

University Recognition
of Prior Learning Centres -
Bridging Higher Education
with Vocational Education
and Training

PROJECT DURATION: 2011-2013

Recognition of Prior Learning (RPL)

Candidate's Guide

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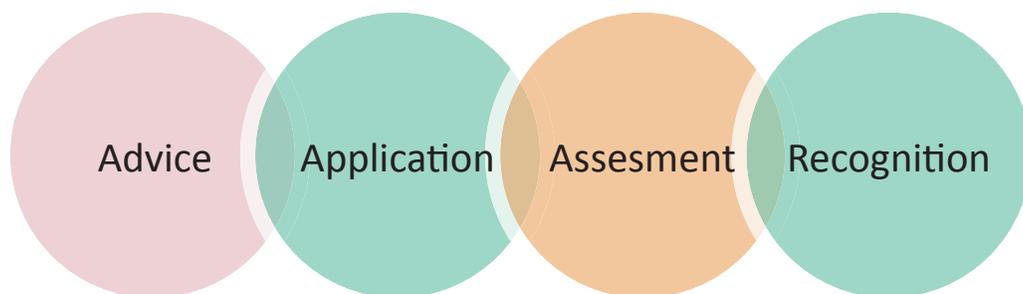
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INTRODUCTION – ABOUT THE URPL PROJECT

This guide has been developed as the result of the project labelled “University Recognition of Prior Learning Centres – Bridging Higher Education with Vocational Education and Training” carried out in the framework of the Leonardo da Vinci Transfer of Innovation programme. The project was carried out in 2011-2013 by the Jagiellonian University (Poland), Université Paris-Est Créteil Val de Marne (France), Edinburgh Napier University (Great Britain) and the Institut za Rozvoj Obrazovanja (Croatia).

The aim of the project was the transfer of innovation – solutions for the recognition of learning outcomes acquired outside formal education (Recognition of Prior Learning, RPL) – from countries with a long tradition and mature RPL systems (France, Great Britain) to countries that only begin to develop solutions in this area (Poland, Croatia).

This guide is intended to show the process of the recognition of prior learning implemented at universities. Its major target audience are people interested in obtaining such recognition.

WHAT IS RPL?

RPL (Recognition of Prior Learning) is a process of evaluation and formal recognition of the effects of unrated, previously uncertified learning that have been achieved during professional work or through other experiences. RPL enables a more flexible development of career paths and educational paths, faster completion of studies, and provides an opportunity for self-realization. With RPL, people who – for various reasons – have been unable to further their formal education at the university, have an opportunity to authenticate their skills and improve their attractiveness on the labour market. Employers gain information about the degree of mastery of skills by reference to university standards and the National Qualifications Framework.

A variety of people can apply for RPL, including:

- adults returning to school;
- students who want to improve their existing skills;
- people wishing to retrain or change their career path;
- employees who have started education or training in their workplace;
- people who have gained a lot of skills and knowledge elsewhere e.g. through volunteering or working for their communities;
- repatriated people (returning from abroad), immigrants, refugees and asylum-seekers who want to confirm their qualifications obtained in other countries;
- disabled persons who learned on an informal basis;
- persons who have acquired learning outcomes as a result of non-formal learning (training courses);

After reporting to the university centre conducting RPL procedures, those interested in RPL procedures (Candidates) will be asked to present evidence that they have achieved particular learning outcomes, both at the level of the programme and individual courses, in which they want to apply for recognition. RPL requires Candidates to demonstrate what particular learning outcomes they have already achieved. RPL Coordinators and Advisors will help

Candidates to identify their learning outcomes and prepare for the evaluation of their request for the recognition of prior learning. RPL does not concern the recognition of the learning process, but of the specific learning outcomes. The context in which the learning took place is therefore irrelevant – what the person has learned is important.

KEY DEFINITIONS

LEARNING OUTCOMES

Learning outcomes are statements of what the learner knows, understands and is able to do after completing the learning process, which is defined in terms of knowledge, skills and social competence.

KNOWLEDGE

A set of reasonable judgments (descriptions of facts, theories, and principles of conduct) resulting from a person's cognitive activity. Knowledge is acquired during the learning process (IBE, 2013).

SKILLS

The ability to use one's knowledge and know-how to complete tasks and solve problems (IBE, 2013).

SOCIAL COMPETENCE

A proven (at work, learning and personal development) ability to use one's knowledge and skills taking into account an internalized system of values. Social competence is determined based on the terms of responsibility and autonomy (IBE, 2013).

FORMAL LEARNING

Education/training/learning in schools, universities and other entities, carried out under programmes that lead to obtaining qualifications (IBE, 2013).

INFORMAL LEARNING

Acquiring new competence without using programmes carried out by education/training entities (without a teacher/instructor/trainer), through independent activity undertaken to achieve the learning outcomes and/or by unintentional learning (IBE, 2013). Informal learning usually takes place through

work and other experiences.

NON-FORMAL LEARNING

Actions that are designed to increase one's knowledge and skills, but taking place outside the formal education system. Non-formal learning usually takes place in the community, at work and through activities carried out in civil society organizations. Non-formal learning does not lead directly to acquiring qualifications, although learning outcomes may be confirmed, accumulated, transferred, and consequently recognized in accordance with the established procedures (IBE, 2013).

QUALIFICATION

A specific set of learning outcomes, consistent with the established standards, the achievement of which was formally confirmed by an authorized body (IBE, 2013).

EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM (ECTS)

ECTS is a learner-centred system for credit transfer and accumulation based on the transparency of the process and outcomes of education/learning. It aims at facilitating the planning, achievement, evaluation, validation and recognition of qualifications and educational units, as well as student mobility. ECTS is widely used in higher education and can be applied in other forms of lifelong learning (European Communities, 2009).

ECTS CREDITS

ECTS credits represent the student's workload necessary to achieve the expected learning outcomes. Learning outcomes define what the student should know, understand and be able to do after successfully completing their learning process. They relate to level descriptors in the National and European Qualifications Frameworks. The workload indicates the time a student typically needs to complete all courses included in the plan and programme of the studies (such as lectures, seminars, projects, practical work, self-study and exams) and to achieve the learning outcomes expected of this programme. 60 ECTS credits correspond to an annual workload of a full-time student and the achieved learning outcomes (in the academic year). The student's workload is usually between 1500 and 1800

hours during an academic year, which means that one credit corresponds to 25-30 hours of work (European Communities, 2009).

RPL ASSESSOR

An RPL Assessor is an expert in the given area and a member of academic staff. They are not involved in the Candidate's preparation of their application. The RPL Assessor evaluates the Candidate's application, which is submitted in the form of a written essay, practical work, oral presentation or other adequate form to prove the achievement of particular learning outcomes.

RPL ADVISOR

An RPL Advisor is an expert in the area, in which the Candidate wishes to apply for RPL. They may be a member of academic staff, or employee of administrative detail, knowing the ins and outs of the educational programmes and the requirements for each course. They should have the ability to take stock of educational and professional development. An RPL Advisor assists the Candidate in the preparation of their application for assessment and forwards the application to the appropriate Assessor.

RPL COORDINATOR

An administrative worker coordinating the support of RPL procedures at the university level. They are the first point of contact for RPL Candidates, and are responsible for informing Candidates of their RPL opportunities and directing them to the appropriate RPL Advisor.

RPL COMMITTEE

A body functioning at the central level of the university. It is composed of representatives of various Faculties, where RPL procedures are carried out, the RPL Coordinator and possibly other people appointed by the university. The RPL Committee formally approves the results of RPL assessment. RPL Committees have been appointed by the Council of Faculties to approve RPL assessment processes. They act as certifying bodies. The RPL Committee is convened by the RPL Coordinator. The Candidates' RPL requests that have been assessed positively

should be forwarded to the RPL Committee by the RPL Coordinator for approval.

NATIONAL QUALIFICATIONS FRAMEWORK

Description of the relationship between qualifications, integrating the various national subsystems of qualification, increasing the transparency, availability and quality of qualifications, created for the needs of the labour market and civil society.

In particular, it includes a description of the hierarchy of levels of qualification – each qualification is placed at one of its levels. Each of these levels has an assigned level in the European Qualifications Frameworks (IBE, 2013).

OPPORTUNITIES TO CONFIRM LEARNING OUTCOMES ACQUIRED OUTSIDE FORMAL EDUCATION

Candidates for studies, students and others seeking recognition of prior learning can usually join the RPL procedure, provided that¹:

- They have a school leaving certificate
- When applying for 2nd degree studies – they have completed cycle programmes or have a bachelor's degree
- They can prove that they have achieved learning outcomes through informal and/or non-formal learning and prior experience (e.g. from work).

The RPL process allows achieving up to 50% of ECTS credits assigned to the educational programme. Detailed rules specifying who can apply for recognition of prior learning are defined by legislature.

1 As per current legal basis

RPL PROCEDURE

The RPL procedure follows a uniform pattern, regardless of the type of learning outcomes acquired outside formal education and of the extent of its achievement is to be recognized following an Candidate's request.

The procedure starts with the stage, in which the Candidate has the opportunity to get guidance. This is followed by the application process, then the application evaluation stage, and finally a decision is taken. Below is a detailed description of the five steps in which an RPL process can be conducted.

FIVE STEPS OF RPL

STEP 1: CONTACTING THE RPL COORDINATOR. IDENTIFYING AREAS OF LEARNING

After finding out that they have already achieved valuable learning outcomes that they wish to confirm formally, the Candidate contacts the university's RPL Centre in person, by email or by phone. Contact details of the RPL Coordinator should be available on the university website.

The Candidate should contact the RPL Coordinator, who will help them with the procedure. The Coordinator aids the Candidate in the process of identifying areas of learning adequate to their learning outcomes, which allows them to find the corresponding courses/courses in a specific faculty.

The learning outcomes, which are formulated by teaching staff conducting classes, must be clear and precise. When learning outcomes are too general, or are expressed very theoretically, RPL Candidates may have trouble understanding them and finding connections between their learning outcomes (informal, non-formal), and those set out by the faculty. It is therefore important to define learning outcomes together with the representatives of professional unions accepting graduates of each programme.

The RPL Coordinator shall provide the Candidate with the university's "RPL Guide" and redirect them to the RPL Advisor specializing in training programmes in the fields of study found in the identified area/areas of learning within a specific faculty. Advisors are also experts on drawing educational/professional balance sheets, so that they can help in to identify and self-assess the learning outcomes. Prior to meeting the RPL Advisor, the Candidate should consult the list of courses

and pre-determine, in respect of which courses/modules of learning they would apply for recognition of prior learning. Catalogues of lists should be available to the public via the university's USOS system.

STEP 2: CONTACTING THE RPL ADVISOR. IDENTIFYING COURSES AND/OR EDUCATIONAL PROGRAMMES

Once the Candidate has become familiar with the "RPL Guide" and the list of courses offered by the faculty, they should receive support in order to clearly identify the education programmes (for study courses at a particular level and with specific learning profile) or courses/modules, for which, in the Candidate's opinion, the expected learning outcomes are consistent with the outcomes they had obtained as a result of prior learning at work or by other experience.

The Candidate should be assisted by an RPL Advisor, who will determine the courses/modules for which the Candidate should apply for RPL. After final identification of specific courses/modules of learning, for which the expected learning outcomes are consistent with those acquired by the Candidate, and for the recognition of which they will apply, the RPL Advisor shall appoint an Assessor (Assessors), whose area of expertise allows for the evaluation of the RPL application.

It is also the duty of the RPL Advisor to contact the Assessor and determine what form of evidence the Assessor requires. In some cases, it may only be a portfolio containing a set of documents, while in others the Assessor may request a presentation of particular skills, a written assignment, or running an oral exam. Both the evidence and the methods of assessment may differ. The bottom line is that they remain appropriate to the nature of learning outcomes, to which the achievements are related.

Support prior to assessment may not only have an administrative nature. Candidates should be assisted in the preparation of their Application, which is to be a self-reflection. In order to reduce the number of face-to-face meetings, and thus reduce the costs, using remote education is recommended.

STEP 3: PREPARING RPL APPLICATION

The Candidate should individually adjust the identified learning outcomes acquired outside formal education to programmes/courses/modules in the university's offer that are the most suitable. The number of items that an Candidate may apply for

shall depend on the scope of prior learning, resulting from experience, professional work, training received etc.

At this stage, the Candidate fills in the RPL request form and sends it to the RPL Advisor.

Work on preparing the application and gathering all the necessary evidence can be time-consuming. Candidates should be given at least 2-3 months to prepare an application and acquire evidence.

We advise you to prepare your application thoroughly, since its quality and the completeness of the evidence may determine the evaluation made by the Assessor.

Any evidence of prior learning attached to the application must be carefully sorted and numbered. Working through chaotically arranged evidence makes it difficult or even impossible to make assessment.

There are no formal deadlines on the time the Candidate is given to prepare their application and gather the necessary evidence. The principle of the RPL process is that the initiative to prepare and submit an application is always on the side of the Candidate, and that it is up to them whether the process would be completed or not. The responsibility for the completion of an agreed process of RPL evaluation (e.g. providing evidence of prior learning, writing a paper presenting the learner's self-reflection in relation to the learning outcomes acquired outside formal education, participating in an assessment interview), lies with the Candidate.

Please note, however that in case of starting a course for which part is to be recognized following the Candidate's request, then the RPL procedure must be completed before the course starts. Furthermore, there is a need to adapt to general university schedules, such as the organization of the academic year or the study plan (some courses/modules may have a sequential nature in the curriculum).

STEP 4: ASSESSMENT OF THE APPLICATION BY THE ASSESSOR

There are different methods for assessing applications by RPL Assessors (they have been listed in the next section of the guide). The RPL Assessor should not be involved in the preparation of the RPL application. The RPL Assessor is a member of the teaching staff, familiar with the program or course, to which the application relates. The Assessor perfectly understands the level of knowledge and understanding as well as the kind of skills that are required in a given module of

students assessed in the conventional manner. As a result, Candidates joining the RPL process can rest assured that every ECTS point awarded will be at the same level and will have the same status in the curriculum, as for every other student.

To ensure the impartiality of the process and compliance with the university requirements in terms of quality assurance, the RPL Advisor and Assessor shall not cooperate in the implementation of procedures for RPL application assessment. The evaluation of a single application typically requires only one RPL Assessor; however, if the Candidate's application relates to more than one major area of expertise, more RPL Assessors may be involved.

As with other types of evaluations at the university, the RPL Assessor is autonomous in their assessment. They may also ask the Candidate to provide additional evidence to support their claims, e.g. ask the Candidate to take part in an oral or written exam.

After the first stage of assessment (usually covering portfolio evaluation), the Assessor should provide feedback to the Candidate. This means that the entire process of RPL assessment should be formative in nature. Participation in the RPL procedure should give the Candidate an opportunity for learning and personal development.

During additional assessments (e.g. oral exam), the questions the Candidate is asked should rather apply to areas that, in the Assessor's opinion, were not sufficiently documented in the portfolio. During that additional method of assessment, the Assessor should not require the candidate to duplicate information documented reliably at an earlier stage.

In the case of choosing oral examination as an additional method of assessment, RPL Candidates should receive support in preparing for the exam, e.g. by providing them with a list of required reading.

After completing final assessment of the Candidate's RPL request, the Assessor sends their decision, complete with the number of ECTS credits and the assigned NQF level and study profile (academic, professional) to the RPL Coordinator, who is responsible for the formal procedure of recognition of prior learning.

STEP 5: DECISION REGARDING THE RPL APPLICATION

Once the Candidate's request has been evaluated, the RPL Assessor shall inform the RPL Coordinator. The RPL Coordinator forwards the positively assessed applications to the RPL Committee for approval and makes sure that the Candidate

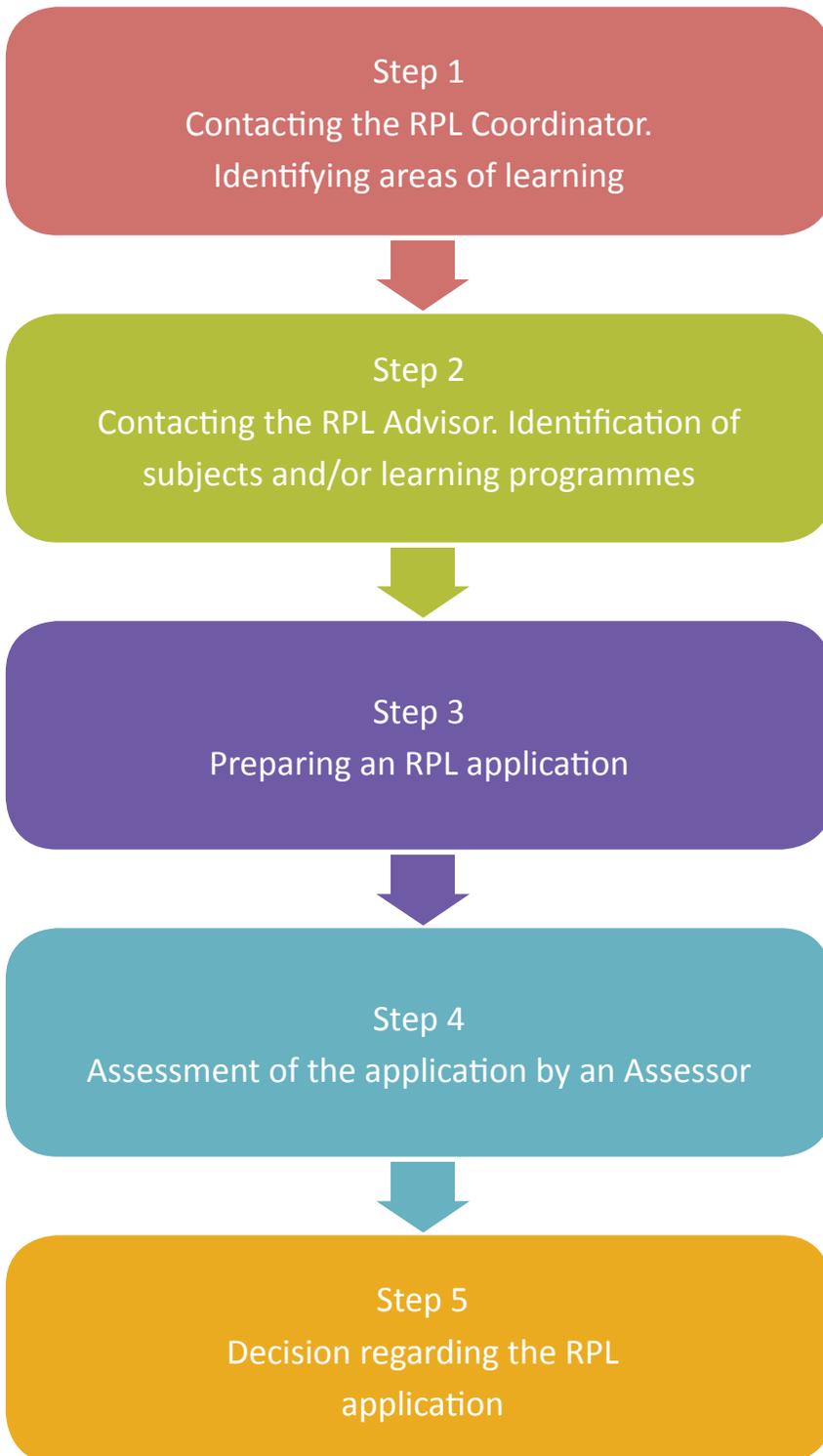
has been notified in writing.

Once approved by the RPL Committee, the confirmed effects of prior learning relating to specific courses/training programmes shall be included in the process of obtaining a degree by the learner (provided the RPL procedure was intended to recognize some of the courses in the programme of studies).

As a result of positive assessment, the Candidate shall receive an official letter confirming the recognition of prior learning in reference to specific courses offered by the university, complete with information on the number of ECTS points obtained and the NQF level to which they are assigned.

The result of a successful procedure shall be a document confirming the obtained ECTS credits, corresponding to specific learning outcomes assigned to an NQF level (6 or 7) together with information about the study profile (academic, professional).

DIAGRAM OF THE RPL PROCESS



APPEALS

The Candidate has the right to appeal against the decision regarding the recognition of their learning outcomes acquired outside formal education.

Appeals are done by submitting a request for retrial to the RPL Committee. The basis of the appeal may only be the Assessor's disregard of evidence submitted by the Candidate. New evidence confirming the achieved outcomes may be dealt with in separate RPL proceedings one year after the completion of earlier proceedings. In the event of the appeal being accepted by the RPL Committee, the request and documents with the appeal shall be forwarded to the RPL Coordinator who will again pass it to the Assessor (step 4). The procedure is continued starting from step 4. The decision completing these appeal proceedings is final and cannot be appealed against.

TYPES AND FORMS OF EVALUATION METHODS

Various methods to assess RPL applications may include:

- Project
- Interview/Oral exam
- Standard assessment
- Simulation/Practice observation
- Portfolio (containing e.g. audiovisual material in addition to standard documents)

PROJECT:

allows demonstrating the learning outcomes acquired by the Candidate outside formal education, e.g. through professional or social work. The project may include e.g.:

- Solution to a work-related problem
- Development of a strategy to meet specific needs/solve problems

- Description of the implementation of changes to the existing system

ORAL EXAM:

oral examinations may be particularly important when the request relates to a wider area, such as a number of courses. Such an examination gives the Candidate an opportunity to submit additional explanations as to the nature of learning outcomes resulting from prior learning and to discuss their goals for future education and development.

STANDARD ASSESSMENT:

Candidates may approach traditional forms of assessment (exams, finals) when it is considered reasonable. Students can go through the existing system of assessment for a particular module or pass a specifically designed assessment.

SIMULATION/PRACTICE OBSERVATION:

Direct observation of the Candidate's skills, knowledge and understanding; it can be carried out in an appropriate context, such as the workplace. If the Candidate is not able to demonstrate specific skills in their workplace, a simulation or role play may be carried out.

PORTFOLIO:

This refers to a collection of materials that have been collected by the Candidate in order to demonstrate what they have learned. The portfolio method allows the Candidate to decide which learning experiences to compile based on concrete evidence, to demonstrate the achieved learning outcomes or competences.

PREPARING A PORTFOLIO

The assessment of a portfolio prepared by the Candidate is the most common method used in the assessment of RPL applications. It is particularly important that Candidates become thoroughly familiar with the requirements for the preparation of portfolio.

Evidence gathered by Candidates while creating their RPL applications, to which the portfolio is attached, may include such material as: results of the Candidate's work generated during the particular experience, proof provided by third parties such

as references and feedback from employers, educators, colleagues and/or peers. It is particularly important that the Candidate was aware that they are presenting evidence of the learning outcomes, rather than evidence that the actual learning has taken place. RPL concerns the assessment of what the Candidate has learned in their learning process, not when and how the learning took place.

The Candidate should be given information on how to prepare a portfolio, including the type, range and volume of evidence required to demonstrate the learning outcomes. The person responsible for providing this information is the RPL Advisor.

While preparing their portfolio, the Candidate should pay particular attention to the following:

- The Candidate is to present evidence that directly relate to areas (courses, training programmes), for which they request recognition of prior learning. This evidence cannot be random, confirming the Candidate's competences in areas not related to the scope of application.
- The evidence presented by the Candidate must be up to date. This means that there can be no suspicion that the outcomes of learning have become out of date (e.g. when the Candidate applies for recognition of learning outcomes based on the work they had done several years earlier and continued in no way whatsoever).
- All the evidence should confirm that the Candidate had personally achieved the learning outcomes for which recognition is sought. This means that the evidence can leave no doubt as to whether or not it concerns third parties and not the Candidate. Moreover, the evidence must show that the acquired knowledge/skills have reached an appropriate level (Pääsukene, Ranne, Urbla, Pili i Oruaas, 2010).
- The evidence of the Candidate's achievement of learning outcomes must indicate a connection between practical skills and theoretical knowledge.

The evidence that could be included in the portfolio may include e.g.:

- A certificate confirming participation in training
- A diploma
- The scope of duties

- CV
- A report from an internship/apprenticeship agreement
- Professional certification
- Articles written by the Candidate
- Opinion issued by the employer
- Evidence of participation in a project and the scope of duties involved
- Evidence of participation in foreign exchange
- Examples of work performed (e.g. prepared reports, budget sheets, plans etc.)

EVALUATION OF RPL APPLICATIONS – GUIDELINES FOLLOWED BY ASSESSORS

While carrying out the evaluation of the application, the Assessor determines whether the application includes:

- A clear statement of what they had learned;
- Evidence in support of their statement, which allows concluding that the learning took place.

The RPL Assessor determines the equivalence of learning compared to courses of specific study programmes. To this end, the Assessor compares the Candidate's learning outcomes to the learning outcomes assigned to different courses, and also determines the number of ECTS credits and the level of National Qualifications Framework, to which these outcomes may be assigned.

In the process of Candidate assessment, the Assessors make sure that (McDonagh, 2005):

- There is a good match between the evidence presented and the corresponding learning outcomes, e.g. is the evidence reliable and relevant?
- The evidence is sufficiently wide and deep, including reflexive material demonstrating the outcomes of learning to which the application relates?
- The evidence is really the result of the Candidate's own work?
- The material submitted for assessment is actually a result of learning? If the learning took place some time ago, does the Candidate provide evidence that the learning outcomes have been sustained?

FUNDING RPL PROCEDURES

The Rector of the university determines the cost of RPL procedures. The cost shall be borne by the Candidate. The fee must be paid prior to proceeding to step 4 of the procedure.

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ANNEX 1: RPL APPLICATION

University

Application for the Recognition of Prior Learning (RPL)

Application to be filled in electronically

Personal data of the Candidate				
First name				
Last name				
PESEL				
Address				
Street name	House/apartment number	Zip code	City	
Contact data				
Phone number		Email address		

Education	Diploma number	Issued by	Effective date
Secondary (high school diploma)			
Bachelor			
MA			

I request recognition of learning outcomes in relation to the following course(s):		
Course title	Level of study	ECTS credits

I certify that all information given and attached evidence of learning outcomes is true.

Date

Candidate's signature

PART I: Curriculum Vitae

PROFESSIONAL EXPERIENCE

1. Current place of employment

Starting date

Position

Employer

Please describe the main duties of the current position/ describe tasks

2. Previous place of employment

Starting date – date of work completion

Position

Employer

Please describe the main duties of this position/ describe tasks

EDUCATION

Course:

Institution:

Starting date – date of graduation

Studies: 1st degree / 2nd degree / 3rd degree

PROFESSIONAL CERTIFICATION OBTAINED/COMPLETED POST-GRADUATE QUALIFICATION

COURSES

Certificate name	Certifying body	Location	Date

OTHER TRAINING AND POST-GRADUATE COURSES NOT ENDED BY AWARDING PROFESSIONAL QUALIFICATIONS

Name of training	Training company/performer	Location	Date

ADDITIONAL INFORMATION

(E.g. voluntary work, activities in associations and professional organizations, interests related with the learning outcomes inferred to recognition etc.)

PART II: achieved learning outcomes

Please compare the achieved learning outcomes to the effects associated with the course.

Name of course:

Learning outcome specified in the syllabus	Evidence in the portfolio confirming the achievement of learning outcomes	Justification (please justify that the learning outcome has been achieved and how that happened)
1.		
2.		
3.		

PART III: list of evidence of learning outcomes

Please provide a list of evidence of learning outcomes. For each learning outcome, please assign all evidence attesting its achievement.

Photocopies (attested by the Candidate as a true copy) must be attached to this request. It is the Candidate's responsibility to present to the RPL Advisor the ORIGINALS of all documents upon application.

LEARNING OUTCOME	EVIDENCE	CERTIFIED AS TRUE COPY BY RPL ADVISOR	
		DATE	LEGIBLE SIGNATURE

ASSESSMENT SHEET

(filled in by Assessor)

Candidate's name and surname:

Field of study (programme):

1st degree studies / 2nd degree studies

Course for which recognition is requested by the Candidate:
ECTS credits:

Assessor:

Result:

- Learning outcomes not recognized
- Learning outcomes recognized, awarded _____ ECTS credits, _____ NQF level

While assessing evidence submitted by the Candidate and during oral exam, please assess every learning outcome on a scale from 0 to 4, where:

- 0 - Lack of any evidence of achieved learning outcomes
- 1 - Very little evidence of learning outcomes
- 2 - Candidate presented moderate evidence of learning outcomes
- 3 - Candidate presented quite detailed evidence of learning outcomes
- 4 - Candidate professionally presented evidence of and information about learning outcomes, proving their achievements beyond doubt

The maximum total score confirms the full (100%) mastery of all learning outcomes in terms of ... equivalent to very well mastered learning outcomes in formal education (classes at a university). Final evaluation of at least 60% is necessary for the recognition of learning outcomes to be equivalent to the effects acquired in a formal educational process in the particular course.

Depending on the specific nature of outcomes, the Assessor determines the need for an additional method of assessment of learning outcomes.

In the event of discrepancy between the result of portfolio assessment and the additional method of assessment, the Assessor is required to fill in the comment field. The final result of the evaluation is the responsibility of the Assessor.

PART I: PORTFOLIO ASSESMENT

Learning outcome	Assessment result 0-4	Assessor's comments
KNOWLEDGE		
1.		
2.		
3.		
SKILLS		
4.		
5.		
6..		
ATTITUDES		
7.		
8.		
9.		

PART II: ADDITIONAL METHODS OF ASSESMENT OF LEARNING OUTCOMES

Chosen method of assessment:

Date of assessment:

Learning outcome	Assessment result 0-4	Assessor's comments
KNOWLEDGE		
1.		
2.		
3.		
SKILLS		
4.		
5.		
6.		

ATTITUDES

7.		
8.		
9.		

PART III: CANDIDATE'S TOTAL SCORE

Learning outcome	Assessment result A: portfolio	Assessment result B: oral exam	Final assessment result set by the Assessor
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

Maximum score of the final assessment: (number of learning outcomes) x 4 (maximum score) =
 Result obtained by Candidate is _____, which represents _____% of the maximum score.

Date and signature of the Assessor

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