Code of practice for the recognition of prior learning and prior credit: taught programmes

Academic year 2026/27

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Purpose and aims

1. This *Code of practice for the recognition of prior learning and prior credit: taught programmes* applies to all taught programmes of study at the University of Surrey and its Associated and Accredited Institutions (AIs) which lead to University awards as described in the *Regulations for taught programmes*.

2. The *Code of practice* is based on the QAA UK Quality Code for Higher Education, the QAA Higher Education Credit Framework for England: Advice on Academic Credit Arrangements and Making Use of Credit: A Companion to the Higher Education Credit Framework for England.

3. The *Code of practice* focusses on processes for assessment and recognition of prior learning that enable learners to gain credits as part of a programme of study leading to a University of Surrey award.

Scope

4. The term "recognition" used in this *Code of practice* applies to all cases where applicants/students/learners on Degree Apprenticeship programmes are able to successfully demonstrate that they have previously achieved learning outcomes either for an individual module(s), or for a whole level(s) of study. Following an application for the recognition of prior learning or prior credit, the University may recognise the previously achieved informal, experiential, or certificated learning (RPL), or formal credit previously awarded by UK/EU Higher Education institutions or by other bodies where the level of formal credit awarded maps to the QAA Framework for Higher Education Qualifications (FHEQ).

5. There are two recognised forms: prior *experiential* (or informal) learning and prior *certificated* learning:

   - The **recognition of prior experiential learning** is an assessment process that leads to recognition of prior informal learning achieved within the context of further learning and staff development. The essential feature of this process is that it is the learning gained through experience which is being assessed, not the experience itself.

   - The **recognition of prior certificated learning** involves a process of assessment that enables a decision to be made about whether the prior certificated learning is suitable for recognition. Examples of prior certificated learning are professional development awards or employment-based awards which are at HE level, but have not led to the award of HE credits or recognised awards within the Framework for Higher Education Qualifications (FHEQ).

6. In addition to the recognition of prior informal (experiential and certificated) learning, the University of Surrey has also adopted one of the key components of the flexible learning system – the principles of credit transfer, which is referred to in this *Code of practice* as "recognition of prior credit". Previously achieved UK/EU credit cannot be transferred to any of the University of Surrey programmes automatically. The recognition of prior credit (RPC) policy principles are defined within the *Regulations for taught programmes* and are applicable in all cases where applicants or current students successfully demonstrate that they have already achieved the learning outcomes for one or more modules within a University award-bearing programme, based on their prior formal learning in the Higher Education institution (HEI) that led to the award of HE credits or a recognised FHEQ award. The RPC policy also applies to the European Credit Transfer System (ECTS) process, as described in paragraph 11 below. The 'Qualifications can Cross Boundaries' guide helps to map qualifications in the UK and Ireland and is used to compare English credit and level requirements with those of other UK countries and Ireland, and those with a different focus such as the RQF which includes secondary and further education.

7. The University has implemented a number of other flexible learning pathways which are covered by the collaborative provision arrangements, such as progression and articulation arrangements (see *Code of practice for collaborative provision*) and thus are outside the scope of this *Code of practice*.

8. This *Code of practice* also does not refer to admissions processes that allow applicants to gain entry to a programme of study leading to a University of Surrey award. Where an applicant has relevant prior learning experience which is at a lower level than the programme, then that learning is considered in terms of entry requirements for the programme. The recognition process in this case is a part of the admissions process. Therefore, comparability of entry equivalencies and any offer made is done accordance with the *Code of practice for Undergraduate Admissions* and *Code of practice for Postgraduate Admissions.*

9. A small number of undergraduate programmes in the University and its AIs require advanced standing entry as a standard admissions requirement. The process of advanced standing entry refers to credit achieved at either another HEI or at the University of Surrey (usually at a lower level FHEQ award), for a whole level(s) of study. These programmes have a direct "advanced" entry requirement to either FHEQ Level 5 or Level 6. Programmes with advanced standing are not considered by this *Code of practice*, as the minimum programme entry requirements are governed by the admissions processes.

10. This *Code of practice* defines the roles and responsibilities of all parties involved in the RPL/RPC processes, deadlines for submission of claims, timescales for consideration/approval, and other procedures that enable individual applicants and students to be awarded partial exemption from a programme of study.

Key principles of the University policy on recognition of prior learning and prior credit

11. The University recognises credits from Higher Education Institutions (HEIs) that use UK or ECTS credits where these are of the same value and level as those gained from studying at the University. In the case of ECTS, a conversion is applied to ensure parity with the UK HE system in which 1 credit equals 10 learning hours (notional student workload). One ECTS credit equals 2 UK credits. Credit is only awarded for the successful achievement of defined learning outcomes.

12. The maximum amount of credit exemption is determined in the *Regulations for taught programmes*. Any decision regarding direct entry, based on an RPL/RPC claim, should be made on an individual basis.

13. The minimum amount of learning recognised through all types of prior learning and prior credit is equivalent to the size of the smallest taught module within any given programme (currently 15 credits). The University does not permit exemption from part of a module. However, a combination of RPC and RPL may be used to claim credit exemption. At the discretion of the Faculty, specific self-directed study may be suggested to enable claimants to "top up" their prior learning evidence to the required level and volume in order to claim credit for the whole module.

14. With the exception of credit transfers of former University of Surrey students, as described in paragraphs 19-21, where a student is exempted from a full year/level of study that would normally contribute to the final award mark and/or degree classification, no weighting will be given to the exempted year for the purposes of calculating the final award mark and the degree classification/grading. The relevant weighting must be applied, on a pro rata basis, to the remaining years of study. For example, where students have been exempted from levels 4 and 5, the degree classification will be calculated as follows:

    - Bachelors (Honours) 3-year degree: 0:35:65 will become 0:0:100.

- Integrated Masters 4-year degree: 0:25:35:40 will become 0:0:35:65.

15. Where a student is partially exempted from a year/level of study that would normally contribute to the final classification/grading, the remaining credits for that year/level taken at the University of Surrey would be given the full level weighting for the purposes of calculating the final award mark and the degree classification/grading. Former University of Surrey students' credit transfer arrangements are described in paragraphs 19-21.

16. Credit exemptions can be awarded against core, compulsory or optional modules, as defined in the *Regulations for taught programmes*, excluding any final year project or a dissertation module. Where the programme of study is accredited by a PSRB, guidance must be sought by the Faculty/AI concerned that any proposed exemption is acceptable to the PSRB. RPL/RPC claims cannot be accepted where this would contravene PSRB requirements.

17. Double counting of prior learning and/or prior credit is not permitted. Credit exemption obtained from learning acquired through a recognised HE institution, or otherwise derived from the assessment of prior experiential or certificated learning, may be considered on one occasion only towards a University of Surrey award.

18. The University expects that all credit exemption claims should involve the development of learner-defined learning outcomes aligned to programme-level learning outcomes and FHEQ level descriptors. The criteria used in marking an assessment and on which credit exemption may be based should be as stringent and rigorous as that used for any other assessment of student work.

Former Surrey students: principles of RPC/credit transfer for re-admission to another programme of study at the University of Surrey

19. Students who are seeking to be readmitted to the University will be considered on a case-by-case basis to ensure they are eligible to resume study at the University of Surrey in line with the *Regulations for taught programmes*. Students would not normally be able to reattempt modules where they have previously exhausted all resit opportunities.

20. The *Regulations for taught programmes* prescribe key principles for rescinding previously acquired University of Surrey intermediate awards. Intermediate awards can contribute to the achievement of an award of a greater credit value (including an 'end of cycle' award) subject to consideration of the individual application. End of cycle awards are typically Bachelor's degrees with honours (FHEQ Level 6) and Master's degrees (FHEQ Level 7).

21. Where former Surrey students are readmitted to the University of Surrey on the basis of credit previously studied at the University, their previous mark profile will be considered in determining the classification of the award in line with the *Regulations for taught programmes*.

RPL/RPC process overview

22. For the purposes of clarity and transparency, the RPL/RPC process is divided into two stages: pre-entry (admissions) and post-entry (current students). In each of these stages both types of claims can be submitted for recognition: 1) RPL: recognition of prior learning, acquired from informal/certificated learning and/or work and life experience, and 2) RPC: recognition of prior credit, acquired from previous study at another higher education institution.

23. The University recognises that students require special help and support in their reflective and evidence-gathering process to claim RPL/RPC credits. All relevant documentation for RPL/RPC claims is available online from the University website.

24. The central point of contact for applicants submitting their RPL/RPC claims is the University Admissions Office. Where applicants submit an RPL/RPC claim for the credit

exemption from a programme of study, this does not alter or affect the standard admissions process. Deadlines for acceptance of an offer of a place will not be extended to accommodate the timing of RPL/RPC assessment decisions.

25. All decisions regarding the acceptance of prior credit (RPC) are made by the School Admissions Tutor (see Appendix 1, Flowchart 1). Applicants' claims based on their prior learning (RPL) experience, are also moderated and subsequently approved by the Chair of the Board of Examiners' action on behalf of the Board of Examiners (see Appendix 1, Flowchart 2).

26. The initial point of contact for advice for current students submitting an RPL/RPC claim is Hives.

27. RPL/RPC claims that are submitted by current students are considered by the School Assessor (see Appendix 1, Flowchart 3). Current students' claims based on their prior learning (RPL) experience are also moderated and subsequently approved by the Chair of the Board of Examiners' action on behalf of the Board of Examiners (see Appendix 1, Flowchart 4).

28. Normally, the decision on RPL/RPC claims should take no longer than three University working weeks from the point of submission of the complete documentation of the claim.

29. Prospective and current students registered/applying for registration for Surrey-validated programmes in AIs should contact the AI's Academic Registry office (see Appendix 1, Flowchart 5: Flowchart of the recognition of prior learning and prior credit process: Associated and Accredited Institutions (AIs)).

Roles and responsibilities for the RPL and RPC process

Applicant/student

30. It is the responsibility of the claimant to prepare and submit their application, and to demonstrate their prior learning and/or prior credit to the satisfaction of the University. The claimant is required to:

    (i) make contact with the Admissions Office (applicants), Hives (current students) or the AI's Academic Registry office (applicants and students in Associated and Accredited Institutions) and obtain the required paperwork, including details of admission requirements and learning outcomes for the module(s)/programme;

    (ii) identify their existing skills and knowledge;

    (iii) match what they have learned against the requirements of the module(s)/programme;

    (iv) collect and collate the evidence to support the claim;

    (v) formally submit the claim in line within agreed deadlines;

    (vi) where required, pay the appropriate fee within required timescales.

31. Prospective undergraduate students with previously achieved formal HE credit from UK/EU HEIs and applying via UCAS directly to Levels 5 or 6, should follow the standard UCAS procedure. No RPC claim forms are required in such cases.

Overall responsibility for the implementation, support and monitoring of the University RPL/RPC policy and procedures

32. The University Education Committee (UEC) is responsible for the implementation and monitoring of the University's policy and procedures with regard to RPL/RPC.

33. It is the responsibility of the Faculty Associate Dean, Education/AI Director of Higher Education (HE) to oversee and support the implementation of the RPL/RPC policy at the Faculty/AI level.

34. Faculty Associate Deans, Education/AI Director of HE and Heads of School must ensure that all nominated academic members of staff undertake the appropriate staff training and development before they can act as RPL/RPC Advisers, Assessors or Moderators.

35. The Faculty Associate Dean, Education/AI Director of Higher Education (HE) is required to:

- Be familiar with RPL/RPC principles and practice provided by the University.
- Support nominated academic members of staff involved in the RPL/RPC processes.

36. Normally, the Academic Registry department in AIs is responsible for coordinating and monitoring RPL/RPC processes at pre- and post-entry stage (AI's applicants and students).

37. Schools may appoint a designated RPL/RPC Adviser, particularly where programmes of study have traditionally a very high volume of RPL/RPC claims (for example, in the School of Health Sciences).

Roles and responsibilities of academic and administrative members of staff

38. Responsibilities for the RPC process, based on previously achieved formal HE credit are shown in Table 1 below.

Table 1. Recognition of prior credit (RPC) process only

Stage	***Administrative responsibilities for processing RPC claims:***	***Academic responsibilities for processing RPC claims:***
Pre-entry: ***Applicants***	***Admissions Office:*** • To process RPC claims through the admissions process; • To check whether the applicant has studied at the University previously; • To refer these claims to the Admissions Tutor; • To inform applicants about outcomes of their claims.	***Admissions Tutor:*** • To provide academic advice on regulations, policy and procedures; • To support applicants in preparing the RPC claim; • To make a decision regarding RPC claims.
Post-entry: ***Current students***	***Hives:*** • Provide practical advice on how to access the appropriate forms online; • Provide guidance on the University regulations, policy and procedures, the credit requirements of the programme, and information about specific learning outcomes for individual modules; • To check whether the applicant has studied at the University previously; • Log in the date when the RPC claim was received and, where appropriate, record the decision outcome in SITS (for applicants this should be done retrospectively, upon their registration); • Progress any documentation to the Board of Examiners via the Academic Administration; • Send a statement of any credit awarded to the student to notify them of the outcomes of the process.	***RPC Assessor*** (Programme Leader or other nominated academic member of staff): • To provide academic advice and support relating to the recognition of prior credit claim; • To make a decision regarding RPC claims made by current students.

39. Staff responsibilities for dealing with RPL claims, based on previously achieved informal learning and/or various non-HE certificates, employer awards are shown in Table 2 below.

Table 2. Recognition of prior learning (RPL) process only

Stage	***Administrative responsibilities for processing RPL claims:***	***Academic responsibilities for processing RPL claims:***
Pre-entry: ***Applicants***	***Admissions Office should:*** • Process RPL claims through the admissions process; • To check whether the applicant has studied at the University previously; • Refer these claims to the Admissions Tutor; • Inform applicants about outcomes of their claims.	***Admissions Tutor (for applicants) / nominated RPL Assessor (for current students) should:*** • Provide academic advice relating to the RPL claim, including the assessment mechanism; • Provide support in preparing the RPL claim; • Assess, make a decision and produce written feedback regarding RPL claims; • Forward the paperwork to the RPL Moderator. ***RPL Moderator should:*** • Second marking or moderating the RPL claim and subsequently forwarding it to the Chair of the Board of Examiners. ***Chair of the Board of Examiners should:*** • Consider and approve the outcomes of the RPL claim on behalf of the Board of Examiners.
Post-entry: ***Current students***	***Hives should:*** • Provide practical advice on how to access the appropriate forms online and guidance on the University regulations, policy and procedures, the credit requirements of the programme, and information about specific learning outcomes for individual modules; • To check whether the applicant has studied at the University previously; • Log in the date when the RPL claim was received and, where appropriate, record the decision outcome in SITS (for applicants this should be done retrospectively, upon their registration); • Progress any relevant documentation to the Board of Examiners via the Assessment and Awards Office • Notify Student Fees of the decision, where required; • Send a statement of any credit awarded to the student to notify them of the outcomes of the process.	

Assessment of RPL/RPC claims

Student support system

40. The University recognises that students require special help and support in their reflective and evidence-gathering process to claim RPL/RPC credits.

41. The University website provides centralised resources to support the RPL/RPC process, such as *Application form for the recognition of prior learning (RPL) and/or prior credit (RPC)*, further templates and guides for staff and students.

42. Faculties and AIs should consider the use of other enhanced forms of support, such as the use of exemplars and case studies as well as developing mechanisms for peer support that would enable RPL/RPC claimants to benefit from the experience of students

who have already successfully gone through the process. The University expects that all academic Schools provide sufficient support to students to claim their RPL/RPC credits via consultations, one-to-one tuition, and Personal Tutor support.

Application process

43. In order to enhance the accessibility and clarity of claiming credit exemption process, there are two procedures for dealing with RPC and RPL/Combination of RPL and RPC claims. All relevant template forms are available to download from the University website, including:

- *Application form for credit transfer based on Recognition of Prior Credit (RPC).*
- *Application form for the Recognition of Prior Learning (RPL) or a combination of RPL and RPC claims*.

44. The RPC claim form is based on the use of mapping learner-defined statements of previously achieved HE credit at UK/EU/Overseas HEIs against the UK FHEQ level descriptors to demonstrate transferable competencies and capacities (to use on these sub-sections):

- For claiming exemption against individual modules: Section A2 of the *Application for credit transfer based on Recognition of Prior Credit (RPC)* is based on mapping against learning outcomes of individual module(s).
- For claiming exemption for the entire level of study (direct entry to programmes): Section A3 of the *Application for credit transfer based on Recognition of Prior Credit (RPC)* is based on the UK FHEQ level descriptors to enable articulation of prior credit for the relevant level of study.
- For claiming exemption for large amounts of credits (covering more than one level of study and/or individual modules from different levels): use both sections A2 and A3 of the *Application for credit transfer based on Recognition of Prior Credit (RPC).*

45. The process for dealing with RPC claims is described in Appendix 2, Flowcharts 1 (applicants) and 3 (registered students).

The recognition of prior learning (RPL) claim form

46. The RPL/Combination of RPL and RPC application form is based on the use of mapping learner-defined statements of learning or workplace-derived skills and knowledge against the UK FHEQ level descriptors to demonstrate transferable competencies and capacities:

- For claiming exemption against individual modules: Section A2 of the *Application form for RPL or RPL/RPC* is based on mapping against learning outcomes of individual module(s).
- For claiming exemption for the entire level of study (direct entry to programmes): Section A3 of the *Application form for RPL or RPL/RPC* is based on level descriptors to enable articulation of prior learning for the entire level of study.
- For claiming exemption for large amounts of credits (covering more than one level of study): Sections A2 and A3 of the *Application form for RPL or RPL/RPC.*

47. The process of assessment of RPL claims is based on a wide and varied range of evidence-gathering mechanisms. Examples of assessment methods may include one or more following methods (the list is not exhaustive):

- The use of oral examinations and interviews.
- Portfolios.
- Presentation of artefacts.
- Essay: a written piece of work of normally between 1,500 and 5,000 words, depending on the amount of credits claimed for exemption (the word limit should reflect the complexity of the claim and the credits).

- Documentation/certification.
- References.

48. The process for dealing with RPL claims is described in Appendix 2, Flowcharts 2 and 4.

Timing of claim

49. Normally, all RPL/RPC claims should be made **before** the module(s) has commenced. As an exception, RPL/RPC applications for exemption against the first modules in a claimant's programme of study must be made by no later than within the first two weeks of Semester 1 (see Table 3 below).

50. Applicants may submit their claims for exemption from the programme of study once they can demonstrate that they have met, or are likely to meet, the programme admissions/entry requirements criteria.

51. Normally, current (registered) students must submit their RPL/RPC claims no later than the dates given in the table below.

Table 3. Indicative timing of submitting RPL/RPC claims* by current students

What level of study is the student at currently?	Claiming the exemption credit for modules at level:	Deadline for submitting the RPL/RPC claim for initial assessment*
Undergraduate programmes:		
Level 4	Level 4	4pm on Friday of Week 2, Semester 1
Level 4	Level 5	4pm on Friday of Week 11, Semester 1
Level 5	Level 6	4pm on Friday of Week 11, Semester 1
Level 6	Level 7 (Integrated Masters programmes)	4pm on Friday of Week 11, Semester 1
Postgraduate taught programmes:		
Level 7	Level 7 (1-year Master's programmes)	4pm on Friday of Week 2, Semester 1
Level 7 Year 1 (2-year programmes)	Level 7 Year 1 (2-year programmes)	4pm on Friday of Week 2, Semester 1, Level 7 (Year 1)
Level 7 Year 1 (2-year programmes)	Level 7 Year 2 (2-year programmes)	4pm on Friday Week 11, Semester 1, Level 7 (Year 1)

** - where programmes have an alternative start date, i.e. not in October, these deadlines need to be revised and applied accordingly.*

Criteria for the assessment/recognition of credit exemption

52. It is the responsibility of the applicant/student to ensure that all presented evidence is appropriate to the programme or module(s) for which the credit exemption claim is being made. The presented evidence will be assessed based on the following criteria:

- *Currency of learning*: claims would normally be made with reference to formal learning, certificated or experiential learning which took place less than five years prior to submission of the RPL/RPC claim. Academic staff can choose to recognise formal or certified learning from an earlier point provided they are satisfied as to its equivalence and currency.
- *Detail*: claimants (applicants or current students) should ensure that relevant claim forms are used and are filled in appropriately for the amount of credit being claimed.
- *Range and depth*: in cases of RPL claims, these should provide sufficient range and depth of evidence, and, where appropriate, include reflection upon prior learning

experience in an "academic context", for example relating it to academic theory and mapping against the module(s) learning outcomes.

- *Level*: all RPL/RPC claims should be appropriate for the specific credit exemption claimed. The standard University claim form requires provision of cross-reference to an existing module(s) or level(s) of study of the programme.
- *Authenticity*: RPL/RPC claims must be the claimant's own work and the University has the right to use any existing mechanisms to detect possible plagiarism (for example, Turnitin UK).

Decision making and awarding the credit exemption

53. The credit exemption based on RPL and/or RPC claims should be awarded in amounts as determined in the *Regulations for taught programmes* and based on one of the following assessment decisions:

    - Successful: the level/volume/currency of presented evidence for claiming achieved prior learning and/or credit (RPL/RPC) is sufficient.
    - Referred: the evidence is incomplete and the claim is referred back to the claimant for resubmission.
    - Rejected: the assessment criteria are not met, for example, level/volume/currency of learning in the presented evidence for claiming achieved prior learning and/or credit (RPL/RPC) is not sufficient and/or not appropriate.

54. Credit exemption based on the recognition of prior experiential/certificated learning or prior formal credit is always ungraded, with the exception of credit transfers of former Surrey students, as described in paragraphs 19-21 above.

Providing feedback for Recognition of Prior Learning (RPL) claims

55. Upon completion of the assessment process of prior experiential/certificated learning, the School RPL Assessor or Adviser should inform the claimant of the outcome of their RPL claim. The claimant should receive a statement of any credit exemption awarded/rejected and written feedback (using the standard RPL feedback proforma in Section C of the *Application form for RPL*).

56. The written feedback should provide a commentary in relation to the verified assessment decision and be constructive in nature, especially in cases of rejected RPL claims.

Payment of fees for RPL claims

57. The initial and follow-up interviews or tuition with an academic member of staff (Admissions Tutor, RPL/RPC Adviser or Assessor) regarding RPL/RPC applications are offered to claimants free of charge.

58. The University does not charge any administrative or other types of fees for RPL and/or RPC claims.

59. RPL claims based exclusively on an assessment of prior informal learning may be liable to a fee of a maximum of 30% of the cost of the module for which exemption is being considered. This fee is designed to cover any academic costs arising from the setting and assessing the piece of work.

Appeals and complaints

60. The University procedures for addressing complaints about admissions procedures, can be found in the Admissions complaints procedure.

61. Academic appeals may be formally requested in accordance with the *Regulations for academic appeals*.

62. Complaints may be made in accordance with the *Procedure for complaints*.

False claims

63. Where the University has cause to suspect that an RPL/RPC contains false or fraudulent information, the University reserves the right to reject the application. Current students who are suspected of having provided fraudulent information may be subject to consideration under the University's *Student Disciplinary Regulations.*

Record keeping and monitoring

Record keeping

64. The AD (Education)/AI Director of HE has overall responsibility for their Faculty's/AI's records in relation to RPL/RPC procedures.

65. The CSO Directorate/AI's Academic Registry team is responsible for the record keeping of RPL/RPC claims made by claimants (successful/rejected/referred). All exemption claim forms must be kept on the student file in accordance with the *University Functional Retention Schedule: Student Administration and Support*.

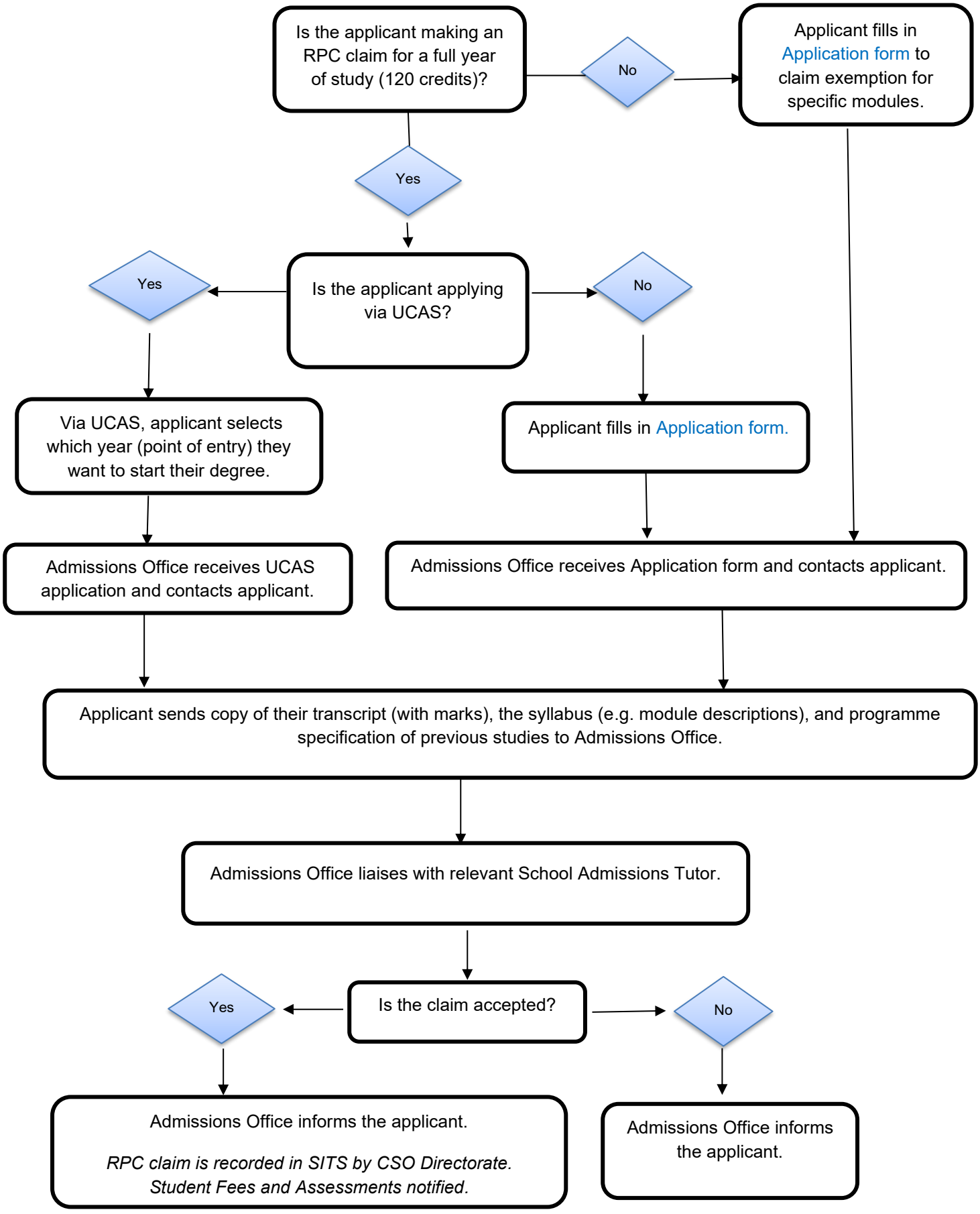
66. The awarded credit exemption for a specific module should be entered into SITS in accordance with the standard University procedures. AIs should ensure that procedures for recording student data have been followed effectively and the awarded credit exemption is kept on the student file.

Monitoring and evaluation of the RPL and RPC processes

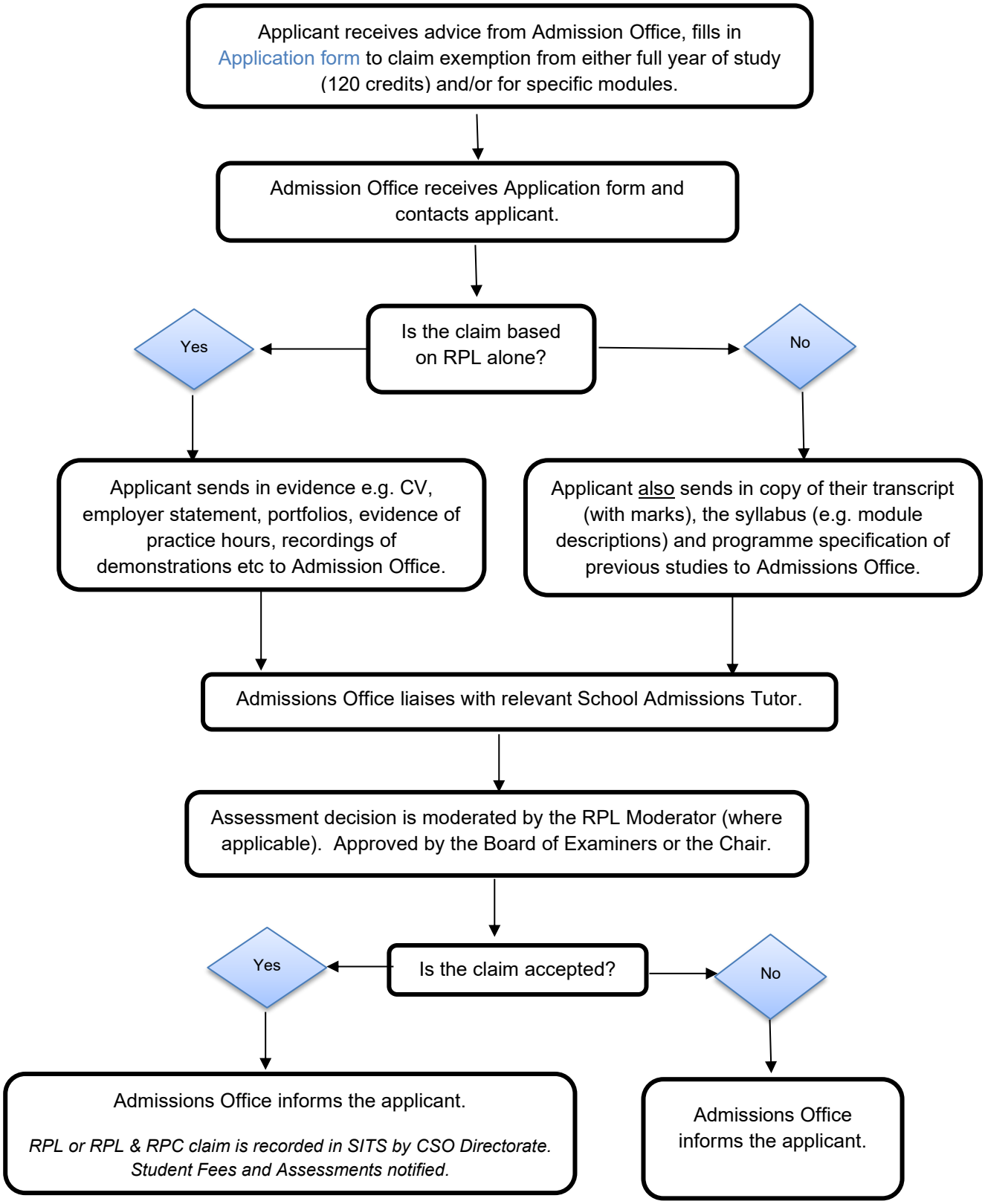
67. The Faculty Associate Dean, Education/AI Director of HE should ensure that the RPL/RPC procedures are implemented and maintained effectively and reported to the Faculty Education Committee and University Education Committee on an annual basis. The annual summary (presented as a part of the overview of annual programme review reports/ AI's annual review reports) should include, where appropriate, the outcomes of the on-going monitoring of the student experience of this group.

Appendix 1 – Flowcharts

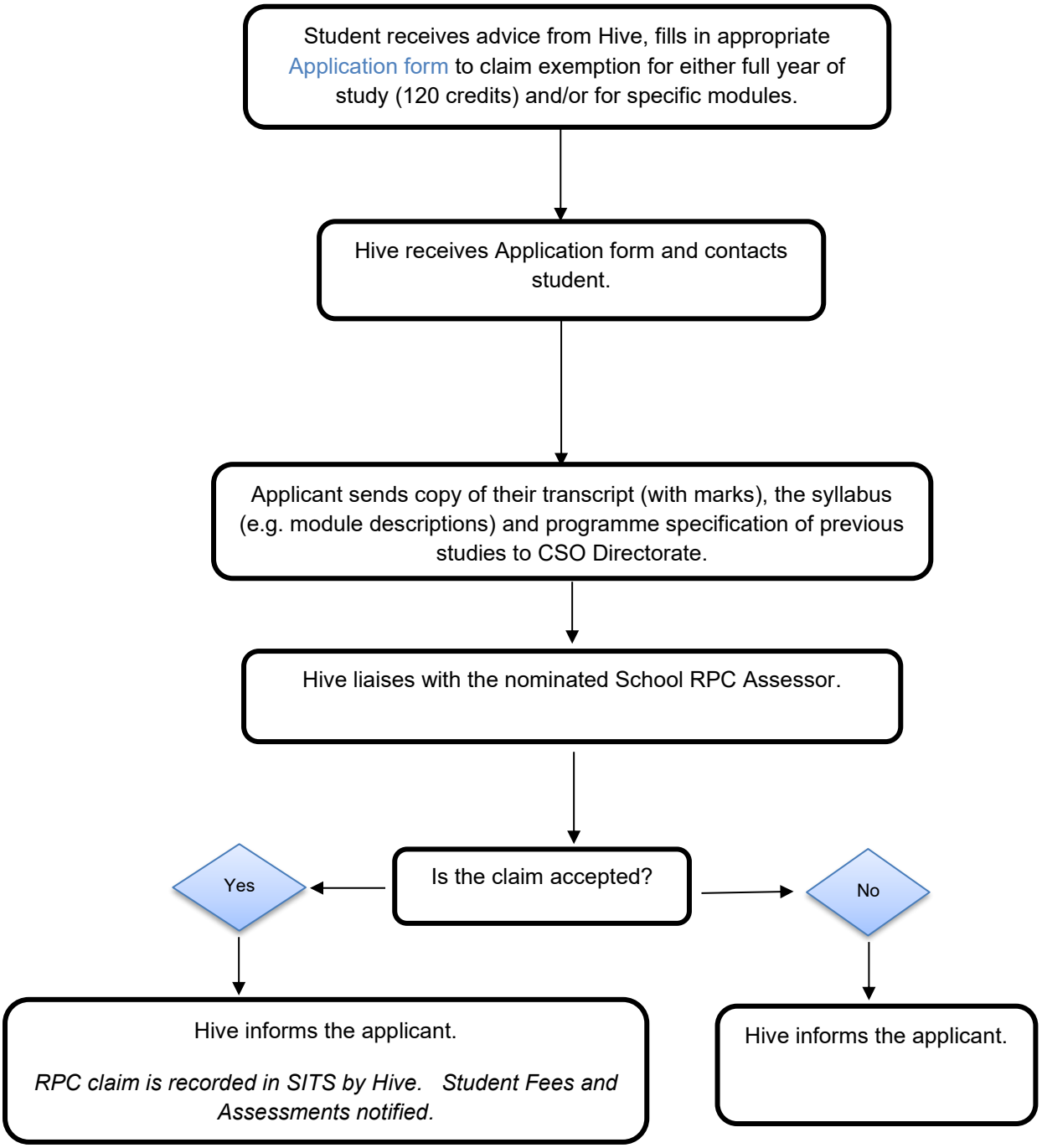
1 Flowchart for the recognition of prior credit (RPC) process: applicants



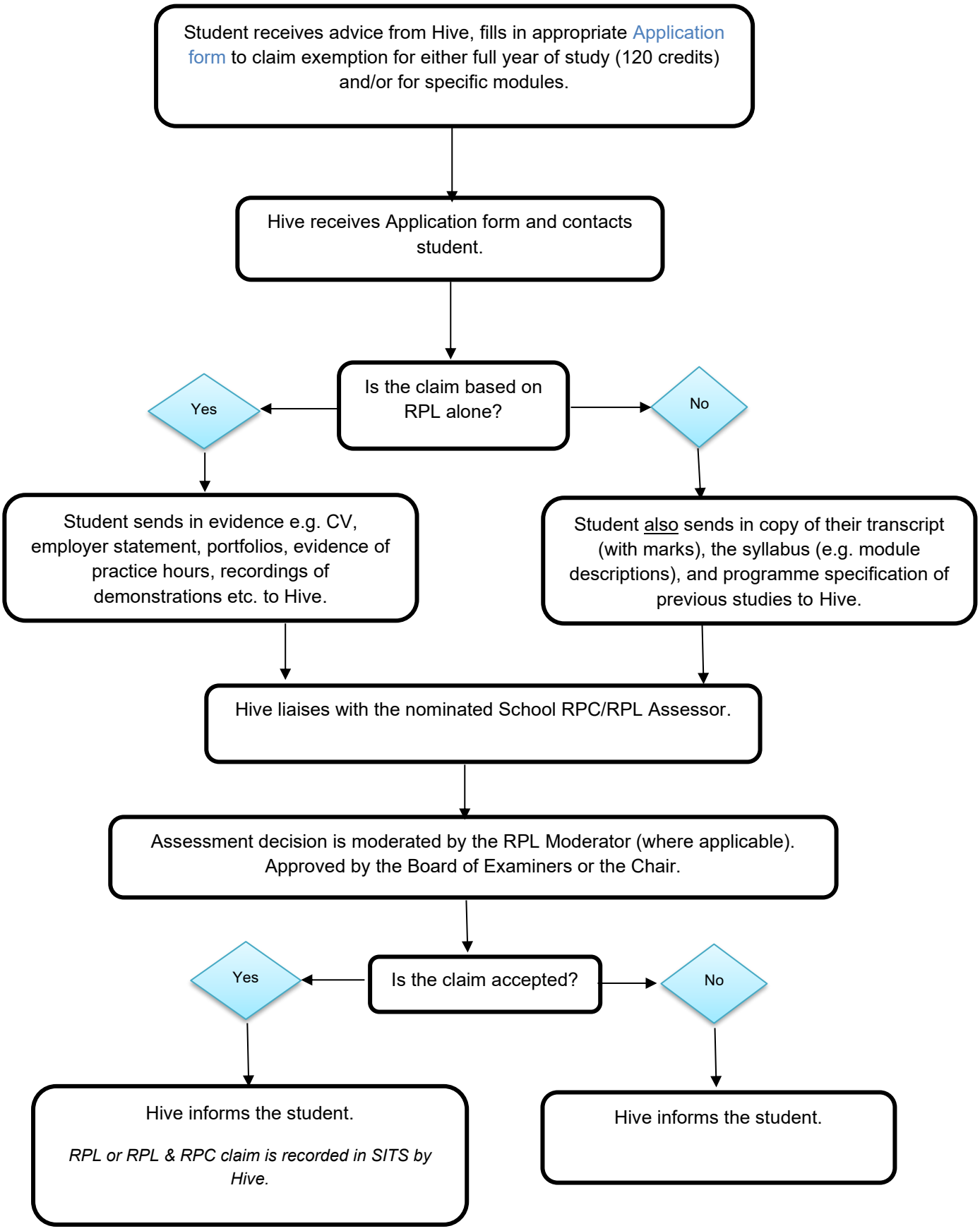
2 *Flowchart for the recognition of prior learning (RPL) process or a combination of RPL and recognition of prior credit (RPC): applicants*



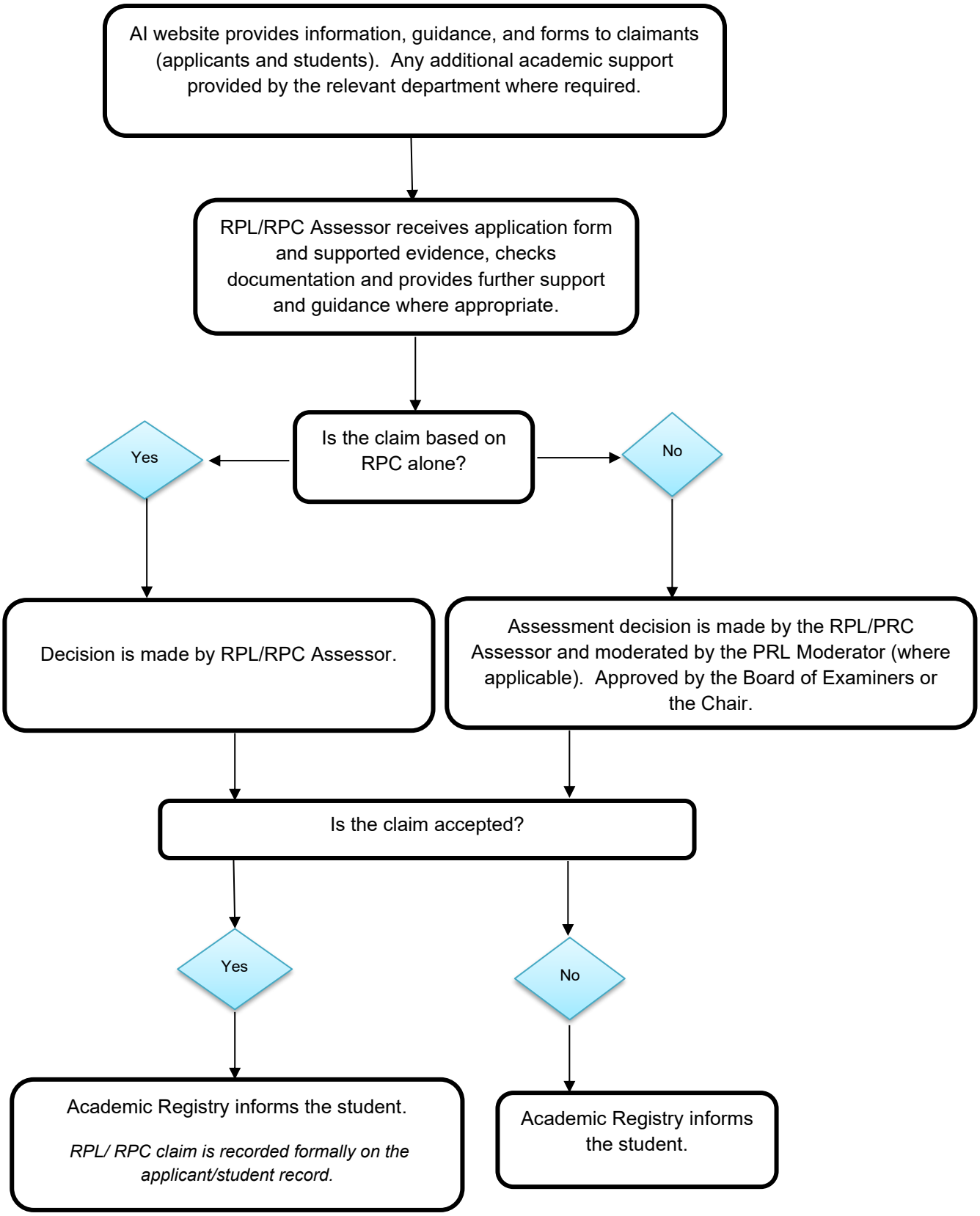
3 *Flowchart for the recognition of prior credit (RPC) process: current students*



4 *Flowchart for the recognition of prior credit (RPC) or recognition of prior learning (RPL) or combination of both: current students*



5 *Flowchart for the recognition of recognition of prior learning (RPL) and prior credit (RPC) process: Associated and Accredited Institutions (AIs)*



Appendix 2 – Overview of the University of Surrey approach to RPL and RPC

Stage I. Initial information and guidance

Various modes and types of information available to prospective and current students. Clear contact points during all stages of submitting claims.

Stage 2. Support processes/system

Use of the Library web site

Faculty academic and administrative support

Centralised resources

Stage 3. Assessment process/system

Programme/module learning outcomes and level descriptors

Learner-defined assessment methods (RPL claims)

Interviewing/videoconferencing

Workplace artefacts evaluation processes

Integration into standard assessment processes

Stage 4. Recording, monitoring and evaluation

Data capture in SITS and business analytics

Feedback on student experience (where applicable)

Review of procedures to enhance practice (at Faculty and University level)