



## Kenya Pipeline Company Limited

### RECOGNITION OF PRIOR LEARNING (RPL) GUIDELINES

MANAGING DIRECTOR ..... *[Signature]* .....

EFFECTIVE DATE ..... 11-06-2025 .....

11-02-5022

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## **RECOGNITION OF PRIOR LEARNING (RPL) GUIDELINES**

**OCTOBER 2024**

## **VISION**

**An International Centre of Excellence for energy, oil and gas skill development**

## **MISSION**

**To develop competencies for the global energy sector and beyond, by providing accredited courses, research and innovation, consultancy, and collaboration for sustainable development.**

## **CORE VALUES**

**Excellence**

**Innovation**

**Sustainability**

**Collaboration**

**Integrity**

**Equity**

## FOREWORD



The Morendat Institute of Oil and Gas (MIOG) National Polytechnic is a regional skills development Institute in the Oil and Gas sector established in 2013 under the Northern Corridor Integrated Projects initiative (NCIP) as a centre of excellence (CoE). On 30<sup>th</sup> September 2024, the institute attained the National Polytechnic status, effectively becoming a qualifications awarding institution. The core mandate of the Institute, which is fully owned by the Kenya Pipeline Company (KPC) Ltd., is the development of skills for the Oil and Gas sector in the region. KPC prides itself in diverse skills in the Oil and Gas sector, acquired over 50 years in oil pipeline construction, operation and maintenance.

At the Morendat Institute of Oil and Gas (MIOG) National Polytechnic, we are committed to fostering excellence in the energy sector through cutting-edge education and training. As the industry evolves, so too must our approach to learning and professional development. One of the critical aspects of this evolution is recognizing the diverse pathways through which individuals acquire knowledge and skills.

The Recognition of Prior Learning (RPL) guidelines are a reflection of our dedication to ensuring that learning, wherever and however it occurs, is acknowledged and valued in line with the National Policy on RPL. RPL offers individuals the opportunity to have their previously acquired knowledge, skills, and experiences assessed against our rigorous academic and professional standards. By doing so, we not only honour the varied experiences of our learners and candidates but also promote lifelong learning and the continuous development of a skilled workforce.

These guidelines provide a clear and structured process for applicants, ensuring that their prior learning is recognized in a fair, transparent, and consistent manner. We believe that by implementing RPL, we are opening doors to greater educational access, enabling our candidates and learners to achieve their full potential.

As you engage with this document, we encourage you to view it as a testament to our commitment to quality education, innovation, and inclusivity. Whether you are a prospective RPL candidate/applicant, RPL professional, an academic advisor, or an industry professional, it is my hope that you will find these guidelines useful.

At the MIOG National Polytechnic, we are proud to lead the way in developing the next generation of industry leaders, and we believe that recognizing prior learning is a vital part of this mission.

**Mr. Joe Sang,**

*Managing Director,*

*Kenya Pipeline Company.*

## ACKNOWLEDGEMENT



The development of the Recognition of Prior Learning (RPL) guidelines for the Morendat Institute of Oil and Gas National Polytechnic (MIOG-NP) has been a collective effort of CBET experts, a dedicated MIOG-NP team and the Kenya Pipeline company (KPC) Ltd. Management.

We extend our sincere gratitude to KPC management and MIOG-NP staff whose support and commitment to excellence in education and training was instrumental in shaping these guidelines. Their contribution ensured that the RPL guidelines are robust, and aligned with the Kenya National Qualifications Framework and industry standards.

We also wish to acknowledge the invaluable input from industry experts, whose practical perspectives and experiences have enriched the development of these guidelines. Their feedback has helped to create a set of guidelines that are relevant to the real-world demands of the energy sector.

Special thanks go to the Ministry of Education (MoE), and our regulators; Technical and Vocational Education and Training Authority (TVETA), Kenya National Qualifications Authority (KNQA) among others for providing policy framework and standards for the development of these guidelines. We believe that our partners and stakeholders will provide the required support and collaboration towards the implementation of these guidelines.

Finally, we recognize the learners whose diverse experiences and backgrounds inspire our work. It is for you that these guidelines have been created, and we are committed to supporting your journey as you strive to achieve your educational and professional goals.

**Dr. Nancy Kosgei**

*Director,*

*The Morendat Institute of Oil and Gas National Polytechnic.*

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## **ACRONYMS & ABBREVIATIONS**

<b>CBET</b>	Competency Based Education and Training
<b>CDACC</b>	Curriculum Development and Certification Council
<b>KNQA</b>	Kenya National Qualifications Authority
<b>KNQF</b>	Kenya National Qualifications Framework
<b>KPC</b>	Kenya Pipeline Company
<b>M&amp;E</b>	Monitoring & Evaluation
<b>MIOG-NP</b>	Morendat Institute of Oil and Gas National Polytechnic
<b>MoE</b>	Ministry of Education
<b>NCIP</b>	Northern Corridor Integrated Projects
<b>NITA</b>	National Industrial Training Authority
<b>NLRD</b>	National Learners Record Database
<b>NQF</b>	National Qualifications Framework
<b>PLAR</b>	Prior Learning Assessment and Recognition
<b>POE</b>	Proof of Evidence
<b>QAI</b>	Qualification Awarding Institution
<b>RPL</b>	Recognition of Prior Learning
<b>TVET</b>	Technical and Vocational Education and Training
<b>TVETA</b>	Technical Vocational Education and Training Authority

## **DEFINITION OF TERMS**

**Assessment tools** are the instruments used by assessors to evaluate the skills and knowledge of candidates against set criteria or standards, facilitating consistency and quality assurance in the assessment process.

**Assessor** is an accredited practitioner who carries out assessments to determine the validity of claimed competencies based on submitted and/or observed evidence, ensuring comparability against set standards. The assessor uses professional judgment to evaluate the value of experiential learning in relation to formal education.

**Candidate** is an individual who seeks recognition or academic credit for knowledge and skills they have acquired outside of a formal educational setting.

**Coordinator** is an RPL practitioner responsible for overseeing an assessment centre, providing administrative and logistical support for the RPL process.

**Counsellor** is an accredited RPL practitioner responsible for guiding candidates through the RPL procedures and requirements, and advising on their suitability for assessment.

**Full qualification** is the award of credits for assessed units as defined in the KNQF, representing the successful completion of an existing KNQA qualification after completing the required training program.

**National Qualifications Framework** means the national system for the articulation, classification, registration, quality assurance, and the monitoring and evaluation of national qualifications as developed in accordance with this KNQF Act.

**Part qualification** refers to the award of credits for an assessed unit of learning that is registered as part of a qualification, as defined in the KNQF

**Professional body** means a membership organization of regulated experts or practitioners in an occupational field and may include a roll of members of an association or society.

**Qualification** means a registered national qualification.

**RPL Committee** is a group within the institution responsible for evaluating and assessing candidates' prior learning experiences and addressing any issues related to Recognition of Prior Learning (RPL).

**Skill gap training** refers to programs designed to address and fill gaps in a candidate's skills, helping them meet the required learning outcomes for a specific skill area and level. This training includes the use of mediation tools to assist learners in bridging the gap between workplace learning and academic knowledge, ensuring they meet the desired standards.

**Verifier** is a qualified and accredited RPL expert responsible for moderating assessment tools, methods, and results, as well as authenticating the overall assessment process.

## **1. INTRODUCTION**

### **1.1 Background of Recognition of Prior Learning (RPL)**

RPL is an educational approach that acknowledges the skills, knowledge and competencies gained by an individual through work experiences, informal training, or life experiences. It is a process that assesses these learnings against the standards of specific qualifications within a framework.

The primary purpose of RPL is to:

- i. Provide a formal process to assess and recognize the competencies individuals have acquired through work experience, informal education, or other non-traditional learning methods.
- ii. Facilitate access to further education and employment opportunities by validating existing skills and knowledge.
- iii. Reduce duplication of learning, saving time and resources for both learners and educational institutions.
- iv. Promote lifelong learning by encouraging individuals to build on their current competencies.

### **1.2 Legal and Regulatory Frameworks**

The RPL in Kenya is anchored on the following national, legal and regulatory frameworks.

- i. **Recognition of Prior Learning Policy Framework in Kenya January 2024**  
In January 2024, the Ministry of Education (MoE) launched the RPL policy which provides for recognition of prior learning in Kenya.
- ii. **The Kenya National Qualifications Framework (KNQF) Act No. 22 of 2014. Section 8 (1) (a, c, k & 1)** of the Act mandates the Authority to co-ordinate and supervise the development of policies and a system on national qualifications; provide for recognition of skills, knowledge, values and attitudes; and facilitate linkages, credit transfers and exemptions and vertical and horizontal mobility at all levels to enable entry, re-entry and exit.

- iii. **The Technical and Vocational Education and Training (TVET) Act No. 29 of 2013. Section 7 (1) (i) & (m)** provides that TVETA shall establish a training system which meets the needs of both the formal and informal sectors and assure quality and relevance in programmes of training. **Section 45** provides for the functions of the TVET Curriculum Development, Assessment and Certification Council (**TVET CDACC**) to include undertaking the design and development of curricula for competence certification, making rules concerning the above and issuing certificates to candidates who satisfy national TVET examination and competence assessment requirements.
- iv. **The Engineering technology Act no. 23 of 2016- Section 16(3)(b)(iii)** provides for registration of individuals on presentation of evidence of prior learning in Engineering technology.
- v. **Prior learning assessment and recognition standard (PLAR), of 2019 -** The standard was published by TVETA in 2019 to guide implementation of RPL in Kenya.
- vi. **Guidelines for implementation and recognition for prior learning (RPL) in Kenya, January 2020 -** The guidelines provide for planning and implementation of RPL in an efficient and effective manner.

### **1.3 Purpose of the Guidelines**

The purpose of these RPL guidelines is to provide a standard, structured, consistent and authoritative reference for MIOG-NP on the RPL processes. The RPL guidelines serve to guide assessment and recognition of knowledge, skills, and competencies acquired outside formal education systems, providing alignment with the Nation RPL policy, the national qualifications framework, laws and regulations in RPL in Kenya.

### **1.4 Objectives of the guidelines**

These guidelines ensure clarity, consistency, compliance, and efficiency while promoting best practices in assessment, training and certification. The specific objectives include:

- i. **Standardization** – establish clear standards for assessing prior learning to ensure consistency and fairness in RPL decisions across different sectors.
- ii. **Accessibility** - ensure knowledge, skills and competencies are recognized regardless how, when and where they were acquired.

- iii. Lifelong learning – promotes lifelong learning by assessing and certifying competencies acquired outside the formal education system.

### **1.5 Scope of the RPL Guidelines**

These guidelines provide for a comprehensive process for recognition of an individual's prior learning. Specifically, the guidelines provide for principles of RPL, RPL process, assessment criteria and methods, roles and responsibilities, quality assurance, legal and ethical considerations.

## **2. PRINCIPLES OF RPL**

The following guiding principles will be applicable:

### **2.1 Confidentiality**

The information and evidence provided by candidates during the RPL process shall be treated with confidentiality and used only for the purpose of assessment.

### **2.2 Non- Discrimination**

Principles and practices of Equity, Diversity and Inclusion (EDI) will be mainstreamed throughout the RPL process. RPL shall be accessible to all individuals regardless of age, gender, religion, ethnicity, disability, socio-economic status, or any other protected characteristic.

### **2.3 Reliability**

The RPL process shall yield consistent and dependable results, regardless of when or by whom the assessment is conducted. This ensures that different assessors would arrive at the same conclusion when evaluating the same evidence.

### **2.4 Flexibility**

RPL shall accommodate the diverse ways in which individuals acquire knowledge and skills. The process shall be adapted to individual pace, style and preferences.

### **2.5 Fairness**

The RPL process shall be impartial and unbiased, providing all candidates with an equal opportunity to demonstrate their prior learning experiences.

### **2.6 Transparency**

The criteria, procedures, methods, outcomes and decisions of RPL process shall be clearly communicated to all the candidates.

## **2.7 Integrity**

All RPL stakeholders within and outside the institute shall conduct themselves in a manner that is professionally, ethically and morally acceptable.

## **2.8 Accessibility**

The RPL services and information shall be availed to all interested and eligible candidates.

# **3. The RPL PROCESS**

## **3.1 Information and Guidance**

**3.1.1 Expression of Interest:** The potential candidate contacts the RPL unit for information regarding RPL. If the RPL coordinator is satisfied that the candidate qualifies for recognition, the candidate will be directed to the relevant counsellor.

**3.1.2 Conduct Information Sessions:** The RPL counselor holds initial consultations with potential candidates to explain the RPL process, its benefits, eligibility criteria, and potential outcomes. The RPL counselor shall determine whether the candidate is eligible for the RPL process.

## **3.2 Application Submission**

**3.2.1 Formal RPL Application:** The potential candidate submits a formal RPL application for consideration. This is done by completing online form, paying the requisite application fee and attaching the required documentation.

**3.2.2 Processing of Application:** The application is received by the RPL coordinator and processed by confirming that all requirements are met.

**3.2.3 Communication of the outcome –** The RPL coordinator shall provide feedback on the application to the applicant within 15 working days.

## **3.3 Pre-Assessment Meeting**

The successful applicant will meet with the RPL Assessor to discuss the candidate's prior learning. The types of evidence required, assessment methods and timelines

shall be agreed upon and the candidate will receive guidance on compilation of portfolio of evidence.

### **3.4 Portfolio of Evidence Submission**

The candidate is responsible for compiling and submitting the portfolio of evidence to the assessor. The evidence shall include but not limited to work samples, certificates and testimonials.

### **3.5 Assessment of Evidence**

The following criteria shall be used to evaluate the evidence submitted.

- i. **Relevance** - The prior learning or experience must be directly relevant to the competency in the occupational standard for the trade area for which recognition is sought.
- ii. **Sufficiency** - The applicant must provide adequate and comprehensive documentation as guided by the assessor.
- iii. **Authenticity** – All evidence shall be subjected to a due diligence by the assessor to confirm authenticity.
- iv. **Currency** – Evidence should reflect experience or learning that is not more than four years old.

### **3.6 Feedback and Recommendations**

After submission of the evidence, the assessor shall evaluate and provide feedback to the candidate within 15 working days . The recommendation shall be any of the following:

- i. Proceed for assessment,
- ii. skill gap training or
- iii. submission of additional evidence.



### **3.7 Insufficient Evidence**

Evidence is insufficient if it fails to contain all the necessary requirements for which recognition is sought. Where evidence is deemed insufficient, the following process shall apply;

- i. The assessor shall notify the Candidate on the areas lacking in order to supply the evidence within 28 days of this notification.
- ii. If the Candidate does not have any further evidence to support their application, RPL may be denied or referred for relevant skill gap training
- iii. Assessors shall inform the RPL unit of ongoing communication with the Candidate should further evidence or skill gap training be recommended.

In the event that the candidate is not satisfied with the feedback on the portfolio of evidence, the grievance shall be escalated to the RPL coordinator for determination.

### 3.8 ASSESSMENT

The candidate shall be assessed in the relevant trade area and awarded a Full or Partial Qualification, or recommended for skill gap training. The assessment shall be carried out in line with the principles of assessment applicable in formal training and assessment which include reliability, flexibility, fairness and validity.

#### 3.8.1 Assessment Methods

The assessment methods selected shall ensure that skills, knowledge and attitudes are assessed. For each applicant **at least** four assessment methods shall be used to assess the competency. The various assessment methods include but not limited to the following:

- i) **Presentation-** the candidate shall present evidence related to a specific learning outcome/s before a panel of assessors.
- ii) **Theoretical Tests-** written or oral tests shall be used to assess knowledge in or of a specific learning outcome or competency.
- iii) **Simulated tests** – candidates shall be placed in a simulated environment and tasked to carry out particular tasks.
- iv) **Project** – candidates shall be given practical tasks to do over a specified period of time.
- v) **Observation in real-life conditions-** candidates shall be assessed in actual conditions of doing the tasks specified in the description of a qualification.
- vi) **Portfolio of evidence-** The portfolio shall be comprehensive, organized, and directly aligned with the competency standards. It should include a detailed table of contents mapping evidence to specific criteria.
- vii) **Technical Interview** – A panel of interviewers shall assess the applicant's skills and knowledge.
- viii) **Self-Assessment-** An applicant shall be asked to assess his/her knowledge and skills based on a structured questionnaire.
- ix) **References/Feedback from employers, peers or subordinates** – The candidate's employers, peers or subordinates shall be requested to provide information on his/her knowledge, skills and attitudes.

### 3.8.2 Assessment guideline

Assessment tools for various KNQF levels shall be developed and assessment conducted. The candidate shall be considered competent or not yet competent based on whether they achieve the required pass mark in each unit of competence assessed in line with table 1 below.

**TABLE 1: KNQF WEIGHTING TOOL**

KNQF Level	Theory (%)	Practical (%)	Overall (%)	Pass mark (%)
3	20	80	100	50
4	30	70	100	50
5	40	60	100	50
6	50	50	100	50

### 3.8.3 Verification Process

- i. The institute shall appoint a Verifier who is a subject matter expert to sample the assessments.
- ii. The Verifier shall randomly sample six (6) candidates from the first thirty (30) candidates and one (1) candidate for every additional six (6) candidates.
- iii. If the mean deviation is  $\pm 5$  then the final outcome of the assessment shall be retained
- iv. If the mean deviation is more than  $\pm 5$  all the candidates scores shall be adjusted by the same margin
- v. The verifier shall generate a report on the verification process and submit to the institute.

### 3.8.4 Validation of assessment outcome

Validation of the assessment outcome for each unit of competency shall be conducted by the RPL committee.

- i. If the RPL outcomes meet the required standards, the candidate shall be recommended for a Full or Partial Qualification depending the recognition sought.
- ii. If the candidate fails to meet the required standards, they shall be recommended for skill gap training.
- iii. The final decision on the RPL outcome shall be communicated to the candidate.

#### **4. RPL ASSESSMENT APPEAL**

Developing an appeal process for Recognition of Prior Learning (RPL) is essential to ensure fairness, transparency, and accountability in the evaluation of prior learning. An effective appeal process provides candidates with a structured way to challenge decisions if they believe their RPL assessment was unfair or did not accurately reflect their competencies.

##### **4.1 Appeal of Outcomes of Assessment**

Upon receiving the RPL assessment results, candidates shall be informed of their right to appeal the decision. This notification shall include clear instructions on how to initiate an appeal, the time frame for doing so, and the grounds on which an appeal can be based.

##### **4.1.1 Grounds for Appeal**

Candidates may appeal the RPL assessment outcome based on the following grounds:

- i. **Procedural Error:** If there was a failure to follow the correct procedures during the assessment process.
- ii. **Bias or Unfair Treatment:** If the candidate believes the assessment was biased or that they were treated unfairly.
- iii. **Insufficient or Inaccurate Consideration of Evidence:** If the candidate believes that the evidence provided was not adequately considered or that the assessor misinterpreted the evidence.
- iv. **New Evidence:** If the candidate has new evidence that was not available during the initial assessment and believes it could impact the decision.

#### **4.1.2 Submission of Appeal**

The candidate shall submit a formal appeal using the RPL appeal form within 14 days from the date of receiving the assessment decision. Late submission of the appeal shall not be considered.

The appeal submission shall include:

- i. A detailed explanation of the grounds for the appeal.
- ii. Any relevant documentation or additional evidence that supports the appeal.
- iii. Any specific requests or outcomes the candidate is seeking through the appeal.

#### **4.1.3 Acknowledgment of Appeal**

Upon receiving the appeal, the RPL coordinator shall acknowledge receipt of the appeal in writing within 14 days, providing the candidate with information about the next steps in the process and an estimated timeline for the review.

#### **4.1.4 Review of the Appeal**

The appeal shall be reviewed by the RPL committee or a team of assessors who were not involved in the original assessment. The RPL committee will be required to convene to review the appeal within a period of 15 working days.

The review process shall involve:

- i. A thorough examination of the original assessment documentation, the appeal submission, and any additional evidence provided.
- ii. An interview with the candidate, if necessary, to gain further insight into the grounds for the appeal.
- iii. A consultation with the original assessor(s) to clarify any issues or questions related to the initial assessment.

#### **4.1.5 Decision on the Appeal**

After reviewing the appeal, the RPL committee shall make a decision.

The possible outcomes include:

- i. **Upholding the Original Decision:** If the review committee finds that the original assessment was fair and accurate, the appeal is denied.
- ii. **Reassessment:** If the review identifies issues with the original assessment, the candidate may be offered a reassessment by a different assessor.
- iii. **Adjustment of the Decision:** If the review determines that the candidate's evidence was not adequately considered, the original decision may be adjusted to reflect a more accurate evaluation.

#### **4.1.6 Communication of the Appeal Outcome**

The outcome of the appeal shall be communicated to the candidate in writing within 15 working days from the time of review, providing a detailed explanation of the decision and the reasons behind it. The decision of the committee shall be final.

#### **4.1.7 Record Keeping**

All documentation related to the appeal, including the original assessment, appeal submission, review notes, and final decision, shall be securely stored and maintained in line with the institute's records classification and retention policy.

#### **4.1.8 Continuous Improvement**

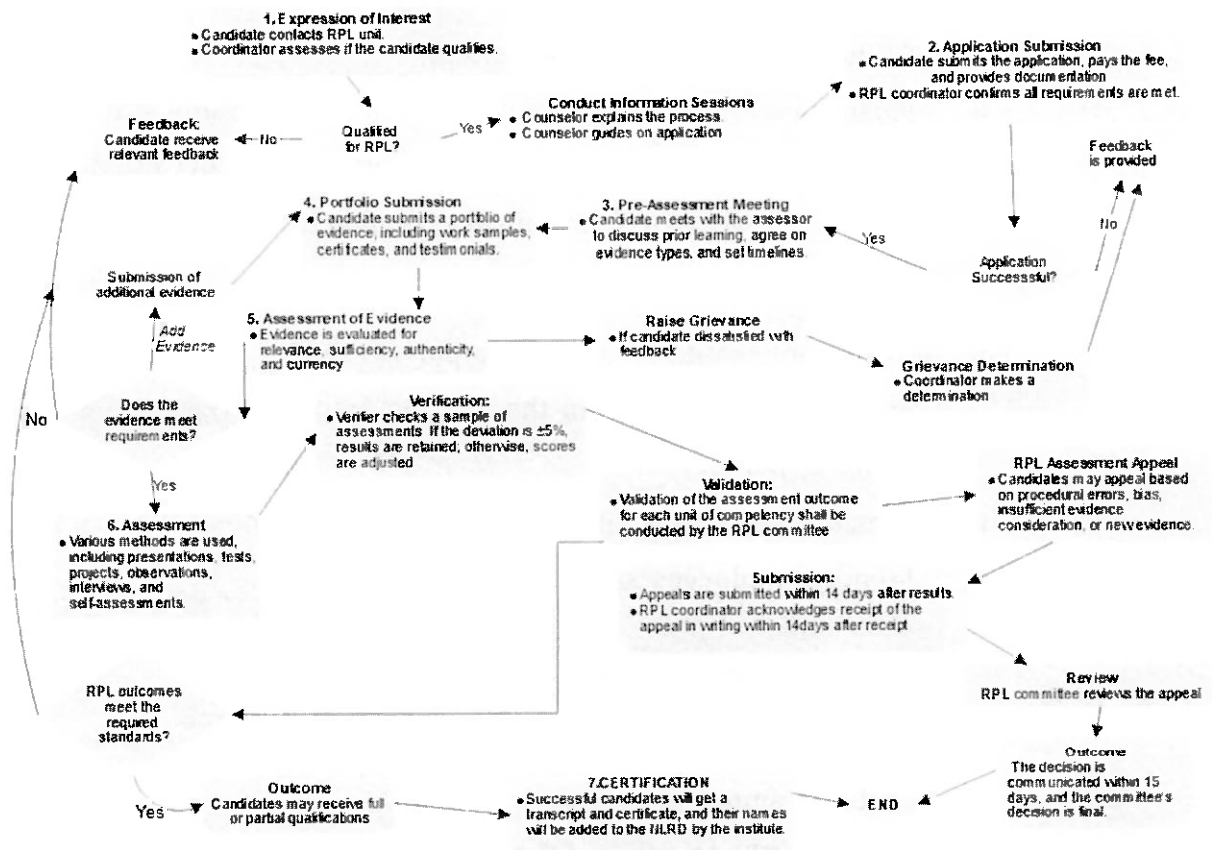
The Institute shall regularly review and analyze appeals to identify any recurring issues or areas for improvement in the RPL process. Feedback from appeals shall be used to refine assessment criteria, improve assessor training, and enhance the overall effectiveness of the RPL process.

#### **4.1.9 CERTIFICATION**

Successful candidates shall be awarded a transcript and a certificate by the institute in line with KNQF requirements.

The institute shall submit the list of successful students to KNQA for uploading in the National Learners' Records Database (NLRD).

**Figure 1: Summary of RPL Process**



## 5. ROLES AND RESPONSIBILITIES

### 5.1 The Institute

- i. Seek accreditation from TVETA and KNQA for implementation of RPL.
- ii. Provide information, guidance, counselling and facilitation on the RPL process.
- iii. Carry out assessment of candidates.
- iv. Establish and resource RPL unit.
- v. Support and implement lifelong learning measures through provision of skills gap training opportunities.
- vi. Take all steps necessary to ensure integrity and quality of the RPL process.

## **5.2 Industry**

- i. Participate in development of Occupational Standards through Sector Skills Advisory Committees (SSACs).
- ii. Participate in policy formation for the RPL process and system.
- iii. Participate in external assessment and verification of candidates.
- iv. Provide opportunities for industry training and experience.

## **5.3 Employers**

For effective implementation of RPL, employers shall:

- i. Entrench RPL Policy into the existing employer regulations and human resource policy.
- ii. Sensitize, encourage and finance employees to undertake RPL assessment.
- iii. Identify employees' skills for RPL application.

## **5.4 Workers' Organizations**

- i. Create awareness on RPL, its potential benefits, and build positive attitudes among the workers.
- ii. Integrate RPL into the employment policy.
- iii. Ensure active participation of employers and workers in the planning, implementation and evaluation of RPL, not only for quality but also recognition of its benefits.
- iv. Bargain with employers for up-skilling and reskilling of employees.

## **5.5 Professional bodies**

- i. Comply with the KNQF Act for the recognition of professional bodies and the registration of professional qualifications.
- ii. Recognize qualifications awarded through RPL as an integral requirement for attainment and registration of professional designations.
- iii. Collaborate with the Institute in promoting a quality RPL process.
- iv. Build capacity to initiate and support RPL provision in accordance with the RPL Policy Framework.



## **5.6 The Applicant**

- i. Gather relevant information.
- ii. Apply and present the relevant evidence.
- iii. Avail himself/her for assessment as directed by the assessor.
- iv. Receive recognition of their competencies.

## **5.7 RPL Coordinator**

- i. Notifying the candidate regarding the RPL process.
- ii. Providing appropriate mediation tools for up skilling.
- iii. Providing security for assessment materials.
- iv. Conduct publicity and awareness.
- v. Chair the RPL committee.
- vi. Recommend to the director appointment of the RPL professional.

## **5.8 RPL Counsellors**

Each trade area shall have at least one counsellor. The counsellors shall:

- i. Be a subject matter expert.
- ii. Guide the candidate on how to apply for the relevant skill area, level and competency as per the learning outcomes.
- iii. Advise on portfolio of evidence collection.
- iv. Recommend skills and knowledge gap training.
- v. Prepare the candidate(s) for final assessment.
- vi. Inform candidates on the appeals procedure in case one is not comfortable with outcomes.
- vii. Recommend candidate for either full or partial assessment.
- viii. Forward documentation to the RPL Assessor once they meet the expected requirement for assessment.
- ix. Advise the assessment center and the RPL practitioners on the requirements for the vulnerable and special needs persons being assessed.

### **5.9 RPL Assessors**

The assessors shall:

- i. Evaluate the applicants' portfolio.
- ii. Pre-test each assessment tool to ensure it is valid, reliable and consistent.
- iii. Carry out assessments of candidates.
- iv. Award and grade the achievement of each candidate in accordance with the QAI requirement

### **5.10 RPL Verifiers**

The verifier shall:

- i. Ensure that the RPL assessment process meets the required standards in line with the RPL procedure.
- ii. Make recommendations to the institute in regard to the assessment process.
- iii. Where necessary, participate in the appeals process.

## **6. QUALITY ASSURANCE**

To ensure quality in RPL, the following measures shall be applied:

- i. Adhering to the provisions of this guideline and any other standards set from time to time.
- ii. Applying the same assessment methods for applicants seeking recognition in the same trade area.
- iii. Recruiting competent RPL professionals accredited by TVETA.
- iv. Continuous professional development of RPL professionals.
- v. Collaborating with employers' and workers' organizations and other relevant stakeholders.
- vi. Developing assessment tools and methodologies before assessment.
- vii. Ensure accreditation of the Institute by TVETA and KNQA to offer RPL.
- viii. Moderation of assessments.
- ix. Monitoring & evaluation of the RPL process and submission of reports to the Director on quarterly basis.

- x. Ensure annual independent auditing of the entire RPL process by an external RPL expert.
- xi. Dissemination of the RPL results as per the Institute's academic policy

## **7. LEGAL AND ETHICAL CONSIDERATIONS OF THE GUIDELINES**

For effective management of Recognition of Prior Learning (RPL), addressing legal and ethical considerations around **data protection and confidentiality, equal opportunity, and conflict of interest** is essential.

### **7.1 Data Protection and Confidentiality.**

In management of RPL, the institute will adhere to all relevant data protection laws including the data protection Act 2019. Personal and assessment-related information shall be kept confidential and accessible to Authorised personnel only.

### **7.2 Equal Opportunity**

The RPL process shall be fair and equitable, regardless of race, gender, age, disability, or other protected characteristics.

### **7.3 Conflict of Interest**

All players involved in the RPL process shall be required to declare potential conflict of interest. Conflict of interest may arise if a player has a personal, financial, or professional relationship with a candidate.

A declaration of interest register shall be maintained by the institution. Where conflict of interest is declared or identified, the player must recuse themselves from the RPL process and the coordinator shall assign an alternative person.

### **7.4 Intellectual Property Rights**

The RPL process shall respect the intellectual property of the candidate (s) in line with the applicable intellectual property laws.

## **8. REVIEW OF THE GUIDELINES**

The RPL guideline shall be reviewed after every 3 years to reflect the current best practices in the RPL and to incorporate any emerging issues. However early review may be occasioned by:

- i. Major changes in operating environment.
- ii. Change of MIOG-NP, KPC or Government policies/regulations.

Revision of the MIOG-NP RPL guideline shall be initiated by the Director, MIOG-NP and approved by the KPC Board of Directors.

## 9. REFERENCES

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Recognition of prior learning Policy framework in Kenya, 2024

## 10.APPENDICES

### APPENDIX 1: RECOGNITION OF PRIOR LEARNING (RPL) APPLICATION FORM

Application No. ....

#### Section 1: Personal Information

- Full Name: \_\_\_\_\_
- Identification No.: \_\_\_\_\_
- Phone No. \_\_\_\_\_
- Email \_\_\_\_\_
- Gender \_\_\_\_\_
- Place of work/Organization \_\_\_\_\_  
(If applicable)

#### Section 2: Educational/Training (Formal/informal/non-formal) Background

No.	Name of Institution	Qualification	Year Attained
1			
2			
3			
4			
5			

#### Section 3: Work experience

No.	Name of the Organization	Job Title	Dates Worked		Duties and responsibilities
			From	To	
1					
2					
3					
4					
5					

#### Section 4 : RPL claim information

- Trade Area \_\_\_\_\_
- KNQF trade level \_\_\_\_\_
- Nature of RPL Application: Partial Qualification [ ] Full Qualification [ ]
- For partial application please indicate the unit(s) for which you are seeking recognition in the table below:

No.	Unit of competence	Unit code
1		
2		
3		
4		

#### 5. Checklist of supporting documentation

1. Curriculum Vitae (CV)
2. Personal Identification
3. Certificates
4. Workplace evidence
5. Evidence of application fee payment
6. Any other evidence

#### Section 6: Applicant's declaration

*I declare that the information provided in this form along with the attached documents, is true, complete and accurate to the best of my knowledge.*

Signed: \_\_\_\_\_ Date \_\_\_\_\_

***Applicant***

#### Section 7: For MIOG-NP Official Use Only

- Date Received: \_\_\_\_\_
- Outcome: Accepted [ ] Rejected [ ]
- Comment \_\_\_\_\_

Signed: \_\_\_\_\_ Date \_\_\_\_\_

**Signed by RPL Coordinator:**

**Contact Information:**

MIOG-NP RPL Coordinator,  
Morendat Institute of Oil & Gas  
P. O. Box 73442 – 00200

**NAIROBI**

Email: miog@kpc.co.ke

Phone Number: 0704-801596

## APPENDIX 2: PORTFOLIO OF EVIDENCE (POE) SUBMISSION FORM

### 1. Candidate Information

Full Name: \_\_\_\_\_

Candidate ID: \_\_\_\_\_

RPL Qualification Sought: \_\_\_\_\_

Assessor Name: \_\_\_\_\_

Date of Assessment: \_\_\_\_\_

### 2. Alignment with Learning Outcomes

Learning Outcome	Evidence Provided	Meets Requirements (Yes/No)	Comments [Assessor's feedback and observations]
LO. 1			
LO. 2			
LO. 3			
LO. 4			
LO. 5			
LO. 6			



### 3. Competency Areas

Competency Area	Evidence Provided (By Candidate)	Sufficient (Yes/No) (by assessor)	Comments (by assessor)
Technical Skills			
Other Skills			

### 4. Overall Assessment

Is the evidence authentic? [Yes/No]

Is the evidence relevant to the qualification? [Yes/No]

Is the evidence current? [Yes/No]

Is the evidence sufficient to demonstrate competency? [Yes/No]

### 5. Final Decision

**Outcome:**

Competent [ ]

Not Yet Competent [ ]

Further Evidence Required [ ]

### 6. Assessor's Comments and Recommendations

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### 7. Assessor's Declaration

I \_\_\_\_\_, have evaluated the Portfolio of Evidence submitted by \_\_\_\_\_ for the Qualification Title \_\_\_\_\_. The evaluation has been conducted in line with the RPL guidelines, and the assessment outcome is a true reflection of the candidate's competencies based on the evidence provided.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### 8. Candidate Acknowledgment

I, \_\_\_\_\_, acknowledge the receipt of the assessment outcome provided by the assessor.

Satisfied [ ]

Not Satisfied [ ]

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX 3: RECOGNITION OF PRIOR LEARNING (RPL) GRIEVANCES FORM

### Grievance submission Instructions

*Please Complete and submit this grievance form to the MIOG RPL Coordinator. (Details provided on this form).*

#### Section 1: Candidate Information

- Full Name: \_\_\_\_\_
- Registration No.: \_\_\_\_\_
- Phone No. \_\_\_\_\_
- Email \_\_\_\_\_

#### Section 2: Assessment Details

- Date of RPL Assessment: \_\_\_\_\_
- KNQF Level \_\_\_\_\_
- Unit of competence against: \_\_\_\_\_
- Unit Code \_\_\_\_\_

#### Section 3: Grievance Statement

*Provide a detailed explanation of your grievance and desired outcome*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

#### Section 4: Supporting Documentation

*List any documents you are submitting with this form to support your grievance*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Section 5: Declaration

*I declare that the information provided in this form and the supporting documents is true and accurate to the best of my knowledge.*

- **Signature:** \_\_\_\_\_
- **Date:** \_\_\_\_\_

### Section 7: For MIOG-NP Official Use Only

- **Date Received:**  
\_\_\_\_\_
- **Grievance reference Number:**  
\_\_\_\_\_
- **Grievance Outcome:** Uphold Decision [ ] Re-assessment [ ] Adjustment of Decision [ ]  
\_\_\_\_\_
- **Signed by RPL Coordinator:**  
\_\_\_\_\_
- **Date of Outcome Notification:**  
\_\_\_\_\_

### Contact Information:

*If you have any questions about the appeals process, please contact;*

MIOG-NP RPL Coordinator,  
Morendat Institute of Oil & Gas  
P. O. Box 73442 – 00200  
**NAIROBI**  
Email: miog@kpc.co.ke  
Phone Number: 0704-801596

#### APPENDIX 4: RPL ASSESSOR'S CHECKLIST FOR PRACTICALS

**Candidate Name:**..... **Date of Assessment:**.....

**Assessment Title:**..... **Qualification level:**.....

**Unit of Competence:**.....

Element	Performance Criteria	Observed	Marks Awarded
		<input type="checkbox"/> Yes <input type="checkbox"/> No	
		<input type="checkbox"/> Yes <input type="checkbox"/> No	
		<input type="checkbox"/> Yes <input type="checkbox"/> No	
		<input type="checkbox"/> Yes <input type="checkbox"/> No	
		<input type="checkbox"/> Yes <input type="checkbox"/> No	
		<input type="checkbox"/> Yes <input type="checkbox"/> No	
		<input type="checkbox"/> Yes <input type="checkbox"/> No	
		<input type="checkbox"/> Yes <input type="checkbox"/> No	
		<input type="checkbox"/> Yes <input type="checkbox"/> No	
		<input type="checkbox"/> Yes <input type="checkbox"/> No	

#### Overall Outcome:

- ☐ Competent
- ☐ Not Yet Competent

**Assessor's Comments:** .....

**Assessor's Signature:**..... **Date:** .....

**Candidate's acknowledgement:**.....

**Candidate's Signature:**..... **Date:**.....

## APPENDIX 5: RPL VERIFIER'S CHECKLIST FOR PRACTICALS

**Candidate Name:**..... **Date of Assessment:**.....

**Assessment Title:**..... **Qualification Level:**.....

**Unit of Competence:**.....

Element	Performance Criteria	Observed	Marks Awarded
		<input type="checkbox"/> Yes <input type="checkbox"/> No	
		<input type="checkbox"/> Yes <input type="checkbox"/> No	
		<input type="checkbox"/> Yes <input type="checkbox"/> No	
		<input type="checkbox"/> Yes <input type="checkbox"/> No	
		<input type="checkbox"/> Yes <input type="checkbox"/> No	
		<input type="checkbox"/> Yes <input type="checkbox"/> No	
		<input type="checkbox"/> Yes <input type="checkbox"/> No	
		<input type="checkbox"/> Yes <input type="checkbox"/> No	
		<input type="checkbox"/> Yes <input type="checkbox"/> No	
		<input type="checkbox"/> Yes <input type="checkbox"/> No	

### Overall Outcome:

- ☐ Competent
- ☐ Not Yet Competent

**Verifier's Comments:** .....

**Verifier's Signature:**..... **Date:** .....

**Candidate's acknowledgement:**.....

**Candidate's Signature:**..... **Date:** .....

## APPENDIX 6: MARKS MODERATION FORM

Candidate Name:..... Date of Assessment:.....

Assessment Title:..... Qualification Level:.....

Unit of Competence:.....

No.	Name of Candidate	Assessor's Marks (A)	Verifier's Marks (V)	Deviation A-V	Moderated Marks
1					
2					
3					
4					
5					
6					

Mean Deviation:  $\sum(A-V)/\text{No. of candidate's sample}$

Comment:.....

Checked by: Examination officer's Signature..... Date: .....

Certified by: Coordinator's Signature..... Date: .....

Approved by: Chair RPL Committee Signature..... Date: .....

## APPENDIX 8: RECOGNITION OF PRIOR LEARNING (RPL) APPEALS FORM

### Submission Instructions

*Please Complete and submit this form and all supporting documentation, including evidence of appeal application fee to MIOG RPL Coordinator. (Details provided on this form).*

### Section 1: Candidate Information

- **Full Name:** \_\_\_\_\_
- **Registration No.:** \_\_\_\_\_
- **Phone No.** \_\_\_\_\_
- **Email** \_\_\_\_\_

### Section 2: Assessment Details

- **Date of RPL Assessment:** \_\_\_\_\_
- **KNQF Level** \_\_\_\_\_
- **Unit of competence appealed against:** \_\_\_\_\_
- **Unit Code** \_\_\_\_\_

### Section 3: Grounds for Appeal

*Indicate the reason(s) for your appeal (check all that apply):*

- ☐ **Procedural Error:** I believe there was a mistake in the assessment process (e.g., incorrect application of criteria, overlooked evidence).
  - ☐ **Unfair Assessment:** I believe the assessment was biased or not conducted fairly.
  - ☐ **New Evidence:** I have new evidence that was not included in the original assessment.
  - ☐ **Other:** (Please specify) \_\_\_\_\_
- 
-



#### **Section 4: Appeal Statement**

*Provide a detailed explanation of why you are appealing the RPL decision. Include any relevant information or evidence that supports your appeal.*

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#### **Section 5: Supporting Documentation**

*List any documents you are submitting with this form to support your appeal (e.g., additional evidence, witness statements, procedural documents):*

1. 

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2. 

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3. 

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4. 

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#### **Section 6: Declaration**

*I declare that the information provided in this form along with the attached documents, is true, complete and accurate to the best of my knowledge.*

**Signature:** 

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**Date:** 

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#### **Section 7: For MIOG-NP Official Use Only**

**Date Received:** 

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**Appeal Reference Number:** 

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**Appeal Outcome:** Uphold Decision [ ] Re-assessment [ ] Adjustment of Decision [ ]

**Signed by RPL Coordinator:** 

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**Date of Outcome Notification:** 

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Appeals must be submitted within 14 days of receiving the initial assessment decision.  
You will be notified of the outcome of your appeal within 14 days of your submission.

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**Contact Information:**

*If you have any questions about the appeals process, please contact;*

MIOG-NP RPL Coordinator,  
Morendat Institute of Oil & Gas  
P. O. Box 73442 – 00200

**NAIROBI**

Email: [miog@kpc.co.ke](mailto:miog@kpc.co.ke)

Phone Number: 0704-801596

APPENDIX 9: SAMPLE CERTIFICATE\*\*\*\*\*



RECOGNITION OF PRIOR LEARNING (RPL) CERTIFICATE

***This is to certify that***

MOTISA E. WORINGA

has been recognized for prior learning in **Automotive Engineering KNQF Level 5** - and has been awarded this certificate as recognition of their skills, knowledge, and competence in accordance with the Kenya National Qualifications Framework.

August 29, 2024

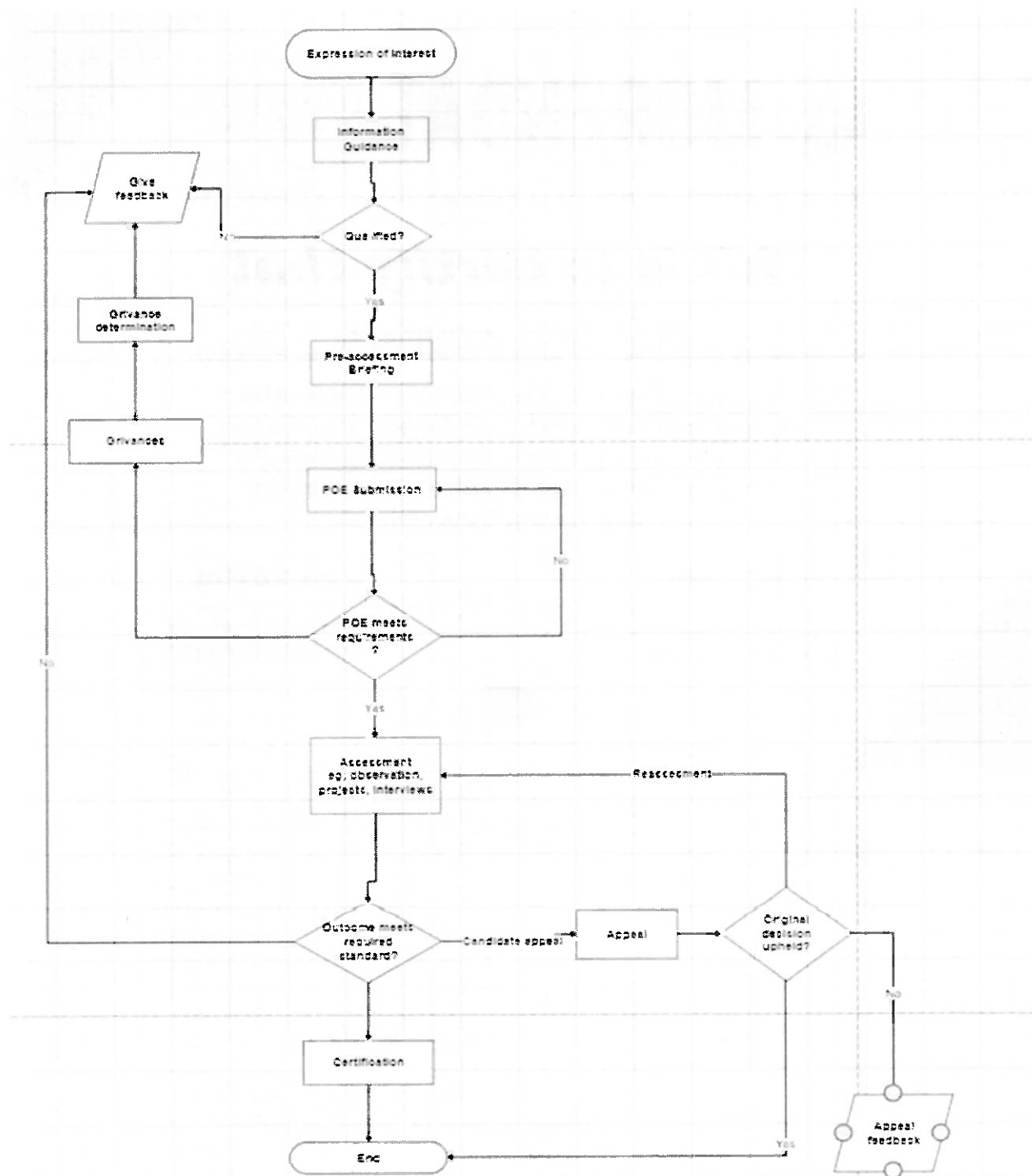
No: RPL/2024/005

\_\_\_\_\_  
RPL Co-ordinator

\_\_\_\_\_  
Institute Director



## APPENDIX 10: RPL PROCESS FLOW CHART



## **APPENDIX 11: COMMITTEE MEMBERS**

1. James Karanja
2. Victoria Kitundu
3. Nelson Lambaino
4. Jane Kagumu
5. Ruth Kimaru
6. Nathan Mwakio
7. Lisa Mutuku
8. Caroline Ngure
9. Mary Thuku

