

Session 6: How to do RPL – Rules for Practitioners

ACQF RPL: legal framework in African countries

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Guidance

Centred on applicant

Fairness

Equality, inclusiveness, diversity

Accessibility

Flexibility

Assessment centred on outcomes

Equal value and non-discrimination of qualifications

Transparent decisions of assessors

Alternatives to failed applicants

Post-RPL support (gap training and others)

Guidance

- Clear guidance is critical for RPL applicants
 - Practitioners must provide clear information about criteria and processes
 - Support applicants with ongoing communication and guidance
 - Clarify the documents needed for the application process
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Centred on Applicant / Individual

- RPL must focus on the unique needs and experiences of each applicant
 - Tailored RPL processes to fit personal learning journeys
 - Offer personalised advice and flexible support
 - Understand the applicant's context, motivations, and prior learning
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Fairness of Assessment

- RPL assessments must be objective and unbiased
 - Clear criteria and structured processes ensure fairness
 - Consistency in judgments is crucial for fair outcomes
 - All applicants should have the same opportunity to demonstrate their learning outcomes
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Equality, Inclusiveness, and Diversity

- RPL must embrace diversity and promote inclusivity
 - Ensure equal access for all applicants, irrespective of background
 - Avoid bias and discrimination, valuing diverse learning contexts
 - Respect and accommodate cultural, linguistic, and personal differences
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Accessibility

- RPL processes must be accessible to all
 - Provide language, disability, and location accommodations
 - Use flexible tools, both online and offline, to increase reach
 - Ensure all applicants can access necessary information and support
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Flexibility

- Flexibility is key to meeting applicants' diverse needs
 - Provide multiple ways to demonstrate prior learning outcomes
 - Adapt timing and method to individual circumstances
 - Offer alternative assessment methods that align with the applicant's context
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Assessment Centred on Learning Outcomes

- Focus on learning outcomes and not the duration of learning
 - Evaluate skills and knowledge achieved, not how long the learning took
 - Use clear, outcome-based criteria
 - Highlight the relevance of demonstrated competences to real-world situations
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Equal Value and Non-Discrimination of Qualifications (and other outcomes)

- Qualifications (or credit, part qualification, certificate of labour market competences) from RPL should hold equal value/currency
 - Recognise all learning contexts equally
 - Avoid bias in the validation of qualifications
 - Ensure that RPL qualifications are valued by employers and educational institutions
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Transparent Decisions of Assessors

- Assessors must ensure transparency in their decisions
 - Provide detailed feedback to applicants
 - Document decisions and ensure applicants understand the reasons
 - Offer opportunities for applicants to ask questions and seek clarification
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Alternatives to Failed Applicants

- Offer constructive alternatives to applicants who do not pass
 - Suggest learning paths or training to fill gaps
 - Provide feedback on what can be improved
 - Develop action plans for applicants to meet the required standards in the future
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Post-RPL Support (Gap Training and Others)

- Provide ongoing support, including gap training and further non-formal and informal learning
 - Help applicants with further training or skill development
 - Offer continuous support to bridge gaps
 - Connect applicants with resources or mentors to guide them through their learning
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Thank you!

