

ACCREDITED AND EXPERIENTIAL PRIOR LEARNING POLICY

Policy and process for the use of AP(E)L

Draft for 2024 entry

May 2023

Corndel Education Limited

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1. Introduction

- 1.1. CCL recognises that formal learning undertaken at other providers as well as professional informal learning (e.g. professional experience) can support learners to achieve and enrich the learning environment. This is known as Accredited and Experiential Prior Learning, abbreviated to AP(E)L.
- 1.2. This can benefit students by exempting them from studying individual modules or providing them with advance entry into a later stage of the programme than which students are normally admitted to; it can also do both. In some circumstances AP(E)L may be awarded with marks that contribute to the overall mark achieved by the student.
- 1.3. CCL makes specific provision for the recognition of AP(E)L within the Academic Regulations the terms of which are governed by this policy.
- 1.4. **Programmes offered in partnership with another degree awarding body may be subject to different AP(E)L requirements;** please email registry@corndelcollegelondon.com for advice.

2. Policy

- 2.1. AP(E)L is applicable where a student (or an applicant) can demonstrate that that they have achieved equivalent learning outcomes to the module(s) that they wish to be exempted from.
- 2.2. The use of *equivalent* recognises the diverse practice in the development and articulation of learning outcomes within the sector. The academic judgement of equivalence is at the discretion of The Director of Curriculum (DOC) (or nominee).
- 2.3. The student/applicant is responsible for requesting and evidencing their AP(E)L via the appropriate form. They can provide evidence in one of two ways:
 - i. Provide recognised evidence of learning within another organisation that illustrates their attainment. Typically this might be a transcript from another institution accompanied by the module specification(s).
 - ii. Provide evidence (e.g. a professional portfolio) of their experience (and the learning from the experience) mapped to the learning outcomes on the module(s) they wish to receive an exception from.

- 2.4. AP(E)L must be mapped at module level at levels 5 and above. Recognising the distribution of learning outcomes is unlikely to be the same, module level mapping does not require a 1:1 relationship to be established with a module in the previous institution, rather, across the students learning they have demonstrated all the learning outcomes of a CCL module they are requesting AP(E)L against.
- 2.5. At level 4, and where 120 credits are proposed to be recognised, it may be mapped against L4 Programme Learning outcomes to facilitate students moving between disciplines where appropriate.
- 2.6. AP(E)L cannot be used to exempt students from studying part of a module.
- 2.7. CCL will not recognise for the Award of CCL credit learning that is not:
 - i. **Contemporary** – learning completed more than five years prior to the request for AP(E)L and without additional evidence of CPD or application is unlikely to be accepted for AP(E)L. In some cases (e.g. where technology or techniques change rapidly) CCL may require the learning to be more recent.
 - ii. **Equivalent** – the learning previously undertaken is directly relevant to the module(s) exception is requested from. The DOC (or nominee) must be able to evidence that the student has achieved equivalent learning outcomes (including level), or in the case of experiential learning, that the AP(E)L applicant has experience that is equivalent to the learning outcomes
 - iii. **Evidenced** – the application must be supported by sufficient evidence that supports the DOC to make the recommendation to the assessment board and be confident that the evidence presented is reflective of the applicant's own learning.
- 2.8. A recommendation for AP(E)L is made by the relevant DOC (or nominee), based on their academic judgement, to an Assessment Board. The DOC (or nominee) will consider:
 - i. Subject content, knowledge and skills;
 - ii. The likely ability of the student to succeed on the CCL course based on their prior learning/experience. This is particularly important for students changing discipline/subject areas after L4.
 - iii. Volume and level of learning;
 - iv. Evidence of achievement learning;
 - v. Programme, PSRB or awarding body restrictions.
- 2.9. A DOC (or nominee) may liaise with the student/applicant to ensure they have the information they need to make an informed judgement and, as part of this, may decline to make a recommendation to an Assessment board.
- 2.10. Based on its collective academic judgement, the Assessment Board will confirm, if credit is to be recognised, what module(s) the student may be exempted from (and therefore whether they are eligible for advanced entry) and, if marks are to be accepted, the mark to be awarded for the purpose of the overall CCL Mark.
- 2.11. An Assessment Board may not exceed or vary the AP(E)L maximums detailed in table 1.
- 2.12. CCL does not charge for the assessment of AP(E)L for certified, learning from UK providers. In recognition of increased time requirements, a non-refundable fee of £250 is charged at the point of application for assessment of experiential learning or that undertaken at non-UK organisations.
- 2.13. Credit awarded via AP(E)L will be identified as such on the transcript issued by CCL.

- 2.14. Where a student receives AP(E)L credit their tuition fees will be adjusted on a pro-rata basis.
- 2.15. The requirements outlined in table 1 may be subject to, and be changed by, professional statutory, regulatory body requirements or those of an Awarding Body.

Table 1: Maximum use of AP(E)L and associated conditions

Award	Minimum Credit Requirements	Maximum AP(E)L Credit Permitted
Master's Degree	180 (at least 150 at L7 or above)	60, Level 7 credits only. The student must also undertake the final project at CCL.
Postgraduate Diploma	120 (at least 90 at L7 or above)	40 Level 7 credits only
Postgraduate Certificate	60 (at least 40 at L7 or above)	20 Level 7 credits only
Batchelor's with Honours	360 (at least 90 at L6 or above)	240 credits with 120 L6 credits to be studied under CCL regulations.
Batchelor's Degree	300 (at least 60 at L6 or above)	150 credits with at least 60 L6 credits to be studied under CCL regulations.
Graduate Diploma	80 (at least 80 at L6 or above)	20 Credits
Graduate Certificate	40 (at least 40 at L6 or above)	AP(E)L not available
Foundation Degree (FdA/FdSc)	240 (at least 90 at L5 or above)	120 with 120 L5 or above credit to be studied under CCL regulations
Diplomas of higher education (DipHE)		
Certificates of higher education (CertHE)	120 (at least 90 at L4 or above)	60 Credits

- 2.16. Where a student receives AP(E)L and subsequently terminates their study before they have achieved their target award, to be eligible for an intermediate award they must have achieved at least half of the credit under CCL regulations. For example a student joining an honours degree course with advanced entry into level 5 and an additional 20 credit exemption also at level 5 (120 L4 credits + 20 L5 credits, 140 in total) and then exiting having completed 100 level five credits under CCL regulations would not be eligible for a DipHE as an intermediate award as only 100 credits of 240 would have been completed under CCL regulations.

3. Using marks awarded in other UK institutions

- 3.1. CCL recognises that the, normally limited, transferability of marks as a barrier to students seeking to change institution as it places an increased emphasis on their performance at, and at a time that they transitioning to, the new institution.

- 3.2. CCL will apply a mark for the purposes of the overall mark and award classification to AP(E)L awarded for credit-based learning undertaken at UK institutions with Degree Awarding Powers.
- 3.3. CCL will only apply a mark where the transcript of learning provides a mark on the same grading scale (e.g. a mark out of 100). CCL will not convert, or award marks, for credit achieved under other grade scales (e.g. grade point average or alpha grading scales).
- 3.4. The mark(s) awarded for AP(E)L credit in this way will be:
 - i. In the case of one module, be the % mark awarded by the previous institution.
 - ii. In the case of more than one module, be the unweighted median of the % mark awarded by the previous institution.
- 3.5. Where AP(E)L is awarded without a mark, the credit will count towards the achievement of the award and only marks awarded for learning undertaken under CCL regulations will apply to the overall calculation.

4. Articulations

- 4.1. Directors of Curriculum may make a recommendation to an assessment board for AP(E)L to be awarded automatically to applicants with specific qualifications; this may be further qualified by awarding institution (e.g. X qualification from Y institution). Such a recommendation remains contingent on applicants meeting the requirements of 2.7i and 2.7iii.
- 4.2. Where an Assessment Board agrees mapping on this basis this forms an agreed articulation and students with appropriate contemporary evidence that they meet the requirement of the agreed articulation do not need to be individually assessed.
- 4.3. Agreed articulations must be reviewed every two years, or immediately where CCL becomes aware of a:
 - i. material difference in the performance of students admitted through an articulation; or
 - ii. change to the curriculum or assessment arrangements for the entry qualification.
- 4.4. Agreed articulations can be used to form articulation agreements with other higher education providers to allow routine advanced entry, with the support of the Registry Quality Team. No agreements may be made with other organisations without the explicit approval of the Principal & CEO.

5. Process overview

Step 1

- Student or applicant completes AP(E)L form and submits to registry@cordellcollegelondon.com.
- The application should be made **before** the start of the relevant module(s).

Step 2

- Director of Curriculum (or nominee) liaises with AP(E)L applicant for additional information, clarification, evidence etc and, if appropriate, completes recommendation for assessment board.

Step 3

- Assessment Board considers confirms, amends or rejects, application.
- The registry Quality Team confirm the decision of the assessment Board to the student and adjust the student record (including fees) and ILP accordingly.