



**Cheshire College
South & West**

CCSW Academic Regulations - Part C Recognition of Prior Learning (RPL)¹

An Award of Credit for Prior Learning

- The College's provision for the Recognition of Prior Learning (RPL) seeks to ensure that applicants are admitted to the highest level of award for which they are qualified and for which they wish to apply, and that they are awarded the maximum amount of relevant credit to which they are entitled by virtue of their prior learning achievements. These principles apply equally to pre-entry, post-entry or credit transfer applications.
- An applicant is entitled to claim credit in part fulfilment of an award in respect of relevant prior certificated (RPCL) and/or experiential learning² (RPEL).
- All applications for the award of credit for prior learning must be made in accordance with the regulatory procedures for the Recognition of Prior Learning (RPL) for Credit and in accordance with other partner regulatory frameworks, ie partner HEI regulations and / or Pearson regulations.
- The regulatory procedures are applicable to the recognition of prior learning when used:
 - To award credit in part fulfilment of a programme's requirements at the point of entry;
 - For transfer between programmes of study, with credit awarded in part fulfilment of the newly-entered programme's requirements;
 - Post-entry to a programme of study, with credit awarded in part fulfilment of that programme's requirements.

Direct Entry and Entry with Advanced Standing

- Direct entry from another institution or following completion of a Foundation Degree or an HND/HNC:
 - Students may be admitted to a degree programme in one of the later stages, having already completed the equivalent of the earlier stage(s) on a different programme. They will be recorded as "exempt" from the earlier stage(s), and this exemption will be reported on each issue of the student's achievement

¹ NB The term Accreditation of Prior Learning (APL) is synonymous with Recognition of Prior Learning (RPL)

² NB The term Accreditation of Prior Experiential Learning (APEL) is synonymous with Recognition of Prior Experiential Learning (RPEL)

record, thereby signalling that the credit requirements for the stage(s) have been completed.

- Entry with advanced standing:
 - Entry with advanced standing applies where the previous study does not cover all the credit requirements for a stage. The credit equivalence of the modules that are not listed in the Award Template must be established and recorded through the College's RPL procedure and verified with the partner HEI or Pearson.

RPL, Learning Outcomes and Learning Equivalence

- Where advanced standing is sought in respect of one or more specific modules, prior learning achievements should relate directly to the learning outcomes of those modules. Credit for prior learning can only be awarded in respect of whole modules.
- When assessing a claim for advanced standing based upon module equivalences, the claimant's previous certificated and experiential learning should be mapped directly to the learning outcomes of individual modules that comprise the programme.
- When assessing a claim for advanced standing based on a whole stage(s) of a programme, the claimant's previous certificated and experiential learning should be mapped directly to the level/interim stage learning outcomes as stated in the programme specification.
- In all cases, it is essential that guidance and confirmation is sought from the partner HEI or Pearson as appropriate and that the guidance and outcome is recorded in the Student's record and with MIS. For college programmes, a summary report must also be presented to the Assessment Board (Pearson Programmes).

The RPL Process

- For courses that are being offered with an HEI partner, staff and students wishing to explore the possibility of RPL must follow the relevant HEI procedure
- For courses being offered by the college (Pearson programmes), the RPL process is set out below:

Stage 1	Pre-enrolment stage
Following an application to an HE programme, the applicant will be invited to an interview to discuss entry requirements to the programme and the content of the programme itself.	
The interviewer and / or the applicant may wish to raise the possibility of RPL at this stage	
Stage 2	Pre-assessment, gathering evidence and giving information
If RPL is considered an option then the student must collate the relevant evidence against the requirements of the specific unit(s). Where appropriate an assessment plan or tracking sheet may be used to assist the student ensure all evidence is collated. The evidence gathered must meet the standards of the unit(s).	
Stage 3	Assessment / documentation of the evidence

Assessment as part of RPL is a structured process and requires an assessor to make a judgement about a student's prior learning and experiences in relation to unit standards. The assessor may then be required to look at work experience records validated by managers, previous portfolios of evidence put together by the student or essays and reports validated as being the student's own unaided work. Assessment must be valid and reliable to ensure the integrity of the award of the unit(s) and as such the evidence gathered and assessed must meet the standards of the unit(s).

If the collated evidence of RPL is assessed as not being sufficient to meet all the requirements of the unit(s) then the student will have to complete the normal assessment for the unit(s).

The assessment process for RPL is subject to the usual quality assurance processes including internal and external verification.

Stage 4	Claiming certification
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RPL processes are subject to the usual quality assurance processes including internal and external verification / moderation. If following moderation. It is determined that there is not enough evidence to claim RPL for a unit(s) then the student will have an opportunity to provide more evidence or undergo normal assessment requirements.

Once the verification processes have been conducted satisfactorily then certification claims may be made by the College.

Stage 5	Appeals
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As with any assessment decision on procedural grounds a student may appeal using the College's Academic Appeals procedure.