

MODULE 11

RECOGNITION OF PRIOR LEARNING

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1. Key Concepts

The Recognition of Prior Learning process (RPL) has been introduced and applied by many countries primarily to facilitate the social inclusion and rapid uplifting of persons with learning and skills gained in the non-formal & informal environments. People in the non-formal & informal sector comprise the majority of those working in India today, yet they may have little or no recognition for the learning and skills they possess. Along with this, there are unemployed persons who may wish to get recognition for the learning they already have, but which is not recognised or certificated. This lack of recognition excludes them from making a better living or entering the formal education process. RPL in the formal sector is applied mainly for access to learning opportunities, certification and for employment progression purposes as detailed below.

- RPL for recognition of experiential learning

Many people have learning gained in a range of situations. These situations can include learning through, for example, community support activities, sport, and the workplace. Such learning may be not certificated as it occurred outside of a formal learning process. Nevertheless, all learning has value and should be recognised no matter when where or how the learning was achieved.

- RPL & employment

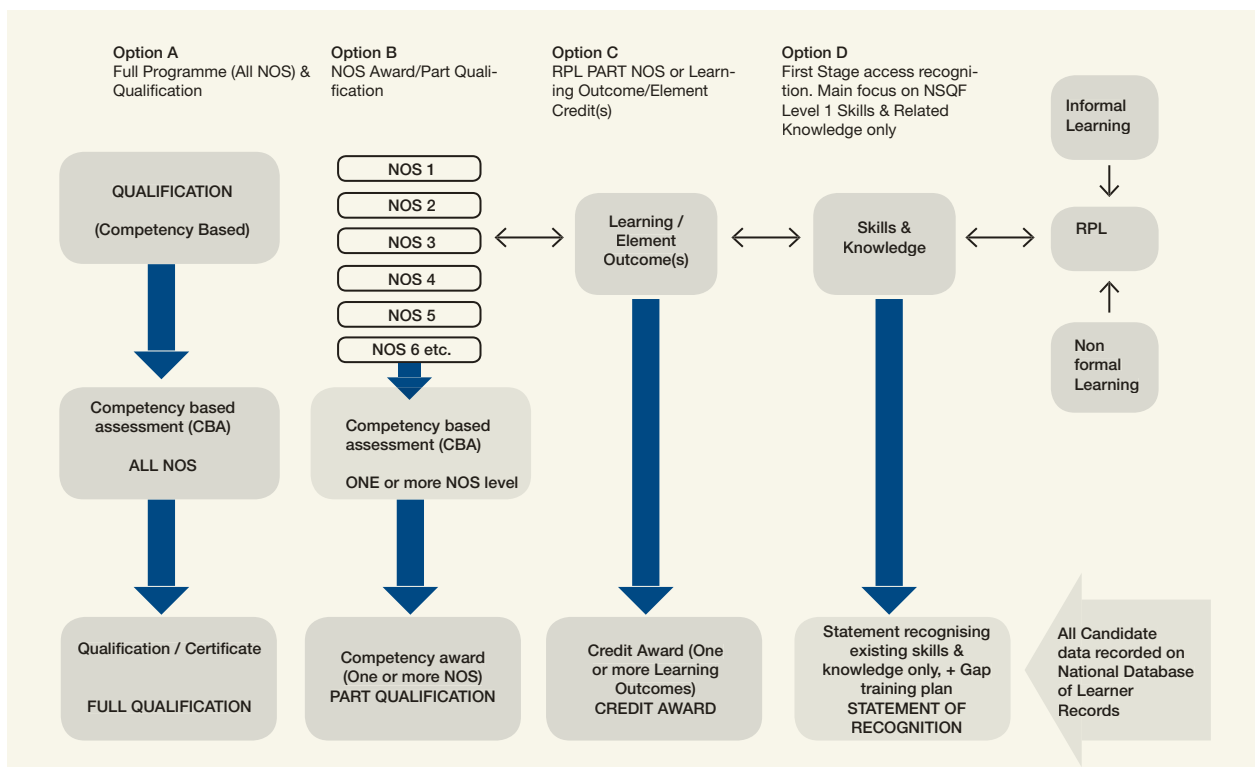
Employers use RPL in order that both they and their employees benefit from the process. RPL is used in such cases to;

- Advise employees on matching their skills and knowledge to existing qualifications and national occupational standards
- Facilitate employees in using their existing skills and knowledge for career development, progression and mobility
- Assist workers to identify existing skills they possess that may be relevant to new functions in their job role.

This is achieved through the use of a range of processes to identify and match skills & learning to existing National/Sector/Job standards, including:-

- Validating the scope and relevance of an individuals practical skills through the use of tests and interviews, mapping skills & learning to a National/Sector/Job standard, observing tasks, and structured discussion.
- Mapping prior learning, knowledge and skills against learning outcomes of NOS/units of qualifications for entry to employment
- Verification of evidence

Figure 26: Recognition model for RPL within the NSQF concept



2. Recognition of Prior Learning & Education

Individuals use the RPL process to gain recognition for the existing learning they have, in order that they may:-

- Gain entry to formal education & training based on existing learning
- Obtain formal recognition Certificate/Award based on existing learning

Figure 26 details an RPL concept for discussion, and based on the NSQF requirements.

In proposing this RPL concept model, consideration is given to a number of issues, not least being the reality in the market place, whereby **workers in many sectors, particularly in the unorganised sector, may not comply with the full scope of the requirements of a National Occupation Standard (NOS), which are developed mainly for use in a formal learning environment.** The bulk of those with non-formal and informal learning reside in the unorganised sector, and can be unemployed. RPL will need to provide them with a model that enables them to progress. The RPL concept in Figure 26 identifies **four options** ranging from recognition against a full qualification through to recognising a candidates skills and knowledge, obtained through non formal and informal learning.

Option D of the concept model details this approach, and proposes a model that can identify & recognise the existing/job skills and knowledge that such workers may possess. Currently this option is targeted at workers aspiring to Level 1 NSQF recognition.

The approach proposed is to apply the RPL process, in the first instance, for judging skills and related knowledge only, that may be Level 1 compliant, and to record such attainment in the candidate's portfolio, for later recording on the **National Database of Learner Records (NDLR)**. The RPL concept also allows that Gap or Bridging training needs are identified. If the primary focus is on Skills & Knowledge learning recognition in Option D, then the focus of the identified training may focus on the remaining components at Level 1.

This may be mainly but not exclusively focused on, writing, reading etc. as contained in the Core/Generic skill component at level 1 NSQF.

In summary, the draft RPL concept proposed, allows for learning recognition based on;

- **Skills & Knowledge** residing within a Learning Outcome of a NOS (**Option D**)
- **Learning Outcome(s)** recognition as contained within the relevant NOS (**Option C**)
- NOS recognition as contained within a full qualification (**Option B**)
- **Qualification** recognition (**Option A**)

Below are some definitions from bodies responsible of Education & Training.

UNESCO, the United Nations Education Scientific & Cultural Organisation states that RPL is “the formal acknowledgement of skills, knowledge, and competencies that are gained through work experience, informal training, and life experience”

CEDEFOP, the European body responsible for Vocational Education & Training policy, states that RPL is “The confirmation by a competent body that learning outcomes (knowledge, skills and/or competences) acquired by an individual in a formal, non formal or informal setting have been assessed against predefined criteria and are compliant with the requirements of a validation standard. Validation typically leads to certification.”

The Ministry of Human Resource Development, India through the National Institute of Open Schooling (NIOS) states that;

“Recognition of Prior Learning (RPL) is the formal assessment and recognition of the skills and knowledge a person has regardless of how or where the competencies may have been attained, that is, through formal or informal training or work experience (paid and unpaid) voluntary work and life experience”.

The **NSQF Notification No. 8/6/2013-Invt.** states that “RPL is the process of recognising previous learning, often experiential, towards gaining a qualification”

There are many more definitions of RPL, but what is clear is that **RPL as a concept is focussed in recognising that all learning has a value learning no matter when, where or how it has been acquired.**

3. Guidelines

These RPL Guidelines have been developed to support users of RPL and form a component of the RPL Quality System. The draft guidelines are developed based on existing information and will be amended over time and

are detailed within the following Sections.

- Section A Accreditation of Institution & Workplace Assessment sites**
- Section B RPL Implementation & Practitioner Guidelines**
- Section C Certification, Awards, Credits, and Statements of recognition**
- Section D Development of RPL Materials & Instruments**
- Section E National Database of Learner Records (NDLR)**

Section A: Accreditation of Institution & Workplace Assessment sites

In supporting a sustainable RPL system, it is first required that all institutions providing RPL services are accredited to provide these services. This is in line with best practice Education & Training systems worldwide. The RPL system proposed can take place in an assessment centre/institution, a training centre or in the workplace. Providers of RPL services will be accredited in line with the accreditation procedures agreed in the QA system. RPL Assessors and advisors employed in an accredited Assessment centre will be permitted to provide RPL services in the workplace. Where assessment takes place in the workplace, the workplace will be registered as a provider of assessment services. RPL sites should provide candidates with RPL options, based on their non-formal & informal learning/experiences. These options include the following:-

- a) **Access** (to learning and employment)
- b) **Award** (credits, full or part qualification)
- c) **Progression** (within a programme of learning or within employment)

The purpose of accreditation is to ensure conformity on all aspects of quality pertaining to RPL and all assessment issues. **Accreditation instructions and guides** should cover the following;

- Capacity of the Institution or workplace to deliver RPL services with regard to the sufficiency and quality of its Human, Physical & Financial resources.
- Practitioners Qualified in line with National/Sector policy & Qualifications
- Performance of the institution or workplace over time in the provision and delivery of RPL services.

Any Institution or entity providing RPL will be required to have sufficient RPL resources (physical, human, financial) necessary to provide a professional & Quality Assured RPL service.

Section B: Recognition of Prior Learning – Implementation & Practitioner Guidelines

B.1. RPL Implementation issues

RPL implementation can occur in a range of accredited environments, including the workplace, through a provider of RPL services, or in a learning institution. In line with best practices, an RPL service provider will put in place a schedule of RPL services on offer in the RPL/Assessment Institution. Such a schedule will need to address the following;

- a) Scope of services (What sectors/jobs the RPL service will cover)
- b) Marketing plan (Use of print, radio and other media to reach market)
- c) RPL Fee structure
- d) Timetable of RPL services

It is important to plan RPL to be implemented on a managed individual basis when assessment is taking place. Clarification of evidence presented is best implemented on an individual basis. This does not exclude the assessor from scheduling more than one person for assessment, providing that sufficient time is given to ensure that each candidate is assessed in line with the guidelines for assessment. Parts of the advising process can be done with groups of candidates, where the candidates are claiming recognition that is job, or qualification related. The RPL service provider will also need to have in place sufficient resources that enable the RPL assessment process to take place. These resources will cover the following at a minimum;

- a) Portfolio of evidence materials (including candidate details etc. This and other recording means can be in paper or electronic form)
- b) Practitioner instruments per occupation/NOS/Learning Outcome or Element.
- c) Learning action planners, where gap or bridging training is required.
- d) Database of Learning providers.
- e) Sufficient human, financial & physical resources available to implement the planned RPL service.

The outcome of the RPL Implementation process can include one of the following recommendations:-

- Access to a formal education & training programme
- Access to employment or progression within employment
- A Qualification award
- A Part qualification award
- A Record of credit against learning outcomes
- A Statement of recognition

This stage will also allow for the identification of issues such as individual candidates being suitable/unsuitable for progression through the advisory stage. In many cases potential RPL candidates are unsure of the RPL process and do not conform to the requirements for RPL processing. The briefing stage addresses this and identifies those suitable for further processing through the Advisory stage and onto the Assessment stage if successful.

B.2. Practitioners

RPL implementation is dependent also on having in place Qualified RPL practitioners. This will be in line with the **accreditation requirements**. RPL policy and guidelines will identify the Practitioners required.

These practitioners will be:

- Occupation Qualified
- Practitioner Qualified (Advisor, Assessor, Verifier)

There are three primary stages in the proposed RPL system, with each stage supported by a competent RPL practitioner as detailed in Figure 27. As referred to earlier in Figure 26, the verification process is a planned but random process that supports assures the quality of the advisory and the assessment processes in line with existing practices in education.

- **Advise (Advisor)**
- **Assess (Assessor)**
- **Verify (Verifier)**

All RPL services are based on approved National Qualifications and/or National Occupation Standards.

All quality assured activities require proof or evidence of completion and the programme covered and the recommendations made. Practitioners themselves may progress to the Award stage via the RPL process. Qualified practitioners will be required to develop and use instru-

Figure 27: RPL Practitioners

ADVISOR	<ul style="list-style-type: none"> • Advise, Guide & Support • Recommend Learning or Assessment
ASSESSOR	<ul style="list-style-type: none"> • Review advisement result • Judge Evidence • Recommend Award or Further Verification • Assessment or Learning Development
VERIFIER	<ul style="list-style-type: none"> • Verify/Validate Assessment process & practitioners • Assure quality of product & process • Approve outcomes & Compile reports

ments in carrying out their functions. Whether they are advisors, assessors or verifiers, the instruments they use will need to be approved for use in line with guidelines relating to the development and application of such instruments.

Advisor Guidelines

A primary and defining stage in RPL is the **advisory** stage, developed to provide support to candidates with non-formal and informal learning. The advisor plays a key role as the **gatekeeper into the RPL Assessment process**. Advisors will need to make decisions concerning a person's claim and the evidence they provide. Advisors are assisted in their functions through the use of standardised instruments/documents/records. Advisor Instruments should be designed to reflect the outcomes of questions and decisions from the advisory process.

The role of the Advisor is to:

- Assist candidates to understand the RPL process and its benefits
- Assist candidates to gather and compile their Portfolio of Evidence
- Critically Review the evidence being provided by the candidate to support their claims for recognition, through structured questioning
- Agree & record the next stage with the candidate using the instruments provided – remember, - the Advisor is NOT the Assessor.
- Assist and support the candidate through to the next stage of the RPL process – either Assessment or Further Learning.

Compile a Portfolio of Evidence

Where there are no literacy issues, it may be useful to use the Portfolio process to gather and document the candidate's evidence. Otherwise evidence should be provided in visual form, for example by demonstration, use of pictures, drawings etc. In either process questioning will be used to support any physical evidence.

In any event it is required to gather the personal details of the RPL Candidate for record purposes.

The purpose of the portfolio is to gather & record candidate details & the evidence presented that is relevant to the claim for recognition being made by the candidate. The Portfolio can be in paper or electronic format. The advisor will use a range of instruments and approaches in order to gather the information and evidence to support the claim. The advisor will;

- Record the candidate's personal details, education & training history including non-formal and informal learning and their employment history.
- Brief the candidate on the process and Benefits of RPL.
- Work with the candidate to extract the evidence required to support the claim

Orientate the Candidate to the required NOS

The purpose of Orientation at the Advisory process is to clarify the candidate's comprehension of the required Standards against which they are making claims.

- Review and discuss the appropriate registered Qualifications and Standards with the candidate
- Check the candidates knowledge and comprehension of the evidence criteria against which the candidate will be assessed
- ■ Resolve any problems arising, so that the candidate is clear how the Advisory process works.

Match Claims

The purpose of Matching Claims is to agree with the candidate the claims that the candidate is making, matched against the appropriate Qualification &/or Standard(s)

Matching is based on the information and evidence provided by the candidate.

- Review the Portfolio details, in particular employment and Learning history to back up the claims the candidate has made. Support the candidate at all

times through this process using a friendly inclusive manner.

- Question the detail of the claims. This questioning process should be applied using an open question style for clarification purposes and to assist the advisor make candidate progression decisions. The advisor is not determining the competence of the candidate – this is the role of the assessor, should the candidate progress to the assessment stage.
- Record all decisions made on the Match Claims form and sign off. This becomes evidence in the assessment stage.

Plan Progression

The purpose of Planning Progression is to close the advisory stage of this process by agreeing an action plan that progresses the candidate to the next stage of the RPL process- whether this is to Assessment or to Learning development. The advisor will;

- Summarise and check that there is agreement with the candidate on all the Planning outcomes
- Agree the progression of the candidate to either Assessment or Learning Development.
- Record this agreement on the Candidates Action Plan. Both the Advisor and the Candidate will sign and date the action plan.
- Progression to assessment requires selecting and recording the Competency Standards that the candidate will be assessed against.
- The candidate will be provided with an appointment for assessment indicating the time, date, venue and contact details.
- The dates agreed per group of candidates for assessment will be recorded on the Assessment Schedule-Group.
- Where gap or bridging training is required, this is agreed planned for & recorded in the candidate's record.

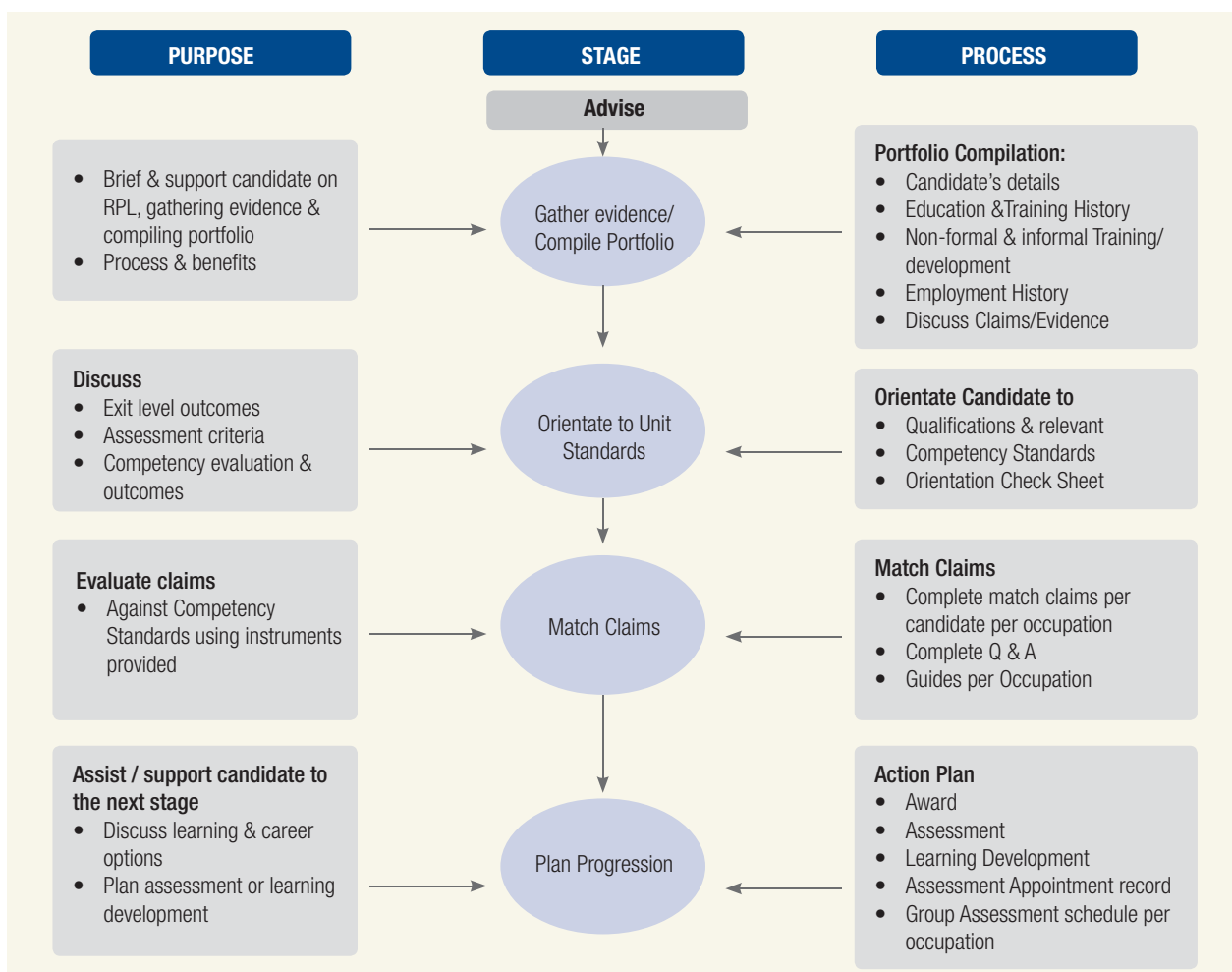
The Advisement Instruments can include the Portfolio of Evidence, Matching Claims check-sheets, background occupational questions and sample answers are other inputs provided to assist the Advisor, to plan the progression of the candidate to either Assessment or to Further Learning. The outcomes of the Advisory process are either a recommendation to Assessment or to Further Learning.

Box 17: The Advisor as a professional

No matter what the situation Advisors are presented with, they must be professional, fair and impartial in all decisions. On the one hand the progress people will make is effected by the decisions you made by the Advisor-on the other hand, scheduling people for assessment that do not have the evidence to back up their claims is a waste of money and time, and does no favours to the people making the claims.

Figure 28 summarises the Advisory Purpose, Stages and Process

Figure 28: RPL Advisory process



Assessor Guidelines

The Assessor is the judge of the evidence provided by a candidate as their claim for recognition, following the Advisory/Evidence gathering process. In the first instance the assessor will judge the Advisors recommendations. Assessors are assisted in their functions by the use of standardised instruments/documents/ records. Assessors will be qualified against the Qualification/NOS for the Assessor & registered on the NDLR.

The Role of the Assessor is to:

- Prepare the candidate for the assessment
- Brief and advise and instruct candidates on the assessment process
- Orientate the candidate to the Qualification/National Occupation Standard requirements.
- Review/authenticate the evidence provided
- Plan for the assessment
- Select relevant assessment instruments
- Make assessment decisions
- Record assessment results
- Generate suitable action plans
- Provide inputs to any appeals

- Evaluate the way in which the assessment was conducted

Review Evidence

The assessor will review the evidence presented, and accept or query the recommendations made by the advisor. Where the Assessor does not accept the advisors recommendations, both the Advisor & Assessor must meet to clarify and agree the following:-

- The completeness of the Portfolio of Evidence and/or
- The relevance and sufficiency of the evidence provided
- Other related issues
- A way forward

Orientation

The assessor will conduct a comprehensive orientation to the Qualification/NOS or Learning Outcome against which the claim for recognition is being made. This will be a more technical Orientation than that conducted by the advisor.

- The assessor will orientate the candidate to ensure the candidate is fully aware of the requirements relating to assessment criteria and quality judgements that will be made by the assessor
- The results of the orientation stage are recorded as and signed off by the candidate and the assessor.
- Maintain this record as evidence

Plan & Implement Assessment

It is critical that the candidate clearly understands the RPL assessment process, and their role in this process. The candidate should be provided with detailed Instructions, either written or verbal, and the assessor should ensure that sufficient resources are available to support the implementation & judgement process. The candidate will be briefed regarding general and specific Instructions to assist the candidate understand what is required in the presentation of the evidence and its evaluation/judgement. The form/type of evidence judgement /assessment to be used will be agreed by the candidate and the assessor. **In general, an assessment that verifies the claim by simulating the skills required in a job situation, backed up by supporting process knowledge, will provide the assessor with sufficient evidence upon which to make a judgement.**

When conducting an assessment against a claim made, it is preferable that standardised Assessment Instruments are used by the assessors. The use of the standardised instruments allows for the validation of assessment data and instruments. Integrated Assessment instruments (IAI's) contain the tools and other judgement/assessment criteria used in evaluating the quality of the evidence provided. Each IAI will assist the assessor in the making of judgements in an integrated manner involving the skill, relevant/required knowledge and other components required for a comprehensive assessment.

The assessor will record where insufficient evidence is provided, and relate this to the appropriate Learning Outcome. Each IAI will also contain guide questions and model or typical answers to assist in this process. Assessors should compile their own bank of assessment instruments, necessary to provide a quality assured evidence judgement process. IAI's will also contain details and materials to enable a further verification assessment to occur, where award judgements cannot be made due to non-complying evidence. These further verification assessment assignments will contain some or all of the following -

- Drawings/pictures/other visual media containing the detail of the assessment assignment
- Technical verification Question examples covering essential embedded knowledge
- Verification Question examples covering the required learning outcomes

The RPL guides and instruments are based upon judging evidence of learning outcomes achieved against the requirements of the relevant National Occupation Standard. This can lead to a recognition decision. The instruments the assessor will use will assist in the judging of the evidence in an integrated manner. All judgements will be recorded and depending on the scope of the assessment, a record of **judgement decisions against each Learning Outcome** within each National Occupation Standard/Qualification.

Evidence Review Record

An evidence review record provides the record of decisions leading to a judgement, and is also a record of such judgements. The Evidence review record is completed by the Assessor and the Candidate. The Assessor will:

- Record the types of assessment used in judging the evidence
- Record against the evidence provided, if the evidence is Valid, Authentic, Sufficient and Current.
- Be a basis for a recommendation leading to **further verification assessment, learning development, or an award recommendation**. Assessors will make, record and sign off the recommendation, along with the candidate, in the **Candidates Action Plan**
- Maintain the **Evidence Review Record as proof** of the Assessment decisions made.

This record is **proof of the judgement** or assessment of evidence, as recorded by the Assessor and agreed by the candidate.

Evaluate Outcomes

The Assessor will finalise judgement decisions, agree this with the candidate and record this as the record of achievement on the candidates file. If, for example there are three Learning Outcomes that the candidate has provided sufficient evidence for, but one Learning Outcome where the evidence does **not meet the requirements**, the assessor can ask the candidate to complete a Further Verification Assessment. The outcome of this process is a recommendation by the assessor.

Record Recommendation

Where sufficient evidence is provided the assessor will make a recommendation leading to an award. Where the evidence **does not meet the requirements** for award recommendation purposes the assessor can **recom-**

mend Gap training/Learning Development and will need to record the Learning Development needs in the candidates **Action Plan**. This plan needs to be agreed with the Candidate.

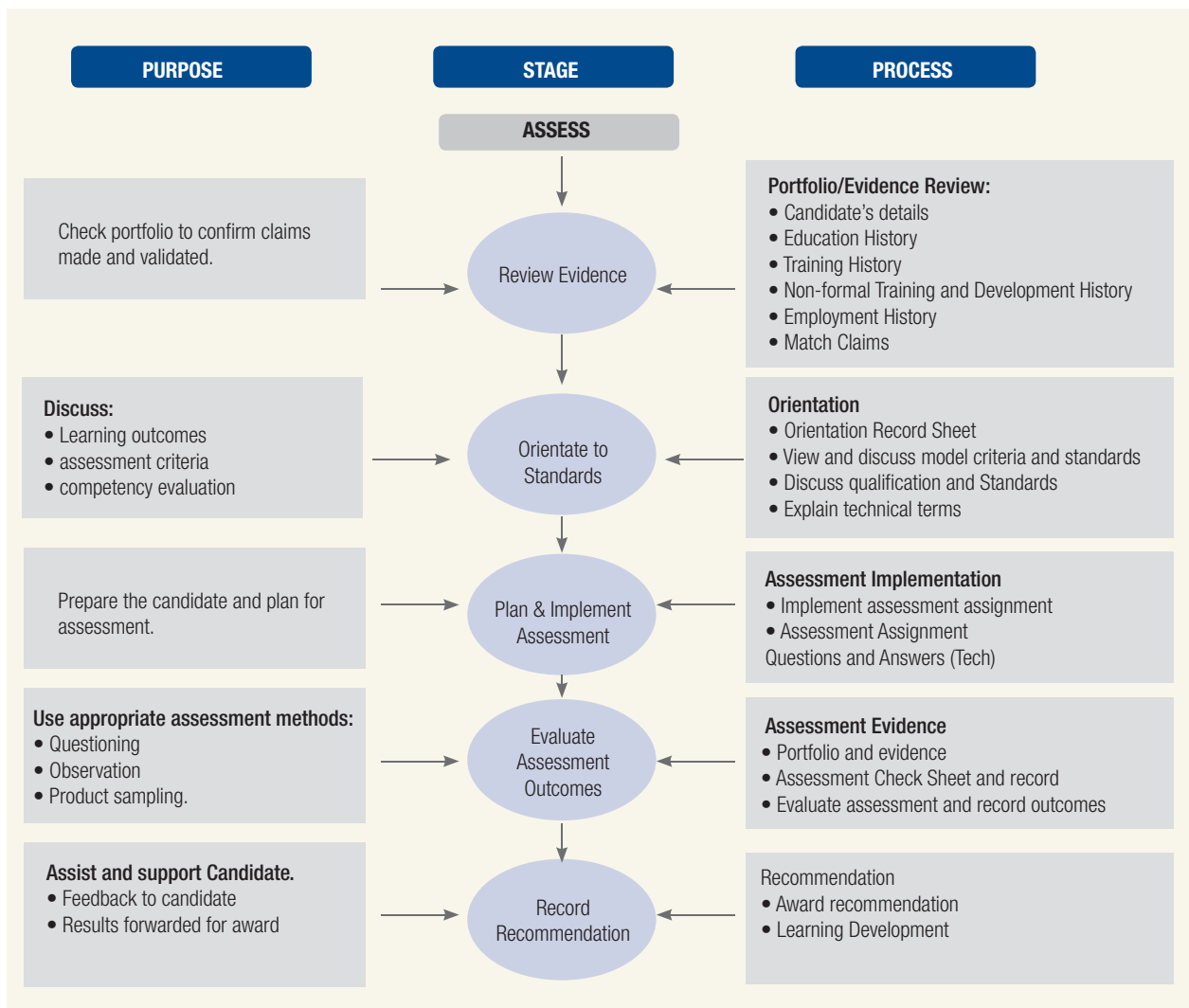
Box 18: The Assessor as a professional

As a qualified and registered Assessor, the Assessor is expected to provide decisions that are fair and impartial, and are agreed with the candidate. The Assessor is also expected to do this in a professional manner, and in a way that is open to verification or query.

To achieve this, the Assessor will be qualified both as an Assessor and in the Occupation that the Assessor is making judgements on. The Assessor must ensure that the decisions taken regarding the acceptance or rejection of the sufficiency, validity, currency and authenticity of a candidate's evidence are recorded in the candidate's portfolio, or other approved RPL record.

Figure 29 summarises the RPL assessment purpose, stages and processes.

Figure 29: RPL Assessment process



Verifier Guidelines

The Verifier supports the RPL process through reviewing the overall RPL process in an independent manner. The Verifier underpins the credibility and relevance of the RPL process/result to the Quality Assurance body, Awarding body, the candidates, the provider, and to the broad community. The Verifier will need to put in place the operational systems of checks and balances that assure this process and its outcomes. Verifiers are assisted in their functions by the use of standardised instruments/ documents/ records. The Verifier can be an internal Verifier or a Verifier from outside the RPL institution. Whether the Verifier is internal or external, they will be Qualified in line with the Verifier Qualification or Standard and be registered with the appropriate Quality Assurance body.

The role of the Verifier is to:

- Assure the quality of the RPL process, the instruments used and outcomes recommended when RPL has been implemented within an enterprise or institution providing RPL services.
- Conducted the verification in line with the QA policy on assessment.
- Review the RPL process with candidates and the other RPL practitioners and obtain their feedback.
- Record and report on the RPL process
- Approve or put on hold recommendations made, prior to the issuing of certificates.

(In line with standard practice, once a certificate has been issued, it may only be withdrawn on grounds of fraud)

Verifiers will liaise with **other practitioners** within their enterprise or institution that are involved with the qualification process and have regular **meetings** with them to plan and schedule the RPL verification process and to resolve outstanding issues including candidates with special needs. The Verifier will gather & provide data on an agreed basis that verifies the quality of the results and the assessment process. Reports will be provided by

Verifiers to the appropriate awarding body. All Verification reports will contain data resulting from:-

- Candidate feedback
- Advisors
- Assessors
- Awards data
- Instruments used
- Data capturing quality & integrity
- Further Verification Assessment assignments
- Learning Development progression plans
- RPL Process Observation

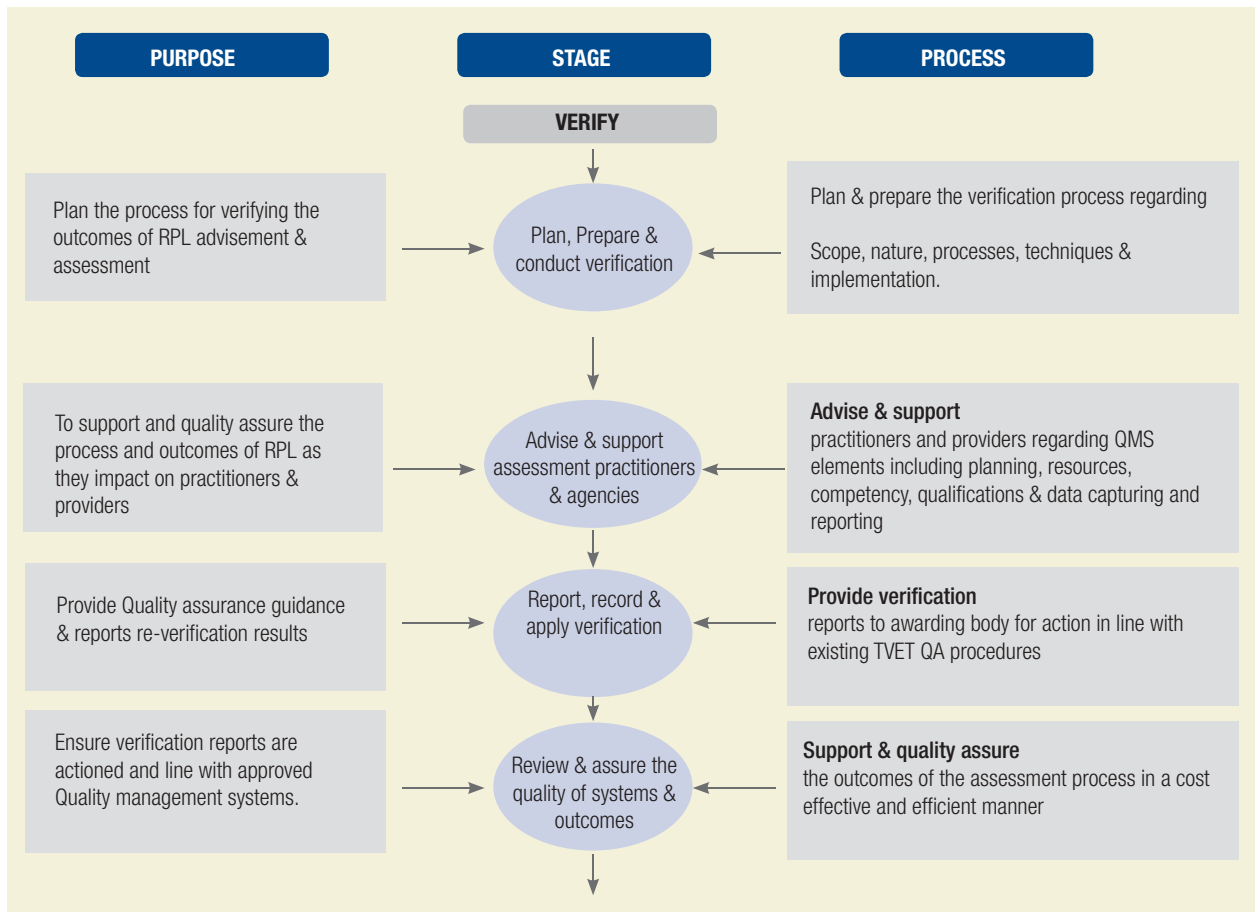
The Verifier will;

- Schedule the verification process by agreement with the RPL institution & practitioners
- Observe the RPL process at various stages
- Record & log non compliances
- Resolve non-compliance issues locally
- Record and report outcomes to resolve non compliances
- Collect, analyse, organise and evaluate information.
- Plan, prepare and conduct verification.
- Advise and support practitioners.
- Review verification systems and requirements.
- Prepare external verification requirements.
- Report according to procedures.
- Approve or amend RPL outcome recommendations

The Verifier as a professional

As a member of the RPL practitioner team, Verifiers will carry out their duties in a quality assured manner that assists in supporting the other team members and results in candidates having a fair and comprehensive RPL service. The Verifier links to the Quality Assurance / Awarding body plays a key role in supporting the credibility and relevance of RPL.

Figure 30: Verification process



Section C: Credit Transfer, Certification, Awards, Credits, Statements of recognition

C. 1. Credit Transfer

“Credit transfer is the process of recognising prior learning that has been credit rated by the assessment & certification bodies to do so. The transfer of credit points from one qualification or learning programme into another helps to minimise duplication of learning.”(NSQF notification No. 8/6/2013-Invt).

The importance of credit transfer in supporting RPL is critical. Being able to accumulate credit for learning through the RPL process provides the basis for progression by the learner. This is true whether the learning forms the whole or a part of a NOS or a Learning Outcome/Element, the recognition and recording of the assessment outcome is critical. **The NSQF notification (9 i) supports the transferring of accumulated credits. Credits or credit points can have a particular reference to the notional hours allocated to learning and learning attainment. Where sufficient required credits are accumulated, this may lead to certification or**

an award. There may be a need to consider what process best suits the supporting the allocation of credits to all qualifications, NOS and Learning Outcomes/Elements within NOS, particularly when applying RPL using option C or D. A Credit points system will allow for the accumulation of credits, progression to an award as detailed in Option B. **Such a system will need to be incorporated into the National Assessment & Certification system legislation, for future use during the RPL process.**

C. 2. Statement of recognition

A statement of recognition is one that is provided to an RPL candidate, where skills and knowledge are judged as insufficient for an award, but identify skills, knowledge and learning by the candidate within one or more learning outcomes.

Section D: Development of RPL Materials

D.1. Types of RPL Materials

RPL materials consist of those instruments and records used by RPL Practitioners during the RPL process. These materials are taken from the databank of assess-

ment materials developed over time by the practitioners, and referenced to specific qualifications. As a part of their practitioner qualification, RPL practitioners are required to be competent in the development of such materials. RPL materials will be developed and referenced to each NOS & stored in a safe secure environment in line with existing QA procedures.

These materials can include;-

- RPL marketing materials
- Candidate Portfolio (paper or electronic)
- Advisor Instruments per NOS by Learning Outcome/Element
- Assessor Instruments per NOS by Learning Outcome/Element
- Verifier Instruments

D. 2. Maintaining the RPL databank.

The source of the RPL materials will be the databank. This databank will be referenced to the NQF Qualifications register. The databank will be developed to include a range of questions and related media including drawings, pictures etc. organised by type and qualification for use in the development of standardised RPL instruments. The databank will be continually updated to provide a reliable & secure source of assessment materials for use in the RPL process. Maintaining the RPL databank will be done in line with the QA procedures governing the National Assessment & Certification system.

Section E National Database of Learner Records (NDLR)

It is planned to establish and maintain a Qualifications register, which will be “the official national public record of all qualifications aligned to NSQF levels, qualification pathways and accrediting authorities” NSQF Notification No.8/6/2013-Inv. It may be useful to link the planned register to a National Database of Learner Records, thereby establishing formal links between qualification and records and for learners to access for use in planning progression activities. In developing the model & the detailed guidelines for an NDLR, there will be a need to take account of all learner achievements, whether achieved through the formal learning system or through RPL.

The NDLR can sit within the LMIS.

- i) An NDLR can provide learners with access to their achievements, including via RPL, based on National Qualifications
- ii) Learners can download proof of their achievements for use when seeking employment or access to further learning
- iii) Data can provide source material for use by government in skills development planning and prioritising resource allocations.

Figure 31: RPL Model

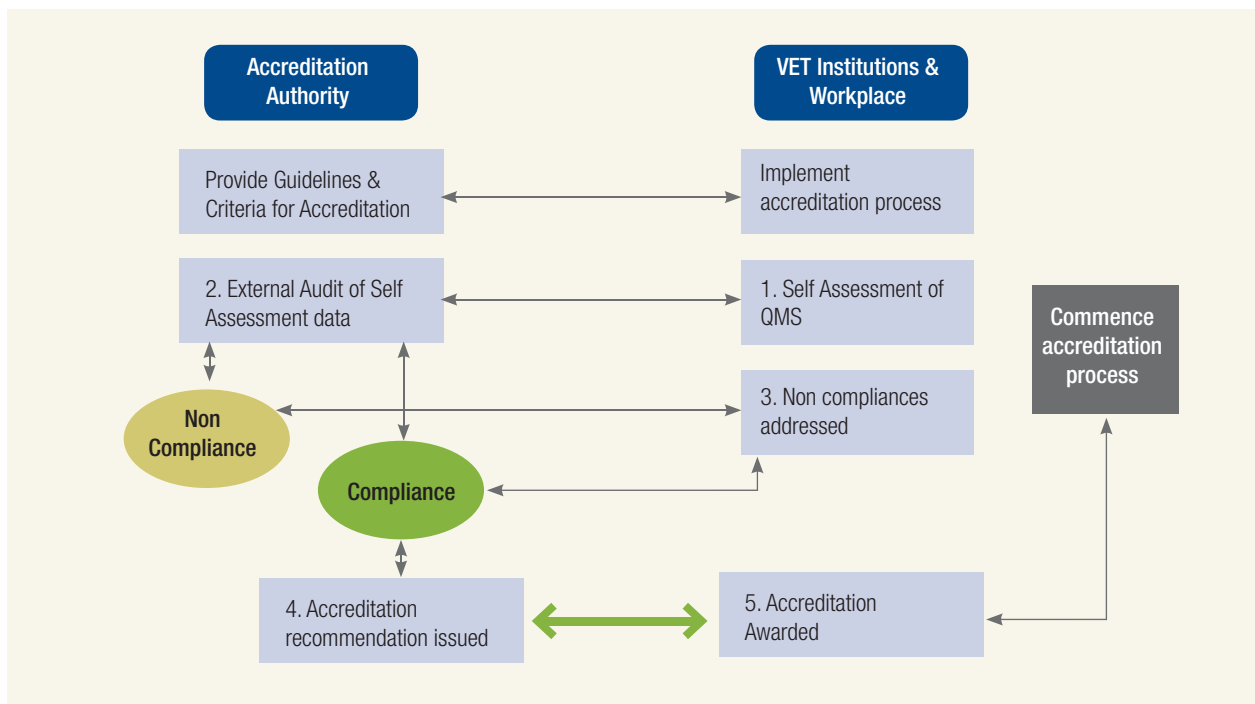
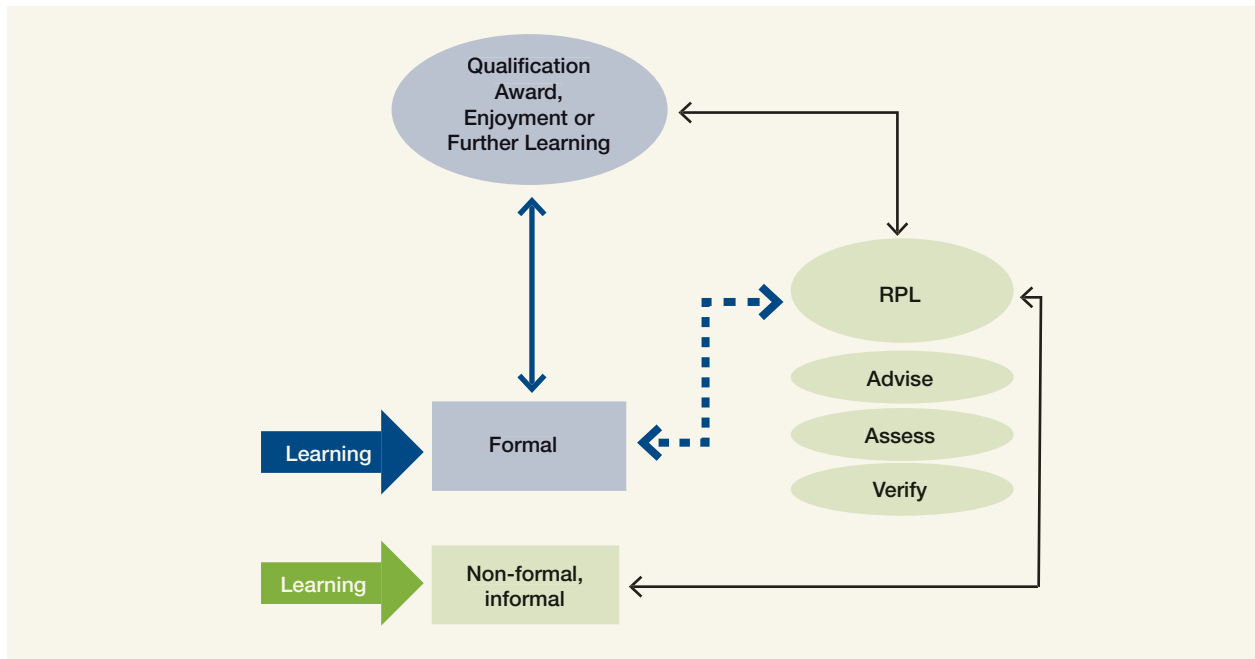


Figure 32: Accreditation model



FURTHER READING

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