

### **Recognition of Prior Learning (RPL) Application Form**

Recognition of Prior Learning (often referred to as RPL) enables Universities to make exemptions for modules or subject areas that applicants have already 'completed', either through formal education or through professional experience and development. Successful candidates will therefore not be required to repeat or complete learning that they are recognised as having already achieved.

The National MA Education (Wales) has been designed to recognise that many students will already have qualifications and/or professional experience that means they can demonstrate that they have achieved the modules comprising Year 1 of the programme, so that they do not need to repeat content. **Recognition of Prior Learning will not apply to year 2 modules or the Dissertation, all of which must be completed by all students.**

As a result, applicants who hold **recognised qualifications (e.g. PGCE)** and/or **significant professional experience** may apply for these to be formally recognised to offset some or all of the 60 credits of modules which comprise year 1 of the programme. To be eligible for consideration, applicants must provide appropriate academic and/or professional evidence that they meet the Learning Outcomes for the modules, listed below.

**If you have a PGCE worth 60 credits** at FHEQ Level 7 achieved normally in the last 5 years, you **do not** need to map your professional learning to the Learning Outcomes below, and should **submit your transcript** (if you do not have this, you should be able to request a new one from your University).

**If you have QTS without a PGCE, your PGCE was achieved more than 5 years ago, or your PGCE consists of fewer than 60 Level 7 credits, you will need to submit your transcript** for any elements of credit that you wish to include, **and you will need to map** your professional and/or experiential learning to the Learning Outcomes below to the value of the credits missing (e.g. if your PGCE gives you 40 Level 7 credits, you will only need to demonstrate experiential learning worth 20 credits). You should map to the module(s) with the Learning Outcomes you feel best demonstrate your professional and/or experiential learning.

Where you can only provide evidence against some of the Learning Outcomes, you will enrol on any modules in year one as necessary to complete the necessary Learning Outcomes to progress to year two of the programme.

## 1. About You.

<b>Full Name</b>	
<b>Application/student number</b>	
<b>Date of Birth</b>	
<b>Qualification Achieved:</b>	(e.g., PGCE)
<b>Year Graduated:</b>	
<b>Awarding University:</b>	
<b>Credit Value:</b>	(Up to 60 Credits)
<b>Academic Transcript Provided?</b>	YES/NO
<b>Recognition of Partial Credits and/or Experience</b>	Please complete the Form Below

## 2. Recognition of Partial Credits and/or Experience

Where you do not have a formal qualification transcript evidencing all or part of the 60 credits of Level 7 learning, you will need to provide evidence that you have met the learning outcomes from the Year 1 modules outlined below through academic study, professional development and/or professional experience. You will need to provide reflection and evidence on how you have done this.

Types of evidence you could include as part of your reflection and evidence may include:

1. Current / previous roles
2. Responsibilities
3. Record of Professional Learning
4. Evidence from Performance Management
5. Evidence from Enquiry Projects
6. Links to the 5 Professional Standards for Teaching and School Leadership  
<https://hwb.gov.wales/api/storage/19bc948b-8a3f-41e0-944a-7bf2cadf7d18/professional-standards-for-teaching-and-leadership-interactive-pdf-for-pc.pdf>

We have worked with previous applicants to provide, advice, guidance and worked examples to demonstrate how to go about completing this form. For full guidance, please click [here](#).

**Pedagogy and Practice (20 Credits)**

**Module Intended Learning Outcomes**

**By the end of the module the student should be able to:**

1. Critically demonstrate an understanding of the importance of supporting and enhancing the achievement of all learners in their care.
2. Critically evaluate the effectiveness of a range of learning and teaching strategies by drawing on classroom-based evidence and research evidence
3. Critically select and apply the most appropriate learning and teaching strategies in order to enhance the attainment of a group of learners.
4. Engage with critical dialogues about pedagogy and practice and evidence and share their professional practice.

**Applicant Reflection and Evidence**

**Evidence-Informed Practice (20 Credits)**

**Module Intended Learning Outcomes**

**By the end of the module the student should be able to:**

1. Critically analyse and synthesise relevant empirical evidence, including education literature and policy documents.
2. Critically analyse and synthesise local, national and school experience data in order to gain insights into children's achievement, progress and motivation in the process of learning, in order to inform decision-making.
3. Demonstrate knowledge of curriculum, pedagogy, assessment and inclusive practice appropriate to their specific Areas of Learning and Experience.
4. Reflect critically upon the manner in which the learning environment and resources can be structured to support effective learning.
5. Critically analyse and evaluate their own values and beliefs concerning teaching and learning in order to develop as a reflective practitioner.

**Applicant Reflection and Evidence**

**Collaborative and Professional Practice (20 Credits)**

**Module Intended Learning Outcomes**

**By the end of the module the student should be able to:**

1. Critically analyse and reflect on schools as learning organisations.
2. Critically evaluate a learning culture that promotes continuous Improvement to support the curriculum.
3. Apply theoretical models relating to collect and critically analyse data in relation to school improvement.
4. Critically reflect on characteristics of collaborative and professional practice.
5. Evaluate critically methods for raising standards and improving pedagogy that will enhance the quality of learning and teaching across an organisation.

**Applicant Reflection and Evidence**



**For Internal use only:**

Programme Directors to assign Year 1 Replacement Modules to students if required based on Applicant Reflection and Evidence of the Learning Outcomes.

<b>Replacement Module</b>	<b>To be assigned to student (please check box)</b>
Collaborative and Professional Practice	
Evidence Informed Practice	
Pedagogy and Practice	