

College Philosophy

Recognition of Prior Learning (RPL) recognises qualifications and achievements already held by learners who wish to gain the New Zealand College of Early Childhood Education's Diploma of Teaching (ECE).

It is a priority for the College that the integrity and quality of its Diploma of Teaching (ECE) programme be preserved.

Recognition will only be given to formal, assessed, tertiary learning. This learning must be at the equivalent of level 5 or higher on the New Zealand Qualifications Authority framework.

The College considers it is fair and equitable that students should not be required to duplicate study that has led to academic achievements they have already achieved. The College also considers it fair that proven, academic ability be recognized. However, the College cannot allow RPL to be double counted.

The Colleges policy and guidelines are consistent with the New Zealand Qualifications Authority credit recognition and transfer policy.

Prior learning will only be recognised for students who meet the Colleges entry criteria.

The focus of recognition of prior learning is on determining:

- the students proven academic ability from previous study
- when that study was done
- the nature of that study. When considering the nature of the study consideration is given as to whether the study was in the field of Education and specifically, Early Childhood Education. The actual learning outcomes of the programme of study may also be given specific consideration.

The Colleges Diploma of Teaching (ECE) three year programme has a spiral or sequential curriculum. Each year of the course has the same curriculum areas. Study within each of these areas reinforces and builds on the previous year's study. This allows for coherence of study for those students awarded recognition of prior learning.

In recognizing prior learning the College must ensure that the student will be as well prepared to study within the College as a student who began the Colleges programme at stage 1. An institution of higher and further education puts its own academic reputation on the line when it extends its authority to assess and recognise what it has not taught.

The College must ensure that a student awarded recognition of prior learning will on graduation be as well prepared to teach as a graduate who has completed the whole programme through the College.

RECOGNITION OF PRIOR LEARNING GUIDELINES SUMMARY

Awarding of Recognition of Prior Learning (RPL) and entry into the College.

Recognition of prior learning will only be given to formal, assessed, tertiary learning at the equivalent of level 5 or higher on the New Zealand Qualifications framework.

By recognizing prior learning credit may only be awarded for courses in stage 1 (level 5) and stage 2 (level 6) of the Diploma of Teaching (ECE). The College has two modes of delivery for its Diploma of Teaching (ECE) programme. The On Campus Programme is delivered through face to face teaching and the distance programme is delivered through a combination of workshops and the distribution and collection of teaching materials and assessments. Both programmes have significant practicum components.

Entry into the Distance Programme via recognition of prior learning will typically be at the beginning of the stage 2 or stage 3 course of study. However, students may be required to complete specific courses from the previous stage of the programme. There is an additional charge for this.

All students must undertake at least the equivalent of one fulltime year of their teacher education with the College to gain the Diploma of Teaching (ECE). Therefore prior learning will not be applied to stage 3 (level 7) papers including the supervised practicum component which must be completed in full at stage 3. RPL will only be awarded to applicants who meet the Diploma of Teaching (ECE) entry criteria.

The Assessment of Prior Learning (APL) process

As part of the recognition of prior learning the College uses a process of assessment of prior learning (APL) to ensure students have sufficient knowledge and the academic skills to enter the Diploma of Teaching programme (ECE) at either stage 2 or stage 3.

The APL process can have two components: Written APL tasks which are submitted to the College for assessment and verbal APL questions which are assessed within an interview process with College staff. An interview is used in conjunction with written tasks if the prior learning is more than 6 years old, and in situations where the written tasks are not completed to the required standard.

The APL process is used to ensure and confirm:

- Students have current knowledge from previous study or have acquired the knowledge using study skills from proven previous academic study
- Students with prior learning from other countries have a New Zealand context
- Students have knowledge of the College's specific programme content and approach such as learning styles and the Pro active learning philosophy.

If students do not meet the required standard of an element of an individual course through the APL process they will be required to complete the whole individual course and have it assessed. No partial credit is awarded for individual courses. There will be an additional charge for this. A maximum of two individual courses can be completed separately. These must be successfully completed before enrolment in the next stage of the programme is confirmed. If three or more courses are required to be completed the student must enrol in the whole programme for that stage.

RECOGNITION OF PRIOR LEARNING GUIDELINES SUMMARY

Professional teaching practice (practicum) component

The professional teaching practice component is a vital aspect of the College's Diploma of Teaching (ECE) programme. Professional teaching practice is included within the professional studies course. Professional teaching practice integrates theory and practice. Students plan, implement, assess, evaluate and reflect on the teaching experiences and practicums. Students also experience a variety of contexts for teaching and analyse and interpret practices they observe.

All distance students who gain entry into the College through recognition of prior learning must complete a more in depth '*evaluative teaching experience*' in conjunction with a supervised practicum during their first year of study within the programme.

The College must ensure that the student has covered a full range of practicum experiences, for example infants and toddlers, sessional, diversity of cultures, different socio economic contexts and different teaching approaches and philosophies. To ensure the required knowledge and skills are demonstrated, and to ensure a range of experiences, students who have gained entry into the College via recognition of prior learning may be required to complete additional professional teaching practice components.

Recognition of Prior Learning Categories

Students seeking recognition of prior learning will fit into one of the following categories. All categories below refer to New Zealand qualifications or overseas qualifications assessed by the New Zealand Qualifications' Authority. Formal documentation must exist for all qualifications which is either original, or an official replacement, or a verified copy of the original.

Professional studies credits (i.e credits for professional teaching practice) are given on the basis that: all distance students given RPL for professional studies will be required to complete a full evaluative professional teaching experience prior to completing their first practicum at the College. All students awarded RPL may be required to complete additional practice to meet the Colleges requirements for professional teaching practice.

- 1a Previous student of NZCECE within last 6 years.
- 1b Previous student of NZCECE previous to last 6 years.
- 2a Prospective student with a tertiary qualification in Early Childhood Education assessed at level 5 or above awarded within last 6 years.
- 2b Prospective student with a tertiary qualification in Early Childhood Education assessed at level 5 or above awarded previous to the last 6 years.
- 2c Prospective students with a partially completed New Zealand Teachers Council approved Early Childhood Education qualification completed within the last 6 years. Whole 'years' must be fully completed (for example 1 stage of a 3 stage Diploma course).
No recognition will be given for partially completed qualifications completed previous to the last 6 years.
- 3a Prospective student who has New Zealand teacher registration and whose teaching qualification was awarded within the last 6 years.

RECOGNITION OF PRIOR LEARNING GUIDELINES SUMMARY

- 3b Prospective student who has New Zealand teacher registration and whose teaching qualification was awarded previous to the last 6 years.
- 4 Prospective student who has been awarded other tertiary qualifications on the New Zealand Qualifications' register of Quality Assured Qualifications at level 7 or above.

Recognition Prior Learning Application and Assessment Process

Initial Contact

- Preliminary contact and interview by phone or in person.
- RPL policy summary sent out.
- Application for enrolment completed for the College.
- Under guidance of a student services advisor the applicant gathers the required evidence.
- Apply for RPL using the application form (under a specific category from the College's RPL Policy and Guidelines).

Evidence Required

Required is verified evidence that will match:-

- Level of study
- Credit value or hours of study
- Learning outcomes

Evidence to be considered must be valid, sufficient and authentic. Copies of formal qualifications and transcripts including learning outcomes must be verified. Overseas qualifications require formal NZQA assessment.

Formal Application

- Formal application made by student with fees.
- RPL Application and Evidence presented for assessment.

Assessment

- Prior learning is assessed by College's RPL panel and credit is awarded as appropriate.

Credit / provisional credit

- Papers credited toward qualification.
- Credit given provisionally will be confirmed after successful APL assessment(s).

No Credit

- Applicant recommended to complete paper (s) via distance learning.
- Appeal / Re-assessment

APL assessment

Review

Given the outcome of the RPL assessment (and APL assessment) plan further study required to complete Diploma of Teaching (ECE). All course work must either receive RPL credit, or be successfully completed in full before course work at the next stage can be assessed.

RECOGNITION OF PRIOR LEARNING GUIDELINES SUMMARY

Fees charged in conjunction with RPL and APL process

Recognition of Prior Learning fee

A standard non refundable fee of \$50 is charged for the College's RPL panel to assess an RPL application. This fee does not apply to previous students of the College.

Assessment of Prior Learning fee

Assessment for Prior Learning (APL) tasks are often required to be completed in conjunction with RPL entry into the College. APL fees are based on the extent of the tasks which are required to be completed. The non refundable fees are as followed:

APL Tasks Required	Previous Quali cation(s)	
	Less than 6 years	More than 6 years
Tasks from 1 Stage	\$75.00	\$150.00
Tasks from 2 Stages	\$150.00	\$300.00

Per course fee

When a student is required to sit a whole course either as a result of an unsuccessful APL assessment or due to a gap in prior learning a fee is charged per course.

Recognition of Prior Learning assessment panel

The College's RPL assessment panel will be chaired by the College Academic Manager. The panel will consist of at least two other senior academic sta .

Only applications lodged on the RPL application form with appropriate supporting evidence will be considered. The recognition of prior learning fee must be paid with the application.

Appeal process

An applicant may appeal the outcome of the RPL assessment. The appeal including details of the grounds for the appeal must be made in writing to the College Manager within 15 days of receiving the outcome. The College Manager may ask the RPL assessment panel to reassess the application.

In cases where an appeal has been lodge the College Manager's decision is nal.