University Centre Leeds

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University Centre Leeds

Higher Education

RPL Procedure

Owner: HEDO
Last review: August 2026
Next review: July 2029
Endorsed by: HE Academic Board

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1. PURPOSE

1.1 The purpose of this document is to define the RPL procedures that underpin the RPL Process at University Centre Leeds (UCL). This document should be read in conjunction with the UCL Policy on RPL.

1.2 RPL is a process for accessing and, as appropriate, recognising prior experiential learning or prior certificated learning for academic purposes. This recognition gives the learning a credit value in a credit based structure and allows it to be counted towards the completion of a study programme and the award(s) or qualifications associated with it.

2. DEFINITIONS AND CONCEPTS

RPL improves access to education and training and the awarding of academic, vocational and professional qualifications by recognising that learning is continuous, taking place at work, home and at leisure, as well as in the classroom. The process provides a route for recognising achievements and allows those achievements to contribute towards a qualification, a single module of study or a whole programme of study.

3. ACTIVITY UNDERPINNING THE RPL PROCESS

3.1 The following activity underpins the RPL process and ensures that the process can be managed effectively in a quality assured environment. UCL undertakes to:

- Develop an RPL Policy for University Centre Leeds derived from QAA guidelines;
- Develop an appropriate infrastructure including the development of tracking and recording systems and training and developing staff for specific roles and responsibilities within the RPL process;
- Implement the RPL process as widely and effectively as possible through defined procedures;
- Monitor, review and evaluate the RPL process, the related procedures and the outcomes achieved.

4. ROLES AND RESPONSIBILITIES

UCL has clearly defined roles and responsibilities for staff engaged in the RPL process. These can be found in RPL – Roles and responsibilities. UCL will define a procedure for engaging, training and developing staff in undertaking roles and responsibilities within the RPL process.

5. REGULATIONS GOVERNING THE AWARD OF CREDIT FOR PRIOR LEARNING

All aspects of the RPL process are conducted within the UCL policy and within external awarding body regulatory framework requirements.

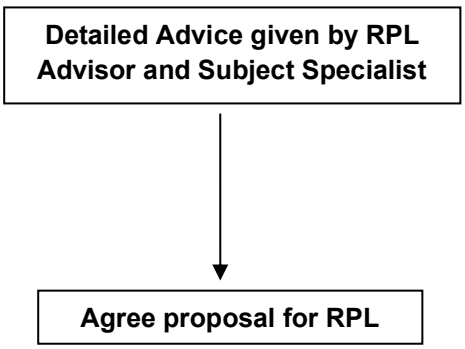
6. STAGE 1 Initial Stage

6.1 Applicants are informed of the UCL RPL scheme in pre-entry publicity material. The first stage is to contact the course tutor to discuss potential evidence sources and procedure.

6.2 Should the preliminary assessment reveal that the RPL process will be of value, the candidate and University Centre Leeds may embark on the RPL process. The first step is normally for the candidate to attend an in-depth advice and guidance interview with the RPL Advisor so that the institution can assess his / her needs and requirements in detail. Alternatively, the candidate will be referred to a Careers Advisor if this seems to be the most appropriate action.

7. STAGE 2 Guidance and advice to candidate by RPL Advisor and Subject Specialist

7.1

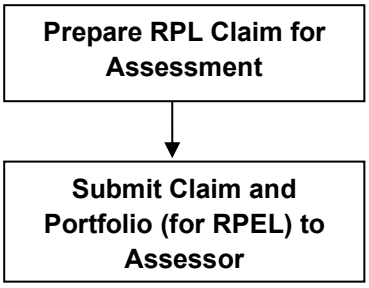


7.2 The RPL Advisor and Subject Specialist

- discuss the RPL system with the candidate
- identify what learning achievements the student is seeking recognition for and within which named programme.
- outline the level/ module content, teaching and learning strategy, assessment etc.
- determine the appropriate method(s) to be utilised to assess the applicant's experiential learning.
- discuss with the student how experiential learning might most appropriately be evidenced and where applicable the types of evidence needed.
- offer guidance on completing and submitting the formal proposal for RPEL, or where applicable a combination of RPCL and RPEL
- for RPEL or combinations of RPCL and RPEL complete and submit an RPL Proposal for Level of Individual Module Form
- for RPCL complete and submit an RPL Claim Form

8. STAGE 3 Preparation and Submission of RPL Claim

8.1



8.2 The third stage requires the candidate to:

- demonstrate the learning achieved;
- gather evidence about previous qualifications and experience. This will be used to support the claim for learning achieved and entry to or credit towards the qualification being sought;
- complete the RPL Claim Form

8.3 The sort of evidence could include:

For RPCL:

- Certificates of achievement, with transcripts (where necessary)

For RPEL:

- Interview between candidate and assessor
- Practice-based documents
- Reports on observations of practice
- artefacts
- Video/audio tapes, with commentary and analysis related to achievement of learning outcomes
- Analytic and evaluative description of practice
- Statements from supervisors in relation to aspects of practice

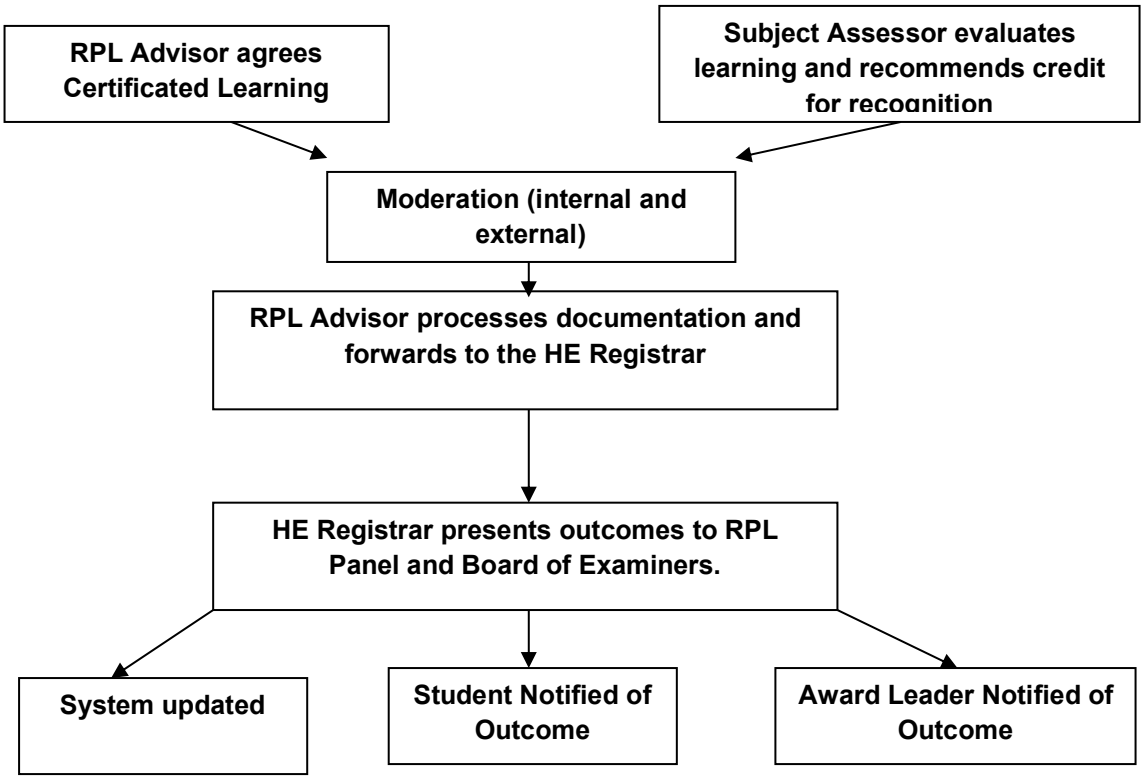
8.4 In addition to the submission of a portfolio, assessment of learning could include performance, oral examination, and/or one or more traditional examination(s). Whatever the form of evidence, the assessment process must evaluate a submission in terms of the following criteria:

- **validity** - it must be appropriate in terms of level, volume (*i.e.* match that for which the claim is made, although higher level credit may substitute for lower level credit) and relevance for the purpose of the particular claim;
- **sufficiency** - it must be enough to satisfy the learning outcomes of the unit(s)/module(s), level claimed;
- **currency** - it must represent the applicant's present knowledge and abilities;
- **authenticity** - it must be indicative of the applicant's own learning achievements.

8.5 Evidence of the candidate's prior education, training, work and life experiences should be compiled and presented in a portfolio which includes a reflective statement on the learning achieved. This ensures that all the evidence is collected into a single document. The portfolio should be suitably organised and indexed to show the link between the candidate's learning outcomes (knowledge and competences), and those required to meet the outcomes of the award.

9. STAGE 4 Assessing the evidence

9.1



9.2 Claims submitted by students

9.2.1 The submission of claims for credit will be either for:

- Recognition of prior certificated learning (RPCL) or
- Recognition of prior experiential learning (RPEL)

9.2.2 Evidence must be presented to demonstrate that the applicant is familiar with the appropriate knowledge base of the learning claimed. This should include 'reflective expertise', which includes the ability to sustain analytical review and the application of relevant concepts to the planning and evaluation of practice. The amount and level of credit awarded through RPEL will be measured against the identified learning outcomes of the target programme.

9.3 Recognition of prior certificated learning

9.3.1 The claim for RPCL is forwarded to the RPL Advisor. The RPL Advisor in conjunction with the Subject Assessor will undertake the assessment. The RPL Advisor:

- determines the specific academic credit to be approved in respect of a named award
- records this decision, signing and dating it
- refers the Claim Form to the HE Registrar for tracking and recording purposes.
- Where general certificated credit does not precisely match the learning outcomes of the target award but is related or comparable, professional and academic judgement will be invoked to determine a credit award with consistency and fairness in relation to other credit award decisions and programme learning outcomes.

9.3.2 All recommendations for RPCL are subject to the formal confirmation of the relevant Board of Examiners or equivalent.

9.4 RPEL and the Subject Assessor

9..4.1 The subject assessor is responsible for evaluating the portfolio of evidence put forward by the student against the criteria. The Subject Assessor will:

- annotate the portfolio, particularly where the evidence is rather weak or perhaps missing, being careful to clearly show any shortfall and suggest ways in which it might be remedied and provide feedback to the student;
- determine the specific academic credit to be awarded in respect of a named programme;
- record this decision on the Claim Form
- signs the assessment form and forward to the HE Registrar

9.4.2 The Subject Assessor evaluates claims in terms of:

- ***Validity*** *(is the evidence valid and reliable?) Does the evidence support the claim for the learning achieved and is there a match between the learning outcomes for the award and the learning demonstrated? Will different assessors place a similar value on the evidence provided and make similar judgements with the evidence provided?*

- ***Sufficiency*** *(is the achievement of the claimed learning fully demonstrated?)*

- ***Authenticity*** *(is the evidence clearly the achievement of the applicant?) Assessors should be confident that the work submitted is the result of the candidates own efforts and expertise*

- ***Currency*** *(is the learning current, or if not is there evidence of updating?) Assessors should be sure that the evidence submitted by the candidate is recent enough to be a measure of the candidate's current levels of knowledge and competence and appropriate to the assessment. The currency of the candidate's skills, knowledge and expertise may vary with the pace of change in particular subject areas. The tutor should be able to assess and advise accordingly*

9.5 RPL Panel

An RPL Panel will be convened to confirm the claims for recognition. Membership will include the Dean of HE, the Associate Dean of HE, and the HE Registrar. The role of the RPL Panel is to assure that the appropriate procedures have been adhered to and that the decision reached is consistent. All recommendations for RPL made by the RPL Panel are then presented to the Board of Examiners.

9.6 Confirmation of credit recognised

University Centre Leeds conducts this part of the process through the Board of Examiners which normally convenes three times a year. The role of the Board is to confirm decisions of the RPL panel.

10. STAGE 5 Monitoring, Review and Evaluation

10.1 Information and Record Keeping

Information and record keeping has 3 interrelated roles:

- supporting the student;
- measuring the efficiency of the process;
- providing an audit trail for quality assurance processes.

10.2 Monitoring

University Centre Leeds supports the student through the recording system. There is also a tracking system which enables UCL to know at all times, the stage at which the student is. The tracking system will also be used to monitor and review the effectiveness of the process.

10.3 Review

The policy and process will be formally reviewed on a regular basis to ensure that it remains fit for purpose and facilitates a process that is inclusive, effective and efficient.

10.4 Evaluation

An analysis and evaluation will feed into the Programme Annual Review process.