

**Policy on**

**HE Recognition of Prior Learning (RPL)**

**Approved**

**on May 2019**

**Approved by**

**Academic Policy Review Group**

<b>Policy Title</b>	<b>HE Recognition of Prior Learning (RPL) Policy</b>
<b>Document Owner</b>	<b>Head of Higher Education</b>
<b>Policy Effective From</b>	<b>May 2019</b>
<b>Next Review Date</b>	<b>May 2024</b>
<b>Version 2</b>	<b>January 2022 includes document update and addition for students applying for direct entry to L6 and apprenticeship provision</b>

The effectiveness of this policy will be monitored annually and reviewed every five years in light of experience and best practice. This mechanism recognises that changes to legislation may prompt a review of the policy before the five years stipulated.

New College Durham is committed to safeguarding and promoting the welfare of children and young people, as well as vulnerable adults, and expects all staff and volunteers to share this commitment.

This Policy applies to all activity undertaken by the College in pursuing its purpose as an educational institution whilst serving its students, community and wider stakeholder interests.

If you require this document in an alternative format and/or language, please contact [records@newdur.ac.uk](mailto:records@newdur.ac.uk)

We are always keen to hear from anyone who wants to contribute to these impact assessments and we welcome suggestions for improving the accessibility of fairness of this and all College policies.

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Head of Higher Education

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## 1. Scope

The development of this policy is derived from Recognition of Prior Learning (RPL) which involves a number of processes that enable a student's prior achievements to be recognised against a programme of study. The Credit Accumulation and Transfer Scheme recognises that credit gained from learning can be collected over a period of time and different types of learning can be taken into account.

Credit transfer is the process where prior learning has been awarded credits or a qualification by a United Kingdom Higher Education awarding body in accordance with the relevant Higher Education qualifications framework.

RPL is a process that enables definition of and where appropriate, recognition of a student's learning (either certificated or experiential) for an academic purpose. The College recognises that potential students, in particular, mature students, already possess a range of knowledge and skills. RPL provides the opportunity for this prior learning to be formally recognised and counted towards part of a programme or qualification.

The following definitions are used within this policy:

- a. Prior Certificated Learning – prior learning (such as professional development awards or employment-based awards) - which has been formally assessed and certified by an educational institution or education/training provider and which is at the same or higher academic level for which the student is applying;
- b. Prior Experiential Learning – learning gained through experience which can be assessed;
- c. Recognition- the assessment process used by academic staff within the College in relation to prior experiential learning or prior certificated learning that leads to recognition through the award of credit.

The policy is underpinned by The QAA UK Quality Code for Higher Education, Advice and Guidance, Assessment.

Each awarding body publishes regulations related to recruitment and admissions to programmes that include the opportunities for RPL.

## 2. Aim

The aim of this policy is to ensure that HE students have a transparent and fair Recognition of Prior Learning Policy enabling recent relevant prior certification and/or experience to be accredited when commencing a HE qualification at New College Durham. This policy should be read with the corresponding procedure.

To achieve the aim of this policy the College has established the following objectives:

- a. identify the opportunities available to students to have their prior learning accredited;
- b. set out the procedures by which students may apply for RPL;
- c. consider all applications of RPL at the College's HE Approval Committee.
- d. provide mechanisms for students to appeal against an RPL outcome

RPL will normally be considered for prior study and for related experience up to a maximum of 5 years before the commencement of a registered qualification. A student may be able to combine outdated (i.e. up to 10 years prior) certificated learning with more recent experiential learning. In this case, the certificated learning should be considered as part of an RPEL claim.

Learning that has previously been accredited in the award of another qualification cannot be accepted for RPL unless the award is a recognised level in the progression to a higher award.

There is no allowance for fee remission or reduction in fee for credits approved for RPL (this does not apply to apprenticeship funding, see d.). However, where a student is requesting direct entrance to a higher level than the start of the programme, they may only be required to pay for that level of study i.e. direct entrance to Level 5 of a foundation degree may warrant a fee payment only for Level 5.

### **a. New College Durham - Foundation Degrees**

The maximum number of credits which can be claimed by a student are 120 credits at Level 4 and 60 credits at Level 5. This amounts in total to 75 per cent of a foundation degree programme. A student may apply for direct entry to Level 5 where they can evidence that they fully meet all Level 4 learning outcomes through RPL.

Credits imported by RPL may not be used in calculating the award of a New College Durham Higher Education Certificate of Achievement, or a Foundation Degree, with or without Merit, Distinction or Distinction\*. The award is calculated on the basis of the marks obtained from the modules taught and assessed at New College Durham using the appropriate formula specified in

Section C of the Academic Regulations for the Award of Foundation Degree to weight the average marks.

In exceptional circumstances a student may be awarded partial RPL against a learning outcome. In such cases applicants may be required to undertake assessment activity to successfully demonstrate achievement of the remaining learning outcomes. In these circumstances any mark achieved will be graded out of the full marking range. The module will be weighted accordingly when using the appropriate formula specified in Section C of the Academic Regulations for the Award of Foundation Degree to weight the average marks to determine a classification of award.

#### **b. Open University Validated Programmes**

A student may be awarded RPL (certified, experiential or uncertified), towards the requirements of a named award up two-thirds\* of the total credit requirements for that award.

\*two-thirds or RPL is only permitted for full, three-year Bachelor's degrees. (360 credits) or full Masters degrees (a minimum of 180 credits) and not sub-awards, where the usual maximum is 50%.

Recognition for prior learning (certified, experiential or uncertified) is not permitted at level 6 of a Bachelor's Degree or for the thesis/dissertation module, where students are expected to complete 120 credits in order to gain the award.

Recognition for prior learning (certified, experiential or uncertified) is not permitted for the thesis/dissertation module on a post-graduate programme.

Direct entry via stage exemption (exemption to stage of a programme without award of OU credit):

The RPL policy allows for candidates to enter stage 2 or stage 3 of an undergraduate qualification on the basis of completion of an appropriate certificated qualification from a recognised UK HE programme of study. With stage exemption of this kind, it will be recorded on the student's transcript that stage exemption was awarded, but credit for the stage(s) from which the student was exempted would not be transferred to OU validated awards.

#### **c. Other Awarding Bodies**

Refer to the specific awarding body's policy on RPL and where appropriate the Professional Statutory Regulatory Bodies (PSRB).

#### **d. Higher and Degree Apprenticeships**

The initial assessment process will recognise any prior learning with regard to the knowledge, skills and behaviours (KSBs) set out in the relevant apprenticeship

standard, before the apprentice commences the programme and measured against the definitions of RPL within this policy. Prior learning will be recorded in the evidence pack and commitment statement, together evidence of Level 2 English and maths, or their equivalencies. This will establish the 'starting point' against KSBs, that are based on the programme's learning outcomes. Initial assessment checks how much of the apprenticeship programme study/training content the apprentices will require in order to successfully complete the End Point Assessment.

A professional qualification e.g. CMI Level 5 can be accepted as part of the evidence to support a Recognition of Prior Experiential Learning (RPEL), a potential student should provide evidence of previous academic study and other activity such as management or supervision.

If RPL is granted and some modules are exempt from an apprentice's training these modules should not be funded as they will not be considered new learning (only new learning can be funded). If RPL is granted, 12 months' minimum duration and 20% off-the-job training must still be met by the remaining programme elements.

### **3. Process**

All RPL applications are scrutinised by the HE Approvals Committee (HEAC), a sub-committee of the HE Academic Standards and Quality Board. The RPL policy is reviewed as part of the annual review of HE policies and procedures to ensure its effectiveness. Changes are submitted for approval via the HE Academic Standards and Quality and reported to Academic Board.

Successful RPL applications are registered against the student's record in the Student Management Information System (SMIS) which informs Assessment Board reports. RPL progression data is contained within programme level achievement data which is analysed as part of the annual monitoring process.

The HE Development and Quality Unit (HEDQU) review the RPL procedure alongside the RPL policy.

### **4. Student Entitlements**

Under the terms of this policy all students at the College are entitled to:

- a. apply for RPL providing they meet the regulations of the awarding body, and apprenticeship and PSRB requirements where relevant;
- b. have made available to them prior to the commencement of their period of study, details of the RPL regulations and process that apply to their programme of study;

- c. appeal against the outcome of the RPL process on the grounds of non-observance of approved processes and/or improper use of the process.

## **5. Student Responsibilities**

This policy requires students to fully acknowledge and actively engage in fulfilling their responsibilities by:

- a. making themselves familiar with the RPL regulations that apply to their programme of study;
- b. following College processes associated with RPL and submit applications within the required timescales;
- c. seeking support from appropriate College staff in a timely manner.

## **6. Teaching Staff Responsibilities**

The policy requires teaching and support staff to ensure that:

- a. they have a detailed understanding of the regulations governing RPL;
- b. students are provided with details of the programme to enable them to apply for relevant RPL;
- c. they provide support and guidance to students seeking RPL.

## **7. College Management Responsibilities**

College Management should ensure that:

- a. all College staff are conversant with this policy and the demands it places upon them;
- b. staff development is made available to staff to support them in implementing this policy and to understand the procedures which underpin the policy;
- c. the policy is implemented consistently in-line with awarding body requirements.

## **8. Standards by which the Success of this Policy can be Evaluated**

The following standards/measures will be considered when evaluating the success of this policy:



- a. student feedback, including questionnaire responses, showing overwhelming evidence that students know what is expected of them and that they have received support and guidance from staff;
- b. positive reports from key stakeholders e.g. awarding bodies, external examiners on the conduct of process;
- c. staff feedback on the effectiveness of staff development opportunities.

## **9. Responsibility for Implementing this Policy**

Responsibility for the implementation of this policy resides at all levels of the College specifically:

- a. the Principal and Chief Executive has overall responsibility for the implementation of this policy;
- b. the Vice Principals (responsible for Higher Education and Curriculum and Quality) and Heads of School are responsible for overseeing the implementation of Sections 4, 5 and 6;
- c. Curriculum Managers and Programme Leaders are responsible for ensuring that Programme Teams collaboratively address the requirements of this policy;
- d. teaching staff/assessors are responsible for meeting Students' entitlements as described in Section 3;
- e. the Vice Principals are responsible for producing and presenting to the Principal a detailed staff training programme each year in order to meet the requirements of this policy statement.

## **10. Associated Documentation**

This policy should be read in conjunction with the following supporting/related documentation:

Recognition of Prior Learning Procedure (HEQMP 8/1)  
 Application for Recognition of Prior Learning (HEQMP 8/1/1)  
 HE Admissions Policy  
 Admissions Appeals Procedure

**Appendix A – Equality Impact Assessment;**

## **Appendix C – Policy Development Request.**

# **Appendices**



New College Durham

## Equality Impact Assessment Record

New College Durham actively promotes the basic British values of democracy, the rules of law, individual liberty and mutual respect and tolerance for those of different faiths and beliefs.

<b>1. Department/School:</b>	Higher Education Development QualityUnit (HEDQU)
<b>2. People carrying out the assessment:</b>	Lesley Collinson
<b>3. Policy/procedure being assessed:</b>	RPL
<b>4. Main aims of the policy/procedure:</b> To clarify the regulations for Higher Education RPL in relation to the variousawarding bodies – New College Durham, the Open University, Teesside University, Pearsons and Professional and Vocational Qualifications/	
<b>5. What examples of current good practice are there relating to the protected characteristics?</b> RPL takes into account an individual Higher Education student's previous studyand/or work experience in relation to the programme they are applying for, therefore, it takes into account all protected characteristics.	

Cont'd...

**6. For which of the protected characteristics could there be a negative impact?**

Please Tick

✓

Age

☐

Disability

☐

Gender Re-assignment

☐

Marriage and Civil Partnership

☐

Pregnancy and Maternity

☐

Race

☐

Religion or Belief

☐

Sex

☐

Sexual Orientation

☐

**7. Describe that impact**

N/A

**8. What action needs to be taken to remove the impact?**

N/A

**9. Who will implement the action plan?**

N/A


**10. By when?**

N/A

**11. Monitoring Process**

N/A

Cont'd...

<b>Completed by:</b> Lesley Collinson	<b>Endorsed by:</b> Christine Padgett
<b>Signature:</b> L. Collinson	<b>Signature:</b> 
<b>Printed Name:</b> L. Collinson	<b>Printed Name:</b> C. Padgett
<b>Role:</b> Higher Education QualityManager	<b>Role:</b> ASC Manager
<b>Date:</b> 7 March 2019	<b>Date:</b> 7 March 2019
<b>Date for Review:</b> 16 May 2024	

Cont'd...

## Equality Impact Assessment Action Plan

Please complete the following Action Plan, based on the actions you have identified above, particularly in Section 8.


<b>Department/School:</b>	
<b>Policy Assessed:</b>	

Issues identified	Changes Required Mark with an asterisk (*) any changes that may be generic to other functions	Resource Implications	Responsibility for Implementation	Timescale	Progress Update


Once completed, this should be e-mailed to Christine Padgett ([christine.padgett@newdur.ac.uk](mailto:christine.padgett@newdur.ac.uk)) and a copy retained by the author.

Please note the policy author is responsible for completion of this action plan.

## Appendix C

<b>Policy Review/Development Request</b>		<b>Date of Request:</b>	<b>7/3/19</b>
<b>Proposed or current title of Policy: HE Recognition of Prior Learning (RPL)</b>			
<b>Is this a proposed new policy or a review of an existing policy:</b> <i>(please tick whichever is appropriate)</i>	<b>Proposed new Policy:</b>		<b>Review of an existing Policy:</b>
			√
	<b>Due date for Submission:</b>		<b>Due date for Review:</b>
			Jan 2022
<b>Rationale:</b> <i>Please identify the drivers of the review/development of the stated policy</i> <b>RPL feedback from the Open University; HEIG action plan</b>			
<b>Consultation (Where appropriate)</b>			
Forum/Meeting/Group: • • •		Date of Meeting(s) : • •	Key points emerging from the consultation exercise: •
<b>Review/Development undertaken by:</b>	<b>Name:</b> Julie Coverley	<b>Signed:</b> 	<b>Date submitted to APRG:</b> 7/3/19



<b>Approval Body Use only, (once completed in full please return to the APRG Chair)</b>				
<b>Approval Body Title: Academic Policy Review Group</b>				<b>Date Received: 05/04/2019</b>
<b>Policy Approved –</b> <i>(Please delete appropriately)</i>	<b>If no please specify the nature of the issue(s):</b>		<b>Chair: Dawn Fairlamb</b>	<b>Date: 10/05/2019</b>
<b>Yes</b>			<b>Signature:</b> 	
<b>APRG Chair's Actions:</b>				
<b>Date notifying Policy/Procedure Author of approval:</b>	<b>Date sent to IT Services for upload to Intranet:</b>	<b>Date Intranet checked to ensure correct and timely upload:</b>	<b>Final sign off by Chair of APRG (is fully satisfied that the policy, any accompanying procedure and EIA are fully completed)</b>	
<b>16/05/2019</b>	<b>16/05/2019</b>	<b>17/05/2019</b>	<b>Date:</b> <b>16/05/2019</b>	<b>Signature:</b> 