



CC CLEVELAND COLLEGE OF
AD **ART & DESIGN**

TITLE:	Further Education Student APEL Policy		
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The policy or procedure will be reviewed by the date shown on the front cover sheet, or sooner if a change in legislation, best practice, or other circumstances indicate that this is necessary. If, for whatever reason, the policy or procedure is not reviewed by the date shown, the policy or procedure shall stay in force until formally reviewed.

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Scope and Purpose of Policy

This policy applies to all staff teaching on Further Education units/awards and learners undertaking a Further Education units/award with Cleveland College of Art and Design.

Its purpose is to ensure that the FE AP(E)L policy and procedures are implemented consistently across the institution and that the requirements of awarding bodies are met.

Policy Statement

The institution recognises learning wherever it may take place and that knowledge and skills can be acquired from a whole range of learning experiences, both formal and informal. We therefore encourage credit transfer and AP(E)L as a means of entry to, or credit within, all our courses. Such recognition will take place within the context of the institution's policy and procedures and within the specific requirements of the awarding body.

The institutional policy is to operate a system for the Accreditation of Prior (Experiential) Learning (APL/AP(E)L) in all awards where it is acceptable to national awarding bodies.

The aim of the policy is to enable individuals to:

- obtain qualifications without necessarily undertaking formal training and/or sitting examinations;
- identify their own training and development needs and be in control of their progress;
- demonstrate their knowledge and skills against national standards to achieve qualifications;
- Meet employer's needs to ensure the accreditation and flexibility of their workforce.

The institution recognises that many prospective students may have acquired prior knowledge and skills for success on a course through previous educational achievement, work or other life experiences, but have not achieved commensurate academic qualifications. This learning can be used either as entry to courses or to exempt students from modules/units of learning.

The institution's provision for APL/AP(E)L seeks to ensure that applicants are admitted to the highest level of award for which they are qualified, are able to benefit and for which they wish to apply, and that they are awarded the maximum amount of relevant credit to which they are entitled by virtue of their prior learning achievements. These principles apply equally to pre-entry, post-entry or credit transfer applications.

Credit may only be given in line with the limits imposed by individual awarding bodies in recognising the proportion of learning eligible through the accreditation process. In

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addition, the institution will ensure that for each awarding body the implications for progression, award of interim qualifications and classification or grading of final result are clear and transparent to staff and applicants.

Learning from *planned* experience as part of the programme of study relating to an award, where the learning may be more structured and systematised, is to be distinguished from learning from *prior* experience in terms of credit transfer.

Individual applicants will receive clear guidance on the rationale for their evidence of learning and advice on its compilation and desired overall structure. Submission and assessment procedures will be clearly stated, and will include provision for discussion of a draft prior to formal submission.

Principles

Cleveland College of Art and Design adopts the following principles:

- That decisions regarding APL/AP(E)L are a matter of academic judgement
- That the decision-making process and outcomes will be transparent demonstrably rigorous and fair
- That processes will ensure that APL/AP(E)L is embedded in award specifications and handbooks/guidance material
- That information and guidance will clearly outline the process for making an APL/AP(E)L claim, including: terminology, scope and boundaries, and fees (if required)
- That the range and nature of the evidence required to support the claim, and any time limits applied to the currency of evidence are supplied
- That the progress of APL/AP(E)L students will be tracked and kept to monitor the effectiveness of the APL/AP(E)L process

Process

The chart below summarises the APL/AP(E)L process

Stage 1 Information and individual advice on APL/AP(E)L
Stage 2 Guidance on planning an APL/AP(E)L claim
Stage 3 Producing a claim
Stage 4 Assessing claim – submission to appropriate representative of the awarding body

Applicants will be advised in each case as to what would comprise adequate evidence of prior learning. A submission should include:

- A statement of claim for credit
- A summary of the learning claimed
- Reflection on the learning claimed in relation to the target programme
- A summary of evidence against each element of learning, cross referenced against the full evidence
- Full evidence as appropriate

Evidence may include:

- Practice-based documents
- Reports on observations of practice
- Video/audio tapes, with commentary and analysis related to achievement of learning outcomes
- Analytic and evaluative description of practice
- Statements from supervisors in relation to aspects of practice

Assessment

Assessment may require, in addition to the submission of a portfolio, the production of artefacts, a project, performance, oral examination, and/or one or more traditional examination(s). Whatever the form of evidence, the assessment process must identify the scope and responsibilities for those making and verifying decision and evaluate a submission in terms of:

- Acceptability - is the evidence valid and reliable?
- Sufficiency - is the achievement of the claimed learning fully demonstrated?
- Authenticity - is the evidence clearly the achievement of the applicant?
- Currency - is the learning current, or if not is there evidence of updating?

Most importantly, evidence must be presented to demonstrate that the applicant is familiar with the appropriate knowledge base of the level of the qualification of the learning claimed.

The amount and level of credit awarded through AP(E)L will be measured against the identified learning outcomes of the target programme. Where general AP(E)L credit awards do not precisely match the learning outcomes but are related or comparable, professional and academic judgement will be used to determine a credit award with consistency and fairness in relation to other credit award decisions and programme learning outcomes. The following key elements will be identified within the guidelines:

- Assessment methods will be appropriate to the evidence provided and the assessment methods must be clearly stated.
- The assessment of learning for APL/AP(E)L claims will be subject to internal and external quality assurance procedures as normal.

- Assessment deadlines will be provided, together with an indication of when the assessment results will be available.
- Applicants will be supported by effective, timely and appropriate feedback.
- Staff, and external verifiers, who are associated with the support, guidance and assessment of APL/AP(E)L claims will be adequately informed, appropriately trained and supported to undertake their role(s).
- Recognition of credit awarded for APL/AP(E)L and other learning that has been accredited by other FE providers will be included on student transcripts.

Staff development and training

The institution requires that all staff associated with the accreditation of prior learning should have their roles and responsibilities clearly and explicitly defined. Full details of all roles and responsibilities will be available to all associated staff and applicants. All staff associated with the support, guidance and assessment of claims will be given appropriate training and development and meet the requirements of the awarding body.

Regulatory requirements of awarding and professional bodies

The institution requires that all staff are aware of and operate under the specific regulatory requirements of its awarding bodies and, where appropriate, professional bodies. The institution has developed appropriate internal policies and procedures that cover major requirements.

Location and Access to the Policy

The AP(E)L Policy is located as follows:
Cleveland College of Art and Design Moodle (VLE) and Intranet

Person Responsible for the Policy

Vice Principal (Academic)