



Ag Rialáil Gairmithe Sláinte  
agus Cúraim Shóisialaigh

Regulating Health +  
Social Care Professionals

# Recognition of Prior Learning



CORU is aware that Education Providers are being asked to tailor their RPL policies in response to drivers such as the Qualifications and Quality Assurance (Education and Training) Act 2012 as amended, Ireland's National Skills Strategy 2025, the National Access Plan 2022-2028, QQI's 2015 policy statement on RPL, and the National RPL in Higher Education Project.

CORU's role in education is to ensure that a programme meets the required Criteria for Education and Training Programmes, specifically Criterion 3.3 and can facilitate **all** students the opportunity to progressively achieve the **all** the Standards of Proficiency, thus meeting the threshold of entry to their respective register. This is central to CORU's role to protect the public by promoting high standards of professional conduct, education, training and competence through statutory registration of health and social care professionals.

There are key elements that a Registration Board will look for in documentary evidence relating to RPL. This guidance document highlights how an Education Provider can demonstrate these key elements of RPL in the documentation they submit to the Board.

**Key documents include:**

**RPL Policy:** A statement that sets expectations for decisions made, or actions taken by the Education Provider related to RPL across the institution. Often this policy does not specifically reference a programme.

**Procedure:** Instructions or steps for the implementation or administration of an Education Provider's policy. Procedures relate to the 'how' element in the application of the RPL policy and sets out clearly the practical stages and step by step format to be followed in the embedding of the policy at a programme level.

**Mechanisms:** The practical tools or instruments used by the Education Provider to ensure wider policies and/or procedures are applied and embedded in the daily running of the programme e.g. the RPL application form used in assessing a candidate during the admission process.



To demonstrate the relevant criteria are met, policies, procedures and mechanisms should evidence the following:

- A thorough detailing of how applications for RPL are (or would be) received, assessed, and actioned.
- The roles and the responsibilities of personnel involved in the RPL process are specified.
- The assessment of prior learning involves input from academic staff and is clearly mapped against the CORU standards of proficiencies when relevant.
- Where there are exceptions to the application of RPL, these are clearly identified to stakeholders.
- Demonstrate how in the case of RPL applications all programme outcomes have been mapped to CORU Standards of Proficiency where relevant, and how it is ensured that **all** CORU Standards of Proficiency have been met without exception in both theory and practice by the end of the programme.
- Information on RPL is clear and readily available to all prospective applicants and staff.
- Policies and procedures relating to RPL are easily accessible to all stakeholders.
- Staff within Education Providers are fully informed of the institution's policy and process for RPL.
- The RPL process is fully embedded in the quality assurance procedures and is subject to review.



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