



2021

# Student Transfer and the Accreditation of Prior Learning (HE21)

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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”, and Condition of registration B2 “The provider must support all students, from admission through to completion, with the support that they need to succeed in and benefit from higher education about the level of support given to students”, this code of practice makes clear the processes that must be adopted in relation to Student Transfers and Accreditation of Prior Learning for students on Higher Education programmes. The code of practice reflects TEC Partnership’s commitment to ensuring governance over academic standards and that judgments relating to admissions are carried out with rigour, fairness and probity. The code of practice applies where higher education is delivered by TEC Partnership.

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

HE Quality Office [heqa@tecpartnership.ac.uk](mailto:heqa@tecpartnership.ac.uk)

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**This document is available in alternative forms**

**Version Control**

Number	
1.0	New

## **Student Transfer and the Accreditation of Prior Learning**

### **1.0 Guiding principles**

1.1 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 on course Y. Either the transferring provider or the receiving provider is a registered higher education provider, or both are registered higher education providers.

1.2 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 TEC 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

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

- i. TEC Partnership
- ii. University of Hull
- iii. Pearson Edexcel
- iv. University of Huddersfield

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

### **2.0 Admission with Credit on TEC Partnership Awards**

2.1 Applicants and enrolled students may be admitted with credit for prior learning to programmes at both undergraduate and postgraduate level.

2.2 Claims for credit against specific modules whose learning outcomes match the certificated learning and/or the learning gained from experience is awarded as ‘specific credit’.

2.3 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.

2.4 Accreditation can only be granted against whole modules.

2.5 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 TEC Partnership.

2.6 General credit will not be used in the classification calculations on TEC Partnership awards. Specific credit earned on a TEC Partnership validated award will be used in the classification calculation.

2.7 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 with details of their judgement regarding the academic suitability of the request for APL.

2.8 Regardless of the academic tutor's '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 accelerated entry to the programme of study prior to formal approval by the board.

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

### **3.0 Evidence**

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

3.2 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.

3.3 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.

#### **3.4 Certificated Learning**

3.4.1 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.

3.4.2 Where credit has not yet been confirmed, academic references from the awarding body must be supplied and any offer made must be conditional.

#### **3.5 Experiential Learning**

3.5.1 Experiential learning claims must be supported by a portfolio of evidence, TEC Partnership reserves the right to charge the equivalent course fee for claims of experiential learning.

3.5.2 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.

3.6 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.

3.7 Applications for Prior Experiential Learning (APeL) will be reviewed by the relevant External Examiner for TEC Partnership awards.

#### **4.0 Rights and Responsibilities**

It is the responsibility of the applicant/student to:

4.1 Fully complete the APL Application Form (HE21A) including the Mapping Document (HE21A-APL)

4.2 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:

4.3 Meet with the applicant/student prior to the completion of an APL application being made to provide information, advice and guidance regarding the APL application and to clarify the type and extent of APL that the tutor is comfortable in supporting.

4.4 Meet with the applicant/student prior to the completion of an APL application to clarify the range and type of evidence required and to assist in the completion of the mapping document.

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

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

#### **5.0 Submission of APL Claims and Timescales**

5.1 All APL claims must be submitted to the HE Quality Office's email [HEQA@tecpartnership.ac.uk](mailto:HEQA@tecpartnership.ac.uk). The HE Quality Office is responsible for administering all Higher Education APL decisions within TEC Partnership.

5.2 Upon submission the claim will be date stamped.

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

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

5.5 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 [HEQA@tecpartnership.ac.uk](mailto:HEQA@tecpartnership.ac.uk).

5.6 A copy of the APL outcome must be sent to the Programme Leader/Module Tutor within 10 days of the fully completed claim being submitted by the applicant/student.

## **6.0 Student Transfer to another provider**

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

6.2 Students who wish to transfer can request via email to [hega@tecpartnership.ac.uk](mailto:hega@tecpartnership.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.

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

## **7.0 Data Protection**

7.1 Information concerning accreditation of prior learning 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.

7.2 Where an accreditation of prior learning 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.

7.3 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.

## **8.0 Complaints against Accredited Prior Learning decisions**

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

8.2 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.

## **9.0 Monitoring and Review**

9.1 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 Academic Authority and Standards Senior Committee (AASSC).

**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/e7wkdx44sgik0iq17757mf4wnos55e1>

**University of Huddersfield**

The BA in Education and Professional Issues requires a level 5 qualification on entry. Applicants with substantial experience will be considered on an individual basis by East Riding College in conjunction with the University of Huddersfield policies. No APL is available for Initial Teacher Training courses. Full details can be found here;

<https://courses.hud.ac.uk/part-time/undergraduate/education-and-professional->

### **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.

### **TEC Partnership**

- G. Maximum Credit Allowances

TEC Partnership APL scheme does not make provision for a student to submit a claim for an entire foundation or honours 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 TEC Partnership. 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 or Higher Education Diploma	240	160	Final 80 credits of the Intermediate stage
1 Year Bachelor's (Top Up).	120	40	Final 80 credits of the Bachelors stage
3 Year Bachelors Programme	360	280	Final 80 credits of the Bachelors stage





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