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Staff member responsible for update	Katie Jack

Amendment History

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2022.1	Updated policy; aligned with RP(E)L application form; clarification of credit limits, time limits, and roles	12/06/2026	Policy Working Group

Recognition of Prior and Experiential Learning (RP(E)L) Policy

1. Introduction

1.1 Christ the Redeemer College recognises that learning is a continuous process and that students should receive recognition of achievement from learning activities that they have already undertaken, both through achieving formal qualifications and through experience. The College is committed to ensuring that the processes adopted for assessing students' prior learning are fair and transparent.

1.2 Recognition of Prior and Experiential Learning (RP(E)L) is understood as a method of assessment that considers whether a learner can demonstrate that they meet the assessment requirements for a unit, through knowledge, understanding and skills they already possess and do not need to develop through a course of learning.

1.3 The application of RP(E)L at the College is aligned with the expectations of the Office for Students (OfS), including requirements relating to fair admissions, transparency of information, and the maintenance of academic standards. Decisions relating to RP(E)L are made on the basis of academic judgement and are supported by clearly defined criteria and appropriate oversight.

1.4 An important principle underpinning RP(E)L is that students should not need to repeat learning where there is valid and reliable evidence to show that learning outcomes in a given unit or qualification have been met at the standards stated by the assessment criteria.

1.5 The College recognises the distinction between Recognition of Prior and Experiential Learning, credit transfer, and exemption. These terms are related but not interchangeable.

1.6 The College recognises the following forms of prior learning:

- Accreditation of Prior Certificated Learning (APCL) refers to prior learning that has been formally assessed and certificated at an appropriate level.
- Accreditation of Prior Experiential Learning (APEL) refers to prior learning gained through experience, which has been assessed and demonstrated to meet the required academic standards.

2. Entry Criteria

2.1 It should be noted that the entry criteria for a given qualification are specified within the programme or qualification documentation.

2.2 Entry requirements must be met regardless of whether Recognition of Prior and Experiential Learning (RP(E)L), credit transfer, or exemption is being considered. Entry criteria support the academic judgement of the College in determining whether an applicant should undertake a particular programme of study.

2.3 It is a matter of academic judgement whether prior qualifications and/or experience meet the requirements for entry to a programme and whether the applicant will be able to achieve the remaining learning outcomes and required academic standard for the award.

3. Application of Recognition of Prior and Experiential Learning (RP(E)L)

3.1 As part of their learning journey, students may have attained prior learning in a variety of ways, including:

- Through employment.
- In relevant voluntary work or leisure activities.
- In previous education or training, such as adult education courses or in-company training.
- From independent or previous study in a college or university (where formal credit and/or a qualification was not obtained).
- From other commitments or activities, such as a care situation or involvement in a family business.

3.2 Where such learning has been attained, the use of Recognition of Prior and Experiential Learning (RP(E)L) may be considered for the award of credit or

exemption from part of a programme, provided that the standards and assessment requirements of the relevant unit or qualification have been met.

3.3 Evidence submitted in support of a RP(E)L claim must be:

- Authentic
- Reliable
- Current
- Valid
- Sufficient

3.4 It is the responsibility of the applicant or student to provide evidence in support of their RP(E)L claim.

3.5 The College will provide appropriate information, advice and guidance to support applicants and students in making a RP(E)L application.

3.6 RP(E)L will not normally be applied in circumstances where:

- The requirements of the qualification or programme do not permit it.
- The learning to be demonstrated requires direct observation or assessment.
- Externally assessed units do not allow for exemption.

4. Assessment of Recognition of Prior and Experiential Learning (RP(E)L)

4.1 Requests for Recognition of Prior and Experiential Learning (RP(E)L) are normally made as part of the application process.

4.2 Applicants or students seeking RP(E)L may be required to engage with an advisor or appropriate member of staff to discuss the nature of the claim and the evidence required.

4.3 Applicants are expected to identify relevant prior learning and provide supporting evidence demonstrating achievement of the required learning outcomes and assessment criteria.

4.4 The College will make available information on the relevant learning outcomes and assessment criteria to support the preparation of an RP(E)L claim.

4.5 Applicants are required to provide appropriate documentation in support of their claim. This will normally be submitted through the College's Recognition of Prior and Experiential Learning (RP(E)L) application form, together with

supporting evidence. Documentation may include a curriculum vitae, a portfolio of evidence, or other relevant materials demonstrating prior learning and experience, appropriately mapped to the learning outcomes of the programme.

4.6 Once an application for RP(E)L has been submitted, it will be assessed by appropriately qualified academic staff with relevant subject expertise. Those involved in supporting the application will not normally be involved in the final assessment decision.

4.7 RP(E)L claims are assessed against programme learning outcomes, assessment criteria, and academic standards to determine whether credit or exemption may be awarded.

5. Assessing the Evidence

5.1 The College will examine the evidence provided in support of a Recognition of Prior and Experiential Learning (RP(E)L) claim to ensure that it is complete and relevant to the learning outcomes and assessment criteria of the unit(s) or programme for which recognition is sought.

5.2 In assessing the evidence, the College will ensure that it is:

- Valid, in that it is relevant to the required standards.
- Sufficient, in that it demonstrates appropriate breadth and depth of achievement.
- Authentic, in that it represents the work of the applicant.
- Current, in that it reflects recent and relevant learning.

5.3 The standard required of an applicant seeking recognition through RP(E)L is the same as that required of a student undertaking the programme through the standard route of study. Where the evidence provided is not sufficient, the College may require additional evidence or assessment.

5.4 Evidence submitted in support of RP(E)L claims may demonstrate achievement of multiple learning outcomes. Where this is the case, the evidence should be clearly mapped to the relevant learning outcomes and assessment criteria.

5.5 Where appropriate, the College may use additional methods of assessment to confirm prior learning. This may include oral assessment, written

work, or demonstration of relevant skills, in order to ensure that the required standards have been met.

5.6 Where sufficient evidence cannot be provided; the applicant may be required to undertake additional assessment or complete further learning in order to meet the requirements of the programme.

5.7 The College will maintain appropriate records of RP(E)L decisions and the evidence on which they are based. Such records will be subject to the College's quality assurance and standardisation processes.

6. Indicative Credit Limits for RP(E)L

6.1. For guidance, the following limits normally apply:

Undergraduate programmes (Levels 4–6):

6.2 Recognition of Prior and Experiential Learning (RP(E)L) may normally be granted for up to 240 credits of a 360-credit degree, subject to programme and awarding body requirements. RP(E)L will not normally be granted for the final year (Level 6) of a programme. At least 120 credits must normally be undertaken at Christ the Redeemer College in order to be eligible for the award.

Postgraduate programmes (Level 7):

6.3 Recognition of Prior and Experiential Learning (RP(E)L) may normally be granted for up to 90 credits of a Master's degree, subject to programme and awarding body requirements.

Time limits:

6.4 Recognition of Prior and Experiential Learning (RP(E)L) will normally apply to prior learning achieved within the five years preceding the intended start date of the programme. In exceptional circumstances, prior learning achieved up to a maximum of 10 years prior to the intended start date may be considered, where the applicant can provide evidence demonstrating that their knowledge and skills remain current and relevant. This may include evidence of continued professional practice, training, or other forms of updating.

6.5 The College reserves the right to determine whether advanced standing can be awarded and at which level an applicant may enter a programme.

6.6 Recognition will not be granted where this would result in duplication of credit or compromise the academic integrity of the award.

7. Credit Transfer

7.1 Credit transfer refers to the recognition of previously awarded academic credit, enabling such credit to be recognised, quantified and applied towards the requirements of a programme of study at the College.

7.2 Credit represents the achievement of learning outcomes at a specified level and is used to recognise and measure learning wherever and however it has been achieved.

7.3 Credit transfer supports flexible learning and progression by enabling students to build upon prior certificated achievement and avoid unnecessary repetition of learning.

7.4 The College will determine, through academic judgement, whether prior credit may be recognised and applied to a programme of study, taking into account the relevance, level, volume and content of the prior learning, and its alignment with programme requirements.

7.5 Documentary evidence must be provided to verify prior achievement and the credits obtained. The evidence must be sufficient to confirm:

- The level of the units or qualification.
- The credit value and titles of the units or qualification.
- The date on which the units or qualification were achieved.
- The content, aims, and standards of the units or qualification, to enable mapping against the receiving programme.
- That the credits meet the rules of combination for the programme.

7.6 Academic judgement will be applied by appropriately qualified academic staff to determine whether sufficient prior credit has been achieved to justify the award of credit or exemption. Decisions will be based on the evidence provided and its alignment with programme requirements and academic standards.

7.7 Oversight of credit transfer decisions will be maintained through the College's Academic and Registry functions to ensure that decisions are applied consistently, recorded appropriately, and aligned with regulatory and awarding body requirements.

8. Exemptions

8.1 Exemption may be considered where prior learning has been achieved and can be demonstrated as equivalent to the learning outcomes and standards of part of a programme, including where such achievement has been certificated outside the Regulated Qualifications Framework (RQF), for example through study undertaken at another higher education provider.

8.2 In order for exemption to be applied, the College will need to confirm that the proposed exemption is permissible within the requirements of the relevant programme and, where applicable, the requirements of any relevant awarding organisation.

8.3 Applicants or students seeking exemption on the basis of prior learning or study will be required to provide evidence, such as transcripts or certificates, which verifies prior achievement. The evidence must be sufficient to enable the following to be confirmed:

- The level of the units or qualification obtained.
- The titles of the units or qualification and the grades achieved.
- The aims, content and academic standards of the qualification obtained, particularly as they relate to the units or programme for which exemption is sought.
- The date on which the qualification was awarded.

8.4 Academic judgement will be applied by appropriately qualified academic staff to determine whether the prior learning is comparable in terms of level, content and standard, and whether exemption is appropriate.

8.5 Oversight of exemption decisions will be maintained through the College's academic and Registry functions to ensure consistency, appropriate recording, and alignment with academic regulations and regulatory expectations.

8.6 Where appropriate, decisions relating to exemption may be subject to confirmation by the relevant awarding organisation in accordance with its requirements.

8.7 Where appropriate, decisions relating to credit transfer may be subject to confirmation by the relevant awarding organisation in accordance with its regulations.

9. Appeals

9.1 Applicants or students who wish to challenge a decision relating to Recognition of Prior and Experiential Learning (RP(E)L) may do so in accordance with the College's Admissions Appeals Policy and Procedures.

9.2 Appeals will normally be considered on procedural grounds only, where it is alleged that the RP(E)L process was not conducted fairly, consistently, or in accordance with the College's policies. Appeals will not normally be considered on the basis of academic judgement.

10. Operational Framework and Responsibilities

10.1 The Recognition of Prior and Experiential Learning (RP(E)L) process at Christ the Redeemer College is delivered through a coordinated institutional approach involving Admissions, Academic, and Registry functions to ensure consistency, transparency, and alignment with academic standards.

10.2 The Admissions function is responsible for identifying potential RP(E)L applicants at the point of enquiry or application and for ensuring that applicants are informed about the availability of RP(E)L and the relevant process. Applicants are signposted to appropriate information and supported in understanding the evidence required to support a claim.

10.3 Appropriately qualified academic staff are responsible for the assessment of RP(E)L applications. This includes evaluating evidence against programme learning outcomes and assessment criteria to ensure that the required academic standards are met. Academic judgement is applied consistently and in accordance with the College's academic regulations.

10.4 The Registry function is responsible for ensuring that RP(E)L decisions are formally recorded, maintained within student records, and aligned with

regulatory and awarding body requirements. Registry oversight ensures that decisions are auditable and that appropriate documentation is retained

10.5 Responsibility for generating and presenting evidence rests with the applicant or student, supported by appropriate information, advice and guidance from the College.

11. Monitoring and Review

11.1 The College will monitor the application of Recognition of Prior and Experiential Learning (RP(E)L) to ensure that it is applied consistently, fairly, and in accordance with academic standards and regulatory expectations.

11.2 The effectiveness of this Policy will be kept under review through the College's quality assurance processes. This will include periodic evaluation of RP(E)L decisions, outcomes, and practices to ensure alignment with institutional requirements and external regulatory frameworks.

11.3 Responsibility for monitoring the operation of this Policy rests with the Academic and Registry functions, with oversight provided through the College's academic governance arrangements.

11.4 The Policy will be subject to formal review at approved intervals, or earlier where required to reflect changes in regulatory requirements, sector guidance, or institutional practice including, where appropriate, reporting through Academic Board or relevant committee structures.