

*ADOPTED by ELA Council Resolution
from 15 December 2008
(Minutes No 1-4/11)*

*AMENDMENTS ADOPTED
by EVEA Council Resolution from 31 August 2010
(Minutes No 1-4/5);
by EVEA Council Resolution from 18 October 2011
(Minutes No 1-4/11);
by EVEA Council Resolution from 8 February 2013
(Minutes No 1-4/2);
by EVEA Council Resolution from 31 August 2017
(Minutes No 1-4/10);
by EVEA Council Resolution from 26 January 2018
(Minutes No 1-4/9)*

ESTONIAN AVIATION ACADEMY PROCEDURE FOR ACCREDITATION OF PRIOR AND EXPERIENTIAL LEARNING

1. General provisions

1.1. The procedure for accreditation of prior and experiential learning (*hereinafter* APEL, *Estonian* VÕTA) is established as per Article 13 (1), the Standard of Higher Education, and Chapter 7, the Standard of Vocational Education. (*Effective as of 26.01.2018*)

1.2. The procedure regulates the submission, assessment, accreditation decision and handling fee of the APEL application in study programmes at the level of higher education at the Estonian Aviation Academy (*hereinafter* EAVA or Academy).

1.3. APEL may apply:

- 1) to meet the admission criteria at the Academy;
- 2) to award credit for prior learning and experiential learning (credit transfer). (*Effective as of 01.09.2010*);
- 3) to complete vocational training by accrediting prior professional examination as final professional or vocational examination. (*Effective as of 26.01.2018*);

1.4. APEL may accredit:

- 1) prior learning in the educational system comprising levels of education (formal education);
- 2) other organised learning (non-formal education);
- 3) experiential learning, creative work and learning during daily activities and leisure time (informal education).

1.5. Experiential learning can be accredited to gain credit for subjects and modules of a study programme or a part of a study programme. (*Effective as of 01.09.2010*)

1.6. APEL may be applied to complete a study programme for up to 75 per cent of the workload thereof, depending on the study programme. APEL may not be applied to draw up a graduation thesis and for the defence thereof.

1.7. The applicant may appeal the decision on the assessment of the APEL application within two weeks as of the receipt. The APEL Approval Committee reviews the appeal within two weeks at the latest as of its receipt at the Academy, and decides whether to satisfy it or not. The applicant may contest the Committee's decision according to the procedure laid down in the Administrative Procedure Act.

1.8. In vocational training a subject is the topic of the module in the implementation plan. (*Effective as of 26.01.2018*)

2. Guidance

2.1. The Academy is committed to guide the APEL applicant (*hereinafter* Applicant). Specialists from the Academic Affairs Office and coordinators from speciality departments provide information on APEL procedures and arrangements. (*Effective as of 08.02.2013*)

2.2. The APEL adviser:

- 1) informs the Applicant of the valid procedure and requirements;
 - 2) helps the Applicant to prepare the application;
 - 3) supervises to ensure that the application is properly completed, supported by necessary information and appropriate evidence; (*Effective as of 01.09.2010*)
 - 4) offers the Applicant essential advice and support;
 - 5) monitors compliance with the applicable procedure.
- (*Effective as of 08.02.2013*)

2.3. Repealed. (*Effective as of 26.01.2018*)

2.4. Repealed. (*Effective as of 26.01.2018*)

2.5. Repealed. (*Effective as of 08.02.2013*)

2.6. APEL advisers may not participate in assessing applications. (*Effective as of 08.02.2013*)

3. Application

3.1. The Applicant familiarises himself/herself with APEL procedures and rules at the Academy, as well as with objectives and learning outcomes of modules and subjects in the relevant study programme.

3.2. An APEL application may be submitted for a subject, a group of subjects or a module. Applications may be submitted throughout the academic year. The Rector appoints by his/her directive an APEL coordinator who reviews applications **in the first week of each month** and forwards properly completed applications to the assessment committee / a member of the committee. (*Effective as of 31.08.2017*)

3.3. The application is submitted electronically via EAVA Study Information System (*English SIS; Estonian ÕIS*). (*Effective as of 18.10.2011*)

3.4. Prior or experiential learning recognisable for a part of a subject if insufficient to award credit, will be agreed upon between the student and the relevant member of the academic staff and is not subject to this procedure. However, the prior learning has to be clearly evidenced for partial matching up as well.

3.5. Repealed. (*Effective as of 08.02.2013*)

3.6. The Applicant attaches (uploads attachments in a proper field if application is submitted in SIS) a portfolio of evidence to prove competency, such as documentary evidence of prior and/or experiential learning (an original or a notarised copy; in SIS – a scanned document):

- a. a certificate, a transcript of academic performance, diploma supplement, a transcript the content of studies, a transcript evidencing experiential learning and the content thereof;
- b. third party reference, etc.

Applying for accreditation of prior learning from experience and independent learning, submitted evidence has to be accompanied also with a reflective analysis, which meets the following criteria:

- a. the experience reflected matches up with the subject claimed;
- b. reflects significant job assignments against learning outcomes;
- c. analyses relevant competencies against the subject claimed;
- d. reflects on learning gained from the experience;
- e. the Applicant has analysed successes and weaker performances of the competencies evidenced and outlined essential lessons learned from the experience;

f. the reflection displays clearly and unambiguously the comprehension of what has been learned from the experience and a link thereof with the learning outcomes of the module credit is sought for. (*Effective as of 08.02.2013*)

3.7. When processing the application, the Academy has the right to ask the Applicant to submit additional documents or other evidence.

3.8. The applicant is responsible for the authenticity of the data and documents submitted.

3.9. Prior learning is accredited without an APEL application if

- 1) the student is re-matriculated as an EAVA student;
- 2) the student applies for accreditation of prior subject courses passed at EAVA.
- 3) recognition of studies is agreed on in the cooperation agreement between EAVA and a partner higher education institution. (*Effective as of 08.02.2013*)

4. Assessment

4.1. Prior and experiential learning is assessed and the decision taken by the APEL Approval Committee chaired by the Vice Rector for Studies. The Vice Rector for Studies appoints as a member(s) of the Committee such a person(s) who is/are competent and impartial and/or involves an expert.

4.1.a The Committee is authorised to ask the Applicant for additional documentary evidence to prove acquired competencies (either by email or in SIS under “Comments by the committee”). If this is the case, the Committee may extend the review deadline by a month as of the date the additional condition was met. (*Effective as of 08.02.2013*)

4.2. Assessment principles.

- 1) The assessment must ensure that academic performance assessed under APEL procedure is not below performance of the conventional completion of the study programme; increasing the share of APEL may not devalue higher education as such.
- 2) Assessment is based not on experience but on what has been learned from the experience.
- 3) Holistic assessment is used to assesses aggregated formal, informal and non-formal learning in completing the component of the study programme credit is claimed for.
- 4) A match with learning outcomes of the subject courses or modules claimed for is assessed.
- 5) Insignificant difference in the prior workload and components, including applications to accredit a complete module, does not serve as a reason for non-accreditation of a subject course(s) or a complete module. Insignificant is difference up to 30 per cent of the workload of the subject course claimed for if holistically assessed. (*Effective as of 01.09.2010*)
- 6) Learning has to comply with the appropriate level of higher education as described in the qualification framework and the Standard of Higher Education. (*Effective as of 26.01.2018*)
- 7) Relevance of learning is taken into consideration in assessment. The application will not be approved if prior competencies when holistically assessed are outdated and therefore unsuitable in the context of learning outcomes of the contemporary subject course or module.
- 8) Accrediting subject courses completed in an unaccredited study programme or educational institution, the quality of teaching of the particular course, not the accreditation, is considered, and competencies the Applicant has acquired are assessed.
- 9) to ensure impartiality, any contacts between the Applicant and the assessor until the final assessment are avoided. A meeting will be allowed if it is inevitable (a need to interview the Applicant or discuss possibilities to get additional information).

4.3. Similar to prior learning, continuing training may be accredited as a part of admission criteria and completion of the study programme, if learning outcomes were assessed upon

completion of the training. Single subjects (topics) as well as the entire continuing training programme (content) may be accredited. If learning outcomes were not assessed upon completion of the training, it may be accredited similar to experiential learning.

4.4. Assessing experiential learning the choice of the appropriate assessment tool and portfolio of evidence is based on the occupation specificity of work experience. It is recommended to interview the Applicant; the assessment of the interview is documented.

4.5. If the portfolio of evidence does not suffice, additional evidence may be asked during the assessment process; also, additional assessment tools may be added, including a conversation or interview with the Applicant, conduct an additional test, a test assignment or examination, etc.

4.6. The procedure to process applications for different amount of credit to be claimed towards a programme in a similar subject area:

1) If the completed subject course has a larger workload than the subject for which credit is being sought, it may be replaced either with several subjects of lesser workload or use remaining credit towards elective or optional subjects.

2) If the completed subject course has a lesser workload than the subject for which credit is being sought, the APEL Approval Committee will decide whether the difference in workload is significant or whether the subject may be replaced as foreseen in the study programme. Holistic assessment allows turning appropriate work experience into academic credit or competencies. If this is possible, a lesser workload instead of a larger one is recognised and a note is entered in the decision describing which subject has to be passed in addition to gain the required amount of credits prescribed in the study programme. If a subject of lesser workload is recognised to complete the study programme, the workload of the subject in the context of the study programme will change.

4.7. Recognising previously unassessed prior and experiential learning as credits, undifferentiated assessment is applied to assess the compliance of the Applicant's prior and experiential learning with learning outcomes of a subject course or a module. (*Effective as of 01.09.2010*)

4.8. Credit transfer of awarded credits:

1) if learning has been previously assessed in the same grading scheme, the initial credit (grade) will be transferred;

2) if grading schemes are comparable, counterpart grades will be calculated in the current grading scheme or the grade of the comparable grading scheme is used or

3) if grading schemes are not comparable, grades are transferred using undifferentiated assessment. (*Effective as of 01.09.2010*)

5. Documenting assessment

5.1. The Diploma Supplement reflects the original performance. The name, workload, member of the academic staff or date of the performance may not be changed during the transfer.

5.2. The following information is entered in the Diploma Supplement for a subject course (translations into English are entered in the Diploma Supplement in English):

1) the name of the awarding institution where the subject course was completed if it is not possible to enter the name of the member of the academic staff; (*Effective as of 01.09.2010*)

2) the original code of the subject course (if there is no code, the box will be left empty or APEL code will be used); (*Effective as of 01.09.2010*)

3) the name of the subject course in the original language; (*Effective as of 01.09.2010*)

4) the subject course workload (workload of the initial performance, if necessary converted to comply with the EAVA workload system);

5) the date the subject course was initially completed;

6) the name of the member of the academic staff;

- 7) grade / pass/fail evaluation. (*Effective as of 01.09.2010*)
- 5.3. Experiential learning is reflected as follows in the Diploma Supplement:
- 1) the name of the subject course or module replaced, noted as “Work experience”; (*Effective as of 01.09.2010*)
 - 2) credits recognised;
 - 3) the date of the decision taken to recognise experiential learning;
 - 4) the name (in English and Estonian) of the company/institution where the experience was gained. If there are more than one company, either all or the one in which the Applicant worked longest, will be indicated in the Diploma Supplement;
 - 5) undifferentiated assessment is used for experiential learning; (*Effective as of 01.09.2010*)
 - 6) the name of the module replaced and of the chair of the APEL Approval Committee may also be indicated in the Diploma Supplement.

6. Assessment procedure, timescales and feedback

- 6.1. The APEL Approval Committee reviews the application and organises assessment by the 5th of the next month. (*Effective as of 08.02.2013*)
- 6.2. If during the review process a need arises for additional evidentiary materials or procedures, the chair of the Committee may extend the deadline but not longer than 15 days as of the date the additional condition was met. (*Effective as of 18.10.2011*)
- 6.3. The assessor enters APEL applications submitted in the current month in SIS by the 8th of the next month at the latest. (*Effective as of 31.08.2017*)
- 6.4. Repealed. (*Effective as of 31.08.2017*)
- 6.5. The Applicant has a right to get feedback and information both for the pass or fail decision. The assessor is obliged to justify the decision. (*Effective as of 31.08.2017*)

7. Handling fee

- 7.1. The application review process and assessment are free of charge for the Applicant.
- 7.2. There is no tuition fee for APEL credit transfer.

8. APEL quality assurance

- 8.1. APEL quality assurance is ensured through the framework of overall quality teaching at the Academy, taking into account the following criteria:
- 1) APEL principles and procedures are public, explicit and fair, and implemented persistently;
 - 2) information submitted to Applicants, advisers and APEL Approval Committee is explicit and accessible. (*Effective as of 31.08.2017*);
 - 3) functions for Applicants, advisers and the APEL Approval Committee are clearly formulated. (*Effective as of 31.08.2017*);
 - 4) all Applicants are offered necessary assistance. (*Effective as of 31.08.2017*);
 - 5) principles and procedures are regularly revised and their execution monitored.
- 8.2. To meet the principles as per paragraph 8.1, the APEL coordinator:
- 1) draws up a summary of APEL decisions at least twice a year by 10 February and 10 September and submits them to the chair of the APEL Approval Committee. (*Effective as of 31.08.2017*);
 - 2) analyses the activities of APEL Approval Committee in the previous academic year and randomly the decisions the APEL Approval Committee took in the previous academic year in order to propose ways to ensure a uniform application of the APEL procedure;
 - 3) regularly reviews documentation and procedure and if necessary proposes to improve or harmonise APEL procedures.
- 8.3. To meet the principles as per paragraph 8.1, the Vice Rector for Studies:

- 1) ensures regular organisation of APEL training and outreach activities and training for advisers and assessors.
- 2) based on the coordinator's reports and proposals evaluates APEL procedure in the Academy and ensures implementation of relevant proposals.

9. Repealed. (*Effective as of 08.02.2013*)

10. Repealed. (*Effective as of 31.08.2017*)

11. Implementing provisions

11.1. At the date of entry into force of this procedure, the *Estonian Aviation Academy: Regulations for accreditation of prior and experiential learning results* adopted by the EAVA Resolution from 18 January 2011 (Minutes No 1-4/11) are repealed.

11.2. The procedure enters into force on 8 February 2013. (*Effective as of 08.02.2013*)