



# ASSESSMENT OF PRIOR LEARNING PROCEDURE

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## 1. Purpose

This procedure ensures the robust Assessment of Prior Learning (APL) at Unitec.

[also known as Recognition of Prior Learning (RPL)]

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## 2. Scope

This procedure applies to:

- any Unitec staff involved in programme development, student enrolment, course delivery, and/or external relations;
- any assessment being undertaken via APL;
- submitted evidence relating to prior formal and/or informal learning.

APL excludes credit recognition; this is covered by its own procedure.

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## 3. Procedure

1. Whole-qualification APL should use assessment criteria derived from that qualification's Graduate Profile.
2. If it is deemed to be more efficient and appropriate that using assessment criteria derived from course learning outcomes, successful APL for two or more courses that would lead to the completion of a qualification may also use assessment criteria derived from the relevant qualification's Graduate Profile for that qualification.
3. In all other cases (that is, those not covered by items (1) or (2) above), APL assessment criteria should be derived from the relevant course learning outcomes.
4. Te Komiti o ngā Hotaka | Programme Academic Quality Committee's (PACQ) must:
  - a. develop, document, and communicate their own processes for the review and approval of APL applications; and
  - b. ensure APL applicants and/or prospective applicants are provided guidance and support in deciding whether to apply and/or in preparing their application.
5. The burden of proof in APL falls on the candidate.
6. The burden of communication falls on academic staff in the relevant School.
7. In communicating course and programme documentation relating to an APL claim, Unitec must use language that is clear to the candidate irrespective of their level of academic literacy.
8. A service charge for APL is justified on the grounds of cost-recovery; fees are listed in the associated staff guidelines.
9. Academic Schools are obliged to provide a robust APL process to all eligible candidates. Appropriate and sufficient resources must be made available for that purpose.

## 4. Responsibilities

Role	Responsibilities
Unitec staff involved in: <ul style="list-style-type: none"> <li>programme development;</li> <li>student enrolment;</li> <li>course delivery; and/or</li> <li>external relations.</li> </ul>	<ul style="list-style-type: none"> <li>Ensuring robust APL processes and procedures are available and followed for all Unitec programmes.</li> <li>Ensuring clear, robust lines and methods of communication are in place to support APL processes and procedures.</li> </ul>
Te Komiti o ngā Hotaka   Programme Academic Quality Committee	<ul style="list-style-type: none"> <li>Developing, documenting, and communicating programme-specific APL processes.</li> <li>Providing guidance and support to APL candidates.</li> </ul>

## 5. Definitions

Unless otherwise specified the definitions in the *Policy Framework Glossary* (to be completed) apply. If a definition is not listed in that resource, ask the Policy Framework Manager to consider adding it.

## 6. Reference Documents

- Assessment, Moderation, and Grades Policy*
- Assessment and Grading Procedures and Regulations*
- [\*Assessment of Prior Learning: Staff Guidelines\*](#).

## 7. Document Details

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	November 1997	First edition
	November 1998	Formal review
	July 2002	Formal review
	May 2003	Formal review
	February 2004	Formal review
	May 2006	Formal review
	October 2008	Formal review
	June 2010	Converted to new template
	April 2011	Change to then-section 4.1.6: Awarding of Credits
	July 2013	Change to references to historical <i>Academic Statute</i>
	June 2014	Formal review (2 <sup>nd</sup> edition)
	April 2015	Included revised and new policy statements and definitions
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January 2021	Update nomenclature	
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