

Policy and Procedure on Credit Transfer and the Recognition of Prior Learning

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1. Introduction

- 1.1. This document details the principles and policies for credit transfer into a University of York programme and for the recognition of prior learning (RPL) at the University. RPL is used throughout this document as an overall process/ concept with RPCL and RPEL being used when appropriate to specifically refer to recognition of prior certificated learning and recognition of prior experiential learning respectively. (Recognition of Prior Learning should be read as synonymous with Accreditation of Prior Learning (APL, and APCL and APEL)).
- 1.2. Credit transfer refers to the process by which UK higher education credit gained elsewhere or on an alternative York programme is accepted as part of the full programme applied for.
- 1.3. RPL is the umbrella term for the recognition of prior certificated learning (RPCL) and the recognition of prior experiential learning (RPEL), processes by which the University can assess whether an applicant can demonstrate sufficient knowledge, understanding and skills to be exempt from studying some required modules for credit to gain an award of the University.
- 1.4. This policy and the related procedures have been written to comply with the [Office for Students regulatory framework](#) as the primary external reference point, including the [Framework for Higher Education Qualifications](#) (FHEQ) of UK Degree-Awarding Bodies.
- 1.5. This document is intended to inform and direct University administrators in central services, staff in academic schools/ departments and staff in partner institutions delivering validated programmes and/ or jointly awarded qualifications (joint, double or dual degrees) for the effective and appropriate consideration of applications for credit transfer and RPL by potential students.
- 1.6. Students wishing to make an application for credit transfer or RPL will also find the document useful, but are additionally encouraged to consult the respective [guidance](#) for undergraduates and postgraduates.
- 1.7. Any enquiries about the policy or procedures contained in this document should be made to the [Academic Quality Team](#). Documentation and links for further information can be found in [section 6](#).

2. Scope

- 2.1. This policy applies to all undergraduate, graduate and postgraduate taught programmes owned and delivered by the University of York, including validated (eg CITY College) and jointly awarded programmes unless exceptions or alternative credit transfer and RPL policies and procedures have been approved for such programmes. (For example, Foundation Certificates and Pre-Masters programmes of the International Pathway College and the LLB in Law Senior Status do not allow any credit transfer or RPL, see also [Table 1](#)).

- 2.2. Students that have studied validated or joint, double or dual awards of the University of York and partner organisations (such as CITY College, HYMS) and that subsequently wish to apply to transfer credit or RPL components of a University of York programme will be treated in the same way as students/ graduates of programmes delivered solely by York.
- 2.3. Research degrees are outside the scope of this policy and related procedures. Taught elements within a research degree may constitute a progression requirement and approval for exemption from these should be given by the appropriate Board of Studies (or Graduate School Board where this operates with the delegated authority of the Board of Studies). Please also refer to the [Policy on Research Degrees](#).
- 2.4. HYMS students that register on a York programme of study for the purposes of intercalation as part of a medical degree will not normally be able to use learning from their MBBS (or equivalent) programme to transfer or RPL credits on that particular award.

3. Responsibilities

- 3.1. Policy and procedures relating to credit transfer and RPL are the responsibility of the Pro-Vice-Chancellor for Teaching, Learning and Students (PVC TLS), supported by the Standing Committee on Assessment (SCA), in consultation with appropriate sections and academic schools/ departments. Direction will be given to the most appropriate reference points where questions or issues might arise pertaining to other policies and procedures (for example, the admissions policy or policy relating to collaborative partnerships and student progression to the University from partner institutions).
- 3.2. The processes and considerations of applications for credit transfer and RPL concerning combined programmes (See section 6 of the [Undergraduate Framework](#)) should be agreed by all schools/ departments contributing to the programme and overseen by the Board of Studies in which the Programme Leader is based to ensure appropriate and consistent processing of applications.
- 3.3. Where a school/ department wishes to deviate in its policy from the University policy and procedures, they will have in place a statement detailing their credit transfer or RPL policies and procedures and the nature of the evidence required to support applications. The school/ departmental statement should be easily accessible to staff, current and prospective students and communicated to appropriate central services. (See also sections 3.8, 3.9, 4.1.2 and 4.2.5).
- 3.4. The academic school/ department is responsible for processing and assessing applications and the Head of School/ Department should ensure that the roles and responsibilities of staff associated with credit transfer or RPL are made clear to all staff, students and applicants via any school/ departmental statement on credit transfer and RPL. The Chair of the Board of Studies will be responsible for overseeing credit transfer and RPL applications received by the

school/ department. The Chair of the Board of Studies may delegate this responsibility to a named individual RPL Coordinator at their discretion. School/ departmental publicity and information should make it clear to whom any applicants for credit transfer or RPL should address their claim.

- 3.5. Validated partners should clearly publicise their procedures and responsible staff, reflecting the way in which the programme is managed.
- 3.6. Where applications for credit transfer and RPL concern combined programmes, the Board of Studies for the school/ department in which the Programme Leader is based, in agreement with the Board of Studies for the partner school/ department, will be responsible for processing and assessing applications.
- 3.7. Chairs of Boards of Studies/ RPL Coordinators will liaise with appropriate academic colleagues in processing credit transfer or RPL claims, such as (Associate) Programme Leaders/ Module Leaders in order to make an assessment of the merits of the claim. Two people (which may be a combination of academic and professional services colleagues) should assess each application. The assessment of applications relating to combined programmes should include colleagues from the contributing schools/ departments.
- 3.8. Where schools/ departments wish to support a claim that is not covered by this policy the case may be referred by the Chair of the Board of Studies/ RPL Coordinator to the Board of Studies who may then request its consideration by the PVC TLS. Where the PVC TLS has approved an exception that is judged to set a precedent for an exception to the rule, this will be agreed and the relevant school/ department notified. Where a decision is considered to signify a change to the rules this will be incorporated into this policy document.
- 3.9. Where a school/ department expects to receive regular individual requests of an identical nature that are an exception to the agreed policy and process, the Board of Studies can apply to the PVC TLS for a standing exceptional process to consider such applications.
- 3.10. Schools/ departments will provide applicants that are unsuccessful in their claim for credit transfer or RPL with sufficient feedback to understand the academic judgement made about their application or any other reasons as to why their application cannot be approved.
- 3.11. The student will be responsible for engaging with and satisfactorily completing any additional learning the school/ department deems necessary to fill any gaps in knowledge or skills content in order to meet the requirements of the York programme. (See also section 4.1.13.)

4. Policy Statement

4.1. Principles

- 4.1.1. The University encourages applications to programmes of study from students from diverse routes of access, whether UK or overseas, and which might involve credit transfer and/ or RPL. For all taught programmes (undergraduate and postgraduate), schools/ departments are required to consider applications to recognise appropriate prior learning or to transfer credit that, through the evidence provided, justify exempting a student from the need to undertake some modules required on any programme of study, unless good reason can be given for exempting specific programmes (for example as a Professional, Statutory or Regulatory Body (PSRB) requirement).
- 4.1.2. Schools/ departments must seek the approval of the Chair of University Teaching Committee if they wish to exempt a programme of study from the requirement to allow applications for credit transfer and RPL.
- 4.1.3. The University of York is committed to managing applications for credit transfer and RPL with due regard to its responsibilities under the [Equality Act \(2010\)](#) to promote access, inclusion and equality of educational opportunity for students that might identify as having a protected characteristic as defined by the Act.
- 4.1.4. For the purposes of this policy, the principles will apply for applicants to, and students and graduates of validated programmes of the University in the same way as applicants to and students on programmes delivered by the University of York itself.
- 4.1.5. The University collaborates with the University of Hull to govern programmes of the Hull York Medical School (HYMS). For the purposes of this policy students/ graduates of joint awards of the University of Hull and University of York at HYMS will be treated in the same way as applicants to and students on programmes delivered by the University of York itself if applying for credit transfer or RPL of a component of a programme delivered by the University of York.
- 4.1.6. For the purposes of this policy students/ graduates of other joint, double or dual awards of the University of York and its partner organisations will be treated in the same way as applicants to and students on programmes delivered by the University of York itself, if applying for credit transfer or RPL of a component of a programme delivered solely by the University of York.
- 4.1.7. The University welcomes visiting international students and recognises that some wish to continue their studies by transferring to York from their original institution. This policy and processes shall facilitate visiting students' transfer by recognising appropriate prior learning.

- 4.1.8. An application for credit transfer or RPL will be underpinned by the consideration of the learning outcomes achieved by an applicant in their previous studies or experience and not merely accepting that an applicant has undertaken previous study or experiential activity.
- 4.1.9. Transparency, consistency of approach, equity and fairness will underpin the University's handling of applications for credit transfer or RPL.
- 4.1.10. The University recognises the need to support applicants to understand the RPL process and to evidence their application, but it places the responsibility on the applicant to source and collate the required evidence within the appropriate timescales for their programme of study.
- 4.1.11. Applications for RPL will be assessed based on the authenticity, relevance, sufficiency and currency of the qualifications and other evidence presented by the applicant.
- 4.1.12. Applicants for credit transfer and RPL should have a clear point of contact for information, advice and guidance in schools/ departments who will be supported by central University services to enable them to fulfil their role effectively.
- 4.1.13. The assessment of applications for credit transfer and RPL is a matter of academic judgement and applications will be assessed by suitably qualified members of staff, which could be a combination of academic and professional services staff.
- 4.1.14. In some cases it may be necessary for a school/ department to require a student to undertake specific learning at the University where prior learning or credit transferred has not covered all equivalent content to the York programme of study.
- 4.1.15. As the assessment of applications for credit transfer and RPL is a matter of academic judgement, decisions will not be subject to appeal. The University respects applicants' and students' rights to make a complaint or appeal on grounds that are admissible within the relevant procedures.
- 4.1.16. Feedback is an important part of the assessment process in order to enable applicants/ students to understand the rationale for academic decisions and for their personal development.
- 4.1.17. The quality assurance of credit transfer and RPL processes is important and will be included in the University's standard quality assurance processes.
- 4.1.18. The University is committed to continued excellence in the learning and teaching experience it offers and will seek to monitor, review and improve this policy and related procedures by utilising feedback from credit transfer and RPL applicants and schools/ departments.
- 4.1.19. Credit transfer: The University regards credit gained from other approved UK HE degree-awarding bodies as benchmarked on the FHEQ as comparable to its own and as

qualifying for credit transfer where the credit gained is in an applicable subject to the programme applied for.

- 4.1.20. Recognition of Prior Certificated Learning: The University recognises the enabling effect of providing applicants the opportunity to demonstrate certificated learning and training (such as professional development awards or employment-based awards), that has not led to the award of UK higher education credit but that might have been on a level comparable to the credit level of University programmes of study, to be recognised in place of undertaking some modules on a programme.
- 4.1.21. Recognition of Prior Experiential Learning: The University recognises the enabling effect of providing applicants the opportunity to demonstrate relevant prior non-certificated learning and training or learning through work experience at a level appropriate to the credit level of the York programme of study through the recognition of prior experiential learning (RPEL). It will enable applicants to gain York credit as part of their York award by recognising such prior attainment or experience in place of a module(s) on the programme of study.
- 4.1.22. If a student that received an exit/ interim award (for example a PG Certificate) later wishes to complete a higher award (for example a Masters) using the credit of the previous one for exemption from completing the total credit volume of the intended programme of study the school/ department will assure itself that the student is in good academic standing to successfully complete the additional modules and subject content based on their prior learning.
- 4.1.23. If a student that received, or is eligible for, an exit/ interim award of the University of York wishes to complete a higher award using the credit of the lower award this lower award will not be withheld or rescinded. Similarly the University does not have the authority to rescind lower awards granted by other institutions when a student applies for credit transfer or RPL onto a York programme.

4.2. Evidencing and assessing prior learning

- 4.2.1. All applications for credit transfer or RPL should be made and approved prior to enrolment onto the programme in question, unless the school/ department concerned has agreed that exceptional circumstances apply. Where for exceptional reasons the approval of RPL happens after enrolment to the programme, Credit transfer and RPL should be approved prior to starting the relevant module(s) unless for exceptional circumstances a student should be allowed to begin a module.
- 4.2.1.1. Exceptional circumstances may be such as in the Department of Health Sciences where students may start a module as a free-standing CPD

registration based on an application for advanced standing by RPL having been submitted but not yet approved at the start of the module, which if then accepted can enable a transfer to registration onto a programme.

- 4.2.2. In order to be granted exemption from study of a module(s) or stage of a programme through credit transfer or RPL, all applicants will be responsible for providing sufficient evidence that their previous learning (not merely the completion of an activity) satisfactorily fulfils the requirements of the relevant module(s)/ stage (for example through formal transcript with supporting module information and learning outcomes or an RPEL portfolio).
- 4.2.3. Schools/ departments will need to consider carefully the acceptance of any copies of evidence and whether the applicant will need to provide original copies of documentation used as evidence. Applicants will be required to submit translations of any non-English language evidence (see also sections 4.6.3 and 4.7.2).
- 4.2.4. In normal circumstances, credit transfer and prior certificated/ experiential learning are viewed as current if they were completed within five years of the expected date of registration on the programme applied for. If the previous learning was completed more than five years prior to the proposed date of registration, additional evidence of continued learning or experience at a relevant level shall be required to satisfy the school/ department of its validity.
- 4.2.5. Schools/ departments have the discretion to make academic judgements as to the currency of credit previously awarded or of prior certificated or experiential learning and where appropriate may specify that more recent learning. It is also accepted that PSRB accreditation may require shorter currency periods.
- 4.2.6. Schools/ departments may also use their academic judgement to determine if, on particular programmes of study, it is normally acceptable to approve applications for learning completed more than five years previously. In such circumstances they should consider carefully the appropriateness of such a decision against the learning outcomes of the York programme of study. Deviations from the five year currency should be agreed by the Board of Studies and approved by the PVC TLS. In their school/ departmental statement on credit transfer and RPL, schools/ departments should clearly state their practice and then consistently apply this.
- 4.2.7. In addition to the currency of applications for credit transfer and RPL, the person(s) responsible for assessing applications within schools/ departments will consider the authenticity, relevance and sufficiency of the applicant's qualifications and other evidence presented.

- 4.2.8. Applicants wishing to challenge a credit transfer or RPL decision on the basis of dissatisfaction with the University's handling of the claim, or alleged procedural irregularity in the process of assessing the claim, will be directed to the University's complaints or appeals procedures as appropriate. A school/ department's decision whether or not to uphold the claim is an academic judgement which cannot, in itself, be appealed against.

4.3. Allowable levels and volumes of credit¹

- 4.3.1. The maximum proportion of any award available for credit transfer or RPL the University permits will balance the flexibility of educational opportunity with the assurance that awards of the University of York reflect sufficient evidence of study at the institution.
- 4.3.2. Maximum credit totals up to the total specified in Table 1 for RPL or Credit Transfer of non-York credit awarded through a tutor-guided RPEL Portfolio may include for Masters up to 40 credits, and for Postgraduate Certificates, Postgraduate Diplomas and Undergraduate programmes, 20 credits.
- 4.3.3. Applications for credit transfer and RPL concerning combined programmes should be approved with due consideration for the balance of modules to be taken in each discipline and school/ department to ensure that students undertake sufficient York credits in the respective subjects of the programme (see [Undergraduate Programme Design Policy Statement](#)).
- 4.3.4. The maximum amounts of credit that a student can transfer or have recognised through RPCL will vary according to the award they are completing and are specified [above](#). Such transfer or recognition will also require that the prior learning has been assessed as being comparable in terms of content and credit to the module(s)/ stage against which they are claiming exemption or credit transfer.
- 4.3.5. Schools/ departments need to ensure that students will undertake some study in all the semesters/ terms that they are registered for in order to satisfy programme registration and attendance requirements.
- 4.3.6. Schools/ departments should advise students to seek advice as to any implications for financial support they receive or for immigration visa compliance if their use of RPL or credit transfer results in a reduced workload compared to the standard programme of study.

¹ For credit transfer and RPL eligibility relating to programmes in the Department of Health Sciences, consult the Department RPL Coordinator.

4.3.7. Table 1: University of York Awards and Eligibility of RPL

University of York Programme	Maximum Credit Total for RPL or Credit Transfer of non-York credit (%)	Balance to be undertaken as taught York modules on the registered programme of study or including York credit obtained previously and transferred into the programme
Foundation Certificate (International Pathway College) 80/ 120 credits at Level 3	0%	100%
Pre-Masters Certificate (International Pathway College) 80/ 120 credits at level 6	0%	100%
University Certificate of Lifelong Learning (60 credits)	33.3% (up to 20 credits RPEL)	66.7%
Certificate of Higher Education (120 credits)	50% (up to 20 credits RPEL)	50%
Diploma of Higher Education (240 credits)	50% (up to 20 credits RPEL)	50%
Foundation Degree (240 credits)	50% (up to 20 credits RPEL)	50%
LLB Senior Status (240 credits)	0%	0%
Ordinary Degree (300 credits)	33.3% (up to 20 credits RPEL)	66.7% (All Level 6 (Stage 3) modules must be completed at York)
Honours Degree (360 credits)	33.3% (up to 20 credits RPEL)	66.7% (All Level 6 (Stage 3) modules must be completed at York)
Integrated Masters Degree (480 credits)	25% (up to 20 credits RPEL)	75% (credit transfer and RPL may only be applied to Level 4 (Stage 1) and Level 5 modules (Stage 2) modules. All Level 6 (Stage 3) and Level 7 (Stage 4) modules must be completed at York)
Graduate Certificate (60 credits)	50% (up to 20 credits RPEL)	50%
Graduate Diploma (120 credits)	50% (up to 20 credits RPEL)	50%
Postgraduate Certificate (60 credits)	50% (up to 20 credits RPEL)	50%
Postgraduate Diploma (120 credits)	50% (up to 20 credits RPEL)	50%
Masters Degree (180 credits)	50% of the taught credit component of the programme (up to 40 credits RPEL)	50% (excluding credits awarded for Capstone Project Modules, which must be completed at York)

4.3.8. Schools/ departments should consider carefully whether there are any health and safety implications of allowing students to be exempted from particular modules on the basis of credit transfer or RPL. Inductions for such students should be carefully reviewed. The decision on whether evidence of previous knowledge/ experience satisfies any relevant

safety requirements should be made by the School/ Departmental Health and Safety Officer.

- 4.3.9. Schools/ departments will consider where undergraduate applicants can, through credit transfer or RPCL, gain direct entry at stage 2 based on having been previously awarded UK higher education credit or other prior certificated learning. In such cases, schools/ departments should consider carefully the extent to which the past learning has sufficiently prepared the applicant for study at York at the higher level or what additional support it might offer such students to maximise their opportunity to achieve the final award.
- 4.3.10. Credit transfer or RPL claims cannot be made against modules at honours level (level 6) or above on undergraduate programmes. Applications for direct entry into stage 3 with advanced standing will not normally be permitted. In exceptional cases, schools/ departments can present a case to the Chair of University Teaching Committee for consideration.
- 4.3.11. Within postgraduate taught programmes, RPL claims may not be made against Capstone Project Modules (formerly referred to as Independent Study Modules (ISM)/ dissertations/ research projects), which must be undertaken at York.
- 4.3.12. Students will not normally be eligible for a fee reduction to account for the reduction in taught modules to be undertaken where they successfully apply for exemption from a taught module(s) and the recognition of credit by means of credit transfer or RPL. By agreement with the school/ department they may take alternative module(s) for academic interest so as to have a full credit load in terms of teaching hours, but results from such module(s) will not be included in progression or award calculations.
- 4.3.13. Where students progress from one award to a higher volume award (for example on a staged postgraduate programme or after previous study resulting in an exit/ interim award), they must not exceed the maximum allowable credit transfer or RPL for the final award.
- 4.3.14. Where a student elects to take an exit/ interim award, they must not exceed the maximum allowable credit by RPL for that level of award.

4.4. Monitoring

- 4.4.1. Schools/ departments will maintain records of all applications for credit transfer or RPL, of the decisions made and the reasons for the decision. This will be the responsibility of the Chair of the Board of Studies and the RPL Coordinator where relevant. Any issues arising from the administration of RPL applications will be reported to the PVC TLS through the SCA. The Academic Quality Team may also request evidence of a school/

department's handling of credit transfer and RPL applications as part of quality assurance, monitoring and review processes.

- 4.4.2. University Teaching Committee will monitor, review and suggest improvements to this policy and its related procedures by utilising feedback from credit transfer or RPL applicants and schools/ departments as to their equitability, consistency and efficacy.

4.5. Credit transfer

- 4.5.1. The University will only allow the transfer of evidenced credit awarded to an applicant by the University of York or another approved UK higher education institution and aligned with the FHEQ, where an appropriate assessment of the relevance of the learning undertaken for that credit demonstrates its suitability for the York programme for which the application is made.
- 4.5.2. Applications to enter programmes of study at the University based on an applicant having obtained credit at a lower level than the award for which they have applied will be considered under the [admissions policy](#).
- 4.5.3. Where prior learning led to the award of UK HE credit and the currency, content, credit volume and level is appropriate to the York programme of study mapped against the FHEQ, the prior learning will be recognised without assessment as credit transfer.
- 4.5.4. Applications for credit transfer will consider transfer of the full credit value of an individual York module as a *minimum* amount allowable and will clearly detail the *maximum* credit value allowable according to the nature of the award on which the student will be registered (see section 4.3).
- 4.5.5. Where a student on a postgraduate programme is required to undertake a module that they have already successfully completed as part of their undergraduate programme at York, at honours (level 6) or Masters (level 7) level, the credits will be included in the postgraduate programme and the student will have the opportunity to audit the module or an alternative one to replace the credit load of the module in question. Students will not be able to repeat the assessment of the module on the postgraduate programme if they have successfully completed it on their undergraduate programme.
- 4.5.6. Unless otherwise approved by the PVC TLS (eg as part of collaborative provision), in cases of credit transfer, only marks awarded at the University of York will be included in the progression decisions, calculation and classification of the final award. That is, credit transferred (from another degree-awarding body) will be treated as though obtained on a pass/ fail basis and not used to calculate the final award, with the award and its classification being determined solely from the numerical marks of the York credit obtained.

4.6. Recognition of Prior Certificated Learning

- 4.6.1. The University will normally only consider applications for the recognition of prior certificated learning (RPCL) it receives before a student enrolls onto a programme of study against which exemption is sought (See also section 4.2.1).
- 4.6.2. Applicants may apply for RPCL where learning can be assessed as having been undertaken that is *equivalent* to higher education level on the FHEQ but that did *not* lead to the award of UK higher education credit, for example certificated training provided by a professional organisation or assessments agency. Applicants' qualifications will be checked by Marketing, Recruitment, Admissions and Outreach (MRAO) drawing on appropriate reference points for equivalence on the FHEQ before being considered by the school/ department. The applicant will be responsible for making sure that all evidence and supporting application material is submitted.
- 4.6.3. Individuals that have studied with non-UK providers may apply for RPCL and their qualifications and institutions will be checked by MRAO before being considered by the school/ department. The applicant will be responsible for making sure that all evidence and supporting application material is submitted in English. Translations into English must be certified, with original documents available on request. (See also section 4.2).
- 4.6.4. Schools/ departments will assess the claim for RPCL to determine whether the learning evidenced (and not the completion of the activity alone) demonstrates sufficiently that the applicant has the knowledge, skills and experience to meet the learning outcomes of the modules to be replaced and to enable the student to successfully undertake the remaining programme of study at the University.
- 4.6.5. The University will consider applications for exemption from the full credit value of an individual York module as a *minimum* amount allowable and will RPCL up to *maximum* values as detailed in section 4.3 according to the nature of the award on which the student will be registered.

4.7. Recognition of Prior Experiential Learning

- 4.7.1. Schools/ departments will provide applicants with reasonable opportunities to gain credit as part of their York programme of study by recognising relevant prior learning obtained through work experience or non-certificated learning or training (RPEL). Applicants for RPEL should be given clear information about what they are required to produce to evidence their learning, by what deadline and how it will be assessed. Schools/ departments shall inform MRAO of any exceptions to this for particular programmes of study. (See also sections 3.9 and 4.1.1.1).

- 4.7.2. Individuals with UK and non-UK learning or work experience will be able to apply for RPEL assessed by means of an RPEL Portfolio detailing their non-certificated learning and experiences. The applicant will be responsible for making sure that all evidence and supporting application material is submitted in English. Translations into English must be certified, with original documents available on request.
- 4.7.3. Where required, schools/ departments will provide applicants making an RPEL claim with tutorial assistance (face-to-face or virtually) so that they understand what is required in order to prepare the RPEL Portfolio that will sufficiently evidence their experiential learning.
- 4.7.4. Where applications are made for RPEL a maximum of 20 credits can be awarded as part of the allowance for credit transfer or RPL in place of a module(s) that forms part of the normal taught programme of study of at least 120 credits.

5. Procedure

5.1. Applications for direct entry to Undergraduate Stage 2 with Advanced Standing

- 5.1.1. The application is received by MRAO who review it to ensure essential criteria are met.
- 5.1.2. MRAO notifies the academic school/ department.
- 5.1.3. The school/ department communicates directly with the applicant to ensure all evidence required is submitted.
- 5.1.4. The academic case is assessed by (at least) the RPL coordinator and one other suitable colleague.
- 5.1.5. If successful, the school/ department informs MRAO to process the offer. Documentation confirming the decision is uploaded by MRAO to the student's record. (This will also be visible to applicants on UCAS Track.)
- 5.1.6. If the application is rejected, the school/ department confirms their decision to MRAO and provides feedback to the student. Documentation confirming the decision is uploaded by MRAO to the student's record.
 - 5.1.6.1. The school/ department may be able to offer Stage 1 entry - if so this should be indicated to MRAO who will inform the student via offer letter.

5.2. Applications for credit transfer/ RPL amounting to less than a full undergraduate stage OR postgraduate taught provision

- 5.2.1. Either the applicant contacts MRAO and is directed to the appropriate academic school/ department, or the applicant contacts the school/ department directly.
- 5.2.2. The applicant is directed to university [online guidance](#) for undergraduates or postgraduates.
- 5.2.3. The applicant completes the appropriate application form and provides the evidence required to the school/ department.
- 5.2.4. The school/ department communicates directly with the applicant to ensure all evidence is submitted.
- 5.2.5. The academic case is assessed by the school/ department (usually at least by the RPL Coordinator and one other colleague).
- 5.2.6. If successful, the school/ department confirms the offer to the applicant and MRAO and will:
 - 5.2.6.1. also confirm to MRAO any necessary details to be included in the offer letter.
 - 5.2.6.2. make any necessary amendments to the student's module diet and record.
- 5.2.7. If rejected, the school/ department will confirm this to the applicant and MRAO and will provide the applicant with appropriate feedback including, if relevant, advice on whether they may consider applying to the full programme or to withdraw the application.
- 5.2.8. The school/ department keeps a record of all applications and decisions, for reporting to the Board of Studies and, as required, to the University for monitory and quality assurance processes.

5.3. Students on validated programmes, jointly awarded programmes and for visiting students

- 5.3.1. Visiting students can apply for RPCL and admission with advanced standing into stage 2 of a York undergraduate programme or for exemption from individual modules in stage one.
- 5.3.2. Visiting students may transfer to a University of York programme of study following completion of or during their visiting placement through the RPCL process.
- 5.3.3. Schools/ departments will take into account a visiting student's previous study at their original institution (based on an academic transcript) and/ or other evidence, as well as study undertaken as a visiting student at York in making the RPCL assessment.

- 5.3.4. Schools/ departments should consider the extent to which the student’s learning at their original institution and those modules undertaken at York map to the learning outcomes and level of study necessary for entry at the stage requested.
- 5.3.5. The assessment regime for visiting students on modules studied can vary from those of full-time University of York students (see [Guide to Assessment, Standards, Marking and Feedback](#)). Any variation approved for a particular student while under the visiting student regime must be taken into account when assessing work undertaken at York as part of the RPL application.
- 5.3.6. As part of the approval process for validated programmes, consideration will be given as to how the partner organisation will process credit transfer and RPL applications in line with the principles and policy set out in this document. Such processes will then also be subject to monitoring and review by the University as part of the monitoring and review procedures of the validated programme.
- 5.3.7. Staff at partner organisations responsible for validated programmes will consider credit transfer and RPL applications for those programmes through the appropriate academic forum in the same way as for programmes delivered by the University of York. Where a student on, or that has completed, a validated programme of the University of York wishes to undertake a subsequent York programme, and makes an application for credit transfer or RPL, this will be considered as for York students/ graduates.

6. Documentation and further information

6.1. Contacts

Team	Contact details	Scope
Academic Quality Team	academic-quality-admin@york.ac.uk	Queries regarding policy implementation and for schools/ departments to request exceptions to the Chair of University Teaching Committee.
Undergraduate Admissions	ug-admissions@york.ac.uk	Queries regarding the application process and admissions criteria
Postgraduate Admissions	pg-admissions@york.ac.uk	Queries regarding the application process and admissions criteria
Student Administration	sits-assessment@york.ac.uk	Queries regarding the recording of credit transfer and RPL on student records

6.2. Documentation, policies, regulation and guidance supporting this Policy

- 6.2.1. [Credit transfer and recognition of prior learning for undergraduates](#)
- 6.2.2. [Credit transfer and recognition of prior learning for postgraduates](#)

- 6.2.3. [OfS \(2022\) Securing student success: Regulatory framework for higher education in England](#)
- 6.2.4. [Higher Education Credit Framework for England \(FHEQ\)](#)
- 6.2.5. [Undergraduate Programme Design Policy Statement](#)
- 6.2.6. [Guide to Assessment, Standards, Marking and Feedback](#)
- 6.2.7. [Admissions Policy](#)

6.3. Glossary of terminology used in this policy

Term	Explanation
Accreditation	Awarding of credit for prior learning achievements
Accreditation of Prior Learning (APL)	Accreditation of Prior Learning – an umbrella term used to cover both APCL and APEL in this policy. Since replaced by Recognition of Prior Learning and RPCL, RPEL.
Advanced Standing	The recognition that a new applicant may have already completed university-level study, holds formal evidence of achievement at that level and has received recognition from the University of York of the credit awarded in order for direct entry to a programme beyond the lowest level of the programme, eg beginning study at York at stage two of a Bachelors programme.
Articulation	Describes a formal relationship between two linked programmes, provided by two institutions. The successful completion of a named programme (or part of a programme) in one institution is recognised as providing the basis for entry with advanced standing to a named programme in the second institution (i.e. the University of York recognises the credit of another university). It normally applies to a cohort rather than individual cases.
Audit (a module)	To undertake the taught component of a module but not for the purposes of gaining credit or a grade to form part of the award. Audited modules are recorded on award transcripts as 'AU' to show that a student has taken them but not been assessed.
Authenticity <i>[as one of the criteria used to assess the claim]</i>	Evidence presented must be verified as being that which relates to the applicant's own efforts and achievements. Evidence may require endorsement (eg from a degree-awarding body) or reference from relevant sources (eg an employer).
Compensation	In defined circumstances credit may be awarded for failed module(s) where the failure is compensated by achievement in other module(s) and where a defined minimum average mark is achieved across the stage or taught component of a programme. (See Guide to Assessment, Standards, Marking and Feedback)
Condonement	The process that allows a stage to be passed despite failure to achieve the required passed credits in the stage, provided that a minimum stage average mark has been achieved, including the marks for any failed modules. Credit is not normally awarded and the student is exceptionally awarded the stage. York does not currently operate a system of condonement, but applications for RPCL might include awards granted that include condonement of failed modules.
Continuing Professional Development (CPD)	Courses that are usually developed for specific topics, employment sectors or roles that might or might not be part of a credit-bearing, award-bearing programme and that aim to develop employees' knowledge or skills.

Term	Explanation
Credit	Each module is worth a specified number of credits. Credit is the value assigned to a module in terms of student workload, regardless of any weighting the module may be given in the calculation of the degree result or of the module's level of academic difficulty. Credit is associated with a notional student workload with one credit representing 10 hours' work by a student; thus a standard 10-credit module represents 100 hours' work and so forth. Note that credit values in countries outside the United Kingdom may vary from this workload definition (for example see ECTS).
Credit Transfer	The process whereby the University recognises and transfers into one of its programmes the credits or qualification awarded by another UK higher education degree-awarding body in accordance with the relevant higher education qualifications framework (see FHEQ). This involves the University determining the status of that award (including consideration of its content, credit volume and level) as it relates to the higher education programme on which the student is registering/ studying. This process does not require assessment, although all forms of recognition and credit transfer take place within the University's academic framework and regulations.
Currency <i>[as one of the criteria used to assess the claim]</i>	The evidence presented must relate to current, recent learning (within a defined and clearly stated time period). Typically credit transfer and prior certificated / experiential learning is viewed to be current if completed within five years of the expected date of registration for the programme. In subject areas where the curricula changes rapidly a shorter time span may be determined by the relevant Board of Studies (subject to approval by the PVC TLS)
Direct Entry	See Advanced Standing
Double Counting	The recognition of prior learning (and credit) that has already resulted in the award of a qualification similar to, or the same as, the qualification which the student is seeking to be awarded. Double counting will not normally be allowed on University of York programmes.
Dual Award	Describes an arrangement under which two (or more) awarding institutions design and deliver a single programme leading to separate awards being granted by both (all) awarding institutions (ie there are two (or more) certificates). The awards should be at the same level, refer to one another and be presented at the end of the full period of study (which is likely to be longer than the nearest equivalent single award). In a dual award each partner applies its own regulations and processes to its contribution.
European Credit Transfer and Accumulation System (ECTS)	The European Credit Transfer and Accumulation System (ECTS) is a tool that helps to design, describe, and deliver higher education qualifications. The use of ECTS is intended to enhance transparency and to facilitate the international recognition of qualifications.
Exit or Interim Awards	An (early) <i>exit</i> or interim award may be granted where students have demonstrated achievement of a specified number of credits, or stages of an undergraduate programme, but need to leave a programme in good standing or through failure to complete the credits required for a full award. For example, exiting at stage two of a Bachelors degree with a Diploma of Higher Education. Alternatively, the full award is only offered in defined stages (usually at postgraduate level) resulting in an <i>interim</i> award (eg, Postgraduate Certificate). Applications for RPL will need to be assessed to determine whether the student gained the award in good academic standing and to ensure rules on double counting are adhered to.
Framework for Higher Education Qualifications (FHEQ)	The reference point for providers of UK higher education specifying the expected level of student learning to be undertaken for different awards and on which foundation degree programmes are normally designed (eg. Bachelors degrees are normally levels 4(C) to 6(H) and Masters degrees level 7(M).
HYMS	Hull York Medical School - a joint initiative between the Universities of Hull and York offering programmes awarded jointly by both universities (see Joint Award)

Term	Explanation
International Pathway College	The International Pathway College (IPC) is a collaboration between the University of York and Kaplan International Colleges. The IPC delivers a series of pathway courses to enable International Students who do not meet standard entry requirements to progress to undergraduate or postgraduate level programmes.
Joint Award	Describes an arrangement under which two (or more) awarding institutions design and deliver a single programme leading to a single award made jointly by both (all) awarding institutions (ie. there is one certificate authorised by both (all) awarding institutions). Currently the University of York collaborates with the University of Hull for the provision and award of joint degrees delivered by HYMS, as well as collaborating in a number of joint awards with international partners.
Knowledge Transfer Partnerships (KTP)	The formation of a partnership between an organisation and the University that allows skills and expertise to be developed and embedded within the organisation utilising expert academic knowledge and research.
Learning Outcomes	Descriptors of knowledge, understanding and skills a student should be able to demonstrate following the study of a module. Applications for RPL will normally be based on the assessment of the extent to which an applicant can show prior learning or experience meets the learning outcomes of the programme or module at York they wish to be exempt from completing by RPCL/ RPEL.
Module	<p>A module is an individual component of a programme. There are three different types of module:</p> <ul style="list-style-type: none"> • <i>Compulsory module</i> - a module required for the programme; • <i>Option module</i> - a module chosen by a student from a prescribed list of modules within the programme; • <i>Elective module</i> - a module chosen by the student normally from outside those offered by the school/ department(s) responsible for their programme. <p>Modules may be designated as pre-/ co-requisite or mutually exclusive to show the relationship between modules of similar content. Applications for RPL will need to be assessed cognisant of the relationship between the module against which exemption is sought and other modules forming the programme of study. <i>Module information is recorded in the module catalogue.</i></p>
MRAO	Marketing, Recruitment, Admissions and Outreach.
National Agency Recognition Information Centre (NARIC)	UK NARIC is the National Agency that provides information, advice and opinion on international vocational, academic and professional skills and qualifications and can thus assist in the assessment of claims for the recognition of prior learning, including direct entry with advanced standing onto University programmes.
Programme	A recognised professional or accredited university course (called a 'programme of study' at York)
Programme of Study	A programme of study is the set of modules studied for a named award, eg BA History
Progression Agreement	A formal arrangement between two or more partner institutions for entry which facilitates the smooth transition of learners between FHEQ levels (or equivalent). These usually involve progression for vocational learners and specify what a learner must achieve in order to progress.
PSRB	A Professional, Statutory or Regulatory Body (PSRB) is an external organisation that provides recognition of university awards that meet specific criteria for graduates wishing to enter certain professions as qualified practitioners or as suitably equipped to undertake continued professional training, eg The Nursing and Midwifery Council or British Psychological Association.
Qualifications and Credits Framework (and Scottish) QCF	The QCF contained rules that many vocational qualifications awarded in England, Wales and Northern Ireland (and Scottish equivalent) have been designed to meet. These qualifications are unitised and credit-bearing. The QCF has offered some guidance to those assessing claims for the recognition of prior learning.

Term	Explanation
Quality Assurance Agency (QAA)	The independent body that monitors and advises on standards and quality in UK higher education and within England has an advisory, non-statutory role.
Recognition of Prior Learning (RPL)	The recognition of prior learning is a term that makes explicit the link between assessment used as the basis for recognising learning gained outside a defined (or formal) higher education programme and that used for learning within such a programme. The use of 'recognition' reflects the terminology in many European countries to describe accurately the process in relation to prior learning applicable to two widely recognised forms: prior experiential (or informal) learning and prior certificated learning.
Recognition of Prior Certificated Learning (RPCL)	Recognition (formerly 'Accreditation') of Prior Certificated Learning relates to prior formal 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 credits or qualifications positioned on the relevant higher education qualifications framework. A process of assessment enables a decision to be made about whether the learning is suitable for recognition.
Recognition of Prior Experiential Learning (RPEL)	Recognition (formerly 'Accreditation') of Prior Experiential Learning involves an assessment process of learning gained through suitable experience (such as work-based, non-accredited training or practise in a particular role) to determine whether recognition can be given through the award of credit.
Relevance <i>[as one of the criteria used to assess the claim]</i>	The achievement must be comparable with the standard and content of the programme the claim relates to. The evidence presented should match the learning claimed, and the learning should be appropriate to the module learning outcomes.
RPEL Portfolio	A portfolio documenting evidence of how learning from prior personal or professional experience meets the learning outcomes of the module(s) against which a claim is being made. A portfolio could include a combination of prior experiential and certificated learning. The portfolio should be cross-referenced to the learning outcomes of the module(s) for which exemption is being claimed.
RPL Coordinator	A trained member of staff in an academic school/ department with responsibility for RPL in the department, centre or school
S&AS	Student and Academic Services (formerly Academic Registry)
Stage	Equivalent to a year's full-time undergraduate study and usually comprising 120 credits
Standing Committee on Assessment (SCA)	The committee that, on behalf of UTC and the York Graduate Research School Board, develops, considers, monitors and reviews policies and procedures relating to the assessment of undergraduate, graduate postgraduate and research students, and; on behalf of Senate, approves, reports and monitors the results of assessment for University awards.
Stepping Up/ Stepping Down	The ability for students, often stage 3 undergraduates, to 'step up' and take modules at FHEQ Level 7(M) or taught postgraduates to 'step down' and take Level 6(H) modules as part of their programme. Attention needs to be paid when assessing claims for recognition of prior learning to ensure that rules relating to double counting are being adhered to.
Sufficiency <i>[as one of the criteria used to assess the claim]</i>	The existence of enough evidence to fully demonstrate achievement of the learning claimed
Top-up Degree	The purpose of a top-up degree is to provide a progression route from approved FHEQ Level 5 qualifications (eg Foundation Degree or equivalent prior learning). A top up degree comprises 120 credits at FHEQ Level 6. The degree classification is calculated on the top-up degree study only.

Term	Explanation
University Teaching Committee (UTC)	The university committee that, on behalf of Senate, is responsible for the effective governance and monitoring of learning and teaching, the approval of programmes of study and related policies and procedures including assessment and RPL.
Validation/ validated programme	Describes the process by which an institution with Degree Awarding Powers judges that a programme (or part of a programme) developed and delivered by another institution or organisation is of an appropriate quality and standard to lead to an award or credit of the awarding institution.