



MORLEY COLLEGE LONDON

Higher Education: Recognition of Prior Learning (RPL) and Recognition of Prior Experiential Learning (RPEL) Policy and Procedure

POLICY OWNER:	Chair of HE Sub-Committee
FINAL APPROVAL BY:	Policy Committee
Policy Category:	Student
Approved by Policy Committee:	September 2021
Approved by Governing Body:	N/A
Review Date:	September 2025

1. Introduction, Purpose and Scope of Policy:

Morley College London is committed to providing an environment for students that actively provides equality of opportunity, freedom from discrimination and values the diversity of all students and prospective students. The College seeks to broaden the pool of potential applicants by raising awareness and expectations in line with its commitment to widening participation, particularly but not exclusively to its local community.

The College is supportive of all applicants who can demonstrate their potential, and recognises and supports the ambitions of its applicants.

Recognition of Prior Learning (RPL) or Recognition of Prior Experiential Learning (RPEL) may allow applicants further routes into Higher Education. Morley College London therefore has this policy to aid applicants and staff alike in understanding the function, purpose and practicalities of using RPL/RPEL.

2. Equality and Diversity Analysis Screening:

In accordance with the College's Equality and Diversity Policy, the development of this policy complies with the Equality Act 2010 in ensuring due regard to eliminating discrimination, advancing equality of opportunity and fostering good relations (see section 4 of the Equality and Diversity Policy). An equality analysis will be completed if there is a risk the policy may affect different groups protected from discrimination. Consultation will be carried out with staff. If an equality analysis is required, the Equality and Diversity Co-ordinator (Head of Quality and Standards) will advise on completion and the analysis is to be included as an appendix to the policy.

3. Applicability:

This policy applies to prescribed Higher Education courses only, specifically applicants for the:

- Pearson level 4 Higher National Certificate and level 5 Higher National Diploma courses
- Ravensbourne level 6 BA Top Up Degree courses
- UEL BA Top Up Degree

Applicants to the Kingston University Sector-Endorsed Foundation Degree in Early Years should refer to Kingston University.¹

4. Definitions:

Recognition of Prior Learning (RPL): an assessment process that involves assessment of an individual's relevant prior learning (including formal and informal learning) in order to give credit for learning outcomes a student has already achieved. RPL means applicants can start their course at the appropriate level, gaining part or full accreditation for specific unit/modules to reduce the amount of credits/units or content they need to study to gain a qualification. In claiming recognition of prior learning it should be noted that programme regulations must be followed.

Recognition of Prior Experiential Learning (RPEL): a process by which relevant experiential learning is assessed and accredited. Experiential learning includes the knowledge and skills acquired through life experience, work experience and study which

¹ [Early Years Foundation Degree FdA degree course - London undergraduate courses - Kingston University London](#)

are not formally documented through a recognised qualification. In this document, unless made explicit, RPL and RPEL are used to mean any recognition of prior activity.

Higher Education (HE): courses in this context are prescribed, credit-bearing courses which are offered at level 4, 5 or 6 at Morley College London. They are prescribed, credit bearing courses, meaning they are eligible for funding through Student Finance England.

Awarding body or validating partner: these are the institutions that award the final qualification that the College delivers. For the Higher National Certificates (HNCs) and Higher National Diplomas (HNDs) this is Pearson. For the level 6 Top Up Degrees and foundation degree, this will be one of the College's validating universities (UEL, UAL, Ravensbourne or Kingston).

QCF and RQF qualifications: The QCF (Qualifications and Credit Framework) and the RQF (Regulated Qualifications Framework) provide a measure of the length and level of a course. The RQF replaced the QCF in 2015 and so courses on the RQF are more current than courses on the QCF. For this reason an applicant wishing to use their QCF qualification as RPL/RPEL will enter a process of 'mapping' (see the procedure in the Appendix for full details) so the programme team can be assured that the knowledge from the older qualification being claimed can be enhanced so as to be deemed current. Qualifications on an older framework to the QCF or RQF will be deemed to be no longer current as they would be older than 5 years, however the programme team may wish to enter a discussion with the applicant around experiential learning to see if that can be used (please refer to the Appendix).

International qualifications: qualifications which were awarded outside of the UK qualification framework.

5. Statutory and regulatory requirements:

UK Quality Code:

Expectations for Quality: From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.

- Core Practices:
 - The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.
 - The provider has a reliable, fair and inclusive admissions system.

Expectations for Standards: The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards.

- Core practices:
 - The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications frameworks.

In addition to the statutory code above, the College meets the regulatory requirements of its current Awarding Bodies including:

- *Pearson's policy* - [Pearson's Recognition of prior learning policy and process](#)
- *Ravensbourne's Admissions and Interview Policy* - [Admissions procedures | Ravensbourne University London](#)
- *UEL* - [Manual of General Regulations - University of East London \(UEL\)](#)

6. Policy Objectives:

1. The RPL/RPEL process supports a student-focused approach to admissions, ensuring all applicants receive the appropriate information, advice and guidance;
2. The admissions process for entry onto programmes is clear to prospective students, with staff able to confidently discuss how the RPL/RPEL process could support their entry to a programme;
3. The Policy aligns to the statutory requirements of the relevant awarding organisations;
4. The Policy promotes equality, diversity and inclusion, and is consistent with and complementary to all other relevant College policies;
5. The Policy's accompanying procedures set out the Appendix.

7. Policy statement:

This Policy is only applicable to prescribed, credit bearing HE courses such as HNCs, HNDs and the BA Top-Up Degrees. For non-prescribed HE and Access to HE Diplomas, please refer to the Student General Admissions Policy.

The College values highly the diversity and range of experience that prospective students contribute to college life. Recruitment and admissions processes aim to match the abilities, aptitude and aspirations of the student to the programme of study.

There may be occasions whereby applicants present themselves – for example as mature students² – who may not meet the entry requirements of the HE course they are applying to³. In these instances, we may still consider the application based on previous employment or previous study. Morley College London appreciates that mature students may have extensive relevant experience gained through paid or unpaid work, or through other types of professional training or sector-related opportunities and this experience may be used to support an application.

There may be occasion whereby HNC/HND applicants wish to 'claim' a unit or units of their programme without participating in the formal assessment/delivery of that unit through using RPEL. On such occasions, this policy would apply.

8. Implementation of Policy:

Please see the Appendix below for details of the procedures.

9. Communication and training:

The Policy will be made available on the College website.

Staff responsible for implementing the policy will be made aware of the Policy through the Access to HE and HE Sub-Committee. For HNC/HND qualifications, there is a training video from Pearson available: [Pearson BTEC Higher Nationals - Recognition of Prior Learning \(RPL\) - YouTube](#) as well.

The use of RPL/RPEL will be included in the 'Interviewing with Integrity' training that is to be developed through Student Journey Committee.

² The Office for Students regards a mature student as 21 or over

³ Please refer to the course listings on UCAS: [Morley College London | UCAS](#)

10. Monitoring and Reporting:

Students who have approved RPL/RPEL applications will be recorded formally in the minutes of the Assessment Boards for the HE Courses.

External Examiners for the HE provision will be informed where any students have made use of RPL/RPEL, allowing them to review the work and/or mapping to ensure that (1) due process has been followed by the College and (2) that the student's work is of a commensurate level to the level of the programme, this will maintain the academic integrity of the course.

Should the RPL/RPEL claim be unsuccessful, applicants have the opportunity to make an appeal⁴ and these appeals would be recorded in the complaints log held by the Head of Quality and Standards. Any trends in RPL/RPEL complaints can then be reviewed, with any enhancements implemented should the Policy need to be adapted.

11. Related References, Policies, Procedures, Forms and other Appendices:

- Morley College London HE Admissions Policy - [Policies and Reports - Morley College](#)
- Pearson's Recognition of prior learning policy and process - <https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html>
- UK Quality Code for Higher Education - <https://www.qaa.ac.uk/quality-code>
- Entry requirements to Morley College London HE provision - [Morley College London| UCAS](#)
- Morley College London Appeals Policy – please refer to the Assessment Manual
- Morley College London Assessment Manual - [Policies and Reports - Morley College](#)
- Ravensbourne's Admissions and Interview Policy - [Admissions procedures | Ravensbourne University London](#)
- UEL - [Manual of General Regulations - University of East London \(UEL\)](#)

⁴ Please refer to [section 7](#) of the Appendix 'Procedures'

Recognition of Prior Learning (RPL) and Recognition of Prior Experiential Learning (RPEL) Procedures

1. General

- 1.1 The use of RPL/RPEL is optional, it is for the interviewer and the applicant to decide if RPL/RPEL is appropriate.
- 1.2 There is additional work for the Curriculum Team to conduct RPL/RPEL and to devise an action. A fee however will not be charged to anyone requesting RPL/RPEL.
- 1.3 For all cases of RPL/RPEL, the Curriculum Team must be assured that the level of assessed evidence is at the required level of education to maintain academic integrity of the programme.
- 1.4 The RPL/RPEL process must be completed prior to the start of the qualification.
- 1.5 An applicant has the right of appeal should the Curriculum Team decide the evidence submitted does not meet the agreed level of the qualification. In this instance, the applicant must use the College's Appeals Policy first, and, if exhausting that the applicant is still unsatisfied, the applicant may contact the Awarding Body⁵.
- 1.6 Applicants with international qualifications: the College is not a member of [Eccctis](#) and cannot check the equivalency of individual overseas qualifications. Should an applicant wish to use an international qualification:
 - the College reserves the right to request a certified translation of any/all international qualification(s) prior to enrolment, this will be at the applicants own cost,
 - the interviewing tutor will conduct a professional discussion with the applicant to establish core knowledge; if a portfolio of work to support the original international qualification is available, that should be reviewed as part of the discussion,
 - As the College cannot make informed choices based on another country's academic syllabus, a claim for potential experiential learning would be the only possibility as no mapping from qualification to qualification would be possible,
 - course teams are advised to speak to a member of the Quality and Standards Team should they require further advice.

2. Applicants wishing to enter the second year of a HND as Direct Entry with an accompanying RQF qualification

- 2.1 Applicants will declare in their UCAS application that they wish to enter directly to the second year of a HND if they already hold a level 4 qualification issued by Pearson.
- 2.2 Applicants who successfully pass interview and are offered a place are invited by Central Admissions to share their Pearson ID number (available on their Certificate), this is then recorded on a shared spreadsheet with Exams, who can 'tie-up' the pre-existing Pearson level 4 registration on the Edexcel Online portal with the top-up level 5.
- 2.3 As the level 4 is issued on the current RQF, the qualification is deemed to be current

⁵ All awarding body contact details are available in the College's Assessment Manual [Policies and Reports - Morley College](#)

and no mapping is required.

- 2.4 No further action is needed. On completion of the level 5 units of the HND, the student will exit with a full HND.
- 2.5 The Assessment Board will record any students in this category.
- 2.6 Should the student not provide their level 4 Pearson ID, the College is unable to issue a full certificate and only the level 5 unit certification can be issued.

3. Applicants wishing to enter the second year of a HND as Direct Entry with an accompanying QCF level 4 qualification

- 3.1 Applicants will declare in their UCAS application that they wish to enter directly to the second year of a HND if they already hold a level 4 qualification issued by Pearson.
- 3.2 As the level 4 is an older style QCF qualification, and the delivery of the second year of the HND is on the newer RQF, a process of mapping is required.
- 3.3 This must be discussed at interview so that applicants are aware that: they need to produce their original coursework; they may be required to complete additional work to meet the learning outcomes as set out in the RQF; they may be subject to a longer interview/viva to demonstrate the depth/breadth/currency of subject knowledge.
- 3.4 Should the applicant wish to use RPL, an agreed action plan must be developed by the Curriculum Team.
 - The team must review the old QCF programme specification and the new RQF programme specification available on Pearson's website: [BTEC Higher Nationals | Pearson qualifications](#),
 - At the back of the specifications, Pearson provides a mapping framework,
 - The Curriculum Team will review the mapping framework in the specification and determine which learning outcomes need to be met by the student,
 - The Curriculum Team will then develop an action plan and share it with the student. The action plan will confirm what is required, by when, and which learning outcomes will be met as a result,
 - The action plan may include additional assignments, a professional discussion or other type of coursework to meet the required learning outcomes,
 - The submissions must be internally moderated,
 - The records of the RPL process and the additional submissions, and the moderation of the additional submissions must be kept for review by the External Examiner, and also be held in case of appeal by the student, and held in line with the Awarding Bodies' retention of records (Pearson, 3 years)
 - The action plan must be completed prior to the course starting. This is to ensure that the applicant is aware of the outcome prior to the start of the course. Should the RPL not be approved by the Curriculum Team, the applicant may be need to complete whole units as part of the usual programme delivery.
- 3.5 The External Examiner should be informed at the point of first contact in November of any academic year (when they are appointed by the Awarding Body), they are not required to give feedback on any RPL but may need to review the process applied to ensure that academic integrity is upheld.

- 3.6 The Assessment Board will record any students in this category. The level 4 units must be announced as part of the presentation of marks, and all level 4 units will be recorded as a Pass only.⁶

4. Applicants wishing to enter a HNC or HND year 1, wishing to use RPL or RPEL to replace studying a unit(s)

- 4.1 RPL/RPEL cannot be used in place of external examinations or set assignments. Units which use external examinations or set assignments which are part of the curriculum delivery need to be taught and assessed as normal.
- 4.2 An applicant may wish to use their prior knowledge, experience or learning so as claim part of the course (unit) for HNC or HND, this must be discussed at interview.
- 4.3 For example, an applicant who runs their own social media company may wish to use RPEL instead of completing a unit on Business Enterprise/Entrepreneurship/Social Media. In this example, the evidence provided must be: valid, current, reliable, authentic and sufficient so as to meet the learning outcomes as determined in the Awarding Body programme specification.
- 4.4 If *experiential* learning is used to claim a unit, the maximum grade that can be achieved is a 'Pass'.
- 4.5 If *certified prior learning* is used rather than experiential learning, the Curriculum Team must clearly demonstrate where the Merit/Distinction criteria are met across all learning outcomes.
- 4.6 For the HNC and HNDs, no more than 50% of an award can be claimed through RPL.
- 4.7 Should the applicant wish to use RPL/RPEL, and in agreement with the interviewer, where additional evidence is required, an agreed action plan must be developed by the Curriculum Team.
- The team must review the units the applicant wishes to use RPL/RPEL against in the Pearson Programme Specification and identify which learning outcomes need to be met with evidence,
 - The action plan will confirm what is required, by when, and which learning outcomes will be met as a result,
 - The action plan may include additional assignments, a professional discussion or other type of coursework to meet the required learning outcomes,
 - The submissions must be internally moderated,
 - The records of the RPL/RPEL process and the additional submissions, and the moderation of the additional submissions must be kept for review by the External Examiner, and also be held in case of appeal by the student, and held in line with the Awarding Bodies' retention of records (Pearson, 3 years)
 - The action plan must be completed prior to the course starting. This is to ensure that the applicant is aware of the outcome prior to the start of the course. Should the RPL not be approved by the Curriculum Team, the applicant may be need to complete whole units as part of the usual programme delivery.
- 4.8 The External Examiner should be informed at the point of first contact in November of any academic year (when they are appointed by the Awarding Body), they are not required to give feedback on any RPL/RPEL but may need to review the process

⁶ Only level 5 unit results contribute to the final calculation of the award however so there is no final impact of recording the level 4 units as 'Pass'.

applied to ensure that academic integrity is upheld.

- 4.9 The Assessment Board will record any students in this category. The level 4 units must be announced as part of the presentation of marks, and all level 4 units will be recorded as a Pass only.⁷
- 4.10 For all cases of RPL/RPEL, the Curriculum Team must be assured that the level of assessed evidence is at the required level of education to maintain academic integrity of the programme.
- 4.11 The RPL/RPEL process must be completed prior to the start of the qualification.
- 4.12 An applicant has the right of appeal should the Curriculum Team decide the evidence submitted does not meet the agreed level of the qualification. In this instance, the applicant must use the College's Appeal's Policy first, and, if exhausting that the applicant is still unsatisfied, they may contact the Awarding Body.⁸

5. Applicants wishing to enter year 2 of an HND with direct entry, with an HNC from the same qualification but from a different pathway (RQF qualifications only)

- 5.1 Applicants may present with an HNC in Art and Design, for example, on the Graphic Design pathway, and wish to join the HND in Art and Design on a different pathway, such as Photography.
- 5.2 In this case, the tutor will check the mandatory units of the completed HNC pathway are the same mandatory units as requested pathway to join for the level 4.
- 5.3 The tutor is asked to compare the units that their HNC pathway offers, and identify which units are missing from the incoming HNC, and work with the applicant to capture where any RPEL or RPL can be awarded.
- 5.4 The same regulations as 4 above apply:
- 5.5 RPL/RPEL cannot be used in place of external examinations or set assignments. Units which use external examinations or set assignments which are part of the curriculum delivery need to be taught and assessed as normal.
- 5.6 An applicant may wish to use their prior knowledge, experience or learning so as claim part of the course (unit) for HNC or HND, this must be discussed at interview.
- 5.7 For example, an applicant who runs their own social media company may wish to use RPEL instead of completing a unit on Business Enterprise/Entrepreneurship/Social Media. In this example, the evidence provided must be: valid, current, reliable, authentic and sufficient so as to meet the learning outcomes as determined in the Awarding Body programme specification.
- 5.8 If experiential learning is used to claim a unit, the maximum grade that can be achieved is a 'Pass'.
- 5.9 If certified prior learning is used rather than experiential learning, the Curriculum Team must clearly demonstrate where the Merit/Distinction criteria are met across all learning outcomes.
- 5.10 For the HNC and HNDs, no more than 50% of an award can be claimed through RPL.
- 5.11 Should the applicant wish to use RPL/RPEL, and in agreement with the interviewer, where additional evidence is required, an agreed action plan must be developed by the Curriculum Team.

⁷ Only level 5 unit results contribute to the final calculation of the award however so there is no final impact of recording the level 4 units as 'Pass'.

⁸ All awarding body contact details are available in the College's Assessment Manual [Policies and Reports - Morley College](#)

- The team must review the units the applicant wishes to use RPL/RPEL against in the Pearson Programme Specification and identify which learning outcomes need to be met with evidence,
 - The action plan will confirm what is required, by when, and which learning outcomes will be met as a result,
 - The action plan may include additional assignments, a professional discussion or other type of coursework to meet the required learning outcomes,
 - The submissions must be internally moderated,
 - The records of the RPL/RPEL process and the additional submissions, and the moderation of the additional submissions must be kept for review by the External Examiner, and also be held in case of appeal by the student, and held in line with the Awarding Bodies' retention of records (Pearson, 3 years)
 - The action plan must be completed prior to the course starting. This is to ensure that the applicant is aware of the outcome prior to the start of the course. Should the RPL not be approved by the Curriculum Team, the applicant may be need to complete whole units as part of the usual programme delivery.
- 5.12 The External Examiner should be informed at the point of first contact in November of any academic year (when they are appointed by the Awarding Body), they are not required to give feedback on any RPL/RPEL but may need to review the process applied to ensure that academic integrity is upheld.
- 5.13 The Assessment Board will record any students in this category. The level 4 units must be announced as part of the presentation of marks, and all level 4 units will be recorded as a Pass only.⁹
- 5.14 For all cases of RPL/RPEL, the Curriculum Team must be assured that the level of assessed evidence is at the required level of education to maintain academic integrity of the programme.
- 5.15 The RPL/RPEL process must be completed prior to the start of the qualification.
- 5.16 An applicant has the right of appeal should the Curriculum Team decide the evidence submitted does not meet the agreed level of the qualification. In this instance, the applicant must use the College's Appeal's Policy first, and, if exhausting that the applicant is still unsatisfied, they may contact the Awarding Body¹⁰.
- 5.17 The student will need to be registered on Edexcel Online as a new registration. The units that are the same as the pathway they are moving on to must be evidence by the certificate; the units being claimed as RPL/RPEL need to be added. If a unit is taken in its entirety alongside the level 5 year, the unit can be award at Pass, Merit or Distinction.

6. Applicants wishing to enter a BA Top Up Degree without meeting the standard entry requirements

- 6.1 The BA Top Up Degrees offered by the College are the third year (level 6) of a full degree. In this context, the Curriculum Team have to assure themselves that the applicant is of a level of ability commensurate with an applicant who meets the standard entry criteria.

⁹ Only level 5 unit results contribute to the final calculation of the award however so there is no final impact of recording the level 4 units as 'Pass'.

¹⁰ All awarding body contact details are available in the College's Assessment Manual [Policies and Reports - Morley College](#)

- 6.2 The Curriculum Team must assure themselves that the applicant is (1) capable of studying at level 6 and (2) has the necessary skills and knowledge as someone who would have taken the standard entry route. As the College offers progression from level 5 to level 6, the Curriculum Team must review the skills and knowledge of their HND course (year 1 and year 2) and apply those learning outcomes to the review of an applicant wishing to undertake the level 6 without standard entry criteria.
- 6.3 For Ravensbourne level 6 courses, where an applicant does not have the standard level 5 entry, and wishes to Accredited Prior Experiential Learning (APEL), to fall in line with Ravensbourne's guidance¹¹, the interviewer will need to ask the applicant to complete the Ravensbourne APL form. This form then needs to be sent to the Link Tutor¹² for approval.
- 6.4 Applicants will be required to submit official transcripts/certificates demonstrating the number and level of credits successfully earned.
- 6.5 For UEL level 6 courses, where an applicant does not have the standard level 5 entry, and wishes to Accredited Prior Experiential Learning (APEL) to fall in line with UEL's guidance¹³, the interviewer will need to be assured that the applicant:
 - 6.5.1 Understands that the responsibility rests with the applicant in making a claim, to demonstrate that they have acquired the required knowledge and skills and for providing supporting evidence;
 - 6.5.2 Must identify how they meet the entry criteria through experiential learning;
 - 6.5.3 Derives prior learning from systematic reflection on experience, the writing of clear statements about learning content and the collection and collation of evidence to support those statements
 - 6.5.4 The methods of assessment must be such that external examiners and assessment boards can consider the judgements made.

7. Appeals

- 7.1 An applicant has the right of appeal should the Curriculum Team decide the evidence submitted does not meet the agreed level of the qualification. In this instance, the applicant must use the College's Appeal's Policy first, and, if exhausting that the applicant is still unsatisfied, they may contact the Awarding Body¹⁴.

¹¹ [Ravensbourne Admissions Policy 2021-22.pdf](#) section 9

¹² If a Link Tutor is not in post, to the Head of Academic Quality

¹³ [Manual of General Regulations - University of East London \(UEL\)](#) – Part 2 Admission of Students

¹⁴ All awarding body contact details are available in the College's Assessment Manual [Policies and Reports - Morley College](#)

Appendix 1: Ravensbourne APL Form

APPLICATION FOR THE RECOGNITION OF PRIOR LEARNING (RPL)

<i>Please refer to the Ravensbourne Academic Manual for details of the types of prior learning that might be considered by Ravensbourne and information about how to apply for RPL.</i>	
FOR COMPLETION BY APPLICANT:	
FIRST NAME(S):	
SURNAME:	
PROGRAMME APPLIED FOR:	
PREVIOUS INSTITUTION	
<i>PREVIOUS PROGRAMME OF STUDY:</i>	
DATES OF ATTENDANCE:	
QUALIFICATION GAINED (if appropriate):	
REASON FOR APPLICATION:	
DETAILS OF MODULES FROM WHICH EXEMPTION IS SOUGHT: <i>Please list the modules undertaken at another HEI and give equivalent RAVENSBOURNE modules in full, i.e. "ECON1001, ECON2101 etc. If the credit for which exemption is being sought has been obtained from Ravensbourne, please note in addition the overall mark achieved for the specific module(s).</i>	
SIGNATURE OF APPLICANT:	DATE:

FOR COMPLETION BY DEPARTMENTAL COURSE LEADER:

DETAILS OF ANY COMPULSORY MODULES TO BE TAKEN AT RAVENSBOURNE, AND WHEN, IN ORDER TO ADDRESS ANY GAPS IN PREVIOUS STUDIES:

Information concerning the maximum amount of credit which may be imported and the requirement to surrender the original qualification may be accessed in the Ravensbourne Academic Regulations. Information concerning the standard classification algorithm for the qualification sought may be accessed in the Academic Regulations.

TOTAL NUMBER OF EXEMPTED MODULES (for non-modular programmes - please confirm the proportion of the academic year):

TOTAL AMOUNT OF CREDIT REQUIRED, FOLLOWING ADJUSTMENT FOR APL, TO QUALIFY FOR THE QUALIFICATION SOUGHT:

Signature:

Date:

FOR COMPLETION BY PROGRAMME DIRECTOR

COMMENTS OR CONDITIONS FROM PROGRAMME DIRECTOR:

I have interviewed this student and he's smart, passionate and committed. He would make an excellent addition to the cohort.

Signature:

Date:

FOR COMPLETION BY THE DEPUTY DEAN

APPROVED/NOT APPROVED ON BEHALF OF RAVENSBOURNE RECRUITMENT GROUP (please delete as appropriate)

COMMENTS AND CONDITIONS WHICH **MUST** BE STATED ON THE OFFER LETTER:

TOTAL VALUE OF CREDITS TO BE AWARDED:

TOTAL NUMBER OF EXEMPTED MODULES:

Signature:

Date: