**Accredited Prior Learning (APL) Policy**

**Definitions**

1.  Accreditation of Prior Learning can take one of three forms:

    a)  APEL – Accreditation of Prior Experiential Learning. This learning may have been acquired through uncertificated training or general life experience. This learning will not have resulted in any formal qualifications. Generally, no more than 60 credits can consist of APEL.

    b)  APCL – Accreditation of Prior Credited Learning. This learning will have resulted in a formal qualification or in formally certified credits.

    c)  Direct entry, in which a student is granted exemption from the whole of Level 4 of a BA programme, and enters directly into Level 5. Direct entry can be permitted on the basis of a combination of APEL and APCL.

    For the purposes of this document, APL subsumes all three categories unless otherwise specified.

**Scope**

2.  This policy outlines the procedure Wycliffe Hall uses in consideration of Accredited Prior Learning (APL) claims for students entering Durham University Common Awards Programme only.

3.  In some cases, direct entry onto the second year of the University of Oxford BTh may be possible, at the discretion of the OUDCE BTh Committee and in accordance with the University of Oxford's Examination Regulations.

4.  In some cases, direct entry into the second year ("Final Honours School") of the University of Oxford BA may be possible, at the discretion of Wycliffe Hall and in accordance with the University of Oxford's Regulations.

5.  The University of Oxford does not permit any form of APL for students on other courses.

**Key Principles**

6.  This policy has been developed in line with guidance from Durham University and aligns itself with Durham University's 'Principles for the Award of APL at Durham' which outlines the University's approach to APL.

7. This policy also summarises Durham University's "Common Awards Detailed Guidance: The Accreditation of Prior Learning 2018/19 Entry". Where this policy does not contain sufficient detail to assess an application, that guidance will be followed in full. Where APL claims fall outside of the parameters of Durham University's documented guidance, Wycliffe Hall will refer such claims to the University for consideration.

8. In all cases APL claims must be processed prior to the start date of the relevant module(s).

9. A student may not normally apply for APL after the start of the academic year in which he or she would normally take the module(s) from which he or she wants exemption.

10. An application for admission to a course is separate from an APL claim application and each application will be assessed individually on its own merits.

11. APL will only be credited to students who have clearly evidenced their own genuine prior achievement of Common Awards learning outcomes. In order to be granted exemption from study through APL all applicants must be able to demonstrate sufficient evidence that their previous learning satisfactorily fulfils the requirements of the relevant module(s) (e.g. through formal transcript with supporting module information, or portfolio of experiential learning).

12. APCL will generally be awarded for study in theology or closely related disciplines. However, applicants with a previous degree in another discipline may be able to apply for direct entry if:

    a) They are able to demonstrate that they have met Level 4 key skills;

    b) They are able to demonstrate a capacity to study theology at Level 5;

    c) Wycliffe Hall is able to put together a programme of study which meets all other programme learning outcomes and Ministry Division requirements.

13. Students who have left a programme of study at another institution as a result of academic failure and are not considered as being in good academic standing will not be considered eligible for APCL from the programme in which they failed.

14. APL can only be awarded in relation to exemption from whole modules.

15. Maximum credit limit for successful APL claims is one third of the standard programme (see table below for details).

| Award | Programme Credits | Maximum APL Claim |
| --- | --- | --- |
| Diploma (HE) Theology, Ministry & Mission | 240 | $^1/_3$ i.e. 80 credits, including no more than 60 credits of APEL. |
| BA Theology, Ministry & Mission | 360 | $^1/_3$ i.e. 120 credits, including no more than 60 credits of APEL. |

16. Prior training or other experiential learning for which accreditation is sought must have taken place not more than five years before the date of the candidate's proposed start date on the Common Awards programme. When calculating the currency of previous certificated learning, Wycliffe Hall will calculate this period from the date when the previous qualification was

awarded. When calculating the currency of previous uncertificated learning, we will calculate this period from the date of the original learning.

17. While Wycliffe Hall will provide support and guidance so far as is reasonably practicable to an APL applicant, responsibility for completing the application and providing relevant supporting evidence rests with the APL applicant. It is the responsibility of the applicant to make sure that all evidence and supporting application material is submitted in English. Translations into English must be certified, with original documents available on request.

18. Wycliffe Hall reserves the right to take additional steps to verify the currency and authenticity of prior learning cited in an APL claim.

19. APL credit is a discretionary gesture on the part of Wycliffe Hall and cannot be considered to be a right.

20. Credit awarded through the APL process is treated in the same way as credit awarded through the normal taught route, except that it does not contribute to the calculation of the final award. The number and level of credits for which APL has been credited will be shown on any transcript which the student may receive. The modules awarded by APL will be shown as having been passed but a percentage mark will not be recorded.

21. Wycliffe Hall reports to Durham University on its use of APL; the University will periodically review reports of APL claims made, alongside relevant Wycliffe Hall policies and statistics to ensure consistency and fairness. The Common Awards Management Board remains responsible for the approval of non-standard cases (see clause 7) to ensure consistency across Common Award programmes.

**Roles & Responsibilities**

22. The Senior Tutor oversees the administration of the process and is the first point-of-contact for queries, support and advice regarding APL Claim applications.

23. The Senior Tutor is responsible for supporting applicants with further advice on adequate and appropriate submission content and for informing applicants of the outcome of their application.

**Procedure for APL Claim Applications**

24. Applications for APL have a cut-off date of the last Friday in July before the academic year when the module(s) for which APL is being requested would normally be taken.

25. Potential APL Claim applicants should, in the first instance, read the programme learning outcomes for the course they are hoping to study, available at www.dur.ac.uk/common.awards/programmes.

26. In order for an APL application to be considered, applicants must submit the specified documentation by the deadline above:

   a) APCL applicants with existing academic credit must submit:

      i) A completed Wycliffe Hall APL Request form & Mapping Document (Appendix II);

ii) Originals of the evidence listed as Supporting Documentation on the Request Form, which must include details of the titles of modules taken; the institution at which they were taken; the HEI which validated them (if different); the level of each module; the credit weight of each module; and the date of the award. This would normally be covered by a transcript;

iii) Two photocopies of the full set of evidence

b) APEL applicants with uncertificated learning or work experience must submit:

i) A completed Wycliffe Hall APEL Request form & Mapping Document (Appendix III);

ii) Originals of the evidence listed as Supporting Documentation on the Request Form, which must include details of what the learning was, where, and when it happened. This could consist of a portfolio of existing work; new pieces of work; an interview with Wycliffe Hall; or an alternative assessment of performance;

iii) Two photocopies of the full set of evidence

c) Direct entry applicants can submit either or both APCL or APEL forms and evidence.

27. Should an applicant wish to have prior learning from both academic and uncertificated experiential situations accredited, they must complete and submit both types of application.

28. All applications should addressed for the attention of the Senior Tutor and may be submitted either in person or by post. Wycliffe Hall will not accept responsibility for the loss or delay of applications sent by post.

29. The Senior Tutor will verify photocopies of documentary evidence submitted against the originals before returning the original documents.

30. The applicant may opt to collect their original documents or to receive the returned documents by post. Wycliffe Hall will not accept responsibility for the loss of original documents returned by post.

31. Postal and administration costs associated with the APL application process incurred by Wycliffe Hall may be recharged to the applicant.

32. Wycliffe Hall may contact an employer, education institution or similar referenced in an APL application to gain assurance of the authenticity of the application.

33. Wycliffe Hall reserves the right to reject an APL claim application if it is received after the deadline, it is incomplete and/or the supporting evidence is not clear or genuine.

34. Following initial checks for authenticity and currency, APL applications will be assessed by the Chair of the Board of Examiners, and their recommendation will be approved either by a subset of at least two members of Wycliffe Hall's Board of Examiners for Common Award Programmes (where local approval is sufficient) or by the Chair of the Durham University Common Awards Management Board.

35. The Chair of the Board of Examiners may:

a) Consider that the APL request sufficiently demonstrates achievement of learning outcomes.

b) Consider that the APL request may be of potential merit, yet falls outside the parameters of a standard APL request as defined by the APL Checklist and is to be referred to Durham University for further consideration;

c) Consider that the applicant may have a case for APL but that more evidence is required to make a decision. It may be that the Board of Examiners requests further information or may ask the applicant to take a written test or interview before making a decision.

d) Consider that the applicant has not demonstrated that he or she has already met the learning outcomes for the module(s) for which he or she wants credit and reject his or her application;

36. The Chair of the Board of Examiners communicates in writing the APL decisions made to the Senior Tutor, who will write to the applicant confirming the outcome of the APL request.

37. Regardless of the application's outcome, all documentation associated with the application will be held on record by Wycliffe Hall for a period of six years after the student has completed his or her studies.

| VERSION CONTROL | | | | | |
|---|---|---|---|---|---|
| Version Number | Policy Gatekeeper | Date of Approval | Committee | Date to Take Effect | Date of Next Review |
| **V.1.1** | **JER** | **24.11.14** | **Education** | **24.11.14** | **Michaelmas 2015** |
| V 2 | KAR | 9/11/16 | Education | 10/11/16 | Michaelmas 2018 |
| V 3 | KAR | 23/5/18 | Education | 23/5/18 | Michaelmas 2020 |

It is the responsibility of the Gatekeeper of each policy to check annually whether there have been any legislative and/or University policy changes that are relevant to Wycliffe Hall.

**APL REQUEST AND MAPPING DOCUMENT (FOR COMPLETION BY THE APPLICANT)**

**NAME:** [ ]  **DATE:** [ ]

| | COMMON AWARDS LEVEL or MODULE LEARNING OUTCOMES | | | HOW THE LEARNING OUTCOMES HAVE BEEN ACHIEVED PREVIOUSLY | |
|---|---|---|---|---|---|
| | **LEVEL / MODULE** | **OUTCOME** | **DESCRIPTION IN PROGRAMME SPECIFICATION / MODULE OUTLINE** | **DESCRIPTION OF HOW THE OUTCOME HAS BEEN MET \*** | **EVIDENCE** |
| *e.g* | *Level 4* | *SSK.1* | *Recognise the importance of context and genre in interpreting selected biblical texts.* | *Covered in the Level 6 'Biblical Theology' module undertaken as an option in the student's BA History* | *SD1: Transcript* |
| *e.g* | *TMM1011* | *SSS.1* | *Discuss a range of New Testament texts intelligently and place them within their broader contexts.* | *Covered in the Level 6 'Biblical Theology' module undertaken as an option in the student's BA History* | *SD1: Transcript* |
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |

| IF THERE ARE __ANY__ GAPS IN THE MAPPING OF LEARNING OUTCOMES, PLEASE NOTE AND COMMENT ON THEM HERE: |
|---|
| [Click here and type] |

**\* Please provide as much detail as possible to demonstrate how the Common Awards <u>learning outcomes</u> have been met through prior certificated learning; as in the example provided, please refer to (and, if possible, include quotations of) the <u>learning outcomes</u> already achieved through prior study. If the case relates to direct entry to Level 5, you might prefer to focus on <u>Level</u> learning outcomes.**

**APEL REQUEST AND MAPPING DOCUMENT**

NAME: [                    ]          DATE: [            ]

**All APEL claims and decisions must be based on the demonstrable prior achievement of the relevant module or Level learning outcomes.**

This mapping document has been designed to support this decision-making process by enabling TEIs to:

- assess the evidence presented by the student;

- determine whether the evidence demonstrates that the student has achieved all the relevant learning outcomes in full;

- record the outcome of their consideration of the claim;

- identify any gaps in the achievement of the learning outcomes in a way that will enable the University to consider any relevant claims referred to it.

| COMMON AWARDS LEVEL or MODULE LEARNING OUTCOMES | | | | HOW THE LEARNING OUTCOMES HAVE BEEN ACHIEVED PREVIOUSLY | | | | |
|---|---|---|---|---|---|---|---|---|
| LEVEL / MODULE | OUTCOME | DESCRIPTION IN PROGRAMME SPECIFICATION / MODULE OUTLINE | | EVIDENCED BY: | LEARNING OUTCOME MET: | | | NOTES |
| | | | | | IN FULL | IN PART * | NOT MET * | |
| *e.g* *Level 4* | *SSK.1* | *Recognise the importance of context and genre in interpreting selected biblical texts.* | | *Document 4: Reflective analysis of learning outcomes (p. 8, para. 4).* | ☒ | ☐ | ☐ | |
| *e.g* *TMM1011* | *SSS.1* | *Discuss a range of New Testament texts intelligently and place them within their broader contexts.* | | *N/A* | ☐ | ☐ | ☒ | *This learning outcome is not mentioned in the APEL claim. There is no evidence to demonstrate that this outcome has been met.* |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1 | | | | ☐ | ☐ | ☐ | |
| 2 | | | | ☐ | ☐ | ☐ | |
| 3 | | | | ☐ | ☐ | ☐ | |

| **\* IF THERE ARE <u>ANY</u> GAPS IN THE MAPPING OF LEARNING OUTCOMES, PLEASE NOTE AND COMMENT ON THEM HERE:** |
|---|
| [Please comment on any learning outcomes that are indicated as 'partly' or 'fully' met. TEIs are invited to provide recommendations to the University regarding the approval of such cases.] |

**Note:** *To add a row at the end of a table, place the cursor in the final column of the final row and press 'tab'. To 'tick' a box, double click on the box, select 'checked' in the 'Default Value' section.*

**WYCLIFFE HALL: COMMON AWARD PROGRAMMES**

**APL Checklist (for New Students)**

Wycliffe Hall will complete this standard checklist and mapping document for each individual APL request relating to new students. Wycliffe Hall will keep a record of these documents – and any supporting evidence – for the period of 6 years after the student has completed their programme of studies.

| TEI: | Wycliffe Hall |
|---|---|
| STUDENT NAME: | |
| PROPOSED PROGRAMME: | |
| ANTICIPATED START DATE: | |

| | | | |
|---|---|---|---|
| 1 | **Does the mapping document demonstrate that the student has already achieved the learning outcomes for the module(s) from which exemption is claimed?** *(Principle 1)* | Yes ☐ | No ☐ |
| 2 | **Is the requested credit for APL equal to, or less than, one-third of the standard programme?** *(Principle 2)* | Yes ☐ | No ☐ |
| 3 | **Is the period between when the learning for which APL is being applied for took place, and the time at which an APL application is being made, no more than five years?** *(Principle 7)* | Yes ☐ | No ☐ |

**If the answer in all cases is 'yes':** the TEI is responsible for considering the APL request.

**If one or more of the answers is 'no':** the University is responsible for considering the APL request.

| OUTCOME | TEI to consider: ☐ |
|---|---|
| | University to consider:* ☐ |

**\* If the University is to consider the request, please send the following to common.awards@durham.ac.uk:**

1. This APL Checklist
2. The APL Request and Mapping Document
3. Any relevant supporting documentation

4. If applicable, any recommendations from the TEI to be considered as part of University approval

**WYCLIFFE HALL COMMON AWARD PROGRAMMES**

**APL Request and Mapping Document**

Wycliffe Hall will complete this form for each individual APL request relating to a new student. Wycliffe Hall is required to keep this information on file, as the University may request documentation in relation to APL requests as part of annual review, periodic review, or at other times.

| REQUEST DETAILS | |
|---|---|
| **PROPOSED NUMBER OF CREDITS FOR APL:** | |
| **PROPOSED % OF CREDITS FOR APL:** | |

| SUMMARY OF REQUEST: |
|---|
| [Click here and type] |

| SUPPORTING DOCUMENTATION *(PLEASE LIST BELOW)* |
|---|
| [To include a transcript of the programme and/or modules, and/or a description of the qualification obtained] |

| OUTCOME OF CONSIDERATION BY TEI: | | |
|---|---|---|
| Approved in full: | ☐ | |
| Approved in part: | ☐ | Further details:<br><br>[TEI to specify which parts of the claim have been approved, and the reasons for not approving other parts of the claim] |
| Approved with conditions: | ☐ | Further details:<br><br>[TEI to specify the reasons for the decision, and set out the conditions for approval; for example, "As the student has not already acheived SSK2, they will be required to study and be assessed in module THMM1407 as part of Level 4 of the programme"] |
| Not approved: | ☐ | Reason for decision:<br><br>[TEI to specify the reasons for not approving the claim] |
| **ADDITIONAL INFORMATION** | | |

| | | |
|---|---|---|
| [TEI to provide any additional information, such as the Level of study or module(s) from which the student will be exempt] | | |
| **CONSIDERED BY:** | [Name of individual] | [Date] |

**TO BE COMPLETED BY DURHAM UNIVERSITY IF UNIVERSITY APPROVAL IS REQUIRED:**

| | | |
|---|---|---|
| **OUTCOME** | [Approved / Approved in part / Approved with conditions / Not approved] | |
| **NOTES** | [e.g. reasons for decision; conditions of approval] | |
| **CONSIDERED BY:** | [Name of individual] | [Date] |

**WYCLIFFE HALL COMMON AWARD PROGRAMMES**

**APEL Checklist**

TEIs should complete the checklist and mapping document for each individual APEL claim. You will need to keep a record of these documents – and any supporting evidence – for the period of 6 years after the student has completed their programme of studies.

| TEI NAME: | Wycliffe Hall |
|---|---|
| STUDENT NAME: | |
| PROPOSED PROGRAMME: | |
| ANTICIPATED START DATE: | |

| | | | |
|---|---|---|---|
| 1 | **Does the mapping document demonstrate that the student has already achieved the learning outcomes for the module(s) from which exemption is claimed?** *(Principle 1)* | Yes ☐ | No ☐ |
| 2 | **Is the requested credit for APEL equal to, or less than, one-third of the credits for the standard programme AND no greater than 60 credits?** *(Principle 2)* | Yes ☐ | No ☐ |
| 3 | **Is the period between when the learning for which APL is being applied for took place, and the time at which an APL application is being made, no more than five years?** *(Principle 7)* | Yes ☐ | No ☐ |

**If the answer in all cases is 'yes':** the TEI is responsible for considering the APEL request.

**If one or more of the answers is 'no':** the University is responsible for considering the APEL request.

| | | |
|---|---|---|
| **OUTCOME** | **TEI to consider:** | ☐ |
| | **University to consider:*** | ☐ |

**\* If the University is to consider the request, please send the following to common.awards@durham.ac.uk:**

1. This APEL Checklist

2. The APEL Request and Mapping Document

3. All relevant supporting documentation submitted by the student as evidence of the APEL claim

4. If applicable, any recommendations from the TEI to be considered as part of University approval

## WYCLIFFE HALL: COMMON AWARD PROGRAMMES

### APEL Request and Mapping Document

TEIs should complete this form for each individual APEL claim. TEIs are required to keep this information on file, as the University may request documentation in relation to all APL requests as part of annual review, periodic review, or at other times.

| REQUEST DETAILS | |
|---|---|
| **PROPOSED NUMBER OF CREDITS FOR APL:** | |
| **PROPOSED % OF CREDITS FOR APL:** | |

| SUMMARY OF REQUEST: |
|---|
| [Summarise the nature of the request; for example, the number of credits claimed in APEL; the specific modules or Level of study from which the student is requesting exemption; the nature of the experience that is presented as evidence of learning] |

| SUPPORTING DOCUMENTATION *(PLEASE LIST BELOW)* |
|---|
| [Provide a brief summary of the nature of the evidence submitted in support of the claim; for example, the student has submitted a detailed portfolio comprised of a CV, an academic essay, and a reflective account on the learning outcomes] |

| OUTCOME OF CONSIDERATION BY TEI: | | |
|---|---|---|
| Approved in full: | ☐ | |
| Approved in part: | ☐ | Further details: <br><br> [TEI to specify which parts of the claim have been approved, and the reasons for not approving other parts of the claim] |
| Recommend approval with conditions: | ☐ | Further details: <br><br> [TEI to specify the reasons for the decision, and set out the conditions for approval; for example, "As the student has not already acheived SSK2, they will be required to study and be assessed in module THMM1407 as part of Level 4 of the programme"] |
| Not approved: | ☐ | Reason for decision: <br><br> [TEI to specify the reasons for not approving the claim] |
| **ADDITIONAL INFORMATION** | | |

| | | |
|---|---|---|
| [TEI to provide any additional information in relation to the claim, the TEI's consideration of the claim, or the TEI's recommendation to the University re approval of the claim] | | |
| **CONSIDERED BY:** | [Name of individual] | [Date] |

**TO BE COMPLETED BY DURHAM UNIVERSITY IF UNIVERSITY APPROVAL IS REQUIRED:**

| | | |
|---|---|---|
| **OUTCOME** | [Approved / Approved in part / Approved with conditions / Not approved] | |
| **NOTES** | [e.g. reasons for decision; conditions of approval] | |
| **CONSIDERED BY:** | [Name of individual] | [Date] |