

1. Document Details

Title:	Policy Governing Recognition of Prior Learning
Author(s):	RPL Working Party of Academic Council
This Version Number:	2
Status:	Approved
Effective Date:	1 st September 2013
Review Date:	14 th February, 2019

Important Note: If the 'Status' of this document reads 'Draft', it has not been finalised and should not be relied upon.

2. Revision History

Version Number	Revision Date	Summary of Changes	Changes tracked?
2	14/02/19	Updating references to related internal documents	no

3. Relevant/Related Existing Internal Documents

Regulations for Modules and Programmes (Marks and Standards) 2018
Academic Policy Governing Assessment Appeals and Errors and Omissions relating to Assessment, 2017
Regulations for Postgraduate Research Study, June 2015
Student Fitness to Study, 2017
Student Fitness to Practice, 2017

4. Relevant/Related Existing External Documents

QQI Assessment and Standards 2013
Principles and Operational Guidelines for the Recognition of Prior Learning in Further and Higher Education and Training NQAI 2005
Qualifications and Quality Assurance (Education and Training) Act 2012

5. Consultation History

This document has been prepared in consultation with the following bodies:

Academic Management, Academic Staff , Admissions Committee of Academic Council

6. Approvals

This document requires following approvals (in order where applicable):

Name	Date	Details of Approval Required
Academic Council	17/4/2013	
Academic Council	12/04/19	

7. Purpose

This policy is in support of the CIT Strategic plan 2018 – 2023 ‘Empowering and enriching through knowledge’ and the CIT External Engagement Strategy 2017 - 2021. It outlines the CIT Recognition of Prior Learning (RPL) policy which encompasses formal, informal and non- formal learning.

8. Scope

This policy applies to all programmes, at all levels and in all disciplines of study leading to an award made by CIT under delegated authority from QQI.

9. Principles

The policy is based on the following principles:

- *Access , transfer and progression*

The policy supports the access, transfer and progression of individuals into programmes within CIT and its constituent colleges. It is CIT policy to issue classified awards wherever possible and to ensure that the applicant is clear on the implications of an unclassified award if that is the result of an RPL process.

- *Lifelong learning*

The policy supports continuous professional development (CPD), lifelong learning and the lifelong learner.

- *Currency of Learning*

The prior learning must have occurred in a comparatively appropriate time frame depending on the learning achieved and the area of study.

- *Recognition*

It is CIT policy to recognise evidence of all forms of relevant learning in the context of the destination award, irrespective of where, when or how that learning has been attained.

- *Supporting the learner*

The stakeholders involved in the RPL process are offered support by the RPL office where appropriate.

10. Definitions

While a myriad of terms exist, the acronym RPL is used in CIT to denote the recognition of learning acquired prior to registering on a module in CIT. The term refers to the;

- *Recognition of formal learning for which certification has been awarded through a higher educational institution or other education/training provider and which articulates with the Irish NFQ. Under the principle that such credit should only be awarded once, such prior learning is accorded recognition rather than accreditation.*
- *Award of credit for uncertified learning gained from experience. Academic credit can be awarded only for achievement of learning outcomes, not for experience per se.*

Learning may take the following forms;

- *Formal learning takes place through programmes of study or training that are delivered by education or training providers, and which attract credits/awards on the national framework of qualifications.*
- *Non-formal learning takes place alongside the mainstream systems of education and training. It may be assessed but does not normally lead to formal certification.*
- *Informal learning is that which takes place through life and work experience (and is sometimes referred to as experiential learning). Often, it is learning that is unintentional and the learner may not recognise at the time of the experience that it has contributed to his or her knowledge, skills or competence. For the purposes of this policy this learning is considered to be 'new learning'.*

11. Policy

11.1 RPL for Advanced entry

RPL may be used to gain entry to an advanced stage of a programme where the learner is adjudged to have learning equivalent to the overall learning of the previous stage(s). If learning deficits are identified in relation to the overall learning of the previous stage(s), the learner may be allowed entry to an advanced stage but will be required to address these learning deficits, normally by passing specified modules, prior to progressing to subsequent stages or gaining an award.

For each learner, the outcomes of this process will be submitted to the Registrar's Office together with supporting documentation and the learning deficits, if any that must be addressed clearly identified.

11.2 RPL at Non-award stages

For prior certified (formal) learning, recognition may be awarded in the form of exemptions. In the case of prior non-formal and informal learning, the learning will be assessed and credits granted. Recognition and awarding of credit is for complete modules, where the learning presented and verified is assessed as meeting satisfactorily the learning outcomes of the module in question.

Please also refer to Regulations for Modules and Programmes (Marks and Standards) for further details.

11.3 RPL at award stages

A learner completing modules contributing to the award stage of a programme must have at least 60 credits of new learning which has not previously contributed to a major award. All modules must be graded, otherwise the award should be unclassified and the learner informed of the implications.

Please also refer to Regulations for Modules and Programmes (Marks and Standards) for further detail.

11.4 Appeal

In the case where a student believes that they have grounds for appeal of the outcome of an RPL process, he or she may initiate an Examination Appeal as set out in the CIT Appeals and Errors & Omissions relating to Assessment, 2017.

12. Procedures

RPL procedures document September 2012

13. Responsible Officer(s)

Registrar

14. Supporting Documents

Guidelines, etc. – pointing to top level sources