



# RECOGNITION OF PRIOR LEARNING (RPL) POLICY

<b>Document Title:</b>	Recognition of Prior Learning (RPL) Policy
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<b>Responsible Person and Department:</b>	Director of Academic Quality & Development
<b>Approving Body:</b>	Senate
<b>Date of Approval:</b>	20 June 2018
<b>Date Effective From:</b>	1 September 2018
<b>Review Date:</b>	May 2021 (triennially)
<b>Indicate whether the document is for public access or internal access only</b> <b>Indicate whether the document applies to collaborative provision?</b> <i>(Strikethrough text, as appropriate)</i>	<b>Public Access</b> <del>Internal Access Only</del> <b>Applies to Collaborative Provision</b>
<b>Summary/Description:</b>	<p>This document reflects QAA guidance for recognising prior learning and defines the procedures and guidance for submitting and approving requests for transferring credit in order for a student to be exempted from individual modules or permitted direct entry to the second or subsequent year of a programme on the basis of prior certified and/or experiential learning.</p>

## SUMMARY OF CHANGES

This list summarises the changes since 2016/17. The date confirms when the changes were implemented.

Implementation date	Changes Approved by Senate
1 September 2018	<ol style="list-style-type: none"><li>1. References to former term 'AP(E)L' have been removed since the term 'Recognition of Prior Learning' has been in use for three years.</li><li>2. Learning for level 4 will be measured against the programme's level 4 learning outcomes rather than the module learning outcomes. But for all other levels, learning will be measured against level outcomes and module learning outcomes for Core and Mandatory modules and, where appropriate for the student's intended pathway, for Optional modules. (4.1 c))</li><li>3. Clarification that awards and classifications are calculated on results achieved at Winchester or Collaborative Partners and exclude RPL achieved elsewhere (4.7)</li><li>4. Clarification that an RPL application should normally be submitted alongside an application to study at the University or Collaborative Partner and applications submitted nine weeks or more after enrolment will not be considered. (6)</li><li>5. The minimum period of study is not required for Winchester students who withdraw or are excluded and are subsequently permitted to return to study. Full accreditation for credit and marks/grades shall normally be applied where a former student applies to complete their original award or a closely related award. (Appendix 1 d) and 4.7)</li></ol>
1 September 2016	<ol style="list-style-type: none"><li>1. RPL extended to include level 8 (Appendix 1)</li></ol>

## RECOGNITION OF PRIOR LEARNING (RPL) POLICY

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## SECTION A: INTRODUCTION AND TERMINOLOGY

### 1. Introduction

The University recognises the value of learning wherever it occurs, either to meet programme entry requirements or to achieve credit towards named awards. However, recognition of prior learning (RPL) will only be possible where learning, appropriate to the outcomes of the relevant entry requirements, module(s) or award level, can be assured to be academically valid. RPL applications are subject to the same quality assurance processes as learning derived from taught programmes.

This Policy defines the procedures and guidance for submitting and considering requests for exemption from individual modules or direct entry to the second or subsequent year of a programme on the basis of prior certified and/or experiential learning. Where the learning is deemed equivalent, ie 'recognised' the level and volume of credit shall be agreed and accredited to the intended programme.

Procedures relating to the admission of students, who do not meet the usual entry requirements specified for a programme of study, are not included in this Policy. Applicants for non-standard entry should contact Student Recruitment and Admissions for advice in the first instance.

Collaborative Partner institutions shall either follow these procedures or a similar procedure according to their own RPL Policy, approved by Senate Academic Development Committee (SADC).

The University shall at all times seek to operate its RPL procedures in ways that are fair and are in accordance with the law of the United Kingdom, and the University's Charter, Statutes, Ordinances and Regulations. This includes specific compliance with the Equality Act and the University's [Equality and Diversity Policy](#). This includes a commitment that the University shall 'foster stronger recruitment from groups currently under-represented in higher education, by working to raise aspirations and break down barriers to participation such as those created by culture, geography, social and economic factors'.

### 2. Publicity

Details about RPL, including information as to where prospective students can obtain advice and guidance about submitting an application, any fees payable, and time limits shall be publicised to applicants via the University's Undergraduate and Postgraduate Prospectuses. Unless precluded by the requirements of a Professional, Statutory or Regulatory Body (PSRB), all programmes shall consider a request for RPL.

### 3. Terminology

#### 3.1 Recognition

Refers to the process whereby applicants of all ages and backgrounds are eligible to receive recognition and/or formal credit for learning acquired in the past through formal study and through work and other life experiences.

RPL was previously known as AP(E)L: Accreditation of Prior (Experiential) Learning, which also included Accreditation of Certified Learning

#### 3.2 RPL Recognition of Prior Learning

is the formal recognition of prior learning gained outside the University through:

- a) formally assessed and certified programmes;
- b) other experience, which is uncertified and not previously assessed. For example, learning from unpaid work or paid work, community activities, leisure pursuits and other informal learning experiences.

### **3.3 Accreditation of prior learning (including credit transfer)**

It is the responsibility of a receiving institution, in this case the University of Winchester or Collaborative Partner with their Academic Liaison Officer, to decide how much specific credit to award an individual student via RPL, based on the level, extent and perceived relevance of the learning (both knowledge and skills based) when compared with their intended programme of study at the University/ Collaborative Partner.

Where 'recognised' learning meets the criteria above and has been allocated credit, the University is responsible for determining whether the credit awarded by the body which validated the programme/qualification is equivalent to the credit system used by University/ Collaborative Partner. If the credit systems are equivalent, the credit will be 'transferred' at the same level and volume. Where the credit systems differ, the University / Collaborative Partner shall determine the equivalent level and volume of credit to be accredited.

Where 'recognised' certified learning meets the criteria above but has not been allocated credit the University / Collaborative Partner shall follow the procedures detailed in this Policy to gauge the equivalent credit level and volume to be accredited.

### **3.4 'Advanced Standing' or 'Direct Entry'**

Refer to a student, who has been granted sufficient RPL that they are permitted to enter a programme later than the normal start point (eg directly into the second semester, second or subsequent year of study and/or second or subsequent level of a programme). In these cases, the normal period of registration shall normally be shortened by the equivalent period and the student shall be required to complete their programme within this shortened period.

## SECTION B: APPLICATION PROCESS

### 4. Criteria, Conditions and Restrictions for RPL

Applicants for RPL shall provide the following evidence that learning has taken place to demonstrate equivalence. All evidence of learning shall be:

- a) *Written in English*
- b) *Sufficient* Keep in mind that evidence presented (eg portfolio or syllabus) should be concise and contain sufficient evidence for the purpose intended.
- c) *Recent* How recent the learning and/or experience is can determine its value, certain skills and knowledge, for example, can quickly become redundant.
- d) *Authentic* For certain evidence to be accepted it may require endorsement or a reference from relevant sources eg employers or validating institutions.
- e) *Relevant* The specifications of a job or the learning outcomes of a particular qualification will determine the relevance of the evidence.

The procedures for recognising prior learning shall ensure that the learning which has taken place and is presented as RPL is equivalent to the learning that would have otherwise occurred had the student studied all elements of the programme of study without RPL, ie that the learning outcomes of the modules accredited or programme elements exempted have been met.

#### 4.1 Criteria

When considering evidence for prior **certified** learning, the RPL Assessor shall:

- a) confirm (against a transcript of credit or award certificate) that credit has been awarded by an agency, such as a university, recognised by the University of Winchester;
- b) confirm (against a transcript of credit or award certificate) that the learning activity has been given a credit rating (eg 15 CATS credits at level 5), or judge the level and amount of credit on the basis of the year and volume of study at another UK institution, or confirm the level and volume of study successfully undertaken in an overseas university or similar institution;
- c) assess the evidence submitted against the following:
  - i) the programme requirements and level learning outcomes; and
  - ii) the module learning outcomes for Core and Mandatory modules at level 5 and above, as appropriate. This requirement may be extended to include the learning outcomes for Optional modules where these are pre-requisites for modules that the applicant wishes to take on admission to the programme
- d) confirm that the learning has been in a subject area relevant to the programme of study.

When considering evidence for **experiential** learning, the RPL Assessor shall:

- e) assess equivalences of competence between learning at work (for example) and having gained a specific qualification.

The award of specific credit via RPL towards an intended programme at the University of Winchester or Collaborative Partner is not guaranteed and may not necessarily directly reflect the value/level of the general credit assigned to the current/previous qualification by the validating body, ie it may be less.

RPL cannot be transferred in certain disciplines where professional, statutory or regulatory body requirements place additional restrictions on where and when learning shall take place (eg, Teaching Agency, British Psychological Society and Law Society).

Exemptions may not be granted where a student has previously registered for and failed part of an award and wishes to seek readmission to the same or similar award.

#### **4.2 'Shelf Life' of certified or experiential Learning**

Recognition and accreditation shall normally be awarded for learning achieved within five years prior to the enrolment date for the intended programme at the University or Collaborative Partner.

Prior learning completed more than five years prior to the enrolment date for the intended programme, may be recognised and accredited subject to the following conditions:

- a) the Programme Leader confirms that the learning is still relevant and meets the Learning Outcomes; and /or
- b) the applicant is able to demonstrate evidence of continuous application, updating and relevance to their practice (in the case of professional programmes) and the award sought;

#### **4.3 'Double counting' of credit**

If the certified learning is a first degree with honours, normally only the first year level 4 modules may be credited and exemptions given for modules that have been substantially covered by the previous qualification. Students are normally expected to complete levels 5 and 6 in their entirety to avoid the applicant double counting units of study.

If the certified learning is for an award below honours degree level eg Dip HE, Foundation Degree or Pass degree (ie a degree with Honours), students are considered to be 'trading up' and may be awarded the equivalent of 2 years worth of credit, ie 120 credits at L4 and 120 credits at L5.

In all cases, the volume of credit shall be subject to the criteria for the recognition of prior learning as specified in this Policy.

#### **4.4 Limits on the volume of RPL**

Specific limits on the amount of RPL that may be transferred to a programme at the University or a Partner are defined in Appendix 1 of this Policy.

#### **4.5 RPL for whole modules**

RPL shall only be considered for modules of study; not elements therein. If a student does not have full credit for a module, then the RPL Assessor may recommend that the student produce additional work at the appropriate level to be marked and moderated before a final decision is reached to approve/reject RPL for that module.

#### **4.6 Credit Transfer**

Subject to relevance, certified learning will normally be transferred at the same or equivalent level as that awarded by the other institution.

Credit achieved at a higher level may exempt a student from modules at a lower level (ie downgraded credit). However, it is not normally permissible to offset credit achieved at a lower level from modules at a higher level (ie upgraded credit).

Students shall not normally receive more than one allocation of credit on the basis of a single learning activity.

#### **4.7 *Transfer of marks/grades***

RPL of prior certificated learning enables a learner to transfer credit gained within one programme to another programme at the same or a different institution. The credit may come from an incomplete or completed award and may be used as a foundation for a higher award. Credit which can be transferred into programmes at the University or its Partners must be at the same level of study or higher and subject to any Professional, Statutory or Regulatory Body (PSRB) restrictions or requirements

**A student's award and classification, where appropriate, shall normally only be calculated on the results of their studies at the University of Winchester or Collaborative Partner.**

Marks and/or grades from a programme undertaken at another institution or Partner shall not be transferred unless approved via an Institutional Agreement or Exemption, the latter being approved by the Academic Regulations, Policies and Procedures Committee.

Marks/grades may be approved for former students of the University or a Collaborative Partner (see Appendix 1 d) for details)

#### **4.8 *Calculation of final awards and transcripts***

The student's transcript or diploma supplement shall clearly identify modules which have been accredited based on RPL, rather than study of the module(s), or where a student has been exempted from elements of the programme.

Students who transfer credit and marks/grades within the University or one its Partners shall normally have their final award calculated and, where appropriate classified, according to the relevant award rules. (See Appendix 1 'Volume of RPL in University Awards')

Students who are only permitted to transfer credit without marks/grades and/or experiential learning may be unable to meet the appropriate Award Rule. In these cases, the RPL approval process shall include confirmation of how the calculation method shall be amended to calculate their final award in a consistent and fair manner.

Unless stated otherwise, the method approved will normally be an overall weighted average of all marks achieved by the student while studying at the University.

#### **4.9 *Falsification or misrepresentation of evidence***

The University reserves the right to terminate an application for or registration on a programme, if the applicant/student is found to have omitted relevant facts or information in connection with their RPL application or to have falsified or misrepresented any part of their application.

## SECTION C: APPLICATION PROCESS

### 5. Application requirements

Applications for RPL for Undergraduate and Postgraduate Taught programmes shall consist of a written request, stating the University award in respect of which the student seeks RPL, details of which modules or part of the programme for which they wish their application to be considered and submit:

#### For Certified learning:

- a) a certified copy of a transcript and award certificate;
- b) a Programme Specification, curriculum or syllabus with module descriptions (including Learning Outcomes), where appropriate;

#### For Experiential learning:

Applicants are required to submit a Portfolio, the content of which shall vary in accordance with the nature of the experiences and of the learning that has resulted from that experience but shall normally include the following elements:

- a) the statement of the claim;
- b) a brief CV to provide a context for the claim;
- c) reflection on the relevance of the learning to the programme against which the claim is being made;
- d) outcome cross-referenced to the full evidence;
- e) full evidence.

Please refer to Appendix 2 for information about the types of evidence required and a general methodology of the process.

In order to prepare the Portfolio, an applicant shall be allocated a mentor by their Faculty/Programme who may be subsequently involved in the assessment of the evidence but shall not be the sole assessor. The mentor shall advise the applicant of any additional programme-specific criteria and what evidence shall be required for this.

The procedure for considering requests for the accreditation of prior experiential learning shall include the following stages:

- a) agreement of assessment work to be submitted (eg portfolio, presentation, submission of artefacts, examinations);
- b) agreement of submission date;
- c) agreement of any tutorial arrangements (including monitoring progress towards submission, reviewing drafts etc);
- d) clarification of arrangements for assessment (including assessment criteria, internal and external moderation);

#### ***MPhil/PhD applicants/students may apply for either:***

- a) exemption from the Postgraduate Certificate in Research Skills; or
- b) RPL for up to two modules of the Postgraduate Certificate in Research Skills.

The Programme Leader for the Postgraduate Certificate in Research Skills (who is also the RPL Assessor for this programme) shall meet with students individually and advise them as to the appropriate documentation required and which option to apply for.

## 6. Timescales

### ***For Submission***

Applicants wishing to be awarded credit for RPL will be advised, in the first instance, to discuss the matter with the Admissions Office, who will ensure that the applicant is informed of the University's RPL policy and procedure.

Applications for RPL for taught programmes should normally be made at the same time an application to study at the University or Collaborative Partner is submitted and before the student enrolls on their intended programme of study.

Students who apply after the start of their programme may be disadvantaged, eg they may not be reimbursed for tuition fees already paid for modules from which they are subsequently exempted.

Applications received more than 8 weeks after enrolment on a programme shall not be considered.<sup>1</sup>

If an applicant has a problem obtaining appropriate evidence in time to meet the 8 week deadline above, they shall inform the University and request an extension at the earliest opportunity.

Applications for RPL shall normally be considered and a decision communicated to the applicant/student within 10 working days of receipt.

If, after considering the application, the Assessor (normally the relevant Programme Leader) requires further evidence, the Assessor shall liaise with the applicant to establish an appropriate deadline for submission taking into account the modules for which the applicant is applying for exemption/accreditation and any other relevant factors.

Applicants must not assume RPL credits to have been granted until they have received an official statement to that effect.

Applicants should also note that any reduction in the number of credits being studied may prevent them from having the status of full-time students in one or more years of study.

## 7. Approval process and confirmation of decision

All applications shall be considered by an RPL Assessor (normally the relevant Programme Leader) according to the criteria listed in Section C below. The RPL Assessor may request additional information from the applicant or consult with colleagues, if required, before making a recommendation.

Their recommendation shall then be forwarded, for final approval, to the relevant Head of Department (for taught programmes) or the Chair of the Research Degrees Quality Committee (for MPhil/PhD programmes).

For Collaborative Partners, the recommendation shall be forwarded, for endorsement, to the Academic Liaison Officer before it is passed to the relevant University Head of Department for final approval.

Colleagues designated to advise students on the preparation and submission of claims shall not normally be involved in the assessment of the claim, except where expertise in advising about claims and assessing their worth is limited to very small numbers of staff.

A decision shall normally be made and communicated to the applicant/student within ten working days of receipt of the application. If the Assessor requires further information, the applicant shall be advised within 10 working day of the submission and a deadline agreed for the new information to be submitted, in accordance with section on Timescales above.

The RPL applicant shall be notified of the decision, by letter or email, by one of the following:

- a) the Admissions Office (in the case of applicants for taught programmes);
- b) Registry (in the case of students already enrolled on a taught programme);

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<sup>1</sup> Some programmes may require an earlier deadline, especially those with PSRB requirements.

- c) Registry (for students registered with Collaborative Partners)
- d) RKE Skills Development Administrator (in the case of applicants for /students on MPhil/PhD programmes)

A copy of the Approval Form and all supporting evidence/documentation shall be forwarded to Registry, either electronically or in hard copy. Registry staff shall update the applicant/student's computerised record as appropriate and the documentation shall be retained on SITS.

## 8. Charges

A charge of £150 will be levied for assisting students preparing a portfolio of evidence for non-certified learning for all programmes except the PgCert in Research Skills for MPhil/PhD students, where no charge shall be levied.

There shall be no charge for assessing RPL for certified learning.

## 9. Feedback to RPL applicants

Where the RPL application is partially or fully rejected, the letter confirming the decision shall include details of any shortcomings.

## 10. Appeals

Applicants may not appeal against the academic or professional judgement of those making the decision on an application.

However, the University shall consider a request from an appellant that the decision to reject their application be reviewed on the grounds that:

- a) There exists new evidence, which can be corroborated, and could not have been brought to the attention of the University or Partner prior to the selection process;
- b) There is evidence of a procedural irregularity connected directly with the selection process undertaken by the University or Partner;
- c) That the decision of the University or Partner is, on the basis of the information available, unreasonable;
- d) There is evidence of prejudice or bias on the part of those involved in the selection process.

Appeals must be made in writing within twenty working days of the date of the letter from the University notifying the applicant of the decision. Further details may be found in the University's Policy: [Appeals by Student Applicants Policy](#), available via the University website under [Policies and Procedures](#).

## 11. Complaints

The University is committed to delivering to its applicants a high quality, efficient and fair admissions service and encourages its applicants to tell it where there is cause for concern and a case for improvement. Complaints may be made regarding the services or facilities offered by the University or the actions or behaviour of a member of staff during the process. The outcome of a complaint that is upheld could include an apology or an undertaking to revise procedures. It will not usually result in reconsideration of the candidate's application. Students who wish to complain may do so in accordance with the Complaints Policy.

## APPENDIX 1: VOLUME OF RPL IN UNIVERSITY AWARDS

It is important to note that the acceptance of RPL towards University awards is a Faculty/Programme decision based on each individual case. The maximum volume of RPL outlined below applies to RPL achieved by certificated learning and is provided for the guidance of applicants and staff but does not constitute an entitlement.

In order to receive an Undergraduate award (including Integrated Master's) from the University, a student shall normally be required to undertake at least a full-time academic year of study, or part-time equivalent, on a University of Winchester validated programme of study.

The exception to this would be students admitted to:

- a) a top-up Pass degree programme;
- b) the final year of a three-year Honours degree, who subsequently exit with a Pass degree;
- c) a one-year taught postgraduate programme; OR
- d) a programme previously studied at Winchester or a Collaborative Partner. For example, students who withdraw or are excluded and subsequently apply to complete their original award or a closely related award. Assuming they meet the requirements for readmission, credits and marks for all modules studied previously shall normally be accredited, provided these modules meet the aims, learning outcomes and pathway requirements of the current Programme Specification and any PSRB requirements.

### **Limits for Experiential Learning**

The volume of RPL permitted via prior experiential learning shall normally equate to half the maximum volumes listed below.

<b>Award</b>	<b>Maximum credits which may be accredited</b>	<b>Minimum credits to be passed on University of Winchester / Collaborative Partner programmes</b>	<b>Total credits required for award</b>
Professional Doctorate <sup>2</sup>	180 ( <i>level 7/8</i> )	360 ( <i>level 7/8</i> )	540
Professional Master's	120 ( <i>level 7/8</i> )	120 ( <i>level 7/8</i> )	240
Master's Degree <sup>3</sup>	100 ( <i>level 7</i> )	80 ( <i>level 7</i> )	180
Postgraduate Diploma	40 ( <i>level 7</i> )	80 ( <i>level 7</i> )	120
Professional Graduate Diploma	40 ( <i>level 6/7</i> )	80 ( <i>level 6</i> )	120
Postgraduate Certificate	20 ( <i>level 7</i> )	40 ( <i>level 7</i> )	60
Professional Graduate Certificate	20 ( <i>level 6/7</i> )	40 ( <i>level 6</i> )	60

<sup>2</sup> Where a student is admitted to a Professional Doctorate with more than 120 credits APEL at level 7/8 and subsequently leaves the programme before completion of the Thesis module, the normal RPL limits for a Professional Master's shall apply. This may result in the highest exit award being limited to a PgCert or PgDip.

<sup>3</sup> An exemption shall normally be approved for a student who has completed the first 120 credits of the Master's as part of a related Integrated Master's or has previously completed a PgDip as an exit award for the programme and is now seeking to return to study to complete the full Master's award. In these cases, 120 credits at level 7 shall normally be accredited to the Master's programme.

<b>Award</b>	<b>Maximum credits which may be accredited</b>	<b>Minimum credits to be passed on University of Winchester / Collaborative Partner programmes</b>	<b>Total credits required for award</b>
Postgraduate Certificate in Research Skills <sup>4</sup>	40 ( <i>level 7</i> )	20 ( <i>level 7</i> )	60
Postgraduate Certificate in Education / Early Years Education & Care	none	120 ( <i>level 6/7</i> )	120
Professional Graduate Certificate in Education / Early Years Education & Care	none	120 ( <i>level 6</i> )	120
Integrated Master's Degree <sup>5</sup>	240 (120 at level 4 and 120 at level 5)	240 (with a minimum of 90 at level 6 and 120 at level 7)	480
Bachelor Degree with Honours <sup>6</sup>	240 (120 at level 4 and 120 at level 5)	120 (with a minimum of 90 at level 6)	360
Top-up Degree with Honours	none	120 (with a minimum of 90 at level 6)	120
Top-up Pass Degree	none	60 ( <i>level 6</i> )	60
Graduate Diploma	40 ( <i>level 5/6</i> )	80 ( <i>level 5/6</i> )	120
Foundation Degree	120 ( <i>level 4</i> )	120 ( <i>level 5</i> )	240
Diploma of Higher Education	120 ( <i>level 4</i> )	120 ( <i>level 5</i> )	240
Certificate of Higher Education	none	120 ( <i>level 4</i> )	120

<sup>4</sup> When taken by MPhil/PhD students only

<sup>5</sup> Students who have graduated with an Honours degree from an Integrated Master's shall not be re-admitted to the fourth year (or part-time equivalent).

<sup>6</sup> Where individual programmes have a higher credit total (eg 4-year BEd Honours degrees with 480 credits) the maximum import thresholds outlined above continue to apply.

## APPENDIX 2: GENERIC PORTFOLIO CRITERIA FOR EXPERIENTIAL LEARNING

### Guidance for Applicants

#### What is a Portfolio?

A portfolio is an organised folder of information compiled by an applicant with support from University staff. It will contain details of past experiences and accomplishments. It may also contain evidence that the individual has reliably demonstrated the skills, knowledge and understanding to be given recognition to gain exemption, or to gain qualifications or credit towards qualifications.

A Portfolio can be used to gain accreditation and/or exemption or to decide what continuing education is appropriate. It needs to be, concise, well presented and relevant

#### Key Features of a Portfolio

*The folder should contain details of:*

- Skills
- Knowledge
- Understanding
- Achievement

*These features can come from:*

- Paid employment
- Voluntary work
- Domestic work
- Hobbies and interests
- Education and training

*What should be included in the Portfolio*

- A Curriculum Vitae
- Voluntary work - unpaid
- Domestic work - unpaid
- Hobbies and interests
- Education and training: formal and informal
- List of competencies
- Supporting evidence

#### Types of Evidence Required

##### **Direct Evidence** (your own work)

*For example:*

- written reports
- essays/Poems
- articles
- computer programmes
- a set of accounts
- photographs of objects that you have produced, for example, furniture, painting.
- practice-based documents;
- reports based on reflection on practice;
- video/audio tapes and analysis relating to the learning outcomes;
- analysis of issues arising in preparing for practice;
- analysis and description of practice activities;
- analysis of training activities in relation to the practice;
- statements from line-managers in relation to practice.

##### **Indirect Evidence** (what someone else says about you)

*For example:*

- Testimonials from one or more of the following: employers, colleagues, business partners, voluntary organisations, teachers /lecturers etc
- Articles written about you
- Prizes
- Certificates

## Laying out the Information

You do not have to use a prescribed format to present the material but you might find the following order useful.

- a) Cover page – RPL application for (your name)
- b) Curriculum Vitae
- c) Education and training – indicate the skills, knowledge and understanding which you have acquired through various aspects of your education
- d) Work experience and training – indicate the skills, knowledge and understanding you have acquired through employment
- e) Voluntary or community work – identify what skills, knowledge and understanding has been acquired
- f) Other formal or informal learning experiences for example, captain of a sports team, running a sports club, organising a school trip
- g) List of competencies – categorise your skills, knowledge and understanding. For example:
  - i) personal skills
  - ii) good communicator
  - iii) confident public speaker
  - iv) ability to assimilate a range of ideas
- h) Any areas that do not fall in to the above categories (b - g) which you consider relevant for assessment.

**Note:** Supportive evidence, for example transcript of a training course showing learning outcomes, should be included in each section alongside the description given of the specific skill, knowledge and understanding you want assessed.

## Our Commitment to you

We will help you to compile your portfolio of evidence by offering you a portfolio workshop. The workshop will run for two hours and you will be given information, advice and guidance on how to collect evidence and lay out the portfolio. Dates and times of the workshops will be sent to you when you receive your 'conditional offer'. Tutorial support will be offered to check the completed portfolio and to make recommendations if further evidence or description is needed. There will be a total time allocation of 30 minutes per applicant.

## **APPENDIX 3 SUPPORTING STAFF ASSESSING RPL AND MONITORING RPL DECISIONS**

### **Supporting Staff**

Faculty Academic Development Committees (FADCs) shall nominate an RPL Advisor to support academics dealing with RPL applications. This person shall be experienced in RPL processes and allocated time to fulfil their responsibilities.

The Head of Academic Department is responsible for final approval of all RPL applications for taught programmes and ensuring consistency within their Department/Faculty. All paperwork should be available for internal or external scrutiny, as required. RPL claims must be available for scrutiny by external examiners in accordance with normal Faculty procedures for assessed work.

### **Monitoring RPL Decisions**

A copy of the letter(or email), application, approval form and all supporting documentation shall be forwarded to Registry regardless of whether the application was approved or rejected, except in the case of applicants, whose application to join the University is rejected altogether.

The Academic Registrar shall be responsible, on behalf of Senate Academic Development Committee (SADC), for the assurance of quality and standards in the accreditation of prior and experiential learning. In particular, they shall monitor the consistency of RPL decisions and submit an annual report to SADC detailing the number of RPL claims submitted and accepted by programmes, and any issues relating to the principles, process or procedure.

The Academic Registrar shall also include in the annual report details on the progress of each student who has made a successful claim for RPL.

When reviewing this Policy, the Academic Registrar shall seek feedback from RPL applicants about their experience of the process and by monitoring specifically the progress of students admitted using these procedures.