

Policy on accreditation of Prior Learning (APL) HE7

Equality Impact Assessment: Askham Bryan College recognises the importance of the Equality Act 2010 and its duties under the Act. This document has been assessed to ensure that it does not adversely affect staff, students or stakeholders on the grounds of any protected characteristics.

1. POLICY STATEMENT

1.1. This policy has considered the QAA Quality Code Part B: Assuring and enhancing academic policy, Chapter B6 Assessment of Students and Accreditation of Prior Learning.

1.2. This policy outlines the processes involved in accrediting learning and achievement that has occurred prior to the current programme that:

- Has been previously assessed and certificated;
- Was in a work/community-based setting, but which is not a formal part of that experience;
- Is concurrent with participation in a HE programme, but is not a formal part of that experience;
- Was gained through experience and critical reflection, but was not part of a formal learning programme.

1.3. All documents relating to this policy, including proforma and student guidance/handbooks are available on the HE Student Moodle page

2. DEFINITIONS

The terms used in this policy are defined as:

Accreditation	The process of formally recognising and awarding credit for learning achievement
APL	Accreditation of Prior Learning
APL application	A collection of evidence which shows clear and logical connections between experience and proven learning
APCL	Accreditation of Prior Certificated Learning

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**POLICY ON ACCREDITATION OF PRIOR LEARNING (APL)
HE7**

APEL	Accreditation of Prior Experiential Learning
Credit	The amount and academic level of learning that has been achieved or is expected
Prior Learning Certificated	Qualifications gained prior to the current programme by academically rigorous and valid assessment
Prior Learning Experiential	Uncertificated prior learning from experience
RPL	QAA Scotland’s Recognition of Prior Learning

3. PRINCIPLES

- 3.1 The College recognises the validity of prior learning, whether certificated or based on experience, and seeks to give credit for such learning.
- 3.2 It is the prior learning which is assessed, rather than the experience from which it is derived.
- 3.3 The College will provide opportunities for the accreditation of prior certificated or uncertificated learning for credit towards an award. Credit can be given for prior learning where the level and content of that learning is appropriate to a particular programme of study.
- 3.4 APL will be undertaken in a manner which ensures consistency and equity and preserves the academic integrity of the awards.
- 3.5 Credit awarded for modules achieved through APL procedures will not be graded and will not contribute towards final classification of the award.
- 3.6 Students are responsible for preparing their own applications and for submission of appropriate, relevant and adequate evidence to the APL panel for consideration.
- 3.7 Students are responsible for initiating discussion with the module tutor if they are considering an APL application.
- 3.8 Students must consult the student handbook on APL: Recognising Your Learning: APE Student Handbook, which is available on the College intranet.

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4. SCOPE AND LIMITATIONS

This policy applies to any students on Higher Education programmes at Askham Bryan College.

5. RESPONSIBILITIES

Chair of the APL Board will:

- Ensure all staff are briefed on the APL process and paperwork
- Confirm dates of APL board meetings and ensure publication in the HE calendar
- Ensure that APL boards meet

HE Registry Co-ordinator will:

- Record outcomes of the APL Board
- Inform course managers of the outcomes
- Communicate decision of the APL Board to the relevant universities
- Maintain internal records of APL applications, boards and outcomes

Course Managers will:

- Ensure students are informed of the opportunity for APL
- Advise students on modules which are likely to be reasonably claimed on the basis of APL

Module Tutors will:

- Undertake initial assessment of the student's APL application and write a recommendation to the Board based on the application
- Appeals procedures are signposted on the College intranet (Student Moodle).

Students will:

- Complete paperwork and supporting evidence in advance of the deadline
- Discuss their intention to apply for APL with module tutor and course manager
- Ensure all the relevant supplementary evidence is gathered to support the APL application

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6. IMPLEMENTATION ARRANGEMENTS

When assessing evidence for APL, the following criteria should be considered:

- The academic judgement employed should be the same as that brought to other assessments;
- The currency of prior learning- usually no more than seven years old;
- The amount and level of the award;
- Whether there is evidence of learning rather than simply evidence of experience, i.e. are in the intended learning outcomes demonstrated?
- Whether the credit sought will allow the student to progress to later stages of the course without disadvantage;
- The authenticity of the evidence

7. MONITORING AND REVIEW

The Director of Higher Education will maintain oversight of the effectiveness of these arrangements. This policy and the implementation arrangements which underpin it will be reviewed annually as part of the cyclic review of the Askahm Bryan College Quality Manual.

8. SUPPORTING/RELATED DOCUMENTS

- Validating University Academic Regulations

Universities have different limits to the amount of credit which can be gained through APL. Students are encouraged to refer to their validating universities Academic Regulations and discuss their application with their course manager.

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