

APPLICATION FOR RECOGNITION OF PRIOR EXPERIENTIAL LEARNING (RPEL)



General Guidelines

Recognition of Prior Experiential Learning (RPEL) is the process that can allow you to gain admission to a programme based on you providing evidence of learning you achieved through your experiences in a workplace or community setting.

By completing this portfolio you will be providing assessors with evidence of learning gained from experience.

There are two key words that you need to keep in mind, experience and evidence.

In describing your experience focus on what you have done – activities, projects, interactions, processes and achievements.

Please provide evidence to support your application (for example, duties of your role, documents you have worked on or written, technologies you can use).

In providing these details you should make it clear what you have contributed to. You can attach additional documents to this form and refer these in your responses.

It is usually not necessary or advisable to provide information that is sensitive or confidential to your employer.

Application Information

Family Name/Surname

First Name

Course(s) that you are applying for Title: Level:

Title: Level:

Title: Level:

RPEL Application Type Entry

Application ref no. (if applicable)

Section 1: Experience, knowledge and Achievements

In this first section, please give a detailed overview of your learning experiences that you feel are relevant to your application. Your work experiences (or equivalent experiences) are to be presented in chronological order. When completing this section, refer to your overall learning and development, rather than solely an outline of your role(s).

- You may attach further documentation as evidence to support your application.

Please provide details of your work experience which you feel are relevant to this Application

Work Experience (Between 500 – 800 words depending on experiences)

Please provide details of the overall knowledge and skills gained through your work experience.

knowledge and Skills (400 - 500 words)

Please provide details of your key achievements (such as awards, prizes, publications) and what you have learned from these achievements.

Key Achievements (200 - 500 words)

Section 2: Specific Learning Outcomes Achieved

In this section, you will provide a more detailed reflection on how your learning from prior experiences can be related to learning outcomes. Please demonstrate the programme learning outcomes that you have achieved through your learning experiences.

Your descriptions for each outcome below should be equal to or above the minimum entry requirements for the programme you have applied to.

Please indicate what level outcomes you will be describing:

- Level 5
- Level 6
- Level 7
- Level 8
- Level 9

* Please also note that in some cases, in order to demonstrate the achievement of a learning outcome, a practical demonstration of a specific skill may be required (for example, computer coding, logic test).

Programme Learning Outcome 1: Knowledge Breadth

	LEVEL 5	LEVEL 6	LEVEL 7	LEVEL 8	LEVEL 9
Knowledge Breadth	Broad range of knowledge	Specialised Knowledge in a broad area	Specialised knowledge across a variety of areas	An understanding of theory, concepts and methods pertaining to a field (or fields) of learning	A systematic understanding of knowledge, at, or informed by, the forefront of a field of learning

Guidelines: In writing your response, please provide a broad overview of your knowledge in a certain field. For example: If your working background is in Business you would have knowledge of broad functions within Business such as Management, Accounting, Business, Law, etc.

Alternatively, if your background is in Training or Learning Development, you will have developed a broad range of knowledge in key areas such as assessment, educational practices, educational theories etc.

The detail and type of knowledge described should reflect the Level you are writing at. The more diverse, complex and varied the facts and concepts, the greater the breadth of knowledge is considered to be.

In writing your description, please refer to any supporting documentation you have provided that provides evidence of this achievement.

Description:

Programme Learning Outcome 2: Knowledge - Kind

	LEVEL 5	LEVEL 6	LEVEL 7	LEVEL 8	LEVEL 9
Knowledge Kind	Some theoretical concepts and abstract thinking, with significant depth in some areas	Some theoretical concepts and abstract thinking, with significant underpinning theory	Recognition of limitations of current knowledge and familiarity with sources of new knowledge; integration of concepts across a variety of areas	Detailed knowledge and understanding in one or more specialised areas, some of it at the current boundaries of the field(s)	A critical awareness of current problems and/or new insights, generally informed by the forefront of a field of learning

Guidelines: In writing your response, please provide detailed knowledge of specialised concepts, facts or theories that relate to your experiences. For example: If your working background is in Business you will have a detailed understanding of specialised knowledge within your working background e.g. People resourcing, production, learning development, supply and demand, employee relations etc. Alternatively, if your background is in training or development, you will have detailed knowledge and understanding of specialised areas relating to educational assessment, the role of feedback, scaffolding and supporting learners etc.

The detail and type of knowledge described should reflect the Level you are writing at. The more facts and concepts that are layered on top of each other and integrated, the higher the level of learning is considered to be.

In writing your description, please refer to any supporting documentation you have provided that provides evidence of this achievement.

Description:

Programme Learning Outcome 3: Know-how and skills range

	LEVEL 5	LEVEL 6	LEVEL 7	LEVEL 8	LEVEL 9
Know-how and Skill Range	Demonstrate a broad range of specialised skills and tools	Demonstrate comprehensive range of specialised skills and tools	Demonstrate specialised technical, creative or conceptual skills and tools across an area of study	Demonstrate mastery of a complex and specialised area of study skills and tools; use and modify advanced skills and tools to conduct closely guided research, professional or advanced technical activity	Demonstrate a range of standard and specialised research or equivalent tools and techniques of enquiry

Guidelines: In writing your response, please provide detailed knowledge of specialised concepts, facts or theories that relate to your experiences. For example: If your working background is in Business you will have a detailed understanding of specialised knowledge within your working background e.g. People resourcing, production, learning development, supply and demand, employee relations etc. Alternatively, if your background is in training or development, you will have detailed knowledge and understanding of specialised areas relating to educational assessment, the role of feedback, scaffolding and supporting learners etc.

The detail and type of knowledge described should reflect the Level you are writing at. The more facts and concepts that are layered on top of each other and integrated, the higher the level of learning is considered to be.

In writing your description, please refer to any supporting documentation you have provided that provides evidence of this achievement.

Description:

Programme Learning Outcome 4: Know-how and skill selectivity

	LEVEL 5	LEVEL 6	LEVEL 7	LEVEL 8	LEVEL 9
Know-how and Skill Selectivity	Evaluate and use information to plan and develop investigative strategies and to determine solutions to varied unfamiliar problems	Formulate responses to well defined abstract problems	Exercise appropriate judgement in planning, design, technical and/ or supervisory functions related to products, services, operations or processes	Exercise appropriate judgement in a number of complex planning, design, technical and/ or management functions related to products, services operations or processes, including resourcing	Select from complex and advanced skills across a field of learning; develop new skills to a high level, including novel and emerging techniques

Guidelines: The skill of selectivity refers to the consideration that the learner exercises in carrying out tasks, through selecting from the range of know-how and skills available to him/her, in accordance with his/her evaluation of the demands of the task. For this outcome, please describe situations where you have problem solved and exercised appropriate judgement in relation to a number of challenges.

For example, setting-up a new training initiative, design a new advertising campaign, increase productivity, etc.

The detail and type of knowledge described should reflect the Level you are writing at.

In writing your description, please refer to any supporting documentation you have provided that provides evidence of this achievement.

Description:

Programme Learning Outcome 5: Competence – Context

	LEVEL 5	LEVEL 6	LEVEL 7	LEVEL 8	LEVEL 9
Competence					
Context	Act in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs; identify and apply skill and knowledge to a wide variety of contexts	Act in a range of varied and specific contexts involving creative and non-routine activities; transfer and/or technical or creative skills to a range of contexts	Utilise diagnostic and creative skills in a range of functions in a wide variety of contexts	Use advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for all related decision making; transfer and apply diagnostic and creative skills in a range of contexts	Act in a wide and often unpredictable variety of professional levels and ill-defined contexts

Guidelines: For this outcome, please describe how you have used a range of skills in a wide variety or range of contexts. For example, carrying out some form of research or interpreting and communicating results to staff, or applying industry good practices / compliances and assessing the influence of these practices. Other examples could be, implementing a change of brand in a company, testing the effectiveness of training, or identifying, implementing and evaluating new innovations.

The detail and type of knowledge described should reflect the Level you are writing at. For example, acting effectively and autonomously in complex or ill-defined and unpredictable situations requires higher levels of learning than well-defined and predictable situations.

In writing your description, please refer to any supporting documentation you have provided that provides evidence of this achievement.

Description:

Programme Learning Outcome 6: Competence – Role

	LEVEL 5	LEVEL 6	LEVEL 7	LEVEL 8	LEVEL 9
Competence	Exercise some initiative and independence in carrying out defined activities; join and function within multiple, complex and heterogeneous groups	Exercise substantial personal autonomy and often take responsibility for the work of others and/or for allocation of resources; form, and function within multiple complex and heterogeneous groups	Accept accountability for determining and achieving personal and/or group outcomes; take significant or supervisory responsibility for the work of others in defined areas of work	Act effectively under guidance in a peer relationship with qualified practitioners; lead multiple, complex and heterogeneous groups	Take significant responsibility for the work of individuals and groups; lead and initiate activity
Role					

Guidelines: For this outcome, please describe how you have worked (formally or informally) as part of a group or team, worked independently as well as collaboratively, and if applicable, reflect on your levels of leadership within the group.

The detail and type of knowledge described should reflect the Level you are writing at. For example, higher levels of competence in this area are associated with playing multiple roles as well as with roles requiring leadership, initiative and autonomy. Higher competence is also associated with participation in more complex and internally diverse groups.

In this description, please also give some examples of how key messages associated with your profession are conveyed to different audiences. For example, how a new initiative, product or service could be communicated differently to colleagues, clients, students, parents of clients etc.

In writing your description, please refer to any supporting documentation you have provided that provides evidence of this achievement.

Description:

Programme Learning Outcome 7: Competence – Learning to Learn

	LEVEL 5	LEVEL 6	LEVEL 7	LEVEL 8	LEVEL 9
Competence Learning to Learn	Learn to take responsibility for own learning within a managed environment	Learn to evaluate own learning and identify needs within a structured learning environment; assist others in identifying learning needs	Take initiative to identify and address learning needs and interact effectively in a learning group	Learn to act in variable and unfamiliar learning contexts; learn to manage learning tasks independently, professionally and ethically	Learn to self-evaluate and take responsibility for continuing academic/professional development

Guidelines: Learning to learn is the ability to observe and participate in new experiences and to extract and retain meaning from these experiences. For this outcome, please give examples of how you learned new skills and how you previously have identified the limitations of your own, or other's learning.

Also consider in this section what actions you have taken to enhance and build upon your own, or another's learning.

The detail and type of knowledge described should reflect the Level you are writing at.

In writing your description, please refer to any supporting documentation you have provided that provides evidence of this achievement. Types of evidence that can be mapped to this outcome are attendance at conferences, training events, examples of team collaborations etc.

Description:

Programme Learning Outcome 8: Competence – Insight

	LEVEL 5	LEVEL 6	LEVEL 7	LEVEL 8	LEVEL 9
Competence					
Insight	Assume full responsibility for consistency of self-understanding and behaviour	Express an internalised, personal world view, reflecting engagement with others	Express an internalised, personal world view, manifesting solidarity with others	Express a comprehensive, internalised personal worldview, manifesting solidarity with others	Scrutinise and reflect on social norms and relationships and act to change them

Guidelines: For this outcome, please give examples of how you can communicate effectively and professionally, are aware of your own self as a member of a team as well as an individual member of society with your own world view.

Your personal world view and insight usually will be influenced by your knowledge, skills, attitudes, motivation, values, beliefs and personality.

In your response, also give examples of how you have engaged with others who may have a different world view as you. Some work-based examples of this can relate to operations such as customer relations, competitor analysis, staff evaluations, etc. Some learning and development examples of this relate to designing learning materials for students with disabilities or specific learning difficulties or providing feedback.

The detail and type of knowledge described should reflect the Level you are writing at.

In writing your description, please refer to any supporting documentation you have provided that provides evidence of this achievement.

Description:

Supporting Documentation

Please list the documentation you attach to support this application (for example, CV, evidence of completed projects and achievements).

1.
2.
3.
4.
5.
6.

Applicant Declaration

The information given in this form and attachments is true and factually correct. I understand that NCI may verify the information I have provided, e.g. by contacting a previous institution or referee included as part of my application.

Applicant checklist

Please note that in order for your application to be processed, indicate which of the following applies to you:

I have attended an RPEL Workshop Onsite/Online in NCI.

Yes No

I have liaised with an NCI RPEL Mentor via email/over the phone in order to produce this RPEL portfolio.

Yes No

I have watched the video supports on the NCI's webpage to understand what I need to do in order to complete this RPEL portfolio.

Yes No

Data Protection Notice:

Any personal data provided to the National College of Ireland ("NCI"), through or in connection this application form will be processed by NCI as data controller for the purposes of assessing your application and, if the application is successful, for related student administration. For further information on how the NCI uses your personal data and in relation your data protection rights and how to contact the NCI data protection officer, please refer to the NCI Data Privacy Statement, which is available at <https://www.ncirl.ie/Legal/Privacy>

I have read the above statement on Data Protection

Yes No

Applicant's signature:

Date: