Accreditation of Prior Experiential and Certificated Learning (APECL)
Guidance for Staff

The following guidance notes provide an overview for staff in relation to processing claims for the Accreditation of Prior Experiential and Certificated Learning (APECL).

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1. **Introduction to APECL**

1.1 **What is APECL?**

The Accreditation of Prior Experiential and Certificated Learning (known as APECL at Kent) offers existing and potential students the opportunity to gain recognition for qualifications they have already achieved at other institutions, or to gain recognition for learning from other experiences, for example in the work place.

- It enables prior learning to be given an academic credit value which can then be used to gain exemption from relevant modules, or stages, of a university level programme.\(^1\)

- It enables people to enter a university level programme at the point that best suits their experience and skills. It also helps ensure that learners do not have to repeat prior learning.

1.2 **Benefits of APECL**

APECL is of benefit if you wish to gain qualifications at university level, it:

- Makes university level education accessible to a wide variety of individuals.

- Allows individuals to enter university at the point which most suits their skills and knowledge, avoiding the need to repeat learning already carried out, saving time.

- Supports individuals who wish to gain credit for work in their field, turning professional practice into academic credit.

There are two types of APECL accreditation of prior certificated learning (APCL) and accreditation of prior experiential learning (APEL).

1.3 **APCL** is the recognition of learning that has already been achieved and is where learning which has previously been assessed and certificated is considered and as appropriate recognised again.

A typical APCL claim might be from an applicant who has completed a programme such as a Foundation Degree who would like to use credit achieved on that degree towards a programme in a similar subject area.

Recognising this type of prior learning is straightforward, provided:

- It can be evidenced through a certificate or transcript.

- Is at the right level.

- Is relevant to the university programme to be taken.

- The content of the prior learning can be mapped with the content of the new programme to be undertaken.

1.4 **APEL** is the recognition of learning that has not previously been formally recognised, for example learning achieved outside education or training systems. This learning is then assessed and where appropriate given an academic credit value.

A typical APEL claim might be from an applicant with significant work based learning through his/her employment, who wishes to have that learning assessed, and then given an academic credit value towards a degree. So before the academic credit value of such prior learning can be assessed applicants are normally asked complete and submit a portfolio of evidence (APEL Portfolio).\(^2\)

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\(^1\) Academic credit, normally known as just ‘credit’, is awarded on completion of learning, and indicates the level of learning and the amount of learning that has been carried out. For example a typical degree is worth 360 academic credits.

\(^2\) An APEL Portfolio is a collection of reflective writing and evidence that demonstrates how prior experience of an applicant meets the learning outcomes of the modules for which credit is sought. See part 5 of this guidance – ‘What is APEL?’ for further information.
This portfolio would include reflections on prior learning from experience and how this is relevant to the university programme the applicant wants to take, along with an evidence base for this prior learning, i.e. references, CVs, examples of work.

APEL is a good way of making use of relevant experience, particularly from the workplace, to gain credit at university level; however the process is more involved than APCL and requires commitment from the applicant to produce his/her portfolio of evidence at the correct academic level and within required timeframes.

1.5 Unless a programme specification states it cannot be used APEL can be used to gain credit onto any taught Kent Programme.

1.6 Credit can be awarded for individual modules or entire stages of programmes.

1.7 Claims are normally made by mapping Kent module learning outcomes to learning outcomes of an applicant/student’s prior learning.

1.8 APECL can be used for new and existing students, but must be approved prior to the commencement of the module(s) for which credit is sought.

1.9 All claims for APECL must be made within the guidelines contained in the University’s Code of Practice for Taught Programmes, Annex R, and the Credit Framework for Taught Programmes, in particular section 10 (Credit Transfer) and Annex 3.

2. Processes Outside of the APECL Requirements

2.1 There are certain processes for credit transfer within the University that fall outside of the APECL processes and have their own requirements:

- Claims for mid-year transfer from a programme of study at another institution:
  Students currently in full time study at another university who wish to transfer to Kent via UCAS are considered as Credit Transfers and therefore, are not subject to the APECL process. EMS can advise on the Credit Transfer process.

- Incremental Study:
  Where programmes share a common title for separate awards (e.g. PGCert/PGDip/Masters in X) students are not required to make APECL claims to take into account the previous stage’s learning. i.e. a student can progress from a PG Cert to a PG Diploma to a Masters.

- APEL Portfolios for non-traditional entry qualifications:
  APEL portfolios are sometimes used to consider if an applicant/student has suitable experience to join an academic programme at Kent where he/she does not meet the standard admission requirements.
  This type of APEL portfolio is not required to be approved through the APEL approval procedures as no credit is being awarded.
  EMS can advise on the requirements of such portfolios to assess an applicant/student’s experience for entry to a programme.

2.2 Articulation Agreements

The University will also enter into Articulation Agreements with institutions that have satisfied the requirements for pre-collaborative institutional approval as set out in Collaborative Provision: Policies and Procedures: Part 1 - Development of New Collaborative Provision.

In an articulation arrangement, an assessment is made of the equivalence of the learning undertaken at another institution or organisation with that required by a stage or stages of an appropriate programme of study at Kent. The aim is to secure direct entry with advanced standing via an APL protocol for an agreed cohort or cohorts of students from the partner institution to a specified Kent programme.
Like an APECL claim, the APL protocol will be based on a mapping of the equivalence, in terms of level, volume and relevance, of learning outcomes arising from modules considered cognate between appropriate programmes at each party.

Once the protocol has been approved it is not then necessary for individual APECL claims to be made for those students entering under the protocol.


3. Procedures for APECL

3.1 For details of the full procedures to be followed when an applicant/student wishes to make an APECL claim and the forms required for recommending approval of APECL claims please consult the University’s Code of Practice for Taught Programmes, Annex R - http://www.kent.ac.uk/teaching/qa/codes/taught/annexr.html.

4. Roles and Responsibilities

4.1 Within the University there are specific members of staff who will need to become involved in supporting APECL claims through to approval.

- **Admissions Officers** – Once an applicant indicates he/she wishes to make an APECL claim Admissions Officers support the applicant through the process. Admissions Officers will also make recommendations to the relevant Faculty Committee on the approval of APCL claims.

- **Portfolio Supervisors** - When an applicant/student makes an APEL claim a suitable Portfolio Supervisor must be found within the School/Centre through which the applicant will study. The Portfolio Supervisor will be a subject expert who can help the applicant/student develop his/her portfolio. The Supervisor will also make recommendations to the relevant Faculty Committee on approval of APEL claims.

- **Programme Leaders** – Programme Leaders may need to be involved in the consideration of potential APECL claims along with Admissions Officers, to help determine if an applicant/student has the relevant prior learning in order to make a claim. For APEL claims the Programme Leader may also need to help identify a suitable Portfolio Supervisor.

For APECL claims from existing students the Programme Leader is expected to take on the responsibilities of the Admissions Officer, as detailed in Annex R of the Code of Practice.

In addition to internal role holders, there is also an External Adviser for APECL who supports monitoring and review of APECL claims to as part of the assurance of standards. The External Adviser samples APECL claims prior to the APECL Board and reports on these and how standards are being maintained. The External is also able to offer advice on difficult claims, or changes to University APECL policy.

5. Key Committees

5.1 **APECL Board**

The APECL Board monitors and oversees APECL activity within the University, it is able to advise the University on APECL policy and ensure that Kent remains in line with national developments in credit accumulation and transfer.

Terms of reference and membership for the APECL Board are available as part of Annex R of the University’s Code of Practice for Taught Programmes - http://www.kent.ac.uk/teaching/qa/codes/taught/annexr-appendix-a.html
5.2 Faculty Learning and Teaching and Graduate Studies Committees

Recommendations for approval of claims from Admissions Officers and Portfolio Supervisors are considered by the relevant Faculty Learning and Teaching or Graduate Studies Committees.

Decisions on these recommendations are then reported to the APECL Board, which keeps a list of all approved claims.

6. Parameters for APECL Claims

6.1 When recognising prior learning for APECL the University is approving credit towards a student's final award. Therefore, the APECL process needs to be rigorous and completed within the rules and regulations of the University.

The University's Code of Practice for Taught Programmes Annex R contains the full detail of the regulations and process of approving APCL and APEL at Kent.

Below are some of the key areas to consider if you are approached by an applicant/student wishing to make an APECL claim. The full requirements should always be consulted.

6.2 Limits on APECL

To ensure a sufficient amount of new learning is carried out at the University, before a student is awarded a qualification there are limits on the amount of credit that can be used as APECL towards a new Kent award.

- Limits differ for each type of qualification offered by the University and, therefore, you should confirm the limit for the exact qualification that credit is being sought against. These are detailed in the University’s Credit Framework for Taught Programmes Annex 3 - http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex3.html.

  Example limits are:
  - Three year BA/BSc Honours degrees: no more than two thirds or 240 credits of a BA/BSc can be made up of APECL.
  - Masters Degrees, no more than half or 90 credits of a Master’s can be made up of APECL.

- It is important applicants/students are aware that the amount of credit they can claim for their prior learning is limited and that the amount of credit they can gain is dependent on the fit of their prior learning with the Kent programme they are taking.

- Credit limits are the same for APCL or APEL claims. Applicants/students can make a claim combining both APCL and APEL, but the overall APECL limit for the qualification can still not be exceeded.

- The University’s Credit Framework also states that a specific amount of new learning must be carried out at a certain level, i.e. for a BA (Hons) a minimum of 120 credits of new learning must be carried out, and 90 of these must be at level 6 (see Annex 3).

- As well as a maximum number of credits that can be claimed as APECL there is also a minimum number which is five credits.

6.3 Grading

The award of APECL does not carry any numerical mark and does not contribute to the overall stage average or degree classification. This is because credit for prior learning can be recognised, but not the marks and grades. The classification is determined on the new learning carried out at Kent.
6.4 **Language of Study**

Where the evidence relating to an applicant's prior learning is submitted in a language other than English, the APECL assessor must either possess sufficient competence in the language in question in order to make an effective assessment; or must direct the applicant to provide a translation into English of any prior assessed work submitted.

6.5 **Plagiarism**

Any work submitted by an applicant in support of an APECL submission that is found to contain elements of plagiarised work will be discounted. Where plagiarism is suspected in a submission from a University-registered student, the work in question will be referred to the School Disciplinary Committee for consideration under the Academic Discipline procedures.

6.6 **Spent Credit**

Use of APECL as a means of transferring credit between two University awards is subject to the requirements on ‘spent’ credit set out in the Credit Framework (see, in particular, clause 10.4.1.3 at [http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html#credittransfer](http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html#credittransfer)).

6.7 **Compulsory assessment**

If a programme has compulsory modules/assessment then this should be considered when assessing an APECL claim. It may be that a claim for APECL against a compulsory element of a programme has to be refused.

6.8 **Quality Assurance Agency (QAA) Criteria**

The QAA has specific criteria which must be considered when assessing either APCL or APEL claims. Each claim must be considered for:

- **Relevance** - is there an appropriate match between the evidence presented and the learning claimed?
- **Sufficiency** – is there sufficient evidence to demonstrate the achievement of the learning claimed?
- ** Authenticity** – is the evidence clearly related to the applicants’ own efforts and achievements?
- **Currency** – does the evidence relate to current learning?

6.9 **Mapping**

The assessment and approval of prior learning is based on how an applicant/student’s prior learning meets the relevant learning outcomes for which credit is sought. It is important that there is a direct relationship between the two and that it can be demonstrated through a mapping. This mapping is completed in the APCL Recommendation Form for APCL and the APEL Portfolio for APEL. This ensures clarity for all of those involved in the APECL process. It also ensures that the University can demonstrate how credit has been awarded.

6.10 **Evidence of Learning**

For APCL, evidence is normally provided through a certificate or transcript showing completion of the learning for which credit is being claimed.

For APEL, evidence will be contained in the APEL portfolio. This evidence will relate to the reflective learning the applicant/student writes about in his/her portfolio and whether his/her experience is sufficient to meet the relevant learning outcomes against which credit is sought.

6.11 **Currency of Learning**

Learning is normally considered to be current when it has been completed within the last five years. This is because it is important that knowledge and skills are up to date and and because over time academic programmes develop and change.

If learning is more than five years old then some evidence of having kept up-to-date with the subject area should be requested.
This could be a CV showing where work has kept an applicant/student up-to-date in the key knowledge or skills areas of a programme, or a brief written statement of how he/she has have remained up-to-date with the subject i.e. through other educational activity such as short courses.

6.12 **Level and Volume of Credit**

It is important to ensure that any applicant/student’s prior learning equates in terms of level as well as content and is worth the amount of credit being requested. It should also meet the necessary APECL limits as highlighted in section 6.2 of this guidance.

6.13 **Overseas or Professional Body Qualifications**

For any applicant/student presenting overseas qualifications for credit, or qualifications from Professional Bodies equivalency with UK higher education credit should be established where necessary, i.e. through European Credit Transfer and Accumulation System (ECTS) credits.

This can be done through UK NARIC – Enrolment Management Services (EMS) should be able to provide support in accessing NARIC.

6.14 **Name Change**

If an applicant/student’s name has changed since achieving the prior learning for which credit is sought, e.g. through marriage, evidence should be sought of name change to ensure that the applicant/student’s claim is genuine.

6.15 **Deadlines**

APECL claims should be made and approved prior to the commencement of the module(s) for which credit is being sought. This ensures that any applicant/student who has a claim for credit rejected can register for the module(s) for which credit was being claimed.

If claims for credit are not made and approved prior to the commencement of the module for which credit is sought, then the applicant/student may be at risk of being unable to complete the required learning for his/her chosen programme.

7. **Considering APECL Claims**

7.1 **Academic Judgement**

Any decision on whether to recommend an APECL claim for approval is an academic one. This means that it can be recommended that the applicant/student take the module(s) for which credit is being claimed in circumstances such as, but not limited to:

- The applicant/student’s prior learning/learning from experience does not meet the requirements of the relevant learning outcomes for which credit is being claimed.
- The applicant/student would suffer from not being involved in the full learning experience of the programme.

It should be noted that Schools/Centre should provide feedback on request to students on the outcome of the assessment of their APECL.

7.2 **Potential APECL Claims**

The following are some key things to consider if approached by an individual wishing to make an APECL claim:

- Why does the applicant/student want to make a claim for APECL?
- What would be the impact of the applicant/student not attending modules for which APECL is awarded?
- Is there sufficient time for an APECL claim to be made? (Claims should be made prior to the start of the module(s) for which credit is sought.)
- Has the applicant/student got sufficient credit/relevant learning from experience to make a claim?
7.3 **Completion of necessary forms**

When supporting an applicant/student to make a claim for APCL the APCL Recommendation Form will need to be completed providing the details of the claim and demonstrating how the applicant/student's prior learning can be mapped to relevant modules on his/her chosen programme of study. This form can be found at [http://www.kent.ac.uk/teaching/qa/codes/index.html](http://www.kent.ac.uk/teaching/qa/codes/index.html).

For APEL the APEL Portfolio Supervisor form needs to be completed, providing the details of the claim. The mapping for an APEL claim is included as part of the applicant APEL Portfolio.

The APEL Portfolio Supervisor form can be found at [http://www.kent.ac.uk/teaching/qa/codes/index.html](http://www.kent.ac.uk/teaching/qa/codes/index.html)

A template of an APEL Portfolio can be found at [http://www.kent.ac.uk/teaching/qa/guidance/index.html](http://www.kent.ac.uk/teaching/qa/guidance/index.html)

7.4 **APEL Claims**

APEL is the process through which learning achieved outside education is assessed and, as appropriate, recognised for academic purposes. APEL must be assigned a credit value - this takes place through the assessment of a reflective portfolio of evidence produced by the applicant/student showing how knowledge, skills and learning from his/her experience meets relevant learning outcomes for which credit is being claimed.

Alternative methods of assessing the match between learning from experience and learning outcomes are available, such as:

- Written reports.
- A module assignment.
- An observed performance/presentation supported by a written piece.
- Analysis of a product design and production.
- Case studies.

It is important that the form of assessment chosen is the most appropriate to the applicant/student’s experience, and the proposed programme.

7.5 **Advising Applicants/Students**

The following should be considered when assessing potential claims for APEL:

- Does the applicant/student understand that he/she will be required to produce a portfolio of work to support the APEL claim?
- Is it possible to identify where the applicant/student’s prior learning from experience will map to learning outcomes, and how much credit this mapping will allow the applicant/student to apply for?
- Does the applicant/student have suitable prior learning from experience for the level and volume of credit (e.g. 15 credits at Level 4) applied for?
- Is there sufficient time for the claim for APEL to be completed? (A submission date for the APEL portfolio should be negotiated and agreed with the applicant/student.)
- If a claim is rejected is there time for the applicant/student to register on the module for which credit is being sought?
- Is the form of assessment proposed suitable for the applicant/student and the prior learning he/she has?

7.6 **Supervising Production of an APEL Portfolio**

The purpose of an APEL portfolio is to provide evidence of how prior learning from experience meets the relevant learning outcomes for which credit is claimed.
Those supervising an applicant/student’s APEL claim should consider the following when supporting the production of a portfolio:

- The APEL claim should be an account of learning achievement. This will be a new undertaking for the majority of applicants/students, therefore, APEL applicants/students often need support in articulating their learning.
- What is the most appropriate design for the portfolio? What specific experiential learning needs to be evidenced to meet the relevant learning outcomes for which credit is sought?
- Is the portfolio organised clearly? This will aid assessment of the work when the portfolio is complete.
- Are there sufficient links being made between the reflective work in the portfolio and the learning outcomes that need to be met?

A template portfolio is available at [http://www.kent.ac.uk/teaching/qa/guidance/index.html](http://www.kent.ac.uk/teaching/qa/guidance/index.html).

7.7 Assessing a Finished APEL Portfolio

In assessing a portfolio the following can be used as guidance:

- Is the background of the prior learning from experience relevant to the credit sought?
- Is the portfolio’s presentation and organisation good?
- Does the portfolio meet the requirements of currency and authenticity?
- Is the content sufficient for the level of credit being applied for?
- Does the portfolio evidence, meet the relevant learning outcomes against which credit is sought?

Award of credit should be recommended when an applicant/student can demonstrate that he/she has achieved the relevant learning outcomes against which credit is being claimed. If it is considered that an applicant/student has not demonstrated sufficiently that he/she has achieved the relevant learning outcomes, then appropriate academic advice should be offered and guidance given on carrying out further work on the APEL claim.

7.8 APEL Portfolio Word Counts

There are no set word limits for APEL portfolios. Evidence and reflective statements included should only be the ones that best reflect how an applicant/student meets the learning outcomes.

APEL portfolios should aim to strike a balance between reflective statements and evidence in order to show sufficiently that learning outcomes have been met.

As a guideline for the size of a portfolio you may want to consider the length of the assessment for the module(s) that credit is being claimed for.

7.9 Providing Feedback

Applicants/students are entitled to request feedback from the University on their APEL claims, for example if their claim is rejected. If a claim has been rejected then feedback should make clear the reasons why, so that the claim can be amended before resubmission.

When a claim is rejected applicants/students should normally be allowed at least one re-submission attempt in line with the recommended timescales for submitting an APEL claim. It may not be possible for an applicant/student to re-submit a claim where:

- It has been decided that the prior learning does not meet the relevant learning outcomes for which he/she is claiming credit.
- The learning experience would be impaired by missing teaching on the module(s) for which credit is being claimed.
8. Further Information

8.1 For general guidance on APECL and credit the following are useful resources:

http://www.seec.org.uk/
http://www.qaa.ac.uk/assuring-standards-and-quality/academic-credit
Appendix A

Timescales for Accreditation of Prior Experiential and Certificated Learning

The following are recommended timescales to guide staff and applicants when an APECL claim is made, however, each APECL claim is different and the exact length of time that it will take to develop, submit and approve an APECL claim will depend on the individual case.

Any claim for APECL must adhere to individual programme deadlines and be approved prior to the commencement of the specific module(s) for which credit is being sought.

Further information on APECL and how to claim APECL is available in the guidance found at http://www.kent.ac.uk/teaching/qa/guidance/index.html.

APCL: Recommended timescales

It is recommended that any claim for APCL is made as soon as possible, and must be made and approved prior to the commencement of the module(s) for which credit is sought. Intention to request APCL is notified via the UCAS form or notified on the University of Kent application form for direct entry applicants.

Applicants should be contacted by the School/Centre to progress any claim for APCL and it is recommended that these claims are made at least six weeks before the commencement of the module(s) for which credit is being sought. This is to allow time for a decision to be made, for any follow up work to be carried out if a claim is rejected and subsequently resubmitted, and for an applicant to be registered on the upcoming module(s) if his/her claim is finally rejected.

APCL claims are straightforward; provided that required information or evidence is supplied and that there is sufficient time to make an assessment of the prior learning.

No claims for APCL can be made after the commencement of the module(s) for which credit is sought.

Existing Students

Existing students should contact their Programme Leader if they believe they have grounds for an APCL claim. Again it is recommended that any claim is made at least six weeks prior to the commencement of the module(s) for which credit is sought. It is the existing student's responsibility to contact the Programme Leader within a suitable period of time.

No claims for APCL can be made after the commencement of the module(s) for which credit is sought.

APEL: Recommended timescales

APEL is a good way of making use of relevant experience, particularly from the workplace, to gain credit at university level; however, APEL portfolio development can take a long period of time and requires commitment to produce the portfolio of evidence at the correct academic level and within the required time frame. It is therefore essential that claims for APEL are made as soon as possible and must be made and approved prior to the commencement of the module(s) for which credit is sought. Intention to request APEL is notified via the UCAS form or notified on the University of Kent application form for direct entry applicants.

It is recommended that before a claim for APEL is made applicants consult the guidance available at http://www.kent.ac.uk/teaching/qa/guidance/index.html.

When assessing suitability of an APEL claim, or making an APEL claim it is recommended:

- That a minimum of six weeks is allowed to develop the APEL portfolio. The actual amount of time required to develop the APEL portfolio is dependent on the programme and individual's experience; it can take more than six weeks.

- That a further six weeks is allowed for assessment of the APEL portfolio by the University.

- That time is allowed so any changes can be made to the APEL portfolio if it is not successful at the first submission.
Existing students should contact their Programme Leader if they believe they have grounds for an APEL claim. It is recommended that 12 weeks/1 term is allowed prior to the commencement of the module(s) for which credit is sought for the development and approval of the portfolio. In the case of existing students it is their responsibility to contact the Programme Leader within a suitable period of time.

No claims for APEL can be made after the commencement of the module(s) for which credit is sought.
### Appendix B

**APECL Glossary**

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<th>Admissions Officers</th>
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<tr>
<td>In relation to APCL Admissions Officers:</td>
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<tr>
<td>• Make recommendations on claims for prior certificated learning, based on evidence provided and ensure that the prior learning can be mapped to the relevant learning outcomes.</td>
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<tr>
<td>• Ensure that claims for prior certificated learning are processed within the University’s Code of Practice.</td>
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<tr>
<td>In relation to APEL Admissions Officers:</td>
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<tr>
<td>• Act as the liaison point for School/Centre on the development of claims for APEL, identifying where appropriate a suitable Portfolio Supervisor for an applicant.</td>
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<td>• Provide when required appropriate subject specific advice on APEL claims.</td>
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<tr>
<td>• Help ensure that APEL portfolios and claims are within the University’s Code of Practice and Credit Framework.</td>
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<th>Code of Practice for Quality Assurance for Taught Programmes of Study</th>
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<td>The University of Kent’s Code of Practice for Quality Assurance of Taught Programmes. Annex R of which details the rules and processes for APECL at Kent.</td>
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<tr>
<th>Credit (Academic Credit)</th>
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<td>Academic credit is awarded to students on achievement of learning. Through APEL it can also be awarded for prior learning from experience. Academic credit indicates the level of learning and the amount of learning carried out.</td>
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<th>Credit Transfer</th>
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<tr>
<td>This relates to when an applicant wishes to transfer whole stages of a programme into a Kent programme, from another university where he/she currently studies. This is not subject to the APECL procedures, where the transfer is made via UCAS.</td>
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<th>Currency</th>
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<td>Currency refers to when learning was completed. To be considered current, learning must normally have been completed within the last five years.</td>
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<th>External Adviser for APECL</th>
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<td>The External Advisor is a member of the APECL Board and supports monitoring and review of APECL claims, sampling some prior to the APECL Board. He/she is able to offer advice on difficult claims, or changes to University APECL policy.</td>
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</tbody>
</table>
It is important when assessing and advising on an applicant/student’s claim to take into account the difference between their general and specific credit. General credit represents the whole of the learning achieved on an accredited course. Specific credit is the amount and level of credit which can be used from this general credit value onto another course. A full definition for general credit can be found at [http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html#generalcredit](http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html#generalcredit)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>A learning outcome is a statement of what a learner is expected to know, understand and demonstrate following completion of a particular module/programme of study. Learning outcomes are key in APECL as prior learning needs to be mapped to the learning outcomes of the new programme of study to determine if credit can be awarded.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level</td>
<td>Refers to the level of learning carried out. Different higher education institutions refer to level in different ways.</td>
</tr>
<tr>
<td>Level 4</td>
<td>This is normally the first level of an honours degree, and the first level taken on the way towards higher level qualifications. Certificates of Higher Education can be awarded at this level.</td>
</tr>
<tr>
<td>Level 5</td>
<td>This is normally the second level of a honours degree, other programmes at Intermediate level are ordinary (non-Honours) degrees, Foundation degrees and Diplomas of Higher Education.</td>
</tr>
<tr>
<td>Level 6</td>
<td>This is normally the third level of an honours degree, leading to a BSc or BA Honours Degree. Other programmes at this level are Graduate Certificates or Graduate Diplomas.</td>
</tr>
<tr>
<td>Level 7</td>
<td>This is the level normally taken by students who already have an undergraduate honours degree or equivalent. Other programmes at this level include Masters degrees in science and engineering that have been awarded after extended undergraduate programmes, Postgraduate Certificates and Postgraduate Diplomas.</td>
</tr>
<tr>
<td>Mapping</td>
<td>Mapping is comparing the prior learning of an applicant/student to the learning outcomes of his/her chosen Kent programme.</td>
</tr>
<tr>
<td>Module</td>
<td>A module is unit of education on a specific subject area. A module is made up of a number of learning outcomes.</td>
</tr>
<tr>
<td>Quality Assurance Agency</td>
<td>The Quality Assurance Agency for Higher Education (QAA) ensures universities maintain their own academic standards and quality. It reviews and reports on how Universities meet their responsibilities, identifies good practice and makes recommendations for improvement. The QAA publishes guidelines to help institutions develop effective systems to ensure students have the best learning experience.</td>
</tr>
<tr>
<td>Portfolio</td>
<td>In the context of APECL a portfolio is a collection of work designed to demonstrate an applicant/student’s learning from experience and how this learning relates to the programme for which he/she is seeking credit.</td>
</tr>
<tr>
<td>Portfolio Supervisor</td>
<td>Acts as the liaison point for APEL applicants/students on the development of their APEL Portfolio, guides applicants/students through production of their APEL Portfolio and makes recommendations on whether credit should be awarded for an APEL portfolio completed under their supervision.</td>
</tr>
<tr>
<td>Programmes</td>
<td>Programmes are the courses of academic study that the University offers. For example a BA (Hons) is a degree programme.</td>
</tr>
<tr>
<td>Reflective Writing</td>
<td>Reflective writing in the context of APEL is looking back on your experience, analysing what you have learnt from it, assessing how that will affect you in the future, in work or as a student, and linking it to the modules for which you are seeking credit.</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Specific Credit</td>
<td>Specific credit is the amount of credit that can be specifically mapped to the learning outcomes of the Kent programme for which you are claiming APECL. (Please see General Credit above)</td>
</tr>
<tr>
<td>Stage</td>
<td>This refers to the stage of the programme onto which you are seeking APECL. For a full-time BA/BSc (Hons), for example, you would normally have Stages 1, 2, and 3.</td>
</tr>
<tr>
<td>The Credit Framework for Taught Programmes</td>
<td>This is Kent’s Credit Framework which details the limits and rules on the use of academic credit at Kent. Annex 3 relates specifically to the limits on the amount of credit that can be used for APECL.</td>
</tr>
</tbody>
</table>
APPENDIX C

FAQ’s

What is the difference between General and Specific Credit?

General credit is the amount of credit that prior learning is worth in total. Specific credit is the amount of general credit that can be specifically mapped against the learning outcomes of the modules for which credit is being claimed. For example, an applicant/student has 240 credits from a previous award, but only 120 of these are relevant to the modules for which credit is sought - the general credit value would be 240 credits, the specific credit value 120 credits.

What limits are there on the amount of credit that can be claimed?

There are certain limits on the amount of credit that can be used as APECL towards a new Kent programme. This is to ensure that there is a sufficient amount of new learning carried out at the University of Kent before a student can be awarded a Kent qualification.

The exact limits are detailed in the University’s Credit Framework - http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex3.html

What grade will an applicant/student receive for APECL?

Credit approved via the APECL process does not carry a numerical mark or contribute to the classification of the programme for which credit is claimed. In other words the prior learning submitted towards an APECL claim provides credit towards the overall programme, but cannot be used towards the final grade for the programme.

What are the deadlines for APECL claims?

It is important that APECL claims are made prior to the commencement of any modules for which credit is claimed. This allows assessment of the claim, and if a claim is unsuccessful allows students to register for the modules that they were claiming credit for.

When making an APECL claim applicants/students should always be made aware of the specific admission deadlines of the programme they are applying to join.

What would happen if an APECL claim is not successful?

There is no guarantee that an APECL claim will be successful. If for any reason an applicant is unable to claim credit against modules in his/her chosen programme he/she will be required to take those modules as normal. Depending on the reasons for the claim being unsuccessful the applicant is normally entitled to one re-submission.

Where can I find more information on the regulations and process of APECL at Kent?

- Kent Credit Framework - http://www.kent.ac.uk/teaching/qa/credit-framework/index.html

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