Title:	Policy on Recognition of Prior Learning
Policy Number:	P037
Approval Date & Version:	March 2022, Ver.2.9
Approved by:	Academic Board (AB)
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External Reference Points:

External Source	Reference Points
UKQC- Core Practices	• The provider supports all students to achieve successful academic and professional outcomes.
UKQC- Advice and Guidance	• Admissions, Recruitment and Widening Access
Awarding Body Reference	• Programme Specifications • London Met Academic Regulations • London Met Quality Manual • Pearson BTEC Recognition of Prior Learning Policy
Other reference Points	• NCL Quality Assurance Manuals • Student Handbooks/ Course Handbooks • Access and Participation Plan
	• Recruitment, Selection and Admission Policy • Personal tutoring and Student Support Policy and Procedures • Assessment Policy • NCL Strategic Plan 2020-25
	• Teaching and Learning Policy

1. Aims of the Policy:

1.1. The college will consider 'accreditation' in the context of APL means credit-rating a course or giving credit to an individual applicant or student in respect of prior learning which has either been assessed by a recognised UK or comparable body, or gained through prior experience which has not previously been assessed by the University or comparable body and is therefore uncertificated.

1.2. 'APL' means the accreditation of prior learning, comprising two components:
   1.2.1. 'APCL' means the accreditation of prior certificated learning which has been assessed by a British awarding body or comparable body;
   1.2.2. 'APEL' means the accreditation of prior experiential learning which has not previously been assessed by an awarding body and is therefore uncertificated;

1.3. Recognition of Prior Learning (RPL) is a method of assessment that considers whether learners can demonstrate that they can meet the assessment requirements

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for a unit through knowledge, understanding or skills they already possess and so not need to develop through a course of learning.

1.4. RPL enables recognition of achievement from a range of activities using any appropriate assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be valid and reliable.

1.5. An exemption is defined within the Qualifications and Credit Framework (QCF) as follows:

a. The facility for a learner to claim exemption from some of the achievement requirements of a QCF qualification using evidence of certificated, non-QCF achievement deemed to be of equivalent value.

b. The process of exemption is applied to certificated achievement. The other key difference is that where exemption is granted, based on certificated achievement outside the QCF, no credits are awarded to the individual, but exemptions are deemed to be of equivalent value to credits in the QCF

2. Policy on Recognition of Prior Learning and Exemption- BTEC HND Programmes

2.1. Applications for Recognition of Prior Learning (RPL) can be made by students who do not hold formal qualifications but who are either in employment, preparing to enter, or returning to employment.

2.2. Where units are assessed against assessment criteria or grading criteria, then all evidence must be evaluated using the stipulated criteria. In assessing a unit using RPL the assessor must be satisfied that the evidence produced by the learner meets the assessment standard established by the learning outcome and its related assessment criteria. The College must have personnel with appropriate expertise and knowledge to facilitate this.

2.3. RPL can be used by students who have certificated learning; in this case the students should apply for exemption.

2.4. RPL can be used where a learner has not had their prior learning formally recognised. RPL focuses on assessment and awarding for prior learning which may count as evidence towards:
- 	a unit accumulated towards a full Pearson qualification
- 	a unit or units recognised by a Pearson Certificate of Achievement of a full Pearson qualification.

2.5. Most often RPL will be used for units. It is acceptable to claim for an entire qualification through RPL although this is not the normal practice.

2.6.   In order to carry out RPL the College will ensure that:
   a.   Learners are registered as soon as they formally start to gather evidence;
   b.   Records of assessment are maintained, as for any other unit/qualification;
   c.   Certification and claims are made according to normal procedures;
   d.   All relevant evidence is assessed before assessment decisions are confirmed.

   e.   All evidence must be evaluated using the stipulated learning outcomes and assessment criteria from the qualification or unit being claimed. In assessing a unit using RPL the assessor must be satisfied that the evidence produced by the learner meets the assessment standard established by the learning outcome and its related assessment criteria. The 'Centre' must have personnel with appropriate expertise and knowledge to facilitate this and make decisions about RPL. Evidence used for RPL will be subject to standards verification as normal.

3. Guidance on Recognition of Prior Learning and Exemption

3.1. QCF Accumulation within Edexcel Qualifications:

3.1.1. Each unit within a QCF accredited qualification has a credit value. The qualifications are designed to allow learners to transfer unit credits attained with one awarding organization and transfer the credit to another qualification.

3.1.2. Credit value will be provided on certification from the originating awarding organisation. This does not imply that credit value can be automatically accepted for entry or transfer to another qualification or learning programme. The final decision regarding credit value that can be transferred rests with the organisation providing the qualification for which credit transfer is sought – the receiving awarding organisation.

3.2. Credit Transfer within Edexcel Qualifications:

3.2.1. If a learner wishes to transfer unit credits attained from another awarding organisation to Pearson, the College will check that the claim is valid by matching the credit claimed with the qualification for which the learner wishes to claim credit.

3.2.2. The College will review the unit level, credit value, qualification and subject content. If the credits fall within the rules of combination for the qualification in question, then the College will submit the credit transfer to Pearson Customer Services with a copy of the certificate issued. Pearson will authenticate the credit value within the rules of combination for the qualification against which the credit is being claimed. All other unit achievement should also be submitted directly to Pearson at this stage. The College is aware that the final decision regarding the credit value that can be transferred, rests with Pearson for HND programmes.

3.3. Credit Transfer within London Metropolitan Qualifications:

3.3.1. Students who have been given credit for prior learning in accordance with the APL Procedures shall be exempt from taking those module(s) against which credit has already been given. Credit may be awarded against named modules or as

pathway or elective credit (where applicable). The minimum amount of APL credit that may be given to an individual student shall be equivalent to one module at any level. The maximum amount of APL credit possible is equivalent to two thirds of the volume of the intended award. A student may be awarded a mixture of APCL and APEL credit.

3.3.2. For Foundation degrees, a student may claim APL credit for up to two-thirds (normally 150 credits) towards an award. Students must achieve at least one third (normally 90 credits) of the learning towards an award while enrolled on a course leading to that award of this University

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3.3.3. For BA (Hons) Top up Degree Courses, an APL credit facility is **not** available, as, student admission to the Programme is usually through either the successful completion of a relevant HND or FdA Qualification. Therefore, at least 240 credits will already be accounted for (i.e. the maximum two thirds credit allowable)

3.3.4. A student who is progressing from a HND or FdA to a BA (Hons) top-up qualification at Nelson College London, shall be required to:
- Complete 105 credits and pass 90 credits in order to graduate without honours;
- Complete in 120 credits and pass 105 credits in order to graduate with honours.

3.3.5. Credit may be awarded as:
- Module credit (where a student's prior learning matches the outcomes of specific modules)
- Subject credit (where prior learning meets the expected outcomes of a subject at a particular level without necessarily meeting specific module outcomes). Such credit might be conferred for students admitted to courses with advanced standing.
- Elective credit (where prior learning is at an appropriate level but not related to the student's current course).

4. APL Procedures:

4.1. For both BTEC programmes and LMU courses, where prior learning is directly relevant to the aims and/or the learning outcomes of core and designate course modules, a volume and level of specific credit may be given against named modules.

Accreditation (or credit transfer) of prior learning certificated learning (APCL)

4.2. The accreditation of prior certificated learning (APCL) may take place either on admission to a course or at any stage after enrolment.

4.3. Students shall submit original certification to the College in respect of any application for credit for prior certificated learning (APCL).

4.4. The Principal or the Head of Programme Delivery shall have the authority to recommend APCL credit to individual students. He or she shall also be responsible for making a judgement about the currency of certificated prior learning.

4.5. If a student has achieved APCL credit at a higher level than the level at which the student is studying or applying to study at the College, the credit may be given to the student against that award

Accreditation of prior experiential learning (APEL)

4.6. The accreditation of prior learning which is not certificated may take place either on admission to a course or at any stage after enrolment. An experience in any setting, such as paid or voluntary work or community activities, can provide appropriate learning opportunities for students.

4.7. The Academic Assessment Panel (for BTEC HND programmes) or Subject Standards Board (for LMU courses) shall be the final arbiters to assess APEL applications
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4.8. The applicant or student shall be given an initial diagnostic interview with the Head of Programme Delivery or nominee, the outcome of which shall record the credit applied for, the format and deadline of the assessment and any negotiated learning outcomes. The individual applicant's prior learning may be formally assessed either by requiring the applicant to take an appropriate form of assessment, which may include a written assignment, a viva, portfolio, performance, oral presentation or artefact.

4.9. Internal moderators shall be responsible for assessing whether or not the applicant has achieved the learning outcomes which will achieve APEL credit. The proposal shall be presented for decision to the Academic Assessment Panel or Subject Standards Board

4.10. APEL credit shall be given to a student who has achieved the requisite learning outcomes taking into account any relevant criteria recorded in the module/course specifications. If the assessment process warrants, the student shall be awarded a specific mark. A student who fails to achieve the learning outcomes within an APEL assessment shall be permitted one reassessment.

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