**Form No. ASR-F01**

(Version 7, 23 Sept 2024)

**RECOGNITION OF PRIOR LEARNING**

**Application for Programme Admission**

Through our **Recognition of Prior Learning (RPL) policy,**Maynooth University acknowledges the value of life experiences and labour market participation as a contributor to life-long education. Our RPL policy facilitates a review of the professional skills and relevant life experience of the applicant, particularly those without significant academic qualifications.

While there are clearly defined academic entry requirements for university programmes, Maynooth University has developed mechanisms to allow entry to applicants who do not meet the standard requirements, but who have equivalent experiential learning achievements which appropriately prepares them for their chosen programme.

Each application requires individual review and will take into consideration evidence of current knowledge, understanding and skills and how such prior learning might appropriately prepare you for your programme.

Prior to submitting an RPL application for admission to a programme, applicants should read the following guidance documents:

1. Maynooth University RPL Policy
2. Maynooth University RPL Applicant Guide
3. Appendix A of the Application for Programme Admission (please refer to last two pages of this document)

Informal enquiries are always welcome to our Admissions and Student Recruitment office at [rpl@mu.ie](mailto:rpl@mu.ie).

Please note that an RPL application will not be formally considered until it has been submitted via MU Apply (or Springboard for HCI funded programmes). The information submitted on this form will be assessed in conjunction with the formal education background which an applicant submits on MU Apply.

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**Section A. Personal Details**

|  |  |
| --- | --- |
| **Application number (if new to MU)**  ***or***  **MU Student number** |  |
| Surname |  |
| First name(s) |  |
| MU programme being applied for:  Code and Title |  |
| Contact Email |  |

**Section B. Details of Prior Learning**

**Prior Formal Learning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Year of award** | **Awarding**  **Institution** | **Qualification** Including NFQ level.  *Non-Irish graduates should consult* [*NARIC-Ireland*](https://qsearch.qqi.ie/WebPart/Search?searchtype=recognitions) *for equivalent level* | **Result**  Final Mark, Grade, or GPA |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Prior Experiential Learning - Employment History**

|  |  |  |  |
| --- | --- | --- | --- |
| **Years From/To** | **Employer Name and Address** | **Role and Responsibilities** | **Explain how this experience prepares you for the proposed programme of study at Maynooth University** |
|  |  |  |  |
|  |  |  |  |
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**Prior Experiential Learning – Relevant professional development including workplace training and short courses**

|  |  |  |
| --- | --- | --- |
| **Year of completion** | **Course/Award Title** | **Explain how this experience prepares you for the proposed programme of study at Maynooth University** |
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|  |  |  |

**Prior Experiential Learning - Other relevant experience or achievement**

|  |  |  |
| --- | --- | --- |
| **Year(s)** | **Experience** | **Explain how this experience prepares you for the proposed programme of study at Maynooth University** |
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|  |  |  |
|  |  |  |

**Section C. Supporting Documentation Checklist**

**Documents attached (Please complete and tick as appropriate)**

**All RPL applicants should upload evidence to their application.**

|  |  |
| --- | --- |
| **Tick if included** | **Evidence Provided** |
|  | CV |
|  | Personal Statement |
|  | References |
|  | Training and Development Certificates and/or Outlines |
|  | Work Samples |
|  | Copies of and/or links to published work |
|  | List of professional body membership |
|  | Other Evidence ( please list below) |

**Appendix A**

**Information for Applicants**

**NFQ Level 9 Programme Applicants**

For applicants applying to a NFQ Level 9 programme (MSc, MA, PGDip, PGCert), please refer to the table below which outlines the learning that would be expected from a graduate from any Level 8 Honours Degree (or equivalent) award. When outlining your prior learning in Section B, it is important to consider how it addresses each of the domains below.

|  |  |
| --- | --- |
| **DOMAIN** | **Specific LEVEL 8 Learning Indicator** |
| **Knowledge** Breadth | An understanding of the theory, concepts and methods pertaining to a field (or fields) of learning. |
| **Knowledge** Kind | Detailed knowledge and understanding in one or more specialised areas, some of it at the current boundaries of the field(s). |
| **Know-How & Skill** Range | Demonstrate mastery of a complex and specialised area of skills and tools; use and modify advanced skills and tools to conduct closely guided research, professional or advanced technical activity. |
| **Know-How & Skill** Selectivity | Exercise appropriate judgement in a number of complex planning, design, technical and/or management functions related to products, services, operations or processes, including resourcing. |
| **Competence** Context | 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. |
| **Competence** Role | Act effectively under guidance in a peer relationship with qualified practitioners; lead multiple, complex and heterogeneous groups. |
| **Competence** Learning to Learn | Learn to act in variable and unfamiliar learning contexts; learn to manage learning tasks independently, professionally and ethically. |
| **Competence** Insight | Express a comprehensive, internalised, personal world view, manifesting solidarity with others. |

**NFQ Level 8 Programme Applicants**

For applicants applying to a NFQ Level 8 programme, please refer to the table below which outlines the learning that would be expected from a graduate from any Level 7 Honours Degree (or equivalent) award. When outlining your prior learning in Section B, it is important to consider how it addresses each of the domains below.

|  |  |
| --- | --- |
| **DOMAIN** | **Specific LEVEL 7 Learning Indicator** |
| **Knowledge** Breadth | Specialised knowledge across a variety of areas. |
| **Knowledge** Kind | Recognition of limitations of current knowledge and familiarity with sources of new knowledge; integration of concepts across a variety of areas. |
| **Know-How & Skill** Range | Demonstrate specialised technical, creative or conceptual skills and tools across an area of study. |
| **Know-How & Skill** Selectivity | Exercise appropriate judgement in planning, design, technical and/or supervisory functions related to products, services, operations or processes. |
| **Competence** Context | Utilise diagnostic and creative skills in a range of functions in a wide variety of contexts. |
| **Competence** Role | 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. |
| **Competence** Learning to Learn | Take initiative to identify and address learning needs and interact effectively in a learning group. |
| **Competence** Insight | Express an internalised, personal world view, manifesting solidarity with others. |