Version Control			
Type of Document: Policy and Procedure		**Category:** Admissions	
Access to Document	**Website: public**	**NAS: Internal IDEA Academy Staff**	**Canvas: Lecturers, Students, Internal Verifiers**
	☑ Tick if applicable	☑ Tick if applicable	☐ Tick if applicable

Code	Change Originator / Owner	Effective Date	Changes Done	Approver
Doc_007_v1	Kasia Lyczkowska	01/11/2017	N/A	Director of Studies
Doc_007_v2	Kasia Lyczkowska	12/08/2019	Updated Implementation	Director of Studies

Instructions for Document Users

All IDEA Academy students, lecturers and other internal staff can access revised and approved documents related to Academy Policies and Procedures from Canvas LMS link: https://ideaed.instructure.com/courses/55 or IDEA Academy website www.ideaeducation.com.mt

Continuous Improvement

Procedures are meant to be 'living' documents that need to be applied, executed and maintained. If the procedure does not reflect the current, correct work practice, it needs to be updated. Please contact us on: +356 2145 6310

Table of Contents

idea GROUP

1. Aim and Scope of Document

The Academy's RPL is based on a framework which aims to create learning pathways and mobility to lifelong learners. The concept the Academy is using to address RPL is that of widening access to education and training and to enhance the qualification status of adult learners.

RPL at the Academy is seen as a comparison of the previous learning and experience of the learner, in whatever learning mode it was obtained, against the learning outcomes, knowledge, skills and competences needed, meeting the entry requirements for acceptance to a specific course.

The purpose of this document is to provide detailed information regarding RPL Policy and Procedures being implemented at the Academy during an admission process.

It does not include exemptions from attendance and assessment of modules of the study programme that the prospective candidate applies for.

2.   RPL and admission of students

The Academy admission is based on meeting the Entry Requirements specific to selected programme of study. Admission process also considers unique cases of applicants whose prior experience and learning is recognized to permit an admission.

This RPL policy includes only recognition of prior learning to meet the entry requirement of a study programme.

2.   RPL and admission of students

3.   Introduction

Recognition of Prior Learning (RPL) is a formalised process of recognising learning obtained through formal, non-formal and informal learning. Through RPL learners can gain recognition for knowledge, understanding, skills and competences that they already possess. Such recognition of learning can include learning which has previously been assessed and certified by an education provider; and other learning gained through workplaces and experiences, life and personal interests.

This policy aims to guide the Academy in managing the process of recognition and accreditation of prior learning by providing a set of key features and guidelines intended to ensure consistency and transparency in the application of the principles of RPL (Figure 1 below).

Definitions

Formal Certified Learning

Formal certified learning refers to a type of learning in which the goals and objectives are defined in curriculum and formal syllabus. Formal certified learning examples of formal learning include but not limited to classroom instruction, web-based training, learning courses, workshops, seminars.

Informal Experiential Learning

Experiential learning helps individuals to generate understanding and transfer knowledge in a manner different from the traditional didactic method of teaching where teachers simply transfer knowledge upon their students. Experiential learning allows students to engage their own experiences and reflect upon those experiences to further synthesize and analyze information.

Non-Formal Learning

Non-formal learning is learning that has been acquired in addition or alternatively to formal learning. In some cases, it is also structured according to educational and training arrangements, but more flexible. It usually takes place in community-based settings, the workplace and through the activities of civil society organisations.

Credits

One Credit is considered to be equivalent to a workload of 25 hours of learning. The term workload refers to an estimation of the time an individual typically needs to complete all learning activities such as lectures, seminars, projects, practical work, work placements and individual study required to achieve the defined learning outcomes in formal learning environments. In line with European tools, credits in general education and Higher education can be called The European Credit Transfer System (ECTS). Credits in vocational education can be called The European Credit System for Vocational Education and Training (ECVET). Both ECTS and ECVET in Malta are equivalent to 25 hours of learning. This document refers to credits, with the understanding that these may be called either ECTS or ECVET.

idea GROUP

Learning Outcomes

Learning outcomes are the specific objectives of a programme or study unit / module. They describe what a student should know, understand, or be able to do and develop at the end of the programme or study unit.

Evidence

Evidence is the available body of facts or information indicating whether a claim or proposition is true or valid. Evidence needs to include (but not limited to) examples acceptable to the Academy for example but not limited to a Learning Portfolio.

4.   Conditions and Eligibility

This RPL policy is solely intended for individuals who aiming to follow a formal and accredited programme offered by the Academy and is subject to a number of conditions as stipulated below:

1.1   The recognition of prior learning applies to competences gained and certified through formal learning and relevant workplace learning.

1.2   Individual will be required to submit an application for evaluation given that he/she satisfies conditions for eligibility which include:

- Has work experience in related field
- Interested to upskill through formal methods at the Academy
- Is willing to submit himself/herself to additional competency-based tests/evaluation as part of the RPL process

5.   Process for RPL

The process for RPL consists of an individualized process and is structured into four distinct phases, namely [1] Guidance and Formal Application, [2] Evidence and Initial Evaluation, [3] Interview and Competency-based Mapping and [4] Results and Communications. The four phases are explained below and a diagrammatic process map presented in Figure 1.

Figure 1

Phase	Task Description
1: Guidance and Formal Application	During this phase, potential applicant is guided by the Programme Manager through the process for RPL. The identification of learning outcomes achieved through prior learning is an essential part of the RPL process. It enables the Programme Manager to guide applicants in finding appropriate programmes of study relevant to their level and field of interest. Applicant is then requested to fill in an application form to provide and declare details of formal qualifications/awards and provide evidence of competences gained through workplace learning. (i.e. Learning Portfolio). The Programme Manager will support applicants in compiling the Learning Portfolio by helping them to identify the skills and competences achieved through prior certified and/or experiential learning which will help to provide evidence of achievement of specific learning outcomes.
2: Evidence and Initial Evaluation	The application is processed to check that all the required details submitted by the individual are correct and valid. Once the application has been validated by the Programme Manager, the applicant is requested to provide specific evidence (which may include portfolios, written and signed declarations by employers, projects and other work-related activity).

	An initial evaluation is conducted by the Admission Board (AB) with the objective of analyzing the evidence provided by the applicant. The responsibility for preparing, completing and submitting an application for RPL always rests with the applicant. Applicants should be aware that the evidence they submit in support of their application shall be evaluated by the AB against the requirements and learning outcomes of the relevant programme. Applicants should also be aware that consideration will be given to: Sufficient Documentation of evidence of learning is provided. The AB may request any other evidence as required for the evaluation process of the RPL application. Authenticity of Documentation: Applicants must be responsible for the veracity of documentation provided. Relevance and Validity: The prior learning gained should be relevant and at the appropriate academic level to the programme of study that the applicant intends to follow.
3: Interview and Competency-based Mapping	The AB interviews applicant to ensure that the results of the analysis conducted in the initial evaluation is valid and to verify specific competences that the applicant claims to possess. Applicant may also be subjected to competency-based tests and assessment if the results of the interview are not sufficient to ensure validity. AB proceeds to map competences acquired by applicant (through formal and workplace learning with the intended learning outcomes of the specific programme.
4: Results and Communications	The results of the competency- based mapping are communicated with the Director of Studies and an applicant accordingly.

idea GROUP

6. Supporting documents

Course Admission Procedure Doc_006

Student Enrollment Procedure Doc_005

IDEA Group was founded in 2005 as IDEA Management Consulting Services offering advisory services in the field of business development, change management and human resources as well as corporate training.

Today, Idea Group offers a wide range of management, research, training and education services. The Group's centric idea remains keeping clients at the centre of our service.

The Business Centre

1, Level 2,

Triq Nikol Muscat

Mosta MST 1708

Tel: +356 2145 6310

Web: www.ideaeducation.com.mt

Email: info@ideaeducation.com.mt