



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Recognising Prior Learning (RPL)

Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives



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The DProf programme

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graph TD; A[The DProf programme] --> B[Part 1: level 7 modules (total: 180 credits)]; A --> C[Part 2: research project (BMPF 8102: 360 credits)];
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Part 1: level 7
modules (total:
180 credits)

Part 2: research
project (BMPF
8102: 360 credits)

What's your credit balance??

- BMPF7100: 30 credits
- BMPF7103: 30 credits
- BMPF7101: 30 credits
- BMPF7102: 30 credits
- BMPF7200: Proposal: 30 credits
- You need a total of 180 credits for Part 1

Options for Recognising Prior Learning (RPL)

- **Recognition of Prior Certificated Learning (RCPL);**
- **OR Recognition of Prior Experiential Learning (RPEL)**
- **OR module **BMPF7105/6/7/8**: 30 credits+**

What is module BMPF7105?

- L7 DProf module (see Handbook)
- Title: 'Prior Learning Assessment and Recognition'
- Focuses on *individual* experience and learning
- Provides 30 credits
- Other iterations of this module up to 120 credits (BMPF7108)

DSAW7105 (30 credits): Prior Learning Assessment and Recognition :

Module Learning outcomes (see Handbook)

Upon the successful completion of this module, the student should be able to:

- articulate **learning outcomes** and **learning** from the professional role, and other activities
- produce a **portfolio of evidence** to support learning experiences

Module Assessment

Portfolio (7500 words or equivalent for 30 credits):

- a comprehensive CV evidencing qualifications and experience and identifying all aspects of personal and professional development;
- an annotated job description describing the learner's work-based activities
- learning area(s):
- learning outcomes
- reflection on learning
- evidence to support learning

Module Assessment: 30 credits

A Portfolio consisting of:

- a comprehensive CV evidencing qualifications and experience and identifying all aspects of personal and professional development (*equivalent to approx. 1000 words*)
- an annotated job description describing the learner's work-based activities (*equivalent to approx. 1000 words*)
- Evidence of learning (eg reports, dissertations, meeting minutes etc) (*equivalent to approx. 1500 words*)
- 20 min Presentation (*equivalent to approx. 1500 words*)
- A written account which includes (*approx. 2500 words*):
 - a. Details of one learning area(s):
 - b. learning outcomes for these areas (approx 3 or 4 each)
 - c. reflection on learning (for the learning area)

Module Assessment: 120 credits

A Portfolio consisting of:

(30000 words or equivalent for 120 credits):

- a comprehensive CV evidencing qualifications and experience and identifying all aspects of personal and professional development (*equivalent to approx. 2000 words*)
- an annotated job description describing the learner's work-based activities (*equivalent to approx. 1000 words*)
- Evidence of learning (eg reports, dissertations, meeting minutes etc) (*equivalent to approx. 2000 words*)
- 40 min Presentation (*equivalent to approx. 3000 words*)
- Video/ artefact summarising 1 learning area (*equivalent to approx. 6000 words*)
- A written account which includes (*approx. 18000 words*):
 - a. Details of three learning area(s); 6000 words each:
 - b. learning outcomes for these areas (approx 3 or 4 each)
 - c. reflection on learning (for each learning area)

Learning Areas: what's involved?

One Learning Area

A topic/ subject area in which you have learnt from experience that relates to professional practice

Include 3 or 4 specific learning outcomes

Provide the detail of what was learnt (with context, relevance to professional role etc), linking to evidence in portfolio where possible

Include elements of reflection for each learning area: how did you learn (refer to learning theories etc); how did this help you in the context of future learning (reference to learning theories etc)

NB: need to indicate L7 'competencies', eg. critical evaluation; analysis; synthesis

Learning Areas: an example

One Learning Area

Topic: Nurse education (ie. learning how to teach nurses)

specific learning outcomes: organisation of nurse education programmes; assessment of nurses; progression of nurses

Detail- ...(+ evidence)

reflection: how learning happened; how this links to theories eg. Kolb. How this learning helped professional role. Understanding of how to learn effectively in future

NB: need to indicate L7 'competencies', eg. critical evaluation; analysis; synthesis

Possible learning areas

These will relate to professional practice, and hence learning that can be applied to work.

Examples:

- Management
- Communication
- Dealing with people
- Specific process
- Collaborative project

Possible evidence in portfolio

- Reports
- Minutes of meetings; email correspondence; letters
- Record of attendance at conferences, events
- Articles, books, dissertations
- Charts, drawings, plans
- certificates

Portfolio could be physical or virtual

support

- Advice on learning areas and outcomes
- Advice on structuring account
- Formative feedback on 1 draft (date tbc)

L7 Level Descriptors (see handbook)

- Knowledge and Understanding
- K7.1 Has a deep and systematic **understanding** across a trans-disciplinary field of studies appropriate to their professional endeavours.
- K7.2 Demonstrates an understanding of **current theoretical and methodological approaches** and how these affect the way knowledge and practice is interpreted.
- Cognitive Skills
- C7.1 Uses ideas at a high level of **abstraction**.
- C7.2 Develops **critical responses** to existing theoretical discourses, methodologies or practices and suggests new concepts or approaches.
- C7.3 Designs and undertakes substantial **investigations** to address significant areas of theory and/or practice.
- C7.4 Selects appropriate advanced methodological approaches and **critically evaluates** their effectiveness.
- C7.5 Flexibly and creatively applies knowledge in unfamiliar contexts, **synthesises ideas** or information in innovative ways, and generates transformative solutions.
- C7.6 Undertakes **analysis** of complex, incomplete or contradictory evidence/data and judges the appropriateness of the enquiry methodologies used. Recognises and argues for alternative approaches.

Possible Timetable (start, Autumn, 2018)

- Individualised support/ tutorials, Nov/Dec
- assignment submission deadline (tbc), but ideally before Examination board, Feb., 2019