

Recognition of Prior Learning (RPL) Policy

1. Purpose and Scope

The purpose of this policy is to establish a formal, transparent, and consistent process for the Recognition of Prior Learning (RPL) in European University of Lefke. RPL is the formal assessment and crediting of a student's learning outcomes acquired outside traditional academic settings, against the learning outcomes of the EUL's programs and courses.

This policy applies to all prospective and current students seeking academic credit for prior learning. It is applicable across all undergraduate and graduate level programs.:

2. Guiding Principles

The RPL process shall be governed by the following core principles:

Principle	Description
Equity and Access	Ensure fair access for all learners, including adult learners, immigrants, individuals from diverse socio-economic backgrounds, and those who have taken non-traditional educational pathways.
Transparency	All criteria, procedures, expected evidence, and assessment outcomes must be clearly communicated and accessible to both students and institutional staff.
Quality Assurance	All RPL assessments must be rigorous, valid, and reliable, and must align with the institution's established academic standards and program learning outcomes.
Inclusivity	Recognize learning derived from a broad range of experiences, including formal training, work experience, military service, civic engagement, and informal education.

3. Eligible Learning Sources

The European University of Lefke will consider evidence of learning from the following sources, provided the learning can be mapped to specific course or program learning outcomes:

- Formal Training: Corporate, military, government, or vocational training programs that issued a formal certificate of completion.

4. Assessment Methods and Criteria

Assessment Methods

RPL assessors (faculty deans, and head of departments) will employ a range of validated methods to determine if the prior learning meets the required standards, which may include:

- **Transcript Assessment:** Review of a student's transcript obtained from other higher level institutions.
- **Portfolio Assessment:** Review of a student-compiled collection of documented evidence and a reflective narrative.
- **Challenge Exams:** Formal examinations or assessments designed to test knowledge and skills against course objectives.

Assessment Criteria

Assessments must confirm that the learning is:

- **Current:** Relevant to the current curriculum.
- **Authentic:** Genuinely the work/learning of the applicant.
- **Sufficient:** Adequate in breadth and depth to cover the learning outcomes.
- **Valid:** Directly relevant to the learning outcomes of the course/program.

5. Credit Allocation and Recording

Maximum Credit

The maximum allowable academic credit awarded through the RPL process shall not exceed **50%** of the total credits required for the student's specific program of study.

Mapping and Alignment

All awarded RPL credits must be explicitly mapped to the specific learning outcomes and curriculum standards of the course(s) they replace.

Grading and Transcript

- RPL credits shall be recorded on the student's academic transcript with a designation (e.g., "CR - Credit via RPL" or "RPL") indicating that they are non-graded.
- RPL credits shall not be included in the calculation of the student's Grade Point Average (GPA).
- RPL credits shall count toward the total credits required for graduation.

6. Roles and Responsibilities

Stakeholder	Responsibility
Students	Initiate the RPL request; compile and submit comprehensive evidence (e.g., portfolios, documentation); pay any applicable assessment fees.
Faculty/Assessors	Conduct fair and rigorous evaluations of submissions using validated rubrics; provide clear rationales for credit decisions.
Academic Advising	Advise students on the RPL process, eligibility, and potential credit mapping.
Quality Assurance Committee (QA)	Oversee the policy implementation; monitor the consistency, fairness, and compliance of the RPL process across all departments; manage the appeals process.
Registrar's Office	Maintain detailed and accurate records of RPL assessments; ensure proper integration of awarded credit on student academic transcripts.

7. Appeals and Review

Appeals Mechanism

EUL shall provide a formal, documented mechanism for students to appeal an RPL decision. Appeals must be based on procedural grounds (e.g., unfair application of the policy or criteria) or the failure to consider all evidence, and not simply on a disagreement with the academic judgment. The Rectorate will manage the final stage of the appeal process.

Policy Review

The QA Committee shall initiate a periodic review of this RPL policy and its procedures every three years to ensure continued relevance, effectiveness, and fairness.

8. Documentation and Continuous Improvement

Record-Keeping

The Registrar's Office shall maintain detailed and secure records of all RPL assessments, including the application, evidence portfolio, assessment rubrics, assessor reports, and final credit decisions. These records will be securely archived in line with institutional data retention policies.



Benchmarking

The policy and practice shall be regularly benchmarked and guided with the rules and regulations from:

- **National Frameworks** (e.g., YODAK, YOK, Ministry of Education)
- **International Guidelines** (e.g., European Qualifications Framework (EQF))

EUL will regularly review policy effectiveness and update it based on internal feedback and global best practices in recognizing prior learning.