

TVET STANDARD

TVETS 02:2023

ICS 03.180

Second Edition

TVET Standard — Recognition of Prior Learning (RPL) — Requirements and guidelines



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REVISION OF TVET STANDARDS

In order to keep abreast of progress in industry, TVET Standards shall be regularly reviewed. Suggestions for improvements to published standards, addressed to the Director General, Technical and Vocational Education and Training Authority are welcome.

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TVET Standard — Recognition of Prior Learning (RPL) — Requirements and guidelines

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Tvet Authority Page

Foreword

Development of the Technical and Vocational Education and Training (TVET) Standards has been necessitated by the need for establishing requirements governing quality of training services in the TVET sector. It is envisaged that through standardization, service delivery disparities that are encountered when services are rendered within the TVET sector will be removed.

Technical and Vocational Education and Training Authority (TVETA) has established a Technical Standards Committee mandated to develop standards through consultations with stakeholders and Kenya Bureau of Standards (KEBS). The Committee is composed of representatives from the TVETA Standards Development Department, public and private sector organizations in the TVET sector.

TVET Standards are developed through a Technical Committee in consultation with key stakeholders and professional experts representing government, regulatory and professional bodies, curricula development and assessment agencies, academia, consumer groups, public and private colleges, universities and other interested parties.

Draft TVET Standards are circulated to stakeholders. The comments received are discussed and incorporated before finalization of the standards, in accordance with the principles and procedures for development of training Standards. Once finalized, the public are then notified through Government gazette.

TVET Standards are subject to review from time to time. Users of the TVET Standards are therefore expected to ensure that they always have the latest versions of the standards they are implementing.

Centre of Excellence (CoE) Standard was first gazetted in the year 2019. Since its initial publication in 2019, CoE Standard has been scrutinized by key stakeholders among them the TVET providers where several inconsistencies have been identified. This 2nd Edition, 2023 has addressed those inconsistencies.

Attention is drawn to the possibility that some of the elements of this document may be subject to patent rights. TVETA shall not be held responsible for identifying any or all such patent rights.

During the review of this Standard, reference was made to the following documents:

TVET Regulations 2015.

TVET Act, 2013.

Recognition of Prior Learning (RPL) Policy Framework in Kenya.

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Guidelines for implementation of Recognition of Prior Learning (RPL) in Kenya.

Policy for Recognition of Prior Learning (RPL) within the vocational education and training (VET) System – Namibia.

Recognition of Prior Learning (RPL): Learning Package: ILO, 2018.

Acknowledged is hereby made for the assistance derived from these sources.

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TVET Standard — Recognition of Prior Learning (RPL) — Requirements and guidelines

1 Scope

1.1 This TVET Standard prescribes requirements and guidelines applicable to all TVETA accredited Recognition of Prior Learning (RPL) Centres in Kenya.

1.2 These requirements and guidelines are applicable to the following aspects of RPL implementation:

- a) Centre readiness.
- b) Steps involved in the assessment process.
- c) Roles and responsibilities of all stakeholders involved in the process.
- d) Monitoring and quality assurance of the processes.
- e) Review of the RPL Process.

2 Normative references

The following documents are referred to in the text in such a way that some or all of their content constitutes requirements of this document. For dated references, only the edition cited applies. For undated references, the latest edition of the referenced document (including any amendments) applies.

TVETS 07, *TVET Standard — CBET Assessment Centre — Requirements and guidelines*

TVETS 08, *TVET Standard — Competence-based education (CBET) assessment tools — Requirements and guidelines*

RPL National Policy

3 Terms and definitions

For the purposes of this document, the following terms and definitions apply.

3.1

assessment

systematic method of obtaining information from observation, tests and other sources, used to draw inferences about the performance and achievements of an individual to demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education

3.2

assessor

person who can assess a candidates' performance and related knowledge in a range of tasks to ensure that competence / knowledge demonstrated meets the requirements of the qualification

or

person who instructs, assess, grades, and give academic reporting that are based on students demonstrating that they have learned the knowledge and skills to the expected standard that meets the requirements of a qualification

3.3 informal learning
learning that results from daily activities related to paid or unpaid work, family or community life, or leisure, mainly involving incidental learning

3.4 non-formal learning
planned educational interventions that are not consciously intended to lead to award of a full or partial or any qualification

3.5 Portfolios of Evidence (PoE)
guided collection of objects, pictures and written testimonials duly prepared by an RPL candidate as evidence in support of his or her application for RPL assessment or issuance of a partial or full qualification

3.6 Recognition of Prior Learning (RPL)
process used to identify, assess and certify an RPL candidate's knowledge, skills and competencies acquired in non-formal or informal learning, such as work or life experiences, against prescribed standards or learning outcomes

3.7 RPL assessor
accredited RPL practitioner who carries out assessment to ascertain the claimed competencies based on evidence submitted and/or observed against set standards

3.8 RPL applicant
person who presents himself/herself for RPL assessment

3.9 RPL candidate
RPL applicant who qualifies for RPL assessment

3.10 RPL coordinator
RPL practitioner in charge of an assessment centre tasked with the RPL administrative and logistical support

3.11 RPL practitioner
person involved in the RPL assessment process which includes, coordinator, advisor/counsellor, assessors and verifiers

3.12 RPL advisor/counsellor
mentor accredited to guide the candidate about RPL procedure, requirements, and their suitability for an assessment

Note to entry Advisor and Counsellor will be used interchangeably in this document.

3.13 RPL verifier
accredited RPL practitioner responsible for authentication of assessment process and results

3.14 TVET provider
institution or other entity accredited by TVETA and licensed to offer learning programme(s) that leads to qualification or part qualification registered on the KNQF

4 Requirements and guidelines

4.1 Accreditation of RPL centre

4.1.1 Each prospective RPL centre shall apply to TVETA for its accreditation in a prescribed format as given in Annex A.

4.1.2 A TVET provider that aspires to be an RPL centre shall provide evidence of:

- a) Physical resources for RPL assessment in specific approved TVET programme(s);
- b) Approved Occupational Standards and respective curriculum for registered qualifications;
- c) Provision of reasonable adjustments to cater for Persons With Disabilities (PWDs);
- d) Accredited RPL practitioners for respective TVET programme(s);
- e) Complaints and appeals handling mechanisms;
- f) Institutional RPL policy;
- g) RPL applicant/candidate support systems;
- h) Code of conduct of RPL practitioners; and
- i) Communication and promotion strategy for RPL process.

4.2 Accreditation of RPL practitioners

4.2.1 RPL practitioners shall include:

- a) RPL coordinator
- b) RPL advisor/counsellor
- c) RPL assessor
- d) RPL verifier

4.2.2 RPL practitioners shall apply to TVETA for accreditation in a prescribed format as given in Annex B.

4.2.3 RPL practitioner shall meet the following requirements:

4.2.3.1 TVET trainer shall:

- a) be a registered trainer by TVETA;
- b) have at least two years' experience as a trainer;
- c) have relevant qualification that is at least one level above the level of RPL offered; and
- d) have undertaken capacity building of at least 4 weeks in RPL process.

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4.2.3.2 Industry expert shall:

- a) have relevant qualification that is at least one level above the level of RPL offered;
- b) have proven industrial experience of at least three years; and
- c) have undertaken capacity building of at least 4 weeks in the RPL process.

4.2.4 TVETA shall maintain a register of accredited RPL practitioners.

4.2.5 RPL practitioners shall renew their accreditation after every 3 years with TVETA having fulfilled Continuous Professional Development (CPD) requirements.

4.3 Institutional RPL policy

4.3.1 RPL centre shall develop institutional policy to guide implementation of RPL. The RPL policy may be developed separately or embedded into other institutional policies.

4.3.2 The RPL centre shall develop and implement a centre RPL policy which covers, but is not limited to, the following areas:

- a) institution core values;
- b) scope for RPL within the institution;
- c) RPL awareness and publicity creation;
- d) guiding and counselling of RPL applicants;
- e) security of assessment related processes and materials;
- f) assessment and certification procedures;
- g) briefing of candidates;
- h) support of PWDs;
- i) security of RPL assessment tools;
- j) candidate's data protection;
- k) provision for feedback;
- l) handling assessment irregularities and malpractices;
- m) handling assessment complaints and appeals;
- n) RPL practitioners' capacity building;
- o) monitoring, evaluation and learning; and
- p) costing and financing of RPL.

4.3.3 The institutional RPL policy shall be consistent with the requirements specified by the assessment body.

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4.3.4 The institutional RPL policy shall be transparent and accessible to stakeholders including RPL applicants.

4.3.5 The policy shall be reviewed at least every 5 years for consistency with RPL national policy and other applicable regulatory requirements.

5 Conduct of RPL

5.1 Roles and responsibilities of stakeholders

Roles and responsibilities of RPL stakeholders shall be as outlined in Annex C.

5.2 Requirements for assessment

5.2.1 RPL centres shall use accredited RPL practitioners to carry out the assessment.

5.2.2 The procedures and criteria for the assessment of qualifications shall be transparent, coherent, reliable and meet assessment requirements developed by the assessment body.

5.3 RPL process

5.3.1 The curriculum developer in collaboration with stakeholders shall identify units of competency and programmes that can be achieved on the basis of recognition of prior learning.

5.3.2 The RPL centre shall

- a) align the RPL activities to the schedule of the respective assessment body;
- b) appoint RPL coordinator to manage RPL process;
- a) create awareness and publicity. Creation of awareness and publicity may include but not limited to:
 - i. establishing mechanisms for RPL awareness creation;
 - ii. providing general information about the RPL opportunities, related requirements, steps to take and available support; and
 - iii. ensuring that the RPL process is clear to all stakeholders.
- c) provide guidance and counselling by:
 - i. appointing RPL Counsellor/advisor to provide applicants with more detailed information about the RPL process;
 - ii. developing procedures for RPL guidance and counselling;
 - iii. providing applicants with guidance on the specific RPL steps and their requirements;
 - iv. conducting initial assessment (pre-screening) of applicants and support them in preparing their Portfolios of Evidence (PoE); and
 - v. providing guidance on skills gap training.

5.3.3 Assessment and certification

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5.3.3.1 RPL is an assessment strategy that shall follow the same principles of competence-based assessment as per TVETS 07 and TVETS 08.

5.3.3.2 RPL shall use a range of assessment mechanisms that are proportionate to the task and comparable to other assessment processes used to determine whether learning outcomes have been achieved.

5.3.3.3 The assessment body shall undertake the following:

- a) appoint and set panels of RPL assessors and verifiers;
- b) review the Portfolios of Evidence (PoE) submitted against assessment requirements;
- c) prepare the applicant for a final assessment if PoE meets the assessment requirements;
- d) conduct final assessment;
- e) provide feedback on assessment; and
- f) award applicable qualification.

5.4 Complaints and appeal mechanism

5.4.1 RPL centre shall put in place procedures for handling a candidate's complaint and appeal if not satisfied with the assessment outcome.

NOTE Responses to candidate queries and concerns should be as open and informative as possible.

5.4.2 Re-assessment shall be conducted as per the institutional policy and assessment body guidelines.

6 Quality assurance

Quality assurance of the RPL process shall be conducted by TVETA, assessment body and professional bodies.

Annex A
(normative)

Application form for accreditation of RPL centre

SECTION A: RPL PROVIDER PARTICULARS

Name of Institution			
TVETA Registration Number			
Postal Address	P.O. Box	Code:	Town:
Physical Address	Location/Building		
	Road/Street:		
Telephone No.			
e-mail and website			
Type (Public or Private)			
Category (NP, TVC or VTC)			
Contact Person	Name:	Designation:	
	Tel.:	Email:	

SECTION B: PROGRAMME/S TO BE ASSESSED THROUGH RPL

S/No.	Programme Code	Programme Title	KNQF Level	Assessment Body
1.				
2.				
3.				

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SECTION C: RPL PRACTITIONERS DETAILS (Coordinator, Advisor/Counsellor, Assessors and Verifiers)

(Coordinator, Assessors and Verifiers listed below, must have attended the RPL Capacity building session)

S/No.	Name	TVETA Registration Number	Qualification and Unit of Competency registered to assess	Role (Coordinator, Advisor/Counsellor Assessor or Verifier)
1.				
2.				
3.				

SECTION D: RPL REQUIREMENTS

(The section below must be completed in full and enough information must be provided)

1. Does the Institution have an updated? a) RPL policy and b) procedure, outlining how RPL assessments will be conducted? (Attach these two documents)	
2. Is the institutional RPL policy aligned with the TVETA RPL Standard?	
3. Did the Institution implement RPL assessment/s prior to this application?	
4. If so, were the candidates verified and endorsed by the Qualification Awarding Institute (Assessment Body)? (Please provide the programme code and verification date)	

SECTION E: DECLARATION

(RPL Provider/TVET Institution Management to sign off)

I, _____ (Full Name)

the undersigned representative of, _____
(Institution name)

declare and acknowledge that the information given in this Application Form is true and accurate.

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Signature

Date

(Completed application form to be sent to: info@tveta.go.ke)

Annex B (informative)

Application form for accreditation of RPL practitioner

SECTION A: RPL PRACTITIONER'S DETAILS

Title	First Name	Middle Name	Surname
Nationality	National ID or Passport No.		
Special Needs	Yes	No	If "yes" specify
Type of Applicant	TVET Trainer (Indicate your TVETA Registration Number)		
	Industry Expert		
Postal Address	P.O Box	Code:	Town:
Physical Address	Location/Building		
	Road/Street:		
Telephone No.	e-mail		

SECTION B: APPLICANT'S QUALIFICATION

Academic/Professional (Craft/Diploma/Degree) Qualifications Achieved starting with most recent (Please attach copies of certificates certified by Commissioner of Oaths/Judge/Magistrate)

S/No.	Qualification	Awarding Body/Institution	Period

SECTION C: CPD PROGRAMMES UNDERTAKEN

S/No.	CPD PROGRAMME TITLE	CPD PROVIDER	PERIOD

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SECTION D: APPLICANT'S WORK EXPERIENCE

(Put in chronological order, beginning with the most recent position. Please attach extra sheets if necessary)

S/No.	OCCUPATION	JOB TITLE	PERIOD

SECTION E: PROGRAMME/S INTENDING ASSESSING THROUGH RPL

List the approved qualification/s, or programme/s or unit standards that you are applying for registration to assess.

S/No.	Programme Code or Unit of Competency code	Programme Title or Unit of Competency Title	KNQF Level
1.			
2.			
3.			
4.			
5.			

SECTION F: DECLARATION

(RPL Practitioner to sign off)

I, _____ (Full Name)

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declare and acknowledge that the information given in this Application Form is true and accurate.

Signature

Date

(Completed application form to be sent to: info@tveta.go.ke)

Annex C (normative)

Roles and responsibilities of key players in implementing RPL

C.1 TVETA

TVETA shall play its regulatory role as provided for in the TVET Act, 2013 through provision of TVET standards and guidelines for RPL and quality assurance. Specifically, the Authority shall:

- a) Accredit RPL Centres and RPL practitioners in TVET sub-sector.
- b) Provide support and guidance to RPL Centres on RPL implementation through sensitization.
- c) Monitor and evaluate RPL process in the Centres;
- d) Develop standards and guidelines for implementing RPL within the TVET.
- e) Undertake research on RPL implementation.
- f) Maintain a central database of RPL Centres and RPL practitioners.

C.2 Employer

The employer shall:

- a) Entrench RPL Policy into the existing employer regulations and human resource policy;
- b) Sensitize and encourage employees to apply for RPL assessment;
- c) Identify employees' skills for RPL application;
- d) Assist employees to identify appropriate training and assessment opportunities; and
- e) Financially support RPL-oriented assessments.

C.3 Industry

The industry shall:

- a) Participate in development of Occupational Standards;
- b) Participate in policy formation for the RPL process and system;
- c) Contribute in the development and acquisition of training materials;
- d) Participate in competence assessments process; and
- e) Provide opportunities for industry training and experience.

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C.4 TVET RPL Centre

The Centre shall:

- a) Develop an institutional RPL policy;
- b) Create awareness and publicity on RPL;
- c) Schedule RPL activities;
- d) Appoint RPL practitioners;
- e) Facilitate the conduct of final assessment;
- f) Provide opportunities for skills gap training;
- g) Manage candidates' records;
- h) Provide feedback to stakeholders;
- i) Provide physical resources for assessment; and
- j) Mainstream gender and special needs practices in RPL processes.

C.5 Assessment Body

The assessment body shall:

- a) Develop RPL assessment and certification framework in line with National RPL policy and standards;
- b) Develop and disseminate assessment guidelines ;
- c) Appoint and capacity build of RPL Practitioners;
- d) Prepare and disseminate a national assessment schedule for RPL;
- e) Develop RPL assessment tools;
- f) Conduct RPL assessment;
- g) Maintain assessment database of RPL Candidates;
- h) Develop RPL appeal procedures;
- i) Award applicable qualification;
- j) Develop and implement RPL process feedback mechanism;
- k) Regularly review the RPL process for continual improvement.

C.6 RPL Coordinator

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This is an RPL practitioner appointed to be in charge of the assessment process. They shall:

- a) Liaise with the assessment body on registration of RPL applicants.
- b) Notify the candidate regarding the assessment process by the RPL Assessment Panel.
- c) Ensure the pretest of equipment and tools for assessment have been done.
- d) Ensure appropriate mediation tools for up skilling are provided.
- e) Receive, store and secure assessment materials.
- f) Handle general RPL enquiries from applicants.
- g) Provide information to RPL key players.
- h) Coordinate RPL advisors, assessors, and verifiers.
- i) Communicate with the assessment body on the outcome of the assessment for the purpose of awarding qualification.
- j) Manage RPL Centre database.

C.7 RPL Counsellor/Advisor

An RPL counsellor/advisor shall be a subject matter expert appointed to conduct guidance and counselling of applicants on the RPL process. The Counsellor/Advisor shall:

- a) Guide an applicant on the requirements for the relevant skill area and qualification level as per the occupational standards;
- b) Advise on portfolio of evidence collection;
- c) Verify portfolio of evidence for authenticity, relevance, currency, sufficiency, completeness and adherence to set requirements;
- d) Identify gaps - skills or evidence related;
- e) Recommend skills and knowledge gap training;
- f) Prepare applicants for final assessment on:
 - i. Possible assessment outcomes;
 - ii. Psychological preparedness;
 - iii. Financial implications;
 - iv. Social implications;
 - v. Reasons why they are to be assessed;
 - vi. Benefits to accrue from the recognition and outcomes of the assessment;

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- vii. Opportunity for reassessment;
- viii. Skills upgrading opportunities.
- g) inform the applicant on appeals procedure in case one is not satisfied with outcomes.
- h) Recommend candidate for:
 - i. Full or partial assessment;
 - ii. Skills upgrading;
 - iii. Assessment for relevant qualification level and trade area.
- i) Forward documentation to the RPL Assessor once the applicant meets the expected requirement for assessment; and
- j) Advise the RPL centre and practitioners on the requirements for the vulnerable and special needs persons being assessed.

C.8 RPL Verifier

A verifier shall be a subject matter expert appointed by RPL Centre and QAI and shall be responsible for verification of assessment process. The verifier shall:

- a) Sample not less than 10% of the candidates and assess them concurrently with the assessor;
- b) Analyze the overall percentages awarded by various assessors;
- c) In the event of significant variation, the verifier shall investigate and make a suitable recommendation to the QAI or Centre;
- d) Generate a verification report and submit to the QAI or Centre.

C.9 RPL Assessor

An RPL assessor shall be a subject matter expert appointed by QAI to conduct competence assessment. The Assessor shall:

- a) Pre-test each assessment tool to ensure it is valid, reliable and consistent;
- b) Assess the portfolio of evidence for comprehensiveness, currency, validity and authenticity;
- c) Administer the assessment tool as scheduled;
- d) Assess, award and grade the achievement of a candidate; and
- e) Prepare and submit assessment results to QAI.

C.10 RPL Applicant

An Applicant shall participate in the RPL process and provide appropriate evidence to prove competence(s). The Applicant shall:

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- a) Apply for RPL;
- b) Provide evidence pertaining to claimed Prior Learning;
- c) Prepare their profiles and portfolio to meet the regulators of the RPL process;
- d) Undertake continued development where skill gaps are identified;
- e) Produce sufficient evidence of current competencies and of prior achievements (where applicable);
- f) Provide feedback as applicable on the RPL process.

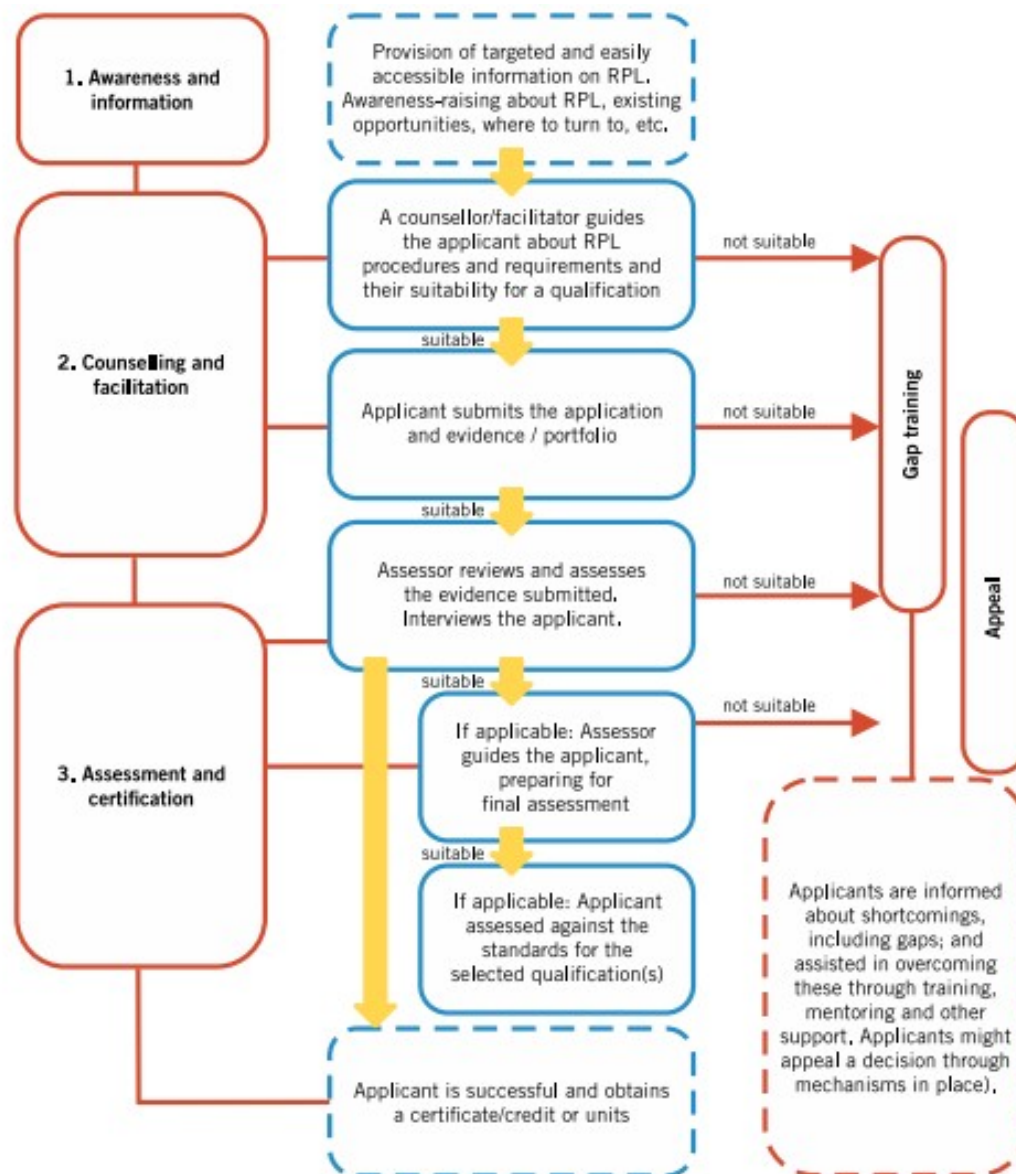
C.11 RPL Candidate

RPL Candidate shall

- a) Discuss and agree on the assessment plan with assessors;
- b) Prepare and make themselves available for assessment;
- c) Adhere to assessment rules and regulations;
- d) Follow appeals procedure when necessary;
- e) Be entitled to fundamental rights such as:
 - i. The right to fair and transparent processes;
 - ii. Have a clear understanding of the outcomes to be met, assessment standards and criteria and the certification processes;
 - iii. Candidate-centred assessment; and
 - iv. The right to appeal a decision.

Annex D (informative)

RPL Process



Adopted from Recognition of Prior Learning (RPL): Learning Package: ILO, 2018

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