Survey

1. Country (scroll-down list of EHEA countries + other/specify, please).
   *Obligatory answer, one option*

2. Do you represent:
   1. University
   2. University of applied science or similar institution of professional higher education
   3. Higher/Tertiary Education College
   4. Other higher education provider
   5. Other (e.g. national representation, stakeholder...), please, specify
   *Obligatory answer, one option*

3. Which higher education qualifications levels are provided at your institution? (please, tick all relevant)
   a) Short-cycle higher education programme(s) (EQF5)
   b) First cycle – Bachelor degree programme(s) (EQF6)
   c) Second cycle – Master degree programme(s) (EQF7)
   d) Third cycle – Doctoral programme(s) (EQF8)
   e) None of these
   *Obligatory answer, more options*

4. Does your institution have an experience with use of recognition of prior learning (RPL) at your institution? Please, keep in mind that we focus on recognition of prior non-formal and informal learning.
   a) Yes
   b) No
   Comments
   *Obligatory answer, one option. If 4b) skip questions 10 - 17*

5. If you have experience with use of RPL at your institution at which qualification level has it been practiced?
   a) Short-cycle higher education programme(s) (EQF5)
   b) First cycle – Bachelor degree programme(s) (EQF6)
   c) Second cycle – Master degree programme(s) (EQF7)
   d) Third cycle – Doctoral programme(s) (EQF8)
   Comments
   *Optional answer, more options*

6. Are there formal regulations (national or regional) on RPL – non-formal and informal - in your country?
   a) Yes, for access to Higher Education
   b) Yes, for credits (to be accounted for in a programme/towards a degree)
   c) Yes, for both access to Higher Education and recognition and transfer of credits
   d) No national RPL regulations
   *Optional answer, one option*
7. Are there any institutional policies and/or regulations on RPL – non-formal and informal - at your institution?
   a) Yes, for access to Higher Education
   b) Yes, for credits (to be accounted for in a programme/towards a degree)
   c) Yes, for both access and recognition and transfer of credits
   d) No institutional RPL regulation

Comments to questions 6 and 7

Optional answer, one option

8. In your view, what are the challenges in working with Recognition of Prior Learning for access to Higher Education? (You can tick more than one option.)
   a) Barriers and limits within the legal framework which is not adapted for RPL
   b) Public perception and trust in RPL
   c) Awareness of potential RPL candidates as regards possible use of RPL
   d) Understanding the RPL procedures and requirements by RPL candidates and/or stakeholders
   e) Financial aspects/costs of the process
   f) Consistency of decisions
   g) Duration and time requirements of RPL process
   h) Admission of candidates with RPL to already over-subscribed courses or programmes
   i) Attitudes within academic community at the HE institution
   j) Lack of clear processes within the HE institution
   k) Lack of guidance of the candidates for RPL
   l) Lack of expertise and personal capacity within your HE institution
   m) Other (please, specify)

Comments to the answers above

Optional answer, more options

9. In your opinion, which of the alternatives below are challenges in working with Recognition of Prior Learning for credits to be accounted for in a programme/towards a degree? (You can tick more than one option.)
   a) Barriers and limits within the legal framework which is not adapted for RPL
   b) Public perception and trust in RPL
   c) Awareness of potential RPL candidates as regards possible use of RPL
   d) Understanding the RPL procedures and requirements by RPL candidates and/or stakeholders
   e) Financial aspects/costs of the process
   f) Consistency of decisions
   g) Duration and time requirements of RPL process
   h) Admission of candidates with RPL to already over-subscribed courses or programmes
   i) Attitudes within academic community at the HE institution
   j) Lack of routines within the HE institution
   k) Lack of guidance of the candidates for RPL
   l) Lack of expertise and staff capacity within your HE institution
   m) Other (please, specify)
Comments to the answers above

Optional answer, more options

10. Validation is usually divided into four phases: Identification, Documentation, Assessment and Certification (see definitions). To what extent do you experience challenges at your institution with each of the phases?

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<th>Very much</th>
<th>Somewhat</th>
<th>Little</th>
<th>Not at all</th>
<th>don’t know/not relevant</th>
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Optional answer, one option for each row

11. Does the assessment of an RPL application (for a module) result in a grade in line with the regular assessment processes of the institution?
   a) Yes
   b) No

Comments:

Optional answers, each only one option

12. Are there any costs for a person going through a RPL process in your institution? Please, indicate in the comment
   a) Yes, for access
   b) Yes, for credits
   c) No

Please comment and specify

Optional answer, more options

13. Should there be costs of RPL for a person (answer yes in question 12), the amount compared to the public funding of a relevant study block in full-time mode is (please, provide an expert estimate):
   a) Less than 10%
   b) Between 10% and 50%
   c) More than 50%

Optional answer, one option
14. Are there any financial incentives for your institution to perform RPL?
   a) Yes
   b) No
   Please elaborate:
   Optional answer, one option

15. Which of the following would describe the main drivers for RPL at your institution? Indicate max 2
   a) Enhancing the diversity of institution’s student population
   b) Providing better access and inclusion in higher education
   c) Strengthening life-long learning and employability
   d) Reflecting learners’ expectations
   e) Recruiting a sufficient pool of students
   f) Other, specify below
   Comments:
   Optional answer, max 2 options

16. Does your institution gather statistics of decisions on access or credits awarded on basis of Recognition of Prior Learning?
   a) Yes, for access
   b) Yes, for credits (to be accounted for in a programme/towards a degree)
   c) Yes, for both above mentioned
   d) No
   Comments:
   Optional answer, one option

17. Are RPL procedures integrated as part of the regular quality assurance system?
   a) Yes, in the internal quality assurance (within your institution)
   b) Yes, in the external quality assurance (within the country/national system)
   c) Yes, in both above mentioned
   d) No
   Comments:
   Optional answer, one option

18. What, in your opinion, should be done at your institution in terms of systemic implementation and development of Recognition of Prior Learning? Please, list maximum 3 issues.
   a) ...
   b) ...
   c) ...
   Optional answer, max 3 issues, 100 characters
19. What, in your opinion, should be done at national level in terms of structural, legal or operational issues when it comes to Recognition of Prior Learning? Please, list maximum 3 issues.  
   a) ...  
   b) ...  
   c) ...  
Optional answer, max 3 issues, 100 characters

20. What, in your opinion, should be done at European level in terms of structural, harmonisation or support measures when it comes to Recognition of Prior Learning? Please, list maximum 3 issues.  
   a) ...  
   b) ...  
   c) ...  
Optional answer, max 3 issues, 100 characters

21. What works? Would you be, able and willing to share good examples of practices/routines/methodologies? Please, leave a contact or write to eurashe@eurashe.eu.  
   a) Yes  
   b) No  
Please, comment or briefly summarise the good practice (max 100 characters)  
Optional answer, max 100 characters

22. Please provide a reference or weblink to any other relevant national and/or institutional guidelines, checklists and manuals.  
Optional answer, max 100 characters

23. Should you be interested in getting the results and more information, please, leave us your  
   a) Name and surname  
   b) organisation  
   c) position  
   d) email.  
Optional answer

Thank you very much for your time and commitment. We appreciate it and hope to build further on it, we will share the conclusions with those interested and find further opportunities for sharing the experience.