



## **PREPARING YOUR RECOGNITION OF PRIOR LEARNING (RPL) CLAIM**

Glasgow Caledonian University (GCU) is committed to Recognising Prior Learning, both formal (RPL) and informal (RPiL). Processes have been put in place which permit Registered Nurses, Allied Healthcare Professionals and other health service employees whose qualifications were not undertaken in the University setting to create evidence of learning and professional development and present it to the University to be considered as credit worthy and the equivalency of university level studies. The information outlined below is intended to help you make this RPL claim.

You are required to submit a completed RPL claims form, your Curriculum Vitae, supplemented and enhanced with a personal statement / narrative which outlines the rationale for undertaking your chosen programme of study, including experience and knowledge which you consider as relevant and supporting your application. Collectively it is anticipated that your CV and your personal statement / narrative will confirm you have attained 300 credits of the 360 that are required for your preferred degree award.

### **To help you get started: 'Writing to prompts' model**

'Writing to prompts' is proffered as a strategy that helps in the engagement with a **topic** : in this case: selling yourself as a professional nurse with achievements that demonstrate the good job you do and that are also potentially credit worthy.

As this is not a prescribed piece of academic work you are not required to structure it in a precise or specific way. What this guidance sheet offers you is, according to Murray (2009), effective prompts to help you commit to paper, possibly on every occasion you need to, but most certainly **initially** when facing your biggest hurdle, **getting started**. These prompts are intended to avoid procrastination, delay and

getting bogged down in the perceived need to do preparatory work before you write, e.g. reading masses of literature or worrying that other people might not agree with your professional actions.

'Writing to prompts' is intended to guide in the identification and determining of evidence to support achievement, to produce evidence of a low stake type versus high stakes academic writing as an appropriate strategy for the rewarding of achievement, in this case the Recognition for Prior informal Learning (RPIIL) as part of the entry criteria to our Degree programmes.

Suggested strategies for **getting started** include:

Boice's (1987) approach of **regular, short bursts (daily to a maximum of 30 minutes)** described as the '**snacking approach**' to writing.

Elbow's recommendation (1981; 1997) to **use free writing / low stake writing, still targeted, but to a limited audience.**

Murray's (2008) **incremental writing** approach to overcome the procrastination, the excuse of being too busy, and the fear. Incremental writing can encourage as you witness the achievement and regular progression.

Your writing needs a focus (Murray (2009) .

Refer to the supportive materials (appendices ).

Use **any** or all combinations of them to commit to paper.

Before you start, please complete this Pre RPL questionnaire and include along with your claims form.

## Pre RPL questionnaire

Werquin (2009) advocates all learning should be recognised and in some instances there is a place for learning to be processed and formalised (certification) and even aligned with the qualifications systems to assure stakeholders of, in this case, the quality of 'good nursing'.

There is the potential that nurses have an enormous learning reservoir through their experience which could demonstrate innovation and practice.

Pre RPL

Are you confident that you have achievements and the learning for these worthy of reward in the form of academic credits? Give reasons for your response. **(USE THE REMAINING SPACE ON THIS PAGE TO WRITE A RESPONSE)**

## **Appendix a Guidelines for writing to prompts.**

Regularly writing in short bursts is a strategy that I want you to try

Set aside 5 minutes (a deadline) to write = snack writing

Writing a little often

Writing Prompts

Consider why you are writing and make that clear at the beginning.

You are writing for:

Career progression

**To gain recognition for work done**

Personal satisfaction of completing / attaining a  
new goal

**academic accreditation**

Focus

current themes and / or priorities in your discipline (perhaps  
issues that are in dispute or invite contention)

what new perspective do I want to bring / or show (new, fresh,  
innovative)

what experience can I draw on?

what do I want to analyse

what underlying theories are relevant?

what theories can I relate my work to?

How can I relate my new perspective to other perspectives?

Can you claim to an improvement or resolution?

Pros and cons of what you did / do

Now spend 5 minutes writing

When you have written for 5 minutes plan when you are going to do your next 5 minutes!! And keep up this approach until you have written a piece that demonstrates your credit worthy (best) achievements.

## Appendix b: Writing to prompts model (BROWNS 1993/94): this may help

My intended readers are

What I did

Why I did it

What happened when I did it?

What do the results mean in theory?

What do the results mean in practice?

What is the key benefit for the readers?

What remains unsolved / unresolved?

- 1.
- 2.

Source Brown, R (1993/94)

**Appendix c : Writing to prompts model (MURRAY'S 2008); this may help**

This worked needed to be done because

The achievements of RGN / RNS without degrees are underestimated because

Those who will benefit from this include

What I did was

How I did that was by

When I did that what happened was

I worked out what that meant by

I did what I set out to do to the extent that

The implications for research are

The implications for practice are

What still needs to be done it

Source Murray (2008)

## Appendix d this may help

Writing prompts: getting started.

- Write about your current work or a development so far that you are particularly proud of
- Can you relate what you have done to any theory / guideline / policy/ research?
- What does what you are writing about mean to your practice, the practice of others or the service in which you work? Any or all of these things!!

## References

Boice, R. (1987) Is released time an effective component of faculty development programmes?, *Research in Higher Education*, 26 (3): 311-26 **cited in** Murray, R. (2009) *Writing for academic journals* 2<sup>nd</sup> Edition. Open University Press. England

Brown, R. (1993 / 94) Write right first time, *Literati Newslite*, Special issue, 1-8 cited in Murray, R. (2009) *Writing for academic journals* 2<sup>nd</sup> Edition. Open University Press. England

Elbow, P. (1981) *Writing with power*. New York. Oxford University Press.

Elbow, P. (1997) Writing to Learn: Strategies for assigning and responding to writing across the disciplines . Sorcinelli, M. D. & Elbow, P. (Editors), *New Direction for Teaching and Learning*. Number 69, Spring 1997. Jossey-Bass Publishers . San Francisco

Murray, R. (2008) Incremental writing: a model for thesis writers and supervisors, *South African Journal of Higher Education*, 21 (8): 1067-77 cited in

Murray, R. (2009) *Writing for academic journals* 2<sup>nd</sup> Edition. Open University Press. England

Werquin, P. (2009) Qualification Frameworks as Policy Tools. DECOWE Conference. Ljubljana September 2009.