



UK COLLEGE
OF BUSINESS AND COMPUTING

Recognition of Prior Experiential Learning for Admission Purposes

Reviewed by	NSD/JT
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Introduction

Recognition of Prior Learning (RPL) for course entry is the process through which the college takes into consideration, the applicants' current knowledge, understanding and skills, gained from work experience or through a range of professional qualifications in their work sector, to offer a place to study. The RPL policy is pertinent to the applicants who are in the 'mature category', beginning their first higher education programme at the age of 21 or over. They may have very varied reasons for returning to education, without A-level qualifications or the equivalents, unlike conventional younger students. The proportion of mature students who participates in Higher Education has increased each year for several decades.

Mature learners who present a more varied profile of achievement that is likely to include extensive work experience (paid or unpaid) and/or achievement of a range of professional qualifications in their work place are eligible to apply to UKCBC by completing an RPL form

Scope of Recognition of Prior Experiential Learning

The recognition of prior experiential learning (RPEL) is where learners demonstrate that they can meet the entry criteria of a programme of study through knowledge, understanding or skills they already possess without undertaking an additional course of learning. It is an acknowledged admissions activity within higher education.

The college is committed to increasing the diversity of its student population by presenting no unnecessary barriers in its admissions and selection processes towards the underrepresented students in higher education.

The college recognises that some prospective students may not be able to evidence that they meet the course entry criteria through the accepted academic qualifications as per the awarding body requirements, but they are able to provide substantial and alternative evidence to outline their potential to succeed on their chosen course.

In compliance with the aims of the 'Recruiting with integrity' guide of Pearson, we make appropriate choices for our learners based on several considerations, including opportunities for progression into further study or employment and the learners' own intentions and ambitions.

BSU entry requirements are set for each programme by the university. However, UKCBC can present applications with non-standard entry credentials to the university for consideration in line with its own Accreditation of Prior Experiential Learning (APEL), <https://www.bathspa.ac.uk/applicants/our-selection-processes/>

This RPEL policy sets out the process by which evidence of prior learning can be fairly and consistently assessed for admission to UKCBC.

Links to QAA Quality Code

This document is designed to underpin the process of students' assessments and the recognition of prior learning, approval and dissemination of documentation that set out the quality framework of the college community, students, staff and partners. In doing so it takes reference from the Quality Code expectation for standards and expectations for quality core practices:

Assessments – Guiding Principles 1-10

Links to other policies

The remainder of this statement will relate to the receipt and evaluation of prior learning for assessment purposes. Assessment of fresh academic evidence would be dealt with in line with the Teaching Learning and Assessment Policy. UKCBC recommends that this statement is understood in the context of the wider Teaching, Learning and Assessment activity, and particularly in relation to the following policies:

- Equality and Diversity Policy
- Student Engagement and Feedback Policy
- Admissions Policy
- Data Protection Policy
- Teaching and Learning Policy
- Appeals Policy

Policy Statement

This policy is underpinned by several key principles:

- (a) Students who access UKCBC must be free from discrimination.
- (b) Students must be supported to enable them to achieve their potential while at the College, in an environment which removes or minimises disadvantage, takes steps to meet their needs and which encourage participation.
- (c) The wellbeing of students is central, so they feel good about themselves and respect others.
- (d) While at College students will develop the skills, they need to enable them to progress successfully throughout their lives.
- (e) A commitment to restorative approaches to ensure that the College foster good relations by tackling prejudice and promoting understanding.

Process of RPEL administration

All applicants must apply form according to the standard admission procedures.

Applicants who are unable to submit the required qualification towards the course entry criteria are required to fill an RPL form (Annex 1) in addition to their applications

Applicants must ensure that there are evidences that they can submit to support an RPL form
Evidence will vary depending on the nature of the prior learning which is being demonstrated through:

- Any previous qualifications
- Short courses/training undertaken as a part of their career
- Other certificates/transcripts attained which are apart from the nonstandard qualifications
- Evidenced as per CV and Personal statement
- Work experience letters/job contracts/reference letters
- Interview
- Academic test

The admissions office will agree what evidences from the above will be required to demonstrate the suitability for course entry

Applicants are required to discuss with the admissions officers to ensure that the previous learning experiences or the skills and knowledge gained from the previous or current employment profile will fit into the chosen course.

Non-standard qualifications and prior experiential learning will only be considered for admission where an applicant has had a break from his/her formal education, and now returning to education

Agreement to consider an application based on RPL is not a guarantee that an offer will be made as the RPLs are required to be approved by the programme leader (academic team)

The RPEL form must specify the duties and responsibilities undertaken by the applicant and any experiential skills gained from the current or previous work profile.

Annex A: Recognition of Prior (Experiential) Learning Form

Identifying work experience and/or previously acquired qualifications / vocational training and/or other learning or skills, which are uncertified or unspecified by the academic entry threshold, used in relation to the admissions profile for the chosen programme specification.

Name:			
Date of Birth:		ID number:	
Course applied for:	Campus:	Course start date:	

<input type="checkbox"/>	Assessment based on: Qualification & Work experience	<input type="checkbox"/>	Work experience only
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(A) Qualification Details

<p>Qualification Title:</p> <p>.....</p> <p>.....</p> <p>Grade/Level:</p> <p>Country of study:</p> <p>Qualifying year:</p>	<p>Qualification checked/compared through:</p> <p><input type="checkbox"/> UK Naric <input type="checkbox"/> Ofqual</p> <p><input type="checkbox"/> UCAS Database <input type="checkbox"/> Others</p> <p>Others:</p> <p>.....</p> <p>.....</p>
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(B) Any training/short-term courses undertaken

Topic 1:		<input type="checkbox"/> Training <input type="checkbox"/> Short Course
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Details:		
Topic 2:		<input type="checkbox"/> Training <input type="checkbox"/> Short Course
Details:		

(C) Employment Details

1. RELEVANT WORK EXPERIENCE DETAILS:		
Company Name and Address	Designation	Total Duration
Employment Profile (Duties and Responsibilities)		

Evidence provided

- | | |
|---|--|
| <input type="checkbox"/> Work Experience letter (mandatory) | Pay <input type="checkbox"/> slips and corresponding bank statements |
| <input type="checkbox"/> Job contract | <input type="checkbox"/> P60/P45 |

2. OTHER EMPLOYMENT DETAILS		
Company Name and Address	Designation	Total Duration

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(D) Experiential Skills

- | | | |
|--|-------|---|
| <input type="checkbox"/> Supervisory and Leadership skills | Team | <input type="checkbox"/> work ability or collaborative working |
| <input type="checkbox"/> Time Management | Human | <input type="checkbox"/> resources management |
| <input type="checkbox"/> Technological aptitude (IT usage at work) | | <input type="checkbox"/> Data Analysis (aptitude for interpreting |
| <input type="checkbox"/> information) | | <input type="checkbox"/> |
| <input type="checkbox"/> Customer service skills | | <input type="checkbox"/> Commercial awareness (Knowledge of the sector) |
| Creative Problem-Solving Skills | | Effective communication skills |

Academic Approval:			
Name:		Designation:	
Signature:		Date:	