



RECOGNITION OF PRIOR LEARNING (RPL) INFORMATION BOOKLET

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VISION

An International Centre of Excellence for energy, oil and gas skill development

MISSION

To develop competencies for the global energy sector and beyond by providing accredited courses, research and innovation, consultancy, and collaboration for sustainable development.

CORE VALUES

Excellence

Innovation

Sustainability

Collaboration

Integrity

Equity

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ACRONYMS & ABBREVIATIONS

CBET	Competency-Based Education and Training
CDACC	Curriculum Development and Certification Council
KNQA	Kenya National Qualifications Authority
KNQF	Kenya National Qualifications Framework
KPC	Kenya Pipeline Company
M&E	Monitoring & Evaluation
MIOG	Morendat Institute of Oil and Gas
MOE	Ministry of Education
NCIP	Northern Corridor Integrated Projects
NITA	National Industrial Training Authority
NLRD	National Learners Record Database
NQF	National Qualifications Framework
PLAR	Prior Learning Assessment and Recognition
POE	Proof of Evidence
QAI	Qualification Awarding Institution
RPL	Recognition of Prior Learning
TVET	Technical and Vocational Education and Training
TVETA	Technical Vocational Education and Training Authority

DEFINITION OF TERMS

Assessment tools are instruments used by assessors to evaluate candidates' skills and knowledge against set criteria or standards, facilitating consistency and quality assurance in the assessment process.

An assessor is an accredited practitioner who assesses the validity of claimed competencies based on submitted and/or observed evidence, ensuring comparability against set standards. The assessor uses professional judgment to evaluate the value of experiential learning with formal education.

A candidate is an individual who seeks recognition or academic credit for knowledge and skills they have acquired outside of a formal educational setting.

A coordinator is an RPL practitioner responsible for overseeing an assessment centre and providing administrative and logistical support for the RPL process.

A counsellor is an accredited RPL practitioner responsible for guiding candidates through the RPL procedures and requirements, and advising on their suitability for assessment.

Full qualification is the award of credits for assessed units as defined in the KNQF, representing the successful completion of an existing KNQA qualification after completing the required training program.

National Qualifications Framework means the national system for the articulation, classification, registration, quality assurance, and monitoring and evaluation of national qualifications as developed per this KNQF Act.

Part qualification refers to the award of credits for an assessed unit of learning that is registered as part of a qualification, as defined in the KNQF

A professional body is a membership organization of regulated experts or practitioners in an occupational field, and it may include a roll of members of an association or society.

Qualification means a registered national qualification.

The RPL Committee is a group within the institution responsible for evaluating and assessing candidates' prior learning experiences and addressing any issues related to Recognition of Prior Learning (RPL).

Skill gap training refers to programs designed to address and fill gaps in a candidate's skills, helping them meet the required learning outcomes for a specific skill area and level. This training includes using mediation tools to assist learners in bridging the gap between workplace learning and academic knowledge, ensuring they meet the desired standards.

A verifier is a qualified and accredited RPL expert responsible for moderating assessment tools, methods, and results and authenticating the overall assessment process.

Eligibility to RPL RPL conducted for the candidates from KNQF level 3 to level 6 are required to satisfy the minimum RPL requirements.

1. WHAT IS RPL?

Recognition of Prior Learning (RPL) is an educational approach that acknowledges the skills, knowledge, and competencies an individual gains through work experience, informal training, or life experiences. It is a process that assesses these learnings against the standards of specific qualifications within a framework.

The primary purpose of RPL is to:

- i. Provide a formal process for assessing and recognizing the competencies individuals acquire through work experience, informal education, or other non-traditional learning methods.
- ii. Facilitate access to further education and employment opportunities by validating existing skills and knowledge.
- iii. Reduce duplication of learning, saving time and resources for both learners and educational institutions.
- iv. Promote lifelong learning by encouraging individuals to build on their current competencies.

2. WHO IS RPL FOR?

RPL is for any applicant who has acquired relevant competencies through work experience or informal or non-formal learning but does not have a related qualification/certificate.

3. BENEFITS OF RPL

3.1. Benefits to an Individual

It allows an applicant to:

- ❖ Progress within a company
- ❖ Progress with formal education and training
- ❖ Change jobs or sectors
- ❖ Obtain a salary increase
- ❖ Save resources (time and money) by having some units/credits recognized as part of a new qualification (including tertiary education)

- ❖ Qualify for employment in a foreign country (recognition of foreign qualification)

3.1. Benefits to Employers and the Country

- ❖ Increased employability of the population for a healthier labour market
- ❖ Increased ability of the labour market to offer decent jobs
- ❖ Improved access to formal education and training
- ❖ Social inclusion and recognition
- ❖ More motivated labour force
- ❖ More interest in lifelong learning
- ❖ Psychological benefits
- ❖ Higher individual returns to work experience

4. PRINCIPLES OF RPL

The following guiding principles will be applicable:

4.1. Confidentiality

The information and evidence provided by candidates during the RPL process shall be treated with confidentiality and used only for assessment purpose.

4.2. Non- Discrimination

Principles and practices of Equity, Diversity, and Inclusion (EDI) will be mainstreamed throughout the RPL process. RPL shall be accessible to all individuals regardless of age, gender, religion, ethnicity, disability, socio-economic status, or any other protected characteristic.

4.3. Inclusivity and Participation

All stakeholders shall participate in promoting RPL

4.4. Reliability

The RPL process shall yield consistent and dependable results, regardless of when or by whom the assessment is conducted. This ensures that different assessors arrive at the same conclusion when evaluating the same evidence.

4.5. Flexibility

RPL shall accommodate the diverse ways in which individuals acquire knowledge and skills. The process shall be adapted to individual pace, style, and preferences.

4.6. Fairness

The RPL process shall be impartial and unbiased, giving all candidates an equal opportunity to demonstrate their prior learning experiences.

4.7. Transparency

The criteria, procedures, methods, outcomes, and decisions of the RPL process shall be clearly communicated to all candidates.

4.8. Integrity

All RPL stakeholders within and outside the institute shall conduct themselves in a manner that is professionally, ethically and morally acceptable.

4.9. Accessibility

The RPL services and information shall be available to all interested, qualified and eligible candidates.

5. ELIGIBILITY TO RPL

RPL conducted for the candidates from KNQF level 3 to level 6 are required to satisfy the minimum RPL requirements given below:

5.1 RPL at KNQF Level 3

- i. Those in long-term employment with at least 3 years of experience in the relevant field, with no formal qualifications or low-level qualification in the field requested.

5.2 RPL at KNQF Levels 4-5

- i. Individuals seeking to upskill to meet specific purposes e.g. regulatory requirements where minimum mandatory qualifications are required.
- ii. Those employed whose highest educational attainment is limited to KNQF level 3.
- iii. Individuals seeking to move to a new sector and have significant work experience that would help that transition through assessment of core skills.
- iv. The minimum industrial exposure requirement to become eligible for levels 4-5 is 3 years in the relevant field requested.

5.3 RPL at KNQF Level 6

- i. Individuals seeking to upskill for meeting specific purposes e.g. regulatory requirements where minimum competency levels/ mandatory qualifications are required.

- ii. Employers seeking to upskill staff due to, for example, new technologies/work practices.
- iii. Those with qualifications at KNQF levels 4/5 and above with significant work or voluntary experience minimum (3 years) who seek to upskill or transfer to new areas.
- iv. Those unemployed from specific sectors, such as welding and fabrication, and need to re-skill.

6. The RPL PROCESS

6.1 Information and Guidance

6.1.1 Expression of Interest: The potential candidate contacts the RPL unit for information regarding RPL. If the coordinator is satisfied that the candidate qualifies for recognition, the candidate will be directed to the relevant counsellor.

6.1.2 Conduct Information Sessions: The RPL counsellor holds initial consultations with potential candidates to explain the RPL process, its benefits, eligibility criteria, and potential outcomes. The counselor then determines whether the candidate is eligible for the RPL process.

6.2 Application Submission

6.2.1 Formal RPL Application: The potential candidate submits a formal RPL application for consideration. This is done by completing the online form, paying the requisite application fee, and attaching the required documentation.

6.2.2 Processing of Application: The application is received by the RPL coordinator and processed after confirming that all requirements are met.

6.2.3 Communication: Communication of the outcome of an application to the applicant and registration of the successful candidate.

6.3 Pre-Assessment Meeting

The candidate will meet with the RPL Assessor to discuss the candidate's prior learning. The types of evidence required, assessment methods, and timelines shall be agreed upon, and the candidate will receive guidance on the compilation of a portfolio of evidence.

6.4 Portfolio of Evidence Submission

The candidate is responsible for compiling and submitting the portfolio of evidence to the assessor. The portfolio of evidence may constitute but is not limited to the following:

6.4.1 Work- Professional

- ❖ Resume
- ❖ Thank you notes, letters of recommendation
- ❖ Testimonials
- ❖ List of professional references
- ❖ Personality type assessments and/or Strengths Finder assessments
- ❖ Past reviews
- ❖ Work samples from current and previous jobs (non-proprietary)
- ❖ Class projects and educational development
- ❖ Processes or procedures created
- ❖ Sample forms or templates created
- ❖ Evidence of specific soft skills (writing, leadership, communication, conflict resolution)
- ❖ Evidence of specific technical skills (Word, Excel, PowerPoint, website development, databases, event planning)

6.4.2 Education & Training

- ❖ Training attended
- ❖ Course descriptions of training completed next to the certificates of completion
- ❖ Workshops, seminars, conferences attended
- ❖ Qualifications
- ❖ Certifications
- ❖ Licenses
- ❖ Awards received
- ❖ Academic honours
- ❖ Internships
- ❖ Transcripts

6.4.3 Activities and volunteer work

- ❖ Non-profit/charity work (personal or corporate sponsored)
- ❖ Volunteer work
- ❖ Photos from events coordinated
- ❖ Leadership office held in professional/community organizations or on related boards
- ❖ Community service project participation

- ❖ Proof of professional affiliations and leadership roles held

6.4.4 Personal – Interests, if appropriate

- ❖ Special training or independent (self-taught) learning
- ❖ Learning a new skill (e.g. website development)
- ❖ Learning a foreign language
- ❖ Writing skills (e.g. showcase blog posts on a specific career topic or special interest you have, if appropriate.)
- ❖ Personal or professional mission statement
- ❖ Public speaking opportunities
- ❖ Flyers or newsletters designed or written articles
- ❖ Research projects
- ❖ Travel or vacation planning projects

6.5 Assessment of Evidence

The following criteria shall be used to evaluate the evidence submitted.

- i. **Relevance** - Prior learning or experience must directly relate to the competencies in the occupational standards of the trade area for which recognition is sought.
- ii. **Sufficiency** - The applicant must provide adequate and comprehensive documentation as guided by the assessor.
- iii. **Authenticity** – All evidence shall be subjected to due diligence by the assessor to confirm authenticity.
- iv. **Currency** – Evidence should reflect experience or learning no more than four years old.

6.6 Feedback and Recommendations

After evaluation of the evidence, the assessor shall provide feedback to the candidate within 15 working days after submission. The recommendation shall be any of the following:

- i. Proceed for assessment
- ii. Skill gap training
- iii. Submission of additional evidence.

6.7 Insufficient Portfolio

- i. A portfolio is insufficient when it fails to contain all the necessary requirements for which recognition is sought.

- ii. The assessor should notify the candidate of the areas lacking to supply the evidence within 28 days of this notification.
- iii. If the candidate has no further evidence to support their application, RPL may be denied.
- iv. Depending on the extent of the gaps, the assessor may refer the candidate to relevant further training.
- v. Assessors shall inform the RPL coordinator of ongoing communication with the candidate should further evidence be required.

If the candidate is not satisfied with the feedback on the portfolio of evidence, the grievance shall be escalated to the RPL coordinator for determination.

7. ASSESSMENT

The candidate is assessed in the relevant trade area and awarded full qualification, partial qualification, or a recommendation for skill gap training. The assessment will be carried out in accordance with the principles of assessment in formal training, which include reliability, flexibility, fairness, and validity.

7.1 Assessment Methods

The assessment methods selected shall ensure that skills, knowledge, and attitudes are assessed. For each applicant, at least four assessment methods shall be used to assess the competency. The various assessment methods include but are not limited to the following:

- i) **Presentation**- the method consists of preparing, presenting, and discussing a specific learning outcome/s or competency standard in front of a panel of assessors.
- ii) **Theoretical Tests**- These are written or oral tests used to assess knowledge in or of a specific learning outcome or competency standard.
- iii) **Practical tests** – candidates are placed in a simulated environment and tasked with particular tasks.
- iv) **Project** – candidates are given practical tasks to do over a specified period of time
- v) **Observation in real-life conditions**- assessment of candidates in actual conditions of doing the tasks specified in the description of a qualification
- vi) **Portfolio of evidence**- The portfolio shall be comprehensive, organized, and directly aligned with the competency standards. It should include a detailed table of contents mapping evidence to specific criteria.
- vii) **Technical Interview** – A panel of interviewers assesses the applicant's skills and knowledge.
- viii) **Self-Assessment**- An applicant is asked to assess his/her knowledge and skills based on a structured questionnaire.

- ix) **References/Feedback from employers, peers, or subordinates** – The candidate's employers, peers, and subordinates are requested to provide information on his/her knowledge, skills and attitudes

WHAT IF A CANDIDATE IS NOT SATISFIED WITH THE OUTCOME OF AN ASSESSMENT?

If a candidate is unsatisfied with the assessment outcome, there is an appeal process that provides candidates with a structured way to appeal the decision.

7.2 Grounds for Appeal

Candidates may appeal the RPL decision based on the following grounds:

- i. **Procedural error:** If there was a failure to follow the correct procedures during the assessment process.
- ii. **Bias or unfair treatment:** If the candidate believes the assessment was biased or that they were treated unfairly.
- iii. **Insufficient or inaccurate consideration of evidence:** If the candidate believes that the evidence provided was not adequately considered or that the assessor misinterpreted the evidence.
- iv. **New evidence:** If the candidate has new evidence not available during the initial assessment and believes it could impact the decision.

7.3 Submission of Appeal

The candidate shall submit a formal appeal using the RPL appeal form within 14 days of receiving the assessment decision.

The appeal submission shall include the following:

- i. A detailed explanation of the grounds for the appeal.
- ii. Any relevant documentation or additional evidence that supports the appeal.
- iii. Any specific requests or outcomes the candidate seeks through the appeal.

7.4 Acknowledgment of Appeal

Upon receiving the appeal, the RPL coordinator shall acknowledge receipt of the appeal in writing within 14 days, providing the candidate with information about the next steps in the process and an estimated timeline for the review.

7.5 Review of the Appeal

The RPL committee shall review the appeal or a team of assessors not involved in the original assessment.

The review process shall involve:

- i. A thorough examination of the original assessment documentation, the appeal submission, and any additional evidence provided.
- ii. An interview with the candidate, if necessary, to gain further insight into the grounds for the appeal.
- iii. A consultation with the original assessor(s) to clarify any issues or questions related to the initial assessment.

7.6 Decision on the Appeal

After reviewing the appeal, the RPL committee shall make a decision.

The possible outcomes include:

- i. **Upholding the original decision:** If the review committee finds the original assessment was fair and accurate, the appeal will be denied.
- ii. **Reassessment:** If the review identifies issues with the original assessment, the candidate may be offered a reassessment by a different assessor.
- iii. **Adjustment of the decision:** If the review determines that the candidate's evidence was not adequately considered, the original decision may be adjusted to reflect a more accurate evaluation.

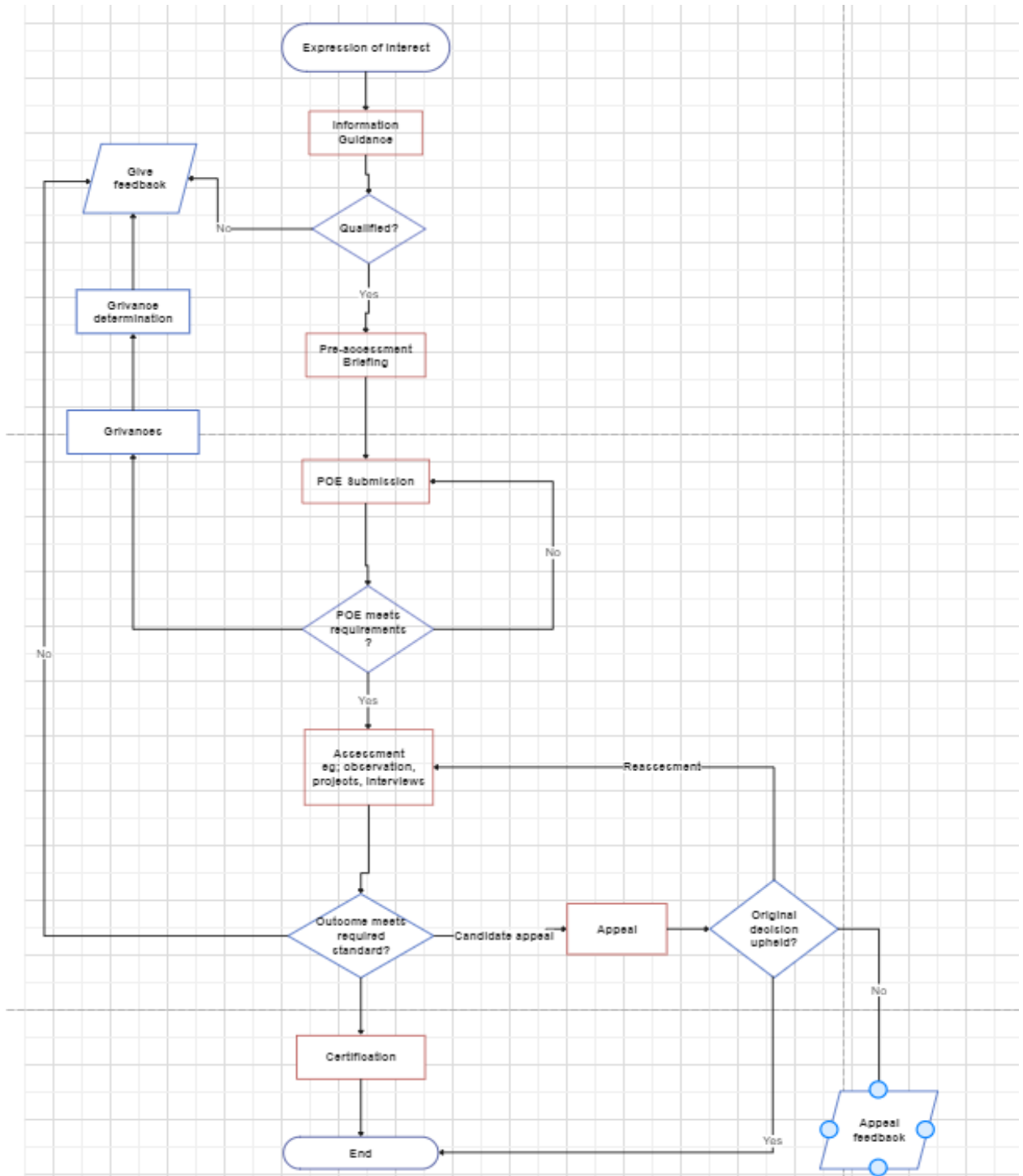
7.7 Communication of the Appeal Outcome

The outcome of the appeal shall be communicated to the candidate in writing within 15 working days from the time of review, providing a detailed explanation of the decision and the reasons behind it. The committee's decision shall be final.

8. CERTIFICATION

Successful candidates shall be awarded a transcript and a certificate by the institute per KNQF requirements.

9. THE RPL PROCESS FLOW CHART



10. APPENDICES

APPENDIX 1: RECOGNITION OF PRIOR LEARNING (RPL) APPLICATION FORM

Application No.

Section 1: Personal Information

- Full Name: _____
- Identification No.: _____
- Phone No. _____
- Email _____
- Gender _____
- Place of work/Organization _____
(If applicable)

Section 2: Educational/Training (Formal/informal/non-formal) Background

No.	Name of Institution	Qualification	Year Attained
1			
2			
3			

Section 3: Work experience

No.	Name of the Organization	Job Title	Dates Worked		Duties and responsibilities
			From	To	
1					
2					
3					

Section 4: RPL claim information

- Trade Area _____
- KNQF trade level _____
- Nature of RPL Application: Partial Qualification [] Full Qualification []

- For partial application please indicate the unit(s) for which you are seeking recognition in the table below:
-

No.	Unit of competence	Unit code
1		
2		
3		
4		

5. Checklist of supporting documentation

1. Curriculum Vitae (CV)
2. Personal Identification
3. Certificates
4. Workplace evidence
5. Evidence of application fee payment
6. Any other evidence

Section 6: Applicant's declaration

I declare that the information provided in this form and the supporting documents is true and accurate to the best of my knowledge.

Signed: _____ Date _____

Applicant

Section 7: For MIOG Official Use Only

- **Date Received:**

- **Outcome:** Accepted [] Rejected []

- **Comment** _____

Signed: _____ Date _____

Signed by RPL Coordinator:

Contact Information:

RPL Coordinator,
Morendat Institute of Oil & Gas
P. O. Box 73442 – 00200

NAIROBI

Email: miog@kpc.co.ke

Phone Number: 0704-801596