

Recognition of Prior Learning (RPL) Policy

The CPL Institute will assist them Learners to gain entry to a programme of education and training, to be granted credit or exemptions and/or receive a QQI award by recognising the knowledge, skills and competencies they already have acquired.

The CPL Institute actively promotes the principles of lifelong learning, including the recognition of learning wherever and whenever it is achieved; in this regard, it is committed to enabling more inclusive approaches for mature and lifelong learners at different stages of their personal and professional lives, who wish to undertake their studies on a full or part-time basis.

The CPL Institute acknowledge prior learning received at another provider or from another awarding body which will mean that the learner may receive recognition of skills and knowledge already acquired and/or certified or prior learning or experiential (non-certified), which can then go towards certification for the programme of study which is leading to a Major, Minor or Special Purpose award.

This prior learning can be recognised on the National Framework of Qualifications and may entitle the applicant to:

- Admission to a programme or course of study.
- Exemptions from some components of a programme.
- Exemptions from some components of a programme which duplicate the learning an individual has already acquired.
- Credits towards a qualification.

Where prior certificated learning is the basis for RPL, the learner is required to provide the relevant syllabus and a transcript of results and Certificate.

The CPL Institute reserves the right to seek supporting evidence from the training provider/education institution referred to, in the application and where appropriate seek other supporting reference documentation from an employer or referee.

Only when the CPL Institute is completely satisfied that the learner meets the criteria, that an exemption will be granted. Exemptions may be granted at any stage of a programme.

Evidence of learning must be presented by the applicant in the form of official transcripts of results and formal syllabi accompanied by relevant supporting documentation.

Recognition of Prior Experiential Learning (RPEL) Process

This involves the awarding of credit for learning from experience. The process of RPL is acknowledgement of a individual's current skills and knowledge acquired through previous education and training, work or life experience. It allows for both formal and informal learning. There are three types of RPL:

1. Uncertified
2. Certified
3. Experiential

In this process, the candidate must demonstrate that the learning outcomes have been achieved by producing a portfolio of evidence to support the claim for access, exemption, or credit (in some instances the Training Manager or the assessor may decide to use an alternative method of assessment, e.g., project/assignment or examination). All applications will be reviewed by the CPL Institute Training Manager and/or a suitably qualified subject matter expert such as a PHECC Tutor or independent Instructor. Supporting documentation and authentication of evidence of work-related experience may be required from an employer.

The portfolio of evidence must be written in such a way that the matching of the knowledge, skills and competencies of the module learning outcomes to the prior learning and is clearly demonstrated. As part of the process the learner may be interviewed by an appointed tutor/assessor.

Types of Evidence required to facilitate RPCL/RPEL requests includes:

- Interview may be held with Programme Tutor or a nominee.
- Portfolio of work which may include completed assessment items from previous study.
- Authentication of evidence of work-related experience by the applicant's supervisor or employer, reference, letter of verification.
- Description of each module studied (this should include syllabus, module learning and the number of contact hours)
- Official Certificates and Official transcripts of results.
- Published work, self-study details, project plans, designs, completed documents
- Work history, job descriptions, responsibilities, professional accreditations
- Descriptions of courses, cert of attendance and sample material.
- Method of assessment of each module studied (this should include a breakdown of assignments, exams and any other assessment required for completion of the unit).
- A gap analysis is performed on module learning outcomes (MLOs) for the target Level.
- Supplementary assessment tasks or challenge test - oral, written or practical.
- A list of required evidence is compiled (e.g., CV, Certificates, References, Evidence of work completed etc.).

All supporting documents must be issued by the relevant provider or institution and properly certified as genuine copies. These supporting documents should be accompanied by English translations if not originally issued in English.

The CPL Institute reserves the right to seek supporting evidence from the named education providers referred to in the application and where appropriate to request reference documentation from an employer or referee.

An evaluation of an application for RPL may also involve a formal interview as appropriate. We maintain the right to refuse RPL applications.

Note: RPL for PHECC award is limited to PHECC guidelines.