

P9 S2 C1 Recognition of Prior Learning Policy and Exemptions Policy



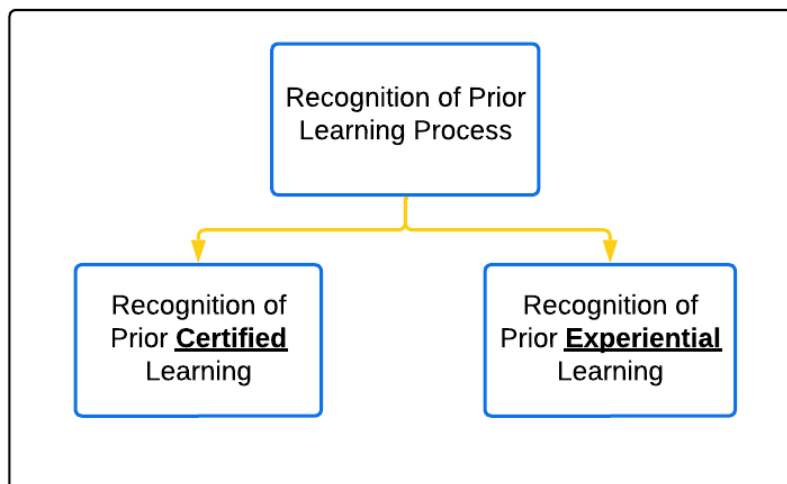
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1. WHAT IS RPL



RECOGNITION OF PRIOR CERTIFIED LEARNING (RPCL)

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)

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).

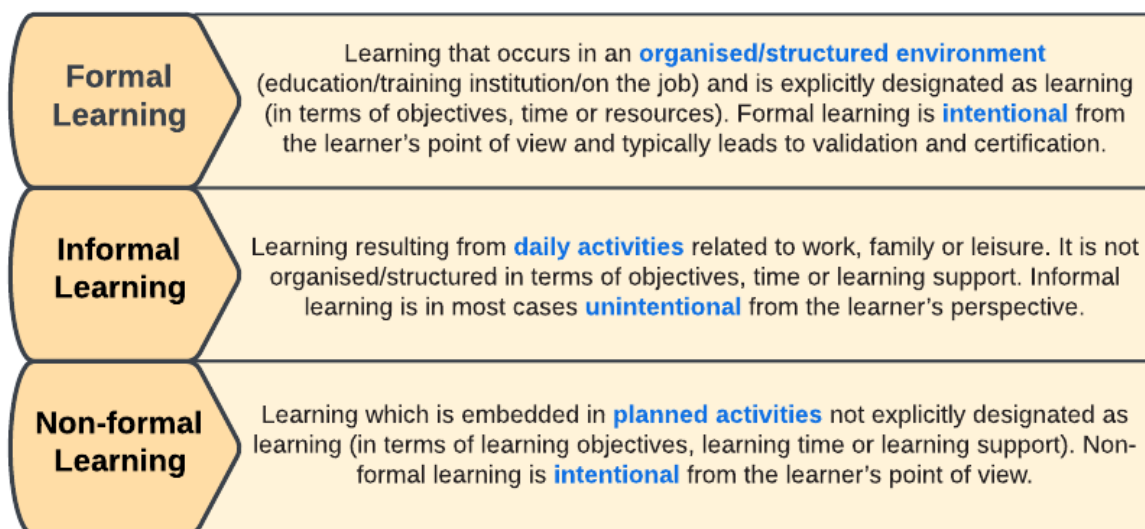
Exemptions: Claiming an exemption is a procedure undertaken by Forus Training (P1 S1) when entering a learner for an award; major or special purpose. The exemption can be applied for on behalf of a learner if they hold an existing QQI award in that component or, they hold an award made by another awarding body and where that award is nationally recognised and operating under a quality assured process.

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CEDEFOP (2011, p7) provides the following definitions:

RPL, which stands for Recognition of Prior Learning, is a procedure that authenticates the skills, knowledge, and competencies acquired through various learning experiences (referred to as 'all learning').

Learning extends beyond the boundaries of traditional educational settings such as schools or courses and does not end when formal schooling or a course concludes. It is an ongoing process throughout life, involving the acquisition of skills, knowledge, and competencies in various contexts and through diverse experiences. The concept of 'all learning' includes formal education, as well as non-formal and informal learning.



'(RPL) incorporates prior formal, informal and non-formal learning and that which is validated within the context of a specified destination award from level one to ten on the National Framework of Qualifications' - (European Commission, CEDEFOP, ICF International; 2014 p. 3).

The process of assessing prior learning within the framework of a specific qualification involves organizing and structuring existing knowledge and skills according to a set of outcomes that constitute the requirements for that qualification. The result of this process can:

1. Facilitate entry or admission into a course or learning program.
2. Provide evidence for the attainment of the qualification.

During the RPL process, the applicant will receive appropriate guidance by Forus Education to ensure that the evidence they provide aligns with the learning standards outlined in the National Framework of Qualifications (NFQ).

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Terminology

2. DEFINITIONS

- CAS Common Awards System
- EQF European Qualifications Framework
- 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
- MD Managing Director

3. SCOPE

This procedure is applicable to all learners and RPL applicants.

4. PROCEDURES AND PRACTICES

PART 1: RECOGNITION OF PRIOR LEARNING ([FACILITATE ENTRY REQUIREMENTS](#))

Recognition of Prior Learning (RPL) P9 S2 C1 Recognition of Prior Learning. RPL is intended for applicants who may not meet the specified direct entry requirements. That is that they may not have the qualifications to gain access to a programme. Usually these qualifications are gained through formal accredited education. The applicant instead may have other experiences for example they may have learned from their involvement in training, education, employment, and work-based learning.

Entry Requirements: Forus Training has in place for each approved and validated programme, an organised and clearly defined set of entry requirements which reflects the NFQ and demonstrates eligibility for entry and the performance levels required in these awards.

As a learner applicant, you must satisfy the minimum entry requirements or alternatives documented, and any additional requirements specified for your programme of choice to be considered eligible for entry.

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Forus Training is committed to promoting accessibility for diverse learners. To this end, our admission criteria accommodates non-traditional learners and there are Recognition of Prior Learning (RPL) mechanisms in place for non-standard applicants.

You will be requested as part of your enrolment email to submit proof of qualification demonstrating adequate pre-qualification. In the case that you do not possess sufficient qualifications to gain access to a programme, you will be required to complete a RPL (Recognition of Prior Learning) access form, to demonstrate specific experience to gain entry onto a programme.

Click on the following link to access the application form:

[Recognition of Prior Learning Application Form \(Access\)](#)

[P9 S2 Recognition of Prior Learning Application Form 2022](#)

[P9 S2 Recognition of Prior Learning Application Form - Interview 2022](#)

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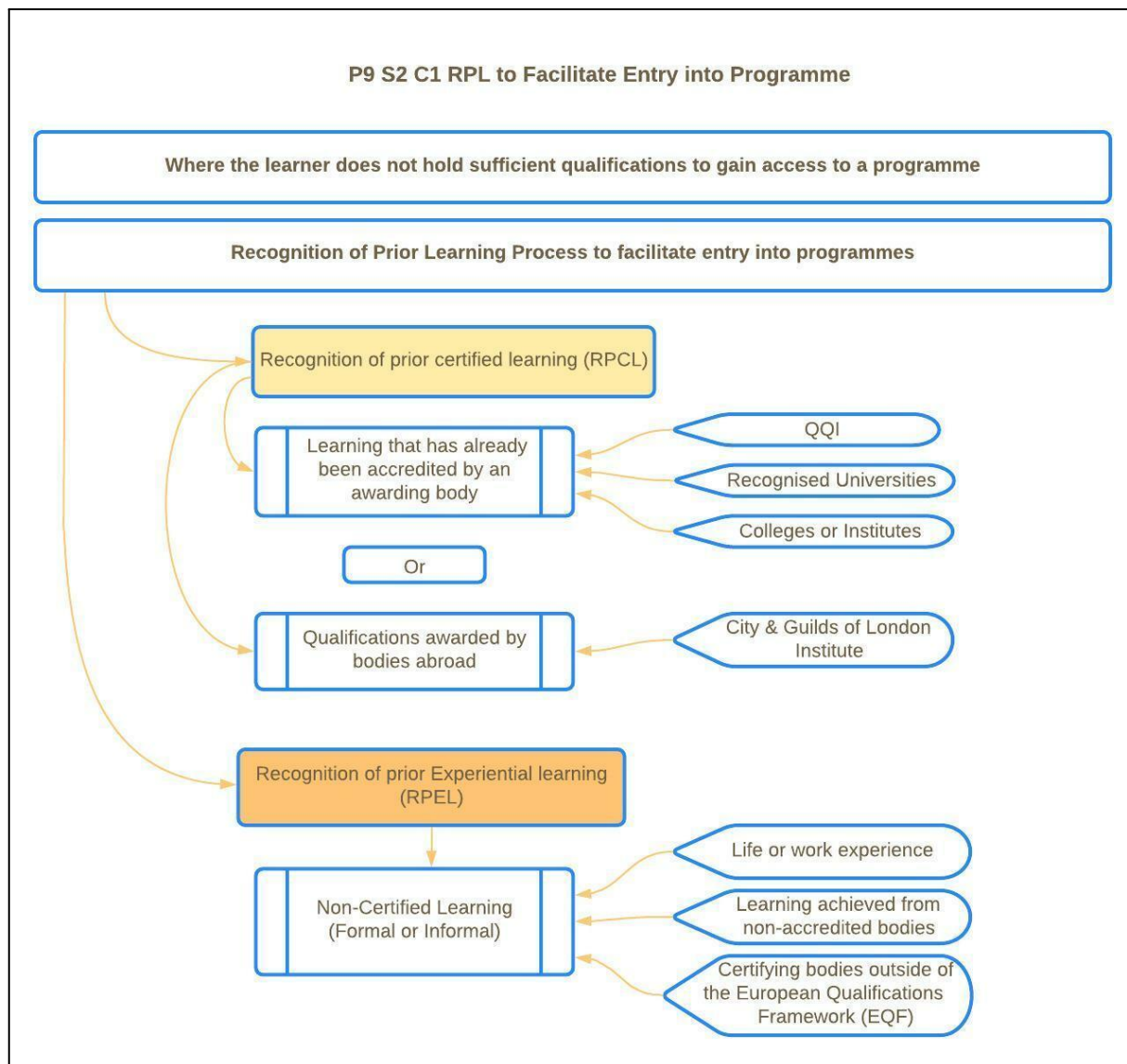


Diagram 1: The RPL for Access Process

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PART 2: RECOGNITION OF PRIOR LEARNING (RPL) - AS A METHOD OF ASSESSMENT

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 has 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. You can find more information on the Recognition of Prior learning here:

<https://www.qqi.ie/Articles/Pages/recognition-of-Prior-Learning-RPL.aspx>

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, i.e., an assessment within a module.

The provider shall ensure that all learners are made aware of the potential benefits of RPL. Appropriate support 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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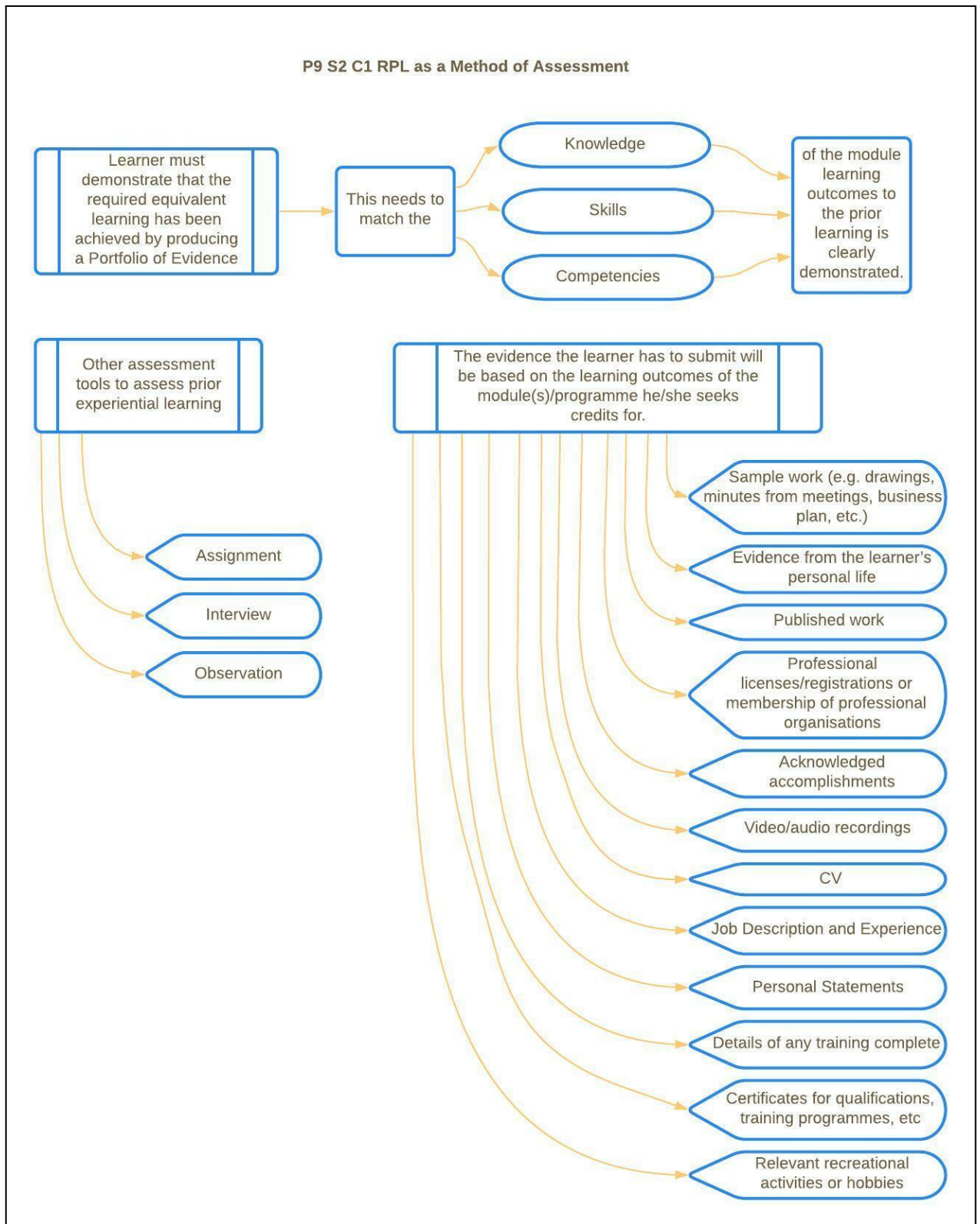


Diagram 2: Overview of RPL as a Method of Assessment

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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.

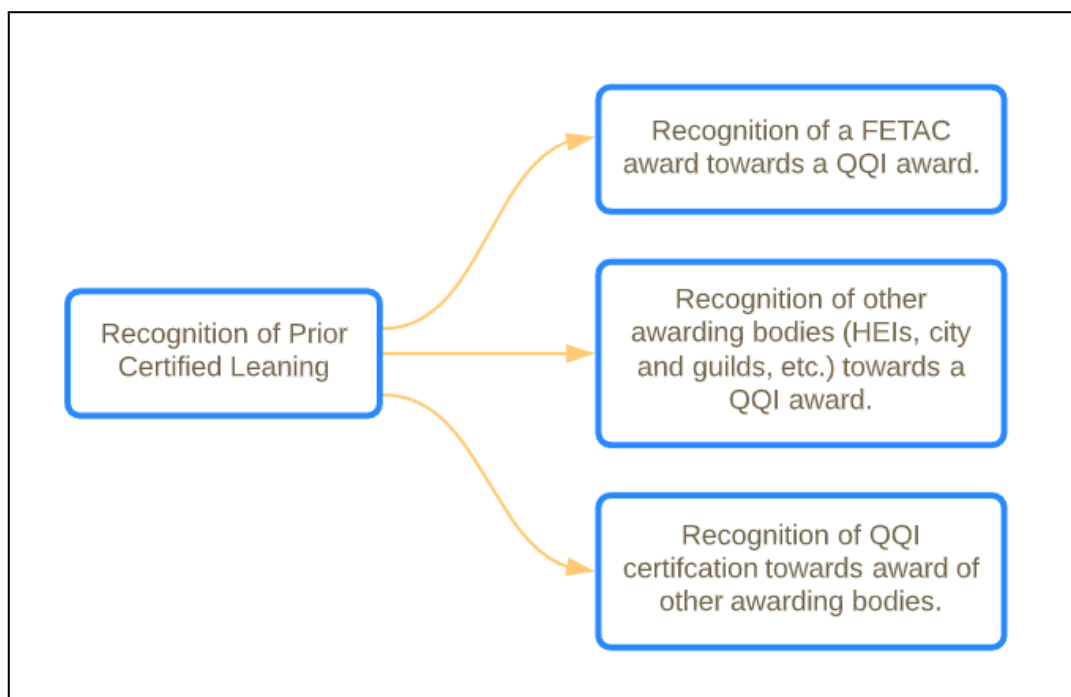
Forus Training is committed to utilising RPL as an instrument for: (i) determining standard access equivalences; (ii) for the award of credit; (iii) exemptions for learners with qualifications or prior experience in the area. The complexity of RPL practices in the Further Education and Training (FET) sector is acknowledged. Forus Training’s RPL procedures are outlined below.

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

1. Credit	2. Exemption
<p>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.</p> <p>Where such evidence exists, learners may be entitled to advanced entry to a programme and/or awarded marks/grades for the learning.</p>	<p>Exists where learners have been awarded accredited certification for learning by an awarding body e.g., Quality and Qualifications Ireland (QQI) or other recognised universities, colleges/institutes and awarding bodies.</p> <p>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.</p>

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:



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**.

The 5 Year Rule:

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 QQI (FETAC) component is mapped to a CAS component and is less than 5 years old,

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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)

Comparison of learning outcomes	It is recommended that the RPL assessor compares the learning outcomes of the prior certified learning to those 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.
Currency of RPCL	It is recommended that the RPCL must have been achieved in an appropriate time frame (time frame 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.

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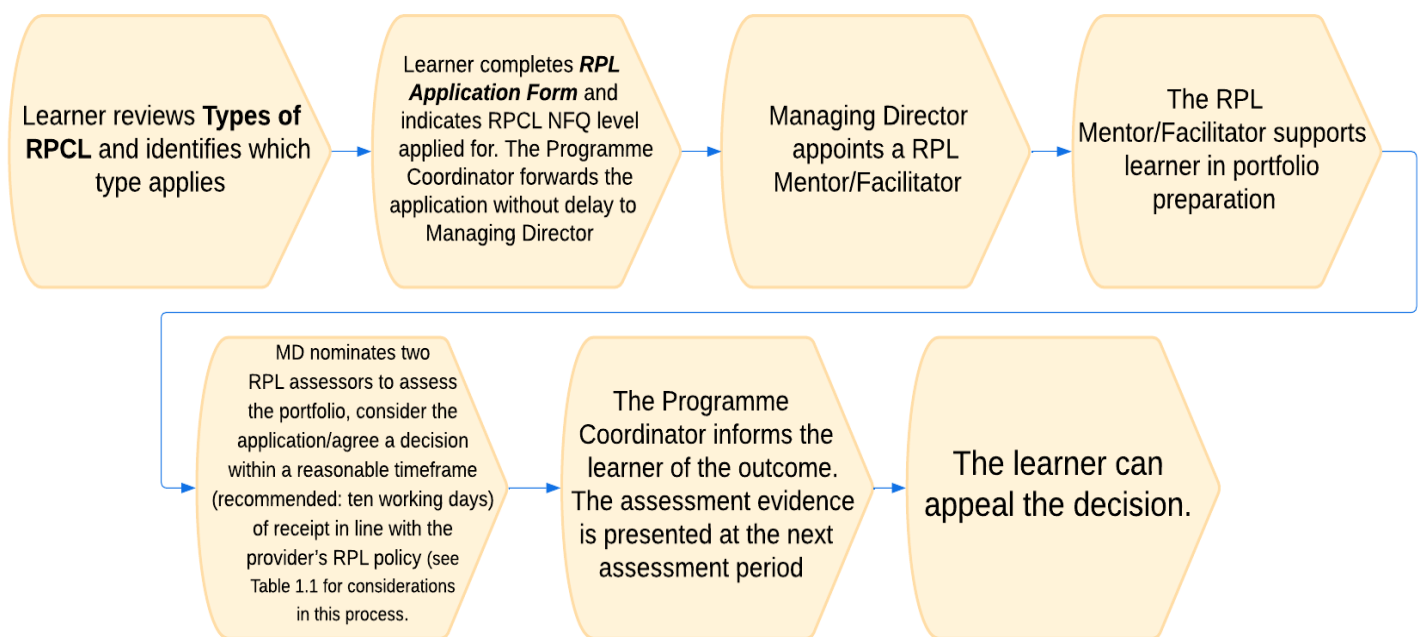


Recognition of QQI certification towards award of other awarding bodies

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.

PART 3: RPL 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.

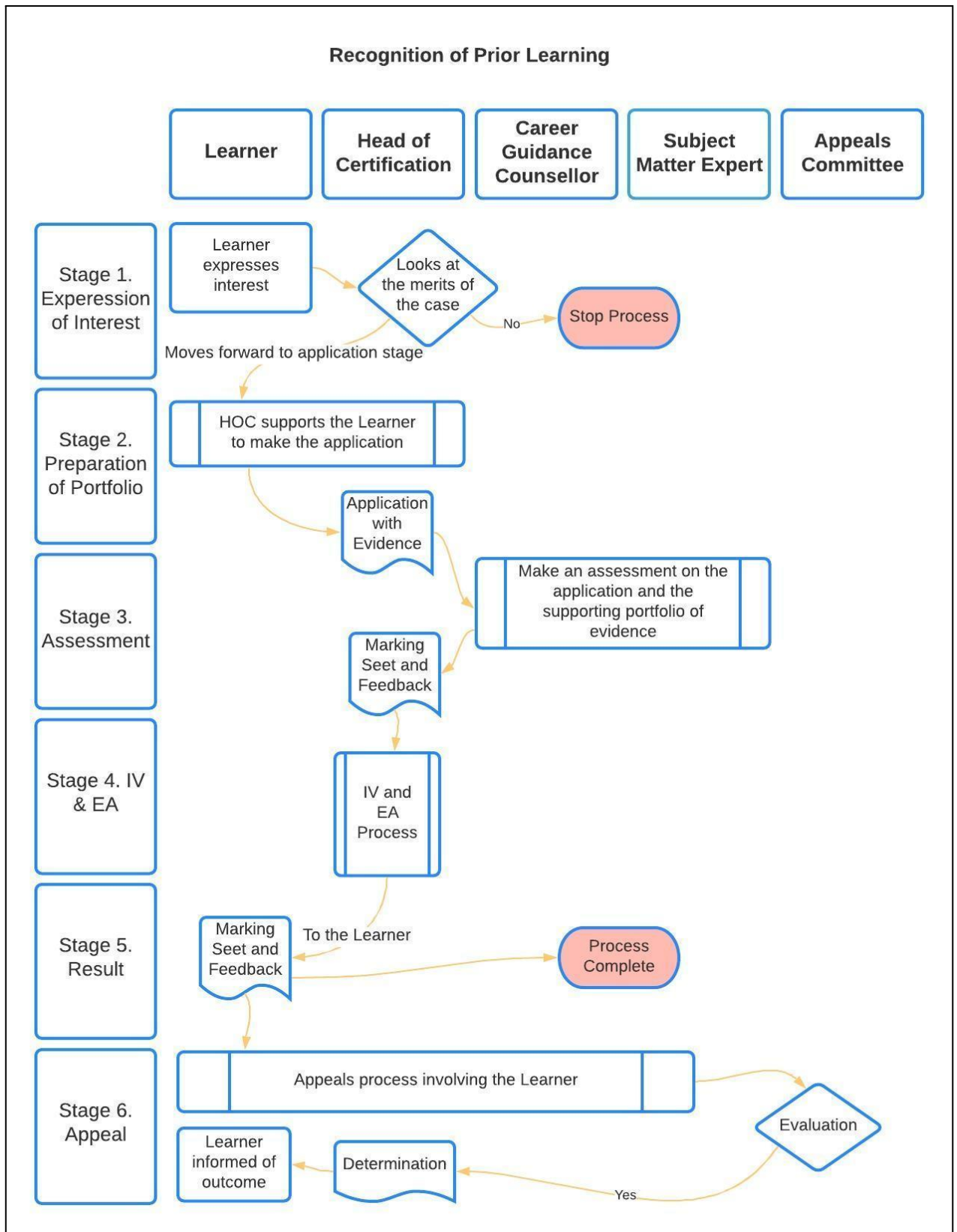


Recognition of Prior Experiential Learning (RPEL)

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 [P9 S2 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. The Head of Certification supports 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 (Forus Training has 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.

The internal assessment of the evidence portfolio aims to establish its:

Validity: Does it accurately measure the intended criteria?

Authenticity: Is it the genuine work of the applicant?

Sufficiency: Is the presented evidence suitable for the level and qualification being assessed?

Currency: Are the claimed skills, knowledge, and competencies up to date?

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

CV	<ul style="list-style-type: none"> ● Name, ● Contact number, ● Email address, ● PPS Number, ● DOB. <p>The learner should provide all educational history, starting with the most recent.</p>
Job descriptions and experiences	<p>This is to include all previous and current employment. Start with the most recent.</p> <p>The learner should provide all relevant details, including:</p> <ul style="list-style-type: none"> ● Type of employment, ● The employer (if not self employed),

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	<ul style="list-style-type: none"> • How long you worked there and in what years, • Details of your roles and responsibilities.
Personal statements	<p>This should reflect who you are.</p> <ul style="list-style-type: none"> • Give examples rather than telling a story, • Showcase your strengths and acknowledge your weaknesses.
Details of any training completed	<ul style="list-style-type: none"> • The date that training was complete, Evidence of training eg. a certificate.
Certificates for qualifications, training programmes, etc.	<ul style="list-style-type: none"> • Scanned copies of the certificates.
Sample work	<ul style="list-style-type: none"> • Drawings, • Minutes from meetings, • Business plan.
Evidence from the learner's personal life	<ul style="list-style-type: none"> • Start with a general response, • Give a few specific examples which relate to the module you wish to be exempt from, • Ensure that your answer is reflective of the specific subject area.
Published work	<ul style="list-style-type: none"> • Evidence of this work.
Professional licenses/registrations or membership of professional organisations	<ul style="list-style-type: none"> • Evidence of membership or registration of the organisation, eg. a membership card.
Acknowledged accomplishments	<ul style="list-style-type: none"> • The name of the person who acknowledged the accomplishment, • What the accomplishment was.
Video/audio recordings	<ul style="list-style-type: none"> • Evidence of videos or audio recordings.
Relevant recreational activities or hobbies	<p>Which relate to the specific module.</p>

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

3. The Career Guidance Counsellor along with a Subject Matter Expert act as **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;

The CGC and the SME should refer to the [P9 S2 C1 Recognition of Prior Learning RPL Assessment Kit](#)

4. Learners then 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

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**.

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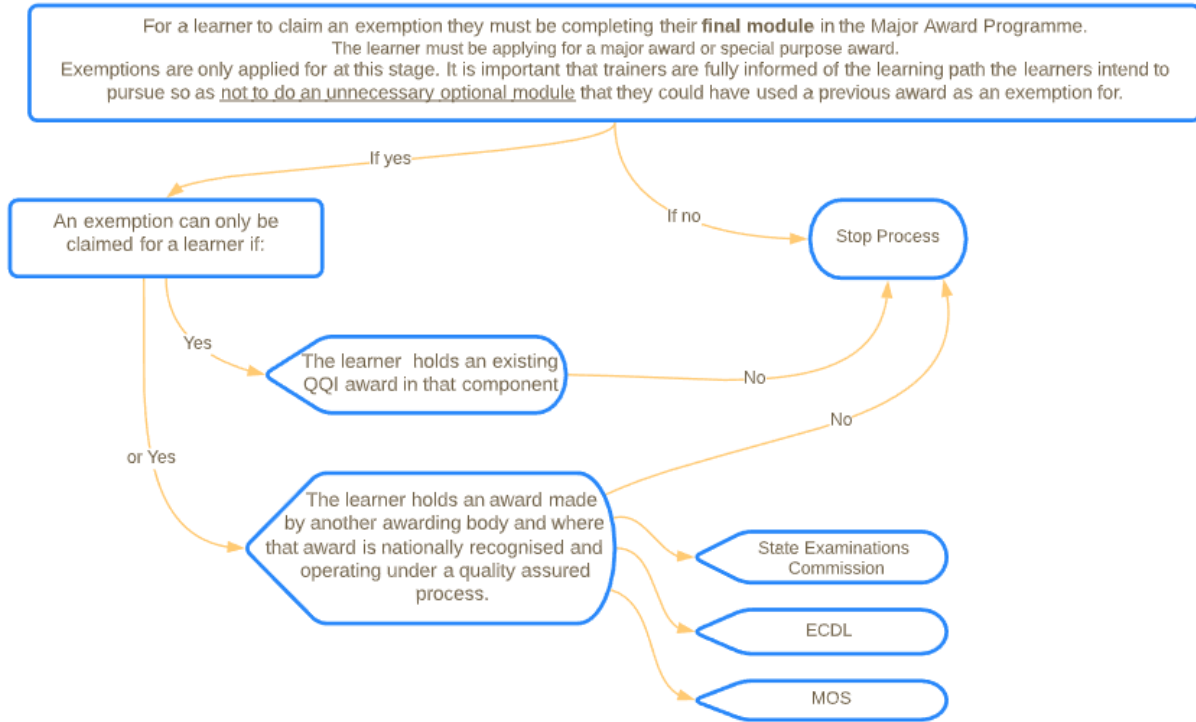


1. Claiming an exemption is a procedure carried out by Forus Training when entering a learner for certification in a major award or a special purpose award.
2. An exemption can only be claimed for a learner:
 - who holds an existing component (minor award) which is mapped to one of the QQI common award system (CAS) components
OR
 - who holds an award made by another awarding body where the awarding body is nationally recognised in its own country and operating a quality assured awarding process, for example, the State Examinations Commission, ECDL, MOS etc
AND
 - who is applying for a major award or special purpose award.
- For a learner to claim an exemption they must be completing their final module in the Major Award Programme. Exemptions are only applied for at this stage. It is important that trainers are fully informed of the learning path the learners intend to pursue so as not to do an unnecessary optional module that they could have used a previous award as an exemption for.
- For example, if a learner has already completed Arts and Crafts in Early Childhood at Level 5, they do not need to complete one of the optional Childcare modules at level 6.
- For example, if a learner has a level 7/8 degree they can automatically apply for an exemption in communications at level 5 as the training already undertaken has been at a higher level.

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P9 S2 C1 RPL - Exemptions



The exemptions application form can be found [here](#).

5. ROLES AND RESPONSIBILITIES

Quality Assurance Officer

The Quality Assurance Officer 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.

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.

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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 the 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,
- Make a decision on the appeal.

6. COMMUNICATION PLAN

	Document Named including link	Wording - Summary of what is to be included in informational materials	Page / Slide Numbers
To Learners	Induction - Slide Deck	Give the learner detail on RPL.	
	Handbook - P9 S5 C2 Learner Handbook	Gives detail on what RPL is. Explain under what circumstances the learner can get an exemption.	Page 25, 26
	Website (prospective learners and stakeholders)	Application form P9 S2 Recognition of Prior Learning Application Form	
	Exemption Application Form	What the learner must fill out in in order to apply for a RPL exemption.	
	Recognition of Prior Learning Application Form (Access)		

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To Trainers / Staff	Induction		
	Trainer Handbook	Gives trainer details	Page 12, 51

7. 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.

8. CONTACT INFORMATION

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 Managing Director
lisa@forustraining.ie

Reference Document: Recognition Of Prior Learning (RPL) Further Education And Training (FET).
[TOOLKIT FOR EDUCATION AND TRAINING PROVIDERS](#)

Amendment History			
Amendment summary sheet			
Revision	Date	Amendment summary	Training Requirements
002	08/07/2020	Initial release	Read and Review
003	21/01/2021	Broken into parts, diagrams included, communication section added - Rachel Killalea	Read and Review
004	08/03/23	Renewal - Appendix Added Around the Early Learning and Care programme	Read and Review

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9. QQI GRADING CRITERIA

RPL submissions will be graded as follows:

GRADE	PERCENTAGE	MARKING RATIONALE
Unsuccessful indicates that the learner/applicant has failed to attain the minimum standard of knowledge, know-how and/or competency either by lack of response to assessment criterion and/or did not demonstrate sufficient understanding of key issues.		
UNSUCCESSFUL	0-10%	Has failed to respond to all/most of the assessment requirements, with no evidence of any level of learning and understanding.
UNSUCCESSFUL	10%-29%	Has attempted responses to some assessment requirements but not to a sufficient level of learning and understanding.
UNSUCCESSFUL	30%-49%	Has made a reasonable effort to respond to some/all assessment requirements but collective evidence does not demonstrate a sufficient level of learning understanding.
A pass grade indicates that the learner/applicant has achieved the learning outcomes (LOs) to a sufficient/good standard.		
PASS	50-54%	Has achieved the LOs to a minimum acceptable standard. Assessment responses are basic with very little qualitative or quantitative content evidenced.
PASS	55-59%	Has achieved the LOs to a minimum acceptable standard, and has provided sufficient evidence which has some detail and relevance.
PASS	60-64%	Has achieved the LOs to a minimum good standard, and has provided sufficiently developed evidence which has relevance and clarity with some understanding of key issues and, has used the language of the vocational/specialised area competently.
A merit grade indicates that the learner/applicant has achieved the learning outcomes (LOs) to a good or very good standard.		
MERIT	65-69%	Has achieved the LOs to a good standard. Understanding of key issues to most or all criteria responded to with relevant examples to support the evidence. Overall, effort is good although limited.
MERIT	70-74%	Has achieved the LOs to a competent standard. A good standard of learning and understanding of key issues is evidenced. Evidence is detailed with a degree of fluency but may lack in comprehension, evaluation and/or analysis.
MERIT	75-79%	Has achieved the LOs to a very good, competent standard. The LOs have been achieved with clearly developed and expressed fluency of learning and understanding but there remains an absence of depth/insight/focus/initiative and/or evaluation/analysis.
A distinction grade indicates that the learner/applicant has achieved the learning outcomes (LOs) to an excellent standard. Evidence demonstrates some strong, in-depth and focused analysis of understanding. Evidence is coherently expressed and appropriately structured.		
DISTINCTION	80-84%	Has achieved the LOs to an excellent standard. The LOs have been achieved with clearly developed and expressed fluency of learning and understanding. There is a strong level of evidence demonstrating some depth/insight/focus/initiative and/or evaluation/critical analysis, with practice based examples where appropriate and necessary.
DISTINCTION	85-89%	Has achieved the LOs to an excellent and competent standard. The LOs have been achieved with clearly developed and expressed fluency of learning and understanding. The language of the vocational/specialised area has been applied with fluency and there is strong level of evidence demonstrating appropriate depth/insight/focus/initiative and/or evaluation/critical analysis, with practice based examples where appropriate and necessary.

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DISTINCTION	90-100%	Has achieved the LOs to an excellently proficient standard. The LOs have been achieved coherently, systematically and with comprehension. Responses to assessment criteria are developed in-depth, evidencing knowledge and know-how, and demonstrate a high level of initiative of learning and understanding. The language of the vocational/specialised area has been applied with fluency and there is a strong level of evidence integrating evaluation and critical analysis. Practice based examples are accurately integrated demonstrating overall connectedness with subject matter.
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APPENDIX 1

Recognition of Prior Learning Application Form:

[P9 S2 Recognition of Prior Learning Application Form](#)

Exemption Application Form:

[P9 S1 - Exemption Application Form](#)

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Appendix 2 - Treatment of ELC Programmes

PART 1 - RECOGNITION OF PRIOR CERTIFIED LEARNING (RPCL)

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.

Stage 1 - Level 5 - Maximum recognition of 55 Credits

Level 5 5M21473 - Certificate in Early Learning and Care		5M2009 Early Childhood Care and Education
Level 5 Certificate in Early Learning and Care 120 FET credits		Early Childhood Care and Education 5M2009
5C21526 - Early Childhood Growth and Development (25 Credits)		
5C21525 - Holistic Care of Children (Birth to Six Years) (15 Credits)	Equivalent to	5N1765 2. Child Health and Well Being (15 credits)
5C21524 - Legislation, Regulations and Children's Rights (15 Credits)		
5C21527 - Curriculum, Play and Creative Studies (25 Credits)	Equivalent to	5N1770 Early Care and Education Practice (15 credits) 5N1773 Early Childhood Education and Play (15 credits) *Factoring in the Arts 5N1769 Creative Arts for Early Childhood (15 credits)
5C21528 - Understanding and Assisting Children with Additional Needs (15 Credits)	Equivalent to	5N1709 Understanding Special Needs
5C21523 - Professional Practice Placements in Early Learning and Care (25 Credits)		

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Stage 2 - Level 6 Programme - Maximum recognition of 50 Credits

Level 6 6M21471 - Advanced Certificate in Early Learning and Care		
Level 6 Certificate in Early Learning and Care 120 FET credits		6M2009 Early Childhood Care and Education
6C21519 - The Developing Child (25 Credits)		
6C21518 - Sociology and Social Policy in Early Learning and Care (15 Credits)	Equivalent to	6N1945 Childhood Social Legal and Health Studies (15 credits)
6C21520 - Curriculum and Pedagogy (25 Credits)	Equivalent to	6N1944 Early Childhood Curriculum (15 credits) 6N1942 Child Development (15 credits)
6C21522 - Supervision and Administration Skills in Early Learning and Care (20 Credits)		
6C21517 - Advanced Professional Practice Placements in Early Learning and Care (25 Credits)		
6C21521 - Inclusive Early Learning and Care (Elective) (10 Credits)	Equivalent to	6N1957 Special Needs Assisting (15 Credits)

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