Galway-Mayo Institute of Technology (GMIT)

Academic Code of Practice No. 6

POLICY AND PROCEDURES FOR

RECOGNITION OF PRIOR LEARNING (RPL)

Approved by Academic Council on 4th May 2018

and by Governing Body on 31st May 2018

Scope

It is intended that this Code of Practice shall apply to all activities associated with the Recognition of Prior Learning (RPL) for students of all programmes at Galway-Mayo Institute of Technology (GMIT) for the Academic Session 2018-2019 onwards unless subsequently amended.

The Code of Practice should be read in conjunction with the other elements of the Quality Assurance Framework (QAF) as approved by the Academic Council. It is a working document and is subject to regular review from experience in implementing its procedures and in the light of feedback received from staff, learners, outside interests and new educational developments. All members of the Institute are invited to recommend improvements arising from their experience. They can do so by informing their Head of Department, Head of School, or by writing to the Registrar.

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ABBREVIATIONS

ACCM	Accumulation of Credits and Certification of Modules
APEL	Accredited Prior Experiential Learning
APL	Accredited Prior Learning
CBA	Competency Based Assessment
ECTS	European Credit Transfer and Accumulation System
NFQ	National Framework of Qualifications
QQI	Quality and Qualifications Ireland
RPL	Recognition of Prior Learning
RPEL	Recognition of Prior Experiential Learning

POLICY AND PROCEDURES

1.0 INTRODUCTION

Recognition of Prior Learning (RPL) is an important element of European Union (EU) policy for widening access to qualifications and supporting lifelong learning[1]. The Irish government, together with its European partners, has made a commitment to support RPL. Recognition of Prior Learning (RPL) is critical to the development of an accessible, education and training system, and is a key foundation for lifelong learning policies encouraging people of all ages to participate in learning pathways while attributing value to all of their relevant learning. RPL, therefore, has a potential role to play in meeting individual, societal, and national needs; as an instrument for providing people with access to education, training, and formal qualifications and helping to meet more efficiently, rapidly changing requirements of the workplace within a competitive global economy[2].

The purpose of RPL is to expand access to programmes and formal qualifications, and to reduce the time and cost of programmes for people who already possess some of the knowledge, skill and competence which a programme seeks to develop. RPL can be used to gain access or advanced entry to a programme leading to a full award, gain credit and exemptions from parts of a programme of study and, in exceptional cases, eligibility for a full award.

2.1 DEFINITIONS

2.2 Recognition of Prior Learning

Recognition of Prior Learning is defined as a process whereby prior learning is given a value (European Commission, 2008; NQAI, 2005; OECD, 2004). RPL can operate to provide recognition for advanced entry and non-standard admissions to educational pathways and is also used to award credit for elements within programmes.

Cooper and Harris refer to RPL as "a specialised pedagogic practice that provides tools for navigating access to new learning opportunities" (p. 447, Cooper and Harris, 2013). The European Inventory on validation of non-formal and informal learning Country Report Ireland (2014), defines RPL as;

> "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" (p. 3, European Commission, Cedefop, ICF International; 2014).

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[1] European guidelines for validating non-formal and informal learning are written for individuals and institutions responsible for the initiation, development, implementation and operation of validation arrangements. http://www.cedefop.europa.eu/en/publications-and-resources/publications/3073
[2] A current overview of Recognition of Prior Learning (RPL) in Irish Higher Education - National Forum for the Enhancement of Teaching and Learning, Published 2015. http://www.teachingandlearning.ie/wp-content/uploads/2015/11/Project-2.pdf

2.3 Prior Learning

Prior Learning is learning which has taken place prior to an application for admission to a specific formal programme of study at GMIT or, in exceptional cases, an application for an award through RPL. It can be certified or experiential (non-certified), formal, informal and non-formal.

Certified Learning refers to learning which has been achieved through a formal programme and which has been formally assessed. For example learning that has already been accredited by an awarding body such as the Quality and Qualifications Ireland (QQI) or other state recognised universities, colleges/institutes. Prior certified learning can also include qualifications achieved abroad.

Experiential Learning refers to learning that has been achieved through paid work, through voluntary work, through life activities or through independent study, and which has not been formally assessed. For the purpose of this policy and procedure document, prior experiential learning refers to learning from work, private study (including MOOC's/online courses non-accredited and life activities) which is appropriate for submission for academic judgement and for recognition by the GMIT in relation to its awards.

Formal Learning refers to learning which has already attracted formal certification within an education system.

Informal learning refers to learning acquired through day to day activities which may be unplanned and unintentional.

Non-formal learning is learning which is acquired through planned activities but does not result in formal certification.

Learning Outcomes refer to standards of knowledge, skill and competence, what the learner knows and can do as a result of prior learning.

Accumulation of Credits and Certification of Modules (ACCM) is a procedure which enables learners to study at their own pace by building up credits for individual modules passed over time until sufficient credits are earned for a full qualification.

3.1 GENERAL PRINCIPLES

A major objective of the National Framework of Qualifications (NFQ) is to recognise all learning achievement. It supports the development of alternative pathways to qualifications or awards by promoting the Recognition of Prior Learning (RPL): learning that has already taken place and may or may not have been accredited. Formal identification and assessment of prior learning makes it possible for an individual to build on learning achieved and to be formally rewarded for it.

GMIT is committed to the principles of transparency, equity and fairness in RPL and to the principle of valuing all learning regardless of the mode or place of its acquisition. In this regard RPL is fully embedded in GMIT's Academic Quality Assurance Policy and Procedures.

Recognition of Prior Learning may be used to:

(i)   gain access or advanced entry to a programme at Stage 2 or higher, subject to available places. (Stage 1 entry through CAO)
(ii)   gain credits and exemptions from programme modules after admission
(iii)   in award years RPL will be considered, to a 50% maximum (30 credits)

This policy and procedure outlines how a learner may apply for and obtain, if appropriate, ECTS (European Credit Transfer System) credits for prior learning. The definition of credit in this instance is the award of a grade for learning in the context of the relevant programme schedule. Credits will only be granted for modules on a programme that leads to an award. A learner may apply for credits at all stages of a programme. In exceptional cases and on the proposal of the Registrar and approval of Academic Council, RPL may be used to gain a full award. Where a learner applies to gain an additional Major Award in the same generic area of study, QQI Sectoral Convention 5 applies.

Formal Assessment for RPL is an academic activity and will be performed by staff competent in the process. Assessors will be required to have completed the RPL online training programme at www.cpdlearnonline.ie and gain the RPL Digital Badge or the RPL Assessors Level 9 10 credit module in GMIT. External advice from professional/regulatory bodies may be sought when appropriate to specific programmes and fields of practice.

Potential students should enter into a formal programme of study at a level appropriate to their prior learning and qualifications. The applicant is responsible for compiling the portfolio of evidence in compliance with institute policy and guidelines. Academic standards must be maintained in the RPL process. Credit for learning can be given only once.

If the module is one which contributes to the award classification, prior learning achievement must be graded in order for the award to be classified. Otherwise, an unclassified award should be made (QQI, 2013[3]). Where the module does not contribute to the award classification, the prior learning achievement does not need to be graded (QQI, 2013[4]).

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[3] https://www.qqi.ie/Publications/Publications/Assessment_and_Standards%20Revised%202013.pdf

[4] https://www.qqi.ie/Publications/Publications/Assessment_and_Standards%20Revised%202013.pdf

3.2 QQI Sectoral Convention 5 - Applicants seeking to gain an additional Major Award in the same generic area of study.

Sectoral Convention 5 on Post-award Achievement required for an additional major award at the same level states that, subject to the following conditions, a graduate holding a higher education and training award may present for and, if successful, achieve a further major award at the same level within the same generic area of study. This must involve the attainment of new learning outcomes (i.e. post-award achievement). If the area of specialisation of the post-award achievement is not substantially different, and/or if the associated credit is insufficient for granting a new major award, the applicant may be granted a minor, special-purpose or supplemental award or a Single Subject Certificate (issued by a recognised institution of the Council or by QQI).

The following table sets out the minimum volume of newly certified learning required of a candidate who is seeking to qualify for an additional major award at the same level within the same generic area of study. Note that repeating learning that is substantially equivalent to previously certified learning is not included in the calculation of post-award credit.

Award currently held	Additional award sought	Post-award credit for newly certified learning
Higher Certificate	Higher Certificate	A minimum of 60 credits at level 6
Ordinary Bachelor's Degree	Ordinary Bachelor's Degree	A minimum of 60 credits at level 7
Honours Bachelor's Degree	Honours Bachelor's Degree	A minimum of 120 credits, at least 60 of which are at level 8
Master's Degree	Master's Degree	A complete programme

Table 1.0 Post Award Credit for newly certified Learning

The relevant QQI sectoral convention 5 can be found at the following link:
https://www.qqi.ie/Publications/Publications/Assessment_and_Standards%20Revised%202013.pdf)

4.0 RPL PROCEDURE

4.1 Application for Access, Advanced Entry, Credits or Award

The RPL procedure involves a process whereby a learner's prior learning is assessed against the learning outcomes of existing Institute modules or programme stage(s) or against the NFQ level descriptors.

4.2 Application Process

The first point of contact for the applicant is the Admissions Office in GMIT. The RPL candidate will review the course options available to them and then select a course they are interested in applying for. The candidate is then required to **complete the institute Direct Application Form**, which is submitted to the Admissions Office and will then be reviewed by the relevant Head of Department. If the candidate requires RPL assessment they will be directed to consult with the Head of Department who will nominate a RPL mentor and assessor (or two assessors) and direct the candidate to the website www.myexperience.ie . The RPL institute mentor/assessor will then guide the candidate on the evidence they need to provide in their RPL e-Portfolio application at www.rplportfolio.ie .

STEP 01 Research a course and the location where you would like to study

STEP 02 Applicants then contact the Admissions Office of the selected college and complete a Direct Application Form

STEP 03 The Head of Department discusses options with the Applicant

STEP 04 An RPL Mentor is assigned to the applicant

STEP 05 The Applicant completes an online RPL Assessment Portfolio

STEP 06 Once the portfolio is complete, you will then be assessed for recognised prior learning and may be called for an interview
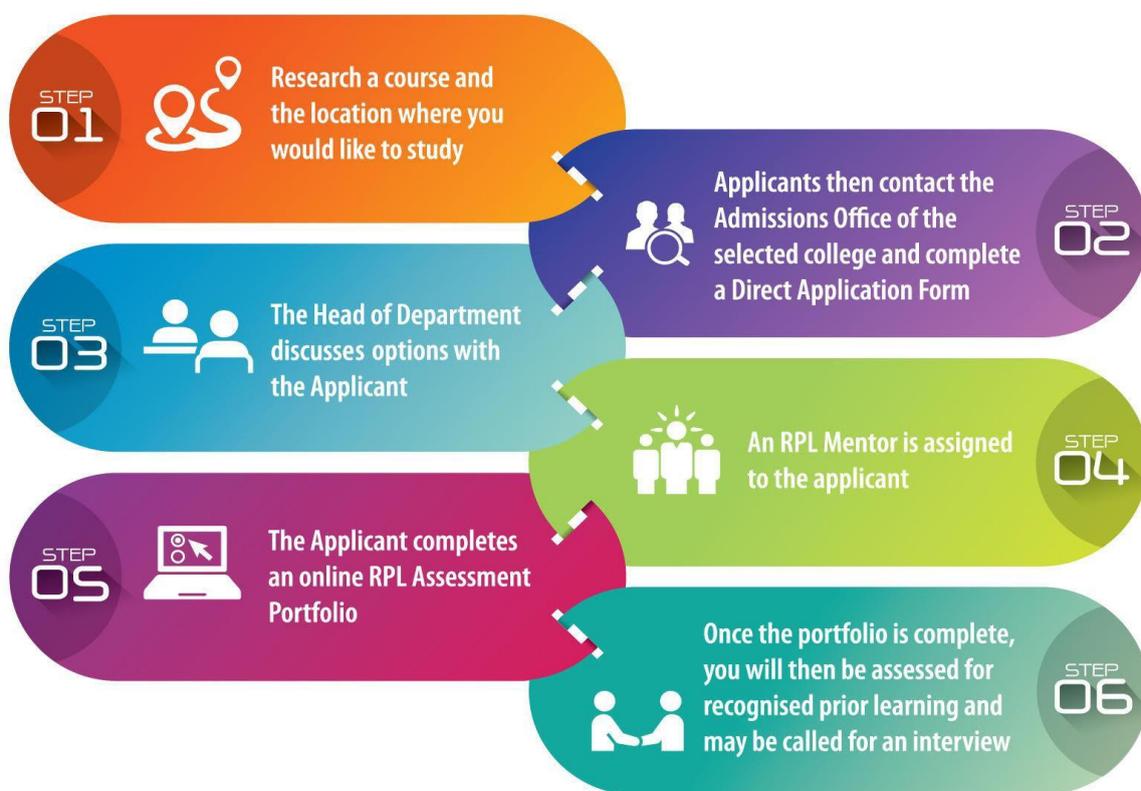
Figure 1.0 Procedure for RPL application and assessment

The onus is on the RPL applicant to provide evidence of learning. Credit may be granted based on documented evidence that an applicant has met the Programme Learning Outcomes or, in the case of a Module exemption application, the Module Learning Outcomes. Recognition of Prior Learning will normally be given for complete modules only.

This evidence should be submitted through the GMIT RPL online assessment tool at www.rplportfolio.ie .

Evidence may include:

- Evidence that the learner has already completed an accredited process of learning, within the NFQ framework, that has allowed them to achieve the learning outcomes of specified Institute modules or programme stage(s).
- Evidence that the learner has already completed an accredited process of learning, outside the NFQ framework, that has allowed them to achieve the learning outcomes of specified Institute modules or programme stage(s).
- Evidence that the learner has demonstrated, through completion of the requisite portfolio, that they have achieved the learning outcomes of specified Institute modules or programme stage(s) through prior experiential learning.
- Evidence that the learner has demonstrated, through successful completion of a challenge exam or other assessment method, that they have achieved the learning outcomes of specified Institute modules.

4.3 RPL Assessment Fees

Please refer to www.gmit.ie or www.myexperience.ie for Fee Schedule.

4.4 Timescale for Applicants

In order to allow for timely processing and assessment of RPL applications, all completed applications for advanced entry or module exemptions/credits must be made by the following deadlines:

Module exemptions applications: These applications should be lodged within 10 working days of the module commencement (deviations from this norm should be considered for students new to the Institute, particularly in Semester 1). Please refer to Appendices 2 and 3 for the relevant form and process.

Advanced entry/access applications: Evidence Submission date via ePortfolio assessment tool is open all year at www.myexperience.ie. However candidates seeking RPL for advanced entry to a programme of study starting September 1st, must complete the GMIT direct application form and submit their GMIT RPL ePortfolio application for assessment online, by April 1st annually at www.rplportfolio.ie .

The dates indicated above may only be varied in exceptional circumstances, with the Registrar's approval.

4.5 Timescale for Approval

The Institute will, within reason and provided that all relevant supporting documentation has been provided and all procedural matters adhered to by the applicant, undertake to resolve the application (not including appeal procedures) prior to the commencement of the relevant teaching period.

4.6 RPL Information

All learners will be provided with appropriate information in relation to the procedure for RPL on their acceptance of a place on a programme of study at the Institute.

All potential applicants will be provided with appropriate information in relation to the procedure for RPL on the GMIT RPL website (www.myexperience.ie). Information on RPL procedures is available on the GMIT website, the RPL www.myexperience.ie website, GMIT Prospectus and in the Student Services Handbook. In addition, the online staff training course on RPL is available at www.cpdlearnonline.ie .

Where appropriate the Institute will provide relevant information to learners and others on other occasions.

5.1 GUIDELINES FOR RPL ASSESSMENT

5.2 Documentation to be provided by Applicant

It is the applicant's sole responsibility to provide adequate documentation, in a timely manner, to allow for assessment of their application and decisions to be made. Information on this process is available on www.myexperience.ie.

The documentation for RPL will involve completion of a the ePortfolio at www.rplportfolio.ie . The portfolio is intended to facilitate the applicant to demonstrate how their prior experiential learning matches the learning outcomes of specific Institute modules or programme stage(s).

Documentation required on the RPL ePortfolio application for an assessment will typically include a full transcript of certified results of programmes of study, module descriptors and programme descriptors. An RPL applicant may be required to provide further information or to attend an interview in order to supplement or verify documentary evidence.

Completion of the ePortfolio may require provision of relevant additional documents; attendance at workshops; interviews or other events; completion of items of assessment; or compliance with such other processes as may be determined by the Institute RPL Assessor(s). Please refer to Table 2.0 for further information.

5.3 Assessment of Prior Certified Learning

When an applicant presents prior certified learning in order to gain access, advanced entry, exemption(s) or a full award, the assessor (identified by Head of Department) will base her/his decision on the level of the prior learning, the learning outcomes achieved and the currency of the prior learning as outlined below.

5.3.1 Level of Prior Award in the National Framework of Qualifications (NFQ)

The NFQ was introduced in 2003 as a system of 10 Levels. The 10 Levels capture all learning, from the very initial stages of level 1 to the most advanced learning of level 10. In the case of exemption applications, the prior certified learning which the applicant is basing her/his exemption on must be at the same level or at a higher level in the framework that the level the applicant is seeking the exemption in. The process of recognising prior learning should maintain the standards of the National Framework of Qualifications and its awards.

5.3.2 Comparison of learning outcomes

The RPL assessor should compare the learning outcomes of the prior certified learning to the learning outcomes of the module(s)/programme the applicant is seeking the exemption(s) in. If the assessor believes the learning outcomes are sufficiently similar, then an exemption may be awarded. It is at the discretion of the assessor to decide what is sufficiently similar.

5.3.3 Currency of Prior Certified Learning

The Prior Certified Learning must have been achieved in a comparatively appropriate time frame. In some instances this may be in the last 3 years, 5 years or 10 years dependent on the learning achieved, for example IT/Computing learning 10 years ago is of limited benefit today on a current programme, however Psychology outcomes may be more timeless.

5.3 Foreign Qualifications

Applicants seeking RPL for foreign qualifications should contact Qualifications Recognition to have their qualifications aligned with the appropriate Irish qualification. Qualifications Recognition is the QQI body responsible for the recognition of foreign qualifications. Note, it can take up to six months for an applicant to have their foreign qualification recognised through this mechanism.

5.4 Guidelines for Prior Certified Learning when dealing with exemptions

5.4.1 plicant Guidelines

Prior certified learning may entitle the candidate to module exemptions on a programme, not credits. As this certified learning has already received credit, the applicant does not receive credits for it again, but recognition in the form of exemptions. Candidates may be liable for fees in respect of the exempted module.

It is the applicant's responsibility to apply for the RPL. Applicants must submit their application on the Module Exemption application form (see Appendix 2). This form must be completed and submitted to the relevant Head of Department a minimum of 10 working days of module commencement. Deviations from this norm should be considered for students new to the Institute, particularly in Semester 1. Applicants should include certificates, results, programme details and where possible learning outcomes of modules completed (see Appendix 1).

Applicants must continue to attend class until a decision has been made (and written confirmation received) on whether the exemption was granted or not.

5.4.2 Procedure

The Head of Department (HoD) will identify two personnel - a mentor and assessor or two assessors - who will review the RPL application. A mentor is someone who has the expertise to advise and counsel the applicant on the RPL process. An assessor must be a person qualified to deliver and assess the module/s and should have completed the RPL online training programme or Level 9 RPL Assessors 10 credit module at GMIT (see www.cpdlearnonline.ie).

The assessor/s should notify the Head of Department of the decision regarding the RPL application within 5 working days of receipt of the application. Assessors have the right to recommend that exemptions be granted with conditions / recommendations (e.g. certain research is carried out, attendance at certain workshops etc.) The assessor should complete the RPL Assessment Report for Module exemptions (see Appendix 5) and submit to the relevant Head of Department. Two signatures are required on the RPL Assessment Report, from either two assessors or a mentor and assessor. The Head of Department may sign off on the decision through www.rplportfolio.ie assessment tool.

The documentation submitted by the applicant (module exemption application form, certificates, examination result etc.) together with the recommendation of the assessor must be kept for the normal period specified for retaining archived RPL assessment documents. When Prior Certified Learning is accepted as the basis for granting an exemption on a programme of study, further application using the same learning for the granting of further exemptions in the same programme will normally not be considered.

Some programmes may have a limit to the extent of exemptions allowed due to accreditation/professional body requirements or other regulations.

5.4.3 eals

The applicant has a right to appeal the decision. An appeal should be made in writing to the Registrar within 7 working days of the initial decision. There will be a cost associated with the appeal. This cost will be determined by the Registrar on an annual basis. The appeal will be considered by the Registrar or a nominee and their decision is final.

5.5. Recognition of Prior Experiential Learning

Recognition of Prior Experiential Learning (RPEL) may be used for access, advanced entry, exemption from a module or credits and full award for learning from experience. The process for Module exemptions is outlined in Appendix 3. The process for Access and Advanced Entry is outlined in Appendix 4.

The candidate must demonstrate that the equivalent learning has been achieved by producing a Portfolio of Evidence at www.rplportfolio.ie. The ePortfolio must be written in such a way that the matching of the knowledge, skills and competencies of the programme or module learning outcomes to the prior experiential learning is clearly demonstrated.

Other assessment tools such as exam assessment assignment, interview or observation can also be used to assess prior experiential learning. As a general principle, credit is given for learning, not for experience per se.

5.5.1 Portfolio of Evidence of Experiential Learning

The evidence the applicant has to submit will be based on the learning outcomes of the modules/programme she/he seeks RPEL for. Table 2.0 will help Applicants to understand the **types of evidence** of prior learning that might be used to seek access, advanced entry, exemption from a module or module credits on a programme or a full award.

The applicant may be required to provide verification from previous or current employers that the learning stated has been achieved by the applicant. As part of the assessment, the assessor may interview the applicant.

When assessing portfolios, it is important to consider the currency of the prior learning. It must be achieved within a suitable time frame – for example within the last ten years (depending on the nature of the learning achieved).

Please note that an RPL applicant may use the same evidence for more than one learning outcome, when completing their RPL portfolio for assessment.

Please refer to Table 2.0 for examples of types of evidence.

Types of RPL evidence	Explanation	Examples of evidence
Formal learning	Courses which were formally organised and assessed.	Official Certificates Official Transcripts of results Syllabi Research reports/thesis
Non-formal learning	Training events which were organised but did not necessarily have assessment.	Descriptions of courses Certificates of attendance Samples of materials
Informal learning/self managed learning	Learning you achieved that was not organised by others	Published work Voluntary activities Self-study schemes Relevant Recreational activities/hobbies
Work history and job descriptions	Aspects of your paid and voluntary work that are relevant to the module	Job descriptions Responsibilities Curriculum Vitae Professional accreditations/licences
Samples of work	If there is physical evidence of your prior learning other than certificates etc	Reports, Project plans Designs, Photographs Completed documents
Reports from employers/managers	If there is no tangible evidence of your learning it may be possible to arrange verification from third parties/employers/managers	Letters of verification References Records from HR Departments

Table 2.0 Types of RPL Evidence

5.6. Guidelines for assessing Experiential Learning for applicant seeking credits for a module

It is the applicant's responsibility to make the application for RPEL. Applications are made to the Head of Department as outlined in Appendix 3. The completed RPL portfolio application must be submitted on www.rplportfolio.ie a minimum of 10 working days before the module commencement to allow adequate time for assessment.

The documentation submitted by the applicant on www.rplportfolio.ie together with the recommendation of the assessor must be kept for the normal period specified for retaining archived assessment documents. Portfolios of evidence should go through the same quality assurance procedures as exams/assignments submitted by applicants completing the programme in the conventional manner.

Submission of a portfolio does not guarantee that the applicant gains credits.

5.6.1 Procedure

The Head of Department will appoint an assessor/s, usually the module leader, who should make a decision regarding the RPL application within 10 working days of receiving RPEL portfolio. Applicants are expected to attend class until they receive written verification from the lecturer /Head of Department.

The ePortfolio is assessed and graded (if required) by the assessor/s appointed by the Head of Department. If a grade is required for the module, assessors have the right to recommend that credits be granted with conditions e.g. certain research is carried out, attendance at particular workshops etc.

If required, applicants should 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 methods used to determine the standard of the experiential learning gained are equivalent to the appropriate level of learning required.

The assessor/s should complete the RPL Assessment Report (see Appendix 5) and submit to the relevant Head of Department. The Head of Department signs off on the decision through the www.rplportfolio.ie assessment tool.

5.6.2 Appeals

The applicant has a right to appeal. The appeal should be made in writing to the Registrar within 7 working days of the initial decision. There will be a cost associated with the appeal. The cost of appeal will be determined by Registrar on an annual basis. The appeal will be considered by the Registrar or a nominee and the decision is final.

5.7. Assessment of applications

The portfolio of evidence submitted on www.rplportfolio.ie 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.

Assessors must satisfy themselves that the learning gained matches the minimum standard of the learning outcomes on the module for which exemption is being sought.

Assessors may recommend an exemption is granted with conditions, e.g. that certain additional learning is undertaken by the applicant prior to commencing the programme.

The assessor/s must complete and sign off the RPL Assessment Report (see Appendix 5)

5.8 Appeal process

In the event that the applicant does not consider that due process has been applied in their case, they may lodge an appeal with the Registrar. The only legitimate grounds for appeal shall be:

> (a) that additional information relevant to the application is now available that could not have been made available at the time of application

> (b) that incorrect information was submitted, which the applicant now wishes to have revised

> (c) that the applicant considers that their prior learning was not fully taken into consideration by the assessors.

Any appeal must be lodged with the Office of the Registrar within 7 days of the notification of the result of the original application. The decision in relation to the appeal will be made within one week of receipt of the completed form at the Institute. If the appeal is successful any fee paid will be refunded in full.

The Registrar may use any means to arbitrate on the appeal and uphold or reject the appeal as deemed appropriate. The decision of the Registrar on an appeal will be communicated in writing to the student and copied to the appropriate Head of Department and the Department of the Registrar's Office. The appeal and decision of the appeal should be attached to the original documentation.

The decision of the Registrar on any appeal is final.

6.0 STAFF SUPPORT GUIDELINES

The institute will provide support and mentoring of RPL applicants by a staff member trained in RPL processes, to assist applicants with preparation of their portfolio of evidence to support their claim. Such support is recognised as essential for operation of a successful RPL system.

All staff involved in RPL mentoring and assessment are required to complete the RPL online training programme at www.cpdlearnonline.ie or the RPL Assessor Level 9 10 credit module at GMIT.

APPENDIX 1

MODULE EXEMPTION Application Process for Prior Certified Learning :

Interested and qualified applicants (those matching RPL requirements) submit a module exemption application form to the HoD within 10 working days of module commencement (deviations from this norm should be considered for students new to the Institute, particularly in Semester 1).

The Applicant should complete a Module Exemption Application Form for Prior Certified Learning (See Appendix 2). An Assessor (appointed by HOD – normally module lecturer) reviews Module exemption application and makes a decision based on level of prior learning, similarity with existing learning and currency.

Unsuccessful Application

Applicant may appeal decision to Registrar within 7 working days. The decision made by the Registrar is final.

Successful

Unsuccessful

Successful Application

Application unsuccessful. Applicant must continue to attend class as normal

Office of Academic Affairs applies updates to systems and communicates with the applicant on the outcomes

Appendix 2

MODULE EXEMPTION FORM (Prior Certified Learning)

MODULE FOR EXEMPTION TITLE AND

LEVEL: _____

PROGRAMME TITLE AND LEVEL:

_____

A. PERSONAL DETAILS	Name:
	Address:
	Telephone number:
	Email Address:
B. EDUCATION DETAILS	THIRD LEVEL COLLEGE ATTENDED:
	AWARD OBTAINED:
	MODULE FOR EXEMPTION CONSIDERATION:

	EVIDENCE: **Transcript Attached** ☐ **Module Descriptor Attached** ☐ **Other** ☐
	CERTIFIED MODULE CONTENT :
	CERTIFIED MODULE LEARNING OUTCOMES :

MODULE ASSESSMENT CRITERIA (for certified learning)

CRITERIA	Good match	Poor match	Assessor Notes
Volume in credits			
Level/depth			
Learning outcomes			
Content			

OVERALL MODULE ASSESSMENT RESULT

MODULE EXEMPTION APPROVED	☐
MODULE EXEMPTION NOT APPROVED	☐

Applicant Signature: _____

Date: _____

Assessor Signature: _____

Date: _____

Head of Department: _____

Date: _____

Academic Affairs: _____

Date: _____

APPENDIX 3:

MODULE EXEMPTION Application Process for Prior Experiential Learning:

Step 1: Interested and qualified applicants with recognised prior experiential learning that meets the learning outcomes of a module may call/meet with the HoD to discuss applying for an exemption. Applicants are directed to www.myexperience.ie and will continue to attend the module until there is an outcome on the exemption process.

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Step 2: Assessor/mentor (appointed by HoD – normally module lecturer) provides initial screening of RPL applicants to determine suitability of application. Those approved applicants commence their RPL portfolio application at www.rplportfolio.ie. The assessor may assign a 'special assignment or challenge exam' to the applicant to meet requirements. This assignment and other supporting documentation can be submitted via the applicants account at www.rplportfolio.ie.

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Step 3: Applicant completes RPL ePortfolio assessment at www.rplportfolio.ie by an agreed date set by the assessor. The Assessor reviews the RPL assessment and informs the applicant of the outcome.

Application Rejected for Exemption.

→

Applicant may appeal decision to Registrar within 7 working days. The decision made by the Registrar is final.

Application successful

An exemption is recommended by HoD and approved on www.rplportfolio.ie.

Successful   Unsuccessful

Application unsucessful

Applicant must continue to attend class as normal.

Office of Academic Affairs applies updates to systems and communicates with the applicant on the outcomes

APPENDIX 4

Prior Certified/Experiential Learning for Access/Advanced Entry Applications Process:

Step 1: RPL Candidate contacts the Admissions Office and completes a direct application form for their chosen programme http://www.gmit.ie/apply/apply-gmit

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Step 2: Applications received for advanced or direct entry onto a programme of study that do not meet the standard eligibility requirements will be reviewed for qualifying under the RPL mechanism. Admissions office sends notification to relevant HoD to advise on RPL candidate application.

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Step 3: Assessor/Mentor (appointed by HoD) provides initial screening of application for advanced or direct entry. Applicants demonstrating potential for entry based on RPL are invited to view www.myexperience.ie and submit an application for RPL and directed to complete a portfolio of evidence (or other mode of assessment) at www.rplportfolio.ie . Where the candidate is not successful for RPL, they will receive communication from the assessor/mentor.

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Step 4: RPL ePortfolio applications must be submitted a minimum one month prior to the application deadline of a programme. The RPL applicant should notify the HoD/Assessor when they have completed their RPL portfolio at www.rplportfolio.ie

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Step 5: The HoD and assessor reviews the RPL portfolio and may require an interview with the applicant. The Assessor should include feedback on the assessment of the RPL candidate on www.rplportfolio.ie comment area. The applicant is then advised of the outcome by the assessor/HoD. In some cases the applicant may be required to complete a special assignment to meet gaps in their portfolio of evidence.

Application Rejected → Applicant may appeal decision to the Registrar within 7 working days. The decision made by the Registrar is final.

Application Successful

The assessor will note the outcome of the application on the www.rplportfolio.ie assessment tool and formally notify the HoD.

Successful   **Unsuccessful**

Appeal application unsuccessful.

The applicant advised of alternative route(s) by the Admissions Office.

↓

Step 6: Applicant is signed off for advanced or direct entry onto programme of study by the HoD on www.rplportfoilio.ie

↓

Step 7: Office of Academic Affairs communicates directly with the applicant on the RPL application outcome and applies updates to the systems and follows the normal registration process.

Appendix 5

RPL PORTFOLIO ASSESSMENT REPORT

APPLICATION PROGRAMME TITLE AND LEVEL:_____

APPLICATION MODULE TITLE AND LEVEL: _____

Department name in GMIT: _____

GMIT Assessor/Mentor names:_____

RPL Applicant Name: _____

RPL Applicant phone number:_____**email address:** _____

Assessment criteria:

The criteria for assessing prior learning in relation to a receiving programme – whether it is formal, certified learning, or non-formal/work-related learning– should seek to establish if a good match is evident between the applicant's prior learning and the Programme Learning Outcomes.

RPL PORTFOLIO ASSESSMENT CRITERIA (for certified learning)

CRITERIA	Good match	Poor match	**Assessor Notes**
Volume in years			
Volume in credits			
Level/depth			
Learning outcomes			
Content			
Reading lists			
Thesis/project/major product			
Practice placement			
Internship			
Currency of learning			
Examination papers			

RPL PORTFOLIO ASSESSMENT CRITERIA (for experiential learning)

CRITERIA	Good match	Poor match	Assessor Notes
Relevance to the module Learning Outcomes			
Currency/recency of the learning (kept up-to-date).			
Sufficiency to cover the module LOs to the extent and depth required.			
Level of the learning in relation to NQF descriptors for the module level is similar.			
Authenticity: genuinely the evidence of learning of the applicant.			

OVERALL RPL ASSESSMENT RESULT

Advanced entry to a programme approved □

Access to a programme approved □

Module exemption approved □

Module exemption graded □

Assessors/Mentor Comments

_____
_____
_____
_____
_____
_____

RPL application refused	☐
Recommended action	
Exemption Interview required	☐
Challenge exam/assessment required	☐
Additional evidence to be supplied	☐

MENTOR/ASSESSORS SIGN OFF:

ASSESSOR 1:_____

ASSESSOR 2: _____

MENTOR :_____

DATE:_____