

# Policy and Procedure

**European College of Polytechnics**



## Contents

Policy for the Recognition of Prior Learning .....	2
I. Scope and Purpose .....	2
II. Principles of Recognition of Prior Learning.....	3
III. Procedure.....	3

# European College of Polytechnics

## Policy for the Recognition of Prior Learning

### I. Scope and Purpose

- (1) The European College of Polytechnics values the diverse learning paths individuals take before joining its academic community. Through Recognition of Prior Learning (RPL), ECP acknowledges and grants formal academic credit for previous educational achievements and real-world experiences. This document elaborates on the four primary pathways to RPL at ECP: Accreditation of Prior Learning (APL), Accreditation of Prior Experiential Learning (APEL), Accreditation of Prior Certificated Learning (APCL), and Advanced Standing (AS). Accreditation of Prior Learning (APL) refers to recognising formal education that has been previously assessed and resulted in qualifications or partial credits. This pathway enables individuals who may not meet the conventional entry requirements to access ECP's educational programmes, leveraging their past academic efforts. Accreditation of Prior Experiential Learning (APEL) acknowledges the learning gained through work, life, and business experiences. Unlike APL, APEL focuses on informal learning that has not been formally certified, allowing individuals to demonstrate their acquired skills and knowledge for academic recognition. Accreditation of Prior Certificated Learning (APCL) evaluates previously assessed and certified learning for academic credit. It is particularly relevant for learners seeking to align their formal certifications with ECP's academic standards for progression or entry. Advanced Standing (AS) facilitates the transfer of students from other institutions, recognising the completion of similar academic programmes. This agreement respects the individual's prior studies, allowing them to continue their education at ECP without redundancy.
- (2) ECP is dedicated to fostering achievement and personal growth among learners from all walks of life. By implementing RPL, ECP aims to democratise access to education, recognising the value of learning acquired outside traditional academic environments. RPL policy encourages reflective practice, allowing applicants to critically assess and articulate their learning for academic credit.
- (3) ECP's commitment to RPL serves not only to streamline the path to education for diverse learners but also to enrich its academic community with a breadth of

experiences and perspectives. By valuing all forms of learning, ECP consistently applies procedures and standards, upholding the integrity of the awards and fulfilling its responsibilities as an educational institution.

## II. Principles of Recognition of Prior Learning

- (4) Opportunity for Proof: Candidates seeking academic credit for their prior learning are provided the chance to demonstrate their knowledge and skills through the RPL process. The eligibility for such credit is determined within the constraints set by the ECP and the partner awarding institutions.
- (5) Record of RPL Credit: When credit is granted through the RPL process, it is distinctly marked on the learner's academic record.
- (6) Alignment with Learning Outcomes: For credit to be allocated to core or specified modules, the demonstrated learning must align with the established learning outcomes of those modules. When such alignment is confirmed, the credit is officially recorded as RPL credit for the relevant module.
- (7) Assessment Standards: The determination of the level and quantity of credit awarded is conducted through established academic quality and assessment standards.
- (8) Academic Judgement: Academic discretion underpins all RPL-related decisions. The procedures and results underlying these decisions are both open and transparent, maintaining a rigorous and equitable standard. In the event of any disagreement concerning the credit granted, it shall be resolved via an appeals procedure that is analogous to the one employed by the ECP and its linked awarding bodies.
- (9) Clarity and Support: The application procedure for RPL credit is streamlined to ensure that learners are well-informed and supported. Applicants receive detailed information and guidance that outlines the processes to follow, the proof types needed, and the resources accessible to them along the process.

## III. Procedure

- (10) Determining Eligibility: The applicant is responsible for deciding whether to pursue accreditation for prior learning (APCL or APEL) or apply for Advanced Standing (AS) based on previous academic or experiential learning. Gather all necessary documentation, including certifications, transcripts, portfolios, and reflective evaluations and legalisations.
- (11) Application Submission: The applicant completes the RPL application form. Submit the form along with all relevant evidence of prior learning or experience to the

Academic Division. Students are responsible for covering any fees associated with the verification of their documents or credentials.

- (12) Initial Review: The role of the Academic Division is to conduct a preliminary assessment of the application to ensure the completeness and relevance of the submitted documents. This includes verifying the authenticity of the provided certifications and evaluating the portfolio or reflective statement for experiential learning claims.
- (13) Detailed Evaluation: The role of the Academic Division is to perform an in-depth evaluation of the applicant's prior learning against the learning outcomes of the desired programme or specific modules. For APCL, assess the equivalence of certificated learning; for APEL, analyse the experiential learning evidence to determine its academic value; and for AS, review previous study credits for transferability.
- (14) Decision Making: The role of the Academic Division is to make a decision on the application based on the alignment of prior learning with programme requirements. Consult with the leadership division or awarding bodies as necessary to ensure the decision aligns with academic standards and programme integrity.
- (15) Communication of the Outcome: The role of the Academic Division is to inform the applicant of the decision. If the application is successful, provide details on the credit awarded and any conditions attached to the offer of a place in the programme or course.
- (16) Conditional Offer: The role of the Academic Division is, for successful applications, to extend a conditional offer to the applicant, specifying any additional requirements or steps needed to finalise enrolment in the programme.
- (17) Final Enrolment: The applicant's responsibility is to accept the offer and fulfil any remaining conditions for enrolment. Complete the registration process to officially become a student at ECP.
- (18) Record and Monitor: The role of the Academic Division is to record the RPL credits awarded on the student's academic record. Monitor the student's progress through the programme to ensure that the RPL process has positively contributed to their academic journey.