Recognition of Prior Learning (RPL)
Guidance for Staff

The following guidance notes provide an overview for staff in relation to processing claims for the Recognition of Prior Learning (RPL).

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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 workplace.

- 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.
- 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 a student wishes 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:

- **RPSEL** 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.

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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.
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.

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 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 RPEL claim might be from an applicant with significant work based 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 complete and submit a portfolio of evidence (RPEL Portfolio).

This portfolio would include reflections on prior learning from experience and how this is relevant to the university course the applicant wants to take, 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 or RPCL and requires commitment from the applicant to produce their portfolio of evidence at the correct academic level and within required timeframes.

1.5 **Articulation Arrangements** are a formal relationship between two linked courses of the University and another organisation or body. In articulation arrangements successful completion of work in those institutions, may permit direct entry for an agreed cohort to a specified Kent course. A mapping is required to demonstrate how the cohort’s prior learning is relevant to the Kent course, and a formal legal agreement is required to underpin the relationship between Kent and the partner organisation.

1.6 Key areas to consider regarding RPL:

- **1.6.1** Unless the course specification states otherwise then RPL can normally be used to gain credit onto any taught Kent course.
- **1.6.2** Credit can be awarded for individual modules or entire stages of courses.
- **1.6.3** RPL 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.
- **1.6.4** Specific forms for mapping RPCL and Articulation Arrangement claims (and Credit Transfer claims from Partner College or Validated Institutions) are provided under Annex R of the University’s Code of Practice for Taught courses.
- **1.6.5** All claims for RPL must be made within the guidelines contained in Annex R and the Credit Framework for Taught Courses, in particular section 10 (Credit Transfer) and Annex 3.

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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 7.2 of this guidance for further information.

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


5 [https://www.kent.ac.uk/teaching/qa/credit-framework/documents/cf2020-annex3-credit-transfer.pdf](https://www.kent.ac.uk/teaching/qa/credit-framework/documents/cf2020-annex3-credit-transfer.pdf)
2. **Processes Outside of the RPL Requirements**

There are certain admissions procedures which fall outside of the RPL processes and have their own requirements:

- Claims for mid-year transfer from a course of study at another institution.
- Claims for admission without the threshold entry qualifications.
- Incremental Study - where courses share a common title for separate awards (e.g. PGCert/PGDip/Master’s in X) students are not required to make RPL 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 Master’s.

3. **Procedures for RPL**

3.1 For detail on the procedures to follow when an applicant/student wishes to make an RPL claim, and the forms required for recommending approval of RPL claims please consult the University’s Code of Practice Annex R. 

3.2 Please also consult Annex R for the procedure to follow when setting up an Articulation Arrangement.

4. **Roles and Responsibilities**

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

- **Admissions Officers** – Once an applicant indicates they wish to make an RPL claim, Admissions Officers support them through the process.
  
  For Credit Transfer claims, in consultation with appropriate Directors of Studies, Admissions Officers are authorised to approve requests for Credit Transfer in line with the requirements of the Credit Framework.
  
  For RPCL claims Admissions Officers will make recommendations to the relevant Board of Studies on the approval of claims.

- **Portfolio Supervisor** - The key roles of the portfolio supervisor are to:
  
  i) to guide the applicant in developing their RPEL portfolio against the learning outcomes;
  
  and
  
  ii) to assess the portfolio, ensuring it is complete and suitable.

  The Admissions Officer for the School/Division relating to the course for which RPEL is sought should identify a suitable RPEL Portfolio Supervisor. This could be the Admissions Officer or a relevant subject specialist from the School/Division.

  The Supervisor will also make recommendations to the relevant Board of Studies on approval of RPL claims.

- **Course Leaders** – Course Leaders may need to be involved in the consideration of potential RPL claims along with Admissions Officers, to help determine if an

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applicant/student has the relevant prior learning in order to make a claim. For RPEL claims the Course Leader may also need to help identify a suitable Portfolio Supervisor.

4.2 For RPL claims from existing students the Course Leader may be required to take on the responsibilities of the Admissions Officer, as detailed in Annex R.

5. Parameters for RPL Claims

5.1 When recognising prior learning for RPL the University is approving credit towards a student’s final award. Therefore, the RPL process needs to be rigorous and completed within the requirements of the Credit Framework and Code of Practice.

Claims for RPL are assessment decisions, therefore Schools/Divisions/Partners recommending approval of a claim for RPL should be confident that the prior learning involved is comparable to assessment/learning undertaken at the University. Decisions regarding the awarding of RPL are a matter of academic judgement.

Below are considerations for Schools/Divisions if they are approached by an applicant/student wishing to make an RPL claim.

5.2 Limits on RPL

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 RPL 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 Courses Annex 3.

  Example limits are:
  - Three year BA/BSc (Hons): no more than two thirds or 240 credits of the award can be made up of RPL.
  - Master’s Degrees, no more than half or 90 credits of a Master’s can be made up of RPL.

- 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 course they are taking.

- Credit limits are the same for all mechanisms of claiming RPL.

- The University's Credit Framework 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 RPL there is also a minimum number which is 5 credits.

5.3 Grading

The award of RPL 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.

5.4 Language of Study

Where the evidence relating to an applicant's prior learning is submitted in a language other than English, the RPL assessor must either possess sufficient competence in the language

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

5.5 Plagiarism

Any work submitted by an applicant 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 a University-registered student, the work in question will be referred to the School Disciplinary Committee for consideration under the Academic Discipline procedures.

5.6 Spent Credit

Use of RPL as a means of transferring credit between two University awards is subject to the requirements on ‘spent’ credit set out in the Credit Framework.

5.7 Compulsory assessment

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

5.8 Criteria to Consider

RPL assessors should consider the full range of assessment methods so that the most appropriate is utilised for the student to demonstrate their skills and knowledge against the required learning outcomes.

The following Quality Assurance Agency (QAA) identified criteria should be considered:

- **Acceptability** – is there any appropriate match between the evidence presented and the learning being demonstrated? Is the evidence valid and reliable?
- **Sufficiency** – is there sufficient evidence to demonstrate fully 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? Where professional bodies and/or Schools have specific requirements and/or time limits for the currency of evidence, certification or demonstration of learning, these should be made clear and transparent.

5.9 Evidence of Learning

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

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

5.10 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 because over time academic courses 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 course, or a brief written statement.
5.11 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 RPL limits as highlighted in Annex 3 of the Credit Framework.

5.12 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.

5.13 Name Change

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

5.14 Deadlines

RPL 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 their chosen course.

6. Considering RPL Claims

6.1 Academic Judgement

Any decision on whether to recommend an RPL 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 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 course.

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

6.2 RPEL Claims

RPEL is the process through which learning achieved outside education is assessed and, as appropriate, recognised for academic purposes. RPEL 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 their 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 course.

6.3 Advising Applicants/Students on RPEL Claims

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

- Does the applicant/student understand that they will be required to produce a portfolio of work to support the RPEL 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 applied for?
- Is there sufficient time for the claim for RPEL to be completed? (A submission date for the RPEL 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 they have?

6.4 Supervising Production of an RPEL Portfolio

The purpose of an RPEL 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 RPEL claim should consider the following when supporting the production of a portfolio:

- The RPEL claim should be an account of learning achievement. This will be a new undertaking for the majority of applicants/students, therefore, RPEL 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 listed under Annex R8.

6.5 Assessing a finished RPEL 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 they have achieved the relevant learning outcomes against which credit is being claimed.

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8See [https://www.kent.ac.uk/teaching/qa/codes/index.html](https://www.kent.ac.uk/teaching/qa/codes/index.html)
If it is considered that an applicant/student has not demonstrated sufficiently that they have achieved the relevant learning outcomes, then appropriate academic advice should be offered and guidance given on carrying out further work on the RPEL claim.

6.6 RPEL Portfolio Word Counts

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

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

6.7 Providing Feedback

Applicants/students are entitled to request feedback from the University on their RPL 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 RPL 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 they are claiming credit.
- The learning experience would be impaired by missing teaching on the module(s) for which credit is being claimed.

7. Further Information

7.1 For general guidance on RPL and credit the following are useful resources:


http://www.seec.org.uk/ (last accessed 23 August 2018)

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)
Appendix A

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. 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.
# Appendix B

## Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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| **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 to the relevant Faculty Committee 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/Centre 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. |
<p>| <strong>RPCL</strong> | 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. |
| <strong>RPL</strong> | 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. |
| <strong>RPEL</strong> | 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. |
| <strong>Code of Practice for Quality Assurance for Taught Courses of Study</strong> | 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. |
| <strong>Credit (Academic Credit)</strong> | 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. |
| <strong>Credit Transfer</strong> | Is prior learning at higher education level, which has been formally achieved, and awarded credits or a qualification by a UK HEI. |</p>
<table>
<thead>
<tr>
<th><strong>Currency</strong></th>
<th>Currency refers to when learning was completed. To be considered current, learning must normally have been completed within the last five years.</th>
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</table>
| **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. |
<p>| <strong>Learning Outcome</strong> | 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 assessed against the learning outcomes of the new course of study to determine if credit can be awarded. |
| <strong>Level</strong> | Refers to the level of learning carried out. |
| <strong>Level 4</strong> | 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. |
| <strong>Level 5</strong> | 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. |
| <strong>Level 6</strong> | 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. |
| <strong>Level 7</strong> | This is the level of a Master’s Degree, Postgraduate Certificates and Postgraduate Diplomas. |
| <strong>Mapping</strong> | Mapping is comparing the prior learning of an applicant/student to the learning outcomes of their chosen Kent course. |
| <strong>Module</strong> | A module is unit of education on a specific subject area. A module is made up of a number of learning outcomes. |
| <strong>Quality Assurance Agency</strong> | The independent body entrusted with monitoring and advising on standards and quality in UK higher education. |
| <strong>Portfolio</strong> | 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. |
| <strong>Portfolio Supervisor</strong> | 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 to the relevant Faculty Committee on whether credit should be awarded for an RPEL portfolio completed under their supervision. |</p>
<table>
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<tr>
<th><strong>Courses</strong></th>
<th>The courses of academic study that the University offers. For example a BA (Hons) is a degree course.</th>
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<tbody>
<tr>
<td><strong>Reflective Writing</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Specific Credit</strong></td>
<td>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)</td>
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<tr>
<td><strong>Stage</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>The Credit Framework for Taught Courses</strong></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 RPL.</td>
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APPENDIX C

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 Framework9.

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 Practice10
- University of Kent’s Credit Framework11

Last updated December 2020

9 https://www.kent.ac.uk/teaching/qa/credit-framework/documents/cf2020-annex3-credit-transfer.pdf
10 https://www.kent.ac.uk/teaching/qa/codes/taught/documents/copt2020-annexr-rpl-v2.pdf
11 http://www.kent.ac.uk/teaching/qa/credit-framework/index.html