



DOCUMENT ADMINISTRATION SHEET

Document Title:	Code of Practice for the Recognition of Prior Learning (RPL)
Document Category:	Code of Practice
Version Number:	1.0
Status:	APPROVED
Reason for development:	To set out clearly the process for students who wish to claim recognition for prior learning
Scope:	This Code of Practice applies to staff, students and applicants.
Author / developer:	Head of Quality and Regulatory Compliance
Owner	Registrar and University Secretary
Assessment: (where relevant)	Tick relevant assessments <input checked="" type="checkbox"/> Equality Assessment <input type="checkbox"/> Legal <input type="checkbox"/> Information Governance <input type="checkbox"/> Academic Governance
Consultation: (where relevant)	<input type="checkbox"/> Staff Trade Unions via HR <input checked="" type="checkbox"/> Students via Bishop Grosseteste University Students' Union <input type="checkbox"/> Any relevant external statutory bodies
Authorised by (Board):	Senate
Date first authorised:	17 March 2021
Date current version authorised:	17 March 2021
Date current version effective from:	September 2021
Date next review due to commence:	September 2024
Document location:	University Website
Document dissemination / communications plan	University website, Staff Portal, Student Portal.
Document control:	All printed versions of this document are classified as uncontrolled. A controlled version is available from the <i>University website</i> .
Alternative format:	If you require this document in an alternative format, please contact governance@bishopg.ac.uk

*Please note, this document remains valid until formally revoked or replaced by the University.

1 Introduction

- 1.1 This policy describes processes for ascertaining the extent of equivalence of accumulated learning (from experience or certificated) with Bishop Grosseteste University's (BGU) taught academic provision. Recognition of Prior Learning (RPL) supports:
- access to higher education;
 - those who have undertaken learning or training in the workplace;
 - people who have gained a range of skills and knowledge elsewhere;
 - those wishing to retrain or change careers; and
 - students wishing to improve their existing qualifications or transfer between institutions.
- 1.2 The policy outlines the regulatory framework and procedures governing the recognition of prior learning. The generic term is used for the recognition of both certificated and experiential learning undertaken prior to the commencement of University study. The policy outlines how such prior learning is assessed and formally recognised for:
- i. admission to the beginning/first year of a programme in place of some, or all, of the published entry/admission requirements;
 - ii. admission with advanced standing (admission with academic credit) to a later stage of a programme;
 - iii. claiming exemption for particular module(s) on a programme.
- 1.3 All programmes offered by the University are made up of modules to which credit is assigned in recognition of the verified achievement of specified learning outcomes at a specific level. This supports formal recognition and accreditation of learning and achievement in a range of contexts for academic purposes and includes provision for the accumulation and transfer of credits into a programme of study² through the Credit Accumulation and Transfer System (CATS). Further details can be found in the University's *Credit Framework*.
- 1.4 The equivalence of prior learning is established with reference to levels of awards described in the:
- i. Framework for Higher Education Qualifications (FHEQ);
 - ii. Higher Education Credit Framework for England: guidance on academic credit arrangements in higher education in England
- 1.5 The policy is aligned with the QAA Quality Code for Higher Education, Advice and Guidance: Assessment (March 2018).

- 1.6 All forms of recognition of learning should adhere to the University's *Code of Practice for the Assessment of Students* which is designed to ensure that assessment decisions are made transparently, fairly and consistently for all programmes.
- 1.7 The University's Quality Office is responsible for the co-ordination and monitoring of progress of applications for recognition of prior learning. Programme Leaders are responsible for the assessment of recognition of prior learning which should also reflect any requirements of professional and regulatory bodies. The approval of applications for Recognition of Prior Learning rests with the Recognition of Prior Learning Panel under powers delegated by the Quality Assurance Committee (including operating and monitoring procedures) within the framework of this University policy.
- 1.8 A glossary of terms commonly associated with the recognition of prior learning is provided in appendix 1.

2 Scope of policy

- 2.1 The policy is applicable to taught degree programmes at all levels and short programme provision. Research degree programmes are outside the scope of this policy but prior learning may be recognised and further details can be found in the University of Leicester *Code of Practice for Research Degrees*.
- 2.2 Recognition of credit from study abroad modules within UK qualifications is not included in this policy, as one of the minimum standards for study abroad modules is that the study, and credits gained abroad should be an integral part of the student's programme rather than an outside addition. RPL and recognition of credit from study abroad modules within UK qualifications are separate processes with separate policies.
- 2.3 Recognition of prior learning is not normally awarded towards continuing professional development units where the student is not registered for an award of the University, but may be considered where a CPD student registers for an award.
- 2.4 The procedures in this policy do not normally apply in full to students currently registered with Bishop Grosseteste University who wish to transfer between named awards which would be treated as internal programme transfer. For more information please see the University's *Code of Practice for Student Transfer between Academic Programmes*.
- 2.5 Where RPL is sought for a Bishop Grosseteste University award delivered under a collaborative arrangement with a partner institution, the processes described in this policy should be followed. Applications should be assessed and an initial recommendation made by the relevant Programme Leader/Admissions Tutor in the partner institution to the University. The relevant University programme team would review the application and the recommendation made by the partner institution prior

to the University Programme Team submitting a response to the application to the University's Recognition of Prior Learning Panel for final approval. Monitoring should be through the annual Collaborative Partner report or programme report where there is no Collaborative Partner report.

3 Principles

3.1 General principles of good practice governing the assurance and enhancement of academic quality and standards are applicable to the recognition of prior learning and include:

- i. *processes for the assessment* of learning derived from experience or prior certificated learning should be equitable, valid and reliable and enable students to demonstrate the extent to which they have achieved the intended learning outcomes for the credit/qualification being sought;
- ii. *information* about RPL processes should be clear, explicit and equally accessible to all intended audiences – prospective students, academic staff, external examiners and stakeholders;
- iii. *roles and responsibilities* of staff and applicants in the RPL process should be clearly defined;
- iv. appropriate *guidance and support* should be offered to applicants throughout the process;
- v. policy and procedures should be *monitored and reviewed* regularly, in particular to ensure that they continue to support flexible learning pathways within the University.

3.2 Additionally, in this policy the following principles apply:

- i. responsibility rests with the student/applicant making a claim to have acquired knowledge and skills and to collect and present the relevant authenticated documented evidence to support their claim for recognition of prior learning;
- ii. all applications are considered in accordance with the University's Code of Practice for the Admission of Students and the University's Equality and Diversity Policy;
- iii. acceptance of prior learning is at the discretion of the University;
- iv. the recognition of prior learning process is managed within Quality and procedures should clearly identify the locus of authority and responsibilities for making decisions about claims. Responsibility for academic assessment of claims lies with the Academic Programme Teams. Staff should have appropriate subject and/or professional expertise and there should be opportunities for staff development;

- v. decisions regarding the recognition of prior learning are a matter of academic judgement about relevant knowledge, understanding and application at an agreed academic standard. Judgements about the equivalence of learning should take into account authenticity, sufficiency, validity, currency and relevance of evidence. The Programme Leader may employ any appropriate procedure(s) e.g. interview, portfolio) to enable them to make an academic judgement about the experience of prior learning submitted by the applicant;
- vi. the decision making process used to assess a recognition of prior learning claim and the outcomes of this process should be transparent and demonstrably rigorous and fair;
- vii. the criteria to be used in judging a claim for RPL should be made explicit to applicants, academic staff and external examiners (where appropriate);
- viii. where students have been assisted to develop a claim for RPL, those involved in providing assistance should not be the sole assessors of the claim;
- ix. external examiners should be informed about RPL procedures for a programme (where appropriate). Where credit is awarded, applications should be assessed in such a way that they can be reported on annually to the University's Quality Assurance Committee. The role of the Quality Assurance Committee is to confirm that the correct procedures for the awarding of credit have been followed.
- x. the University's Regulations set out the maximum amount of credit which can be awarded for prior learning.
- xi. the implications of RPL in relation to student progression, the conferment of intermediate awards and award classification should be made clear to students;
- xii. the results of RPL claims where credit is awarded should be made available to the relevant module and programme boards alongside the students' other assessment outcomes.
- xiii. no marks/grades are transferred into a Bishop Grosseteste University award from another institution where admission with academic credit is agreed;
- xiv. where credit is awarded/transferred for prior learning against module(s) or stage(s) this is not graded and RPL is recorded as a pass;
- xv. marks achieved from Bishop Grosseteste University study may be imported where admission to a Bishop Grosseteste University programme with academic credit is agreed;
- xvi. credit awarded/transferred should be clearly recorded as RPL derived credit on a student's transcript with both level and volume of credit;
- xvii. any costs associated with RPL activity should be clearly stated to applicants;

- xviii. the University monitors RPL procedures through existing quality assurance procedures.

4 Assessment process

- 4.1 The assessment process differs depending on how recognition of prior learning is applied for admission to the programme:
- 4.1.1 For admission to the beginning of the programme in place of standard entry requirements, assessment is made against the entry criteria for the programme as detailed in programme specification (refer section 5).
- 4.1.2 For admission to a programme with advanced standing and for module exemption, assessment is made against RPL criteria (refer 8.5.1) and programme/module learning outcomes (refer section 6).

The assessment process for certificated and experiential prior learning is summarised below. Recognition of learning is through the award or transfer of credit.

Prior Learning		Recognition of learning
prior certificated (formal) learning	Where credits or qualification have been awarded by a UK HE degree-awarding body in accordance with the FHEQ	<ul style="list-style-type: none"> learning has previously been assessed and the student has a certificate to evidence learning the process involves BGU academic staff determining the status of the award (including its the volume and level) in relation to the programme the student is applying for at BGU. if learning is demonstrated, recognition is through the award of credit, normally by credit transfer
	Prior learning at HE level but which has not led to the award of credits or qualifications on the FHEQ e.g. professional development awards or employment-based awards	<ul style="list-style-type: none"> the process involves assessment of learning by BGU academic staff to determine whether the learning is suitable for recognition if learning is demonstrated, recognition is normally through the award of credit by the university
prior experiential (informal) learning	Where prior learning is noncertificated or no credit points awarded	<ul style="list-style-type: none"> the process involves assessment of learning <u>gained through experience (not the experience itself)</u> by BGU academic staff to determine whether the learning is suitable for recognition

	for relevant skills and knowledge	<ul style="list-style-type: none"> • if learning is demonstrated, recognition is normally through the award of credit by the university • can apply to learning gained prior to or while enrolled on a programme (e.g., work based/related learning)
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5 Recognition of prior learning for admission to the beginning of a programme

- 5.1 Admission requirements to a programme are specified in the programme specification, and indicate on what basis an applicant without the formal entry qualifications may demonstrate their suitability to be admitted to the programme. This will have been approved at validation of the programme.
- 5.2 Prior certificated and/or experiential learning may be recognised as being an equivalent alternative to some, or all, of the specified entry qualifications/requirements for admission to the beginning/first year of a programme. This enables applicants who do not have the specified entry qualifications to demonstrate that they are capable of benefitting from a higher education programme. The learning derived from experience must be identified in order to be assessed.
- 5.3 Relevant prior learning is normally at a lower level than the programme being applied for.
- 5.4 Applications for recognition of prior learning should be completed before a student is admitted to the programme and publicity material should be clear about the time necessary to submit and process a claim for recognition of prior learning. The procedure for recognition of prior learning for admission to the beginning of a programme should follow that of admissions to the programme.
- 5.5 The assessment is made by the Admissions Team who makes an academic judgement as to the equivalence of the prior achievements against the published entry requirements for the programme.
- 5.6 Recognition of prior learning claims are assessed but academic credit is not awarded. The following assessment may be appropriate: interview, testing, completion of a piece of work and/or reflective account and/or usual assessment requirements, portfolio to evidence prior achievements.
- 5.7 The assessment decisions do not need to be reported to the Recognition of Prior Learning Panel, Examination Board or external examiner.

6 Recognition of prior learning for admission with advanced standing and module exemption

6.1 Introduction

- 6.1.1 Where prior learning and achievement is at the same or higher level than the programme, it is identified, assessed and formally recognised through the award of credit (accreditation).
- 6.1.2 Provided that it is clear that an applicant has fulfilled some of the progression and assessment requirements of the programme of study by means other than attendance on the planned programme, and will be able by completing the remaining requirements to fulfil the learning objectives of the programme and attain the standard required for the award, the applicant may be admitted to any appropriate point in the programme i.e. the applicant may be admitted onto the programme with advanced standing (or with academic credit).
- 6.1.3 Admission with academic credit is subject to the same principles as admission to the beginning of the programme.
- 6.1.4 Credit can be given for prior certificated and experiential learning. Decisions about the equivalence of learning are informed by the intended learning outcomes of the programme/module(s). In both cases the evidence provided must demonstrate how the applicant has previously achieved the learning outcomes of the module(s) at the appropriate level and volume.
- 6.1.5 Wherever possible, the criteria used when judging a claim for recognition of prior learning are those normally used to assess the module or level against which recognition of prior learning is claimed.
- 6.1.6 Applications for Recognition of Prior Learning are subject to the currency of that learning. The applicant must have undertaken the learning for which accreditation is sought, whether certificated or experiential, no more than five years prior to the stated intended start date of the programme which they will be entering with advanced standing or in which exemption from specified modules is to be granted
- 6.1.7 Mechanisms for assessing learning must be rigorous in ensuring that the learning which has taken place through prior certificated or experiential learning is equivalent to the learning which would occur from following the module(s) on the programme from which the applicant is seeking exemption, and that equivalent learning outcomes have been met.
- 6.1.8 The smallest unit for which recognition of prior learning can be sought is a programme module. A student may not normally be awarded credits in respect of part of a module except where a module incorporates both a theoretical and professional practice element, and those elements are separately assessed, in which case a claim for accreditation may be considered against one of the two elements.

- 6.1.9 Where an applicant is claiming recognition of prior learning for a whole stage(s) of a programme there must be evidence of learning that is equivalent to the outcomes of the stage. This type of claim is usually where the applicant has a substantial amount of certificated prior learning in the appropriate subject.
- 6.1.10 The maximum amount of credit that can be awarded for the recognition of prior learning is set out detailed in section 7.2.
- 6.1.11 A claim for RPL should normally be made prior to registration/commencement on a programme. Applications for Accreditation of Prior Learning should be submitted to the Quality Team using the appropriate form. Applicants are also required to submit an application to the University for admission to the programme for which they are seeking accreditation (refer to paragraph 13 above and to the Code of Practice for the Admission of Students)
- 6.1.12 Applications for admission with advanced standing should be made and approved in accordance with the procedures for admission. The admissions decision is linked to the award of credit through recognition of prior learning. The Admissions Team should advise the student to apply for RPL and the admissions decision is deferred until the RPL process has been completed. Information to students should clearly state the time necessary to submit and process a claim for RPL. Admissions should be notified of any claims from applicants.
- 6.1.13 Recognition of prior learning decisions, where credit is awarded (or transferred), are reported to the examination board and in line with other assessment decisions are formally ratified by the Programme Examination Board. The external examiner should have access to all assessment and documentation where this relates to the award of credit through RPL. Normally, the external examiner is not expected to moderate claims.
- 6.1.14 Details of the processes for accreditation in recognition of prior learning are provided in Appendix 2.

6.2 Specific and general credit

- 6.2.1 For the purposes of recognition, prior learning is assessed in terms of whether it can be expressed as general or specific.
- 6.2.2 Where prior learning is directly relevant to and matches the learning outcomes of a module(s), a volume and level of specific credit can be given against named module(s). The credit is recognised as directly contributing to a programme and the student is exempted from studying the module(s). Specific credit may also be given when the outcomes achieved through prior learning match the learning outcomes for the level in the case of a claim for an entire stage.

Where a claim for advanced standing has been made, only specific credit can be applied.

6.2.3 General credit is credit awarded for achieving learning outcomes that are not directly relevant to the named area of study, but relevant to the overall award.

6.2.4 When an applicant applies for their prior learning to be taken into account, the University has to decide how much of their general credit is relevant and can be used against the proposed course. An applicant might be granted a mix of general and specific credit, including credit for different levels of study.

6.3 Recognition of prior certificated learning

6.3.1 Where academic credit for learning has been previously assessed and/or accredited at HE level through a formal programme of study (at another institution or Bishop Grosseteste University), this may be used towards the credit requirements of a Bishop Grosseteste University award. Where credits or a qualification has been awarded by a UK HE degree-awarding body in accordance with the FHEQ, recognition of prior learning is through credit transfer.

6.3.2 The main criteria for the recognition of prior certificated learning is that the learning:

- has already been assessed;
- has been passed;
- is relevant to the new programme of study - the previous credit for learning is matched to the learning outcomes, level and credit value of a specific module(s) within a Bishop Grosseteste University award. The University may check other documentation such as programme syllabus and evidence of assessment to confirm equivalence/suitability;
- is current (refer 6.1.6);
- is evidenced – i.e. the claim involves a formal qualification or award or part of an award, with formal documentation such as original transcript or certificate;
- is approved by the Bishop Grosseteste University.

6.3.3 Marks and grades from another awarding institution are not taken into the Bishop Grosseteste University award.

6.3.4 Where a qualification from an international student is known and has previously been recognised for entry or admission with academic credit the process is similar to that for UK qualifications.

6.3.5 In the case of European qualifications the European Credit Transfer and Accumulation System (ECTS) may be used by the University to establish equivalence. Refer the University's *Credit Framework* for approved policy.

6.4 Recognition of prior experiential learning

6.4.1 Where learning has been gained through experience e.g. from the workplace, rather than formally assessed/certificated study, it can be assessed and, as appropriate, recognised for academic purposes. The learning achieved (i.e. the skills, knowledge and understanding) can be given academic credit which can be used towards a Bishop Grosseteste University award.

- 6.4.2 Recognition of experiential learning is done through a managed process (refer to appendix), and included processes of internal moderation and external scrutiny of assessment decisions.
- 6.4.3 Applicants should be informed about the nature and range of evidence considered appropriate to support the claim. The most widely used means of assessing learning achieved from experience is through the use of a portfolio, although a variety of other methods can also be used. A claim should be based on valid documented evidence of the learning achieved. Prior learning must be:
- o achieved – credit is awarded for the demonstration of learning from experience and not for experience alone
 - o evidenced - supported by evidence that confirms the experience;
 - o proved – normally through a learning commentary or other reflective process showing how learning has been achieved and applied;
 - o assessed and approved – by the Bishop Grosseteste University.
- 6.4.4 Applicants should be provided to academic advice and guidance about the recognition of prior learning process but staff involved in this role should then not be solely responsible for making the assessment decision.
- 6.4.5 The evidence will be matched to the learning outcomes, and be at the appropriate level and volume of a specific module(s) within a Bishop Grosseteste University award.
- 6.4.6 Credit will be awarded by the University at a specified level and volume in accordance with the University's *Credit Framework*.

7 Regulatory framework

7.1 Introduction

- 7.1.1 Programme-specific regulations may take into account recognition of prior learning requirements and the requirements of professional and regulatory bodies regarding the extent of study leading to a particular named award and/ or accredited qualification.
- 7.1.2 Applicants who have successfully completed the whole, or part, of a degree or other programme of higher education at the Bishop Grosseteste University or another institution may be admitted with specific credit at an appropriate point on a programme of study.
- 7.1.3 A student who has already fulfilled, by means of previous study or experiential learning, some of the learning outcomes of the intended programme may be admitted with academic credit. This may enable students to enter a programme at a later stage (such as the second year of an Honours degree) or to omit certain modules.

7.2 Maximum amount of credit for the recognition of prior learning

7.2.1 Where there is a hierarchy of awards available within the programme which the student studies, the requirement relating to the highest award for which the student is registered will apply.

7.2.2 For undergraduate awards, normally no credit can be awarded at level 6 (including any level 6 project or dissertation) since performance at level 6 is used as the main indicator for the determination of the classification of the Honours degree.

7.2.3 For postgraduate awards, no credit can be awarded for any level 7 integrative (or synoptic) module or for level 7 final element;

7.2.4 Where there are additional conditions specific to particular awards these will be part of the programme regulations.

7.2.5 Where a student elects to take an early exit award, they must not exceed the maximum allowable RPL for that award.

7.2.6 Undergraduate awards framework

Award		FHEQ Level	Normal total credit value	Maximum amount of credit which can be awarded for RPL
Undergraduate (taught)	Certificate of Higher Education <i>Cert HE</i>	4	120	60 at level 4
	Diploma of Higher Education <i>Dip HE</i>	5	240	120 level 4
	Foundation Degree Arts <i>FdA</i> Foundation Degree Science <i>FdSc</i>	5	240	120 level 4
	Bachelor of Arts <i>BA</i> Bachelor of Science <i>BSc</i>	6	300	120 level 4 120 level 5
	Bachelor of Arts <i>BA (Hons)</i> Bachelor of Science <i>BSc (Hons)</i>	6	360	120 level 4 120 level 5
Graduate taught	Graduate Certificate <i>Grad Cert</i>	6	60	30 level 6
	Graduate Diploma <i>Grad Dip</i>	6	120	60 level 6
	Foundation Year	0	120	0 at level 0

University awards	Certificate in Education, Training and Skills	4	30	<i>not currently specified</i>

7.2.7 Postgraduate awards framework

Award		FHEQ Level	Normal total credit value	Maximum amount of credit which can be awarded for RPL
Postgraduate (taught)	Postgraduate Certificate <i>PG Cert</i>	7	60	30 level 7
	Postgraduate Certificate in Education <i>PGCE</i>	7	120	60 level 5 or 6
	Postgraduate Diploma <i>PG Dip</i>	7	120	60 level 7
	Professional Doctorate Doctor of Education <i>EdD</i>	8	540	<i>Refer University of Leicester's Regulations</i>

7.3 Postgraduate awards

For postgraduate awards that have been approved to offer up to 120 credits RPL in order to support the progression of students at level 7 the following applies:

- i. where a student has been awarded a PGDip award (stand-alone, intermediate award or the requirement of a profession) and there is any gap in study (excluding normal vacation time), the award is not rescinded and the student is treated as a new applicant and credit achieved can be considered for RPL;
- ii. where a student has been awarded a PGDip award (stand-alone, intermediate award or the requirement of a profession) and there is no gap in study (this includes normal vacation time), the award is not rescinded and the student is permitted to re-register (where this can be accommodated) to complete their original Master's programme;

- iii. where a student only needs to complete 60 credits of final element, this would be at the next available opportunity for that module(s);
- iv. a PGDip award from the University should only be rescinded in exceptional cases by an examination board as a result of an internal administrative error or successful student appeal.

7.4 Classification

Where students have been admitted with recognition of prior learning, the algorithm to determine the degree classification (where appropriate) is based on fewer credits than that normally used for the degree.

7.5 Transcript

The final transcript will state the title, credit rating and level of any modules for which recognition of prior learning was awarded i.e. modules which are part of the core of the student's programme of study and which are recognised through the appropriate mechanisms as being equivalent to certificated, or experiential learning, previously undertaken by the student and for which no substitute modules were required.

7.6 Direct entry and top-up Bachelor (Hons) awards

- 7.6.1 Top-up Bachelor (Hons) awards are awards where there is no validated content at levels 4 and 5 and all students who study on the programme are exempt from the same levels. The awards have been specifically designed for students who have completed an award at the lower level.

Where a student is applying for direct entry to a top-up Bachelor (Hons) award, the RPL process applies as credit is being awarded but the application is considered on the basis of admissions criteria (detailed in the programme specification) and not as an RPL claim. Admissions requirements for such awards should be expressed in terms of credit e.g. at least 240 credits (at least 90 of which are at level 5), such as a Foundation degree in a specified subject/subject area.

- 7.6.2 The University's regulatory framework secures the credit value of these awards, in line with its *Credit Framework*, through the following:

- i. Where an applicant has prior certificated learning and were credits or qualification have been awarded by a UK HE degree-awarding body in accordance with the FHEQ e.g. a Foundation degree or Diploma in HE, this should provide both direct entry and the appropriate amount and level of credit equivalent to the first two years of an honours degree. In this case the credit value of the award is secured through the accumulated credit achieved. Recognition of prior certificated learning is not recorded on the student transcript.
- ii. Where the specific admissions criteria for a programme permit prior certificated learning with a lower amount of credit, Bishop Grosseteste University will award

general credit in order to secure the credit value of the award. This will be recorded on the students' transcript.

- iii. Where an applicant's prior experiential learning (or prior certificated learning is at HE level but which has not led to the award of credits or qualifications on the FHEQ) is recognised for direct entry to the award, the University will award general credit in order to secure the credit value of the award. This will be recorded on the students' transcript.

- 7.6.3 Direct entry to level 6 of a standard Bachelor (Hons) degree programme may be permitted where this is approved at validation and included in the programme specification. Recognition of prior certificated learning where credits or qualification have been awarded by a UK HE degree-awarding body in accordance with the FHEQ is not recorded on the student transcript.

Glossary

Accreditation

Is a term frequently used as a synonym for the recognition of learning. However it is perhaps more properly used to signify the most formalised and widely practised forms of recognition - the process of awarding formal recognition, expressed as a volume and level of credit, to a given body of learning.

Accreditation of prior achievement (APA)

The recognition of relevant prior experiential or certificated learning for academic purposes through the assignment of credit. The credit-value is given in recognition that the student has already met some of the learning outcomes of the intended programme, allowing the learning to be counted towards the completion of the academic programme and the award/ qualification associated with it.

Accreditation of prior learning (APL)

The recognition of prior learning for which credit has already been awarded either via credit points¹ or a recognised award.

Accreditation of prior certificated learning (APCL) An alternative term used in the same way as APL.

A process through which previously assessed and certificated learning is considered and, as appropriate, recognised for academic purposes. Credit has already been awarded either via credit points or a recognised award for the prior learning. The process involves the transfer of credit, or exemption from a part of a programme, for learning that has previously been assessed. Students should be able to provide a certificate to evidence that the learning has been assessed. Credit may be transferred within the University or students can transfer existing credits from one higher education institution to another.

Accreditation of prior experiential learning (APEL)

A process through which learning achieved outside education or training systems is assessed and, as appropriate, recognised for academic purposes. The process involves assessment of learning by academic staff and credit is awarded on the basis of what is learnt from the experience rather than on the basis of experience itself. Learning from experience must be evidenced as substantial, relevant and at a level in accordance with the Framework for Higher Education Qualifications.

Accreditation of work-based learning (WBL)

The award of credit in recognition of learning gained at work and through work for which no credit has already been awarded. The learning is specifically work related and normally focuses on professional or employment skills. The accreditation is negotiated through a learning contract between the University, student and their employer, with learning outcomes identified as those relevant to the needs of the workplace and the individual learner. Learning outcomes must be appropriate for the level of credit awarded³³. Such accreditation assists students in meeting their continuing professional education needs by allowing them to design their own learning programmes.

¹ Credits points are accumulated within the Credit Accumulation and Transfer System (CATS) and are referred to as CATS points. Further details can be found in the University's Credit Framework ³³ This differs from placements learning where the learning outcomes are written as an integral part of the programme of study.

Work-based learning applies to learning undertaken while studying for an award at the University and is therefore not awarded at the admission stage.

Advanced Standing

Admission with advanced standing or admission with credit is used to describe students who are permitted to commence their studies with more than zero credits because they have been awarded credit by the University at entry to the programme. The credit assigned may or may not be equivalent to whole stages of the programme.

Credit

A numerical value given to a unit of learning. The credit value indicates the volume of learning. The credit level indicates the relative level of difficulty of learning.

Credit accumulation and transfer scheme (CATS)

A generic term used to describe the system which enables the transfer of credit between higher education programmes and institutions.

Credit transfer

A way of using credit gained in one HEI to transfer to another HEI or from one programme of study to another.

Direct entry

Where a student enters/admitted onto a programme with advanced standing and enters directly into a stage of a programme other than the first.

Flexible learning

Includes work-based learning (WBL), work related learning (WRL), recognising and accrediting work related learning (RAWL) and accreditation of prior experiential learning.

General credit

Credit that is not programme or programme-specific but which carries a credit-weighting and level of previous learning.

Recognition of learning

Any process that acknowledges and establishes publicly that some reasonably substantial and significant element of learning has taken place and can be assessed to have done so.

Recognition and accreditation of work-related learning (RAWL)

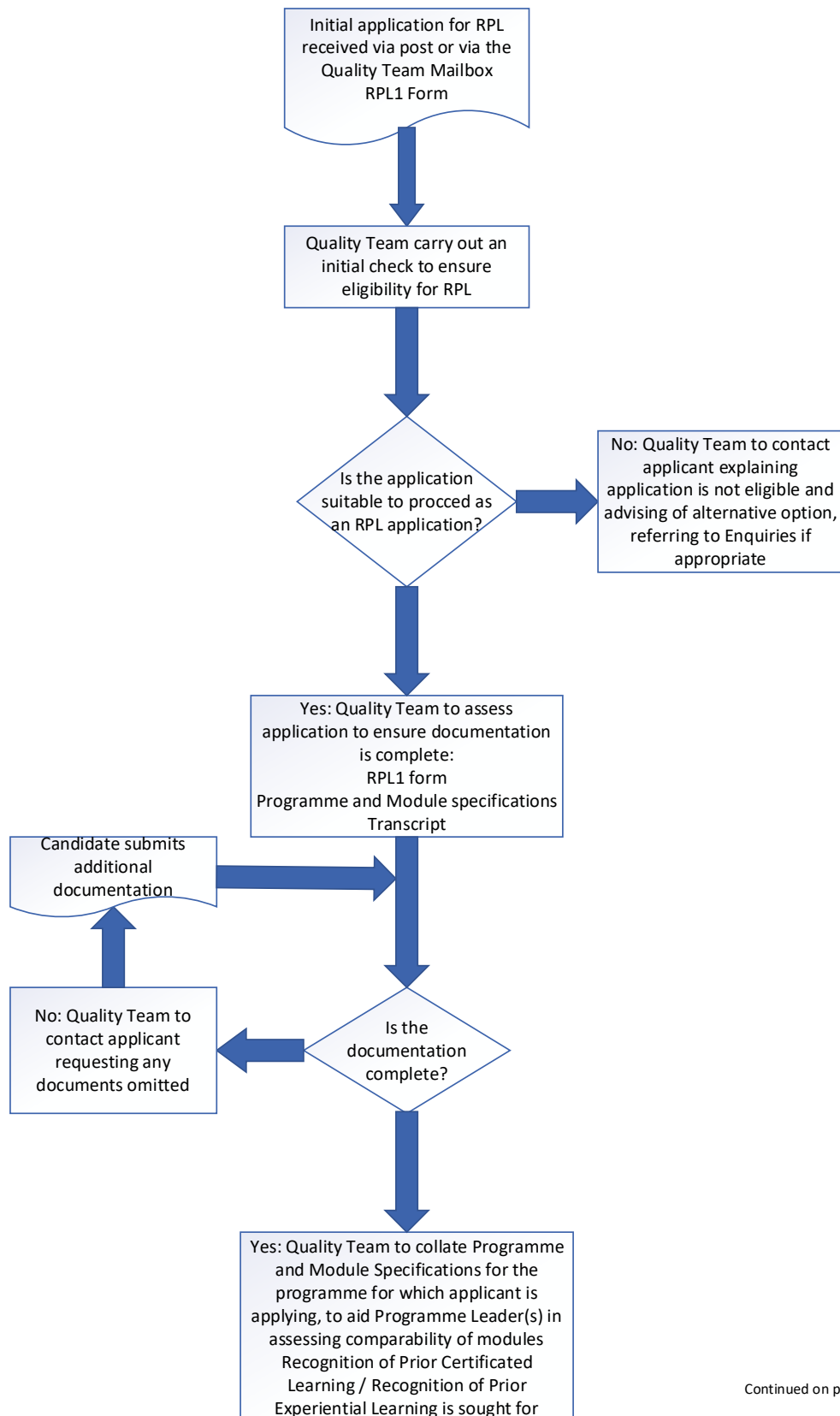
The award of credit in recognition of recent learning in relation to work. The learning should be relevant to the work role and recognition is likely to relate to an approved in-house event such as a workshop, study day, conference or short programme. RAWL is similar to APEL but is subject to a time limit (e.g. submission of evidence for learning within one year of the event). It supports continuing professional education and learners accumulating RAWL credits are not required to be enrolled on a University programme. Credits are discrete, are not programme specific, and can be transferred to another higher education institution.

Specific (module-specific) credit

Certificated or experiential learning which can be directly mapped to specific module learning outcomes. It is frequently used as evidence of prior learning where exemption from particular modules is sought.

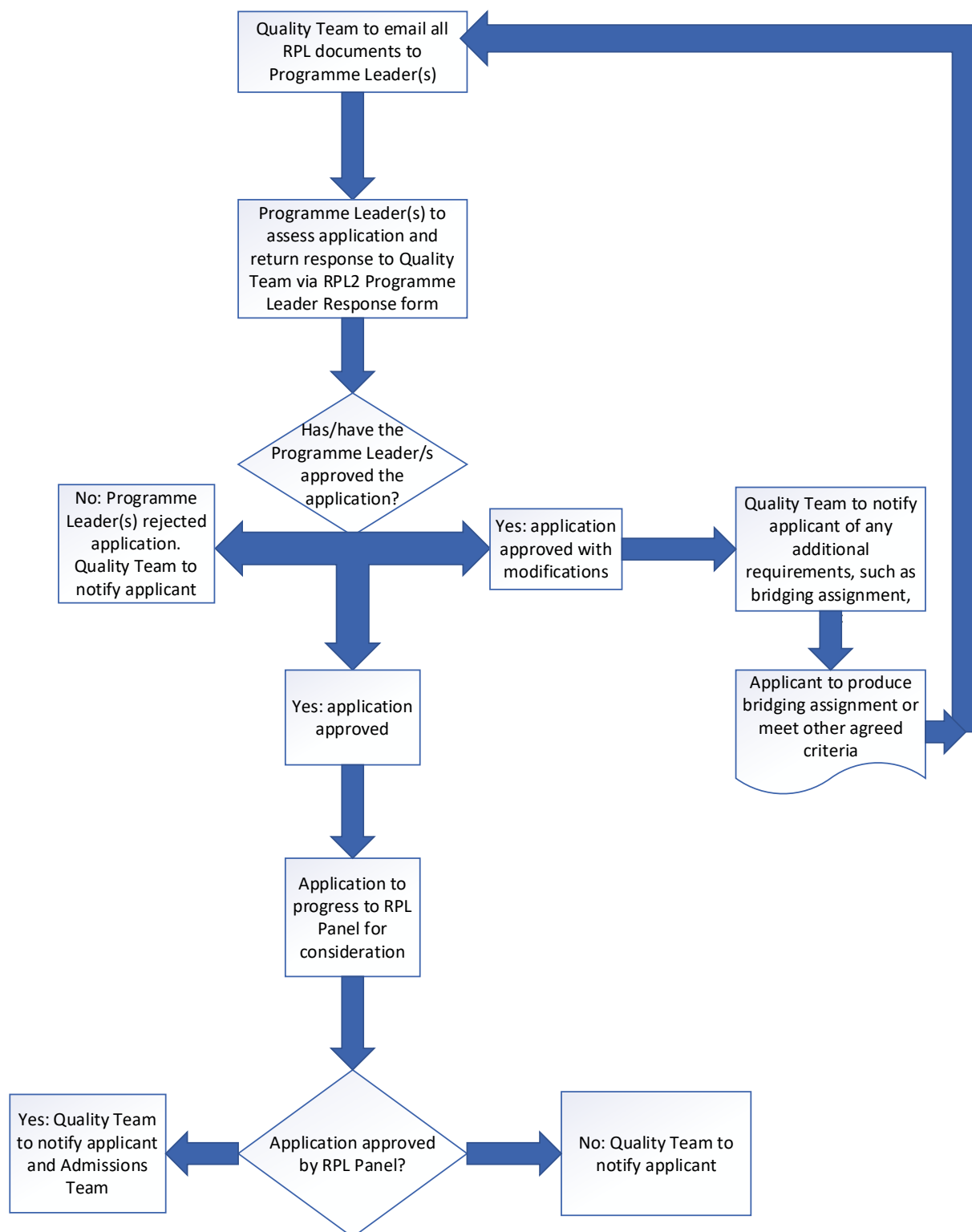
Where a claim for advanced standing has been made, only specific credit can be applied.

Process for applications for Recognition of Prior Learning (RPL)



Continued on page 2

Process for applications for Recognition of Prior Learning (RPL)
Continuation sheet: page 2





BISHOP
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UNIVERSITY

BISHOP GROSSETESTE UNIVERSITY
RECOGNITION OF PRIOR LEARNING
Application Form (RPL1)

If you would like credit from a previous credit-bearing programme to be taken into consideration for exemption from modules of a programme of study at Bishop Grosseteste University, please complete Section A of this application form in full. You should refer to the **Code of Practice for the Recognition of Prior Learning** at bishopg.ac.uk before completing the form.

If you would prefer the form in a different format, please contact qualityoffice@bishopg.ac.uk or (01522) 583803.

Privacy notice

We need to collect your details in order that your RPL application can be processed with Bishop Grosseteste University. Your details will be used for administrative purposes, such as academic administration, and to facilitate your education. They will also be used for statistical and reporting purposes and to enable us to provide you with appropriate learning support, should your RPL application be successful. For more details as to how we process personal data and your individual rights, please see our Privacy Policy and Data Protection web pages: <https://www.bishopg.ac.uk/about-bgu/governance/data-protection>

Please help us to ensure that we receive sufficient information and documentation to assess your application by completing the [checklist](#) at the end of this application form. Providing inadequate evidence will mean that we are unable to process your application.

Section A: Personal Details

UCAS/UTT/BGU
Application ID:

First Name/s:

Surname:

Preferred
title/pronoun:

Address:

Postcode:

Date of Birth:

Telephone (home):

Telephone (mobile):

Email address:

Programme of study applied for, or studying at, Bishop Grosseteste University for which you wish to claim credit towards

Intended month and
year of entry:

Application for Recognition of Prior Certificated Learning (RPCL)

Please note that unless there are exceptional reasons, we are unable to consider previous studies that are more than five years old for the purposes of RPCL.

If your studies are **more than five years old**, you may still be able to apply for exemption based on previous relevant professional experience through the Recognition of Prior Experiential Learning (RPEL) process by completing Section D of this application form, in addition to Sections A - C.

Section B: Details of previous studies for which you are claiming credit

Please provide details of all previous studies that you wish to be considered for RPCL, including any studies undertaken at Bishop Grosseteste University. If you wish to claim for separate periods of study, then please complete a separate Section B of the Application form for each period of study.

B1. Programme Details

Name and address of the Institution where your previous studies were undertaken:

Qualification:

Programme
Title:

Level of Study: **Please select**

Mode of Study: **Please select**

Period of Study
(from):

Period of Study
(to):

Was the course
completed: **Please select**

Date Qualification
Awarded (if course
completed)

Total number of credits required for Award of Qualification:

B2. Module Details

Please list below the title, credit value, level and date of completion of all modules undertaken as part of your previous studies. You should note that credit cannot be considered for part of a module.

Module Title	Credit Value	Level of Study	Date Module Completed
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Section C: Supporting evidence

Please enclose with your application documentation related to any programme or module/s you wish to be considered for credit transfer. You should provide as much information as possible about module content, programme structure, types of assessment, etc.

If you do not have this information, you should obtain copies from your previous Higher Education provider.

Please confirm which documents you have provided by clicking or ticking the boxes in the following checklist:

- | | |
|---|--------------------------|
| Programme Specification or Syllabus: | <input type="checkbox"/> |
| Module Specifications or Descriptors (including details of module learning outcomes): | <input type="checkbox"/> |
| Transcript (if applicable): | <input type="checkbox"/> |
| Certificate (if applicable): | <input type="checkbox"/> |

Please note that you do not need to provide any of the above detailed documentation for studies undertaken at Bishop Grosseteste University.

Application for Recognition of Prior Experiential Learning (RPEL)

Section D: Alternative Supporting Evidence

If your claim is on the basis of qualifications/credits obtained more than five years ago, or based on relevant professional experience (with or without previous studies), your prior experience may be considered for the purpose of recognition of prior experiential learning.

Please describe in the section below how you have kept your previous studies up-to-date, for example in the workplace or through voluntary experience, and demonstrate how this subsequent learning relates to your studies. Please ensure that you provide dates for any subsequent learning you have undertaken and wish to be considered. Please note that you may be asked to submit additional documentation in support of this statement at a later date.

You will need to provide independent verification of each of your significant job roles or relevant experiences. This should be provided by your employer, normally via a signed letter or email that includes the registered address of the employment. We reserve the right to contact the employer in the event of any queries about authenticity.

Application Checklist

Before you return your application for recognition of prior learning to the University, please ensure that you have:

Made an application for admission to a programme of study at Bishop Grosseteste University prior to making this claim for credit transfer, and therefore provided your University ID in Section A *(please tick box)*: ☐

Included details of all previous studies that you wish to be considered for credit transfer, including any studies taken at Bishop Grosseteste University *(please tick box)*: ☐

Attached adequate supporting evidence of the successful completion of any previous studies taken outside Bishop Grosseteste University, including certified copies/scans of academic transcripts, degree certificates, and information about programme and module content *(please tick box)*: ☐

Checked that your previous studies were taken at the same level as the Bishop Grosseteste University studies for which you are seeking exemption *(please tick box)*: ☐

Included proof of any change of name, if relevant *(please tick box)*: ☐

I, _____ sign below to confirm that the information provided in this application is a true and accurate account of my claim for recognition of prior learning. By signing, I agree for my personal data to be processed and held by Bishop Grosseteste University for the purpose of administering my application.

Signature:
*(electronic or
written)*

Date:



BISHOP GROSSETESTE UNIVERSITY
RECOGNITION OF PRIOR LEARNING

Programme Mapping and Comments Form (RPL2)

Recognition of Prior Learning (RPL)	
Mapping of Application to BGU Programme and Module Outcomes	
To be completed by the Programme Leader	
<p>Programme Leaders are required to use this form to map the learning outcomes or experiential learning previously achieved by applicants to the corresponding learning outcomes of the BGU programme for which RPCL is requested.</p>	
<p>UCAS/UTT/BGU Application ID:</p> <p>First Name/s:</p> <p>Surname:</p>	
<p>Level and Title of Previously Studied Programme <i>(if applicable)</i></p>	<p>Level and Title of BGU Programme <i>(if applicable)</i></p>

Module Learning Outcomes Achieved or Evidence of Experiential Learning	Corresponding BGU Module Outcomes
<p>Programme Leader's Comments:</p>	
<p>I support this application:</p>	<input type="checkbox"/>
<p>I support this application with the above noted modifications:</p>	<input type="checkbox"/>
<p>I do not support this application:</p>	<input type="checkbox"/>
<p>Programme Leader Signature:</p>	<p>Date:</p>

