



Policy for managing the Recognition of Prior Learning (RPL)

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1. Introduction

- 1.1 This policy describes processes for ascertaining the extent of equivalence of accumulated learning¹ (from experience or certificated) with the University of Brighton's 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;
 - 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, or in parallel to learning while registered for an award of the University. The policy outlines how such prior learning is assessed and formally recognised for:
- i. admission to the beginning/first year of a course 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 course;
 - iii. claiming exemption for particular module(s) on a course.
- 1.3 All courses 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 [Common Academic Framework](#).
- 1.4 The equivalence of prior learning is established with reference to levels of awards described in the:
- i. Framework for Higher Education Qualifications³ (FHEQ);
 - ii. Higher Education Credit Framework for England: guidance on academic credit arrangements in higher education in England⁴
- 1.5 The policy is aligned with the QAA Quality Code, Chapter B6: Assessment of students and the recognition of prior learning (October 2013). It is informed and includes information directly from:
- Sussex Learning Network *Guide for managing the accreditation of prior experiential learning (APEL) in Sussex*;
 - QAA *Guidelines on the accreditation of prior learning* (Sept 2004).
- 1.6 All forms of recognition of learning should adhere to the University's *General*

¹ In most cases this will be establishing equivalence of learning which has already taken place, except work-based learning which involves establishing equivalence of current learning

² An approved curriculum followed by student – it may be identical with a course

³ <https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>

⁴ https://www.qaa.ac.uk/docs/qaa/quality-code/academic-credit-framework.pdf?sfvrsn=940bf781_12

Examination and Assessment Regulations for taught courses (GEAR) which is designed to ensure that assessment decisions are made transparently, fairly and consistently for all programmes.

- 1.7 Schools are responsible for the management and assessment of recognition of prior learning (including operating and monitoring procedures) within the framework of this University policy. All Schools should have in place statements about their recognition of prior learning procedures, which should reflect any requirements of professional and regulatory bodies, and the procedures should be approved and monitored regularly.
- 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 course provision. Research degree programmes are outside the scope of this policy⁵ but prior learning may be recognised and further details can be found in the University of Brighton [Code of Practice for Research Degrees](#).
- 2.2 Recognition of Erasmus credit is not included in this policy, as one of the minimum standards for Erasmus is that the study, and credits gained⁶ abroad should be an integral part of the student's course rather than an outside addition. RPL and recognition of Erasmus credit are separate processes with separate policies. Refer [Erasmus+ staff and student mobility: recognition policy](#)
- 2.3 Recognition of prior learning is not normally⁷ 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 the University of Brighton who wish to transfer between named awards which would be treated as internal course transfer. The procedure for approving the academic transfer should follow the RPL assessment procedure with the Course Leader/Admissions Tutor making an academic judgement about the mapping across modules. Where there is no break in study, the Course Leader/ Admissions Tutor may permit the student to transfer credit and marks to another award. The judgement on whether a new record is required should be made by the School. Transfers between different staged awards at postgraduate level are treated as an internal transfer⁸.
- 2.5 Where RPL is sought for a University of Brighton award delivered under a collaborative arrangement with a partner institution, the processes described in this policy should be followed. Applications should be assessed and decisions made by the relevant Course Leader/Admissions Tutor in the partner institution. Monitoring should be through the annual College report or course report where there is no College report (refer academic health guidance for partners).

⁵ With exception of MRes and Professional Doctorate programmes

⁶ Credit achieved from the host institution is recorded on a students' SITS record as pathway credit and endorsed by the Course Examination Board. Credit achieved is graded pass or fail with no transfer of marks or grades

⁷ Such accumulation of credit may be in recognition of professional education such as work-based or work-related learning.

⁸ There is no break in the students' normal attendance and both credit and marks are used even if staged exit award has been made. Where there is a break in attendance then RPL credit with no marks are used to determine any award and classification

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*⁹ about RPL processes should be clear, explicit and equally accessible to all intended audiences – prospective and current 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 evidence¹⁰ to support their claim for recognition of prior learning;
 - ii. all applications are considered in accordance with the University's Admissions Policy¹¹ and the University's Equality and Diversity Policy;
 - iii. acceptance of prior learning is at the discretion of the University and its Schools;
 - iv. the recognition of prior learning process is managed within the relevant School and School procedures should clearly identify the locus of authority and responsibilities for making decisions about claims. Responsibility for academic assessment of claims lies with the Course Leader¹²/Admissions Tutor. 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 Course Leader/ Admissions Tutor 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;

⁹ In course documentation, including any marketing material

¹⁰ It is the responsibility of the applicant to ensure that all evidence and supporting application material is provided in English. Students should not be disadvantaged or advantaged by the potential need to translate assessed work, and translation should be avoided wherever possible

¹¹ Recognition of prior learning requirements in the University's Admissions Policy should align with this Policy

¹² and Module Leader as appropriate

- 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 course (where appropriate). Where credit is awarded, applications should be assessed in such a way that they can be externally moderated. External examiner involvement is not required for certificated entry with advanced standing or entry to year one of a course;
- x. the University's *General Examination and Assessment Regulations for taught courses* (GEAR) sets out the maximum amount of credit which can be awarded for prior learning. This follows a general rule of a maximum of 50% of the award credit, with exceptions approved by the Chair of the Academic Board;
- 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 examination boards alongside the students' other assessment outcomes. Where decisions about RPL are made prior to students starting on courses, the role of the examination board is to confirm that correct procedures for the awarding of credit have been followed;
- xiii. no marks/grades are transferred into a University of Brighton award from another institution where admission with academic credit is agreed;
- xiv. marks achieved from University of Brighton study may be imported where admission to a University of Brighton course with academic credit is agreed;
- xv. where credit is awarded/transferred for prior learning against module(s) or stage(s) this is not graded and RPL is recorded as a pass¹³;
- 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. Schools should monitor their RPL procedures through existing quality assurance procedures.

¹³ RPL is based on a threshold judgement i.e. whether the applicant has met (or not met) the learning outcomes of the specified module(s).

4. Assessment process

- 4.1 The assessment process differs depending on how recognition of prior learning is applied for admission to the course:
- 4.1.1 For admission to the beginning of the course in place of standard entry requirements, assessment is made against the entry criteria for the course as detailed in programme specification (refer section 5).
- 4.1.2 For admission to a course with advanced standing and for module exemption, assessment is made against RPL criteria (refer 8.5.1) and course/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 - the student has a certificate to evidence learning the process involves UoB academic staff determining the status of the award (including its the volume and level) in relation to the course the student is applying for/undertaking at UoB 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 UoB 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 non-certificated or no credit points awarded for relevant skills and knowledge	<ul style="list-style-type: none"> the process involves assessment of learning <u>gained through experience (not the experience itself)</u> by UoB 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 can apply to learning gained prior to or while enrolled on a course (e.g. work-based/related learning)

5. Recognition of prior learning for admission to the beginning of a course

- 5.1 Admission requirements to a course 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 course. This will have been approved at validation of the course¹⁴.
- 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 course. This enables applicants who do not have the specified entry qualifications to demonstrate that they are capable of benefitting from a higher education course. The learning derived from experience must be identified in order to be assessed.
- 5.3 Relevant prior learning is normally¹⁵ at a lower level than the course being applied for.
- 5.4 Applications for recognition of prior learning should be completed before a student is admitted to the course 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 course should follow that of admissions to the course.
- 5.5 The assessment is made by the Admissions Tutor who makes an academic judgement as to the equivalence of the prior achievements against the published entry requirements for the course.

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.

The assessment decisions do not need to be reported to the Examination Board or external examiner.

¹⁴ Some Schools may wish to have an overall RPL statement that apply to a number of courses which should be approved

¹⁵ But not always – need to clarify equivalence

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 course, 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 course 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 course.
- 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 course/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 The University does not specify a standard period of currency for prior learning which should be determined by the course team, taking into account any PSRB requirements. However, course teams should be guided by the University's maximum period of registration for courses¹⁶, recognising that knowledge and skills should be up to date, and that academic programmes develop and change over time. Information about the currency of learning e.g. that achieved within the last five years should be clear to applicants.
- 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 course 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 course 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 course 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 normally¹⁷ be made prior to registration/commencement on a course. The University may consider requests for RPL for exemption from studying particular modules from students already on courses, provided this is permitted on the course and that the student submits the request and this is approved prior to commencement of the module.
- 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 tutor 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 Course 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 section 8. There may be an administrative fee payable.

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 course 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.

Where it is proposed to allow entry with specific credit, the methods of assessment are such that the academic judgement made can be considered by external examiners and examination boards.

¹⁷ Students must register for a programme within the School of Health Sciences before presenting a claim to recognise credit from prior learning and experience

6.2.3 Where prior learning can be assessed in content and level but is not necessarily relevant to a particular programme of study, a volume and level of general credit may be given. In this case the claim is assessed against generic assessment criteria related to the level of credit being awarded.

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 course of study (at another institution or University of Brighton), this may be used towards the credit requirements of a University of Brighton 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 course of study - the previous credit for learning is matched to the learning outcomes, level and credit value of a specific module(s) within a University of Brighton award. The University may check other documentation such as course syllabus and evidence of assessment to confirm equivalence/suitability;
- is current (refer 6.1.4);
- 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 University of Brighton.

6.3.3 Marks and grades from another awarding institution¹⁸ are not taken into the University of Brighton 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 *Common Academic 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 University of Brighton award.

- 6.4.2 Recognition of experiential learning is done through a managed process (refer section 8), 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:
- achieved – credit is awarded for the demonstration of learning from experience and not for experience alone
 - evidenced - supported by evidence that confirms the experience;
 - proved – normally through a learning commentary or other reflective process showing how learning has been achieved and applied;
 - assessed and approved – by the University of Brighton
- 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 University of Brighton award.
- 6.4.6 Credit will be awarded by the University at a specified level and volume in accordance with the University's *Common Academic Framework*.
- 6.4.7 An administration fee is normally payable to cover assisting the applicant, the assessment of evidence and any administration costs.

7. Regulatory framework

7.1 Introduction

- 7.1.1 Course-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 University of Brighton 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 course 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. Exceptions to this will only be considered in the case of recognised awards within a national framework, for example, the professional requirements set by the Nursing and Midwifery Council.
- 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 course 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	Normal minimum credit at level of award	Maximum amount of credit which can be awarded for RPL
Undergraduate (taught)	Certificate of Higher Education <i>Cert HE</i>	4	120	90	60 at level 4
	Diploma of Higher Education <i>Dip HE</i>	5	240	90	120 level 4 60 level 5
	Foundation Degree Arts <i>FdA</i> Foundation Degree Science <i>FdSc</i> Foundation Degree Engineering <i>FdEng</i>	5	240	90	120 level 4
	Bachelor of Arts <i>BA</i> Bachelor of Science <i>BSc</i> Bachelor of Engineering <i>BEng</i>	6	300	60	120 level 4 120 level 5
	Bachelor of Arts <i>BA (Hons)</i> Bachelor of Science <i>BSc (Hons)</i> Bachelor of Engineering <i>BEng (Hons)</i> Bachelor of Laws <i>LLB (Hons)</i>	6	360	90	120 level 4 120 level 5
Graduate (taught)	Graduate Certificate <i>Grad Cert</i>	6	60	40	30 level 6
	Graduate Diploma <i>Grad Dip</i>	6	120	90	60 level 6
	Professional Graduate Certificate in Education <i>ProfGCE</i>	6	120	90	60 level 4,5 or 6
	Professional Graduate Certificate in Education <i>ProfGCE (non QTS)</i>	6	60	40	30 level 6
University awards ¹⁹	Foundation Year	0	120	120	60 level 0
	Certificate in Teaching in the Lifelong Learning Sector <i>CTLTS</i>	4	30	20	<i>not currently specified</i>
	Certificate <i>Cert</i>	4	60	60	30 level 4
	Foundation Certificate <i>FCert</i>	4	120	90	60 level 4
	Certificate in Education <i>CertEd</i>	5	120	60	60 level 4
	Foundation Diploma <i>FDip</i>	5	120	40	60 level 4
	Diploma <i>Dip</i>	5	120	120	60 level 5
	Diploma in Professional Studies <i>DPS</i>	5	120	120	60 level 5 or 6

¹⁹ Awards specific to the University of Brighton which do not form part of a national framework

7.2.7 Postgraduate awards framework

Award		FHEQ Level	Normal total credit value	Normal minimum credit at level of award	Maximum amount of credit which can be awarded for RPL
Postgraduate (taught)	Postgraduate Certificate <i>PG Cert</i>	7	60	40	30 level 7
	Postgraduate Certificate in Education <i>PGCE</i>	7	120	40	60 level 5 or 6
	Postgraduate Certificate in Education <i>PGCE (non QTS)</i>	7	60	40	30 level 7
	Bachelor of Medicine, Bachelor of Surgery <i>BM BS</i>	7	780	180	<i>not applicable</i>
	Postgraduate Diploma <i>PG Dip</i>	7	120	90	60 level 7
	Postgraduate Clinical Diploma <i>PG Clin Dip</i>	7	120	90	60 level 7
	Master of Architecture <i>MArch</i>	7	240	240	<i>not specified</i>
	Integrated Master's degree	7	480	120	120 level 4 120 level 5
	Master of Engineering <i>MEng</i>				
	Master of Pharmacy with Honours <i>MPharm (Hons)</i>				
	Master of Design <i>MDes</i>				
	Master of Fine Art <i>MFA</i>				
	Master of Computing <i>MComp</i>				
	Master of Chemistry <i>MChem</i>				
Master of Geography with Honours <i>MGeog (Hons)</i>					
Master of Geology with Honours <i>MGeol (Hons)</i>					
Master of Mathematics <i>MMath</i>					
Master of Science with Honours <i>MSci (Hons)</i>					
Master of Arts <i>MA</i>	7	180	150	90 level 7 (taught modules only) and exceptionally in specific circumstances up to 120 credits at level 7 (taught modules only) ²⁰	
Master of Science <i>MSc</i>					
Master of Business Administration <i>MBA</i>					
Master of Public Administration <i>MPA</i>					
Master of Laws <i>LLM</i>					
Master of Teaching and Learning <i>MTL</i>	7	180	180		
Master of Science (Physician Associated Studies) <i>MSc</i>	7	180	180		
Research	Master of Research <i>MRes</i>	7	180	150	<i>Refer MRes framework</i>
	Professional Doctorate	8	540	360	<i>Refer Regulations and Code of Practice for Research degrees, approved AB17-49.</i>
	Doctor of Education <i>EdD</i>				
	Doctor of Midwifery <i>D.Mid</i>				
	Doctor of Nursing <i>D.Nursing</i>				
	Doctor of Occupational Therapy <i>D.Occ. T</i>				
	Doctor of Physiotherapy <i>D.PT</i>				
	Doctor of Podiatry <i>D.Pod</i>				
	Doctor of Social Work <i>D.S.W</i>				
	Doctor of Business Administration <i>DBA</i>				
	Doctor of Counselling and Psychotherapy <i>D.C.P</i>				
	Doctor of Biomedical Science (<i>DBMS</i>)				
Doctor of Healthcare (<i>DHC</i>)					
Doctor of Pharmacy (<i>DPharm</i>)					

	Doctor of Engineering <i>EngD</i>	8	540	360	90 level 7
University awards ²¹	Certificate in Management	7	60	60	<i>not specified</i>
	Diploma in Management Studies <i>DMS</i>	7	120	120	<i>not specified</i>
	Diploma in Teaching English to Speakers of Other Languages (TESOL)	7	120	120	<i>not specified</i>

²¹ Awards specific to the University of Brighton which do not form part of a national framework

7.3 Postgraduate awards

For postgraduate awards that have been approved²² 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 award²³ (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 course;
- 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.

²² Subject to Chair of Academic Board approval

²³ Excludes students who have taken an intermediate award owing to failure to achieve the threshold for a Master's award

- 7.6.2 The University's regulatory framework secures the credit value of these awards, in line with its *Common Academic 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 course permit prior certificated learning with a lower amount of credit, the University of Brighton 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 recorded²⁴ on the students' transcript.
- 7.6.3 Direct entry to level 6 of a standard Bachelor (Hons) degree programme²⁵ 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.

²⁴ Showing level and volume – use of course or pathway code is acceptable

²⁵ Total 360 credits with validated content at levels 4 and 5

8. Award of credit through recognition of prior learning - processes

8.1 Transcript

8.1.1 Schools operating recognition of prior learning should have a formal mechanism for this which should include a named person e.g. an RPL Coordinator, responsible for its implementation. Each claim must be substantiated by an application form. The University has a standard form for claims for recognition of prior learning (annex 1).

8.1.2 The following general process for claims should be followed although Schools may include additional stages to accommodate local variations. Sections 8.2 and 8.3 provide further details for prior certificated and experiential learning. Requirements of any PSRB should be taken into account including their administrative processes and timescales, where these might affect administrative processes for RPL.

Stage 1: *Dealing with Initial enquiries*

- may include completion of a proforma and/or initial interview with Admissions tutor/Course Leader/RPL Coordinator to discuss whether applicant has relevant prior learning

Stage 2: *Providing advice*

- advice on documentary requirements
- advice may include use of guidance study pack/online guide, applicant attending a workshop/interview to establish merits of claim

Stage 3: *Making formal application and providing evidence*

- completion of University Application form
- continuing advice e.g. RPL tutorial or enrolment on a RPL module to assist with the preparation of evidence e.g. portfolio and mapping process
- mapping prior achievements against the requirements of particular module(s)/stages on the course where accreditation is sought
- gathering evidence to substantiate achievements
- presenting/submitting documented evidence e.g. in portfolio form
- payment of administration fee

Stage 4: *Assessing prior learning and authorising the claim*

- by academic staff (assessor) against RPL criteria (8.5) in the context of the particular learning outcomes for the module(s)/stage and second assessor (where appropriate)
- moderation of the claim (where appropriate)
- record of mapping and recommendation
- approval of recommendation by Course Leader/RPL co-ordinator or RPL panel award of credit/credit transfer

Stage 5: *Processing outcomes, recording and monitoring*

- submission of assessment outcome to Examination Board for ratification of credits awarded
- record of RPL credit on student's record SITS
- RPL coordinator for monitoring of all claims

Stage 6: *Informing and providing feedback to the applicant*

- assessment decision notified to student, feedback (where claim is accepted and rejected) and information on who to contact for further clarification and advice

8.2 Recognition of prior certificated learning - process

8.2.1 Where the applicant is new to the University, they should notify Admissions of their intention to claim RPL, complete the University's RPL form and the claim passed to the relevant Admissions Tutor (or RPL advisor) in the School.

Existing students should notify their School of their intention to submit a claim and complete the University's RPL form. The claim will be passed to the relevant Course Leader (or RPL advisor).

8.2.2 The Admissions Tutor/Course Leader normally assesses the claim, or nominates Module Leader, and comes to a decision based on the available evidence.

Recommendations are authorised by the Course Leader/RPL Coordinator, not previously involved in the assessment.

8.2.3 Once the decision has been made the Admissions Tutor should inform Admissions and the Course Leader should inform School.

Forms should be sent to the RPL Coordinator for monitoring purposes.

8.3 Recognition of prior experiential learning - process

8.3.1 It is recommended that an initial consultation is carried out between the potential applicant and member of staff. An RPL educational adviser may be provided to support the applicant develop their portfolio.

8.3.2 Assessment should be undertaken by two internal assessors. Recommendations are authorised by the Course Leader/RPL Coordinator, not previously involved in the assessment, or via RPL panel²⁶.

Forms should be sent to the RPL Coordinator for monitoring purposes.

8.4 Roles and responsibilities

8.4.1 Schools should have a clear articulation of the roles and responsibilities for named staff responsible for each stage of the process (refer 8.1.2). In particular the roles of those who advise and support applicants with the preparation of evidence to support a claim and the role of assessing claims should be clearly delineated.

8.4.2 Generic roles and responsibilities for staff involved in recommending, approving and supporting claims are provided below. It should be noted that there is overlap.

Member of staff	General role and responsibilities
RPL Coordinator	<ul style="list-style-type: none">• Co-ordinates the RPL process in the School• Ensures that the principles and requirements of this policy are met, including that information about the process is clear and transparent, that applicants are aware of the assessment criteria and assessment is documented• Liaises with educational adviser to provide applicant with academic support• Provides guidance to applicants• Authorises recommendations of assessor(s)• Monitors number of claims and reports to School Board

²⁶ A RPL panel may consist of RPL Co-ordinator, Admissions Tutor, Course/programme Leader

Member of staff	General role and responsibilities
Course/programme Leader - may also act as Admissions Tutor	<ul style="list-style-type: none"> • Provides guidance to applicants • Receives formal application of RPL claim and evidence • Provides external examiner with information and documentation used • Provide subject specific advice on claims of prior experiential learning • Act as assessor for claims of prior learning • Authorises recommendations of assessor(s) • Provide feedback to applicants as appropriate
RPL (educational) adviser	<ul style="list-style-type: none"> • Provides guidance and support to applicants making claim • Helps compile the portfolio of evidence - this may entail negotiating a learning agreement with the applicant • Receives formal application of RPL claim and evidence • Liaises with Course/programme/module Leader • Makes recommendations of whether credit should be awarded for the portfolio to Course Leader/RPL Co-ordinator or panel.
Module/subject Leader	<ul style="list-style-type: none"> • Assesses the evidence provided by student against the criteria, including learning outcomes of the module(s) • Documents decisions, recommending award of credit (where appropriate) and reports recommendation to Course/programme Leader • Liaises with external examiner
Head of School	<ul style="list-style-type: none"> • Ensure that RPL arrangements are monitored and reviewed in line with this policy requirements • Reviews staff development requirements for RPL claims
External Examiner	<ul style="list-style-type: none"> • where appropriate samples RPL evidence to confirm appropriate conduct of process and external moderation

8.5 Assessment

8.5.1 When considering a claim for RPL, the assessor will make an assessment of the evidence of learning against the following **criteria**:

- **authenticity** – that the student actually completed what is claimed in the proposal and that the evidence relates to the applicant’s own efforts and achievements;
- **sufficiency** – that there is sufficient evidence to demonstrate fully the achievement of the learning claimed;
- **validity**– that there is an appropriate match between the evidence presented and the learning being demonstrated and that the evidence is valid and reliable;

- **currency** – that learning is sufficiently recent to allow the student to benefit from the proposed course or the student has kept up-to-date with recent developments;
- **directness** – that the learning was specific and can be identified and categorised;
- **quality** – that learning reached a level to allow the student to benefit from the proposed course.

8.5.2 When assessing claims, assessors should also consider:

- whether the learning claimed is clearly articulated in terms of competencies/outcomes;
- how closely the learning claimed relates to the programme of study applied for;
- whether the student has identified those modules of the programme from which exemption is claimed;
- whether the student has shown and evidenced that the outcomes of those have already been met through her/his prior learning;
- whether the learning claimed is at a level comparable with that of the programme applied for;
- whether there is sufficient evidence for the learning claimed;
- whether the learning has been kept up-to-date.

8.5.3 Schools should determine the most appropriate assessment tool for the nature of prior learning to be assessed. Methods of assessment of the evidence may include one or more of the following to demonstrate prior experiential learning:

- submission of a portfolio (including e-portfolio) of evidence;
- a focussed interview or viva voce exam, which could be used to establish currency for certificated evidence;
- production of an artefact e.g. computer programme or performance;
- completion of a piece of work accompanied by a reflective account/diary of the learning achieved;
- practical task/demonstration;
- completion of the usual assessment used to demonstrate learning in the module/course for which equivalence is being claimed.

8.5.4 In designing the assessment to be used for RPL, consideration should be given to the way in which course level outcomes and level descriptors will be used. Consideration should also be given to the timing of assessment for RPL so that outcomes of the recognition process are provided to the student by any set deadline.

8.5.5 A claim for the award of credit may entail the negotiation of a learning agreement with the student which stipulates the learning outcomes to be met and the methods by which it will be demonstrated and assessed. This includes outcomes gained from work-based and professional settings or creative expertise.

8.5.6 Schools are responsible for ensuring that records are kept on all RPL applications and decisions. University requirements for internal and external moderation should be met, where appropriate.

- 8.5.7 Students should be provided with feedback on their assessment for RPL, both where the application has been accepted and where it has been rejected. Where it has been rejected, feedback should be provided which helps the applicant understand the reasons for the rejection and should also include information on the facility to resubmit a claim or appeal²⁷ against an assessment decision, which should be in line with the University's *General Examination and Assessment Regulations for taught courses (GEAR)*.
- 8.5.8 Accreditation in recognition of prior learning should be recorded on SITS and appears on examination board documentation.

8.6 Information to applicants and staff

- 8.6.1 Schools are responsible for clarifying in course documentation which elements of a course are subject to RPL and for ensuring that opportunities for RPL are made available to potential applicants. Courses which accept claims for RPL should publish details about the process in:
- i. marketing material for the course for prospective students;
 - ii. the programme specification;
 - iii. the course handbook and/ or on the course area in Studentcentral.
- 8.6.2 Information and guidance material on RPL should be clear, accurate and easily accessible to prospective and current students, external examiners, academic and administrative staff and external stakeholders (e.g. PSRBs). It should be tailored to the needs of the audience and the stage of the process. Information should include:
- General information such as:
- i. how to make a claim;
 - ii. when to make a claim
 - iii. how long it will take to process and deadline dates. It is important that applicants are provided with clear information about the timescales involved;
 - iv. the period of time during which claims will be considered e.g. only prior to the start of the course, or within a designated period after the start of the course or at any time during the course)²⁸;
 - v. the nature of support and advice available to applicants;
 - vi. what sort (nature and range) of evidence is required;
 - vii. the admission deadlines for courses where credit is being sought;
 - viii. an outline of the FHEQ levels and credit level descriptors and an explanation of how they are used in assessing claims for RPL;
 - ix. the maximum amount of credit that can be claimed (in accordance with GEAR);
 - x. the roles and responsibilities of staff in the process;
 - xi. the criteria to be used in assessing a claim for RPL (refer 8.5.1);

²⁷ Applicants for RPL may appeal against the process by which an APL decision has been made using the University's appeals procedure as RPL is an assessment decision

²⁸ Part-time students may be engaged in employment or other activity in parallel with their studies which may be generating relevant learning.

- xii. how and when the outcome will be communicated;
- xiii. any costs associated with applying for RPL.
- xiv. what to do in the event of failure and arrangements for resubmission, in accordance with the University's examination and assessment regulations.

Guidance information such as how to:

- i. review experiences;
- ii. evidence learning;
- iii. map experience/study against the specific module learning outcomes;
- iv. assemble evidence of learning into a claim;
- v. present and submit evidence for assessment.

8.6.3 Schools should designate a contact person for all enquiries about RPL, including receipt of application forms. It may be appropriate for a School to designate a RPL contact for general queries and support for RPL claims across a range of courses. It is the responsibility of the applicant to make a claim.

8.7 Guidance and support of applications

8.7.1 Potential applicants should be supported throughout the process of application and assessment for recognition of prior learning by the School. This will include guidance on the knowledge, skills and understanding that have to be demonstrated. The precise form of support will depend on the nature and number of claims received. Applicants benefit from being engaged in discussion about the form of assessment used and the nature of evidence to be provided.

8.7.2 Students can be assisted in making an RPL claim in a variety of ways including;

- individual contact with experienced member of staff (refer 8.4.1);
- interview to discuss prior learning;
- use of guidance material/study pack;
- a RPL (pre-registration) tutorial to assist with the mapping process;
- a short course or module that prepares applicants to reflect upon their experiences, analyse their learning and prepare evidence, with the module providing a means of awarding credit. An educational adviser helps the applicant prepare evidence of learning gained from experiences.

8.7.3 An important aspect of a claim is the student reflection on experience and demonstration/identification of the learning from the experience, the writing of clear statements about what has actually been learned and the collection and collation of evidence to support these statements. Academic credit is awarded for the learning not the experience. Learning derived from experience or past study must be identified before it can be assessed for credit.

8.7.4 Clear guidance should be provided on how a student's prior learning will be judged through the assessment process. This guidance should be provided before the student submits the evidence to support the claim or before the assessment task is undertaken.

Guidance is particularly useful where the nature of prior learning may require that a

variety of assessment tools e.g. portfolio, e-portfolio, structured interview, completion of a piece of work accompanied by a reflective account of the learning achieved, artefacts, or performance-based assessment are used to evidence learning.

Guidance should indicate the nature and range of evidence appropriate and be informed by consideration of the criteria for assessing an RPL application (refer 8.5.1).

Guidance should also be provided about whom students should contact if they require clarification of their results or further advice.

Guidance could take the form of Frequently Asked Questions.

- 8.7.5 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.

9. Quality assurance

9.1 Guidance and support of applications

- 9.1.1 The assessment of prior learning, particularly experiential, is determined by the same quality assurance procedures as the assessment of learning through more traditional routes. It should be subject to internal and external scrutiny, and monitoring through the University's Quality Assurance Framework. PSRBs may require additional quality assurance mechanisms.
- 9.1.2 Schools are responsible for the management of recognition of prior learning including: information to potential applicants, staff and external examiners, assessment of claims, monitoring and review of procedures, within the framework of this University policy. Where Schools handle recognition of prior learning requests as a normal part of their processes and procedures these should be approved and monitored regularly by the School Board.
- 9.1.3 Opportunities for recognition of prior learning should be reviewed²⁹ and approved at the validation of a course.

9.2 Recording, monitoring and review

- 9.2.1 Schools are responsible for ensuring that records are kept on all recognition of prior learning applications and decisions. Recognition of prior learning claims made and upheld should be reported through admissions mechanisms, Course Boards and examination boards as appropriate. Recognition of prior learning is recorded on the University's student administrative system.
- 9.2.2 Records of recognition of prior learning claims should be held by Schools in such a way that quantitative analysis and reporting can be carried out. The RPL Coordinator is responsible for monitoring claims to ensure that the assessment process is fair and consistently applied. The monitoring of recognition of prior learning procedures should be integrated into annual monitoring, including:
- consideration of applicant feedback³⁰;
 - external examiner comments;

²⁹ Panels may wish to consider how the curriculum design facilitates claims for RPL

³⁰ This should include a consideration of any feedback from applicants about the process

- comparative data on the progress and performance of applicants who have been admitted through recognition of prior learning.

Actions points or good practice which emerges from such monitoring should be included in the academic health (or course periodic review) report.

- 9.2.3 The process for recognition of prior learning should be subject to external scrutiny. External examiners can request access to assessment documentation – refer SEEC *APEL: A guide for external examiners*³¹.
- 9.2.4 This Policy is subject to periodic review by the Academic Standards Committee as appropriate.

9.3 Staff development

- 9.3.1 Schools which routinely handle requests for recognition of prior learning should provide appropriate development opportunities for staff engaged in advising on and assessing claims in order to promote an understanding of the theory and practice of prior learning assessment. Staff development opportunities should be monitored by the Head of School.
- 9.3.2 Schools are encouraged to share good practice in recognition of prior learning both within their Schools and across the University.

Owner	Quality & Standards, Academic Standards and Assessment			
Version number	1.0			
Revision history (most recent first)	<i>Version</i>	<i>Summary of change(s)</i>	<i>Author</i>	<i>Date</i>
	1.0	Initial policy	Unknown	06/14
Date Policy approved	19/06/14			
Policy approved by	Academic Board			
Implementation date	2014-15			
Date of next review	2020-21			

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 course, 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 points³² 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 course, 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. Work-based learning applies to learning undertaken while studying for an award at the University and is therefore not awarded at the admission stage.

³² 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 Common Academic Framework.

³³ This differs from placements learning where the learning outcomes are written as an integral part of the programme of study.

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 course. The credit assigned may or may not be equivalent to whole stages of the course.

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 courses 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 course with advanced standing and enters directly into a stage of a course 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 course-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 course. 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 course. Credits are discrete, are not course-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.

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Section C – complete this section if you are claiming credit for experiential learning. Following an initial enquiry and advice, you will be given information about:

- the supporting documentation that you will need to provide – this may include a learning agreement;
- how your application will be assessed;
- any administration fee payable.

Section C: Details of claim			
<p>Nature of evidence to be provided <i>All claims must be supported by appropriate and relevant evidence</i> <i>E.g. portfolio, written assignment, interview</i></p>			
<p>Deadline for submission</p>			
<p>Outline of nature of prior learning and how this relates to your proposed course/module(s). This should include where and when the experiential learning took place</p>			
<p>Total volume and level of credit claimed</p>			
List module(s) or level(s) of study against which the claim is to be made (i.e. you wish to obtain credit for exemption from specific module(s) or levels on a course at the University of Brighton)	Module code	Level	Credit rating

Section D: Declaration
<p>Documents provided:</p>
<p>I confirm that the information given on this form and attached documents are correct to the best of my knowledge</p> <p>Applicant's signature:</p> <p>Date:</p>

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RECOGNITION OF PRIOR LEARNING - ASSESSMENT and AUTHORISATION

Section A: Assessment – to be completed by the academic assessor (Admissions Tutor or Course/Module Leader)

Please refer to the University Policy on Managing the Recognition of Prior Learning for criteria for judging evidence including: validity, sufficiency, currency, authenticity and relevance, and for the maximum amount of credit that can be awarded in accordance with the University's regulations.

Student name	
Student number	
Academic course/programme (against which the claim is to be made):	
Supporting documentation attached	
Date sent for assessment	

Certificated Learning - mapping

Academic qualification/module provided as evidence	Mapping against learning outcomes of University of Brighton module(s) or stage of study	
	Name/code	Learning outcome

Experiential Learning – mapping

Assessor should attach a mapping of the applicant's experiential learning against any module, level or broad learning outcomes for which credit is being claimed and how the prior learning meets APEL criteria (refer 8.5.1 of policy). Refer annex for template

Recommendations regarding claim	approved	<input type="checkbox"/>	held (for further information)	<input type="checkbox"/>	rejected	<input type="checkbox"/>
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Brief rationale for recommendation

Modules for which exemption is granted			Module code	
Total credit to be transferred or awarded	Level 4	Level 5	Level 6	Level 7
Comments/feedback - this should be provided where the claim has been accepted and rejected. Where rejected feedback should give reason(s) for rejection				
Assessor's name:				
Assessor's signature:			Date	
Second assessor's name (where appropriate):				
Second assessor's signature (where appropriate):			Date	

Section B: Authorisation – to be completed by the Course/Programme Leader/APL Coordinator

I approve the above recommendation

Course/programme Leader/APL Coordinator's name:

Course/programme Leader/APL Coordinator's signature:

Date:

Section C: to be completed by the Course Administrator

Administrative fee paid (*where applicable*): £

Date

Approved credit logged on SITS

Date

Applicant informed of decision

Date

THIS FORM SHOULD BE SENT TO THE RPL COORDINATOR FOR MONITORING PURPOSES

Template for mapping an applicant's prior experiential learning

Module/specific/broad learning outcome	Evidence from assessment tool e.g. portfolio of evidence	Assessor comments on how LO has been achieved through experiential learning
LO1	<i>E.g. refer section xx</i>	
LO2		
LO3		

Mapping of UoB policy to QAA UK Quality Code for HE chapter B6: Assessment of students and the recognition of prior learning (Oct 2013)

Indicator (B6)	Specific guidance on RPL	UoB Policy and Policy for Managing RPL references
The basis for effective assessment		
1	Higher education providers operate effective policies, regulations and processes which ensure that the academic standards for each award of credit or qualification is rigorously set and maintained at the appropriate level and that student performance is equitably judged against this standard	Degree-awarding bodies set out in their academic framework the forms of assessment permitted, including those for the recognition of prior learning, and the mechanisms through which individual assessment (and reassessment) tasks are approved.
2	Assessment policies, regulations and processes, including those for the recognition of prior learning, are explicit, transparent and accessible to all their intended audiences.	Any limit on the award of credit (where used) or exemption through the recognition of prior learning is clearly stated in the regulations, as is the way in which such credit will be used for the purposes of progression, the making of an intermediate or final award, and any grading or classification of that award. Limits are defined both in terms of the smallest amount of learning that will be recognised and the maximum. Regulations also make explicit whether the prior learning will be graded
3	Those who might be eligible for the recognition of prior learning are made aware of the opportunity available, and are supported throughout the process of application and assessment for recognition	Higher Education providers consider how they make potential applicants for the recognition of prior learning aware that their prior learning might be eligible for recognition in relation to a specific higher education programme The precise form of support offered to those seeking recognition of prior learning will vary according to the HE providers approach to prior learning and the nature and number of claims it receives Higher education providers determine and publicise any charges and the periods of time during which they will consider applications.
		Admissions Policy Policy for Managing the Recognition of Prior Learning - Schools are responsible for the management and assessment of RPL within the framework of University policy and should have in place statements about their RPL procedures. Information to applicants – 8.6 Guidance and support - 8.7

Indicator (B6)		Specific guidance on RPL	UoB Policy and Policy for Managing RPL references
4	Higher education providers assure themselves that everyone involved in the assessment of student work, including prior learning, and associated assessment processes is competent to undertake their roles and responsibilities	<p>Assessment involves the exercise of professional judgement by academic staff in evaluating claims for recognition based on prior learning, in marking and moderating student work within programmes of study and in providing feedback</p> <p>Examples of the areas in which higher education providers may consider offering development or training in relation to recognition of prior learning include:</p> <ul style="list-style-type: none"> ways to facilitate effective signposting of support from enquiry to assessment outcomes promoting an understanding of the theory and practice of prior learning assessment, including the nature of guidance and support required of assessors to facilitate such assessment 	<p>Assessment Policy</p> <p>Principle iv Roles and responsibilities 8.4 Staff development 9.4</p>
5	Assessment and feedback practices are informed by reflection, consideration of professional practice, and subject-specific and educational scholarship.	<p>Key areas include:</p> <p>a. the recognition of prior learning, including guidance, support and assessment models that can enable more streamlined, enhanced approaches to recognition of prior learning in support of flexible, efficient learning pathways within HE;</p> <p>b. the direct involvement of students in assessment, for example through self-assessment, and by negotiating the form of assessment that might be used; this is of particular relevance to the recognition of prior learning.</p>	<p>Assessment Policy</p> <p>Examples in School of Health Sciences including negotiation of the learning contract and associated assessment</p>
Developing assessment literacy			
6	Staff and students engage in dialogue to promote a shared understanding of the basis on which academic judgements are made	<p>Students are provided with clear guidance on how their prior learning will be judged through the assessment process. This guidance is provided before the student submits the evidence to support the claim or before the assessment task is undertaken. The following questions help to inform development of such guidance:</p> <p>a. Relevance - is there an appropriate match between the evidence presented and the learning claimed?</p> <p>b. Sufficiency – is there sufficient evidence to demonstrate the achievement of the learning claimed?</p>	<p>University marking and moderation guidelines</p> <p>Guidance and support – 8.7.4</p>

Indicator (B6)		Specific guidance on RPL	UoB Policy and Policy for Managing RPL references
		<p>c. Authenticity – is the evidence clearly related to the applicants’ own efforts and achievements?</p> <p>d. Currency – does evidence relate to current learning? Where HEIs have specific requirements or time limits for demonstration of currency these should be made clear.</p>	
7	Students are provided with opportunities to develop an understanding of, and the necessary skills to demonstrate, good academic practice.		GEAR Guidance and support – 8.7.2
Designing assessment			
8	The volume, timing and nature of assessment enable students to demonstrate the extent to which they have achieved the intended learning outcomes.	<p>Consideration is given to the appropriateness of assessment tools for the nature of prior learning to be assessed. These tools might include for example, a portfolio of evidence, a structured interview, completion of a piece of work accompanied by a reflective account of the learning achieved, artefacts, a performance-based assessment, or completion of the assessment used to demonstrate learning in the module/ programme for which comparability is being claimed.</p> <p>In designing the assessment to be used for recognition of prior learning account is taken of the way in which programme level outcomes and level descriptors will be used.</p> <p>In determining the timing of assessment for recognition of prior learning, consideration is given to when the outcome of the recognition process needs to be known the by provider and the student.</p>	Assessment Policy Assessment – 8.5.3, 8.5.4
9	Feedback on assessment is timely, constructive and informative.	<p>Students’ entitlement to feedback on assessment for the recognition of prior learning is clearly set out, including whether feedback will be provided where an application for recognition of prior learning has been accepted.</p> <p>Where an application has been rejected, feedback helps the student to understand the reasons for the rejection and to make an informed decision, for example in relation to any future study, right of resubmission or appeal.</p>	GEAR – information to students Assessment Policy Assessment 8.5.7

Indicator (B6)		Specific guidance on RPL	UoB Policy and Policy for Managing RPL references
10	Through inclusive design wherever possible, and through individual reasonable adjustments wherever required, assessment tasks provide every student with an equal opportunity to demonstrate their achievement		GEAR Assessment – 8.5.3, 8.5.4
Conducting assessment			
11	Assessment is carried out securely		Assessment Policy Assessment - section 8 Quality Assurance – section 9
12	Degree-awarding bodies assure themselves that the standards of their awards are not compromised as a result of conducting assessment in a language other than English	Priority is given to ensuring that students are not disadvantaged or advantaged by the potential need to translate assessed work. For this reason, translation is avoided wherever possible.	GEAR Principles – 3.2 i.
Marking and moderation			
13	Processes for marking assessments and for moderating marks are clearly articulated and consistently operated by those involved in the assessment process.		University marking and moderation guidelines
14	Higher education providers operate processes for preventing, identifying, investigating and responding to unacceptable academic practice		GEAR
Examination boards and assessment panels			
15	Degree-awarding bodies specify clearly the membership, procedures, powers and accountability of examination boards and assessment panels, including those dealing with the recognition of prior learning; this information is available to all members of such boards.	Degree-awarding bodies make explicit their arrangements for making decisions to recognise learning, including specifying where the authority lies to make such decisions, and the procedures to be followed centrally and/or at departmental or equivalent level. In deciding these matters they balance the need to ensure decisions are valid, reliable and consistent across students and programmes, with operating processes which are proportionate and flexible and which may operate on a different cycle compared with decisions about assessments within their programmes.	GEAR Schools are responsible for the management and assessment of RPL within the framework of University policy and should have in place statements about their RPL procedures. Process for claims - 8 Quality Assurance – 9

Indicator (B6)		Specific guidance on RPL	UoB Policy and Policy for Managing RPL references
16	Boards of examiners/assessment panels apply fairly and consistently regulations for progression within, and transfer between, programmes and for the award of credits and qualifications		GEAR
17	The decisions of examination boards and assessment panels are recorded accurately, and communicated to students promptly in accordance with stated timescales	<p>Students are clear about when and how results – including those for recognition of prior learning – will be provided, and about whom students can contact should they require clarification of their results or advice on decisions affecting their future study.</p> <p>It may not be possible for decisions relating to recognition of prior learning to follow a set timescale in the same way as other assessment decisions. Providers therefore ensure that students who apply for recognition of prior learning are clear about the timescales involved, the means by they will be informed of the outcomes, and whether credit awarded through recognition of prior learning will be recorded on the official transcript. Each decision is explicit about the level and volume of credit being awarded (where that is the case). Timescales also recognise that a student whose application for recognition of prior learning is rejected may want the opportunity to obtain credit by undertaking the relevant module(s) within the applicable programme.</p>	<p>GEAR</p> <p>Information - 8.6.2 Regulatory framework – 7.5 Guidance and support - 8.7.4</p>
18	Degree-awarding bodies systematically evaluate and enhance their assessment policies, regulations and processes	Higher education providers consider feedback on the process from successful and unsuccessful applicants where this is available and, where practicable, track the progress and performance of students who have made successful claims for recognition of prior learning.	Quality Assurance – 9.3.2, 9.3.4