



Lifelong Learning and Accreditation of Prior Learning

Synthesis from the questionnaires

Definitions

- **Accreditation of Prior Learning (APL)**

“Recognition (or not) of certificated learning (learning formally assessed by another body) for the purpose of access (credit entry) to a programme, or exemption (credit exemption) from part of a programme of study within national and/or international context.”

- **The Accreditation of Prior Experiential Learning (APEL)**

“Process whereby the individual’s competencies (knowledge, skills, attitudes and abilities) gained in non-formal (work-based) and informal (life experience) learning environments are accredited (assessed and recognised) - or not.”

Source: Stephen Adams (2006)

Objective

Overview of the practices regarding AP(E)L
in the CG institutions

→ 15 questionnaires returned

General questions

- Widening and increasing participation is an issue
 - In our countries 13/15
 - In our institutions 12/15
- Certificated learning is recognized 11/13
- Legislative context
 - APL is an obligation (6); optional (10)
 - APEL is an obligation (3); optional (8)

A variety of practices

- o Media of information
- APL
 - o Sources of learning taken into account
 - o Procedures for validation of prior learning
 - o Levels of decision
 - o Steps and criteria to reach accreditation
- APEL
 - o Sources of learning taken into account
- Flexible learning paths
 - o Regular education :Measures taken to attract non-traditional learners
 - o Regular education vs. Continuous education

Media of information on AP(E)L

- At the national and regional levels :
catalogue, website
- At the institutional level
 - On institutions' websites
 - Printed material: official programmes, guides, flyers
 - Student advisors / Individual advice
 - Information sessions
- No central information



APL

Accreditation of prior learning

Formal learning



Sources of learning taken into account

Credit transfer from ...

- o Other accredited HEIs 12/14
- o From the home country 11/13
- o From abroad 11/13

Successfully completed courses of a certain length from **non-academic** providers 5/14

Procedures in place for validation (recognition) of prior learning

- Provision of written proof
 - Course description, courses passed, credits obtained, grades, degrees obtained, etc.
- Submission of dossier to academic commissions / Examination committee
- Pedagogical commission in each faculty + specialized board of examiners
- Application directly to the faculty
- Individual discussion with admission staff

People in charge within the institution

- Centralised
 - At the rectorate level (e.g. vice-principal)
 - Student affairs
 - Academic affairs and international relations
 - Board of studies
- Decentralised – at the faculty level
 - Dean's office
 - Academic advisors
 - Programme jury

Steps and criteria to reach accreditation


- Individual discussions
- Application for APL after admission in the programme
- Criteria based on programmes similarities
- Short exam
- Presentation of a dossier > Interview > decision of the board of examiners
- Administrative criteria are checked > dossier sent to the academic advisor of the faculty (> exam)
- Depends on the programme / on the faculties



Applicants' origin

- o Mainly from own country : 9
- o Varies according to the programme : 1


Degree of success

- o Successful : 8 institutions
 - o Fairly successful : 1 institution
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APEL

Accreditation of prior experiential learning

- Non formal learning (work-based)
 - Informal learning (life experience)
- 

APEL

Sources taken into account

Non-formal learning (work-based)

- Trainee periods / Formal apprenticeship
- Paid & unpaid work in enterprises and institutions
- Organizational experience
- Acquired knowledge and know-how
- Professional experience, e.g. in associations, NGOs..., experiences and skills acquired in politics and in union responsibilities
- Work-based learning + report discussing the work practice as a learning process
- No general criteria
- Very little done; no APEL

APEL


Sources taken into account Informal learning (life experience)

- Acquired knowledge and know-how
- Voluntary experience, e.g. in associations, NGOs..., experiences and skills acquired in politics and in union responsibilities

→ APEL not taken into account in many institutions



Flexible learning paths

- In regular education
 - In continuing/continuous education
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Student population over 25 in regular education

1 - 15%	5 institutions
15 - 30%	--
30 - 50%	3 institutions

Measures taken to attract non-traditional learners in regular education

- Programme structure
 - Part-time programmes
 - Evening / weekend classes
 - Summer courses
 - Optional courses
 - E-learning / virtual classes
 - Guided individual studies
- Practical aspects
 - Grants, loans
 - Support to cover for parts of transportation costs
 - Cooperation' agreements with enterprises and institutions

Centres for continuing education

12 centres (n=14)

Continuous/continuing education vs. regular education

- (Higher) fees (e.g. varying according to credit points)
- Part-time
- Classes in remote places / decentralised teaching
- Virtual environment
- Distance education (with or without on-campus study sessions)
- Tailor made programmes / special target groups
- On campus teaching in blocks
- International symposia / conferences
- Mixed teaching staff : academic and professionals
- Professionals included in programme management
- Equal with regard to content vs. Different degrees awarded