



**TUS**

Ollscoil Teicneolaíochta na Sionainne:  
Lár Tíre, An tIarthar Láir

Technological University of the Shannon:  
Midlands Midwest

**TUS Policy on Recognition of Prior Learning (RPL) 2026 - 2026**



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## Part 1 TUS Policy on RPL

## 1.0 Introduction Recognition of Prior Learning (RPL) Policy Statement

The Technological University of the Shannon: Midlands Midwest (hereafter referred to as TUS) supports lifelong learning and engagement with learning when suitable and appropriate for the learner. This is consistent with the strategic ambition of TUS to support widening participation in higher education. The concept of lifelong learning indicates that learning should encompass the whole spectrum of formal, non-formal, and informal learning. In support of this TUS provides the opportunity for prior learning to be recognized. The intent of this Recognition of Prior Learning Policy is to facilitate learners and Programme Boards as they seek to support students and prospective students. The purposes of RPL are set out below and include recognition for the purposes of admission into TUS programmes of study or towards having credit applied to a TUS programme of study or in respect of transfer into or between TUS programmes. This Recognition of Prior Learning Policy applies to all TUS programmes at undergraduate and graduate levels.

TUS recognises the importance of providing access to education and providing lifelong learning opportunities. The philosophy underpinning the Recognition of Prior Learning (referred to hereafter as RPL) is to enable and encourage people to enter or re-enter formal education, leading to qualifications, by awarding exemptions or recognising credit for what they already know from the programme curriculum. The onus is on the applicant to demonstrate the prior learning, by preparing and submitting adequate evidence, under the guidance and advice of the institution.

TUS's vision is to be a leading provider of higher education that is student centered, research informed, industry relevant, and accessible for all. The mission of TUS is to be a regionally focused Higher Education Institution with a national and international outlook. The vision and mission of TUS are underpinned by five core values, including: (i) supportive, (ii) excellence, (iii) accessible, (iv) equitable, and (v) innovative.

In terms of accessibility, TUS enables wider access and participation in higher education by embracing diversity and providing a flexible offering. In terms of equitability, TUS promotes fairness, equal opportunity, respect, and positive outcomes for all its students and staff.

This policy reflects the values of TUS as it is committed to ensuring that the achievements, attainments, skills, and talents of learners are formally recognised effectively and efficiently. The RPL policy recognises that a learners' prior knowledge may come from formal/accredited learning, known as certified *learning*, or from *non-*

*certified/informal/experiential* learning, which is learning through the workplace or through experience and outside of formal education systems.

The categories of learning within RPL include:

*Accreditation of Prior Certificated Learning (APCL)*: the recognition of formal learning for which certification has been awarded through a bona-fide educational institution or other education/training provider. Under the principle that such credit should only be awarded once, such prior learning requires recognition rather than accreditation.

*Accreditation of Prior Experiential Learning (APEL)*: the awarding of exemptions for un-certificated learning gained from experience. The recognition of prior un-certified learning is by way of exemptions for the achievement of learning outcomes associated with the prior experiential learning considered.

## 2.0 Definition of RPL

RPL is a generic term that is commonly used in the Higher Education sector to describe the system for recognising a range of relevant learning that a student may have achieved prior to entry to a programme of study. NQAI note that “RPL is the process by which prior learning is given a value. It is a means by which prior learning is formally identified, assessed and acknowledged” (NQAI, 2005).

## 3.0 Scope of the RPL Policy and Procedures

This policy and procedure is applied to those seeking recognition of prior learning to taught programmes at undergraduate and postgraduate level.

## 4.0 Purpose of RPL

The purpose of RPL is to enable prospective and current students to consider their prior learning as a valuable mechanism to enable access to further education opportunities and self-improvement. The circumstances in which prior learning can be recognised include: (i) Non-standard access, (ii) for advanced entry, (iii) exemptions, (iv) for a full award. (see [Appendix A](#): Criteria for RPL Application)

RPL is a process of giving formal recognition to a range of relevant learning that may have been gained and which may now be used for access, transfer, and progression purposes to higher education:

- a) *Non-Standard Access* (into year 1, non-standard/ experiential entry criteria).

**Access:** this is the process by which learners can commence a programme of study in TUS, based on published criteria, which identify the knowledge, skill and competence required to enter the programme. In TUS, RPL can be used to gain access and admission to undergraduate or postgraduate taught programmes where the applicant does not meet the standard published admissions criteria. RPL allows a learner, using non-standard access criteria, to secure admissions to a programme at the *initial* or to an *advanced* stage of the programme.

Prior learning can be recognised to allow *initial access* to a higher education programme for students who do not meet the required criteria or qualifications to access the programme.

- b) *Advanced Entry into a programme* (into year 2 or subsequent years): Prior learning can be recognised to allow advanced entry to a programme of study in cases where a learner can demonstrate that they already achieved the learning outcomes associated with all modules for the stage or year for which they are seeking an exemption. If the applicant is successfully exempted for all modules on a stage for the programme they wish to enter, they will be allowed advanced entry to the programme. An applicant who applies for advanced entry to a programme will have their application processed via this RPL process.
- c) *Granting of Exemptions or Credits* (for all types of learning): RPL can be used to attribute credit to a programme of study based on the achievement of sufficient prior learning outcomes thereby avoiding the duplication of learning. An exemption is granted for one or more modules in cases where the learner can demonstrate that they have prior achievement of the learning outcomes for the module(s) for which the exemption(s) is sought.

## 5.0 The Legal and Quality Assurance Frameworks Governing RPL

The *Qualifications and Quality Assurance (Education and Training) Act 2012* sets out the statutory basis for QQI's engagement with RPL through its responsibility to establish policies and criteria for access, transfer, and progression for education providers. Based on QQI policies and criteria, TUS has established its policy, procedures and regulations that govern the application and implementation of RPL to programmes at undergraduate and postgraduate levels. In line with Section 56 (1), (2), (3) of the *Qualifications and Quality Assurance (Education and Training) Act 2012*, TUS's *Standards Awards and Assessment* include policies and procedures on credit accumulation, credit transfer, and identification and formal assessment of the knowledge, skill and competence previously acquired by learners.

The contextual Quality Assurance guidelines governing RPL include:

- The European Statutory Guidelines (ESG) 1.4: 'Student Admissions, Progression,

Recognition and Certification’.

- QQI's *Principles and Operational Guidelines for the Recognition of Prior Learning in Further & Higher Education and Training (NQAI, June 2005/2016)*.

QQI's Core Statutory Assurance Guidelines requires that provider policies and procedures for learner admission, progression, and recognition include 'fair recognition of education and training qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning' and that the provider ethos enables flexible learning pathways.

This policy governs the provision by TUS of procedures and regulations governing RPL for those seeking access to taught undergraduate and postgraduate programmes.

## 6.0 Principles to support the application of the RPL Process to Prior Learning

The following principles apply in the application of the RPL process in TUS:

- a) The principles of RPL in TUS are developed in compliance with the protocols and standards outlined in [Qualifications and Quality Assurance \(Education and Training\) Act 2012](#) (Section 56) (1), (2), (3)
- b) TUS supports and encourages the recognition of prior learning (RPL) which students may have achieved prior to first registering on their TUS programme of study;
- c) TUS will communicate to staff and students the arrangements for RPL across programmes and the conditions attached;
- d) TUS, through RPL, allows for learning to be measured and recognized irrespective of where or how it has been achieved, subject to some limitations;
- e) TUS provides RPL as a legitimate means of accessing programmes at both undergraduate and postgraduate level and of having the credit associated with the prior learning applied towards the programme credit requirements;
- f) TUS will ensure that the assessment of a student's prior learning is consistent, transparent, and equitable, and in keeping with academic integrity and the ethos of TUS;
- g) Prior learning includes formal/accredited learning, known as certified learning;
- h) Prior learning includes non-formal, informal, or experiential learning, which is learning through the workplace or through experience and outside of a formal education system;
- i) Prior Learning refers to learning which occurs before admission to a programme or to the relevant level of a programme;
- j) In the case of recognizing certified learning, the credits given under the European Credit Transfer System (ECTS) framework, or other articulation framework, may be recognised or transferred to the programme of study but no

further credits will be awarded. There is a limit that not more than 50% of the credits of a programme may be exempted through RPL. Certification of learning/experience which would require consideration outside of these credit limits would require Academic Council approval;

- k) In evaluating an applicant's prior learning, TUS will award general credit to recognise the achievement of identified programme learning outcomes rather than requesting that a student duplicate learning already achieved. In such cases, no grade may be associated with the credit used towards the programme of study;
- l) TUS will consider all formal, informal and non-formal learning presented by the learner that can be demonstrated, checked and verified through documentation, interview or other means;
- m) TUS will ensure that a recognition of prior learning decision is made by designated TUS staff based on academic judgment of the learning outcomes within a particular programme;
- n) Informal Experiential prior learning is initially assessed based on documentation provided by way of a Learning Portfolio;
- o) This portfolio will be assessed, credits may be recognised for prior learning or exemptions may be awarded;
- p) Exemption from modules may be granted at all levels of a programme;
- q) Exemptions are granted at the commencement or during the operation of a programme and are recorded at the relevant Department/ Programme Board.

## 7.0 Application for RPL

An RPL application by a learner is made up of an RPL application form and where applicable a [Learning Portfolio](#). A Learning Portfolio is a collection of information and documentation which supports an application for prior learning and provides the evidence of the learning to support the application. The nature of the evidence supplied may differ depending on the nature of the prior learning. Examples of such evidence would be beneficial, e.g. letter from an employer of duties carried out and to what level, certification from other awarding body.

## 8.0 Timelines associated with an Application for RPL

Applications for *Non-standard Entry* or *Advanced Entry* should be made in the academic year prior to the year of entry and no later than the 1<sup>st</sup> May of the year prior to entry. Application date deadlines will be considered for September and January admissions.

An application for the *Granting of Exemptions or Credits* must be made in advance

of the commencement of the stage, or as early as possible in the year of admission, in which exemptions are sought. Full documentation, that is the application form and relevant supporting documentation for the *Granting of credits or module exemptions* on a programme, should be submitted before the second week of the semester in which a module is taken.

There is no guarantee to an applicant to have their learning recognised.

## 9.0 Validation of Prior Learning

Prior learning, either certified or experiential, must be validated to be recognised. Validation is the process of identifying, documenting, assessing, and certifying the learning outcomes achieved by the applicant. The validation process for experiential or informal learning may be more complex or disparate to validate. Evidence towards such validation would include diplomas, certificates or awards

## 10.0 Criteria used in the Assessment and Validation of RPL

The assessment of prior learning should be appropriate. It should be based on evidence of the learning outcomes an applicant has achieved previously through certified learning, which has been awarded, and/or by the evidence of experiential learning, using standards of knowledge, skills and competence that is aligned to the National Framework of Qualifications.

The criteria used in the recognition of prior learning should be readily accessible, clearly understood, and applied consistently and fairly. Those assessing prior learning require sufficient and appropriate information presented to recognise the learning historically achieved.

The following criteria should be used in the assessment of the information presented to support an application for the recognition of prior learning:

- a) Validity: does the prior learning presented represent the learning outcomes relevant to the discipline and programme for which recognition is being sought. Is the learning at the right level?
- b) Sufficiency: is there enough evidence presented to demonstrate the achievement of the learning outcomes?
- c) Authenticity: can the prior learning be uniquely, verifiably, and clearly attributable to the applicant?
- d) Reliability: is the evidence of prior learning reliable and reputable?
- e) Currency: is the learning current, applicable, and reigning?

## 11.0 Designation of Module(s) that Qualify for Exemption

RPL may be given on an academically accredited TUS programme or module. Programmes in TUS may also be professionally accredited by a professional or external awarding body. The applicant will have to revert to the RPL policy and procedures that such bodies may operate. The following standard criteria for the implementation of RPL apply to all TUS programmes.

### 11.1 RPL in Modules other than the Award's Classifying Module

The modules that contribute to the award classification are termed Award Classifying Modules. Recognition or exemptions will only be given:

- a) for complete modules;
- b) where the learning outcomes for the module have been achieved.

### 11.2 RPL in the Award's Classifying Modules

Recognition or exemptions will only be given:

- a) for complete modules;
- b) where the learning outcomes for the module have been achieved;
- c) for a maximum of 50% of the total credits associated with the Award's Classifying Modules.

In accordance with QQI Sectoral Conventions (Assessment and Standards, Revised 2013), where RPL is granted in an award classifying module (normally in an award stage module) then the RPL module exemption must be given a grade in that module (for award classification purposes). Exempted marks come from other modules in which marks are awarded. The maximum number of credits that can be exempted through the RPL process can be no more than 50% for the applied programme.

## 12.0 Special Regulation for RPL using TUS Special Purpose Awards

12.1 TUS Special Purpose Awards may be used to accumulate credits from prior certified learning, using the TUS RPL Exemptions Process, towards achieving the following awards:

- a) a Graduate Certificate (Special Purpose Award, 30 Credits);
- b) a Major Award, including Level 6 Higher Certificate, Level 7 Degree, Level 8 Honours Degree, Level 8 Higher Diploma or Level 9 Postgraduate Diploma.

The prior certified learning (in the form of a TUS Special Purpose Award) may entitle an Applicant to Exemptions on the relevant programme and the associated

credits will be transferred by the learner from the Special Purpose Award to the respective Award (Graduate Certificate or Major Award). Applicants will be made aware of the implications of such credit transfer.

12.2 An award as listed in 12.1 may be developed such that:

- a) *TUS Special Purpose Awards* may be used for *all the Award Classifying Modules* of the respective award. The intended minimum Award Programme Learning Outcomes are achieved by a candidate who meets the minimum intended learning outcomes of all award classifying modules undertaken during the TUS Special Purpose Award.
- b) *TUS Special Purpose Awards* may be used for *a designated number of the Award Classifying Modules* of the respective award in conjunction with a *Mandatory Capstone Module* (5, 10 or 15 ECTS) depending on the specific programme context. The Capstone Module integrates the learning attained in the constituent modules of the Special Purpose Awards so that the intended Minimum Programme Learning Outcomes of the Award are supported. Such a Capstone Module may contribute to the 60 Credits of the associated award stage, or may be in addition to the 60 Credits.
- c) In accordance with *QQI Assessment and Standards (Revised 2013)*, there is appropriate coherence and cohesion in the award as a whole, and, where the award includes choice from a range of electives, *“the aggregation of electives must be regulated and consistent with the programme design and comprehended by the programme”*.

12.3 Where an RPL application is made based on learning accredited by *TUS Special Purpose Awards*, module exemptions will only be given:

- a) for complete Modules; and
- b) where the minimum intended learning outcomes for the Module(s) have been achieved.

12.4 Candidates may achieve a Classified or Unclassified Award depending on the specific Programme context and this shall be highlighted to Applicants in the relevant Programme information literature.

- a) for a classified award, the Grade achieved by the learner for the respective Module(s) on the *TUS Special Purpose Awards* shall be entered for the Module(s) for which an RPL exemption has been granted.
- b) for an unclassified award, a Grade denoted X (Exemption) shall be entered for the Module(s) for which an RPL exemption has been granted.

12.5 Applicants may apply for RPL for *prior certified learning* in the form of Special Purpose Awards from other higher education Institutions in accordance with the provisions of this RPL Policy.

In such instances, exemptions will only be granted:

- a) for complete Modules; and
- b) where the minimum intended learning outcomes for the Module(s) have been achieved;
- c) for a maximum of 50% of the total credits associated with the Award's Classifying Modules as per Section 11.2 c).

### 13.0 The RPL Process

TUS operates a process for the recognition of prior learning irrespective of how the learning was gained, or where. The University publicises the availability to apply for RPL in its publications. There are limitations to the operation of RPL, which are published on the TUS website. The RPL process allows for the formal recognition by TUS of prior certified learning and/or experiential learning for the purpose of granting of exemptions to a module(s) or stage on the relevant programme that the applicant wishes to complete. The RPL Process includes the following key discreet stages and steps, which are illustrated in the RPL Process charts; See [Appendix B](#): Summarised process for RPL for Certified module exemption and [Appendix C](#): Summarised process for RPL Non Standard Entry and Experiential

#### Stage 1: The Application Process

The application process is determined by the type of recognition of prior learning that is sought. In both cases the student is advised to speak with Head of Faculty/Module coordinator or the RPL Officer.

#### Formal certified RPL/module exemptions

13.1 Applicants who seek their prior learning recognised must initially register and pay fees for their chosen programme of study and associated modules.

13.2 An application for the *Granting of Exemptions or Credits* should be made in advance of the commencement of the semester where possible, and should be submitted before the second week of the semester in which a module is taken. If the semesters/stage has commenced in which the module(s) for which an exemption is being sought are being taught, the applicant should register and continue to engage in such module(s) until they receive the decision on their exemption application.

13.3 The RPL module exemption online Application form will be made available to

students on each department webpage. See [Appendix D](#): Module Exemption/certified RPL online application form

### Non-Standard Entry/Recognition of Prior Experiential Learning (RPEL)

- 13.4 An application for RPEL should be made in the period prior to the academic year of admission. Dates will be considered for September and January admissions. The applicant is required to initiate the process by submitting an application for the Recognition of Prior Experiential Learning, (see [Part 2 Application form for Recognition of Prior Learning](#)), issued from the RPL Officer or Admissions office, indicating their intention to have their application for admission considered under the RPL process.
- 13.5 There is no guarantee to an applicant that their application for the recognition of prior learning will be successful.

The case presented by the applicant in their application form must be related to one of the following three bases of the assessment of their prior learning:

- The applicant has previously completed a certified course in a higher education institution which covers the material in the module of their chosen programme and module in TUS
- The applicant has substantial relevant learning from the workplace or life experience that is related to their chosen programme of study in TUS.
- Their learning is a combination of both types of learning, that is, both certified and experiential learning.

### Stage 2: Completion of the RPL Application Process

- 13.6 Based on the information provided in the application form and the type of prior learning that the applicant requires assessment of as outlined in [Section 1](#), the relevant Head of Department/or nominated assessor will advise and assist the applicant regarding the portfolio of learning documentation (if applicable) needed to support their application.
- 13.7 The RPL Student Guide will be available on the TUS website. This includes an outline template for the completion of a *Learning Portfolio for experiential learning* which will require the applicant to include the following

information and supporting documentation required to assess their prior learning based on the type of learning that the applicant wishes to have recognised:

- a) Curriculum Vitae, including academic and work experience;
- b) Learning achieved:
  - Certified Module/Programme Learning Outcomes achieved
  - Experiential Learning Portfolio
- c) The relevant programme and module learning outcomes (module descriptors).

13.8 All documentation provided by the applicant to support an RPL application is stored post the decision process by the Faculty office.

### Stage 3: The Learning Portfolio Assessment Process

13.9 The Head of Department has the responsibility for ensuring the RPL Application, through a review of the Learning Portfolio, is assessed by suitable academics.

13.10 The portfolio assessment process may require the applicant to supply further information. This could take the form of a written submission or interview or other methodology, as deemed appropriate by the assessor(s).

13.11 The outcome of the Learning Portfolio assessment is a recommendation, or otherwise, for the recognition of credits and/or the granting of module exemptions. The positive outcome of this process is that the applicant may be granted exemptions in discreet modules. Based on the nature and number of exemptions allowed, the applicant could achieve advanced entry to a later stage of the programme. A negative outcome would conclude that the applicant is not eligible for the provision of credit or exemptions.

13.12 The decision, recommendation or otherwise, for the recognition of prior learning is communicated by the Faculty Office/Head of Department to the Admissions Office who in turn notify the applicant.

13.13 A decision on the application should normally be made within three weeks from the date of receipt of the completed RPL Application Form and the Portfolio of Learning from the applicant.

13.14 If there is a delay in the process, the applicant should be notified in writing of an expected decision date by the Faculty.

13.15 The Faculty office applies the exemptions to the student record if already registered.

13.16 If the student is not registered and has RPL for admission, the Admissions office

shall update the student record.

13.17 The Faculty Office retains the original Application and Learning Portfolio documentation, where it is available to external examiners if required.

The exempted credits for modules attract the same fee as ordinary credits.

#### 14.0 TUS RPL Appeals Process

14.1 An applicant is entitled to appeal a decision where they feel that the assessment of their RPL application, is not satisfactory.

14.2 The appeal will:

- a) consider and review the RPL Assessment Process and ensure all rules of the TUS RPL policy have been applied fairly;
- b) assess if there are any extenuating circumstances that the RPL Appeals Panel should consider;
- c) reach a final internal decision under the TUS RPL policy.

14.3 If necessary the applicant may be contacted by the RPL officer for further information or to clarify points already raised.

14.4 If an applicant chooses to appeal, the request must comply with the following:

- a) The appeal form must be received in writing (either e-mail or hard copy) to the Registrar's office within 5 working days of receipt of the original decision stating how the applicant considers the application to have been unfairly considered.
- b) The appeal form ([Appendix E: RPL Appeal form](#)) should be accompanied by any relevant supporting documentation (submitted either as e-mail attachments or as hard copy) which was not submitted with the original application.
- c) The Registrar shall, with assistance from the RPL Officer, prepare an impartial appeals board which will consist of staff who were not involved in making the original decision, and shall comprise the following who are not members of the department in which the appellant is registered:
  - Dean of Faculty/School
  - Head of Department
  - Academic member of staff

The board will complete the review within 10 working days.

14.5 The decision relating to the appeal will be communicated to the applicant in writing (either e-mail or hard copy) within 15 working days of the receipt of the appeal.

## Part 1 Appendices

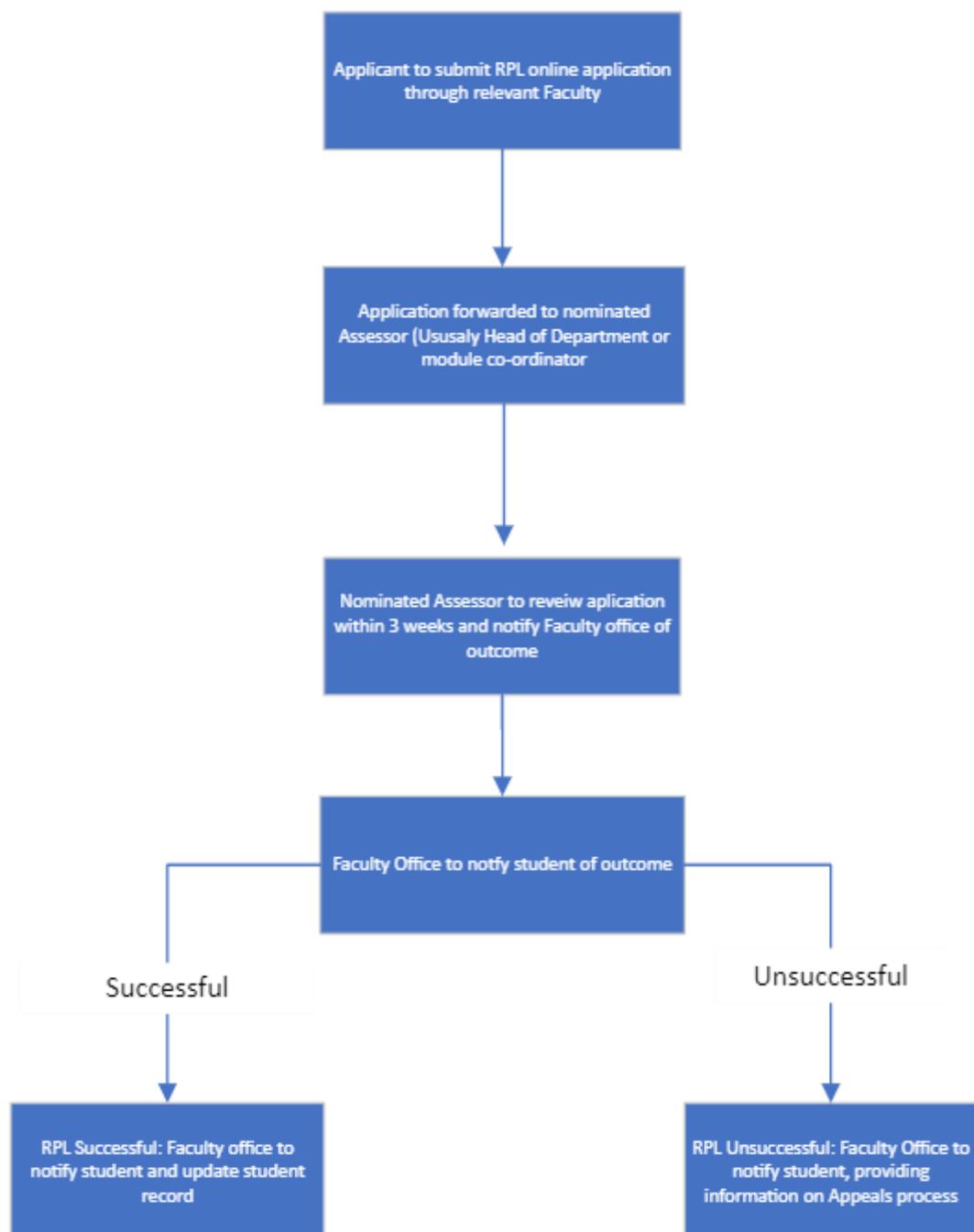
Appendix A: Criteria for RPL Application

<b>Exemption based on: Prior Certified Learning (prior Academic learning)</b>					
<b>Type of RPL</b>	<b>Demographics</b>	<b>Education/Professional Qualifications</b>	<b>Employment History</b>	<b>Learning Portfolio Evidence</b>	<b>Declaration</b>
<b>Non Standard Access</b>		- Second Level Education	- CV	- Transcript	
<b>Advanced Entry</b>		- Third Level Education	- Current Job Description	- Syllabus	
<b>Granting Credits/Grade Exemption</b>		- Other Training - Relevant Additional Information		- Past Exam Papers	

<b>Exemption based on: Prior Experiential Learning (prior Academic and /or Experiential learning)</b>					
<b>Type of RPL</b>	<b>Demographics</b>	<b>Education/Professional Qualifications</b>	<b>Employment History</b>	<b>Learning Portfolio Evidence</b>	<b>Declaration</b>
<b>Non Standard Access</b>		- Second Level Education	- CV	- Transcript	
<b>Advanced Entry</b>		- Third Level Education	- Current Job Description	- Syllabus	
<b>Granting Credits/Grade Exemption</b>		- Other Training - Relevant Additional Information	- Prior Relevant Experience	- Past Exam Papers	

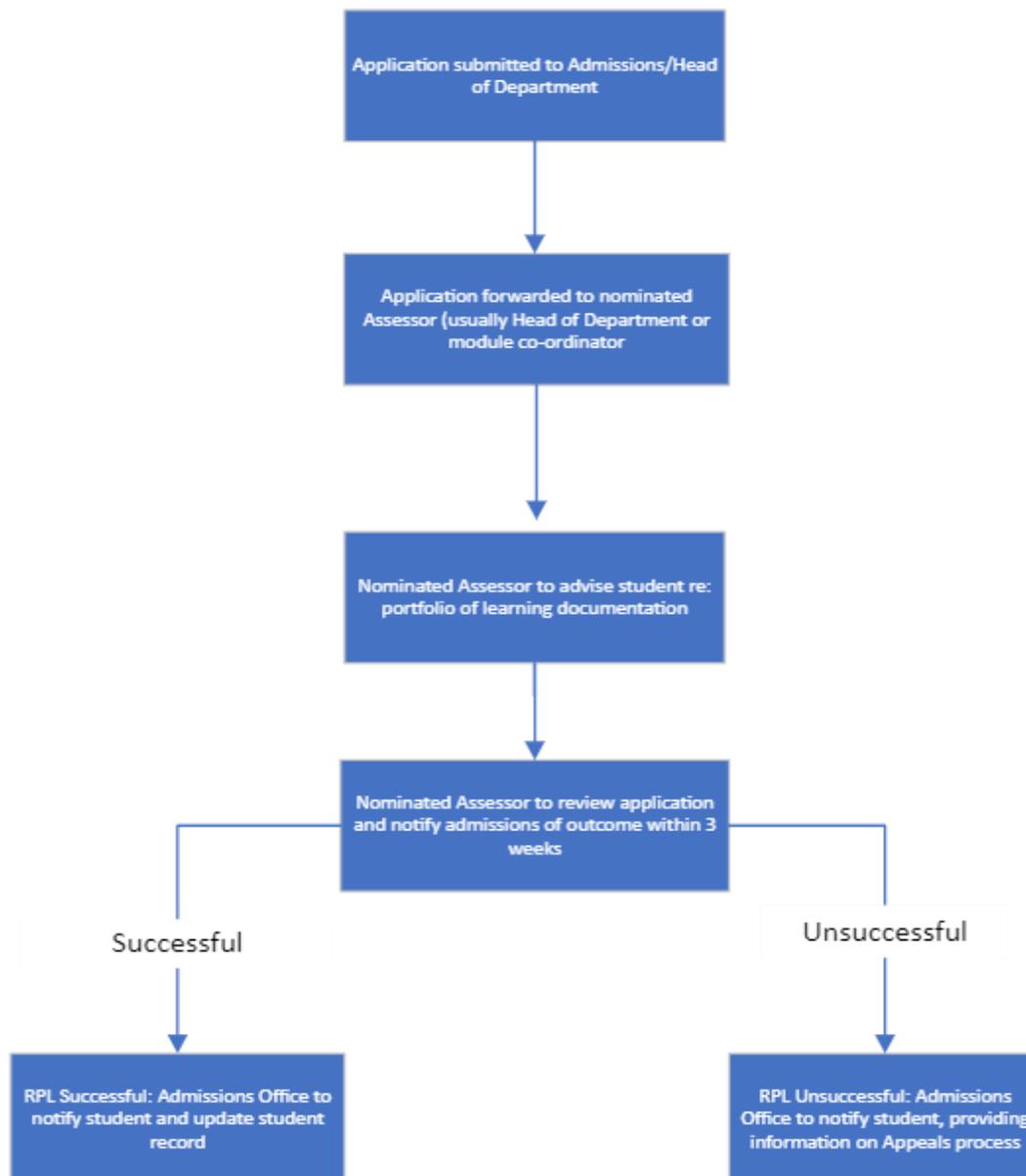
## Appendix B: Summarised Process for RPL for Certified Module Exemption

### Summarised Process for RPL for Certified module exemption



## Appendix C: Summarised Process for RPL for Non-Standard Entry and Experiential Learning

### Summarised Process for RPL for Non Standard Entry and Experiential



Appendix D: Module Exemption/certified RPL online application form

[RPL Module Exemption application form](#)

Appendix E: RPL Appeal Form



**TUS**

**Recognition of Prior Learning (RPL) Appeal Form**

1. Applicants personal details

Name:	
TUS Student Number:	
Email:	
Phone Number:	

2. Appeal information: Please give details on the grounds of which you are making this appeal in the box below and attach any supporting documentation:

3. Applicant Declaration: All information provided in this RPL appeal application is, to my knowledge, accurate, true and correct. I understand that if any information provided in this application be found to be false or inaccurate, action will be taken to withdraw my appeal.

Name (block capitals): \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Your appeal should be emailed to the Registrar's office ([registrar@tus.ie](mailto:registrar@tus.ie))

## Part 2 Application form for Recognition of Prior Learning Experiential



### **Instructions to Applicants:**

- 1) This application form is to be used by applicants in order to apply for Recognition of Prior Learning Experiential
- 2) This application form is not for applicants currently on a TUS programme who wish to seek exemption from a module based on prior certified learning. If you would like to apply for module exemption due to prior certified learning please speak with your programme administrator and complete the relevant online application.
- 3) For Direct Entry applicants to TUS (non-CAO) who have not commenced a programme of study in TUS, the closing date for submission of an application is 1<sup>st</sup> May of the year of admission
- 4) For new CAO applicants to TUS, the closing date for submission of an application is 15<sup>th</sup> September of the year of admission.
- 5) The applicant initiates the process by submitting this completed RPL Application Form (Part A) and the appropriate documentation to support the application (Part B).
- 6) The completed RPL Application Form (Part A) and the Learning Portfolio (Part B) should be submitted to the Admissions office of TUS by the dates outlined above.

## PART A

### 1.0 Demographic Details of the Applicant

<b>Name</b>	
<b>Student Number (if available)</b>	
<b>Address:</b>	
<b>Contact Number:</b>	
<b>E-mail Address</b>	
<b>PPS Number:</b>	

**2.0 Basis of The Application for the Recognition of Prior Learning**

Please fill in the details on the Programme, Stage or Module(s) for which you are seeking the recognition of prior learning.

<b>Basis on which the Recognition of Prior Learning is sought (<i>Select one option below</i>):</b>					
<b>Non Standard Entry</b>		<b>Advanced Entry</b>		<b>Granting Exemptions/Credits</b>	
<b>Programme name on which exemptions are sought:</b>					
<b>Module Title(s) for which Exemption or Credit is Sought (List below)</b>	<b>Level of Module</b>	<b>Basis for Exemption:</b> <ul style="list-style-type: none"> <li>• Certified Learning</li> <li>• Experiential Learning</li> </ul>	<b>Documentation Included (please tick box)</b>		
			Syllabus	Transcript of Results	Learning Portfolio

*Note: Based on the type of RPL you are applying for different criteria will be applied in the assessment of your application.*

## PART B

### 3.0 Education, Training and Professional Qualifications

#### 3.1 Second Level Education

*This includes attendance on courses in any third level provider.*

<b>Name of School</b>		
<b>Address of School</b>		
<b>Attended</b>	<b>From Date:</b>	<b>To Date:</b>

#### Second Level Qualifications:

<b>Subject</b>	<b>Level</b>	<b>Grade obtained</b>	<b>Year of Qualification</b>

### 3.2 Third Level Education

*This includes attendance on courses in any third level provider.*

<b>Name of HEI:</b>			
<b>Address of HEI:</b>			
<b>Attended</b>	<b>From Date:</b>	<b>To Date:</b>	
<b>Name of Course</b>			
<b>Examination Result</b>			
<b>Subject</b>	<b>Level</b>	<b>Grade</b>	<b>Year</b>

**3.3 Training** (delete if not relevant)

*This includes attendance on external courses (e.g. City & Guilds, IMI, etc.) and on other internal training courses completed in the workplace.*

**Training Details:**

<b>Provider of Training:</b>		
<b>Accrediting Body:</b>		
<b>Location of Training:</b>		
<b>Name of Course:</b>		
<b>Attended</b>	<b>From Date:</b>	<b>To Date:</b>

<b>Examination Results, Certificates of Attendance (if any)</b>			
<b>Subject</b>	<b>Level</b>	<b>Grade</b>	<b>Year</b>

3.4 Further Education, Professional Body Exams (delete if not relevant)

Please fill in this section if you have completed other educational courses including continuing Professional Development, Youthreach, VTOS or PLC Courses.

<b>Name of Course:</b>		
<b>Provider</b>		
<b>Accrediting Body:</b>		
<b>Location of</b>		
<b>Attended</b>	<b>From Date:</b>	<b>To Date:</b>

<b>Examination Results, Certificates of Attendance (if any)</b>			
<b>Subject</b>	<b>Level</b>	<b>Grade</b>	<b>Year</b>

3.5 Other Relevant Qualifications (delete if not relevant)

<b>Title</b>	<b>Duration</b>	<b>Provider</b>	<b>Awarding Body</b>

#### 4.0 Employment History

##### 4.1 Current Employment

<b>Job Title</b>	
<b>Commencement Date</b>	
<b>Company Name:</b>	
<b>Company Address:</b>	
<b>Current Role:</b>	
<i>Note: One or two sentences on this role is sufficient here</i>	

##### 4.2 Previous Relevant Employment

<b>Duration</b>	<b>From Date:</b>	<b>To Date:</b>
<b>Job Title:</b>		
<b>Company Name:</b>		
<b>Company Address:</b>		
<i>Note: One or two sentences on this role is sufficient here.</i>		

#### 4.3 Previous Relevant Employment

<b>Duration:</b>	<b>From Date:</b>	<b>To Date:</b>
<b>Job Title:</b>		
<b>Company:</b>		
<b>Company Address:</b>		
<i>Note: One or two sentences on this role is sufficient here.</i>		

#### 4.4 Other Relevant Experience

<b>Duration</b>	<b>From Date:</b>	<b>To Date:</b>
<b>Job Title:</b>		
<b>Company / Organisation:</b>		
<b>Company Address:</b>		
<i>Note: One or two sentences on this role is sufficient here.</i>		

## 5.0 Learning Portfolio Evidence

### *What is a Learning Portfolio?*

A learning portfolio is the formal documentary evidence submitted by the applicant of relevant information and documentation to support their request for the recognition of prior learning. The *Learning Portfolio* constitutes three main sections, as outlined below. Each of the Sections and the details provided therein substantiates and complements the information provided in the previous section. The learning identified by the applicant must be supported by documentary evidence in Section.

The Learning Portfolio allows the reviewer and assessor to make an informed judgement on the nature and type of prior learning that can be formally recognised as having been achieved. The nature and extent of information submitted by an applicant will differ depending on the degree and type of learning that the applicant wishes to have formally recognised. During the assessment process of prior learning, the assessing Department may require the applicant to supply further information in addition to that submitted as part of the learning portfolio. This could take the form of a written submission or interview or other methodology, as appropriate.

### Instructions to Applicants:

This learning portfolio is to be used by applicants in order to provide the evidence of *Prior Certified Learning* or *Prior Experiential Learning* for module exemptions/credits to programmes of TUS.

## 5.1 Prior Certified Learning Syllabus Mapping

Prior learning mapped against the learning outcomes

*Compare your previous learning to the learning outcomes of the module in question.*

*Locate the module descriptor and learning outcomes and paste in each learning outcome. Follow this with a response that locates the equivalent learning in your previous studies.*

<b>Table of Learning Outcomes based on Prior Certified Learning</b>	
Paste in the learning outcome	
Describe where in your previous learning (syllabus or exam paper) that this learning was achieved.	
<b>Learning Outcome:</b>	<b>Document how this Learning Outcome was achieved</b>
Learning Outcome 1:	
Learning Outcome 2:	
Learning Outcome 3:	
Insert rows for additional learning outcomes as necessary	

## 5.2 Prior Experiential Learning Syllabus Mapping

*In this section you are asked to compare your learning achieved to the Learning Outcomes of the subject in question. Please verify that you have the most current version of the Learning Outcomes (these are subject to regular update). Please use a separate page for each Learning Outcome and response, using the format below.*

<b>Table of Learning Outcomes based on Prior Experiential Learning</b>	
<i>Present your understanding of the learning outcome. Bring in an example from your work/life practice to illustrate what you are saying and demonstrate what you understand</i>	
<b>Learning Outcome</b>	<b>Document how this learning outcome was achieved:</b>
Learning Outcome 1:	
Learning Outcome 2:	
Learning Outcome 3:	
Insert rows for additional learning outcomes as necessary	

## 6.0 Learning Portfolio Documentation

### 6.1 Curriculum Vitae

Submit a copy of your most recent Curriculum Vitae.

### 6.2 Evidence of learning

#### 6.2.1 Transcript of Results

#### 6.2.2 Syllabus

#### 6.2.3 Past exam papers

#### 6.2.4 Work based documentation

All original examination certificate(s) must be seen and authenticated before the final document is submitted for assessment. Scan the original transcript of results, certificates and syllabus and save as a PDF. Then copy and paste in the PDF after the last page of this application.

|<----- For Office Use Only---->|

List of Items Submitted as Evidence	Date Original Seen	Verified by

## 7.0 Declaration

<b>Applicant Name:</b>	
<p>I wish to claim credit/ exemption based on my prior learning in respect of the RPL application listed below.</p> <p>I submit application documentation in accordance with the Technological University's requirements. I accept that any advice or instruction given to me by TUS or its staff in preparing the application does not confer any entitlement to credit/ exemption in respect of the subject listed below.</p> <p>I enclose:</p> <ul style="list-style-type: none"><li>· My completed application form (Part A)</li><li>· My Learning Portfolio Documentation (Part B)</li><li>· I certify that all information submitted with this application is an accurate description of my relevant learning to date.</li></ul>	
<b>Signature:</b>	
<b>Date:</b>	