



# **RECOGNITION OF PRIOR LEARNING POLICY AND PROCEDURES 2023-24**

<b>Document Title</b>		
RECOGNITION OF PRIOR LEARNING POLICY AND PROCEDURES		
<b>Document Author and Department:</b>	<b>Responsible Person and Department:</b>	
Dr Wilma Wells Davies	Vice-Principal (Academic) and Head of Learning Services	
<b>Approving Body:</b>	<b>Date of Approval:</b>	
Academic Board	Chair's Action	
<b>Date coming into force:</b>	<b>Review Date:</b>	<b>Edition No:</b>
1 <sup>st</sup> September 2023	May 2019	7
<b>EITHER</b> For Public Access? <b>Tick as appropriate</b>	<b>OR</b> For Internal Access only? <b>Tick as appropriate</b>	
YES <input checked="" type="checkbox"/>	YES <input type="checkbox"/>	
<b>Summary/Description:</b>		
This document defines the policy and procedures for crediting prior learning as an acceptable admissions criteria for all courses validated by The Open University at All Nations Christian College.		
<b>2023-24 v1</b> March 23: review resulting in: addition of page numbers, amendment of related policies section, amendment of typos/formatting and where College nomenclature has changed		

# **ALL NATIONS CHRISTIAN COLLEGE**

To train and equip men and women for effective participation in God's mission  
to His multicultural world.

## **RECOGNITION OF PRIOR LEARNING POLICY AND PROCEDURES**

### **1. CONTENTS OF POLICY**

1. Contents of Policy
2. Legislative Framework
3. Policy & Principles for Recognition of Prior Learning
4. Guidance for Applicant: RPCL or Transfer of Credits
5. Guidance for Applicant: RPEL Portfolio Submission Guidelines
6. Equality and Diversity
7. Data Protection
8. Roles Responsibilities, Policy Approval and Review
9. Policy Communication
10. Related Documents
11. Appendix A: Application Forms

### **2. LEGISLATIVE FRAMEWORK**

This policy contains rules and regulations of the College which have been prepared in line with [Open University regulations](#) and, where appropriate, the requirement of the Office for Students' Regulatory Framework and the [UK Quality Code for Higher Education](#).

### **3. POLICY & PRINCIPLES FOR RECOGNITION OF PRIOR LEARNING**

#### **3.1. Introduction**

Following the publication of the Quality Assurance Agency (QAA) Guidelines on Recognition of Prior Learning (September 2004), a review of the current Undergraduate and taught Postgraduate regulations was undertaken. As part of this review, it was decided to produce a single policy for recognition of prior learning across the college. The policy acknowledges that the needs for recognition of prior learning varies between programmes, and although it is desirable that there should be flexibility within the policy, it is essential that procedures should be streamlined and documented.

#### **3.2. All Nations Learning Ethos**

All Nations Christian College recognises that learning takes place in many contexts, learning from experience in inter-cultural contexts is particularly valued and the College is willing to credit this where appropriate. However, recognition of prior learning will only be possible where learning, appropriate to the entry requirements or outcomes of the relevant module(s) can be assured to be academically valid.

#### **3.3. Definitions**

The following definitions are adapted from the QAA Guidelines on Recognition of Prior Learning:

- **Recognition of Prior Learning (RPL):** a process for accessing and, as appropriate, recognising prior experiential learning or prior certificated learning for academic purposes. This recognition may give the learning a credit-value in a credit-based structure and allow it to be counted towards the completion of a programme of study and the award(s) or qualifications associated with it. RPL is used to encapsulate the range of activities and

approaches used formally to acknowledge and establish publicly that some reasonably substantial and significant element of learning has taken place. In the context of All Nations Christian College, RPL will be used for entry to a course, and will be guided by the RPL procedures. This is distinct from the procedures relating to the admission of students who do not meet the usual entry requirements specified for a course, which are guided by standard admissions procedures.

- **Recognition of Prior Certificated Learning (RPCL) or Transfer of Credits:** a process through which previously assessed and certificated learning is considered, and if appropriate, recognised for academic purposes.
- **Recognition of Prior Experiential Learning (RPEL):** a process through which learning achieved outside education or training systems is assessed and, if appropriate, recognised for academic purposes. It is recognised that the process of RPEL is more resource intensive than that for RPCL. RPEL will usually involve an applicant consulting an adviser on the production and submission of an RPEL claim and building up a portfolio of evidence. An assessor, the member of staff who will exercise academic judgment in assessing an RPEL claim, will then consider the portfolio.  
Prior learning that may be capable of assessment and recognition, may have been gained in a number of ways, including paid or voluntary work, as a result of courses attended in educational establishments or at work, through self-directed study or through leisure pursuits.
- **Advanced Standing:** is a process where exemption from all or part of a programme is granted where similar studies have already been completed at another similar institution.

#### 3.4. Principles

- a. A student admitted on the basis of uncertificated learning and experience (RPEL) or through prior certified learning (RPCL) is subject to the same principles of admission as all other students on that programme. The College has discretion to admit a student with exemption from certain elements of the programme or with specific credit.
- b. Credit is given for learning and not for experience alone, and where the level, standard and content are relevant to the particular course.
- c. RPEL credit must not be given for learning that has taken place more than 10 years previously and RPCL credit must not be given for learning that has taken place more than 16 years previously.
- d. RPEL credit will not be considered for the postgraduate programme since all applicants must have significant previous mission/ministry experience to enter the programme, and will reflect on this during the programme.
- e. The award of credit is a matter of consistent application of academic judgment, and must result from a transparent and demonstrably rigorous and fair decision-making process.
- f. All credit awarded will be relevant to identified modules or awards. Detailed assessment of credit whether based on certificated or experiential learning, can only be made by subject specialists since the assessment can only be made in the light of detailed subject knowledge.

- g. For RPEL these specialists should ensure that the experience represents the achievement of learning outcomes comparable to those which would have been achieved, had the course of study against which credit is claimed been taken. This will normally be assessed through the production of a portfolio prepared by the applicant, and should be verified by another specialist.
- h. Where exemption from studies is permitted for Advanced Standing, those studies would need to be compatible with the College's own qualifying programme of study and learning outcomes.
- i. Advanced standing will result in exemption from studies and not credit because no credit can be awarded for Advanced Standing. For example, those permitted direct entry onto a higher level of a programme will be allowed exemption from the previous level of studies because of similar credit previously earned at a similar institution.
- j. The same amount of credit will be considered for learning from a higher level but only if the learning is compatible with the College's own qualifying programme of study and learning outcomes.
- k. Credit can only be given for whole modules.
- l. The minimum RPL credit claim that will be considered is 30 credits.
- m. A student may be awarded recognition for prior learning (certified, experiential or uncertified), towards the requirements of a named award up to two-thirds of the total credit requirements for that award. However, this only applies to the following awards and not to sub-awards, where the usual maximum is 50%:
  - full, three-year bachelor's degrees (360 credits); or
  - full Masters degrees (a minimum of 180 credits).
- n. RPCL credit will be allocated according to the table below.

Award	Credit required for award	Max RPL credit allowed	NQF level
Diploma	240	120	5
Degree	360	240	6
PG Certificate	60 (M)	30 (M)	7
PG Diploma	120 (M)	60 (M)	7
Masters MA	180	120 (M)	7
Masters MTh	180	120 (M)	7

- o. If a student wishes to combine RPCL and RPEL credit, the RPEL credit must not be for more than one third of the total credit awarded.
- p. Students seeking RPL should be awarded credit for modules on a comparable basis e.g. based on the same number of notional learning hours.
- q. Credit awarded through RPCL will count towards the attainment of the award, but will not count towards the classification of the award i.e. the marks awarded by a different institution will not be calculated into the final grade.
- r. RPL (certified, experiential or uncertified) is not permitted for entry at level 6 of a Bachelor's Degree or for the thesis/dissertation module, where students are expected to complete 120 credits in order to gain the award.
- s. 'RPL (certified, experiential or uncertified) is not permitted for the thesis/dissertation module on a PG programme'

- t. It is the responsibility of the student to prepare an application and submit adequate documentation. Applicants should identify in advance if the RPL they wish to apply for is for admission to a programme or for credit towards a programme. Guidance and advice may be sought from the College admissions personnel.
- u. If, when considering an RPL application, the College is satisfied that the applicant has:
  - fulfilled some of the progression and assessment requirements of the programme by means other than attendance on the planned programme; and
  - will be able, by completing the remaining requirements, to fulfil the learning outcomes of the programme and attain the standard required for the award, the applicant may be admitted to an appropriate point in the programme.
- v. If the student's prior learning is not certificated, the College will assess the student's learning directly, either by requiring the applicant to take the normal progression assessments of the programme or by some other appropriate form of assessment.
- w. Students should be fully informed of the range of evidence that would be considered appropriate in a submission. The portfolio of academic/professional evidence presented should be appropriate to the proposed programme, sufficient in length, depth and level, authentic and recent. Evidence should be included of underpinning knowledge. Where a submission of learning from experience has demonstrated learning equivalent to that of an existing course unit the credits and level allocated for the submission will be the same.
- x. All Nations Christian College will charge an appropriate fee for the processing of RPL claims. Fees for RPL claims are reviewed annually, and current charges can be found on the website.
- y. RPL that has been accepted by the College will be clearly identified on students' transcripts.

### **3.5. Specific RPL Requirements**

- a. The RPL policy allows for candidates to enter stage 2 or stage 3 of an undergraduate qualification on the basis of completion of an appropriate certificated qualification from a recognised UK HE programme of study.

With stage exemption of this kind, it will be recorded on the student's transcript that stage exemption was awarded, but credit for the stage(s) from which the student was exempted would not be transferred to OU validated awards.

- a. **Direct Entry to Level 5:** Applicants wishing to use prior experience through the RPEL process in order to enter directly on to level 5, will usually have a minimum of four years of cross-cultural ministry experience, normally in another country from their own. Only experience which has taken place within the last six years will be considered relevant.
- b. **Level 5 Ministry Internship:** Students may submit a Ministry Internship RPEL report in lieu of completing the level 5 Ministry Internship module. In order to qualify for this they must have completed a single continuous six-month period living and working in a cross-cultural context. Only experience which has taken place within the five years immediately prior to starting College will be considered (see Ministry Internship RPEL Handbook for the application form and procedure and the report criteria).

- c. **Direct Entry to Level 6:** Whilst RPL is not permissible for entry at Level 6, admission with Advanced Standing may be applicable providing a student has completed a certificated programme of study at another institution (e.g. an FD or DipHE award). Applicants wishing to be admitted with advanced standing should seek guidance and advice from the College admissions personnel.
- d. **Students Returning within 12 months** of the ratification of their award to complete a higher award will have their previous CAT score transferred automatically on the resumption of their studies. They will not need to apply for RPL. Students are required to surrender their previously earned certificate and complete an application form in the usual way.
- e. **Students Returning after 12 months** of the ratification of their award who wish to complete a higher award may apply to credit their previous learning through RPCL. [Students who have previously earned a PG Dip should note that, in addition to applying to have their previous learning credited they must also take/re-take M1 (10 credits) when they resume their studies in order to re-establish their study skills and foundational knowledge. This will require completing an alternative assignment if one was undertaken previously.] Applicants should:
  - fulfil all other admission criteria (see section 14 in the College [Admissions Policy](#) and
  - apply for the new programme in the usual way; and
  - apply for RPCL to gain credit for their previous certificated learning as per this policy and procedure document.
  - since it is vital when undertaking a PG Dip or MA/MTh programme for applicants to have relevant mission/ministry experience to which they can apply their learning, applicants will also be required to provide:
    - i. A personal statement outlining and reflecting on their involvement in mission/ministry within the last 7 years; and
    - ii. Reference (s) from one or more co-workers or mission leaders concerning the mission/ministry undertaken within the last 7 years.

### **3.6. Application Procedure**

Students wishing to be considered for RPL must complete the attached Initial Application Form and submit it to the Recruitment and Training Administrator for initial assessment. Advice and guidance will then be given to the applicant.

- a. Depending on the circumstances, the RPL application can be submitted at the time of application for admission to College or once the student has been accepted onto a programme.
- b. The Programme Recruitment and Training Administrator, and if needed, the appropriate Programme Leader will assess the RPL applications to ensure that the students have successfully met the initial criteria to be considered for RPL credit before they can proceed with the submission of an RPEL portfolio (if required) and supporting documentation.
- c. Completed documentation must be submitted to the appropriate Programme Leader by week 6 in term 1. The students must also pay a non-refundable RPL processing fee at the time of submission.

### **3.7. Advice and Guidance**

- a. Applicants should enquire initially to the Programme Recruitment and Training Administrator. On initial enquiry, the applicant will be provided with an explanatory leaflet, which will include advice on requirements, the procedure and the cost of applying for RPL.
- b. Applicants wishing to continue will be provided with details of documentation required and appointed an advisor if appropriate. The advisor will be separate and distinct from the subject specialists who finally assess that student's claim.
- c. The adviser will point out strategies open to the students in preparing an RPL claim; Assist students to identify appropriate ways forward; Begin to help students identify their prior learning; Assist students in completing the appropriate claim form.
- d. The adviser will explore with the student the appropriateness of either taking a preparatory module or submitting an RPEL portfolio.
- e. RPEL applicants will be provided with details on how to construct the RPEL portfolio. See section 5 Guidance, paragraph 2.

### **3.8. Submission of Claim**

- a. Following the receipt of a completed RPL Claim and appropriate fee, the Programme Recruitment and Training Administrator will advise the applicant if further evidence is required. If further documentation such as certificates, transcripts and references are required the student will be advised and, if necessary, will be given advice on the submission of further evidence.
- b. The appropriate Programme Leader will determine the specific academic credit that would, in their view, be appropriate with regard to their respective course or module/s and may request that the student submit additional documentary evidence. Applicants may be invited for a formal interview in support of their claim. It is the individual student's responsibility to make the claim in respect of the number and the level of credits being sought within the claim for RPL.
- c. The Programme Recruitment and Training Administrator will advise the applicant formally in writing of the decision reached, within 30 days of receiving all the documentation during term time. Documentation that arrives during the vacation period will take longer.

### **3.9. Assessment and Decision Making**

- a. The RPEL portfolio and supporting documents will be assessed by a subject specialist assigned by the appropriate Programme Leader.
- b. Assessment will be made by comparing the candidate's documentation against the expected learning outcomes for the relevant module/s.
- c. The RPEL portfolio will be assessed against the following criteria:
  - **Parity:** evidence that the portfolio demonstrates the appropriate learning outcomes.
  - **Reliability:** legitimacy of evidence provided, in conjunction with external referees.
  - **Authenticity:** that the experiences are those of the applicant and the subsequent learning is solely through the experience being presented in the portfolio.
  - **Relevance:** the learning to be accredited demonstrates up to date knowledge and experience in a cross-cultural situation.
  - **Criticality:** the assessment identifies the knowledge and skills it intends to be assessed against and shows critical engagement with the issues and the arguments.

- **Sufficiency:** that the evidence in the portfolio is appropriate in terms of quality and quantity, demonstrating fully the achievement of the credit being claimed.
  - **Sources:** use of scholarly and relevant sources.
- d. After discussions within the programme team, a final decision to award credit will be made by the appropriate Programme Leader.
- e. In cases where students are not granted credit due to a failure to show evidence of RPL requirements, they may appeal in writing to the Undergraduate or Postgraduate Committee within one calendar month of being notified of the RPL assessment outcome. The appropriate Committee will make a recommendation to the Academic Board whose decision will be final.
- f. The College reserves the right to exercise discretion in granting RPL credits.

### **3.10. Monitoring**

- a. The assessment of learning derived from experience should be open to internal and external scrutiny and monitoring within institutional quality assurance procedures for moderation of assessment. All RPEL claims should be internally moderated but it does not require scrutiny by the external examiners.
- b. The Programme Recruitment and Training Administrator will present an annual report to the June meeting of the Quality Assurance Committee. This report should cover the number of RPL claims submitted and accepted by any course, and any issues relating to the principles, process or procedure.

## **4. GUIDANCE FOR APPLICANT: RPCL – RECOGNITION FOR PRIOR CERTIFICATED LEARNING OR TRANSFER OF CREDITS**

The College is open to applicants who wish to transfer their credits from other higher education institutions in the UK or abroad so that they can graduate with a DipHE or BA from All Nations. This document sets out the policies and procedures regarding the credits transfer from the UK and overseas institutions.

### **4.1. General Principles**

- a. If an applicant wishes to join a Level 5 or Level 6 programme on the basis of the Credit Accumulation Transfer System (CATS), they should have 120 or 240 credits respectively. For those wishing to join a PG Dip or MA/MTh award, please see the table in 3.4.m above for the relevant number of credits which may be transferred.
- b. When credits are transferred from other institutions where they have different semester hours or a different credit system from All Nations' programmes, those credits will be converted to All Nations credit hours.
- c. The applicant must also meet the standard admission requirements which are applicable for their intended programme.
- d. The aggregate grade received for the credits should be equivalent to a 50% (undergraduate) or 60% (postgraduate) or higher at All Nations.
- e. Only the credits are transferred to the chosen programme, not the grades.
- f. The final grade obtained and the qualification achieved will be decided only on the basis of the grades received for the programme taken in College.

## **4.2. Essential Criteria**

In addition to the general policies stated above, the applicant must meet the following criteria.

- a. Compatibility: it is essential that the curriculum and the learning outcomes of the previous study must be compatible with those of the College programmes.
- b. Comparability: the content and level of the modules studied in other institutions must be comparable to those of the College.
- c. Applicability: the credits to be transferred must be applicable to the intended programme at the College.
- d. Agreeability: since the College hopes to keep good working relationship with other institutions, the applicant must obtain a non-objection certificate from the institution, if they are undertaking their studies at the time of their application.

## **4.3. Transfer of Credits from Non-Accredited Institutions Abroad**

There may be cases where a student wishes to transfer their credits from an overseas institution which is not accredited or recognised by a university or an accrediting agency of the country (though it may be approved by the government). In such cases, the following additional criteria must also be met in order to process credits transfer:

- a. The applicant must request an official transcript of marks from their previous institution to be sent directly to the College, bearing the seal of the institution and the signature of the Principal/CEO.
- b. If the transcript is provided in a foreign language, the applicant must arrange to send the official translation of the required documents in English. Photocopies will not be accepted.
- c. The applicant must send to the College copies of their certificate or diploma received from their previous institutions, duly signed and stamped by a solicitor to verify that it is the exact copy of the original document.
- d. The College may ask the applicant to provide samples of syllabi from their previous institutions to verify the compatibility, comparability and applicability of the programmes.
- e. If the name of the applicant has changed since they completed their study, they must provide evidence such as marriage certificates or government documents.

## **4.4. Transfer of Credits Procedure**

- a. The applicant has to provide the relevant and necessary documents outlined above during their application process. Incomplete application will not be considered for credit transfer.
- b. The relevant Programme Leader will assess the application and relevant documents to ensure that the applicant has fully and satisfactorily met the general policies and the essential criteria for credit transfer, as outlined above.
- c. The outcome of the decision will be communicated to the applicant.

## **5. GUIDANCE FOR APPLICANT: RPEL PORTFOLIO SUBMISSION GUIDELINES**

### **5.1. Advice**

After reading the materials provided you may contact the Programme Recruitment and Training Administrator to ask for an advisor to guide you through this process. They will provide you with a list of learning outcomes for the appropriate module/s for which you request RPEL. In your application you will have to show that you have met these learning outcomes in order for your claim to be successful. You do this by constructing and submitting a portfolio.

### **5.2. Portfolio**

The RPEL portfolio consists of two parts: a written report and supporting documentation:

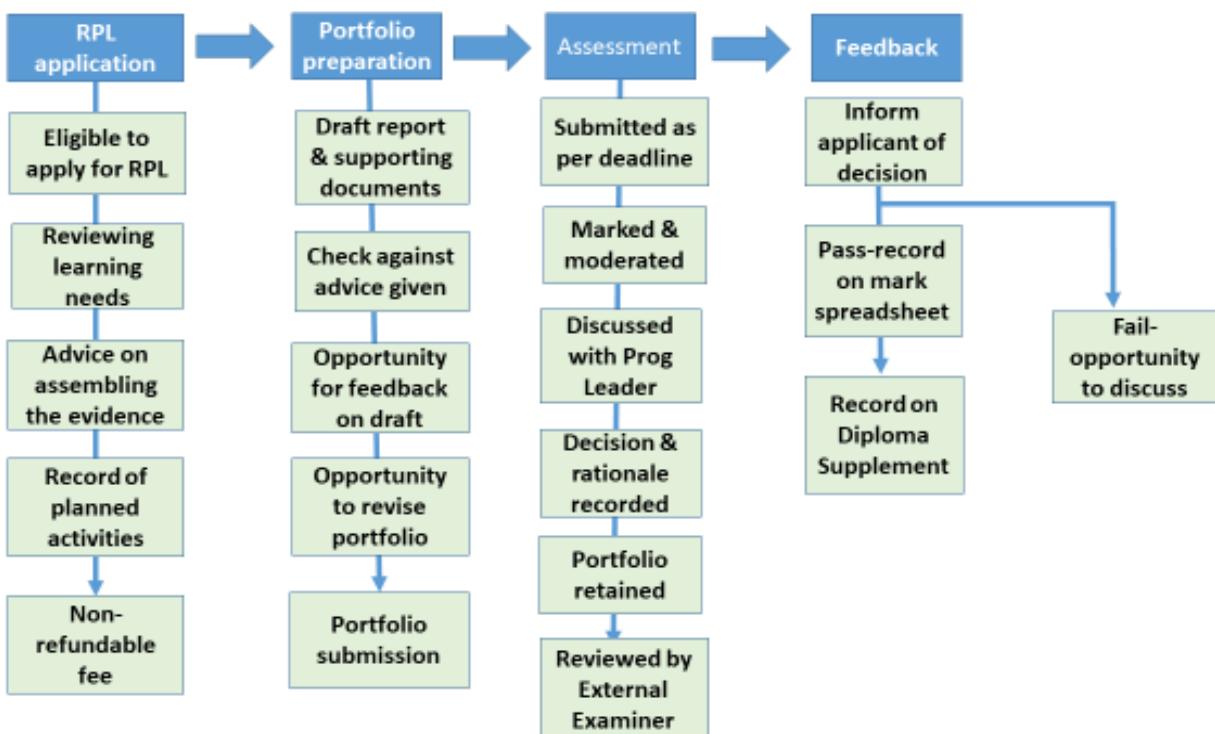
- a. **Report:** The report must contain a structured and coherent account of 4000-5000 words, critically reflecting and evaluating biblical, theological, missiological and hermeneutical issues that have been faced during the inter-cultural mission experience. It must demonstrate knowledge and understanding of the issues in the relevant contexts. The report should also show evidence of the use of recent and relevant scholarly literature.
- b. **Supporting Documentation:** Some examples of supporting documents are: practice-based reports, essay(s) on appropriate topics, research project reports, professional observations, video/audio clips, analytical evaluations of practice, analysis of issues underlying practice, evidence of planning for practice, analysis and evaluation of training undertaken for practice, supporting statements from managers or supervisors in relation to practice, and an assessor's observation of practice, testimonials from employers or colleagues or voluntary organizations and articles or features written about the students.

Please note that credit can only be awarded if the skills demonstrated are directly linked to the appropriate learning outcomes.

### **5.3. Submission**

When the portfolio is complete it should be submitted in printed or digital form to the Programme Recruitment and Training Administrator. The Programme Recruitment and Training Administrator will check that all the documentation has been submitted and pass the portfolio to the appropriate Programme Leader. You will normally be informed of the decision within four working weeks.

Fig 1 Overview of RPEL process



## 5.4. Appeal

An appeal cannot be made against a matter of academic judgement. It can only be considered on one or more of the following grounds:

- There existed circumstances affecting the student's performance of which the body in question was not aware when its decision was taken, and which could not reasonably have been presented at the time;
- There was a procedural error/irregularity or other inadequacy on the part of the College of such a nature as to cause doubt as to whether the result would have been different had there not been such an irregularity
- That there exists evidence of prejudice or bias on the part of the examiners or body making the decision.

Any appeal against the outcome of an RPL application or any complaint about the way the application was handled by the College can be addressed by using the College [Academic Appeals Policy](#).

## 6. EQUALITY AND DIVERSITY

Applicants will be considered impartially. The College makes every effort, in accordance with its '[Equality and Diversity Policy](#)' to ensure that students are not unlawfully discriminated against because of the Equality Act 2010 'protected characteristics of age, disability, gender reassignment, pregnancy and maternity, marriage and civil partnership, race (including colour, ethnic/national origin or nationality), religion or belief, sex (gender) and sexual orientation. The College believes that diversity is a positive contribution to the learning experience at All Nations.'

## 7. DATA PROTECTION

All student records, past and present, are kept in accordance with the Data Protection Act 2018 and UK GDPR. See the All Nations Christian College [Data Protection Policy](#) for details. In line with the terms of the Data Protection Act 2018 and UK GDPR, data subjects have a number of rights. They can:

- access and obtain a copy of their data on request;
- require the College to change incorrect or incomplete data;

- require the College to delete or stop processing their data, for example where the data is no longer necessary for the purposes of processing; and
  - object to the processing of their data where the College is relying on its legitimate interests as the legal ground for processing.
- 7.2.** Should a data subject wish to exercise any of these rights, they should contact the College Data Protection Officer at [cta@allnations.ac.uk](mailto:cta@allnations.ac.uk). Every effort will be made to respond to such communications within 7 days; data access requests will be met within 30 days. If a data subject believes that the College has not complied with their data protection rights, they can complain to the data protection supervisory authority, The UK Information Commissioner's Office (ICO) who can be contacted at <https://ico.org.uk/concerns/handling>

## 8. ROLES, RESPONSIBILITIES, POLICY APPROVAL AND REVIEW

- 8.1.** The **Board of Trustees** have legal oversight and responsibility for all College policies, but have delegated to the Academic Board the authority to ensure fit-for-purpose policies and procedures, related to academic provision, are in place. The **Board of Trustees** are responsible for ensuring:
- Academic provision at the College is adequately resourced.
  - They receive details from the **Vice-Principal (Academic)** of any serious incident or one which could be of reputational risk to the College which should be reported to either the Open University, the Office for Students and/or the Charity Commission.
- 8.2.** The **Academic Board**, who is also authorized by the Open University through its accreditation process, acts on behalf of the **Board of Trustees** on all academic matters. They are responsible for:
- Ensuring that the academic activities of the College support its mission statement and values.
  - Ensuring that a fit-for-purpose recognition of prior learning policy is approved by them and complies with all relevant legislation and regulations (e.g. the regulations of The Open University).
  - Overseeing the effective implementation of this policy and ensuring it is satisfactorily managed.
  - Ensuring that the principles of this policy are:
    - Considered when managing and planning academic matters.
    - Reviewed by exploring what can be learned from appeals/complaints when they occur.
    - Reviewed in consultation with academic staff, students and The Open University, as a means of constantly seeking to improve the College's academic provision.
  - Ensuring they receive details from the Vice-Principal (Academic) of reported incidents and outcomes of cases (particularly where a significant impact on someone has occurred or lessons need to be learned), or details of a serious incident or one which could be of reputational risk to the College.
- 8.3.** The **Head of Learning Services** and the **Quality Assurance Committee** are jointly responsible for the annual monitoring and review of this policy and recommending approval to the Academic Board for all changes.
- 8.4.** The **Vice-Principal (Academic)** is responsible for providing leadership for all academic provision of the College and for leading the college's recognition of prior learning policy and practice by:
- Monitoring the application, complaints and appeals process.
  - Ensuring that decision making complies with College and Open University regulations and is applied consistently across academic provision.
  - Reporting to the External Examiners where an appeal reveals that procedural irregularity has occurred.
  - Reporting to the **Academic Board** and **Senior Leadership Team** incidents and outcomes of cases (particularly where a significant impact on someone has occurred or lessons need

- to be learned), or details of a serious incident or one which could be of reputational risk to the College.
- Ensuring the College and its staff comply with any appeals process undertaken by an outside agency (e.g. The OU or the OIA).

**8.5. The Admissions Team, Programme Leaders, Markers, Moderators, Advisors and those applying for recognition of prior learning** are responsible for:

- Familiarising themselves with this policy on appointment/at induction/orientation/when making an RPL application.
  - Taking a pro-active role in improving the College's recognition of prior learning policy and practice.
  - Promoting and implementing/complying with this policy.
- if **involved in an academic appeal** in any capacity:
- ensuring they present their case with integrity and in a timely fashion and/or
  - ensuring they comply with any investigation and the procedures in this policy.

**8.6. The Practical Ministry Co-ordinator** is responsible for verifying applications for Level 5 Ministry Internship RPEL applications.

**8.7. The Programme Recruitment and Training Administrators** are responsible for:

- Processing all RPL (RPEL and RPCL) applications (except RPEL applications for Level 5 Ministry Internship).
- Consulting where necessary with the relevant Programme Leader, to ensure applicants have successfully met the initial criteria for RPL credit before putting them in touch with an advisor to assist with the preparation of the appropriate paperwork for the most appropriate RPL application for them and then processing the full application.
- Ensuring RPEL paperwork is marked and moderated.
- Verifying the authenticity and equivalency of previous qualifications in RPCL applications.
- Ensuring the applicant is informed of the decision reached.
- Processing any complaint or appeal in connection with an RPL application.
- Presenting an annual report to the June meeting of the Quality Assurance Committee of the number of RPL claims submitted and accepted by any course and any issues relating to the principles, process or procedure.

## 9. POLICY COMMUNICATION

- This policy and all other policies mentioned in this document can be found in the student area on the College VLE and on the College website [here](#).
- The College General Administrator will make every effort to respond to any request to provide this policy in a different format. Such requests should be sent to [info@allnations.ac.uk](mailto:info@allnations.ac.uk)
- This policy will be included in staff induction.

## 10. RELATED DOCUMENTS

- All Nations Christian College [Undergraduate Handbook](#)
- All Nations Christian College [Postgraduate Handbook](#)
- All Nations Christian College Ministry Internship Handbook (available on the Ministry Internship module page on the VLE)
- All Nations Christian College [Admissions Policy](#)
- All Nations Christian College [Academic Appeals Policy](#).
- All Nations Christian College [Equality and Diversity Policy](#)
- All Nations Christian College [Data Protection Policy](#)

## **11. APPENDIX: APPLICATION FORMS**

**APPLICATION FORM**

**RECOGNITION OF PRIOR CERTIFICATED LEARNING (RPCL) AND**

**RECOGNITION OF PRIOR EXPERIENTIAL LEARNING (RPEL)**

Please refer to the RPL policy when completing the application form.

This form should be completed with support from the relevant Programme Leader for the award that you wish to study at All Nations Christian College.

It is the applicant's responsibility to provide certified copies of original documentation, such as official transcripts of results and evidence to demonstrate experiential learning outcomes.

**SECTION 1: ALL APPLICANTS**

**Please indicate the application you are making by ticking ONE option below:**

**Undergraduate Entry**

- Claiming RPCL for entry to year 2 or year 3 of an undergraduate course.
- Claiming RPEL for entry to year 1 or year 2 of an undergraduate course.

**Postgraduate Entry**

- Claiming RPCL for exemption of study for certain modules on a postgraduate course.

**Please indicate the course you are applying to at All Nations Christian College:**

**Full Award Title:**

Personal Details:

Forename(s):

Surname:

Mobile:

Landline:

Email:

Address:

## **SECTION 2: FOR RPCL APPLICANTS**

Please indicate below academic qualifications already certificated.

Note that in addition to this section, you must also attach official copies of transcripts/certificates to provide proof of prior certificated learning.

Please consult the RPL Policy and the Programme Leader at All Nations Christian College should you require any advice.

Level and Name of Qualification:

Number of Credits Awarded:

Month and year qualification awarded (e.g. June 2001):

Name and address of awarding University or College:

Please detail if your study was modular, unitised or certificated, as evidenced in the official transcripts or certificates you supply:

Descriptive outline of the certificated qualification or credits declared above: (50 words max.)

### **Additional Evidence**

Please see the learning outcomes for the module(s) you wish to RPCL and indicate where and how you have achieved them through your prior studies (relevant module outcomes will be supplied – see example of an RPCL on the next page).

## Comparing Learning Outcomes for M3 with previous learning

Listed in the table below are the major learning outcomes of the current Anthropology module, compared with modules which the student has previously done to MA level.

	<b>Current M3 Learning Outcomes</b>	<b>Student has covered these things in the following modules/seminars</b>
1.	Be aware of the major approaches to theory in the history of anthropology.	Anthropological Theory, British Social Anthropology  Current Anthropological Theories  Introduction to Anthropology of Religion  Social Structure and Religion
2.	Analyse the relevance of anthropology to Contemporary Mission Studies, Development etc.	Development programme for Women in Africa
3.	Critically consider theoretical debates surrounding issues such as witchcraft, social identity, and conversion and their importance for Contemporary Mission Studies, Development etc.	Witches in T-Shirts  Development programme for Women in Africa  Introduction to Anthropology of Religion
4.	Critically analyse ethnographic texts with reasonable comprehension of the anthropological vocabulary.	Anthropological Theory, British Social Anthropology  Current anthropological theories
5.	Use and analyse various research techniques.	Study Skills,  Qualitative Evaluation of data
6.	Critically assess material accessed from the Internet.	This was probably not covered explicitly but she did do a module on Qualitative Evaluation of Data and another on Critical Evaluation of Anthropological Film which would have required the development of critical abilities.

### Tutor's recommendation

The student has done a full MA in Anthropology and is asking to RPL one module only. This module is at an introductory level whereas she has studied beyond this level in the past, I therefore request to allow this RPL.

Signed:

Dated:

## **SECTION 3: FOR RPEL APPLICANTS ONLY**

### **Evidence of Experiential Learning**

You will need to fulfil the requirements 1) to 3) below on separate sheets, providing verifiable evidence to support your application, and attach them to this form.

Requirements will include:

1. A statement of claim for credit relating to prior experience, including a summary of learning claimed from prior experience.
2. A reflective essay on the learning claimed in relation to the target programme and the comparable learning outcomes achieved. (4,000-5,000 words)
3. A summary of evidence against each comparable learning outcome, cross-referenced against the full evidence provided in the reflective essay.

The criteria for evaluation of the experiential learning you have evidenced will be based on:

The RPEL portfolio will be assessed against the following criteria:

- **Parity:** evidence that the portfolio demonstrates the appropriate learning outcomes.
- **Reliability:** legitimacy of evidence provided, in conjunction with external referees.
- **Authenticity:** that the experiences are those of the applicant and the subsequent learning is solely through the experience being presented in the portfolio.
- **Relevance:** the learning to be accredited demonstrates up to date knowledge and experience in a cross-cultural situation.
- **Criticality:** the assessment identifies the knowledge and skills it intends to be assessed against and shows critical engagement with the issues and the arguments.
- **Sufficiency:** that the evidence in the portfolio is appropriate in terms of quality and quantity demonstrating fully the achievement of the credit being claimed.
- **Sources:** use of scholarly and relevant sources.

Please consult the RPL Policy and the Programme Leader at All Nations Christian College should you require any advice.

### **Additional Evidence**

Please list on a separate page and/or attach any additional evidence, if applicable, that you may have in relation to this RPEL application.

#### **SECTION 4: ALL APPLICANTS**

*By signing below, I declare that the above facts to be correct and I understand that All Nations Christian College can approach the awarding body (such as a University or College) or employer, if it chooses, for verification of the submitted qualifications or experience.*

Signed:

Dated:

#### **ALL NATIONS CHRISTIAN COLLEGE PROGRAMME LEADER & PRINCIPAL/CEO OF THE COLLEGE**

It is the Programme Leader's responsibility to ensure this form is countersigned by both parties.

*By signing below, I verify that this application for entry, or advanced standing, through RPCL/RPEL, is approved and fulfils the criteria according to the All Nations Christian College RPL Policy.*

**Credits to be awarded** (if applicable):

**Entry point** (e.g. Autumn Term, Year 2):

**Date for study to commence:**

**Signed:**

**Programme Leader**

**Principal**

Name:

Name:

Signed:

Signed:

Dated:

Dated: