RECCOGNITION OF PRIOR LEARNING (RPL)

CREDIT TRANSFER

LAWEH UNIVERSITY COLLEGE

ACCRA

MAY, 2017

Document RPL POL 2.0

RECOGNITION OF PRIOR LEARNING POLICY

Version 1: Approved by Academic Board –10 May 2017
Version 2: Reviewed and Approved by Academic Board
3rd March 2021

1st Publication Date: 22nd May 2017

2nd Publication Date: 7th May 202

1.0   Introduction

Laweh University College Recognition of Prior Learning (RPL) is the process of recognizing prior experiential learning, i.e. learning that has been acquired through life experiences (good or bad), in the workplace, at home, through leisure activities or through voluntary activities. The learning achieved will not have led to a formal qualification and will not have been previously accredited. The circumstances in which learning occurred are secondary in importance to what learners can do because of the acquisition of knowledge, skills and competencies in an informal environment. Laweh University as the first accredited university in Ghana is accredited to recognize prior learning as an entry pathway.

To qualify to use the RPL pathway for admissions, an applicant shall submit a portfolio of evidence that reflects the applicant's knowledge in the area or discipline in which the applicant wants knowledge acquired to be benchmarked.

This policy sets out the expectations, key aims and principles, and procedural approach in relation to recognition of prior learning by the Laweh University College (the University). The University recognises that central to this policy is the University's responsibility for the academic standards of all awards granted in its name and the quality of learning opportunities for students.

2.0   Standards and National Benchmarks of the Policy

The Laweh University's Recognition of Prior Learning Policy has been informed by the Quality Assurance Standards of the National Accreditation Board of Ghana for Mature students and the National RPL Policy of Ghana and its Framework by the Council for Technical Vocational Education and Training (COTVET, 2019). The GTEC's requirements is the definitive reference point for all tertiary institutions in Ghana and sets out how academic standards are established and maintained and how the quality of learning opportunities are assured and enhanced. This policy provides guidelines designed to safeguard the academic standards of the Laweh Open University College and to assure the quality of learning opportunities offered; this policy should therefore be read in conjunction with other relevant policies the support the RPL process.

Responsibility for this policy

3.0 Ultimate responsibility for the development of clear and effective processes and procedures associated with the maintenance of standards and quality assurance of academic provision and overseeing their application lies with the Academic Board.

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Expectation

4.0 The University has in place equitable, valid and reliable processes of assessment, including for the recognition of prior learning, which enable every student to demonstrate the extent to which they have achieved the intended learning outcomes for the credit or other form of recognition being sought.

Key aims and principles

5.0 Degree awarding bodies are ultimately responsible for the academic standards of their awards. Laweh University College awards are made on completion of the requirements of a module or programme, expressed in terms of learning outcomes, level and credit.

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6.0 Credit Transfer

In addition to meeting the specified entry requirements, students may already have demonstrated academic achievement of certain elements of a programme at the equivalent level. In such cases, and where appropriate evidence can be provided, the University may grant the student credits on the basis of demonstrated prior learning.

Such prior learning may have been achieved either:

6.1 as credit awarded by a recognized university within the Commonwealth Higher education degree-awarding body in accordance with their national accreditation requirements. The award of credit on this basis is sometimes referred to as credit transfer; or

6.2 as learning through experience and practice outside a formal learning environment, including the workplace. The University assesses the learning gained through the experience, not the experience itself, and may award credit in recognition of that learning; or

6.3 as learning at higher education level but which has not led to the award of credit or qualification within the framework

7.0 In all cases, credit may be awarded only for learning that can be demonstrated; experience alone is not sufficient.

8.0 The amount, level and nature of any credit gained through recognition of prior learning depends on both the nature of the programme against which credits are being claimed, and the prior learning achievement used as the basis of the claim, in particular its relevance and currency.

9.0 The overall programme against which credits are being claimed must retain its coherence and integrity. This is particularly important where a programme may lead to a recognised qualification.

10.0 The Laweh University College makes academic awards in partnership with its affiliate institution; the Open University of Tanzania and it is up to the student to ensure that, following any recognition of prior learning (including credit transfer) that they will be appropriately qualified.

11.0 Claims are considered on an individual basis through a careful process of scrutiny and mapping of the learning outcomes achieved against those of the programme against which credit is claimed; in the interests of consistency, decisions are also informed by precedent. Any claim for learning must be supported by sufficient, relevant authentic evidence.

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Procedural approach

9.0 When determining the award of credit, the University takes into account the portfolio of evidence which is a file that describes the curriculum vitae (CV) and provides evidence for each thematic area of the six (6):

1. Authenticity
2. Relevance
3. Currency
4. Level
5. Sufficiency
6. Capacity to succeed

Please see Appendix A below for details of the six criteria.

10.0 The following assessment procedures considered:

10.1 the academic level at which the prior learning took place, which must be at least equivalent, as defined within, the COTVET Qualifications framework.

10.2 the degree of alignment with a matched University module in terms of its syllabus content and learning outcomes – a significant match is normally required for the award of specific credits;

10.3 the currency of the prior learning – any claim based upon technical learning completed more than five years previously is discounted unless supported by evidence of ongoing competence/continuing professional development.

10.4 any expectations or requirements of the sector;

10.5 the extent to which the award of credits impact upon the student's learning experience on the University programme concerned – here the main considerations are to ensure completeness of content coverage and thus fulfilment of the programme learning outcomes;

10.6 an expectation that the learner, if granted credits, goes on to complete the programme.

11.0 The University may be constrained in the prior learning it recognises for any programme by the requirements of a Professional, Statutory and Regulatory Body (PSRB) or where the recognition of that prior learning might jeopardise the qualification or award the University is able to make on completion of the programme.

12.0 It is, however, the responsibility of the student to ensure that any qualification meets requirement or other regulatory requirements.

13.0 The University may award *specific* credits against individual, specified programme module(s) where there is appropriate and sufficient evidence that, through relevant prior learning, the student has achieved the learning outcomes of the module(s).

14.0 Specific credits can only be mapped against entire modules and not against parts or fractions of modules.

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15.0 The University may award *notional* credits where there is appropriate and sufficient evidence that, through relevant prior learning at an appropriate level, the student has successfully completed a course of study consistent with the overall programme learning outcomes, skills-based module learning outcomes and/or a significant number of the subject-related learning outcomes from various programme modules.

16.0 Students granted notional credits are required to complete any specified core elements of the relevant programme and may be restricted in their module choices to avoid content overlap.

17.0 For all of its programme awards, the University requires students to achieve at least 50% of the available credits through the standard programme learning and assessment arrangements; no more than 50% of a programme's credits may be gained through the recognition of prior learning unless specified otherwise in the programme regulations.

18.0 Where allowed by an assessment committee, students may apply for exemption from study and assessment of programme modules. This process is different from recognition of prior learning. Any student obtaining exemption from study and assessment is not eligible for the programme award; to be eligible, a student must apply for and obtain recognition of prior learning.

19.0 Credits cannot be claimed against modules that a student has already registered for, and failed, previously. Additionally, modules where credits have been awarded through the recognition of prior learning process cannot subsequently be attempted in order to seek to improve the overall grade/classification.

20.0 Modules for which credits have been awarded on the basis of recognition of prior learning are recognised simply as qualifying modules for the award and do not contribute to the award grade or classification for that student. No grade is given to credits awarded for recognised prior learning.

21.0 Fraudulent claims for recognition of prior learning are regarded as malpractice and are followed through in accordance with the University's procedures thereon. The University reserves the right to withdraw any award made, or credits gained, as a result of such malpractice.

22.0 The operation and impact of the recognition of prior learning policies are monitored and reviewed at regular intervals by the Academic Board and its sub-committees with an annual report made on any credits awarded and linked student progression.

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23.0 Similarly, the criteria by which applications for recognition of prior learning are determined are reviewed regularly to ensure that they remain transparent and accessible.

24.0 Students may appeal against decisions regarding the award of credit for recognition of prior learning using the standard academic appeals process.

Responsibility for the provision

25.0 Responsibility for the effective implementation of Recognition of Prior Learning Policy lies with the Academic Board, operating through the Admissions sub-committee.

Monitoring and evaluation of the provision

26.0 Responsibility for reviewing and evaluating the effectiveness of Recognition of Prior Learning Policy lies initially with the Academic Registrar. Formal responsibility for monitoring and evaluation of this provision lies with the Academic Board.

Date for next review

May 2021

Version history

Version	Amended by	Revision summary	Date
V1.0	Academic Registrar	First Draft	22/02/17
V1.1	Quality Assurance Office	QA	20/03/17
V1.2	Academic Planning	Coherence activity	05/08/17
V1.3	External Consultant	External review	06/09/17
V1.4	Academic Registrar	Review	26/09/17
V1.5	Student Officer	Review	01/11/17
V1.6	AGQS	Re-draft	30/11/17
V1.7	Academic Board	Approval	13/12/17
V1.8	Registry	Final amends	15/12/17
V2.0	Reviewed by Academic Board	Revised Version	03/03/21
V2.1	Registry	Published	07/04/21

REFERENCES

National Accreditation Board Requirements (2017)
COTVET Policy on the Recognition of Prior Learning, Ghana December 2016
Recognition of Prior Learning Policy, University of Law UK

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APPENDIX A
LAWEH RECOGNITION OF PRIOR LEARNING (RPL) ASSESSMENT CRITERIA

This document provides a step-by-step guideline for building your portfolio of evidence to support your applicant. The process involves providing support your applicant. The process involves providing supporting document any evidence of knowledge gained through work or employment, short training course and informal knowledge gained through any other life experience.

The portfolio of evidence itself is a file that describes your curriculum vitae (CV) and   provides evidence for each thematic area of the six (6):
1. Authenticity
2. Relevance
3. Currency
4. Level
5. Sufficiency
6. Capacity to succeed

The portfolio of evidence itself is a file that describes your curriculum vitae (CV) and provides evidence of each thematic area of the six criteria with supporting evidence as appendices.

Please start each thematic area of a new page and each thematic area should be separated from the other with a blank sheet that bears the title of the thematic area. Each claim of experience or knowledge acquired should have supporting evidence as an appendix directly under that section.
Kindly follow the process below to provide your portfolio of evidence. As the assessment is based on the six criteria below.

Note that this portfolio of evidence is an official document that requires a declaration at the end.
Should you have any concerns, kindly contact Laweh on the following: +233(0) 547 169 761 or rpl@laweh.org _____

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CRITERIA	INDICATOR	ASSESSMENT TOOL/ TECHNIQUE	COMMENT
Authenticity	Can the evidence provided by the applicant be verified?	• Interview • Written report • Records of academic results or achievement • Logbook • Letter of appointment • Memo letter • Promotional letter	
Relevance	Is the evidence relevant to the applicant's personal development plan?	• Expert reviews • Assessors' report • Head of Department Validation • Minutes of Meeting • Job Description • Committee Review	
Currency	Is the evidence sufficiently current?	• Not more than five (5) years • COVET Manual for RPL page 18	
Level	Are the skills demonstrated equivalent to the formal training programme?	• LAWEH Entrance Examination • Summative Examination • Previous Certificates	
Sufficiency	Has the applicant provided sufficient information for an evaluation to be made?	• All evidence for Authenticity verified	
Capacity to Succeed	Does the evidence provided show that the applicant could apply new skills in different situations?	• Expert report • Summative Examination report • interview	

Source: Inputs from COTVET RPL Policy (2016)