LMETB FET Recognition of Prior Learning Policy

Arna chomhchistiú ag Rialtas na hÉireann agus ag an Aontas Eorpach
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Document Title/Reference	LMETB RPL Policy for FET Centres
Purpose	The purpose of these guidelines is to assist FET Centre managers in the quality assured process of Recognition of Prior Learning.
Scope	These guidelines apply to all further education and training programmes provided by LMETB PLC colleges and FET centres or by organisations funded by LMETB to provide further education and training.
Contents	1. Introduction, Policy statement and Principles 2. Roles and Responsibilities 3. RPL overview 4. Previously Achieved QQI CAS Awards 5. Exemptions 6. RPCL Recognition of Prior Certified Learning 7. RPEL Recognition of Prior Experiential Learning 8. Information for Learners 9. Work Placement 10. Supplementary Documents 11. Key Roles in the RPL Process
Related Policies	LMETB assessment procedures LMETB Assessment Appeals Process
Audience & Communication	Applicable to all staff and learners of LMETB. This procedure will be made available on the LMETB website.
Policy/Procedure Owner & Implementation	The Policy owner is the CE of LMETB. It is the responsibility of the QA sub-committee and individual PLC colleges and FET centres, Principal/Director/Centre Managers to ensure the policy/procedure is implemented.

RPL: Recognition of Prior Learning Policy (RPL) v.1.0

Glossary of Terms

Access	The process by which learners may commence a programme of education and training having received recognition for knowledge, skill or competence required.
Accreditation	Procedure by which an authoritative body gives formal recognition that a body or person is competent to carry out specific tasks.
Award class	The NFQ's four main award classes are: • Major • Minor • Special purpose • Supplemental In addition the terms 'compound' and 'component' are also often used to characterise CAS awards. The term component or 'component award' is synonymous with the NFQ term 'minor award'. A compound award is an award with prescribed component awards. It may be a major, supplemental or special purpose award.
Award Specification	The award specification is produced by the awarding body to provide information on the particular award. The specification states the purpose of the award, the title, the level, includes all the learning outcomes and information on assessment.
CAS	The Common Awards System (CAS) is a system of further education and training awards and awards standards based on learning outcomes.
CEDEFOP	European Centre for the Development of Vocational Training
Credit	*In terms of Recognition of Prior Experiential Learning (RPEL) is for learning which has not previously been academically accredited. RPEL may be granted where there is evidence that the required learning outcomes have been achieved. Where this evidence exists, applicants may be entitled to advanced entry to a programme and/or awarded grades for the learning.*
EQF	European Qualifications Framework
Exemption	Exemption exists where an applicant has already been awarded accredited certification by an awarding body such as Quality and Qualifications Ireland (QQI) or other recognised colleges/institutes and awarding bodies. As this accredited certification has already been graded it is grade neutral. Exemptions may allow applicants advanced

	entry to a programme and/or may contribute to the achievement of the overall award.
FET	Further Education and Training
FETAC	Further Education and Training Awards Council
Formal Learning	Formal learning occurs in an organised and structured environment (in an education or training institution or on the job) and is explicitly designed as a learning experience in terms of its structure, learning objectives, learning outcomes, time and resources.
HEI	Higher Education Institution
Informal learning	Informal learning is not organised or structured; informal learning is usually unintentional from the learner's perspective and results from participating in daily activities related to work, family or leisure, e.g. coaching a team, event management.
Module Descriptor	The module descriptor is prepared by the provider and validated by the awarding body. It outlines the objectives, content and specific assessment criteria. It is designed for taught provision.
NARIC	National Academic Recognition Awards Centre
NFQ	National Framework of Qualifications
Non formal learning	Non formal learning is intentional from the learner's point of view but usually does not result in accreditation or certification. Non formal learning is embedded in planned activities not explicitly defined as learning e.g. on the job training or IT skills acquired in the workplace.
Progression	The process by which learners may transfer from one programme of education and training to another programme.
QBS	QQI Business System (an online system for registering learner/applicant for accreditation with QQI)
QQI	Quality and Qualifications Ireland
RPCL	Recognition of Prior Certified Learning is learning that has already been accredited by an awarding body such as QQI or other recognised awarding bodies both in Ireland and abroad, i.e. City and Guilds London.
RPEL	Recognition of Prior Experiential Learning is recognition of formal, informal and non-formal learning acquired through life or work experience; learning achieved from non-accredited bodies or certifying bodies outside of the European framework

RPL	The recognition of prior learning (RPL) describes a process used to evaluate skills and knowledge gained through life outside of formal education and training, for the purpose of recognising life achievements against a given set of standards or learning outcomes. This is the generic term used in LMETB.
Transfer	The process by which learners may transfer from one programme of education and training to another programme having received recognition for knowledge, skill and competence acquired.

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Introduction

This policy document contains the Quality Assurance Policy and Procedures for the Recognition of Prior Learning of Learners for Louth and Meath Education and Training Board (LMETB) Further Education and Training (FET) Provision. Updated versions of this document will be available on the LMETB website. For assistance on the implementation of the policy you can contact your centre's FET Leader/Deputy Principal/Coordinator or in the case of policy queries, please contact the Quality Assurance Office qualityassurance@lmetb.ie

Policy Statement

Louth and Meath Education and Training Board (LMETB) as part of its ETB Quality Assurance Framework, is committed to working with applicants, accrediting bodies and employers for the purposes of Recognition of Prior Learning (RPL). The RPL process allows for all learning to be recognised and validated, independent of the context in which it was achieved. RPL may be attained for formal, informal or non-formal learning. This enables documentation, access, exemption and accreditation. Participation in the RPL process offers further opportunities for access, transfer and progression to programmes in Further Education and Training.

This policy outlines how the process for RPL is conducted in LMETB. Included in the policy is:
- an outline of the roles and responsibilities of those involved
- the procedures to be followed when drafting and submitting an RPL application
- the steps involved in the RPL application
- the appeals process

Principles

LMETB ensures consistent decision-making in respect of all RPL applicants, both at the application stage and the assessment stage.
- At the application stage, RPL applicants must present sufficient evidence of their prior learning before they are accepted for the RPL process.
- At the assessment stage, principles of assessment for RPL are consistent with those applied to participants of LMETB Programmes who are assessed in the conventional

manner. Assessment is standards based and the assessment process determines whether the applicant has reached the required national standards of knowledge, skill and competence for a particular minor or major award.

RPL can be used for all awarding bodies. At LMETB, the majority of awards are accredited by Quality and Qualifications Ireland (QQI). QQI's position on RPL is recognised on their website:

> *'Recognition of Prior Learning has been integrated into the National Strategy for Higher Education to 2030 and the National Skills Strategy, while the Programme for Government, Our Shared Future commits to 'develop and implement a standardised system of accreditation of prior learning taking account of previous education, skills, work experience and engagement in society'.'* [1]

LMETB delivers programmes for awards accredited by many awarding bodies. The terminology used by these awarding bodies may be different. For example, in the UK the terms used are:

- Accreditation of Prior Learning (APL)
- Prior certificated learning (APCL)
- Prior experiential learning (APEL)

The LMETB RPL policy and procedures can be adapted for use in conjunction with any awarding body's RPL and Quality Assurance procedures. Any additional RPL requirements not covered by LMETB's RPL policy, must be complied with.

RPL can be used for programmes validated by LMETB and also for QQI awards that are current, but not necessarily validated by LMETB.   In both cases the award specification rather than the programme descriptor is used.

- The underlying principles of the LMETB RPL process include:
- Quality - all RPL application are part of the overall LMETB Quality Assurance process
- Validity - all RPL applications are judged to have achieved the relevant standard of knowledge, skill or competence required to achieve an award.

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[1] https://www.qqi.ie/what-we-do/qqi-awards/recognition-of-prior-learning-provider

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- Reliability - all RPL applications are assessed to ensure they are accurate, valid and consistent

- Fairness - all RPL applications are assessed in a fair manner

- Transparency - all RPL applications are processed in a transparent manner

Roles and Responsibilities

Stakeholders central to the RPL process:

- Centre: The Centre refers to any LMETB College, Education or Training Centre.

- Centre Manager: The Centre Manager refers to the Centre Manager, Centre Coordinator, Principal, Deputy Principal or the manager of any LMETB College or ETB Education/Training Centre.

- Programme Co-ordinator: The person who co-ordinates the applicable programme in the centre, this may also be the centre manager or Deputy Principal or person with responsibility for QA at centre level

Principal roles that support applicants through the RPL process

RPL applications are reviewed, co-ordinated and processed at the relevant LMETB centre by an RPL team which involve a number of roles. The key roles involved in the RPL process are:

- RPL Co-ordinator, or designated staff member at each Centre

- RPL Mentor (a Designated staff member) at Centre level

- RPL Assessor (a Designated staff member/Teacher/Tutor/SME/Trained IV Assessor, at centre level)

The teachers/tutors who assume the role of RPL Assessor must be a subject matter expert in the area being requested for RPL.

All staff involved in the RPL process must be familiar with LMETB policies and procedures around Quality Assurance and the RPL process. A number of LMETB staff will have received specific RPL training to aid understanding of the policy and procedure.

The functions of mentoring and assessing should be separated in accordance with guidelines for fair and transparent assessment, an assessor should not mentor an application for a component or award for which he/she is an assessor. Similarly, a mentor should not assess an application which he/she is mentoring.

In keeping with these assessment guidelines an RPL Co-ordinator or designated centre staff member may also act as an RPL Mentor within an LMETB centre, as both of these roles are neutral.

An overview of the roles and responsibilities are outlined in Table 2 Key roles in the RPL process included in Appendix 1:

RPL Overview

LMETB allows the use of RPL for access, exemption and accreditation. This offers the opportunity to individual learners for the validation of their prior learning and experience through the RPL process.

There are four defined categories for RPL:

1. Previously achieved QQI CAS awards
2. Exemptions
3. Recognition of Prior Certified Learning (RPCL)
4. Recognition of Prior Experiential Learning (RPEL)

The procedures for these are outlined in Figure 1 and the following sections.

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	All RPL applications			
RPL Category:	1. Previously achieved QQI CAS awards	2. Exemptions	3. RPCL	4. RPEL
Criteria:	Applies to QQI CAS awards	Applies to specific awards	Applies to all other awards	Not formal learning
	No time limit	5 year time limit	No time limit	No time limit
Application:	Apply directly to centre	Apply using RPL 01	Apply using RPL 01	Apply using RPL 02
	Copy of certificate filed in centre	Review by RPL Designated staff member	Review by RPL Designated Staff Member	Review by RPL Designated Staff Member
				Not suitable for RPEL: Application does not proceeed
				Suitable for RPEL: Complete portfolio and RPL 03
				Review portfoio and RPL03 by RPL Designated Staff Member

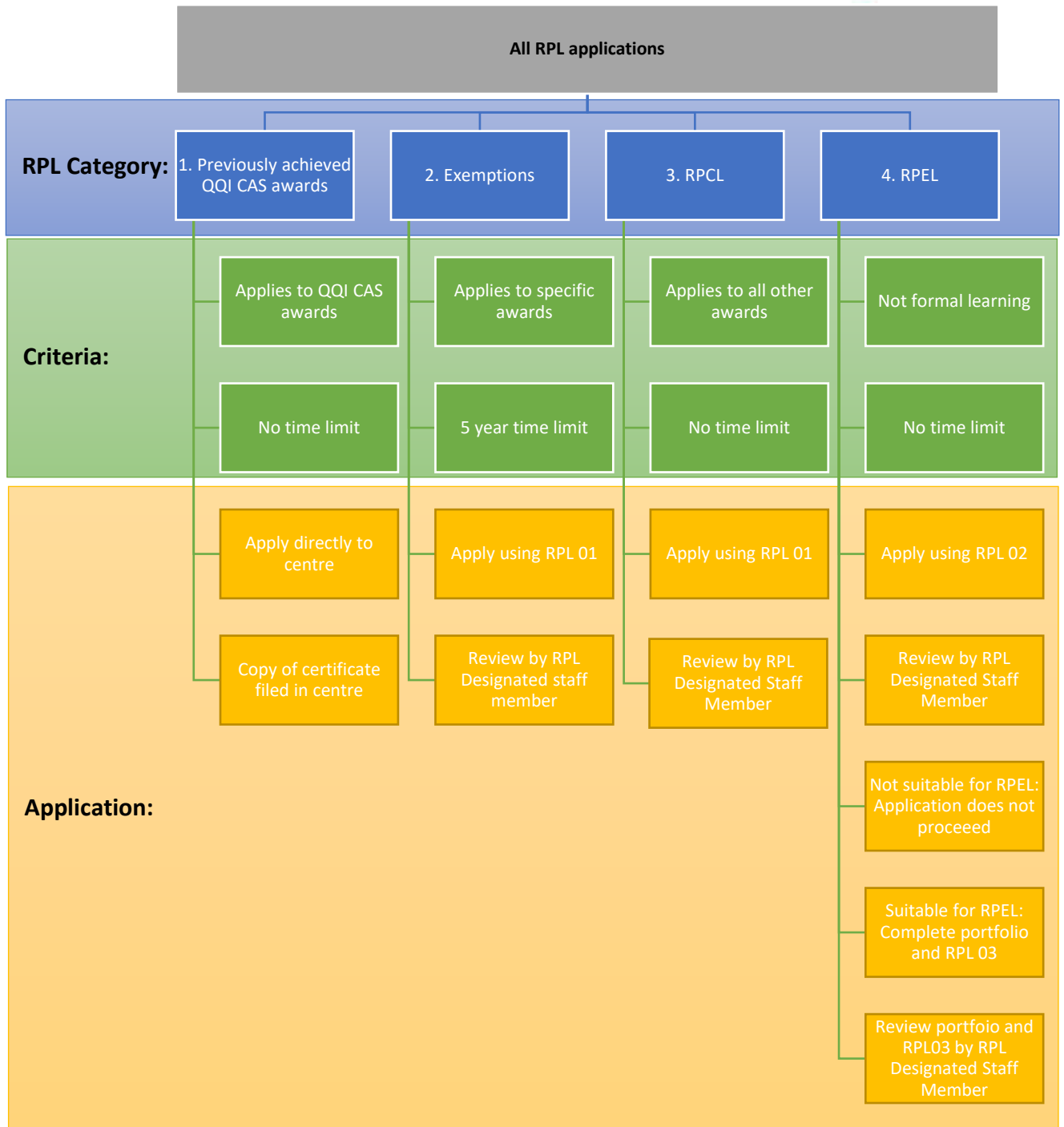*Figure 1 RPL Application Process Flow*

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Previously Achieved QQI CAS Awards

As outlined in Figure 1 RPL Application Process Flow, this category relates to QQI awards that have been previously achieved through the Common Awards System (CAS). CAS is a system of further education and training awards and awards standards based on learning outcomes. Where a learner has achieved a CAS award as currently published on the QQI website, and has met the learning outcomes for that award, then the learner has achieved that award. Learners who have previously achieved CAS awards will be automatically picked up by the QBS system. There is no time limit on this category.

Procedure

Learners must submit the original certificate to the Centre Manager / Programme Co-ordinator /Deputy Principal and a copy must be retained in the centre.

Grading

The original grade achieved by the learner is valid.

Submitting results

The QBS system will automatically detect the award achieved by the learner.

Exemptions

QQI lists 46 Non QQI awards that are eligible for exemptions on their website2. These are the only non-CAS exemptions that can be submitted by a provider on behalf of a learner who is looking to achieve a CAS major award.

In the case of exemption applications, the prior certified learning should be at the same (or higher) NFQ level than the level the learner is seeking the exemption in.

Procedure

Learners looking to apply for an exemption must complete the form RPL0. Learners must submit the original award certificate to the Centre Manager / Programme Co-ordinator/Deputy Principal. The exemptions listed are the only non-CAS exemptions that can be submitted by a provider on behalf of a learner achieving a CAS major award.

When reviewing the exemption application, the review team will consider the following:

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[2] https://www.qqi.ie/sites/default/files/2021-12/exemptions.pdf

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- Completion of due diligence checks to ensure that the previous qualification is genuine

- Ensuring that only awards which are no more than five years old are used to claim an exemption. The five year time limit is calculated by checking the date on the award / certificate being submitted by the learner and ensuring that this is within five years of the RPL application date.

Where a learner holding an award that is not on this published list seeks recognition of that award from a provider, the RPCL procedure must be followed.

Grading

Exemptions do not entitle the applicant to credits and are grade neutral. As it is grade neutral it does not contribute to the overall grade of the major award. As this certified learning has already been awarded credit, the applicant cannot receive credit for it again, but receives recognition in the form of an exemption.

Submitting results

When entering the results on QBS, select 'YES' and select the corresponding code from the dropdown menu for the exemption.

Recognition of Prior Certified Learning (RPCL)

RPCL is used to recognise formal learning that has been achieved by the learner that is not eligible as a Previously Achieved Award or an Exemption.

Circumstances where RPCL can be used include:

- QQI awards not mapped to a Common Awards System (CAS).

- QQI (or former FETAC) component awards that are more than 5 years old. This however is dependent on the component module. Some component modules can become outdated e.g. ICT. The currency of the component award will be taken into account by the RPL review team when assessing the application.

- Recognition of other awarding bodies (Higher Education Institution (HEI) City of Guilds, etc.) towards a QQI award.

- Recognition of QQI certification towards an award of any other awarding body. This must be dealt with in line with the procedures of the specific awarding body.

- Certified formal learning achieved outside of Ireland. Learners seeking Statements of Equivalence for qualifications from foreign countries must refer to National Academic Recognition information Centre (NARIC) to have their qualifications aligned with the appropriate Irish qualification.

Procedure

Learners who wish to apply for RPCL must present themselves to the relevant Centre Co-ordinator/Director/Deputy Principal and complete the relevant application form provided. Applications should be supported with as much information as possible in relation to the course or programme the learner is seeking recognition for.

Learners must complete the RPCL Application Form RPL01, the course or programme they are seeking recognition for. It is the responsibility of the applicant to provide the supporting information including:

- the original certificate for an award or component. This should be submitted to the LMETB Centre Manager, Programme Co-ordinator, RPL Co-ordinator, RPL Mentor or RPL Assessor. A copy must also be submitted as part of the RPL application to qualityassurance@lmetb.ie for monitoring purposes.
- their results, and the date awarded. Results notification will not suffice for an application.
- Information on the programme, the award, the curriculum, course content, learning outcomes and assessments will be useful.

The application is reviewed by the Centre Co-ordinator/Director/Deputy Principal/Designated Centre RPL Co-ordinator.

When reviewing the RPCL application, the following must be considered:

- The learning outcomes of the prior certified learning which should be comparable to the learning outcomes of the modules / programmes for which the learner is seeking recognition for. Mapping of the learning outcomes will support this.
- The standard of the award (being applied for) and the principles of assessment
- The currency of the learning outcomes of the original award and how any gaps in learning are addressed and evidenced.

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Where gaps are identified between the certified learning achieved and the award for which RPCL is sought, an RPL mentor will be assigned to determine if experiential learning can be used to support the application. If a blend of experiential and certified learning can be used, a portfolio should be prepared with additional supplementary evidence that matches to the knowledge, skills and competencies of the award learning outcomes. More details on recognition of prior experiential learning is provided in section 9, stage 4.

An RPL assessor reviews and assesses the portfolio. This may be any suitably qualified member of staff at the centre or a subject matter expert from another centre. In addition to the process outlined above, the RPCL assessment should be included in the authentication processes including:

- Assessed and graded by a subject matter expert/assessor
- Internally verified
- Externally authenticated by an external authenticator familiar with RPL or a subject matter expert

Grading

All assessments in RPCL are graded as Pass Merit or Distinction which are based on the grade bands outlined in figure 2 below. While the percentage value informs the grade, it is not given. These grades are entered on the QBS under RPL. Learners who do not achieve the outcomes of the awards are recorded as 'unsuccessful' or 'referred'. The criteria for grades are outlined below:
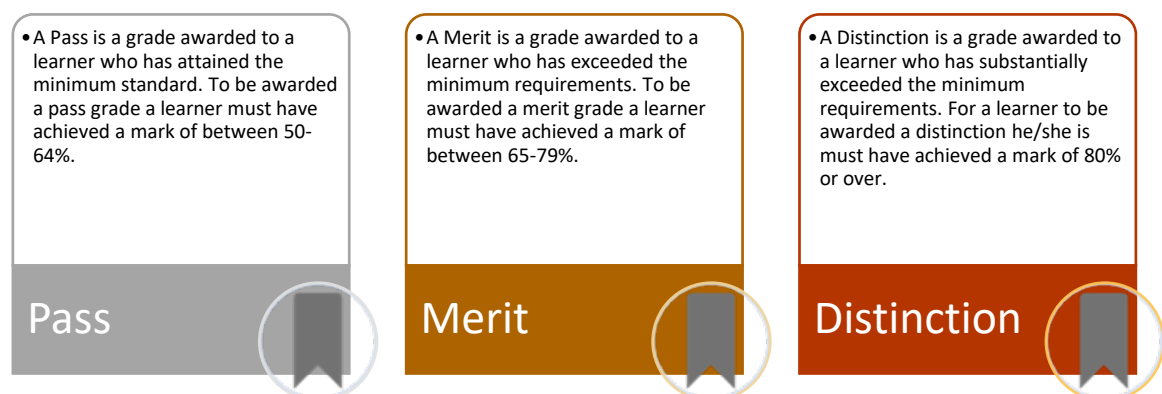
- A Pass is a grade awarded to a learner who has attained the minimum standard. To be awarded a pass grade a learner must have achieved a mark of between 50-64%.

Pass

- A Merit is a grade awarded to a learner who has exceeded the minimum requirements. To be awarded a merit grade a learner must have achieved a mark of between 65-79%.

Merit

- A Distinction is a grade awarded to a learner who has substantially exceeded the minimum requirements. For a learner to be awarded a distinction he/she is must have achieved a mark of 80% or over.

Distinction

Figure 2 Criteria for grades

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Submitting results

When entering the results on QBS, select 'RPL' and enter the grade that has been assigned to the learner's work.

Recognition of other QQI awards

Some QQI awards are not in the CAS system. These include many of the QQI Special Purpose Awards including the Early Learning and Care (ELC) award. Applicants wishing to gain recognition of these awards should submit their application using the RPCL Application Form RPL01 . Each application will be reviewed individually against the requirements of the award and in line with agreed procedures with QQI. Individual queries in relation to this can be submitted to the Centre in the first instance and then referred to the QA Officer in LMETB if necessary.

Note: Centres should note that for these awards, learners cannot be certified twice in the same certification period.

Recognition of Prior Experiential Learning (RPEL)

RPEL is recognition of formal, informal and non-formal learning acquired through life or work experience and learning achieved from non-accredited bodies. The RPEL process for an award involves four stages:

Stage 1: Identification stage.
The applicant identifies an award that he or she feels they have acquired all the learning, but lack the formal qualification. This stage involves the applicant completing an RPL02 RPEL Expression of Interest Form. This is submitted for review to the RPL Co-ordinator or designated RPL staff member at the LMETB Centre. If deemed appropriate for RPEL, the process for RPEL commences. All applicants must complete the required RPL form(s). Once accepted for the RPL process, applicants must enrol with LMETB.

Stage 2: Documentation stage.
This is the second stage of the process. Applicants accepted for the award by LMETB will be provided with direction and guidance on how to prepare an RPL portfolio of their learning, demonstrating how it maps to the learning outcomes for the award applied for. This is often referred to as the destination award. Guidance includes designing and providing the applicant with RPL briefs and tasks and also assigning an RPL mentor to support the process.   Through their portfolio, the applicant must demonstrate that the required equivalent learning has been

achieved. The contents of the portfolio will be dependent on the award. Evidence can include some, or all of the following, but is not limited to these examples:

- RPEL Application (RPL03 form)
- CV (Europass3 CV or similar)
- Recorded interview with RPL Coordinator or designated staff member documenting evidence of skills knowledge and competencies gained in knowledge in the applicant's workplace, community and the applicant's personal context
- Job description related to previous work and relevant life experiences
- Certificates for training and details of training
- Samples of work (presentations, drawings, letters, minutes of meetings, documents, emails etc.)
- Testimonials and references
- Reflective journal or diary entries
- Recorded discussions, group discussions or interview where appropriate
- Evidence produced through subject workshops where applicable
- Assessment tasks completed using assessment briefs to capture evidence
- Questionnaires
- Personal Learning Statements
- Any other evidence that could potentially support the RPEL application.

Stage 3: Assessment stage.

This is the third stage of the process. Applicants submit the completed portfolio for assessment by a subject matter expert. In an RPL portfolio, all learning outcomes are awarded a percentage. This process is guided by an assessment rubric. The overall grade is the average of the percentage mark given to each leaning outcome. For example

- A module with nine learning outcomes.
- Each learning outcome is awarded a grade (percentage mark)
- The sum of the grades given is then divided by nine.

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- The average percentage determines whether the final grade awarded is a pass, a merit or a distinction.

The grade(s) is entered on the QBS under RPL. Learners who do not achieve the outcomes of the awards are recorded as 'unsuccessful' or 'referred'. The criteria for grades are outlined in Table 1. The results are then processed in line with LMETB's quality assured authentication processes including:

- Assessed by a subject matter expert/assessor
- Internally verified
- Externally authenticated by an external authenticator familiar with RPL or a subject matter expert

Stage 4: Certification stage.

This is the final stage of the process. The results are processed through the management information system of the awarding body. For QQI this is the QBS.

When entering the results on QBS, select 'RPL and enter the grade that has been assigned to the learner's work.

It is the responsibility of the relevant LMETB Centre Manager/Leader to oversee the final certification request.

Information for Learners

Criteria for making an RPL application.

All RPL applicants must enrol with LMETB. All applicants must complete the required RPL forms.

Formal Learning: For Previously Achieved Awards, Exemptions and Recognition of Prior Certified Learning (RPCL) the applicant must provide the original certificate for an award or component when making an application for RPL. They should also include all relevant programme details and their results. Results notification will not suffice for an application. Original certificates should be submitted to the Centre Manager, Programme Co-ordinator, RPL Co-ordinator, or Designated RPL Person. A copy must be submitted as part of the RPL application to qaoffice@lmetb.ie

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Documentation

RPL01 and RPL02 Documents are created as MS Word Documents. They templates are available as a hard copy from your centre. RPL resources, including all RPL Forms are available on the RPL Teams channel. Completed documents for learners should comply with all GDPR requirements.

Progression

Learners wishing to use exemptions and progress to a Higher Education Institute should check the requirements for their intended course as there may be limitations on awards received with exemptions. Guidance counsellors at LMETB centres are available to assist with this.

Timelines

Prior to the start of a programme or a module, learners who wish to avail of RPL must notify their intentions to their tutor / teacher / instructor/RPL Designated person within 15 days of the commencement of a Module/Programme.

It is intended that all RPL applications are acknowledged and responded to within 10 days of submission. A full review and assessment of the RPL application will take longer to complete and approve. All required documentation/evidence must be provided by the applicant within 3 months of being accepted for Recognition of Prior Learning. If this deadline is not met, then they applicant must meet with the RPL Co-ordinator and agree a timeframe for submission. If work required has not been completed by the applicant within a period of 6 months from the initial commencement date , then the applicant must re-apply at the next assessment opportunity.

Appeals

The learner can appeal the decision. This can be done according to the procedures outlined in LMETB's Assessment Appeals Process.

Work Placement

When a learner wants to avail of RPL for an award that involved work placement (e.g. Work Experience or Work Practice), the following must be noted:

- The work placement experience achieved by the learner must be in the subject area of the award for which RPL is sought

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- The work placement experience achieved by the learner must be current and valid. The vocational area of the programme will determine currency and validity. For example, there may have been legislation or sectoral changes

- The programme award descriptor must be referenced to determine the requirements of the award. This is particularly important for vocational awards

- Where the learner does not have the required placement experience, the learner must go out on work placement

- Only learners that have achieved all elements of the program can be submitted for certification

NB Centres must not submit learners on QBS for full programme awards unless they meet all the requirements of that award. For example, the number of hours required for work placement detailed in the programme award descriptor must have been achieved by the learner. For Example, for ELC this is 150 hours of placement per level.

This policy will be reviewed after submission of work for the initial LMETB RPL Pilot group.

Supplementary Documents

https://www.fess.ie/images/stories/Assessment/RecognitionOfPriorLearningforQQIDec14.pdf

ETBI RPL Conference: Mainstreaming RPL in the ETB FET context

QQI Policy Restatement Policy and Criteria for Access, Transfer and Progression in Relation to Learners for Providers of Further and Higher Education and Training; NQAI 2003, Restated 2015/QP.20 v1.0 (c) QQI

Principles and Operational Guidelines for the Recognition of Prior Learning in Further and Higher Education and Training; June 2005

Statutory Quality Assurance Guidelines developed by QQI for use by all Providers Core; April 2016/QG1-V2 © QQI

Policies and criteria for the validation of programmes of education and training; November 2017/QP.17-V1.03 © QQI

Quality Assuring Assessment Guidelines for Providers Revised 2013 (Version 2 - revised 2018*)

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Table 1 Key roles in the RPL process

RPL Coordinator / RPL Designated Staff	RPL Mentor	RPL Assessor	Applicant
Manages the RPL Programme in line with LMETB policies	Provide appropriate guidance and support to the applicant equivalent. This support reflects the level of support available to conventional learners at the same level in the NFQ	Examine the evidence presented by a potential applicant to determine if it is sufficient to support an application for RPL	Submit their claim for RPL on the relevant RPL Application Form to the RPL Coordinator within 10 working days of module commencement
Ensures QA standards are maintained by liaising with the QA department in LMETB	Support applicant to understand the RPL process, award/component specifications and learning outcomes	Determine that the evidence presented is consistent with the NFQ level, the spirit and standards of an award or component.	Engage with the RPL Coordinator, RPL Mentor and Assessor as appropriate to complete the application
Ensures that all staff and applicants are made aware of and adhere to RPL policy and RPL requirements	Communicate with the RPL coordinator and the assessors to ensure that the evidence reflects the learning outcomes and maps to the component specification	Compares the learning outcomes of the previously certified award to modules/programme where the applicant is seeking exemption in RPCL	Compile a EuroPass CV, or similar
Raises awareness around RPL and the advantages of RPL and endeavours to create a community of practice	Support the applicant to identify and categorise evidence for a specific component/award	Assessing submitted assessment materials/portfolio in accordance with LMETB Quality Assurance policies and guidelines on the assessment, the RPL process and the QQI award standard.	Provide all evidence to support an application

RPL Coordinator / RPL Designated Staff	RPL Mentor	RPL Assessor	Applicant
Liaises with the RPL Assessor at the outset, to ensure that the evidence presented by a potential applicant is sufficient to support an application for RPL and is appropriate to the spirit, standards and level of an award	Liaise between assessor and applicants: • Giving instruction and feedback from assessors •Bringing queries from applicant to assessor	Design assessment rubrics to demonstrate the standards and grading of an award/component	For RPCL original certificates must be submitted along with programme details and results.
Supports the applicant through the application process	Guide and support the applicant to produce their portfolio of evidence under assessment guidelines	Design assessment briefs that reflect the learning outcomes and evidence, integrating learning outcomes where appropriate. Develop best practice by sharing developed assessment briefs.	Map the evidence to the corresponding learning outcome
Provides guidance and support to RPL colleagues and to applicants: For RPEL in relation to portfolio preparation For RPCL relating to mapping of component Learning Outcomes to assessment standards	Identification and documentation of the RPL process through: Interviewing the prospective candidates to assess suitability for the programme Recording and completing the skills checker, skills clustering questionnaire and necessary paperwork with applicants	Facilitate workshops to capture gaps in learning	

RPL Coordinator / RPL Designated Staff	RPL Mentor	RPL Assessor	Applicant
	Records Data: Applications, appeals, assessment outcomes and access, transfer and progression routes for applicants		
Acts as a liaison between mentors, assessors and applicants	Informs the applicant of the result of their application	Communicates effectively with the RPL team	
Supports the applicant in the event of an appeal application and informs applicant of the outcome	Ensures pathways for access, transfer and progression to programmes in Further Education and Training are explored with the applicants at the conclusion of the RPL process		