



leeds metropolitan university

Academic Principles and Regulations

Section B9: Admission with Credit

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SECTION B9: ADMISSION WITH CREDIT

B9.1 Definitions

B9.1.1 Accreditation of Prior Learning (APL)

APL is the overarching name given to the process for assessing, recognising and/or awarding credit for prior certificated and experiential learning.

The theme common to prior certificated learning [and] prior experiential learning... which must be properly considered for accreditation, is learning. It is the achievement of learning, or the outcomes of that learning, and not just the experience of the activities alone, that is being accredited. (QAA, Guidelines on the Accreditation of Prior Learning, 2004).

B9.1.2 Accreditation of Prior Certificated Learning (APCL)

APCL is the process for assessing, recognising and/or awarding credit for learning that has been previously accredited, formally recognised or certificated through a recognised higher education institution or other higher education/training provider.

B9.1.3 Accreditation of Prior Experiential Learning (APEL)

APEL is the process for assessing, recognising and/or awarding credit for learning that has been achieved through experience and/or training that has not been certificated or formally assessed.

B9.1.4 Admission through APEL

Admission through APEL describes the process for admitting students onto the start of an undergraduate or taught postgraduate programme of study based on other qualifications and/or experience than those specified by the academic entry threshold requirements in the admissions profile and programme specification.

B9.1.5 Admission with credit

Admission with credit describes the process for admitting students onto an undergraduate or taught postgraduate programme of study and awarding them credit toward the achievement of that programme of study against specific modules. Admission with credit may be through APCL, APEL or a combination of the two.

B9.1.6 General credit

General credit refers to the value (quantity) of credit and the level (recognition of performance at an identified level) attributable to:

- a taught module of learning

- learning achieved through experience
- the credit achieved through the attainment of an award.

All credit rated programmes have general credit recognising academic value at a given level.

For example, a certificate of higher education will have general credit of 120 credits at level 4 and a foundation degree will have general credit of 120 credits at level 4 and 120 credits at level 5. This general credit must be made 'specific' if it is to be used toward another programme of study.

B9.1.7 Specific credit

Specific credit refers to the value and the level of credit, which can be accepted as contributing towards a specific programme of study. Specific credit is recognised where prior learning matches the learning outcomes, content and level of an identified university module. General credit must be identified as specific credit for it to be used in a claim for APL.

For example, a foundation degree is 240 credits, which would be considered general credit. Should a student wish to proceed to an honours degree they would need to establish how much of their course could be considered specific credit toward the top-up they wish to undertake. Within the same subject area all 240 credits might be considered specific, allowing direct progression to level 6. Should they wish to move to a related area it may be that only 180 credits might be considered specific and they would need to undertake further study before being allowed to progress onto level 6.

Equally, prior experiential/uncertificated learning would need to become specific credit by being mapped against whole modules for an APEL claim to be upheld.

Students awarded specific credit against modules are exempt from the requirement to study those modules as part of their programme of study.

Once specific credit has been counted towards one award of the university, it may not be used towards another award of the university. Where the specific credit leads to the full learning outcomes of a level of a university award, the university may choose to recognise this credit for direct entry to the next level of study of a different award.

B9.2 Admission with academic credit

B9.2.1 Admission with academic credit

An applicant's prior experiential/uncertificated and certificated learning may be assessed for entry with academic credit to:

- undergraduate programmes of study
- taught postgraduate programmes of study.

An applicant may be admitted with credit if the university is satisfied that the applicant:

- has fulfilled some of the assessment and progression requirements of the programme of study by means other than attendance

and

- by completing the remaining requirements will be able to meet the learning outcomes of the programme of study and attain the standard required for the award.

B9.2.2 Responsibility of applicant

It is the responsibility of the applicant:

- to make the claim to demonstrate they have acquired knowledge and skills
- to support the claim with appropriate evidence.

B9.2.3 Identification of learning

The learning derived from experience must be identified by the applicant in order to be assessed.

B9.2.4 Method of identification of learning

Prior experiential learning

The identification of prior experiential learning is achieved through:

- The systematic reflection on experience
- The writing of clear statements about the learning achieved through experience
- The collection and collation of evidence to support those statements.

The identification of prior learning must be conducted in accordance with the university guidance.

Prior certificated learning

The identification of prior certificated learning is achieved through:

- The submission of evidence of certification
- The submission of course documentation, evidencing content, learning outcomes and level
- The evidencing of module results

B9.2.5 Preparation of evidence of learning

The academic function of assisting the applicant to prepare evidence of learning should be separated from the function of assessing that learning.

B9.2.6 Academic assessment

Academic assessment and approval of a claim will be conducted by an admissions panel in accordance with instructions issued by the Registrar and Secretary's Office.

B9.2.7 Undergraduate point of entry

- A student will not be admitted to an undergraduate programme of study more than halfway through their final level of study.
- The last 60 credits of any award must be taught within the university.
- Students may not make APL claims against a 60 credit university certificate at level 4.
- Contained awards may not be made solely on the basis of APL.
- Contained awards may only be made at a further point than the point of entry if at least 60 credits have been undertaken within the university. For example, a student commencing study at level 6 with 240 credit points of APL could not be granted a contained award lower than an ordinary degree.

B9.2.8 Postgraduate point of entry

- A student will not be accredited with more than 120 credits on admission to a postgraduate programme of study.
- The last 60 credits of any award must be taught within the university. Students may not make APL claims against a 60 credit Postgraduate Certificate.
- Contained awards may not be made solely on the basis of APL.
- Contained awards may only be made at a further point than the point of entry if at least 60 credits have been undertaken within the university.

B9.3 Assessment of academic credit

B9.3.1 Nature of credit

- Academic credit will be either general or specific credit.
- Certificated, uncertificated or experiential learning may be recognised as having a value of general credit at a defined level.
- General credit must be identified, evidenced and approved as specific credit against module and programme learning outcomes in order to be accepted as contributing toward a specific programme of study.

B9.3.2 Exemption from specific modules

A student who has been successful in a claim for APL against specific modules and has therefore been awarded specific credit against those modules will be exempt from studying those modules, subject to Scheme and Course approval documentation.

Course documentation must be explicit in stating where there are Professional, Statutory or Regulatory Body requirements that might affect a student's ability to make an APL claim for specific credit against certain modules.

B9.3.3 Assessment of prior certificated learning

The assessment and accreditation of prior certificated learning will take place in accordance with university guidance.

An applicant may be admitted with specific credit at an appropriate point on an approved programme if he or she has:

- successfully completed the whole or part of a degree
- or
- another programme of higher education at a comparable institution.

A course may establish precedents to recognise APCL claims with specific qualifications.

B9.3.4 Assessment of prior experiential learning

The assessment and accreditation of prior experiential learning will take place in accordance with university guidance.

The university may assess an applicant's claim for other prior learning where this is difficult to quantify from the existing evidence in terms of academic credit by:

- requiring the applicant to take the normal progression assessments of the relevant modules from the programme of study against which the applicant is claiming APEL
- or
- by some other appropriate form of assessment.

Assessment in such an instance is intended to assess learning against specific module learning outcomes.

B9.3.5 Specific credit: supervised work experience

An applicant may be judged to have satisfied wholly, or in part, the aims of supervised work experience on a programme of study and be

granted admission with specific credit with respect thereof.

APEL claims for specific credit with regard to supervised work experience must be assessed in accordance with university guidance and any requirements set out in the relevant course documentation.

B9.3.6 Specific credit: sandwich mode

In cases of sandwich mode awards, specific credit will be limited to half the placement requirements of the programme of study.

APEL claims for specific credit with regard to sandwich mode placements must be assessed in accordance with university guidance and any requirements set out in the relevant course documentation.

B9.3.7 Criteria for assessment

Claims for APL will be evaluated against the following criteria:

- Acceptability - is there an appropriate match between the evidence presented and the learning being demonstrated? Is the evidence valid and reliable?
- Sufficiency - is there sufficient evidence to demonstrate fully the achievement of the learning claimed?
- Authenticity - is the evidence clearly related to the applicants' own efforts and achievements?
- Currency - does the evidence relate to current learning? Where HE providers and/or professional, statutory or regulatory bodies have specific requirements and/or time limits for the currency of evidence, certification, or be made clear and transparent demonstration of learning, these should
- Directness – was the learning specific? Can it be identified and categorised?
- Relevance – is the learning relevant to the claim/future programme?
- Level – did the learning reach the appropriate level to allow the learner to benefit from the proposed programme?
- Breadth – was the learning in a context understood by the learner?

B9.3.8 Transfers within the University

A student may transfer from one approved programme to another at the discretion of the university:

- if the requirements of the programme of study are met
- and

- subject to the regulations of the programme of study.

General credit achieved by the student on their current programme of study will need to be considered in accordance with the university guidance and recognised as specific credit toward their new programme of study.

A student may not transfer from one award to another more than halfway through their final level of study. The last 60 credits of any award must be taught within the university.

B9.4 Articulation agreements

B9.4.1 General provisions

The university may enter into an agreement with an institution whereby a programme of study at that institution is recognised as meeting the admissions requirements for defined provision of the university.

B9.4.2 Entry with advanced standing

The university may choose to enter into an agreement with an institution where a programme of study at that institution is recognised for direct entry at a higher level than the normal point of entry.

B9.4.3 Approval of articulation agreements

Articulation agreements must be approved in accordance with university guidance.

B9.4.4 Modification to articulated provision

Proposed modifications must be notified to the University. If a significant modification is proposed, resubmission of the accreditation proposal may be required.

B9.5 Study abroad and exchange programmes

B9.5.1 General provisions

The university may seek to establish agreements with institutions overseas to facilitate learning experiences for its students overseas.

B9.5.2 Quality of learning experience

The faculty must ensure that the student will gain an equivalent learning experience.

B9.5.3 Standard and credit

The faculty must assure the standard of learning outcomes of any study and identify the specific credit (if any) to be gained towards the award for which the student is registered.

B9.5.4 Standard and credit

If in exceptional circumstances related to the partner institution the student is unable to complete the programme of study and assessment, the university will provide an alternative programme of study of equivalent standard and credit.

B9.5.5 Mutual arrangements

The mutual arrangements between the university and the recognised institution in respect of the provision will be specified clearly in a written agreement for each provision.

The university may enter into agreements with European Union institutions and other organisations overseas to facilitate the exchange of students (and staff) and for the recruitment of students as short-term fee-paying 'study abroad' students. The processes to be undertaken to establish and maintain such arrangements are detailed in the university guidance.

B9.5.6 Progression Arrangements

Applicants, with a foundation degree, to an honours degree programme that has been identified as a progression route in accordance with university regulations will normally be admitted to that programme of study with advanced standing, subject to the following limitations:

- that the honours degree identified as a progression route continues to be delivered by the university
- where the identified progression route is accredited by a professional, statutory or regulatory body, the provisions set out above may not apply; the method of admission or the level of entry may vary in accordance with the requirements of those bodies. The student may not be guaranteed admission onto that programme.
- availability of places on that programme of study, in accordance with university recruitment plans.

B9.5.7 Register of Partnerships and Collaborative Provision

The Registrar and Secretary's Office must be informed of all articulation agreements, study abroad and exchange programmes for inclusion in the university's register of partnerships collaborative provision in accordance with section E1.1.2.