THE KITALE NATIONAL POLYTECHNIC

RECOGNITION OF PRIOR LEARNING POLICY

NOVEMBER, 2022

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KITALE NATIONAL POLYTECHNIC VISION, MISSION AND CORE VALUES

Vision

To be a Polytechnic of excellence in Competency Based Education and Training, and Research

Mission

To produce globally competitive graduates through Competency Based Education and Training, Research and Innovation for sustainable development

Core Values

Customer focus

Equity

Innovation

Integrity

Professionalism

Team work

FOREWORD

Kitale National Polytechnic is cognizant of the fact that many people in Kenya have skills but lack relevant certification. In this regard, The Polytechnic fraternity is committed to fulfilling its mandate as a training institution to produce quality manpower for the various sectors of our economic development. The Polytechnic endeavors to attain the RPL certification through proper assessment and sensitization of staff, students, stakeholders and community.

I wish to record my sincere appreciation to the education sector for considering RPL to bridge the skills gap in the employment sector. The Policy will ensure a continued and sustainable response to skills in the country and beyond. I am also delighted that, as a result of consultations, the KNP is now ready to roll out this policy for RPL. This will represent a major milestone in the management of qualifications recognized and awarded in Kitale National Polytechnic and opens doors for innovation and massification of education while maintaining quality. The policy opens new doors for more flexible pathways through any curriculum thus enabling greater participation in education by learners from a wide range of backgrounds. Finally i would like to thank the KNP team for spearheading this important process.

DR. BENSON RIRIMPOI
CHAIRPERSON KNP GOVERNING COUNCIL

PREFACE

The Kitale National Polytechnic is committed to providing high quality Technical, Vocational, Education and Training and Competency Based Education and Training, that is responsive to globally competitive market demands. In pursuit of this, The Polytechnic established recognition for prior learning unit in order to provide services to staff, trainees and the community at large.

The purpose of the policy is to build synergy among the Polytechnic staff and trainees and their capacity to develop, implement, own, sustain, and promote RPL assessment in the Polytechnic. Kitale National Polytechnic is therefore committed to providing quality assessment in order to meet and strive to exceed customers' expectations.

We wish to acknowledge all stakeholders who participated directly or indirectly towards the development of this Policy. We look forward to its successful implementation.

AKOLA JOHN OTIENO

PRINCIPAL /SECRETARY KNP COUNCIL

DEFINITION OF TERMS

Advanced standing: Status granted to a learner for admission to studies at a higher level than the learner's prior formal studies would have allowed, including exemption where applicable.

Credit: A unit of academic measurement of educational value.

Credit accumulation: The totaling of credits required to arrangement whereby the diverse features of both credit accumulation and credit transfer are combined to facilitate lifelong learning and access to the workplace.

complete a qualification or part qualification.

Credit transfer: Vertical, horizontal or diagonal relocation of credits towards a qualification or part qualification in the same or different levels, programmes, departments or institutions.

Credit Accumulation and Transfer System: An Formal **learning:** Learning that occurs in an organized and structured education and training environment and that is explicitly designated as such.

Informal learning: Learning that results from daily activities related to paid or unpaid work, family or community life, or leisure, incidental learning.

Learning programme: A purposeful and formally structured set of learning activities and experiences that collectively lead to a targeted qualification.

Lifelong learning: Learning that takes place in all contexts of life: from life-wide, life-deep and lifelong perspectives. It includes learning behaviors and obtaining knowledge, understanding, attitudes, values and competencies for personal growth, social and economic well-being, democratic citizenship, cultural identity and employability.

Non-formal learning: Planned educational interventions that are not consciously intended to lead to award of a full or partial or any qualification.

Part qualification: Award of credit(s) for an assessed unit of learning as a module of employable skills sets that form part of cumulative credits of a registered qualification awardable after completing all the units of learning in a course/programme type or level.

Portfolio: A guided collection of objects and 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.

Professional body: A body or regulated experts or practitioners in an occupational field and may include a roll of members of an association or society.

Professional designation: Title or status conferred by a professional body in recognition of a person's expertise and right to practice in an occupational field using a certain rank.

Recognition of Prior Learning: A 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.

Resourcing of RPL: Direct and indirect mobilization of physical, infrastructural, human, financial and time resources needed to build, mainstream and maintain a sustainable RPL system at both the National and County Government Levels.

RPL Candidate: The person identified for RPL assessment

RPL Initiator/Advisor: A person who guides/advises candidates on the RPL process.

RPL Assessor: A person who assesses the evidence against the criteria defined.

RPL Moderator : A person who Verifies the assessment to establish fairness and equity in the RPL process.

RPL practitioner: A person who functions in one or more aspects of RPL provision, including policy development, advisory, portfolio building, skill course design and facilitation, assessment and moderation of RPL through administration, monitoring and evaluation and research and development.

Skills Development Provider: An institution or other entity that offers a learning programme that leads to a qualification or part of qualification registered on the KNQF.

Work Experience: Activities undertaken in the workplace, where the acquisition of skills, knowledge and attitudes are related to routine tasks, processes and outcomes of a particular occupation.

ABBREVIATIONS AND ACCRONYMS

CAT	Credit Accumulation and Transfer
CDACC	Curriculum Development Assessments and Certification Council
CUE	Council for University Education
EAC	East African Community
EQAs	External Quality Assurance Agencies
ESQAC	The Education Standards Quality Assurance Council
EU	European Union
ILC	International Labour Conference
KNQA	Kenya National Qualifications Authority
KNEC	Kenya National Examination Council
KASNEB	Kenya Accountants and Secretaries National Examinations Board
LLL	Lifelong Learning
MDAs	Ministries, Departments, Agencies and SAGAs
M&E	Monitoring & Evaluation
MIS	Management Information System
NVQF	National Vocational Qualification Framework
NITA	National Industrial Training Authority
NLRD	National Learners' Records Database
RPL	Recognition of Prior Learning
TVET	Technical and Vocational Education and Training
TVETA	Technical and Vocational Education and Training Authority

CHAPTER ONE
INTRODUCTION

1.0 Historical Background

The Kitale National Polytechnic (KNP) is a Technical Vocational Education and Training (TVET) institution mandated to train technical manpower in Sciences, Engineering, Technology (SET), Business, and Liberal Studies. The Polytechnic was established in 1980 as a technical secondary school under the provisions of the Education Act (Cap 211). It was built between 1980 and 1985 by the Kenya Government with the assistance of the Swedish International Development Agency (SIDA).

The Polytechnic grew over the years from a Technical Secondary School to a Technical Training Institute until 2016 when it was elevated to the status of a National Polytechnic through the Kitale National Polytechnic Order, 2016.

The Polytechnic offers a wide range of courses under nine academic departments, namely; Mechanical and Automotive Engineering, Electrical and Electronic Engineering ,Building and Civil Engineering, Applied Sciences, Agriculture and Environmental Studies, Business Studies, Liberal Studies, Institutional Management, and Information Communication Technology (ICT). Trainees are admitted for courses at higher diploma, diploma, craft certificate and artisan levels.

The Polytechnic's primary objective is to equip trainees with competencies and occupational skills that would not only make them self-reliant but also enable them compete in the challenging global job market. Great emphasis is laid on implementation of CBET programmes, acquisition of practical skills, work attitudes, self-discipline and entrepreneurial skills. Practical skills are enhanced through practical lessons, industrial attachment, field work and academic trips.

1.1 Qualification Awarding Institution Mandate

As a TVET institution, the KNP Order, 2016 gives the Polytechnic legal mandate to be a Qualification Awarding Institution (QAI). This is in line with Kenya National Qualification Framework, KNQF Act, 2014 that recognizes National Polytechnics as QAIs upon meeting requirements for accreditation.

1.2 Recognition of Prior Learning

Recognition of Prior Learning (RPL) aims to recognize all persons who have acquired competency through informal and non-formal settings. RPL targets different categories

of individual learners or potential candidates in the society seeking access to certification and recognition of their competencies regardless of one's educational background level, age, gender, status in society, disability, race, religion or nationality. Recognition of Prior Learning is critical to the development of a responsive and equitable education and training system that facilitates access, mobility, progression and fair chances to the disadvantaged, discouraged and traditionally marginalized groups.

Formal education and training faces challenges in resolving emerging issues due to the nature of its rigid systems and broad scope of courses while work-places are increasingly changing towards highly specialized, narrow skills for work.

To address these challenges, Kitale national polytechnic needs innovative and effective policy framework to integrate RPL into its variety of courses.

1.3 Legal Framework

This legal framework of this RPL policy is anchored on:

i. Technical and Vocational, Education and Training, act 2013 that is mandated to set standards for the implementation of this Policy

ii. KNP order ,2016

iii. International Labor Organization (ILO) recommendations (No 195) on the importance of recognizing skills, prior learning and previous experiences irrespective of the countries where they are acquired

iv. Section 8 (1) (a), (c) and (k) of the KNQF Act, 2014which mandates the Authority to co-ordinate and supervise the development of policies on national qualifications, develop a system for assessment of national qualifications and provide for the recognition of attainment or competencies including skills, knowledge, attitudes and values

v. Sessional Paper No. 1 of 2019: on Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development

vi. Sustainable Development Goal No. 4 on ensuring inclusive and equitable quality education and promotion of lifelong learning opportunities for all.

1.4 Scope

This RPL Policy shall apply to all the RPL Practitioners, the persons seeking RPL certification, industry and KNP management.

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1.5 Policy Statement

The KNP RPL Policy shall be committed to providing all RPL candidates with a fair and accessible process for recognition of their respective prior learning. The process is meant to recognize the skills, knowledge, performance outcomes and learning achieved outside the formal education and training system. This could include employer-provided training, learning and assessment pathways (Credit Transfer) and informal or experiential learning.

1.6 Policy Objectives

The main objective of this policy is to provide a framework for recognition of all skills gained on the job or as a result of informal or unstructured learning experiences.

The specific objectives shall be to:

i.   Enable potential candidates to attain appropriate recognition of the knowledge and skills required for personal development and employment.

ii. Provide the basis for guidelines and procedures for implementing RPL, and for effective monitoring, evaluation and learning.

iii. Meet the global standards for achieving inclusive and equitable education to promote lifelong learning and opportunities for all for sustainable development.

1.7 Guiding Principles

The RPL Policy shall be guided by the National Values and Principles of Governance as stipulated in Article 10 of the Constitution of Kenya, 2010 as follows:

i.   Confidentiality: All information regarding RPL Assessment of an individual will be treated with confidentiality. Assessors shall have the responsibility to maintain and respect confidentiality.

ii. Non-Discrimination: All applicants for Recognition of Prior Learning shall access all services without discrimination. To remove and include timeliness and fairness

iii. Inclusivity and Participation: This principle acknowledges the role of participation and consultation of all stakeholders in promoting RPL process.

iv. Collaboration: The Kitale national polytechnic shall coordinate and seek partnerships and collaboration with all actors offering RPL services.

v. Sustainability: The Kitale national polytechnic shall promote RPL through multi-sectoral collaboration to ensure sustainability.

1.8 Benefits of RPL
1.8.1 Benefits To the candidate
i. Personal development by gaining credits towards a qualification for purposes of certification

ii. Progression into formal learning programmes.

iii. Employment, promotion and a salary enhancement in an organization

iv. Pursuing a different career path

v. Necessity to abide by a new regulation to conserve employment

vi. Promotes self-esteem of students

1.8.2 Benefits to the polytechnic
i. Increase of polytechnic revenue

ii. Increase of polytechnic enrolment

iii. Increase employee retention

iv. Increase the motivation of employees

v. Enhance collaboration between the polytechnic, the informal sector and the industry

vi. Enable the polytechnic to offers a wide range of programs

1.8.3 Benefits to the Economy
i. Integration of informal sector into the national development agenda

ii. Creation of a national database of skills and competencies that can contribute to national development hence leading to effective utilization of the human capital

iii. Social inclusivity and hence national cohesion

iv. increased productivity to the economy

v. Enable informal micro enterprises to migrate into national / formal economy

1.9 Expected Academic Outputs from RPL
This RPL Policy shall therefore be used to achieve the following:

i. Accessibility: Provides an alternative access route into a qualification or part qualification for those who do not have the formal requirements for admission.

ii. For credit: Provides for the formal award of credits for, or towards a

qualification or part-qualification registered on the KNQF.

iii. Gives the beneficiaries of RPL an enhanced sense of self-esteem and productivity

iv. Widening of the job opportunities horizon

v. Increased capacity to undertake mentorship

CHAPTER TWO
POLICY PROVISIONS

2.1 Regulatory Framework

KNP shall ensure that RPL system is an integral part of KNP Academic Policy.

2.1.1 Strategies

KNP shall:

i. Define the RPL Scope

ii. Embed the RPL policy into KNP academic policy

iii. Recognize of RPL qualifications in the KNP Human Resource policy

iv. Embed RPL into existing relevant KNP policies and strategies for recognition of skills and qualifications;

2.2 Institutional Framework for RPL

KNP shall promote collaboration with assessment centers carrying out RPL on behalf of the Polytechnic and build their capacity to promote the quality of RPL processes.

2.2.1 Strategies

KNP shall:

i. Define the role of RPL practitioners

ii. Assess the capacity of the existing RPL practitioners

iii. Build capacity of RPL practitioners

iv. Set up exclusive RPL unit within the polytechnic;

v. Establish inter departmental committees to coordinate RPL activities.

2.3 Quality Assurance and Evaluation System

Qualifications shall be skill or competency-based, with clearly defined standards or learning outcomes. The Kitale National Polytechnic in collaboration with KNQA, industry and other stakeholders shall develop occupational standards for RPL programs.

2.3.1 Strategies
KNP shall:

i. Develop units to match occupational standards depending on the qualification

ii. Develop appropriate methodology for effective implementation

iii. Design assessment methodologies around profiles of applicants that are

likely to use the system, including those from disadvantaged groups

iv. Establish KNP standardized RPL processes and methods

v. Play an oversight role to ascertain the quality of assessment for KNP and assessment centers

vi. Develop continuous RPL training programme for practitioners

vii. Establish a monitoring, evaluation and learning system to regularly revise RPL processes for continuous improvement.

2.4 Assessment Methodologies and Tools

Kitale National Polytechnic shall ensure appropriate assessment tools are developed depending on the qualification assessed for certification. The assessment shall uphold integrity and credible evidence for certification.

2.4.1 Strategies

KNP shall:

i. Combine the portfolio method with a trade test

ii. Develop assessment tools

iii. Provide up-skilling opportunities for RPL candidates

iv. Develop and secure a test bank (i.e. set of random questions) to be used by RPL assessors as and when required, according to demand.

2.5 Exemptions, Recognitions and Transfer of Credit Points

Exemptions and Recognitions shall be either in terms of particular KNQA specified courses or a specified number of credits. Learners may transfer their credit points from one programme to another. RPL shall be used for access into a program when the specified prerequisites of a formal course of education have not been undertaken.

2.5.1 Strategies;
KNP shall:

i. Accept transcripts from previous program areas;

ii. Specify credit for designated units or competencies; or

iii. Award credit on the basis of a combination of credit transfer plus an individual RPL assessment of work and life experiences;

iv. Determine appropriate evidence to support the claim of prior learning.

2.6 Financing and Sustainability

Kitale National Polytechnic shall mobilize resources for sustainable and successful implementation of RPL programs.

2.6.1 Strategies
KNP shall:

i. Establish guidelines on chargeable fees and payment modes for training, examinations, assessment and certification for RPL;

ii. Develop a resource mobilization strategy to make RPL affordable;

iii. Enhance partnerships and collaborations and sponsorship with key stakeholders;

iv. Ensure inclusivity by establishing subsidies for applicants from disadvantaged groups.

2.7 Collaboration, Partnerships and Linkages

Kitale National Polytechnic shall promote partnerships, collaboration and linkages with all actors and stakeholders in the implementation of RPL programs.

2.7.1 Strategies
KNP shall:

i. Form internal Industrial Advisory Committees

ii. Develop memoranda of understanding with partners

iii. Provide sensitization forums with stakeholders

2.8 RPL Sensitization

KNP shall promote awareness and publicity campaigns to stakeholders.

2.8.1: Strategies
KNP shall:

i. Disseminate of the KNP policy to all stakeholders;

ii. Organize Campaigns to popularize the RPL to the public;

iii. Roll out of the RPL Programs.

CHAPTER THREE

INSTITUTIONAL ARRANGEMENT

Kitale National Polytechnic is in the process of establishing a sustainable institutional arrangement on delivery of assessment, certification and recognition of the RPL.

3.1 Responsibilities of the Polytechnic

KNP shall:

i. Maintain accreditation status as a Qualification Awarding Institution

ii. Seek accreditation from TVETA for the programs to assessed in RPL

iii. Prepare and counsel applicants who want to enroll and participate in RPL

iv. Enhance the capacity to implement RPL

v. Collaborate with KNQA and TVETA to advance the implementation, monitoring and evaluation of RPL

vi. Ensure effective planning and funding for RPL administrative and logistical systems to support all programmes and services

vii. Put systems and procedures in place to incentivize and support the registration and continuing professional development of RPL practitioners

viii. Provide advice, counselling and support during and after RPL processes

ix. Establish an appeal process for RPL candidates who are aggrieved with the assessment

x. 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

xi. Submit lists of all RPL graduates to KNQA

xii. Motivate RPL practitioners through adequate and appropriate remuneration

3.2 Assessment Centers

KNP shall accredit assessment to assess RPL programmes:

The centers shall:

i. They shall apply for accreditation by KNP to become assessment centers

ii. Conduct assessment for RPL programs on behalf of KNP

iii. Shall abide by the policies and standards set by the KNQA

iv. Pay assessment fee to KNP

3.3 Role of RPL Candidates

The target group for RPL candidature will be drawn from informal and non-formal sectors and includes persons who would wish to acquire a qualification, upskill to get a higher qualification or migrate to a different job or increase productivity in their self-employment. Candidates will apply for and be prepared and counselled to be assessed by KNP. They will be required to prepare a profile of themselves and their work and be certified by KNP. Candidates will be expected to carry out the following:

i. Identify his/her prior learning needs and show that it matches the learning outcomes for the desired qualification

ii. Apply for recognition of prior learning by completing their profile and products in the RPL application form

iii. Accept co-responsibility as an equal partner in the RPL process

iv. Interact with all without discrimination

v. Respect the processes and procedures of KNP

3.4 Role of RPL Initiator/Advisor

KNP shall appoint an Initiator/advisor to be in charge Assessment Centre and guides/advises candidates on the RPL process. The role of the initiator/ Advisor shall be to meet with the applicant to ascertain the following:

i. Validity and the level of award of certificate for the possibility of credit transfer

ii. Completeness and comprehensiveness of the applicant's portfolio; Relevance of documentation of experience and prior learning obtained;

iii. Guide and Counsel the RPL candidates on a need basis

iv. Specify requirements of the applicant (for example special needs, disabilities or learning difficulties);

v. Pre-evaluate the applicant's portfolio and make recommendations to the KNP for acceptance or rejection of the application.

3.5 Role of RPL Coordinator

KNP shall appoint an RPL process team headed by a coordinator for overseeing the entire RPL process including to:

i. Consider the recommendations of the initiators on acceptance or rejection of the application;

ii. Review and validate the elements of the portfolio against set criteria;

iii. Make recommendations to KNP for the acceptance or rejection of the application;

iv. Identify the unit standards used and to be used for the RPL process;

v. Evaluate the scope of RPL process;

vi. Evaluate the certificate attained if applicable against unit standards of the qualification;

vii. Nominate and assign at least two and at most four assessors registered by KNP and/or by the relevant professional bodies where necessary;

viii. Draw up a list of candidates to be assessed for each competency in the qualification for which the prior learning is sought;

ix. Identify assessment centers with relevant facilities and resources for each candidate;

x. Set a date for assessment of each candidate in accordance with KNP calendar;

xi. Appoint assessors and moderators to carry out assessment and moderation at each centre;

xii. Advise the KNP on major issues that need resolution.

3.6 Role of RPL Assessor

RPL Assessor shall be appointed by KNP to:

i. Determine the criteria for entry or learning outcomes that have to be met for specific credit;

ii. Assess the evidence against the criteria defined;

iii. Confirm the outcome of the assessment made;

iv. Report findings and recommendations to the KNP which shall in turn make

annual returns to the KNQA through the coordinator.

3.7 Role of RPL Moderator/Verifier

RPL Moderator/Verifier shall be appointed by KNP. The role of the moderator shall be to:

i. Verify the assessment to establish fairness and equity in the process;

ii. Ensure that academic and administrative activities are followed and implemented according to the policy

iii. Ensure that assessor's decisions are uniform in interpreting and applying the standards set out in the qualification specification

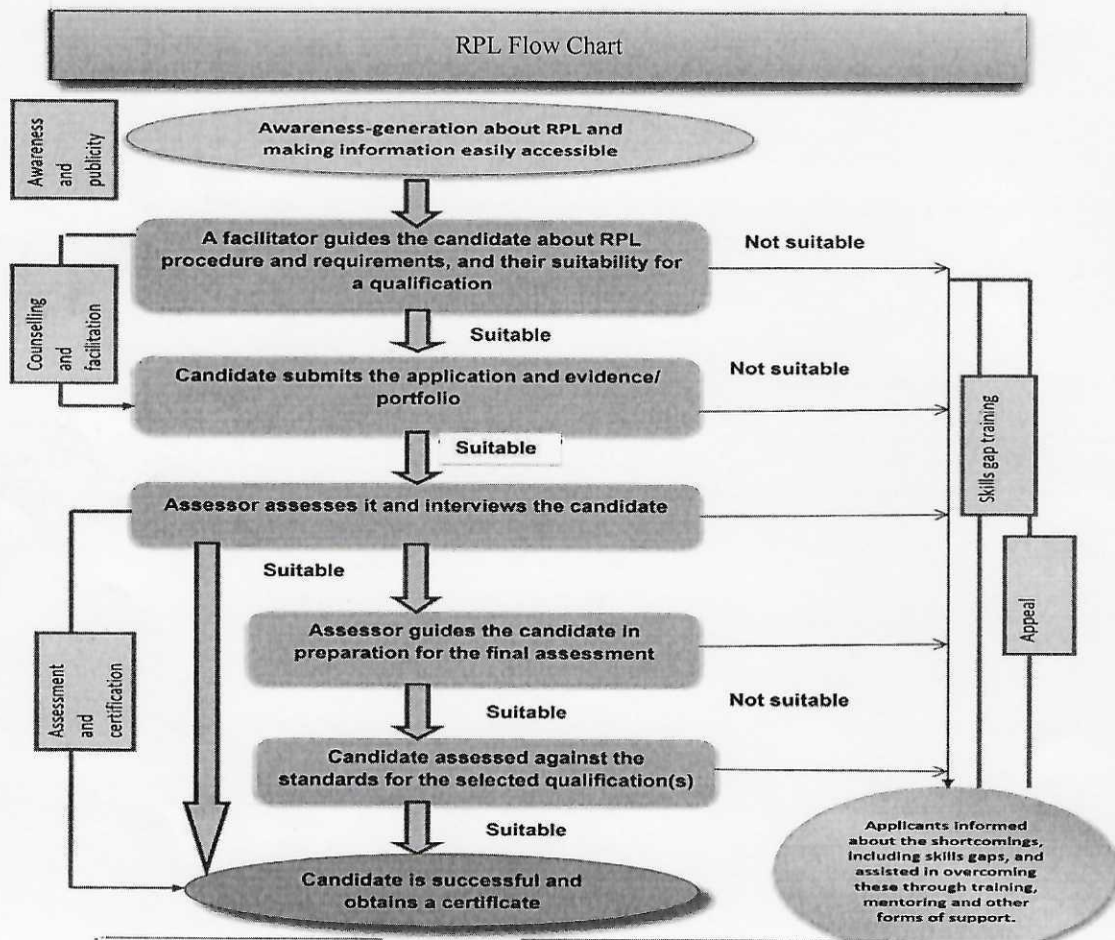iv. Report findings and recommendations to the KNP through the coordinator.

CHAPTER FOUR

PROCESS OF RECOGNITION OF PRIOR LEARNING AND CREDIT POINTS

4.1 The RPL Process

The RPL processes in KNP will have two core processes:

i.   Facilitating inclusive counseling of candidates;

ii. Assessment leading to release of the results;

These core processes will be supported by awareness and publicity, quality assurance, appeals and skills gap training mechanisms. This RPL process is summarized in the flow chart below.

RPL Flow Chart

- Awareness-generation about RPL and making information easily accessible
- A facilitator guides the candidate about RPL procedure and requirements, and their suitability for a qualification — Not suitable
- Suitable
- Candidate submits the application and evidence/ portfolio — Not suitable
- Suitable
- Assessor assesses it and interviews the candidate
- Suitable
- Assessor guides the candidate in preparation for the final assessment
- Suitable
- Candidate assessed against the standards for the selected qualification(s) — Not suitable
- Suitable
- Candidate is successful and obtains a certificate

Awareness and publicity

Counselling and facilitation

Assessment and certification

Skills gap training

Appeal

Applicants informed about the shortcomings, including skills gaps, and assisted in overcoming these through training, mentoring and other forms of support.

4.2 Credit Transfer and Harmonization

To be awarded a qualification from KNP, a candidate must accumulate a certain number of credit points. Provisionally, one credit point represents 10 notion hours of learning in

class, practical lesson or self-study.

The number of credits assigned depends on the number of hours per unit of learning. Full accumulation of all the credit points of each qualification is the factor that will demonstrate satisfactory completion of a course/programme. This factor is also what will be used to determine equivalencies between the qualifications of the same type and level.

4.3 Awareness and Publicity Campaigns

This process will build awareness and interest about RPL in potential candidates, employers, and other stakeholders. The Kitale National Polytechnic and the Ministry of Education will play a key role in publicizing RPL, its benefits, whom to contact, as well as the process, estimated costs, time frame, eligibility requirements. The publicity and awareness building will take place on different platforms, including websites, social networking, information sessions at workplaces, educational institutions, fairs, local administration meetings and the media.

4.4 Facilitation and Counselling

During this process, candidates interested in the RPL will obtain detailed information and orientation from facilitators appointed by KNP. The facilitator(s) should counsel the candidates on the requirements for the respective programmes. Candidates will submit their portfolio of evidence. The facilitators will assess candidates' suitability for a specific qualification (full or part), provide the necessary information about learning outcomes and competency standards required for the qualification and the nature of evidence required. The candidate will obtain an application form and documents detailing the RPL process and its requirements. The RPL facilitators and information received should help a candidate in deciding whether to apply for RPL and for which qualification and at what level.

4.5 Assessment and Certification

This is a key RPL process and involves the following steps:

    i.   Screening of candidate's applications

    ii. Assessment of the candidates acquired skills and competencies

    i   Guidance of the candidate by an assessor in building

evidence and portfolio;

    iv. Assessment and award of certificate;

    v. Registering the certificate into the KNQF portal/database by the KNP;

4.6 Nature of Evidence in RPL

The nature of evidence required during assessment include:

i. Certified documents detailing formal training received, records of seminars, conferences and workshops attended; resume' and performance appraisals

ii. Letters of recommendation where applicable

iii. Verified sample(s) of candidate's work and products

iv. Verified videos and/or photographs of work activities

v. Authenticated skills logbooks

vi. Testimonials from current or previous employers and customers;

vii. Job descriptions of previous works

4.7 Skills Gap Training

It is the provision for skills upgrading programmes so that candidates can fill skills gaps and meet desired standards. This shall be done using mediation tools to assist learners in navigating from workplace learning to desired standards. It shall be applied where the candidate portfolio fails to meet the set criteria for RPL.

4.8 Assessment Methods and Tools

The assessment methods and tools shall be:

i. Valid (assesses the desired competencies);

ii. Reliable and consistent (various assessors using the same assessment tools and methods will arrive at similar scores/results)

iii. Transparent (all candidates, assessors and moderators being aware, and in advance, of each tool, each method and each standard to be applied during RPL assessment)

iv. Equitable and flexible (candidates' special needs being considered: suitable time,

place and method of assessment being selected in conjunction with each type and nature of the need)

v. Manageable and achievable (the assessment should be possible within the time and resources available) Fair (allowing for appeal within the RPL process).

4.9 Rules of Evidence

Evidence gathering will need to comply with the rules of evidence, which require it to be:

i. Valid (covers key competences of a qualification);

ii. Adequate to allows assessors make decisions on the level of competency);

iii. Current and relevant to industry needs or requirements

iv. Authentic (verifiable candidate's own work(s)).

4.10 Quality Assurance of the RPL

To ensure the credibility and consistency of RPL certification, regulators (such as TVETA, KNQA and KNP IQAS) will specify the quality assurance mechanisms. These shall include:

i. Establishing common standards

ii. Ensuring the availability of competent RPL practitioners

iii. Collaborating with employers' and workers' organizations and other relevant stakeholders

iv. Developing adequate, relevant, appropriate tools and methodologies

v. Accrediting RPL centers

vi. Moderating assessments

vii. Monitoring and evaluation frameworks for purposes of learning and improvement

viii. Independent auditing of the entire RPL process which shall include:

a) Disseminating results and getting feedback for improvement

b) Organizing conferences to deliberate for effective implementation of this policy

4.11 RPL Appeal Procedures

The appeal process by candidates will be as follows:

i. The candidate presents a written appeal to the assessor for determination

ii. The assessor interrogates the merit of the appeal

iii. If the assessor accepts the appeal, the candidate is re-assessed and if no, the candidate escalates the appeal to internal moderation committee for determination

iv. If accepted by the committee, the candidate is re-assessed and if not, the appeal is taken to external moderation committee who will give the final verdict

4.12 Complaints and Appeals

i. A candidate will have a right to know that this procedure which shall be followed in the event of a complaint or need for appeal arising

ii. The KNP shall be handling complaints and appeals arising from the RPL process as the need arise.

iii. Complaints about the RPL and assessment process by candidates or any stakeholder shall be lodged within three months and concluded within three months from the date of receipt by KNP.

4.13 Assessment Charges

The cost of RPL is based on the needs of the Candidate and the number of units of competency for which recognition is being sought. As such, the cost will vary from application to application. KNP shall develop a differentiated Unit cost of Assessment to inform the total cost payable for an RPL application and advise the Candidate before proceeding with the RPL assessment process. The fee chargeable should be paid one month before the assessment time once the assessment application has been approved. This will allow KNP to source for the assessment materials/equipment.

CHAPTER FIVE
POLICY IMPLEMENTATION AND REVIEW
5.1 Implementation Arrangements

The policy focuses on recognizing learning acquired, informally, non-formally, experientially and formally. The aim is to promote lifelong learning for improved employability, mobility, self-esteem and self-employment. KNP will be responsible for co-ordination, supervision, assessment, certification and resource mobilization.

The operationalization of the policy will include:

i.   Development of RPL Strategy

ii.   Dissemination of the policy to all the stakeholders

iii.   Setting up RPL structures at the implementation departments at KNP

iv.   Training Practitioners

v.   Roll out of RPL programs.

vi.   The KNP RPL policy shall be embeded into the KNP academic policy.

5.2 RPL Organogram
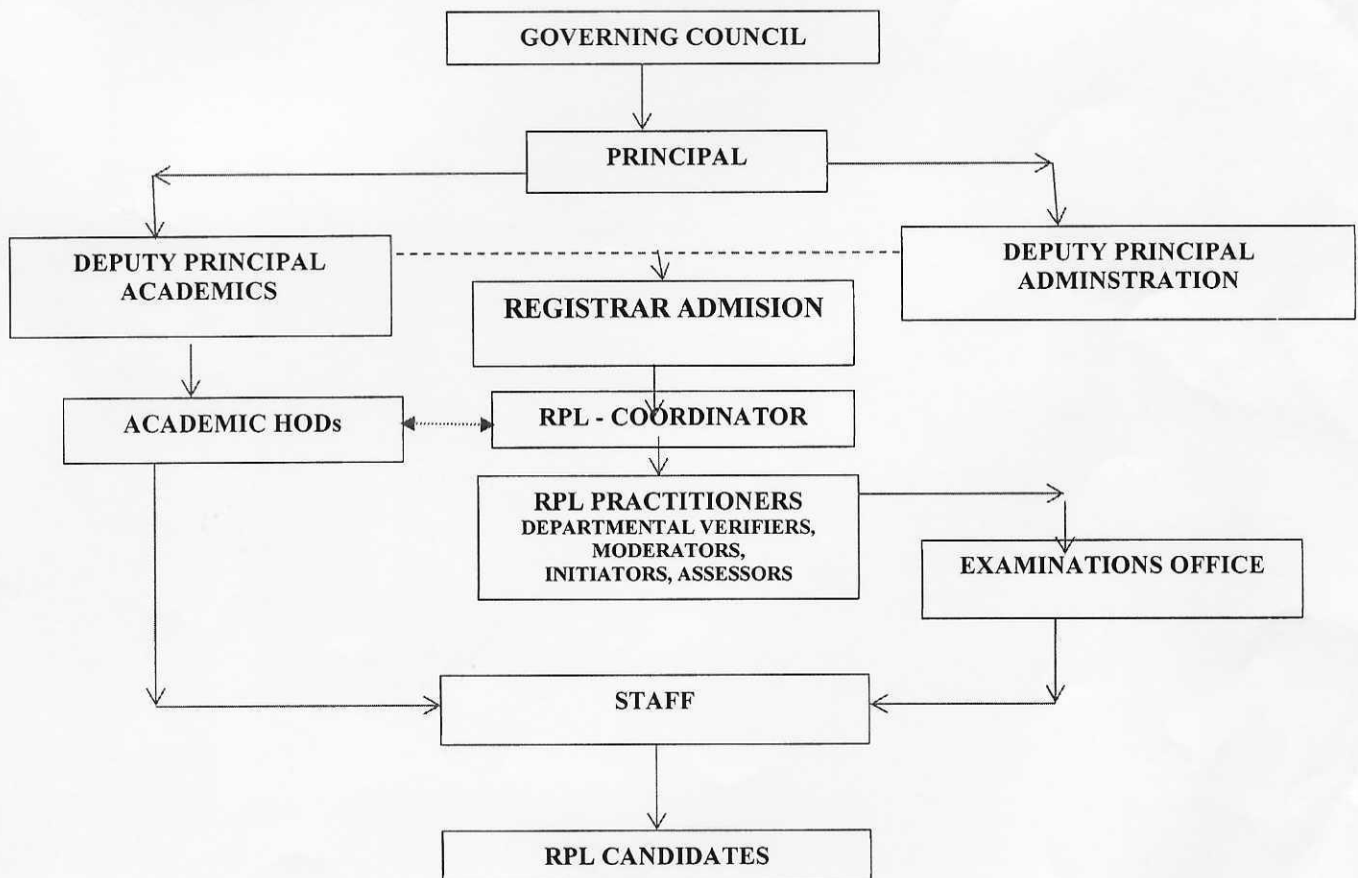
5.3 POLICY REVIEW

This policy shall be reviewed annually by KNP Governing Council on consideration of the views of the implementors on gaps and challenges and incorporation of changes in operating RPL environment on a need basis.

5.4 EFFECTIVE DATE

This policy shall be effective from the date of approval by KNP Governing Council.

APPROVAL

Sign

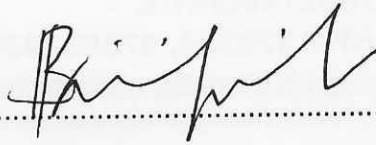.. Date ....

AKOLA JOHN OTIENO

PRINCIPAL/SECRETARY KNP GOVERNING COUNCIL

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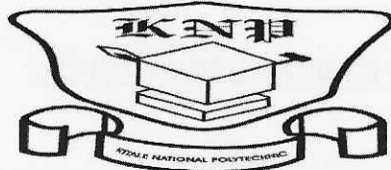.. Date ....

DR. BENSON RIRIMPOI LONGARITOM

CHAIRMAN KITALE NATIONAL POLYTECHNIC GOVERNING COUNCIL

ANNEX 1: RPL APPLICATION FORM

THE KITALE NATIONAL POLYTECHNIC
P.O. BOX 2162, KITALE   TEL. 2380086, 0721379304, 0780379304 Email:
kitalenationalpolytechnic@gmail.comWebsite:www.kitalenationalpolytechnic.ac.ke

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Application No:...

Section A: Personal Details

Please write in **BLOCK LETTERS.**

Surname Name		Others	
Email		Mobile No.	

Section B:

I am applying as a :(tick appropriate box)
- ☐ New Student (New Applicant)
- ☐ Currently Enrolled Student
- ☐ International Onshore Student

Section C: Course Details:

Course Title	
Course Code	

Section C: Contents of Portfolio

Please provide the following evidences:

  i. An employment history detailing position descriptions and letters of support from immediate supervisors

  ii. Certificates received from voluntary or work organizations

  iii. Awards, prizes and other achievements

  iv. Contributions to the community or activities which are relevant to the selected course of study.