



**UNIVERSITY  
ACADEMY 92**  
MANCHESTER

## **Recognition of Prior Learning (RPL) Policy and Procedure**

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## 1. **Purpose**

1.1 The purpose of this procedure is to outline how University Academy 92 (UA92) will manage applications for Recognition of Prior Learning (RPL) and relates to the policy document provided by Lancaster University as the awarding body for UA92 awards (see appendix 1).

1.2 There are three different types of prior learning that can be recognised by UA92:

- i. **Credit transfer:** formal learning which has led to the award of credit or qualifications by a UK higher education degree-awarding body, in accordance with the relevant higher education qualifications framework.  
Explanation: this is typically where a student has completed level 4 study at another University or HEI.
- ii. **Certificated learning (RPL):** formal learning at a higher education level but which has not led to the award of credit or qualifications positioned on the relevant higher education qualifications framework.  
Explanation: this is typically where a student has some professional development awards, employment-based awards or non-UK awards.
- iii. **Experiential learning (RPEL):** informal learning achieved through experience and practice (for example through employment or voluntary activities) rather than through a certificated programme of study or training. It is the learning arising from the experience, rather than the experience itself, that is recognised through a process of assessing and then assigning credit to that learning.

## 2. **Scope**

2.1 This procedure applies to all applicants to UA92 programmes who want to seek entry to UA92 programmes with advanced standing. Where used, the term “student” includes apprentices on Degree Apprenticeship programmes.

Note: at this stage only applications from Home, EU or Island students will be considered for RPL.

2.2 Applications for RPL must be submitted at the time an application for entry to a UA92 course is submitted. This enables the RPL process to be instigated and consideration of the application for RPL to take place alongside the application to study. The RPL form should be completed and any relevant evidence appended.

2.3 An assessment interview may be required with the UA92 Course Leader or designated alternate to establish motivation for the transfer to UA92 and to supplement documentary evidence presented by the applicant. In addition, the observation of performance, completion of a piece of work accompanied by a reflective account of the learning achieved may also be required. This is to ensure the potential student is making a correct and informed choice in the future of their academic and career journey and that their prior learning is appropriately recognised in relation to the programme to which they have applied.

2.4 RPL is only permitted into UA92 degrees. RPL is not permitted into Cert HE routes.

2.5 Prior learning that is at a lower level than the programme being undertaken may be relevant to the entry and admission requirements but will not be considered under the terms of this policy for admission with advanced standing.

### **3. Key operating principles**

- 3.1 All applicants for RPL will be treated equitably regardless of the sources of the prior learning that is being considered or the age, gender, marital status, ethnicity, disability, religious belief or sexual orientation of the applicant.
- 3.2 Credit may only be awarded for learning which has taken place within the five years immediately prior to the start of the course unless the applicant can provide evidence that his/her learning has continued in a professional or similar context. In such cases the Course Leader may decide to set an assessment to test an applicant's current knowledge.
- 3.3 Credit gained from outside of UA92 which has already contributed to an award at another institution cannot be used to gain an equivalent or lower level qualification from UA92.
- 3.4 Credit gained from outside of UA92 can be used for a higher-level qualification at UA92. However, if the applicant has completed an end-of-cycle qualification as defined by The Framework for Higher Education Qualifications of Degree-Awarding Bodies in England, Wales and Northern Ireland (FHEQ)), these credits cannot be used to contribute to the higher level UA92 qualification.
- 3.5 Credit Transfer (where the student has studied a module at another UK institution) is not permitted in those cases where the module was awarded a fail mark.
- 3.6 Students who submit a portfolio to meet specific learning outcomes for the award of credit cannot include learning/evidence for which they have already received credit from UA92 or another higher education provider.
- 3.7 Credit cannot be awarded against fractions of modules: the minimum threshold will be one module. Credit may be awarded against compulsory or optional modules. The UA92 Academic Committee may specify that specific modules are not eligible for RPL. This should normally be done at the time of programme or module approval.
- 3.8 RPL credits may only be awarded where the level and standard of the prior learning are judged to be equivalent to the UA92 module(s) for which credit is sought.
- 3.9 Decisions on RPL are a matter of academic judgement, with the main considerations being:
  - (i) whether the outcomes achieved through the prior learning are equivalent to the learning outcomes defined for the module(s) for which credit is being considered; and

- (ii) whether the prior learning attained will provide the applicant with the same or similar preparation as intended in the relevant UA92 module or modules. It is the learning outcomes achieved by the applicant through their prior learning that should be considered, not simply the qualifications or experiences themselves. Decisions on the award of UA92 credit should be based on clearly defined assessment criteria for the UA92 module(s) and the standard assessment regulations relevant to the programme.

3.10 Credit for TTC modules will normally be via the RPEL route.

#### **4. RPL Procedure key statements**

4.1 Academic judgements on whether or not to grant credit transfer and/or RPL will be based solely on the individual student's application.

4.2 Information to be considered as part of an RPL application must evidence that learning has taken place and that equivalence can be demonstrated, including but not limited to:

- Employer reference;
- Transcript;
- Information about their current or previous course of study e.g. Module specifications, Programme specifications;
- Professional or personal development portfolios compiled for professional bodies or for other awards;
- Assignments required for the purpose of RPL application;
- Module outlines;
- Work-based projects and presentations;
- Vivas; or
- Completion of the usual assessment associated with the module(s) for which equivalence is being claimed.

4.3 Indirect evidence of RPEL may include:

- testimony and witness statements e.g. from an employer or client;
- certificates of achievement/attendance from previous non-academic-credit-bearing courses.

4.4 RPL credits are only awarded on the basis of evidence submitted which is:

- sufficient to demonstrate the achievement of the learning claimed;
- authentic in relation to the applicant's own efforts and achievements; UA92 has the right to use existing mechanisms to detect possible plagiarism, e.g. using Turnitin

- current, UA92 expects the experience or qualifications to have been gained within the previous 5 years (date of award);
- relevant to the level and volume of credit being claimed towards the target award;
- verifiable, substantiated by written evidence, e.g. certificates of award.

#### 4.5 Maximum levels of RPL:

- University Academy 92 (UA92) follows Lancaster University's regulations on RPL/RPEL, which is detailed in the Lancaster University Manual of Academic Regulations (MARP)  
<https://www.lancaster.ac.uk/media/lancaster-university/content-assets/documents/student-based-services/asq/marp/RPL.pdf>.
- Under the regulations, a maximum of 1/3 of an award may be approved as RPL.

Award	Total credits for award	Maximum RPL
Degree	360 credits	120 credits

- All RPL is assessed PASS/FAIL only.

#### 4.6 Deadlines and Timescales for consideration

	<u>September entry</u>	<u>January entry* (will only be permitted with an existing January cohort in place)</u>
Credit transfer	Deadline: 1 month prior to the start of the first Block of study	Deadline: 6 weeks prior to the start of the first Block of study
Certificated learning (RPL)	Deadline: 6 weeks prior to the start of the first Block of study	Deadline: 8 weeks prior to the start of the first Block of study
Experiential learning (RPEL)	Deadline: 8 weeks prior to the start of the first Block of study	Deadline: 8 weeks prior to the start of the first Block of study

#### 4.7 Consideration and Approval of RPL applications

<u>Type</u>	<u>UA92 approval required</u>	<u>Lancaster University approval required</u>
Credit transfer	Course Leader	None

Certificated learning (RPL)	Course Leader	LU Link Tutor
Experiential learning (RPEL)	Course Leader	LU Link Tutor

## **5. Responsibilities**

- 5.1 Course Leaders are responsible for considering and assessing all claims for RPL.
- 5.2 The TTC Course Leader is responsible for considering and assessing RPL claims which have a bearing on credit for character and personal development in the form of the TTC modules.
- 5.3 The Admissions Office is responsible for communicating the decision on the award of credit to applicants as part of the communications at the offer stage.
- 5.4 The Course Leader is responsible for notifying Student Registry of the outcome of successful claims for RPL so that they can be ratified by the Board of Examiners.
- 5.5 The Registry and Quality team is responsible for ensuring that credits obtained RPL are recorded in LUSI and on the student transcript.

## **6. Application and assessment process for RPL**

- 6.1 Requests for RPL must be made at the same time as an application to study on the programme is made.
- 6.2 RPL applications should be made in accordance with the timetable set out in para 4.6, and made prior to the start of the relevant programme.
- 6.3 All applicants should notify the Admissions team on application that they wish to apply for RPL. The Admissions team will direct applicants to the relevant Course Leader to discuss their RPL application ahead of submitting a formal application. As regards apprentice applicants, they should use the online application form for Degree Apprenticeships which will route their enquiries for RPL to Course Leaders to undertake an Initial Needs Analysis (INA) as required by the ESFA.
- 6.4 The Admissions team will manage the interface with applicants with support from the Registry and Quality team and Course Leaders.
- 6.5 The applicant should use the standard RPL application form supplemented by the required evidence as stipulated in the RPL policy. All evidence should be submitted as originals including a pre-paid means for their return e.g. stamped addressed envelope.
- 6.6 The Course Leader will assess each claim on an individual basis by defining the assessment criteria for the claim, based on the relevant module and/or programme learning outcomes, and by assessing the submitted evidence against the defined criteria. Where necessary the Course Leader will take advice from colleagues about the subject(s) covered in the claim.

- 6.7 The TTC Course Leader will assess all RPL applications to consider whether or not recognition should be assigned for prior learning as it pertains to character and personal development and which meet the requirements of the TCC modules.
- 6.8 The Course Leader (including the TTC Course Leader) will recommend, record and report the outcome of the assessment process within the required time-scale (normally within four working weeks from the date of submission of the full application).
- 6.9 The Lancaster University Link Tutor for UA92 should countersign all RPL decisions made by Course Leaders and approved by the RPL assessment panel which consists of the relevant Course Leader and the TTC Course Leader.
- 6.10 The Course Leader should return the RPL portfolio and all original documentation to the student via the Admissions team following the assessment decision, clearly indicating that the originals of all RPL related documentation should be kept by the applicant until their graduation.
- 6.11 The Admissions team should send the applicant, whether successful or unsuccessful, the RPL process evaluation form for completion which should be returned to the Registry and Quality team.
- 6.12 A successful decision on RPL normally results in a reduction of the tuition fee for the relevant programme in proportion to the amount of prior learning granted. The Registry and Quality team will communicate any changes to fees internally at UA92 to ensure that the correct fees are charged. The RPL assessment process.
- 6.13 The Course Leader will make one of the following judgements on the application:
1. INCOMPLETE. That the evidence is incomplete. An applicant may resubmit a claim on one further occasion only. The initial assessment decision shall be notified to the applicant by the Course Leader via the Admissions team together with guidance on the additional information or evidence required.
  2. APPROVED. That the level and volume of learning achieved is sufficient for specific credit to be awarded or for admission to a programme. The assessment decision should be verified by the relevant Board of Examiners via Chair's action and reported to the Registry and Quality team to note on the Student Records system. The Course Leader will inform the student of the outcome of the RPL claim via the Admissions team who will send them a statement of any credit awarded.
  3. NOT APPROVED. That the level and volume of learning achieved is NOT appropriate. The assessment decision should be verified by the relevant Board of Examiners. The Course Leader will inform the student of the

outcome of the RPL claim and the reasons for the decision via the Admissions team.

6.14 Normally, the RPL decision should take no longer than four working weeks from the point of submission of the complete documentation of the claim. See Appendix 6 for the process flowchart for RPL applications.

6.15 No charge is made for advising on and assessing an application for RPL.

#### **6.16 Credit transfer**

For credit transfer claims, there is no requirement for the formal assessment of the applicant's previous work. However, in such cases the Course Leader must ensure:

- i. that there is a valid transcript providing evidence of the credits awarded by the relevant UK higher education provider; and
- ii. that the prior learning is at the same (or higher) level than that for which the credit transfer is being claimed and has not been used for the award of an end-of-cycle qualification gained elsewhere; and
- iii. that, having reviewed the course descriptions for the unit(s) for which credit has already been awarded, they are satisfied there is a sufficient match between these and the UA92 module(s) in regard to learning outcomes and content.

Applications for credit transfer must be supported by accompanying evidence such as a transcript of results. However, this may not be sufficient evidence to make a decision about the validity and relevance of learning, as modules with similar titles may have very different content. In some cases, additional evidence may be requested to support the application. Additional evidence may include:

- i. Course specification, syllabus or handbook;
- ii. A copy of the module specifications, syllabi or handbooks;
- iii. A list of the topics covered in each module;
- iv. Assessment briefs;
- v. Copies of completed assessments and any grades awarded.

#### **6.17 Certificated learning (RPL)**

In the case of certificate learning the Course Leader must ensure that the prior learning has been formally assessed and certified by a recognised higher education institution and for which an academic transcript or equivalent is available.

The applicant must, through the submission of formal certificates, transcripts etc., demonstrate the match between their prior learning and the module or programme in question.

## **6.18 Experiential learning (RPEL)**

For RPEL claims the applicant must demonstrate that learning has taken place through the prior experience.

When assessing a claim for admission onto a Degree Apprenticeship programme the Course Leader must be mindful that there will be entry requirements set in the approved applicable Apprenticeship Standard that should be considered, e.g. the required Knowledge, Skills and Behaviours.

In the case of approval of non-standard entry onto a Degree Apprenticeship programme the Course Leader needs to indicate how the apprentice will be supported in developing any pre-requisite KSBs that they should have had at entry.

In the case of apprentices applying for Degree Apprenticeship programmes, the RPL process will be undertaken as part of the compulsory Initial Needs Analysis (INA) for each apprentice.

## **7. RPL procedure for Degree Apprenticeships programmes**

7.1 The RPL procedure for applications to Degree Apprenticeships is managed through the Initial Needs analysis (INA) which includes the following elements:

- Recognising the prior learning of the apprentice, including the Knowledge, Skills and Behaviours set out in the relevant Apprenticeship Standard, before the apprenticeship can begin;
- Recognising the character and personal development achievements of the apprentice against the requirements of the TTC modules.
- Recording prior learning in the evidence pack and Commitment Statement;
- Considering the evidence of Level 2 English and Maths, or their equivalencies submitted by the apprentice;
- Considering the impact of learning difficulties and/or disabilities and the need for any necessary adjustments that may be required for the apprentice.

- 7.2 For guidelines on the INA process, see the policy document on INAs for Degree Apprenticeships for more information.
- 7.3 Besides a different workflow for the management of RPL documentation, the RPL procedure for apprentice applicants remains the same. The relevant Course Leader brings to bear their academic judgement on the application. The only other deviations from the process may be as specified by the ESFA.
- 7.4 A separate IT system manages the initial assessment and recognition of prior learning for apprentice applicants. This is a complete end-to-end apprenticeship and vocational training delivery platform. It is designed to capture application information, assessments, record learner progress, and manages UA92's interaction with apprentices and employers via a CRM. This IT system is compliant with ESFA, Ofsted and GDPR regulations. The Registry and Quality team is responsible for data population and maintenance of the system. Data is shared with the UA92 student record system via an API.

## **8. Related documentation**

- Lancaster University Manual of Academic Regulations  
<https://www.ua92.ac.uk/storage/app/media/MARP-UA92-Academic-Regs.pdf>

## **9. Appendices**

Appendix 1: Lancaster University – UA92 RPL guidance

Appendix 2: RPL Application form

Appendix 3 RPL Assessment and Approval Form

Appendix 4: RPL for the Target Talent Curriculum (TTC) for students entering Level 5 FHEQ

Appendix 5: TTC RPL proforma

Appendix 6: Additional assessment and Induction

Appendix 7: RPL flowchart

## Appendix 1: Lancaster University – UA92 RPL guidance

LANCASTER UNIVERSITY



UA92

**POLICY ON THE RECOGNITION OF PRIOR LEARNING**

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### 1. Purpose, definitions and scope

1.1 The Lancaster University policy on the Recognition of Prior Learning must be adhered to by UA92. The full Lancaster policy and procedures should be referred to here:  
<https://gap.lancs.ac.uk/ASQ/QAE/MARP/Documents/MARP-current-version.pdf>

UA92 should take note in particular to the following aspects.

1.2 The prior learning to be considered will fall into one or more of the following categories.

- (a) **Credit transfer:** formal learning which has led to the award of credit or qualifications by a UK higher education degree-awarding body, in accordance with the relevant higher education qualifications framework.<sup>1</sup>

*[Credit transfer does not require an assessment decision.]*

- (b) **Certificated learning (APL):** formal learning at a higher education level but which has not led to the award of credit or qualifications positioned on the relevant higher education qualifications framework; for example some professional development awards, employment-based awards or non-UK awards.

- (c) **Experiential learning (AP(E)L):** informal learning achieved through experience and practice (for example through employment or voluntary activities) rather than through a certificated programme of study or training.

*[APL and AP(E)L are assessment decisions and require ratification through external examiners and exam board procedures. A formal record of the decision must be presented at the next available exam board].*

1.3 This policy does not cover pre-defined institutional arrangements for the recognition of credit. Examples of such arrangements include:

- articulation arrangements leading to a Lancaster validated award;
- progression routes and step-off qualifications predetermined as part of a programme validation.

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<sup>1</sup> Either *The Framework for Higher Education Qualifications of Degree-Awarding Bodies in England, Wales and Northern Ireland* or *The Framework for Qualifications of Higher Education Institutions in Scotland* (QAA Quality Code, Part A).

## 2. Principles

- 2.1 Normally (unless there is an approved variation) a maximum of one-third of the credits of an undergraduate programme may be awarded as RPL credits and these are normally only allowable at Level 4 of *The Framework for Higher Education Qualifications of Degree-Awarding Bodies in England, Wales and Northern Ireland*.

The following table illustrates the level of RPL credits permitted per award.

Award	Total Credits	Maximum RPL Credits
HNC	120	40
HND	240	80
ECMS	120	40
EDMS	120	40
PDCMS	75	25
PDDMS	90	30
Foundation Degree	240	80
Ordinary Degree	120	40
Honours degree	360	120

**To Note:** AP(E)L may only be awarded for whole, not partial, modules.

Credits will only be permitted for passed modules.

- 2.2 Credit may only be awarded for learning which has taken place within the five years immediately prior to the start of the course unless the applicant can provide evidence that his/her learning has continued in a professional or similar context. In such cases UA92 may choose to set an assessment to test an applicant's current knowledge.

## 3. Responsibilities

- 3.1 UA92 is responsible for considering and assessing all claims for RPL and for determining the form of evidence required in support of claims. But the final approval of the award of RPL credits is given by Lancaster University.
- 3.2 There are three stages to the approval process:
- i) UA92 should verify the RPL application and make a recommendation for the transfer/award of credit;
  - ii) An internal UA92 panel of at least three people, one of whom should be the programme leader, should consider the application;
  - iii) Recommendations for the transfer/award of credit must be submitted for approval, together with the covering pro-forma and the supporting evidence to ASQ, normally prior to entry onto the programme. ASQ staff will liaise with the Lancaster University link tutor in approving recommendations.

- 3.3 UA92 is responsible for ensuring that credits obtained via RPL are recorded as such on the student transcript.

## 4. Procedures

- 4.1 All enquiries/requests for RPL should be initially considered by UA92 who will provide guidance on the process and on the amount of credit that might reasonably be sought. It remains the responsibility of the applicant to demonstrate the relevance of any prior learning and to produce the supporting evidence.

- 4.2 **For credit transfer claims**, there is no requirement for the formal assessment of the applicant's previous work. However in such cases UA92 must ensure:

- (a) that there is a valid transcript providing evidence of the credits awarded by the relevant UK higher education provider; and
- (b) that the prior learning is at the same (or higher) level than that for which the credit transfer is being claimed and has not been used for the award of an end-of-cycle qualification gained elsewhere; and
- (c) that, having reviewed the course descriptions for the unit(s) for which credit has already been awarded, they are satisfied there is a sufficient match between these and the Lancaster validated module(s) in regard to learning outcomes and content.

**Please note:** credit awarded elsewhere can only be transferred where it has been awarded for a passed module.

Outcomes from the consideration of individual claims must be auditable through UA92's records of assessment.

- 4.3 **For APL/APEL claims**, there must be a formal assessment of the applicant's portfolio of evidence by UA92. Applications should be submitted in the form of a portfolio consisting of:

- (a) a written request stating the module(s) for which the student is seeking APL/APEL credits;
- (b) documentary evidence of the prior learning; and
- (c) a reflective analysis of how this experience/learning demonstrates successful achievement of the learning outcomes of the module(s) for which credit is sought.

Documented evidence may include and/or be drawn from: course descriptions, certificates of learning/records of achievement, interviews, oral assessments, diagnostic assessments, references/testimonials, learning logs, work reports, work products, records of volunteer learning and experience etc.

In some cases the student may also be invited to complete the summative assessments normally associated with the Lancaster validated module(s) in order to demonstrate

achievement of the learning outcomes, or an alternative assessment or assessments may be set.

Assessment of APL/APEL should be on a pass/fail basis only.

- 4.4 Approval of APL/APEL credit is recommended by UA92 and ratified through external examiner and exam board procedures in the normal way. The decision must be clearly documented in the assessment records and the supporting evidence retained alongside the assessments for the module(s) in question. Work for APL/APEL credit should be moderated by the external examiner(s). For *ad hoc* cases of APL/APEL it is expected that the external examiner would review the individual portfolio and evidence of the department's assessment of this. Where assessment is undertaken as part of a specific RPL module, a sample of this module's assessed work should be made available to the external examiner in the normal way.
- 4.5 RPL credits count towards the total number of credits required for the award of the Lancaster qualification aimed for and are clearly indicated as such on the student transcript. However marks for credits achieved elsewhere and for credits awarded by Lancaster on the basis of APL/APEL are not normally carried into the Lancaster validated programme. They are not normally used in the calculations to determine the class of degree awarded or used to help determine progression from one year to the next.
- 4.6 Where an APL/APEL claim has not been successful, applicants will have the right to one reassessment opportunity, as if they had failed the module.

## Appendix 2: RPL Application Form



### Application for Recognition of Prior Learning (RPL)

Please read the UA92 policy on RPL and the applicant guide before completing this form

<b>Full name</b>		<b>Applicant Ref No</b>	
<b>Address and postcode</b>			
<b>Telephone</b>		<b>Email</b>	
<b>Programme of study</b>			
<b>Total number of credits you wish to be exempt from</b>			
<b>UA92 Modules (or non-modular units of learning) you are claiming RPL against</b>	<i>Please list:</i>		

### APPLICATION FOR RPL (credit transfer and certificated learning)

<b>Full name of the institution attended</b>				
<b>Full title of the programme/qualification</b>				
<b>Modules completed (and codes if available)</b>	<b>Title (code)</b>	<b>Credits</b>	<b>FHEQ level</b>	<b>Mark</b>

<b>Dates</b> of study (must be within 5 years)	Start date:		Completion date:	
<b>Awarding body</b> (if not the institution at which you studied)				
<b>Training and development</b> (Provide details of other relevant training and development taken). Include dates.				
List of <b>evidence</b> provided in support of your claim	<i>All evidence should be clearly labelled and numbered and attached to the email with this form.</i>			
<b>Supporting statement</b>	<i>Please identify as precisely as possible the specific programme or module (or non-modular unit of learning) learning outcomes for which you are claiming RPL and link this directly to the supporting evidence.</i>			

### APPLICATION FOR RPEL (experiential learning)

List of <b>evidence</b> provided in support of your claim	<i>All evidence should be clearly labelled and numbered and attached to the email with this form.</i>
<b>Supporting statement</b>	<p><i>This should include:</i></p> <ul style="list-style-type: none"> <li><i>An account of the activities undertaken from which the learning was gained and the dates and duration of these activities. This may be a formal course of study and/or training, or a practical experience.</i></li> <li><i>This should be written in the form of a series of learning outcomes to describe what you have learnt from your prior experience. For further guidance contact the Course Leader.</i></li> </ul>

**UA92 reserves the right to contact institutions and organisations named by the applicant for confirmation and verification of the information provided.**

<b>Signature of applicant</b>	<b>I declare that the information and evidence I have provided is accurate and authentic</b>  (electronic signature where possible)
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**Submission Checklist:**

Before submitting your RPL claim, please ensure that you have:

- fully completed all the questions in this form;
- included all of the relevant evidence to support your claim as required;
- clearly labelled and numbered all pieces of supporting evidence and indicated which piece(s) of evidence relate to each section of the form.

FOR OFFICE USE	Date application received:
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## Appendix 3: RPL Assessment and Approval Form



UA92

### Recommendation for the Award Recognition of Prior Learning (RPL)

<b>Institution</b>	UA92
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<b>Applicant Name</b>	
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<b>Programme Applied for:</b>	<b>Total Programme Credits:</b>
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<b>Total of RPL Credit Applied for (number of credits)</b>	
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<b>Modules for which RPL is recommended. Please list with credits.</b>		
<b>Module Title</b>	<b>Number of Credits</b>	<b>Type of RPL – Credit Transfer/RPL/ RPEL</b>

**Supporting Evidence** – please attach relevant module descriptors and documentary evidence showing the candidate has met the learning outcomes of the modules applied for.

This should include the covering matrix of module learning outcomes against the supporting evidence.

<b>This recommendation for the award of credit by RPL has been formally considered within UA92 according to UA92 procedures (and in the case of RPL/RPEL credit ratified through Exam Board procedures).</b>	
<b>Name and Signature Course Leader:</b>  (electronic signature where possible)	Date of decision
<b>Name and Panel members signature (minimum of 2 required):</b> 1. 2. (electronic signature where possible)	Date of moderation
<b>Recommendation Approved.</b>  <b>Lancaster Link Tutor Approval:</b>  <b>ASQ Approval:</b>  (electronic signature where possible)	Date of approval

## **Appendix 4: RPL for the Target Talent Curriculum (TTC) for students entering Level 5 FHEQ**

Students entering UA92 at Level 5 will follow the UA92 RPL procedure for modules mapped against UA92 modules. While this is suitable for transferred credits from UK institutions in subject modules (where learning outcomes can be mapped against UA92 modules), many students will not have undertaken a similar set of modules to the TTC. Therefore, the alternative supplementary process outlined herein is required to satisfy UA92 that students are at a similar level to those who have completed Level 4 TTC at UA92.

Given that the TTC is based on experiential learning, a modified version of the UA92 RPEL process will be followed to give evidence of students' level of achievement against the TTC themes prior to entry.

### **Definition**

The UA92 definition of RPEL applies to the process of considering whether applicants have met the learning outcomes of the TTC at Level 4.:

*Experiential learning (RPEL): informal learning achieved through experience and practice (for example through employment or voluntary activities) rather than through a certificated programme of study or training. It is the learning arising from the experience, rather than the experience itself, that is recognised through a process of assessing and then assigning credit to that learning.*

As regards RPEL for TTC, the usual requirements of evidence apply, but are extended to also include transferable skills learnt within academic programmes (e.g. critical thinking).

### **Process**

The consideration of RPEL for TTC elements of a programme of study will take place at the same time as consideration of subject specific credit, i.e. at the application stage prior to the commencement of the programme of study.

The consideration of experiential learning (RPEL) against the Level 4 learning outcomes for TTC will be considered on the basis of requirements similar to those specified by Lancaster University:

- a) a sufficient match between the prior learning and the relevant UA92 module(s) in terms of:
  - a. subject content and knowledge
  - b. level of learning
  - c. volume of learning
- b) sufficient evidence of student achievement
- c) the student's preparedness for assessments later in the programme
- d) any particular restrictions imposed by Professional, Statutory or Regulatory Bodies
- e) the overall requirements for the programme.

Further guidance will need to be provided to prospective applicants on the content and expectations of the TTC.

At UA92 the Course Leader for the programme of study will handle all initial enquiries and provide advice on RPEL for TTC elements of the UA92 programme being applied for, as they would for subject specific credit.

### **Evidence**

The applicant provide a portfolio of evidence which are assessed by the Course Leader, moderated by a panel of assessors and approved by the LU Link Tutor. This would consist of:

- a) a written request stating the module(s) for which the applicant is seeking RPEL credits;
- b) documentary evidence of the prior learning;
- c) a reflective analysis of how this experience/learning demonstrates successful achievement of the learning outcomes of the TTC module(s) for which credit is sought.

Where documentary evidence is not possible for elements of the TTC a robust reflective analysis on how learning matches the learning outcomes of the module is required from the applicant.

The assessment panel will consist of the relevant Course Leader and the Course Leader for the TTC. Besides the approval from the LU Link Tutor, the usual procedures will apply with regard to consideration and sign-off by the Board of Examiners.

Should the assessment panel consider that the RPEL evidence submitted by the applicant does not meet the requirements for RPEL for the TTC, the applicant may be invited to complete the summative assessments for the TTC modules in order to demonstrate achievement of the learning outcomes.

## Appendix 5: RPL for the Target Talent Curriculum (TTC) proforma

### Character and Personal Development at UA92

Character and personal development is an integral part of every degree at UA92. As well as this being built through subject specific modules and coaching, every student undertakes dedicated modules at every level of study, amounting to 20 credits per level.

At L4 the dedicated modules are:

- Resilience
- Health and Wellbeing
- Problem Solving
- Communication Skills

As part of these modules, students reflect on their own skills and areas which they wish to develop in terms of these themes. In order to ensure that every student starts at a similar level, we would like you to write a personal statement to evidence your knowledge and experience in these areas. You may consider examples from previous education, work experience, hobbies or other positions of responsibility. We understand that any examples or evidence you provide may not be academic credit based, but where possible, please also provide evidence (e.g. proof of employment, Duke of Edinburgh etc.). Further guidance on each area is given below.

<b>1. Give an overview of how you think these areas (Resilience, Health and Wellbeing, Problem Solving and Communication Skills) relate to academic and professional development. (300 words)</b>
<i>Explain your understanding of these terms, and give an example of where they may be used in either an academic or work setting. This could be small scale (e.g. a person meeting a challenge) or larger scale (e.g. the cost or advantage to a business). Researching key terms and examples will help here. Please cite any sources used for research.</i>
Enter text here

**2. Reflect on an example related to each area which you have personally encountered (Resilience, Health and Wellbeing, Problem Solving and Communication Skills). This could be a time when you have encountered an issue which you had to work through, or a time which you might use to highlight your own strength in skills related to these areas. How has this example helped in your personal development? (500 words)**

*Explain which area you are relating the event to. What happened? How did you approach the situation? What skills did you display? Is there anything you would have done differently? Researching approaches to this area will help here. Please cite any sources used for research.*

Enter text here

**3. What two areas (related to the above) do you intend to develop while at UA92? How do you intend to approach this? (200 words)**

*What specifically do you think you can develop as a skill or habit (e.g. approaching problems mindfully, personal management skills, presentation skills)? How can you develop this? Give this a deadline and a way to assess whether you have met your goal (e.g. practising at least 3 times before your first presentation).*

Enter text here
<b>Sources used</b>
<i>Please give a reference list of any sources used.</i>
Enter text here

	Fail	Pass
Self-Reflection, critical thinking and actions for development.	The self-reflection lacks focus or critical reflection, and fails to meet the questions set. There is a lack of engagement in the self-reflection and approach to personal development. Events are poorly explained and treated at a surface level. Actions are not linked to the areas set and are poorly defined.	The self-reflection has a focus, however, the critical reflection is somewhat surface. There is a clear engagement in the self-reflection and approaches to personal development. Events are clearly described and the link to self-reflection is adequate to excellent. Actions are clear and linked to the areas set, although there may be some points which could be further defined.
Understanding, Research and Citation of sources	The level of understanding demonstrated in this work is poor and does not match the questions as set. Key terms are not defined and few examples are given. Research which would have helped in this understanding is limited, not clearly linked to the areas set or absent. The use of sources, and references (end of text) is poor or absent.	The level of understanding demonstrated in this work is adequate to excellent. Key terms are clearly backed up with research. Research is also used to underpin self-reflection in the strongest work, showing a fully informed reflection. The formatting of citations (in-text) and in the reference list (end of text) shows a clear familiarity with academic referencing. Some minor errors may be present.

Communicati on Techniques, Writing Style and Presentation	The presentation, use of grammar, vocabulary and spelling is poor to inadequate.	Adequate to excellent presentation, use of grammar, vocabulary, spelling and flow. There may be some areas for improvement.

## **Appendix 6: Additional assessment and Induction**

### **Additional assessment**

Beyond the informal guidance and support offered by a Course Leader to applicants with regard to the Recognition of Prior Learning, the Course Leader and the TTC Course Leader may require:

1. A formal interview with the applicant/apprentice leader to establish motivation for the application and/or transfer to UA92. This is to ensure the applicant/apprentice is making a correct and informed choice in the future of their academic and career journey.
2. The completion of the assessment for the modules for which RPL is being applied for, as a means of assessing whether or not the applicant/apprentice has met the learning outcomes of the specified modules.

### **Induction and access to learning**

As part of the UA92 induction process, especially for students who are enrolling with RPL credit to enter at Level 5, UA92 will provide a course specific induction programme. This will provide the students with a fast-track learning gateway to learn about the UA92 learning culture, ways of working and provide the necessary skills and knowledge required for successful entry to Level 5.

This tailored induction process will also consist of training for general competencies e.g. written; presentation, research and/or more specific practical skills e.g. practical proficiency of equipment use, e.g. in the case of Sports Science where advanced equipment will be used as part of the study programme.

If further skills assessment is required, the Course Leader will assign a relevant assessment that is deemed necessary for transfer onto the course and subsequently enabling the student into a position of successful progression throughout the duration of the course.

These assessments will be module based (mainly core skills) and will be administered to students on a case by case basis.

UA92 will also provide online access to all relevant Level 4 learning materials as an additional learning support tool for students enrolling with RPL credit at Level 5.

## Appendix 7: RPL workflow



