



Application Form for Recognition of Prior Experiential Learning against Academic Credit

RPEL is the process for assessing and awarding credit for learning that has been achieved through experience and/or training that has not been certificated or formally assessed.

Applicants are advised to contact the relevant Course Director/ Admissions Tutor before completing the form.

Postgraduate Applicants – please note that if you are in receipt of a Postgraduate Loan you are expected to complete your course in full, ie not request any RPL. Please check the website www.gov.uk/postgraduate-loan for more details.

Section A – for completion by the Applicant

1. Applicant Name:	John Smith	2. Applicant ID/ Student No:	1234567
3. Course Title and entry level:	BSc (Hons) Safety Health and Environmental Management (SHEMB), L5		
4. School:	Clinical and Applied Sciences		
5. Location of intended study:	Leeds		

6. RPL Fee Token:	Tokens for £1000 against Level 4 attached
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7. Leeds Beckett Module Title/Level/Credit:

Environmental Science, 20, 4	Introduction to Housing, 20, 4	Law & Safety Management, 20, 4
New & development Practitioner, 20, 4	Psychosocial Context of Health, 20, 4	Food Science & Control, 20, 4

7a. Leeds Beckett Module Title:	8.Leeds Beckett *Level/Module Learning outcomes: <i>*Please delete as applicable</i>	9.Evidence of how you have already achieved the learning outcomes:	10.Assessor comments: <i>(to be completed by University staff)</i>
N/A	To have developed a sound knowledge of the theory and principles of the disciplines underpinning the various areas of safety health and environmental management	<p>Having completed the TU stage 1 and 2 training I have begun to apply the theory of good H&S management into practice. Through involvement with dealing with omissions I have begun to understand the application of the employers general duties, which need to be underpinned by co-operation from the workforce. I have realised the importance of meaningful consultation processes for employers which helps provide control measures for those hazards identified.</p> <p>Actions are required by both parties, and checks through audit and reviews taking place at regular intervals. This can aid the process by implementing corrective actions to help reduce risks where gaps are identified. This fits with the Plan Do Check Act approach now being advised by the HSE. As a TU representative I am involved in Planning through the risk assessment process. I also take part in checking through joint audits and ensure actions are identified.</p> <p>To aid this process it is essential to have knowledge of the H&S policy and the employers general arrangement for implementing H&S. It is also required that knowledge of associated policies such as recruitment, training the work force,</p>	As a current Trade Union Safety Representative for the UCU the applicant's description of duties undertaken is entirely consistent with the expected practical application of a TU representative. The PDCA approach is supported by the HSE in their document HS(G)45 Health and Safety Management. The process of identifying hazards, utilizing the workforce and ensuring control measures are implemented is entirely consistent with some L5 Learning Objectives. The applicant indicates a higher level of knowledge than is required of a L4 student because of the articulate manner in which associated policies need to be applied in the workplace to support the H&S

		<p>accident reporting and risk assessment requirements help to understand the management system.</p>	<p>policies. This again is entirely consistent with learning developed during Year 2 Level 5.</p>
N/A	To be able to define and distinguish the physical, social and human environments, and identify a range of stressors and their implications for health and safety.	<p>Through the compilation of risk assessments I have realised that there are many different physical stressors that are in play in the workplace. Typically some physical stressors may include employees being asked to undertake work that they are not physically fit for, because of ill health or other impairment. The consequence of not allowing time for planning of work correctly or incorrectly sequencing work activities can also add different pressures to the workforce especially when aligned to lack of resources, inadequate training or lack of realistic control measure to reduce the effects of hazards.</p>	<p>The response given by the candidate is clearly articulated and also contains reference to certain L5 module learning outcomes, which is clearly showing a higher level of knowledge than required for a student completing L4 of the course. The applicant differentiates between physical mental and environmental stressors which, again, is showing a higher level of understanding than that required for a L4 completing student.</p>
N/A	To be able to exploit a variety of information sources.	<p>Information sources I am using include the primary legislation found on the HSE Website and the You Gov website. The TU website is also a good source of information. Company resources include risk assessments accident reports safe systems of work. Another good source of information is the International Labour Organisation site which specifically targets helpful information for Trades Unionists. Also I have used and consulted the EU website and have downloaded facts sheets to help give my fellow trade union colleague members authoritative information. As a member of the company safety</p>	<p>The candidate shows a good understanding of the main electronic sources of information available for her to do her work role effectively. SHEM students are not introduced to the International Labour Organisation website until they enter L5. The student shows understanding of the complexity of the transfer of</p>

		<p>committee I have to be able to translate some complex information sources into comprehensible language understood by all parties involved.</p>	<p>meaning of some documents and is using communication skills not expected of a student completing L4.</p>
N/A	<p>To have developed their analytical and problem solving skills.</p>	<p>I have to analyse company reports as part of my TU role. This can be simple accident figures or ensuring lost time rates accident rates are accurate. As the company uses a variety of formats for example word tables excel spreadsheets this also develops my computer literacy skills. Please find attached an example of one spreadsheet that I have created and maintain. One practical aspect of developing analytical skills is the need to be able to interpret information from various sources to enable comprehensive but logical policies are composed. Each policy needs to be able to compliment other policies so that anomalies or discrepancies are avoided which may cause confusion.</p>	<p>The description of the use of analysis and interpretation of statistics is entirely consistent with the role that a TU representative in the workplace will undertake. Many companies do use a variety of formats for presenting information for company committees, again the applicants explanation of use and her role as a TU representative is entirely consistent with what a student entering L5 is required to be able to understand. The spreadsheet demonstrates her ability to record significant amounts of relevant data, present it in alternate ways and to use it for the purposes of analysis. It is also typical that as part of any analysis a TU representative would look for discrepancies that they may be able to use to provide logical and authoritative argument to an employer.</p>

N/A	To have developed a range of interpersonal skills.	Again using both verbal and non-verbal communication I have to be able to relate and motivate both managers and staff. I have found that listening to understand and then providing reasoned argument helps to promote cooperation between employer and employees. Using language at different levels is the biggest challenge especially as I am of an ethnic background; however this is also an advantage as I have grasp of a different language to help.	The Level 4 outcome is exceeded by the applicant as she not only has developed a range of interpersonal skills but is using the skills daily to be able to perform her role as a TU representative. The candidate also describes interpersonal skills developed by L5 students such as facilitating debate, using knowledge to provide influencing arguments to present her case or points of view to her employers.
N/A	To have started to develop the skills necessary to become self-directed learners.	Many of the challenges whilst not unique to industry or business are new to myself, therefore, I have to use a range of different information resources to help overcome new or difficult situations. I have full confidence in my technical knowledge but sometimes need to reflect on life experiences to provide viable solutions. Also to help fully understand new situations I may have to rely on the expertise of colleagues to help to identify the skills required. As I am now asked to stand in for the company H&S officer when the officer is on leave I have found that I need to be more self-sufficient or self-reliant.	The applicant describes scenarios that are not unique to TU representatives or newly qualified practitioners working on their own. These scenarios are known by the professional body accrediting the course. The applicant describes convincingly how she has developed reflective practice, drawing upon not learned knowledge but life experience to provide solutions. The applicant also indicates she understands her level of competence, which is a requirement by the professional body for those members acquiring



			Technician Level of Membership, which equates to a person having completed the Academic Content at L5.
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11. What evidence have you provided to support your application?:	Examples of spreadsheets that I have designed and maintained, written reports and statement from my employer that talks about my verbal communication, presentation and personal skills.
12. When did this learning take place?	From 2009 onwards.

13. Student Signature:	<i>J Smith</i>	14. Date:	30/9/14
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Section B – for completion by University staff

1. Date submitted to Student Admissions/IO Admissions/School Administration Team: 3/10/14

2. Name of Academic Assessor:	Andrew Taylor	3. Job Title/Role:	Course Director
4. Signature:	AJ Taylor	5. Date of assessment:	7/10/14

6. Full application recommended for approval to RPL Approval Board?	<u>Yes</u> / No
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6a. If the application, in full or part, is not recommended to the RPL Approval Board, please indicate which part of the application is rejected and state the reasons below:

7. Chair of RPL Approval Board:	David Andrews	8. Date of meeting:	20/10/14
9. Chair signature:	<i>D Andrews</i>	10. Full RPL application approved by RPL Approvals Board?	<u>Yes</u> / No
10a. If the application, in full or part, is not approved by the RPL Approval Board, please indicate which part of the application is rejected and state the reasons below:			

11. Date processed application submitted to - Student Admissions/IO Admissions: 22/10/14

12. Date processed application submitted to - School Administration Team: 22/10/14



Please return your completed Application Form and supporting evidence to:

UK/EU applicants:

The Student Admissions Team
515 Carnegie Pavilion
Leeds Beckett University
Headingley Carnegie Stadium
Kirkstall Lane
Leeds
LS6 3DP

International applicants:

internationaloffice@leedsbeckett.ac.uk

Partner institution applicants:

Please return to the student admissions team (or equivalent) at the institution you wish to study at