

P121 Accreditation of Prior Learning

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	CAFRE Quality Manual Index	CAFRE Website (Tick as appropriate)
Document available	√	√

This document can also be produced in alternative formats upon request

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Version History

Version	Description of Changes	Date
2	Uploaded to CAFRE Policy Template Name change to Accreditation of Prior Learning, previously Recognition of Prior Learning	December 2022

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1. Introduction

This policy aims to outline the principles and procedures which CAFRE will adopt in relation to Accreditation of Prior Learning (APL) for the college's education provision. Depending on the Validating University or Awarding Organisation, this process can also be referred to as Recognition of Prior Learning (RPL). Therefore both will be referred to as APL in this policy.

Two forms of APL are recognised:-

- (i) **Accreditation of Prior Certificated Learning (APCL):** a process through which previously assessed and certificated learning is considered and, as appropriate, recognised for academic purposes.
- (ii) **Accreditation of Prior Experiential Learning (APEL):** a process, through which learning achieved outside education or training systems is assessed and, as appropriate, recognised for academic purposes.

This policy also takes into consideration for HE the Quality Assurance Agency (QAA) UK Quality Code advice and guidance on Admissions, Recruitment and Widening Access, Assessment, Learning and Teaching and Student Achievement.

2. Scope

This policy applies to all education programmes under the control of CAFRE including:

- Potential applicants to education programmes
- Learners on education programmes
- All units/elements which are not externally assessed or where the qualification involves outcomes/competencies on health and safety, or a licence to practise.

3. Purpose

The policy and procedures for APL by CAFRE learners will vary according to the general policy, procedures and expectations of the Awarding/Validating Organisation for the particular programme. CAFRE will always adhere to these procedures which are detailed in the respective programme/course handbooks which are available to all learners on CAFRE Online.

However, the following common principles are fundamental to the achievement of awards that meet nationally recognised standards of achievement:

- Learning shall be recognised irrespective of the context in which it is achieved.
- It is the achievement of learning, or the outcomes of that learning, and not just the experience of the activities alone that shall be accredited.
- Learning must be evidenced in writing and authenticated at the appropriate level.

- All claims for APL shall be considered with the same degree of rigour and shall be comparable in terms of evidence and effort.
- Decisions regarding the accreditation of prior learning are a matter of academic judgement, informed by professional bodies and other stakeholders.
- The entire APL process shall be transparent and fair to all stakeholders and demonstrate rigour.
- Applicants shall be informed of the outcome following the Validating University/Awarding Organisation's decision in a timely basis.

4. Role of CAFRE staff and the Learner

4.1 All requests for APL consideration to include admission and exemptions from individual modules / units will initially be referred to the Course Director/Programme Manager

4.2 Following the request for APL, CAFRE staff will work with the learner to:

- 4.2.1 Assess opportunities for using experience/qualifications to identify prior learning.
- 4.2.2 Agree an action plan and assessment strategy with the applicant.
- 4.2.3 Provide guidance on timescale.
- 4.2.4 Map submitted evidence of achievements against the learning outcomes of the unit/module or programme on the associated CAFRE or Validating/Awarding Organisation template.
- 4.2.5 Assess the validity of the evidence and check its authenticity.
- 4.2.6 Grade the evidence where appropriate.
- 4.2.7 Provide the learner with feedback.
- 4.2.8 Where gaps have been identified, highlight these gaps to the learner and arrange for additional learning to fill these gaps.
- 4.2.9 Record these gaps on the relevant APL form.

4.3 Forward completed APL evidence, and associated forms to the Internal Verifier for Internal verification/moderation and sign off at CAFRE level. This evidence should then be forwarded to the associated Validating/Awarding Organisation and the regulating body if applicable (e.g. VetSkill and Royal College of Veterinary Surgeons {RCVS}) for final approval, e.g. VetSkill and RCVS, before the start of the programme/module/unit.

Under no circumstances must APL be applied to any assessments for qualifications governed by a Professional, Statutory and Regulatory Body (PRSB) without prior consent from the Awarding Organisation.

4.4 All evidence submitted and assessment evidence should be retained and filed in the records management system for the learner.