 'in company' training programmes provided by external organisations, and for the allocation of specific credit in such cases.

6. RISK ANALYSIS

This policy is required to ensure that correct procedures are in place and documented by all involved in the handling of admission with credit for higher education students.

Analyse risks of non-adherence to this policy

- 6.1 Poor student satisfaction. Poor external stakeholder perception and potential financial cost and compensation. Failure to demonstrate effective enhancement.

Staff training needed

- 6.2 Initial and refresher training to be made available to staff.

Compliance reduces the risks described above.

7. DATA PROTECTION

- 7.1 UCP complies with the provisions of the General Data Protection Regulation Data Protection Act, 2018. As such, applicants' and student data are treated as confidential by all staff involved in this process and is not divulged unnecessarily or inappropriately. However, the aforementioned Act requires UCP to release certain information to UK authorities upon request in order to assist those authorities with the prevention and detection of fraud or other crimes. We will release the requested information on receipt of an appropriate request from UK authorities such as (but not limited to) the police, Home Office (for immigration and related matters), local authorities, and the Department for Work and Pensions. We may use anonymised data collected as part of an individual's application and enrolment for the purpose of fulfilling statistical and reporting requirements.

8. DEFINITIONS

Accreditation of Prior Learning (APL)

- 8.1 This is the umbrella term UCP uses to describe its processes for admitting applicants with credit awarded for prior learning or prior experience. The practice of admitting applicants with prior learning or experience is referred to by different terms within different higher education institutions.

Accreditation of Prior Certificated Learning (APCL)

- 8.2 This is the term used by UCP to describe learning achieved by an applicant through a structured course of study for which they have achieved a certain amount of academic credit. This is a course of study which has been assessed and accredited by another higher education institution or professional body. This is referred to as certificated learning as applicants will normally evidence their achievement of this credit by producing a certificate or transcript of results demonstrating the learning's credit value. This learning is mapped against the learning outcomes of an existing course in order to allow advanced entry into an award. (i.e., applicants may be able to claim enough credit to enter year 2 or year 3 of a course).

Course Tariffs

- 8.3 A Course Tariff, has attached to it qualifications from UK or international tertiary/Higher Education or Further Education institutions which have been pre-approved by the Admissions

and Widening Access Subcommittee, for entry onto a specified course. A database is kept by the Academic Office of all pre-approved tariffs, called the Course Tariff Database.

- 8.4 Course Tariffs are proposed by Course Leaders or HE Managers who are aware that large volumes of applicants, with identical qualifications, will be able to gain entry at an advanced stage to an award. Course tariffs are mapped against the course to be studied at UCP in the same way as they are for individually assessed Accreditation of Prior Certificated Learning applications. The creation of a course tariff enables a quick and responsive admissions process for large numbers of applicants seeking accreditation of prior learning to a particular course.¹
- 8.5 Before a Faculty can admit applicants in this way the course tariff must be approved by the AWAS committee. Approval is carried out through the course tariff approvals process. This process ensures that the mapping between the external award and UCP course is accurate, and that decisions are transparent and rigorously documented, as once approved a Course Tariff automatically allows an applicant to use that external award to gain accreditation of prior learning to the corresponding award.
- 8.6 A Course Tariff should always be considered where significant numbers of applicants are expected to apply for APCL using identical qualifications to enter a course.

Accreditation of Prior Experiential Learning (APEL)

- 8.7 This is the term used by UCP to describe learning achieved by an applicant through personal or work experience, or training not previously tested through formal education/certification. By assessing this experience/training against the learning outcomes of a UCP course it is possible to assign it a credit value. The match with learning outcomes is normally demonstrated through the production of a portfolio of evidence by the applicant. Once a portfolio is produced it is forwarded to the AWAS Committee for approval of the credit value assigned to the experience/training in order to allow admission with prior learning into a particular course.²

Subsequent Accredited Learning (SAL)

- 8.8 This is the term used by UCP to describe the process used to enable students to have prior learning/experience considered after they have registered for their chosen course. SAL can be used where a student becomes aware that learning or experience, they have already achieved matches the learning outcomes of a specific module or modules on their course. As with APEL and APCL, the learning outcomes of the module have to be mapped against the prior learning/experience to demonstrate that the student has already attained the required knowledge. SAL applications can be made using prior certificated learning or using prior experience/training. Applications for SAL can only be applied for from Semester 2 onwards, and SAL cannot be used as an alternative to APCL and APEL applications.

Encapsulation

- 8.9 Encapsulation is the process used by applicants who have competence based or professional awards that they wish to be considered towards APL. Where there is a deficit in the level of their previous learning (i.e., it is at lower level than that required for higher education) applicants are able to use an encapsulation to demonstrate that the work they have

¹ i.e., an applicant with the Associateship of the Chartered Institute of Management Accountants (CIMA) could apply for year 3 entry to Anglia Ruskin's BA (Hons) Accounting and Finance, IF a Course Tariff had been pre-approved allowing any student presenting with the CIMA Associateship to be granted 120 level 4 credits and 120 level 5 credits against the BA (Hons) Accounting and Finance.

² N.B. If reference is being made to both APCL and APEL the term AP(E)L is also sometimes used.

completed previously can be developed further to make it equivalent to HE level. The encapsulation model is developed by a course leader. This defines the way in which the applicant's existing work will have to be enhanced so that it is at the appropriate level. The encapsulation model is approved by the AWAS Committee.

Credential Evaluation

8.10 Credential Evaluation is the process of ensuring that qualifications presented by applicants from overseas HE institutions are legitimate, and of the appropriate level to allow accreditation of prior learning into courses. This process can also be used to evaluate UK Awarding Bodies. It is the responsibility of the presenting Faculty to ensure that a credential evaluation report is produced or to provide evidence of legitimacy and appropriateness of level within the applicant's APL application form.

8.11 It is important for both staff and applicants to understand two concepts:

General Credit

- General credit exemption is approved when an applicant evidences that their previous learning/experience meets learning outcomes on the UCP course at the volume and level of work associated with that course. The award of general credit makes no commitment about the use of that course/qualification by another body/institution for the award of specific credit.

Specific Credit

- Specific Credit is exemption for one or more modules where previous learning /experience covers the subject matter that would be studied on the specific individual UCP module and assessed within that module.
- The level of prior learning must be at an appropriate level i.e. equivalent or higher than the level of credit on the UCP taught module.
- The extent to which course regulations or Awarding Body Academic Regulations permit this level and volume of prior learning to be integrated into the relevant degree course must be followed.

8.12 Example

Birmingham University offers a qualification A 210, 'Approaching Literature: authors, readers, texts', for which Birmingham University identifies a Credit Value of 60 Credits at Level 5. Since UCP readily acknowledges the validity of studies taken through Birmingham University, an applicant presenting this qualification as the basis of APCL would be holding a certificate with a General Credit value of 60 Level 5 Credits.

If the applicant requests APCL on the basis of this to UCP's validated degree course in English Literature, it is probable that this Credit Value could be fully recognised. Therefore, the Specific Credit Value would also be 60 Credits at Level 5.

If the applicant requests APCL with the same Birmingham University qualification to the UCP validated degree course in European Philosophy and Literature, a limited amount of Specific Credit might be recognised. This would be where academic staff in that course can show how the Birmingham University learning in English Literature can be integrated into the Single Honours course, through mapping against course learning outcomes, or module learning outcomes.

If the application for APCL were to Law, then it is highly unlikely that any of the General Credit could be recognised as Specific Credit, since it would not be possible to develop a secure academic rationale for the relevance of the prior learning to an award in Law.

- 8.13 In making an academic judgement about how Specific Credit is derived from an accepted General Credit value the following criteria apply:
- The amount of Specific Credit will be equal to or less than the General Credit. It is not possible to have more Specific Credit than General Credit.
 - The level(s) of the Specific Credit will normally be the same as the level of the General Credit. While it may be appropriate to propose a reduction of the level of the Specific Credit (e.g., level 6 credit could be reduced to level 5), the level of Specific Credit cannot be increased, (e.g., level 5 increased to level 6).

APL PROCEDURES

9. PROCESSING APL APPLICATIONS

- 9.1 Admissions and the Academic Office procedures aim to streamline the admissions process where prior learning or experience is to be included. This is done in three ways:
- **Course Tariffs:** are proposed by Faculty and are referred to the Admissions and Widening Access Subcommittee for approval. They enable applicants to have their accreditation of prior learning approved swiftly by the Admissions Office. Details of approved course tariffs are recorded on a database held centrally on the secure Academic Office drive.
 - **Individual Claims:** In cases where the applicant is not currently registered on an award and for which no tariff has been approved, the Course Leader may meet with the applicant in order to complete the appropriate APL form. Applicants will be required to provide evidence of certification in order for prior learning to be considered.
- 9.2 If the applicant is from overseas and their external certificated award requires evaluation, the Admissions Office will check the academic standing of both the awarding institution and the external certificated award from this institution.
- 9.3 AWAS plays a quality assurance role in ensuring that decisions made in our accreditation of prior learning processes are transparently and rigorously recorded to demonstrate that credit is consistently awarded on a secure academic basis.
- 9.4 It should be noted that:
- All applications for APL at undergraduate and postgraduate level are normally processed via Admissions
 - Application Forms must be submitted (either UCAS or direct entry applications forms) with a transcript of the subjects taken, a full record of academic results achieved and contact details of an academic referee at the institution which awarded the qualification.
 - Admissions staff are responsible for processing APL applications made using a course tariff.
 - Offers to applicants are conveyed in writing and are only made by Admissions.

Credit value of prior learning

- 9.5 APCL and APEL is not permitted for the thesis/dissertation module on an undergraduate or postgraduate programme.
- 9.6 Applicants with APL from more than one institution must provide separate official transcripts from each awarding body.
- 9.7 Credit is added to student transcripts following successful APL applications, not grades/marks awarded.
- 9.8 Awarding Body Regulation must be followed when minimum and maximum APL credits are being awarded.

- 9.8.1 **Anglia Ruskin University Awards:** Applicants seeking APCL cannot apply for more than two thirds of the credit required for the course on which they want to register. It is possible to combine APCL and APEL (Further information on APEL can be found in [item 12](#)), but again this can only be up to a total of two thirds of the total credit requirement for the course on which they want to register, of which no more than half of the total credit requirement can be based on experiential learning. The minimum credit claim for APCL and APEL is 15 credits and must constitute one module.
https://web.anglia.ac.uk/anet/academic/academic_regulations.phtml (accessed 07/01/2021)
- 9.8.2 **The Open University:** A student may be awarded recognition for prior learning (certified, experiential or uncertified), towards the requirements of a named award up to two-thirds of the total credit requirements for that award. Two-thirds of RPL is only permitted for full, three-year bachelor's degrees (360 credits) or full master's degrees (a minimum of 180 credits) and not sub-awards, where the usual maximum is 50%.
- 9.8.3 If a student's previous study equates to less than 30 credits, it cannot be considered for credit transfer unless they have additional eligible study that can bring their total credit transfer to 30 credits or more. Please note that some of our qualifications only allow credit to be transferred in multiples of 60 due to the structure of them. In such cases a student will need to have a minimum of 60 credits.
- 9.8.4 Recognition for prior learning (certified, experiential or uncertified) is not permitted at level 6 of a Bachelor's Degree or for the thesis/dissertation module, where students are expected to complete 120 credits in order to gain the award. Recognition for prior learning (certified, experiential or uncertified) is not permitted for the thesis/dissertation module on a PG programme.
- 9.8.5 **Bishop Grosseteste University:** For students entering an undergraduate programme with advanced standing the maximum volume of credit which can be recognised through Accreditation of Prior Learning is 240 credits at Levels 4 and 5. (For the avoidance of doubt, students who have completed a foundation degree of the University and who wish to follow a progression route which is formally linked to it are not required to apply through the Accreditation of Prior Learning process). The maximum amount of credit that will be recognised for students entering Level 5 Foundation programmes is 120 credits at Level 4. For students entering courses at Master's level, the maximum volume of credit which can be recognised through Accreditation of Prior Learning is 120 credits at Level 7. Exemption should not be granted for the dissertation stage of a Master's programme. In the case of students who are registered for a postgraduate certificate or postgraduate diploma, applications will be limited to a maximum of 30 credits and 60 credits respectively (that is one half of the total credits for the award). www.bishopg.ac.uk/student/student-advice/accreditation-for-prior-learning (accessed 07/01/2021)
- 9.8.6 **Pearson:** Any part of a higher education award (carrying academic credit) which has been certificated by Pearson, cannot be used as prior learning to contribute to the achievement of another Pearson higher education award of an equivalent level. Therefore, a Pearson Level 5 Higher National Diploma (HND) that has been awarded and certificated cannot be used as evidence for RPL towards the achievement of an additional Pearson Level 5 Higher National Diploma. Where an award has not been certificated this does not apply. Where higher education awards have been certificated by another awarding body, under license from Pearson, this may not apply as centres must make case by case determinations as to whether RPL is applicable. To achieve a Level 5 HND a learner must have credits for all of the Level 4 Higher National Certificate (HNC) credits. This can be evidenced through RPL but all Learning Outcomes of the HNC must be evidenced. This applies equally to HNC achieved under the old QCF where a student plans to transfer to the new HND RQF.
<https://qualifications.pearson.com/content/dam/pdf/Support/policies-for-centres-learners->

APCL and the Course Approval Process

- 9.9 AWAS are required to consider the arrangements made by course teams for APL. A statement about such arrangements is expected in the approval and review documentation for all courses. Faculties are advised to consider APL arrangements, and especially the management of the APEL process, as an integral part of the overall student experience. In this way Faculties will be able to indicate how the process links into the admission process and how support is provided for the applicant.

10. ACCREDITATION OF PRIOR CERTIFICATED LEARNING (APCL) PROCESS

- 10.1 All applications for APCL must be made using the APL001 form. All APCL forms **must**:
- be returned to UCP Admissions;
 - have all relevant sections of the application form clearly and rigorously completed, including a commentary outlining the analysis of the prior learning with reference to the source of the prior learning curriculum documentation which identified the level and credit volume of the prior learning;
 - indicate the approval decision of the mapping of the APCL, including the date, signature and name of the proposing HE Manager or Course Leader;
 - explain how the decision was reached on confirmation of currency of the learning/skills gained in the prior learning (if achieved outside of the APL 5 years currency limit). Commentary should refer to the evidence of updating provided by the applicant which informed the decision;
 - have all copies of transcripts/certificates and any supporting evidence attached to the application form.
 - have details of new specific learning that the applicant is required to complete.
 - in the case of applicants offering certification from institutions outside the UK the NARIC equivalence must be confirmed on the APCL form by Admissions or a credential evaluation of the certification **must** be completed by the Faculty.

Criteria for assessing claims for APCL

- 10.2 The following criteria should be considered when assessing claims for APCL:

Currency of learning	<p>EITHER within the previous 5 years prior to submission of an admission with prior learning application. For certain courses the 5-year period of currency may be reduced in view of advancements in the subject area.</p> <p>OR, for learning which falls outside of this limit, the following evidence of updating and currency of knowledge is sought from the applicant for an academic decision on currency to be made:</p> <ul style="list-style-type: none">● <u>CV</u>: To cover employment history, focussing on how the applicant has maintained their knowledge and practice since qualifying with the award(s) they are seeking credit for.● <u>Evidence of successful completion of relevant CPD training</u>, if applicable.● <u>Reflective statement</u>: detailing how knowledge and practice has remained up to date.● <u>An employer reference</u>: On institutionally headed paper or, exceptionally, an email directly from the employer's institution, confirming that the applicant's job and CPD has enabled them to keep
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	up to date with information and current practices in the subject area in which the applicant is intending to study.
Evidence of Completion	Production of original transcript(s) or certificate(s).
Credits	Clear identification of the volume and level of credit achieved in the prior learning to be considered for APCL to count towards the credit requirement for the UCP course.
Regulations	<ul style="list-style-type: none"> ● APCL and APEL is not permitted for the thesis/dissertation module on an undergraduate or postgraduate programme. ● Applicants with prior study who have had APL awarded at an external institution must provide a separate application to UCP for this APL. A transcript from an external institution is not enough alone for assessment of APL. ● Awarding Body Regulation must be followed when minimum and maximum APL credits are being awarded (see 9.8)) ● Performance in work for which an award of credit for prior learning has been made is not considered in the calculation of the final award
Mapping	<p>Prior learning must be sufficient in level and credit value, and appropriate in subject content, for mapping against modules or course learning outcomes.</p> <p>NB: modules must be mapped in full – i.e., credit may not be awarded for half of a module’s credit value, or for only some assessment elements of a module</p>
Credential Evaluation	To be sought from the Faculty when evidence of level/volume of prior learning credit, or recognition of institution is in doubt.

Course Tariffs

- 10.3 Although in many instances the certificated learning will be unique to one individual, in some cases a course team may identify that the same certificated learning (the same programme from the same external awarding body) is presented by a significant number of individuals for admission to the same course. A course team should in these circumstances develop a Course Tariff to ensure a straightforward and automated APL process. See [item 8.4](#).

Approval of an APCL application against a previously approved Course Tariff

- 10.4 A Course Tariff, has attached to it qualifications from UK or international tertiary/Higher Education or Further Education institutions which have been pre-approved by AWAS, for entry onto a specified course. All qualifications that have been approved as a course tariff are recorded in the Academic Office.
- 10.5 Applicants applying for APL via the Admissions Office for which there is a previously approved course tariff, and provided all conditions have been met, have their APCL processed directly in the Student Management System by the appropriate Admissions Officer, without the need to contact the Faculty Admissions Tutor. The Admissions Officer prepares the appropriate Offer Letter and includes details of the approved APL credits. The applicant is also informed of minimum/maximum periods of registration taking account of the volume of APL credit approved.
- 10.6 Approval of an APCL application that is not previously approved against a Course Tariff. For APCL applications that are not on a Course Tariff the APCL form is completed by the Course Leader/HE Manager. The form must be completed and have the appropriate evidence attached to it and be submitted to AWAS, which is responsible for approving the application before any offer of APL can be made.

- 10.7 AWAS must receive paperwork within the established deadlines. Deadlines for receiving applications can be found on the Schedule of Meetings available from the Staff Intranet (Requirements for APCL forms are set out in [Item 10](#)) Forms that do not meet the criteria are normally rejected by AWAS and may be returned to the Faculty HE Manager – potentially delaying the admission of the applicant. AWAS meets regularly throughout the academic year in order to ensure maximum opportunity for applications for APL to be considered. If an application is urgent, it may be approved via Chair’s Action on behalf of AWAS.
- 10.8 Decisions by AWAS are made on each individual application and communicated through the Approvals List. This list is issued to all members of AWAS and relevant support services. The Approvals List is also uploaded onto the Academic Office secure drive for all approved interested parties.
- 10.9 AWAS will make one of the following recommendations:
- **Unconditional Approval (APP):** The proposal is accepted and the applicant will be admitted with prior learning as proposed. This permits an unconditional offer of admission to be made by the Admissions Officer, and the APL credit to be applied to the Student Management System. Approved APL is valid for the start date applied for only. Therefore, if an applicant decides to defer their start date, the APL will need to be re-considered and re-approved against the appropriate curriculum for the deferred start date so that all details in the APL form are accurate.
 - **Conditional Approval (CON):** The APL proposal is accepted subject to a condition. Conditions can include but are not limited to the following: prior learning being successfully completed by the applicant and evidenced by certification; requirement of evidence of name change; requirement of encapsulation; provision of evidence of updating by the applicant for confirmation of currency of prior learning by the Course Leader/ HE Manager. Admissions will only issue a Conditional Offer and APL credit will only be provisionally recorded.
 - **Rejected applications (REJ):** Where the application does not meet the required standards to be considered for APL, e.g., the qualification presented is not at an acceptable level or in an appropriate subject area, APEL portfolio does not have sufficient evidence, or the application is in breach of the Academic Regulations (e.g., the 2/3rds rule is not adhered to) then, approval is refused and AWAS rejects the proposal. No offer of APL may be made. An application can be re-submitted if it is revised in line with the reasons it was rejected.
- 10.10 Where conditions of approval have been set it is the Admissions Officer/Course Leader’s responsibility to ensure these are met. Responses to conditions are considered by AWAS. If evidence of completion of a condition is satisfactory, it is forwarded to the Academic Office in order for APL records to be updated to unconditionally approve. Admissions Officers are notified of the decision in order to inform the applicant that the condition has been met and that the application for APL is now approved, making the applicant’s offer unconditional. The Approvals List becomes a ‘working record’. It is updated as conditions are met and holds the status position for all APL applications considered by AWAS. A separate Approvals List is created for each meeting of AWAS.
- 10.11 If an application is approved, the Academic Office is responsible for ensuring that the approved volume and level of credit is entered onto the student’s record. Credits **will not** be entered onto a student’s record until all outstanding conditions have been met.

Feedback for applicants

- 10.12 It is the responsibility of the Admissions Office to inform the applicant of the decision on their accreditation of prior learning application. Applicants have the opportunity to meet with their Course Leader for up to one hour if an unfavourable decision is reached.

- 10.13 If an applicant has a complaint regarding the decision of AWAS the complaint is referred in the first instance to the Faculty HE Manager.

11. COURSE TARIFFS

- 11.1 A Course Tariff has attached to it qualifications from UK or international tertiary/Higher Education or Further Education institutions which have been pre-approved by the AWAS Committee for entry onto a specified UCP Course. Course Tariffs provide a quick and responsive mechanism for APL applications using APCL. Where the same certificated learning is presented by a significant number of individuals for admission to the same course of study, a Course Tariff should be developed.
- 11.2 To enable a Course Tariff to be developed the certification must:
- already carry a recognised general credit value approved which can be used as the reference point for a specific credit proposal (for further information on General and Specific Credit values please refer to 8.12);
 - have full details of the qualification studied for, including assessment details and learning requirements, from which a specific credit value can be derived for the receiving award.
- 11.3 A Course Tariff can be developed and approved at any time in the academic year.
- 11.4 A set of standard documentation (see below) must be completed in order for a tariff to be considered. Copies of all forms required for developing a Course Tariff can be found at I:\Higher Education\2019.20 Final Validation Processes
- 11.5 Course Tariffs are normally granted approval for 1 year, unless an Articulation Agreement is entered into with the external institution which ensures UCP is informed of any change to the external curriculum, which could affect the tariff mapping. Exceptions to this are permitted, for example, to meet Professional, Statutory and Regulatory Body (PSRB) requirements.

Preparation of a Course Tariff Proposal

- 11.6 Three templates have been developed to assist Faculties in the preparation of documentation for Course Tariff approvals. The Academic Office are able to advise on their completion. If necessary, the mapping template can be amended to suit the needs of a Course Tariff proposal. The templates are:
- Application for Course Tariff Approval form;
 - Course Tariff Mapping Table; and
 - Operational Checklist for Admissions Office Processing

Documentation Requirements:

- 11.7 When completing the Course Tariff Application form, Faculties are advised to consider the currency of the evidence. Prior certificated learning is usually expected to have taken place within the previous 5 years prior to the applicant's submission of an admission with prior learning application; although for professional qualifications there may be exceptions. Outside the 5-year period, evidence will be sought to demonstrate updating of an applicant's knowledge i.e., through work experience.
- 11.8 All course tariffs require annual review by the Faculty, or review every 3 years if supported by an Articulation Agreement.
- 11.9 When completing the Course Tariff Mapping Table, the following should be considered:
- Identification of credit values

Credits values should be clearly identified for both the prior learning units and the UCP modules against which credit is being claimed, specifying the total volume of APL credit per level that is being awarded. (E.g., an HND may offer 180 general credits but the specific credit value awarded against the UCP course may only justify 120 credits.)

- Is prior learning at the appropriate level
Prior learning credits must be within the appropriate level and map onto the modules or strategic outcomes of the receiving course.
- Has mapping against module learning outcomes been carried out
Faculties can carry out mapping against module learning outcomes.
- Has mapping against course learning outcomes been carried out
Faculties can consider mapping against course learning outcomes as an alternative to mapping against module learning outcomes.
- Are there variations in offerings?
Variations in awards offered by the same Awarding Body should also be considered, e.g., are all Edexcel awarded HNDs from different institutions identical?
- What are the options or indicative sets of modules?
Consider the options or indicative sets of modules to be studied within the receiving course requirements.
- Is a credential evaluation needed?
Credential evaluation: this process may be required when the evidence of credit level and volume or nature/legitimacy of institution are in doubt.
- How is the level of achievement defined?
It should be considered how level of achievement is defined. (e.g., is a Pass sufficient or does the prior learning require a pass with Merit or Distinction.)
- Professional Body requirements
It should be considered whether varying levels of exemption from parts of the course, due to professional body recognition or examinations, is required.

Course Tariff Approval Process

- 11.10 The Academic Office is responsible for processing the Course Tariff proposal following approval by the Faculty HE Manager.
- 11.11 The approval is then forwarded by the Admissions Offices for confirmation that the course tariff meets operational requirements. Once confirmed, the tariff is recorded in the course tariff database on the I drive; and the approval is noted at AWAS.

Applying credit via Course Tariffs

- 11.12 Once the tariff is operational, applicants are able to be admitted using the approved Course Tariff record. The Admissions Officer checks that the applicant meets the tariff criteria, that the tariff is still active, that the prior learning is still current, and that all appropriate evidence of achievement has been received. The Admissions Officer then applies credit to the student's record on the Student Management System.

12. ACCREDITATION OF PRIOR EXPERIENTIAL LEARNING (APEL)

- 12.1 UCP recognises learning achieved by an applicant through personal or work experience, or training not previously tested through formal education/certification. To accredit this type of prior learning, its content must be formally established, this is through the APEL process and submission of an APEL portfolio.
- 12.2 Applicants may be admitted with credit to a particular undergraduate or postgraduate course through APEL. Applicants seeking accreditation of prior learning based on APEL may be

granted no more than half of the total credit requirement for the course on which they want to register.

- 12.3 The most common form of APEL assessment is through the production of a portfolio of work and evidence by the applicant. The applicant is required to produce the APEL portfolio.
- 12.4 It is possible to combine APEL and APCL, but awarding body regulation must be followed applying the total credit requirement for the course on which the applicant wants to register.
- 12.5 Copies of all forms required for making APEL applications can be found in the secure Course file available for Course Leaders and Module Leaders or can be requested from AcademicOffice@ucp.ac.uk

APEL and the Course Approval Process

- 12.6 AWAS are now required to consider the arrangements made by course teams for APL. A statement about such arrangements is expected in the Approval and review documentation for all courses. Faculties are advised to consider APL arrangements, and especially the management of the APEL process, as an integral part of the overall student experience. In this way Faculties will be able to indicate how the process links into the admission process and how support is provided for the applicant.
- 12.7 All applicants of UCP may make use of the standard APEL portfolio to gain credit for their prior learning. Where a course is anticipating wide use of APEL its management must be considered. This needs to be reflected in the Course Approval documentation approved by the Academic Standards & Quality Committee.
- 12.8 The APEL process has three phases:
Phase 1 - Profiling prior learning – in this phase the applicant will require subject specialist advice to match their prior learning against appropriate modules in their chosen course.
Phase 2 - Preparing and submitting an APEL Portfolio – the applicant will need a subject specialist to support the portfolio development. The subject specialist evaluates the achievement of learning outcomes through the portfolio, and makes recommendations to the Course Leader on whether to approve the portfolio. Portfolios are normally used to assess APEL applications; however other methods of assessment are considered.
Phase 3 - Assessment and approval of the credit application – the Course Leader presents the APEL application to AWAS.

Criteria for assessing claims for APEL

- 12.9 The following criteria should be considered when assessing claims for APEL:

Currency	Currency is assessed through the portfolio or agreed alternative form of evidence submitted for assessment.
Evidence of Completion	Production of portfolio or alternative method of assessment.
Credits	Clear identification of the volume and level of specific credits to be counted towards the credit requirement for the course.
Regulations	APEL- applications for experiential learning to be for no more than half of the total credit requirement for the receiving course.

Mapping	Prior learning must be evaluated to be within the appropriate level and map onto the modules or staged outcomes of the receiving course.
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Applying

- 12.10 The applicant will be informed by their Course Leader, of the need to contact a subject specialist who will support them in preparing their APEL application. The Course Leader, will also need to advise applicants about their applications.
- 12.11 The APEL process is applicant driven with support from UCP staff. It is the applicant who must make the decision about the volume of an APEL claim. The intention to claim credit through the APEL process must be signalled prior to registration.
- 12.12 The applicant must produce an APEL portfolio or agreed alternative evidence for assessment.
- 12.13 Occasionally the offer of a place is conditional on the achievement of APEL credits. If the applicant has concerns about this, the Course Leader will be able to offer advice.

Roles and Responsibilities

- 12.14 Although the APEL process is applicant driven, there are key roles which support the process:

Admissions Officer	Assesses viability of a potential claim and advising the Course Leader/ Subject Specialist/applicants in relation to: <ul style="list-style-type: none"> • The form of the APEL claim. • The submission dates.
The Course Leader's main responsibilities in relation to APEL are:	In liaison with the Admissions Officer to make an initial judgement as to whether the individual has sufficient evidence of experiential learning against which an APEL application could be made.
	Providing advice to applicants in relation to making an application for un-certificated and experiential learning.
	Informing applicants on outcomes of APEL applications
	Progressing an APEL application on behalf of the individual applicant and ensuring that the proposal is submitted to AWAS for consideration.
	Providing academic support. They will advise on relevant modules and learning outcomes that can be applied for through an APEL portfolio.
	Assist the applicant to plan their new learning activities
The Subject Specialist's main responsibilities in relation to APEL are:	Discuss the potential claim with the applicant.
	Assist the applicant to map their learning achievement against the requirements of the course.
	Assist the applicant to identify modules which will form the APEL claim.
	Assist the applicant to plan their new learning activities.

	Assess the portfolio or agreed alternative form of assessment
The Faculty HE Manager's main responsibilities in relation to APEL are:	Consider the comments made by the Subject Specialist regarding the APEL portfolio.
	Moderate the APEL portfolio.
	Complete the Faculty Report form.
	Make a recommendation regarding approval of credit.
	Discuss any concerns with the Subject Specialist.
	Return the portfolio to the Academic Office
	Advise Admissions Office/Subject Specialist

12.15 A submission date for the APEL portfolio must be negotiated and agreed. This date must be the earliest practical date but must take account of the workload of the applicant. It is advisable to note the scheduled dates of AWAS. Dates of these meetings and deadlines for receiving applications can be found on the Schedule of Meetings on the staff intranet. The applicant should complete the APEL claim before their studies begin.

12.16 In preparing the APEL portfolio the Subject Specialist may:

- Review and advise on the learning commentaries as appropriate. APEL applicants often need support in articulating their learning and find understanding the concept of academic level difficult. The learning commentaries that form part of the APEL claim must be a reflective account of learning achievement and this will be a new undertaking for the majority of applicants.
- Advice regarding the design of the APEL portfolio.

12.17 Assessment and Approval of Credit – The Subject Specialist will:

- Receive the APEL portfolio from the applicant as agreed during phase 1. Undertake the first part of assessment by completing the Subject Specialist's Report.
- Arrange for delivery of the portfolio to the HE Manager. Forward the portfolio, with the Subject Specialist's Report to the HE Manager. The HE Manager will then need to complete the Faculty APEL report.
- Report forms for completion in support of an APEL claim can be requested from AcademicOffice@ucp.ac.uk
- Provide full feedback to applicants on the decision of the AWAS Committee and assist applicants required to resubmit in preparing their supplementary or alternative evidence.

HE Manager Role

12.18 The Faculty HE Manager is not involved in the development of the APEL portfolio or with the applicant in the early stages. The Faculty HE Manager should receive a clearly organised and convincingly evidenced portfolio. The portfolio should present the achievement of the learning outcomes of the modules claimed through a series of reflective commentaries and supported by a collection of evidence.

12.19 In moderating the APEL portfolio the Faculty HE Manager should consider the following:

- The overall presentation of the application for credit;
- Whether the applicant has demonstrated achievement of the learning outcomes claimed at the appropriate level;
- The extent to which a convincing claim for the award of credit is made;

- The evidence which supports the claim;
- The applicant's evaluation of the evidence provided;
- The quality of reflection on learning achieved;
- Good academic practice.

12.20 Sometimes it will be necessary to use an independent assessor especially if the application includes different disciplines e.g., professional area plus management. If the Faculty HE Manager has any doubts or concerns about any APEL claim, the matter should be discussed with the Subject Specialist.

The approvals process for APEL applications.

12.21 When the evidence is completed and ready for submission to the Faculty HE Manager will submit the portfolio to the Chair of AWAS for inclusion on the agenda of the next meeting.

12.22 All applications must include the Faculty HE Manager Report and Mapping Sheet.

12.23 AWAS will consider the recommendations of the Faculty HE Manager when reaching a decision about the approval of an APEL application.

12.24 The AWAS Committee will make one of the following recommendations.

- Approved
- Conditional Approval
- Clarification Required
- Rejected

12.25 Where conditions of approval have been set it is the Subject Specialist's responsibility to ensure these are met. Responses to conditions are considered by the Faculty HE Manager, who shall inform the Chair of AWAS of the outcome. If the condition has been met, the Chair will update and (re)circulate the approvals list from the respective AWAS that considered the original APEL application. Admissions inform the applicant that the condition has been met and that the application for APL is approved by making the applicant's offer unconditional.

12.26 The Approvals List becomes a 'working record' held on the Academic Office drive or can be requested from AcademicOffice@ucp.ac.uk. It is updated as conditions are met and holds the status position for all APL applications considered by AWAS. A separate Approvals List is created for each meeting of the AWAS Committee.

12.27 If an APEL application is approved the Academic Office is responsible for ensuring that the approved volume and level of APEL credit is entered onto the Student Management System.

12.28 Credits will not be entered onto a student's record until all outstanding conditions have been met.

12.29 When credit is not approved the applicant will normally be allowed to re-submit their application, following remedial work. This will be co-ordinated by the Faculty HE Manager.

12.30 If an APEL application fails to meet the required standards applicants are normally:

- Provided with full feedback by the Subject Specialist. *[The failure may relate to the entire application or one aspect].*
- Supported by the Subject Specialist in the process of preparing supplementary or alternative evidence within the portfolio for resubmission. *[Occasionally, an additional form of assessment is proposed e.g., use of oral evidence or viva voce]*
- Required to agree a re-submission date for re-presentation of the application.

Academic Practice and Appeals

- 12.31 The assessment of experiential learning is subject to the same conventions and requirements of academic practice as any other form of assessment within UCP. All sources and contributions must be acknowledged and referenced as appropriate. Any appeals following the APEL process will normally be handled using the standard processes for Academic Appeals as outlined in the student handbooks.

Feedback to applicants

- 12.32 Feedback on the approval process will be provided to the applicant by the Subject Specialist. Confirmation of the decision reached by AWAS regarding the application will be included within the offer letter issued by the Admissions Office. Applicants are also informed at this stage of minimum and maximum periods of registration for entering UCP with APL.
- 12.33 Applicants have the opportunity to meet with their Course Leader/ Subject Specialist for up to one hour if an unfavourable decision is reached by AWAS.
- 12.34 If an applicant has a complaint regarding the decision of AWAS the complaint is referred in the first instance to the Course Leader.

Alternative models of APEL Assessment

- 12.35 The process described above is the agreed UCP model of APEL assessment. In certain cases, the Faculty HE Manager/Admissions Tutor may propose an alternative method of APEL assessment to replace the standard portfolio method.
- 12.36 The method must be valid, reliable and regularly produce similar results from different learners when used by different assessors. Alternative methods of APEL should assess the authenticity of the learning, particularly in relation to the applicant's own experience.
- 12.37 The most common form of APEL assessment is a reflective portfolio which allows the applicant to present evidence of the learning gained from their experiences. In order to maintain the correct level of learning, it is appropriate to map the applicant's learning against the learning outcomes of an existing module at that level. A portfolio also allows the applicant to use a process of reflection to recall and demonstrate the learning that has taken place.
- 12.38 However, in some instances it may be appropriate to use other forms of assessment such as:
- Written reports
 - A module assignment
 - An observed performance which is underpinned by a written piece
 - Analysis of a product design and production
 - Case studies
 - A presentation which is underpinned by a written piece
 - A poster presentation
 - Critical incident analysis
- 12.39 Alternative methods are not limited to those listed and there may be other forms of assessment of experiential learning which may be specific to the discipline area in which the applicant wants to study. Alternative methods can be discussed with the Chair of AWAS.
- 12.40 If required to expand on ideas presented in an assignment a viva voce may be used as an alternative method. However, this method would have to be used in conjunction with other methods of APEL assessment and cannot be used as a standalone method of assessing APEL.
- 12.41 Alternative APEL assessment models must incorporate the completion of the two APEL Forms: Faculty HE Manager Report, and Mapping Sheet.

12.42 An alternative method of APEL assessment must be agreed at the point of application for APEL, with the Chair of AWAS. When agreeing alternative methods of assessment must consider whether the form of assessment is appropriate for the applicant, the level of credit applied for, and whether the applicant would be disadvantaged by not being involved in the learning experience for that module.

13. SUBSEQUENT ACCREDITED LEARNING (SAL)

- 13.1 A student may be entitled to apply for prior certificated/experiential learning post-registration should it become clear that their prior learning has met the learning outcomes of specific modules on their course. Within UCP this is known as Subsequent Accredited Learning, and is approved in a similar way to APCL and APEL applications, however SAL can only be applied to specific modules in a course and not to entire levels of a course as with APCL and APEL.
- 13.2 SAL cannot be used as a substitute for standard APL processes. It cannot be used to add credit after the deadline for admitting applicants with credit has passed. SAL can only be used for modules which occur after the first semester of a student’s course of study.
- 13.3 Modules for which SAL is approved cannot be used towards classification of an award.
- 13.4 Copies of all forms required for making SAL applications can be found on the course file drive or requested from AcademicOffice@ucp.ac.uk .

Roles and Responsibilities

The Course Leader’s main responsibilities in relation to SAL are:	To discuss with the student the suitability of a SAL claim, taking into consideration the student’s prior experience/learning.
	To consider the impact on the student of not participating in the learning experience of the module for which SAL is sought.
	To complete the SAL application form, including mapping, to show how prior learning maps against the module outcomes of the receiving award. To sign off all straightforward SAL applications using APCL. To refer any more complex applications to the HE Manager for advice/decision.
	For SAL applications made using APEL, to ensure completion of the two APEL forms: APEL Faculty HE Manager Report and Mapping Sheet. To forward SAL via APEL applications to the Secretary to the AWAS Committee for consideration.
The UCP Academic Office main responsibilities in relation to SAL are:	<u>SAL via APEL</u> : To ensure that all SAL applications using APEL are completed correctly and are accompanied by the appropriate APEL forms and evidence of learning/experience. To sign off all SAL applications using APEL. To forward SAL applications using APEL to the Secretary to the AWAS committee, for consideration at the appropriate meeting.
	<u>SAL via APCL</u> : Straightforward applications are normally considered/approved by the Course Leader To advise/consider any complex applications for SAL using APCL, if referred by the Course Leader.

APEL

- 13.5 For SAL applications using APEL, the roles and responsibilities for completion of the APEL forms are the same as those detailed in [Sections 5](#). Please note that the responsibilities of the Admissions Officer are those of the Course Leader for SAL applications.

Criteria for assessing claims for SAL

- 13.6 The following criteria should be considered when assessing claims for SAL:

Currency of learning	SAL via APCL: Either within the previous 5 years prior to expected start date or for learning which falls outside of this limit evidence of updating and currency of knowledge is sought. SAL via APEL: Currency is assessed through the portfolio or agreed alternative form of evidence submitted for assessment.
Evidence of Completion	Production of original transcript (s) or certificate(s) Production of Portfolio (in the case of APEL Claims)
Credits	Clear identification of the volume and level of specific credits to be counted for APL towards the credit requirement for the course.
Mapping	Prior learning must be within the appropriate level and map onto the module's outcomes of the module for which SAL is sought.
Credential Evaluation	To be sought when evidence of credit level and volume or institution is in doubt (SAL via APCL).

- 13.7 SAL applications must be made at least a Semester in advance but may be made earlier. For example, a student wishing to apply for SAL in Semester 2 must make the application during Semester 1.

- 13.8 Applications for SAL must be made against a module(s) within the award for which the student is registered.

- 13.9 SAL applications can be made using prior certificated learning (APCL) or experiential learning (APEL).

- 13.10 All applications for SAL must be approved prior to the deadlines for module planning weeks, namely: teaching week 7 and 8 of the preceding semester.

October module planning weeks: make choices/review existing choices for semester 2 of the current academic year

April module planning weeks: returning students make choices for the following academic year

- 13.11 It must be noted that SAL cannot be applied for against semester 1 modules in the first year of study. To claim credit for semester 1 modules in the first year of study the procedure for APCL or APEL must be used.

- 13.12 A student who considers prior learning to meet the outcomes of a module(s) in the following semester first approaches the Course Leader for advice on making an application for SAL.

- 13.13 If the Course Leader agrees that a SAL application would be appropriate it is the responsibility of the Course Leader to complete and approve the SAL application form for all

straightforward applications. The SAL form is held at I:\Higher Education\ Procedures or available from AcademicOffice@ucp.ac.uk

- 13.14 More complex applications may be referred to the relevant Faculty HE Manager for approval or support and guidance.
- 13.15 It is the responsibility of the Course Leader (SAL using APCL) or Faculty HE Manager (SAL using APEL) to collate and check the completed forms, ensuring that all evidence and mapping has been provided and completed, and that the forms are accurate. All forms should be appropriately signed before being returned to the Academic Office with supporting evidence for processing.
- 13.16 Applications for SAL, using prior certificated learning, require completion of the SAL form only. All SAL forms **must**:
- have all relevant sections of the application form clearly completed?
 - include the signature of the proposing Course Leader (or HE Manager if referred by the Course Leader for approval).
 - have all copies of transcripts/certificates attached to the application form.
 - in the case of applicants offering certification from institutions outside the UK a credential evaluation of the certification **must** be completed by Admissions
- 13.17 Applications for SAL, using experiential learning require completion of the SAL form in addition to the standard forms used for APEL.
- 13.18 Learning used for SAL, as with the standard APCL/APEL application, must be current, (within the previous 5 years for APCL). Where learning is not current, evidence of continuing professional development must be included with the application.
- 13.19 Learning used previously for an APL application, cannot then be used again for a SAL application.

The approval process for SAL applications

- 13.20 For SAL applications using APCL a SAL application form is completed and approved by the Course Leader. The form and associated documentary evidence are forwarded to the Academic Office for processing the subsequent APL credit awarded. The Course Leader informs the student of the decision.
- 13.21 For SAL applications using APEL the AWAS Committee must approve the application before any offer of SAL can be confirmed to the student. The HE Manager must verify the form(s) and evidence required for SAL via APEL, which are then forwarded to the Secretary to the AWAS Committee for consideration at the next meeting. The AWAS Committee has specific responsibility for the independent assessment of APL applications. The Course Leader informs the student of the decision.
- 13.22 Once approved SAL credit is added to the student record by the Academic Office and the student record is updated to note the specific modules for which SAL has been approved.

Feedback for applicants

- 13.23 It is the responsibility of the HE Manager / Course Leader to provide information to applicants of the outcome of their SAL Application.
- 13.24 Applicants have the opportunity to meet with their Course Leader and/or Faculty HE Manager for up to one hour if an unfavourable decision is reached by either of them or AWAS.

- 13.25 If an applicant has a complaint regarding the decision of the Course Leader /Faculty HE Manager/AWAS, the complaint is referred in the first instance to the Course Leader.

Alternative models of APEL Assessment for SAL applications

- 13.26 In certain cases, the Faculty HE Manager/ Course Leader may propose an alternative method of APEL assessment which may replace the standard portfolio method when making applications SAL using APEL.

14. ENCAPSULATION

- 14.1 Applicants using competence based professional awards for APL can ‘convert’ their award into recognised HE credits using the process of ‘Encapsulation’. Encapsulation allows the use of specific credits. In order for an Encapsulation to take place a Course Leader must have an ‘Encapsulation Proposal’ approved by AWAS.

The Encapsulation Proposal and Approvals Process

- 14.2 The Encapsulation Proposal is a mapping between the competence/professional award and receiving course which identifies the deficit between the level of the applicant’s prior learning and the receiving UCP course.
- 14.3 Once this deficit has been identified, a subject specialist devises learning outcomes for the applicant to be assessed against, allowing the applicant to ‘make up’ the deficit between the level of the prior learning and the level of the receiving course. Subject specialists can utilise different types of assessment to assess an applicant such as a portfolio, essay, presentation or poster presentation. Once designed the Encapsulation Proposal is forwarded to the Deputy Director who is responsible for proposing costing of the Proposal. The Proposal and costing are forwarded to the Faculty HE Manager who signs off the proposal, and presents it to AWAS.
- 14.4 The Encapsulation Proposal must be approved by AWAS before it can be used to assess applicants. A schedule of the AWAS Committee meetings can be found on the staff intranet pages.
- 14.5 Once approved the Encapsulation Proposal may be used by the Subject Specialist again for applicants presenting with the same competence based/ professional award. There is usually a currency value on the encapsulation of 5 years although this may be shorter depending on other factors, such as changes to external qualifications.
- 14.6 The Encapsulation process (i.e., the assessment of the applicant using the Encapsulation Proposal) must be completed by the applicant and passed prior to the applicant registering at UCP.
- 14.7 Copies of all forms required for making Encapsulations can be found at [I:\Higher Education\Procedures](#) or requested from AcademicOffice@ucp.ac.uk

Roles and Responsibilities

Admissions Officer	Identifies deficit and viability of a potential claim (through an interview with the applicant) Keeps the applicant informed throughout the process. Completes the Encapsulation Summary Sheet for AWAS in conjunction with the Course Leader.
Subject specialist	Supports the applicant. Devises the learning outcomes as identified through interview with applicant and application.

Faculty HE Manager	Assesses proposal prior to submission to the AWAS Committee. Once satisfied the proposal will be submitted. They must support the claim in order for it to be considered. Sign off the Encapsulation Summary sheet for submission to AWAS.
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The Encapsulation Process

- 14.8 The Course Leader identifies modules within the competence-based award that map against the learning outcomes of the receiving award.
- 14.9 The Course Leader identifies learning outcomes within the receiving award that have not been met. An Assignment is devised which will enable the candidate to evidence they can meet these missing outcomes.
- 14.10 The Faculty HE Manager is responsible for the following:
- agreeing which modules, the prior learning will be mapped against
 - agreeing the form of the encapsulation process and the assessment criteria to be made known to the applicant
 - agreeing the date of submission to AWAS
 - agreeing the remainder of the course to be studied
- 14.11 The applicant must demonstrate the knowledge and understanding required for the successful completion of modules for which encapsulation is sought.

The Applicant's Assessed Work

- 14.12 The applicant works on the assessment and submits this to the Subject Specialist by the agreed submission date.
- 14.13 The Subject Specialist passes the submission to the Faculty HE Manager for moderation. The Faculty HE Manager completes a brief report.
- 14.14 The Faculty HE Manager will arrange with the Chair of AWAS for their report, the Subject Specialist mark sheet and the applicant's assessment to be submitted to AWAS for consideration.
- 14.15 Once approved by AWAS the encapsulation process can be utilised by the applicant and on completion it will be assessed by the subject specialist in line with the APEL process (Section 5 of the Accreditation of Prior Learning Procedural Document). This assessment will be awarded a pass/fail grade.
- 14.16 If the applicant's submitted work receives a pass they can register on their chosen course.
- 14.17 Approved credit is added to the student record by the Academic Office.
- 14.18 In the event that the applicant's submitted work is deemed by the AWAS Committee to have failed, the applicant is usually permitted one further attempt.
- 14.19 The Subject Specialist will provide feedback to the applicant to support the resubmission.

15. TRANSCRIPTS AND AWARDED CREDIT

- 15.1 Any credit awarded through APL is treated in the same way as credit awarded through the normal taught route, except that it does not contribute to the calculation of the final award. It will also be presented as 'Prior Learning' on the student's academic transcript. The number and level of credits for which APL has been credited will be shown on any transcript which the student may receive.
- 15.2 In calculating the final degree result of a student who makes a successful APCL application, any courses or modules from which the student is exempted on the basis of APCL will be

excluded from calculated averages or other methods used to determine the student's final degree result.

- 15.3 Particular consideration will need to be given to the case of students who have been granted APL on their entry programme but fail the minimum number of credits for the award studied at UCP and are consequently considered for an exit award.

16. ACADEMIC PRACTICE AND APPEALS

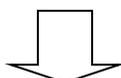
- 16.1 The assessment of an Encapsulation is subject to the same requirements as any other form of assessment within UCP, and adheres to the same quality assurance measures.
- 16.2 Disagreement with the academic judgement of an institutional cannot in itself constitute grounds for an appeal. UCP encourages students to raise any concerns as soon as they arise.
- 16.3 Details of the grounds to appeal a decision made during the process of this policy can be found in the UCP-ASS005 Higher Education Academic Appeal Policy available from www.ucp.ac.uk/policies

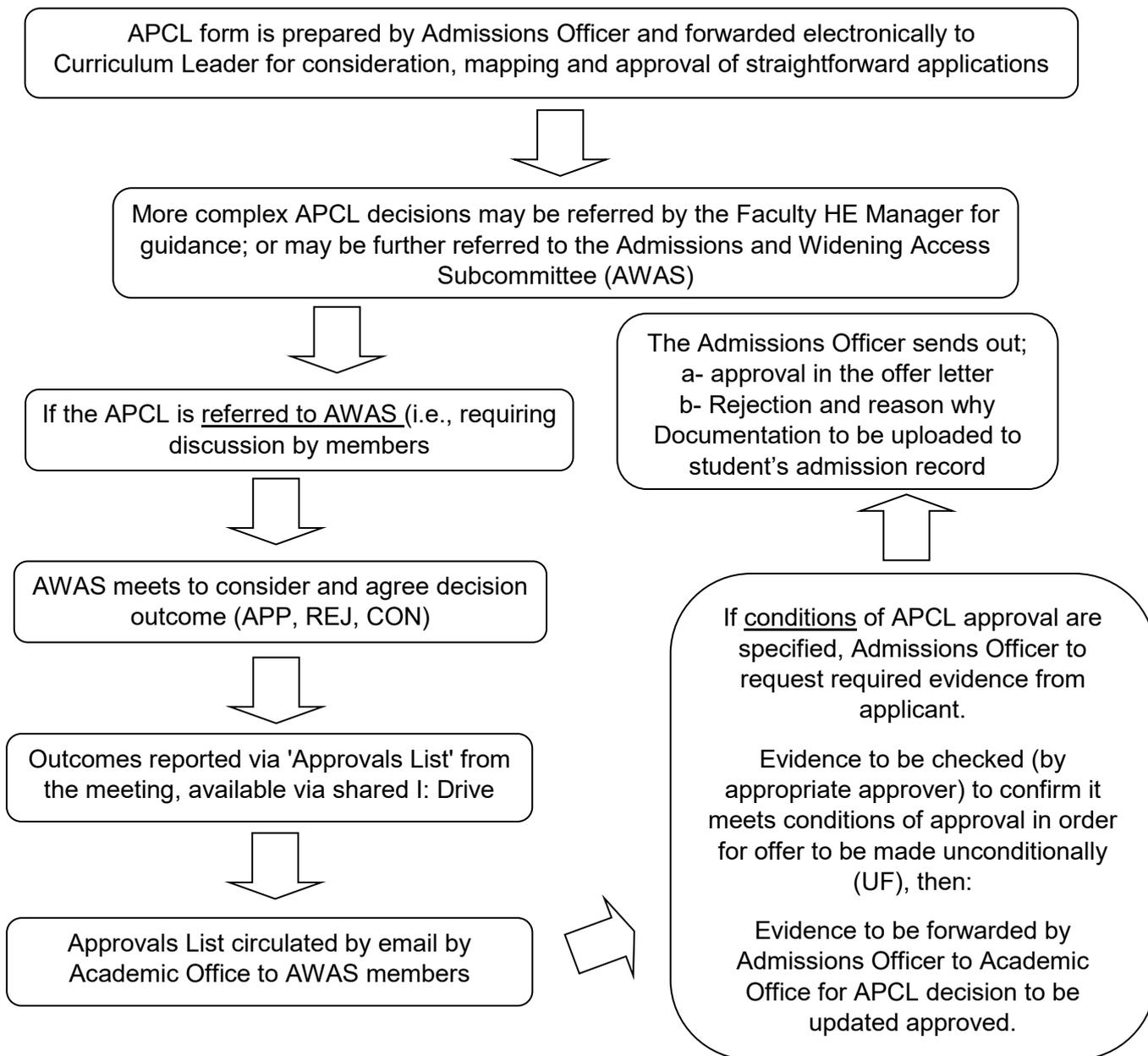
Appendices

APCL (Individual applications)

(Accreditation of Prior **Certificated** Learning)

Applicant indicates wish to APL in prior certificated learning
on Admissions Form



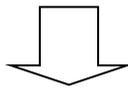


Note: Student Management System records can only be set to 'Approved' for credits to be added after the following has taken place:

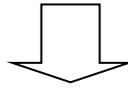
- 1) All supporting documentation has been provided
- 2) Any conditions of approval have been met

APCL (via existing course tariff) - applications processed via Faculty for study

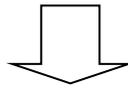
Applicant indicates wish to APL in prior certificated learning on the Admissions Form



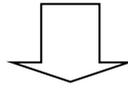
Course Tariff Applications form is prepared Faculty HE Manager/ Curriculum Leader



Academic Office checks to confirm accuracy and full completion of the Tariff form, tariff validity, and receipt of appropriate supporting documentation.
Academic Office completes S.2 Decision and approves the APCL tariff form and supporting evidence.



Academic Office informs Faculty HE Manager/ Curriculum Leader of the decision on APCL approval.



Academic Office adds APCL credit (awarded via a course tariff) to Student Management System and Mark Book

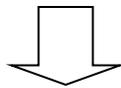
Note: Student Management System records can only be set to 'Approved' for credits to be added after the following has taken place:

- 1) All supporting documentation has been provided
- 2) Any conditions of approval have been met

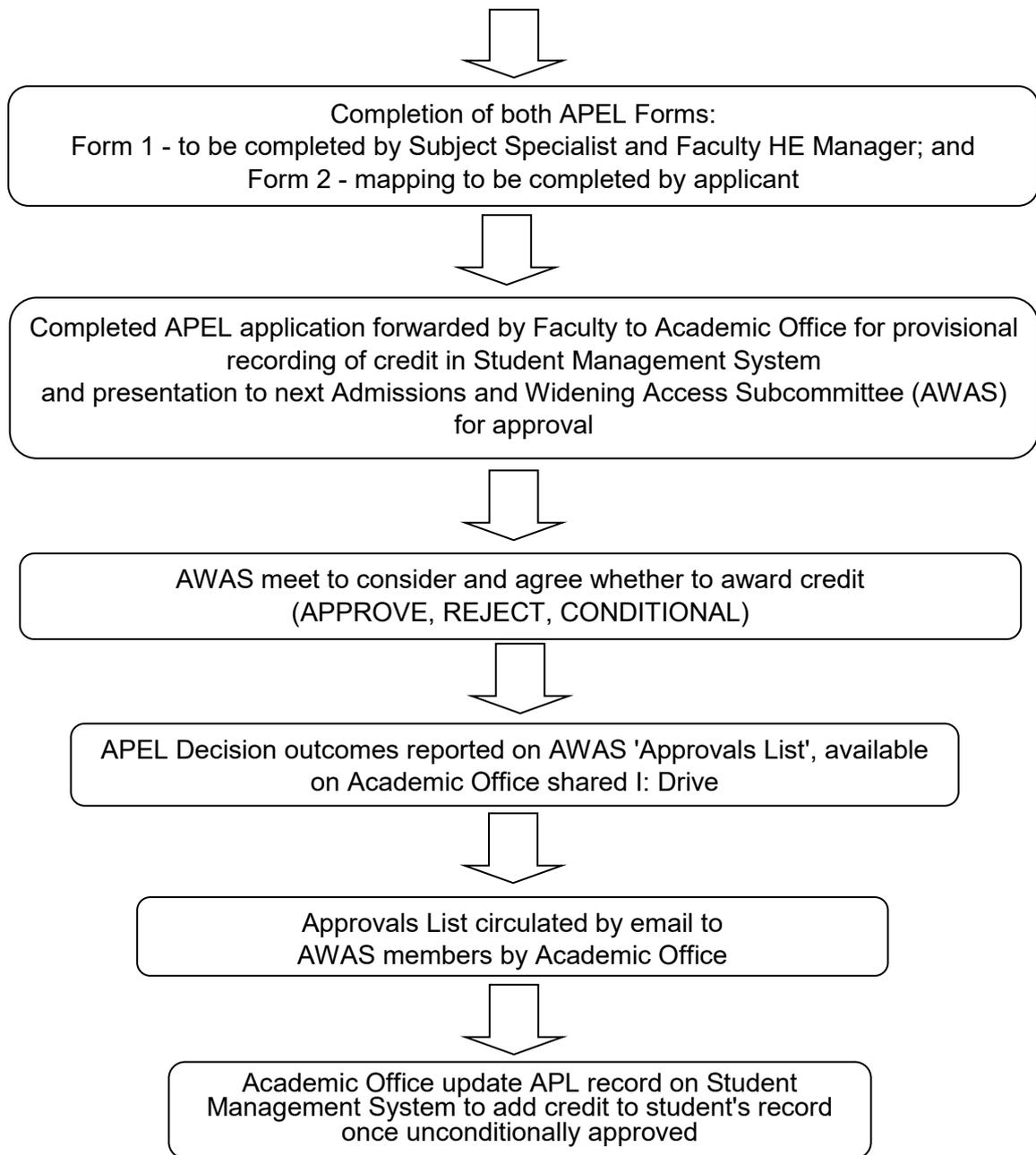
APEL

(Accreditation of Prior **Experiential** Learning)

Requirements for this type of application are discussed with the applicant by the Faculty HE Manager/Subject Specialist



Production of APEL portfolio by applicant (e.g., reflective statements, CPD, references etc.), or an agreed alternative format of evidence



Note: Student Management System records can only be set to 'Approved' for credits to be added after the following has taken place:

- 1) All supporting documentation has been provided
- 2) Any conditions of approval have been met