

# COMMISSION FOR TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (CTVET)



## RECOGNITION OF PRIOR LEARNING (RPL) POLICY

2022

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## ACRONYMS

CBT	Competency-Based Training
COTVET	Council for Technical and Vocational Education and Training
CTVET	Commission for Technical and Vocational Education and Training
E-RPL	Electronic Recognition of Prior Learning
GETFund	Ghana Education Trust Fund
GIZ	Gesellschaft für Internationale Zusammenarbeit
GTEC	Ghana Tertiary Education Commission
GTVP	Ghana TVET Voucher Project
ICT	Information Communication Technology
ILO	International Labour Organization
M&E	Monitoring and Evaluation
NDPC	National Development Planning Commission
NQF	National Qualification Framework
NTVETQF	National Technical and Vocational Education and Training Qualification Framework
NTVETQFC	National TVET Qualification Framework Committee
QA	Quality Assurance
RPL	Recognition of Prior Learning
SSB	Sector Skills Body

TVET	Technical and Vocational Education and Training
TP	TVET Provider
TS	TVET Service
VPL	Validation of Prior learning
WHO	World Health Organization

## DEFINITIONS AND TERMS

<b>Access:</b>	An entry to education and training of a particular qualification or part qualification or entry to a final external summative assessment.
<b>Applicant:</b>	A person whose performance is being assessed by an assessor registered with a relevant institution.
<b>Assessment:</b>	Assessment is the process of collecting evidence of learner performance, upon which an assessor judges whether, or the extent to which, a learner has met the performance requirements of the learning outcome laid in a particular unit and then making a decision, based on these judgements whether a learner has achieved the learning outcome as a whole.
<b>Assessor:</b>	A person accredited by CTVET per established criteria to conduct internal and/or external assessments for approved occupational qualifications and part qualifications.
<b>Certificate:</b>	An officially recognised qualification or award gained upon completion of an accredited programme of study.

<b>Certificate of Competence:</b>	Is where a learner undertakes a unit or selected number of unit (s) of a programme.
<b>Credit:</b>	The value given within a learning programme for achieved learning.
<b>Credit Transfer:</b>	Credit earned in one programme being accepted by providers delivering other programmes.
<b>Disadvantage Groups:</b>	Persons living with disability, migrants, refugees and those from poor rural areas.

<b>Formal learning:</b>	Learning that occurs in an organised and structured education and training environment and that is explicitly designated as such and leads to the awarding of a qualification or part qualification on the NTVETQF.
<b>Full Qualification:</b>	It is the qualification received after going through a full programme at any level of the NTVETQF.
<b>Informal learning:</b>	Learning that results from daily activities related to paid or unpaid work, family or community life or leisure.
<b>Learning:</b>	The acquisition of knowledge, skills, values and attitudes in a particular occupation or trade.
<b>Learning outcomes:</b>	A statement of measurable learning that describes what a candidate should know and/or be able to do as a result of learning.
<b>Lifelong learning:</b>	Learning that takes place in all contexts of life.
<b>Monitoring and Evaluation(M&amp;E):</b>	A continuous process of the review of quality that can be conducted internally and /or externally to recommend quality improvements.
<b>Mainstream:</b>	Refers to those who are involved in formal training and assessment.

<b>Non-Formal learning</b>	Learning taking place in activities not exclusively designated as learning activities, but which contain an important learning element.
<b>Portfolio:</b>	A guided collection of evidence or time that can be used by an RPL candidate in support of his or her application for RPL assessment. (Objects, pictures, videos, written testimonials and any other as per the assessment guide)
<b>Professional designation</b>	A title or status conferred by a professional body in recognition of a person's expertise and right to practice in an occupational field using a certain rank.
<b>Recognition of Prior Learning (RPL):</b>	Recognition of Prior Learning (RPL) is a process of evaluating prior skills and knowledge acquired through formal, informal or non-formal learning against some predetermined qualification standard in order to formally recognise them.
<b>RPL Practitioner:</b>	A person that functions in one or more aspects of RPL provision, including policy development, advising, portfolio course design and facilitation, assessment and moderation, administration, monitoring and evaluation, research and development.
<b>Tracer Study</b>	A standardised survey of graduates from educational institutions, which takes place sometime after graduation or the end of the training.
<b>TVET Provider:</b>	An accredited training provider that delivers learning programmes leading to full qualification or part qualifications on the NTVETQF.
<b>Greening TVET principles</b>	It is a term used to describe the efforts to foster the culture of sustainable practices in TVET and facilitate the transition to climate-resilient societies, greater resource efficiency, and a circular economy.

## OVERVIEW

1. Recognition of Prior Learning (RPL) is a process of evaluating prior skills and knowledge acquired through formal, informal or non-formal learning against some predetermined qualification standard to formally recognise them.
2. RPL may be used to grant access to a qualification or exemption from units of a particular qualification or as a means of career advancement.
3. A learner who, based on RPL, is granted an exemption for some specific unit (s) in a particular qualification will complete the qualification with a total number of credits that is less than the normally required number of credits for the qualification in question.
4. RPL creates an exception such that the learner concerned should not be compelled to do more units than required to make up for the difference in the total number of credits.
5. Commission for Technical and Vocational Education and Training (CTVET) will ensure that quality assurance processes that address the specificities of the RPL process (including applications, assessment, and reporting and management systems) are implemented; and that administrative and support systems, both prior and after RPL assessment, are in place.



## 1.0 Preamble

- 1.1 The Commission for Technical and Vocational Education and Training (CTVET) is a public regulatory agency created by the Act of Parliament through Education Regulatory Bodies (ERB) Act 1023 in August 2020. The Education Regulatory Act, 2020 (ACT 1023), Section 42 mandates the Commission for Technical and Vocational Education and Training (CTVET) to regulate, promote and administer Technical and Vocational education and training for transformation and innovation for sustainable development.
- 1.2 The (ERB) Act 1023 of 2020, amongst others, mandates the Commission to:
- develop and implement a national assessment and certification in the Technical and Vocational Education and Training sector. Additionally, the 'Transitional provisions 57. (1)' of the Act, states that: "An institution that conducts technical and vocational education and training examinations and certification shall on the coming into force of this Act cease to conduct such examinations and certifications and the power to conduct such examinations and certifications shall be vested in the Commission established under this Act".
  - facilitate collaboration between training institutions and industry to promote
    - a. Industry-led and demand-driven curriculum development and placement
    - b. Workplace Experience Learning and
    - c. Recognition of Prior Learning
- 1.3 CTVET is carrying out one of its foremost mandates of Act 1023 of operationalising Recognition of Prior Learning (RPL) on the National Technical and Vocational Education and Training Qualifications Framework (NTVETQF) to cater for the teeming number of people who acquired considerable skills, knowledge and experience through formal, informal and

non-formal learning within and outside of the TVET landscape without formal qualifications. RPL stands high on the national agenda, and it is being developed to form an essential part of the Competency-Based Training (CBT) being regulated by the Commission for TVET.

- 1.4 Parliament promulgated the NTVETQF in 2012 under the L.I. 2195. Under ERB Act 1023, section 43(1) C enjoins CTVET to develop and implement a national assessment and certification system based on the qualifications framework in the technical, vocational education and training sector. The purpose of the NTVETQF is to 'bring together all national mainstream technical and vocational education and training qualifications into a single unified framework'. (L.I. 2195, Regulation 30 (1).
- 1.5 The Commission through National TVET Qualification Framework Committee (NTVETQFC) is the main regulatory authority for the NTVETQF, and its overall role is to advise the CTVET Board and to do all things necessary or expedient for the maintenance of a credible, rigorous, effective and efficient qualifications framework for the TVET system in Ghana. The first two levels, the National Proficiencies I & II, were primarily designed and developed to cater for the informal sector artisans yet offers progression to other levels on the qualifications framework. One of the unique features of the National TVET Qualification Framework is that it offers learners two tiers of certifications, thus Full Qualification and Certificate of Competence (Part Qualification).
- 1.6 CTVET in 2016 released a national policy on RPL which established the legal framework for the implementation of RPL in Ghana. Before the release of the policy, a lot of work has already gone into the preparation of the Technical and Vocational sectors for RPL. The Council, as then was, had developed its RPL Manuals and Guidelines for Portfolio Building and Guidelines for the selection.
- 1.7 The RPL Policy was validated and approved by the then board of COTVET for implementation. Chapter 5 sub-section 5.9 of the RPL Policy 2016

provided for review in 3years based on industry trends and developments. This revision fulfils the above requirements to ensure that the RPL policy is aligned with the current focus of CTVET and global changes in the TVET sector.

## **2.0 Purpose**

- 2.1 This revised Policy for Recognition of Prior Learning (RPL) provides for the implementation of RPL within the context of the National Technical and Vocational Education and Training Qualifications Framework (NTVETQF) based on industry-led Competency-Based Training (CBT) Curriculum.
- 2.2 The purpose of the policies outlined in this document is to provide guidelines for the various levels of qualification on the NTVETQF. TVET Providers applying the principles of RPL at the pre-tertiary and tertiary levels shall do so within the framework of this policy and the quality assurance systems in place.
- 2.3 This policy serves as the basis for the TVET providers to develop their RPL processes as part of admission and enrolment. It also sets requirements for the successful implementation of the policy by TVET providers.

### **3.0 Objectives**

The objectives of this policy are to:

- a. Set criteria for RPL implementation in the broader context.
- b. Provide for further development and implementation of RPL, including its resourcing, effective delivery, and quality assurance.
- c. Develop a shared understanding of RPL within a broader lifelong learning context.
- d. Provide an expanded scope for a holistic model and approach to RPL in the context of CBT.
- e. Provide the basis for guidelines and priorities for implementing RPL and for effective monitoring and evaluation of the practices against these priorities.
- f. Enable potential applicants to attain recognition for their knowledge and skills for personal development, employment market and for access in a formal qualification.
- g. Enable the coordination of RPL by CTVET that will focus on the mainstreaming of the RPL assessment pathway.

### **4.0 Scope**

This RPL Policy provides for the coordination and implementation of RPL in the TVET landscape. This includes persons who have acquired competencies through formal, informal and non-formal learning. This policy provides for the implementation of RPL assessment for all who have competencies seeking recognition regardless of their educational background, age, status in society, disability, gender, race, religion or nationality.

## 5.0 Situational Analysis

This section gives an overview of the critical issues that impact the Recognition of Prior Learning (RPL) system and how it affects the TVET sector and the developmental manpower requirement to support the current economic growth of Ghana. The focus is on non-formal, informal, and No.195 of 2004 ILO Recommendation on Human Resources Development, which encourages education, training and lifelong learning in member states.

- a. The Recognition of Prior Learning (RPL) has attracted renewed interest in recent years. This development has been associated with efforts in promoting lifelong learning internationally and the development of competency-based qualifications. The objective of promoting learning has been strongly indicated by initiatives on the validation of non-formal and informal learning.
- b. The adoption of the ILO Recommendation (No. 195) in June 2004 on Human Resources Development: Education, training and lifelong learning, where the importance of recognising skills, including prior learning and previous experience, irrespective of the countries where they were acquired and whether acquired formally or informally was formally spelt out. In the context of increased demand for workplace skills in both developed and developing countries (De Ferranti et al., 2003) and the agenda of lifelong learning, there is a need for workers to gain recognition of their skills as a basis for further education and training, and to assist them in their employment and occupational mobility.
- c. The Sustainable Development Goal 4 (SDG 4) aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.” It places the burden on countries to ensure that all barriers to education are removed and that everybody is given equal opportunity to access education. To achieve SGD 4 by 2030, states must develop strategies to ensure that all women and men have access to affordable, quality technical, vocational, and

tertiary education. This includes those in the informal sector. RPL, therefore, will be a handy tool in helping achieve this goal.

- d. Ghana has a huge informal and non-formal sector that, given the opportunity, will wish to seek recognition for their skills, knowledge or experience. 'Ghana's informal sector is placed at 80% of the total labour force which is made up of rural and urban workers including apprenticeship, auto-mechanics, graphic designers, textile and garment producers, artisans in the construction industry'. FRIEDRICH EBERT STIFTUNG, 20 2016 Regional Spatial Business Report by the Ghana Statistical Service established as contained in WIEGO Statistical Brief No. 21 indicated that out of 638,000 non-household (commercial) establishments in the country, 395,977 are in the informal sector, representing 62 per cent. In urban Ghana, women represent 55 per cent of all workers and men 45 per cent.
- e. A report of the technical committee on the harmonisation of competency-based training (CBT) in Ghana (2013), recommended the adoption of a policy on the RPL within the context of the TVET qualifications framework (Strategic Plan for TVET transformation 2018-2022). The strategic plan has one of its main pillars as Access and Participation in TVET. In fulfilment of this strategic requirement, RPL was recommended as one of the means to solving the challenge with access.
- f. The need for RPL has been long recognised by the TVET sector as the way to go in ensuring the massive skill in the informal and the non-formal sectors are properly recognised and formalised. Ghana's National Technical and Vocational Education and Training Qualifications Framework (NTVETQF) and Competency-Based Training programmes are the major enablers for the seamless implementation of RPL in Ghana. It is also backed by the existence of legal and regulatory frameworks which are critical for the success of its implementation.

- g. The impact of the COVID 19 pandemic has further greatly affected the global and local labour market in many ways. A lot of skilled persons have been affected in the process. It has also created the need for new jobs and skills to meet the demand. A lot more people have resorted to the acquisition of skills through remote learning and social media etc. RPL is a good way to bridge the skills requirement gap and to recognise new competencies. (ILO Policy Brief, May 2020)

## **6.0 Benefits and Guiding Principles and Core Values**

RPL as an alternative means of assessment and a strategy for addressing the problem of access to TVET has a lot of benefits. RPL has the potential to provide a cost-effective, alternative pathway to assessment and training and creates the opportunity for entry and exit into the TVET system based on the labour market demand. The RPL process aims at creating a credible system for recognition of knowledge, skills and competencies within the principles of internationally acceptable core values.

### **6.1 Benefits of recognition of prior learning to Ghana**

Recognition of prior learning is used in many countries for many different reasons. It has been identified as a powerful tool for mainstreaming people into the formal learning system with the assurance that they do not have to start from scratch and that the knowledge, skills and experience they already have are valuable. Ghana will gain significantly from RPL; a growing body of research on the subject has revealed evidence that RPL has many benefits.

1. Individuals use recognition of prior learning because it:
  - a) saves time and avoids repetitive learning for skills or knowledge already acquired.
  - b) allows fast-tracking to recognised qualifications

- c) allows for employment-related gains and career development opportunities
  - d) increases earning potential and give job security
  - e) have a significant impact on self-esteem and motivation
  - f) satisfy industry licensing arrangements.
  - g) is the starting point for lifelong learning
2. Employers encourage recognition of prior learning because it:
- a) provides a way of effectively and efficiently utilising skills already in the workforce
  - b) allows fast-tracking, which means employees can become fully competent as quickly as possible
  - c) enables skill gaps to be identified, providing a sound basis for training needs analysis, talent identification and career planning
  - d) fosters a learning culture since it builds confidence to undertake further education and training
  - e) motivates employees.
3. Accredited training providers offer recognition of prior learning because it:
- a) meets the requirements of the NTVETQF
  - b) meets the wishes of employers and individuals
  - c) is a potentially efficient and time-saving process; only training that adds value is required to be delivered
  - d) can assist the development of the learner and employer-centred training programs
  - e) has genuine and valuable learning outcomes, regardless of whether recognition is awarded.
4. Society encourages recognition of prior learning because it:
- a) brings about a greater social inclusion



- b) increases the employability of the population and helps boost the local economy
- c) creates the opportunity for more people to be employed in the formal sector
- d) reduces qualification shortages
- e) increases labour mobility
- f) allows redress and transformation

## **6.2 Guiding Principles and Core Values**

To ensure the quality and integrity of this policy, the following principles and core values shall apply:

- a) Systematicness: Assessment activities must follow a practical and natural sequence, be easy to administer and easy for the trainee to follow.
- b) Consistency: Assessment is consistent where, given similar evidence and circumstances, an assessor would make the same judgements again; or where assessment by other assessors would lead to the same judgement.
- c) Openness: Learners are given the opportunity to contribute to the assessment planning and collecting of evidence(s). The assessment process is transparent.
- d) Flexibility: Flexible assessment allows for easy entrance into appropriate levels of education and training, and multiple pathways to the same learning end, in a manner that facilitates progression. It also uses a variety of assessment approaches, methods and instruments.
- e) Appropriateness: This method of assessment is suited to the competencies being assessed as stipulated in NTVETQF.
- f) Manageability: The assessment must be easy to arrange, cost-effective and practical. It should take into consideration available facilities, equipment and time.
- g) Fairness: Assessment must be unbiased and not hinder or advantage a trainee in any way. Assessors must make sure that the chosen approach, methods and instruments support the principle of fairness. They must avoid influences not related to the matters being assessed, for example, arising from differences related to race, gender and assessment method.

- h) Integration: Assessment should be an integral part of standard-setting and curriculum, not something added on afterwards. The teaching and learning elements of each program should be designed in the light of the types of assessment trainees undertake and evidence required, and vice versa, so that trainees can demonstrate what they have learned and provide the evidence required by the unit standard(s). The assessment must be in line with what the trainee must do at work. (Ideally, the assessment takes place during normal working processes).
- i) Validity: Validity in assessment refers to an assessment measuring what it is supposed to be. If a unit standard requires observation as evidence of performance, then a written examination alone will not be valid. Assessment procedures, methods, instruments and materials must match what is being assessed. To fit its purpose, the assessor must use evidence directly related to the type and level of performance required in a specified standard.
- j) Authenticity: The assessor must be satisfied that the work being assessed is the trainee's own work. In the case of RPL, evidence like certificates and testimonials may have to be referenced for authenticity.
- k) Currency: The evidence must reveal what the trainee is currently able to do. The evidence, standards and training material must be up to date with current technology and other industry-specific developments.
- l) Sufficiency: Sufficiency means that the assessor must make sure the evidence collected meets all requirements of the performance criteria of the unit standard. Sufficient evidence also implies that the trainee can repeat the required performance consistently.
- m) Reliability: Reliable evidence is evidence that will be acceptable by all assessors, and which can be repeated in various circumstances. Reliability in assessment is about consistency
- n) Respectfulness: Respectfulness means processes reduce barriers by:
- Being non-discriminatory, culturally appropriate and inclusive
  - Valuing uniqueness of the individual
  - Using plain language to ensure all communications are clear

## **7.0 Policy Priority Areas**

This section summarises the areas for consideration during the RPL implementation process. It outlines the policy statements and related strategies that CTVET and its stakeholders will use for the successful implementation of RPL in Ghana. These priority areas and strategies are aligned with the international declaration on RPL good practice for RPL implementation (VPL 3rd Biennale Berlin Declaration for RPL of 2019). This includes legal regulatory framework, Support Structures, awareness and advocacy, stakeholder ownership and commitment, financing, costs, assessment, quality assurance, monitoring and evaluation and RPL at the pre-tertiary and tertiary levels.

### **7.1 Legal and Regulatory Framework for RPL**

This section gives details of the legal and regulatory framework for successful RPL implementation.

#### **7.1.1 POLICY CONTEXT**

The foundation of any successful RPL system is a good policy framework that adequately regulates the implementation. Section 42 of the Education Regulatory Bodies Act 1023, subsection 1 (a) to (o) mandates CTVET, among many others, to formulate national policies for skills development in formal, informal and alternate education and to coordinate and harmonise TVET in Ghana at all levels on the NTVETQF. Section 43 (c) and (d) requires that CTVET develops and implement a national assessment and certification system in the technical and vocational education and training sector and take measures to ensure quality, equitable and inclusive access. It also requires CTVET to build partnerships and collaboration with stakeholders to promote recognition of prior learning within the TVET sector.

#### **7.1.2 POLICY OBJECTIVE**

To regulate, supervise and direct the implementation of RPL in Ghana in line with the provisions of relevant TVET laws and to ensure seamless integration with

national policies on technical and vocational education and training, employment and youth development initiatives.

### **7.1.3 POLICY PRESCRIPTIONS**

**7.1.3.1** CTVET will facilitate the integration of this policy into TVET in Ghana at all levels in collaboration with other relevant bodies on the NTVETQF (i.e. GTEC for level 5 and above) and ensure that RPL is adequately integrated into all other applicable laws that deal with education, labour and employment.

**7.1.3.2** CTVET will design and publish RPL implementation process documents and guidelines with an implementation manual to ensure the administration of RPL is standardised and that the Quality of its application is not compromised.

**7.1.3.3** CTVET will ensure adequate provision has been made to meet the needs of disadvantaged groups and persons with special needs.

**7.1.3.4** CTVET will ensure that in implementing RPL, the Greening TVET principles are always adhered to.

**7.1.3.5** CTVET shall ensure that the rules and regulations that inform, influence, or govern decisions taken regarding RPL applications are transparent. This will include making a fair and transparent appeal process available to applicants who might not feel satisfied with the initial outcome of their applications for RPL.

**7.1.3.6** CTVET will provide a framework to ensure that recognising a person's skills under the RPL is done within a reasonable time. This time provision must be included in the guiding document so that applicants are very clear of the entire duration of an application, all things being equal.

**7.1.3.7** CTVET will ensure the capacity building of TVET Providers to complement the RPL implementation process effectively.

**7.1.3.8** CTVET will determine and publish application windows to ensure uniformity at the pre-tertiary levels. The tertiary institutions will as much as possible align the RPL process to their application process as may be determined by their academic boards.

**7.1.3.9** CTVET will facilitate strong stakeholders' partnerships and create stakeholders' register to the effective implementation of the RPL assessment programme.

## **7.2 Support Structures**

This section gives details of the support structures crucial for RPL planning and implementation.

### **7.2.1 POLICY CONTEXT**

CTVET has a robust CBT system that ensures the integrity of TVET in Ghana. The RPL assessment will leverage this system to ensure that it achieves the same success. A good support structure is expected to be made available for the implementation.

### **7.2.2 POLICY OBJECTIVE**

To ensure that the right and appropriate support structure and systems are in place for successful implementation.

### **7.2.3 POLICY PRESCRIPTION**

7.2.3.1 CTVET will ensure that information provision and awareness-raising of the value of informal and non-formal learning experiences is embedded in learning, career guidance and work.

7.2.3.2 CTVET shall enforce training providers institute career, guidance and counselling/coaching support unit for prospective candidates before, during and after assessment.

7.2.3.3 CTVET will create visible entry points into the RPL assessment process, made available online and offline.

7.2.3.4 CTVET will put in mechanisms to ensure objective, fair and transparent process during the assessment and certification process.

7.2.3.5 CTVET will put measures to safeguard the integrity of the assessment process. CTVET will ensure appropriate sanctions for institutions, assessors and individuals who attempt to abuse the system.

7.2.3.6 CTVET will clearly define the roles and responsibilities of all stakeholders involved in the design, implementation, development and quality assurance of RPL.

7.2.3.7 CTVET will ensure that relevant stakeholders cooperate so that RPL and its results hold value and are recognised in society.

7.2.3.8 CTVET will ensure that RPL qualification is based on the NTVETQF.

7.2.3.9 CTVET will create a database of all stakeholders and learners.

7.2.3.10 CTVET will conduct tracer studies on candidates and issue annual report.

### **7.3 Awareness Raising and Advocacy**

RPL has been around since the 1960s and has been used in many countries to mainstream people with skills but without formal education. Like any new concept, it takes time for stakeholders to accept it fully and buy into it. This section deals with awareness creation and advocacy for the RPL system in Ghana.

#### **7.3.1 POLICY CONTEXT**

Countries that have succeeded in implementing RPL have put a lot into advocacy and awareness creation, as in the cases of Mauritius, South Africa, Australia, Germany etc. There is no doubt that the success of the RPL system in Ghana is largely dependent on its acceptance.

#### **7.3.2 POLICY OBJECTIVE**

To ensure that proper awareness and advocacy about the RPL concept is created by putting in place practical communication systems to facilitate an effective implementation of RPL nationwide.

### **7.3.3 POLICY PRESCRIPTIONS**

**7.3.3.1** CTVET will develop a communication plan that considers the target groups for the RPL implementation to ensure that the correct information gets to the right people at the right time.

**7.3.3.2** CTVET will organise conferences, skills fairs and capacity building workshops to create awareness and understanding for the RPL.

**7.3.3.3** CTVET will ensure enough literature is available on RPL. It shall also encourage research and academic papers in the area of RPL and publish a newsletter or magazine at least once a year.

**7.3.3.3** CTVET shall ensure adaptive communication to the target groups by social media, radio and television in local languages.

**7.3.3.3** CTVET shall ensure inclusion is part of all RPL advocacies.

## **7.4 Stakeholder ownership and commitment**

This section details stakeholder ownership and commitment in the effective implementation of RPL in Ghana.

### **7.4.1 POLICY CONTEXT**

The challenge for many countries, especially those with a large informal economy, is establishing collaboration with their formal sector enterprises. The effective participation of stakeholders, especially employers and TVET Providers, is essential to ensuring that the needs of the labour market and the informal sectors are met. All stakeholders in this partnership must be identified, clearly defined, and requested to adhere to their roles and responsibilities.

## **7.4.2 POLICY OBJECTIVE**

To ensure that all stakeholders take ownership, show commitment, and become conversant with their roles and responsibilities for the effective implementation of the RPL policy.

## **7.4.3 POLICY PRESCRIPTIONS**

**7.4.3.1** CTNET shall engage and involve TVET providers in the entire RPL process from planning to implementation.

**7.4.3.2** CTNET shall facilitate engagement with the government through Ministry of Education and other agencies to ensure their commitment and ownership of the system.

## **7.5 Financing of RPL**

This section details the strategies for sustainable financing for the effective implementation of RPL in Ghana. Initial investment and continuous funding are required to ensure that the full benefit and potential of RPL are realised. The cost of RPL depends on the level and type of qualification as well as the nature of the informal sector.

### **7.5.1 POLICY CONTEXT**

Since the country aims to achieve faster economic growth, it must invest adequately in human resources, for that matter all relevant stakeholders must be actively involved in financing RPL.

### **7.5.2 POLICY OBJECTIVE**

To ensure sustainable funding for the effective implementation of RPL.

### **7.5.3 POLICY PRESCRIPTIONS**

**7.5.3.1** CTNET will ensure that RPL assessment will be accessible to all individuals regardless of financial status.



7.5.3.2 CTVET will ensure that the costs and benefits of RPL, including its social and economic impact, is monitored, analysed and shared with stakeholders.

7.5.3.3 CTVET will ensure that initial investment is in place for establishing RPL systems and putting in place all the necessary arrangements.

#### **7.5.3.4 Source of funding**

- The Ghana Education Trust Fund (GETFund) should be encouraged to commit at least 5% of its proceeds to fund the rehabilitation of the physical and the educational and training infrastructure of RPL TVET Providers and the establishment of new ones.
- Government should seek external funding to supplement the local financing. Grants and loans secured should be channelled through CTVET to ensure equity in allocating funds to the RPL TVET Providers.
- Ministry of Education and the agencies responsible for TVET must be encouraged to seek donor support for RPL for their respective ministries.
- The government and individual RPL TVET Providers should appeal to the private sector to donate resources for sustainable RPL provision.
- Metropolitan, Municipal and District Assemblies should allocate at least 5% of their income to support TVET Providers in creating disability-friendly environment
- RPL applicants must be made to bear cost in trades and levels that do not have funding.

#### **7.6. RPL Assessment Cost**

This section addresses the issue of costs for the prospective beneficiaries of the RPL assessment process.

### **7.6.1 POLICY CONTEXT**

The successful implementation of RPL will have a significant impact on economic growth in Ghana. One of the known barriers to education in Ghana has been cost of training. Successful RPL implementation has the potential to reduce the cost of formal training significantly especially when gap training is not required.

### **7.6.2 POLICY OBJECTIVE**

To ensure that the process for establishing the cost for an RPL assessment is thorough, making it affordable for all.

### **7.6.3 POLICY PRESCRIPTIONS**

**7.6.3.1** CTVET and relevant stakeholders will determine the cost of RPL assessment per qualification and unit (s), considering the trade areas and all relevant factors.

**7.6.3.2** CTVET and relevant stakeholders will regulate the fees charged by institutions in the event of gap training so as not to serve as a deterrent for the prospective applicant.

**7.6.3.3** CTVET and relevant stakeholders will establish a financial aid system for applicants from disadvantaged groups or areas.

## **7.7 RPL Assessment**

This section gives details of the requirements for RPL Assessment delivery.

### **7.7.1 POLICY CONTEXT**

The development and availability of a competent workforce are essential ingredients for any growing economy. In Ghana, most of the skills in the TVET sector are informally obtained. This is affecting our national development and competitiveness in the global market.

## **7.7.2 POLICY OBJECTIVE**

To ensure effective RPL assessment and administration by TVET Providers.

## **7.7.3 POLICY PRESCRIPTION**

**7.7.3.1** The delivery of RPL should consider current learning experience and skills, both in research and practice.

**7.7.3.2** CTVET must institute a support system as part of its implementation processes to ensure proper engagement, counselling, and guidance for all applicants.

**7.7.3.3** RPL thrives on a good portfolio. CTVET must make portfolio support available to all applicants online and through the TVET Providers. The nature of the evidence may be direct, indirect or historical.

**7.7.3.4** Attention should be given to RPL for returning-to-learning persons. Support for the realisation of this goal will primarily be dependent on collaboration with all relevant stakeholders in the labour market and TVET.

**7.7.3.5** RPL application in the industry or workplace and by TVET providers must be constantly expanded with clear targets set.

**7.7.3.6** CTVET will put in place mechanisms and processes to support Electronic RPL (E- RPL) services

**7.7.3.7** RPL as a tool for ensuring lifelong learning should as much as possible benefit all languages, not only in the English language. Appropriate mechanisms should be put in place by training providers to provide all requirements to accommodate such individuals requiring such needs to ensure effective delivery of the RPL assessment.

## **7.8 Quality Assurance (Q.A.) of RPL**

This section deals with the quality assurance requirements of the RPL system in Ghana.

### **7.8.1 POLICY CONTEXT**

The success of any RPL assessment programme is mainly dependent on the quality assurance mechanisms that will ensure qualifications awarded meets the national standards and are in line with the NTVETQF requirements. This will create the needed confidence in applicants knowing that their certificate will not be considered inferior to that of the mainstream. It will also boost employers' confidence in the certificate holders.

### **7.8.2 POLICY OBJECTIVE**

To ensure that every candidate is recognised, assessed, and certified following a standard measure that shows both effectiveness and efficiency. Fairness and validity must be observed in its conduct. This requirement forms part of the existing CBT Quality Assurance processes.

### **7.8.3 POLICY PRESCRIPTIONS**

**7.8.3.1** CTVET will ensure adherence to policies, standards, processes, and best practices that ensure that applicant's knowledge, capabilities, attitude and competencies are recognised and validated to encourage learners to successfully engage in further learning that potentially can contribute meaningfully to their educational and employment goals.

**7.8.3.2** CTVET will adopt and use the existing CBT occupational standards and guidelines for assessing qualifications.

**7.8.3.4** Applicants should be encouraged to provide feedback to the entire RPL process upon completing their RPL assessment. Monitoring the Quality of the RPL process is as important as monitoring the outcomes of the RPL assessment.

**7.8.3.5** To assure and ensure Quality, CTVET will ensure that applicants, assessors, and relevant stakeholders are actively involved in ongoing evaluation efforts or exercises.

**7.8.3.6** Quality assurance of the RPL system should be ensured with a clear intention to protect the integrity of the processes and related outcomes.

## **7.9 Monitoring and Evaluation (M&E) of Policy**

This section deals with the Monitoring and Evaluation provisions of the RPL system in Ghana.

### **7.9.1 POLICY CONTEXT**

Effective monitoring and evaluation are prerequisites for any successful system. Tracking the progress of the implementation of programs and projects is key. It forms a basis for prioritisation and putting in place mitigation measures.

### **7.9.2 POLICY OBJECTIVE**

To track progress in the achievement of the goal and objectives of this policy.

### **7.9.3 POLICY PRESCRIPTIONS**

**7.9.3.1** CTVET shall supervise and coordinate the development of national TVET RPL policy monitoring and evaluation (M&E) plans based on the National Development Planning Commission (NDPC).

**7.9.3.2** CTVET shall ensure that the capacities of all institutions related to reporting on the RPL policy are built to support and sustain effective monitoring and evaluation and provide an efficient system for generating relevant, reliable and timely quantitative and qualitative disaggregated information or data.

**7.9.3.3** CTVET shall manage an effective reporting system that makes statistical information or indicators available in ready to use form, to the relevant stakeholders.

**7.9.3.4** CTVET shall ensure a holistic approach to M&E that includes monitoring inputs (including resource allocation and use), processes, outputs and outcomes.

**7.9.3.5** CTVET shall develop standardised reporting formats or templates for use by all stakeholders connected with reporting on the RPL policy.

**7.9.3.6** CTVET shall be responsible for compiling bi-annual monitoring and evaluation reports.

**7.9.3.7** CTVET shall issue a report to the Minister of Education, and NDPC to enable them track expected national skills development outcomes.

## **7.10 RPL at the Pre-tertiary and Tertiary Levels**

This section gives details of issues relating to RPL application and assessment.

### **7.10.1 POLICY CONTEXT**

The National TVET Qualification Framework Committee (NTVETQFC) through CTVET oversee the administration of the qualification framework and its overall role is to advise the CTVET Board, and to do all things necessary or expedient for the maintenance of a credible, rigorous, effective and efficient qualifications framework for the TVET system in Ghana. Levels 1-4 (pre-tertiary) are fully regulated by CTVET. In the case of levels 5 – 8 (tertiary), CTVET and GTEC jointly accredit tertiary institutions to offer programs on such levels.

### **7.10.2 POLICY OBJECTIVE**

To ensure that application and assessment align with the processes and procedures of CBT implementation.

### **7.10.3 POLICY PRESCRIPTIONS**

#### **7.10.3.1 RPL Application:**

The Applicant under this policy applies to informal, non-formal and formal learning. Formal Learning routes will be recognised for credit transfer based on the equivalences under the NTVETQF.

#### **7.10.3.2 Purpose for RPL Application**

- a. Access: This serves as the alternative access route for early school leavers and those that do not meet the formal entry requirements.
- b. Credit: This option is for those who seek credits for or towards a qualification or part qualification.

- c. Equivalence: This option is for those who need judgement is to be made on the level of their performance regarding a particular qualification.
- d. Professional designation: This option is for those seeking professional designation based of expertise because they do not have the formal qualification required.
- e. Advanced standing: This allows a candidate to enter a degree towards the end due to their workplace experience.

All these identified reasons and purposes for RPL shall be applicable to Ghana's Harmonised CBT system.

#### **7.10.3.3 Pre-tertiary (level 1 to 4)**

- a. Pre-tertiary qualification refers to levels 1 to 4 on the NTVETQF.
- b. Pre-tertiary levels are primarily offered by second cycle institutions (i.e., Technical and Vocational Institutions and private TVET providers).
- c. An applicant can equally opt for Certificate of Competence by selecting a unit(s) at any level from 1-4 of the trade areas in question.

#### **7.10.3.4 Tertiary Level (level 5 to 8)**

- a. Tertiary qualification refers to levels 5 to 8 on the NTVETQF
- b. Tertiary qualifications are mainly offered by Technical Universities or Institutions of Higher learning.
- c. At this level, a full qualification cannot be achieved solely based on RPL without any formal course work even if prior informal and non-formal skills, experience or knowledge for which recognition is being sought can be aligned to the knowledge and competency required for a particular level of qualification.
- d. RPL guidelines must be published as part of the institution's admission publication. In the interest of fairness, equal opportunity, accessibility and transparency, the requirements that must be satisfied for admission through RPL must be clearly stated and made publicly accessible.

### **7.10.3.5 Assessment Process**

- To ensure parity of qualifications, the same assessment instrument and methodologies used for formal (CBT) assessments will be the same for RPL candidates; the only differences will be the learning contexts and learners' characteristics.
- CTVET shall establish a rigorous assessment methodology to ensure that only competent candidates are awarded certificates.
- Portfolios will be at the centre of all assessments, particularly for individuals in the informal sector or those having a limited formal education.
- A combination of the portfolio, trade test, panel interview and other creative means of extracting evidence shall be employed to ensure that all assessments meet the set standards for the level of complexity.
- All Physical Evidence presented as part of an assessment must be kept for not less than 5years. Digital and soft evidence must be kept for a minimum of 20 years.

### **7.10.3.6 Assessment Outcome**

RPL is limited to only two outcomes for an assessment; thus, the applicant achieves or not achieve a unit(s) or full qualification based on the level applied for, by the applicant. Certificate of competence will be awarded for the specific unit(s) that an applicant achieves after assessment. The certificate of competence may be used to grant access to, or exemption from or contribute towards a particular qualification. RPL applicants will be issued the same certificate as those who used the formal approach and will not reflect that they were gained through RPL.

## **8.0 Policy Review**

With the coming into force of this policy, the existing manuals and guidelines for the Implementation of RPL developed will be updated with the provisions of this document.



There shall be periodic policy performance reviews, perhaps every five years, based on the evaluation reports and emerging human resource and skills development trends. The essence of the policy performance review is to find out the extent to which the policy objectives are being achieved as well as how the policy objectives are aligned with nascent issues in respect of training and skills development.

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