



Islamic Republic of Pakistan
اسلامی جمہوریہ پاکستان
Islāmī Jumhūrī-ye Pākistān



Manual No. 6:
**Recognition of Prior
Learning/Recognition of
Current Competencies
(RPL/RCC)**

National Vocational Qualifications Framework

NVQF

To deliver a skilled and qualified workforce in Pakistan

Version 1

March 2016

National Vocational and Technical Training Commission (NAVTTTC)

Manual
On
Recognition of Prior Learning (RPL)
and
Recognition of Current Competencies (RCC)

(Note: This Manual needs to be read in association with the
NVQF Operational Manual No. 2 Assessment for NVQF Qualifications)

Version 1

March 2016

Table of Contents

Abbreviations used

Introduction	1
Examples of RPL and RCC	2
Principles and Guidelines for RPL and RCC	3
Authority to Conduct RPL/RCC	5
Overview of the Steps in the Conduct of RPL/RCC	6
Operational Guidelines on RPL/RCC Processes	8
Record Keeping and Data Entry for RPL/RCC	10
Certification of RPL/RCC	11
Moderation and Appeal for Assessment on RPL/RCC	12
Raising Awareness for RPL/RCC	13
Appendix 1: Package and Guidelines for Individuals Seeking RPL/RCC Template	14
Appendix 2: Application for RPL/RCC Assessment	15
Appendix 3: RPL/RCC Assessment Form	17

Figures

Figure 1: Pathways and entry and progression in the NVQF	1
Figure 2: Process Flow for Prior Learning (RPL) and/or Recognition of Current Competencies (RCC)	19

Abbreviations used

AT	Apprenticeship Training
BTEs	Boards of Technical Education
CB	Competency-Based
CBT	Competency-Based Training
CBET	Competency-Based Education and Training
CCIs	Chambers of Commerce and Industries
CQ	Certification of Qualification
CS	Competency Standard
CU_s	Competency Units
DACUM	Developing A Curriculum
EQF	European Qualification Framework
IAGs	Industry Advisory Groups
IBCC	Inter Board Committee of Chairmen
ISCED	International Standard Classification of Education
LDs	Level Descriptors
M&E	Monitoring and Evaluation
NAVTC	National Vocational & Technical Training Commission
NCRC	National Curriculum Review Committee
NOSS	National Occupational Skill Standards
NSS	National Skill Strategy
NSIS	National Skill Information System
NTB	National Training Bureau
NVC	National Vocational Certificate
PNQF	Pakistan National Qualification Framework
PNVQF	Pakistan National Vocational Qualification Framework
PVTC	Punjab Vocational Training Council
QCC	Qualification Curriculum Committee
QR	Qualification Register
QSC	Qualification Standard Committee
QSSC	Qualification Standard Sub-Committee
RCC	Recognition of Current Competencies
RPL	Recognition of Prior Learning
SAARC	South Asian Association for Regional Cooperation
SDA	Skill Development Analysis
SDCs	Skill Development Councils

1 Introduction

The NVQF allows the recognition and certification of skills that may have been gained through life experience including other forms of training, and formal and informal employment experience¹. Recognition of these skills can be through the process of Recognition of Prior Learning (RPL) or the process of Recognition of Current Competencies (RCC). RPL is the process in which the individual's previous learning outside the formal system (with portfolio evidences) is recognized as sufficient to meet the necessary standard of current defined competency/ies, and as a result, the individual can be given recognition of those skills and the appropriate NVQF qualification certificate or record of achievement can be issued. RCC is the process through which the competency/ies currently possessed by an individual (without presenting any documentary evidences) can be assessed against the relevant competency standards and may be given recognition through the issuance of the relevant NVQF certificate of qualification or record of achievement. Individuals that have already acquired skills through previous non-formal or in-formal learning can enter at appropriate levels of the NVQF through the RPL/RCC pathway (figure below). (See footnote 1 below)

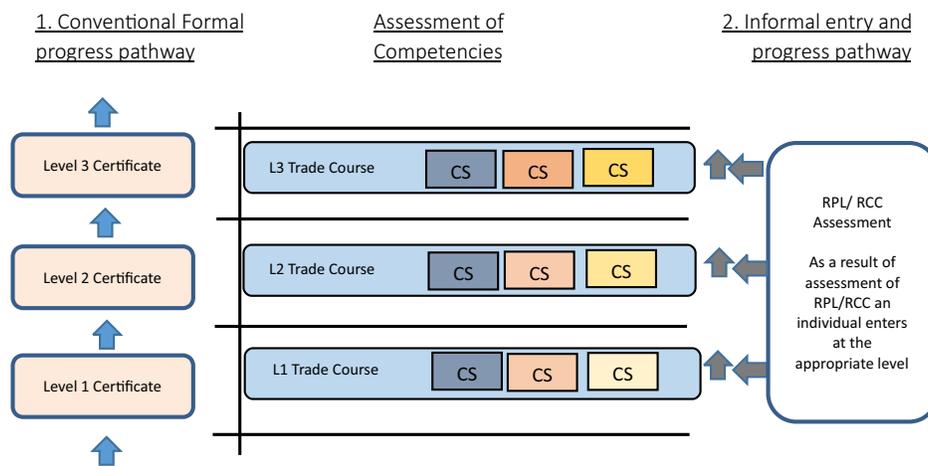


Figure 1: Pathways and entry and progression in the NVQF

The first pathway is the conventional training pathway used by the formal institutional training and apprenticeship tracks. This pathway is, as it always has been, most applicable to individuals that are progressing through formal training systems. The second pathway accommodates any individuals that have acquired skills through non-formal & informal learning (RPL/RCC) to acquire NVQF qualification or records of achievements.² RPL/RCC operates at all levels of the NVQF. The accredited Qualification Awarding Bodies (QABs)³ will manage the RPL and RCC processes.

¹ See Pakistan National Vocational Qualification Framework Version 1 page 22 Entry into NVQF Qualifications and Progression

² See Pakistan National Vocational Qualification Framework Version 1 page 23 and 24 Recognition of Prior Learning/Recognition of Current Competencies

³ QABs include BTEs, TTBs and PVTC. Additional QABs may be notified in the future

2 Examples of RPL and RCC

Example (RCC):

A man in his early 40's has worked as an auto-mechanic for 25 years. He has had no formal training or certification but he is a skilled mechanic applies to have recognition of his skills through RCC. As a result of the assessment he is issued with a certification of qualification if he meets all competency standards or with a Record of Achievement that lists the competencies that he has gained and assessed. This allows him to enter further training at the appropriate level without having to start at the lowest level and work his way up. It may also assist him to gain better employment.

Example (RCC):

A woman has been employed as a cook in a house for many years. She has had no formal training but has learned to prepare food for the family. She can prepare food for all occasions including normal family meals and for larger occasions, parties and meetings. She applies to the nearest Assessment Centre and after some discussion undertakes the assessments for a National Certificate for a Cook. She is found to be competent in most of the competencies and is issued with a Record of Achievement.

Example (RPL):

A worker with a good welding work history but no formal training as a welder wanted to find out whether he had the required skills for the National Vocational Certificate Mechanical Technology (Welding) L2. He contacted a QAB and an information pack was sent and he completed it, providing a resume of his skills and trade experience, including references relating to his work and range of skills. The assessors created a competency profile, and decided that no gap training was required. After a trades skills interview and assessment, he was awarded the full qualification certification.

Example (RPL):

A woman has worked in the beauty industry for 25 years. She has never attended a formal training programme but has had extensive experience in several salons. She now owns her own salon. She submits an application for RPL. She provides an extensive portfolio of photos showing her work, testimonials from clients, prizes from competitions. The assessors create a competency profile, and after a trades skills interview and assessment, she was awarded the full qualification certification.

3 Principles and Guidelines for RPL and RCC

- a) NVQF recognizes RPL and RCC as legitimate forms of assessment, which when implemented fully, will provide a mechanism for many individuals who have skills that have not been certified to now gain formal recognition of those skills.
- b) RPL and RCC both provide an opportunity to those who are outside the formal TVET system for accelerated recognition of their skills for award of NVQF qualification and/or certificates of achievement and/or possible entry in to further training in any pathway including the formal training system.
- c) RPL examines and evaluates evidence of past learning and experience provided by the candidate. Using this evidence an assessment is made of whether the candidate meets the competencies for award of qualification or record of achievement.
- d) RCC process involves assessment of the candidate's skills by a registered NVQF assessor in the absence of portfolio evidence. The assessment will include relevant assessment to provide evidence for making a judgment of the candidate's competencies for award of NVQ qualification or a record of achievement. The scope of the assessment must remain within the scope of the defined standards.
- e) The accredited QABs will manage RPL and RCC processes through an established RPL/ RCC unit.⁴
- f) The RPL/RCC assessment process must keep within the parameters of the approved competencies and be conducted by certified NVQF registered assessors⁵ who will examine:
 - Evidence of any earlier training and/ or,
 - Record of employment and use of the skills and/ or,
 - Reference from employer or other reliable person, knowledgeable in the skills attesting that the individual has the skills and/ or,
 - The individual to explain the skills they have in relation to the competencies they wish to have certified, through an interview and/ or
 - The individual through a short test to confirm the truth of the evidence from the other sources. The test could be a short practical demonstration, a short relevant written or oral test, or a short relevant assignment.
- g) The QAB, in consultation with appropriate accredited training organizations, will schedule RPL/RCC assessments at appropriate times to allow the efficient assessment of groups of individuals in the same areas of specialization.
- h) Results will be recorded in the NVQF information system and the Certificates of Qualification and /or Records of Achievement will be issued.⁶
- i) RPL and RCC will be accessible to anyone who gained relevant competencies through the following forms to acquire NVQF qualifications:
 - The workplace
 - Apprenticeship

⁴ See Process Flow Chart p19

⁵ Assessor must hold the National Vocational Certificate Level 4 in Training and Assessment (Assessor)

⁶ See Pakistan National Vocational Qualifications Framework Version 1 March 2015 p25

- Life experience
- Self-directed study
- Non-certified study
- Formal uncertified learning
- Informal or undocumented study
- In-service training
- Distance education or open learning
- Community-based education
- Overseas education, training or experience

RPL and RCC processes must be transparent and fair and individuals who are declared not-yet-competent have right to appeal and review.

RPL and RCC processes and procedures are explicitly reflected in the quality assurance system of NVQF to ensure that qualifications achieved in part or full through RPL/ RCC are of the same quality and have the same standing as qualifications achieved as a consequence of formal education and training.

RPL decisions must be guided by equivalence guidelines developed by NAVTTC through the equivalence process.

4 Authority to Conduct RPL/RCC

QABs are the assessment and certification awarding bodies. They must be accredited by NAVTTC as the responsible agencies to manage and conduct NVQF RPL/ RCC assessment through their accredited assessment centers. The QABs thus should have:

- a) Established an RPL/RCC Unit with designation of an RPL/RCC coordinator who can be approached by the individuals desirous of passing through RPL/RCC assessments.
- b) Registered assessors and managers who have undergone training to deal with RPL/RCC matters competently and candidates fairly and consistently.
- c) Established a separate system of dealing with appeals and reviews from the candidates on their assessment outcomes.
- d) Appropriate monthly/ yearly schedule of conduct of RPL/RCC assessment made available to all stakeholders including individuals, institutions, industry, enterprises etc.
- e) Advertised about the availability of NVQF certification through RPL/RCC for general awareness and publicity.
- f) RPL/RCC assessments information system as part of the NSIS is updated with the necessary record.
- g) Ensured validity, reliability and transparency of assessment and certification under RPL/RCC through accreditation and quality assurance procedures.

5 Overview of the Steps in the Conduct of RPL/RCC

- a. **Initial Inquiry.** Candidate or employer makes an inquiry to a QAB RPL/RCC Unit. An RPL/RCC Coordinator will provide a package of information (see Appendix 1 Package and Guidelines for Individuals Seeking RPL/RCC) explaining RPL, the applications processes involved, timelines and costs, etc. The candidate/employer can decide whether or not to pursue the application. The RPL/RCC Coordinator may provide advice on how to achieve RPL/RCC by gaining specific learning experiences.
- b. **Application.** If the candidate decides to pursue his/her application, he/she completes an application form (Appendix 2. Application Form for RPL/RCC Assessment) with the help of the RPL/RCC Coordinator. The application is submitted and registered with the Assessment Centre. The Assessment Centre appoints an Assessor who will review the completed application form prior to meeting the candidate.
- c. **Assessment Plan.** The Assessment Centre sets a meeting of the assessor and the candidate to jointly agree on an assessment plan. The plan contains a list of competency standards comprising a national qualification or skills set the candidate is seeking recognition. The plan also lists the type of documentary evidence needed to support competence in the competency standards in case RPL/RCC.
- d. **Candidate Self-Assessment.** The candidate assesses himself/herself against each competency standards. This will help the candidate identify what he/she has and what does he/she need. This will be discussed with the Assessor in order to plan for the next steps.
- e. **Documentary Evidence.** This step is applicable to RPL rather than for RCC candidates. Some pieces of documentary evidence, as discussed during the assessment planning, are needed to substantiate claims of competence. The documents may be in the form of certificates of training programs, certificate of employment, performance appraisals, endorsements from employers or supervisors, etc. The assessor completes the RPL/RCC Assessment Form (Appendix 3).
- f. **Interview or Knowledge Assessment.** This is the first step of gathering evidence. The assessor prepares an assessment instrument that covers the knowledge component of the competency standards and/or national qualifications he/she will be assessed against. The knowledge assessment will be according to the assessment package for the specific qualification. The Assessor will complete the Assessment Record Form for results Knowledge Assessment as the interview progresses.
- g. **Practical Assessment.** This step is applicable to RCC although it may also be applied to RPL candidates. In this step, the assessor lists practical tasks to be completed by the candidate or to provide evidence of prior completion. The tasks are based on the various skills specified in the assessment package. The assessor uses the relevant assessment checklists to record the candidate's recognition/performance.
- h. **Assessment.** The assessor undertakes a review of all the evidence submitted, and determines results, and completes all assessment forms, then will make a judgment whether the candidate is competent or not yet competent. If not yet competent, the assessor informs the candidate that competencies were not attained, and provides information and assistance on providing further evidence of competence or reassessment and/or gap training that may be advisable.

- i. **Certification and Record Keeping.** The candidates assessed as competent will receive Certificate of Qualification or a Record of Achievement.
- j. **Gap Training.** Where the candidate is found to be not-yet-competent against some standards the candidate will be advised about opportunities to undertake specified trainings to meet the remaining requirements if they wish to achieve those competency standards.

6 Operational Guidelines on RPL/RCC Processes

Figure 2 p19 presents the process flow for NVQF RPL/RCC

QAB Preparation

- i. As a part of accreditation criteria and requirement, QABs establish RPL/RCC units or sections and designate a focal person or coordinator for dealing with RPL and RCC matters.
- ii. The coordinator leads the development of RPL/RCC briefing packages for candidates (Package and Guidelines for Individuals Seeking RPL/RCC template at Appendix-1)

Candidates

- i. Candidates/ individuals desirous to be assessed under RPL/RCC contact the Unit and get the detail package and guidelines for assessment under RPL/RCC.
- ii. RPL candidates prepare portfolio of evidence and prior learning including:
 - a. records of other trainings,
 - b. certifications, and
 - c. references from employers as per guidelines given to them and completes the application form (Template at Appendix-2)
- iii. RPL candidates submit their complete application along with portfolio evidence to RPL/RCC unit for consideration and necessary action.
- iv. If the candidate is unable to present a portfolio of evidence they will be directed to participate in the normal assessment programme.

RPL/RCC Unit

- i. RPL/RCC units of QABs review the applications received and verify the authenticity of the record presented, prepare the schedule of RPL/RCC assessment, make necessary arrangements (appoint assessors and provide them with the detail of candidates' record) and inform the candidates about the event and appearance for assessment.

Assessor

- i. The RPL assessors conduct assessment through discussions of portfolio with candidates, clarifies authenticity of the record presented and candidates capabilities. Assessor completes the document form (Appendix-3 RPL/RCC Assessment Document Form).
- ii. Based on the evidence, assessor recommends to relevant QAB for:
 - a. RCC candidates, who possess skills but have no document/ portfolio evidence to present, contact the RPL/RCC units of the QAB and seek assessment for recognition of their current competencies.
 - b. RPL/RCC units of QAB reviews the applications received for RCC and schedule the assessment date, make necessary arrangements for the RCC assessment and inform the candidates to appear for the assessment.
 - c. Candidates take the assessment test for RCC conducted by the registered assessor as part of an assessment event

- at a scheduled time and place.
- iii. Based on the assessment, the assessor judges the RCC candidate, and recommend for:
 - a. Award of NVQF qualification if found “Competent”
 - b. Issuance of a Record of Achievement if the candidate qualifies in some and not all competency standards relevant to that qualification
 - c. Not award of NVQF qualification if found “Not-Yet-Competent” with a right to appeal for review and re-assessment as per laid down procedure.

7 Record Keeping and Data Entry for RPL/RCC

- a) RPL/RCC assessors record the assessment on the prescribed evidence guide, review it carefully and submit to the respective QABs.
- b) The QAB examines the assessment record and enters the following information into the national information system database (NSIS) maintained at NAVTTC.
 - i. Candidate and father name
 - ii. Date of Birth
 - iii. Mobile Number
 - iv. Picture
 - v. CNIC number
 - vi. ID number of the Assessment Centre
 - vii. Current address
 - viii. Competency standard code and title
 - ix. Name and registration number of the assessor
 - x. Date of the assessment event
 - xi. Assessment outcome – competent or not-yet-competent
- c) The record is used by QABs for issuance of certificate of qualification or certificate of achievement as per recommendation of the assessor.
- d) Record is used by QABs in case of reviews and appeals by the candidates and post RPL/RCC assessment moderation.

8 Certification for RPL/RCC

- a) QABs will be the authorized agencies to issue NVQF certificates of qualification or records of achievement to the successful candidates after the national skill information system records are updated with the following information from the QABs that indicates that the individual has achieved the requirements.
 - i. Candidate and father name
 - ii. CNIC number
 - iii. ID number of the Assessment Centre
 - iv. Current address
 - v. Completed qualification code, title and level OR competency code and title
 - vi. Name and registration number of the assessor
 - vii. Date of the assessment event

9 Moderation and Appeal for Assessment on RPL/RCC

The post RPL/RCC moderation system, reports generation and investigation will be same as applicable to formal assessment system (Please refer to NVQF Manual on Assessment for NVQF Qualifications). The detailed guidelines and procedures of moderation are also provided in the separate manual on “NVQF Moderation System”.

10 Raising Awareness for RPL/RCC

- a) The RPL/RCC units of the QABs must ensure that appropriate information on RPL/RCC entry pathway is made available for the general public.
- b) RPL/RCC program of assessment and schedule of events is appropriately advertised in the newspapers and other print and electronic media.
- c) A printed package and guidelines on RPL/RCC containing fee structure are readily available from the QABs if the candidate approaches the RPL/RCC unit personally or through mail. The requisite information about RPL/RCC, application forms etc., is also made available on QAB websites.

Appendix-1

Package and Guidelines for Individuals Seeking RPL/RCC Template

Using the systems, procedures and requirements set out in the NVQF manuals BTEs/TTBs/PVTC must develop a complete package with guidelines (in Urdu and English) for individuals seeking RPL and RCC and review it time to time to meet the needs of the candidates. The package should contain following contents.

1. A brief description of NVQF levels, pathways and progression
2. Definition of RPL and RCC
3. Explanation of scope of RPL/RCC and the individuals who can benefit from RPL/RCC
4. A clear description of the structure of RPL/ RCC Units of QABs including the identification of focal person with contact details
5. A complete description of procedures and processes of RPL/RCC Assessment
6. Examples of RPL/ RCC (Case studies) of the kinds of candidates that could seek RPL and / or RCC assessment
7. Fee Structure
8. Tentative Schedules of Assessment
9. Explanation of trained and registered Assessors and a clarification of the role of the Assessor and the conduct of the assessment
10. Right of appeal for review of assessment and re-assessment and the processes to be followed

Appendix-2

Application for RPL/RCC Assessment

(to be filled by the candidate seeking RPL/RCC)

1 PERSONAL INFORMATION

Name of candidate:	Father's Name:
Gender: (Male/Female/Transgender)	Date of Birth (Age):
Mailing Address:	Cell Phone:
Email:	NIC#:

2 NAME OF THE NVQF QUALIFICATION / COMPETENCY STANDARDS FOR WHICH RPL/RCC ASSESSMENT IS APPLIED FOR:

NVQF Qualification	Competency Standards	Applied for RPL or RCC

3 ACADEMIC BACKGROUND (Please Attach Attested Copies of your Degrees/ Certificates)

Level	Year Passed	Grade	Institution	Subjects
None/Incomplete				
Primary				
Middle				
Matric				
FA.FSc				
BA/BSc				
MA/MSc				

4 EMPLOYMENT HISTORY/ WORK EXPERIENCE (Please attach evidence for each)

Enterprise/Institution/ place of work where worked	From	To	Duties/Task performed	Referee

1 PRIOR LEARNING OR COURSES COMPLETED (Attach evidence)

Title of the Courses (including short courses)/ Learning completed	Year of completion

Date:	Signature:	Name of Applicant or Agent on behalf of
-------	------------	---

Appendix-3

RPL/RCC Assessment Form

(To be filled by the Assessor after RPL/RCC Assessment for submission to relevant QAB)

1 CANDIDATE DETAIL

Name:	Father's Name:
Gender: (Male/Female/Transgender)	Date of Birth (Age):
Mailing Address:	Cell Phone: Email ID:
Registration number:	NIC#:

2 ASSESSOR DETAIL

Name:	Father's Name
Registration Number:	Date of Registration:
CNIC Number:	Present Address
Contact Numbers	

3 ASSESSMENT EVENT (RPL/RCC)

Name of the Industry Sector:-----

Trade/ Occupation:-----

Qualification Code:.....

Date of Assessment:-----

Place of Assessment (Assessment Center & Relevant QAB):-----

Document Examined	Relevant Evidences Verified	Yes	No	Assessor Comments on Candidates Performance
Evidence of any earlier training				
Record of employment and use of the skills				
Reference from employer or other reliable person				
An interview				
A short test to confirm the truth of the evidence from the other sources.	(A practical demonstration, a written or oral test, or an assignment)			
Evidence of any earlier training				
Any Other				

4 ASSESSOR RECOMMENDATIONS

Recommendations	Yes/ No
NVQF qualification may be awarded as candidate has been found “Competent”	
Candidate has to undertake a short test as insufficient evidence are found for award of full qualification	
<p>Record of Achievement be issued as the candidate has qualified in the following but not all competency standards relevant to that qualification.</p> <p>(List of CSs achieved with their code#:) 1. 2. 3.</p>	
<p>NVQF qualification or competency standards cannot be awarded as candidate has not yet been found competent</p> <p>(List of CSs not yet achieved with their code#:) b) c) d)</p> <p>Recommended actions:</p>	

Date:	Signature of the Assessor:
-------	----------------------------

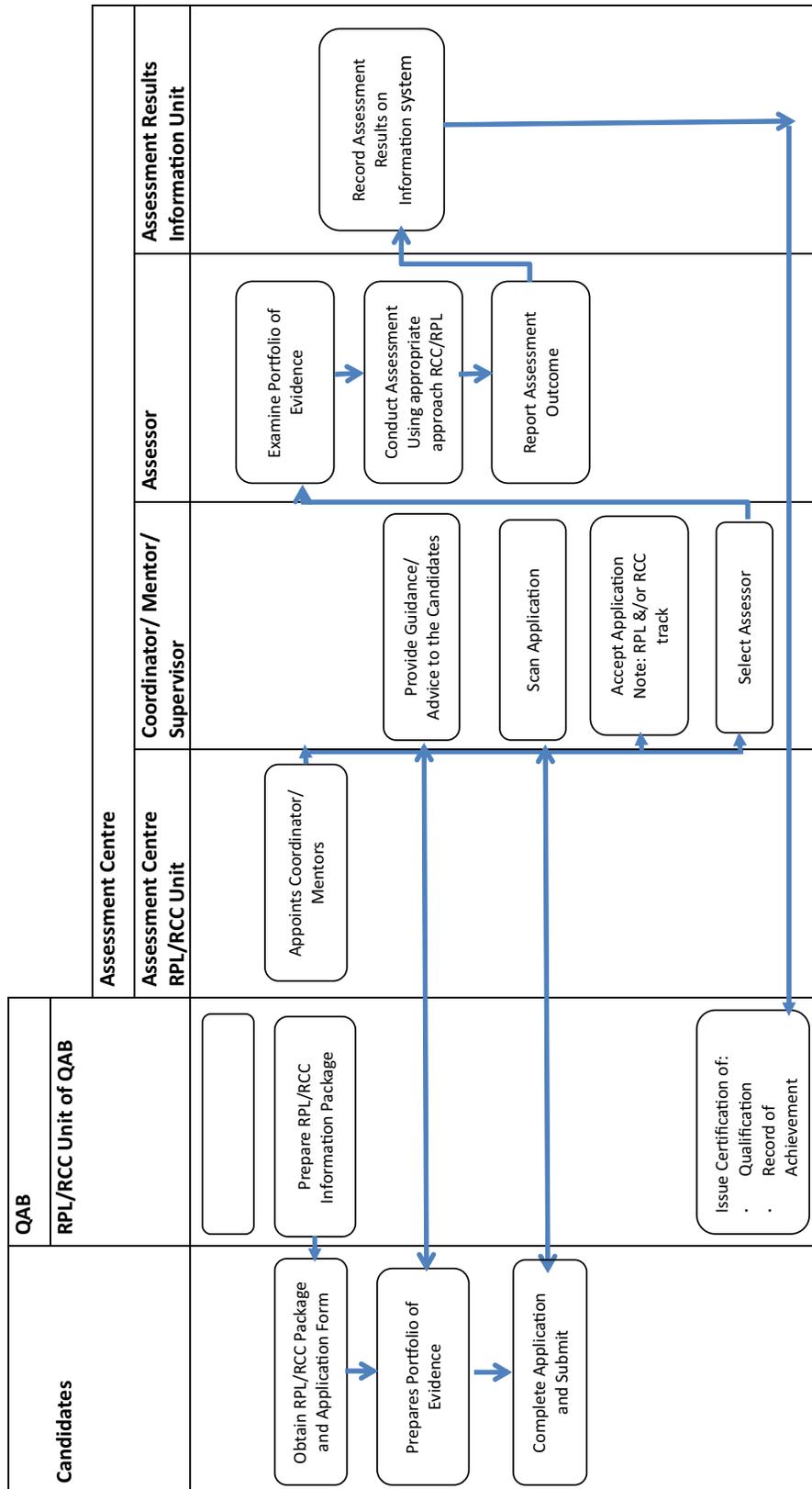


Figure 2: Process Flow for Prior Learning (RPL) and/or Recognition of Current Competencies (RCC)

National Vocational & Technical Training Commission (NAVTTTC)
5th Floor, Evacuee Trust Complex, Sector F-5/1, Islamabad
Tel: +92 51 904404, Fax: +92 51 904404, Email: info@navttc.org
Website: www.navttc.org