RPL – Concept, Applicability, Eligibility, Credit Assignment and Relevance, Process, Assessment

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Source: UGC Guidelines for RPL in Higher Education; HSHEC Guidelines for Implementation of RPL in Haryana

Recognition of Prior Learning: Concept

90%+ of India's workforce is informal, often without certificates

3 learning types recognised:
- formal,
- non-formal and,
- informal

Need to establish system that acknowledges skills and provide opportunities for upward mobility

30% maximum share of a programme's credits via RPL

What is Recognition of Prior Learning (RPL)?

A structured assessment of a person's existing knowledge, skills and experience, gained through formal, non-formal or informal learning, converted into credits towards a certificate, diploma or degree.

Recognise > Validate > Advance

Anchored in NEP 2020 | NCrF | NHEQF | UGC RPL Guidelines | HSHEC Guidelines

RPL: Objectives

Implementing RPL will help remove barriers to participation and ensure that RPL processes are inclusive, equitable and accessible to all learners. The significant objectives of RPL are:

- Providing access to formal system of Higher Education of those who have acquired competencies through non-formal and informal learning methods.
- Nurturing culture of continuous learning to equip individuals with the updated skills and knowledge necessary to meet evolving career demands.
- Acknowledging and value the experiential learning
- Meet specific industry or sectoral formal education requirements by recognizing prior learning, thereby enhancing further employability.
- Validating and certifying the skills acquired through practical experience, thereby improving job prospects and career advancement opportunities

Prior Learning: Types

Features	Formal	Non-formal	Informal
Structure	Highly Structured	Organized but flexible	Unstructured
Setting	Schools, colleges, universities	Workshops, short courses, online courses, company training, Arts and Sports Training etc.	Work, family, hobbies, mentoring, daily life, mentorship, coaching, self-taught skills etc.
Certification	Degrees, Diplomas	Certificates or awards (sometimes)	None
Example	Nursing diploma plus hospital experience, upgrading to B.Sc. (Nursing)	Learning in workshops and on the job, seeking a Certificate/Diploma	Learnt from parents and peers, seeking a Certificate/Diploma

RPL: Where applies, and who is eligible?

Eligibility Parameters

Relevant prior learning experience	Language proficiency	Demonstrated competence	Depth and breadth of knowledge	Valid, authentic evidence	Readiness for assessment

1

Credit transfer in formal education

Credits from an earlier university qualification, at the same or a higher level, including dual degrees.

2

Prior certificated learning

Professional or employer awards, foreign HEI qualifications, incomplete university courses.

3

Prior experiential learning

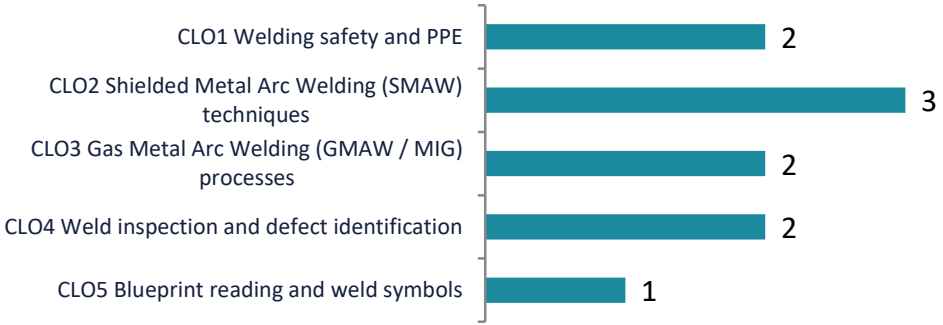
Work experience, start-ups, hackathons and Olympiads, shown through assessment.

- **Eligibility criteria (UG/PG entry needs 10+2/UG)**
- **For Diploma and Certificate programs, universities may offer bridge courses for candidates who do not possess a formal 10+2 or undergraduate qualification.**

RPL: Credit assignment methodology

1. **Define learning outcomes**
2. **Map to qualification or course**
3. **Assign NCrF level and credits**
4. **Set criteria and method**
5. **Conduct assessment**
6. **Award credits, deposit in ABC**

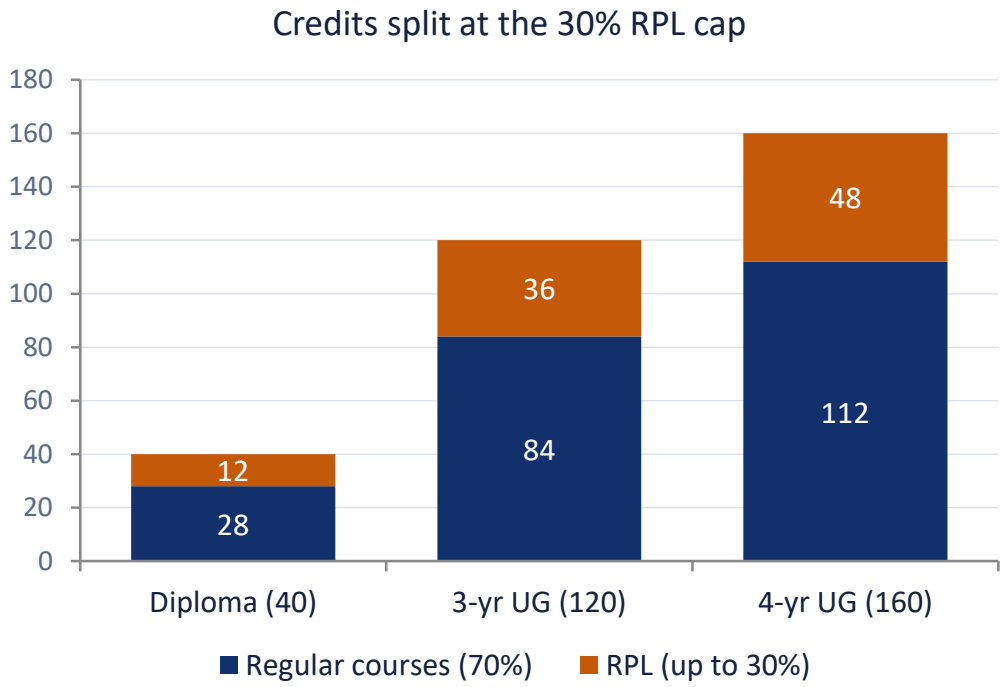
Worked example: Welding Technology course, 10 credits



Credits follow assessed learning outcomes, not hours or type of learning.

- No RPL where outcomes are undefined.
- Gaps need a bridge course.

RPL: Credit cap and relevance to the programme



30%

maximum RPL credits in any degree

- Above 30% needs UGC approval
- Credits transferred via RPL must be explicitly labelled as "RPL" in the ABC to maintain transparency and compliance.
- Relevance, depth and currency decide the credits
- Validity period set by the university (NCrF)

RPL: Process

Stages of RPL Creditization

1

Awareness and guidance

Credits, NCrF level, method, fees, appeals explained

2

Pre-assessment

Evidence gathered against unit standards

3

Assessment

Trained assessor; verified, referenced evidence

4

Claim certification

After QA; records kept 3 years

5

Appeal

Written request with supporting documents

Application Process

- Applications invited 3 months before session
- Committee assesses portfolio, interview, tests
- Nodal Officer forwards recommendation to CoE
- CoE uploads credits to ABC via APAAR ID
- RPL Credit Award Letter issued

RPL: Portfolio creation and Evidence mapping

1. Study requirements and the course learning outcomes (CLOs)
2. Gather certificates, records and work samples
3. Reflect and write a short narrative per outcome
4. Organise by CLO with evidence codes (E1, E2...)
5. Review, take feedback, submit with the Annexure I form
6. Prepare for interview or presentation

Evidence checklist

- ID, mark-sheets, certificates, MOOCs
- Experience certificates, CV
- Work samples, project reports
- Supervisor or community testimonials
- Competitive exam proof, photos, videos

Candidates must map their prior learning to Course Learning Outcomes (CLOs) using Annexure I, providing ID proofs, mark sheets, work experience certificates, project reports, employer testimonials, and work samples.

RPL: Assessment Process and Tools

Assessment must measure acceptability, sufficiency, authenticity, and currency of evidence.

Acceptability

Valid, reliable evidence aligned to outcomes

Sufficiency

Enough evidence at the claimed NCrF level

Authenticity

Evidence is the learner's own and relevant

Currency

Evidence reflects current learning

Assessment tools

- **Portfolio with structured rubric**
- **Written, online or proctored tests**
- **Practical demonstration or simulation**
- **Viva voce or interview**
- **Standard course assessment**
- **UGC-authorised competitive exams**

The Committee sets weightage and uses a scoring guide for quality, relevance and completeness.

Thank You!