



UNIVERSITY of
BRADFORD

Guide to the Recognition of Prior Learning (RPL)



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The University of Bradford - **Confronting Inequality: Celebrating Diversity**
The University of Bradford is committed to promoting equality, diversity and an inclusive and supportive environment for students, staff and others closely associated with the University in conformity with the provisions of its Charter.

Section One: Introduction

The University of Bradford recognises that students/applicants may have gained knowledge, understanding and skills from prior learning or experience that is relevant to their intended programme of study. The RPL process enables the University to recognise prior learning and achievement in a number of ways:

- for admission to a programme at entry level (often where a prospective student does not meet the standard entry requirements for a programme);
- for admission to a programme at an intermediate level of the programme, (admission with credit for advanced standing that allows entry to Level 5 or 6 of an undergraduate award);
- for awarding specific credit towards module(s) at any level within the programme so that a student/applicant effectively gains an exemption from the learning and assessment of particular module(s) as they can demonstrate that they have already achieved the associated learning outcomes;
- or a combination of the above

It is important to distinguish between:

1. prior learning that is equivalent to the entry requirements of a programme (i.e. below level 4, 5, 6 or 7 of the FHEQ) that enables admission at the start of the programme (RPL for Admission, see Section Three), and

2. prior learning that is equivalent to the learning within a higher education programme (i.e. *equivalent* to level 4, 5, 6 or 7 of the FHEQ) that enables a student/applicant to make a claim for academic credit for part of the programme (RPL for Academic Credit).

This distinction is important, and determines the process used to approve the application for the recognition of prior learning.

This Guide relates to the RPL in relation to (2) above which requires assessment because it contributes to the award of University credit or a final award.

The principles of this guide, and the relevant University Regulations¹, also apply to learning that takes place in addition to the scheduled teaching programme delivered by the University, such as in the case of 'study abroad'.

This is sometimes referred to as 'concurrent learning' (see definitions). In such cases the planned external learning must be mapped against the intended learning outcomes in advance of the period abroad. The transcript of achievement provided by external parties must be processed in the same way as a claim for Recognition of Prior Certificated Learning.

¹www.bradford.ac.uk/regulations/

Section Two: Definitions

Definition	Explanation
Academic Credit	Academic credit is awarded to a student in recognition of the verified achievement of specific learning outcomes at a specified academic level. The academic level denotes the intellectual demand and the amount of credit denotes the volume of learning. Modules are based on a minimum of 20 credits which reflects 200 notional hours of learning
Recognition of Prior Learning (RPL) (formerly known as Accreditation of Prior Learning (APL))	The demonstration, assessment and formal recognition of prior learning and achievement. This may either be prior certificated learning or prior experiential learning.
Recognition of Prior Experiential Learning (RPEL)	A process through which learning achieved outside of formal education or training is assessed and, as appropriate, recognised for academic purposes, sometimes with an award of academic credit.
Recognition of Prior Certificated Learning (RPCL)	A process through which previously assessed and certificated learning is considered and, as appropriate, recognised for academic purposes, sometimes with an award of academic credit.
Recognition of concurrent learning (RCL)	A process that acknowledges the learning that takes place outside the University scheduled teaching programme, e.g. another higher education provider (such as in 'study abroad'), or learning from experiences at work, volunteering or in the community, that can be directly assessed or contribute to the assessment process, and as appropriate, recognised for academic purposes.
RPL for Admission	Where an applicant applies for admission to the start of a programme based on their prior learning. Often used where the applicant does not meet the standard entry requirements.
RPL for Academic Credit	Where a student/applicant applies for academic credit towards their programme, based on their prior learning. This may take the form of advanced standing, admission with credit or both.
Advanced Standing/Direct entry	Similar to "admission with credit" but where an RPL claim is made successfully for a substantial volume of academic credit allowing direct entry to a named award at an intermediate level, e.g. entering an undergraduate programme at FHEQ level 5 or level 6, instead of level 4.
Admission with Credit	Commencing a programme of study having successfully entered an RPL claim resulting in the award of academic credit toward a named award that amounts to less than a full academic year of credit, e.g. less than 120 credits at undergraduate level.
Assessment criteria	Statements of the knowledge, skills and understanding that an assessor will use to judge the level of attainment of the student/applicant in meeting the learning outcomes of a module or programme. The mark the student/applicant receives is based on how well they meet the assessment criteria.
Certificated Learning	Learning that is recognised by an official certificate from a recognisable body that demonstrates competence, knowledge, understanding or ability in the area of study and achievement of specified learning outcomes.
Credit level	An indicator of the relative complexity, intellectual demand and/or depth of learning and of learner autonomy. The level is mapped to the Framework for Higher Education Qualifications ² (FHEQ).
Credit value	The number of academic credits, at a particular credit level, assigned to a body of learning. The number of academic credits is based on the estimated notional learning hours (where one credit represents 10 notional hours of learning).

² QAA (2008) The framework for higher education qualifications in England, Wales and Northern Ireland

Definition	Explanation
European Credit Transfer and Accumulation System (ECTS)	A system where academic credit can be accumulated and transferred between programmes and education providers in Europe.
Experiential Learning	Learning that is achieved through experience which can include workplace experience and voluntary work.
Framework for Higher Education Qualifications (FHEQ)	Formal hierarchical structure of Qualifications which includes the expected achievement level required for each qualification to assist higher education providers with maintaining academic standards. The FHEQ covers qualifications in England, Wales and Northern Ireland.
General academic credit	Academic credit that has been mapped to an FHEQ level or programme level learning outcomes, but has not been mapped against a particular module.
Specific academic credit	Academic credit that has been mapped against a specific module and can only be used for RPL purposes against that module
Learning outcomes	Statement of what a student/applicant is expected to know, understand and/or be able to demonstrate after completion of a process of learning relating to defined modules, levels or programmes of learning.
Level outcomes	Statement of what a student/applicant is expected to know, understand and/or be able to demonstrate after completing a process of learning at a defined academic level of the FHEQ.
Module	A self-contained, formally structured unit of learning with an explicit set of learning outcomes and assessment criteria.
Module learning outcomes	The learning outcomes specific to a module that must be achieved for the successful completion of the module. The assessment for the module will be designed to enable the student/applicant to show they have met the learning outcomes.
Professional, Statutory and Regulatory Body (PSRBs)	Organisations that set the standards for, and regulate entry into, particular profession(s) and are authorised to accredit, approve or recognise specific programmes leading to the relevant professional qualification(s) - for which they may have a statutory or regulatory responsibility.
Programme learning outcomes	Statement of what a student/applicant is expected to know, understand and/or be able to demonstrate after completing a programme of study.
Qualification descriptors	Qualification descriptors in the Framework for Higher Education Qualifications exemplify the nature and characteristics of the main qualification at each level. They provide clear points of reference at each level and describe outcomes that cover the great majority of existing qualifications.

Section Three: Use of RPL for admission at the standard entry level of a programme

Recognition of prior learning for admission is an admissions activity: the University Admissions Policy and Procedures should be followed.

Guidance in relation to the recognition of prior learning, including the mapping of non-standard qualifications/ certificated learning and making judgements about prior experiential learning for entry to both undergraduate and postgraduate programmes is provided by the Admissions team:

<https://unibradford.ac.sharepoint.com/sites/external-affairs-intranet/SitePages/Admissions.aspx>

(University username and password required).



Section Four:

Use of RPL for academic credit towards a programme including advanced standing

4.1 RPL and the UK Quality Code

Recognition of prior learning for entry with advanced standing and/or specific credit is an assessment activity and the UK Quality Code related to the assessment of students and the recognition of prior learning applies.

The Expectation for standards is that:

Assessment ensures that the qualifications are awarded only to those students who meet specified learning outcomes. Learning outcomes are specified for each course, which are consistent with the relevant national qualification frameworks' descriptors, and assessment determines whether each student has achieved them.⁴

It is important to note that the Quality Code deals with the assessment of student learning which is achieved as part of a formal programme offered by a higher education provider, **and** learning at the equivalent level achieved outside of the formal programme of study (for which credit is then awarded that counts towards the final award).

4.2 Purpose of Assessment

Assessment, including for the recognition of prior learning, is a key element in the setting and maintenance of academic standards. It is the means by which judgements are formed as to what extent students have achieved the intended learning outcomes of a programme, or part of a programme. These judgements form the basis for evaluating student performance, for classification where appropriate, and for the award of a qualification.

Crucially, both assessment and RPL are dependent upon explicit programme/qualification, level and module learning outcomes and judgements must be based upon the extent to which these are achieved by the student/applicant.

4.3 Certificated and Experiential Prior Learning

The recognition of prior **certificated** learning involves the transfer of credit, or exemption from part of a programme, for learning that has previously been assessed. Here the student/applicant has a certificate to evidence that the learning has been assessed, but it is the responsibility of the University to determine the status of that certification (including consideration of its content, volume and level) as it relates to the programme to which the applicant is now applying for RPL/advanced standing/direct entry.

The recognition of prior informal or **experiential** learning involves an assessment process that leads to recognition, normally through the award of credit. It is important to note that it is the **learning** (gained through experience) which is being assessed **not** the experience itself. Evidence of the learning is therefore required for assessment, not simply evidence of the experience.

In both cases recognition takes place in accordance with the University's Regulations. As with other forms of assessment there is a responsibility to ensure that decisions are conducted transparently, fairly and consistently for all programmes or subjects.⁶

⁴ QAA (2018) UK Quality Code for Higher Education, Advice and Guidance: Assessment, p2

⁶ QAA (2018) UK Quality Code for Higher Education, Advice and Guidance: Assessment, p13

Section Five: Policy

The guidance in this section should be used in conjunction with the relevant University policy: to assist in locating the section of policy or Regulations that apply, references are provided. This section is not a replacement for the Regulations, but a tool to support understanding and interpretation of the Regulations.

University policy on RPL is incorporated into the University Ordinances and Regulations. General University Ordinances and Regulations can be found at: <https://www.bradford.ac.uk/governance/ordinances-and-regulations/>

Specific regulations relating to the Recognition of Prior Learning can be found in section 6 of the Regulation Governing Undergraduate Awards and section 8 of the Regulation Governing Postgraduate Taught Awards.

The regulations cover what is required to claim academic credit for prior learning, how much academic credit can be awarded, how to grade the prior learning and how to calculate the classification of the final award when a portion of the programme has been achieved through RPL.

To award academic credit for prior certificated learning the student/applicant will need to provide a certificate and/or transcript that shows the academic credit they have achieved in an award-bearing framework from an institution or body that is acceptable to Senate (regulation 6.6 Regulation Governing Undergraduate Awards; regulation 8.7 Regulation Governing Postgraduate Taught Awards).

Where the RPL proposal is concerned with entry to a programme and relates to one or multiple cohorts of students/applicants and/or is part of a formal arrangement such as a Recognition or Articulation Agreement, the academic mapping is subject to approval by Admissions Sub Committee on behalf of LTC and Senate.

To be awarded credit for prior experiential learning, the student/applicant will need to demonstrate, often through a reflective portfolio or equivalent, that they have achieved through that experience the relevant learning outcomes for the level or module(s). This evidence requires assessment, by the Faculty, in accordance with the University's standard assessment procedures and regulations.

5.1 How much academic credit can be awarded through RPL?

The minimum volume of academic credit a student/applicant may claim through RPL is one module of the relevant programme.

The maximum volume of academic credit that can be awarded for prior learning is '50% of the balance of the named award for which the student wishes to be registered'.

This means 50% of the academic credits after any advanced standing allowing direct entry into an intermediate level of the programme has been taken into account. If a student/applicant is admitted to an undergraduate honours degree at FHEQ level 5 (e.g. with a Certificate in Higher Education), they can make a claim for recognition of up to 120 academic credits (50% of the remaining 240 credits to study).

However, a student must study at least 60 academic credits with the University (Regulation 6.5 Regulation Governing Undergraduate Awards; Regulation 8.6 Regulation Governing Postgraduate Taught Awards) to be eligible for a Bachelors award with Honours or a Masters award.

This is to ensure the student has studied a sufficient number of academic credits with the University that enables us to make a reasoned judgement about how well the student has met the learning outcomes, and on which we are able to base an award classification.

⁷ Regulation 6.4 of the Regulation Governing Undergraduate Awards, regulation 8.5 of the Regulation Governing Postgraduate Taught Courses

Section Six: PSRBs and RPL

The following examples demonstrate how the limitation to the amount of credit that can be awarded through RPL is applied:

Applicant with 180 credits, including a Cert HE (120 credits, FHEQ Level 4) registering for an undergraduate Honours Degree:

The applicant may import their Cert HE (Advanced Standing), leaving the balance of the award from a Cert HE to an Honours Degree at 240 credits. 50% of this is 120 credits, so the applicant may apply for RPL to import the additional 60 credits they have, as this is well within the limit.

Applicant with a Dip HE (240 credits, FHEQ Level 5) registering for an undergraduate Honours Degree:

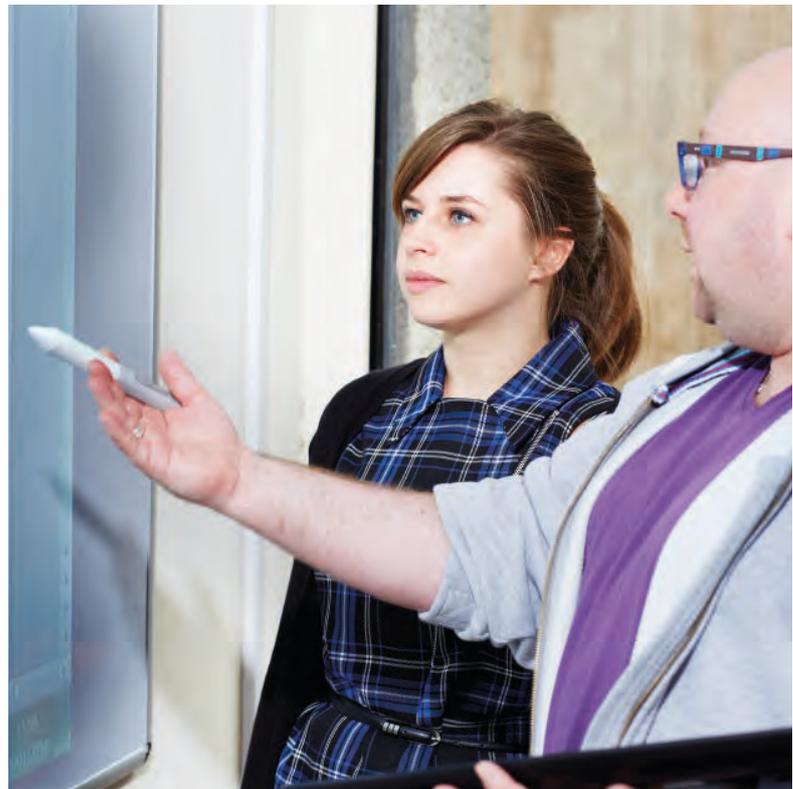
The applicant may import their Dip HE (Advanced Standing) leaving the balance of the award from a Dip HE to an Honours Degree at 120 credits. 50% of this is 60 credits, so the applicant is within the limit as he/she does not want to import any of the 'balance'.

Applicant with 320 credits, including a Dip HE registering for an undergraduate Honours Degree:

The applicant may import their Dip HE (Advanced Standing) leaving the balance of the award from a Dip HE to an Honours Degree at 120 credits. 50% of this is 60 credits, however here the applicant wishes to import 80 credits into Level 6, which exceeds 50% of the balance of award and is not permitted. The applicant can apply for RPL to import a maximum of 60 of the Level 6 credits.

Note: the same principles on the maximum amount of credit apply whether the student/ applicant wishes to import certificated or experiential learning. However with certificated learning it is often easier to establish the volume and FHEQ level of the credit.

Where a programme is subject to requirements of a professional, statutory or regulatory body (with or without accreditation) the volume or level of academic credit may be restricted by the requirements of the PSRB, or they may restrict claims for RPL for core modules. Some PSRBs do not allow any credit to be awarded through RPL, and some may set specific requirements for credit awarded through RPL. Where the PSRB imposes any restriction, or there are any implications for professional accreditation where academic credit is awarded through RPL, this should be made clear to the student/ applicant from the outset, and before they make an application for RPL.



Section Seven: Processes

7.1 Promoting RPL to students/ applicants

Clear information about opportunities to use prior learning towards a programme of study, who to contact and how to submit an application should be available to students/applicants both before they apply to a programme and once they have registered. Students/applicants may base their decision to apply for a programme on whether or not they have an opportunity to claim academic credit for their prior learning towards their chosen award. Information about opportunities for RPL and a point of contact should be made available to students/applicants at School and/or programme level, and all staff should be aware of the process and contact for RPL should an enquiry be made by a student/ applicant.

The information available to students/applicants should contain details about any limitations that apply to applications for RPL, such as any imposed by PSRBs, along with details of the implications of using RPL on their progression and award classification. Students/applicants should be informed of the minimum and maximum number of credits they can gain academic credit for, and what the cost of any claim will be. The distinction about using RPL for entry to a programme and for gaining academic credit towards an award should be clear to the student/applicant.

The information for students/applicants should include details of when an application for RPL for academic credit should be made, how much it will cost, how their claim will be processed, who will review their application, how it will be approved and marked, when they can expect to hear if it is successful or not and who they should contact for progress and feedback on their claim.

7.2 Process for making a claim for RPL for admission with advanced standing to an intermediate level of a programme or for academic credit towards an award

The process for submitting an application for RPL is summarised in Figure 1.

When the student/applicant contacts the School about a potential application for RPL the following should be discussed with the student/ applicant to provide full guidance about their application:

- the amount of credit they can apply for using RPL (bearing in mind PSRB requirements) and how this will be calculated
- the implications of RPL on the award classification and where appropriate PSRB accreditation
- the application process and deadline, the process for approving RPL applications, how and when the outcome will be communicated to them and with whom they should discuss their pending application
- the mapping process that will be undertaken to make a judgement about the level and volume of credit that can be awarded
- for RPCL applications, the grading system that will be used to calculate their marks
- for RPCL applications the principle of double counting certificated learning and the University guidance in relation to this (see below)
- for RPEL applications, the method of assessment and the learning outcomes that the student/applicant needs to demonstrate they have met should be discussed and, where appropriate, necessary adjustment to the method of assessment so the student/applicant is not disadvantaged by making an RPL application (see "Guidance" below for more detail on ensuring the assessment method is inclusive)
- for RPEL applications, the assessment criteria that will be used to mark their submission
- for RPEL applications, who will support the student/applicant with their claim and provide formative feedback on their application

- for all RPL applications, who they should contact about the outcome once this has been ratified by the Assessment Committee
- how the University policy on extenuating circumstances will apply to RPL claims
- how the University policy on academic misconduct, academic appeals and student/applicant complaints will apply to RPL claims

Particular care should be taken when giving students/applicants formative feedback on their application, and it should be made clear that all claims and provisional assessment outcomes or marks are subject to confirmation by an Assessment Committee.

7.3 Assessment for the Recognition of Prior Learning

The Assessment Regulations¹⁰ detail the rules for the assessment of modules and these apply equally to the assessment of a claim for recognition of prior learning.

The criteria of relevance, sufficiency, authenticity and currency should be used to assess a claim for RPL:

Relevance: is there an appropriate match between the evidence presented and the learning claimed?

Sufficiency: is there sufficient evidence to demonstrate the achievement of the learning claimed?

Authenticity: is the evidence clearly related to the applicants' own efforts and achievements?

Currency: does evidence relate to current learning? Where higher education providers have specific requirements or time limits for demonstration of currency these should be made clear.

The timing of an assessment for RPL purposes should be planned so that students/applicants are able to seek the evidence and support they need to submit their application, that staff have the availability to provide support to the student/applicant and that the Assessment Committee / RPL Sub-Committee consider the assessment in a reasonable timeframe.

This is especially critical where the student/applicant needs to know the status of their application for RPL very quickly to know whether or not they need to engage in a particular module for which they have applied for RPL.

7.4 Assessment of prior certificated learning

The student/applicant should be asked for a certificate and where available a transcript for their prior certificated learning. This should be checked to ensure it is an authentic and valid certificate.

In the case of non-standard qualifications, the student/applicant will need to provide details of the content, volume and learning outcomes of the programme so that these can be mapped against the relevant parts of the programme for which they are claiming credit. The purpose of the mapping process is to ensure that the student/applicant has met the learning outcomes of the module or level for which they claim RPCL, and to identify the level and volume of academic credit that can be awarded towards the programme. The mapping process is completed by an academic member of staff, using the Programme Mapping Form¹¹.

Once the certificated learning has been mapped a judgement should be made about the level and volume of academic credit the student/applicant has achieved and whether there are any learning outcomes that have not been met.

Care should be taken to ensure the University is not double counting previous certificated learning. The University policy on double counting is covered in Regulation 12.5 of the Assessment Regulations:

"Students may not submit the same piece of work for formal assessment for more than one unit of assessment in the programme of study or research. Likewise, students may not submit for formal assessment on a programme of study or research at the University of Bradford, a piece of work which has previously been submitted for formal assessment at another institution or any other approved degree-awarding body."

¹⁰ Regulations available at <https://www.bradford.ac.uk/regulations/>

¹¹ Available from an LTQE Faculty Business Partner at <https://www.bradford.ac.uk/teaching-quality/>

The evidence and mapping should be considered by an appropriate member of the Programme Team, and is subject to sampling and scrutiny by the External Examiner.

7.5 Assigning marks to prior certificated learning

If the mapping is accepted and the certificated learning approved for advanced standing and/or credit, the marks on the transcript for the prior learning should **NOT** be translated into marks the University can present to the Assessment Committee for approval, unless the previous study is prior learning at the University of Bradford or its off-site partners.

The regulations for undergraduate and postgraduate taught awards RPCL differ but follow the same principles as above.

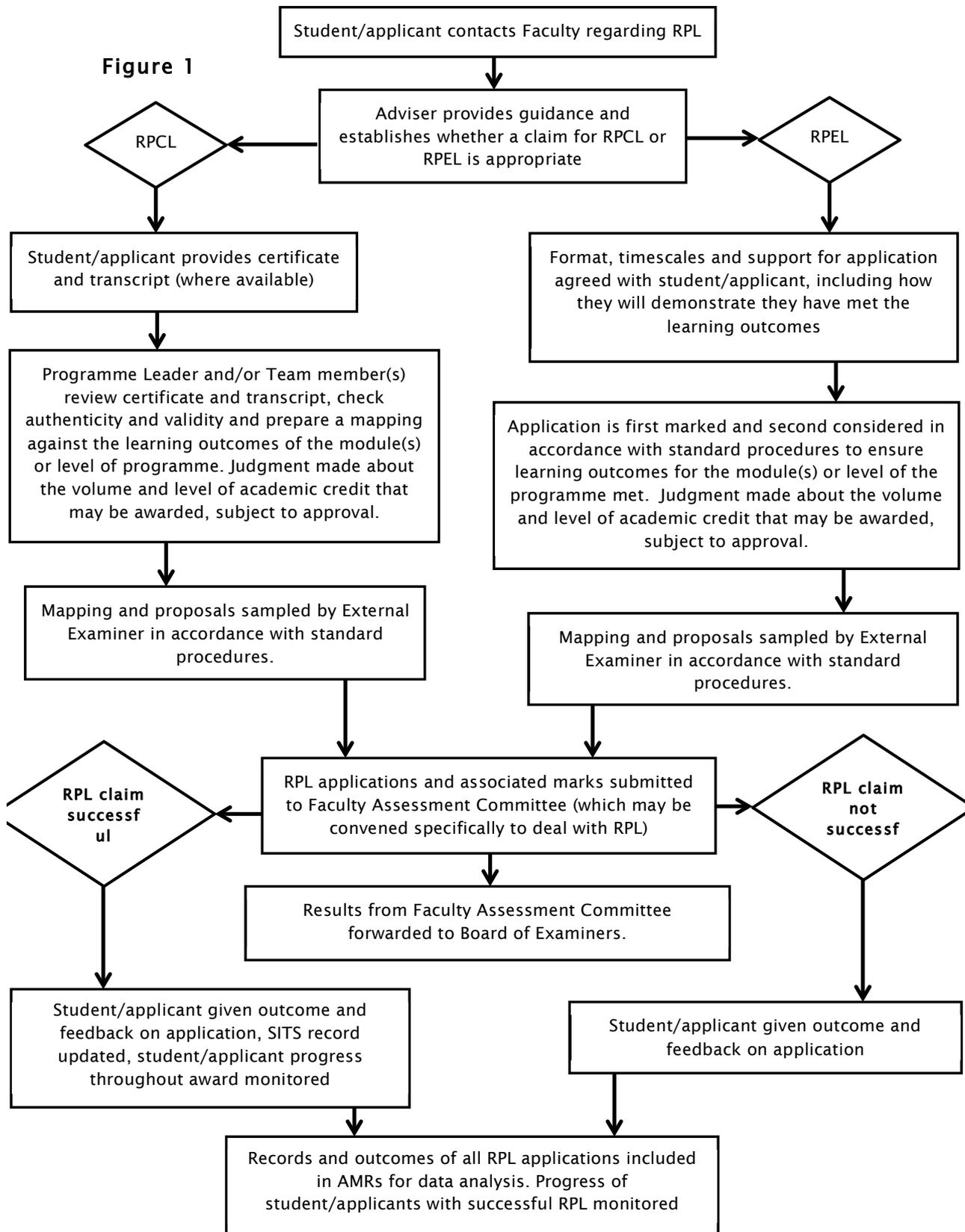
Undergraduate awards see Regulation 2 parts 6.9 and 6.10. Postgraduate taught awards see Regulation 9 parts 8.10 and 8.11.

Accurately translating grading systems and mark schemes between institutions is inherently difficult. It creates risk around the reliability and validity of the University's assessment and classification processes.

Instead, successful RPCL claims should be confirmed solely based on a threshold judgement of whether the applicant has met the learning outcomes of the specified module or stage. This means credit only will be imported, and recorded as having been 'passed' at the pass mark that applies to the module/stage. For most University programmes this is 40%.

Where it is established through consultation with the student/applicant and the institution from which their certificate is achieved that the marking or grading scheme used for prior certificated learning is inconsistent or incompatible with the University marking scheme (such as HNDs), then a mark of 40% should be used, and the modules or level would be excluded from the classification calculation so as not to disadvantage the student/applicant (see Section Five).





7.6 Assessment of prior experiential learning

The form of assessment should be discussed with the student/applicant along with the expectations about how the learning would need to be evidenced. Although the University often uses a portfolio approach for RPEL, based on the individual needs of the student/applicant and the learning outcomes to be assessed, an alternative form of assessment may better demonstrate they have met the relevant learning outcomes.

Examples of alternative methods by which to assess prior experiential learning include:

- Presentation, where a student/applicant presents their evidence to a small panel and this is assessed in the same way student/applicant would be assessed by presentation for a module
- Structured interview, where a student/applicant would be asked to bring their evidence to an interview and explain their previous learning to a panel
- Demonstration or practical test, where a student/applicant demonstrates they have the practical ability to perform a task and can respond appropriately to questions from the observing panel
- Poster presentation or storyboard
- Audio video recordings where a student/applicant would submit these and this would be followed up by questions from a panel of assessors

As the process for RPEL involves the development of a piece of work that demonstrates individual learning and attainment, the student/applicant is likely to require more support to prepare their application than a student/applicant claiming RPCL. An academic tutor should support them with their application and provide formative feedback. In some cases the application process may be completed through an RPL module, where the student/applicant is enrolled on a module designed to support them in developing their application for RPEL.

The initial guidance given to students/applicants in preparing their application for RPEL is critical, and the following list should be part of the discussions:

- there should be a clear understanding of how much credit the application for RPEL is to cover, whether this is a single module or an entire level, and the full set of learning

outcomes that the student/applicant should demonstrate in their application should be made available to the student/applicant at the beginning of the process

- the assessment criteria to be used for the application and how their work will be marked
- the type and volume of evidence that the assessor will expect to see
- the level and depth of reflective analysis the assessor will expect to see
- understanding of what constitutes good academic practice and poor academic practice, and how University policy on academic misconduct will apply
- the student/applicant should be made aware that the University expects all assessments to be undertaken in English, though it is accepted that on very rare occasions it may be essential for this to be done in another language and the University will have work translated for this purpose
- the timescale and deadline for the RPEL application should be clear, and the student/applicant should know how the policy on extenuating circumstances applies to their application

The RPEL application should be structured so that the assessor can clearly see the learning outcomes to be met and how the student/applicant's prior experiential learning has achieved these. Once the application is complete it should be marked and second considered using the same assessment criteria as would be usually be used for the module(s) or level. This mark will be presented to the Assessment Committee.

It is important to remember that assessments for the purpose of RPL form part of the module and level assessment, and are therefore subject to the scrutiny of the External Examiner. Although the same regulations apply to the sampling of assessed work by External Examiners, a risk based approach should be adopted, which might involve the External Examiners being given the opportunity to review all claims for RPL as part of the sampling of assessments (however this should not mean the External Examiner sees only RPL assessments for the module or programme).

7.7 How RPL affects the classification of an award

The classification of an award where prior learning has been recognised will be calculated using **only** marks achieved for study undertaken at the University. The degree classification will be determined using the usual University regulation for calculation of awards found in regulation 18 of the Regulation Governing Undergraduate Awards and in regulation 10 of the Regulation Governing Postgraduate Taught Awards. This also applies for prior experiential learning.

The classification will be subject to the approval of the Faculty Board, Learning & Teaching Committee and Senate (regulation 6.9 Regulation Governing Undergraduate Awards; regulation 8.10 Regulation Governing Postgraduate Taught Awards).

7.8 The Role of the Assessment Committee and Board of Examiners

Once claims for RPL have been submitted and assessed they should be presented to an Assessment Committee to ratify the mark, and then reported to the Board of Examiners along with other module results and other relevant information.

The usual policies and procedures relating to extenuating circumstances and academic misconduct¹³ apply.

7.9 Feedback for students/applicants who make an application for RPL

Following the Assessment Committee the student/applicant should be advised of the outcome of their claim, and receive feedback on their submission. All students/applicants should receive summative feedback and where appropriate formative feedback on their application for RPL, whether their claim is successful or not. Assessment forms a key part of the learning process and students/applicants who do not take part in the usual assessment process for a module or level of the programme should not be disadvantaged. RPL claims are an alternative assessment tool and School's should ensure the student/applicant gains as much from the assessment process for their RPL claim as they would through engaging with the usual assessment process for the module or level. Feedback should include comment on the strengths and limitations of their application, with the focus on improving their future performance on the programme.

¹³ Available at <https://unibradford.ac.sharepoint.com/sites/student-life-service-intranet/SitePages/extenuating-circumstances.aspx>

Section Eight: Monitoring and Evaluation

Records should be kept, by programme, of the number of applications for RPL for academic credit, including the proportion of these that are successful, and the amount of credit that is awarded for each successful claim. This should be included in the Annual Monitoring and Review reports¹⁴, along with information about the performance and progression of students/applicants who successfully claim RPL and commentary on their student/applicant experience where this is available. A student awarded a significant amount of academic credit through RPL may have a very different learning experience to other students, and it is important to capture this where possible so the University can ensure that students using RPL for academic credit are neither advantaged or disadvantaged in any part of their learning experience or award.



¹⁴ See <https://unibradford.ac.sharepoint.com/sites/academic-quality-and-enhancement-intranet/SitePages/Annual-Monitoring-Process.aspx>

Notes



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