



**Recognition of
Prior Certificated Learning (RPL)
and
Prior Experiential Learning
(RPEL)**

Student Guide

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Definitions

RP(E)L

Broadly, the Recognition of Prior Learning is defined as the recognition of previous learning. Students may have acquired this learning by attending formal programmes (RPL) or through work and self-directed learning (RPEL).

- RPL

The Recognition of Prior Certificated Learning is defined as the recognition of a previously awarded formal certificate, diploma or degree as equivalent to one or more module(s) on a programme of study

- RPEL

The Recognition of Prior Experiential Learning is defined as the process by which un-certificated learning is deemed to be appropriate to one or more module(s) on a programme of study in terms of relevance, scope and level and, therefore, is given academic recognition and permits exemption from study.

No marks or credit are awarded through these procedures.

A full glossary of terms is available in Appendix 1.

Please note that prior to 2014-15, the University referred to this provision as Accreditation of Prior Learning, therefore for a transitional period, the terms RP(E)L and AP(E)L may be used interchangeably throughout the University.

Introduction

Glyndŵr University recognises that many students enter their higher education programme with knowledge and skills developed through a range of professional, vocational and community contexts. If this applies to you, then the University offers you the opportunity to enter your higher education at the level appropriate to your previous learning and experience. This means that you may be exempted from certain elements of study in the programme for which you have applied. To do this, your prior level of attainment, its relevance to the modules for which you wish to seek exemption and the volume of learning must be identified and assessed so that an academic judgment can be made about the level and volume of credit to be exempt. A distinction is made between prior learning where a certificate or formal credit is held (RPL), and prior learning that has been gained through experience and not supported by a certificate (RPEL).

What can I claim exemption from?

RP(E)L can be claimed for up to a maximum of two thirds of the credit volume of the final award and any prior learning (certificated or experiential) must map directly on to the Glyndŵr University programme at either module or programme level. No elements contributing to the final year or level of an award at undergraduate level or below may be RP(E)L'd.

Exemption from a module(s) can only be granted where learning outcomes for that module have been demonstrated, not for the experience itself or against general academic credit. The resulting exemption is of equal standing to that awarded to students following a more traditional route to an award.

If you are awarded RP(E)L and you later withdraw from a programme prior to the completion of the final award, you may not be eligible to receive an exit award (this will be considered in light of the “two thirds” rule, and the fact that no elements contributing to the final year or level of an award at undergraduate level or below may be RP(E)L’d as outlined above). For example, if you enrol on an Honours degree programme (total of 360 credits) and successfully claim the maximum two thirds RP(E)L (240 credits), but later wish to exit with an ordinary degree (300 credits in total) your exemption would be 40 credits over the permitted allowance (200 credits). Therefore, you would not be eligible to receive the exit award.

You also need to be aware that using RP(E)L to exempt study has implications for the way your award classification is calculated. **Only those modules studied and assessed at Glyndŵr University will contribute to your final classification.** You will wish to refer to the award regulations so that you understand the implications of this. The regulations are available from the Glyndŵr University web pages.

Taught Masters

For taught masters programmes, if a student has been awarded in excess of 60 credits at Part One of the programme through the RPL/RPEL procedure, he/she will not be eligible for the award of a Merit or a Distinction

Graduate Certificates and Graduate Diplomas

Different RP(E)L arrangements operate for Graduate Certificates and Graduate Diplomas where the maximum number of credits under RP(E)L which may count towards a Graduate Certificate is 30 credits, and for a Graduate Diploma is 60 credits (see the University Academic Regulations for Graduate Certificate and Diplomas). Credit awarded for a degree cannot be ‘re-used’ against a Graduate Certificate or Diploma in a similar or cognate disciplinary area.

HNC/HND Programmes

Level five modules of an HNC qualification may be RPL’d via advanced standing against a cognate HND programme where they meet the criteria as specified in these procedures.

Glyndŵr University Foundation Degrees and HNDs

University Foundation Degree and HND graduates may proceed via advanced standing up to 240 credits against a cognate Bachelor degree, either Ordinary or Honours (i.e. if progressing to an Ordinary degree this would exceed the “two-thirds” rule but is acceptable for graduates of the University).

Postgraduate Certificates

A Postgraduate Certificate student who has attained an overall mark of 60 or above shall be eligible for an award with Merit, and those who attain an overall mark of not less than 70% will be eligible for the mark of Distinction if all modules have been passed at the first attempt. However, if a student has been awarded credits through the RPL/RPEL procedure, he/she will not be eligible for the award of a Merit or Distinction

You also need to be aware that your transcript of study will show 'RP(E)L' rather than 'pass' or a mark against those modules for which you have been exempt study.

If the curriculum from your previous certificated learning is not available then the application for RPL is unlikely to be approved.

If you submit any assessment for a module you will not be permitted to later claim exemption from that module.

IMPORTANT - PLEASE NOTE THAT:

- 1. The claim will not normally be accepted should it be received after the deadline.**
- 2. Claims for exemption are subject to formal approval.** Where claims have not been approved/accepted you will be required to undertake the specified module(s) in order to satisfy the programme requirements; this may lead to delays in progression and completion of the programme.
- 3. All documentation must be provided in English or Welsh.**

NOTE FOR POSTGRADUATE STUDENTS

If you are a postgraduate student in receipt of a SLC Loan please be advised that you must be enrolled on the full course and that any approved RP(E)L will impact on your eligibility for the loan. If you require further information, please contact the Student Funding and Money Advice Team:

funding@glyndwr.ac.uk

Tel: 01978 293295

Making a claim

As you will have received information about the programme in advance of applying for a place on the programme it is anticipated that you will have an idea of any potential exemption that might be sought at an early stage. On this understanding, you are strongly advised to give consideration to making a claim at the point of acceptance onto your programme of study. Additionally, you are strongly advised to claim for Trimester 1/2/3 modules together in one submission, wherever possible. This will allow the approval process to be concluded as early as possible in the academic year and for you to know if your claim has been successful, noting the above statement regarding potential delays in progression and completion.

Recognition of Prior Certificated Learning (RPL)

The Recognition of Prior Certificated Learning (RPL) allows credit which has already been awarded and certificated, as part of a completed or partly completed programme

or qualification at higher education level, e.g. HNC awards, professional qualifications, work based credit, and OU modules, to count against a Glyndŵr University award.

You are encouraged to contact a member of the programme team to secure the specifications for the elements of the programme you are considering seeking exemption from (this can be at module or programme level). The team will also be able to advise you on how you could evidence that the contents of the exemption maps against the content of your previous qualifications, and in doing so, satisfy the approval criteria which are listed below (please see Appendix 5 for a recommended format).

In reviewing your application, a judgment will be made about the level of your achievement and the extent it equates with the content and level of academic challenge that you would have experienced had you undertaken the modules which the other students on the programme will be studying. Some disciplines advance more quickly than others and if your certificate is more than five years old, then careful consideration will be needed as to the means of demonstrating that you have kept abreast of those disciplinary advancements with regards to your knowledge, understanding and skills.

Where the certificate does not map exactly onto the modules for which exemption is being sought, or where the certificate may not represent current content and skills development, then you will need to consider whether it will be possible for you to demonstrate that your knowledge, understanding and skills match the learning outcomes identified for the modules for which exemption is sought.

Your claim submission should contain:

(Please note, all documentation must be provided in English or Welsh)

- a submission receipt (Appendix 2)*;
- the completed application form (Appendix 3), signed by you; including evidence of the way in which the RP(E)L criteria has been satisfied, i.e. mapping exercise between the two sets of modules.
- a copy of your certificate(s), and a copy of the transcript; (please note that the original certificate must be made available to the Programme Leader/designate for verification)

*If your claim is submitted prior to enrolment and sent directly to Academic Quality & Student Governance, or Admissions, please note that a submission receipt is not required unless specifically requested.

Recognition of Prior Experiential Learning (RPEL)

You can also apply for RPEL. This is where credit can be gained for knowledge, understanding and skills gained through your experiences in a work, voluntary, or leisure environment. A wide range of experiences could provide appropriate learning opportunities. Your ability to state and demonstrate what you have learned is important. Therefore, a claim for RPEL involves a submission (such as a statement or portfolio) which is assessed by the University. The essential feature of this process is that it is the learning gained through experience which is being assessed, not the experience itself.

To be successful in your claim for RPEL the assessment of the learning that you demonstrate has to be at the same level as the learning you would have been expected to achieve as part of your programme of study.

Your claim submission should contain:

(Please note, all documentation must be provided in English or Welsh)

- the completed application form (Appendix 5), signed by you
- evidence of the way in which the RP(E)L criteria has been satisfied, i.e. mapping exercise between the relevant experience you have gained and the elements of the programme for which you are seeking exemption from (please see the three options outlined below).

Possible ways of presenting your RPEL claim include:

1. Statement of Experience

You may submit a comprehensive statement drawing on your professional experience and practice to evidence how you have achieved the relevant learning outcomes, taking particular account of the criteria which will be used to approve the claim. An example of how this may be presented is located in Appendix 6.

2. Portfolio of work

A second possibility is for you to submit a portfolio of work, and for that work to be evaluated against the relevant learning outcomes, using the criteria set out in this document. An example of how this portfolio could be presented is located in Appendix 7.

3. Viva voce

An alternative model to a written statement would be for you to undergo a viva voce. At least two academic colleagues, with appropriate subject expertise, would meet with you and pose a series of questions to you to determine whether you have the knowledge, understanding and skills that equate to the learning outcomes of the exemption being sought. The two academic members of staff will produce a formal report which will be used as the claim evidence. An example of how this may be presented is located in Appendix 8.

You may, if you wish, undertake the formal assessment for the module as it is described on the module specification without attendance. You will be required to sign a statement that confirms that you understand that non-attendance of the module will not be accepted as grounds for appeal should you be unsuccessful in the assessment. The module will be deemed to have been 'taken', not RPEL'd, and, therefore, credit and marks will be awarded. However please note that if you submit any assessment for a module you will not be permitted to later claim exemption from that module.

What is the approval criteria for RP(E)L?

An academic judgment will be made as to whether your claim submission contains evidence that satisfies the following criteria in terms of curriculum content, level and volume of study.

Match: there is an appropriate match in terms of curriculum content, level and volume of study, between the evidence presented and the exemption being sought;

Currency: the learning demonstrated is still current in terms of the exemption being sought (this will be particularly important in fast moving disciplines where for instance, consideration might need to be given to the provision of additional evidence of learning to support certificates more than 5 years old);

Authenticity: the evidence of prior study/experience is unambiguously the student's own;

Sufficiency of evidence: the evidence presented is sufficient to demonstrate the requirements associated with each of the above criteria.

Responsibilities

You are responsible for:

- Seeking guidance and module/programme specifications from the programme team in preparing your claim.
- Producing a claim submission which includes all necessary evidence and ensuring the details are accurate (e.g. student details, module titles, module codes, module credit value, etc. – ***please note your University email address is needed so you can be advised of the outcome of your claim***).
- Submitting a claim, and all necessary evidence of learning once you have accepted a conditional offer from Glyndwr University. This must be received by the Student and Programmes Centre (SPC) **within one month of enrolment**.

Students studying at partner colleges, and who, therefore, may not be able to submit their claims to the SPC in person, may forward them to the relevant Glyndwr University Academic Link staff member (this is normally the Glyndwr University Programme Leader) who will take responsibility for submitting them to the SPC on your behalf, collecting the receipt. Students should contact the Academic Link to discuss the arrangements for sending the claim (contact details can be provided by the teaching staff at your college).

Student & Programmes Centre (SPC):

The submission should be made to the SPC who, after checking the completeness of the submission, will provide you with a receipt for the submission. Following approval, the SPC will advise you of the outcome of the claim (*via University email*), and advise your Programme Leader.

Programme Leader/Admissions Tutor:

The relevant Glyndwr University Programme Leader or Admissions Tutor will evaluate your claim on the basis of the evidence provided in the submission. S/he will be required to confirm sight of original certificates for any qualification being used in the claim. The Programme Leader/Admissions Tutor will then be required to make an academic judgment as to whether the submission contains evidence of the prior learning being 1) equivalent to the exemption being sought and thus 2) satisfying the approval criteria.

The Programme Leader/Admissions Tutor will be required to form a recommendation for approval of the submission, in full or for individual modules, within three weeks of receiving the claim.

If the Programme Leader/Admissions Tutor does not believe the application meets the criteria required, they will notify you detailing the reasons. Only submissions that are supported by the Programme Leader may be submitted to APSC for review.

Academic Programmes Sub-committee (APSC):

- Will consider approval of the claim within one month of receipt of the full submission, or at the next scheduled meeting of the RP(E)L Standing Committee
- Advise the SPC of the outcome of the claims
- Advise Student Data Services (SDS) so your records can be updated accordingly.

Referred or rejected claims

If APSC is unable to approve a claim because the evidence did not demonstrate that the criteria had been met, you will be notified directly by the Clerk of APSC. You will be given details of why the claim had been unsuccessful, and will be invited to provide additional evidence to support the claim further. If however, you are unable to provide additional evidence or the additional evidence is not sufficient, the claim will be rejected. In these instances, you will be notified directly by the Clerk to APSC.

Change in programme

Should you subsequently change your programme of study, any approved RP(E)L claim will need to be re-evaluated against the new programme.

Summary of RP(E)L claim process

Step 1

Student requests guidance and module/programme specifications from programme teams (students are strongly advised to begin this process at the point they accept an offer to study at Glyndŵr University).

Step 2

Student produces a claim submission:

1. submission receipt
2. completed RPL or RPEL application form,
3. a mapping exercise for RPL claims and/or Viva voce, portfolio or statement of experience for RPEL claims only
4. a copy of the certificate(s) for RPL claims only (noting that the original must be made available to the Programme Leader/designate for verification)

Step 3

Students based at Glyndŵr University (including the London campus)

Student submits the claim to the SPC where they will receive a receipt confirming the submission. This must take place within one month of enrolment.

Partner FE Colleges

Student submits the claim to their programme leader. This must take place within one month of enrolment.

International/private partners

Students submits the claim to the nominated RP(E)L contact at the partner institute who will forward your claim to the Collaborative Partnerships Officer at Glyndŵr University. This must take place within one month of enrolment.

Step 4

Students based at Glyndŵr University (including the London campus)

SPC staff to check all parts of the submission have been provided and the RPL or RPEL application form completed in full.

Partner FE Colleges

Programme Leader to check all parts of the submission have been provided and the RPL or RPEL application form completed in full.

International/private partners

Collaborative Partnerships Officer to check all parts of the submission have been provided and the RPL or RPEL application form completed in full.

Step 5	<p><u>Students based at Glyndŵr University (including the London campus) and Partner FE Colleges</u></p> <p>Programme Leader/Academic Link to academically evaluate the claim against the approval criteria and recommend approval of the claim (in parts or in full) and return to the SPC.</p> <p><u>International/private partners</u></p> <p>Academic Link to academically evaluate the claim against the approval criteria and recommend approval of the claim (in parts or in full) and return to Collaborative Partnerships Officer.</p>
Step 6	<p>SPC/Collaborative Partnerships Officer logs claim on RPL database and submits to the Clerk of the Academic Programme Sub-committee (APSC)</p>
Step 7	<p>Clerk of APSC collates RP(E)L claims to review at next APSC meeting</p>
Step 8	<p>APSC considers approval of the claim.</p>
Step 9	<p>APSC:</p> <ul style="list-style-type: none"> • maintains a definitive record of all approved claims • notifies School/Collaborative Partnerships Unit of the outcome of the claim • notifies (SDS) of the approved claims for the updating of student records. • Notifies Programme Leaders/proposers of the outcome of the claim.
Step 10	<p><u>Students based at Glyndŵr University (including the London campus) and FE Colleges</u></p> <p>SPC notifies student of the outcome of the claim.</p> <p><u>International/private partners</u></p> <p>Collaborative Partnerships Officer notifies RP(E)L contact at partner institutes of the outcome of the claim.</p>

Appendix 1 - Glossary of Terms

1. Award/Qualification

A qualification, usually referred to as an award, is a public certification that a learner has successfully completed a specified set of learning outcomes with a particular purpose and of specified minimum volume of credit at particular level(s). Awards are therefore defined in terms of the number of credits and their level.

2. Recognition of Prior Certificated Learning (RPL)

RPL is the process by which the University recognises qualifications or awards gained prior to the current programme of study, from a recognised body and based on a validated process of assessment.

Examples:

- certificated learning from UK educational institutions;
- certificated learning from abroad;
- certificated work-based learning.

3. Recognition of Prior Experiential Learning (RPEL)

RPEL is the procedure by which the University recognises that an individual has demonstrated achievement of the learning outcome(s) of one or more of its modules of an award through experience and practice (*i.e.* uncertificated learning).

Examples:

- experiential learning acquired in paid work;
- experiential learning acquired in unpaid or voluntary work;
- experiential learning acquired from leisure activities;
- uncertificated learning from self-directed study.

4. Credit

Credit is a measure of the volume of learning at a particular level and, thus, a way of calibrating the relative volume of various learning outcomes. Credits are defined in terms of the notional learning hours required to achieve a defined group of such outcomes. Credit represents the outcomes of all forms of learning whether lecture-based, tutorial, work-based, research, experiential or whatever. Credit is awarded for the achievement of appropriate learning outcomes at a particular level. One credit is to be regarded as reflecting the learning outcomes achieved through 10 notional hours of learner effort, which may include work done in formal teaching situations, practical activities, research work, private study, preparation for assessment and so on.

The learning normally achieved in a year of full-time undergraduate study is to be considered equivalent to 120 credits.

5. Learning Outcomes

Learning outcomes are statements that specify what learners will know or be able to do as a result of a learning activity. Learning outcomes are provided for individual modules and programmes, although for each programme, learning outcomes are normally provided by level, eg on a typical Honours degree, a programme would have one set of learning

outcomes to equate to Level Four (year one of a full time degree), one set to equate to Level Five (year two of a full time degree) and one set to equate to Level Six (final year of a full time degree).

Outcomes are usually expressed as knowledge understanding or skills, and have three distinguishing characteristics.

1. The specified action by the learners must be observable.
2. The specified action by the learners must be measurable.
3. The specified action must be done by the learners.

Outcomes identify important learning requirements, are assessable and written in the future tense. Key features of an outcome learning statement include:

- an action verb - describes what the learner will be doing.
- measurable criterion - how the learning will be evaluated.

The action verbs used in learning outcomes essentially determine the level of learning activity, *i.e.* whether at level 4, level 5, level 6 or level 7.

6. Level

A level is an indicator of the relative difficulty, complexity, depth of study and autonomy required of a learner. At undergraduate level, this includes qualifications such as Higher National Certificates and Diplomas as well as Foundation Degrees and Honours Degrees.

7. Modules/Units

A module/unit is a discrete block of study leading to specified learning outcomes which are assessed. Each module/unit is assigned a credit value based on the notional amount of learner learning time and level (level 4, level 5, level 6 or level 7). The level of a module/unit is determined by its learning outcomes and assessment criteria to levels. As learners successfully complete modules they accumulate credit towards particular awards.

Appendix 2 - Submission Receipt



Receipt for RPL or RPEL claim

Student &
Programmes
Centre (SPC)

This section is to remain attached to the submitted claim at all times

The University may take steps to verify the authenticity of any certificates or similar documents that you present in support of your application and this may include contacting the authority which issued the document(s). If you are not willing for this to take place then you must inform the University as soon as possible.

Received: (please tick)	
Template	
Evidence	
Mapping	
Database	

Students - please complete your details in all sections

Signature _____ Date _____

Full Name			Student Number		
Programme					
Office Use Only			Date STAMP		
Received by SPC	(signature)				
Received by Programme Leader/ designate	(signature and date)	Recommendation of Programme Leader/designate, including if appropriate, verification of sight of original certificates		Recommendation and signature:	
				Verification of original certificates:	
Received by AQSG	(signature and date)				
Approved by APSC	(date)	Notifications sent to SPC, SDS, Programme Leader and student		(date)	

.....
RPL submission receipt - This section to be retained by SPC as proof of submission once signed, dated and stamped

Full Name			Student Number		
Programme					
Office Use Only					
Exemption being sought: Credit/level/module code					
Received by (signature)					Date STAMP

.....
RPL submission receipt - This section to be retained by student as proof of submission once signed, dated and stamped

Full Name			Student Number		
Programme					
Exemption being sought: Credit/Level/module codes					
Office Use Only					

Received by (signature)	DATE STAMP
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RECOGNITION OF PRIOR CERTIFICATED LEARNING (RPL) APPLICATION FOR EXEMPTION

Appendix 3 - RECOGNITION OF PRIOR CERTIFICATED LEARNING (RPL) APPLICATION FOR EXEMPTION

This application form must be completed in full for each student for whom credit exemption is sought and submitted with the required evidence as outlined in the RP(E)L procedures.

Please see the associated guidance notes for more details.

School:	Click here to select school.	Glyndwr University partner (if applicable):	
GU programme to be studied:			Level of entry at GU:

STUDENT DETAILS:	Surname:		Forename(s):		Student ID:	S
	University email address:					

Please add in details of previously studied modules or programmes below. Please note that the line marked blue is an example line only and can be deleted once the application form is completed.

Previous certificated experience					Glyndwr University module(s) from which the student is claiming exemption		
Calendar Year	Module(s)/qualification student has completed	Level or equivalent	Credit value	Awarding Body (eg University or Professional Body)	Module Code	Module Title	Credit Value
2016/17	Professional Communication	4	20	[institution]	BUS429	Business Communication Skills for Marketing	20

Please ensure that the mapping template below is completed to show how learning outcomes match for each module/programme being claimed.

Student signature:.....

RECOGNITION OF PRIOR CERTIFICATED LEARNING (RPL) APPLICATION FOR EXEMPTION

For assistance with this form please contact Academic Quality and Student Governance at: quality@glyndwr.ac.uk

Recognition of Prior Learning (RPL) Mapping Template

Please identify an equivalence between learning outcomes for which exemption is sought. Note: This information can be provided at module or programme level. If modular information is provided, please identify the level and credits awarded.

Please note that the lines marked blue are example lines only and can be deleted once the application form is completed. Please use the below template and attach additional sheets if necessary.

INSTITUTION	<i>Glyndŵr University</i>	INSTITUTION	Click here to enter name of institution.
<p>BUS429 Business Communication Skills for Marketing</p> <p>Learning outcome 1: Use communication techniques for a range of purposes and audiences</p> <p>Learning outcome 2: Use appropriate software to carry out business tasks; produce professional business documents and develop a business presentation</p> <p>Learning outcome 3: Identify the role and benefits of internal communications in developing cross-functional relationships, customer focus and internal marketing in commercial and non-profit sector organisations</p>		<p><i>[Complete your equivalent module previously studied and the applicable learning outcomes to the learning outcomes opposite]</i></p> <p><i>Learning outcome 1:</i></p> <p><i>Learning outcome 2:</i></p> <p><i>Learning outcome 3:</i></p>	

Key approval criteria for RPL/RPEL

Match: there is an appropriate match in terms of curriculum content, level and volume of study, between the evidence presented and the exemption being sought

Currency: the learning demonstrated is still current in terms of the exemption being sought (this will be particularly important in fast moving disciplines where for instance, consideration might need to be given to the provision of additional evidence of learning to support certificates more than five years old)

Authenticity: the evidence of prior study/experience is unambiguously the student's own

Sufficiency of evidence: the evidence presented is sufficient to demonstrate the requirements associated with each of the above criteria.

Following review, programme leaders should sign to confirm that all of the above criteria have been met and that the RPL/RPEL claim is supported.

Programme leader signature:.....

Appendix 4 - Guide to presenting evidence of mapping for RPL claims

Note – the guidance below is centred around module level, but it would also be appropriate to provide this information at programme level. To find your learning outcomes from your previous programme please contact your previous awarding body or search their website for the relevant programme specification.

<i>Glyndŵr University learning outcomes for which exemption is sought: note , this information can be provided at module or programme level</i>	<i>Relevant Unit previously awarded (please identify level and credits)</i>
Glyndŵr University module title and code	Relevant unit/module previously awarded
Learning outcome 1 Learning outcome 2 Learning outcome 3	Learning outcome 1 Learning outcome 2 Learning outcome 3
Glyndŵr University module title and code	Relevant unit/module previously awarded
Learning outcome 1 Learning outcome 2 Learning outcome 3	Learning outcome 1 Learning outcome 2 Learning outcome 3
Glyndŵr University module title and code	Relevant unit/module previously awarded
Learning outcome 1 Learning outcome 2 Learning outcome 3	Learning outcome 1 Learning outcome 2 Learning outcome 3

Appendix 5 - RPEL Application form

RECOGNITION OF PRIOR EXPERIENTIAL LEARNING (RPEL) APPLICATION FOR EXEMPTION

This application form must be completed in full for each student for whom credit exemption is sought and submitted with the required evidence as outlined in the RP(E)L procedures.

Please see the associated guidance notes for more details.

School:	Click here to select school.	Glyndŵr University partner (if applicable):	
GU programme to be studied:			Level of entry at GU:

STUDENT DETAILS:	Surname:		Forename(s):		Student ID:	S
	University email address:					

Please add in details of previously studied modules or programmes below. Please note that the line marked blue is an example line only and can be deleted once the application form is completed.

Previous experiential learning	Glyndŵr University module(s) from which the student is claiming exemption		
Please refer to attached submission of evidence (e.g. statement of experience/portfolio of work/viva voce).	Module Title	Module Code	Credit Value
	Business Communication Skills for Marketing	BUS429	20

Student Signature:.....

For assistance with this form please contact Academic Quality and Student Governance at: quality@glyndwr.ac.uk

Please ensure to attach submission of evidence, either above or as a separate document

Key approval criteria for RPL/RPEL

Match: there is an appropriate match in terms of curriculum content, level and volume of study, between the evidence presented and the exemption being sought

Currency: the learning demonstrated is still current in terms of the exemption being sought (this will be particularly important in fast moving disciplines where for instance, consideration might need to be given to the provision of additional evidence of learning to support certificates more than five years old)

Authenticity: the evidence of prior study/experience is unambiguously the student's own

Sufficiency of evidence: the evidence presented is sufficient to demonstrate the requirements associated with each of the above criteria.

Following review, programme leaders should sign to confirm that all of the above criteria have been met and that the RPL/RPEL claim is supported.

Programme leader signature:.....

Appendix 6 - Guide to presenting a statement of experience for RPEL

Note – the indicative example below is based at module level, but it would also be appropriate to provide this information at programme level.

Module Title 1

Module learning outcome 1

In my role as I have had to apply the listed techniques on a regular basis. This was challenging because In order to overcome these challenges I I have also used software X, Y and Z a great deal in order to and I am now able to do complex tasks, such as with the software.

Module learning outcome 2

The main theories behind the listed legislation are My familiarity with these theories and the legislation has allowed me to I recognise that implementing this legislation has implications such as In my role as I need to keep abreast of legislative changes so I can ensure my staff and company are compliant.

Module learning outcome 3

I have undertaken a number of research projects which used different data collection methods, such as This selected methodology was appropriate to the subject matter because I have also used various analytical techniques, such as which involved All methods have strengths and weaknesses, such as This research has allowed my organisation to

Student signature:.....

Programme leader signature:.....

Date:.....

Appendix 7 - Guide to presenting a portfolio of learning for RPEL

Note – section 3 of this guidance is based at module level, but it would also be appropriate to provide this information at programme level.

Section 1

Personal information
Education History
Qualifications achieved
Professional and training courses attended
Other learning activities

Section 2

Relevant employment (put latest employment first). For each period of employment provide the following:

- Title of position held
- Period of tenure
- Brief job description
- Learning gained from that employment, major tasks accomplished
- Summary of the aspects of the learning gained from that experience which will be directly relevant to the learning outcomes of the module.

Appendices of evidence

Appendices might include reports you have authored for your organisation or other audience, (you must be able to demonstrate authenticity) team meeting minutes which demonstrate for example, your role and expertise, work you have produced in self directed research or study, testimonials from your managers.

Section 3

Module title	
Learning outcomes	The following aspects of the learning gained from my experience are directly relevant to the learning outcomes in column 1
1	
2	
3	
4	
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The submission should end with the student signature and date of completion.

Appendix 8 - Guide to presenting a written report of a viva voce

Note – the guidance below is centred around module level, but it would also be appropriate to provide this information at programme level (indicative only).



Date and time of meeting:
Names and roles of attendees:
Purpose of meeting:

Module Title 1

Module learning outcome 1

Staff asked(questions posed)

Student X described a number of instances of how he had applied the listed techniques within his workplace, the challenges it presented and appropriate solutions. Software X, Y and Z was also utilised on a daily basis at an advanced level in his role as a technician.

Module learning outcome 2

Staff asked...

Student X articulated the underpinning theory behind the listed legislation and was able to provide a comprehensive statement on the implications of its implementation. Student X also offered a range of comparative legislation from outside the UK demonstrating a high level of critical thinking skills.

Module learning outcome 3

Staff asked....(questions posed)

Student X outlined a number of research methods, scenarios in which they would be appropriate for utilisation, how data could be collated and analysed using different models. Student X was able to articulate the strengths and weaknesses of each methodology. Student X provided an account of when they used their research skills and the impact it had on their organisation.

Outcome of the meeting

Signed by:

Evaluating Staff member 1
Evaluating Staff member 2

This model is repeated for each module that the student is seeking exemption from. The formal report should clearly reflect how the student has demonstrated meeting the learning outcomes and satisfied the RP(E)L criteria of:

Match: there is an appropriate match in terms of curriculum content, level and volume of study, between the evidence presented and the exemption being sought;

Currency: the learning demonstrated is still current in terms of the exemption being sought (this will be particularly important in fast moving disciplines where for instance, consideration might need to be given to the provision of additional evidence of learning to support certificates more than 5 years old);

Authenticity: the evidence of prior study/experience is unambiguously the student's own;

Sufficiency of evidence: the evidence presented is sufficient to demonstrate the requirements associated with each of the above criteria.