



Recognition of Prior Learning Policy

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Recognition of Prior Learning (RPL)

(Part C of STIMU Academic Regulations)

Principles

Recognition of Prior Learning

- Against the background of globalization, students frequently move from one tertiary institution to another, whether in their own country or internationally. To provide and promote opportunities for all students to succeed globally, recognition of a student's prior learning (RPL) is essential to ensure transportability of qualifications and awards.
- RPL has two widely recognized forms: prior certificated learning (RPCL) and prior experiential (or informal) learning (RPEL)
- RPL is a method of assessment. It considers whether an applicant can demonstrate that their prior certificated learning matches the learning outcomes of the modules/units delivered at STIMU at a given level

or

whether an applicant is able to demonstrate that they can meet the assessment requirements for a module/unit through knowledge, understanding or skills they already possess through work or life experiences and do not need to develop these through a formal course of learning.

Exemptions

- The facility for a student to claim exemption from some of the achievement requirements of a qualification, using evidence of certificated achievement deemed to be of equivalent value.
- The process of exemption is always applied to certificated achievement; RPL to partially certificated or uncertificated achievement.
- 'Exemptions' are deemed to be 'of equivalent value' to credits in the relevant qualification framework, whereas RPL leads directly to the award of credit.

Credit Transfer/Equivalency

- Unlike exemption above this process applies to previously certificated achievement of credits which can be transferred to other qualifications where permitted under the awarding organization's rules of combination.

An Award of Credit for Prior Learning

- STI Myanmar University's provision for RPL seeks to ensure that applicants are admitted to the highest level of award for which they are qualified and for which they wish to apply, and that they are awarded the maximum amount of relevant credit to

which they are entitled by virtue of their prior learning achievements. These principles apply equally to pre-entry, post-entry or credit transfer applications.

- An applicant is entitled to claim credit in part fulfilment of an award in respect of relevant prior certificated learning (RPCL) and/or experiential learning (RPEL).
- All applications for the award of credit for prior learning must be made in accordance with the regulatory procedures for the Recognition of Prior Learning (RPL) for Credit and in accordance with partner HEI regulations and / or professional body requirements.
- The regulatory procedures are applicable to the recognition of prior learning when used:
 - To award credit in part fulfilment of a program's requirements at the point of entry;
 - For transfer between programs of study, with credit awarded in part fulfilment of the newly-entered program's requirements;
 - Post-entry to a program of study, with credit awarded in part fulfilment of that program's requirements.

Direct Entry and Entry with Advanced Standing

- Direct entry from another institution or following completion of a Diploma, Advanced Diploma, HNC, HND or equivalent award:

Students may be admitted to a degree program in one of the later stages (Level 5 or 6), having already completed the exact equivalent of the earlier stage(s) on a different program. They will be recorded as "exempt" from the earlier stage(s), and this exemption will be reported on each issue of the student's achievement record, thereby signaling that the credit requirements for the stage(s) have been completed.

- Entry with advanced standing:
 - Entry with advanced standing applies where the previous study does not cover all the credit requirements for a stage. The credit equivalence of the modules/units that are not listed in the award transcript must be established and recorded through the STI Myanmar University's RPL procedure and verified with the applicant's HEI or professional body, as applicable.

RPL, Learning Outcomes and Learning Equivalence

- Where advanced standing is sought in respect of one or more specific modules/units, prior learning achievements should relate directly to the learning outcomes of those modules/units. Credit for prior learning can only be awarded in respect of whole modules/units.

- When assessing a claim for advanced standing based upon module / unit equivalences, the claimant's previous certificated and experiential learning should be mapped directly to the learning outcomes of individual modules that comprise the program.
- When assessing a claim for advanced standing based on a whole stage(s) of a program, the claimant's previous certificated and experiential learning should be mapped directly to the level/interim stage learning outcomes as stated in the program specification¹.
- In all cases, it is essential that guidance and confirmation is sought from the partner HEI or professional body as appropriate and that the guidance and outcome is recorded in the student's official record. A summary report including a completed claim form, mapping instrument and gap analysis must also be presented to Academic Board for approval.

The RPL Process

For courses that are being offered with an HEI partner, staff and students wishing to explore the possibility of RPL must follow the procedure of the relevant HEI (see Part L).

All applicants to STIMU will be considered on an individual basis.

For courses offered by STI Myanmar University, the RPL process is set out below:

Stage 1	Pre-enrolment stage
Following an application to an HE program, the applicant may be invited to an interview to discuss entry requirements to the program and the content of the program itself. The interviewer and / or the applicant may wish to raise the possibility of RPL at this stage.	
Stage 2	Pre-assessment, gathering evidence and giving information
If RPL is considered an option, then the student must collate the relevant evidence against the requirements of the specific unit(s). Where appropriate an assessment plan or tracking sheet may be used to assist the student ensure all evidence is collated. The evidence gathered must meet the standards of the unit(s). All applicants wishing to claim RPL for admission to STIMU must submit a verified certificate of completion of studies, a transcript of results for each stage and module, together with a copy of the full Module Specification² for each module studied. The Module Specification may be via a web link or a paper copy.	
Stage 3	Assessment / documentation of the evidence
Assessment as part of RPL is a structured process and requires an assessor to make a judgement about a student's prior learning and experiences in relation to unit standards. The assessor may then be required to look at work experience records validated by managers, previous portfolios of evidence put together by the student or essays and reports validated as being the student's own unaided work. Assessment must be valid and reliable to ensure the integrity of the award of the modules/unit(s) and as such the evidence gathered and assessed must meet the standards of the modules/unit(s).	

¹ Course Information Form (CIF)

² Module Specification: Unit Information Form (UIF) at STIMU

If the collated evidence of RPL is assessed as not being sufficient to meet all the requirements of the modules/unit(s) then the applicant will have to complete the normal assessment for the modules/unit(s), usually by way of completing a bridging course.

The assessment process for RPL is subject to the usual quality assurance processes including internal and external verification. Stage 4 Claiming certification RPL processes are subject to the usual quality assurance processes including internal and external verification / moderation. If following moderation. It is determined that there is not enough evidence to claim RPL for a unit(s) then the student will have an opportunity to provide more evidence or undergo normal assessment requirements.

An interview with members of the Academic Board may be included at this stage, to consider whether admission or admission with advanced standing is possible or whether a bridging course is required. Confirmation of granting of RPL will be at the discretion of the Academic Board, following the assessment advice of the Dean, Head of Department or Program Leader.

Once the verification processes have been conducted satisfactorily then certification claims may be made by STI Myanmar University.

Stage 5	Appeals
As with any assessment decision on procedural grounds, a student may appeal using the STI Academic Appeals procedure	

This policy and procedure applies to all campuses and programs of STI Myanmar College.