

Part 2: Admissions Regulations

Section 4: Recognition of Prior Learning (RPL) regulations

The Recognition of Prior Learning (RPL) is defined as the assessment of previously acquired learning (whether certificated or experiential learning) within the context of the course on which the student is currently enrolled. The term RPL is used as a generic acronym to cover the accreditation of both experiential and certificated prior learning.

General credit and specific credit

- 4.1 The term **general** credit applies to the totality of credit which a student might have as a result of prior learning, and which may have been awarded by another institution.
- 4.2 Specific credit is awarded for learning which matches the learning outcomes of particular module(s). In addition to being awarded credit the student will be exempt from that module: **exemption** signifies that the student is considered to have completed the module for the purposes of pre-and/or co-requisite and/or core module requirements.

Note: The amount of general credit achieved or recognised elsewhere may not all be awarded as **specific** credit towards a particular award within this University. For example 120 credits awarded at a previous institution is general credit, however the University of Westminster may only award e.g. 20 specific credits when the learning is mapped against the specific course.

General RPL regulations

- 4.3 Students may be awarded credit for prior certificated learning (RPCL) or prior experiential learning (RPEL) at Credit Level 3, 4, 5, 6 or 7 if they meet the criteria set out in Table 1 below and with the detailed regulations and procedures set out in Section 4 of the Academic regulations: RPL Regulations. RPL credit can only be awarded for whole modules, not for part of a module.

Table 1: *Recognised credit for RPCL or RPEL*

Award	Maximum Number of RPCL or RPEL credits which may count towards the requirements of the award	Minimum number of credits to be achieved at the University of Westminster
Foundation Certificate	60 credits	60 credits at L3 or above
CertHE	60 credits	60 credits at L4 or above
DipHE	160 credits	80 credits, including at least 60 credits at L5 or L6
Non-honours Degree	200 credits	100 credits, including at least 80 credits at L5 and/or L6
Honours Degree	240 credits	60 credits at L6 and 60 credits at L5 or L6
Integrated Masters	240 credits	120 credits at L7, 60 credits at L6, and 60 credits at L5 or L6
Foundation Degree	120 credits	120 credits, including at least 60 credits at L5 or above
Postgraduate Certificate	30 credits	30 credits at credit level 7
Postgraduate Diploma	60 credits	60 credits at credit level 7

Master's Degree	90 credits	90 credits at credit level 7
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- 4.3 In all cases the credit awarded for prior learning must constitute a coherent programme of study when considered together with the credit gained for modules studied within the University scheme.
- 4.4 The University does not guarantee the award of any credit to any student who makes a claim. Nor does the University guarantee that any credit awarded will find acceptance in any other course or institution.
- 4.5 The level of the credit awarded is determined by the level of the previous study and not for the achievement of marks above the threshold.
- 4.6 In order to justify the award of credit, the learning must be an appropriate level of study for the award.
- 4.7 The award of credit will depend on the currency and relevance of prior learning as assessed by the Academic Assessor and approved by the relevant College or University Board.
- 4.8 Credit for prior learning must relate to named modules. If credit is awarded for a particular module, the student will, in addition to gaining credit, be exempt from that module. This means that the University treats the student as having completed the module for the purposes of pre-and/or co-requisite requirements.
- 4.9 The course-specific regulations will state the processes by which academic credit for prior learning will be awarded.
- 4.10 A student may not claim credit for prior learning in respect of a module, which they have attempted and failed.
- 4.11 A Professional or Accrediting Body may determine regulations governing an award which restrict the amount of RPCL, RPEL, or both, which can be awarded towards accredited programmes. Where the maximum credit permitted is less than that allowed under the University of Westminster regulations the Professional Body restrictions will override the University regulations.

Note: It is vital that Professional or Awarding Body regulations are checked prior to validation, agreed through validation and incorporated into the course handbook.

- 4.12 Students may choose not to use any credit, which they have been awarded.

Note: Credit cannot be awarded until the appropriate course fees have been paid. There is no additional charge for the processes of accreditation of prior learning, whether certificated or experiential, unless the RPEL process is delivered through specific modules for which a module fee is charged.

Validation

- 4.13 Named awards must specify within their regulations the nature of the processes adopted for the award of credit for prior learning. These processes will be considered within the validation/review process and must follow University guidelines, and specify the Admissions process, the RPL Assessment Board and/or named Assessment Board, to which recommendations on credit awarded by RPL are submitted.

Appeals

- 4.14 An appeal may only be submitted if the student believes there has been material irregularity in the processing of their application. All such academic appeals must be made in writing to the Deputy Registrar (Quality and Standards) with 10 working days of the notification to the student on the decision on the award of RPL credit.

RPCL (Recognition of Prior Certified Learning)

- 4.15 The Recognition of Prior Certificated Learning (RPCL) is defined as the process by which appropriate certificated learning from another institution is accredited towards a University of Westminster award. The prior certification should be provided by a recognised academic institution as a result of a rigorously assessed learning experience. Credit for learning, which has been gained from an uncertificated course (or where the certificate is in respect of attendance only), should be claimed through the RPEL route.
- 4.16 Recognition of Prior Certificated Learning is defined as certified learning that has taken place prior to entry on to the course of study. Modules taken outside of the course during the student's registration at the University would not normally be permitted as a basis for an RPCL claim as they would not fit the definition of being **prior** certificated learning.
- 4.17 Students may gain credit from courses which they have previously taken at what is deemed to be HE level. This may be a course which they have completed which has given them an intermediate award (e.g. a Dip HE), an award they have completed (e.g. HND), or alternatively, any part of a course which they have successfully passed, if they did not complete the award for which they were registered.
- 4.18 At the time of awarding credit for RPCL, a decision must be made as to whether the marks or grades, in their original or an amended form, will be included on a student's record and so count towards the final award. This would only apply to Levels 5 and 6 of an undergraduate degree or Level 7 and in accordance with the regulations as stated in Section 17 Undergraduate Framework or Section 18 Postgraduate Framework 'Transfer of Credits'.
- Note: Normally these marks would only be transferred where the student has studied in a system where a similar process of marking is used, with a rigorous quality assurance process (e.g. another UK University).
- 4.19 Credit towards an honours degree would normally only be awarded in respect of a sub-degree award or qualification which the student has obtained, or for a sum of credits that has not led to an award. Once an honours degree has been awarded it cannot provide credit towards another honours degree.
- 4.20 Credit towards a Master's degree would normally only be awarded in respect of an intermediate award or qualification already obtained, or a sum of credits that has not led to an award.
- Note: If a student already has a Master's degree, any use of credit from this towards another Master's degree is considered double counting of credit. A student may "top up" credit from a Postgraduate Certificate or Diploma to a Master's, but cannot use learning, which has already contributed to one Master's degree towards another Master's degree.
- 4.21 Credits may not normally be used to count towards a second qualification which is both at the same level and in a similar subject to the first e.g. a student who has been awarded a BA Honours in History would not be able to count credits at levels 5 and 6 from this programme towards a second BA Honours in History and Politics.
- 4.22 Credit Transfer of credits to count towards a second qualification at a higher level may be allowed, as long as this does not exceed the maximum number of credits allowed by RPL For example a PG Certificate awarded previously by the University of Westminster or another UK awarding body may, if approved by the School, be counted towards a Master's degree award.
- 4.23 Credit Transfer following the completion of a short course or as a module buyer with the University of Westminster may be considered for RPCL towards an undergraduate or postgraduate course. Where such credit is awarded the regulations concerning maximum period of enrolment and assessment as published in Section 17 Undergraduate Framework

and Section 18 Postgraduate Framework will apply. In addition, students must also meet the entry requirements for the course on to which they are applying for credit.

RPCL Procedures for enrolled students

- 4.24 The student must provide information on their certificated learning on an RPCL application form located at [Recognition of Prior Learning | University of Westminster, London](#). In all cases documentary proof that the qualification, in whole or in part, has been obtained must be provided. It is the student's responsibility to provide this documentation.
- 4.25 The information which must be included in an application is:
- a) the title of the award/qualification previously studied by the student and the name of the institution where the certificated learning was undertaken;
 - b) the dates and duration of the study;
 - c) details about syllabuses, assessment and which components of the award were successfully completed;
 - d) details of the credit awarded and the credit framework used by the awarding institution.
- 4.26 The Course Leader is responsible for recommending the award of RPCL credit and must advise the student formally that such recommendations are subject to ratification by the Progression and Award Board.

RPCL Procedures for advanced entry applicants to undergraduate courses

- 4.27 The award of credit for certificated learning will, in the case of advanced entry (normally entry to level 5 or 6), be considered by the appropriate Admission Tutor, and appropriate Admissions Officer.
- 4.28 Where RPCL is being considered for credit for a whole year (or two whole years') of study, the student's prior learning should be mapped against the learning outcomes of that year(s) and the learning required to progress to the next year of study. The cross mapping of individual elements of prior learning to individual modules is not considered necessary unless this is essential to the programme for which credit is claimed.
- Note: When recommending entry to level 5 or 6 the Admissions Tutor should complete the appropriate checklist available from the Admissions Office.
- 4.29 Where an applicant is made an offer of an advanced entry place on a course on the basis of a prior certificated learning, they should complete the [RPCL form¹](#) and submit it to the Senior Admissions Adviser (Operations) with evidence of their prior certificated learning. The credit will be considered on the basis of evidence presented and, where the evidence supports the advanced entry of the applicant on to the degree course, the offer of a place on that course will be confirmed as well as unconditional. Once the student has fully enrolled on the course, the award of RPCL credit must be reported to, and ratified by, the appropriate Progression and Award Board.

RPEL (Recognition of Experiential Prior Learning)

- 4.30 The Recognition of Prior Experiential Learning (RPEL) is defined as the process by which appropriate experiential learning is assessed and accredited. Experiential learning can be described as the knowledge and skills acquired through life experience, work experience and study, which are not formally attested through any educational or professional certification. It

¹ [Recognition of Prior Learning | University of Westminster, London](#)

may also include instruction-based learning, provided by any institution, which has not been examined in any of the public examination systems.

- 4.31 It is important that your knowledge and skills are up to date and over time academic programmes develop and change. Normally the University require that prior learning has been achieved within the last five years, however if your prior learning is older than this and you have remained up to date in your subject area you may still be able to make a claim.
- 4.32 Credit for experiential learning may be gained from a variety of sources e.g. within the workplace, from training courses, which the individual has completed but which are not certificated, through experience in voluntary work, or by individual study. The source therefore is not important as long as the learning can be demonstrated to be at an appropriate level and in a relevant subject area. Credit once awarded is not distinguished by its source.
- 4.33 Claims of experiential learning may be considered for learning that has taken place since the student commenced the course at the University of Westminster. This learning will normally be work based learning. Any claim should be made prior to the start of the module for which the claim of credit is made.
- 4.34 RPEL credit awarded at any level is not given a mark and therefore will not be included in the calculation of the classification of the final award.
- Note: The calculation of the classification will be based on the formally assessed modules the student has taken in the University, although the prior credits will be counted towards the total number of credits required for the named award.
- 4.35 Where the evidence relating to the claim is in a language other than English, the academic assessing the claim must possess sufficient competence in the language in question. If this is not the case then you may be requested to provide a translation into English of any evidence submitted in support of your claim.
- 4.36 As with any academic work, any work submitted in support of an RPEL submission that is found to contain elements of plagiarised work will be discounted. Where plagiarism is suspected in a submission from an existing student the case will be referred for investigation under Section 10 Academic Misconduct.
- 4.37 Where Colleges or course schemes provide an RPEL module, the module should provide the opportunity for the student to achieve credits at the designated credit level of the module, as long as the assessment criteria have been met. Students must demonstrate in assessment that there has been an adequate reflection on experience, that learning has been identified and articulated, that suitable evidence has been gathered and that an appropriate presentation has been made. The award of credits for successful completion of an RPEL module does not guarantee that any credit will be awarded for the subsequent RPEL claim, but such credit may be awarded if the student has demonstrated relevant learning at the appropriate level.

RPEL Procedures

- 4.38 Colleges are responsible for considering and assessing all claims for RPEL and for determining the form of evidence required in support of claims.
- 4.39 For RPEL claims, there must be a formal assessment of the student's evidence by the appointed assessors. Applications should be submitted to Academic Standards for which exemption is being sought in the form of a portfolio consisting of:
- a written request stating the module(s) for which the student is seeking RPEL credits;
 - documentary evidence of the prior learning; and
 - a reflective analysis of how this experience/learning demonstrates successful achievement of the learning outcomes of the module(s) for which credit is sought.

- 4.40 Documented evidence may include and/or be drawn from:
- i. Published articles and manuscripts
 - ii. Video/audio tapes/computer discs/electronic files, with commentary and analysis related to achievement of learning outcomes
 - iii. Analytical and evaluative description of practice
 - iv. Artefacts
 - v. Statements from supervisors or managers in relation to aspects of practice
 - vi. References from colleagues, employees, voluntary organisations, professional bodies

This is not an exhaustive list and students should determine what evidence is appropriate to support their application.

- 4.41 In some cases, the student may also be invited to complete the summative assessments normally associated with the University of Westminster module(s) in order to demonstrate achievement of the learning outcomes, or an alternative assessment or assessments may be set.
- 4.42 Students should be able to seek guidance from the College prior to completion of their RPEL application. The nominated Admissions Tutors in Colleges should act as a central contact for all RPEL requests. Students should be able to discuss with the Admissions Tutor the type of evidence that may be required and the likely timetable of the process. Appropriate reference to applications for RPEL should be included in Colleges' admissions material.
- 4.43 The Admissions Tutor should discuss the RPEL application form with the student and:
- Clarify what learning outcomes the student is seeking credit for
 - Discuss with the student how experiential learning might most appropriately be evidenced
 - Advise the student on how and when to submit the necessary portfolio of evidence
 - Consult with the Module Leader and other colleagues as necessary on the appropriate method(s) to be used to assess the applicant's experiential learning and the evidence submitted.
- 4.44 The completed RPEL claim and evidence should be sent to the Academic Standards Manager, who is responsible for ensuring that the claim is assessed in accordance with the procedures outlined below.
- 4.45 The Module Leader is responsible for reviewing the application and determining either that the student has demonstrated that they have met the learning outcomes of the module(s) or that the student has not demonstrated that they have met the learning outcomes of the module. Following completion of the relevant sections of the form, the Module Leader is responsible for sending the claim and evidence to the Course Leader and the School Director of Learning, Teaching and Quality, or equivalent for internal moderation.
- 4.46 The role of the Course Leader and the School Director of Learning, Teaching and Quality, or equivalent is to review the application and the Module Leader's determination and confirm that either the application is approved in full; that the application is approved in part or that the application should be rejected.
- 4.47 Whatever the form of evidence, the assessment process must evaluate a submission in terms of the following criteria:
- a) a sufficient match between the prior learning and the relevant University of Westminster module(s) in terms of:
 - subject content and knowledge - it must represent the student's present knowledge and abilities
 - sufficiency – it must be enough to satisfy the learning outcomes of the module(s), level claimed

- validity – it must be appropriate in terms of level, volume (i.e. match that for which the claim is made, although higher level credit may substitute for lower level credit) and relevance for the purpose of the particular claim
- b) sufficient evidence of student achievement;
- c) the student's preparedness for assessments later in the course;
- d) any particular restrictions imposed by Professional, Statutory or Regulatory Bodies;
- e) the overall requirements for the course.

Fulfilment of these criteria should enable the Module Leader, Course Leader and School Director of Learning, Teaching and Quality to judge whether or not the learning outcomes for the University of Westminster module(s) have been met.

- 4.48 For cases of RPEL, assessment must be rigorous in ensuring that the learning that has taken place through experience is equivalent to the learning that would occur from following those elements of the study which the student is seeking exemption from. Credit must only be given for demonstrated learning, where equivalence of learning outcomes can be demonstrated.
- 4.49 The College should assure itself that the prior certified learning is equivalent to the standard of learning that would otherwise have been achieved from study in the relevant module(s) in the course on to which the student is being accepted. This is usually done by analysis of the intended learning outcomes of the module(s). This is particularly relevant to professional programmes where fitness to practice is pertinent.
- 4.50 Once the application has been considered by the Course Leader and School Director of Learning, Teaching and Quality, or equivalent, the Course Leader is responsible for sending the claim form and evidence to the Academic Standards Manager.
- 4.51 With the exception of programmes that lead to an award at Level 3 or 4, external scrutiny is not required for modules at Levels 3 and 4. In the case of all other modules, following the completion of the internal consideration of the application, the Academic Standards Manager will send the application to the external examiner to provide external scrutiny. The role of an external examiner is to confirm, or otherwise, that the application demonstrates the learning outcomes have been met for the module(s).
- 4.52 The Academic Standards Manager will notify the College and the student of the outcome of the RPEL application. Where a claim has been approved the Academic Standards Manager is responsible for ensuring that credits obtained via RPEL are recorded as such on the student transcript. RPEL credit is ratified by the Progression and Award Board as per Section 14 of the Academic Regulations.
- 4.53 Where an RPEL claim has not been successful, students will have the right to one reassessment opportunity, as if they had failed the module.
- 4.54 As applications for RPEL are a matter of academic judgement; there will not normally be any right of appeal against the decision reached unless there has been a material irregularity (see regulation 4.14).
- 4.55 A student granted credit through RPEL will not be allowed to study the module(s) for which credit has been awarded.
- 4.56 The Deputy Registrar (Quality and Standards) is responsible for the nomination of an appropriate External Examiner.

Part 3: Assessment regulations for taught courses

Section 5: General regulations

Principles of assessment

- 5.1 Assessment describes any processes that appraise a student's knowledge, understanding, abilities or skills. The Office for Students (OfS) defines various types of assessment under three broad categories.

Diagnostic assessment

Diagnostic assessment is used to show a learner's preparedness for a module or programme and identifies, for the learner and the teacher, any strengths and potential gaps in knowledge, understanding and skills expected at the start of the programme, or other possible problems. Particular strengths may lead to a formal consideration of accreditation of prior learning.

Formative assessment

Formative assessment has a developmental purpose and is designed to help learners learn more effectively by giving them feedback on their performance and on how it can be improved and/or maintained. Reflective practice by students sometimes contributes to formative assessment.

Summative assessment

Summative assessment is used to indicate the extent of a learner's success in meeting the assessment criteria used to gauge the intended learning outcomes of a module or programme.

These regulations are mainly concerned with summative assessment (e.g. coursework and exams) but formative and diagnostic assessment is an important part of the University portfolio. An assessment can also often combine more than one of the above purposes.

- 5.2 The purpose of assessment is to promote and support effective learning and enable students to demonstrate that they have:
- a) met all the intended learning outcomes for each module;
 - b) fulfilled the objectives of the programme of study on which they are registered; and
 - c) achieved the academic standard required for the award.
- 5.3 All courses are subject to course regulations. Course regulations relate the assessment requirements of the course to objectives and intended learning outcomes.

Responsibilities for assessment

- 5.4 Academic Council is responsible under the Articles of Association and its Statutes and Principles (see Section 2: Statutes and Principles) for policies and procedures relating to:
- a) the assessment and examination of the academic performance of students;
 - b) procedures for the award of qualifications;
 - c) the exclusion of students for academic reasons;
 - d) the appointment and removal of examiners.
- 5.5 Academic Council, whilst retaining overriding authority, has delegated to:
- a) Progression and Award Boards: the responsibility for the assessment of students;

- b) the Deputy Registrar (Quality and Standards): the consideration of requests by students for a review of a decision of a Progression and Award Board (academic appeal see Section 16)
- c) the Academic Registrar's Department: the responsibility for the administration of courses.

Student's responsibilities

5.6 It is a student's responsibility to ensure that they are:

- a) registered for the correct modules in accordance with the procedures and deadlines determined annually by the Academic Registrar's Department. ;
- b) eligible for assessment, or reassessment in accordance with the appropriate undergraduate or postgraduate modular frameworks and course or module specific regulations; and
- c) where changing modules, they have done so in accordance with the procedures and deadlines determined annually by the Academic Registrar's Department.

Course assessment regulations

5.7 Every course leading to a named University of Westminster award must publish information that specifies the:

- a) intended learning outcomes at course and module level;
- b) type, timing and content of assessment for each aspect of the course;
- c) weighting of each element of assessment;
- d) arrangements for the submission of coursework, submission deadlines and the return of both marked work and feedback;
- e) conditions for progression to the next stage of the course;
- f) requirements for the award of qualification(s);
- g) decisions open to the Progression and Award Board where the student fails any part of the course;
- h) action to be taken where failure was due to illness or other mitigating circumstances considered as valid within University regulations.

5.8 Course assessment regulations must be consistent with both the assessment regulations of the University and with the regulations of any external validating or Professional, Statutory and Regulatory Body (PSRB), which recognises or accredits the course.

Note: Where there is a conflict between the University assessment regulations and those of a PSRB, accrediting a qualifying award of that body, the regulations of the external accreditation body will take precedence.

5.9 Where there is conflict between the course assessment regulations and those of the University, the University regulations will take precedence, except where the variance has been formally approved by the Academic Registrar through validation, review or the major modifications process.

5.10 Assessment regulations relating to the course must be published and made available to students at the beginning of each academic session in the course handbook.

- 5.11 Changes to course assessment regulations may only be made in accordance with the procedures set out in the University of Westminster [Quality Assurance and Enhancement Handbook](#). Where changes significantly affect the progress or future assessment of students already registered, the course team must ensure an appropriate level of student consultation about the changes takes place in the semester prior to the change being introduced.
- 5.12 Assessment must be:
- a) robust, valid and test the student's achievement of the intended learning outcomes accurately and fairly at both module and course level whilst at the same time relate that achievement to the national standard of awards;
 - b) appropriate to the subject being studied, the mode of learning and to the students taking the module or course;
 - c) marked and moderated by competent and impartial examiners, against published assessment criteria and methods, which enable them to assess students fairly and consistently.

Academic judgement

- 5.13 Assessment is a matter of academic judgement, not simply computation of marks. Percentages, marks and grades are not absolute values but are used by examiners to represent their judgements on the level of a student's achievement.
- 5.14 Academic judgement cannot be questioned or overturned.
- 5.15 Progression and Award Boards have discretion to interpret these regulations flexibly in the case of individual students. This is subject to the principle that an award may only be made when the student has fulfilled the objectives and intended learning outcomes of the course and achieved the required academic standard.
- 5.16 In case of dispute about the interpretation of these regulations, the decision of the Academic Registrar shall be final.

Failure and reassessment: general requirements

- 5.17 Course assessment regulations must specify which elements and how many elements of assessment must be passed for attainment of an award and make provision for a student to make good any initial failure.
- 5.18 A Progression and Award Board shall not unreasonably withhold permission for a student to be reassessed in accordance with the course and University assessment regulations.
- 5.19 Students will not be permitted to improve upon a mark or grade above the pass level required for the module or award.
- 5.20 Where a module(s) is no longer offered as part of a course and/or it is not practicable for students to be reassessed in the same elements or an alternative module(s), the Progression and Award Board may at its discretion, make special arrangements as it deems appropriate.

Note: Special arrangements deemed appropriate and agreed by a Progression and Award Board should be formally recorded and reported to the Registry and Quality and Standards Office for information.

Mitigating circumstances

- 5.21 The University recognises that some students may at certain times during their studies experience unforeseen and unpreventable circumstances that prevent them from completing

elements of assessment. The regulations governing this procedure are detailed in [Section 11: Mitigating Circumstances Regulations](#).