	Document Title	**Recognition of Prior Learning Policy**		
	Doc. Number	TRA-POL-010	Doc. Owner	Head of Training & Development
	Author	Angela Byrne	Revision	Rev. 04
	Reviewed by	Angela Byrne	Approved by	John Kelly
	Next Review Date	11/12/2026	Approved Date	11/12/2025

1. Policy Statement

At Shorcontrol Safety we encourage applications from all learners. We support lifelong learning and engagement with learning when suitable and appropriate for the learner. Therefore, we provide the opportunity for prior learning to be recognised. Recognition of prior learning (RPL) is a process that acknowledges all forms of learning and gives that learning a value in the context of an award. It incorporates prior formal, informal, and non-formal learning. A fundamental principle of RPL is that the learner should not be asked to relearn something they already know. RPL is critical to the development of an accessible, flexible, and permeable education and training system. At Shorcontrol Safety we operate a process to fairly assess learners existing qualifications and prior learning.

RPL allows for all forms of learning to contribute to an award and can be used for the following:

- Entry to a programme/course,
- Advanced entry to a programme/course,
- Exemptions for individuals on programme modules where learning outcomes have demonstrably been achieved,
- Transfer between programmes/courses,
- Credit towards an award.

2. Purpose

The purpose of this policy is to clearly define how Shorcontrol Safety identify, assess, validate, and certify Recognition of Prior Learning (RPL) if/when applicable for the range of training programmes/courses provided.

3. Scope

The scope of this policy aims to comply with
- the principles expressed in the National Qualifications Framework,
- QQI Assessment and Standards,
- NQAI Principles and Operational Guidelines for Recognition of Prior Learning in Further and Higher Education and Training 2016
- Qualifications and Quality Assurance (Education & Training) Act 2012.
- City & Guilds Recognition of Prior Learning 2013.
- PHECC Pathway progression for learners

and is applicable to all relevant courses/programmes/modules provided by Shorcontrol Safety.

4. Definitions

Term	Definition
Recognition of Prior Learning (RPL)	Is the process by which value is given to previous learning, both certified and experiential. It is the means by which prior learning is formally identified, assessed, and acknowledged.
Formal learning	Programmes of education or training delivered by a recognised education and training provider, that is assessed and can lead to awards.

Non-formal learning	Learning activities undertaken in the workplace, voluntary sector, community etc. that may be assessed but do not normally lead to certification.
Informal/ Experiential learning	Learning acquired through life and work experience. The learning is unintentional, and the learner may not even recognise at the time that it is contributing to their knowledge, skills, and experience.
Assessment Validity	This is a fundamental assessment principle to ensure that an assessment measures what it is designed to measure. The relevant standard of knowledge, skill or competence required for an award should be assessed.
Assessment Reliability	Ensures that assessment measurement is accurate; the knowledge, skills, and competence which the assessment measures should produce reliable and accurate results. Reliability is assessment ensures that results are consistent under similar conditions.

5. General Policy Guidelines

5.1 RPL Applications

At Shorcontrol Safety, we will ensure that all applicants receive clear and comprehensive details about the relevant programmes and module learning outcomes. This information will outline which specific modules are eligible for RPL, the type of prior learning that is acceptable, and the required standards for evidence submission. Each applicant will be provided with personalised guidance on the modules for which RPL exemptions can be applied.

To apply for RPL, the applicant is responsible for submitting a complete application using the **RPL Application Form**, which must include all necessary supporting documentation (e.g., syllabi, certificates, learning outcomes). We will provide assistance throughout the process to ensure applicants understand the requirements and eligibility criteria.

Applications will be assessed on a case-by-case basis, with an emphasis on fairness and transparency. We are committed to promoting accessibility and participation by offering flexible learning options and supporting diversity among learners. Our RPL policy adheres to the principles of equal opportunity, respect, and positive outcomes for all learners and staff.

The RPL application process is designed to be clear, structured, and accessible. Applicants are responsible for submitting complete documentation that demonstrates how their prior learning aligns with the learning outcomes of the relevant modules or programmes. Required documentation may include, but is not limited to:

- Certified transcripts
- Syllabi or course descriptions
- Certificates of completion
- Learning outcomes and assessments from prior learning experiences.

All applications must be submitted using the RPL Application Form, and applicants will be guided on the specific documents they need to provide. We emphasise a personalised approach to RPL, where each case is treated individually, allowing for tailored assessment and consideration.

5.2 RPL Assessment

At Shorcontrol Safety, RPL assessments will be conducted through a combination of methods, which may include:

- Submission of evidence (e.g., CV, employer statements, portfolio of work)
- Interviews or relevant assessments
- Assignments or observed tests in a controlled environment.
    To ensure the highest quality of assessment, all submissions will be evaluated against the following key criteria:
- **Validity:** The assessment must accurately measure learning against the required standards. The evidence submitted by applicants will be evaluated to ensure it matches the relevant award standards, and assessments will be accessible to all qualified applicants.
- **Reliability:** Assessments will use consistent techniques and conditions to ensure that results are reliable and reproducible across different assessors, contexts, and times. All applicants will be assessed under the same standards to guarantee consistent outcomes.
- **Fairness:** We are committed to ensuring that all assessments are fair, providing equal opportunity for all applicants. Assessment resources and procedures will be designed to support fairness and transparency, and applicants will be provided with the necessary equipment and access to resources.
- **Authenticity:** All evidence submitted by applicants must be verified as authentic. Any evidence found to be false, or misleading will result in disqualification from the RPL process.
- **Sufficiency:** There must be sufficient evidence to meet the learning outcomes of the relevant programme/module. If evidence is lacking, applicants may be asked to provide additional assessments to demonstrate that the outcomes are fully met.
- **Currency:** Prior learning must be current and aligned with up-to-date knowledge, laws, and practices. If necessary, applicants may be required to demonstrate that their learning remains relevant and up to date.
    All RPL assessments will be conducted by qualified and competent staff, ensuring that applicants are treated fairly and consistently throughout the process.

5.3 Recognition of Award

- Recognising prior learning is a complex process that requires informed academic judgement to protect the integrity of our academic standards and awards. All RPL applications will be reviewed by the **Head of Training & Development**, with input from the academic committee when necessary. We will evaluate prior learning based on the following categories:
- **Formal learning:** This includes accredited learning from recognised awarding bodies such as QQI, PHECC, SOLAS, IOSH, or international qualifications (e.g., City & Guilds).
- **Informal learning:** This refers to learning acquired through experience, such as work-based learning that has not been formally accredited.
- **Nonformal learning:** This refers to learning gained through unaccredited sources, such as workplace training or community-based learning.
- Specific credits will be awarded when the prior learning directly matches the learning outcomes of a programme, module, or course. **General credits** may be granted when the prior learning is not directly equivalent but is still relevant to the overall learning outcomes.

- All applicants will receive written notification of the outcome of their RPL assessment. We will also refer applicants seeking Statements of Equivalence for foreign qualifications to the **National Academic Recognition Information Centre (NARIC)** for formal alignment with Irish qualifications.
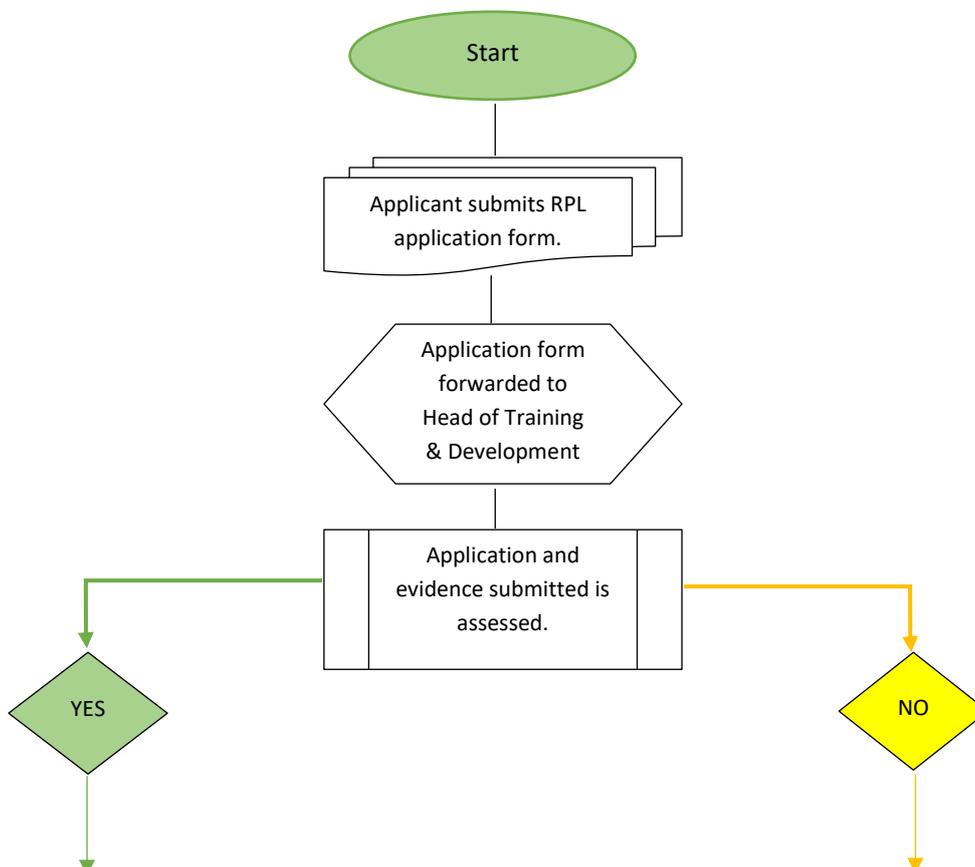
5.4 Appeals

All applicants have the right to appeal RPL decisions, including the respective credits or grades awarded. Appeals must be made in writing within **5 working days** of receiving the decision. In exceptional circumstances, the **Head of Training & Development** or the **Academic Committee** may extend the appeals deadline.

Appeals must be submitted using the **RPL Appeals Application Form**, and the appeal will be reviewed by the **Academic Committee** (excluding members involved in the original decision). The committee will complete the review within **10 working days** and ensure that all aspects of the appeal are considered fairly.
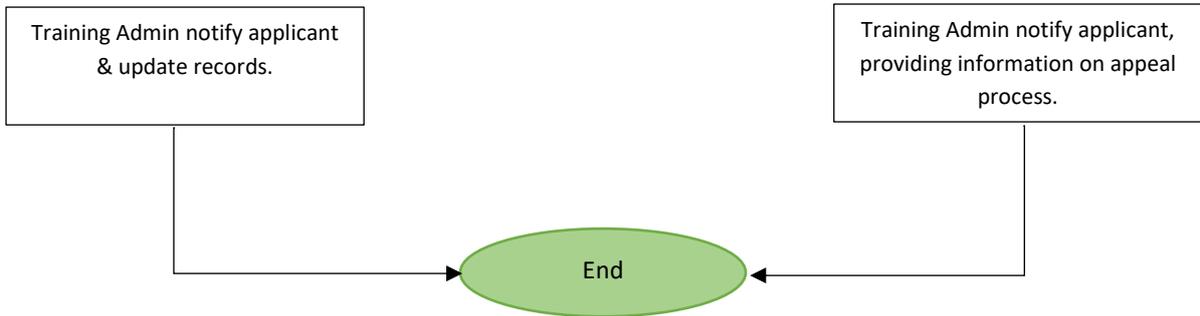
Applicants will receive written notification of the outcome of the appeal. The decision of the Academic Committee on appeals is final.
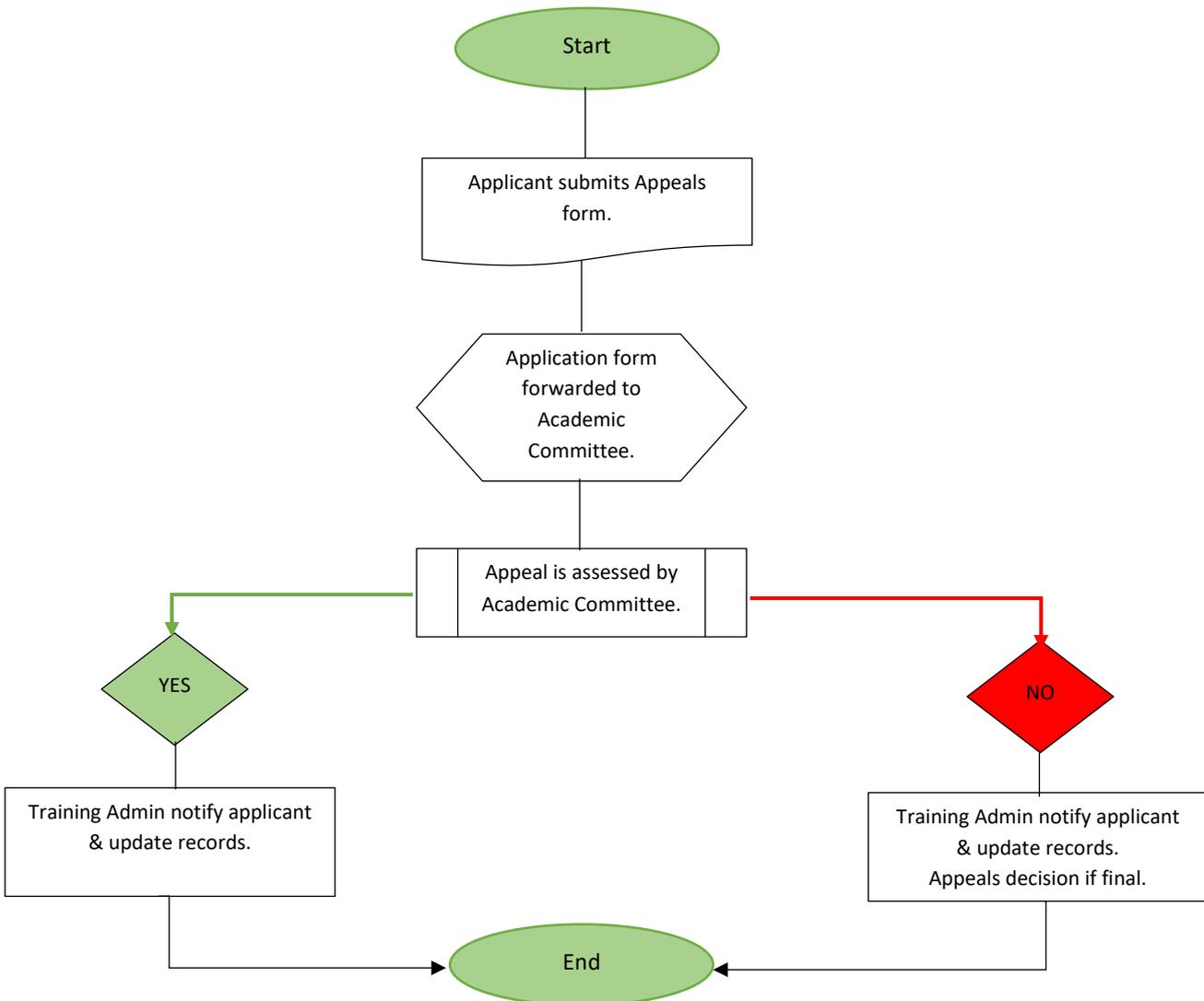
5.5 RPL Process Flowchart

5.5.1 Overview of RPL Process

Public

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Training Admin notify applicant & update records.

Training Admin notify applicant, providing information on appeal process.

End

5.5.2 Overview of Appeals Process

Start

Applicant submits Appeals form.

Application form forwarded to Academic Committee.

Appeal is assessed by Academic Committee.

YES

NO

Training Admin notify applicant & update records.

Training Admin notify applicant & update records.
Appeals decision if final.

End

6. Responsibilities

Employee Title/Classification	Responsibility
Directors, Top Management & Senior Management	To ensure the necessary resources are available within the organisation for the implementation of this policy. To ensure the contents of this policy are implemented effectively. To investigate and act upon any breaches or violations which may arise or be reported in relation to this policy.
Head of Training & Development Academic Committee	Have the responsibility to implement in good faith the requirements set out in this policy. To report any breaches or violation of this policy to top/senior management for investigation and resolution.
Learners/ Delegates/Applicants	To adhere to the requirements set out in this policy. To report any breaches or violation of this policy to instructor/employees/staff for investigation and resolution.

7. Enforcement

Employee Title/Classification	Responsibility
General Manager	Has the discretion of determining the repercussion on the discovery of any member of staff, tutors, managers, visitors, or subcontractor's breach or violation of this policy. Has the discretion of determining the repercussions on the discovery of a manager or assigned responsible personnel's failure to enforce or follow this policy or its procedures.
Head of Training and Development	Has the discretion of determining the repercussions on the discovery of any subordinate or learner's breach or violation of this policy.

8. Related Information and Documents

Document ID	Title
TRA-FM-037	Recognition of Prior Learning Request Form
TRA-FM-038	RPL Appeals Application Form

9. Policy Review

This policy shall be reviewed when:

- There is a change of General Manager at Shorcontrol Safety.
- There is a change in any of the related policies or procedures found in section 8. *'Related Information & Documentation'* of this document.
- As prescribed in Shorcontrol Safety's policy and procedure review schedule.
- As determined or requested by the General Manager at Shorcontrol Safety.

Revision Date	Author with Title	Rev. Level	Description
	Adam Romans; Quality Coordinator	01	Initial release of policy.
27/03/2023	Angela Byrne, QHSM	02	Revision of policy in line with QQI reengagement requirements.
25/09/2024	Angela Byrne, QHSM	03	Update of policy in line with review from QQI TTT course.
11/12/2025	Angela Byrne, QHSM	04	Inclusion of PHECC pathway progression for learners.