

RECOGNITION OF PRIOR LEARNING (RPL) POLICY

1. INTRODUCTION

- 1.1.1. The University recognises the value of different forms of learning wherever it occurs and this Policy sets out the University's principles for the recognition of prior learning gained through experiences or achievements and the associated assignment of credit against a University award.

1.2. Purpose

- 1.2.1. The Policy provides information and guidance for applicants, students, apprentices, staff, employers and professional, statutory and regulatory bodies (PSRBs) on the use of RPL at Keele University. It sets out the University's criteria for evaluating applications for the assignment of credit for prior learning, mapped to the Framework for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ).
- 1.2.2. RPL is the process by which applicants, students and apprentices of all ages and backgrounds are able to receive University recognition for their experiences and achievements prior to commencing a programme. RPL is a mechanism that enables the University to improve access to its programmes, as well as enabling students to transfer between institutions or programmes, and allow the successful completion of university qualifications. RPL follows the principle that students should not duplicate previous learning.
- 1.2.3. The University welcomes applications for RPL where it is permitted from those who may have a range of qualifications, career and life experiences.
- 1.2.4. *NB:* unless otherwise stated, where the Policy refers to 'applicants' this relates to those submitting RPL claims, i.e. applicants applying to the University, current students and apprentices.

1.3. Scope and definitions

- 1.3.1. This Policy and all sections within it, unless otherwise stated, cover Recognition of Prior Learning and applies to all of Keele University's taught programmes, including

apprenticeships. Information on postgraduate research degrees can be found in the Code of Practice on Postgraduate Research Degrees.

1.3.2. RPL is a process of evaluating and giving credit for skills, knowledge, experience and qualifications gained outside formal education and training systems. The benefits of RPL are that it:

- enables access to programmes;
- avoids duplication of learning;
- supports professional development and career advancement;
- accelerates completion and achievement of programmes.

1.3.3. RPL can be secured through two processes, that are equally valid and can be used alone or in combination:

- **Recognition of Prior Certificated Learning (RPCL)** - learning that has been formally assessed and can be evidenced with a certificate or transcript, plus relevant module documentation showing the content studied and learning outcomes achieved. This is to enable mapping from the prior learning to the Keele University module(s). It is normally achieved through previous study at an education provider.
- **Recognition of Prior Experiential Learning (RPEL)** - learning gained through experience, typically employment, but can be from voluntary work or other activities, which has not been formally taught or assessed. Evidence of the knowledge and skills gained must be capable of being evaluated (see section 2.3.7 for further details).

1.3.4. Following evaluation of an application, RPCL and RPEL can result in:

- *Admission with advanced standing* – applicants may request admission to a programme at a stage later than the normal entry point. The result of this being a shorter programme of study that achieves the full programme outcome.
Admission with advanced standing includes ‘progression’ and ‘articulation’ arrangements where students transfer from an institution with which the University has a partnership arrangement via a pre-existing agreement. Further details are covered in the Recruitment Partnerships Procedure (Keele staff access only).
- *Module exemption* – applicants may request exemption from one or more modules where the relevant content (learning outcomes or knowledge, skills and behaviours) is reflected in their RPCL or RPEL.
- *Assessment exemption (apprenticeships only)* – applicants may request exemption from one or more assessments, where RPCL or RPEL evaluation

confirms that they already have the required knowledge, skills and or behaviours at the required level.

- 1.3.5. The University also recognises credit transfer as a mechanism for allowing students to change programme and/or institution by transferring the credits they have already achieved. The process for changing programme within the University is supported by Student Services whereas transfer from another institution is managed by the Admissions team.

2. POLICY

2.1. Criteria

- 2.1.1. Learning gained through certification or experience can be claimed as RPL. In all cases evidence must be presented that shows that such learning has taken place.
- 2.1.2. All RPL applications must be accompanied with evidence that satisfies the following criteria:
- a) **Validity:** evidence must be provided (such as module specifications and transcripts showing credits or qualifications achieved, or a portfolio of evidence showing relevant experience) that shows a match between the prior learning and the module(s) learning outcomes (and knowledge, skills and behaviours for apprentices) on the Keele University programme.
 - b) **Currency:** the prior learning must have been gained recently enough to make it still of value. Learning gained more than five years ago is unlikely to be considered current; however, the final decision will take into account all relevant contextual information. Where applicants can demonstrate recent relevant experience, exceptions can be granted and qualifications or experience older than 5 years can be considered.
 - c) **Authenticity:** any certificates and transcripts, or experience, must be clearly identified as having been achieved by the applicant and should be verifiable.
- 2.1.3. It is the applicant's responsibility to provide any certificates, academic transcripts or other relevant documents that are not in English with an officially certified translation.
- 2.1.4. RPL may not be permitted or may be limited on certain programmes due to professional, statutory or regulatory body requirements and this will be specified in the programme-specific regulations.

- 2.1.5. RPL applications must be made by the applicant themselves. This should be done prior to the start of the programme. It may be possible for RPL applications to be submitted after enrolment but within the first three weeks of semester, noting that late applications may have implications such as missing teaching sessions. *NB:* an exception to this is apprenticeship programmes, where any application (and decision on whether to accept the RPL claim) must be made before starting the programme (see 2.4.1).
- 2.1.6. RPL applications may include either, or both, prior certificated and experiential learning evidence.
- 2.1.7. There is no automatic entitlement for prior learning, certificated or experiential, to be recognised, and each application is considered on its own merit.

2.2. Credit and duration limits

- 2.2.1. The guidelines to be followed when evaluating RPL applications are as follows:
 - a) for apprenticeship programmes, the remaining off-the-job training after RPL has been granted is deliverable over a minimum period, as specified in the apprenticeship funding rules¹;
 - b) for all other eligible programmes, the credit limits are set out in Annex A, with the maximum that no more than two-thirds of the credits for a programme can be exempted through RPL.
- 2.2.2. Exceptions to the guideline in 2.2.1(b) are only permitted where they are set out in programme-specific regulations. Any such exceptions must be clearly communicated to applicants.
- 2.2.3. Sufficient credit must be obtained through a Keele University programme in order for the award to be conferred, including the final stage of a programme. For example, for undergraduate degree programmes this must include the final year of study. **Please note that only credits awarded by Keele University will be used in an award calculation.**
- 2.2.4. Any dissertation or research project (or equivalent) required by the programme must be completed as part of the studies taken at Keele (i.e. RPL cannot be used against a dissertation module). Any further requirements must be stated in the programme-specific regulations. Consideration should be given when assessing RPL claims to the benefits associated with undertaking preparatory modules and building supervisor relationships at the University; therefore, it is advisable not to allow

¹ <https://www.gov.uk/guidance/apprenticeship-funding-rules>

exemption against all taught credits at postgraduate level, as the award would be calculated solely using the dissertation mark.

- 2.2.5. Annex A provides a table showing the guideline credit limits for the use of RPL against the University's [Qualifications Framework](#) (Regulation E1).
- 2.2.6. Credit cannot be given for part of a module, only for completed modules.
- 2.2.7. Credit from a completed qualification cannot be transferred into another qualification with the same award outcome (e.g. BA (Hons)). RPL may be used to exempt modules where learning outcomes have already been achieved, provided that no credit is transferred and the student completes the required credit volume for the new award.

2.3. Considering RPL applications for non-apprenticeship programmes

Annex B provides a diagram illustrating RPL processes.

A. Admissions onto a programme with advanced standing

- 2.3.1. If applying for admission with advanced standing (i.e. to join the programme later than the normal entry point) the applicant should apply in the normal way and indicate the appropriate year of entry in the 'point of entry' section of the UCAS application form, or, for postgraduate students, in their personal statement.
- 2.3.2. The Admissions team will request any additional information from the applicant, such as details of the modules studied. Admissions will then liaise with the Admissions Tutor in the relevant School to assess the application and reach a decision. This will include an assessment of whether the learning outcomes of the exempted modules have been achieved.
- 2.3.3. If the request is approved, the Admissions team will inform the applicant and update the applicant's record on the University database.
- 2.3.4. For online programmes applicants who want to request Recognition of Prior Learning will need to complete the [Recognition of Prior Learning Application Form](#). The Enrolment Team will provide the form and assist with this process. The form and relevant documents will be sent to the relevant Keele Admissions Tutor to review the request. They will complete and upload the form with a decision, confirming the amended start date for the applicant (if applicable).

B. Module exemption

- 2.3.5. All applications for module exemption need to be made by the applicant using the RPL Application Form available from the University website. Where applicable, Schools may use an adapted version.
- 2.3.6. All applicants are recommended to contact the relevant Admissions Tutor to discuss their application prior to submission.
- 2.3.7. Applications for module exemption must be sent to the relevant Admissions Tutor (or equivalent) in the School for an assessment. The assessor will check that the application form has been completed and accompanying evidence has been provided. For RPCL, this includes module specifications, including the module content and learning outcomes, and results transcripts. For RPEL, a portfolio of evidence would normally be required to show how learning from the experience(s) matches the learning outcomes for the modules. This is normally done by mapping the prior learning and supporting evidence against each learning outcome, explaining how the applicant's experience means that they have already covered the learning requirements of the module.
- 2.3.8. Applicants may be required to undertake some form of assessment in order to demonstrate achievement of the learning outcomes and this will be determined by the Admissions Tutor.
- 2.3.9. The assessor, usually the Admissions Tutor, will take into account the criteria set out in this Policy along with any programme-specific regulations relating to RPL and will use academic judgement to reach a provisional decision.
- 2.3.10. The provisional decision made by the Admissions Tutor (or equivalent) must be reported to the Student Records and Examinations team in Academic Registry who will make a final check that the process has been followed correctly. Once confirmed, the School may inform the applicant of the decision. A formal outcome will be provided by Student Records and Examinations, who will notify the applicant of the University's decision in writing and, if approved, update the student's record on the University database to show the RPL credits awarded.
- 2.3.11. RPL will be recorded with a pass against the module exempted and it will not be included in the award calculation.
- 2.3.12. Any module exemptions are reported to examination boards as part of the result profiles of each student. Where required by professional, statutory or regulatory bodies (PSRBs) a sample of RPL decisions may be reviewed by an external examiner.

2.4. Considering RPL applications for apprenticeship programmes

- 2.4.1. All new applicant apprentices undertake an initial assessment prior to commencing a programme. Verification of this assessment involves the employer and University staff. The initial assessment must be completed before the apprenticeship can begin and it will identify if there are indicators of any prior learning achieved, or prior experience gained by the applicant at the appropriate level. This may then lead to an application for RPCL and / or RPEL.
- 2.4.2. RPCL and RPEL are considered against the knowledge, skills and behaviours set out in the relevant occupational standard. The process for consideration RPL applications is covered in section 2.3.7. The overarching requirements and processes for RPCL and RPEL consideration can be seen in Annex D.
- 2.4.3. The knowledge, skills and behaviours set out in occupational standard are embedded within the modules on the programme. Consequently, an applicant may secure exemption from one or more modules and / or the associated assessments.
- 2.4.4. Where RPL has been approved, the content (i.e. module(s), and/or assessment(s)) exemptions, duration and price of the apprenticeship will be amended accordingly in accordance with government regulations.
- 2.4.5. As indicated at 2.2.1(a), there is a statutory minimum duration for an apprenticeship. If an evaluation indicates that what remains could be delivered in less than the minimum, then the applicant is not eligible for an apprenticeship programme.

2.5. Fees

- 2.5.1. If an application for RPL is successful, the tuition fee and period of study will be adjusted to take account of the agreed exemptions. This will be calculated by the School evaluating the RPL application and communicated clearly to the applicant when they are informed of the outcome. For apprenticeships, this will also be communicated to their employer. The University uses the standard government formula to reduce price.
- 2.5.2. The University may charge applicants a set fee for making a successful RPL application. NB: this does not apply to apprenticeship provision.
- 2.5.3. Any costs incurred through obtaining officially certified translations of certificates, transcripts or other relevant documents are the applicant's responsibility.

2.6. Equality statement

- 2.6.1. The University is committed to the implementation of policies to achieve equality of opportunity for all our applicants, students and apprentices.

2.7. Appeal process

- 2.7.1. Appeals relating to RPL applications for admission with advanced standing during the admissions process must follow the Admissions Complaints and Appeals Policy (link provided in section 4).
- 2.7.2. Appeals relating to RPL applications for module exemption must follow the process in Annex E.
- 2.7.3. It should be noted that appeals may not be made against the academic judgement of those making a decision on an application. Appeals may be considered on the basis of new evidence to support the claim, a procedural irregularity, or evidence of prejudice or bias in the decision-making process.

3. ROLES AND RESPONSIBILITIES

- 3.1. The University operates a devolved process for the consideration of RPL, with Schools given the primary role in evaluating applications.
- 3.2. Schools must make it clear to applicants/students who to contact for any queries relating to RPL on its programmes.
- 3.3. The University's Admissions team may assist with queries relating to admission with advanced standing. Contact: admissions@keele.ac.uk
- 3.4. The University's Student Records and Examinations team processes claims for module exemption on the basis of RPL, following consideration by the School. Contact: studentrecords@keele.ac.uk

4. RELATED POLICIES AND PROCEDURES

- 4.1. The following University policies are relevant to the RPL Policy:
 - Admissions Policy: <https://www.keele.ac.uk/policyzone/data/admissionspolicy/>
 - Admissions Complaints and Appeals Policy: <https://www.keele.ac.uk/policyzone/data/admissionsappealspolicy/>

- 4.2. In addition, statements regarding the availability of RPL at programme level may be found in programme specifications: <https://www.keele.ac.uk/ga/programmespecifications/>
- 4.3. The University's Qualification Framework can be found here: <https://www.keele.ac.uk/regulations/regulatione1/>
- 4.4. The University's degree classification rules, which includes information about the algorithms used for students entering with advanced standing, can be found here: <https://www.keele.ac.uk/ga/degreeclassification/>
- 4.5. Schools publish information about the opportunities available for module exemption or advanced standing.

5. REVIEW, APPROVAL & PUBLICATION

- 5.1. The Recognition of Prior Learning (RPL) Policy is overseen by the University's Education Committee on behalf of Senate. University Executive Committee (UEC) is responsible for approving the policy.
- 5.2. The RPL Policy is published in the Policy Zone on the University's website.

6. ANNEXES

Annex A - table of guideline RPL credit limits (non-apprenticeship programmes)

Annex B - RPL process diagrams (non-apprenticeship programmes)

Annex C – Case study examples (non-apprenticeship programmes)

Annex D – RPL guidance and process for apprenticeship programmes

Annex E – RPL Appeals Process

7. DOCUMENT CONTROL INFORMATION

Document Name	Recognition of Prior Learning (RPL) Policy
Owner	Head of Quality Assurance, Academic Registry
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Related University Policy Documents	Admission Policy; Admissions, Complaints and Appeals Policy
<i>For Office Use – Keywords for search function</i>	RPL, Prior Learning, Policy

Annex A - Table of RPL credit limits

The guideline credit limits for the use of RPL at Keele University are shown in the table below.

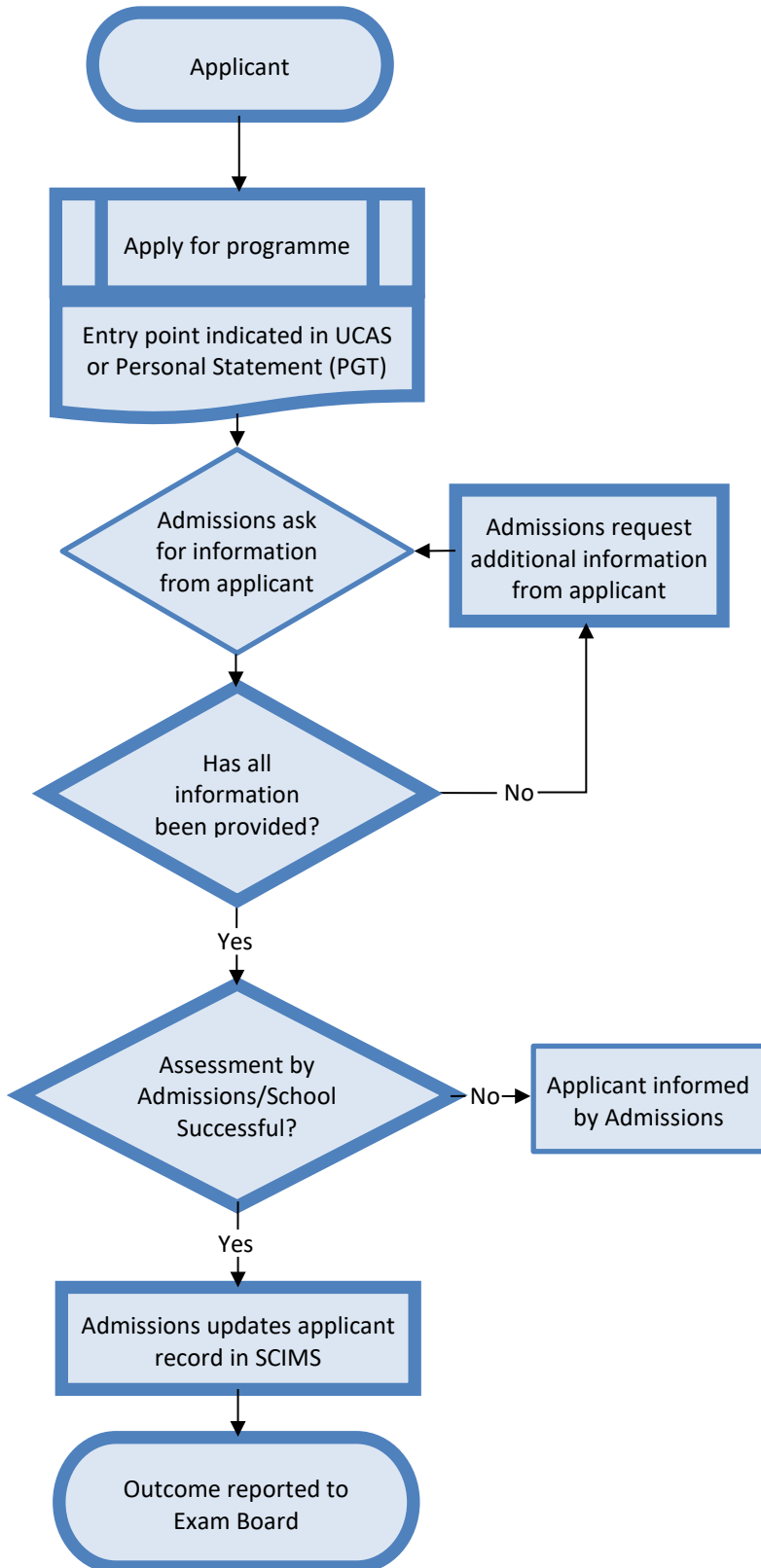
Notes:

- Exemptions to these credit limits must be considered with reference to the RPL Policy section 2.2.
- The dissertation or research project (or equivalent) cannot be exempted under RPL

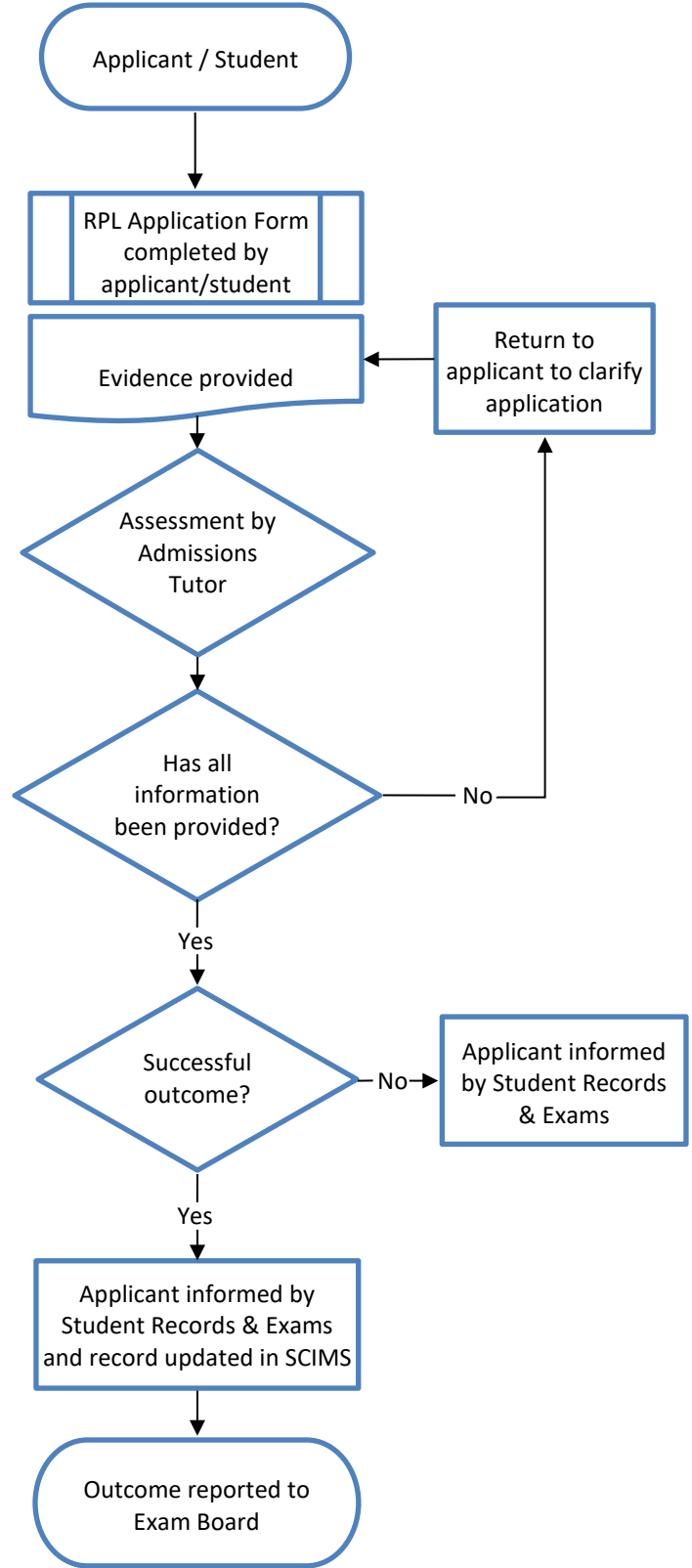
Award type	FHEQ Level	Total credits for the award	Total credits normally permitted for exemption under RPL
Professional taught doctorate	8	540	120
Master's degree	7	180	120
Integrated Master's degree	7	480	240
Postgraduate Diploma (PGDip)	7	120	60
Postgraduate Certificate (PGCert)	7	60	0
Postgraduate Certificate in Education (PGCE)	7	60	0
Bachelor's degree with honours	6	360	240
Intercalated Bachelor's degree	6	120	0
Foundation degree	5	240	120
Diploma of Higher Education	5	240	120
Certificate of Higher Education	4	120	60

Annex B - RPL process diagrams

Admission onto a programme with advanced standing



Module exemption



Annex C – Case Study examples

Example 1: shared modules across Levels 6 and 7

Q: A student on a professionally regulated programme completes their undergraduate degree and enrolls on a postgraduate programme in the same subject area. These programmes include a compulsory module delivered at both Level 6 and Level 7 with common content related to professional competencies, with PSRB requirements meaning that the L7 module cannot be studied by students who have completed the L6 version. How should this be dealt with?

A: Module exemption must be used in this instance and recorded on the student's transcript against the Level 7 module. The original mark would not be reused as it had already been included in a previous award calculation; instead it would be recorded as a pass.

Example 2: currency of learning

Q: There is an applicant enquiring about returning to top up their PG Diploma to an MSc award, which is permitted in the regulations on a particular programme. They completed their PGDip in September 2018 and wish to return either to the January 2023 or September '23 intake. With the rule on currency of learning set at five years, when does the time start: is it from when they started their PG Dip, i.e. September 2017, or when they finished in 2018? And do they have five years to start the MSc or does it need to be completed within this time period?

A: The decision to be made is whether to accept the applicant on the programme based on when the qualification was achieved, and five years is set as a suitable benchmark for retaining the currency of learning. Therefore, as the qualification was achieved in 2018 this would fall within the time period to allow enrolment onto the MSc in 2023. It is also worth noting that there is scope in the policy to go beyond the five years where there is a rationale for doing so based on contextual factors (e.g. evidence of ongoing CPD).

Annex D - RPL guidance and process for apprenticeship programmes

D.1 Guidance for University staff

D1.1. Consideration of potential RPL is a mandatory requirement for apprenticeships, in accordance with Government and funder policy and procedures.

D1.2. The requirement for consideration of RPL is driven by the following principles:

- Apprentices should be undertaking new learning; there should be no duplication of learning;
- Application of RPL results in an apprenticeship that is tailored to the needs of the apprentice;
- Application of RPL may result in a reduction of employer costs, content reduction or exemption, a shorter apprenticeship programme, and therefore swifter completion and qualification.

D1.3. When evaluating an RPL application, be that through RPCL or RPEL, it should be determined if an applicant is eligible to:

- commence a programme at a later stage (i.e. Advanced Standing);
- be exempt from the teaching and assessment of one or more whole modules;
- be exempt from teaching and assessment of one or more of the Knowledge, Skills and Behaviours (KSBs) specified in the relevant occupational standard.

D1.4. Following the decisions of the School on the applicant's eligibility for RPL, reductions in content, duration and price of the apprenticeship will be amended in accordance with government regulations.

D1.5. RPCL and RPEL should both result in fair and valid decisions. The relevant Admissions Tutor (and/or Programme Director) in the School needs to be assured of the validity of evidence, level of applicant competence and capability, and submission and assessment of evidence should be appropriately rigorous. However, evaluation of RPCL and RPEL submissions should not be overly burdensome for University staff. Likewise, preparing RPCL and RPEL submissions should not be unnecessarily burdensome for applicants and their employers.

D1.6. RPCL assessment can be through submission of qualification certificates or transcripts of certified programmes and assessments. An Admissions Tutor (and/or Programme Director) may wish to request copies of syllabuses, details of course content and / or verification from employers or training providers in support of certificates and / or transcripts.

D1.7. RPEL assessment is usually through submission of a portfolio of evidence, which may include the following):

- Experience Review: Analysis of roles, responsibilities, and outcomes.
- Reflective Evidence: Learners provide reflective statements, work samples, portfolios, or testimonials and validation statements from the relevant employer.
- Competency Mapping: Matches experiential learning to relevant standards or qualification criteria. This can be automated through online tools and systems.

D1.8. For both RPCL and RPEL,

- online submissions, be that of reflective evidence or completion of competency mapping activities, are encouraged;
- exploratory discussions may support any RPCL or RPEL application, and may be conducted as part of other admission processes;
- programme-specific guidance should be provided to applicants on the processes for applications, including on the depth, breadth, structure and level of evidence required.

D.2 Guidance for applicants, apprentices and employers

D2.1 Recognition of Prior Learning – known as RPL – is a process that assess and gives credit to the capabilities, knowledge, skills and experiences of an applicant, prior to them starting an apprenticeship, can be formally acknowledged and recognised. Such capabilities may have been gained through formal education, prior employment, voluntary work or other life experiences. It is an important process that ensures that what an apprentice learns on their apprenticeship programme is new learning for them.

D2.2. RPL can be undertaken in two ways, and each applicant may be eligible to use one or both.

- Recognition of Prior Certificated Learning (RPCL) is done by considering certificates presented by the applicant, which evidence that certain qualifications or training have been assessed or completed. What is important about RPCL is that it facilitates recognition of a range of education and training.
- Recognition of Prior Experiential Learning (RPEL) can be done in a number of ways. It may require an applicant to submit a portfolio of evidence that matches what they know and can do with the knowledge, skills and behaviours that will be gained through the apprenticeship. What is important about RPEL is that it facilitates recognition of capabilities developed and gained through wider life experience.

D2.3. If an RPL evaluation identifies that an applicant has already gained some of the knowledge, skills and behaviours, at the level of their apprenticeship and which would normally be gained through that programme, then the content of their programme will be tailored to suit them. This may mean the apprentice does not have to study all modules, does not need to complete certain assessments, and / or may start their programme at a different point to other apprentices.

D2.4. This in turn means that the apprentice may complete their apprenticeship sooner than they thought they might, or they may be fully 'work ready' in their new role or achieve professional recognition (if applicable to their programme) at an earlier date. It may also mean that the costs of the apprenticeship are reduced.

D2.5. It is important to remember that,

- each RPL decision is made on a case-by-case basis - the outcomes are not guaranteed and will be different for each applicant.
- RPL is not a short cut to completion of the apprenticeship – it is due recognition for what an applicant may already know and can do.

Annex E – RPL Appeals Process for module exemption

1. Introduction

- 1.1. The University is committed to ensuring that Recognition of Prior Learning (RPL) decisions are made fairly, transparently, and in accordance with published procedures. This Annex provides a formal process for students to appeal certain RPL decisions where they believe a procedural irregularity has occurred.
- 1.2. This process applies only to appeals concerning module exemption decisions based on RPL. Appeals concerning advanced standing (see section 1.3.4 of the RPL Policy for a definition) are not handled under this process and must instead be submitted under the Admissions Complaints and Appeals Policy.

2. Scope

- 2.1. An appeal may be submitted only where a procedural irregularity occurred in the handling, consideration, or communication of their RPL module-exemption decision. For example, failure to consider submitted evidence.
- 2.2. Appeals cannot be submitted against academic judgement, including the academic evaluation of the level, quality, or relevance of prior learning.

3. Principles

- 3.1. The following principles apply to all appeals:
 - 3.1.1. Appeals will be treated seriously, handled promptly, and considered impartially.
 - 3.1.2. Decisions will be reached with consistency and fairness.
 - 3.1.3. Information will be handled confidentially, except where disclosure is necessary for the proper consideration of the appeal.
 - 3.1.4. Decisions will be reached as early as is practicable.

4. Submitting an Appeal

- 4.1. Eligibility: Appeals may be submitted by students who have received an outcome from an RPL decision regarding module exemption.
- 4.2. Timeframe: Appeals must be submitted within 20 working days of the date on which the RPL decision was communicated.
- 4.3. How to submit: Appeals must be submitted using the RPL Appeal Form, including all relevant evidence and correspondence. Appeals should be sent to the Head of Quality Assurance via [qa.programmes@keele.ac.uk](mailto:qa.programmes@ Keele.ac.uk), who will undertake an initial procedural check to determine whether the appeal falls within scope.

5. Procedural check

5.1. The Head of QA will:

- 5.1.1. Confirm whether the appeal meets the valid grounds (procedural irregularity only).
- 5.1.2. Determine whether sufficient information has been provided.
- 5.1.3. Refer the case to the Head of School for full consideration if it meets the criteria.

5.2. If the appeal does not meet the criteria, the Head of QA will issue a written explanation and direct the appellant to the appropriate next steps if applicable. This may include a request to provide evidence, or referral to the University Complaints process.

6. Appeal consideration

6.1. After the procedural check is complete, the Head of QA will refer the appeal to the relevant Head of School for consideration.

6.2. The Head of School will:

- 6.2.1. Review the appeal submission and all relevant documentation.
- 6.2.2. Undertake further enquiries, if necessary.
- 6.2.3. Reach a decision based solely on procedural considerations.

6.3. The Head of School will determine either that:

- 6.3.1. The appeal is upheld, in which case the RPL decision will be reconsidered in line with proper procedure.
- or
- 6.3.2. The appeal is not upheld, with reasons clearly communicated.

6.4. A written outcome will normally be provided by the Head of QA within 15 working days of referral to the Head of School. If this is not possible, a revised timeframe will be communicated.

7. Next steps

7.1. As this RPL process includes only one appeal stage, the decision of the Head of School is final within this process.

7.2. If the appellant remains dissatisfied after the completion of the RPL appeal, they may pursue the matter as a grievance, following the University's [standard procedure](#).

Please explain why you are not satisfied with the outcome of your RPL application.

Have you already discussed your appeal informally with a member of University staff?	Y/N
<i>If yes, please provide details (also please enclose a copy of the response received)</i>	

Please indicate what outcome or further action you are expecting to resolve your appeal?

Your declaration and signature

I confirm that the information given on the form is accurate and a true reflection of events to the best of my knowledge and that it does not contain any false or fraudulent information.

I agree to the investigating officer on behalf of Keele University sharing details of this case, including information from my application, with other persons as part of any investigation.

I understand that the University will not accept an Appeal from third parties or anonymous sources.

Signed		Date	
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Please send the completed form and any additional documentation to:
Head of Quality Assurance at ga.programmes@keele.ac.uk