

LFS Accreditation of Prior (Experiential) Learning Policy

1. Introduction

The London Film School recognises that some applicants, especially mature applicants have an extensive range of expertise, skills and knowledge.

Applicants who already hold a qualification (for example from another university) that may exempt them from part of the course may apply for Accreditation of Prior Certified Learning (APCL). Similarly, applicants who have undertaken work, paid or voluntary, that has resulted in learning skills or knowledge equivalent to a module they will be studying, they may apply for Accreditation of Prior Experiential Learning (APEL).

2. Scope

This policy applies to all programmes of study validated by the University of Warwick, namely MA Filmmaking and MA Screenwriting.

3. General Stipulations

- (1) Any application for APL credit in respect of postgraduate studies must be based on prior learning or experience at a suitably advanced level. This means that it is not normally possible to accredit prior learning at undergraduate level, even if the content may appear similar.
- (2) The University of Warwick operates the European Credit Transfer System (ECTS), where 1 European credit (ECTS) is equivalent to 2 UK credits (CATS). Thus, each taught module of 20 credits is normally equivalent to 10 ECTS credits, and a full Masters of 180 UK credits is equivalent to 90 ECTS.
- (3) Academic credit should be awarded only for achievement of designated learning outcomes. Therefore, AP(E)L should be awarded only against specific modules where through prior qualification or experience it can be confirmed that students have achieved equivalent learning outcomes.
- (4) Accreditation of prior certificated learning (APCL) is when credit is awarded for learning which has already been assessed, awarded and certificated as part of a completed or partly-completed course or qualification.
- (5) Accreditation of prior experiential learning (APEL) is when credit is awarded for learning and capabilities gained through your experiences. A wide range of life experiences could provide appropriate learning opportunities, although it is the ability to demonstrate your learning, rather than simply stating your experience which is the basis for credit. Since this learning will not have been previously assessed, a claim for APEL credit involves the submission of piece of assessed work (such as a report, portfolio, project, performance, written assignment, oral presentation, viva or presentation of artefacts).

4. AP(E)L Process

- (1) Applications for accreditation of prior learning, either APCL or APEL, should be made using the processes of the validating university. All associated fees charged

by the university or any incidental costs, including the translation into English of any evidence, will be the responsibility of the student.

- (2) The overarching arrangements for the assessment of an application for AP(E)L will be made by the appropriate body at the validating university.
- (3) The formal assessment of work submitted in relation to an application for AP(E)L will normally involve the Head of Studies and experienced, competent teaching staff from the school as internal markers. The Head of Studies will provide ongoing training and support to staff about the process, requirements and expectations.
- (4) The final decision whether to award APEL credit lies with the appropriate body at the validating university.

5. Version Control

Version Number	Changes	Author, Title	Date
0.1	-	Philip Ramge, Academic Registrar	26/06/2015
1.0	Approved by Academic Board	Philip Ramge, Academic Registrar	03/07/2015
1.1	Awarding body details updated	Philip Ramge, Academic Registrar	19/01/2016

Appendix A: Mapping to the QAA Quality Code, Chapter B6: Assessment of Students and the Recognition of Prior Learning

Expectation

Higher education providers operate equitable, valid and reliable processes of assessment, including for the recognition of prior learning, which enable every student to demonstrate the extent to which they have achieved the intended learning outcomes for the credit or qualification being sought.

Indicator ¹	Evidence
<p>Indicator 2</p> <p>Assessment policies, regulations and processes, including those for the recognition of prior learning, are explicit, transparent and accessible to all intended audiences.</p>	<p>Together with the Code of Assessment Practice which includes information on how information is made available to students, this policy will be published on Moodle where all students can access the information. In addition, the relevant information be made available on the website.</p>
<p>Indicator 3</p> <p>Those who might be eligible for the recognition of prior learning are made aware of the opportunities available, and are supported throughout the process of application and assessment for recognition.</p>	<p>This policy and/or its contents are published on the LFS website together with contact information. A link to the validating university's website is also included in the policy.</p>

¹ Indicators not listed in this table are covered in the Code of Assessment Practice.

Indicator 4

Higher education providers assure themselves that everyone involved in the assessment of student work, including prior learning, and associated assessment processes is competent to undertake their roles and responsibilities.

As stated in section 4, paragraph (3), assessment of prior learning is carried out by the Head of Studies and experienced, competent teaching staff. Ongoing training and support is also provided by the Head of Studies.

Indicator 11

Assessment is carried out securely.

Information and documents pertaining to applications for AP(E)L are stored securely in the LFS online application system. Access to the system is limited to staff assessing applications and managing admissions.

Indicator 15

Degree-awarding bodies specify clearly the membership, procedures, powers and accountability of examination boards and assessment panels, including those dealing with the recognition of prior learning; this information is available to all members of such boards.

This is largely covered by London Metropolitan University's regulations (section 8.1). Details about LFS staff involved in the assessment are included section 4, paragraph (3) of this document.

Indicator 18

Degree-awarding bodies systematically evaluate and enhance their assessment policies, regulations and processes.

N/A – as an alternative provider, LFS continuously monitors and reviews its policies and processes in consultation with the awarding body to ensure continuous enhancement.