

# P9 S2 C1 Recognition of Prior Learning Policy



Version 1 – Publication Date 08/07/2020 – Next Review Date 08/07/2022

## 1. PURPOSE OF PROCEDURE

Forus Training have a new policy (June 2020) an identified career guidance counsellor to carry out assessment of applications in line with the policy .

### Recognition of prior learning (RPL)

The Qualifications and Quality Assurance (Education and Training) Act 2012 sets out the statutory basis for Quality and Qualifications Ireland's engagement with recognition of prior learning (RPL). QQI have responsibility for policy of access, transfer and progression of learners (QQI, 2017). The provider is responsible for having a consistent approach to RPL and implementation must be in accordance with the provider's policy on access, transfer and progression. The provider's Quality Assurance System overarches these principles and ensures learner achievement is assessed in a fair and consistent manner in line with the award standard.

Recent Irish research suggests that a commonly agreed definition of RPL does not currently exist. Hence, for the purpose of this document, **the following QQI definition will apply:**

*Recognition of Prior Learning (RPL) refers to a 'process which is used to evaluate skills and knowledge gained through life outside of formal education and training, for the purpose of recognising life achievements against a given set of standards or learning outcomes'.*

RPL "be used by the learner to gain entry to a programme; gain exemptions within a programme; gain credit towards an award: a learner may gain a credit towards an award using previous certification and/or attain an Award: a learner may be awarded a Major or Minor Award on the basis of previously acquired learning for which they do not have a formal certificate" (CEDEFOP, 2011, p7).

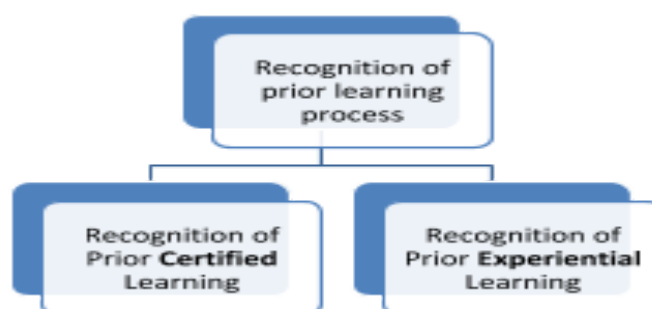
RPL involves awarding the learner recognition in the form of initial or advanced admission to a programme, credits within a programme, exemption(s) from element(s) of a programme, or a full award. RPL cannot be claimed for based on the completion of an element of a module.

The provider shall ensure that all learners are made aware of the potential benefits of RPL. Appropriate supports relating to portfolio preparation shall be made available within Forus Trainings to interested learners.

RPL can be subdivided into Recognition of Prior Certified Learning (RPCL) and Recognition of Prior Experiential Learning (RPEL).

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**Recognition of prior certified learning (RPCL)** is learning that has already been accredited by an awarding body such as (QQI) or other recognised universities, colleges/institutes and awarding bodies. Prior certified learning can also include qualifications awarded by bodies abroad, such as the City & Guilds of London Institute.

**Recognition of prior Experiential learning (RPEL) (Non-certified Learning)** is: formal, informal and non-formal learning acquired through life or work experience; learning achieved from non-accredited bodies; or certifying bodies outside of the European Qualifications Framework (EQF).

CEDEFOP (2011, p7) provides the following definitions:

<b>Formal Learning</b>	Learning that occurs in an organised and structured environment (in an education or training institution or on the job) and is explicitly designated as learning (in terms of objectives, time or resources). Formal learning is intentional from the learner's point of view. It typically leads to validation and certification.
<b>Informal Learning</b>	Learning resulting from daily activities related to work, family or leisure. It is not organised or structured in terms of objectives, time or learning support. Informal learning is in most cases unintentional from the learner's perspective.
<b>Non-formal Learning</b>	Learning which is embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support). Non-formal learning is intentional from the learner's point of view.

## 2. DEFINITIONS

- CAS Common Awards System
- EQF European Qualifications Framework

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- FET Further Education and Training
- NFQ National Framework of Qualifications
- RPCL Recognition of Prior Certified Learning
- RPEL Recognition of Prior Experiential Learning
- RPL Recognition of Prior Learning
- NARIC National Academic Recognition Awards Centre
- QBS QQI Business System
- QQI Quality and Qualifications Ireland
- HEI Higher Education Institution

## 3. SCOPE

This procedure is applicable to learners.

## 4. ASSOCIATED POLICIES

I would delete this section for the purpose of this policy

## 5. PROCEDURES AND PRACTICES

Quality assured assessment ensures that, in criterion referenced assessment, “learners are assessed and the assessment judgment is made based on whether the learner has reached the required national standards of knowledge, skill and competence for the award”. Central to quality assured assessment is the assumption that learners are assessed in a fair and consistent manner in line with the award standard. Quality assured assessment ensures adherence to the principles of assessment.

The provider is committed to utilising RPL as an instrument for: (i) determining standard access equivalences; (ii) for the award of credit; (iii) exemptions for learners with qualifications or prior experience in the area. The complexity of RPL practices in the Further Education and Training (FET) sector is acknowledged. This document should thus be viewed as a guiding document for RPL in order to aid Education and Training Boards (Forus Trainings) in developing their own RPL procedures.

The following sets forth the principles of assessment which apply to this document: these principles are based on the QQI (2013) principles for assessment.

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## 1. Validity

‘Validity’ is a fundamental assessment principle ensuring that an assessment measures what it is designed to measure: the relevant standard of knowledge, skill or competence required for an award should be assessed. Validity in assessment occurs when:

- Assessment is fit for purpose (i.e. a practical assessment assesses a practical skill);
- Learners can produce evidence which can be measured against the award standard;
- Assessors can make accurate assessment decisions;
- Assessment is accessible to all candidates who are potentially able to achieve it.

## 2. Reliability

‘Reliability’ in assessment ensures that assessment measurement is accurate: the knowledge, skills and competence which the assessment measures should produce reliable and accurate results. Reliability in assessment ensures that results are consistent under similar conditions. Reliability in assessment occurs when:

- The assessment is based on valid assessment techniques;
- Assessment conditions are consistent;
- Learner evidence is reliable;
- Results are consistent over time across various assessors, contexts, conditions and learners.

## 3. Fairness

‘Fairness’ in assessment supports the validity and reliability principles and provides equal opportunity to all learners. Fairness in assessment ensures: learners have access to appropriate resources/equipment in assessment; assessment design and implementation are fair to all learners; and policies and procedures exist to ensure fair assessment of learners.

## 4. Quality

‘Quality’ in assessment ensures that all assessment processes are quality assured.

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## 5. Transparency

‘Transparency’ in assessment ensures that assessment policy and procedures provide clarity to all relevant stakeholders.

## 6. Credit

‘Credit’, in terms of recognition of prior experiential learning (RPEL), i.e. learning which has not previously been academically accredited, may be granted where there is evidence that the required learning outcomes have been achieved. Where such evidence exists, learners may be entitled to advanced entry to a programme and/or awarded marks/grades for the learning.

## 7. Exemption

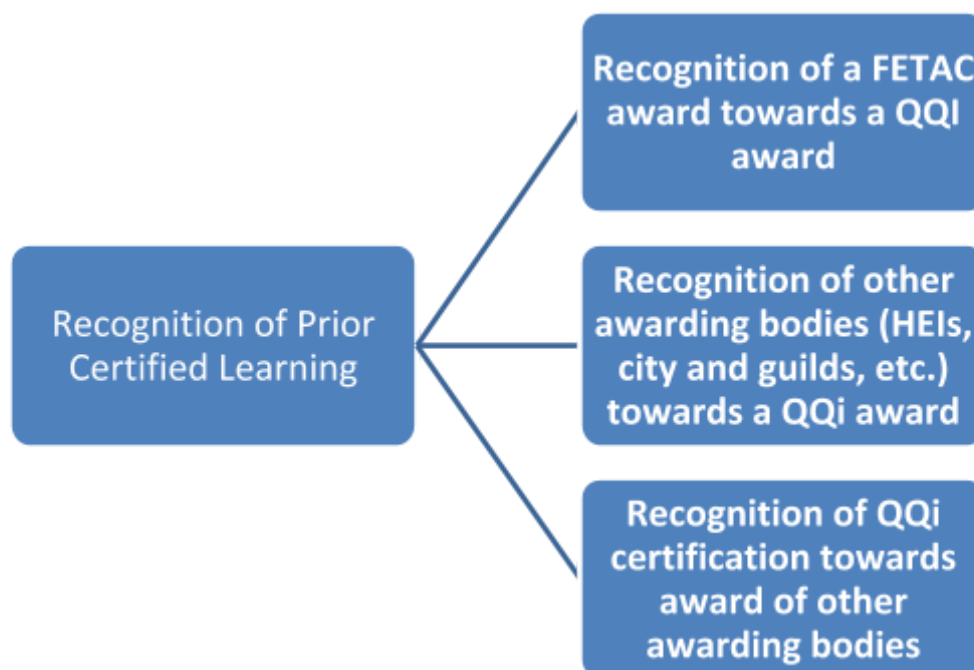
An ‘Exemption’ exists where learners have been awarded accredited certification for learning by an awarding body such as Quality and Qualifications Ireland (QQI) or other recognised universities, colleges/institutes and awarding bodies. In such cases, the accredited certification has already been graded and, when used as (RPL), is grade neutral. Exemptions may allow learners advanced entry to a programme and/or may be used for the achievement of the overall award.

## Recognition of Prior Certified Learning (RPCL)

Prior certified learning may entitle the learner to exemptions on a programme, not credits. As this certified learning has already been awarded credit, the learner does not receive credits for it again, but recognition in the form of exemptions. RPCL may be recognised for exemptions on a programme. Exemptions are grade neutral and do not contribute to the overall calculation of the grade of the major award. There are 3 types of RPCL considered in this process:

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### Recognition of a Further Education and Training Awards council (FETAC) award towards a QQI award;

“Where a FETAC component is not mapped to a CAS (Common Award System) component, then direct exemption using that FETAC component is not possible” (QQI, 2015, p.1). In this instance, **RPCL will apply**.

Where a Further Education and Training Awards Council (FETAC) component is mapped to a CAS component, but is more than 5 years old, then an exemption is not possible, and **RPCL will apply**.

Where a FETAC component is mapped to a CAS component and is less than 5 years old, then an exemption is possible, and **RPCL will not apply**.

Where a learner has achieved a CAS award, and has thus met the learning outcomes for that award as currently published on the QQI website, then the learner has achieved that award, regardless of the age of the certificate. In this instance, the 5-year rule does not apply: the learner’s award will be recognised by the QQI Business System (QBS), and it is not necessary to apply for either an exemption or RPCL.

If the learning, for which recognition is sought for a QQI award, is certified outside of CAS, **RPCL will apply**. The following must be considered as part of this process (see Table)

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<b>Comparison of learning outcomes</b>	It is recommended that the RPL assessor compares the learning outcomes of the prior certified learning to the learning outcomes of the module(s)/programme in which the learner is seeking the exemption(s): this must be completed in line with the provider's RPL policy while adhering to the award standard and principles of assessment. Gaps in learning may be identified and supports put in place to address these gaps.
<b>Currency of RPCL</b>	It is recommended that the RPCL must have been achieved in an appropriate timeframe (timeframe dependent on discipline) and in line with the provider's RPL policy. For example, ICT of ten years ago is of limited benefit today on a current programme, while some culinary training outcomes or communication skills may be more timeless.

**Recognition of other awarding bodies (higher Education institution (HEI) city of guilds, etc.) towards a QQI award;** QQI recognises the value of awards made by another awarding body where the awarding body is:

- Nationally recognised in its own country
- Operating a quality assured awarding process (QQI, 2018)

QQI has identified a listing of awards to which RPCL may be applied (QQI, 2018). Where an award is not on the published list, the learner is required to provide the relevant learning programme and original transcript of results, with their application, in order to apply for RPCL.

Learners seeking *Statements of Equivalence* for foreign qualifications may be referred to National Academic Recognition Information Centre (NARIC) (<http://qsearch.qqi.ie/WebPart/Search?searchtype=recognitions>) to have their qualifications aligned with the appropriate Irish qualification. *Qualifications Recognition* is the QQI body responsible for the recognition of foreign qualifications.

### Recognition of QQI certification towards award of other awarding bodies

The recognition of QQI certification towards an award of any other awarding body is dealt with in line with the procedures of the specific awarding body.

### RPCL Application process

In the case of exemption applications, the prior certified learning, which the learner is basing his/her exemption on, should be at the same (or higher) NFQ level than the level the learner is seeking the exemption in. Recognition of other awarding bodies (Higher Education Institution (HEI) City of Guilds, etc.) towards a QQI award.

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1. Learner reviews **Types of RPCL** and identifies which type applies;
2. Learner completes **RPL Application Form** and indicates RPCL NFQ level applied for. The Programme Coordinator forwards the application without delay to Managing Director;
3. Managing Director appoints a RPL Mentor/Facilitator;
4. The RPL Mentor/Facilitator supports learner in portfolio preparation;
5. Managing Director nominates two RPL assessors to assess the portfolio. The RPL assessors shall consider the application and agree a decision regarding it within a reasonable timeframe (recommended timeframe: **ten (10) working days**) of receipt of the application in line with the provider's RPL policy (see Table 1.1 for considerations in this process); *See Table 1.1 for considerations in this process.*
6. The Programme Coordinator informs the learner of the outcome. The assessment evidence is presented at the next assessment period;
7. The learner can appeal the decision.

## Recognition of Prior Experiential Learning (RPEL)

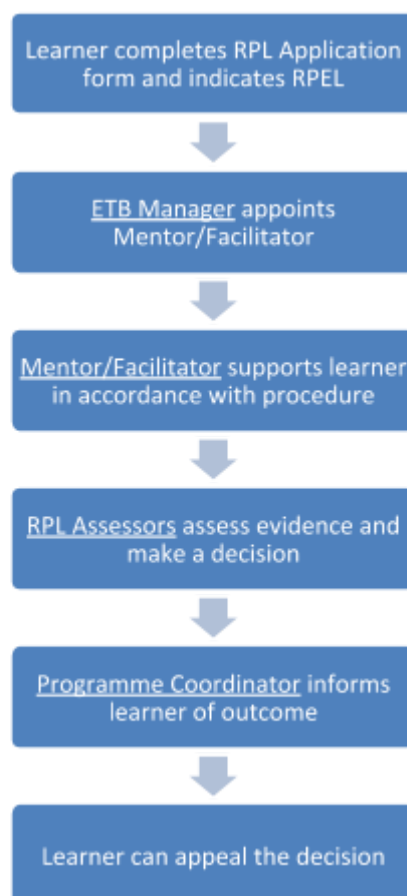
RPEL is non-formal and informal learning acquired through experience or learning achieved from non-accredited bodies e.g. learning acquired in the workplace.

**RPEL process:** The RPEL Application Process follows the steps outlined in Figure 1.3



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1. The learner completes an **RPL Application Form** and indicates the RPEL being applied for. This should be in line with the award being applied for/learning outcomes of the award
2. Managing Director assigns an RPL Mentor/Facilitator to support the learner through the RPEL process. This involves the awarding of credit for non-formal learning gained from experience. In this case, the learner must demonstrate that the required equivalent learning has been achieved by producing a Portfolio of Evidence to support the claim for access or credit (the provider will have a support service (RPL Mentor/Facilitator) in place to help learners with the production of the portfolio). The Portfolio of Evidence must be presented in such a way that the matching of the knowledge, skills and competencies of the module learning outcomes to the prior learning is clearly demonstrated. Other assessment

tools such as examination, assignment, interview or observation can also be used to assess prior experiential learning. The evidence the learner has to submit will be based on the learning outcomes of the module(s)/programme he/she seeks credits for. Evidence may include (but are not limited to):

### References

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- CV
- Job descriptions and experiences
- Personal statements
- Details of any training completed
- Certificates for qualifications, training programmes, etc.
- Sample work (e.g. drawings, minutes from meetings, business plan, etc.)
- Evidence from the learner's personal life
- Published work
- Professional licenses/registrations or membership of professional organisations
- Acknowledged accomplishments
- Video/audio recordings
- Relevant recreational activities or hobbies

The learner may be required to provide verification from previous or current employers that the learning stated has been achieved by the learner.

3. Managing Director appoints two RPL assessors to consider the Portfolio of Evidence. The assessors should examine the submitted portfolio and agree a decision within a reasonable timeframe (**recommended timeframe: ten (10) working days**). The portfolio is assessed and an agreed grade is assigned by the assessors;
4. Learners should receive a grade for their Portfolio of Evidence which carries equal weight to modules taken in the conventional method. Assessors must satisfy themselves that the assessment techniques used to determine the standard of the experiential learning gained be equivalent to assessment methods applied to the module;
5. Portfolios of Evidence should go through the same quality assurance procedures as other assessment evidence (e.g. examinations/assignments) submitted by learners completing the programme in the conventional manner. Portfolios must demonstrate evidence of the required standard, albeit using an alternative method. This may include external oversight from an External Authenticator.

***Submission of a portfolio does not guarantee that the learner gains credits***

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4. The Programme Coordinator informs the learner of the outcome;
5. The learner can appeal the decision.

## Appeals

The learner has the right to appeal the decision in relation to RPL (can appeal decision on application or grade awarded). Appeals must be made within a **recommended timeframe (recommended: five (5) days)** of the decision. In exceptional circumstances, the Programme Coordinator may extend this time limit. All appeals must be made in writing using the ***Appeals Application Form***.

## 6. RELATED DOCUMENTS

Perhaps move this down to the Communication Plan and construct the two sections as one?  
Learner Handbook

## 7. ROLES AND RESPONSIBILITIES

### The Programme Coordinator

The Programme Coordinator must ensure that all staff and learners are made aware of:

- The existence of an RPL policy and RPL requirements;
- The potential benefits of RPL;
- The appropriate support relating to portfolio preparation (RPEL only);
- The appropriate support relating to mapping of outcomes to assessment standards (RPCL only);

The Programme Coordinator must inform the learner of the outcome of the RPL decision. The Programme Coordinator must also submit any appeals application to the Independent Appeals Committee and inform the learner of the outcome of the appeals application.

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## The learner

### Recognition of prior certified learning (RPCL)

It is the learner's responsibility to apply for the RPCL. Learners must submit their application on the **RPL Application Form** to their Programme Coordinator within a reasonable timeframe (recommended **timeframe: ten (10) working days**) of the module commencement.

Learners should also include original certificates, results, programme details and, where possible, learning outcomes of certified modules completed. Learners should be advised to participate in the module(s) until a decision has been made (and written confirmation received) on whether to grant the exemption or not (in line with the individual Centre policy).

### Recognition of prior Experiential learning (RPEL)

It is the learner's responsibility to apply for the RPEL. Learners must submit their claim on the **RPL Application Form** to their Programme Coordinator within a reasonable timeframe **recommended timeframe: ten (10) working days** of the module commencement. It is the learner's responsibility to gather and present the evidence required for assessment according to the instructions given by the RPL Mentor/Facilitator. Evidence may include, but is not limited to: CV, references, certificates or testimonials, products or samples, job descriptions and/ or evaluations, evidence of attendance at training courses or workplace assessments. Evidence for assessment may be presented in a Portfolio of Evidence and mapped to the requirements of the award for which the exemption is being sought.

**The RPL Mentor/Facilitator:** The RPL Mentor/Facilitator is responsible for guiding and supporting the learner through the RPL process and facilitating the learner to ensure the evidence is consistent with the award standard.

**The RPL Assessor:** The RPL assessor will be a suitably qualified, experienced assessor and subject matter expert with ability to assess both Recognition of Prior Certified Learning (RPCL) and Recognition of Prior Experiential Learning (RPEL). The RPL assessor is appointed by Forus Training. The RPL assessor is responsible for assessing submitted assessment materials/portfolio in accordance with RPL process and the award standard.

**Independent Appeals committee** - An Independent Appeals Committee must:

- Examine the learner appeal on RPL application outcome
- Investigate whether relevant assessment procedures were followed

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- Make a decision on the appeal

## 8. COMMUNICATION PLAN

See comments in Supporting Documents section

## 9. ACTIONS TO BE FOLLOWED IF THE POLICY IS NOT IMPLEMENTED

Disciplinary action is taken should this policy not be followed, the procedure is in place to mitigate identified risks and those who do not implement the procedure are viewed as not working to uphold academic standards as expected.

## 10. CONTACT INFORMATION

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