



ICM

Accreditation of Prior Learning Policy

Institute of Commercial Management (ICM)
ICM House
Yeoman Road
Ringwood
Hampshire
BH24 3FA
England
Tel: +44 (0) 1202 490555
Email: info@icm.education
Web: www.icm.education

Statement of Intent

ICM is committed to openness and accountability. In line with this commitment we expect employees, Learners, Examiners or those contracted to provide services to ICM who have serious concerns about any aspect of our work to come forward and voice those concerns with the knowledge that, if made in good faith, their action will be viewed positively.

A handwritten signature in blue ink that reads "Adair Ford".

Adair Ford
Chairman & CEO

Contents

| | Page |
|---|------|
| 1. Policy Statement | 1 |
| 2. Definitions | 1 |
| 3. Levels | 2 |
| 4. Assessing Applicants Further Education History | 3 |
| 4.1 Centre Approval | 3 |
| 4.2 Applicant Approach | 3 |
| 4.3 Review Procedure | 3 |
| Glossary | 4 |
| Appendix | |
| Assessing Applicants Template | |

1. Policy Statement

ICM has long been committed to promoting learning and teaching and to widening participation in education. In this context it has developed various APL (Accreditation of Prior Learning and Accreditation of Prior Experiential Learning) strategies and schemes to help Learners find their level and make the best use of their learning experiences. This document aims to assist Centres provide a framework to bring together all APL provision and ensure equity of treatment across subject disciplines.

2. Definitions

APL: There are several terms used to acknowledge prior learning. Recognition of prior learning (RPL) is synonymous with the accreditation of prior learning (APL) and describes the process of identifying and evidencing learning that has occurred. Recognition of prior learning (RPL) is used for entry to a Centre's programmes and the accreditation of prior learning (APL) refers to the advanced standing or in the case where an applicant applies to be exempted from particular units. Accreditation of prior certificated learning (APCL) is recognising learning that has been formally assessed and certificated. Accreditation of prior experiential learning (APEL) is recognising knowledge and skills gathered through experience (this may include employment and/or voluntary activities).

CREDIT: Credit transfer permits Learners to use previously accredited work to count towards another qualification, where the applicant has already achieved component/unit(s) belonging to that qualification. *A maximum of 70% of a qualification can normally be achieved through equivalency (credit transfer). At least 30% should be gained through new learning.* Centres should consider the appropriateness of prior learning and credit transfer on an individual basis. ICM understands that the relevance of prior learning recognition is variable from subject to subject and expects that Centres will implement prior learning acknowledgement with ICM registered Learners. Please contact your ICM Examinations Officer if you need help or guidance on awarding prior learning to Learners.

If an applicant is applying for credit transfer for a partly completed qualification studied overseas or from another Awarding Body, ICM requires an original academic transcript to state the title of the qualification studied and a list of the modules or subjects studied in each year as well as the marks or grades achieved. If a Learner has achieved in Europe, please send the European Credit Transfer and Accumulation System credit rating for each module, the transcript should indicate the proportion of the qualification for which the Learner successfully completed the assessment. To help us identify the proportion of study completed ICM may require you to be in receipt of confirmation from your previous institution/Awarding Body.

APL refers to any accreditation of prior learning carried out within the scope of this policy. Both APCL and APEL fall within this definition, however, forms of credit transfer do not constitute APL. Certificated learning based on other qualifications or awards which have been gained through a formal programme of assessed learning – where certificated learning has been undertaken Learners are encouraged to investigate credit transfer options before embarking on APCL procedures.

Experiential learning based on prior learning that is acquired through life experiences which has yet to be formally recorded or assessed can be awarded.

3. Levels

In order to help Centres decide on the appropriateness of Learners to fit a level of study, there is some guidance on what is expected of Learners at different levels. In the cases of any articulation arrangements the content of the qualifications need to be considered on an individual basis.

Level 4:

The applicant will have a sound knowledge of the basic concepts of a subject, and will have learned how to take different approaches to solving problems. He or she will be able to communicate accurately, and will have the qualities needed for employment requiring the exercise of some personal responsibility.

Level 5:

Holders of qualifications at this level will have developed a sound understanding of the principles in their field of study, and will have learned to apply those principles more widely. Through this, they will have learned to evaluate the appropriateness of different approaches to solving problems. Their studies may well have had a vocational orientation, enabling them to perform effectively in their chosen field.

Level 6:

Holders of qualifications at this level will have developed an understanding of a complex body of knowledge, some of it at the current boundaries of an academic discipline. Through this the individual will have developed analytical techniques and problem-solving that can be applied in many types of employment. They will be able to evaluate evidence, arguments and assumptions, to reach sound judgements, and to communicate effectively, having the qualities needed for employment in situations requiring the exercise of personal responsibility, and decision making in complex and unpredictable circumstances.

Level 7:

Much of the study undertaken at this level will have been at, or informed by, the forefront of an academic or professional discipline. Learners will have shown originality in the application of knowledge, and they will understand how the boundaries of knowledge are advanced through research. They will be able to deal with complex issues both systematically and creatively, and they will show originality in tackling and solving problems. They will have the qualities needed for employment in circumstances requiring sound judgement, personal responsibility and initiative, in complex and unpredictable professional environments.

4. Assessing Applicants for their Educational History

4.1 Centre Approach

In the event that a Centre is unable to decide the best qualification for an applicant the template (Appendix) needs to be completed and returned to your Examinations Officer at ICM (info@icm.education). The Learners case will be considered on an individual basis as part of ICM management meetings (as a minimum these meet on a monthly basis). Therefore, Learners are strongly advised to express their intention of applying for either APCL or APEL within three weeks of enrolment. ICM will liaise with the Centre as to the outcome and with guidance for the applicants to their educational options both within and external to ICM provision.

4.2 Applicant Approach

In the event that the applicant is not a registered Learner at a registered ICM Approved Centre the applicant identifies the elements of the academic programme for which they wish to apply for accreditation and liaises with the ICM Examinations Officer to collate the information required via a template (Appendix). In the event that the applicant is a registered Learner at an ICM Approved Centre the ICM Examinations Officer makes contact with the Centre staff for confirmation that the student has already approached the Centre for advice and guidance. Centres are advised that internal assessment will be undertaken by the appropriate staff within the faculty and that there will be no reduction in ICM fees for Learners if eligible for prior accreditation or credit transfer.

4.3 Review Procedure

In the event of an APL claim being rejected, a review can be requested only if the applicant believes that there has been a material error or irregularity in the consideration of his/her APL claim. The applicant must write to the ICM CEO Adair Ford within seven working days of receipt of rejection from the ICM management meetings, setting out full details of why they believe that there has been an error or irregularity. Adair Ford will consider the request for a review and will seek information from the subject Examiner and the ICM Board of Trustees.

Glossary

Accreditation: a term frequently used as a synonym for the recognition of learning. However, it is perhaps more properly used to signify the most formalised and widely practised forms of recognition.

Accreditation of prior learning (APL): a process for assessing and, as appropriate, recognising prior learning or prior certificated learning for academic purposes. This recognition may give the learning a credit-value in a credit-based structure and allow it to be counted towards the completion of a programme of study and the award(s) or qualifications associated with it.

Accreditation of prior certificated learning (APCL): a process, through which previously assessed and certificated learning is considered and, as appropriate, recognised for academic purposes.

Accreditation of prior experiential learning (APEL): a process through which learning achieved outside education or training systems is assessed and, as appropriate, recognised for academic purposes.

Acknowledgement: another term sometimes used to describe the recognition of learning, but is usually used in a more broad and non-specific sense and does not necessarily involve the use of standardised mechanisms.

Advanced standing: an agreement with another institution whereby an individual student who has undertaken part of a course of study at the institution may apply to transfer to an appropriate programme of study at the University. Applications are dealt with on an individual basis and follow normal admissions procedures.

Articulation: a formal process leading to the recognition of the credit rating of a named qualification of a partner institution of the University and the creation of opportunities to transfer with advanced standing and specific credit to a named qualification of the University.

Credit transfer: a mechanism whereby Learners who have successfully completed a level or stage of a higher education award at another institution may apply to transfer to an appropriate programme of study at the University. Applications are dealt with on an individual basis.

Appendix

Assessing Applicants Template

| | |
|-------------------------------------|--|
| Learner Name and ID Number: | |
| Centre Name: | |
| Qualification registered on: | |

| Unit/Qualification Title | Credit transfer / RPL | Evidence provided |
|---------------------------------|------------------------------|--------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

I confirm that the evidence submitted is my own work and meets the assessment criteria for the units identified.

Learner name:

Signature:

Date: