

Recognition of Prior Learning in CIT

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Recognition of Prior Learning / Work Based Learning

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CIT Policy Evolution



- From early project involvement... 1996 EU Project
- **Strategic decision at Institutional level - 1999**
- Over 20 years as central function
- CIT policy –
 - 2006
 - 2008
 - 2010
 - 2013
 - 2019
- MTU policy
 - 2021
- Informed by the broader changes nationally and internationally in relation to RPL



- Entry
 - Non standard entry / Advanced entry
 - Credits for Modules - Exemption
- Full Awards, Minor Awards, Special Purpose Awards

All modules, programmes, disciplines at all levels of the framework levels 5 – 8
EQF (6-10 nationally)

Individual student and cohort approach

Informs interactions with individuals but also industry and those external to CIT

Embedded in Quality Assurance Processes

A typical application for Recognition – 3 parts



- Extended Curriculum Vitae
 - Learning outlined against learning outcomes of a module
 - Evidence to support the attainment of that learning
- * Separate application for each module if one is applying for a major/ Special purpose or Minor award

Support in RPL process



...Follows from awareness raising

...built on RPL Policy – Academic Council; QA Marks and Standards

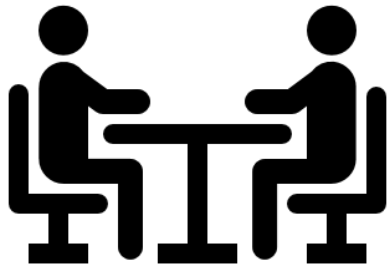
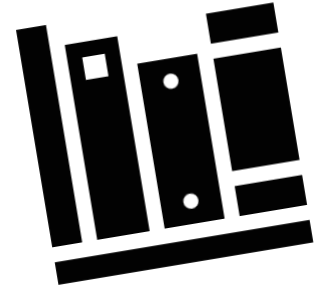
- Practical supports for **students**

- [Student handbook](#), supports for Application and Portfolio Development

- RPL Support: www.cit.ie/rpl, templates, examples, guidance and opportunity to schedule attending a workshop or one-to-one session

- Workshops – group

- COVID 19 implications



Support in the Documentation of learning

- Criteria used for admitting evidence into the process
 - <https://courses.cit.ie/> full database of all programmes and modules of Cork Institute of Technology expressed in terms of **learning and programme outcomes**, clear credit value and levels on Framework
 - Student handbook – lists some examples of appropriate evidence
 - Templates available through the website <https://www.cit.ie/rpl/usefulforms> all portfolios submitted virtually.
 - Forms are word documents and open to amendment by the author – various structures to support submission – recognition that evidence can take many forms

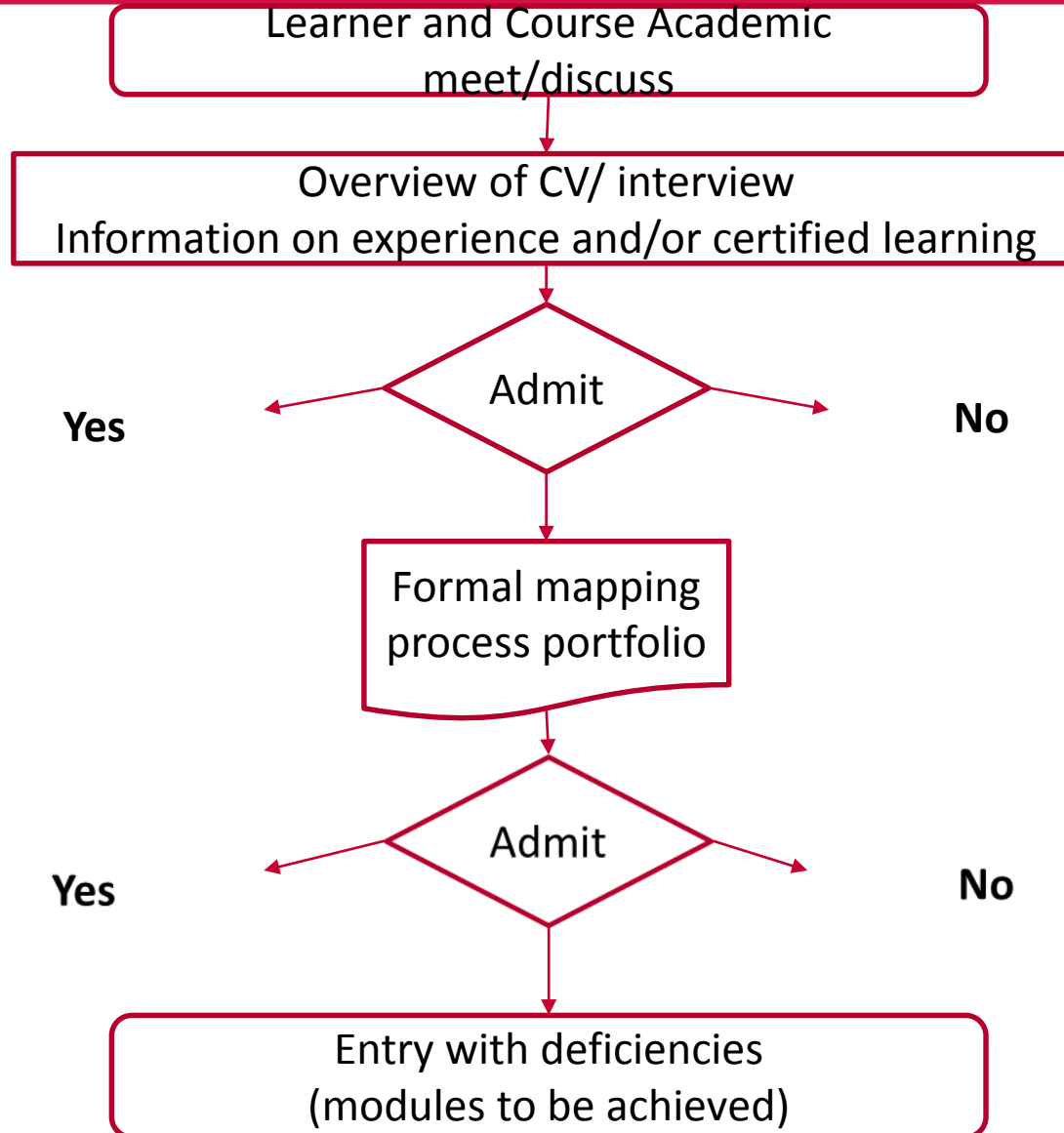
Staff Handbook

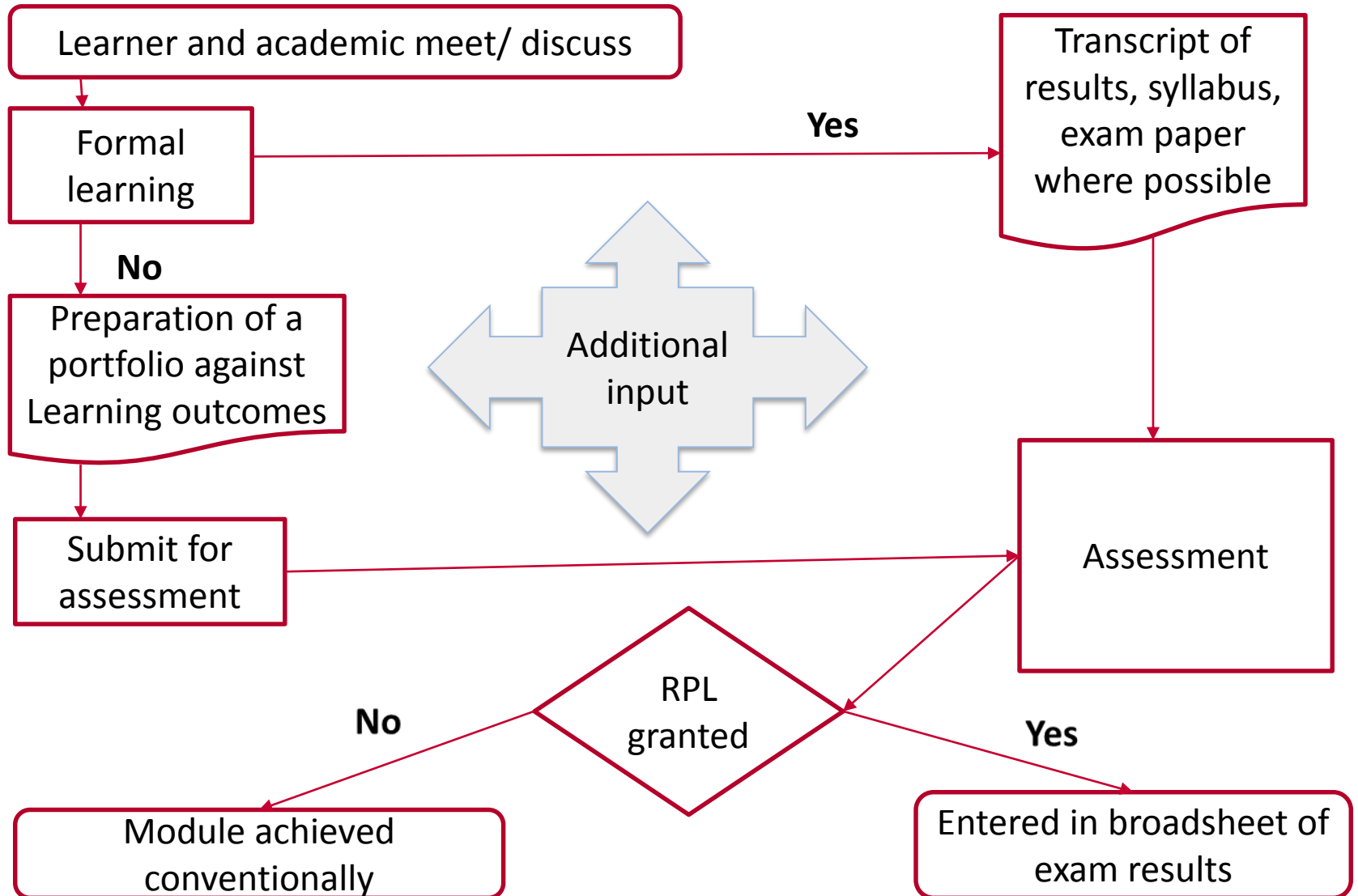
Precedence Database

Staff Development

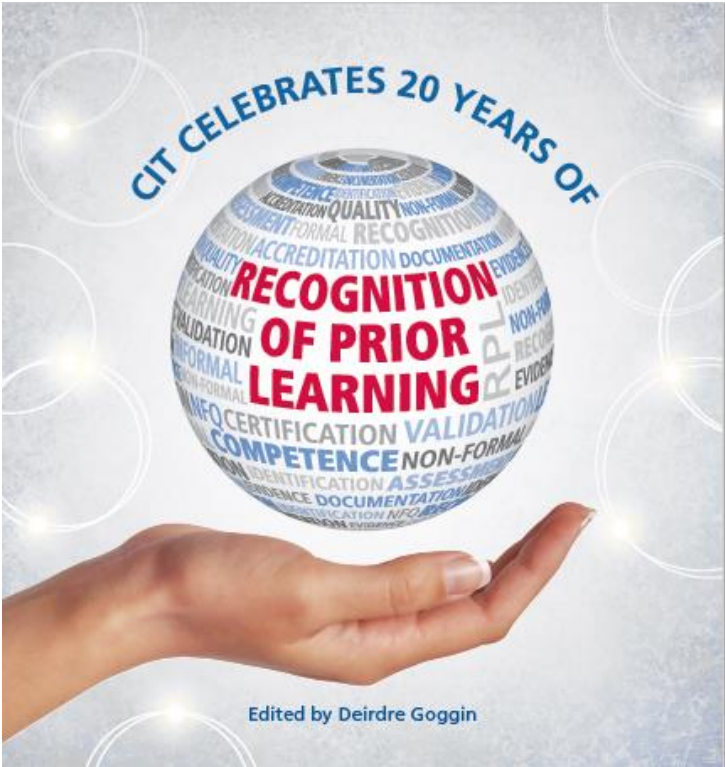
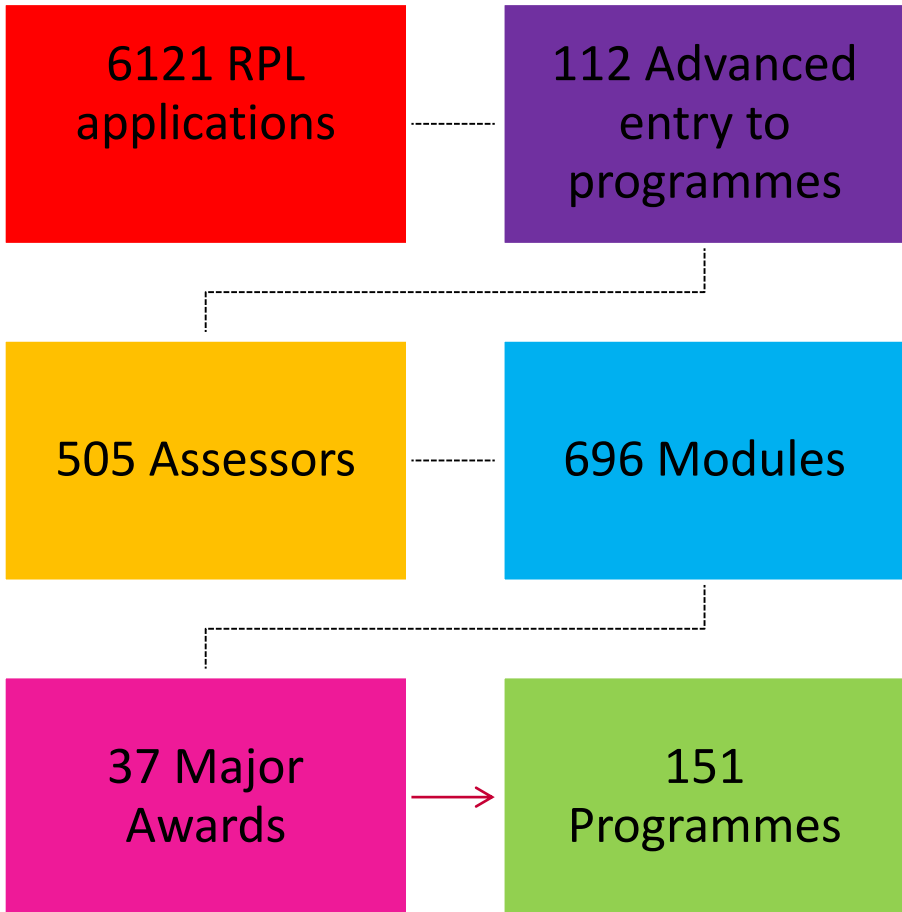
**Teaching and Learning
Unit**

- Assessment criteria
- Relative volume and importance
- Presentation of the material
- Grade calculations
- Assessor training and rubrics – links to learning outcomes
- Internal and external assessors – familiarity with the learning context





20 years of RPL



https://issuu.com/mycit/docs/cit_celebrates_20_years_of_rpl

Thank you

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www.cit.ie/rpl

<http://Extendedcampus.cit.ie>