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الكلية العالمية للهندسة والتكنولوجيا
Global College of Engineering and Technology
International Standards with Local Vision

POLICY FOR ACCREDITATION OF PRIOR LEARNING (APL)

March 2019

V2

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ACKNOWLEDGEMENT

This Policy is based on the document “Framework for Accreditation of Prior Learning (APL)” published by the University of Derby, UK whom we acknowledge.

GLOSSARY OF TERMS

Accreditation	A term to signify the most formalised and widely practised forms of recognition of learning.
Advanced Standing	<p>Advanced standing gives admission onto a programme at a point beyond the normal start. An APL claim may lead to a student gaining academic credit for an entire level(s) of a programme (or with sufficient credit to enter a level with ‘trailing credit’) enabling them to enter the programme with ‘advanced standing’.</p> <p>This APL process should not be confused with the more established formal arrangements whereby nationally recognised qualifications may be deemed to be equivalent to the outcomes of the level either by the process of programme approval or subsequent programme modifications, and should be clearly stated in the programme validation documentation.</p>
APL	The Accreditation of Prior Learning (APL) is an all-encompassing term referring to the formal recognition, assessment and award of credit for all prior learning. It embraces both certificated and experiential learning.
APCL	<p>The Accreditation of Prior Certificated Learning (APCL) refers to the formal recognition, assessment and award of credit for certificated learning.</p> <p>Certificated learning refers to qualifications or awards gained prior to the current programme of study, from a recognised body and based on a validated process of assessment.</p>
APEL	<p>The Accreditation of Prior Experiential Learning (APEL) refers to the formal recognition, assessment and award of credit for experiential learning, that is, uncertificated learning.</p> <p>Experiential learning may have been gained in specific contexts, including employment and voluntary work, or through general life experience. It refers to learning, derived from experience, which has not been assessed or certificated.</p>
APL Assessor	An academic member of staff eligible to deal with enquiries, provide detailed advice and assess APL claims
APL Administrator	An administrative member of staff who inputs APL decisions on the Student Records System and maintains up to date records of APL activity.
Articulation	A term used to described a formal agreement between GCET and another institution to enable successful students from an identified programme to gain automatic entry with advanced standing to a GCET identified

	programme
Credit	Points credited to a student when the learning outcomes for a Module have been successfully achieved. Each Module will be worth a specified number of credits, normally associated with the total learning time required for successful completion of that Module.
Direct Entry	The term used to refer to students who enter a programme with advanced standing and enter directly into a level of a programme other than the first level (level 0).
Level	A formal indication of the relative academic/professional demand of a Module in terms of the development of understanding and skills in the subject area concerned.
Learning Outcomes	These are descriptors of the knowledge, understanding and skills a student should be able to demonstrate following the study of a Module or programme.
Module	A Module is a unit of study attracting a given number of credits at a particular level in direct proportion to the learning time.
Module Leader	An academic member of staff who is responsible for a named Module within one or more programmes.
Named Award	A named award is a HE validated award ratified by the College's Academic Board and the Ministry of Higher Education.
Point of Entry	The level to which a student is admitted to a programme through formal entry requirements that may include an articulation arrangement or a progression agreement.
Programme Leader	An academic member of staff who is responsible for a named programme.
Stage	Normally a combination of Modules embracing a time period as well as level requirements, successful completion of which enables progression through to the next stage and Modules at a higher level, for example, Postgraduate Certificate stage.
QAA	QAA is the acronym for the Quality Assurance Agency for Higher Education, UK.
QAEC	Quality Assurance and Enhancement Committee.

EXECUTIVE SUMMARY

CHAPTER 1: INTRODUCTION

Definition of APL	<i>"The accreditation of prior learning is an all-encompassing term referring to the formal recognition, assessment and award of credit for all prior learning."</i>
Scope	There are two main types of APL: Certificated (APCL) and Experiential (AEPL). GCET only recognises APCL.
General Conditions	<ul style="list-style-type: none"> ▪ Prior Learning should be gained and assessed by a recognised institution. ▪ Normally, prior learning should be gained in the last 5 years unless the applicant could demonstrate that he/she has maintained the currency of their learning. ▪ APL Claim should be per Module
Student Advice and Support	Initial advice by designated member of Academic Staff, Guidance Notes, Detailed advice by the Programme Leader.
Maximum Number of credits that could be awarded by APL	315 Credits (around 65% of the total credits of the Bachelor Degree)
Minimum match of Learning Outcomes	80%
Calculation of final grade	Modules that are exempted through APL are not included in the calculation of the degree classification
Assessment Process	<p>Application → Academic Assessor (Programme Leader) → Head of Department → APL Committee Chaired By the Dean</p>
Monitoring Process	<p>Programme Annual Report → Dep. Quality Committee → College QAEC → Academic Board</p>
Administration Process	<p>Application Form + Supporting Documents Received by Department → Assess Application → Record Outcome → Notify Student</p>

1.1 CONTEXT

1.1.1 Accreditation of Prior Learning (APL) is a way of recognising and valuing the knowledge and skills that people bring with them when they embark on a programme of study. The Global College of Engineering and Technology (GCET) allows students who provide evidence of prior certificated learning to be considered for exemptions for parts of their academic programme where they can demonstrate that their existing knowledge and skills meet some of the requirements of that programme .

1.1.2 The process of giving recognition of prior learning is based on a comparison of the existing certificated skills and knowledge against the requirements of the GCET programme. Within this context, the College’s Regulations for the Accreditation of Prior Learning (APL) have been developed.

1.1.3 Decisions about the type and amount of credit are based on certificates the applicant has gained which demonstrate that learning has been assessed. The resulting credit is of equal standing to that awarded to students following a normal route to an award.

1.1.4 In developing these regulations, account has been taken of the British QAA’s publication Guidelines on the Accreditation of Prior Learning (2004) and the College’s considerable staff experience in applying APL regulatory procedures.

1.2 SCOPE

1.2.1 These regulatory procedures for the Accreditation of Prior Learning (APL) apply to both the College’s Foundation Programme and its HE provision.

1.2.2 APL for credit can be undertaken by a wide range of individuals as a contribution towards their programme of study, including:

- Adults returning to education;
- Students wishing to improve their existing qualifications;
- Those wishing to retrain or change careers.

1.2.3 Within Higher Education, prior learning may be assessed and used for claiming credit against named Modules within a programme, and/or gaining academic credit for an entire stage within a programme, enabling students to enter programme with ‘advanced standing’.

1.3 AIMS AND PRINCIPLES

1.3.1 Aims

The aims of APL as embodied within these regulations are to:

- Widen access to College programmes;
- Increase participation in College programmes;
- Facilitate flexibility of progression routes and promote lifelong learning;
- Ensure consistency in the procedures applied to the accreditation of prior learning.

1.3.2 Principles

The principles underlying these regulations are consistent with the Mission Statement and the College's Admissions Policy. These principles are that:

- The College's approach to the recognition of prior learning should be fair and equitable;
- The College should respond positively and flexibly to the learning needs of individuals;
- All students should be given the opportunity to achieve to the maximum of their abilities.
- The Quality Assurance and Enhancement Committee (QAEC) should oversee APL arrangements within this policy. Each Academic Department should assign one or more senior members of staff with overall responsibility for APL matters.
- Where credit is being awarded, APL transactions must be endorsed by the appropriate Examination Board. Credits awarded through APL will be recorded on the student's transcript.

1.4 DEFINITIONS

1.4.1 GCET adopts the following definition of APL:

"The accreditation of prior learning is an all-encompassing term referring to the formal recognition, assessment and award of credit for all prior learning."

1.4.2 This means that when an applicant can produce **certificated evidence** of prior learning achievement that is relevant in terms of a particular programme of study, **credit** can be awarded in part fulfilment of that programme's requirements.

1.4.3 **Accreditation of prior certificated learning (APCL)** is giving recognition to learning which has been formally **assessed**, and for

which a **certificate** has been awarded. Such learning can be relatively straightforward to identify and recognise.

- 1.4.4 **Accreditation of prior *experiential* learning (APEL)** recognises that knowledge and skills can be developed through many types of experience, such as work and voluntary activities. APEL gives recognition for learning that has been gained from **experience**, rather than from a certificated programme of study or training. Learning from experience is generally more difficult to identify and assess. **APEL is outside the scope of this policy.**

CHAPTER 2: APL REGULATORY PROCEDURES PROCESSES

2.1 SCOPE OF THE REGULATIONS

2.1.1 The regulations are designed to facilitate APL and to provide a College-wide system that will ensure **cross-institutional consistency** in the **award of credit**. The procedures herein focus on the identification and evidencing of prior learning for accreditation purposes. They define the processes for recognising, assessing and awarding academic credit for **certificated** prior learning toward identified programmes offered by the College. Admission requirements are set for each programme by the Department responsible for delivery, and the **programme specification**, approved by University of the West of England and the Ministry of Higher Education, must state the APL procedures to be used for those intending to enter the programme with credit (**advanced standing**).

2.1.2 Applicants may be admitted with credit for specific Modules or stages within the programme that they wish to study, having demonstrated that the relevant **Module learning outcomes** have been met. Where credit is sought for an entire level of a programme, the applicant should demonstrate that the interim **level learning outcomes** have also been met.

2.2 DOUBLE COUNTING OF CREDIT

2.2.1 **Double counting** of credit should be **avoided**. Credit is a currency for learning achievements and may be accumulated towards qualifications.

There is a clear analogy with monetary currency. The certification of a qualification is analogous to purchasing a product. Just as one cannot spend the same money on two different products, a student should not be permitted to spend the same money on two different qualifications.

2.2.2 Once credit has been granted for specific learning, the same learning cannot normally be used to gain credit towards any other College award.

2.3 CREDIT LIMITS

2.3.1 Formal **certificated** learning that has occurred **up to five years prior** to the start date of the award **will normally** be considered. However, when assessing the prior learning what must be borne in mind is whether that learning is still current in the context of the programme elements against which exemption is sought and this may override the five year rule. If there is any doubt a viva voce examination can help establish currency.

2.3.2 The smallest unit of accreditation will be a **Module**. An applicant for admission with **advanced standing** on the basis of prior certificated learning may be admitted to any point on a programme consistent with the credit awarded for prior learning.

2.3.3 For a student to be eligible for a GCET's undergraduate award (e.g. BSc, BEng), the normal **maximum credit limit** that may be approved through an APL claim is **65%** [two-third] of the total credit required (commencing from the point of entry) for successful completion of the interim or final award.

2.4 CLAIMS FOR APCL

2.4.1 An individual APL claim has five distinct stages (Appendix 2.1). To ensure consistency, and to enable ongoing tracking of claims, it is essential that all APL claims progress through each of the five stages. However, the process has been organised so that straightforward cases will be able to progress fairly rapidly between stages. The five stages are:

- Stage 1 - Dealing with initial enquiries
- Stage 2 - Giving detailed advice
- Stage 3 - Making a formal application
- Stage 4 - Assessing the claim
- Stage 5 - Processing outcomes

2.4.2 Stage 1 - Dealing with initial enquiries for APCL

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- The applicant makes the initial APL enquiry, seeking general background information about APCL from one or more of the following appropriately trained and experienced members of staff eligible to deal with APL claims: Programme Leader, Module Leader, APL Coordinator and/or Admissions Tutor.
- If the applicant expresses a desire to progress the APL claim, the member of staff informs the applicant that APL information can be obtained from the Admissions and Registration Office. This information includes guidance documentation about completing an APL claim and information on fees.
- APL applications are submitted on the APL claim form (see Appendix I). The claim form has a range of purposes:
 - ✓ It provides the formal record of the decision made and will be held on record in the Admissions and Registration Office.
 - ✓ It initiates a letter informing students of the decision made following approval of the claim.
 - ✓ It is used to update the Student Records System.
 - ✓ It forms part of the relevant evidence which is retained for a sufficient time to allow scrutiny by external examiner(s).
 - ✓ It provides evidence of good practice on a sample basis to external auditors and/or assessors.

2.4.3 Stage 2 - Giving Detailed Advice

- The degree of advice and guidance required by APL applicants will vary from case to case. As a general guide, it is anticipated that the support needs of applicants for APCL could be met in a single tutorial session with an appropriate academic member of staff.
- Giving detailed advice can be undertaken by any appropriately trained and experienced member of academic staff eligible to deal with initial enquiries for APCL, though in more complex cases it may need to be the responsibility of the relevant Programme Leader and/or the APL Coordinator.
- The designated advisor will:
 - ✓ Identify what certificated learning achievements the prospective applicant is seeking credit for, and within which named programme.
 - ✓ Discuss with the applicant the types of evidence that will need to be provided, e.g. certificates, transcripts and references.

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- ✓ Offer guidance on completing and submitting the formal application for APCL.

2.4.4 Stage 3 - Making a Formal Application

- The applicant is responsible for completing the APL claim form and submitting it together with evidence to the relevant Programme Leader.
- Credit for prior learning can only be awarded in respect of whole Modules, entire level(s) of a programme or a combination of the two. The latter allows the student to enter a level with some 'trailing credit'.
- It is expected that applications should be made at the time a student is registered on a programme. For claims made after the student has registered, it is expected that the applicant should normally submit the claim within 6 semester weeks from the point of registration.

2.4.5 Stage 4 - Assessing the Claim

- Assessing APL claims is the sole prerogative of academic members of staff. These assessor(s) will have subject expertise relevant to the specific credit claimed and will be eligible to be members of the Assessment Board involved.
- The process of assessing prior learning is subject to the same principles of academic judgement as govern all College assessments. Evidence presented in support of an APL claim must satisfy the criteria of:

Validity - it must be appropriate in terms of level and relevance for the purpose of the particular claim.

Sufficiency - it must be enough to satisfy the learning outcomes of the Module(s) claimed (minimum 80% of the Module Learning Outcomes).

Currency - it must represent the applicant's present knowledge and abilities (five-year rule may apply).

Authenticity - it must be indicative of the applicant's own learning achievements.

- When assessing a claim for advanced standing based upon Module equivalences, the claimant's previous certificated

learning should be mapped directly to the learning outcomes of individual Modules that comprise the programme. The extent to which APL applicants must evidence all the learning outcomes of a Module is a matter for academic judgement. It would be inequitable to expect significantly higher levels of achievement for APL claimants than the threshold for students enrolled upon the equivalent taught programme. However, in some subject areas, particularly where issues of competence arise, it may be justifiable to expect evidence of achievement of all the learning outcomes.

- When assessing a claim for advanced standing based on a whole level(s) of a programme, the claimant's previous certificated learning should be mapped directly to the interim level learning outcomes as stated in the programme handbook/specification. Subject benchmark statements may also be used as a point of reference together with the National Qualifications framework and the generic level descriptors when assessing the evidence.
- The relevant Programme Leader either acts as the assessor, or if it is considered more appropriate, nominates a senior academic colleague (e.g. Module leader) to undertake the assessment. The assessor will:
 - ✓ Determine the specific academic credit to be recommended for approval in respect of a named programme within 1 week of the submission being made;
 - ✓ Record the decision on the APL claim form, signing and dating it;
 - ✓ Return the application form to the Programme Leader (if not the assessor) for authorisation and submission to the University of the West of England for APL Committee approval.

2.4.6 Stage 5 - Processing Outcomes

- The APL Committee at the University of the West of England will verify that the decision has been recorded appropriately, and is consistent with the APL Regulatory Procedures. The APL Administrative Coordinator

will refer the claim back, in the first instance, to the Programme Leader in the case of any discrepancies.

- The APL Administrative Coordinator will advise the applicant formally by a letter setting out the outcomes of their APL claim within two working days of the decision being taken.
- Input all successful claims for APL on the College Student Records System. Credit assigned upon the basis of Module equivalences will be represented by the appropriate Module(s) together with an indication that credit has been assigned through APL. This manner of recording will enable APL claims to be reported to Examination Boards.

2.5 RULES FOR DETERMINING DEGREE CLASSIFICATIONS

The Modules that are accredited through APL will not be considered for degree classifications. Marks or grades used in the APL process will not be shown on student's Notification of Credit and Assessment Marks, nor will they be used in the calculation for honours or other differential level of award.

2.6 POST APL GUIDANCE

It is anticipated that the appropriate levels of staff support, will ensure that most applicants who proceed to make a formal claim for APL do so with some reasonable expectation of a successful outcome. Nevertheless, there will inevitably be a small number of cases where the assessment decision is unfavourable to the applicant. In these circumstances, post APL guidance will be available, on request, from the relevant Programme Leader or APL Coordinator, who will

- Explain to the applicant the reason(s) for the assessment decision;
- Review the applicant's claim in terms of the evidentiary requirements for validity, currency, sufficiency and authenticity;
- Consider with the applicant the possibility of resubmission and, where appropriate, offer advice and guidance on improving the claim;
- Offer the applicant referral for more general academic guidance where resubmission seems advisable;
- In situations where the applicant is still not satisfied with the outcome, advise on the Appeals Procedure as detailed in the College's academic regulations.

CHAPTER 3: ADMINISTRATION

3.1 APL CLAIM FORM AND APL MONITORING REPORT

A copy of the APL claim form is included in this Handbook as Appendix I. The APL claim form may be obtained from the College's web site.

The APL Monitoring Report is produced by the APL Committee and is generated electronically from student data stored on the Student Records System. The APL Monitoring Report is used to regularly update Departments on APL activity by providing them with an electronic copy of the report at regular intervals.

3.2 RECORDING

3.2.1. Student Records and Transcripts

- When an APL claim has been assessed and approved, and the applicant notified of the decision, the APL Administrative Coordinator will ensure that the finalised APL claim form are placed on file;
- Where credit has been awarded, this will be entered on the Students Records System and attached to one or more specific Modules within a named programme ;
- Entry onto the Student Records System ensures that credits gained through APL, as well as those achieved through College study, are presented to Examination Boards to enable the processing and ratification of results to take place.
- Transcripts are provided on completion for all students that will include all credit awarded through APL for both individual Modules and complete Level(s).

3.2.2. Recording for Monitoring Purposes

The APL Monitoring Report is the starting point for data collection for monitoring purposes. The APL Administrative Coordinator is responsible for updating the APL Monitoring Report and ensuring that Departments receive copies of the report on a regular basis. Departments will ensure that the report is circulated to key staff with responsibility for monitoring APL activity.

3.3 MODULE FEES

A fixed fee of OMR 30 will be charged for an APL application.

CHAPTER 4: QUALITY ASSURANCE

4.1 PRINCIPLES AND AIMS

- The quality assurance mechanisms underpinning the APL Regulatory Procedures are grounded in the institutional quality assurance and enhancement system.
- The quality assurance mechanisms attached to the APL Regulatory Procedures seek to
 - ✓ Promote a culture of continuous improvement.
 - ✓ Interface with programme, Faculty and College systems.
 - ✓ Ensure that quality assurance is a common endeavour involving those with professional responsibilities and those with managerial accountability.
 - ✓ Ensure that the roles of various key personnel in the quality assurance process are clear and complementary.
 - ✓ Address issues of process (how the regulatory procedures are operating) as well as outcome (the experiences of applicants and maintenance of academic standards).
- The APL Monitoring Process is outlined in Appendix 5.1.

4.2 PROGRAMME LEVEL

4.2.1 The operational functions of the APL Regulatory Procedures are the particular responsibility of Programme Leaders. Programme teams hold a more general professional responsibility for the maintenance of academic standards.

4.2.2 Programme Leaders will:

- ✓ Receive copies of their respective Department's APL Monitoring Report at least once per semester.
- ✓ Be responsible for routinely monitoring APL activity and discuss any programme specific issues at Programme Committee/Student Council meetings.
- ✓ Inform the APL Coordinator of any APL related issues or concerns which may need to be raised and addressed at a College wide basis
- ✓ Comment on the volume and nature of APL activity in Annual Programme Monitoring Reports/Module Reviews taking into account issues raised in Collaborative Reports as appropriate and any comments made by the External Examiner(s).
- ✓ As well as evaluating staff reflections on the APL process, the programme team is expected to collect, consider and act upon feedback from applicants who have made a claim for advanced standing.

4.2.3. Prior to the relevant Examination Board or External Verification Visit, the nominated External Examiner(s) should have access to the most recent APL Monitoring Report for the relevant programme.

4.2.4. The External Examiner(s) will not have the authority to change individual decisions regarding APL claims, but may wish to comment on matters of policy or procedure, or raise particular issues of concern, in the Examiner's report. Procedures for responding to issues identified in this way will be those normally applied to any concerns highlighted in External Examiner reports.

4.2.5. Formally, the decision to admit a student with advanced standing would not be ratified until the meeting of the Examination Board but provided that approved procedures have been followed, the Board should not overturn the provisional decision.

4.3 DEPARTMENT LEVEL

Departments' Quality Committees are responsible for monitoring the quality of work within the Departments, and for promoting the continuous process of quality enhancement. The Departments' Annual Monitoring Reports are expected to comment on:

- The level and nature of APL activity with the Department.
- Any operational issues that have arisen.
- Common themes which occur across several programme reports.
- Issues or concerns with cross-institutional implications.
- Future development needs.

4.4 COLLEGE LEVEL

4.4.1 Although decisions about specific credit reside properly within academic subject areas, there is the potential for substantial differences in the way similar qualifications are rated in different parts of the College. Hence there is the potential for a lack of equity for students across the College. Thus, in addition to programme and Department based mechanisms for review, the College's APL Committee shall commission an annual 'APL Monitoring Report' prepared by the APL Coordinator that will endeavour to interrogate the process identifying good practice and areas for improvement. Any issues that may have an impact on academic standards or quality of learning opportunities should be referred to the Quality Enhancement Committee for further consideration.

4.4.2 The APL Monitoring Report will focus on:

- The level and nature of APL activity across the College.



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- Operational aspects of the Regulatory Procedures.
- Resource issues arising from the Regulatory Procedures.
- Recommendations for amendments to the Regulatory Procedures.
- Issues of academic standards or quality of learning opportunities vis-à-vis APL.
- Other College-wide issues arising from, or related to, the Regulatory Procedures.

CHAPTER 5: ROLES AND RESPONSIBILITIES

5.1 APPLICANT

Applicant's Role
Makes the initial enquiry
Completes the APL claim form and submits it to the relevant Programme Leader, together with supporting documentation
Can, in the event of an unsuccessful claim, request post-APL guidance from the relevant Programme Leader

5.2 PROGRAMME LEADER

Programme Leader's Role
To deal with all initial enquiries from applicants
To give detailed advice to applicants for APCL, and is likely to do so in more complex cases
Assesses APCL claims or nominates a representative to do so
Responsible for routinely monitoring APL activity and discussing any programme specific issues at Programme Committee/Student Council meetings
Informs the Quality Manager of any APL issues or concerns which may need to be raised and addressed on Department or College wide basis
Ensures that the nominated External Examiner has access to the most recent records of APL activity.
Comments on the volume and nature of APL activity in Monitoring Annual Programme Monitoring Report/Module Reviews

5.3 APL ACADEMIC ASSESSOR

Academic Assessor's Role
To deal with all initial enquiries from applicants
Can give detailed advice to applicants for APL, although in more complex cases this will more likely be the relevant Programme Leader
Can assess APL claims

5.4 APL ADMINISTRATIVE COORDINATOR

APL Administrative Coordinator's Role
Verifies that the decision has been recorded appropriately, referring the claim back, in the first instance, to the Programme Leader in the case of any discrepancies
Advises the applicant formally of the decision
Records the decision in the APL Monitoring Report
Inputs successful claims on to the Student Records System
Updates the APL Monitoring Report on a regular basis and forwards it to the Departments

5.5 APL COMMITTEE

APL Committee's Role
Verifies that the decision is consistent with the APL Regulatory Procedures.

APPENDIX 1: APL APPLICATION FORM

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Instructions for completion of an Application of Recognition for Accredited Learning (AL)

The University defines Accredited Learning (AL) as “formal learning which has been assessed and carries credit”.

You should complete this form if you are:

- a) applying to the University for the first time and you already have some AL which you have achieved at another institution and which you think could be recognised towards the programme you are applying for.
- b) already registered on a programme at UWE and you are seeking recognition of some AL as part of an internal transfer. In this case the AL may have been achieved:
 - i) at UWE (internal AL)
 - ii) externally (external AL)
 - iii) both at UWE and at another institution (both internal and external AL)

PLEASE NOTE: if you are seeking an internal transfer you will also need to complete a separate **internal transfer form**;

- c) already registered on a programme at UWE and you now think you may have some AL which could be recognised against the programme on which you registered.

Section 5 of the form is for completion by University staff.

The amount of AL that can be recognised towards a UWE programme is governed by Academic Regulations and Procedures. See Section D6.

A Faculty AL Panel will determine whether or not your AL can be recognised, by matching the learning outcomes of your AL to the learning outcomes of the UWE module(s)/units of study that you want your AL to be recognised against.

Sources of information to help you complete this form:

The University's Enquiry and International Development (AID) Tel: 00 44 (0)117 328 3333; e-mail: admissions@uwe.ac.uk
The Student Handbook – academic matters
Academic Regulations and Procedures, Section D6
Student Advisers

Please return the completed AL application form and supporting evidence to:

Academic Records
Room 2C08/9
UWE, Frenchay Campus
Coldharbour Lane
Frenchay
Bristol BS16 1QY



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University of the West of England

Reference Number:

Date:

Accredited Learning Application Form (AL)

To be completed if you are applying to the University for the first time and you already have some AL which you have achieved at another institution which you think could be recognised towards the programme you are applying for, or if you are already registered on a programme at UWE and are seeking recognition of some AL as part of an internal transfer. If you need help see a student adviser.

A Faculty AL Panel will determine whether or not your AL can be recognised, by matching the learning outcomes of your AL to the learning outcomes of the UWE module(s)/units of study that you want your AL to be recognised against. The Faculty AL Panel will record the outcome of your application for the recognition for AL section 5.

Section 1

Surname: _____

First Name(s) _____

Address: _____

Contact telephone number: _____ Email: _____

Application Number/Student Number (as applicable): _____

Full title of the UWE programme and on which year you are currently or soon to be registered:
BEng(Hons) Electronics and Telecommunication Engineering

Section 2

Name of the institution(s) at which the prior learning and credits were achieved:
Higher College of Technology

Full title of the programme on which you were registered:

Attendance dates:
From: _____ To: _____

Section 3 (for external AL only)

I attach copies of the syllabus details for each of the above together with a transcript or other authorised proof of successful completion ¹ (tick box)
(Note for accreditation of Initial Teacher Training degree/PGCE with Qualified Teacher Status, copies of both award certificates must be provided)

Section 4

Please complete the following details, giving the full approved title of the module(s)/unit(s) of study passed that you wish to be considered for AL.

Section 5 - To be completed by member of academic staff

Please list below the UWE modules against which learning has been matched. these will appear on the student record as having been achieved by AL.

Title of Module/unit of study passed	Credits value (eg 10, 20, 30)	Credit level (eg 1, 2, 3, M)	Date Passed	Results pending Y/N	Can be recognised as AL Y/N	Module Code	Module title	Authorised signatory

Student Signature: Date:

Signed: Date:
 (by nominating member of staff)

Print Name:.....

Signed: Date:
 (by Chair of AL Committee)

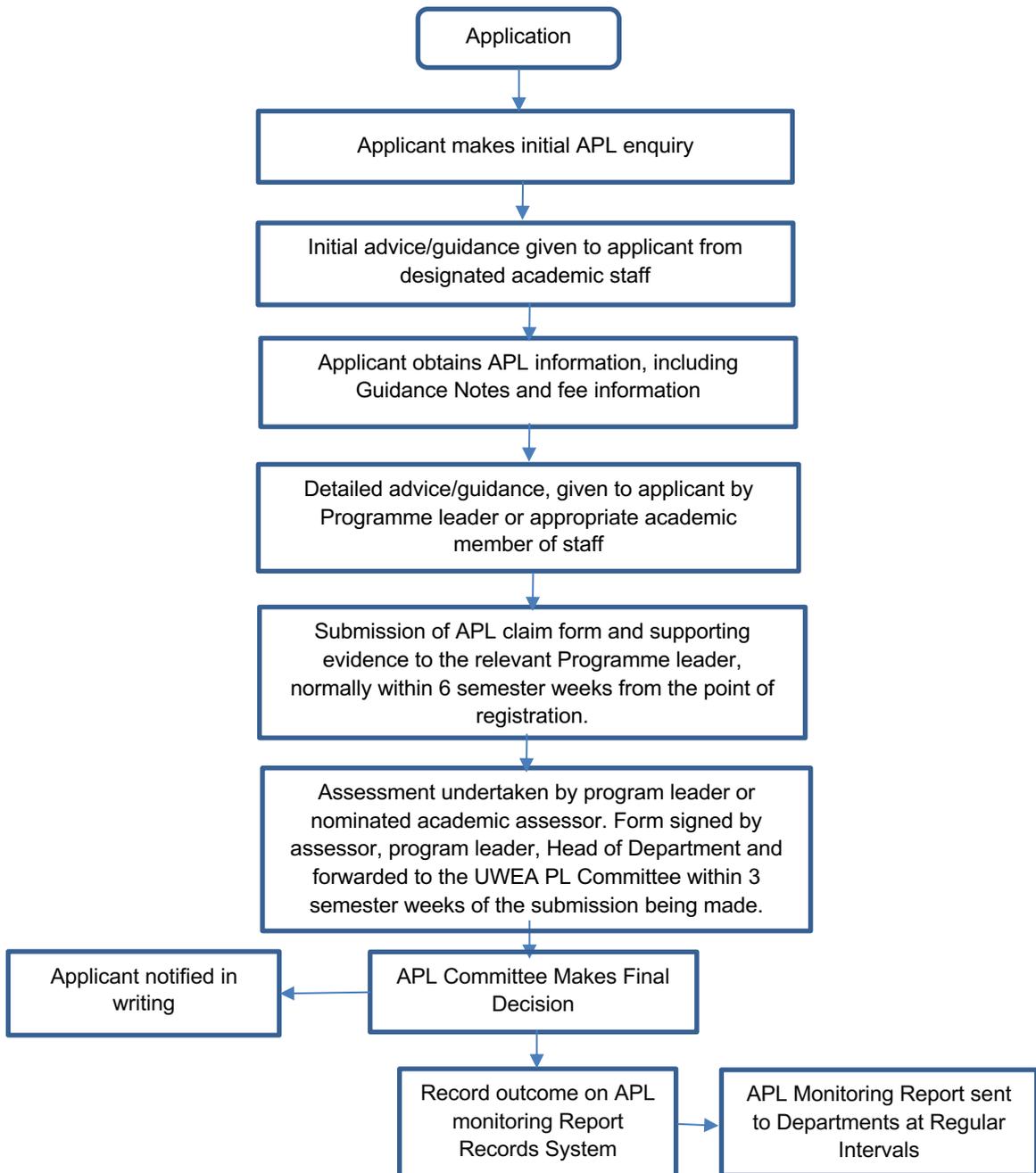
Print Name:.....

The AL Panel can use this space to record any additional information/a summary of the supporting evidence if it so wishes:

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APPENDIX 2.1: APL PROCESS

APL PROCESS



APPENDIX 2.2: MAIN STAGES OF APL PROCESS

College Activity	Main stages in the APL process	APL student activity
<ul style="list-style-type: none"> Provide initial guidance to the student. Identify where APL information and guidance documentation can be obtained. 	Stage 1 Initial Enquiries	<ul style="list-style-type: none"> Make initial enquiry Progress claim
<ul style="list-style-type: none"> Provide guidance on timescale. Identify what learning achievements the prospective applicant is seeking credit for. Identify any restriction on APL that may apply. Identify the types of evidence to be provided Map achievements and identify gaps Determine appropriate assessment method(s) Offer guidance on completing the APL claim form 	Stage 2 Detailed Advice	<ul style="list-style-type: none"> Reflect on experience to identify achievements Agree a timescale Map achievements and identify gaps Provide evidence of achievement
<ul style="list-style-type: none"> Forwarded complete claim form and evidence to nominated assessor(s) 	Stage 3 Formal Application	<ul style="list-style-type: none"> Complete the APL claim form Submit the APL claim form and appropriate documentation.
<ul style="list-style-type: none"> Assess the evidence and check its authenticity Determine the specific academic credit to be awarded Record the decision on the APL claim form Send application to UWE for APL committee assessment. 	Stage 4 Assessing The Claim	<ul style="list-style-type: none"> Possibly provide additional evidence
<ul style="list-style-type: none"> Record decision Notify student formally Provide feedback to the student as appropriate Consider the possibility of resubmission in the case of an unfavourable outcome 	Stage 5 Processing Outcomes	<ul style="list-style-type: none"> Seek guidance from Programme Leader in the case of an unfavourable outcome

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APPENDIX 3.1: APL MONITORING PROCESS

