

## **Policy of recognition and accreditation of prior learning**

### **1. Introduction**

EAPTI-GPTIM recognizes the value of learning wherever it occurs, either to meet programme entry requirements or to achieve credit towards award. However, recognition and accreditation of prior learning will only be possible where learning, appropriate to the outcomes of the relevant entry requirements, module or award level, can be assured to be (academically) valid and taught by teachers qualified at the level that EAPTI-GPTIM requires for the specific programme.

### **2. Definitions**

There are a number of different terms and definitions used to describe recognition of prior learning:

- Accreditation of Prior Learning (APL): where credit is awarded for learning derived from study at this or another institution which has previously been assessed and/or awarded credit.
- Accreditation of Prior Experiential Learning (APEL): where credit is awarded for learning derived from the candidate's life experience which has not previously been assessed and/or awarded credit.
- Accreditation of Prior Certificated Learning (APCL): a process through which previously assessed and certificated learning is considered, and if appropriate, recognized for academic purposes.
- Prior learning assessment (PLA), recognition of prior learning (RPL) or prior learning assessment and recognition (PLAR): describes a process used by training institutions, colleges and universities to evaluate skills and knowledge acquired outside the classroom for the purpose of recognizing competence against a given set of standards or learning objectives. RPL is practiced in any country employing vocational education and training processes as a means of training individuals in competencies required in the workplace.

Throughout the text below we are going to use the term **Recognition and Accreditation of Prior Learning (RAPL)** in all stated meanings.

### **3. Principles**

1. Decisions concerning RAPL depend on an assurance that the previous learning is equivalent to the learning that would be gained if students followed the normal programme of study. It is the learning and not the experience and/or certification itself that is relevant.
2. Credits will not normally be given for learning that has taken place more than three years previously.
3. Limit on the amount of RAPL allowed is one fifth of total credits if not differently decided for specific case. Credit can only be given for whole modules. Credit may not be counted twice for the same award level.
4. To assist with the decision-making, the following criteria should be used:
  - **Acceptability:** is there an appropriate match between the evidence presented and the learning being demonstrated? Is the evidence valid and reliable?
  - **Sufficiency:** is there sufficient evidence to demonstrate fully the achievement of the learning claimed?
  - **Authenticity:** is the evidence clearly related to the applicant's own efforts and achievements?

- **Currency:** does the evidence relate to current learning? Does it meet the requirements of professional, statutory or regulatory bodies, including any time limits for currency of evidence, certification, or demonstration of learning?
  - **Level:** is the level of achievement sufficient to allow progression to the programme being applied for?
5. Decisions about the equivalence of learning should be informed by reference to explicit criteria such as those contained within programme specifications and statements of learning outcomes, namely, syllabi of specific EAPTI-GPTIM programme (for example, the combination of skills and learning outcomes, level, subject knowledge and understanding).
  6. EAPTI-GPTIM will ensure that any RAPL policies are in line with professional, statutory and regulatory requirements. Statements of professional competency (for example, where required by professional, statutory or regulatory bodies) may also be relevant and should be applied where appropriate.
  7. All staff associated with RAPL will have clearly defined roles which will be made available to staff (including those at partner institutes and external examiners as required) and applicants. Training and support should be provided as required.
  8. RAPL that has been accredited by the EAPTI-GPTIM will be clearly identified on students' transcripts.
  9. It is the responsibility of the student to prepare an application and submit adequate documentation. Applicants should identify in advance whether they wish to apply for admission to a course or credit. Guidance and counselling may be sought from the EAPTI-GPTIM, where appropriate.
  10. The EAPTI-GPTIM will charge an appropriate fee for the processing of RAPL claims. Applicants will be advised on the fee that will be charged.

#### **4. Process for considering claims**

1. The RAPL process is discrete from the admissions process but may run concurrently. Students applying for RAPL must also apply through the usual admissions routes.
2. EAPTI-GPTIM will charge a fee for the administration of RAPL claims, which will be clearly stated.
3. EAPTI-GPTIM will provide information on RAPL that will include:
  - The basis for the decision (demonstrable learning not the experience alone),
  - Any time limits applied to the learning for which RAPL is being claimed,
  - The total and any maximum or minimum amounts of credit that can be applied for,
  - Any limits on the type of credit that can be applied for (e.g. modules, components, Parts),
  - Any rules regarding the non-viability of RAPL (e.g. where students may wish to use credit from programmes which they have previously failed as RAPL),
  - When the claim for RAPL can and should be made,
  - How the claim should be presented and submitted (including the scope and nature of the evidence required and any details surrounding translation),
  - Any fee payment required,
  - When and how the applicant will receive feedback on their application,
  - The procedures, methods and timescales used for assessing the claim,

- The nature of any support and advice available to applicants (including, where possible, a designated contact).
4. The evidence presented by the applicant may take various forms, depending on the nature of the prior learning. Non-exhaustive examples include an official transcript showing the credit achieved, accompanied by a module specification or syllabus detailing the content and learning outcomes; a reflective CV; references; job descriptions; or details of specialist training.
  5. In order to maintain the objectivity and rigour of the RAPL Portfolio assessments, the assessor(s) will be subject specialists able to evaluate the evidence offered and to establish the authenticity of the claim.
  6. The assessment will include the assessment criteria, which are likely to be based on the learning outcomes of module or programme. The format should be appropriate to the type of learning being assessed. Non-traditional methods of assessment may be used if appropriate, including (but not limited to) a portfolio, viva, performance, oral presentation, artefacts or learning logs.
  7. Deadlines for submissions of RAPL should take into account the possibility of attendance on the module(s) should the application be unsuccessful. Applications should ideally be considered prior to the start of the programme.
  8. Candidates who are not successful with an RAPL claim may appeal.

#### **5. Recording RAPL**

1. Students who have claimed RAPL should be identified in the student records system to enable their progress to be tracked and the effectiveness of the RAPL process to be monitored.
2. Credit awarded for RAPL will be included on student transcripts and labelled in a way that demonstrates its status.

#### **6. Reviewing RAPL**

EAPTI-GPTIM is responsible for the consistent implementation, updating and monitoring of RAPL practices in accordance with relevant documentation and good practice.

## RECOGNITION AND ACCREDITATION OF PRIOR LEARNING (RAPL) CLAIM

### RAPL General Form

Candidates who wish to apply for the Recognition and Accreditation of Prior Learning (RAPL) must read the EAPTI-GPTIM Policy on the recognition and accreditation of prior learning and other relevant documents. All applications for RAPL must be received on this form and accompanied by all relevant documentary evidence.

Prior to completing this form, please confirm the following:

<b>I have read the EAPTI-GPTIM Policy on the recognition and accreditation of prior learning</b>	Yes/No
<b>I have read the programme and relevant module specifications which relate to my RAPL Application.</b>	Yes/No

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#### PART A - PERSONAL DETAILS (please complete in block capitals)

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<b>Student No.</b>	
<b>Title:</b>	Mr/Mrs/Miss/Ms/Other (please specify)
<b>Forenames</b>	
<b>Surname</b>	
<b>ID Number:</b>	

<b>Address:</b>	<b>Tel:</b>
	<b>Mobile:</b>
<b>Postcode:</b>	<b>Email:</b>

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#### PART B - TITLE OF THE PROGRAMME (for which you are making the RAPL claim)

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<b>Title of Programme:</b>
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**PART C - RAPL APPLICATION**

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RAPL award for *full modules* (for similar or equivalent modules/units that covers whole module learning outcomes):

<u>Module Code</u>	<u>Title</u>	<u>Credits</u>

RAPL award for *part of the modules* (for activities that cover only part of module learning outcomes):

<u>Module Code</u>	<u>Title</u>	<u>Credits</u>
		N/A
		N/A
		N/A

I have attached the following documentary evidence (circle one or more):

- 1) Module Transcripts.
- 2) Module Specifications (or detailed syllabi).
- 3) Contact details of an academic referee at the institution which awarded the qualification.
- 4) A Record of Achievements.
- 5) A report demonstrating the learning outcomes achieved and the candidate's personal reflection on how the experience has furthered their understanding of the relevant subject area.
- 6) Contact details of two referees, who can comment on the candidate's achievements.
- 7) Confirmation by line-manager of job responsibilities and job description (if applicable).
- 8) Details of specialist or other training/skills (if applicable).
- 9) Other. Specify: \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
(Applicant)

**Please submit two copies of this form together with supporting evidence to EAPTI-GPTIM**

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A written report will be provided to the student/applicant detailing what recognition and accreditation has been granted.

**For official use only**

Date received: \_\_\_\_\_ Signature: \_\_\_\_\_

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**PART D - APPROVAL (To be completed by Prior Learning Committee)**

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Name of the student/applicant:

Student No.:

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**D1 - FULL MODULES APPROVED AND CREDITS AWARDED <sup>a</sup>**

Module Code	Title	Credits	Grade
<b>TOTAL:</b>			

<sup>a</sup> For these modules RAPL awards will be recorded on the student's transcript as 'Awarded as RAPL'. Grades for these modules will not be given nor calculated for grade point average.

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**D2a - PART OF THE MODULES AWARDED <sup>b</sup>**

Module Code	Title	Credits	Grade

<sup>b</sup> For these modules grades will be given after student attends additional learning activities (contact and hands-on hours) and after assessment. Grades for these modules will be indicated in student transcript.

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**D2b - SPECIFICATION OF ADDITIONAL STUDYING ACTIVITIES FOR MODULES WHERE ONLY PART OF THE MODULE WAS AWARDED****Additional learning hours needed**

No.	Unit / Module	Additional learning hours needed	
		Contact hours	Hands-on hours
1.			
2.			
3.			

**Description of competences that need to be assessed and the way of assessment needed:**

No.	Unit / Module
1.	
<b>Competences that need to be assessed:</b>	
<b>Way of assessment needed:</b>	
2.	
<b>Competences that need to be assessed:</b>	
<b>Way of assessment needed:</b>	
3.	
<b>Competences that need to be assessed:</b>	
<b>Way of assessment needed:</b>	

**APPROVAL**

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
 (Prior Learning Committee Member)

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
 (Director or nominee)