Recognition of Prior Learning Policy and Procedure

Version 2.0

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January 2022

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*Donegal Education and
Training Board*

Policy Development Details

Policy Name	Recognition of Prior learning
QQI Core Guideline	2. Documented Approach to Quality Assurance 3. Programmes of Education and Training 6. Assessment of Learners
Policy applies to	☐ Specific (outline organisational unit, etc.) _____ ☑ FET Staff ☑ FET Students
Approved by	Donegal ETB FET Quality Council
Approval Date	Version 1 approved October 2020, Version 2 approved January 2022
Effective Date	December 2020
Review by Date	June 2024
Version	Version 2
Reference Documents	Education and Training Act 2012 (Section 50(3)(70)) European Inventory on Validation of Non-formal and Informal learning: Country Reports (European Commission, CDEFOP, ICF International; 2014) Expert Group on Future Skills Needs, 2011 Guidelines for Preparing Programme Descriptors for Further Education and Training Programmes Leading to QQI CAS Awards (Revised 2013) Policies and criteria for the validation of Programmes of Education and Training (QQI, 2017) Principles for the Recognition of Prior Learning in Further and Higher Education (QQI, 2005) QQI Policy Restatement: Policy and Criteria for Access, Transfer and Progression in Relation to Learners for Providers of Further and Higher Education and Training. (Restated 2015) QQIs Core Statutory Quality Assurance Guidelines Recognition of Foreign Qualifications in Ireland (QQI)
Review by Date	June 2024

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Abbreviation List

Acronym	Definition
CAB	Certification Approval Board
CAS	Common Awards System
CEDEFOP	European Centre for the Development of Vocational Training Centre Européen pour le Développement de la Formation Professionnelle
EA	External Authenticator
ETB	Education and Training Board
ETBI	Education Training Board Ireland
FET	Further Education and Training
NFQ	National Framework of Qualifications
NARIC	National Academic Recognition Information Centre
PLSS	Programme Learner Support System
QASS	Quality Assurance Support Service
QBS	Quality Based System
QQI	Quality and Qualifications Ireland
RPCL	Recognition of Prior Certified Learning
RPEL	Recognition of Prior Experiential Learning
RPL	Recognition of Prior Learning
RCCRS	Results Capture and Certification Request System
TSO	Training Standards Officer

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Policy

1. Policy

Donegal ETB is committed to a fair, consistent and inclusive approach to recognition of prior learning (RPL) for access, exemptions (where appropriate) and accreditation. The procedures outlined in this policy gives value to all learning: formal, non-formal and informal. Donegal ETB will accept and consider RPL applications in line with the organisation's strategic direction and subject to the availability of its resources.

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Purpose

2. Purpose

The purpose of this policy is to present Donegal ETB's procedures and processes for the implementation of recognition of prior learning (RPL) as a process to support access to programmes of learning and to provide a mechanism for validation of skills, knowledge and competencies gained through prior formal, non-formal and informal education, training and experience. This policy is a response to *QQI's Restatement on Access, Transfer and Progression (2015) and the Operational Guidelines for the Recognition of Prior Learning in Further and Higher Education.*

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Scope and Application

3. Scope and Application

This policy is informed by QQI's Core Statutory Quality Assurance Guidelines which requires:

"that providers' policies and procedures for learner admission, progression and recognition include 'fair recognition of education and training qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning' and that provider's ethos enable flexible learning pathways."

This policy applies to all Donegal ETB's QQI provision, with the exception of apprenticeships unless an apprenticeship is developed by Donegal ETB. While this policy does not apply to students accessing programmes and courses that are accredited by other awarding bodies, the RPL requirements of those certifying bodies will be adhered to.

This policy includes RPL for the purpose of access, exemptions and accreditation. In addition, all new programmes and courses submitted for validation to QQI will ensure that due consideration is given to RPL (*Guidelines for Preparing Programme Descriptors for Further Education and Training Programmes Leading to QQI CAS Awards [Revised 2013*]).

Donegal ETB will respond to requests for assistance from QQI to support the assessment of the achievements of students who may apply directly to them (*Section 50 (3) (70) of Qualifications and Quality Assurance (Education and Training) Act 2012*).

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Definitions

4. Definitions

Prior Learning is learning that has taken place prior to joining a course or programme of learning. Donegal ETB recognises that prior learning may have been acquired through formal, non-formal or informal routes. CEDEFOP (2011) provides the following definitions which are outlined in Table 1 below.

Formal learning:	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.
Non-formal learning:	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.
Informal learning	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.

Table 1: CEDEFOP definitions of formal, non-formal and informal learning

The RPL process links the learning that has taken place (the prior learning) to learning outcomes, or standards on the National Framework of Qualifications (NFQ).

Donegal ETB will use the term RPL as a general term to refer to all prior learning. This generic term will incorporate the terms Recognition of Prior Certified Learning (RPCL) and Recognition of Prior Experiential Learning (RPEL).

4.1 Recognition of Prior Certified Learning

Recognition of Prior Certified Learning (RPCL) will support access to a course of learning, or exemptions from part of the course (module). Figure 1 illustrates three different types of RPCL
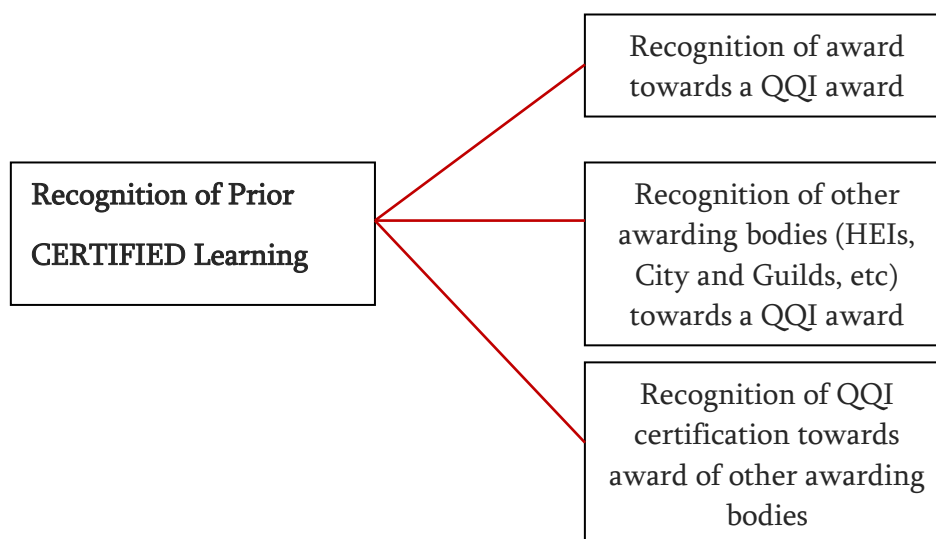
Figure 1: Types of RPCL

a) **Recognition of a CAS award towards a QQI award**

Where a student has achieved a CAS award, and has thus met the learning outcomes for that award as currently published on the QQI website, then the student has achieved that award, regardless of the age of the certificate. In this instance, the 5-year rule does not apply: the student's award will be recognised by the 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**. Considerations which must form part of this process are outlined in Table 2.

Table 2: **Considerations when recognising an award**

Comparison of Learning Outcomes	Learning outcomes of the prior certified learning will be mapped to the learning outcomes of the module(s)/programme in which the applicant is seeking the exemption(s): The award standard and principles of assessment must be adhered to. Gaps in learning may be identified and supports put in place to address these gaps.
Currency of RPCL	RPCL must have been achieved within the last 5 years.

b) Recognition of other awarding bodies (HEIs, City and 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.

The student is required to provide the relevant learning programme and original transcript of results with their application, to apply for RPCL.

Students seeking *Statements of Equivalence* for foreign qualifications may be referred to NARIC to have their qualifications aligned with the appropriate Irish qualification. *Qualifications Recognition* is the QQI body responsible for the recognition of foreign qualifications.

c) 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.

4.1.1 RPCL process for access

In the case of access, an applicant's certified learning is a key indicator of their entry level. Certified learning will support access to an award at the same or the next level on the NFQ.

4.1.2 RPCL process for exemptions

In the case of exemption applications, the prior certified learning which the student is basing his/her exemption on, should be at the same (or higher) NFQ level than the level the student is seeking the exemption in. The process of recognising prior learning should maintain the standards of the NFQ and its awards.

4.1.3 RPCL process for an award

In the case of applications for an award, the applicant will need to be able to provide evidence of skills, knowledge and competencies to the level of the award standards. Support in preparing this evidence will be offered to the applicant within the resources available to Donegal ETB at the time of application. The applicant must demonstrate that the required equivalent learning has been achieved through the submitted certification. The certification must be current (within the last 5 years), or the related skills, knowledge and competencies must be current.

Figure 2: Recognition of Prior Certified Learning (RPCL) for an award or an exemption.

Firstly, the applicant reviews RPCL types and identifies which type of RCPL he or she wishes to apply for. The process for each type is as follows:

RPCL for an Award	RPCL for an Exemption
1. Applicant completes Donegal ETB's RPL Application form, indicating the NFQ Level and award applied for. ↓ 2. ETB RPL Coordinator appoints RPL Mentor / Facilitator ↓ 3. RPL Mentor Facilitator supports applicant in portfolio preparation. Portfolio will need to provide evidence that the skills, knowledge and competencies equivalent to the standards in the award applied for. ↓ 4. Portfolio is assessed by an experienced subject matter assessor with a high level of expertise. ↓ 5. Donegal ETB assessment processes are then implemented: internal verification followed by external authentication and finally submission to the Certification Approval Board ↓ 6. Applicant is informed of the results ↓ 7. Applicant can appeal in accordance with Donegal ETB's Fair and Consistent Assessment of Learners Policy	1. Applicant completes course application form along with a written request for an exemption ↓ 2. Course / programme or provision manager or access officer review both applications. Support from RPL Mentor will be provided, if needed. ↓ 3. If considered for an exemption, applicant must produce verifiable copies of transcripts and certificates for the certified learning. ↓ 4. Course / programme or provision manager or access officer will decide and inform the applicant. This decision is final.

4.2 Recognition of Prior Experiential Learning (RPEL)

Recognition of Prior Experiential Learning (RPEL) is learning that has not been previously linked to an award. RPEL will support access or provide an

opportunity for an applicant to apply for an award. A chart of the RPEL process is provided in **Figure 3** on page 19.

4.2.1 RPEL for access

In the case of access, knowledge, skills and competencies which are needed to succeed on a course, but which are not formally validated will be taken into consideration when offering a place on a course. Aptitude tests, interviews, skills demonstrations, may be used to determine the ability to succeed.

4.2.2 RPEL for exemptions

Donegal ETB does not consider applications for RPEL exemptions. A formal application for RPEL must be made in all circumstances.

4.2.3 RPEL for an award

In the case of applications for recognition of prior experiential learning towards an award, the applicant will be referred to Donegal ETB's FET Service RPL Coordinator for an initial consultation. This initial meeting will support the identification, or affirmation of the destination award.

4.3 Recognition of foreign qualifications

Applicants presenting with qualifications achieved outside of Ireland will be referred by QQI to NARIC (National Academic Recognition Information Centre) for support to check where their learning rests on the NFQ. (Recognition of Foreign Qualifications in Ireland, QQI)

Figure 3: RPEL process map

RPEL Process

- Learner reviews types of RPL and identifies which type
- Where RPEL applies - learner proceeds with RPEL application
- Learner now becomes an applicant
- Learner completes RPL Application form and indicates NFQ Level and Award applied for.
- RPL Manager appoints RPL Mentor / Facilitator
- RPL Mentor / Facilitator supports applicant in portfolio preparation
- Portfolio is assessed by subject matter expert
- Results are presented for internal verification
- External Authentication takes place. The final results are presented for approval to the Certification Approval Board.

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Implementation

5. Implementation

This policy and related procedures have been developed by Donegal ETB's FET Service as a response to statutory guidelines and identified needs within the county. This policy will support applicants to obtain access, exemptions and accreditation.

5.1 **Access**

Access means that applicants are enabled to gain entry to a course at a level appropriate to their skills, knowledge and competencies. Due to the nature of FET delivery in Donegal advanced entry is not currently facilitated but is under review. Assessment of course applicants through course entry procedures (application form, interview, aptitude tests, or screening) will provide information on the overall level of:

- prior certified learning
- prior experiential learning.

All new programmes of learning submitted for validation will include criteria for the recognition of prior learning for the purposes of access, where appropriate. (*QQI's Policies and Criteria for the validation of programmes of education and training. 2017*)

5.2 **Exemptions**

Exemptions will be offered to applicants where their certified learning equates to all of the learning outcomes of the module or modules that make up the course applied for. The qualification should have been achieved within the previous 5 years. Exemptions will only be granted for a full module.

All new programmes of learning submitted for validation will have criteria for the recognition of prior learning for the purposes of exemptions. (*QQI's Policies and criteria for the validation of programmes of education and training, 2017*)

5.3 **Award**

Donegal ETB's FET Service supports the process of RPL towards gaining a recognised qualification for either individual modules or major awards, where relevant and appropriate.

Donegal ETB will respond to requests for assistance from QQI to support the assessment of the achievements of applicants who may apply directly to them.

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Responsibility

6. Responsibility

Donegal ETB's FET Service commits to RPL for access, exemptions and accreditation.

6.1 All staff involved in facilitating access and entry to programmes and courses should:

- Ensure that all courses have clear entry criteria based on the standard of skills, knowledge and competencies required to succeed on the course, inclusive of formal, non-formal and informal learning
- Have fair and consistent access procedures, using appropriate processes. A screening tool should be used to facilitate this, where applicable. **Appendix 1** provides an example of a screening tool
- Ensure exemptions granted for prior certified learning, will only be granted for a full module, and not for some learning outcomes. Written approval will be required, where appropriate and the process documented. Exemptions will have to be approved by the relevant programme manager, or their designated officer.

6.2 RPL Coordinator

The key tasks and responsibilities of this role are:

- Support the recruitment and engagement of participants for the RPL process
- Design / modify tools to support all stages of the RPL process – identification, documentation, assessment and certification e.g. briefs, rubrics, assessment notes etc.
- Oversee the procurement of resources for the project and adhere to good governance procedures and public office ethics
- Keep records and submit weekly itineraries and monthly reports to Adult Education Officer (AEO) and RPL Project Management Group
- Liaise with Quality Assurance and Guidance Services departments
- Ensure the RPL team are supported with continuous professional development opportunities

- Act in a representative capacity as required on matters relating to RPL

6.3 RPL Mentor / Facilitator:

- Provides guidance, if needed, on possible destination awards
- Supports the decisions to commence the RPL process
- Supports the RPL process
- Protects the integrity and reliability of the awards by ensuring that national standards of skills, knowledge and competencies are assiduously adhered to
- Ensures that the learning achieved and submitted by the applicant maps to the learning outcomes (the standards) set down in the award specification
- Attends staff meetings and one-to-one meetings with RPL Coordinator / AEO as required
- Keeps a record of the applicant(s) progress throughout the duration of the process

6.4 Applicant for an award through the RPL process

- Each applicant has a responsibility to complete their own portfolio. Evidence must be current (within the last 5 years) and meet the standards for the award they are applying for
- Applicants will have to provide validated copies of their formal certification
- A formal application must be made to the RPL Office for approval
- Where an applicant has not made sufficient effort to engage with their mentor after three attempts, it will be considered that the applicant wishes to be withdrawn from the process

6.5 Subject Matter Expert / Assessor

- Assess and grade each portfolio in a fair and consistent way and maintain records.

6.6 Quality Assurance/Training Standards Office

Ensure the fair and consistent assessment of students, organising and presenting subjects for certification through the certification approval board.

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Procedures

7. Procedures

Procedure Name	Recognition of Prior Certified Learning (RPCL) Recognition of Prior Experiential Learning (RPEL)
Version Number	Version 2
Policy Areas	Access Transfer and Progression Fair and Consistent Assessment of Learners
Approved By	Donegal ETB FET Service Quality Council
Approval Date	January 2022
Effective Date	January 2022
Review Date	June 2024

No.	Procedures and Processes	Responsibility
7.1	Recognising Prior Certified Learning (RPCL)	
7.1.1	For Access to a course Where an applicant has a certificate for the standard at, or immediately below the level of the course applied for, the certification will be recognized as part of the course entry requirement	Programme Coordinator / manager
7.1.2	For exemptions: Where an applicant has already been awarded certification for a formal programme, recognition will be given for complete modules only. The procedures for RPCL for exemptions are as follows: a) Applicant completes course (provision) application form along with a written request for an exemption.	Recruitment Officer / Programme Coordinator / Guidance Officer

	b) The application is assessed by the course/provision manager or access office. Support from RPL Mentor will be provided, if needed. c) If considered for an exemption, applicant must produce verifiable copies of transcripts and certificates for the certified learning. d) Course/programme or provision manager or access officer will decide and inform the applicant. Decisions on exemptions are subject to governance and can be reviewed.	
7.1.3	**For an Award** Applicant may: a) Apply directly to Donegal ETB's RPL Department using the relevant application form. b) Meet with Donegal ETB's RPL Coordinator to identify or check the award applied for. If the applicant is willing to proceed, he or she will be asked to complete and submit an application form indicating the award being applied for. (**Appendix 2**). If the application is accepted, the following steps will apply: 1. RPL Mentor/Facilitator will be appointed to support the applicant through the RPL process. At this stage, the applicant's details are entered on the PLSS system. 2. The applicant will need to submit: • Proof of the qualification / award • Official transcript of the results • Syllabus 3. The completed portfolio will be checked by the RPL Mentor / Facilitator to	Applicant / RPL Coordinator / RPL Mentor / Assessor (Subject Matter Expert) / Internal Verifier / External Authenticator / QASS / Adult Guidance

	ensure that all the standards in the award have been achieved. 4. The portfolio will be assessed by an assessor who is a subject matter expert. 5. Assessment will ensure that the knowledge, skills and competencies outlined in the award specification standards are evidenced. 6. The portfolio will then be internally verified and presented for external authentication. 7. The results along with the reports from both the internal verifier and external authenticator will be presented to the Certification Approval Board. 8. Applicants may appeal in accordance with Donegal ETB's procedures for appealing results as outlined in Fair and Consistent Assessment of Learners policy.	
7.2	**Recognition of Prior Experiential Learning (RPEL)**	
7.2.1	**For access to a course** Applicants who have no formal qualifications will have their skills, knowledge and competencies assessed to gauge ability and ascertain the correct entry level for a course.	All staff responsible for access and entry to courses
7.2.2	**For Exemptions** Donegal ETB, currently, will not grant exemptions for experiential learning. When a student has completed an award, the option of applying for an additional award through the RPL process may be offered (see 7.2.3 below).	Adult Guidance RPL Coordinator

7.2.3	**For an award**	RPL Coordinator / Applicant / Mentor / Internal Verifier / External authenticator / QASS / Adult Guidance
	The applicant will be referred (self-referral/ guidance) to Donegal ETB's FET Service RPL Coordinator for an initial consultation. This initial meeting will support the identification, or affirmation of the destination award. If progressing with the RPL process, the following steps will apply:	
	1. The applicant will complete and submit an application form indicating the award he or she is applying for. **(Appendix 2).** The applicant's details are then entered on the PLSS system.	
	2. The RPL Mentor/Facilitator will support the applicant through the RPL process.	
	3. The RPL Mentor / Facilitator will issue a brief(s) indicating the type of evidence and how it should be demonstrated. This can include some, or a combination of the following: sitting an examination, producing an assignment, an interview, observation, skills demonstration, reflection, and specific workplace tasks. Examinations and skills demonstrations will, where applicable, be carried out in accordance with the procedures and processes outlined in Donegal ETB's policy for fair and consistent assessment of students	
	4. The portfolio of evidence must be presented in a way that clearly demonstrates that the applicant's knowledge, skills and competencies correspond unequivocally to the standards in the award specification.	
	5. Evidence may include, but is not limited to:	

- References and testimonials
- CV
- Job descriptions
- Personal statements
- Reflective journals
- Completing the same assessment as students already on a similar course.
- Certificates for training programmes
- Evidence of work-based training
- Published work
- Evidence of skills, knowledge and competencies from workplace community, and social engagements (drawings, minutes of meetings, agenda, presentations, etc.)
- Professional licences/registrations or membership of professional organisations
- Validated accomplishments
- Video/audio recordings

6.   All portfolios will go through the same quality assurance processes as portfolios produced by students in a taught course.

7.   The completed portfolio will be assessed by a subject matter expert, and graded in accordance with national standards. An assessment rubric will be used to guide this stage.

8.   The assessed portfolio will be internally verified and the provisional results uploaded to QQI's QBS / RCCRS

9.   Following internal verification, the portfolio will be externally authenticated.

10.   The final grade along with the reports from the internal verifier and

	external authenticator will be presented to the Certification Approval Board (CAB). 11. The final stage of processing the results will be completed confirming the results that were provisionally uploaded to QQI's QBS or RCCRS 12. The applicant will be informed of the decision of the Certification Approval Board. 13. The applicant may appeal in accordance with Donegal ETB's procedures for appealing results as outlined in Fair and Consistent Assessment of Learners policy.	
7.3	**RPL Application not approved**	
	Where an applicant is deemed not suitable for RPL, this is noted on the application form by the RPL Coordinator and the applicant is referred to the Donegal ETB Adult Guidance Service where relevant.	

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Monitoring and Review

8. Monitoring and Review

Donegal ETB's FET Service will update this document in accordance with guidelines and directives issued by QQI and other awarding bodies.

8.1 Policy

Responsibility	Frequency	Methods
QASS	Annual - June 2021	
QASS	3 Years - June 2024	

8.2 Procedure

Responsibility	Frequency	Methods
QASS	Annual - June 2021	
QASS	3 Years - June 2024	

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Document Control

9. Document Control

Version Number	Approval date	Description of revision	Originator	Approved by
Policy				
Version 2	January 2022	4.0 Removal of procedures for RPCL and RPEL to section 7.0 Procedure section 4.1 (b) RPCL:reference to QQI list of awards removed 6.2 Addition of RPL Coordinator Role 6.3 Addition to responsibility of RPL Mentor/Facilitator 6.4 Addition to responsibility of Applicant Appendix 2 - new version of application form attached Grammatical changes	Joe Whitelock	Quality Council

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Version Number	Approval date	Description of revision	Originator	Approved by
Procedure				
Version 2	January 2022	4.0: Removal of procedures for RPCL and RPEL to section 7.0	Joe Whitelock	Quality Council

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Appendices

Appendix 1: Skills Checker

Skills Checker

The aim of this **initial skills checker and screening tool** is to introduce consistency in approaches to skills screening at the entry stage to the Basic Education Service. This tool should be used as part of the general interview process. It is easy to administer. When you introduce the tool (during the interview process) explain that it is used by all course applicants and should take no more than 10 minutes. In scoring some of the questions you will have to rely on your own professional judgement – some of which will be subjective. Before starting the interview ensure that you have a simple application form to hand to facilitate writing their name and address. Do not rely on a neatly filled in application form. Skills Checker was devised by Donegal ETB's Basic Education Service. Skills Checker can be used by any programme to determine the correct entry level / skills development needs.

In devising Skills Checker Donegal ETB was informed by "First Move – Initial Skills Checker" which is used in England and Wales by probation practitioners to identify basic learning needs and support referral to appropriate learning and skills.

Skills Checker is fit for purpose, brings consistency to initial assessment and screening, can be delivered with minimal training and is mapped to the National Framework of Qualifications.

Recognition of Prior Learning Policy

Question	Guidance	Profile Indicator	Grade	Comments
1. Using a notepad or simple application form, ask the person to write down their name, address, date of birth and telephone number for you.	Asking for simple written material that should be known is a reasonable indicator of the ability to write, at least for everyday purposes such as form filling.	Written with ease i.e. no hesitation, result legible, follows normal conventions for layout e.g. capitals used correctly, etc.	6	
		Some letters/words badly formed, written all in capitals	3	
		Unable to write name and address	0	
2. What are your goals and where do you hope this particular course will take you?	This will set the tone of sharing and also bring a little informality to the process. Answers may indicate that a referral to guidance service is necessary.	Motivated with a clear goal	6	
		Building on informal learning	3	
		No real knowledge of course or reason for doing it.	0	
3. When did you leave school?	Leaving below 16 is likely to indicate that no courses were completed and may have had several periods of non-attendance leading to low skills levels.	16 or older	6	
		14 to 15	3	
		Below 14	0	
4. Do you have any certificates from work? E.g. Food Hygiene, Fork Lift Truck Driving, Health and Safety, etc.	If yes, some literacy skills may have been used to achieve. Check duration of course. 1 day courses will need to be probed for content	Yes – 2 months or more	6	
		Yes – 1 week to 1 month	3	
		1 day courses	1	
		none	0	
5. Have you got any qualifications or certificates?	Junior Cert Maths/English above C or equivalent. Other qualifications would indicate some literacy and numeracy skills to achieve. Check whether the applicant achieved LC or LCA.	Junior Cert Maths/English C or above – check level.		
		Honours	6	
		Pass	4	
		Foundation	1	
		Any other qualifications	3	
		No qualifications	0	

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Question	Guidance	Profile Indicator	Grade	Comments
6. Have you done any work or training since leaving school or college?	Clear indicator of some commitment but not necessarily of Num/lit skill levels. Some lit/num may have been gained but no guarantee.	F/T employment and/or completed training programme	6	
		Some employment since leaving school	3	
		Unemployed since leaving school	0	
7. Are you currently employed? If no, when did you last work?	Probe previous employment. Probable candidate for referral to guidance service	Yes	6	
		No -- not for 6 months	3	
		No – not for a year	0	
		Date		
8. Can you use a computer? If yes, what do you do?	Use of computer for games, chat and looking at websites would indicate some literacy skills. Games would also suggest some numeracy skills. Check if he / she uses SMS and how often	Can use a computer – e.g. for games, chat, looking at web or using email/word processing	6	
		Not often	3	
		No	0	
9. Are you involved in community or voluntary work or activity?	Check if role involves reading and writing – e.g. committee secretary/PR person. Provides an opportunity for informal engagement	Yes – with a clear role	6	
		Yes – no clear role	3	
		No	0	
10. Do you feel confident handling money, understanding and paying bills?	Confidence in paying bills indicates skills in both lit and num. Confidence in understanding how bill was calculated. Check if he / she can uses an ATM. Numeracy indicator.	Yes – very confident	6	
		Sometimes	3	
		Not confident at all	0	

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Question	Guidance	Profile Indicator	Grade	Comments
11. Ask if they feel that they can succeed with current skill level or would they need to revise literacy skills first.	Have a clear understanding of entry levels and course requirements and discuss these with learner	A clear Yes to particular areas	6	
		Need some help	3	
		Need a lot of help	0	
12. Overall impression during interview	Reasonable indicator of some literacy skills. Did the answers given and the discussion generally, use a reasonable range of vocabulary? Were complete sentences used or just one / two word responses?	A reasonable range of vocabulary	6	
		Complete range of sentences	3	
		One or two responses	1	
		No engagement with discussion	0	

Skills Development Needs:

Grade	**55 to 70**	**Highly unlikely to have skills needs (place at level 5)**
Grade	**45 to 58**	**Unlikely to have significant skills needs (place at level 4)**
Grade	**35 to 44**	**Likely to have skills development needs in relation to specific tasks, e.g. spelling and sentence formation (place at level 3).**
Grade	**30 to 34**	**Likely to have significant skills development needs (place at level 2)**
Grade	**29 or less**	**Will have significant skills development needs (place at level 1)**

Name of student: _____

Address / location: _____

Date: _____

Tuition offered: _____

V2 January 2022

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Appendix 2: RPL Application Form

	RECOGNITION OF PRIOR LEARNING (RPL) **APPLICATION FORM**

This application form is your request for consideration to initiate the RPL process to have your experiential learning (learning from your work and your community activities) considered for an award.   Experiential learning is skills, knowledge and competencies that you may have gained through non-formal learning (course at work, supplementary training, further education courses, etc.) and informal learning (work practice, roles at work or in your community, hobbies, interests, etc.).

The RPL process requires that the skills, knowledge and competencies you have achieved are compared with the learning outcomes (standards) of the award you wish to be considered for.

You should complete all sections of this application form.

Include copies of certificates / diplomas etc. that you have gained.

If your application is accepted, you will be required to register as a student with Donegal ETB, to meet with a RPL Mentor and to document your learning and participate in an interview or dialogue. Please also note that if the module requires it, you may be asked to complete a skills demonstration.

If your application form is not approved for the RPL process, you have the right to appeal that decision. You must make your appeal within 14 days of receipt of the decision and outline the area of the decision that you are basing your appeal on.

Please return the completed application form to the RPL office either by email or post:

Email: rpl@donegaletb.ie

Post: Recognition of Prior Learning Office**,** Further Education and Training Centre, Milford, Co. Donegal. F92 RTF3.

Part A – Applicant Information	
Applicant's Name	
Address (including Postcode) for Correspondence	
Gender	
Email Address	
Mobile Telephone	

PART B - Please specify details for the modules or programme/s for which you are looking to gain Recognition of Prior Learning:		
Please state the Major Award name and code relevant to this application:		
Major Award Name		
Major Award Code		
Please state details for the specific modules you are looking to gain RPL for:		
	Module Name	**Module Code**
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

PART C – DETAILS OF FORMAL TRAINING COMPLETED (Training that you have received a certificate for)		
Please indicate below if you have any certified qualifications to support your RPL Application e.g. QQI modules already certified, Degrees, Diplomas, Leaving Certificate, Junior/Intermediate Certificate, NVQs, City & Guilds		
Course Name	**Date Awarded**	**Course Details - List topics/subjects covered**
Note: You can attach additional information to PART C of this application if required.		

PART D – DETAILS OF PRIOR EXPERIENTIAL LEARNING	
Work Experience: Please provide details of your current and previous roles at work that are relevant to this application	
Current Employer's Name	
Your Current Role Title	
Start Date:	
Details of your current role	
Note: You can attach additional information to PART D of this application if required.	

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Details of your previous role/s at work	List below your duties and responsibilities from previous work roles (the tasks you carried out in your workplace):

PART E – Other relevant experience (e.g. voluntary work, sports club, parent associations, school clubs, youth clubs, charity work etc.)	
Organisation's Name	
Dates	
Role in Organisation Note: You can attach additional information to PART E of this application if required.	List below your duties and responsibilities from this role (the tasks you carry out in your workplace):

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PART F – DETAILS OF INFORMAL TRAINING COMPLETED (Training that you have received a certificate of achievement/ attendance)		
Please provide details of any courses that you have completed e.g. workshops, work-based courses, webinars, Udemy etc.		
Name of Training	**Date attended**	**Training Details**
Note: You can attach additional information to PART F of this application if required.		

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PART G – LEARNING ACHIEVED

What skills do you use in your work every day and give a brief example and explanation of how you use each skill.

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PART H – SUPPORTING DOCUMENTATION	
Please list any documents that you have attached to this application that you would like to be considered in the assessment of your application. Documents can include: CV, copies of certificates, references, testimonials etc.	
No.	**Document Details:**

PART I - APPLICANT DECLARATION	
I hereby declare that the information entered on this form by me is true and correct.	
Applicant's Signature	
Date	

Office Use Only – to be completed by the RPL Programme Coordinator	
Application Review Date	
Comments and Recommendation	
Programme Coordinator Signature and Date:	
Adult Education Officer Signature and Date:	

V2 January 2022

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