Recognition of Prior Learning (RPL)
Guidance for Applicants/Students

The following guidance notes provide an overview for applicants and students in relation to making a claim for the Recognition of Prior Learning (RPL).

Before making such a claim you should consult with the School/Division where you intend to/are registered.

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Appendices

1. Introduction to RPL

1.1 What is RPL?

The Recognition of Prior Learning (known as RPL) 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 course.[1]

- It enables people to enter a university level course 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 RPL

RPL 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, with the potential to turn professional practice into academic credit.

There are four mechanisms for recognising RPL at the University of Kent:

- **RPEL** Recognition of Prior Experiential Learning - This is the process through which learning achieved outside education or training systems is assessed and, as appropriate, recognised for academic purposes, usually through the award of credit..

- **RPCL** Recognition of Prior Certificated Learning - This is the process through which prior certificated learning which has not previously resulted in the award of UK university credits or qualifications positioned on the relevant HE qualifications framework is assessed and recognised by the University for academic purposes, usually through the award of credit. It may include credit or awards made by non-UK HEIs, professional development or employment-related awards.

- **Credit Transfer** - Relates to learning at higher education level, which has been formally achieved, and awarded credits or a qualification by a UK HEI

- **Articulation Arrangements** – In an articulation arrangement, an assessment is made of the equivalence of the learning undertaken at another institution with that required by a stage or stages of an appropriate course at Kent. This is with the aim of securing direct entry for a cohort or cohorts of students from the partner institution to the Kent course. Articulation Arrangements are made by Schools, rather than individuals. Students would normally be made aware of the option of these by their home institution.

1.3 **Credit Transfer** and **RPCL** recognise learning that has already been achieved, assessed and certificated.

A typical Credit Transfer claim might be from an applicant who has completed a course such as a Foundation Degree at a UK HEI who would like to use credit achieved on that degree towards a course in a similar subject area.

A typical RPCL claim might be from an applicant who has studied an award at an overseas HEI, in a relevant subject area, who would like to use credit from that award towards a course at Kent.

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[1] Academic credit, normally known as '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.

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 course to be taken.
- It can be demonstrated that the content of the prior learning is relevant to the content of the new course to be undertaken.

1.4 **RPEL** is the recognition of learning that has not yet 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 RPEL claim might be from an applicant with significant work based learning who wishes to have that learning assessed, and then given an academic credit value towards a degree. Before the academic credit value of such prior learning can be assessed applicants are normally asked to complete and submit a portfolio of evidence (RPEL Portfolio).[2]

This portfolio would include reflections on prior learning from experience and how this is relevant to the university course, along with an evidence base for the prior learning, i.e. references, CVs, examples of work.

RPEL 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 Credit Transfer/RPCL and requires commitment to produce a portfolio of evidence at the correct academic level and within required timeframes.

1.5 It should be noted that there is no guarantee that you will be able to be given credit for prior learning. RPL approval is an academic decision based on the match between your prior learning/experience, the relevant learning outcomes of the new course you wish study and the requirements of the course you wish to join.

2. Terminology

2.1 There are a number of specific terms used in talking about RPL and making an RPL claim. A glossary of these can be found in Appendix C of this guidance, however an outline of some of the key terms has been provided below:

2.2 Academic Credit

RPL relies on the use of academic credit (normally referred to as 'credit') and using that credit towards university courses.

The Quality Assurance Agency (QAA), state that: 'Credit is a means of quantifying and recognising learning whenever and wherever it is achieved'[3]

Academic credit is given a volume and level, the volume relates to how much learning has been completed, and the level to the type of learning completed – i.e. undergraduate or postgraduate.

- Volume: Typically 1 academic credit equates to 10 hours of learning.
- Level: The different levels for Credit are:

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[2] An RPEL 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 RPEL?' for further information.

[3] http://www.qaa.ac.uk/docs/qaa/quality-code/academic-credit-higher-education-in-england-an-introduction.pdf?sfvrsn=a3b3f981_14 (last accessed 23 August 2018)

FHEQ Level Descriptor	Typical HE Qualifications
Level 3	Pre-certificate level
Level 4	HNC
	Certificate of Higher Education
Level 5	HND
	Foundation Degree
	Diploma of Higher Education
Level 6	Bachelor's Degree with Hons
	Graduate Diploma
	Graduate Certificate
Level 7	Master's Degree
	Postgraduate Diploma
	Postgraduate Certificate
Level 8	Doctorates

An example of how credit works at undergraduate level is a three year honours degree, i.e. a BA or BSc.

These are worth 360 credits at different levels:

- 120 credits at level 4 (typically the first year of a degree)

- 120 credits at level 5 (typically the second year of the degree)

- 120 credits at level 6 (typically the third year of the degree)

An example at postgraduate level is a one year Master's Degree, i.e. an MA or MSc, worth 180 credits at level 7

The QAA document 'Academic credit in higher education in England - an introduction' provides a useful overview of academic credit, and how it can be used[4].

2.3 Modules

Modules are the units of learning that make up an academic course (i.e. a BA/BSc). A module is in a specific subject area, has a specific credit value attached to it (determined by the amount of learning involved in completing it) and has a level assigned to it (dependent on the difficulty of the content).

The below is an example of a module:

Module Title	Amount of Credit volume	Level of Module
Introduction to the History of Medicine	15 credits	level 4

Modules are made up of learning outcomes. These learning outcomes are achieved when you take the module, and pass the assessment for it (i.e. essays, exams, presentations, in-class tests). Once you have achieved the learning outcomes for the module and have passed it, you gain the credit for it.

2.4 Learning Outcomes

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[4] http://www.qaa.ac.uk/docs/qaa/quality-code/academic-credit-higher-education-in-england-an-introduction.pdf?sfvrsn=a3b3f981_14

Learning outcomes are statements of what you as a learner are expected to know, understand and demonstrate following study of a particular module or academic course of study.

In terms of RPL it is key that your prior learning matches the relevant learning outcomes within a module or academic course of study you want to claim credit towards. This demonstrates that through your prior learning you already have the knowledge, skills and understanding necessary to be awarded the credit towards your new course of study.

To identify whether you can meet learning outcomes on your new course a mapping exercise is carried out.

2.5 Mapping

Mapping is comparing your prior learning with the relevant learning outcomes of the module(s) at Kent that you want to claim credit towards. This process is carried out by assessing your prior learning against the learning outcomes that you want to claim credit for.

There should be a close match between these showing that you have already achieved the learning required to be awarded credit towards your new course of study.

The mapping process differs depending on the type of RPL being claimed. Mapping for **Credit Transfer** and **RPCL** claims will normally be carried out by the Admissions Officer for the course you are joining, based on information provided by you about your prior learning, i.e. a course syllabus

For **RPEL** you will normally map, with the support of a Portfolio Supervisor, the learning from your prior experience to the relevant learning outcomes of the modules for your new course of study. This will then form part of your RPEL portfolio. This mapping will normally reference evidence in the portfolio that supports your claim for credit.

3. **Case Studies**

3.1 The following are case studies designed to provide guidance on how RPL works in practice.

Please note that these examples are used for illustrative purposes only.

Student A has an Accountancy Diploma, worth 120 credits at level 4, achieved when studying at a UK University. They would like to complete a BA/BSc in Accountancy at Kent and believe that it may be possible to use credit from their Accountancy Diploma towards the course.

On looking at the modules for the BA/BSc Accountancy they see that there is a clear fit between the learning outcomes of their prior learning and two 15 credit modules on the first year of the BA/BSc.

This is considered as part of their application and following an evaluation by the Admissions Officer for the course they wish to join, their claim for Credit Transfer is considered and approved and they are awarded 30 credits for the prior learning against the two 15 credit modules.

Student A is now able to complete their degree without repeating learning already achieved on another award.

Student B has a degree in mathematics from an overseas University and they would like to study on a Kent BSc in mathematics.

The Admissions Officer for the course they wish to join assesses their prior learning, and sees that the first two stages of their award would fit with the first stage of the Kent course.

The Admissions Officer completes an RPCL recommendation form, which includes a formal mapping of the student's prior learning against the relevant stage 1 learning outcomes. The Admissions Officer then submits the form to the Faculty Education Committee for consideration, and the student is awarded 120 credits of prior learning towards their Kent degree.

Student A is now able to enter the Kent degree at stage 2.

Student C wishes to take an MA relevant to their profession.

On looking at the modules for an MA in Professional Practice they believe that the knowledge and skills they have gained through managing projects at work, means they may be able to meet the learning outcomes of a 15 credit module - 'Collaborative Working'.

This is considered as part of their application and on discussion with the Course Leader it is agreed a claim for RPEL can be made.

Over a period of weeks the Student, with the support of a Portfolio Supervisor from within the School responsible for the course, writes reflective accounts of how they have learnt from their work experience and how this is relevant to the learning outcomes for the module.

This is then put together with supporting evidence to form their RPEL portfolio.

The RPEL portfolio is then submitted for consideration by the Faculty Graduate Studies Committee and they are awarded 15 credits for the Collaborative Working module, therefore making use of their prior learning from experience.

4.   Determining if you have a claim for RPL

4.1   It is recommended that you first consider if your prior learning meets University requirements.

You should ensure that learning:

- Is current – normally the University require that prior learning has been achieved within the last five years, however if your prior learning is older than this and you have remained up to date in your subject area you may still be able to make a claim.

- Is within a relevant subject area to the course you wish to join and the modules you wish to claim against.

- Can be evidenced - for Credit Transfer/RPCL this may be through the transcript or certificate for you prior learning, for RPEL this will be through production of an RPEL portfolio.

- Is at the required level i.e. the same level or higher than the modules you wish to claim against.

- Is of the required volume i.e. the same volume or higher than the modules you wish to claim against.

4.2 If you believe you have prior learning that could be used towards a course at Kent the School/Centre at the University where you wish to study will be able to provide further guidance in respect of your potential claim and relevance of your learning either prior to, or at the point of application to Kent.

4.3 If you are an existing student at Kent and you believe that you would have grounds for an RPL then you should contact your Course Leader directly for advice.

5. Making an RPL Claim

5.1 Your prospective School/Division will be able to provide guidance to you in making your claim for RPL however the below provides an overview of the requirements of the process.

5.2 To make an RPL claim you should indicate when you apply to the University that you have prior learning you wish to be considered. For students applying via UCAS this should be indicated on your UCAS form.

For those applying directly to the University this should be indicated on your application form.

5.3 For **Credit Transfer/RPCL** once you have indicated your interest in making a claim this will be referred to the Admissions Officer for the course you wish to join.

The relevant Admissions Officer will probably wish to discuss the basis of your claim, and identify any supporting evidence you have so they can make an academic judgement on whether your claim can be recommended for approval.

In support this you will need to be able to:

- Evidence your prior learning through a certificate and/or transcript.

- Evidence the currency of your subject knowledge if your prior learning was obtained over five years ago.

- Obtain and provide the syllabus and detail of your prior learning (i.e. through module or course specifications) to allow the Admissions Officer to evaluate the prior learning.

For Credit Transfer claims the Admissions Officer will determine if the claim can be approved, for RPCL claims they will make a recommendation on whether the claim should be approved to the relevant Board of Studies, who will make the final decision.

The School/Division you wish to join will then inform you whether your claim has been successful and the next steps should the claim not be able to progress.

5.4 For **RPEL** once you have indicated your interest in claiming RPEL this will be referred to the relevant Admissions Officer for the course you wish to join.

Due to the nature of RPEL and the requirement that an RPEL portfolio is developed, once you have indicated your interest in claiming RPEL you will normally have an initial discussion with an appropriate member of staff from the relevant School/Centre which runs the course on which you wish to study. This will identify whether it is possible for you to make a claim based on your prior learning from experience.

If it is possible for a claim to be made then you will be referred to an appropriate RPEL Portfolio Supervisor. They will be able to support you in putting together an RPEL portfolio containing evidence of your prior learning and reflective statements demonstrating how that learning meets the requirements of the modules you are claiming credit for.

The format of an RPEL portfolio will vary depending on the nature and requirements of a particular course. It will be the responsibility of the RPEL Portfolio Supervisor to determine with you the format of your RPEL portfolio.

Once completed your RPEL Portfolio Supervisor will complete a form in support of your portfolio which will indicate their recommendation as to whether your claim should be

approved and the details of your claim i.e. the basis of your claim, volume and level of credit being claimed.

This along with the RPEL portfolio will then be considered for approval by the relevant Board of Studies.

The School/Division you wish to join will then inform you whether your claim has been successful and the next steps should the claim not be able to progress.

Further detail on the development of an RPEL portfolio can be found in Appendix A of this guidance.

5.5   Existing Students

Claims submitted by existing students will follow the above process but the Course Leader, rather than Admissions Officer, will normally lead on the consideration, recommendation, and communication related to claims.

5.6   There are some key things to consider when making any type of RPL claim:

5.6.1 Credit Limits

There are limits for the amount of RPL that can be claimed onto a course.

This is to ensure that there is a sufficient amount of new learning carried out at the University, before a qualification is awarded. For example:

➢ On a three year BSc/BA (Hons) the maximum amount of credit that can be claimed using the RPL process is 240 credits. This is because a minimum of 120 credits of 'new learning' must be taken and passed on a three year BSc/BA (Hons) course with at least 90 credits of this being at level 6 or above.

➢ On a taught MA/MSc the maximum amount of credit that can be claimed using the RPL process is 90 credits. This is because a minimum of 90 credits of 'new learning' must be carried out and passed on a taught MA/MSc with all of this learning being at level 7.

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

The full list of RPL limits can be found at Annex 3 of the Credit Framework[5]..

5.6.2 Currency of Credit

The University requires that credit is current this is because it is important that your knowledge and skills are up to date and because over time academic courses develop and change. The University therefore recommends prior learning is no more than five years old.

If your learning is more than five years old it does not mean it cannot be used, but you may be required to provide evidence to show how you have stayed up-to-date with your subject area, for example, through a CV, evidence of CPD, information on training or other courses you have attended.

Some Schools/Divisions may have different time limits on currency, especially in subjects which change at a fast rate so it is always best to check with regard to the course you are joining.

5.6.3 Spent Credit

The University has regulations relating to the re-use of credit. This is where credit previously obtained through prior learning cannot be re-used more than once.

If you believe that your credit for prior learning may already have been 'spent' on a Kent course, for example through a previous claim for credit, then you may not be able to use it again.

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[5] https://www.kent.ac.uk/teaching/qa/credit-framework/documents/cf2020-annex3-credit-transfer.pdf

5.6.4 Language of Study

Where the evidence relating to your claim is submitted in a language other than English, the individual assessing your claim must possess sufficient competence in the language in question. If this is not the case then you may be requested to provide a translation into English of any prior assessed work submitted in support of the application.

5.6.5 Plagiarism

As with any academic work, any work submitted in support of an RPL submission that is found to contain elements of plagiarised work will be discounted. Where plagiarism is suspected in a submission from an existing student the work in question will be referred to the relevant School Disciplinary Committee for consideration under the Academic Discipline procedures.

Appendix A

Further Guidance on RPEL Claims

People often develop skills and knowledge applicable to university level courses without realising it. This can be through the work place, short courses which are not assessed, volunteering and other activities. Through RPEL you are able to turn this experience into learning that can be measured and used to claim credit towards a qualification.

How is prior experience assessed?

Because there has normally been no assessment of what you have learnt from your experience, this prior learning has to be captured in some way. Normally this is achieved through an RPEL portfolio.

In an RPEL portfolio you collect evidence of your knowledge and skills gained from experience and you also reflect on what you have learnt from it, such as what works well, what you may do differently in the future and why. This allows you to demonstrate, your knowledge, understanding and skills, in a similar way to how you would demonstrate them through formal learning.

Which prior learning from experience is relevant?

By thinking back and considering your previous experiences, you are able to reflect on them and identify if you have work related, or other past experiences that have allowed you to gain knowledge and skills.

You need to identify learning gained which has potential to be at higher education level. The process of reflection and of writing about the learning you have gained from experience will also help raise this to higher education level, as you can show that you can analyse your experience and gain new knowledge from this analysis. The learning also needs to reflect the learning outcomes of the modules you are claiming against.

Reflection is an important stage of the RPEL process; it allows you to assess your experiences in relation to the course(s) you are interested in. Once you have done this you are able to map your experience to the contents of the course you wish to claim credit towards, giving you a better idea of whether you may have an RPEL claim.

What counts, learning or experience?

It is the learning you have from your experiences that needs to be measured in an RPEL claim. Once you have identified the experiences that are relevant to the course you wish to join, it is important to identify which modules on that course you may be able to claim against.

An RPEL Portfolio Supervisor will be assigned to you if you have grounds for an RPEL claim and they will be able to help guide you in the modules most relevant to the learning you have gained.

What evidence is needed for an RPEL claim?

As with learning in a classroom, which is evidenced through assessments such as essays, presentations or examinations, to make an RPEL claim you must evidence that you possess the knowledge and skills that you claim to have.

The evidence you provide in your portfolio will of course depend on the course you wish to join and the knowledge and skills that you are trying to demonstrate. For example, evidence may be reports you have written, presentations you have given, a project plan you have developed; or references from relevant colleagues, certificates from attending workshops which have not been assessed. However it will depend on your individual claim as to what exactly is included.

You should only include the most relevant evidence to demonstrate the skills that you have learnt and developed and evidence should always have a direct link to the credit you are trying to claim.

What is involved in putting together an RPEL portfolio?

Once it has been agreed you can make an RPEL claim, and you have discussed your claim with someone in the School/Division responsible for the course you wish to join, the next stage is to develop your RPEL portfolio.

The School/Division responsible for the course you wish to join will identify someone who can act as your Portfolio Supervisor, and guide you through the completion of your portfolio of evidence and reflection.

The format and content of an RPEL portfolio will always depend on your individual experience, and the course you wish to join. However you should ensure that an RPEL portfolio demonstrates you have met the relevant learning outcomes against which you wish to claim credit and that your learning is at the right academic level (your Portfolio Supervisor should be able to provide guidance on this).

It is also important to make sure that you clearly label, and organise your RPEL portfolio so that it is easy for your Portfolio Supervisor, and then the relevant Board of Studies, to assess.

An example portfolio is available at https://www.kent.ac.uk/teaching/qa/codes/index.html listed under Annex R: Recognition of Prior Learning (RPL).

RPEL word counts

When developing an RPEL portfolio it is important to ensure that you demonstrate not only that you have experience in a certain area but also the learning you have achieved through that experience.

When applying for credit using RPEL it is not the amount of evidence you include that matters, but ensuring that the evidence you do use shows how you meet the relevant learning outcomes that you wish to claim against.

RPEL 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 your portfolio you may want to consider the length of the assessment for the module(s) that you are claiming credit for.

However the final total word count for your portfolio may differ from this dependent on your individual experience and the course you are seeking credit onto.

RPEL is a learning experience

RPEL is not right for everyone as your experience and learning from it needs to fit the course that you wish to join. It can also be time consuming and involves a lot of work to bring together a portfolio. However, it can also be a very rewarding experience that can help you develop new skills and gain credit for experience you already have.

The process of putting together an RPEL portfolio is not just about showing that you have experience, but also about learning about your own experiences and the skills and knowledge that they have allowed you to develop.

RPEL also allows you, as with formal learning, to develop news skills in areas such as reflection, writing, and analysis.

Appendix B

Timescales for Recognition of Prior Learning

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

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

Credit Transfer/RPCL: Recommended timescales

It is recommended that any claim for Credit Transfer/RPCL 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.

Applicants should be contacted by the School/Division to progress any claim and it is recommended that these 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 their claim is finally rejected.

No claims for Credit Transfer/RPCL can be made after the commencement of the module(s) for which credit is sought.

RPEL: Recommended timescales

RPEL is a good way of making use of relevant experience, particularly from the workplace, to gain credit at university level; however, RPEL 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 RPEL 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.

It is recommended that before a claim for RPEL is made applicants consult the guidance available listed under Annex R of the Code of Practice[6].

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

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

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

- That time is allowed so any changes can be made to the RPEL portfolio if it is not successful at the first submission.

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

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[6] https://www.kent.ac.uk/teaching/qa/codes/index.html

Appendix C

Glossary

Admissions Officers	In relation to Credit Transfer Admissions Officers: • Make decisions on claims in consultation with the relevant Director of Studies, based on evidence provided and ensure that the prior learning is relevant to the Kent learning outcomes. • Ensure that claims are processed within the University's Code of Practice. In relation to RPCL Admissions Officers: • Make recommendations on claims for prior certificated learning, based on evidence provided and ensure that the prior learning is mapped to the relevant learning outcomes. • Ensure that claims are processed within the University's Code of Practice. In relation to RPEL Admissions Officers: • Act as the liaison point for School/Division on the development of claims for RPEL, identifying where appropriate a suitable Portfolio Supervisor for an applicant. • Provide when required appropriate subject specific advice on RPEL claims. • Help ensure that RPEL portfolios and claims are within the University's Code of Practice and Credit Framework.
RPCL	Recognition of Prior Certificated Learning. This is the process, through which previously assessed and certificated learning achieved at a non-UK HEI is considered and, as appropriate, recognised for academic purposes.
RPL	Recognition of Prior Learning. This is the umbrella term used by the University of Kent to describe recognition of formally completed prior learning, and learning from experience which can be used to gain academic credit.
RPEL	Recognition of Prior Experiential Learning. This is the process through which learning achieved outside education or training systems is assessed and, as appropriate, recognised for academic purposes.
Code of Practice for Quality Assurance of Taught Courses of Study	The University of Kent's Code of Practice for Quality Assurance of Taught Courses. Annex R of the Code details the rules and processes for RPL at Kent.
Credit (Academic Credit)	Academic credit is awarded to students on achievement of learning. Through RPEL it can also be awarded for prior learning from experience. Academic credit indicates the level of learning and the amount of learning carried out.
Credit Transfer	Prior learning at higher education level, which has been formally achieved, and awarded credits or a qualification by a UK HEI.

Currency	Currency refers to when learning was completed. To be considered current, learning must normally have been completed within the last five years.
General Credit	General credit refers to the amount of academic credit that a course is worth once it has been completed, e.g. a BA/BSc Honours Degree is worth 360 general credits. 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.
Learning Outcome	A learning outcome is a statement of what a learner is expected to know, understand and demonstrate following completion of a particular module/course of study. Learning outcomes are key in RPL as prior learning needs to be mapped to the learning outcomes of the new course of study to determine if credit can be awarded.
Level	Refers to the level of learning carried out.
Level 4	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.
Level 5	This is normally the second level of an honours degree, other courses at this level are ordinary (non-Honours) degrees, Foundation degrees and Diplomas of Higher Education.
Level 6	This is normally the third level of an honours degree, leading to a BSc or BA Honours Degree. Other courses at this level are Graduate Certificates or Graduate Diplomas.
Level 7	This is the level of a Master's Degree, Postgraduate Certificates and Postgraduate Diplomas.
Mapping	Mapping is comparing the prior learning of an applicant/student to the learning outcomes of their chosen Kent course.
Module	A module is unit of education on a specific subject area. A module is made up of a number of learning outcomes.
Quality Assurance Agency	The independent body entrusted with monitoring and advising on standards and quality in UK higher education.
Portfolio	In the context of RPEL a portfolio is a collection of work designed to demonstrate an applicant/student's learning from experience and how this learning relates to the course for which they are seeking credit.
Portfolio Supervisor	Acts as the liaison point for RPEL applicants/students on the development of their RPEL Portfolio, guides applicants/students through production of their RPEL Portfolio and makes recommendations on whether credit should be awarded for an RPEL portfolio completed under their supervision.
Courses	The courses of academic study that the University offers. For example a BA (Hons) is a degree course.
Reflective Writing	Reflective writing in the context of RPEL 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.
Specific Credit	Specific credit is the amount of credit that can be specifically mapped to the learning outcomes of the Kent course for which you are claiming RPL. (Please see General Credit above)
Stage	This refers to the stage of the course onto which you are seeking RPL. For a full-time BA/BSc (Hons), for example, you would normally have Stages 1, 2, and 3.
The Credit Framework for Taught Courses	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 RPL.

Appendix D

FAQs

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 RPL towards a new Kent course. 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 Annex 3 of the University's Credit Framework[7].

What grade will an applicant/ student receive for RPL?

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

What are the deadlines for RPL claims?

It is important that RPL 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 RPL claim applicants/students should always be made aware of the specific admission deadlines of the course they are applying to join.

What would happen if an RPL claim is not successful?

There is no guarantee that an RPL claim will be successful. If for any reason an applicant is unable to claim credit against modules in their chosen course they 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 RPL at Kent?

- Annex R of the University of Kent's Quality Assurance Code of Practice[8]
- University of Kent's Credit Framework[9]

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[7] https://www.kent.ac.uk/teaching/qa/credit-framework/documents/cf2020-annex3-credit-transfer.pdf

[8] https://www.kent.ac.uk/teaching/qa/codes/taught/documents/copt2020-annexr-rpl-v2.pdf

[9] http://www.kent.ac.uk/teaching/qa/credit-framework/index.html