This Code of Practice will be of interest to staff, students and applicants wishing to make applications for accelerated entry onto, or within a programme of study in higher education. The Code specifically makes clear the principles and processes that must be adhered to when making claims for accreditation of prior learning (APL), a process categorised into two distinct categories- experiential and certificated.

If you need any further advice on how the regulations work, you should contact the Quality and Standards Department.

Department Contacts: Quality and Standards (Higher Education)
Rm: 3H06 (01472) 311222

Additional guidance can be obtained by visiting www.qaa.ac.uk and referring to QAA Code of Practice: Section 10 Admissions to Higher Education.

This document is available in alternative forms on request from the Quality and Standards Department
1: Introduction

1.1 This Code of Practice sets out the key principles and processes relating to accreditation of prior learning (APL)

1.2 Its content provides clarity regarding the rights and responsibilities within the APL process for:
   i. applicants wishing to gain accelerated entry into higher education
   ii. students currently enrolled at the Institute wishing to gain exemption from a module(s) not yet studied
   iii. staff supporting applicants or students making a claim
   iv. the Board responsible for making APL decisions

1.3 The Code of Practice is written with regard to the codes and regulations as defined by the following awarding bodies:
   i. University of Hull
   ii. Leeds Metropolitan University
   iii. York St John University
   iv. Edexcel

1.4 Excluding Edexcel programmes, in every instance the final arbiter of any APL application will be the awarding body

2: Admission with Credit

2.1 Applicants and enrolled students may be admitted with credit for prior learning to programmes at both undergraduate and post graduate level

2.2 Most claims for credit are likely to be against specific modules whose learning outcomes match the certificated learning and/or the learning gained from experience. This is referred to as ‘specific credit’

2.3 If certificated, or experiential learning, does not exactly match modules specifically, but does reflect the aims and learning outcomes of the programme, APL may be awarded for ‘general credit’

2.4 Applicants and enrolled students may make application for:

   **Accreditation of Prior Certificated Learning (APcL)** – by claiming credits against i) successful completion of a certificated and relevant programme of study or ii) successful completion of part of a relevant programme of study where credits have been awarded, at least at the equivalent level. **For APcL claims form APL3 should be used- see appendix 5**

   **Accreditation of Prior Experiential Learning (APeL)** – by claiming credits against relevant work or life experience or other uncertificated learning in which the acquisition of skills or knowledge at the equivalent level to the higher education programme has been gained. **For APeL claims form APL2 should be used- see appendix 4**
2.5 Credit which has previously been used to award a ‘qualification’, must not be used towards credit for another qualification at the same level, unless it is recognised as credit for direct entry to the next level of study i.e. credits awarded on a Certificate in Higher Education (Level 4) may not be used towards another Certificate in Higher Education, but can be used towards a Diploma in Higher Education or Honours degree.

2.6 Accreditation can only be granted against whole modules

2.7 The support of the programme leader in determining whether an application is suitable for approval for APL is important. Academic staff must provide both the applicant and APL board, details of their judgement regarding the academic suitability of the request for APL

2.8 Regardless of the academic tutors ‘view’ on the suitability of the APL request, academic tutors must not sanction any request for APL and in all instances must not allow an applicant/student APL prior to formal approval by the board

2.9 Applicants/ students must attend all scheduled modules until formal approval is given for any exemption from a module

3: Evidence

3.1 The Institute must be able to assure itself that any claim to accredit prior learning is acceptable, sufficient, authentic and current

3.2 If within the claim, the evidence is being presented to ‘match’ a module, evidence must be presented in such a way that the board can easily determine the extent to which the evidence matches, as far as possible, the learning outcomes for that specific module. In such instances form APL1 should be used –see appendix 3

Certificated Learning

3.3 Certificated learning claims must be supported by the official transcript made by the awarding body of the original qualification. This should include any guidance explaining the allocation of credit and the grading scheme of the awarding body

3.4 Where credit has not yet been confirmed, academic references from the awarding body must be supplied and any offer made must be conditional

Experiential Learning

3.5 Experiential learning claims must be supported by a portfolio of evidence

3.6 The most successful APeL cases are those where a supportive portfolio of evidence is provided with detailed and comprehensive information regarding the claim. Often portfolios seen by the board have included different types of evidence to support an applicants learning and achievements, together with commentaries and proof of authenticity. Examples may include:

i. A professional narrative/essay on the learning you have gained

ii. Samples of work
iii. Practice-based documents

iv. Reports on observations of practice

v. Video/audio tapes with commentary and analysis related to achievement of learning outcomes

vi. Witness testimonies from relevant people such as line managers, colleagues, those who can confirm your achievement/learning gained

3.7 The claim must always be accompanied by a letter or statement of support from the programme leader. Copies of interviews with the relevant programme leader are particularly useful. Copies of interviews can often reassure an APL board that particular attention has been given to ensure that should the accreditation be granted, the applicant or enrolled student would be able to cope with the demands of the programme.

4. Rights and Responsibilities

It is the responsibility of the applicant/student to:

4.1 Fully complete the appropriate forms for applications

(In some instances an applicant/student may make a claim that is a combination of both APcL and APeL. In such instances which ever category of APL is the greatest, the relevant form must be used. i.e. If the claim is comprised of a greater amount of APeL, then form APL 2 should be used)

4.2 Submit their APL application inclusive of all of the information required by the APL board in order for a decision to be made – see appendix 1 and appendix 2

4.3 Complete the mapping document to accompany the APL form, see form APL 1 (appendix 3)

Programme leader/Course tutor

It is the responsibility of the programme leader/course tutor to:

4.4 Meet with the applicant/student prior to the completion of an APL claim to provide information, advice and guidance regarding the APL claim and to clarify the type and extent of APL that the tutor is comfortable in supporting

4.5 Meet with the applicant/student prior to the completion of an APL claim to clarify the range and type of evidence required and to assist in the completion of the mapping document

4.6 Provide the student with the learning outcomes for each module that the applicant/student wishes to make a claim against

4.7 Supply a letter of support prior to the claim being submitted (and within 10 working days of the initial request being made by the applicant/student) and permitting the applicant/
student to include the letter of support within the information/ portfolio at the point of submission

5. Submission of APL Claims and Timescales

5.1 If students are based at Grimsby Institute, all APL claims must be submitted to no other department apart from the HE Admissions and Administration Office (Rm 0H01). If students are based at Yorkshire Coast College APL claims must be submitted to the respective programme leader

5.2 Upon submission the claim will be date stamped and a receipt provided to the applicant/ student

5.3 An applicant/ student can expect a formal written outcome from the claim within 10 working days of the submission of the APL claim

5.4 Should an applicant/ student not receive a response within 10 working days of the submission of the APL claim, they should contact the Institute’s HE Quality and Standards department (Rm 3H06, 01472 311222 Extension 1411)

5.5 A copy of the APL outcome must be sent to the programme leader/course tutor and HE Admissions and Administration department within 12 days of the claim being submitted by the applicant/ student

6. Concern, Complaint and Appeals

6.1 Applicants (that are enrolled students of the Institute) can raise a concern or complaint following the Code of Practice QACom. Concerns and Complaints by Students (accessible on the Institute’s Higher Education Quality and Standards home page:
http://www.grimsby.ac.uk/documents/quality/Concerns_and_Complaints_Policy.pdf

6.2 Applicants (that are not enrolled students of the Institute) can make a complaint by following Code of Practice QAAAdm. Higher Education Admissions Appeals & Complaints (accessible on the Institute’s Higher Education Quality and Standards home page:
http://www.grimsby.ac.uk/documents/quality/CoP_admissions_complaints.pdf

6.3 Applicants/ students should note that all Code’s of Practice can be obtained in hard copy from the Institute’s Quality and Standards department
The following pages are for guidance only:

The following section provides guidance regarding the rules and regulations imposed by each of the Institute’s awarding bodies. Applicants/Students and staff should note that this information provided hereafter is for guidance use only as awarding body regulations are subject to change.

Whilst the Institute makes every attempt to ensure the accuracy of information it provides to applicants and students, awarding body regulations do periodically change at which point the Institute, where practicable will ensure the timely updating of relevant Institute Codes of Practice.

In every instance however the APL board will apply the most up to date version of all awarding body regulations

**University of Hull**

A. Applicants or enrolled students must complete at least the full final stage of the award sought (with limited exceptions). The following maxima apply:

<table>
<thead>
<tr>
<th>Award</th>
<th>Credits given for the full award</th>
<th>APL Permitted</th>
<th>Final Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate in Higher Education</td>
<td>120</td>
<td>60</td>
<td>(single stage)</td>
</tr>
<tr>
<td>Diploma in Higher Education</td>
<td>240</td>
<td>120</td>
<td>Diploma Stage</td>
</tr>
<tr>
<td>Foundation Degree</td>
<td>240</td>
<td>180</td>
<td>Final 60 credits of the Intermediate stage</td>
</tr>
<tr>
<td>Honours Degree</td>
<td>360 (480 Sandwich)</td>
<td>240 (360)</td>
<td>Honours stage</td>
</tr>
<tr>
<td>Graduate/Post Graduate Certificate</td>
<td>60</td>
<td>0</td>
<td>(single stage)</td>
</tr>
<tr>
<td>Graduate/Post Graduate Diploma</td>
<td>120</td>
<td>60</td>
<td>Diploma</td>
</tr>
<tr>
<td>Post Graduate (Taught) Masters</td>
<td>180</td>
<td>120</td>
<td>Masters</td>
</tr>
</tbody>
</table>

B. Honours classifications can only be based on credit awarded by the University of Hull (including credit awarded by a partner institution but leading to a University of Hull award)

C. Any prior learning must be no more than nine (9) years old and must have remained sufficiently contemporaneous to the subject in the time since award was made.
D. The full University of Hull Code of Practice can be accessed at:
   http://www.hull.ac.uk/policyregister/qualityhandbook/section_j/J07

Leeds Metropolitan University

E. Normally an applicant or enrolled student will not be admitted with credit to a point more than halfway through any level of a programme of study
   For example, an application for APL onto a Foundation degree will not normally be granted beyond the first 120 credits of the award

F. The University’s Academic Principles and Regulations relating to APL can be found in Section B8 and can be accessed at:
   http://www.leedsmet.ac.uk/metoffice/rso/downloads/Regs_B.doc

York St John University

G. APL is normally confined to Level 4 modules unless a specific articulation arrangement has been approved. It is not normal policy for any credit to be awarded by APL for Level 6 modules.

H. Where APL is awarded for within the 120 credits of a level of a programme it will be normal to ask that all other modules attempted within the level should be passed.

I. The University’s APL/APEL Assessment Implications can be found in section ASS8 of the document directory and can be accessed at
   http://www.yorksj.ac.uk/administration/registry/local/ascs/qahandbook/ass/ASS8%20APL%20APEL%20assessment%20implications.doc

Edexcel

J. External verification/moderation of APL evidence will be considered in the same way as traditional evidence for the same qualification.

K. When approving credits, these will generally be made at Pass level however the Board may still consider awarding at Merit or Distinction level.
APPENDIX 1: Flow chart of Accreditation of Prior Certificated Learning process

Accreditation of Prior Certificated Learning (APcL)

Initial enquiry

Informal discussion (investigating range and type of evidence available and appropriateness)

Evaluate evidence
- Acceptable
- Sufficient
- Authentic
- Current

UCAS/GIFHE Progression Application plus APEL application with supporting evidence

UCAS/GIFHE Progression Application: Formal interview and offer (conditional, unconditional or unsuccessful)

APcL Application: Programme Leader confirms details of claim and completes sections 3 and 4 of form

Submit APcL form to room 0H01 (or programme leader if based at YCC) for logging and inclusion in the next APC/EL Board

Student and Programme Leader advised of decision and student enrolled on to programme at accelerated level

Full or Partial Approval

APC/EL Board considers case in light of evidence supplied by Student and Programme Leader and makes decision

No Approval

Student and Programme Leader advised of decision. Student enrols at normal entry point or advised of alternatives

Regulations from awarding body regarding allocation of credit and grading scheme

Relevant programme and module specifications/handbooks

Academic Reference

Official transcript and certificate (as appropriate)
APPENDIX 2: Flow chart of Accreditation of Prior Experiential Learning process

Accreditation of Prior Experiential Learning (APeL)

Initial enquiry

Informal discussion
(investigating range and type of evidence available and appropriateness)

Evaluate evidence:
- Acceptable
- Sufficient
- Authentic
- Current

Identify learning achieved from experience and compare the learning from the experience against the module learning outcomes (consider level, content and temporal equivalence)

UCAS/GIFHE Progression Application plus APEL application with supporting evidence

APEL Application: Programme Leader confirms details of claim and completes sections 3 and 4 of form

Prepare detailed portfolio of evidence to include:

Learning outcome mapping

Letter/statement of support from programme leader

Student and Programme Leader advised of decision

Submit APeL form to room OH01 (or programme leader if based at YCC) for logging and inclusion in the next APC/EL Board

Unconditional Offer achieved

Full or Partial Approval

APC/EL Board considers case in light of evidence supplied by Student and Programme Leader and makes decision

No Approval

Student and Programme Leader advised of decision. Student enrols at normal entry point or advised of alternatives

UCAS/GIFHE Progression Application: Formal interview and offer (conditional, unconditional or unsuccessful)

Student and Programme Leader advised of decision and student enrolled on to programme at accelerated level

HE Quality and Standards Handbook
Section 8: Admissions
8.3 Accreditation of prior learning (experiential and certificated) (March 2010)
APPENDIX 3: APL 1

Programme Title for which APEL or APcL is claimed against.................................................................................................................................................................................................

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Credit</th>
<th>Level</th>
<th>Module Learning Outcomes</th>
<th>Evidence</th>
</tr>
</thead>
</table>
| EXAMPLE: Introduction to Finance | 20     | 4     | 1. Show an ability to interpret straightforward financial data and carry out simple statistical and financial analysis  
2. demonstrate a basic ability to use and interpret the information in financial statements | APEL claim:  
Within my role as financial support assistant for Jameson Accounting my responsibilities include being able to manage straightforward financial ledgers, interpreting financial statements and completing simple statistical calculations.  
This is supported in a letter from my current employer (see attached letter)  
For those applicants/ students who wish to make an APcL claim: the module learning outcomes from the programme/ award they wish to gain credit for should be included. |


APPENDIX 4: APL 2

Accreditation of Prior Learning for Advanced Entry
Experiential Learning (APeL)

Section 1
To Be Completed by Student

Name ___________________________________________________________________________
Address ___________________________________________________________________________
E-mail ___________________________________________________________________________
Telephone No: day time _________________ evening _______________ mobile _________________

Programme currently enrolled on (if applicable)
___________________________________________________________________________________

Please state programme against which you wish to claim credit
___________________________________________________________________________________

Section 2
Completed by Student

Guidance Note

Please note that whenever learning is being claimed, whether it is certificated or experiential, then evidence from an independent third party will need to be provided as detailed in the Code of Practice, eg:

- Company training – copy of training record
- Voluntary/Community work – letter from relevant organisation
- Paid work experience – letter from employer

I have attached authentic evidence of my prior experiential learning

Yes ☐ No ☐

I have completed the mapping document (form APL1) and submitted this with my application

Yes ☐ No ☐
### Programme Leader Recommendations

1. Please specify the amount and level of credit claimed by the applicant/student which you wish to support

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Level 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Please specify the module and level against which credit is claimed

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Level</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
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Tutor Signature:  
Print Name:  
Date:  ___ / ___ / ___

### Section 4

To be completed by the programme leader against which programme exemption is claimed

1. Has all relevant documentary evidence of prior experiential learning been seen by you?

   Yes [ ]  No [ ]

**Comments:** (your statement should make clear whether you think the claim is for specific and/or general credit; the extent to which you believe the student/applicant is able to study at the point of entry 'if' APL is approved, and the process that you have taken with student/applicant to inform your academic judgement)
APPENDIX 5: APL 3

Accreditation of Prior Learning for Advanced Entry
Certificated Learning (APcL)

Section 1
To Be Completed by Student

Name ___________________________________________________________________________
Address ___________________________________________________________________________
E-mail ___________________________________________________________________________
Telephone No: day time _________________ evening _________________ mobile _________________

Programme currently enrolled on (if applicable)
___________________________________________________________________________________

Please state programme against which you wish to claim credit
___________________________________________________________________________________

What year was this certificated learning completed?
___________________________________________________________________________________

*Please note that in some instances certificated learning completed after certain number of years may not be considered for some subjects*

Section 2
To Be Completed by Student

I have attached authentic evidence of my prior certificate learning

Yes ☐ No ☐

I have completed the mapping document (form APL1) and submitted this with my application

Yes ☐ No ☐
### Section 3

**Programme Leader Recommendations**

1. Please specify the amount and level of credit claimed by the applicant/student which you wish to support

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Level 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points:</td>
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3. Please specify the module and level against which credit is claimed

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Level</th>
<th>Points</th>
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</table>

Tutor Signature: _________________________________________________________________

Print Name: _________________________________________________________________

Date: ___ / ___ / ___

### Section 4

**To be completed by the programme leader against which programme exemption is claimed**

1. Has all relevant documentary evidence of prior certificated learning been seen by you (original certificates)?

   | Please tick |
   | Yes | No |

2. Is there a clear match between the learning outcomes of the prior certificated learning and modules from which exemption is sought?

   | Please tick |
   | Yes | No |

**Comments:** (your statement should make clear whether you think the claim is for specific and/or general credit; the extent to which you believe the student/applicant is able to study at the point of entry ‘if’ APL is approved, and the process that you have taken with student/applicant to inform your academic judgement)

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________