

Higher Education Accreditation of Prior Learning Policy and Procedure

DOCUMENT CONTROL:

Document No:	2.6	Document Type:	Policy
Formal Review Cycle:	Annual		
Latest Formal Review (month/year):	2022-07	Next Formal Review Due (month/year):	2023-07
Policy Owner:	Higher Education Business & Development Leader		
Policy Sponsor:	Vice Principal, Curriculum & Quality		

APPROVAL REQUIRED:

SMT Y/N	Y	SMT Date approved:	12 October 2021		
Governor Y/N	N	Committee:	N/A	Governor Date approved:	N/A

PUBLICATION:

Website Y/N	Y	Intranet Y/N	Y	Student VLE Y/N	N	Date published:	15 October 2021
Audience:	Staff, HE Applicants						
Area/s of Staff Intranet:	SPP						

Higher Education Accreditation of Prior Learning Policy

1. Introduction

Craven College provides a student centred environment that is responsive to the academic and vocational requirements of individuals of all ages and backgrounds, in which they may be empowered to reach their full potential. To widen participation in learning the College recognises the value of previous learning and experience.

2. Key Principles

Consideration and approval of Accreditation of Prior Learning (APL), is an assessment process that allows achievement from a range of activities, using any valid assessment method, to be recognised.

- Accreditation of Prior Certificated Learning (APCL), i.e. that which is certificated from formal education
- Accreditation of Prior Experiential Learning (APEL) i.e. demonstration of learning acquired through work and life experience

3. Responsibility

1. Overall responsibility for this policy lies with the Higher Education Business and Development Leader
2. Higher Education Business and Development Leader and Admissions team are responsible for ensuring compliance
3. Partner Universities and Awarding Bodies have additional responsibility

4. Legislation

There is no legislation associated with this policy

Higher Education Accreditation of Prior Learning Procedure

1. Introduction

Craven College is committed to widening participation in learning and recognises the value of previous learning and experience. Accreditation of Prior Learning (APL), is an assessment process that allows achievement from a range of activities, using any valid assessment method, to be recognised through the application process.

The following procedures detail how the objectives of the Higher Education Accreditation of Prior Learning Policy will be met and identifies:

1. Key Processes
2. Roles and Responsibilities
3. Objectives
4. Communication
5. Implementation
6. Monitoring
7. Reporting
8. Assessment of Impact
9. Continuous Improvement
10. Associated Documentation

2. Key Processes

1. Information and individual advice on APCL/APEL
2. Guidance on planning an APCL/APEL claim
3. Producing a claim
4. Assessing a claim in line with Awarding Organisation (AO) requirements
5. Claim Outcomes: Recording the outcome and notifying the student and the AO if applicable

3. Roles and Responsibilities

1. The Higher Education Business and Development Leader has overall responsibility for applying this policy fairly and accurately and for the consideration of all APL applications
2. The Admissions team have responsibility to ensure applicants receive clear and accurate information regarding APL applications
3. The Admissions team have responsibility to ensure all applications are submitted to the Higher Education Business and Development Leader for consideration and approval

4. Objectives

1. To widen participation into higher education through the consideration of prior learning
2. To ensure that applications from students with non-standard entry requirements are considered fairly
3. To provide clarity on how and in which circumstances prior learning will be accepted.

5. Communication

The following principles are fundamental to the communication of the Higher Education Accreditation of Prior Learning Policy and Procedure

1. The Higher Education Accreditation of Prior Learning Policy and Procedure will be published on a standardised template
2. The Higher Education Accreditation of Prior Learning Policy and Procedure will be reviewed by the Higher Education Business and Development Leader (owner) and the Senior Academic Quality Officer (HE) (deputy owner) before being escalated to the approval process
3. This policy will apply to all those applying to study higher education courses at Craven College. It will be the responsibility of the Admissions team to communicate the content of the policy with the students
4. This policy will be published on the College's intranet and website

6. Implementation

Claims for APCL/APEL will be judged on level, relevance, status, authenticity and currency. It is the student's responsibility to provide College with relevant details of previous attainments and unit/module learning outcomes.

Level. Level is defined in accordance with the National Qualifications Framework/Academic Framework generic level descriptors for defining accepted tiers of learning achievement. In assessing the level of prior learning from institutions outside the UK, assistance will be sought from recognised authoritative public sources, such as the British Council.

Relevance. For recognition of achievement, the prior learning must be relevant to the target programme of study. This means that it must be at a similar level, must have similar learning outcomes, and cover a similar knowledge and/or skills base. The level, learning outcomes and knowledge/skills base need not be identical, but they must be close enough to those in the target programme to allow the student to progress without the need to repeat the exempted study.

Status. Status refers to certificated learning (APCL) only and requires that the learning has been assessed according to relevant criteria, and that the result has been formally documented, normally through the medium of a transcript or official letter. If status is uncertain, the student may be asked to provide additional evidence e.g. through a reflective statement.

Authenticity. The assessor will satisfy themselves that the evidence, e.g. certificate belongs to the student by seeing the original, or if it was in a different name, by also evidence of change of name e.g. a marriage certificate.

Currency. For prior learning to be current it would need to have been achieved relatively recently. The definition of currency may vary from vocational area to vocational area (subject to subject) and may need careful evaluation prior to the award of APCL/APEL. Evidence of continuing relevant/academic activity between the learning and application may be required in support of a claim for the currency of the learning.

Recognition of APCL/APEL

- Applications for APCL/APEL must be submitted at admissions stage
- Applications for APCL/APEL will be considered for entry to level 4 and level 5 courses
- Applications for APCL/APEL will not be considered for individual level 6 modules. Entry to level 6 courses require a relevant level 5 qualification
- The minimum APCL/APEL credit claim that will be considered is 15/20 credits, i.e. one module/unit

- The maximum APCL/APEL credit claim that will be considered is 120 credits for a Foundation Degree or a HND
- Qualifications gained in the last 10 years will be accepted for APCL applications. For qualifications older than this, bridging study may be required

No APCL/APEL recognition may be counted towards the requirements of more than one academic award of the same type at the same level.

Stage 1

Information and individual advice on APCL/APEL

This involves students systematically reflecting and assessing their prior achievements and experiences to select those where significant, relevant learning occurred. Individual applicants will receive clear guidance on the rationale for their evidence of learning and advice on its compilation and desired overall structure, for example mapping to learning outcomes or performance indicators. Submission and assessment procedures will be clearly stated and will include provision for discussion of a draft prior to formal submission.

Stage 2

Guidance on planning an APCL/APEL claim

Applicants will be advised in each case as to what would comprise adequate evidence of prior learning. A submission could include:

- a summary of the learning of knowledge and/or skills claimed
- reflection on the learning claimed in relation to the target programme
- a summary of evidence against each element of learning or learning outcome, cross-referenced against the full evidence
- full evidence

Evidence may include:

- proof of achievement, e.g. certificates
- work/practice-based documents
- reports on observations of practice
- video/audio tapes, with commentary and analysis related to achievement of learning outcomes
- analytic and evaluative description of practice
- statements from supervisors in relation to aspects of practice

Students must state how they will collect and present evidence required for accreditation.

Stage 3

Producing a claim

For APCL students will be required to map previous certificated achievement against elements of the qualification to which they intend to enrol. The Accreditation of Prior Certificated Learning form ([see appendix 1](#)) should be used for this process.

For APEL, clear statements need to be submitted, identifying the learning, expressed in precise terms to claim possession of knowledge and skills. Students will collect and collate evidence to support the statements. Evidence will be presented in a structure appropriate to the elements of/the qualification being claimed, normally in the form of a portfolio. Students are advised and encouraged to present relevant and concise portfolios. The Accreditation of Prior Experiential Learning form ([see appendix 2](#)) should be used for this process

Stage 4

Assessing a claim

Assessment methods may vary but will include assessment of documentation against element of/qualification being claimed, oral questioning or demonstration of skills. Whatever manner of assessment is used, it must be such that the judgement made can be considered by representatives of the awarding organisation e.g. external verifiers, moderators or examiners with the same degree of confidence as other more traditionally assessed performances.

Stage 5

APCL/APEL Claim outcomes

Claims may be approved or not approved. The student will be informed.

Approved claims will go forward to the awarding organisation with other assessed work for external scrutiny if required, accompanied by relevant APCL/APEL documentation.

Not approved claims will be returned to the student, with either a requirement for further evidence in particular aspects of the claim (to be detailed) or to recommend that APCL/APEL is unlikely to be awarded with the reasons explained in detail. Partially approved claims may be awarded where specific elements are supported by evidence. The student will be informed.

Where an applicant wishes to appeal against a decision regarding their application, they must normally do so in writing within four weeks of the date of the original decision. The Appeal must be addressed to the Customer Services Manager.

Accreditation

Approved claims may not be included in the calculation of the award classification, however the APCL/APEL will be recorded on the Diploma Supplement

7. Monitoring

1. The number of APL applications and their outcome will be monitored annually and reported to the HE Operational Group

8. Reporting

1. This policy will be reviewed by the College's HE Team, discussed with the partner university through the partnership meetings and reported to the College's Scheme Management Board for approval
2. Monitoring of the policy will be recorded in the HE Operational Group Minutes

9. Assessment of Impact

1. The impact of this policy is in line with QAA guidance and has been authorised through the validating partner
2. The policy is considered to have no impact on current College policy
3. This policy links to the HE Admissions Policy and Access & Participation Plan

10. Continuous Improvement

1. This policy will be evaluated and reviewed annually
2. Should the policy be amended, this will be approved by the partner university and reported to the College's HE Scheme Management Board for approval before being forwarded to the College's SMT

11. Associated Documentation

1. [HE Admissions Policy](#)
2. [Accreditation of Prior Certificated Learning form](#)
3. [Accreditation of Prior Experiential Learning form](#)

The five stages of the process are shown in the chart below:

Stage 1: Information and individual advice on APCL/APEL
Stage 2: Guidance on planning an APCL/APEL claim
Stage 3: Producing a claim
Stage 4: Assessing a claim in line with Awarding Organisation (AO) requirements

Appendix 1

Accreditation of Prior Certificated Learning (Higher Education)

Student:

Course applied for:

Course studied to date:

Learning already achieved:

Date of achievement:

Course studied to date:	Course applied to:
Unit or Modules completed from:	Mapping to unit or modules:
<i>Unit or Module Title and learning outcomes</i>	<i>Unit or Module Title and learning outcomes</i>
Credit:	Credit:

The modules above have been examined and cover similar or the same learning outcomes.

Authorised by the Higher Education Business & Development Leader

Signature:

Date:

Appendix 2

Accreditation of Prior Experiential Learning (Higher Education)

Student:

Application:

Course studied to date:

Experience achieved:

Dates of experience:

Experience claimed	Mapping to modules: <i>Unit or Module Title and learning outcomes</i>
Credit:	Credit:

The experience above covers similar or the same learning outcomes.

Authorised by the Higher Education Business Development Leader

Signature:

Date: