

Guidance for NFQ / QQI aligned Training Providers for Recognition of Prior Learning (RPL) for candidates presenting a Transport Manager Certificate of Professional Competence (TM CPC)

CILT recognises that it is the prerogative of all learning institutions to determine the value of non NFQ/ QQI aligned programs for recognition of prior learning (RPL) under their internal policies. This guidance is an opinion of CILT as to the approximate alignment of the TM CPC qualification with the principles of the European Qualifications Framework (EQF) and the National Framework of Qualifications (NFQ). The TM CPC is not NFQ / QQI accredited.

This document is intended to support academic staff in higher education institutions when making Recognition of Prior Learning (RPL) decisions and does not supersede institutional policy or QQI guidelines.

The Transport Manager Certificate of Professional competence is a legally mandated requirement for Haulage and Coach operators to have a Transport Manager with the appropriate qualification named on their operator licence and responsible for effectively and continuously managing the transport activities of the road transport undertaking. The criteria for the qualification are established in EU and National Law. The instrument forming the qualification is EU Regulation 1071/2009 with the syllabus set out via 8 subject domains themselves containing 52 Learning Outcomes. EU 1071 sets out a minimum standard level for the training and examination as EQF level 3 (NFQ Level 4) however this minimum level is set as a regulatory baseline and does not explicitly reflect the full breadth of knowledge, skill, and competence required by the learning outcomes. Whereas NFQ Level 4 seeks to enable learners with basic comprehension / routine task capabilities in the subject area, the TM CPC, in contrast, requires multi-domain integration, regulatory interpretation, and the exercise of managerial responsibility.

Nature of Learning Outcomes:

Annex I explicitly requires:

- Applied legal interpretation (e.g. contracts, liability)
- Decision-making in operational and financial contexts
- Regulatory compliance judgement
- Practical management capability of a transport business

Accordingly, the programme assesses higher-order learning outcomes including:

- Application
- Evaluation of scenarios
- Operational decision-making

Mapping Annex I to NFQ Level Indicators

NFQ levels are based on knowledge, skill, and competence outcomes, not inputs

Best-fit mapping (based on learning outcomes)

Annex I Outcome Type	NFQ Indicator Match
Knowledge of law, regulation, contracts	Level 6–7 (specialised knowledge)
Application to real scenarios (claims, liability, operations)	Level 6–7 (know-how & skill range)
Operational and compliance decision-making	Level 7 (competence – autonomy)
Financial/business management judgement	Level 7 (analytical + managerial competence)
Responsibility for continuous transport operations	Level 7 (responsibility & decision-making)

ECTS Learner effort

The program structure demands 100 hours of tutor led instruction and 7 hours of examination, it establishes an expectation of a minimum of 100 hours of self-directed study.

Whereas this establishes the program at 207 hours and in the scope of 10 credits, CILT are of the opinion that the 107 hours of instructor led learning and examination is more often accompanied by a further 300 hours of self-directed learning. In practice, delivery models used by training providers (typically part-time over 12–16 weeks) indicate a significantly higher level of learner effort than the minimum requirement. Based on this delivery structure and expected independent study, total learner effort is reasonably estimated in the range of 400 hours.

This positions the program at 400+ hours of learner effort and in the region for 10 -15 ECTS credits.

Assessment

The assessment approach underpinning the programme is robust, comprehensive, and directly aligned with the full range of learning outcomes specified in Annex I of Regulation (EC) No. 1071/2009. All learning domains are assessed through a supervised, in-person written examination, ensuring a high degree of authenticity, rigour, and integrity in the evaluation process. The assessment comprises two complementary components: (i) multiple-choice questions (MCQs), which systematically test breadth of knowledge and accurate recall across all subject areas, and (ii) a substantial case study, which requires candidates to apply their knowledge in realistic operational scenarios, demonstrating analysis, judgement, and decision-making capability.

This dual-method assessment design ensures that both knowledge acquisition and applied competence are validated in a controlled environment. The case study element, in particular, provides a strong mechanism for assessing higher-order learning outcomes, including the integration of legal, financial, operational, and safety considerations in the management of a transport undertaking. The use of live, invigilated, in-person examinations further enhances the reliability and fairness of the

assessment process, ensuring that the award is based on verified individual performance and meets the expectations of a regulated professional qualification.

Conclusion

On a best-fit basis, and having regard to the learning outcomes, assessment methodology, and learner effort, it is the opinion of The Chartered Institute of Logistics & Transport (Ireland) that the TM CPC qualification may appropriately be considered by higher education institutions as comparable to learning at approximately NFQ Level 6, within a credit range of 10–15 ECTS, in the context of Recognition of Prior Learning (RPL) decisions.