



MINISTRY OF EDUCATION
STATE DEPARTMENT
FOR VOCATIONAL AND
TECHNICAL TRAINING

Recognition of Prior Learning
**Guide for Assessment
Centres**

2021

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1.0. INTRODUCTION

The Kenya National Qualification Authority (KNQA) developed the Recognition of Prior Learning (RPL) Policy Framework in Kenya and Guidelines for its implementation in 2020. In order to launch RPL in Kenya, the Authority developed guides for use in the execution of RPL. The guides were developed based on international best practice; consultation and collaboration with organisations like International Labor Organization (ILO), Colleges and Institutes Canada (CICan) and International Rescue Committee (IRC).

This RPL guide for Assessment Centres builds on the strengths of the existing policy, implementation guidelines as well as RPL standards. The guide aims to facilitate and enhance the recognition of knowledge, skills and competencies by helping institutions/industry/workplaces aspiring to become RPL Assessment Centres meet the requirements for accreditation by the Qualifications Awarding Institutions (QAIs).

2.0. THE PURPOSE OF THE GUIDELINES

The guidelines have been designed to help Assessment Centres for RPL as well as other stakeholders looking for information on the RPL process perform the following tasks.

- a) Provide for the development of RPL.
- b) Develop a common understanding of RPL including its implementation and quality assurance.
- c) Provide for a generic process and a segmented approach to RPL based on the level of the National Qualifications Framework (NQF).

3.0. WHAT IS RECOGNITION OF PRIOR LEARNING (RPL)?

RPL is the process used to identify, assess and certify a candidate's competencies regardless of when, where and how they were acquired against prescribed standards or learning outcomes.

4.0. WHAT IS AN RPL ASSESSMENT CENTRE?

An RPL Assessment Centre is an institution, industry and/or workplace accredited and registered by a Qualification Awarding Institution (QAI) to carry out Recognition of Prior Learning.

5.0. WHO QUALIFIES TO BE AN ASSESSMENT CENTRE?

The following can qualify to be an assessment centre.

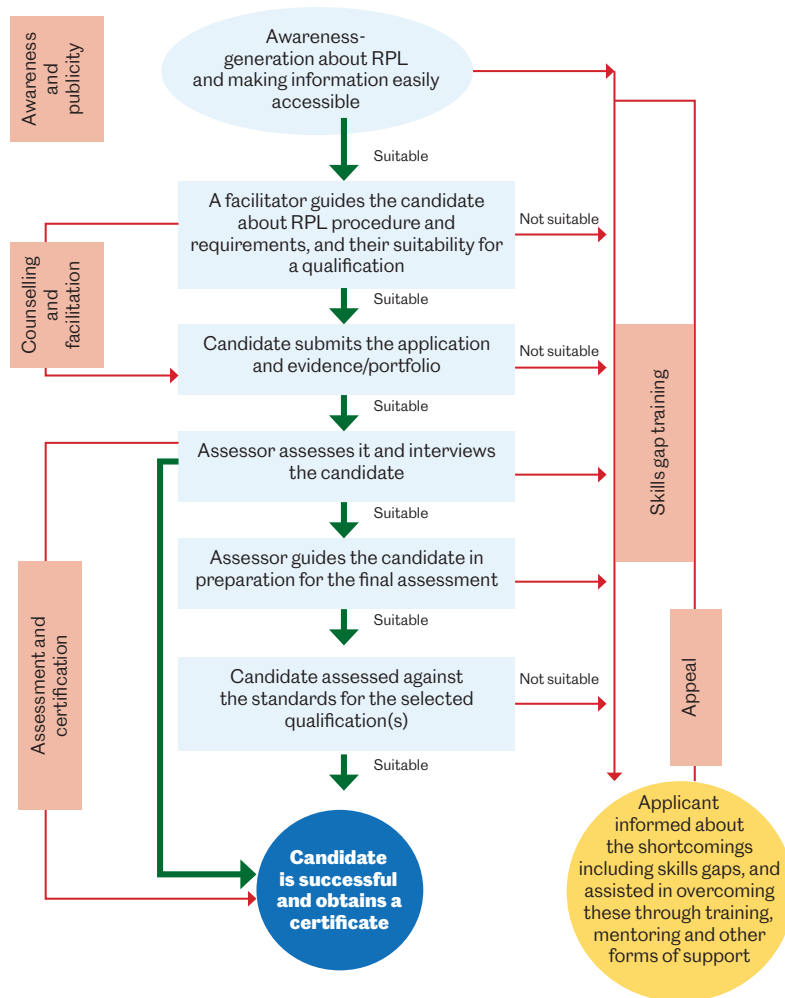
Public or private training providers, industry and/or workplace accredited and registered by the relevant regulator.

6.0. WHAT ARE THE RESPONSIBILITIES OF AN RPL ASSESSMENT CENTRE?

RPL assessment centres have the following responsibilities.

- a) Establishing an RPL management committee at Centre level and providing training needs to applicants.
- b) Providing competent RPL staff (accredited Assessors & Verifiers).
- c) Providing the necessary RPL tools, equipment and materials needed for RPL assessment.
- d) Managing RPL candidates' records.
- e) Ensuring Assessment guidelines are applied and maintained in the assessment centres.
- f) Registering with assessment bodies accredited by KNQA to carry out RPL assessment.
- g) Integrating RPL policy into existing institutional frameworks.
- h) Implementing the RPL review framework and providing feedback to applicants.
- i) Training and mentoring RPL applicants to ensure that they are ready for assessment as provided for by the TVETA Guidelines.

7.0. WHAT IS THE APPROVED RPL ASSESSMENT PROCESS?



8.0. HOW DOES RPL BENEFIT ASSESSMENT CENTRES?

Assessment centres will benefit from RPL by:

- widening access to a broader range of learners;
- supporting transition and informing student choice;
- supporting meaningful partnerships with employers and the community;
- providing more alternatives and flexible entry routes at different levels; and
- supporting career development planning, employability skills, graduate attributes and lifelong learning.

9.0. WHAT ARE THE REQUIREMENTS OF AN ASSESSMENT CENTRE?

The institutions and organisations seeking to undertake RPL process are required to do the following.

- a) Seek accreditation by the relevant Qualification Awarding Institutions.
- b) Seek accreditation from the relevant sector regulator for the institutions that they want to facilitate in RPL.
- c) Prepare and counsel applicants, through accredited RPL Practitioners, who want to enroll and participate in RPL.
- d) Progressively develop and enhance the capacity to implement RPL in accordance with the RPL policy and the specific RPL guidelines of the sub-framework(s) within which their qualifications are offered.
- e) Collaborate with the respective Qualification Awarding Institutions to advance the implementation, monitoring and evaluation of RPL.
- f) Ensure the necessary staff capacity to deliver quality RPL services and programmes.
- g) Ensure effective planning and funding for RPL administrative and logistical systems to support all programmes and services.
- h) Put systems and procedures in place to incentivise and support the registration and continuing professional development of RPL practitioners.
- i) Provide advice, counselling and support through accredited RPL Practitioners after RPL processes.
- j) Establish an appeal process for RPL candidates to engage with RPL-related judgments.
- k) Ensure an equitable fee structure for all RPL programmes and services including those programmes and services that involve the assessment of experiential learning for credit against existing formal qualifications or part qualifications.
- l) Tap into the existing government Information Management Systems by meeting their requirements.

10.0 HOW DOES AN ASSESSMENT CENTRE CARRY OUT RPL ASSESSMENT AND CERTIFICATION?

An Assessment Centre can carry out RPL certification through the following steps through accredited RPL Practitioners.

- a) Application screening.
- b) Guidance of the candidate by an Assessor in building evidence and portfolio.

- c) Assessment.
- d) Award of the certificate.
- e) Registering the certificate into the KNQF.


11.0. WHAT IS THE ROLE OF AN RPL ASSESSMENT CENTRE CO-ORDINATOR?

Each Assessment Centre shall appoint an RPL Coordinator to oversee the RPL process by performing the following functions.

- a) Considering the recommendations of the RPL Counsellors on acceptance or rejection of the application.
- b) Reviewing and validating the elements of the portfolio against set criteria.
- c) Making the recommendations to the QAls for the acceptance or rejection of the application.
- d) Identifying the unit standards used and to be used for the RPL process.
- e) Evaluating the scope of RPL process.
- f) Evaluating the certificate attained if applicable against unit standards of the qualification.
- g) Nominating and assigning at least two and at most four RPL Practitioners registered by QAI and/or by the relevant professional bodies where necessary.
- h) Drawing up a list of candidates to be assessed for each competency in the qualification for which the prior learning is sought.
- i) Ensuring the Assessment Centres have the relevant facilities and resources for each candidate.
- j) Setting a date for assessment of each candidate in accordance with QAI calendar.
- k) Appointing RPL Practitioners to carry out assessment and moderation at each Centre.
- l) Advising the QAls on major issues that need resolution.

REFERENCES

- 1) KNQF Act no. 22 of 2014.
- 2) KNQF Regulations 2018.
- 3) Recognition of Prior Learning (RPL) Policy Framework (2020).
- 4) Guidelines for the Implementation of Recognition of Prior Learning in Kenya, 2020.
- 5) NITA Standards for Implementing RPL in the Industrial Sector.
- 6) TVETA Standards for Implementing RPL in the TVET Sector.
- 7) National Standards for Assessing National Qualifications.



THE KNQF STRUCTURE

KNQF Level	General and Further Education and Training Sub-Framework		Notional hours (minimum)
10	Doctorate Degree		3600 after KNQA level 9
9	Master's degree		2400 after KNQA level 7
8	Post-Graduate Diploma	Professional Bachelor's Degree	Professional Master Craft Person 1200 after KNQA level 7 or 6000 after KNQA level 2
7	Bachelor's Degree		Master Crafts Person –I or Management Professional or HND or CPA III 4800 after KNQA 2 or 2400 after KNQA level 6
6	National Diploma		Master Crafts Person –II/ Professional Diploma or CPA II 2400 after level 2 or 1200 after KNQA level 5
5	National Craft Certificate National Vocational Certificate-IV		Master Craft Person III or CPA I 1200 after KNQA level 2 or 600 after level 4
4	National Vocational Certificate- III/Artisan Certificate		National Skills Certificate –I GTT-I 600 after KNQA level 2 or 300 after level 3
3	National Vocational Certificate-II		National Skills Certificate -II //(GTT – II) 300 after KNQA level 2
2	Secondary Certificate	National Vocational Certificate- I	National Skills Certificate -III /Government Trade Test (GTT-III) Depending to skills acquisition or Level 1
1	Primary Certificate		Basic Skills/Skills for Life Birth Certificate



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