



## **1. Introduction, Purpose and Scope of Policy:**

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 and reduce the amount of credits/units or content they need to study to gain a qualification.

**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 are not formally documented through a recognised qualification.

**Unaccredited (or non-accredited) learning:** the term refers to all those courses that do not lead to a nationally recognised qualification and do not include a formal assessment or examination at the end of the course. At Morley, however, all unaccredited courses are mapped against one of the RQF levels (1-7) to indicate the level at which students on a given course are expected to operate.

## 5. Statutory and regulatory requirements

The student admission criteria for all accredited courses at Morley are in line with the requirements set by the relevant awarding organization.

## 6. Policy Objectives

The objectives of this Policy are to ensure that:

1. The admissions process provides a responsive and student-focused service, ensuring all applicants receive the appropriate information, advice and guidance that they need to apply for and enrol on the appropriate programme.
2. All prospective applicants



in accordance with individual awarding body guidelines. In all cases it is the responsibility of the applicant to ensure that they meet any entry requirement of the course and that the course meets their particular needs by reading the course outline and seeking advice and guidance from the College.

#### ***8.4 Students with a learning difficulty or disability***

All prospective students who declare a learn

where the applicant might pose a threat, the College reserves the right, following risk assessment and consideration of the steps that might be taken to mitigate any risks, to deny the applicant admission to the course.

The College positively encourages applications from candidates from a diverse range of backgrounds. The Equality and Diversity Policy aims to ensure that all applicants participate in a fair and equal process for selection, and that selection is undertaken solely on the basis of assessed ability to succeed on the course that the applicant has chosen.

All those who work with children or vulnerable adults on placement as part of a course are



be monitored annually in relation to sex, ethnicity, age and disability for each course and reported to the Academic Board and the Quality and Standards Committee of the Governing Body.

The admissions process is monitored through feedback, student representative meetings





Below is an indicative summary of qualification entry requirements for accredited courses offered at Morley College London.