



RECOGNITION OF PRIOR LEARNING (RPL) PROCEDURAL NOTE

Process Area	Curriculum
Reference Number	CUR/010 PN01
Directorate	Curriculum

Issue No	Date	Details	Author	Approved	Next Review
001	May 25	New Issue – the existing Accredited Prior Experiential Learning Policy (APEL) XPD/025/004 to be replaced with this procedure. This document now contains the College APEL/RPL Statement and should also be read in conjunction with the existing RPL Policy CUR/010.	EN, LS		March 2028

1 PROCEDURAL STATEMENT

- 1.1 Southern Regional College provides a student-centred environment that is responsive to the academic and vocational requirements of individuals of all ages and backgrounds, in which they may be empowered to reach their full potential. To widen participation in learning the College recognises the value of previous learning and experience. Applicants who do not meet course requirements but have evidence of substantial knowledge or relevant industrial experience and skills, which has not been formally assessed should refer to the College Recognition of Prior Learning (RPL) Policy CUR/010 found here: [Policies & Procedures | Southern Regional College](#)
- 1.2 This Procedure sets out the key principles and procedures that the College follows in relation to **Accreditation of Prior Learning (APL)**, **Accreditation of Prior Certificated Learning (APCL)**, **Accreditation of Prior Experiential Learning (APEL)** and **Recognition of Prior Learning (RPL)** for Further and Higher Education (F&HE) provision (depending upon terminology used by the Awarding Body (AB)). The procedural processes are the same for RPL, APCL, APEL and RPL, in that they formally recognise and validate learning that students have acquired outside of traditional educational settings and will be referred to as **RPL** throughout this document.
- 1.3 The College RPL procedure is one which aims to recognise learning in whatever context it has taken place. It is based on the premise that learning can be identified, measured, assessed and accredited within academic courses, regardless of the context in which it is acquired. While applications will be considered on a rolling basis throughout the year, applicants should apply by 31 May for enrolment to programmes commencing at the start of the following academic year. Applications received after this date will be considered at the discretion of the College.
- 1.4 This recognition may give the learning a credit value within a credit-based structure and allow it to be counted towards the completion of a course of study and the attainment of associated qualifications.
- 1.5 To be given credit on a programme, such previous learning needs to be at the appropriate level or have the potential to reach that level with further study and reflection.
- 1.6 The procedure is informed by the Department for the Economy (DfE) working group on RPL and QAA (Quality Assurance Agency) UK Quality Code for Higher Education.
- 1.7 The general principles apply to all F&HE students, but processes may be shaped by Awarding Body requirements. Further details can be found in the Admissions Policy and Admissions Criteria, please refer to section 1.1.

2. PRINCIPLES

- 2.1 The following principles are fundamental to the achievement of awards that meet nationally recognised standards of achievement. RPL involves gathering evidence and demonstrating how it meets the knowledge and skills criteria for a course. This requires

applicants to reflect on their experiences and the learning outcomes they have achieved.

- 2.2 Recognition of Learning:** Learning is recognised irrespective of the context in which it is achieved.
- 2.3 Focus on Learning Outcomes:** It is the achievement of learning outcomes, not just the experience of the activities alone that are accredited.
- 2.4 Evidence and Authentication:** Learning must be evidenced in writing and authenticated at the appropriate level. Claims for RPL must be made using the application form (Appendix 1)
- 2.5 Rigour and Comparability:** All claims for RPL are considered with the same degree of rigour and must be comparable in terms of evidence and effort.
- 2.6 Academic Judgement:** Decisions regarding the accreditation of prior learning are based on academic judgement, informed by professional bodies and other stakeholders.
- 2.7 Transparency and Fairness:** The RPL process shall be transparent to all stakeholders and demonstrably rigorous and fair.
- 2.8 Feedback:** Feedback shall be provided to applicants at each stage of the process.
- 2.9 Board Outcomes:** Applicants will be informed of the outcome following the Board's decision in a timely basis.
- 2.10 Staff Support:** Appropriate training and support will be available to all staff associated with the guidance and assessment of claims.
- 2.11 Limitations:** Limitations to RPL are clearly defined. These will be reviewed alongside Awarding Body requirements. Course Teams will identify any modules where an RPL claim cannot be considered, making explicit the rationale and justification.
- 2.12 Calculation of award:** Approved exemptions will be recorded on the student's record. Where required, in accordance with programme regulations, marks achieved in prior studies or awarded for experiential learning through assessment of a portfolio of evidence, shall be used to calculate the student's overall result.
- 2.13 The College RPL Board** shall have due regard for the authenticity, currency, validity, reliability and sufficiency of the evidence provided.

3. PROCESS

- 3.1** Exemptions will be considered for a minimum of one module only.

3.2 Exemptions may be granted for whole modules only, except where a module is clearly defined into theoretical and practical elements. In this case, claims may be considered for either the theoretical or practical components.

3.3 Exemptions will only be considered for a maximum credit value or programme percentage in line with Awarding Body requirements. This is summarised in the table below:

Awarding Body	Maximum Credit Exemption and Stipulation
Ulster University	<p>For programmes of 180 or more credit points, students must register for modules amounting to at least the final third of the credit value of the award at the highest level. For programmes of up to and including 120 credit points, students must register for modules amounting to at least the final half of the credit value of the award at the highest level. Exemptions shall not be permitted for these modules. Approved exemptions shall be recorded on the student's record. Where required, in accordance with programme regulations, marks achieved in prior studies or awarded for experiential learning through assessment of a portfolio of evidence, shall be used to calculate the student's overall result.</p> <p>The FPM will have final approval of all RPL applications. Further information is available here: Accreditation of Prior Learning</p>
Open University	<p>A student may be awarded credit or 'Credit Transfer' for prior certificated learning (RPCL) towards the requirements of a course. For a Foundation Degree (240 credits) this equates to a maximum reuse of 150 credits or the completion of 120 credits of study. Two-thirds of RPL is only permitted for full, three-year bachelor's degrees (360 credits) or full Masters Degrees (a minimum of 180 credits) and not sub-awards, where the usual maximum is 50%.</p> <p>RPL is not permitted at Level 6 of a Bachelor Honours Degree or for the thesis/dissertation module where students are expected to complete 120 credits in order to gain the award. Performance in work for which an award of credit for prior learning has been made is not considered in the calculation of the final award. Other timescale limitations around the age of RPL credits also need to be considered.</p> <p>RPL allows for candidates to enter stage 2 or stage 3 of an undergraduate qualification based on completion of an appropriate certificated qualification from a recognised UK HE programme of study within 16 years. With stage exemption of this kind, it will be recorded on the student's transcript that stage exemption was awarded, but credit for the stage(s) from which the</p>

	<p>student was exempted would not be transferred to OU validated awards.</p> <p>Further details can be found here: Academic Regulations (Taught Courses) 2024-25</p>
Pearson Higher Nationals	<p>RPL processes are not to be used for any more than 50% of the total credit value of a Pearson Higher National award.</p> <p>Recognition of certified or experiential learning should only be considered for learning achieved within seven years prior to the registration date for the intended higher education programme.</p> <p>Further information is available here: Recognition of prior learning policy and process</p>
Queen's University	<p>At undergraduate level, RPEL is used primarily to enable an applicant to be awarded credit for a proportion of a programme and therefore gain exemption from specified taught modules of the programme. At postgraduate level, it is also used for this purpose and more commonly, for admission. Prospective applicants should consult the entrance requirements within the University's Course finder for information on whether admission under RPEL is permissible.</p> <p>Evidence must be recent enough to imply current knowledge or capability, i.e. no more than 10 years old. Lower limits may be set for particular subjects. These will be found in the relevant Programme Specification.</p> <p>The maximum RPEL credit which can normally be claimed for undergraduate programmes is equivalent to 120 credit points at Level 1 and Level 2. Subject to programme regulations, credit may be awarded for experiential learning up to a maximum of 120 credit points on an undergraduate degree programme or up to one-third of the total credit required for an undergraduate certificate or diploma.</p> <p>The maximum credit that can be claimed for postgraduate programmes is normally one-third of the total required for the programme. Normally this will be:</p> <ol style="list-style-type: none"> i. 20 credit points towards a Postgraduate Certificate. ii. 40 credit points towards a Postgraduate Diploma. iii. 60 credit points towards a Master's degree. <p>RPL credit cannot be awarded for any module which comprises a major project or dissertation.</p>

	Further information can be found here: Procedures for Recognition of Prior Learning (RPL) Academic & Student Affairs Queen's University Belfast
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- 3.4** A duly constituted College **RPL Board** shall take decisions on claims for RPL. This will include at least two members of staff and should normally include an RPL Adviser (Subject Expert), the Course Co-ordinator, Teaching and Learning Advisor, Curriculum Manager or Head of Quality.
- 3.5** The RPL Board will have due regard for the authenticity, currency, validity, reliability and sufficiency of the evidence provided.
- 3.6** Subject Experts/Course Co-ordinators shall make explicit any modules where an RPL claim cannot be considered and make explicit the rationale and justification.
- 3.7** Claims must be evidenced by certification or in writing.
- 3.8** Faculty Management shall have due regard for core elements of the programme to ensure that applicants have met the requisite learning outcomes within RPL claims.
- 3.9** The Head of Quality and Pedagogy, in conjunction with Faculty Managers, shall appoint an RPL Adviser to provide advice and guidance to applicants on claims. This will normally be a member of the course team.
- 3.10** Previous learning from a higher level can be counted where appropriate (e.g. credit from a Level 5 programme can be used to award credit to a level 4 qualification).
- 3.11** Prior study gained at an external institution will be considered providing the requested evidence is met.
- 3.12** Any RPL exemptions granted will be recorded on the learners Transcript against the module, upon completion of their qualification.
- 3.13** The RPL Adviser will advise the applicant/student on whether an RPEL claim is appropriate and against which module(s) exemption may be sought; whether the evidence presented is likely to meet the criteria of being authentic, current, valid, reliable and sufficient.
- 3.14** Regard shall be taken in relation to the currency of the certificated evidence.
- 3.15** Qualifications and/or module credits that have been achieved within the previous five academic years will be considered for exemptions.
- 3.16** The RPL Board shall determine whether the certificated evidence is commensurate with the learning outcomes within the module(s) for which exemption is sought.
- 3.17** The applicant/student is responsible for presenting the RPL Board with the requisite information for the learning achieved within a certified claim by providing evidence such

as full certificates and academic transcripts.

- 3.18** Applications for exemptions for individual modules via RPL will only be considered from applicants who have secured a place on a course at Southern Regional College. All applicants must meet the entry requirements for individual programmes before an RPL request will be considered.
- 3.19** Internal progression from within the College is the most common form of application, however the College will review applications from students from alternative institutions.
- 3.20** Applications for RPL will only be considered prior to commencement on the programme and up to 5 weeks after commencement on the programme.
- 3.21 Direct entry via stage exemption - for Open University Provision only:** RPL allows for candidates to enter stage 2 or stage 3 of an undergraduate qualification based on completion of an appropriate certificated qualification from a recognised UK HE programme of study. With stage exemption of this kind, it will be recorded on the student's transcript that stage exemption was awarded. Credit for the stage(s) from which the student was exempted, would not be transferred to OU validated awards.
- 3.22** RPL for Admission to courses is based upon prospective students, with considerable life and work experience, demonstrating evidence of their ability to undertake the programme. A portfolio of evidence should be presented for consideration. Course Co-ordinators will specify the minimum outcomes to be demonstrated for admission to a programme.
- 3.23** The RPL Adviser will, in consultation with the applicant, determine whether the evidence presented is likely to meet the criteria of being authentic, current, valid, reliable and sufficient.

4. PROCEDURE

The procedure is broken down into four stages.

- 4.1 Stage 1 Information and Advice: Consultation with RPL Adviser and submission of evidence of prior certificated and/or experiential learning to RPL adviser.**
- 4.1.1 All initial enquiries regarding RPL shall be directed to the RPL Adviser (Course Director/Co-ordinator) who shall advise the applicant on the process and its requirements.
- 4.1.2 All RPL applications shall be made using the application form (Appendix 1).
- 4.1.3 All applications must include evidence of the prior certificated and/or experiential learning.
- 4.1.4 All formal written applications shall be made in the first instance to the RPL Adviser to determine whether the evidence to be presented is likely to meet the required criteria of being authentic, current, valid, reliable and sufficient before

forwarding to the RPL Board for consideration.

- 4.1.5 All applications for RPL shall be presented in the form of a portfolio of evidence. The portfolio should contain written material which clearly demonstrates how the student's prior experience is evidence of their achievement of the requisite learning outcomes. The assessment criteria (Appendix 2) are used to assess the portfolio of evidence.

A typical portfolio should include the following sections:

Section	Guidance
1. Title page and table of contents	The document should be presented in a clear logical order.
2. Introduction	The introduction should set the context of the claim in the overall academic and career plans of the student.
3. Experience	A Curriculum Vitae should be included, as well as an expansion on other significant life events including a description of experiences including informal learning activities e.g. conferences/workshops. Employment history should include a detailed workplace reference.
4. Learning Account	Education and Training History, including a description of training. This should detail a personal reflection/account/statement of the learning and reflections on what has been acquired from the experience in relation to training and professional qualifications (certification).
5. Learning Outcomes	Clear statements of demonstrable behavioural change/performance resulting from the learning together with a list of demonstrable learning outcomes.
6. Evidence	Evidence of the achievement of each learning outcome including informal learning activities e.g. conferences or workshops.
7. Authenticity	Evidence demonstrating that the prior learning claimed was completed by the applicant.
8. Claim	This needs to be realistic, based on sound advice.

Additional information to support the submission can include:

- Practice-based documents
- Reports on observation of practice
- Video/audio files, with commentary and analysis related to the achievement of learning outcomes.
- Analytic and evaluative description of practice
- Statements from supervisors in relation to aspects of practice
- Continuing Professional Development (CPD) records and appraisals
- Reports of professional discussions

4.2 Stage 2 Guidance and Planning: Feedback from RPL Adviser when producing a claim

The RPL Adviser will determine whether the evidence to be presented is likely to meet the required criteria (below) before forwarding to the RPL Board for consideration. This will reference the following:

- 4.2.1 **Currency:** Evidence should relate to current learning that meets the Awarding Body requirements. Where the course/subject and/or professional, statutory, or regulatory bodies have specific requirements and/or time limits for the currency of evidence, certification, or demonstration of learning, these should be made clear and transparent.
- 4.2.2 **Level:** Defined in accordance with the National Qualifications Framework/Academic Framework generic level descriptors for defining accepted tiers of learning achievement. In assessing the level of prior learning from institutions outside the UK, assistance will be sought from recognised authoritative public sources, such as UK National Agency for the recognition and comparison of international qualifications and skills (UK NARIC). The level, learning outcomes and knowledge/skills base need not be identical, but they must be close enough to those in the target programme to allow the student to progress without the need to repeat the exempted study.
- 4.2.3 **Relevance:** For recognition of achievement, the prior learning must be relevant to the target programme of study. This means that it must have similar learning outcomes and cover a similar knowledge and/or skills base.
- 4.2.4 **Reliability:** The extent to which there is consistency in the assessment of claims. That the result has status, has been formally documented, normally through the medium of a transcript or official letter. If there is uncertainty, the student may be asked to provide additional evidence e.g. through a reflective statement. The assessor will satisfy themselves that the evidence, e.g. certificate is authentic, by seeing the original document, or if it was in a different name, by also evidence of change of name e.g. a marriage certificate.
- 4.2.5 **Sufficiency:** There should be sufficient written evidence to demonstrate fully the achievement of the learning being claimed. No RPL recognition will be counted towards the requirements of more than one academic award of the same type at the same level.
- 4.2.6 **Validity:** There should be a clear and transparent link between the learning being evidenced and the outcomes against which recognition is being sought.

4.3 Stage 3 Assessing a Claim: Review and Assessment by the RPL Board

- 4.3.1 All applications shall be formally considered by an RPL Board.
- 4.3.2 Applicants seeking exemption based on prior experiential learning may be invited to attend for interview by the RPL Board, a note will be taken at this meeting. (Appendix 3).

4.3.3 Recommendations of the RPL Board will be recorded. (Appendix 4) All claims will be decided as follows: Approved - Insufficient Evidence - Not Approved. For **Ulster University programmes** recommendations of the RPL Board will be recorded and sent to the FPM for confirmation.

4.4 Stage 4 Claim Outcome: Candidate informed of Board decision

4.4.1 Applicants shall be informed of the outcome following the Board's decision in a timely basis.

4.4.2 Where a claim has been determined as insufficient evidence or not approved, applicants shall be provided with detailed feedback including identification of those areas where the claim has been deemed deficient and a clear explanation for the claim being determined not approved.

4.4.3 Where the decision is of insufficient evidence, there shall be one opportunity for the student to provide additional evidence to the Board if this is considered necessary and appropriate.

4.4.4 All successful claims for admission to a programme or exemption from a module(s) or part of a programme shall be reported by the Course Director/Co-ordinator and subsequently noted at Progress/Examination Boards.

4.4.5 The decision of the Board shall be final (no right of appeal except on grounds of procedural irregularity). Where applicable, the applicant must submit an appeal using the Academic Appeals process within 10 days of receiving a decision.

4.4.6 Approved claims are not included in the calculation of the award classification.

4.5 TIMELINE

Stage	Activity	Maximum Duration
Stage 1	Consultation with RPL Advisor and submission of application / evidence.	6 weeks
Stage 2	Feedback from RPL Adviser.	2 weeks
Stage 3	Submission of application and review / assessment by the RPL Board.	3 weeks
Stage 4	Candidate informed of Board decision.	1 week

5. FLOWCHART

N/A

6. APPENDICIES

6.1 Appendix 1: RPL Application Form

PART 1: PERSONAL INFORMATION	
Surname:	
Forename(s):	
Title:	
Date of Birth:	
Home Address:	
Post Code:	
Email Address:	
Mobile Number:	
Home Tel number:	
EMPLOYER DETAILS	
Company Name	
Employer Contact Name:	
Employer Contact Number:	
Employer Address:	
PART 2: PROPOSED COURSE OF STUDY	
Programme Title:	
Mode of Attendance:	
Month/Year of Entry:	
Proposed Start Date:	
Please tick the level of RPL for which you are applying	
Admissions:	<input type="checkbox"/>
Exemption from Individual Modules:	<input type="checkbox"/>
Exemption from Individual Modules:	<input type="checkbox"/>
Direct Entry:	<input type="checkbox"/>

If you are seeking exemption from individual modules, state modules below:	
PART 3: Outline of Claim	
I enclose the following information:	
1. Application Form	<input type="checkbox"/>
2. Certified Evidence	<input type="checkbox"/>
3. Portfolio of Evidence	<input type="checkbox"/>
Declaration	
<p>I declare that the information submitted in this application form is my own work and has not been falsified or been generated or assisted by artificial intelligence (AI).</p>	
Signed:	Date:

Please return this form and supporting evidence to the RPL Advisor or Course Director/Co-ordinator

6.2 Appendix 2: Criteria for Assessment of RPL Portfolio by RPL Board

Programme Title:	
Applicant Name:	
Panel Members:	
Note Taker:	
Date:	
CRITERIA FOR ASSESSMENT	PANEL COMMENTS
1. DESCRIPTION OF EXPERIENCE (10%)	
1.1 Clarity in terms of: a) Specification of amount of time devoted to the activity. b) Precision of description of activity. 1.2 Relevance in terms of: a) Linkage to learning outcomes of Teaching and Training Studies course units.	
2. REFLECTION ON EXPERIENCE (30%) 2.1 Depth, in that the reflection: a) Moves from the anecdotal/personal to make generalisations. b) Moves from the descriptive to the analytical and evaluative levels. c) Demonstrates change in behaviour because of reflection on experience. 2.2 Breadth in that it: a) Relates to each of the learning outcomes identified.	
3. DESCRIPTION OF LEARNING OUTCOMES (30%) 3.1 Specificity in terms of: a) Clear identification of changes in knowledge, understanding or competence. b) Currency: the learning outcomes are relevant now.	
4. EVIDENCE (20%) 4.1 Relevance insofar as it: a) Is clearly linked to the learning outcomes identified above. b) Is relevant today: evidence of recent application where learning outcomes were acquired some time ago. 4.2 Authenticity in that: a) The evidence demonstrates that the student did what is claimed.	
5. PORTFOLIO (10%) 5.1 Organisation in terms of: a) Clear mapping of experience - reflection - learning outcomes – evidence. 5.2 Clarity in terms of: a) Accessibility to non-specialists. (Only for subject-specific credit)	

6.3 Appendix 3: RPL Assessment / Interview Pro-forma

Instructions to RPL Board /Interviewers		
<p>Where an applicant is not to be interviewed, the pro-forma should be used for recording assessment of the evidence presented and the decision of the RPL Board. The form shall be signed by each participating member.</p> <p>Where an applicant is to be interviewed, at least two members of academic staff should be present, and the form signed by each.</p> <p>Sections A and B should always be completed. If an applicant is interviewed, section C must be completed. If the applicant is seeking exemption from an individual module(s), section D must also be completed.</p>		
Section A: Candidate Details		
Name of candidate:		
Title of course applied for:		
Mode of attendance (P/T or F/T)		
Date of interview (if applicable):		
Evidence presented (certificated / experiential):		
Exemption sought - admission / module(s)/direct entry:		
Section B: Evaluation of evidence (certificated or experiential learning)		
<p>NOTE: Appendix 2 may be used for detailed assessment of a portfolio of evidence. A copy of the evidence produced for interview should be retained by the RPL Board.</p>		
Section C: Evaluation of Interview (RPL Application)		
<p>The RPL Board should assess the applicant's suitability for the course based on the criteria outlined below. The decision should be based both on evidence from the interview <u>and from the evidence produced</u>.</p> <p><i>A score between 1 and 5 should be awarded under each criterion where 1 suggests the applicant does not show enough merit in the area and 5 suggests the applicant shows considerable merit in the area.</i></p> <p>The RPL Board shall have due regard for the authenticity, currency, validity, reliability, and sufficiency of the evidence provided.</p>		
Criteria	Assessment of candidate's ability to meet the criteria based on evidence presented.	Score (1-5)

<p>Relevant experience (professional, industrial or education).</p> <p>Explain how the applicant's prior experience is relevant to the selected course of study.</p>		
<p>Academic skills (e.g., critical thinking, reflective writing, knowledge of subject area etc).</p> <p>Outline how the applicant shows an appropriate understanding of the academic skills required for the selected course of study.</p>		
<p>Awareness of course Expectations.</p> <p>Outline how the applicant shows an appropriate</p>		
<p>understanding of the content and workload for the selected course of study.</p>		
<p>TOTAL SCORE:</p> <p>An aggregate score of 11 is normally necessary for admission to a programme. Where the number of applications for places exceeds the number of places available on programme, the score awarded in this interview may be used to rank candidates in order of preference.</p>		/15
<p>Section D: Module Exemption</p>		
<p>ONLY to be completed for candidates applying for RPL to gain exemption from an individual module. Indicate how the applicant's prior learning or prior experiential learning meets the relevant learning outcomes for each module for which an exemption is sought.</p>		
<p>Title and code of module for which an exemption is sought.</p>	<p>Outline of evidence presented by applicant that they have met the learning outcomes of the module.</p>	<p>Module exemption recommended. <i>Yes/No</i></p>

6.4 APPENDIX 4: Recommendation of RPL Board

Recommendations of APL Board	
Applicant Surname:	
Applicant Forename(s):	
Title of course applied for:	
Mode of attendance (P/T or F/T)	
Date of interview (if applicable):	
Evidence presented (certificated / experiential):	
Exemption sought - admission / module(s)/direct entry:	
Additional relevant information considered:	
Overall Recommendation:	
Approved:	
Insufficient evidence:	
Not approved:	
Name:	Signature:
Position for this Panel:	
Date:	
Name:	Signature:
Position for this Panel:	
Date:	
Name:	Signature:
Position for this Panel:	
Date:	
FOR ULSTER UNIVERSITY PROVISION Confirmation of College Decision	
FPM NAME:	
DATE CONFIRMED WITH FPM:	
NAME OF COLLEGE STAFF PROVIDING DECISION:	

6.5 APPENDIX 5: Staff Checklist

6.5.1 Staff should be familiar with the College RPL Procedure and the associated policy documents. The following checklist can be used to guide staff through the RPL process for individual applications.

Tasks	Comments
<ul style="list-style-type: none"> • Arrange meeting with applicant. • Advise on most appropriate programme of study. • Recommend any further sources of advice. • Discuss learning from experience and sources of evidence to be used in claim. 	
<ul style="list-style-type: none"> • Agree timeframe and action plan for putting claim together. • Provide Guidance Notes and Application Form to candidate. • Inform Course Team as appropriate. 	
Consideration of Portfolio of Evidence	Comments

<p>1</p>	<p>Is the background of the experiential learning relevant to the course sought?</p> <p>Does the evidence support the achievement of each of the knowledge, skills and understandings? (Reference QAA Qualification Benchmark if applicable.)</p> <ul style="list-style-type: none"> (i) Critical understanding of the well-established principles in their field of study and the way in which those principles have developed. (ii) Successful application in the workplace of the range of knowledge and skills learnt throughout the programme. (iii) Ability to apply underlying concepts and principles outside the context in which they were first studied, and the application of those principles in a work context. (iv) Knowledge of the main methods of enquiry in their subject(s), and the ability to evaluate critically the appropriateness of different approaches to solving problems in their field of study and apply those in a work context. (v) An understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge in their field of study and in a work context. (vi) Ability to use a range of techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis in their field of study and in a work context. (vii) Ability to effectively communicate information, arguments, and analysis, in a variety of forms, to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively in their field of study and in a work context. (viii) Ability to undertake further training, develop existing skills, and acquire new competencies that will enable them to assume responsibility within organisations. (ix) Qualities and transferable skills necessary for employment and progression to other qualifications requiring the exercise of personal responsibility and decision making. (x) Ability to use opportunities for lifelong learning. 	
<p>2</p>	<p>How well presented is the portfolio? Scale of 1 to 5 with 5 Excellent.</p>	
<p>3</p>	<p>Does the portfolio meet the requirements of currency and authenticity?</p>	
<p>4</p>	<p>Have any additional activities been carried out in support of the portfolio i.e. performance assessment, interview?</p>	

5	<p>Does the portfolio of evidence, in your opinion, clearly meet and map to the learning outcomes of the module(s) for which exemption is sought?</p> <p>Please refer to the relevant programme specifications.</p>	
7	<p>Are there any additional comments you believe are relevant to the final decision?</p>	
8	<p>Do you recommend that the exemption requested is awarded? Please state the level and volume of exemption you recommend. Provide a rationale for your decision.</p>	
Signature (Subject Specialist):		Date:
Signature (Course Coordinator/Director):		Date: