



2020

Admissions, Admissions Appeals and Accreditation of Prior Learning (Transfers) HE07

 **TEC Partnership**
Training • Education • Careers

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Description:

Whilst considering the regulations of partner Universities and the requirements of the UK Quality Code (2018) for Core Practice Q1 "The provider has a reliable, fair and inclusive admissions system", this code of practice makes clear the processes that must be adopted in relation to the admissions of new students to Higher Education programmes. The code of practice reflects the TEC Partnership's commitment to ensuring governance over academic standards and that judgments relating to admissions are carried out with rigour, fairness and probity.

If you need any further advice on how the regulations work, you should contact the HE Quality Office.

HE Quality Office heqa@grimsby.ac.uk

Rm: 0H02 (01472) 311222

This document is available in alternative forms

Version Control

Number	
1.0	New
1.1	Removal of reference to GIG and replacement with TEC Partnership Updating of job roles Remove use of RPA forms for UCAS Cycle outside of clearing Introduction of Person Specifications and Interview Forms Compliance with OfS Condition F2 and Transfers to and from other providers.

Admissions

1: General principles

1.1 Whilst the TEC Partnership welcomes applications from individuals who have the potential to succeed in Higher Education (HE), this section recognises the complexity of factors involved in the admissions process and therefore focuses on:

- i. identification and recruitment of prospective students
- ii. selection of applicants suitable for a particular programme
- iii. offer of a place on a programme of study
- iv. enrolment of students onto a programme of study
- v. induction and orientation of new students

1.2 The TEC Partnership's procedures for the recruitment and admission of students have been designed to be fair, clear and explicit. Applications will be treated as 'standard' and 'non-standard' entries. The term 'standard entry' refers to applicants who obtain or expect to obtain the specified and traditional entry points or qualifications needed to progress onto a chosen award/programme of study. The term 'non-standard entry' refers to applicants at the Partnership who do not fulfil traditional entry criteria but can gain entry through other criteria as specified within approved programme documentation.

1.3 In instances only relating to the University of Hull, some applicants will be categorised as 'special cases.' These are applicants who do not have entry criteria as specified in the approved programme documentation and require the University to approve the application before a place can be offered on the chosen programme of study.

1.4 The Schools Liaison and Admissions Manager at GIFHE (or equivalent at STEC) will ensure that the staff within the Learner Services Admissions team are appropriately trained, supervised and updated in order to implement relevant sections of the code of practice for Higher Education Admissions.

1.5 The TEC Partnership will ensure regular monitoring and review of recruitment, admissions, and enrolment processes and procedures, and takes responsibility for ensuring all those involved in admissions are competent to undertake their roles.

1.6 Judgements exercised in the admissions process must be underpinned by transparent and justifiable criteria that is consistently implemented without undue variance. Prospective students will be offered support and guidance at all stages.

1.8 The TEC Partnership's Higher Education Quality Assurance Committee (HEQAC) will review findings, themes and trends relating to recruitment, admissions and enrolment and report institutional themes to EMT.

1.9 The TEC Partnership is committed to widening participation and to promoting lifelong learning in conjunction with its Equality of Opportunity policies. It actively employs strategies within its recruitment and selection procedures to fulfil these aims. The Partnership is committed to pursuing non-discriminatory systems and practices inclusive of the following:

- i. age
- ii. disability
- iii. gender reassignment
- iv. pregnancy and maternity
- v. race
- vi. religion or belief
- vii. gender
- viii. socio-economic group
- ix. sexual orientation

1.10 This Code of Practice is informed by the following:

- i. Disability Discrimination Act (1995, 2005)
- ii. Equality Act (2010)

- iii. Data Protection Act (2018)
- iv. Age Discrimination Act (2006)
- v. Freedom of Information Act (2000)
- vi. Human Rights Act (1998)
- vii. Race Relations (Amendment) Act (2000)
- viii. Sex Discrimination Act (1975)
- ix. Special Education Needs and Disability Act (2001)
- x. Rehabilitation of Offenders Act (1974, 2010)

1.11 Whilst the TEC Partnership recognises the complex judgements that are made when assessing the relative potential of all applicants, admissions processes must at all times be fair and lawful.

1.12 Applications for all full-time undergraduate programmes of study must be made through the Universities and College Admissions Service (UCAS) using UCAS Apply online. Applications for part time study, will be made directly to the TEC Partnership.

2: Principles in the Selection of Applicants

2.1 The principles applied in the assessment of applications will consider a range of evidence to ensure that appropriate judgements are made about the potential of an applicant to succeed on a particular programme. Programme Leaders will consider an applicant's skills, knowledge, motivation, enthusiasm to learn and potential to succeed on each programme.

2.2 In the selection of applicants, Programme Leaders may consider different achievements and abilities which are relevant to the programme of study and/or are defined as an entry requirement within the approved programme document. These will be outlined to the student using HE07C – Person Specifications, which will be published on the Partnership website and emailed to the student with their interview invite.

2.3 Programme Leaders determine an applicant's suitability by means of an interview, audition, test, academic assessment and/or consideration of prior learning by experience or qualification. To ensure consistency and fairness there will be a minimum standard requirement and this will be done by using the form HE07D – Interview Questions. This form can be varied depending on the subject specialism of the programme.

2.4 Applicants will be assessed in light of the entry requirements clearly defined within the approved programme documentation, an approach intended to support applicants from a wide range of backgrounds and qualifications. Entry requirements for non-standard applicants may consider relevant experience, interests and ability to study at the required level and within a single programme the same criteria must be applied for all non-standard applicants.

2.5 For international applicants from both within and outside the European Union (EU) (see list of those exempted in point 2.6), or for applicants for whom English is not a first language, entry requirements may include a range of criteria including proficiency in English language skills, evidence of academic qualifications and other specified criteria. Whilst the Partnership reserves the right to judge an applicant's suitability on an individual basis, students must evidence they possess a satisfactory command of the English language in terms of reading, writing, listening and speaking and will normally hold the following:

- i. Common European Framework of Reference for Language (CEFR) Level B2 as defined by UK Visas and Immigration.
- ii. And for master's provision a higher education degree in which English language or literature forms a substantial part.

2.6 Applicants who speak in English as a first language and who are exempt from a minimum English language requirement as specified in 2.5 include those from:

- i. Antigua and Barbuda
- ii. Australia
- iii. The Bahamas

- iv. Belize
- v. Canada
- vi. Dominica
- vii. Grenada
- viii. Guyana
- ix. Ireland
- x. Jamaica
- xi. New Zealand
- xii. St Kitts and Nevis
- xiii. St Lucia
- xiv. St Vincent and the Grenadines
- xv. Trinidad and Tobago
- xvi. United States of America

2.7 For international applications from both within and outside the European Union (EU), qualifications from any country are considered, but as general rule qualifications should be equivalent to standard UK entry requirements. For some postgraduate programmes, relevant work experience may also be required. Specific programme requirements are detailed in the prospectus and other relevant material.

2.8 For international applicants from both within and outside the European Union (EU) applications must be considered through the TEC Partnership's International Office before a place can be offered.

2.9 The TEC Partnership will ensure that in all circumstances applicants' details are handled with regards to confidentiality. Applicants are required to sign a declaration consenting to the processing of personal data.

2.10 Admissions records for unsuccessful candidates must be held for one year. Admissions records for successful applicants become part of the current student records.

3: Criminal Convictions

3.1 Applicants are asked to disclose relevant criminal convictions that are deemed not spent under the Rehabilitation of Offenders Act 1974. Applicants are also asked to declare any pending prosecutions or other court proceedings. If a criminal conviction is declared, the admissions team reserves the right to request further information as part of its duty of care about the nature of the conviction prior to the TEC Partnership making an offer of admission.

3.2 The Learner Services department will be informed of any pending prosecutions, current court proceedings or criminal convictions before the application is assessed for an offer of a place. The Learner Services department will undertake a risk assessment in terms of a duty of care and suitability of the applicant for the chosen programme of study.

3.3 As part of the conditional requirement, certain programmes necessitate applicants to undergo a check through the Disclosure and Barring Service (DBS). Information relating to programmes that require DBS checks or more, must be identified within the TEC Partnership's prospectus and applicants must be further advised during the admissions process.

3.4 In instances where the TEC Partnership establishes that a student has a criminal conviction(s) following enrolment, the student may be withdrawn from their programme of study.

3.5 It is the applicant's responsibility to explore whether any spent or unspent criminal convictions will have a negative effect on future study or career progression.

3.6 Applicants should refer to the TEC Partnership's disclosure of criminal convictions policy.

4: Process of Admission

4.1 Learner Advisors and Programme Leaders must process all applications received in a timely manner. Applicants must receive a response to their application within 7 days.

4.2 It is expected that in the majority of cases applicants will be invited to a formal interview, and this must be arranged within 14 days of application. Applicants will receive with their invite to interview a copy of the HE07C Person Specification for that programme. The questions asked by the Programme Leader at interview will be defined in advance using the interview from HE07D – Interview questions.

4.3 Applicants will be required to present their original certificates for inspection and the right is reserved to verify directly with the awarding bodies.

4.4 Programme Leaders are permitted to offer a place for standard entry applicants that is either 'conditional' or 'unconditional'. 'Conditional' places must have clearly defined conditions and written in unambiguous language, normally related to gaining an entry qualification.

4.5 Programme Leaders are permitted to offer a place for non-standard entry applicants that is 'conditional' or 'unconditional'. 'Conditional' places must have clearly defined conditions and written in unambiguous language, normally related to gaining an entry qualification. Non-standard entry applicants usually do not meet the stated academic entry requirements of a programme, in those cases all entry essays/audition work set must be marked before an offer is made to an applicant.

4.6 In both cases, where an applicant who receives a 'conditional' place meets those conditions, Learner Advisors and Programme Leaders must not upgrade these to 'unconditional'. In these cases, the conditions should be noted as being met and the applicant should be invited to enrolment.

4.7 The TEC Partnership reserves the right to refuse entry to applicants who do not meet the relevant entry criteria and if the Programme Leader is not satisfied that the applicant is academically able for the programme of study. Further refusal of entry or mandatory withdrawal if enrolled, may also occur if an applicant provides false information.

4.8 Programme Leaders must communicate admissions decisions to Learner Advisors within Learner Services in a timely manner. The decision must be communicated to students within 7 days of interview.

4.9 Programme Leaders and Learner Advisors must report to the School Liaisons and Admissions Manager and/or HE Quality Office any matters that are unclear or that may need further consideration such as Accreditation of Prior Learning (APL).

4.10 Programme Leaders must be available during the clearing period.

4.11 In instances where a student does not achieve the results specified to gain entry onto a chosen programme at the TEC Partnership, students can request a meeting with the careers team for further guidance and direction.

4.12 Upon being offered a place it is the TEC Partnership's responsibility to inform the applicant in writing and the applicant's duty to inform the TEC Partnership of the acceptance or refusal of a place.

4.13 Decisions on programmes being discontinued or unlikely to recruit a viable number of students will be the responsibility of the Vice Principal Higher Education. Students will be informed and advised as per the Student Protection Plan.

4.14 It is the responsibility of the Schools Liaison and Admissions Manager at GIFHE (or equivalent at STEC) to ensure applicants are formally notified at the earliest opportunity where programmes are discontinued. In such instances it is the Partnership's responsibility to support students in line with our Student Protection Plan.

4.15 Where an applicant, having received a conditional offer, fails to meet the criteria specified by the Partnership for admission within the specified timescale, the TEC Partnership shall be under no obligation to admit the student to the original or to an alternative programme.

4.16 Notwithstanding the statement above, the TEC Partnership may, at its discretion

- i. offer admission to a different programme
- ii. offer admission at a different level, or

iii. offer admission subject to different conditions (including a deferred offer) which, if accepted, shall be subject to the conditions specified in the new offer.

4.17 The International office and Learner Services Admissions team will liaise appropriately in the best interest of international applicants from both within and outside the European Union (EU) to ensure applications are dealt with rigour, probity, fairness and expediency.

4.18 Students who are offered a place on any Higher Education programme within the TEC Partnership must receive a copy of HE07E Student Contract with their offer letter.

5: Enrolment of Students

5.1 Upon offering a place on a programme of study the TEC Partnership must explain to applicants accepting offers the arrangements for enrolment, registration, induction and orientation and ensure that these arrangements promote efficient and effective integration of entrants fully as students.

5.2 It is the duty of applicants to inform the Partnership promptly of any change of address, change of name, or any other change in circumstances which may affect their application.

5.3 Applicants who have disclosed a disability are advised to contact the Disability Advisors (within the TEC Partnerships Inclusion team) before enrolment to establish what support is available and to provide any information the Partnership needs to ensure that the agreed support can be arranged. All students are required to undertake an assessment and advanced screening process to identify any learning or study support needs. The TEC Partnership will make every reasonable effort to ensure that students are advised of the support available to them. Students with additional support needs will be given the opportunity to discuss ways of providing solutions to problems of access and other issues which present a barrier to learning.

5.4 Upon enrolment, students will be asked about their nationalities, ethnic origin, disabilities and any additional support needs. This information will be used for the purposes of providing support, for monitoring/review purposes, and as a reference when considering necessary modifications to curriculum, timetables, buildings, materials and equipment. Applicants and students do not have to comply with such requests.

5.5 For some programmes, such as those within 'health', there may be a requirement to undergo a medical health check to assess suitability to professional practice. Applicants will be advised during the admissions and enrolment process.

5.6 At the point of enrolment students are required to sign a declaration confirming their understanding of the terms and conditions contained within HE07E Student Contract, and that all outstanding fees must be paid in the event of withdrawal or transfer from any programme.

6: Induction and Orientation

6.1 Formal induction events will be arranged for new students at the TEC Partnership upon commencing as a new entrant to a programme of study. The TEC Partnership will encourage all UK and international students to attend induction; a means through which the TEC Partnership can encourage inclusion and orientation to the campus and its immediate and wider services.

6.2 Induction activities will take into account a range of accessible times to encourage access for all students including full and part time students and others.

6.3 The TEC Partnership will ensure that during the admissions process and in particular during induction (if not before) that students who may have particular needs for learning support are identified at an early stage so appropriate intervention can be provided

6.4 During induction the Partnership will ensure that students are given information relating to:

i. programme timetables and information

- ii. the teaching/academic team
- iii. study skills
- iv. tutorial and personal development planning
- v. relevant support staff such as the Success Coaches, Disability Advisors, Learner Advisors, visual impaired centre, counselling services, the HE Quality team, the campus and other social activities

Admissions Appeals

7: Guiding principles

7.1 This section provides a mechanism for candidates to make an appeal against the unsuccessful outcome of their application as a result of an academic decision.

7.2 In all circumstances the TEC Partnership is committed to expediting an applicant's appeal in the most efficient way possible and in a manner that is appropriate to the level of investigation required. All appeals are treated with appropriate seriousness in a fair and understanding manner.

7.3 Applicants can be assured that they will not be discriminated against or victimised in the submission of an appeal against the admissions decision.

7.4 Applicants may make an appeal in situations where any new information that was not previously included in their initial application can be provided. Additionally, applicants may support their appeal request by submitting letters of support from tutors or other persons who can provide relevant information on academic, experiential and personal attributes.

7.5 The process of appeal may only be applied by the applicant themselves and not by someone acting on their behalf. However, a candidate may obtain advice and/or support in the preparation of their appeal or complaint.

7.6 The appeals process is not applicable to issues over which the TEC Partnership has no control e.g. the length of time taken by the Student Loan Company to assess a student's financial eligibility.

7.7 This code of practice encourages applicants to receive satisfactory feedback regarding the outcome of any admissions decision before a formal appeal is lodged.

7.8 Applicants must note that appeals in the first instance should be logged with the Academic Registrar, Room 0H02, University Centre Grimsby, Nuns Corner, DN34 5BQ, or by email to heqa@grimsby.ac.uk

8: Admissions Feedback

8.1 Programme Leaders and Learner Services will normally provide verbal feedback to applicants when an admissions application is declined. Whilst verbal feedback may be given over the phone, Learner Advisors must in every instance convey this decision formally via letter to the applicants address as stated on their application form within 7 days of receipt of an admissions decision.

8.2 If an applicant requires additional feedback (following written feedback), they should contact HE Admissions at the Learner Services desk on main campus.

8.3 Learner Advisors must arrange for additional feedback to be received by the applicant as soon as possible and normally within a 5 working day turnaround from the date of request were practicable. This may be verbal or written at the discretion of the Programme Leader.

9: Appeals Process

9.1 In every instance an Admissions Appeals HE07A should be completed with any supporting information (where applicable) that may not have been available on the original application.

9.2 Admissions complaints and appeals are investigated by the Admissions Investigations Officer nominated by the HE Quality Office and presented to the Academic Authority and Standards Senior Committee (AASSC) for consideration and decision (by chairs action if necessary).

9.3 Applicants may be invited to an interview with the Admissions Investigation Officer if required. This is not normally required for an appeal to be processed.

9.4 Appeals and complaints must be submitted within 14 days of receiving the original admissions decision. Thereafter, the Partnership may reserve the right not to consider the appeal or complaint unless there are justifiable circumstances.

9.5 At all the stages of any feedback meeting, appeal an applicant has a right to be accompanied by a friend, who must not be a lawyer acting in a professional capacity. The friend may not speak on behalf of, or otherwise represent the interests of the individual concerned, unless invited to do so by the Partnership.

9.5 Applicants may be asked to provide any further information that the Partnership deems appropriate to the nature of the complaint and to assist in the investigation. Failure to provide such information requested may result in the investigation not being completed.

9.6 The HE Quality Office must formally reply to the applicant to acknowledge receipt of the Admissions Appeal form as soon as possible and normally within 7 days.

9.7 Applicants, where practicable, must be informed of the full outcome of their admissions appeal within 28 days of form HE07A being submitted. Notification will be in the form of letter to the address provided on form HE07A.

9.8 At the point where institutional procedures have been completed, the person appealing should expect to be provided with a clear written statement by the institution, confirming that its internal procedures have reached completion and the outcome that has been reached. This is widely referred to as a 'completion of procedures letter'.

9.9 If, in the view of the applicant, the appeal has not been dealt with in a reasonable manner or appropriately resolved, the applicant may be able to refer to the relevant awarding body complaints procedures. This information is available from the HE Quality Office.

10: Special Circumstances

10.1 In instances where the Vice Principal, Associate Principal or Quality Manager is known to the complainant through personal circumstance or through association with matters relating to those outside of the Partnership, the complaint will be referred to another member of staff or equivalent standing within the Partnership who has no prior involvement. This is to ensure that fairness to all parties involved in the appeal and that those investigating or deciding on appeal outcomes act impartially.

Student Transfer and the Accreditation of Prior Learning

11: Guiding principles

11.1 This section sets out the key principles and processes relating to the transfer of students from one higher education course or provider to another. For the purposes of this section, "a student transfer" is where a student transfers from a higher education course ("course X") provided by a UK higher education provider ("the transferring provider") to a different higher education course ("course Y") provided by the same or a different UK higher education provider ("the receiving provider"), the receiving provider recognises, or takes account of, the study undertaken, or a level of achievement attained, by the student on course X, or on another higher education course provided by the transferring provider, when the receiving provider is determining the study to be undertaken, or the level of achievement attained, by the student on course Y, and either the transferring provider or the receiving provider is a registered higher education provider, or both are registered higher education providers.

11.2 This section 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 Partnership 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 Accreditation of Prior Learning (APL) decisions

11.3 This section is written with regard to the codes and regulations as defined by the following awarding bodies:

- i. University of Hull
- ii. Pearson Edexcel
- iii. Grimsby Institute of Further and Higher Education

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

12: Admission with Credit

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

12.2 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'.

12.3 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'. 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. 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.

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.

12.4 Accreditation can only be granted against whole modules.

12.5 An applicant or enrolled student will not be admitted with credit to a point more than halfway through their final level of a programme of study and the last 60 credits must be delivered at the Partnership.

12.6 Only credit earned on a Grimsby Institute of Further and Higher Education award is classifiable.

12.7 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.

12.8 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.

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

13: Evidence

13.1 The TEC Partnership must be able to assure itself that any claim to accredit prior learning is acceptable, sufficient, authentic and current.

13.2 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.

13.3 Any prior learning must be no more than five (5) years old from the date of award to the start of the programme, and must have remained sufficiently contemporaneous to the subject in the time since award was made.

Certificated Learning

13.4 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.

13.5 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

13.6 Experiential learning claims must be supported by a portfolio of evidence.

13.7 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 applicant's 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 (inc digital formats) 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.

13.8 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.

13.9 Applications for Prior Experiential Learning (APeL) will be reviewed by the relevant External Examiner for Grimsby Institute of Further and Higher Education awards.

14: Rights and Responsibilities

It is the responsibility of the applicant/student to:

14.1 Fully complete the APL Application Form (HE07B) and Mapping Document (HE07B-APL)

14.2 Submit their APL application inclusive of all of the information required by the APL board in order for a decision to be made.

It is the responsibility of the Programme Leader/Module Tutor to:

14.3 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.

14.4 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.

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

14.6 Complete section 3 of the APL application within 10 working days of the initial request being made by the applicant/ student.

15: Submission of APL Claims and Timescales

15.1 If students are based at Grimsby Institute, all APL claims must be submitted to the HE Quality Office. If students are based at TEC Partnership sites other than Grimsby, APL claims must be submitted to the respective Programme Leader for forwarding to HE Quality at Grimsby. The HE Quality Office at Grimsby is responsible for all Higher Education APL decisions within the TEC Partnership.

15.2 Upon submission the claim will be date stamped.

15.3 All applications will be reviewed by a panel which will consist of two academics and a representative from the HE Quality Office.

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

15.5 Should an applicant/student not receive a response within 10 working days of the submission of the APL claim, they should contact the TEC Partnership's HE Quality Office 01472 311222 extension 1446.

15.6 A copy of the APL outcome must be sent to the Programme Leader/Module Tutor within 12 days of the fully completed claim being submitted by the applicant/student.

16 Student Transfer to another provider

16.1 TEC Partnership will take all reasonable steps to facilitate the timely transfer of students from our provision to other providers.

16.2 Students who wish to transfer can request via email to heqa@grimsby.ac.uk their programme information which will be required by the receiving provider. In addition, reasonable steps to provide a completed Notification of Academic Progress to the student will be taken. Where this is not possible due to the timing of boards of examiners it is possible for contact to be made with the receiving organisation to confirm grades.

16.3 TEC Partnership does not take responsibility for the completion of the required paperwork for the receiving institution.

The following pages are for guidance only:

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

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

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

- 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. It is permissible for professional body requirements to override this.
- D. The full University of Hull Code of Practice can be accessed at: <https://universityofhull.app.box.com/s/e7wkdx44sgik0iql7757mf4wnos55e1>

Pearson Edexcel

- E. External verification/moderation of APL evidence will be considered in the same way as traditional evidence for the same qualification.
- F. When approving credits, these will generally be made at Pass level however the Board may still consider awarding at Merit or Distinction level.

Grimsby Institute of Further and Higher Education

G. Maximum Credit Allowances

Grimsby Institute of Further and Higher Education APL scheme does not make provision for a student to submit a claim for an entire Foundation Degree award on the basis of prior learning. Limits have therefore been set for the number of credits from prior learning that can be allowed against an award at the Grimsby Institute of Further and Higher Education. The maximum amount of credit that can be claimed is set out in the following table:

Award	Credits given for the full award	APL Permitted	Final Stage
Certificate in Higher Education	120	60	(single stage)
Foundation Degree	240	180	Final 60 credits of the Intermediate stage

17: Data Protection

17.1 Information concerning applicants remains confidential to those processing the application. Data will not be released to any third party without the express agreement of the applicant, except in accordance with the General Data Protection Regulations and Data Protection Act 2018.

17.2 Where an applicant is applying to join a TEC Partnership programme, they will be asked to consent to the TEC Partnership processing their information. The Partnership is defined as a 'public body' under the

DPA 2018 and has a legal duty to protect individual's information and lawfully and fairly process that information under the GDPR and DPA 2018. A refusal to have information processed will lead to the application being declined.

17.3 Where a reference may be requested by the TEC Partnership, the referee will be informed that the applicant is entitled to read any reference that may be supplied. Applicants should be aware that organisations providing references may ask for permission to release personal information to the TEC Partnership, and the TEC Partnership is not responsible for any delay incurred in this process.

18: Complaints against Admissions decisions and Accredited Prior Learning decisions

18.1 An applicant (not enrolled) who wishes to lodge an appeal should do so using the Admission Appeals section of this document.

18.2 For all issues not related to the academic decision of admissions, applicants and enrolled students wishing to lodge a complaint should do so using the TEC Partnership complaints procedure available on the website here.

19: Monitoring and Review

19.1 Statistics related to the number of students enrolled and students who receive accredited prior learning are reported on an annual basis for quality assurance purposes to the Higher Education Quality Assurance Committee (HEQAC).

19.2 Annual statistics relating to the number, nature, context and outcome of formal admissions appeals are generated annually for quality assurance purposes and to permit the TEC Partnership to monitor themes or trends at institutional level and to subsequently improve its services and provisions.



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