

Policy name	Recognition of Prior Learning
QQI Core Guideline	<ol style="list-style-type: none"> 1. Documented Approach to Quality Assurance 2. Programmes of Education and Training 3. Assessment of Learners
Policy applies to	<input checked="" type="checkbox"/> All <input type="checkbox"/> Specific (<i>outline organisational unit, etc.</i>)
	<input type="checkbox"/> Staff only <input type="checkbox"/> Students only <input checked="" type="checkbox"/> Staff and Learners
Approved by	Quality Council
Approval date	October 2020
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Reference Documents	<p>QQI's Core Statutory Quality Assurance Guidelines</p> <p><i>Education and Training) Act 2012 (Section 50 (3) (70) of Qualifications and Quality Assurance</i></p> <p>European Inventory on Validation of Non-formal and Informal learning: Country Reports (European Commission, CEDEFOP, ICF International; 2014).</p> <p>Expert Group on Future Skill Needs, 2011</p> <p><i>Guidelines for Preparing Programme Descriptors for Further Education and Training Programmes Leading to QQI CAS Awards (Revised 2013)</i></p> <p><i>Principles for the Recognition of Prior Learning in Further and Higher Education. (QQI, 2005)</i></p> <p>QQI's Policies and criteria for the validation of programmes of education and training. 2017</p> <p>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)</p> <p>Recognition of Foreign Qualifications in Ireland (QQI)</p>
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List of Abbreviations

CAB	Certification Approval Board (CAB)
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	Qualifications and Quality 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

Donegal ETB's Policy on Recognition of Prior Learning

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.

2. Purpose of this policy

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*.

3. Scope / 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 learners who may apply directly to them (*Section 50 (3) (70) of Qualifications and Quality Assurance (Education and Training) Act 2012*)

4. Definition

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 outline in Table 1.

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

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.

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

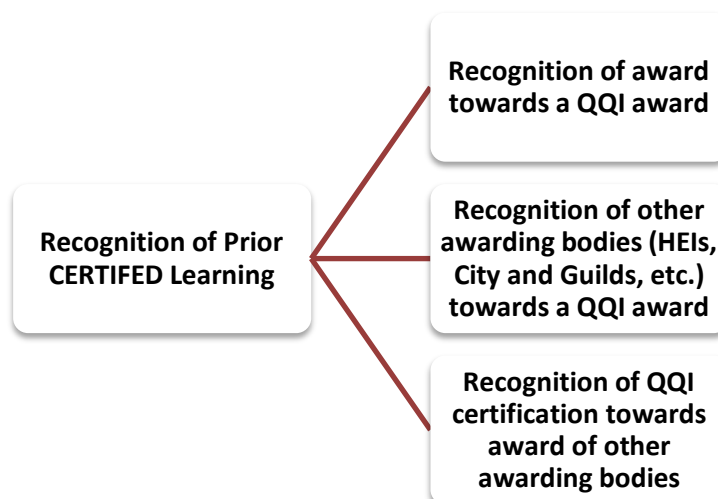


Figure 1: Types of RPCL

a) Recognition of a FETAC award towards a QQI award

Where a learner has achieved 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 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 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 (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 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.

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 care of access, an applicant's certified learning as 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 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. The process of recognising prior learning should maintain the standards of the NFQ and its awards. The procedures for RPCL for exemptions are as follows:

- a) Applicant completes course (provision) application form along with a written request for an exemption.
- 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 applicant. Decisions on exemptions are subject to governance and can be reviewed.

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. The process for RPCL for an award is as follows:

- a) Applicant may request a meeting with Donegal ETB's FET Service RPL Mentor/Facilitator to discuss the process and award applied for, or apply using Donegal ETB's RPL Application form (Appendix 2), indicating the NFQ Level and award applied for.
- b) RPL Mentor/Facilitator will be appointed by RPL Manager if the application is accepted.
- c) RPL Mentor/Facilitator will support the applicant to prepare a portfolio of evidence of skills, knowledge and competencies that are equivalent to the award applied for.
- d) The RPL Mentor/Facilitator will issue a brief with clear instructions on how the skills, knowledge and competencies should be evidenced.
- e) Criteria for collecting evidence will be in line with the assessment criteria outlined in the validated programme descriptor and may include some of

the following: assessment, skills demonstration, reflective journal, assignment or examination.

- f) The portfolio will be assessed by an experienced subject matter assessor.
- g) An assessment rubric will guide the assessor to grade the portfolio in a fair and equitable manner.
- h) The assessed portfolio will be internally verified and externally authenticated in line with Donegal ETB's quality assured assessment processes
- i) The final grade along with the reports from the internal verifier and external authenticator will be presented to the Certification Approval Board.
- j) The applicant will be informed of the decision of the Certification Approval Board.
- k) Applicants may appeal in accordance with Donegal ETB's procedures for appealing results as outlined in Fair and Consistent Assessment of Learners policy.

Figure 2 on page 11 illustrates the RPCL process.

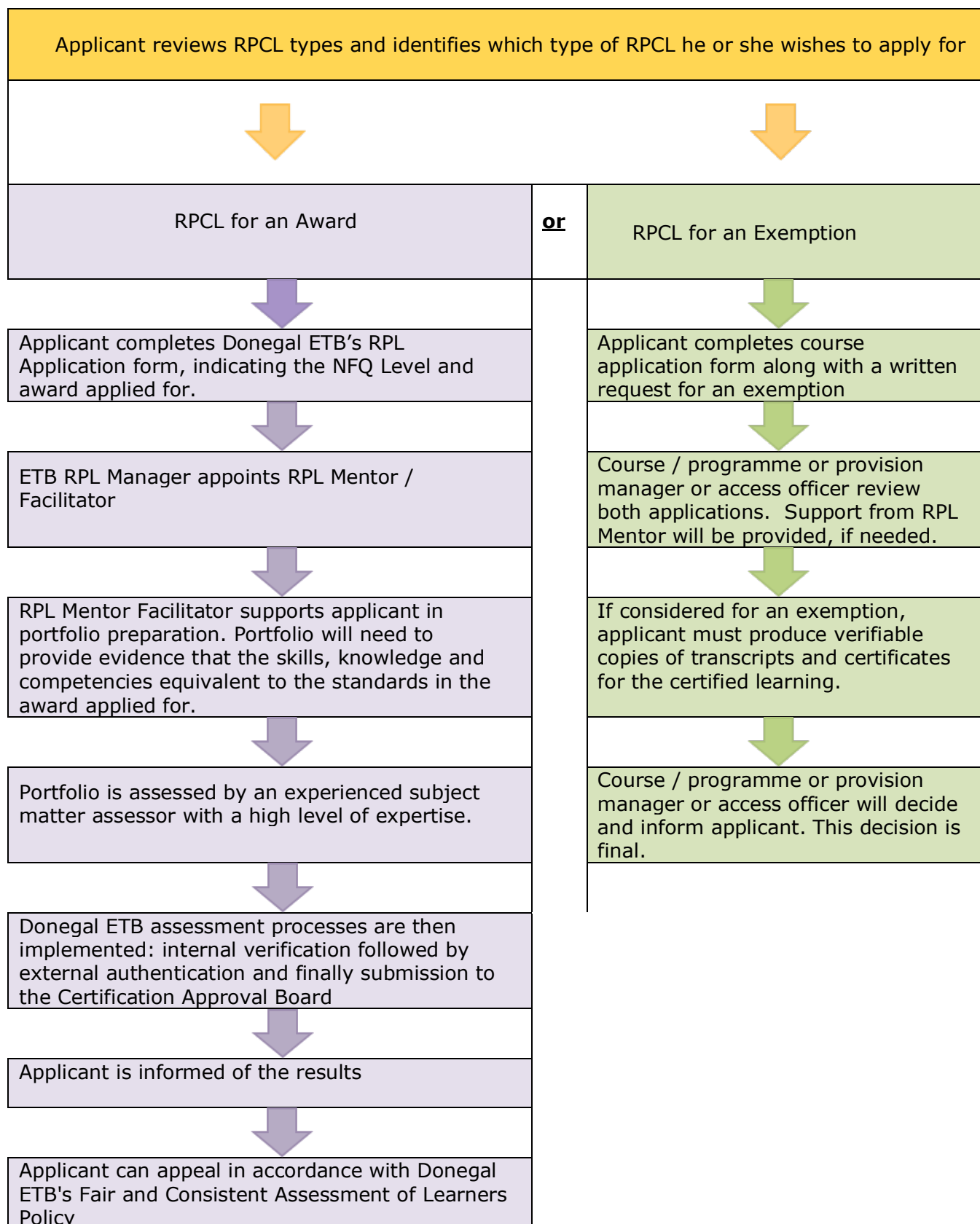


Figure 2: Recognition of Prior Certified Learning (RPCL) for an award or an exemption.

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 RPEAL process is provided in **Figure 3** on page 11.

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

Only in exceptional circumstances will Donegal ETB consider experiential learning as grounds for exemptions from part of a course.

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 Mentor/Facilitator 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:

2.3.1 The applicant will complete and submit an application form indicating the award he or she is applying for. (Appendix 2).

2.3.1 The RPL Mentor/Facilitator will support the applicant through the RPL process.

2.3.2 The RPL Mentor / Facilitator will issue a brief(s) indicating the type of evidence and how it should be demonstrated. This can include: sitting an examination, producing an assignment, an interview, observation, skills demonstration, reflection, and specific workplace tasks.

2.3.3 The portfolio of evidence must be presented in a way that clearly demonstrated that the applicant's knowledge, skills and competencies correspond unequivocally to the module learning outcomes.

2.3.4 Evidence may include (but is not limited to):

- References and testimonials
- CV
- Job descriptions
- Personal statements
- Reflective journals
- Completing the same assessment briefs and tasks as students already on a similar course.
- Details of any training completed

- Certificates for qualifications, training programmes, etc.
- Published work
- Evidence of skills, knowledge and competencies from workplace community, and social engagements (drawings, minutes of meetings, agenda, presentations, etc.)
- Professional licenses/registrations or membership of professional organisations
- Validated accomplishments
- Video/audio recordings

2.3.5 The completed portfolio will be assessed by a subject matter expert, and submitted for internal verification.

2.3.6 The assessed portfolio along with the internal verifier's report will be presented for external authentication.

2.3.7 The final grade along with the reports from both the internal verifier and external authenticator will be presented to the Certification Approval Board.

2.3.8 The applicant will be informed of the decision of the Certification Approval Board.

2.3.9 The applicant may appeal in accordance with Donegal ETB's procedures for appealing results as outlined in Fair and Consistent Assessment of Learners policy.

Figure 3 on page 14 illustrates this process.

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*)

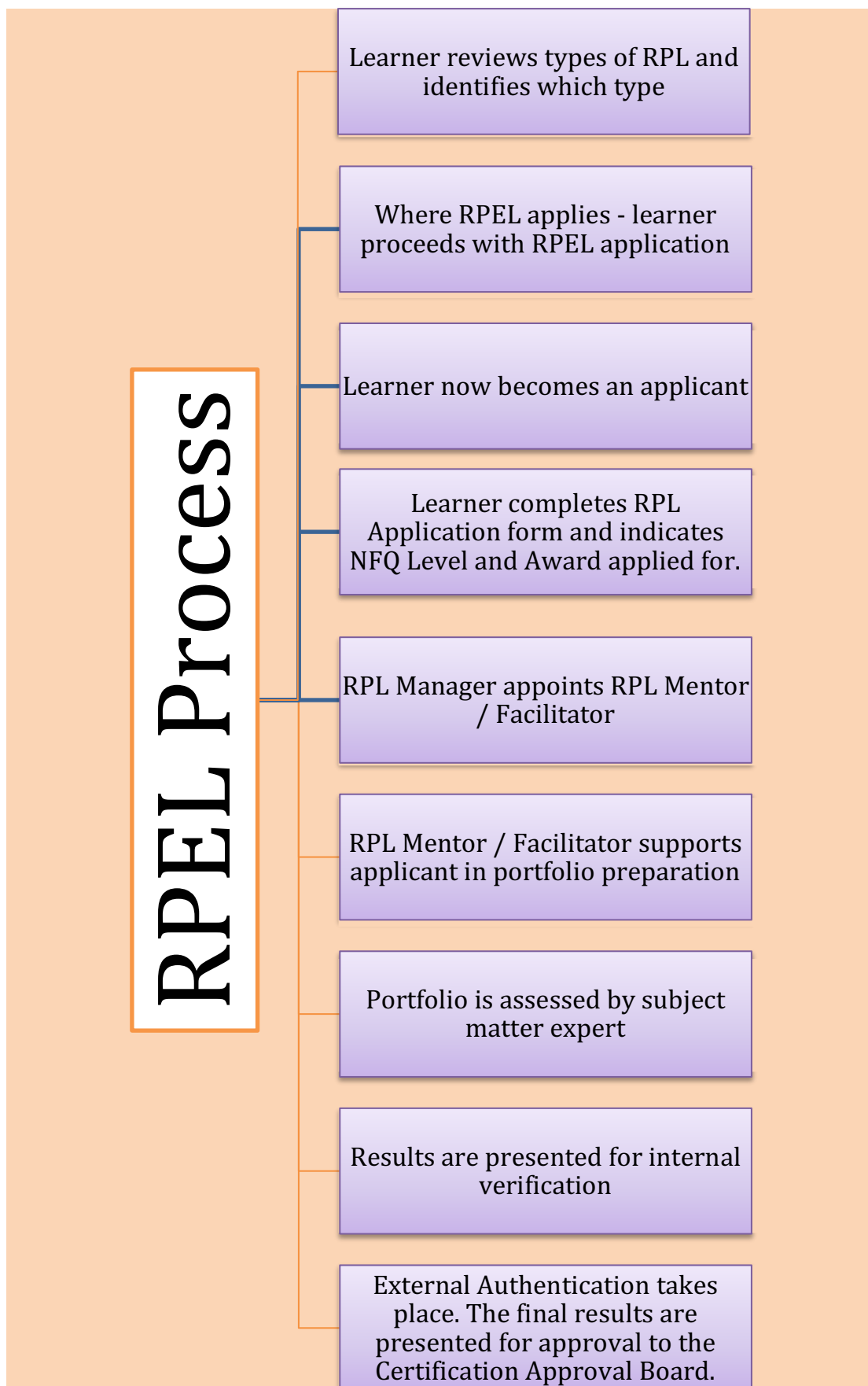


Figure 3: RPEL process map

5. Policy 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 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.

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.
- Exemptions will only be granted for prior certified learning, and 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 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.

6.3 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.

6.4 Subject Matter Expert / Assessor

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

6.5 Quality Assurance/Training Standards Office

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

7. Procedures

This procedure describes how Donegal ETB will implement the RPL process.

Policy name	Recognition of Prior Learning (RPL)
Procedures:	Recognising Prior Certified Learning (RPCL)
	Recognition of Prior Experiential Learning (RPEL)
	Recognition Prior Experiential and Accredited Learning (RPEAL)
Version Number	Version 1
Related Policy Areas	<ul style="list-style-type: none"> • Access, Transfer and Progression • Fair and Consistent Assessment of Learners.
Approved by	Quality Council
Approval date	October 2020
Effective Date	December 2020

Item No.	Procedure	Responsibility
1	Recognising Prior Certified Learning (RPCL)	
	<p>1.1 For Access to a course.</p> <p>Where an applicant has a certificate for the standard at, or immediately below the level of the course applied for, the certification will be recognised as part of the course entry requirement.</p>	Programme Manager or their designated officer
	<p>1.2 For exemptions:</p> <p>Where an applicant has already been awarded certification for a formal programme, recognition will be given for complete modules only. The process for exemptions is outlined in section 4.1, and a process chart is provided in Figure 2, page 8.</p>	Recruitment Officer, Programme Coordinator, Guidance Service.
	<p>1.3 For an Award</p> <p>Applicant may:</p> <ul style="list-style-type: none"> ● Apply directly to Donegal ETB's RPL Department using the relevant application form. ● Meet with Donegal ETB's Mentor/Facilitator to identify or check the award applied for. <p>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:</p>	<p>Applicant</p> <p>RPL Mentor</p> <p>RPL Manager and RPL Mentor</p>
	<p>1.3.1 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.</p>	<p>RPL Manager</p> <p>RPL Mentor</p>
	<p>1.3.2 The applicant will need to submit:</p> <ul style="list-style-type: none"> ● Proof of the qualification / award ● Official transcript of the results ● Syllabus 	Applicant
	<p>1.3.3. The completed portfolio will be checked by the RPL Mentor / Facilitator to ensure that all the standards in the award have been achieved.</p>	RPL Mentor
	<p>1.3.4 The portfolio will be assessed by an assessor who is a subject matter expert.</p>	Assessor (Subject Matter Expert)

	1.3.5 Assessment will ensure that the knowledge, skills and competencies outlined in the award specification standards are evidenced.	Internal Verifier External Authenticator
	1.3.6 The portfolio will then be internally verified and presented for external authentication.	
	1.3.7 The results along with the reports from both the internal verifier and external authenticator will be presented to the Certification Approval Board.	RPL Coordinator Training Standards Officer
2	Recognition of Prior Experiential Learning (RPEL)	
	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.
	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 2.3 below).	Guidance RPL Mentor
	2.3. For an award The applicant will be referred (self-referral/guidance) to Donegal ETB's FET Service RPL Mentor/Facilitator 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:	RPL Mentor and RPL Manager
	2.3.1 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.	Applicant RPL Mentor
	2.3.1 The RPL Mentor/Facilitator will support the applicant through the RPL process.	Applicant Mentor
	2.3.2 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	RPL Mentor Applicant

<p>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 learners</p>	
<p>2.3.3 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.</p>	<p>Applicant RPL Mentor</p>
<p>2.3.4 Evidence may include, but is not limited to:</p> <ul style="list-style-type: none"> ● 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 licenses/registrations or membership of professional organisations ● Validated accomplishments ● Video/audio recordings 	<p>Applicant</p>
<p>2.3.5 All portfolios will go through the same quality assurance processes as portfolios produced by learners in a taught course.</p>	<p>QASS – Sourcing EA</p>
<p>2.3.6 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.</p>	<p>Assessor (Subject Matter Expert)</p>
<p>2.3.7 The assessed portfolio will be internally verified and the provisional results uploaded to</p>	<p>Internal Verifier TSO</p>

	QQI's QBS / RCCRS	Mentor
	2.3.7 Following internal verification, the portfolio will be externally authenticated.	External Authenticator
	2.3.7 The final grade along with the reports from the internal verifier and external authenticator will be presented to the Certification Approval Board (CAB).	RPL Mentor TSO CAB
	2.3.8 The final stage of processing the results will be completed confirming the results that were provisionally uploaded to QQI's QBS or RCCRS	RPL Mentor TSO
	2.3.9 The applicant will be informed of the decision of the Certification Approval Board.	RPL Mentor
	2.3.10 The applicant may appeal in accordance with Donegal ETB's procedures for appealing results as outlined in Fair and Consistent Assessment of Learners policy.	Applicant

8. Monitoring and Reviewing this policy

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

8.1 Policy

Responsibility	Frequency	Methods
QASS	12 months	

8.2 Procedures

Responsibility	Frequency	Methods
QASS	12 months	

9. Document Control

Version Number	Approval date	Description of revision	Originator	Approved by
Policy				
Procedures				

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.

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			

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 use an ATM. Numeracy indicator.	Yes – very confident	6	
		Sometimes	3	
		Not confident at all	0	

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: _____

Appendix 2: Application Form

 etb <small>Bord Oideachais agus Oiliúna Dhúin na nGall Donegal Education and Training Board</small>	<h3>RECOGNITION OF PRIOR LEARNING APPLICATION FORM</h3>
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PART I - APPLICANT INFORMATION

Applicant Name	
Address & Postcode	
Contact Number	
PPS Number	
Date of Birth	
Gender	
Nationality	
Country of Birth	

MOUDLE(S) OR COURSE/S IN WHICH RPL IS SOUGHT:

Major / Minor award(s) in: _____

Level: _____ **Award code:** _____

Module Name	Module Code:	Module Name	Module Code:

APPLICANT DECLARATION

I hereby declare that the information entered on this form is true and correct

Signature: _____ **Date:** _____

PART 2

CV Attached: - **Yes** **No**

Indicate what (if any) formal qualification(s) is / are being submitted to support your RPL Application

FORMAL QUALIFICATIONS:	
Title:	Code:
Date awarded:	
Awarding body:	
Learning outcomes achieved:	

FORMAL QUALIFICATIONS:	
Title:	
Date awarded:	
Learning outcomes achieved:	

FORMAL QUALIFICATIONS:	
Title:	
Date awarded:	
Learning outcomes achieved:	

Indicate what non-formal training you wish to have considered to support your RPL Application

Course:
Title:
Date delivered
Duration:
Course Objectives:

Course:
Title:
Date delivered
Duration:
Course Objectives:

Course:
Title:
Date delivered
Duration:
Course Objectives:

WORK EXPERIENCE: Please provide information on your role at work in the last 5 years (e.g. role title; description of work).

LIFE EXPERIENCE: Please provide information of any additional Life experience, etc. that you think might be relevant (e.g. committee member, volunteer, clubs). Attach additional pages if necessary

Indicate the ways in which you believe your prior and current experience relates to the course for which you are applying for Recognition of Prior Learning.

When your application form is processed, an inventory of the required evidence will be forwarded to you.

Return to:

Recognition of Prior Learning Section
ETB Office
Drumcliff
Donegal Town
Co. Donegal

References

Core Statutory Quality Assurance Guidelines (QQI, 2016)

<https://www.qqi.ie/Downloads/Core%20Statutory%20Quality%20Assurance%20Guidelines.pdf>

Education and Training) Act 2012 (Section 50 (3) (70) of Qualifications and Quality Assurance

www.irishstatutebook.ie

European Inventory on Validation of Non-formal and Informal learning: Country Reports (European Commission, CEDEFOP, ICF International; 2014).

https://www.cedefop.europa.eu/files/Council_Recommendation_on_the_validation_20_December_2012.pdf

Expert Group on Future Skill Needs, 2011

www.skillsireland.ie

Guidelines for Preparing Programme Descriptors for Further Education and Training Programmes Leading to QQI CAS Awards (Revised 2013)

<https://www.qqi.ie/Publications/Publications/Guidelines%20for%20Preparing%20prog%20descriptors%20for%20FET%20progs%20leading%20to%20CAS%20awards.pdf>

Principles for the Recognition of Prior Learning in Further and Higher Education. (QQI, 2005)

<https://www.qqi.ie/Downloads/Principles%20and%20Operational%20Guidelines%20for%20RPL%202005.pdf>

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)

<https://www.qqi.ie/Downloads/ATP%20Policy%20Restatement%20FINAL%202018.pdf>

Recognition of Foreign Qualifications in Ireland (QQI)

<https://www.qqi.ie/Articles/Pages/Qualifications-Recognition.aspx>