

Recognition of Prior Learning Policy	
Responsible for Policy	Quality Manager
Relevant to	All Students
Approved by	Academic Board
Date Approved/Last Approval	7 November 2024
Next review date	June 2027
Relevant Documents	
RPEL Claim Form RPEL Mapping Template	
Related Policies and Documents	
Admissions Policy	

1. Background

- 1.1. This policy outlines how formal recognition of learning gained elsewhere, where appropriate, can lead to the award of credit by LIPA. Credit transfer and the recognition of prior learning provide greater flexibility in admitting students to university awards and it links prior learning experiences to current programmes of study so that the student gains maximum benefit from their studies.

2. Principles

- 2.1. This policy aligns with the expectations and core practices of the Office for Students regulatory framework for higher education and conditions of registration ensuring that the assessment of claims for credit are reliable, fair, and transparent. Decisions about the recognition of prior learning take account of The Framework for Higher Education Qualifications of UK Degree Awarding Bodies (FHEQ).
- 2.2. **Decisions about the recognition of prior learning are assessment decisions, and whilst they are part of the admissions process, they are not merely admission decisions. Programme Leaders recommending approval of a claim for RPEL should be confident that the prior learning involved is comparable to assessment/learning undertaken at LIPA. Decisions regarding the awarding of RPL will be a matter of academic judgement.**
- 2.3. **Applications are part of the admissions process; applications will not be accepted from current students wishing to reduce their period of study on a programme they are already registered on (i.e. wishing to move from Level 4 to Level 6). Applications will also not be accepted from students who have just completed level 3 study (i.e. students who have completed our Foundation Course and wish to enter undergraduate study at level 5)**
- 2.4. The LIPA Recognition of Prior and Experiential Learning (RPEL) Group will determine whether credit is to be recognised or awarded in respect of prior learning and whether that credit is mark-bearing. Mark bearing credit will only be approved if it has been awarded as part of a LIPA programme of study. All other credit will be considered for non-mark bearing credit. Credit awarded for learning from outside LIPA is not graded. Only those modules studied and assessed at LIPA can contribute to the final classification/overall grade.
- 2.5. Decisions taken in respect of claims for credit transfer / prior learning are informed by the following criteria:
- The credit must be for learning that is up to date, normally within 5 years of the start of the student beginning study on the programme to which the applicant is applying;
 - The credit must be for learning that is relevant to the 'destination programme' and which can be demonstrated as equivalent to the learning outcomes of the module, group of modules or level that it replaces;
 - The credit involved must match the level and volume of the learning that it replaces;

- The principle of progression in award should underpin the re-use of credit, in which new learning should be at a higher level than any credit gained from prior learning.
- 2.6. Credit transfer/RP(E)L may be used by individuals as:
- A means of gaining entry to programmes part way through the programme, thus shortening the time required to complete a programme of study ('Advanced Standing').
 - Evidence to transfer/gain credits for individual modules, at the point of entry.
- 2.7. Matching prior learning to programmes of study requires an assessment of the degree of match between an individual's learning and either:
- entry criteria and requirements and/or
 - programme and level learning outcomes and/or individual module learning outcomes.
- 2.8. The Academic Framework Regulations outline the maximum amount of credit from prior learning / credit transfer that can count toward LIPA awards:
- **Foundation Certificate:** The Foundation Certificate does not accept RP(E)L applications.
 - **Certificate of HE:** The Cert HE does not accept RP(E)L applications.
 - **Undergraduate:** The maximum amount of credit from prior learning and/or credit transfer that may count toward a target LIPA undergraduate award is 67%. If approved, RPEL is normally awarded to allow direct entry at level 5 (33.33%) or exceptionally at level 6 (67%).
 - **Postgraduate:** Up to 67% of the credit may be contributed by credit transfer/certificated prior learning. Where the learning is uncertificated, no more than 50% of the amount allowed for certificated learning may contribute toward these awards. **Credit for either type of prior learning may not contribute toward the Master's stage of the award.** The maximum amount of postgraduate credit that may be incorporated in a programme of study from prior learning is:

Target Award	Certificated Prior Learning	Uncertificated (Experiential) Prior Learning
Masters (180 credits)	120 credits	60 credits

- Credit totals are **not cumulative** and the totals for certificated learning are the maximum prior learning credit totals available, e.g. Master's students may claim up to 120 credits, not 120 credits plus 60 credits. Credit from prior learning may not be used to replace the credit gained from successfully completing the 60-credit final stage of a Master's programme. Regardless of prior learning achieved elsewhere, all students undertaking postgraduate award programmes at LIPA must undertake new learning within the Master's stage of the target award.

- Any alternative limitation on the amount of credit which may be derived from prior learning and/or credit transfer, must be explicitly stated, and approved, in the documentation for validation. Any alternatives are likely to be exceptional and must be supported by clear evidence of the requirement for alternative credit amounts.

3. Definitions related to Recognition of Prior Learning

Credit transfer	Where credit or (a) qualification(s) has/have been awarded by a UK higher education degree-awarding body in accordance with the relevant framework for higher education qualifications, the FHEQ. (Category 1 in the following section.)
Recognition of prior learning (RPL)	Learning that has been certificated. Prior certificated learning relates to prior learning, such as professional development awards or employment-based awards, which is at higher education level, but which has not led to the award of UK credits or UK qualifications positioned on the relevant higher education qualifications framework. (Category 2 in the following section.)
Recognition of prior experiential learning (RPEL)	Informal uncertificated learning through experience, whether gained through work, voluntary activity or at home. (Category 3 in the following section.)
Recognition of prior (experiential) learning (RP(E)L)	An umbrella term, covering the wide range of an individual's prior learning, whether certificated or uncertificated.
Advanced standing (also referred to as advanced entry)	Admission to a programme at a stage other than the initial stage, on the basis that a student is exempt from part of the programme, owing to equivalent prior learning that can be certified or evidenced.
Specific credit	Given when the outcomes achieved in the certificated or uncertificated learning match the learning outcomes of specific modules in the programme. All outcomes in the given module must have been achieved to at least the level which would be accepted in order to receive a pass by standard methods of delivery and assessment (e.g. 40% for undergraduate).
Learning Outcome	Learning outcomes are specific for a programme or module. They describe what a student should know, understand, or be able to do at the end of that programme or module.

4. **Summary of Process**

- 4.1. **In all RPEL claims, it is the applicant that requests the recognition and presents their case for approval.** Applicants making enquiries about RPEL should be directed to the relevant Programme Leader. All applications will fall under one of the following four categories. Applicants should have access to this RPEL policy and guidance. (See Appendix)

Category 1: Applicant requesting advanced standing on the basis of credit transfer.

- 4.2. Applications for advanced entry to a LIPA programme on the basis of credit transfer are considered by the designated authority (Programme Leaders/Admissions Tutors) and any approval is authorised by the Chair of the RPEL Group as part of the admissions process. Such approval requires formal verification that the relevant learning outcomes have been met via prior learning and that the applicant has provided suitable evidence as part of the application process.
- 4.3. The applicant completes an RPEL claim form. With the guidance of the Programme Leader, the applicant produces a mapping document as evidence for the claim. The mapping document should clearly demonstrate evidence of learning at the appropriate level. (See guidance on mapping in Appendix.)
- 4.4. When assessing endorsement, Programme Leaders should consider the full range of assessment methods so that the most appropriate is utilised for the student to demonstrate their skills and knowledge against the required learning outcomes:
- **Acceptability** – is there any 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? Prior learning will normally be considered 'current' where it has been achieved within the last five years.
- 4.5. Where an audition and/or interview is part of the programme's entry requirements, it is probable this will be part of the Programme Leader's assessment.
- 4.6. Once the claim is endorsed by the Programme Leader, it progresses for approval to the RPEL Group.

Category 2: Applicant requesting advanced standing on the basis of RPL.

- 4.7. Applicants with qualifications that are not recognised by the UK FHEQ will be considered and decisions determined by the RPEL Group. (See category 4 for international qualifications.) Such a claim, as part of the application process, must be based on recent learning with clear equivalence to the learning outcomes of the proposed award. Evidence of general experience and learning at an equivalent level

may be considered appropriate for accelerated entry and pre-requisite knowledge in some key areas may be deemed essential for some programmes.

- 4.8. The applicant completes an RPEL claim form. With the guidance of the Programme Leader, the applicant produces a mapping document as evidence for the claim. The mapping document should clearly demonstrate evidence of learning at the appropriate level. (See guidance on mapping in Appendix.)
- 4.9. When assessing endorsement, Programme Leaders should consider the full range of assessment methods so that the most appropriate is utilised for the student to demonstrate their skills and knowledge against the required learning outcomes:
 - **Acceptability** – is there any 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? Prior learning will normally be considered 'current' where it has been achieved within the last five years.
- 4.10. Where an audition and/or interview is part of the programme's entry requirements, it is probable this will be part of the Programme Leader's assessment.
- 4.11. Once the claim is endorsed by the Programme Leader, it progresses for approval to the RPEL Group.

Category 3: Applicant requesting RPEL (experiential learning).

- 4.12. The applicant completes an RPEL claim form. With the guidance of the Programme Leader, the applicant produces evidence for the claim, be it a portfolio and/or mapping document. The portfolio and mapping document should clearly demonstrate evidence of learning at the appropriate level. (See guidance on the portfolio in Appendix.) The portfolio should consist of material that clearly shows how the student's experience has led to evidenced learning at the appropriate level. It is likely to consist of the following sections:
 - a description of experiences
 - an account of the learning that has resulted from these experiences
 - a list of demonstrable learning outcomes (programme/module proformas, specifications and/or handbooks)
 - evidence of having achieved those outcomes (transcript/certificate/diploma)
 - and details of the claim made
- 4.13. The Programme Leader arranges for the claim to be assessed by an **Academic Assessor**, an academic member of staff from the relevant discipline who has not been directly involved in advising the applicant on the claim. In some claims, more than one Assessor may collaborate in assessing a claim. The Academic Assessor

completes the appropriate sections of the claim form and returns it to the Programme Leader following completion of the moderation process.

- 4.14. Where an audition and/or interview is part of the programme's entry requirements, it is probable this will be part of the Academic Assessor's assessment.
- 4.15. It is a firm principle that Assessors should act independently of the Programme Leader. Staff who help applicants prepare their evidence should not have any part in making academic judgements about that evidence.
- 4.16. For claims of this nature the Programme Leader will also seek endorsement of the programme's **External Examiner**. The claim and recommendations from both Academic Assessor and External Examiner are submitted and presented to the RPEL Group for approval by the Programme Leader.

Category 4: Applicant requesting the award of credit following the successful completion of an international university programme (Non-UK).

- 4.17. The student is assigned to an **International Advisor** (who will be a member of the LIPA International team), who supports the student in developing a claim and associated mapping that demonstrates an equivalence of learning between the achieved study abroad and the proposed equivalent programme at LIPA. The applicant completes an RPEL claim form and produces evidence for the claim, be it a portfolio and/or mapping document. (See guidance on the portfolio in Appendix.) The portfolio and mapping document should clearly demonstrate evidence of learning at the appropriate level. The portfolio should consist of material that clearly shows how the student's experience has led to evidenced learning at the appropriate level. It is likely to consist of the following sections:
 - a description of experiences
 - an account of the learning that has resulted from these experiences
 - a list of demonstrable learning outcomes (programme/module proformas, specifications and/or handbooks)
 - evidence of having achieved those outcomes (transcript/certificate/diploma)
 - and details of the claim made
- 4.18. **A transcript and the full documentation must be presented to LIPA in English through an official translation. It is also possible UKNARIC / ECCTIS certificates are required. For both these processes, there is a cost implication. All costs to this are covered by the student and their prompt co-operation is essential.**
- 4.19. Where an audition and/or interview is part of the programme's entry requirements, it is probable this will be part of the Programme Leader's assessment.
- 4.20. The claim and mapping must be endorsed by the Programme Leader who ascertains that there is parity. The claim is then presented by the Programme Leader to the RPEL Group.

Timescale and Output for all RP(E)L claims.

- 4.21. The assessment of all RP(E)L claims must be completed in time to enrol the applicant on the correct level of the programme concerned, usually by the start of the academic year. The Chair of the RPEL Group is able to take Chair's action if this is required. **All applications must be submitted as early as possible and by 1 August to allow the necessary scrutiny and potential approval prior to the start of term. Incomplete applications may not be considered.**
- 4.22. The Secretary of the RPEL Group will ensure that the Admissions team is informed of all final decisions. Admissions informs the applicant of the outcome and any further enrolment/induction info if applicable. Credit transfer and/or RP(E)L credit must be added onto the student record system.

Appeals against RPEL decisions.

- 4.23. RPEL applicants whose claim for credit is unsuccessful may be permitted one resubmission at the discretion of the Programme Leader.
- 4.24. Applicants who are dissatisfied with the handling of their credit transfer and/or RP(E)L claims should raise their concerns with the relevant Admissions Officer. If the matter is not resolved informally, applicants should be advised to use LIPA's admissions appeals procedure.
- 4.25. Decisions based on academic judgement cannot form the basis of an appeal. Submission of an appeal is only possible once the decision on a claim has been confirmed by the RPEL Group.

5. The Avoidance of Double Counting

- 5.1. In some cases, claims for **uncertificated** learning may, in effect, be for learning which is to be credited through credit transfer or certificated learning. For example, a sound engineering student gaining entry to level 5 may seek additional credit for learning resulting from work-based experience occurring whilst undertaking HNC studies, which has already gained credit. If the learning outcomes for the claim are equivalent to those in the level 4 modules to be credited, then the claim should be denied as this would represent double-counting of the same learning.
- 5.2. RPEL will not be awarded to permit a student to obtain two qualifications at the same level. The principle of progression in award should underpin the re-use of credit, in which new learning should be at a higher level than any credit gained from prior learning.

6. Student Requesting Transfer between Programmes

- 6.1. Students with LIPA credits and awards who transfer onto programmes within LIPA, or progress onto another LIPA award, should have details of their prior study on their student record. These decisions fall under the normal admissions process, and it is not necessary for the student to apply for credit transfer/RPL.

7. Reports to Boards of Examiners

- 7.1. All RP(E)L credit, however awarded, is reported to the Board of Examiners and a summary will be reported annually to the Teaching, Learning and Quality Committee.

8. Role Descriptions

Applicant

- 8.1. **In all RPEL claims, it is the applicant that requests the recognition and presents their case for approval.** Applicants making enquiries about RPEL should be directed to the relevant Programme Leader. Applicants should have access to this RPEL policy and guidance.

Programme Leader

- 8.2. Programme Leaders can provide the applicant with guidance on producing relevant and/or specific evidence for their claim. Programme Leaders recommending approval of a claim for RPEL should be confident that the prior learning involved is comparable to assessment/learning undertaken at LIPA. When assessing endorsement, Programme Leaders should consider the full range of assessment methods so that the most appropriate is utilised for the student to demonstrate their skills and knowledge against the required learning outcomes. It needs to be stressed that the Programme Leader needs to be both willing and able to commit sufficient time in order to give students a realistic opportunity to put together claims for credit for prior learning. They can appoint a nominee instead.

Academic Assessor

- 8.3. An Assessor comes into play when an applicant submits a claim for Recognition of Prior Experiential Learning. The claim is presented to and assessed by an Academic Assessor, an academic member of staff from the relevant discipline who has not been directly involved in advising the applicant on the claim. The Assessors will study the material produced for the claim, will often interview the applicant, and may also require any further evidence they deem necessary. This might include a presentation or performance. The Academic Assessor completes the appropriate documentation and returns it to the Programme Leader following completion of the moderation process. The claim and recommendations from both Academic Assessor and External Examiner are submitted and presented to the RPEL Group for approval by the Programme Leader.
- 8.4. It is a firm principle that Assessors should act independently of the Programme Leader. Staff who help applicants prepare their evidence should not have any part in making academic judgements about that evidence.

International Advisor

- 8.5. A student requesting the award of credit following the successful completion of an international university programme (non-UK) will be assigned to a member of the International team. They will act as an advisor to the claim and verify there is parity between the study undertaken abroad and the proposed equivalent programme at LIPA. The onus is on the applicant to produce any and all evidence required to support their claim. An international claim cannot progress without endorsement from the International Advisor.

9. Governance

- 9.1. The RPEL Group is a sub-group of the Teaching, Learning and Quality Committee. The panel will meet as required. It will report to Teaching, Learning and Quality Committee on claims received and credit transferred or awarded. Credit transfer and the award of credit from prior learning are also reported to the Board of Examiners.

Membership

- 9.2. Membership of the RPEL Group is:
- Director of Students or nominee (Chair)
 - Directors of School
 - Quality Manager or nominee
 - Admissions Team Representative
 - Programme Leaders from each relevant programme
 - A representative member of teaching staff from each relevant programme
 - Quality Officer (Secretary)
 - Other members co-opted as required i.e. International team

Quoracy

- 9.3. The meeting will be deemed quorate when attended by:
- Chair or nominee
 - Secretary or nominee
 - Admissions Team representative
 - Programme Leaders from relevant programme

Terms of Reference

- 9.4. The terms of reference of the RPEL Group are as follows:
- To approve credit transfer and advanced standing.

- To consider and decide on claims for the recognition of prior certificated learning from individual students, where it is not possible to transfer credit.
 - To consider and decide on claims for the recognition of prior experiential learning from individual students.
 - Report to the Teaching, Learning and Quality Committee annually, with a synopsis of claims received and credit transferred or awarded and to identify any policy issues arising.
 - To provide Boards of Examiners with details of credits transferred or awarded via RP(E)L.
 - To develop updates and amendments to LIPA policies and processes related to RP(E)L when required.
- 9.5. Exceptionally, claims for credit for prior learning may be approved 'on Chair's action' by the Chair and one other member of the RPEL Group. All such exceptional approvals must be listed specifically in the report to Teaching, Learning and Quality Committee.

Appendix

1. Things to consider before applying for RPEL

The idea of being exempt from part of your course may be tempting but RPEL may not be right for everyone.

Advantages of RPEL:

- You could join a course based on your experience instead of the necessary formal entry requirements.
- You could finish your course earlier.
- If you were exempt from part of a year, you would have more time to focus on the rest of your modules.
- You won't need to attend sessions or submit assessments for those modules that you are exempt from.

Potential drawbacks from RPEL:

- You may not have as much time/contact with your peers, so you won't have the same opportunities to offer/access support or broaden your circle of peers and access their experience and knowledge.
- You may miss out on opportunities to gain valuable additional knowledge/skills.
- Joining a course part-way through means you will need to hit the ground running, with little opportunity for you to refresh your skills and knowledge or adjust to the demands of academic study. If you are new to studying this will be particularly challenging, especially if you join your course at a higher level, such as the final year.

2. Guidance for Applicants in putting together a claim

Applicants who believe they possess learning of an appropriate level are invited to present a claim detailing that learning and supporting it with evidence. This is the purpose of the RPEL form. It is always learning that is being assessed rather than experience. (It is the claimant's knowledge, capacity for reflection, understanding and skills which are assessed for credit, not the experience in itself.) The onus is on the applicant to demonstrate that learning. An applicant must be able to demonstrate that they have achieved the outcomes to the same pass criteria as others who have taken the module by more conventional means. (e.g. to a pass level of 40% for undergraduate level).

In submitting the claim, the applicant declares the contents of the application to be accurate, therefore, if any of the details provided prove to be false LIPA has the right to ask you to complete any necessary additional modules in order to satisfy the award requirements, or in exceptional cases, to withdraw your application.

Gather any evidence you have that will support your application, here are some examples:

- Original certificates and transcripts
- Multi-media sources
- Recordings of practical demonstrations/ performances, etc.
- Art and design pieces
- Webpages/ websites
- Technical schematics/ drawings/ programmes/ products
- Written reports/ spreadsheets/ databases/ presentations, etc
- Updated CV
- Job specifications
- Witness testimonies/ statements from employers

3. Mapping for Credit Transfer and RPL

For this you will need the documents from your previous course and the mapping document which will list the modules on your course and the relevant learning outcomes of those modules. (Please contact your training provider/university for copies if you don't have this information.) Now you need to do a cross-checking exercise between the documents; starting with the first LIPA learning outcome, search through your previous course documents until you locate where you have already covered that learning outcome and enter the details in the relevant box on the application form. Repeat this for each of the learning outcomes. In some cases, you might have studied a unit or module that is relatively identical to one of the LIPA modules, and has the same outcomes, which will make the mapping easier but you may need to look at a number of units/modules you studied previously in order to cover all the outcomes for one of the LIPA modules.

4. Claims for recognition of experiential learning

These claims have no prescribed format or length for a claim, generally it should be kept as brief as possible. Sometimes the student will need to engage in substantial fresh writing; more often a brief statement to explain the context of the evidence submitted will suffice. The most commonly used format is that of the portfolio. The portfolio is likely to consist of a collection of clearly progressing sections which demonstrate the logical connection between experience and demonstrable learning. The claim for credit within the portfolio would be based on evidenced achievement of the relevant learning outcomes.

A typical portfolio can have the following sections:

- Introduction - Setting the context of the claim in the overall academic and career plans of the student;
- Experience - Usually an expansion on a CV or other significant life events;

- Learning Account - Reflections on what has been learned from the experience;
- Learning Outcomes - Clear statements of demonstrable behavioural change and/or performance resulting from the learning;
- Evidence - Evidence needs to be presented for the achievement of each learning outcome;
- A Claim - It is not wise to ask for more than is realistic in order to initiate negotiations with an Assessor.

5. Mapping for recognition of experiential learning

If your application is to be exempt from a part of a course, whether it be a module or whole levels, you need to show us how and when you have achieved the requirements of those parts of the course. You can do this by mapping your previous experience/qualifications to learning outcomes.

This mapping is essential in showing the university that you are prepared with the necessary skills and knowledge to succeed on a course and/or that you have already met some of the course requirements. It would not be fair to you or other students if we accepted you onto a course when you're not ready. Likewise, it would be unfair to you and other students to give you an award when you have not evidenced that you have met all of the course requirements; those students who studied the course in full had to submit and pass a number of formal assessments to show that they had met the course requirements so the university, through the RPL process, has to assess your previous learning too.

Unlike credit transfer and RPL applications, you will need to draw on your personal and professional experience to complete the mapping exercise. Taking the learning-outcome-by-learning-outcome approach, outlined above, explain how your experience has already covered these learning requirements. As a starting point you may wish to create mind-maps or bullet-points to help link elements of your previous learning to the learning outcomes.

Questions to ask yourself when preparing to do your mapping:

- What did you learn from your previous experience?
- What skills/ learning can you demonstrate competency in following this activity?
- What issues in this activity can you relate to the learning outcomes?
- What did you do and why?
- Why did something happen? Could you have approached the activity differently?

You could also consider:

- How much do you know of the subject? Are you involved in the subject regularly or rarely?
- Is your knowledge a basic understanding or at an advanced level? Can you describe and summarise relevant theories, ideas and techniques or analyse and challenge them using a range of other perspectives as evidence? Are you aware of your knowledge/skill limitations?
- How much of your knowledge and skills were developed by someone providing guidance and information to you and how much was developed by you undertaking tasks independently, on your own initiative?
- How have you used your knowledge and skills, for example, what situation have you applied what you have learned to? Did these scenarios need you to solve complex or basic problems, on your own or with others?
- What transferable skills and qualities do you have, i.e. abilities that can be applied in different places and situations, e.g. time management, IT skills, communication skills, etc?

How could you show that you are ready to study at the appropriate level? (Students joining the start of a course will be taking study skills modules to help them to develop study skills; if you are joining a course, for example, in year 2 or 3, you will not have the same opportunity, but you will still be expected to be able to study at a higher level.)

6. What the Programme Leader and RPEL Group look for in a claim

When assessing endorsement, Programme Leaders/Assessors should consider the full range of assessment methods so that the most appropriate is utilised for the student to demonstrate their skills and knowledge against the required learning outcomes:

- **Acceptability** – is there any 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? Has the learning reached an acceptable academic level?
- **Authenticity** – is the evidence clearly related to the applicants' own efforts and achievements?
- **Currency** – does the evidence relate to current learning? Prior learning will normally be considered 'current' where it has been achieved within the last five years. Has the applicant kept up to date with recent developments? The applicant must be able to demonstrate that the acquired learning is up to date and has current applicability.

Where an audition and/or interview is part of the programme's entry requirements, it is probable this will be part of the Programme Leader's assessment.

Where the RPEL Group and/or a Programme Leader is unable to approve/endorse a claim, it is important that they are supportive to applicants who have taken the risk of presenting

a portion of their life's work for assessment. The claim may be based on an important part of the applicant's experience and consideration should be given to an appropriate worded response where a claim cannot be substantiated.

7. Questions that programme teams address when assessing a claim

- What skills/competencies are required at each level of a programme in order to ensure satisfactory progression?
- What forms of learning, teaching and assessment are encountered at each level of a programme?
- Which areas of the curriculum/modules are strictly necessary at each level in order to ensure satisfactory progression either to core or to optional modules at subsequent levels?
- Which areas of curriculum study are compulsory?
- What forms of work or other experiential learning, such as unpaid or voluntary work, might be deemed equivalent to compulsory study in a programme?
- What are the learning outcomes at each programme level and how can experiential learning relate to these?

8. How do I put my application together?

Category 1: Applicant requesting advanced standing on the basis of credit transfer	Category 2: Applicant requesting advanced standing on the basis of RPL	Category 3: Applicant requesting RPEL (experiential learning)	Category 4: Applicant requesting the award of credit following the successful completion of an international university programme (Non- UK)
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Once the claim is endorsed by the Programme Leader, it progresses for	Once the claim is endorsed by the Programme Leader, it progresses for	The programme leader arranges for the claim to be assessed by an	The claim and mapping must be endorsed by the Programme Leader

approval to the RPEL Group.	approval to the RPEL Group.	Academic Assessor, an academic member of staff from the relevant discipline who has not been directly involved in advising the applicant on the claim. The Academic Assessor completes the appropriate sections of the claim form and returns it to the Programme Leader following completion of the moderation process.	who ascertains that there is parity. The claim is then presented by the Programme Leader to the RPEL Group.
		For claims of this nature the Programme Leader will also seek endorsement of the programme's External Examiner. The claim and recommendations from both Academic Assessor and External Examiner are submitted and presented to the RPEL Group for approval by the Programme Leader.	
Claim progresses to RPEL Group for approval. The assessment of all RP(E)L claims must be completed in time to enrol the applicant on the correct level of the programme concerned, usually by the start of the academic year. The Chair of the RPEL Group is able to take Chair's action if this is required. The Secretary of the RPEL Group will ensure that the Admissions team is informed of all final decisions. Admissions informs the applicant of the outcome and any further enrolment/induction info if applicable. Credit transfer and/or RP(E)L credit must be added onto the student record system.			

RPEL applicants whose claim for credit is unsuccessful may be permitted one resubmission at the discretion of the Programme Leader.