

Document Owner	DDLETB Quality Enhancement Committee
Policy Title	Interim Procedure for Recognition of Prior Learning (ELC awards)
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Approved by	The DDLETB Quality Council
Implementation Date	11 <sup>th</sup> June 2024
Proposed Review Date	For consideration with the development of the RPL Policy and Procedure

## 1. Introduction

This interim procedure applies to RPL considerations for the following awards:

- Level 5 Certificate in Early Learning and Care 5M21473
- Advanced Certificate in Early Learning and Care 6M21471.

This interim procedure will cease to be operational once DDLETB's RPL Policy has been approved.

This interim procedure must be read in conjunction with:

- The Interim Policy on Recognition of Prior Learning (RPL) for ELC Awards
- Programme documentation for the awards named above (programme descriptors, section 8)

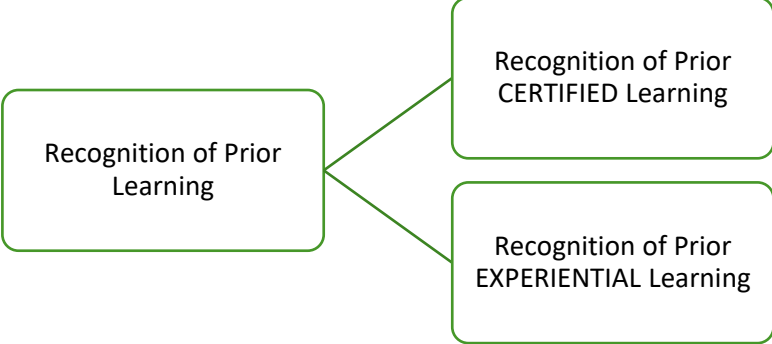
## 2. Definitions

CAS	QQI's Common Awards System
DCEDIY	Department of Children, Equality, Disability, Integration and Youth
EA	External Authentication
ELC	Early Learning and Care
FET	Further Education and Training
FETAC	Further Education and Training Awards Council
IV	Internal Verification
NCVA	National Council for Vocational Awards
QBS	QQI Business System
QQI	Quality and Qualifications Ireland
RAP	Results Approval Process/Panel
RPCL	Recognition of Prior Certified Learning

RPEL	Recognition of Prior Experiential Learning
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### 3. Recognition of Prior Learning

Recognition of Prior Learning can focus on prior certified learning and prior experiential learning.

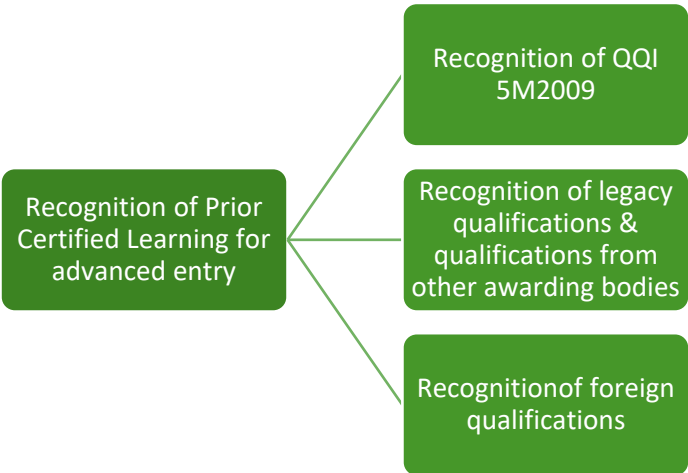


#### 3.1 Recognition of Prior Certified Learning (RPCL)

Recognition of Prior Certified Learning recognises learning that has previously been linked to an award. That is, it has been accredited by an awarding body such as QQI or other recognized awarding bodies, universities, colleges or institutes.

RPCL can support advanced entry to the Stage 2 of the ELC programme, as well as credits (whole modules) and certification towards the ELC awards.

##### 3.1.1 Advanced entry



Where learners have achieved a verified certification in the major award Early Childhood Care and Education 5M2009 within the five years prior to application to the course, they can gain advanced entry without going through the RPL procedure.

RPCL can be facilitated for learners who

- Have a major award certificate in Early Childhood Care and Education 5M2009 that is more than 5 years old, and where the learning remains current.

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- Have achieved other relevant recognized major awards related to early learning and care at or above Level 5 on the NFQ including FETAC/NCVA legacy awards that are recognized by DCEDIY for employment in the early years sector, and where the learning remains current. See the [DCEDIY Early Years Recognized Qualifications](#) list.
  - Have achieved foreign qualifications that are recognized by DCEDIY for employment in the early years sector, and where the learning remains current. See the [DCEDIY Early Years Recognized Qualifications](#) list.

### **3.1.2 Currency of RPCL**

It is recommended that the prior certified learning was achieved within the five years prior to RPL application, or that that the learning remains current through having substantial experience working with young children in the Early Years sector in the previous five years.

### **3.1.3 RPCL resource**

The RPL Toolkit for ELC is a useful resource to support mapping relevant QQI CAS minor awards commonly achieved by learners in recent years against the modules of the ELC programme.

## **3.2 Recognition of Prior Experiential Learning (RPEL)**

Recognition of Prior Experiential Learning recognizes learning that has not previously been linked to an award. Typically, it focuses on non-formal and informal learning.

RPEL can support access and advanced entry to, credits (whole modules) and certification in the ELC awards.

Often learners present with both prior certified learning and prior experiential learning that can be considered together in their application for RPL.

## **4. Responsibilities**

### **4.1 DDLETB is responsible for**

- providing learners with the opportunity to gain recognition of prior learning towards the ELC awards
- facilitate the identification, documentation, validation and certification of prior learning as appropriate

### **4.2 DDLETB FET Quality Unit is responsible for**

- Oversight of the RPL process
- Supporting training for mentors, assessors and staff in the RPL process
- Maintaining a database of all RPL applications and outcomes in order to enable monitoring of the RPL process

### **4.3 RPL applicants are responsible for**

- 
- Contacting the ELC Course Coordinator to express their interest in advanced entry, credits or certification through RPL
  - Submit an RPL application to the ELC Course Coordinator in the format requested
  - Registering for the programme related to the award for which RPL is being sought
  - Engaging with the RPL Mentor assigned to them
  - Bring any support needs to the attention of the RPL mentor in a timely manner
  - Continue to attend classes and complete any assessments, where advised, until the RPL process is complete
  - Attend any workshops run by the RPL Mentor
  - Engage with the RPL Assessor as required
  - Compile an RPL portfolio and submit it to the RPL mentor within the timeframe specified [6 weeks?]
  - Submit their own original work in the RPL portfolio
  - Exercise the right to appeal the result or the process where appropriate

#### **4.4 The RPL Coordinator is responsible for**

- Co-ordinating the process on behalf of DDLETB
- Conducting a review (Screening) of all applications
- Liaising with the applicant's centre at the earliest opportunity
- Appointing a mentor and an assessor at the earliest opportunity

#### **4.5 DDLETB centres are responsible for**

- Communicating information on RPL for ELC to the learners
- Facilitating guidance for learners to support their education and career planning, including referring the learner to ELC Course Coordinator in a timely manner for queries and support concerning RPL.
- Liaising with the RPL Coordinator where there is an RPL enquiry at the earliest opportunity
- Liaising with FET QA Unit as appropriate
- Submitting the RPL applicant's results on QBS in line with its usual practices. Note: the centre may consider authenticating the applicant's results ahead of time to ensure that the applicant has time to complete course elements should the learner be unsuccessful in the RPL process.

#### **4.6 The RPL Mentor is responsible for**

- Organizing workshops for RPL applicants to advise them on the process and their responsibilities
- Reviewing the RPL application assigned to them
- Liaising between the RPL applicant and the assessor
- Facilitating a UDL approach to supporting the RPL applicant demonstrate their learning
- Reviewing the RPL applicant's portfolio for totality prior to submission to the assessor for marking

#### **4.7 The RPL Assessor is responsible for**

- 
- Reviewing the application assigned to them, and where necessary meeting the RPL applicant at the outset, to discuss the case for RPL and granting outline permission to proceed
  - Taking a UDL approach to assessment
  - Devising assessments where required
  - Devising assessment rubrics
  - Marking the submitted portfolio of evidence
  - Carrying out assessment that is fair, consistent and transparent, in line with the principles of assessment and principles of assessment in RPL as per the DDLETB RPL policy
  - Carrying out assessment in line with all DDLETB assessment procedures

## 5. Procedure

### 5.1 Implementation

In implementing RPL, DDLETB commits to

- Protecting the integrity and credibility of its awards by ensuring that national standards of skills, knowledge and competencies are adhered to
- Ensuring that the learning achieved by the applicant maps to the learning outcomes set down in the target awards
- Ensuring that the achievement of learning outcomes in the target awards is supported by appropriate evidence
- Reviewing the currency of the prior learning in an appropriate manner

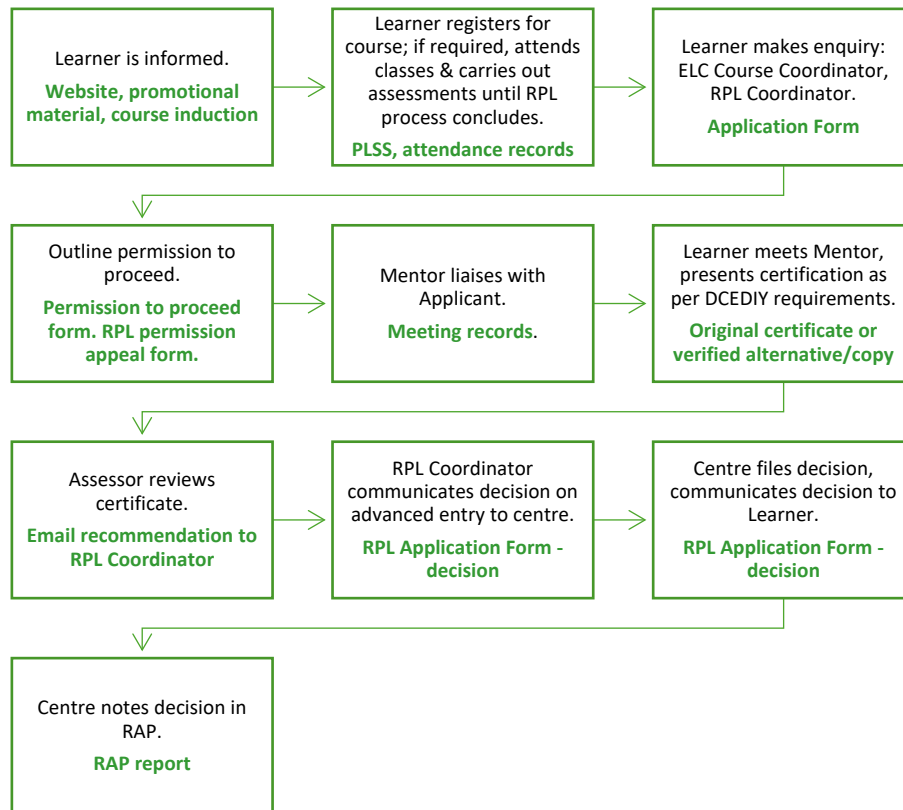
### 5.2 RPL evidence

The applicant is required to present a portfolio of evidence based on skills gained through formal, informal and non-formal learning, that has been clearly mapped to the standards of the target award.

Evidence may include some of the following, this list is not exhaustive:

- Formal certification
- Verification of relevant practice or work experience from an employer
- Evidence of knowledge, skills and competencies acquired through the workplace
- Testimonials, references
- Professional statements relating professional learning to the learning outcomes
- Reflective journal
- Assignments that may be issued as required

6.1 Recognition of Prior Certified Learning for Advanced Entry



## 6.2 RPL Process

