

Higher Education Recognition of Prior Learning Policy and Procedure

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Policy owner:	Higher Education Manager		

Approval required

SMT Y/N	Y	SMT approved/review date	August 2024
Governor Y/N	Ν	Governor approved date	N/A

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Area/s of Staff Intranet		Strategies, policies and procedures					

Changes made

Version	Author	Date	Section	Changes summary
2	Higher Education	July 23	Whole	Transferred to new template
	Manager		Whole	'Accreditation' replaced with 'Recognition'
3	Higher Education	July 24	Whole	Change to review schedule
	Manager		Recognition	Addition of a limit to the age of the prior
			of RPCL/RPEL	learning / experience



Higher Education Recognition of Prior Learning Policy and Procedure

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.

The following details how the objectives of this policy will be met and identifies:

- 1. Purpose
- 2. Scope
- 3. Responsibilities
- 4. Communication
- 5. Implementation
- 6. Monitoring
- 7. Associated Documentation

1. Purpose

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

2. Scope

This policy is in place for anyone considering studying a Higher Education course at Craven College, allowing previous study (Recognition of Prior Certificated Learning RPCL) and life experience (Recognition of Prior Experiential Learning RPEL) to be taken into consideration during the application process. The policy aims to ensure fair and equitable access to Higher Education.

3. Responsibilities

- The Higher Education Manager has overall responsibility for applying this policy fairly and accurately and for the consideration of all RPL applications
- The Admissions team have responsibility to ensure applicants receive clear and accurate information regarding RPL applications
- The Admissions team have responsibility to ensure all applications are submitted to the Higher Education Manager for consideration and approval



4. Communication

- The Higher Education Recognition of Prior Learning Policy and Procedure will be published on a standardised template
- The Higher Education Recognition of Prior Learning Policy and Procedure will be reviewed by the Higher Education Manager (owner) and the Quality & Compliance Lead (deputy owner) before being escalated to the approval process
- 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
- This policy will be published on the College's intranet and website

5. Implementation

Claims for RPCL/RPEL 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 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.

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 (RPCL) 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 must be no greater than nine years old and sufficiently contemporaneous to be still relevant to the subject. The definition of currency may vary between vocational areas and may need careful evaluation prior to the award of RPCL/RPEL. 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. If the Course has additional Professional body accreditation their currency requirements will be followed.

Recognition of RPCL/RPEL

- Applications for RPCL/RPEL must be submitted at admissions stage
- Applications for RPCL/RPEL will be considered for entry to level 4 and level 5 courses



- Applications for RPCL/RPEL will not be considered for individual level 6 modules. Entry to level 6 courses require a relevant level 5 qualification
- Applications for RPCL/RPEL must be for credits no older than 9 years. Although the College may reject an application if the experience or study used in the application is less than 9 years old, but judged to be insufficiently current to enable the student to undertake, or restart, their desired programme
- The minimum RPCL/RPEL credit claim that will be considered is 15/20 credits, i.e. one complete module/unit
- The maximum RPCL/RPEL credit claim that will be considered is 120 credits for a Foundation Degree or a HND
- No RPCL/RPEL is permitted for University Certificates & Diplomas of 60 credits

No RPCL/RPEL recognition may be counted towards the requirements of more than one academic award of the same type at the same level, therefore they will not be included in the calculation of the award classification.

6. Monitoring

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

7. Associated Documentation

- HE Admissions Policy
- <u>Recognition of Prior Certificated Learning form</u>
- <u>Recognition of Prior Experiential Learning form</u>



Appendix 1: HE Recognition of Prior Learning procedure

Stage 1 Information and individual advice on RPCL/RPEL

This involves applicants 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 RPCL/RPEL 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

Stage 3 Producing a claim

For RPCL applicants will be required to map previous certificated achievement against elements of the qualification to which they intend to enrol. The Recognition of Prior Certificated Learning form (see appendix 2) should be used for this process.

For RPEL, clear statements need to be submitted, identifying the learning, expressed in precise terms to claim possession of knowledge and skills. Applicants 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. Applicants are advised and encouraged to present relevant and concise portfolios. The Recognition of Prior Experiential Learning form (see appendix 3) 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

RPCL/RPEL 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.



Appendix 2: Recognition of Prior Learning

Applicant name:

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:
Unit or Module Title and learning outcomes	Unit or Module Title and learning outcomes
Credit:	Credit:

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

Authorised by the Higher Education Manager

Signature:

Date:



Appendix 3: Recognition of Prior Experiencial Learning

Applicant name:

Application:

Course studied to date:

Experience achieved:

Dates of experience:

Experience claimed	Mapping to modules:
	Unit or Module Title and learning outcomes
Credit:	Credit:

The experience above covers similar or the same learning outcomes.

Authorised by the Higher Education Manager

Signature:

Date: