Module Descriptor

Title	Making Experience Count		
Session	2026/27	**Status**	Published
Code	LLNG07011	**SCQF Level**	7
Credit Points	10	**ECTS (European Credit Transfer Scheme)**	5
School	**Education & Social Sciences**		
Module Co-ordinator	G Hodge		

Summary of Module

This module will enable learners to prepare a claim for Recognition of Prior Experiential Learning. Students are supported through a series of workshops and where appropriate one -to- one supervision to reflect on their experience gained (usually) in a professional setting. Students will consider their experience in the context of programme learning outcomes from undergraduate degrees in a relevant subject discipline at UWS.

Students will be assigned a relevant Supervisor to explore more deeply opportunities to progress learning in an academic context, building on their learning in a professional setting. A series of learning statements will be developed to allow learners to structure their claim for experiential learning with the intention of enrolling on a specific undergraduate degree programme, often with accelerated entry.

The learning outcomes are designed to recognise the work involved for learners to understand reflective practice and identify learning which has taken place in a workplace or equivalent setting, and students are awarded 10 credits at Level 7 to reward the process attached to the preparation of a claim for prior experiential learning.

It is important to recognise that credit is not awarded for experience alone, but for the learning that can be identified, articulated and evidenced from that experience. This module supports that process. Students are awarded credit for the development of skills in reflective practice, evidencing, and aligning experiential learning to academic frameworks.

On completion of this module, the learner would be encouraged to submit their claim for prior experiential learning where additional credits could be added to the learner transcript. Where students claims for experiential learning are 120 credits or more, students will be expected to complete a Presentation or Professional Discussion to accompany their portfolio, in line with UWS RPL Policy.

Successful completion of this module does not guarantee the award of credit for prior learning. The outcome of any subsequent RPL claim is determined independently.

Module Delivery Method	On-Campus[1] ☒	Hybrid[2] ☒	Online[3] ☒	Work -Based Learning[4] ☐
Campuses for Module Delivery	☒ Ayr x ☒ Dumfries x	☒ Lanarkshire x ☐ London ☒ Paisley x	☒ Online / Distance Learning x ☐ Other (specify)	

Terms for Module Delivery	Term 1	☒	Term 2	☒	Term 3	☒
Long-thin Delivery over more than one Term	Term 1 – Term 2	☒	Term 2 – Term 3	☒	Term 3 – Term 1	☒

Learning Outcomes	
L1	Identify and describe learning gained from prior individual experiential contexts, using key theories of reflection
L2	Demonstrate the ability to use reflective practice to identify, organise and present evidence of prior experiential learning in a structured format suitable for an RPL claim.
L3	Evaluate learning in a professional practice setting to consider strengths and skills and how these will continue to develop in line with future study in a relevant degree pathway.
L4	Prepare statements of learning to enable the development of a reflective learning portfolio in a relevant subject area.

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)	**SCQF 7** Developing a deeper understanding of theories, concepts and principles underpinning reflection. Evaluate knowledge and understanding of current professional practices and how to use this learning in an educational context.
Practice: Applied Knowledge and Understanding	**SCQF 7** Reflect and demonstrate application of a range of theories as well as knowledge of policy, legislation and frameworks which underpin professional practice.

[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

Generic Cognitive skills	**SCQF 7** Analyse, evaluate key learning experiences from the workplace and demonstrate how experience aligns with appropriate theory, policy, legislation and frameworks relevant to a discrete undergraduate degree pathway.
Communication, ICT and Numeracy Skills	**SCQF 7** Convey complex ideas in a well-structured and coherent form
Autonomy, Accountability and Working with Others	**SCQF 7** Learners are supported by academic staff in the development and preparation of a portfolio of evidence to prepare a claim for experiential learning. Students are expected to prepare the portfolio more independently than in a traditional classroom setting. Accounts of workplace experience should demonstrate leadership of elements of their workload relevant to the statements of learning and aligned to specific undergraduate degree programme.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching	
In line with current learning and teaching principles, a 10-credit module includes 100 learning hours, normally including a minimum of 18 contact hours and maximum of 24 contact hours.	
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)
Lecture/Core Content Delivery	**20**
Professional discussion	**10**
Tutorial/Synchronous Support Activity	**15**
Independent learning (which may include practice-based learning)	**55**
TOTAL	100

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Cottrell, S (2023) Critical Thinking Skills, Effective Analysis and Reflection. 4th Edition, Bloomsbury Publishing Cottrell, S. (2021) Skills for Success: personal development and employability. Bloomsbury Study Skills. 4th edn. London: Red Globe Press.

Pears, R & Shields, G. (2022) Cite them Right: The Essential Referencing Guide, Bloomsbury Publishing
(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.

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	Psychology and Social Work
Overall Assessment Results	☒ **Pass / Fail** ☐
Module Eligible for Compensation	☐ **Yes** ☒ **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	Psychology and Social Work
Moderator	J Hopkin
External Examiner	tbc
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Reflective portfolio (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**
Reflective Portfolio	**X**	**X**	**X**	**N/A**	**N/A**	100	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	**When**	**Who**
Updated resources	April 2026	Gill Hodge
Updated information to reflect move to ESS Division of Psychology and Social Work	April 2026	Gill Hodge
Minor amendments to Module Descriptor to clarify distinctions between credit awarded for prior and new learning.	April 2026	Rachael Flynn
Assessment description – removed additional information text from box	April 2026	Rachael Flynn
Learning Activities – changes to categories and allocation of time	April 2026	Rachael Flynn

Footnotes

A. Referred to within Assessment Section above. 1. More than one assessment method can be used to assess individual learning outcomes.

B. Identified in the Learning Outcome Section above. Please choose assessment type from list below:

Exam - Unseen closed book (standard)
Exam - Seen closed book
Exam - Unseen open book
Exam - Seen open book
Case study
Class test (written)
Design/ Diagram/ Drawing/ Photograph/ Sketch
Dissertation/ Project report/ Thesis
Essay
Laboratory/ Clinical/ Field notebook
Portfolio of written work
Report of practical/ field/ clinical work
Review/ Article/ Critique/ Paper
Workbook/ Laboratory notebook/ Diary/ Training log/ Learning log
Class test (practical)
Clinical/ Fieldwork/ Practical skills assessment/ Debate/ Interview/ Viva voce/ Oral
Creative output/ Audiotapes/ Videotapes/ Games/ Simulations
Demonstrations/ Poster presentations/ Exhibitions
Performance/ Studio work/ Placement/ WBL/ WRL assessment
Portfolio of practical work
Presentation
Objective Structured Clinical Examinations (OSCEs)
Objective Structured Professional Examinations (OSPREs)