

# **RECOGNITION OF PRIOR LEARNING POLICY & PROCEDURE**

**January 2020**

## 1. Introduction and Objective

Individuals gain knowledge and skills through various processes and environments. The workplace also offers the opportunity for individuals to apply knowledge and skills and acquire competences that are not necessarily acquired through formal learning. Within this context, the recognition of prior learning (RPL), requires educational entities to develop and implement robust process for the recognition of prior learning.

The objective of the RPL process is to map competences that an individual might have acquired through formal and informal (workplace related) ways with accredited programmes offered by GY ACADEMY.

## 2. Conditions and Eligibility

This RPL policy is solely intended for individuals who aiming to follow a formal and accredited programme offered by GY ACADEMY and is subject to a number of conditions as stipulated below:

- 2.1 The recognition of prior learning only applies to competences gained through formal programmes (accredited and recognized by the National Commission for Further and Higher Education) and workplace learning.
- 2.2 Individual will be required to submit an application for evaluation given that he/she satisfies conditions for eligibility which include:
  - a. Has work experience in related field
  - b. Interested to upskill through formal methods at GY ACADEMY
  - c. Is willing to submit himself/herself to additional competency based tests/evaluation as part of the RPL process
- 2.3 Any credits gained through the RPL process can only be given to learners if all the programme of study is completed.
- 2.4 The maximum amount of credits that may be gained as a result of the RPL process at GY ACADEMY will **not exceed 50%** of the qualification/award chosen by the individual for formal learning.

### 3. Process for RPL

The process for RPL consists of an individualized process and is structured into four distinct phases, namely [1] Guidance and Formal Application, [2] Evidence and Initial Evaluation, [3] Interview and Competency-based Mapping and [4] Results and Communications. The four phases are explained below and a diagrammatic process flow is presented in Figure 1.

Phase	Task Description
1: Guidance and Formal Application	<p>During this phase, potential applicant is guided through the process for RPL and all conditions of eligibility (as defined in section 2 of this policy) are explained.</p> <p>Applicant is then requested to fill in an application form to provide and declare details of formal qualifications/awards and competences gained through workplace learning.</p>
2: Evidence and Initial Evaluation	<p>The application is processed to check that all the required details submitted by the individual are correct and valid. Once the application has been validated, the applicant is requested to provide specific evidence (which may include portfolios, written and signed declarations by employers, projects and other work related activity).</p> <p>An initial evaluation is conducted by the Academy Evaluation Board (AEB) with the objective of analyzing the evidence provided by the applicant.</p>
3: Interview and Competency-based Mapping	<p>The AEB interviews applicant to ensure that the results of the analysis conducted in the initial evaluation is valid and to verify specific competences that the applicant claims to possess.</p> <p>Applicant may also be subjected to competency based tests if the results of the interview are not sufficient to ensure validity.</p> <p>AEB proceeds to map competences acquired by applicant (through formal and workplace learning) with the intended learning outcomes of the specific programme to determine the amount of credits that may be recognized for prior learning.</p>
4: Results and Communications	<p>The results of the competency- based mapping are transferred to information management system of GY ACADEMY and communicated with applicant, management staff and lecturing team on the formal programme of study.</p>

