RECOGNITION OF PRIOR LEARNING POLICY

2023

THE ELDORET NATIONAL POLYTECHNIC

RECOGNITION OF

PRIOR LEARNING

2023

i

Mr. Charles Koech

Chief Principal/Secretary, Governing Council

Date: ___13/9/2023___ Sign: _____

<u>Dr. Obudho S. Omondi</u>

<u>Chair. Education Training & Research Committee</u>

Date: ___13/9/2023___ Sign: _____

VISION, MISSION, AND CORE VALUES

MISSION

To Produce Human Capital and Advance Technology through Innovative Training for a Dynamic Economy

VISION

To be a Centre of Excellence in Technological Advancement

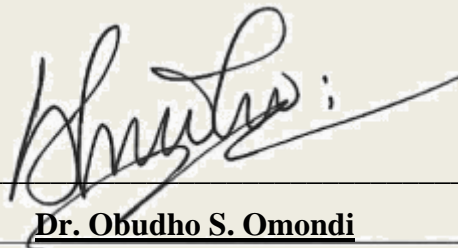**CORE VALUES**

Customer focus

Integrity

Professionalism

Teamwork

Creativity and innovation

FOREWORD

The Eldoret National Polytechnic Governing Council is committed to recognizing skills no matter how, when, and where they were acquired. This policy will ensure that the environment for recognizing such skills is done in a consistent and qualitative manner. It will also ensure that there are guidelines for making consistent decisions as far as RPL is concerned. I'm happy to note that this policy contains very important elements for the successful implementation of the RPL. I believe that the successful implementation of this policy will be realized by the entire staff, prospective RPL candidates, and other relevant stakeholders. The policy will be reviewed after five years or when the need arises.
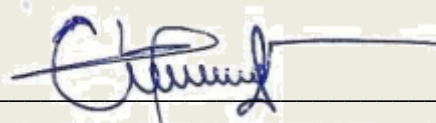
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Dr. Obudho S. Omondi

Chair. Education Training & Research Committee

PREFACE

Recognition of Prior Learning recognizes skills without evaluation of how, when and where they were acquired. This policy will go a long way in ensuring that there are rules and regulations that guide recognition of such skills. It is also an important document in guiding the RPL process. The RPL policy will ensure that there is consistency in the way decisions affecting the RPL process are made. The policy has been developed through a consultative process involving all the relevant stakeholders.

 The top management of TENP and other stakeholders will implement the policy after approval by the Governing Council.

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Charles Koech

Chief Principal/Secretary Governing Council

ACKNOWLEDGEMENT

This policy was developed through an extensive, inclusive, and participatory process that included the Principal, and the RPL committee members from various departments. The successful implementation of this policy will immensely contribute to creating an effective and efficient RPL process in TENP. We, therefore, wish to extend our appreciation to the Governing Council for its support in financing all the stages of this policy development. We are grateful to TENP management and the RPL committee members for their input into the policy. We are also grateful to the government of Kenya for coming up with the Bottom – Up Economic Transformation Agenda (BETA), which incorporates recognizing skills of those at the bottom of the economic pyramid. We recognize KNQA for coming up with the RPL policy framework that guided the development of this policy.

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James Mwangi

Deputy Principal, Academics

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EXECUTIVE SUMMARY

Learning is a continuous process that starts from birth to death .Such learning though crucial is not recognized because there has not been a mechanism to do so. Recognition of prior learning policy provides such a mechanism. Recognition of prior learning policy will provide an additional path way, improve mobility, employability, self-esteem and provide a mechanism for advancement of learning. The practice of Recognizing Prior Learning has roots in the 1930s in France and the early 1970s in the United States, where it was applied to increase disadvantaged war veterans' access to higher education. RPL is utilized in Canada to support organizational effectiveness and labour force development. RPL, on the other hand, is utilized in the Australian system to issue credit waivers for the units in which the person is already competent, shortening the time required to get a qualification (KNQA, 2021).This policy covers vision, mission and core values of TENP, background information ,policy statement, expected outcomes ,guiding principles ,policy legal framework, SWOT analysis ,policy scope ,TENP RPL process ,appeal process quality assurance and code of conduct .

The policy will be reviewed every five years or when the need arises

ACRONYMS AND ABBREVIATIONS

TENP : The Eldoret National Polytechnic

MOU   : Memorandum of Understanding

RPL   : Recognition of Prior Learning

IEC   : Information, Education and Communication

POE   : Portfolio of Evidence

RPLP : Recognition of Prior Learning Practitioner

CV   : Curriculum Vitae

KNQA : Kenya National Qualification Authority

QAI   : Qualification Awarding Institution

CHAPTER ONE: INTRODUCTION

1.1 BACKGROUND

The practice of Recognizing Prior Learning has roots in the 1930s in France and the early 1970s in the United States, where it was applied to increase disadvantaged war veterans' access to higher education. RPL is utilized in Canada to support organizational effectiveness and labor force development. RPL, on the other hand, is utilized in the Australian system to issue credit waivers for the units in which the person is already competent, shortening the time required to get a qualification (KNQA, 2021).

RPL is used in Africa by nations like South Africa and Mauritius for certification, advancement to higher education, and recognition. However, South Africa, where the bulk of the population experienced educational prejudice under the apartheid era, is where RPL is most keenly felt. RPL is being used in South Africa across all qualification levels and in more than 20 industries (SAQA, 2014). For entrance to undergraduate courses, the majority of South African higher education institutions accept RPL qualifications. In order to assess whether candidates for master's and doctoral degrees are qualified, the University of South Africa (UNISA) has created an RPL tool (Smith, 2014).

RPL is used in Tanzania to determine workers' training needs by identifying skills gaps. This is based on the idea that, although countries with a skills gap frequently have unemployed employees with the necessary skills, these workers are hidden because they lack official credentials. Here, RPL helps to fill skills gaps by recognizing and publicizing such knowledge and abilities (Werquin, 2010).

The National Industrial Training Authority (NITA) and Kenya Accountants and Secretaries National Examination Board (KASNEB), respectively have used RPL locally from the 1960s and 1970s.

The first TENP RPL policy was developed in 2019. It aimed at providing a framework upon which all decisions for all Academic departments offering RPL services would be based while ensuring consistency. The policy was also occasioned by the MOU that had been established between TENP and the Jua Kali Association Uasin-Gishu Chapter. It aimed at operationalizing the MOU in the aspect of recognizing the competencies of Jua Kali artisans who had skills but had no certificate attached to them. The policy expired in 2022 and this occasioned the need to review it to address emerging trends on matters of RPL.

1.2 POLICY STATEMENT

TENP RPL policy aims at providing prospective RPL candidates with fair, transparent, accessible, and quality process of recognizing earned competencies irrespective of when, how, and where they acquired them.

1.3 EXPECTED OUTCOMES

   i.   A well-coordinated, quality-assured, and gender-responsive RPL process.

ii.   Provision of additional pathways for those people that did not manage to go through the formal training

iii.   Consistent process of recognizing skills and competencies irrespective of when, where and how they were acquired.

iv.   Improved occupational mobility of graduates of RPL

v.   Improved opportunities for the graduates of RPL

vi.   Improve social inclusion and social equity for disadvantaged groups.

1.4 GUIDING PRINCIPLES OF TENP RPL POLICY
This policy will be guided by the following principles

1.4.1 PRINCIPLE OF INCLUSIVITY
Appropriate consultative processes that include all necessary stakeholders, to promote the required and necessary ownership of intended outcomes and subsequent action. Make full use of stakeholder engagement. Embrace diversity including gender balance.

1.4.2 PRINCIPLE OF CONFIDENTIALITY
TENP RPL professionals should not share personal information of RPL clients without their authority.

1.4.3 PRINCIPLE OF SUSTAINABILITY
TENP will ensure sustainability when offering RPL services and use a

Demand-driven approach that ensure financial and resource sustainability while periodically monitoring and reviewing the RPL processes. TENP should also ensure effective implementation, provide information, and create awareness.

1.4. 4 PRINCIPLE OF OPTIMIZATION
TENP will endeavor to utilize already existing best practices in offering RPL

Services while encouraging innovative approaches. TENP will consider dynamics in the RPL arena and exploit regional economies of scale and scope while prioritizing and focusing on recognizing the skills of disadvantaged and marginalized groups.

TENP will use an evidenced and risk-based, fit-for-purpose, and forward-looking approach when offering RPL services.

1.4.5 PRINCIPLE OF TRANSPARENCY

TENP RPL Process, procedures, practices, and decisions should be transparent, rigorous, reliable, and accessible to individuals and stakeholders to ensure that the user of RPL products remains confident of decisions and outcomes.

1.4.6. PRINCIPLE OF LEARNER CENTEREDNESS

The RPL process will be learner-centered and voluntary.

2.0 SITUATIONAL ANALYSIS

2.1 INTRODUCTION

This section provides an analysis of the current environment on matters of RPL in TENP. TENP established an MOU between itself and the Jua kali artisans Uasin Gishu chapter. The main aim was to recognize skills and competencies of Jua kali artisans irrespective of when, how and where they acquired them.

2.2 SWOT ANALYSIS

STRENGTHS	WEAKNESSES
i. Already existing RPL policy ii. Existing MOU with Jua kali association iii. A pool of individuals with unrecognized competencies that require certification iv. Trained RPL practitioners v. The central location within Eldoret town where the Jua kali artisans who are the prospective candidates for RPL are found vi. Already existing infrastructure for RPL assessment	i. Lack of awareness of RPL services to prospective candidates ii. Lack of an RPL budget
OPPORTUNITIES	**THREATS**
i. Availability of internet infrastructure that can support RPL services ii. Collaboration between the industry and the institution iii. Support from the Kenya Government on matters of RPL iv. The willingness of partners to support RPL process	i. Inability of prospective candidates to pay the requisite assessment fee ii. Misconception of RPL certification with the traditional (formal) certification. iii. Competition from other institutions offering RPL services

3.0 POLICY AND LEGAL FRAMEWORKS

The development of this policy was guided by the following legal instruments.

  i.   Constitution of Kenya 2010
 ii.   The KNQF ACT No. 22 of 2014
iii.   Legal order 114 of 2014
 iv.   TVET ACT No. 29 of 2013

3.1 TENP RPL POLICY SCOPE

This policy will be applicable to all potential RPL candidates seeking RPL services at TENP and its other assessment centers.

4.0 THEMATIC AREAS

4.1 AWARENESS CREATION AND PUBLICITY

This process builds awareness and interest in RPL to potential candidates, employers, and other stakeholders.

It provides information about what RPL is, the benefits, whom to contact, the process, estimated costs, timeframe, eligibility requirements, and available assistance.

The publicity and awareness building will take place through different platforms including websites, social media, print media, focus group discussions, radio and TV as well as fairs and forums in education institutions.

TENP shall create awareness by:

  i.   Developing an RPL awareness creation and publicity plan
 ii.   Ensuring that stakeholders, potential candidates, and the public are aware of the RPL process
iii.   Establishing procedures for awareness creation and publicity
 iv.   Preparing Information, Education, and Communication (IEC) materials for RPL awareness creation and publicity
  v.   Regularly reviewing RPL awareness creation and publicity plan

4.1.1 Information, Education, and Communication

Information, Education, and Communication materials include:

  i.   Brochures, leaflets and fliers.
 ii.   Mass, mid, print and digital media are the communication media to be used.
iii.   Interpersonal communications will be done through one on one, interviews, speeches, and presentations. Where applicable, online meetings can be used.

4.2 REGISTRATION

The RPL candidate shall register as follows:

  i.   Fill out an application form
 ii.   Pay the relevant application fee to TENP
iii.   Obtain an admission number.

4.3 COUNSELING AND FACILITATION

TENP shall appoint and accredit RPL Counselors who shall ensure candidates interested in RPL are properly oriented.

TENP shall ensure candidates interested in RPL obtain detailed information and orientation from qualified RPL Counselors.

TENP shall ensure that quality assurance is integrated into the counseling and facilitation process. Counseling and Facilitation shall be carried out by accredited RPL practitioners.

4.4 METHOD OF COUNSELING

Shall include either of the following:

i. Face-to-Face counseling
ii. Telephone counseling
iii. Online counseling

4.5 DOCUMENTATION OF PORTFOLIO OF EVIDENCE (POE)

Documentation is the process of making visible the individual's experience or gathering evidence proving the achievement of selected learning outcomes. Documentation of P.O.E. is conducted with the support of a RPL counselor.

The P.O.E will include the following:

i. Certificates
ii. CV
iii. Introduction letter
iv. Reference from employers or supervisors (current or past)
v. Performance appraisal documents/site assessments
vi. Reference from colleagues
vii. Photographs of completed work or videos of work in progress

The RPL Counselor shall:

a) Guide the candidate to have a POE in line with the qualification level and Assessment Guide.
b) Assess the POE in line with the Assessment Guide.
c) Provide appropriate recommendations based on the outcomes of the assessment
d) Document and provide feedback in line with the TENP requirements.

4.6 ADDRESSING SKILLS GAPS IDENTIFIED

Skills gaps shall be identified and addressed as follows:-

The RPL counsellor shall identify the gaps between the competencies possessed by the RPL candidate and the desired competence standards and learning outcomes.

   a) The skills gaps shall be identified at all stages of the RPL process, particularly;

      i.   At the expression of interest stage

      ii.   The application stage

      iii. The analysis of the portfolio stage

      iv.   The final assessment stages

   b) The threshold for referral for skills upgrading after identification of gaps in the candidates shall be determined, documented, and feedback communicated to the candidate.

   c) The candidate shall be informed about the shortcomings, including skills gaps, and shall be advised on available options.

   d) The candidate shall be required to fill/overcome the gaps through training, mentoring, Reskilling, Upskilling, digital training, and other available options as advised.

4.7 APPEAL PROCEDURES

Appeals shall be undertaken in accordance with the TENP RPL policy.

Candidates not satisfied with the assessment outcome shall appeal for review within 30 days of the release of results and shall be given feedback within 21 days. Appeal forms shall be obtained from the registrar's academics office. The candidate shall be required to pay the requisite appeal non - refundable fees.

TENP shall adopt the following appeal process;

   i.   The candidate completes the appeal form and submits it to the Registrar Academics.
   ii.   The Registrar Academics acknowledge receipt of the appeal
   iii. The Registrar Academics forwards the appeal to the departmental RPL committee
   iv.   The RPL Appeals Committee dispenses with the case and their decision shall be final
   v.   The decision of the Appeals Committee shall be documented and feedback communicated to the Applicant through the registrar's academics
   vi.   Successful applicants shall be required to fill reassessment form and proceed with re-assessment.
   vii. Unsuccessful applicants shall be advised on skills gaps.

The appeals shall be conducted according to the procedure shown in Appendix (II)

4.8 RPL ASSESSMENT AND CERTIFICATION

A prospective RPL candidate will fill out an assessment application form.

Once an application is received it will be processed by the Registrar –Academics and respective Head of Department.

The RPL Counselor shall guide the candidate on how to document the POE.

The HOD shall constitute a three members committee for assessment.

The three members include an industry practitioner, an RPL counselor, and a trainer expert.

The evidence adduced by the candidate should be:-

i. **Valid –** the work is relevant to the assessment criteria
ii. **Authentic or Attributable** – the work has been produced solely by the candidate.
iii. **Current** – the work is still relevant at the time of assessment
iv. **Sufficient** – the work covers all the assessment criteria.

Candidates with the requisite POE will be advised to proceed with the assessment.

The candidate will be assessed according to the assessment tools and the requisite occupational standards.

The candidate will be informed of the results within seven days after the last day of assessment.

The candidates not satisfied with the outcome will be required to appeal as per the appeal process.

5.0 INSTITUTIONAL IMPLEMENTATION FRAMEWORK

TENP RPL Policy will leverage on existing RPL framework to offer RPL services.

TENP as a QAI will provide certification to successful RPL candidates from the institution and its assessment centers. The assessment centers will follow the laid down process in this policy in offering RPL services.

The regulatory bodies as established by various acts of parliament will continue to monitor quality assurance as stipulated in various Acts. Professional and statutory bodies shall be expected to recognize qualifications awarded under TENP RPL process.

TENP RPLP will be expected to offer fair, well-coordinated, quality-assured, and gender-responsive RPL services.

The industry will be expected to promote implementation of RPL process and recognize qualification awarded through TENP RPL process.

6.0 RPL QUALITY ASSURANCE

Quality assurance in RPL is described as the establishment of and adherence to policies, processes, and assessment practices that maximize individuals' opportunities and accurately demonstrate relevant knowledge, skills, and competencies.

The goal is to ensure that acceptable standards are met and aims at continuous improvement of an RPL system that offers quality and integrity to the labour market.

For efficiency, effectiveness, and continual improvement of the RPL process, TENP shall incorporate quality assurance in the RPL process.

6.1 GUIDELINES FOR QUALITY ASSURANCE

TENP shall:

i. Use established institutional quality assurance structures.
ii. Continuously conduct quality assurance audits.
iii. Carry out periodic external review by relevant bodies.
iv. Ensure that quality assurance audit findings are disseminated and implemented.
v. Undertake periodic reviews of the quality assurance framework as per the National policy and guidelines

7.0 CODE OF CONDUCT

7.1 PRINCIPLES OF CODE OF CONDUCT

TENP RPL assessment procedure shall be guided by the following code of conduct principles:

7.1.1 RESPECT

TENP RPL Practitioners

i. Shall accord appropriate respect to the rights, dignity, and worth of all RPL candidates, being aware of cultural and individual differences and avoid biases.
ii. Shall make reasonable accommodations to the RPL candidates especially the disadvantaged groups, in order to enhance their ability to fully participate in the RPL process.

7.1.2 DIVERSITY

TENP RPLP shall have respect for RPL candidates' diversity including race, religion, gender, national origin, disability, age, marital status, sexual orientation, physical and mental abilities, ethnicity, language, socio-economic status, or any other legally protected status.

7.1.3 DIGNITY

TENP RPLP shall take reasonable steps to ensure that all RPL candidates are treated with honor throughout the process.

7.1.4 PRIVACY

TENP RPLP shall respect individual RPL candidates' protected information.

7.1.5 CONFIDENTIALITY

TENP RPLP shall

i.   Not disclose candidate information without the appropriate authority of the RPL candidate.

ii. Take appropriate, reasonable, technical, and organizational measures to secure all RPL candidates' information.

7.2 PRINCIPLE OF COMPETENCE

TENP RPLP shall strive to maintain high standards of professionalism and accountability in both RPL processes and outcomes.

7.3 PRINCIPLE OF CONFLICT OF INTEREST

TENP RPLP shall refrain from taking on professional obligations when pre-existing relationships with RPL candidates would interfere with the RPL assessment outcomes.

7.4 PRINCIPLE OF INTEGRITY

TENP RPLP shall

i.   Ensure that the same assessment conditions and norms apply to all RPL candidates and be impartial.

ii. Use the RPL results solely for purposes agreed with the candidates.

7.5 PRINCIPLE OF OBJECTIVITY

TENP RPLP shall be fair, impartial, and intellectually honest to all RPL candidates by ensuring that proper RPL assessment scoring mechanisms and norms and their competent use by the RPLP contribute to assessment neutrality.

7.6 PRINCIPLE OF ETHICAL STANDARDS

In adhering to the principle of respect for participant freedom, TENP RPLP will ensure that RPL Candidates:

i.   Are clearly informed about the RPL process

ii.   Participate freely in the RPL process

iii.   Are free to Provide/withhold informed consent

iv.   Are free to withdraw from the process

v.   Receive feedback upon request after the process

vi.   Have access to own information

8.0 TENP RPL DIFFERENTIATED COST

LEVEL ITEM	LEVEL 3	UNIT	LEVEL 4	UNIT	LEVEL 5	UNIT	LEVEL 6	UNIT
Guiding and Counselling	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000
Application	750	750	750	750	750	750	750	750
Evidence Assessment	7000	2000	7000	2500	7000	3000	7000	3500
Out-of-Work Evaluation	10,000	2500	10,000	3000	10,000	3500	10,000	4000
Evaluation Materials	7,200	2000	9,200	2500	11800	3000	14000	3500
Summative Assessment	3,500	2000	3,500	2500	6000	3500	6000	3500
Overhead Absorption	1200	1200	1200	1200	1200	1200	1200	1200
	31650	12450	33650	14450	38750	16950	40950	18450
Cost of Centre per candidate	25898		25898		25898		25898	

8.1 RPL REVENUE SHARING

Stakeholders	% share
Institution	50
RPL Counsellor	10
Trainer Expert	10
Industry Expert	10
Quality Assurance	10
KNQA	10

9.0 MONITORING AND EVALUATION

Monitoring and evaluation will be carried out to ensure compliance with laid down RPL procedures.

	MONITORED ITEMS	EVIDENCE
1	Awareness and Publicity plan	The written Plan
2	Awareness creation and publicity	Approved Budget
3	Information, Education, and Communication (IEC)materials	Fliers Brochures Leaflets Information on the TENP website
4	Registration of the RPL candidate	Admission list
5	Counseling and Facilitation	Questionnaires Notes signed attendance sheet (Videos, and photographs for the counseling sessions)
6	Documentation of POE	- Certificates

|	MONITORED ITEMS	EVIDENCE
		-CV Introduction letter -Reference from employers or supervisors (current or past) -Performance appraisal documents
7	Gap identification	Documentations of identified gaps (report)
8	Appeal process	RPL's Appeal report
9	Assessment and certification	List of awarded RPL candidates Samples of Assessment tools Academic Board approval minutes .

10.0 APPENDICES

10.1 FIGURE (I) RPL PROCESS
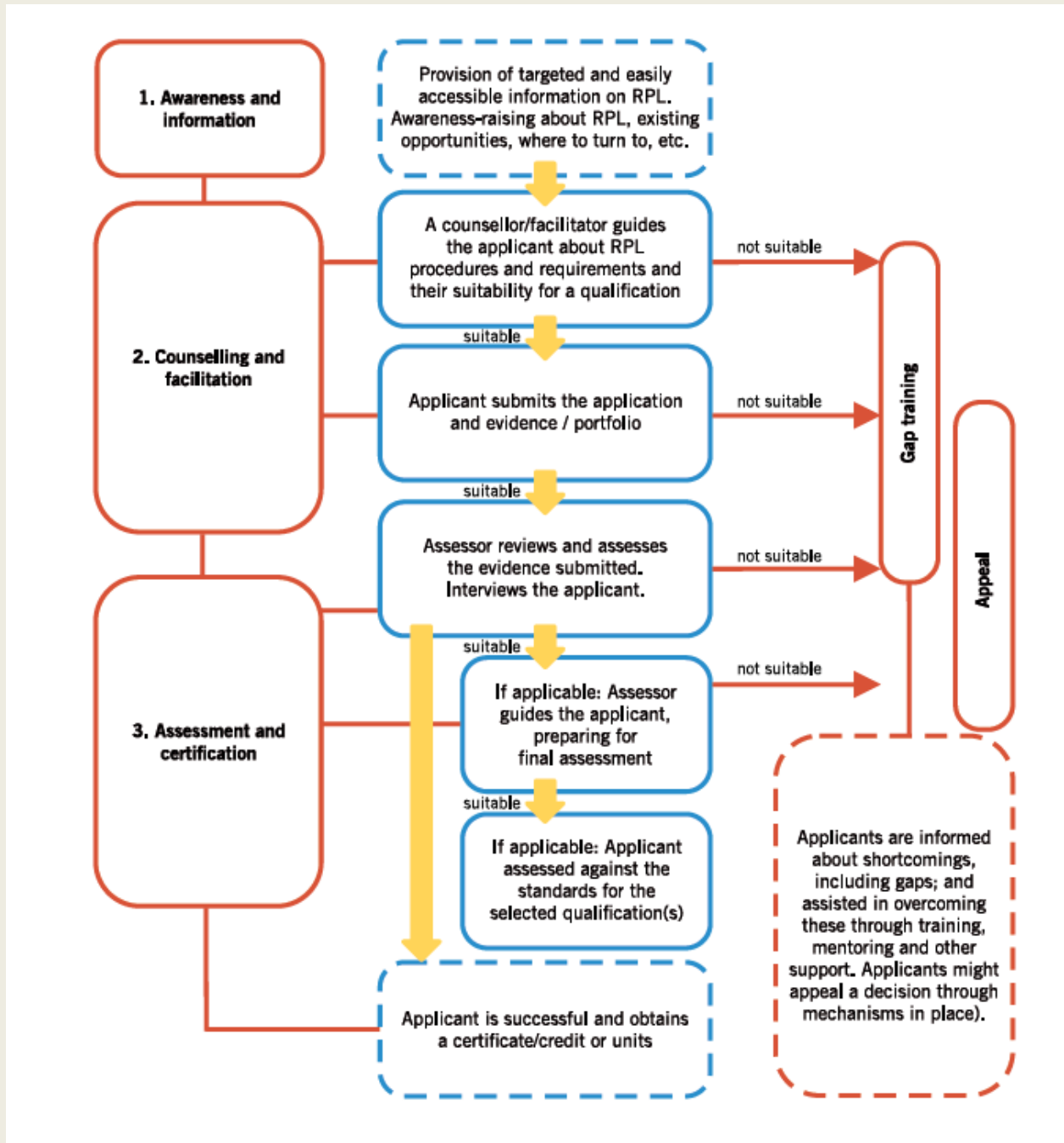
10.2 APPEAL PROCESS

Figure (II) Appeals procedures
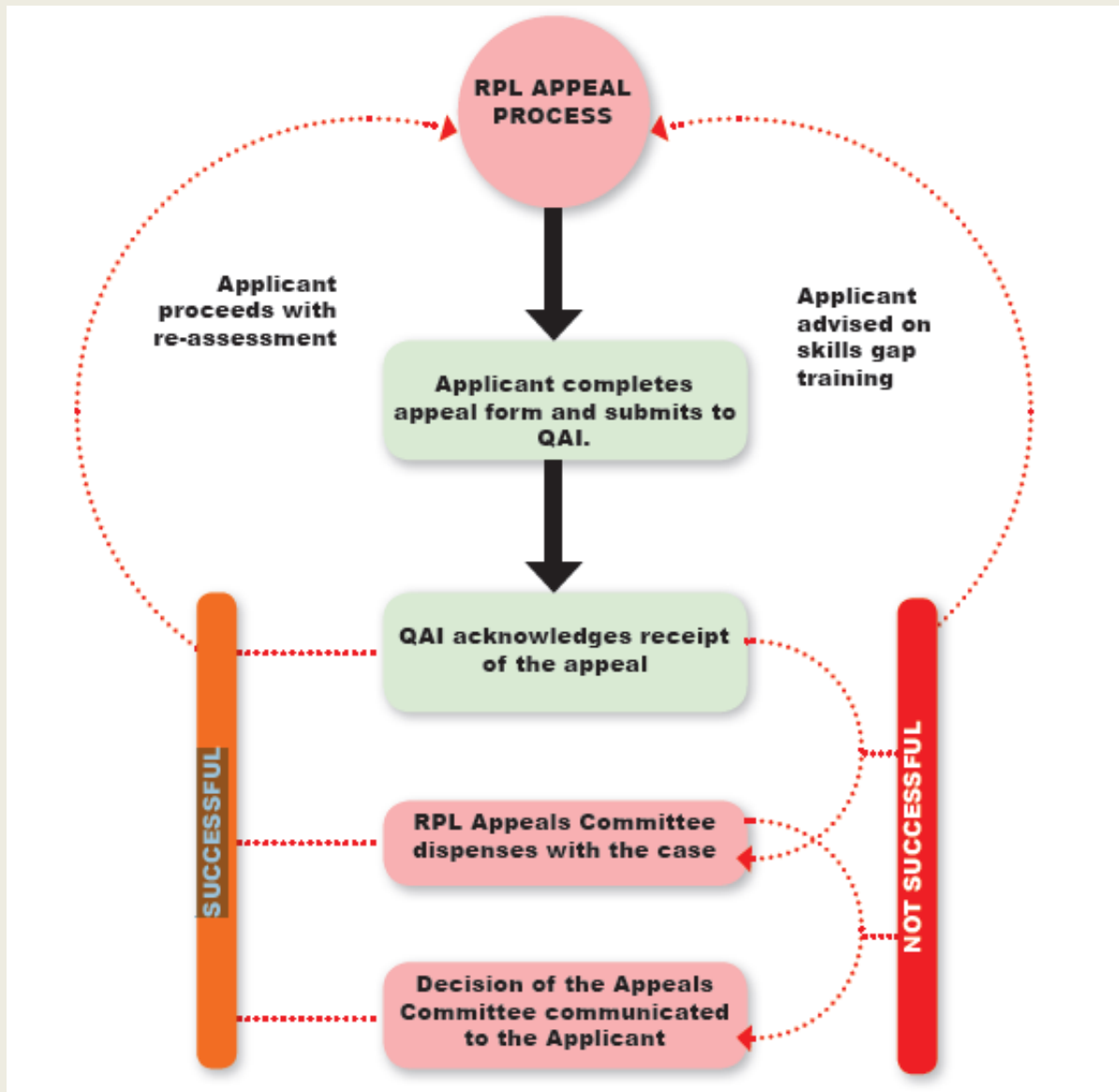
10.3 APPLICATION /ASSESSMENT FORM

RPL REGISTRATION/APPLICATION /ASSESSMENT FORM

Part A: Applicant to complete this section

Section 1

Name…………………………………………………………………………..

Address…………………………………………………………………………..

NATIONAL ID /PASSPORT

………………………………………………………………………

Competency claim …………………………………………………………

Academic records attached /informal work evidences

1…………………………………………………………………………..

2…………………………………………………………………………….

3…………………………………………………………………………….

4……………………………………………………………………………

5……………………………………………………………………………

6……………………………………………………………………………

Section 2-Assessment for Prior Learning

(Only complete this section if applying for assessment)

Attach portfolio of evidence

List of other documents attached

………………………………………………………………………………………….

RECEIVED BY: NAME …………………………………………………………..

SIGNATURE………………………………………………………………………

10.4 RPL APPEAL FORM

Part A: student to complete this section

Section 1

Name……………………………………………………………………………..

Address…………………………………………………………………………..

Student ID ……………………………………………………………………

SECTION 2 APPEAL STAGE

i)   Application stage

ii)   Documentation stage

iii)   Assessment stage

iv)   Grounds of appeal

    a)   ………………………………………………………………….

    b)   …………………………………………………………………

    c)   ………………………………………………………………

    d)   ………………………………………………………………

    e)   ………………………………………………………………

N/B attach evidence to support your appeal

RECEIVED BY:

NAME …………………………. ……………………………………………………

SIGNATURE ……………………………………………………………………

REFERENCES

Kenya National Qualification Authority 2021

Constitution of Kenya 2010

The KNQF ACT No. 22 of 2014

Legal order 114 of 2014

TVET ACT No. 29 of 2013

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