



Module Descriptor

Title	Making An Experiential Claim		
Session	2025/26	Status	Published
Code	PMPP11003	SCQF Level	11
Credit Points	10	ECTS (European Credit Transfer Scheme)	5
School	Cross-School		
Module Co-ordinator	R Flynn		

Summary of Module

Recognition of Prior Learning (RPL) is a process used by higher education institutions to formally acknowledge and reward the knowledge, understanding, and skills that individuals have acquired before starting a programme. This recognition enables learners to avoid repeating their previous learning efforts and eliminates the need to relearn information they already possess. RPL allows learners to build on their existing competencies, which can accelerate their progress towards achieving their educational goals.

This module, Making an Experiential Claim, will support the learner as they embark on preparing their own RPL claim at UWS. Specifically, the module is designed to help them identify, reflect and build evidence of prior experiential learning that the learner has undertaken through non-accredited means, and prepare a portfolio of evidence which will allow the learner to submit an RPL claim should they wish to apply for recognition of this to allow for entry into one of our academic programmes.

This module focuses on what is called 'Sccreditation of Prior Experiential Learning' (APEL), which describes prior learning achieved from experiences outside the formal education and training systems (e.g. work/ life experience), or via non credit bearing courses (e.g. in-house training). To prepare a claim for prior experiential learning involves reflecting on the ways in which informal learning has happened, and can be evidenced, recognised and awarded credit. Informal learning is that gained outside a formal learning setting, for example, through work experience, volunteering or leisure activities. When preparing your claim. It is important to stress that credit is not given for experience alone but rather for the learning gained through that experience. This module will help the learner to evidence this as a comprehensive claim document.

During this module, learners will meet with a tutor to discuss their personal and professional experience to date and explore how this aligns to an existing programme that they have identified. There are also opportunities for the learner to be supported by additional members of staff at UWS, typically an Education Guidance Adviser and the Programme Leader of the programme the learner has previously identified to align with. Learners will participate in structured activities, engage with resources and guidance and meet with their tutor to discuss and agree on how to best articulate and evidence their prior experiences in meaningful and authentic way.

Working with their module tutor, the learner will compare their previous experiential learning to the learning outcomes which are listed as part of the programme they wish to study. This will allow the learner to demonstrate that their previous experiences are equitable in terms of knowledge, expertise and skills to some of those within the programme they have identified for future study.

The learning outcomes of the module have been carefully designed to recognise the significant effort required by learners as they engage with reflective practices in order to identify and evidence learning which has taken place in a professional/work-place setting. Furthermore, the skills involved in the organisation and articulation of evidence required to prepare an RPL claim are recognised. As a result, the module awards 10 credits at Level 11, which formally acknowledges the learning process involved in preparing an RPL claim.

On completion of this module, the learner would be encouraged to submit their RPL claim, and if successful in the submission of their claim, additional credits could be added to the learner transcript, as per UWS RPL Policy and Practice. Not, the credits attached to this module are for the task of preparing a claim, and distinct from the credit that may be achieved by the learner should they choose to submit an RPL claim on completion of the module.

Module Delivery Method	On-Campus¹ <input type="checkbox"/>		Hybrid² <input type="checkbox"/>		Online³ <input checked="" type="checkbox"/>		Work -Based Learning⁴ <input type="checkbox"/>
Campuses for Module Delivery	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries		<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley		<input checked="" type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)		
Terms for Module Delivery	Term 1	<input checked="" type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input checked="" type="checkbox"/>	
Long-term Delivery over more than one Term	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>	

Learning Outcomes	
L1	Demonstrate a critical understanding of the theories of reflection and learning, in order to agree on learning statements relevant to a subject area.
L2	Through practice of sophisticated reflection, produce evidence of prior experiential learning which align with an existing framework of learning.
L3	Demonstrate and communicate understanding of the synthesized relationship between prior, present and future strengths and skills with particular reference to further study or personal and professional development.
L4	Participate responsibly in professional communities of practice, including constructive engagement in peer feedback processes.
L5	N/A

¹ Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

² The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

³ Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

⁴ Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	<p>SCQF 11</p> <p>Demonstrate and/or work with:</p> <p>A critical understanding of the principal theories, concepts and principles underpinning reflection.</p> <p>Identify and critically evaluate subject specialist knowledge and understanding gained through substantial experience gained in a workplace setting, particularly, how this knowledge aligns to an existing programme or module.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF 11</p> <p>Apply knowledge, skills and understanding:</p> <p>Critically reflect and demonstrate application of a range of specialised theories, concepts and principles in contemporary professional settings.</p> <p>Examine how substantial experience in leading specialised projects / developments allows you to demonstrate and apply knowledge of contemporary theory and practice in a professional setting.</p>
Generic Cognitive skills	<p>SCQF 11</p> <p>Apply critical analysis, evaluation and synthesis to identify key learning experiences from the workplace and demonstrate how experience aligns with contemporary theory and practice in a discrete subject area aligned to an existing programme or module.</p> <p>Critically review, consolidate and extend knowledge, skills, practices in a discrete subject area and demonstrate understanding of how experiences align with contemporary and future professional learning and development opportunities.</p>
Communication, ICT and Numeracy Skills	<p>SCQF 11</p> <p>Use a wide range of routine skills and a range of advanced and specialised skills as appropriate to a subject/discipline/sector, for example: Communicate, using appropriate methods, to a range of audiences with different levels of knowledge/expertise.</p> <p>Communicate with peers, more senior colleagues and specialists.</p> <p>Use a wide range of ICT applications to support and enhance work at this level and adjust features to suit purpose.</p> <p>Undertake critical evaluations of a wide range of numerical and graphical data.</p>
Autonomy, Accountability and Working with Others	<p>SCQF 11</p> <p>Learners are expected to work with specialist educators to produce a portfolio of evidence to support a claim for experiential learning.</p> <p>Your portfolio should reflect a substantial level of autonomy in workplace and draw on the learning gained from experience of leading complex projects.</p>

Prerequisites	Module Code	Module Title
----------------------	--------------------	---------------------

	Other	
Co-requisites	Module Code	Module Title

Learning and Teaching

In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.

The module will provide an integrated learning and teaching experience, offering a variety of opportunities for both formative and summative feedback, including from staff and peer group. You will engage in a series of formative tasks and activities that will support work towards the summative assessment.

Further information on the module learning activities are outlined in the module handbook.

Learning Activities

During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:

Student Learning Hours

(Note: Learning hours include both contact hours and hours spent on other learning activities)

Tutorial / Synchronous Support Activity	2
Independent Study	88
Lecture / Core Content Delivery	10
n/a	
n/a	
n/a	
TOTAL	100

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Andersson, P. and Harris, J., 2006. Re-theorising the recognition of prior learning. Niace.
Cottrell, S., 2019. The study skills handbook. Bloomsbury Publishing.

Kolb, D.A., 2014. Experiential learning: Experience as the source of learning and development. FT press.

Pear, R. and Shields, G. (2019) Cite them right. 11th edn. Basingstoke: Palgrave Macmillan
Familiarity with the Scottish Credit and Qualifications Framework and related texts are strongly advised.

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the [Student Attendance and Engagement Procedure](#), Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

satisfactory engagement with active learning hours, assessment, and the tutorial process.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	Cross-School
Overall Assessment Results	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input type="checkbox"/> Yes <input type="checkbox"/> No If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.
School Assessment Board	Cross School Board
Moderator	S Hughes
External Examiner	F Lawrence
Accreditation Details	N/A
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	3

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

The summative assessment for this module involves the learner presenting a prepared RPL claim as a professional dialogue to an audience. There is opportunity for the learner to gain insight from the summative feedback they receive for this module, but they are still required to submit their

prepared RPL claim should they wish to be awarded APEL credit. Note, the success of the learner's outcome on this module is not connected to the result of any future claim that they may choose to make.

Presentation of Professional Dialogue - 100%

Assessment 2

Assessment 3

(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Presentation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100%	0

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Combined total for all components						100%	hours

Change Control

What	When	Who