

10.1 APL Procedures

Introduction

- 1 These Procedures should be read in conjunction with the University's APL Policy and Principles.
- 2 The accreditation of prior learning, or APL, is a means of recognising or assessing learning acquired in formal and informal settings and of giving credit for that learning against any award offered by the University, and at any level of award, taking account of the level descriptors set out in the University's awards frameworks
- 3 The University's APL Policy and Principles do not encompass entry with alternative qualifications and experience to the start of a course, that is entry without credit. This is covered by the University's Admissions Policy and Generic principles on Admissions (see Section 2.2). Authorised admitting officers shall adopt procedures consonant with these to assess applications for entry with alternative qualifications and experience.
- 4 APL Coordinators shall be appointed by Deans of Faculty to apply the approved procedures in these Academic Regulations and in the scheme regulatory frameworks or course specific regulations for giving credit to individual students and to ensure consistency and equity of decision-taking. There may be more than one APL Coordinator in each Faculty.
- 5 The minimum and maximum amount of APL credit that may be given to an individual student is specified within each regulatory framework within these Academic regulations/course specific regulations.
- 6 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. Where the subject is relevant but there is no direct module match, a volume and level of specific credit may be given towards a named award.
- 7 Where prior learning can be assessed in content and level but is not relevant to the subject matter of the named award, a volume and level of general credit may be given against the elective element of the award.
- 8 Where a significant amount of credit, such as credit for a whole level, is being considered, the University's level descriptors and relevant subject content and skills shall be the criteria for giving credit, rather than individual modules aims and/or learning outcomes. A significant amount of credit shall only be given when the University can provide or design for the student an appropriate subsequent programme of study which will allow the student to fulfil the overall aims and learning outcomes of an award.
- 9 APL credit shall be recorded on the transcript that shall accompany the student's award certificate.
- 10 On behalf of Academic Board, in accordance with approved procedures, external courses shall be credit-rated in relation to the University's Awards in response to requests from external organisations or from Faculties/professional service departments and outcomes reported to the APL Board.
- 11 The University shall normally charge a fee for the administration of APEL assessments as provided in Section 9.1. Where fees are charged for APL administration and assessment students shall be notified in advance.

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

- 12 The accreditation of prior certificated learning (APCL) may take place either on admission to a course or at any stage after enrolment.
- 13 Students shall submit original certification to the University in respect of any application for credit for prior certificated learning (APCL).
- 14 A Faculty APL Coordinator or Recruitment Coordinator, acting on the authority of the APL Board, shall have the authority to give APCL credit to individual students by completing a standard Credit Record Form. He or she shall also be responsible for making a judgement about the currency of certificated prior learning.
- 15 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 University, the credit may be given to the student against that award
- 16 If a student has achieved APCL credit within the University or on a compatible scheme or course which can be accepted towards a University award, marks may be carried forward into the classification of the student's final award. The student shall normally make such a request at the time of applying for credit. The APL Board, acting as a Subject Standards Board, shall approve the uses of agreed conversion tables submitted by Faculties through the APL Coordinator, for the production of marks. Where the scheme or course is not compatible, the student's final award shall be calculated on the modules studied in the University. The APL Board shall make the final decision on compatibility of other courses and schemes.
- 17 APCL credit cannot be used retrospectively to replace a taught module mark awarded by a London Metropolitan Subject Standards Board.
- 18 As provided in Section 2.2, Regulation 25, the University's systems and arrangements in place for managing the quality and standards of taught provision may determine that applicants with a particular qualification are to be admitted regularly with a standard amount of credit. Where such agreement is reached, this shall be reported to the APL Board.

Accreditation of prior experiential learning (APEL)

- 19 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. However, claims against language modules shall only be permitted for certificated and not experiential learning.
- 20 As provided under the APL Policy and Principles, the APL Board, acting as a Subject Standards Board, or the relevant Faculty Subject Standards Board shall be responsible for overarching arrangements to assess APEL applications, recorded as appropriate in the course specific regulations.
- 21 The applicant or student shall be given an initial diagnostic interview with the APL Coordinator or nominee, the outcome of which shall record the credit applied for, the format and deadline of the assessment and any negotiated learning outcomes. This shall be recorded at the outset in an APEL Assessment Agreement form. 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. Attendance at APEL guidance sessions shall not in itself constitute such formal assessment.

- 22 Internal and external examiners shall be responsible for assessing whether or not the applicant has achieved the learning outcomes which will achieve APEL credit and they shall be accountable either to the APL Board acting as a Subject Standards Board or to a Faculty Subject Standards Board of which they are members.
- 23 Second marking conventions and sampling conventions in these Regulations (Section 8.1) shall apply, with the rider that the APL Coordinator shall act as a one of the markers where the other marker has limited experience of the APEL process.
- 24 As a result of the assessment process in 22 above, APEL credit shall be given to a student who has achieved the requisite learning outcomes, on behalf of the APL Board acting as a Subject Standards Board or of the Faculty Subject Standards Board according to explicit criteria recorded in the course specific regulations. If the assessment process warrants this, the student shall carry forward a specific mark.
- 25 A student who fails to achieve the learning outcomes within an APEL assessment shall be permitted one reassessment. This shall not be counted against the overall number of registrations permitted in the undergraduate and postgraduate assessment Regulations (see Sections 3.1 Regulation 51 and Section 4.1 Regulation 11).
- 26 The Procedures for the submission of Appeals against decisions of Assessment Boards set down the grounds and process by which a student may appeal against a decision of the APL Board (see Section 10.4).