



**APL Policy
(Accreditation of Prior Learning and Accreditation of Prior Experiential
Learning)**

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1. Background

Staffordshire University has long been committed to excelling in support for learning and teaching and to widening participation in higher education. In this context it has developed various APL (Accreditation of Prior Learning and Accreditation of Prior Experiential Learning) strategies and schemes to help students find their level and make the best use of their learning experiences. The policy is designed to encourage achievers to participate in higher education. It will enable them to test prior knowledge and skills against the Learning Outcomes of their chosen programme.

This document will provide a framework to bring together all APL provision and ensure equity of treatment across subject disciplines. It will also incorporate recommendations for new schemes within the framework to encourage Faculties and Programme Leaders to make more use of such schemes especially to give access to higher education to a wider range of learners.

The University supports and encourages the use of APL in all academic Faculties and Programmes in the context of this framework. It is believed that a significant proportion of the population of the region is not seeking access to higher education because there is no perceived relationship to past experience. The creation and acceptance of this framework will facilitate access to higher education programmes, by accepting the value of current and past work at this level.

It should be noted that some University programmes are accredited by professional bodies; in some instances this accreditation denies students the opportunity to APL parts of these courses.

Note on Credit Transfer

Credit Transfer refers to the judgement of a claim at application to a defined point of entry within the structure of an award. This is an academic judgement made at the point of admission that an applicant has achieved the equivalent level outcomes for a recognised stage of an award and pre-requisites for future study through previous accredited and certified learning at HE level study. Credit Transfer is distinct from the APL framework outlined in this document, and is not to be included in calculating the 75% maximum figure for APL. 'Advanced Standing' is a more specialised procedure of Credit Transfer which requires agreements to be in place between Staffordshire University and other institutions. It is essentially Credit Transfer as opposed to the Accreditation of Prior Learning and is also exempt from the maximum 75% figure for APL. Similarly, Articulation is also a formal process of credit transfer and does not constitute a part of the 75% maximum figure. Within credit transfer previous study is recognised by the University but the University does not grade such study. In the absence of such grading this study cannot be used to ascertain award classification (which is not the case with the APL policy outlined below). Credit Transfer is entered on THEsis as general credit exemption and not APL. (See Glossary)

2. Strategic Overview

The University acknowledges the value of APL that is certificated and APEL associated with knowledge and skills acquisition which has taken place in the workplace or other learning situations. It is committed to recognising that learning takes place outside the traditional educational establishments.

The Accreditation of Prior Learning Scheme (APLS) enables an individual student to incorporate previous relevant learning experience into a programme of study, and acknowledges their expertise.

It is also crucial to maintain the quality of University awards. The methods and processes of acquisition of knowledge and skills may be different but the learning outcomes must be seen as substantially equivalent to those identified in the validated award.

The systems and processes in all Faculties will be transparent and consistent.

Evaluation systems will monitor the implementation of the policy and highlight recommendations for improvement.

3. Principles

The APLS will enable an individual to incorporate previous relevant theoretical and/or practical learning into a programme of study.

Accreditation is a means of considering all relevant formal certificated learning and experiential learning for credit towards a named award.

Units of learning, theoretical or practical that are accepted for accreditation must be of compatible value to the programme content and academic level.

The process of accreditation will be rigorous to ensure the integrity of the awards.

Information on APL will be made available to students and an evaluation of the progress of the scheme will be included in annual review and monitoring reports.

Students who have APCL or APEL a module or modules will still have access to all module learning resources if desired.

4. Objectives of the Policy

- To produce a Staffordshire University assured APLS which will be used by all Faculties

- To draw up a model scheme including recommendations about administrative systems, this will be adopted within the context of the policy.
- To propose methods to facilitate the use of the scheme.

5. Regulations

- **APL** refers to any accreditation of prior learning carried out within the scope of this policy. Both APCL and APEL fall within this definition, however, forms of Credit Transfer do not constitute APL.

APCL

- Certificated learning - based on other qualifications or awards which have been gained through a formal programme of assessed learning. Where certificated learning has been undertaken at HE level students are encouraged to investigate Credit Transfer options before embarking on APCL procedures.

APEL

- Experiential learning - based on prior learning which is acquired through life experiences which has yet to be formally recorded or assessed. Learning can take place in work, home or leisure activities and if it can be measured and is relevant to the University award then academic credit can be awarded.

Credits are awarded at the following levels in higher education:

5.1 Levels

- **Certificate Level** (*Currently Level 1 of the UMF*)

The holder of a Certificate in Higher Education will have a sound knowledge of the basic concepts of a subject, and will have learned how to take different approaches to solving problems. He or she will be able to communicate accurately, and will have the qualities needed for employment requiring the exercise of some personal responsibility.

- **Intermediate Level** (*Currently Level 2 of the UMF*)

Holders of qualifications at this level will have developed a sound understanding of the principles in their field of study, and will have learned to apply those principles more widely. Through this, they will have learned to evaluate the appropriateness of different approaches to solving problems. Their studies may well have had a vocational orientation, enabling them to perform effectively in their chosen field.

They will have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making.

- **Honours Level** (*Currently Level 3 of the UMF*)

An Honours graduate will have developed an understanding of a complex body of knowledge, some of it at the current boundaries of an academic discipline. Through this the graduate will have developed analytical techniques and problem-solving that can be applied in many types of employment. The graduate will be able to evaluate evidence, arguments and assumptions, to reach sound judgements, and to communicate effectively.

An Honours graduate should have the qualities needed for employment in situations requiring the exercise of personal responsibility, and decision-making in complex and unpredictable circumstances.

- **Masters Level**

Much of the study undertaken at Masters Level will have been at, or informed by, the forefront of an academic or professional discipline. Students will have shown originality in the application of knowledge, and they will understand how the boundaries of knowledge are advanced through research. They will be able to deal with complex issues both systematically and creatively, and they will show originality in tackling and solving problems.

They will have the qualities needed for employment in circumstances requiring sound judgement, personal responsibility and initiative, in complex and unpredictable professional environments.

- **Doctoral Level** (for Professional Doctorate applicants only)

Doctorates are awarded for the creation and interpretation of knowledge, which extends the forefront of a discipline, usually through original research. Holders of doctorates will be able to conceptualise, design and implement projects for the generation of significant new knowledge and/or understanding.

Holders of doctorates will have the qualities needed for employment requiring the ability to make informed judgements on complex issues in specialist fields, and innovation in tackling and solving problems. It should be noted that some Professional Doctorates are often accredited by professional bodies, in some instances this accreditation denies students the opportunity to APL parts of these courses

5.2 Scope

Applications can be made under this framework for any level of Staffordshire University award subject to the limitations established in validation procedures.

Normally a maximum of 75% percent of credits for any award may be set against accredited prior learning/experience. This is subject to specific requirements of the validated awards and the discretion of the Faculty APLS committee

Formal certificated learning which has occurred up to five years prior to the start date of the award will normally be considered.

Experiential learning which has normally occurred up to five years prior to the start date of the course will be considered.

The smallest unit of accreditation will be a module.

Formal certificated learning and experiential learning can only be used for accreditation purposes once. Students who have been accredited for specific prior learning at Staffordshire University or another institution can not apply for accreditation of this specific learning again.

It is unlikely that APCL will be granted for modules studied elsewhere which have contributed to an end award, however, where learning outcomes have been met through this study, APEL through negotiated assessment maybe viable.

All modules being applied for by an individual student at a particular level must be considered at one committee meeting. Applications cannot be made retrospectively in the event that the module has been taken and failed.

5.3 Specific and General Credit

Specific Credits

Specific credit is accreditation for a specific module or modules in an Award.

The following points apply:

- The application must be for full modules (or multiples of modules), at a specified level
- It will be granted when evidence of substantial achievement of modular outcomes is verified
- A statement of confidentiality can be attached to work in accordance with University principles

- The APLS Committee, which considers APL applications, will advise the Award Board as APL may form a substantial amount of the award given. At Level 1 there would be little need to involve an External Examiner in the APLS Committee. Every case of specific credit APL must be presented to the APLS Committee.

General Credits

A general credit is the award of credit points at a particular level in a Degree, which does not substitute for a specified module or modules.

The following points apply:

- General credits can only be awarded on programmes which include optional modules specifically within general option groups
- A statement of confidentiality can be attached to work in accordance with University principles
- Every case of general credit APL must be presented to the APLS Committee
- General credits may be acquired through the study of a University module which facilitates the analysis of previous experience

6. Systems and Processes

- 6.1 Applicant identifies the elements of the academic programme for which they wish to apply for accreditation.
- 6.2 Applicant contacts Faculty APL Administrator¹ and informs and discusses their academic profile for the Award with the Award Leader or Module Tutor.
- 6.3 Applicant completes relevant sections of the documentation (See Appendix 1 - AP(E)L 1 and Appendix 2 – AP(E)L 2) and submits their application.
- 6.4 The Award and Module Leader confirm that the application is right for the pathway
- 6.5 In the case of APCL the Module Leader and Award Leader with applicant, considers the request for APCL and checks that the application meets module/s Learning Objectives

¹ The Faculty APL Administrator is a nominated appropriate individual who will serve as first point of contact for students wishing to apply for APL within Faculties. The Administrator will act as liaison between students and academic staff in the first stages of a claim, oversee and monitor claim forms and APL committee paperwork and advise staff on APL procedural issues.

- 6.6 In the case of APEL the Module Leader and Award Leader with applicant, considers the request for APEL and proposes that a Negotiated Assessment be submitted. An APL Advisor² based in the Faculty will be available to advise whether Negotiated Assessment meets Module/s Learning Outcomes.
- 6.7 In addition a set of general credit generic Negotiated APL modules of different credits at all levels will be held by Faculties. These Negotiated APL modules should be initiated by the student who in negotiation with the Award Leader outlines the area of study, the specific learning outcomes and the mode of assessment. This approach has the added benefit of enabling a student to pursue an academic interest that although related to a course is not explicitly explored in the existing syllabus. Internal assessment will be undertaken by the appropriate staff within the faculty.

Faculties will nominate one external examiner from each subject area/set of awards at each of undergraduate and postgraduate levels to have oversight of the APL modules. They will be asked to moderate assessments for any students who fall within their remit as and when necessary.

All Negotiated APL modules from across the institution will be considered at one assessment board, managed by ADI and including representatives of all subject areas with students submitting modules for assessment. ADI will appoint a chief external examiner to have oversight of APL across the institution who will attend this board. Through this Board ADI will monitor the uptake of Negotiated APL modules and the performance of students enrolled on them.

- 6.8 Once the applicant is enrolled on the course the fee may be incorporated into the course fee. There will be no reduction in fees for full-time students; however, the fees for part-time students are as follows. APCL will be charged at 10% of the standard module fee and APEL at 40% of the normal module fee. An APL negotiated module (see 6.7) will incur the full module fee.
- 6.9 Students are strongly advised to express their intention of applying for either APCL or APEL within three weeks of enrolment on a module for Level One students and two weeks following enrolment on modules at Levels Two and Three
- 6.10 Fee is processed by a designated APL Administrator and candidate contacts Module or Award Leader
- 6.11 Award and Module Leader complete relevant sections of the documentation, and it is signed by both, the documentation is then forwarded to the Faculty APL committee or nominated APL

² The APL advisor is a member of Faculty academic staff who will act as a resource for module and award leaders. Advisor should have some expertise in matching assessment to learning outcomes. The use of an APL Advisor is at the discretion of Module and Award Leaders.

representative via the APL Administrator. Faculty Quality Committees may wish to nominate an individual member of staff to fulfil the functions of an APL committee. The University will undertake to make a decision and respond to any submitted APL claim within 10 working days.

- i Application supported for consideration
 - ii Application not supported for consideration
 - iii Application deferred to seek further information
- 6.12 APL Administrator forwards APL form(s) to the APLS Committee or nominated representative.
- 6.13 The Award or Module Leader who dealt with the claim will either present the AP(E)L claim at a meeting of the APL committee or with the representative or will provide a short written report. In the case of APEL the Negotiated Assessment agreed with the candidate should be outlined. Claims not supported must also be presented.
- 6.14 The APLS Committee or nominated representative considers the evidence:
- i Accepted - Applicant informed in writing.
 - ii Rejected - Applicant informed in writing and offered guidance.
 - iii Application deferred - the APLS Committee or representative will confer with the presenting Module or Award Leader who will normally contact the student for further information or clarification.
- 6.15 In the case of APCL the APLS Committee or representative reports to the Award Boards or equivalent.
- 6.16 In the case of APEL through negotiated assessment the required assessment is completed, assessed and graded. The awarded grade is presented at the Award Boards.
- 6.17 In the case of APEL through negotiated assessment within a Negotiated APL module the required assessment is completed, assessed and graded. The awarded grade is presented at the Award Board
- 6.18 The Chair of the APLS Committee or representative will ensure that the Faculty Office is informed in order that they can put all accepted claims on TheSIS.
- 6.19 APCL and APEL will be entered on TheSIS using distinct and separate suffixes to denote whether APCL or APEL.

7. APLS Committee MEMBERSHIP*

- Chairperson – Dean or Nominee
- Relevant Module/Award/Course Leaders
- APLS Administrator
- Alternatively a representative appointed by the Faculty Quality Committee can fulfil the role of the APL committee

* **NB** This could be a function of the Faculty Quality Committee or SURF Quality Committee sitting as an APLS Committee.

7.2 TERMS OF REFERENCE

- To apply the agreed regulations of the Accreditation of Prior Learning Scheme
To ensure that the agreed process of application for accreditation has been followed.
- To maintain parity of accreditation across awards/courses
- To monitor that the system is fair to all applicants
- To agree acceptance or rejection of an application
- To provide an annual report to the Award Boards or equivalent

8. Review Procedure

- 8.1 In the event of an APL Claim being rejected, a review can be requested only if the applicant believes that there has been a material error or irregularity in the consideration of his/her APL claim.
- 8.2 The applicant must write to the Dean of Students and Academic Registrar within seven working days of receipt of the letter of rejection from the APLS Committee or representative setting out full details of why s/he believes that a material error or irregularity has occurred.
- 8.3 The Dean of Students and Academic Registrar will consider the request for a review and will seek information from the Chair of the APLS Committee or representative
- 8.4 The Dean of Students and Academic Registrar will inform the applicant, in writing, within 15 working days of receipt of the request for a review, of her decision, which will be final.

9. Role of External Examiners

The role of the External Examiner is identical to the one the Examiner performs on the course studied in the normal way at the University. The Examiner has the role of quality assurance for a particular cohort of students on a specific programme and has the right to review all the

evidence or sample the evidence in relation to the application for AP(E)L and the submitted negotiated assessment.

10. Evaluation and Reporting Mechanisms

Each APLS Committee or representative will produce documentation from each decision (which will be the basis for the annual report) which will be sent by the APLS Administrator to the Faculty Quality Committee or SURF Quality Committee. The Faculty Quality Committee will produce a short report for ADI at the end of each academic year, which will also be sent to a designated QIS Officer, on the results of APLS Committee meetings containing information about:

- Which students applied for APCL/APEL
- On which modules
- What certified learning was submitted
- The form of Negotiated Assessment submitted
- What Negotiated Assessment/ APL modules were submitted.
- Which applications were declined or accepted
- The reasons for these decisions
- A short summary of this data.
- Recommendations for improvements to the system

The designated QIS Officer will also produce a report for QDC reviewing the Faculty reports drawing out good practice and changes in policy. S/he will consult with a representative from each APLS Committee or APL representatives to review that summary report before it is sent to QDC.

Any chair of any Faculty APLS Committee may ask the Head of ADI or nominee to arrange any training or staff development that is felt desirable around the issue of APL.

QDC will identify any actions to be taken as a result of the reports it receives, and identify who should take that action. This will be communicated through and monitored by the designated QIS officer.

***NB** The SURF Quality Committee will report to the SURF Management Board as appropriate.

APPENDICES

APPENDIX 1 – AP(E)L 1

**ACCREDITATION OF PRIOR LEARNING SCHEME (To ACCESS THIS FORM IN ALTERNATIVE FORMATS
PLEASE CONTACT YOUR FACULTY APL ADMINISTRATOR)**

APPLICATION AND APPROVAL FORM

*** ALL SECTIONS TO BE SUBMITTED TO THE APLS COMMITTEE ***

Applicant MUST complete RELEVANT SECTIONS IN FULL:

SECTION 1

1.1

Name (in full):

Student Registration Number:

Address (for correspondence):

Post Code:

E-mail Address:

Tel. No (home):

Tel. No (work):

Place of Work (where applicable):

Professional Qualifications:

1.2

Current Award/Course Title (in full):

Name of Award/Course Leader:

Number of credits applied for:

Level of credits applied for:

Module Title:

Name of Module Leader:

Office Use Only Award Code:

Module Code:

Please indicate the number of modules for which you have submitted AP(E)L applications

Applicants MUST complete a separate form for each module seeking accreditation

Photocopies of Section 1.1 can be submitted with multiple module applications, and candidates are advised to take photocopies before completing other sections if they know other modules will be submitted

FAILURE TO COMPLETE ALL RELEVANT SECTIONS OF THIS FORM WILL RESULT IN A DELAY IN YOUR CLAIM BEING PROCESSED

APLS CLAIM

For APCL

Evidence should be provided in the form of learning outcomes. Module descriptors, which include the aims, content and outcomes are available from the Faculty Office, APL Advisor, Course Leader or Module Tutor.

Hours of theoretical study, course content, assignments and assessments with results must also be included as appropriate.

For APEL

In the case of prior experiential learning evidence must be submitted to support the case for eligibility for Negotiated Assessment. This should be in the form of learning outcomes. Module descriptors, which include the aims, content and outcomes are available from the Faculty Office, APL Administrator, Course Leader or Module Tutor.

See section on 'evidence' on page 16 of the APL policy.

APPLICANT MUST ENTER RELEVANT INFORMATION BELOW:

EXPERIENCE

(Certificated course or evidenced life experience)

WHAT I HAVE LEARNT

(Learning Outcomes)

Example 1 - APL for certificated course

2 years ago I completed an Institute of Management Certificate in Management. My certificate and a copy of the syllabus is attached.

I have covered the learning outcomes for the modules People Management 1 and Budgeting & Cost Management on my current course.

Example 2 – Prior Experiential Learning

As an experienced Personnel Officer of fifteen years standing (see CV) I believe I have fulfilled the learning outcomes of the module in Conflict Management. I have detailed experience and evidence below which corresponds to the Learning outcomes.

- a) I have trained senior managers in the company to understand the employment relationship and I attach a programme of a training course showing that I am the presenter.
- b) I enclose (confidential material) a strategic plan I put forward to avert a strike a year ago and some minutes from regular meetings with the Union that I facilitate. I also attach some minutes from Personnel meetings specifically related to conflict situations.
- c) I believe that document 'iii' submitted as above and the minutes of 4th November 1999 show that I can employ negotiation techniques.

- a) Ability to provide good advice regarding rights, duties and obligations of the employment relationship.
- b) Understand the nature of conflict in employing organisations and the strategies available to manage the manifestations.
- c) How to employ negotiation techniques as a method of conflict resolution.

Signature:

Date:

Section 2 Course/Module Leader MUST complete this section:

NOTE: DO NOT SUBMIT ANY ASSIGNMENTS/COURSE WORK WITH THIS FORM

Name of Student:

Student Registration Number:

2.1 List documents checked: *(Use an attached sheet if necessary)*

2.2 Number of Credits:

2.3 Level of Credits:

2.4 Award/Course Title:

Module Title:

Module Code:

2.5 * SUPPORTED/NOT SUPPORTED (* Delete as applicable)
(Provide rationale for decision below)

This application fits the pathway described.

Award/Course Leader's signature: _____ **Date:** _____

2.6 For APEL only: Are there any negotiated forms of assessment that need to be completed:
*** YES/NO (* Delete as applicable)**

IF YES, complete the following:
NATURE OF ASSESSMENT(s):

SUBMISSION DATE:
Overall grade/mark awarded (For APEL only)

2.7 Signatures of two Tutors with subject expertise or one tutor with subject expertise and a Faculty APL Advisor:-

Name:	Signature:	Date:
Name:	Signature:	Date:

Section 3 The APLS Committee Chair or representative **MUST** complete this section:

Course/Award/Module (Code and Title)	Number of	Level of

***ACCEPTED/REJECTED/DEFERRED** (* *Delete as applicable*)

CONDITIONS:

Chair:

Signature:

Date:

APPENDIX 1 – AP(E)L 2

GUIDELINES FOR COMPLETION OF THE APPLICATION AND APPROVAL FORM

This MUST be read in conjunction with Section 6 entitled “Systems and Processes” of the APL Policy document.

Section 1 - Applicant Completes

- 1.1 It is important that applicants complete this personal details section in as much detail as possible.
- 1.2 Completion of this section requires the applicant to state such details as Award/Course Title, Award/Course Leader, number of credits applied for, level of credits applied for, Module Title and Module Leader.

FOR APCL

- 1.3 Completion of this box will identify applicant's previous study and provide written evidence to support his/her claim

Previous Study

Please enter here the actual study that you are presenting for your claim.

Clearly identify the actual course and if any credits were awarded when you did the course. Please note you will be required to produce the original course certificate and formal written evidence from the educational institution where you studied detailing the number and level of credits.

Evidence

You will need to have discussed in your initial contact with academic staff the types of evidence required. This will ensure that you are able to collect the necessary evidence prior to the interview for the claim. As well as documentary evidence, as above, you will probably need to produce evidence of course content, assignments and assessments with results. Space is provided for you to enter your evidence (taught courses). When you meet the person who will deal with the actual claim they may wish to see previous work e.g. assignments and possibly the content of a portfolio.

The relevant tutors and possibly a Faculty APL Advisor will help you establish the level of your claim by reference to national standards.

FOR APEL

You will need to have discussed in your initial contact with staff the types of experience you have acquired, how this relates to the learning outcomes of the modules/course you are claiming for and of the evidence they will require. This will ensure that you are able to collect the necessary evidence prior to the interview. Space is provided for you to enter your evidence.

During your meetings with the Module leader you will discuss an appropriate form of negotiated assessment which will enable you to demonstrate that you have met the required learning outcomes at the appropriate level.

Section 2 – Member of Staff Completes

This section is completed by the person who is carrying out the actual claim, i.e. conducting the interview.

Although the applicant has completed Section 1, please check that the details are accurate.

2.1 List documents checked

You **MUST** see original documents e.g. award certificate, formal written evidence of credits. Then photocopy and submit signed photocopies with the form.

2.2 Number of credits

Enter here the number of credits you are supporting. It is envisaged that APEL will normally be claimed against specific modules; however, APEL can also be claimed against course learning outcomes.

2.3 Level of credits

Enter here the level of credits you are supporting. The student is not asked to provide specific evidence of level. Staff will look at QAA descriptors and make a judgement which may require further evidence from the student and inform the nature of the negotiated assessment.

2.4 Award/Course and Module Details

Enter here the applicant's Award/Course Title and the Module Title and Code when supporting the claim against a specific module which is currently provided by Staffordshire University. This includes generic APL modules

2.5 Supported/Not Supported

Delete as applicable and provide a short written rationale for supporting the claim or not.

Award Leader to sign and date the application supporting that the application fits the pathway described.

2.6 Negotiated Assessment

This box should contain a brief outline of the form of negotiated assessment agreed between the applicant, and the Module Leader. This should also contain details of how the assessment demonstrates that learning outcomes have been met.

2.7 Signatures required of either 2 tutors with subject expertise or 1 tutor and an APL Advisor.

The Faculty APL administrator needs to establish the total number of APL applications (and module titles of such) that the student is making, in order to gain a full overview of the particular student's application.

Sections 3 and 4 – APLS Chairperson or representative must complete this section

- Course/Award/Module details and number and level of credits applied for to be recorded in this section.
- Accepted/Rejected/Deferred – to be deleted as applicable.
- Conditions – Please specify any conditions attached to the application
- APLS Chairperson or representative to sign and date this section.

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.

Accreditation of prior learning (APL): a process for assessing and, as appropriate, recognising prior learning or prior certificated learning for academic purposes. This recognition may give the learning a credit-value in a credit-based structure and allow it to be counted towards the completion of a programme of study and the award(s) or qualifications associated with it.

Accreditation of prior certificated learning (APCL): a process, through which previously assessed and certificated learning is considered and, as appropriate, recognised for academic purposes.

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.

Acknowledgement: is another term sometimes used to describe the recognition of learning, but is usually used in a more broad and non-specific sense and does not necessarily involve the use of standardised mechanisms.

Advanced Standing: is an agreement with another institution whereby an individual student who has undertaken part of a course of study at the institution may apply to transfer to an appropriate programme of study at the University. Applications are dealt with on an individual basis and follow normal admissions procedures.

Articulation: Articulation is a formal process leading to the recognition of the credit rating of a named qualification of a partner institution of the University and the creation of opportunities to transfer with advanced standing and specific credit to a named qualification of the University.

Credit Transfer: A mechanism whereby students who have successfully completed a level or stage of a higher education award at another institution may apply to transfer to an appropriate programme of study at the University. Applications are dealt with on an individual basis.

Dual awards: A dual award describes collaborative arrangements under which two or more awarding institutions together provide programmes leading to separate awards being granted by both, or all of them.

Franchise: Franchising is a formal process by which the University, as an awarding institution, agrees to authorise the provision of the whole or part of one or more of its own approved programmes by a partner organisation. The

University retains overall responsibility for the programme's content, delivery, assessment and quality assurance arrangements.

Joint awards: A joint award describes collaborative arrangements under which two or more awarding institutions together provide programmes leading to a single award made jointly by both, or all participants.

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.

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APL Procedure

