



# Student Guide to Completing the RPEL/ RPCL Application Form

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## Mapping

An application for RPEL/RPCL can be likened to that of a job application and requires thought and preparation.

One of the key parts of all of the RPEL/RPCL application form is the **mapping of your previous learning to the course you'd like to join**. This part of the application form will be the most time consuming so try to block some time out to complete it, as you would do for a job application.

This mapping is essential in showing the university that you are prepared with the necessary skills and knowledge to succeed on a course and that you have already met some of the course requirements. You need to show us how and when you have achieved the requirements of those parts of the course.

It would not be fair to you, or other students, if we accepted you onto a course when you're not ready. Likewise, it would be unfair to you and other students to give you an award when you have not evidenced that you have met all of the course requirements; those students who studied the course in full had to submit and pass a number of formal assessments to show that they had met the course requirements; the university, through the RPL process, has to assess your previous learning too.

### ***What are learning outcomes?***

Learning outcomes are statements that specify what learners will know or be able to do as a result of completing a module or a course level.

For example:

After studying this module the student will be able to:

At Level 4 (first year of a Bachelor or Foundation Degree)	<b>Describe basic</b> features of early childhood theories
At Level 5 (second year of a Bachelor or Foundation Degree)	<b>Compare and contrast</b> a wide range of possible methods of testing acidity in fruits
At Level 6 (third year of a Bachelor Degree)	<b>Critically analyse</b> complex principles of electronic engineering
At Level 7 (Master's degree)	<b>Systematically challenge</b> a fundamental theory in sociology and present an alternative perspective

You will need to map your prior learning and supporting evidence to the appropriate modules or levels. If you are applying for whole level exemption, you may map your prior learning to the relevant level learning outcomes (for example, if you'd like to join L6, you should map your prior learning to the L4 and L5 learning outcomes).

If you want to be exempt from a number of modules, you'll need to map your prior learning to the relevant module learning outcomes.

This may sound a lot of work but if your application is approved, you will not be required to complete the assessments for that level/module, which could be up to 24,000 words.

### Mapping for RPCL

For this you will need the documents from your previous course, the learning outcomes from the course you'd like to join at Leeds Beckett and the RPCL/ RPEL Application Form. Now you need to do a cross-checking exercise between the documents; starting with the first Leeds Beckett learning outcome, search through your previous course documents until you locate where you have already covered that learning outcome and enter the details in the relevant box on the application form. Repeat this for each of the learning outcomes. In some cases, you might have studied a unit or module that is relatively identical to one of the Leeds Beckett modules, and has the same outcomes, which will make the mapping easier. Where this is not the case, more information may be required. For example, in order for Jo to show how she had already met one of the Leeds Beckett learning outcomes she had to refer to two units she had done previously:

Leeds Beckett learning outcome	Evidence
Create complex programming codes and produce a formal report summarising the key information for the code users	<p><b>Unit – Advanced Computer programming;</b> I developed a sophisticated coding system to enable my company to more effectively track and monitor assets; please see the attached unit specification for more information.</p> <p><b>Unit – Communication methods;</b> in this unit we considered the perspective of our customers and produced materials and reports to convey significant amounts of information to customers who would use our services; please see the attached unit specification.</p>

### Mapping for RPEL

You will need to draw on your personal and professional experience to complete this mapping exercise. Taking a learning-outcome-by-learning-outcome approach explain how your experience has already covered these learning requirements.

*Questions to ask yourself when preparing to do your mapping:*

- a) What did you learn from your previous experience/ course/ training?
- b) What skills/ learning can you demonstrate competency in following this activity?
- c) What issues in this activity can you relate to the learning outcomes?
- d) What did you do and why?
- e) Why did something happen?
- f) Could you have approached the activity differently?

*You could also consider:*

- g) How much do you know of the subject? Are you involved in the subject regularly or rarely?
- h) Is your knowledge a basic understanding or at an advanced level? Can you describe and summarise relevant theories, ideas and techniques or analyse and challenge them using a range of other perspectives as evidence? Are you aware of your knowledge/skill limitations?
- i) How much of your knowledge and skills were developed by someone providing guidance and information to you and how much was developed by you undertaking tasks independently, on your own initiative?
- j) How have you used your knowledge and skills, for example, in what situation have you applied what you have learned? Did these scenarios need you to solve complex or basic problems, on your own or with others?
- k) What transferable skills and qualities do you have, ie abilities that can be applied in different places and situations, eg time management, IT skills, communication skills, etc?
- l) How you could show that you are ready to study at the appropriate level (students joining the start of a course will be taking study skills modules to help them to develop study skills; if you are joining a course, for example, in year 2 or 3, you will not have the same opportunity but you will still be expected to be able to study at a higher level)

Your application needs to be:

- a) **Descriptive** – it clearly describes the context of the learning activities in terms of when, where, with whom, etc.
- b) **Detailed** – regarding what you have learnt and how you have used that learning. Your application should be based on what you learned not on the experience itself. Your application should only contain relevant details, without excessive amounts of writing (if you write vast amounts of general information it will make it harder for the assessor to see that you have covered the necessary learning)
- c) **Evidence-based** – you must include evidence of the learning you refer to such as reports, publications, multi-media sources, technical specifications, letters from employers, etc.

As a starting point you may wish to create mind-maps or bullet-points to help link elements of your previous learning to the learning outcomes.

All claims for RPL must be made in such a way as to allow those considering the application to understand the details of the application made. As such, all claims (including the evidence) for RPL should be made in English.



### **Currency of learning**

The application form asks when your prior learning took place. This is to ensure that your prior learning is still current and reflects the latest techniques, theories and skills that would be taught on the module you wish to be exempt from. For example, if your prior learning took place 10 years ago in a discipline that rapidly changes, eg digital technology, then there is the possibility that it is now outdated and so you would not have shown that your prior learning is the equivalent to the requirements of the module, in which case it would be inappropriate for you to be exempt. Where your prior learning is over 5 years ago please explain how you have kept your prior learning up to date, for example, through volunteering, your job, etc.