**Education for Health**

**6.6 RPEL Application Procedure**

RPEL assessment is predominantly an individual assessment process that takes account of the specific experiential learning context and to facilitate this appropriate flexibility has been built into the relevant regulatory principles. This is to enable formal recognition of a diversity of learning through experience and to facilitate individual assessment in a way that is appropriate to the assessment of experiential learning.

**RPEL Principles**

 In addition to the overarching RPL principles above there are specific principles which will apply to the recognition of prior experiential learning.

1. All students must be offered the opportunity to demonstrate learning through prior experience. Any life experience including paid or unpaid work can provide appropriate learning opportunities for students.
2. The criteria by which RPEL will be assessed must be clear to all involved**.** RPEL credit will not carry a mark or grade.
3. Ratification of RPEL submissions must be obtained from the relevant programme external examiners.
4. Any fees charged for the RPEL process must be made explicit.

**Level**

There may be a disjuncture between the specific knowledge and skills of the RPEL candidate and her/his entry level into the formal course of study. The academic curriculum is designed in many cases to begin with exposure to general principles and to lead to the development of specialisms and application of learning as the course progresses.

An experienced RPEL candidate may well have developed a depth of applied knowledge within a specialised area but lack exposure to broader principles and approaches. In such cases it may be more appropriate for the student to apply for RPEL credit against module(s) which occur in the latter stages of their course rather than those occurring at the outset. From a programme planning perspective it is important to have claims for RPEL assessed and outcomes recorded as soon as possible in the student’s study.

**Recognition of Prior Experiential Learning (RPEL) as part of your programme.**

To successfully complete your programme you must obtain a number of credits.

Each module that you undertake has been assigned a certain number of credits under the Credit Accumulation Transfer (CAT) scheme. Individual modules are usually assigned 15 or 30 CAT points at a designated academic level. The credit value and level have been pre-determined by the Open University. This decision is based on a number of factors but includes the number of hours of study required to complete the module, the level of academic skills that you will need to demonstrate and the depth of knowledge required.

**Recognition of Prior Experiential Learning (RPEL)**

RPEL allows you to obtain credits towards your programme for experience and knowledge gained through work, rather than formal academic study. To RPEL your experience into your programme you will need to match your experience to the learning outcomes of one of the modules offered by Education for Health. You will also need to show evidence of your ability to study at the appropriate academic level.

***To include RPEL credits in your programme you will need to:***

* Decide which of the Education for Health modules you would like to match your experience against. You will find information of the learning outcomes for each of our modules on our web-site ([www.educationforhealth.org.uk](http://www.educationforhealth.org.uk)). If you are unsure then please contact your programme administrator or programme leader for advice.
* Complete **Section 1** **& 2** of your RPEL portfolio (guidelines are included in this document)
* Submit the completed section 1& 2 of your portfolio with your application form to your programme administrator.
* The Academic Review Panel will then consider your submission and its relevance to your proposed programme of study.

The fee for submitting an RPEL portfolio is 50% of the module fee at the time of submitting your RPEL portfolio for the module against which credit is being sought. This must be paid at the time of submission of your portfolio and is non-refundable

**Guidelines for submitting your RPEL portfolio**

The purpose of your portfolio is to demonstrate:

1. That your clinical knowledge is relevant and up-to-date
2. That you are able to meet the learning outcomes for the module that you wish to match your experience against.

**Section 1**

Please complete the following and attach to the front of your portfolio

|  |  |
| --- | --- |
| Name |  |
| Professional qualification |  |
| Current Employment (Job title and brief description of your role) |  |
| Name of Education for Health module that you want to match your experience against |  |
| Briefly outline any major changes in your role and their relevance to your RPEL submission  |  |

Use the headings below to demonstrate how you have kept your knowledge up-to-date and how you have applied your understanding to your clinical practice.

**a. I have used my experience to develop clinical practice in the following ways***:*

*(Please use this section to reflect upon how your clinical practice has changed as you have gained in experience. It is important that you show evidence of how you can relate your experience to your current clinical work. This section should be approximately 500 words in length)*

**b. Using the learning outcomes from the relevant Education for Health module, demonstrate how you have maintained up-to-date, evidence-based knowledge in each area.**

*(Please use this section to demonstrate how you meet the learning outcomes for the relevant Education for Health module. You may wish to discuss each learning outcome individually, or cluster them together in themes. You may wish to include any relevant update days or workshops that you have attended since completing the module (please include a photocopy of any certificates), any particular projects that you have been involved in or any reading/research that you have undertaken. It is important that you link these to your clinical practice to show how these activities have helped develop your clinical practice to ensure that you meet the learning outcomes, rather than simply presenting a number of certificates. As a guide, this section should be between 1000 – 1,500 words in length).*

1. **RPEL Assessment**

RPEL is assessed by portfolio in which you collate evidence of learning and supply a narrative relating this.

The marking process for RPEL submissions, as for other forms of assessment promotes consistency through quality assurance processes such as establishing appropriate criteria, double marking, recording feedback etc. The process is about demonstrating *equivalence* with the formal curriculum and not replicating it however, and care is taken that the process does not become excessively onerous for you.

The policy at Education for Health is that all RPEL portfolios are double marked prior to the Academic Review Panel meeting. Detailed written feedback should be prepared to be given to the applicant.

If a portfolio is considered insufficient to award credit a judgement should be made by the Academic Review Panel as to the likelihood of success should the applicant resubmit. This decision should be conveyed to the student.

There is no fee for *resubmitting* an RPEL portfolio

1. **RPEL Assessment criteria and feedback**

The assessment criteria applied are relevant to the nature of the learning evidenced and their interpretation clear to all parties. The following QAA criteria are applied to evidence submitted for RPEL;

* Acceptability: is there an appropriate match between the evidence presented and the learning being demonstrated? Is the evidence valid and reliable?
* Sufficiency: is there sufficient evidence to demonstrate fully the achievement of the learning claimed?
* Authenticity: is the evidence clearly related to your own efforts and achievements?
* Currency: where HE providers and/or professional, statutory or regulatory bodies have specific requirements and/or time limits for the currency of evidence, certification, or demonstration of learning, these should be made clear and transparent.
1. **RPEL Experiential learning administrative procedure**

On receipt of your submission the programme administrator will collate the submission and prepare it for presentation to the Academic Review Panel. The Academic Review Panel will meet to review your submission.

The programme lead informs the programme administrator of the Academic Review Panel decision, providing written documentation to support the decision making process.

Documentation is filed in your student file.

The programme administrator updates the RPL record form and conveys the decision to you.