Recognition of Prior Learning

Governance, Quality Assurance and Digital Framework

Prof. Narasimhan B.
Director (IQAC)
Maharshi Dayanand University, Rohtak

What is Recognition of Prior Learning?

Guidelines for implementation of RPL: its applicability to formal, informal and non-formal learning, methods of assessment and creditization.

Individuals can leverage experience, skills and knowledge gained through non-formal and informal learning toward formal qualifications and certifications.

Formal

Non-formal

Informal

Governance structure

1. RPL Nodal Officer
2. RPL Assessment & Recognition Committee
3. Assessor
4. FDC-MMTTC for training of assessors
5. RPL Appeal Committee
6. Advisory Committee
7. Quality Assurance Committee, including employers and industry partners for effective feedback

RPL Nodal Officer: key responsibilities

Evaluate & map credits

Handle evaluation, creditization and mapping of credits for prior learning, following the established guidelines.

Coordinate departments

Coordinate among university teaching departments that are willing to offer, or already offer, programs under RPL.

Maintain records

Maintain records and coordinate all RPL-related activities.

Assessment and Recognition Committee

Composition

- RPL Nodal Officer: Chairperson
- Head/Director of concerned UTD: Member
- Two subject experts from the Department: Members
- One external / industry / community expert: Member

Function

- Review evidence submitted by learners and decide on recognition of their prior learning
- Record maintenance and archival policies

Assessment pathway by type of learning

Feature	Formal learning	Non-formal learning	Informal learning
Application	Portfolio with DMCs and professional competencies, including work experience certificate from employer	Portfolio with certificates / documentary proof of training sessions and experiences	Portfolio detailing work experience in a particular field
Assessment by Recognition Committee	Yes	Yes	Yes
Interview and presentation	Yes	Yes	Yes
Credit awarding and course exemption	By the RPL Assessment and Recognition Committee based on assessment	By the RPL Assessment and Recognition Committee based on assessment	By the RPL Assessment and Recognition Committee based on assessment

Maximum credits allowed under RPL: 30% of total credits of the program.

Appeal and grievance redressal process

15 days

Applicant may file an appeal with the RPL Appeal Committee after receiving the recommendation

15 working days

Appeal Committee disposes of the appeal from the date of receipt

Final

The decision of the University RPL Appeal Committee is final

RPL Appeal Committee

Dean Academic Affairs: Chairperson
Three subject experts: Members

An RPL Advisory Committee at HSHEC level supports universities in implementing the RPL guidelines.

Quality assurance: core objectives

Standardization

Consistent procedures across institutions, eliminating institutional variance in assessing and recognizing prior learning.

Credibility and trust

Strict governance and high standards, so an RPL-derived qualification reflects a valid, uncompromised evaluation.

Clarity and transparency

Step-by-step handbooks on required evidence, timelines, scoring metrics and institutional expectations.

Continuous improvement

SOPs updated using emerging field data and evolving global best practices.

Operational QA across five RPL stages

1	**Awareness, information and guidance**	Publish learning outcomes, target NCrF levels, credit weightages, fees, timelines and support systems so candidates make informed choices.
2	**Pre-assessment and evidence gathering**	Candidate collects primary documentation; specialized advisors help build a structured assessment plan.
3	**Assessment and documentation**	Most critical phase. Assessors need domain expertise and RPL understanding, and recommend bridging courses for gaps.
4	**Claiming certification**	Assessment records are archived securely for at least three years to support external audits.
5	**Robust appeal mechanism**	Provision of a robust appeal mechanism for candidates.

Digital assessment and award process

STEP 1

Review the candidate's background to check basic requirements for prior learning assessment.

STEP 2

Program Advisor meets the candidate to explain the assessment process and requirements.

STEP 3

Assessors review the portfolio and assess eligible prior learning.

STEP 4

Assessment body awards academic credit for demonstrated prior learning.

Digital assessment methods

A structured way to evaluate and recognize non-formal learning using digital tools and technologies.

Work collections

Online/virtual evaluation of portfolios: work samples over time evidence skills and achievements.

Examinations

Online/virtual written and/or practical tests of knowledge and skills.

Interviews

Online/virtual discussions where candidates demonstrate knowledge verbally.

Practical skills

Online/virtual or physical evaluation by observing skills and knowledge in action.

Technical features of the framework

A. General

- Dedicated RPL program website
- Online applications
- Automated and manual email campaigns
- Links to webinars and seminars
- Enrolment of selected candidates

B. Awarding, assessment and evaluation

- Graded/ungraded quizzes, varied question types
- Assignment information for candidates
- Online submission and evaluation of assignments
- Proctored exams
- Digital evidence of assessment process
- Assessment on demand

C. Program analytics

- Course analytics for evaluators, candidates, coordinators and directors
- Site analytics: visitors, busy periods, response times, uptime
- Data backup

Challenges in digital RPL assessment

1. Evaluating non-formal skills gained outside formal education
2. Upholding the academic rigor institutions expect in assessment infrastructure, tools and methods
3. Accurately measuring skills and knowledge gained through prior learning

Sources
UGC Guidelines for the Recognition of Prior Learning in Higher Education
HSHEC Guidelines for implementation of Recognition of Prior Learning in Haryana

Thank you

Prof. Narasimhan B. | Director (IQAC), MDU Rohtak