

**Draft Guidelines for
Implementation of
Recognition of Prior Learning
(RPL)
in
Higher Education**

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UNIVERSITY GRANTS COMMISSION

Draft Guidelines for Implementation of Recognition for Prior Learning (RPL) in Higher Education

1. Introduction

Recognition of Prior Learning (RPL) is a formal mechanism used to evaluate a person's existing knowledge, skills, and experience gained through formal, non-formal, or informal learning. Formal learning occurs in educational institutions, while non-formal learning takes place outside formal settings and may lack certain structured elements. Informal learning is self-directed and unplanned, often occurring through everyday activities and experiences. The competencies (knowledge, skills, and abilities) gained informally or non-formally are often not formally recognized or certified.

RPL plays a crucial role in integrating informal and non-formal learning into the formal education system through the elaborate process of Recognition of Prior Learning (RPL) subject to assessment. It offers individuals the opportunity to formalize their competencies (knowledge, skills, and abilities) and earn credits through a well-defined framework.

Globally, hiring trends have shifted towards prioritizing skills over formal degrees. This change reflects the growing recognition of practical abilities and competencies. The abundance of digital content available online supports this trend by encouraging self-directed and continuous learning. Many of these resources are accessible in various languages or can be easily translated, making them more inclusive and adaptable to individual learning preferences.

The entry requirement for enrolment in higher education is typically a "certificate obtained after successful completion of Grade 12 or equivalent." Similarly, every formal education or skilling qualification has a prescribed entry requirement. RPL opens doors for individuals who may not have such formal entry qualifications but possess valuable experience and expertise, making them eligible to enter higher education. For instance, an artist with years of independent practice and experience may face challenges in gaining entry to prestigious art institutions for formal qualifications. Through RPL, such candidates can receive credits for their prior learning, potentially gaining entry into higher education degrees and even completing their programs more quickly.

RPL recognizes that learning happens in many forms, not just formally. It assesses and evaluates an individual's existing competencies and work experiences, regardless of how they were acquired. This can include formal education, on-the-job training, volunteer work, personal projects, and life experiences. By recognizing informally acquired skills, RPL helps bridge the gap between traditional education and real-world experience. This approach is especially beneficial for individuals who lack formal qualifications but possess valuable knowledge and abilities, allowing their skills to be acknowledged and validated in the professional realm.

The RPL process can help individuals acquire a formal qualification that matches their competencies (knowledge, skills, and abilities), thereby improving their employability, mobility, lifelong learning, and self-esteem. For India, RPL represents a disruptive innovation that could significantly contribute to improving the Gross Enrolment Ratio (GER) in higher education.

1.1 Background to Recognition of Prior Learning (RPL) in the Context of the National Education Policy (NEP) 2020 and National Credit Framework (NCrF)

The National Education Policy (NEP) 2020 emphasizes the creation of a knowledge society in India to empower citizens in all spheres of life. Consequently, the need for Recognition of Prior Learning (RPL) in India stems from the national objective of fostering a lifelong learning society, providing opportunities for citizens to acquire knowledge and skills continuously.

According to the Ministry of Labour and Employment, more than 90% of India's workforce is employed in the informal sector, contributing to about half of the country's Gross Domestic Product (GDP). This unorganized sector, characterized by enterprises with fewer than 10 workers, employs 83% of the workforce. Additionally, 92.4% of workers are classified as informal, lacking written contracts, paid leave, and other benefits. The informal sector generally has lower productivity compared to the formal sector. Workers often face challenges such as the absence of career pathways and the inability to obtain experience certificates or formal recognition for the skills and knowledge acquired on the job. Many also cannot pursue higher education, even if they desire to do so.

Therefore, it is essential to establish a system that acknowledges the skills individuals acquire outside the formal education system and provides opportunities for upward mobility. To support these learners, NEP 2020 includes provisions for Recognition of Prior Learning (RPL), a process designed to acknowledge non-formal, informal, and experiential learning. RPL utilizes various assessment methods to evaluate and assign credits for the skills and knowledge individuals have gained outside traditional education systems.

The National Credit Framework (NCrF), formulated in alignment with NEP 2020, facilitates the creditization of all forms of learning, including academic, vocational, and experiential. The NCrF also allows for the recognition and creditization of the existing knowledge and skills of the workforce acquired through various means. This framework enables workers to access further education and enhance their employability, thereby improving their career prospects and contributing to a more skilled and productive workforce in India.

1.2 Recognition of Prior Learning in Higher Education: Perspectives

To fully understand and grasp the need, benefits, and processes of RPL, it is essential to consider it from various perspectives. This comprehensive view ensures that society as a whole can benefit from this framework. This section deals with the National, International, and Industry perspectives on RPL.

1.2.1 Indian Perspectives

The National Credit Framework (NCrF) promotes broad-based, multidisciplinary, and holistic education by assigning credits to all types of learning. This includes integrating credits from academic domains and experiential learning, such as internships, apprenticeships, on-the-job training, and work experience. With the introduction of the NCrF and the Academic Bank of Credits (ABC) as recommended in NEP 2020, RPL has become a transformative tool for higher education. RPL has the potential to unlock the abilities of individuals who have gained knowledge and skills through diverse avenues beyond traditional classrooms, paving the way for educational advancement and personal growth.

The RPL process, integrated into the NCrF, provides individuals with formal qualifications aligned with their competencies, thereby enhancing their employability, mobility, and lifelong learning prospects. For higher education, embracing RPL within the NCrF framework presents

both opportunities and challenges. Transitioning from a traditional, one-size-fits-all approach to a more dynamic and learner-centric model demands a reevaluation of assessment methods, curriculum structures, and industry collaborations.

In July 2022, the National Council for Vocational Education and Training (NCVET) issued guidelines for blended learning in Vocational Education, Training, and Skilling. Blended learning is a learner-centric approach that integrates face-to-face (synchronous) and online (asynchronous) experiences, including simulations, to meet intended learning objectives.

These Guidelines may be accessed at: <https://ncvet.gov.in/wp-content/uploads/2023/01/Guidelines-for-Blended-Learning-for-Vocational-Education-Training-Skilling.pdf>

In December 2022, the University Grants Commission (UGC) released the Curriculum and Credit Framework for Undergraduate Programs. Additionally, in August 2023, NCVET published guidelines on Recognition of Prior Learning (RPL) in Vocational Education, Training, and Skilling. These guidelines can be accessed

https://www.ugc.gov.in/pdfnews/7193743_FYUGP.pdf. and <https://ncvet.gov.in/wp-content/uploads/2023/08/Final-RPL-guidelines.pdf>.

The FICCI-EY Parthenon Report 2023, titled “Transformation of Indian Higher Education: Strategies to Leapfrog,” underscores the urgent need to establish robust Recognition of Prior Learning (RPL) systems in India. It identifies RPL as a critical element to achieve the government’s target of attaining a Gross Enrolment Ratio (GER) of 50% in higher education by 2035. The report can be accessed at [EY-Parthenon FICCI report : Transformation of Indian higher education Strategies to leapfrog](#) (EY-Parthenon FICCI report : Transformation of Indian higher education Strategies to leapfrog).

1.2.2 Global Perspectives

Recognition of Prior Learning (RPL) is known by various terms around the world, depending on the country or region. In Australia, South Africa, and New Zealand, it is commonly referred to as RPL. In the United States, it is known as 'Prior Learning Assessment' (PLA), while in Canada, it is called 'Prior Learning Assessment Recognition' (PLAR). Additionally, terms like 'Accreditation of Prior Learning' (APL) and 'Validation of Prior Learning' (VPL) are used internationally to denote similar processes. These terms reflect different approaches to formally recognizing and validating the skills and knowledge individuals have acquired through non-traditional means.

Australia

In Australia, the Higher Education Standards Framework mandates the assessment of RPL. The Australian Qualifications Framework (AQF) recognizes RPL as a pathway for admission and/or credit, accessible to all applicants for any qualification at all levels. Higher education institutions are encouraged to provide diverse pathways into their undergraduate and postgraduate programs, including enabling admission and granting credits to learners from diverse backgrounds based on their prior learning experiences.

Malaysia

In Malaysia, the RPL program allows prospective students without prior qualifications to apply for certificates, diplomas, undergraduate, and master’s degrees through the Accreditation of Prior Experiential Learning (APEL) process, which includes aptitude tests, assessments, evaluations, and portfolio submissions.

South Africa

In South Africa, RPL is integrated with the National Qualifications Framework (NQF) to address past educational, training, and employment disparities. This framework aims to accelerate the redressal of past unfair discrimination.

New Zealand

The New Zealand Qualifications Authority (NZQA) recognizes the need for lifelong learning to maintain an updated workforce through RPL. This allows individuals to have their prior learning, whether acquired through work experience, formal education, or informal settings, formally recognized and credited towards achieving qualifications within the New Zealand Qualifications Framework (NZQF).

Ireland

In Ireland, RPL is an integral component of the National Strategy for Higher Education to 2030, which emphasizes the need for policies on credit accumulation, credit transfer, and the formal assessment of knowledge previously acquired by learners.

Other Countries

Countries such as Sweden, Finland, Canada, and the USA have developed RPL approaches tailored to specific circumstances, catering to the needs of various social groups, including immigrants and defense personnel. This helps immigrants gain quicker access to employment opportunities that match their qualifications and experience. Military personnel and veterans can translate their training and experience into academic credentials, facilitating their transition to civilian careers or further education.

International Organizations

The International Labour Organisation (ILO) and International Labour Conferences (ILC) have emphasized the importance of RPL and recommended establishing RPL systems. The ILO's Recommendation on Human Resources Development: Education, Training, and Lifelong Learning (No. 195) urges member states to establish frameworks for recognizing and certifying skills gained through prior learning and experience. It emphasizes that these skills should be recognized irrespective of where they were acquired (locally or internationally) and whether they were acquired formally or informally. The ILC's 2014 report on "Transitioning from the Informal to the Formal Economy" highlights the necessity of developing institutions and mechanisms to assess, validate, and certify skills and competencies acquired through prior learning.

European Commission

A 2013 report by the European Commission highlighted the importance of RPL. Out of 47 higher education systems for which data was available, RPL could be used for facilitating access, seeking admission to higher education, or progressing within higher education (European Commission, 2013).

1.2.3 Industry Perspectives

Industry bodies have emphasized the significance of Recognition of Prior Learning (RPL) and advocate for a flexible and innovative approach within the framework of the National Credit Framework (NCrF). Continuous engagement with industry stakeholders is crucial to aligning higher education with the evolving needs of the workforce, identifying RPL opportunities that cater to industry-specific skills and competencies.

To ensure effectiveness, industries suggest implementing a dynamic RPL process that adapts to current trends and technologies. Industry experts should play a pivotal role in shaping and reviewing RPL criteria to maintain relevance and practical application. Moreover, RPL can facilitate career transitions, allowing individuals with degrees in one field to obtain recognition and certification for skills acquired in adjacent domains through work experience.

Industries also propose innovative pathways such as offering master's degrees after a certain threshold of experience, supported by continuous professional development (CPD) and bridging programs. These measures aim to enhance educational and professional development opportunities throughout an individual's career, reflecting the dynamic nature of modern industries.

An essential aspect of RPL in higher education is integrating industry learning into the NCrf. This integration can be based on on-the-job experience, self-study, blended learning, and participation in training programs, seminars, workshops, and conferences conducted by industry associations and other bodies. These programs impart specific knowledge and skills and can be internal or external, online or offline.

Individuals working in industry could greatly benefit from earning credits for similar activities. These credits could then be used to pursue higher education programs (Bachelor's, Master's, Doctoral, Post-Doctoral, etc.) or to enter a program at an advanced level, such as starting in the second or third year.

This approach would recognize the professional development and skills acquired through industry experience, enabling individuals to leverage their practical knowledge and contributions within educational frameworks. It aligns with the NCrf philosophy that all learning can be credited, facilitating smoother transitions and enhancing educational opportunities for professionals across different sectors of the economy.

2. Objectives, Purpose, and Benefits of RPL in Higher Education

2.1 Objectives of the Guidelines

The objectives of RPL guidelines in higher education are as follows:

1. **Provide Access to Higher Education:** Enable individuals who have acquired competencies through non-formal and informal learning methods to access higher education programs.
2. **Offer Flexible Pathways:** Create diverse and flexible pathways for individuals with various educational backgrounds and learning experiences to access higher education based on their demonstrated competencies.
3. **Foster Continuous Learning:** Promote a culture of continuous learning to equip individuals with the updated skills and knowledge necessary to meet evolving career demands.
4. **Encourage Lifelong Learning:** Support lifelong learning to develop a competent and adaptable workforce capable of meeting the challenges of a rapidly changing labor market.
5. **Promote Equity:** Acknowledge and value experiential learning to offer marginalized groups the opportunity to obtain recognized qualifications and improve their socio-economic status.
6. **Facilitate Workforce Transition:** Assist in transitioning the workforce from informal work settings to the formal sector by recognizing and validating their skills and knowledge.
7. **Enhance Social Inclusion:** Promote social inclusion and equity for disadvantaged groups by recognizing experiential learning and providing opportunities to obtain qualifications.
8. **Meet Regulatory Requirements:** Ensure compliance with regulatory requirements in certain sectors by employing qualified individuals.
9. **Address Industry Needs:** Meet specific industry or sectoral requirements by recognizing prior learning, thereby enhancing employability and ensuring that individuals can effectively contribute and meet regulatory standards.
10. **Improve Job Prospects:** Validate and certify skills acquired through practical experience, thereby improving job prospects and career advancement opportunities, and making individuals more attractive to employers.

In this context the guidelines provide broad guidelines and a structured framework that will govern the design and implementation of RPL processes in the Indian context. These guidelines serve several key purposes, which include the following:

- a) **Standardization:** Establish consistent procedures for assessing and recognizing prior learning across different institutions and programs. This ensures equitable recognition of RPL and guarantees that assessments are conducted impartially, transparently, and consistently, regardless of an individual's background or situation.
- b) **Quality Assurance:** Implement governance mechanisms and standards to maintain the credibility and reliability of RPL assessments. These mechanisms ensure that assessors are qualified and competent, that assessment methods are valid and reliable, and that outcomes are trustworthy and dependable.
- c) **Clarity and Transparency:** Provide explicit guidance on preparing and submitting RPL applications, specify the types of evidence needed, and outline assessment procedures. This clarity ensures that all stakeholders understand their roles and

expectations throughout the RPL process, promoting fairness and consistency in assessment outcomes.

- d) Integration and Inclusion:** Recognize that learning can occur through formal education, informal experiences, work-based learning, or other means. RPL integrates these diverse learning outcomes into the assessment process, ensuring they are appropriately recognized and credited. This requires engaging with a wide range of stakeholders such as employers, professional bodies, community organizations, and vocational education and training providers to contribute to the assessment and validation of prior learning, enhancing pathways for learners to enter and progress within the higher education system.
- e) Support and Guidance:** Provide comprehensive information on preparing for assessments, accessing assistance or advice, and utilizing available resources to support learning and development. This may include online tools, workshops, tutorials, or recommended readings to enhance understanding of the RPL process and improve preparation for assessments.
- f) Continuous Improvement:** Regularly assess the performance and outcomes of RPL processes to identify strengths, weaknesses, and areas for improvement. This involves tracking completion rates, satisfaction levels among candidates and assessors, and the consistency of learning outcomes. Higher education institutions and stakeholders should continuously review and refine RPL processes based on feedback, evolving needs, and emerging best practices to maintain and enhance the effectiveness and responsiveness of RPL in meeting learners' needs and expectations.
- g) Accessibility and Equity:** Promote access to education, training, and employment opportunities by providing pathways for individuals to have their prior learning recognized and validated. These guidelines help remove barriers to participation and ensure that RPL processes are inclusive, equitable, and accessible to all learners, regardless of their background or circumstances.

2.2 Purpose of the Guidelines

These RPL guidelines are designed as a framework aligned with National Credit Framework (NCrF), not a prescriptive manual, laying down the basic minimum framework with the basic principles to help Higher Education Institutions/ Universities navigate the complexities of recognizing prior learning in a standardised manner and with full quality assurance. Rather than specifying a set of exact methods, the guidelines provide a broad framework, processes and encourage further exploration and dialogue among stakeholders to address various diverse issues in the RPL process with this broad framework. The goal is to prompt Higher Education Institutions (HEIs) to critically evaluate their policies, processes and procedures, ensuring high quality and standards in RPL throughout the country.

By outlining general principles of good practice in quality assurance, the guidelines promote reflection and discussion within institutions. The document emphasizes key considerations for RPL Assessment Centres (RPLACs) at HEIs when developing or refining their approach to accrediting prior learning and suggesting improvements to current practices. RPL Assessment Centres are typically associated with Awarding Bodies (AW).

Given their broad scope, these guidelines cater to a diverse audience within the higher education system. Administrators can use them to validate institutional policies against fundamental principles, while academic staff can supplement institution-specific

documentation with insights from the framework, informing their roles as educators, program designers, and assessors.

Higher education institutions, which will serve as enablers for implementing RPL, will develop their policies, procedures, and practices for recognizing prior learning, reflecting their organizational structures, goals, and objectives within the broad framework mentioned in these guidelines. HEIs should, however, carefully evaluate the types and methods of assessment suitable for evaluating RPL claims in various cases. Additionally, they may assess the suitability of various assessment tools permitted for evaluating the claims of learning outcomes and competencies.

2.3 Guidelines as Broad Framework for RPL

These RPL guidelines are designed as a framework aligned with National Credit Framework (NCrF), not a prescriptive manual, laying down the broad minimum framework with the basic principles to help Higher Education Institutions/ Universities navigate the complexities of recognizing prior learning in a standardised manner and with full quality assurance.

Rather than prescribing a specific set of Standard Operating Procedures (SOPs) and assessment methodologies for Recognition of Prior Learning (RPL), these guidelines offer a broad framework and processes. Higher Education Institutions (HEIs) are encouraged to develop their own detailed SOPs through dialogue and consultation with stakeholders, addressing various issues and challenges within this framework, and conforming to the National Education Policy (NEP) and National Credit Framework (NCrF).

The goal is to encourage HEIs to critically create and evaluate their policies, processes, and SOPs while ensuring high quality and standards in RPL across the country. This approach allows for flexibility and customization to meet the unique needs of each institution and its learners, promoting a consistent yet adaptable implementation of RPL nationwide.

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2.4 Benefits to Stakeholders

RPL provides benefits to several stakeholders in the Indian education and skill ecosystem. The indicative benefits are detailed in Table 1.

Stakeholder	Benefits of Recognition of Prior Learning (RPL)
Individual Learners (e.g. Artist, Engineer, Nurse, etc.)	<ul style="list-style-type: none"> • Recognition and creditisation of all forms of learning and experiential learning • Multiple Pathway to higher education opportunities. Provides a route for individuals with traditional skills to gain formal qualifications. • Bridges the gap between informal learning and formal education systems. • Enhanced resume and better employment prospects by validating skills that can improve employment prospects, especially in industries valuing traditional craftsmanship and knowledge • Financial benefits and increased self-esteem and societal inclusion. • Access to earning higher education degrees for informal workforce. • Ensures cultural practices are respected and preserved within the formal education and skill systems.
Employers (e.g. Industry, MSME, Unorganized sector, etc.)	<ul style="list-style-type: none"> • Recognition of existing skills and competencies in employees/ learners/ students; • Accumulation of credits through on-the-job learning or programmes. • Availability of a credible database of individuals with specific skills. • Reduction in the internal training and skilling costs. • Effective placement of employees/ learners in suitable job roles. • Improved work skills and competencies within shorter timeframes.
Educational Institutions (e.g.. CFTI, Universities, Colleges, etc.)	<ul style="list-style-type: none"> • Enrollment of a diverse student body with experiential learning backgrounds. • Enhanced societal recognition by offering flexible learning pathways. • Larger student strengths due to the inclusion of RPL
Industry Bodies (e.g.. CII, FICCI, etc.)	<ul style="list-style-type: none"> • Access to a larger workforce to meet Industry standards and demands • Seamless professional development pathways. • Alignment of learner skills with industry needs, both locally and globally.
Government (e.g. Central, State, Local, etc.)	<ul style="list-style-type: none"> • Reduced unemployment among skilled workforces. • Facilitation of informal learners transitioning into the formal workforce. • Societal inclusion and improved esteem for informal learners through formal creditisation and access to higher education. • Facilitation of an increase in Gross Enrolment Ratio (GER) in education. • Database of individuals with specific skills • Encourages the preservation of cultural heritage by formally recognizing traditional skills and knowledge.

Table 1: Benefits of RPL for Stakeholders in the Indian Education System

3. Concept of RPL

3.1 Concept Map for RPL

RPL allows learners to gain credit towards a qualification based on their previous learning experiences gained through different ways, some of which are listed below:

On-the-Job Training: Practical skills and knowledge gained through hands-on work experience work, volunteering, self-study, or other life experiences.

Internships and Apprenticeships: Real-world work experience in a professional setting, often combined with academic study.

Project-Based Learning: Engaging in projects that require critical thinking, problem-solving, and collaboration.

Volunteer Work: Opportunities to develop skills and gain experience while contributing to community or social causes.

Workshops and Seminars: Short-term educational sessions focusing on specific skills or topics.

E-Learning Platforms: Websites and apps offering courses and tutorials on a wide range of subjects.

Webinars and Virtual Conferences: Online events that provide learning and networking opportunities.

Reading and Research: Self-study through books, articles, and online resources.

Hobbies and Personal Projects: Developing skills and knowledge through personal interests and activities.

Peer Learning: Gaining knowledge and skills through collaboration and discussion with peers.

Community Groups and Clubs: Joining groups with shared interests to learn and grow together.

Immersive learning experiences in different physical, regional, cultural and educational settings.

Interaction and working within different cultures: Programs that promote understanding and learning through direct interaction with different cultures.

Simulations and Virtual Reality: Using technology to create immersive and interactive learning experiences.

Educational Games: Engaging in games designed to teach specific skills or knowledge areas.

Mentorship/ Guru-Shishya Parampara: Guidance and advice received from experienced professionals in a specific field.

Validation of Skills, competencies and Knowledge gained from Inheritance and Traditions: Recognizes the value of traditional skills and knowledge passed down through generations. Examples: Traditional Healers and Herbalists, Artisans and Craftsmen, Agricultural Practices, Culinary Skills, Performing Arts etc.

Figure 1 depicts a conceptual framework illustrating the realisation of RPL. This concept map provides a comprehensive, higher-level understanding of RPL and its societal benefits in the context of India.

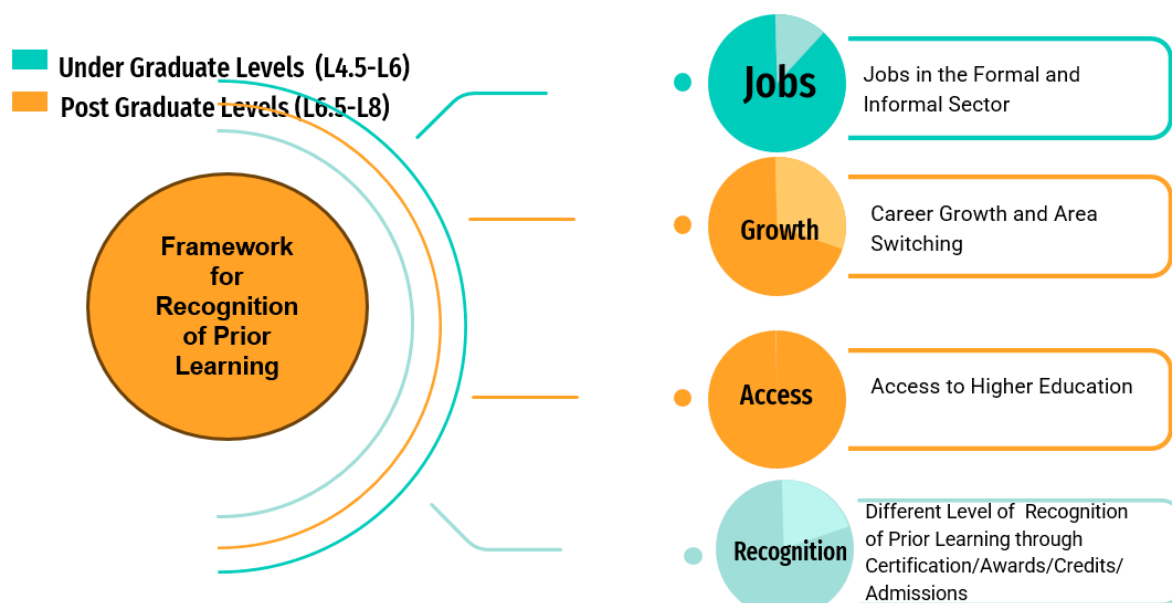


Figure 1: Illustration of a Concept Map for Recognition of Prior Learning

The framework for RPL, as illustrated in Figure 1, includes the following key components:

- I. Identification of various informal or non-formal methods of prior learning. It may also include other methods not strictly covered under informal or non-formal methods as listed above.
- II. Classification of these methods acquired by individuals into different National Higher Education Qualification levels (e.g., Levels 4.5 to 6, Levels 6.5 to 8), together with a way for assessment of their learning allocated (LC).
- III. Mapping the classified methods to the following:
 - i. Employment opportunities in both formal and informal sectors.
 - ii. Career advancement and transitions between work areas.
 - iii. Other levels of RPL through certifications, awards, and outcome-based qualifications.
 - iv. Accumulation of credits that can potentially be applied towards formal educational degrees or final degree awards.

3.2 Interrelation Framework: Connecting University, Industry, and Community

The Inter-relation framework, illustrated in Figure 2, highlights the intrinsic connections between learners (community), Higher Education Institutions (HEIs), and the industry. This framework emphasizes how these entities interact and benefit from Recognition of Prior Learning (RPL).

Key Components of the Inter-Relation Framework

1. Learners/Community (People):

- Individuals from various backgrounds bring skills and knowledge acquired through formal, informal, and experiential learning.
- The community benefits from enhanced educational and employment opportunities through RPL.

2. Higher Education Institutions (HEIs):

- Universities and colleges provide formal recognition and credit for prior learning.
- HEIs establish eligibility criteria and processes for earning credits through RPL.
- Collaboration with the community ensures diverse and inclusive enrollment.

3. Industry:

- Industries recognize and value the skills and competencies validated through RPL.
- They offer training, employment opportunities, and other benefits to individuals with recognized prior learning.
- Industries collaborate with HEIs to identify skill gaps and assess the needs of the workforce.

Connections and Interactions

1. Community and Higher Education Institutions:

- **Eligibility and Credit Earning:** HEIs and the community work together to determine eligibility criteria for RPL and establish processes for awarding credits. This ensures that individuals with diverse learning experiences can gain formal qualifications.
- **Enhanced Education Opportunities:** The community gains access to higher education and formal recognition of their skills, leading to better employment prospects and societal inclusion.

2. Community and Industry:

- **Training and Employment:** The community benefits from industry connections through training programs, job placements, and career development opportunities. This relationship helps individuals apply their recognized skills in real-world settings.
- **Economic and Social Benefits:** By recognizing prior learning, industries help improve the economic standing and social inclusion of individuals, leading to a more skilled and confident workforce.

3. Higher Education Institutions and Industry:

- **Needs Assessment:** Universities and industries collaborate to assess the skill requirements and gaps within the industry. This ensures that the RPL process aligns with current and future industry needs.
- **Promotion of RPL Candidates:** HEIs promote potential candidates with recognized prior learning into the industrial ecosystem, ensuring that industries receive well-qualified and skilled individuals.

Benefits of the Inter-Relation Framework

- **For Learners/Community:**
 - Access to formal education and qualifications.
 - Improved employment prospects and career development.
 - Enhanced self-esteem and social inclusion.
- **For Higher Education Institutions:**
 - Diverse and inclusive student body.
 - Increased enrollment and societal recognition.

- Stronger connections with the community and industry.
- **For Industry:**
- Access to a skilled and competent workforce.
- Reduced training and recruitment costs.
- Collaboration with HEIs to address skill gaps and workforce needs.

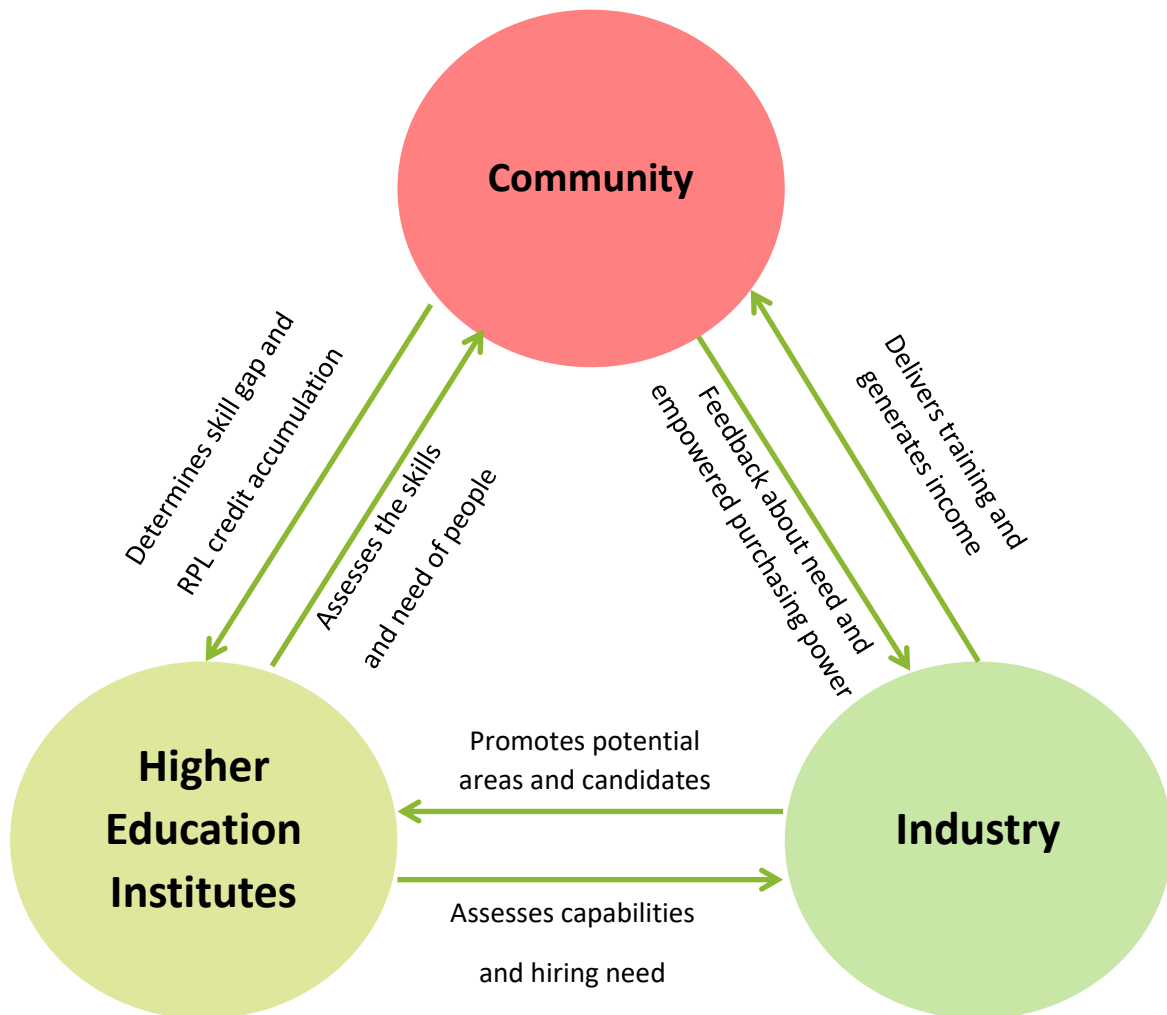


Figure 2: Interrelation Framework connecting the Higher Education Institutions, Industry, and the Community/ learners.

A visual diagram (Figure 2) illustrates these connections, showing the cyclical and interdependent nature of the relationships between the community, HEIs, and industry. The diagram would highlight:

- The flow of individuals from the community to HEIs and then to industry.
- The feedback loops between these entities, showing continuous interaction and mutual benefits.
- The pathways for skills recognition, credit earning, and employment opportunities facilitated by RPL.

This framework ensures that RPL not only validates and formalizes prior learning but also fosters a dynamic and collaborative environment where education, industry, and community work together to enhance individual and societal growth.

4. RPL in Higher Education: Applicability, Eligibility, and Creditisation

4.1 Applicability

Recognition of Prior Learning allows individuals with diverse backgrounds and experiences (including those from informal or non-formal learning settings) to gain recognition for their competencies (knowledge, skills, and abilities). This promotes inclusivity by providing pathways for these individuals to access higher education by offering them the opportunity to formalize their competencies. There can be three different cases where RPL may be applicable as given below:

- 1. Use of RPL for credit earning, accumulation and transfer in Formal education:** Credit transfer is enabled when an individual gets credits from a previous higher education (university-level) qualification towards attaining a new qualification. Such qualifications could be either at the same level for a dual degree programme or at a higher level. Credits are obtained for the learning outcomes achieved through self-learning and/or work/experiences that relate to the course. This also can be applicable to the outreach programs run by the HEIs in a formal setup. The SOP for implementation of NCrF in Higher Education and Vocational Education, Training & Skilling would be applicable in these cases for such courses/ qualifications. The SOP relating this may be referred through: https://www.ugc.gov.in/pdfnews/0493222_Final-SOP_for_operationalization_of_NCrf_in_HEI.pdf
- 2. Prior Certificated learning:** This can include professional development and employment-based awards/ certification, qualifications awarded by a non-Indian higher education institution, and university courses which a candidate/ student/ learner could not/ did not complete for some reason.
- 3. Prior Experiential learning:** Prior experiential learning relates to knowledge and skills one has gained through the work experience in a particular area. These could be demonstrated through an elaborate process of assessment which can be either a formal assessment process or via a Hackathon, Olympiad or demonstrating the learning outcomes from experience gained while working on a startup etc.

4.1.1 RPL for Formal Learning

Formal learning refers to structured educational experiences provided by government-recognized institutions such as colleges, universities, and accredited entities. The formal documents obtained from these institutions include:

- a) Academic Degrees and Certificates:** Awarded upon completion of specific educational programs, such as bachelor's, master's, and doctoral degrees, as well as diplomas and certificates.
- b) Professional Licenses and Certifications:** Obtained through official recognition of qualifications required for specific professions or industries. They often involve passing exams and meeting professional standards set by regulatory bodies.
- c) Corporate Training Programs:** Designed by employers or training providers to enhance skills and knowledge relevant to specific job roles within organizations. They may culminate in certificates or certifications recognizing completion and competence.

- d) **Continuing Education Programs/Courses:** Offered by educational institutions and professional associations, these courses allow individuals to update their skills or acquire new ones in their chosen fields. They may lead to certificates or endorsements indicating completion.
- e) **Standardized Examinations, including Competitive Examinations:** Used to evaluate individuals' knowledge and skills against established standards. Examples include national or international standardized tests, entrance exams for higher education, and competitive exams for employment or admissions to prestigious programs.

Example Use Case: Asha's Journey in Upgrading Qualifications

Asha, a nurse with a Diploma in General Nursing and Midwifery (GNM), seeks to upgrade her qualifications to a Bachelor of Science in Nursing (B.Sc Nursing) by leveraging Recognition of Prior Learning (RPL). Here is how her journey unfolds:

- i. **Submission of Documentation:** Asha submits her GNM diploma, detailed transcripts, course descriptions, and a letter from her employer outlining her roles, responsibilities, and professional competencies developed during her three years of experience in a large hospital.
- ii. **Assessment Process:** An assessment body, in collaboration with an awarding body in the nursing sector, evaluates Asha's educational background and professional experience. They compare the curriculum of her GNM program with the courses offered in the B.Sc. Nursing program, focusing on nursing-related subjects.
- iii. **Written and Practical Assessments:** To demonstrate her competency in nursing, Asha undergoes written assessments and practical examinations at the RPL Assessment Centre. These assessments validate her knowledge and skills acquired through her formal education and work experience. She also submits other documents, such as a portfolio, experience certificates, and testimonials, for assessment and evaluation.
- iv. **Credit Awarding through RPL:** Based on the assessments, the assessment body determines the equivalence of Asha's GNM curriculum with the B.Sc. Nursing program. They assess whether her previous education and work experience align with the learning outcomes of specific courses in the B.Sc. Nursing program.
- v. **Exemption from Courses:** With the credits awarded through RPL, Asha can be exempted from certain courses in the B.Sc Nursing program. This recognition shortens the duration of her study and reduces her educational expenses.

Application Across Various Disciplines

Similar examples can be developed by Higher Education Institutions (HEIs) for liberal arts, science, technology, and other disciplines. HEIs can create specific guidelines for RPL in various sectors, enabling individuals to leverage their prior learning and experience for academic and professional advancement.

4.1.2 RPL for Informal Learning

Informal learning occurs outside formal educational settings and lacks structured delivery by educational institutions, thus not resulting in formal certification. Since the informal learning is not delivered formally by an educational institution and not assessed formally by any certificate awarding body or an assessment agency recognised for the purpose, such learning does not lead to formal certification. Examples of informal learning may include:

- **Work Experience:** Skills and knowledge gained through professional activities.
- **Volunteering:** Practical experience acquired through unpaid work.
- **Self-Taught Skills:** Knowledge obtained through independent study and practice.
- **Hobbies and Personal Projects:** Competencies developed through personal interests and activities.
- **Mentorship and Coaching:** Learning through guidance from experienced individuals.
- **Participation in Clubs and Groups:** Skills and knowledge gained through social and community involvement.

Example Use Case: Suresh's Journey to an MBA

Suresh, an entrepreneur with over eight years of experience running a local retail business, seeks to leverage RPL to accelerate his pursuit of an MBA (Master of Business Administration). Here's how his informal learning journey unfolds:

- Preparation of Portfolio:** Suresh compiles a comprehensive portfolio detailing his business operations, including financial records, marketing strategies, and summaries of his self-study materials. He includes testimonials from business partners, suppliers, and clients to substantiate his practical knowledge and achievements.
- Assessment Process:** An RPL Assessment Body reviews Suresh's portfolio to evaluate his understanding of business management concepts relevant to the MBA curriculum. They assess how his real-world experience aligns with theoretical frameworks taught in MBA courses.
- Interview and Case Studies:** As part of the assessment, Suresh participates in an interview where he discusses his business practices and presents case studies from his operations. This allows him to demonstrate his application of theoretical business concepts in real-world scenarios.
- Credit Awarding through RPL:** Based on the portfolio review, interview outcomes, and case study presentations, the Assessment Body determines that Suresh's informal learning provides a substantial foundation in core business areas covered by the MBA program. They award him credits for these areas.
- Exemption from Certain Courses:** With the credits awarded through RPL, Suresh is exempted from certain courses in the MBA program. This recognition allows him to complete his degree more quickly and with reduced expenses, focusing on areas where he needs to deepen his knowledge or explore new perspectives.

By leveraging RPL, individuals like Suresh can translate their informal learning into formal educational achievements, accelerating their academic and professional advancement.

4.1.3 RPL for Non formal learning

Non-formal learning refers to organized and structured learning that is intentional from the learner's perspective but does not necessarily lead to formal certification or accreditation. It typically occurs outside traditional educational institutions but involves systematic learning, instruction, or training. Examples include:

- Workshops
- Short Courses
- Professional Development Programs

- Community Education
- Self-Study
- Online Courses and Webinars
- Company Training Programs
- Arts and Sports Training
- Youth Groups
- Scout Programs

Example Use Case: Vinay's Journey to a Master's in Environmental Science

Vinay, who has extensive experience in environmental conservation through his work at an NGO, aims to pursue a Master's program (MSc) in Environmental Science. Here's how RPL supports his educational journey:

- Preparation of Portfolio:** Vinay compiles a detailed portfolio including certificates from structured training sessions, descriptions of workshops attended, and letters of recommendation from workshop leaders and his current employer. He also includes a Statement of Purpose (SOP) outlining how his non-formal education and skills can be applied in professional settings.
- Assessment Process:** An RPL assessment evaluates the relevance of Vinay's non-formal education and experiences against the curriculum of the Master's program in Environmental Science. The focus is on aligning the learning outcomes of his training sessions with the academic requirements of the MSc program.
- Interview and Presentation:** Vinay participates in an interview where he presents his experiences and non-formal learnings related to environmental conservation. He demonstrates his understanding of environmental science concepts by presenting case studies from his work experience, highlighting how theoretical knowledge has been applied in practical scenarios.
- Credit Awarding through RPL:** Based on the portfolio review, interview outcomes, and case study presentations, Vinay is awarded credits for courses related to Environmental Policy that align closely with his non-formal learning. These credits exempt him from certain courses within the Master's program.
- Exemption from Courses:** With the credits recognized through RPL, Vinay is exempted from completing specific courses in Environmental Policy as part of his MSc program. This recognition streamlines his educational path, reducing both the time required to complete his degree and the associated costs.

By leveraging RPL, individuals like Vinay can translate their non-formal learning into formal educational achievements, facilitating their academic and professional advancement.

4.2 Eligibility Criteria

The eligibility criteria for Recognition of Prior Learning (RPL) typically include the following parameters/ Criterion:

- Relevant Prior Learning Experience:** The prior learning or experience must be pertinent to the program or qualification for which RPL is sought. Candidates need to demonstrate how their prior learning corresponds to the learning outcomes, competencies, or requirements of the program. Some institutions may specify a minimum number of years of relevant work experience required for RPL eligibility.

- b) **Language Proficiency:** Candidates should possess sufficient language proficiency to effectively engage in the RPL process. This includes demonstrating proficiency in the language used for instruction or communication within the program or institution.
- c) **Demonstrated Competence:** Candidates must demonstrate the required knowledge and skills for the program or qualification through their prior learning experiences. This may involve providing evidence such as work samples, certificates, testimonials, or portfolios.
- d) **Sufficient Depth and Breadth of Knowledge and Skills:** Candidates should demonstrate a comprehensive understanding of the subject matter or field of study, potentially categorized into basic, advanced, and specialized levels.
- e) **Validity and Authenticity of Evidence:** Candidates must provide valid and authentic evidence of their prior learning experiences. This may include documents such as transcripts of qualifications, work records, training certificates, or other relevant proof of learning.
- f) **Assessment Readiness:** Candidates should be prepared to undergo an assessment of their prior learning by qualified assessors. This may involve participating in interviews, examinations, portfolio assessments, practical demonstrations, or other assessment methods as required by the institution or program.

4.3 Principle of creditisation

The principle of creditisation ensures that all forms of learning—whether formal, informal, or non-formal—are recognized and converted into credits that contribute to a degree or certification. This principle is fundamental for creating an inclusive education system that values diverse learning experiences. The National Credit Framework (NCrF) supports the creditisation of every hour of learning, regardless of type, level, or delivery mode. The key aspects and recommendations for effective creditisation are as under:

1. Comprehensive Recognition of Learning:

- Recognize all types of learning, including formal education, workplace training, experiential learning, self-study, and community-based learning. This ensures that students' varied experiences and skills are acknowledged and valued.

2. Clearly defined learning outcomes for Outcome-Based Credit Awarding:

- Credits should be awarded based on the assessment of learning outcomes rather than the duration or type of learning. This ensures that the credits reflect the actual knowledge, skills, and competencies acquired by the learner.

3. Alignment with National Frameworks:

- The creditisation process should align with national frameworks such as the NCrF, the National Skills Qualification Framework (NSQF), and the National Higher Education Qualifications Framework (NHEQF). These frameworks provide standardized levels and criteria for assignment of NCrF levels based on the level descriptors as well as assignment of credits.

4. Transparent and Consistent Policies for assessment processes for award of credits:

- Institutions should establish transparent and consistent policies for assessment processes for RPL creditisation. These policies should clearly define the criteria for awarding credits, the assessment methods used, and the maximum credits that can be earned through different types of learning.

5. Flexibility in the assessment for Creditisation Process:

- The assessment for creditisation process for recognizing prior learning (RPL) should be flexible to accommodate the diverse needs of learners with RPL providing opportunities for them to demonstrate their competencies through various assessment methods.

6. Institutional Autonomy:

- While adhering to the national frameworks and standards, including National Credit Framework (NCrF) and these guidelines, the institutions have the autonomy to develop and implement their assessment policies. This allows them to tailor the process to their specific programs and student/ learner populations.

7. Integration with Career Development:

- Ensure that the assessment and credits earned through various forms of learning contribute to the learner's overall career development. This includes aligning the assessment and credits with professional standards and industry requirements.

8. Continuous Improvement and Feedback:

- Establish mechanisms for continuous improvement and feedback in the assessment and creditisation process. Regularly review and update the policies to reflect evolving educational standards and learner needs.

9. Support and Guidance for Learners:

- Provide learners with support and guidance throughout the assessment and creditisation process. This includes offering counseling services to help them understand how their prior learning can be creditised and what additional learning or up-skilling they may need to achieve their goals.

10. Promotion of Lifelong Learning:

- Encourage lifelong learning by recognizing the prior learning and creditising learning at all stages of life through proper assessment. This promotes continuous personal and professional development.

11. Technological Integration:

- Utilize technology to streamline the assessment and creditisation process. Implement digital platforms for submitting and assessing evidence of learning, tracking credits, and providing learners with easy access to their APAAR iDs & Academic Bank of Credits (ABC) records.

12. Collaboration with Stakeholders:

- Foster collaboration between educational institutions, employers, industry bodies, and government agencies to ensure that the assessment and creditisation process meets the needs, standards of all stakeholders.

By implementing these principles, the assessment and creditisation process can become a robust and inclusive system that values and leverages diverse learning experiences, ultimately contributing to a more skilled and competent workforce.

5. Process for RPL in Higher Education

5.1 Stages of RPL in Higher Education

The process of RPL can be detailed in five major stages:

Stage 1: Awareness, Information, and Guidance

- Before enrolling, potential learners should be informed about the possibility of claiming credits for previous learning based on the assessment of pre-defined learning outcomes.
- Interested learners need detailed information about the RPL process, pre-defined learning outcomes, NCrF Level, number of credits assigned for RPL, assessment method to be used including available support and guidance, timelines, appeals processes, and any associated fees etc.

Stage 2: Pre-Assessment for Gathering Evidence and Providing Information

- Learners begin by collecting evidence that meets the requirements of the relevant unit(s).
- Developing and explaining an assessment plan and tracking document may be necessary to support the learner.
- The collected evidence must align with the standards of the unit or part of the unit it is being used for.

Stage 3: Assessment and Documentation of Evidence

- RPL assessment process involves a structured process of gathering, reviewing evidence, and making judgments about a learner's prior learning and experience in relation to learning unit standards..
- For the purpose of assessment a properly planned assessor who has full understanding of the assessment process and the domain must be assigned for carrying out the assessment.
- Assessors may review the work experience records validated by managers, previous portfolios, essays, reports validated by a competent authority as being the learners own unaided work, or proof of competitive examinations (e.g., UPSC, CUET, GATE) as may be authorized by UGC from time to time.
- The assessment must be aligned with the pre prescribed assessment method and the processes, valid and reliable to ensure the integrity of the credit awarded.
- Standard quality assurance procedures, such as internal standardization and verification, storing of digital evidence of proper assessment, which may include video clips etc will apply.
- Evidence should be clearly referenced and signposted for internal and external verification.
- RPL can also account for non-academic experiences, such as projects, papers, experiments, informal learning (e.g., YouTube, podcasts), or micro-credits earned which must be based on a predefined criteria and methodology for assessment.
- At this stage, the need for any bridging courses or upskilling will be identified and provided to the learners. The institution may also offer them such bridge courses or upskilling qualifications. Alternatively the institution may make arrangements for such additional learning in collaboration with partners.

Stage 4: Claiming Certification

- After successful completion of internal and external quality assurance procedures, and assessment the center can make certification claims in case the learner has exhibited that he/she has achieved the learning outcomes prescribed for such certification.
- All assessment and internal verification records, along with any additional RPL records, should be retained for three years following RPL certification.
- Assessors must ensure all learning outcomes and assessment criteria for each unit are met, maintaining proper records of assessment.

Stage 5: Appeal

- Students can appeal against an assessment decision by submitting a formal written request highlighting specific the reasons are one thing out errors and including the supporting documentation thereof.

By following these stages, the RPL process ensures that learners' prior experiences and learning are effectively recognized and credited, contributing to their educational and professional advancement.³

The overview of the RPL process is shown in Figure 3.

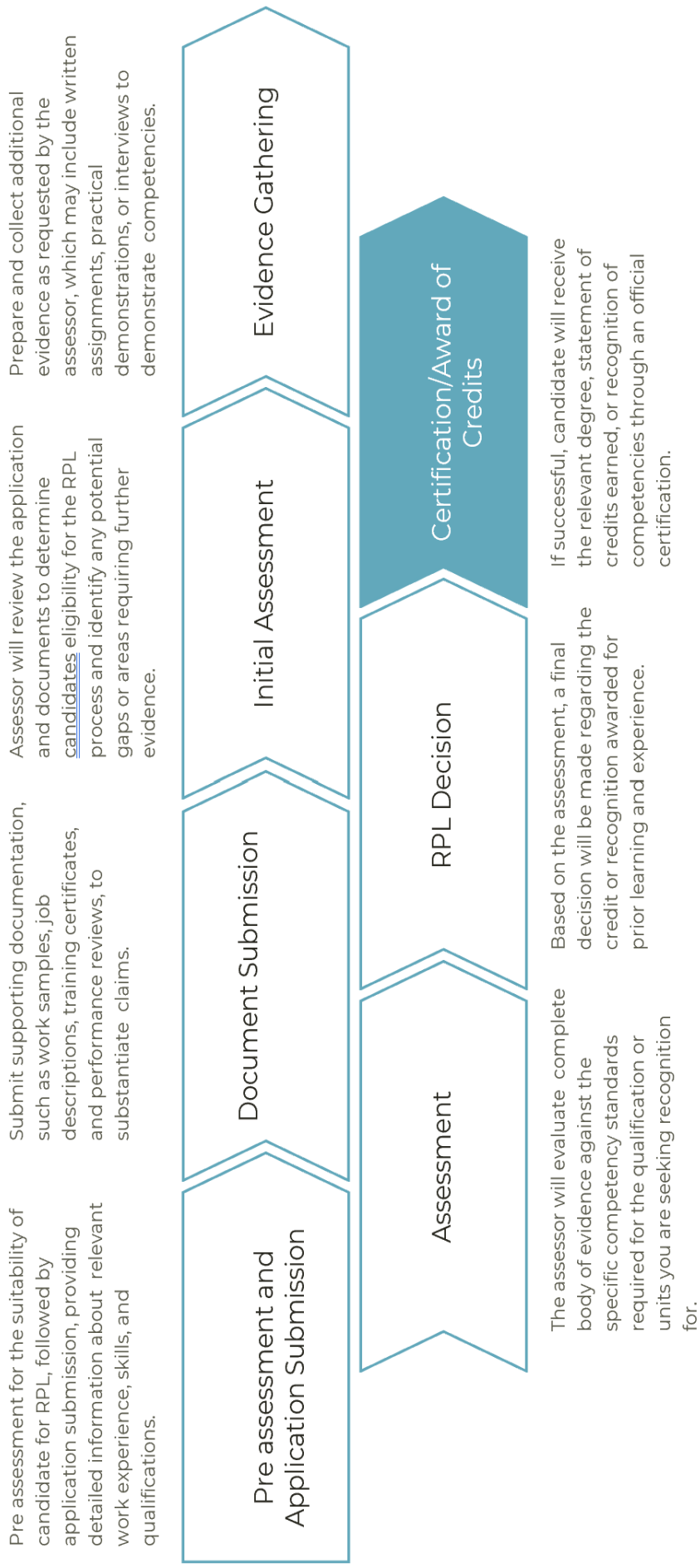


Figure 3: Process of RPL with various stages

5.2 Principles of assessment in RPL

In assessing prior learning, the following criteria are considered:

- a. **Acceptability:** Is there a suitable alignment between the evidence presented and the pre-defined learning outcomes being demonstrated? Is the evidence both valid and reliable? This should be consistent with the industry standards, the global standards or standards prescribed by professional, statutory, or regulatory bodies, and with the guidelines issued under NCrF.
- b. **Sufficiency:** Is there enough evidence to fully demonstrate the achievement of the claimed learning outcomes at the claimed NCrF levels. This aspect is also guided by the predefined learning outcomes based on the level descriptors and the suggested assessment methodology.
- c. **Authenticity and Relevance:** Is the evidence connected to the applicant's efforts and accomplishments? It's the evidence lined with the subject or course or qualification or learning outcome for which the assessment and certification is being claimed by the learner.
- d. **Currency:** Does the evidence pertain to current learning? If there are specific requirements or time limits for the currency of evidence, certification, or demonstration of learning set by Higher Education (HE) Institutions and/or professional, statutory, or regulatory bodies, these should be transparently communicated.

Assessment should be done to evaluate a learner's competencies including knowledge and skills against predetermined criteria to determine their level of achievement. A document outlining the assessment methods, criteria, timelines, and responsibilities for evaluating and recognizing prior learning within a specific program or qualification should be developed by the assessment body. Assessment methods should align with the evidence presented, ensuring suitability and should be transparent and well defined

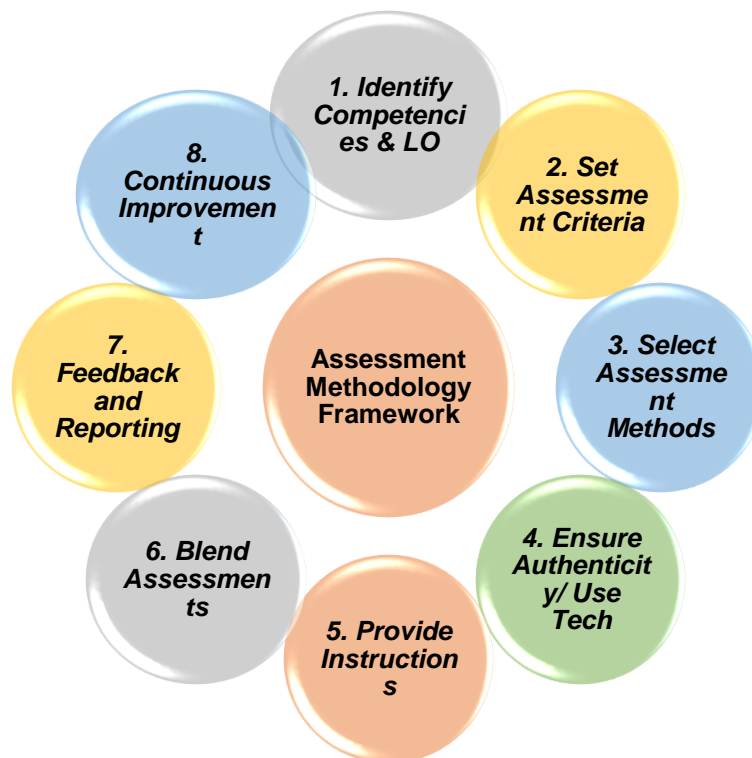


Figure 4: Assessment Methodology

The assessment methodology and tools for Recognition of Prior Learning (RPL) should include the following components:

1. Portfolio of Evidence:

- Candidates should compile a portfolio showcasing their prior learning and achievements.
- Guidance on portfolio preparation should address various aspects, such as the scope and depth of evidence, its relevance, currency, and the need for independent verification if necessary.

2. Focused Interview or Viva:

- A structured interview or viva can help assessors understand the candidate's knowledge and experiences in greater depth.

3. Completion of a Piece of Work:

- Candidates may be asked to complete a specific piece of work relevant to the module, course, or program for which they seek equivalence.

4. Reflective Account/ Diary:

- A reflective account or learning diary detailing the learning achieved can provide insights into the candidate's learning process and outcomes.

5. Standard Assessment:

- Candidates may also be required to complete the usual assessments used in the module, course, or program to demonstrate the achievement of predefined learning outcomes.

To ensure a fair and consistent evaluation, HEIs should develop a structured scoring guide or framework for assessors. This guide should evaluate the quality, relevance, and completeness of the evidence presented in learners' RPL portfolios.

By incorporating these methodologies and tools, the RPL assessment process can effectively validate the prior learning and experiences of candidates, ensuring they meet the required standards for their desired qualifications.

5.3 Applying for RPL

The process of applying for RPL by a candidate desirous of doing so must pass through the initial process of application and portfolio development as detailed in section 5.5.2

5.3.1 Application guidelines

Prospective candidates express their interest in seeking recognition of their prior learning by applying and providing relevant documentation, such as transcripts, certificates, diplomas, degrees, work experience records, apprenticeship, project work, industrial project, working on a start-up, and other evidence of prior learning.

Stage 1: Awareness, Information, and Guidance

Before enrolling, potential learners should be informed about the possibility of claiming credits and the NCrF level at which such credits could be claimed for their previous learning. If they are interested, they need to know:

- The applicability of RPL.

- The process for claiming achievements using RPL.
- Available sources of support and guidance.
- Timelines, appeals processes, and any fees involved.

Stage 2: Pre-Assessment – Gathering Evidence and Providing Information

At this stage, the learner collects evidence that meets the requirements of the relevant learning unit(s). This may involve developing an assessment plan for assessing the learning outcomes and tracking document to support the learner. The gathered evidence must align with the standards of the unit or part of the unit it is intended for.

Stage 3: Assessment and Documentation of Evidence

Assessment in RPL involves a structured process for gathering and reviewing evidence and making judgments about a learner’s prior learning and experience in relation to unit standards. The assessor may review:

- Work experience records validated by managers.
- Previous portfolios of evidence compiled by the learner.
- Essays and reports validated as the learner’s own unaided work.
- Proof of passing competitive examinations such as UPSC, CUET, or GATE, authorized by UGC.

The assessment must be valid and reliable to ensure the integrity of the credit awarded. The evidence must meet the unit standards, and the assessment process will follow standard quality assurance procedures, including internal standardization and verification. Evidence gathered through RPL should be clearly referenced and signposted to aid internal and external verification.

By following these stages, the RPL process ensures that learners' prior experiences and learning are effectively recognized and credited, contributing to their educational and professional advancement.

5.3.2 Portfolio Development

Candidates compile an assessment portfolio containing evidence of their prior learning, which may include transcripts, certificates, diplomas, degrees, work samples, projects, and other relevant documentation. This evidence is assessed against the learning outcomes of a module or qualification, either partially or fully.

To assist learners in developing their RPL portfolios, a comprehensive guide or handbook should be provided, offering step-by-step instructions, examples, and tips for compiling evidence and writing reflections. Clear and specific guidelines should also be provided on the types of evidence that can be submitted, including examples, formats, and documentation requirements. The following steps outline the process for developing a prior learning assessment portfolio:

- Understand RPL Requirements:** Familiarize yourself with the requirements and guidelines provided by the institution or organization offering RPL. Understand what types of prior learning experiences are eligible for credit.
- Identify Learning Outcomes:** Review the learning outcomes or competencies of the course or program for which credit is being sought. Identify which prior learning experiences are relevant.

- iii. **Gather Documentation:** Collect documentation that supports your prior learning experiences. This may include certificates, transcripts, work samples, letters of recommendation, and other relevant materials. Organize these documents neatly.
- iv. **Reflect on Learning:** Reflect on each prior learning experience and how it aligns with the learning outcomes of the course or program. Consider the knowledge, skills, and competencies acquired and how they relate to the academic context.
- v. **Create Written Narratives:** Write narratives or reflective essays for each prior learning experience. Describe what you learned, how you learned it, and how it applies to the course or program for which you are seeking credit.
- vi. **Organize Portfolio Sections:** Organize your portfolio into sections based on learning outcomes or competencies. Arrange the documentation and written narratives in a logical order that makes it easy for reviewers to assess your prior learning.
- vii. **Review and Revise:** Carefully review your portfolio to ensure it meets all requirements and guidelines. Revise as needed to clarify the learning experiences and their relevance to the course or program.
- viii. **Seek Feedback:** Seek feedback from advisors, mentors, or instructors familiar with RPL portfolios. They can provide valuable insights and suggestions for improvement.
- ix. **Submit Portfolio:** Submit your RPL portfolio according to the institution's instructions. Be sure to include any required forms or documentation.
- x. **Prepare for Assessment:** Be prepared for the assessment process, which may involve interviews, examinations, or presentations to further demonstrate your prior learning.
- xi. **Follow Up:** Follow up with the institution after submitting the portfolio to track the progress of your assessment. Be prepared to provide additional information or clarification if requested.

Evaluation and Outcomes

- **Systematic Evaluation:** A systematic evaluation of the learner's RPL portfolio will be conducted by trained assessors or evaluators to determine its alignment with program requirements and learning outcomes, as well as its overall quality and completeness.
- **Documentation of Outcomes:** Assessors will submit a document summarizing the outcomes of the learner's RPL accreditation application. This document will include details of credits awarded, qualifications achieved, and any additional recommendations or feedback provided.

By following these steps, learners can effectively compile and submit their RPL assessment portfolios, ensuring their prior learning and experiences are recognized and credited towards their academic and professional goals.

6. Assessment for RPL

6.1 Types of Assessments

The assessment process for Recognition of Prior Learning (RPL) involves several key steps:

- i. **Portfolio Assessment:** Candidates create a comprehensive portfolio demonstrating their knowledge, skills, and experiences related to the subject area. This portfolio may include work samples, projects, coursework, certificates, and reflective writing.
- ii. **Standardized Exams:** Candidates take exams or standardized tests, approved and authorized by UGC, to assess their knowledge and competencies in specific subject areas or courses. These tests are designed to evaluate the learning outcomes of particular programs or courses.
- iii. **Interviews or Oral Examinations:** Candidates participate in structured interviews or oral examinations with subject-matter experts or faculty members. This method allows for a direct assessment of the candidate's knowledge, communication skills, and ability to apply concepts.
- iv. **Skills Demonstrations or Simulations:** Candidates perform specific tasks, simulations, or practical demonstrations related to the subject area. This method is particularly useful for assessing practical skills, problem-solving abilities, and real-world applications.
- v. **Product or Project Evaluation:** Candidates submit work samples, projects, or products they have created, which are evaluated by subject-matter experts for their quality, depth of understanding, and application of relevant knowledge and skills.

Evolving Assessment Methods

Additional types of assessments may be developed over time based on the monitoring and review processes detailed in the report.

Weightage of Assessment Categories

The RPL assessment committee will determine the weightage given to each category of assessment to ensure a comprehensive and fair evaluation of the candidate's prior learning.

For recognition of prior learning National Council for Vocational Education and Training (NCVET) Has also notified detailed guidelines which are fully compliant with National Credit Framework (NCrF) and National Skill Qualification Framework (NSQF). The institutions may also see these guidelines for further details.

6.2 Methods of Assessments and Creditization

Assessment should evaluate a learner's knowledge, skills, and competencies against predetermined criteria, such as learning outcomes, to determine their level of achievement. The Awarding/Assessment body should develop a document outlining the assessment methods, criteria, timelines, and responsibilities for evaluating and recognizing prior learning within a specific program or qualification. Assessment methods should align with the evidence presented, ensuring suitability, and the criteria for assessment must be transparent and well-defined.

Assessment Tools

Assessment tools should include:

- i. **Portfolio of Evidence:** Candidates compile a portfolio demonstrating their prior learning and achievements. This may include work samples, projects, coursework, certificates, and reflective writing. Guidance on portfolio preparation should address scope, depth, relevance, currency, and the need for independent verification of evidence.
- ii. **Focused Interview or Viva:** Structured interviews or oral examinations with subject-matter experts or faculty members to assess the candidate's knowledge, communication skills, and ability to apply concepts.
- iii. **Completion of Work and Reflective Account/Diary:** Candidates complete specific tasks, projects, or reflective writing to demonstrate their learning and how it applies to the module/course/program for which equivalence is being claimed.
- iv. **Usual Assessment Methods:** Candidates may complete standard assessments used in the module, course, or program to show their achievement of predefined learning outcomes.

Assessment Framework and Documentation

- v. **Structured Scoring Guide and Framework:** A structured document with a scoring guide and assessment framework should be used by assessors to evaluate the quality, relevance, and completeness of the evidence presented in learners' RPL portfolios. Institutes planning to implement RPL assessment should develop this guide.
- vi. **Governance and Record Keeping:** A complete record of the RPL process should be maintained to ensure transparency and governance. This includes documentation of all steps in the assessment process and the evidence used for evaluation.

By following these guidelines, the RPL assessment process can be effectively managed, ensuring that learners' prior experiences and learning are recognized and credited towards their academic and professional goals.

6.3 Assessment Process

The following methods, or a combination of methods, may be used in the RPL assessment process:

A. Tests and Examinations

1. **Description:** Candidates demonstrate their knowledge by answering questions in a test or examination related to a specific field or area of study.
2. **Format:** The test or examination may be oral or written, and may include various types of questions, simulations, or practical components based on the area being assessed.
3. **Example:** A written test assessing a candidate's knowledge of computer programming languages or econometrics.

B. Dialogue or Conversational Methods

1. **Description:** Candidates highlight their skills through dialogues, interviews, or debates.
2. **Format:** Structured interviews or debates where candidates discuss their experiences, knowledge, and skills.

3. **Example:** An interview where a candidate discusses their previous work experiences and their relevance to a specific job role.

C. Declarative Methods

1. **Description:** Candidates present arguments and explanations to demonstrate how their prior knowledge and experiences meet relevant educational or professional standards.
2. **Format:** Utilizes both oral and written techniques for presenting arguments and evidence.
3. **Example:** A written statement or oral presentation outlining how a candidate's previous education and experiences meet the competencies required for a qualification or job role.

D. Methods Based on Observation

1. **Description:** Candidates demonstrate their skills and capabilities by applying their knowledge in realistic and original situations.
2. **Format:** Observations of the candidate's performance in real-world or simulated scenarios.
3. **Example:** A practical demonstration where a candidate showcases their ability to perform a specific task or complete a project relevant to their field of study or profession.

E. Simulations

1. **Description:** Candidates are immersed in simulated environments that closely resemble real-life situations, allowing them to demonstrate their competencies.
2. **Format:** Conducted through various means, such as computer-based simulations, role-playing exercises, or practical scenarios.
3. **Example:** A medical student participating in a simulated patient encounter to demonstrate their clinical skills and decision-making abilities.

F. Evidence Extracted from Work or Other Practice

1. **Description:** Candidates present tangible evidence of learning outcomes gained through various experiences, such as work, hobbies, family responsibilities, or volunteering.
2. **Format:** Evidence can include work samples, project reports, certificates, testimonials, or portfolios.
3. **Example:** A candidate providing documentation of achievements, such as performance reviews, training certificates, or completed projects, to demonstrate relevant skills and competencies.

G. Evidence from Competitive Examinations Authorized by UGC

1. **Description:** Identify and map the competencies tested in competitive examinations to relevant skill sets.
2. **Format:** Equate examination learning outcomes with appropriate qualifications and define the credits that may be earned, aligned with the NCrf level.

Final assessment may be exempted for such students by the regulatory authority. The list of such competitive examinations may be periodically notified by UGC.

Recommendations

- Credits should be awarded only when adequate information about the assessment of prior learning is available, ensuring it meets established criteria.

- Approval from the program director or an appropriate committee is required, who will take responsibility for the final decision.
- Descriptions of industry best practices for assessment can be found in the blended learning guidelines issued by the National Council for Vocational Education and Training.

6.4 Assessment Bodies and Centers

Recognition of Prior Learning (RPL) is essential for promoting lifelong learning and validating non-formal and informal learning. Assessment bodies play a crucial role in helping individuals gain formal recognition for their skills and knowledge, which facilitates career advancement and ensures that education and training systems meet the needs of both learners and the labor market.

Key Responsibilities of Assessment Bodies in RPL:

1. **Equitable Access:** Ensure that RPL assessments are accessible to all individuals, including those from marginalized or non-traditional backgrounds.
2. **Clear Standards:** Establish and maintain clear standards for RPL assessments to ensure consistency and transparency.
3. **Quality Assurance:** Implement robust quality assurance mechanisms to guarantee the fairness, reliability, and validity of assessments.
4. **Lifelong Learning Facilitation:** Support the concept of lifelong learning by recognizing a wide range of learning experiences, whether formal, non-formal, or informal.

By adhering to these basic principles, the assessment bodies can effectively contribute to the professional growth of individuals and the overall responsiveness of education and training systems to evolving labour market demands.

6.4.1 RPL Assessment Bodies

Degree-awarding bodies in higher education in India, include a mix of institutions recognized at the Central level, State level and Awarding Bodies recognised by NCVET can carry RPL assessment. Such Institutions can be used to evaluate and creditise candidates for prior learning and award credits for the same:

- I. Institutes of National Importance (INI): The INIs like IITs, NITs, NID, IITs, IIMs, IISERs may etc. are premier public higher education institution in India established by an act of Parliament of India and recognised as an institution which "serves as a pivotal player in developing highly skilled personnel within the specified region of the country/state". Institutes of National Importance (INI) receive special recognition, higher autonomy and funding from the Government of India with the power to hold examinations, grant degrees, diplomas and other academic distinctions or titles. All the INIs falling under the purview of UGC/AICTE/other Ministry/regulator may be considered to conduct RPL program.
- II. All universities and HEIs for which Hon'ble President of India is the visitor, or the Hon'ble vice-president of India is the chancellor.
- III. Central Universities are Universities covered by the Central Universities Act, 2009, which regulates their purpose, powers, governance etc. These Universities like JNU, University of Delhi, Aligarh Muslim University, Banaras Hindu University can be considered for conduct of RPL programs, keeping in mind their history, reputation and credibility.

IV. In certain cases, institutions recognized and notified as Deemed Universities/ Autonomous Colleges by the Government of India on the recommendations of the UGC/AICTE may also be considered for allowing to conduct RPL programs.

Implementation and Governance: These institutions must:

- Formally set up **RPL Committees** to carry out RPL assessments and maintain the prescribed evidence to support audits and governance improvements.
- Make details of the committees, courses/ programs covered by RPL, and the students/ learners who received RPL certification available on their websites.

By adhering to these guidelines, these institutions can effectively conduct RPL assessments, ensuring transparency and maintaining high standards in recognizing prior learning.

6.4.2 Government recognised centres for RPL

Recognition of Prior Learning (RPL) processes can be managed at the institutional level by various autonomous universities and colleges recognized by the government. It is proposed to establish government-recognized centers for RPL assessment, creditization, and appropriate credit mapping. Given the wide range of universities across India recognized by the government, some of these institutions may be designated as government-recognized centers for RPL.

- State Universities:** These universities operate within individual states and are funded and managed by state governments.
- Central Universities:** These universities are established by acts of Parliament and are managed by the central government.
- Deemed Universities:** These institutions are granted autonomy and status by the Department of Higher Education, under the Ministry of Education, on the advice of the University Grants Commission (UGC).
- Private Universities:** These are established through state or central legislation and are managed privately but recognized by the government.
- Awarding Bodies Recognized by NCVET:** These bodies are recognized by the National Council for Vocational Education and Training (NCVET) and may also be identified as centers for RPL.

Proposed Centers for RPL and Implementation

- The government will identify certain institutions from the above categories to serve as recognized centers for RPL assessment.
- These centers will handle the evaluation, creditization, and mapping of credits for prior learning.
- Institutions chosen as RPL centers must adhere to the established guidelines and standards for assessing prior learning.
- They will provide services to ensure that learners' prior knowledge and experiences are formally recognized and credited towards their qualifications.

By designating specific universities and awarding bodies as recognized centers for RPL, the government can ensure a standardized and efficient process for recognizing prior learning across the country.

7. Credit Assignment and Relevance to Higher Education Program

7.1 Curriculum to Learning outcome Mapping

Curriculum/ course/ subject/ syllabus mapping is the process of determining how the current requirements of the programme support the achievement of the learning outcome goals. Before assessing prior learning, it is crucial to have a clear understanding of the learning outcomes of the programme. The prescribed **Learning outcomes** articulate what a student should know, understand, and be able to do upon completion of the programme.

The University Grants Commission (UGC) envisages a **learning outcomes-based curricular framework** for all programmes of study both at UG and PG levels. Programme Learning Outcomes (PLOs) lead to the attainment of the graduate attributes, and Course Learning Outcomes (CLOs) additionally lead to the achievement of the Programme Learning Outcomes. It also helps in:

- i) an increased focus on the attainment of the expected graduate attributes by students
- ii) designing a teaching-learning experience that enables students to achieve the expected graduate attributes and defined PLOs/ CLOs
- iii) designing learning assessment methods/ processes/ procedures that help assess progress towards achievement by the students of the expected CLOs/ PLOs and the prescribed graduate attributes.

Programme Learning Outcome (PLO)	Description	Action Required
PLO 1	There is a good alignment between PLO and the courses. PLO 1 is introduced early in the programme, reinforced in intermediate courses, and reinforced and assessed in upper-level courses.	Maintain current approach, ensuring alignment and reinforcement in all levels of courses.
PLO 2	Introduction occurs but is not taught or assessed elsewhere in the curriculum. Lack of emphasis in classes leads to uncertainty about student achievement.	Modify teaching focus across the curriculum to ensure PLO 2 is adequately taught and assessed.
PLO 3	PLO was not included in the curriculum. Faculty to determine if outdated or overlooked; may require curriculum modification.	Evaluate the relevance and potential inclusion in the curriculum; modify as necessary.
PLO 4	PLOs not introduced in introductory and intermediate classes. Reinforced and assessed in one advanced-level class.	Introduce PLOs earlier in the curriculum; ensure reinforcement and assessment in all relevant courses.

Table: 2 Structured programme Learning Outcome (PLO) and actions required for curriculum mapping

The National Higher Education Qualification Framework (NHEQF) envisages that students on completion of a programme of study must possess and demonstrate the expected graduate attributes. Graduate attributes include learning outcomes that are specific to disciplinary areas relating to the chosen field(s) of learning within broad multidisciplinary/interdisciplinary/transdisciplinary contexts.

The graduate profile/ attributes are acquired incrementally and describe a set of competencies (knowledge, skills and abilities) fostered through meaningful learning experiences made available through the curriculum and learning experience, the total college/university experience, and a process of critical and reflective thinking.

Within the broad contours of learning outcomes, the NHEQF also prescribes the learning outcomes of UG certificate (1st year of UG), UG Diploma (2nd year of UG), UG degree (3rd year UG), UG (Hons. and Hons. with Research), PG Diploma, Master's and Doctoral degree.

The learning outcomes of a programme are attained by learners through the essential learnings acquired on completion of selected courses of study within a programme. Course learning outcomes are specific to the learning for a given course of study related to a disciplinary or interdisciplinary/multi-disciplinary area. The achievement by students of course-level learning outcomes leads to the attainment of the programme learning outcomes.

At the course level, each course may well have links to some but not all graduate attributes as these are developed through the totality of student learning experiences across the years of their study. A course map would indicate the linkage between course learning outcomes and each programme learning outcome, as shown in Table 3:

Programme outcomes	Courses						
	Course 1	Course 2	Course 3	Course 4	Course 5	Course 6	Course 7
Outcome 1	x	x	x	x	x	x	x
Outcome 2	x		x	x		x	
Outcome 3		x		x	x	x	x
Outcome 4		x		x	x	x	
Outcome 5	x		x		x		x
Outcome 6	x		x		x	x	x
Outcome 7		x		x		x	

Table 3: Mapping the Courses with the Learning Outcomes

Course-level learning outcomes will be aligned to programme learning outcomes. Course-level learning outcomes are specific to a course of study within a given programme of study.

It is the responsibility of the concerned Higher Education Institutes to notify the learning outcomes of the program for the RPL. The HEIs must also prepare methodologies to assess the defined learning outcomes. RPL should not be used for any learning unit/course/programme if the Learning Outcomes (LO) for that are NOT clearly defined.

7.2 Matching of RPL with Learning Outcomes of the program

The HEIs will take appropriate action in identifying and mapping the relevant skills, knowledge, and competencies acquired through prior learning experiences to the learning outcomes of the programme. Course-level learning outcomes will be aligned with programme learning outcomes. These outcomes are specific to a particular course within a broader programme of study.

It is the responsibility of the relevant HEIs to establish and communicate the learning outcomes for RPL. Additionally, HEIs must develop methodologies to assess the specified learning outcomes. RPL should not be applied to any learning unit, course, or programme, if its Learning Outcomes (LOs) are not clearly defined.

7.2.1 Example in the Beauty Sector

An example in the beauty sector in regard to the Learning outcomes is detailed below

Programme Learning Outcomes (PLOs) for a Beauty and Wellness Programme:

1. **PLO1: Knowledge of Beauty and Wellness Principles:** Demonstrate understanding of fundamental principles in beauty and wellness.
2. **PLO2: Practical Skills:** Apply practical skills in various beauty and wellness treatments and therapies.
3. **PLO3: Health and Safety Compliance:** Adhere to health and safety regulations in beauty and wellness practices.
4. **PLO4: Customer Service Excellence:** Exhibit excellent customer service and communication skills.
5. **PLO5: Business and Ethical Practices:** Implement business and ethical practices in the beauty and wellness industry.

Course Learning Outcomes (CLOs) for the course : Skin Care and Facial Treatments:

1. **CLO1: Skin Anatomy and Physiology:** Understand the anatomy and physiology of the skin. *(Aligned with PLO1)*
2. **CLO2: Facial Treatment Techniques:** Perform various facial treatment techniques proficiently. *(Aligned with PLO2)*
3. **CLO3: Use of Skin Care Products:** Select and apply appropriate skin care products based on skin type and condition. *(Aligned with PLO1 and PLO2)*
4. **CLO4: Hygiene and Safety Practices:** Follow hygiene and safety practices during skin care treatments. *(Aligned with PLO3)*
5. **CLO5: Client Consultation and Communication:** Conduct effective client consultations and maintain clear communication. *(Aligned with PLO4)*

To complete the programme of 'Beauty and Wellness', there still is a need to be able to do learning on 'Business and Ethical Practices', which may be carried as a 'bridging course' before RPL is done.

CLOs	PLO1: Knowledge of Beauty and Wellness Principles	PLO2: Practical Skills	PLO3: Health and Safety Compliance	PLO4: Customer Service Excellence	PLO5: Business and Ethical Practices
CLO1: Skin Anatomy and Physiology	X				
CLO2: Facial Treatment Techniques		X			
CLO3: Use of Skin Care Products	X	X			
CLO4: Hygiene and Safety Practices			X		
CLO5: Client Consultation and Communication				X	

Table 4: Mapping the Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs)

The assessment methods will also have to be linked with the course learning outcomes.

1. **CLO1: Skin Anatomy and Physiology:** Written exams and quizzes on skin anatomy and physiology.
2. **CLO2: Facial Treatment Techniques:** Practical exams and demonstrations of facial treatments.
3. **CLO3: Use of Skin Care Products:** Case studies and practical assessments on selecting and applying skin care products.
4. **CLO4: Hygiene and Safety Practices:** Observations and checklists during practical sessions to ensure hygiene and safety compliance.
5. **CLO5: Client Consultation and Communication:** Role-playing scenarios and client consultation documentation reviews.

7.3 Mapping of Learning outcomes with the credits

It is essential to link the RPL process to the National Credit Framework . which is an inclusive umbrella framework designed to seamlessly integrate credits earned through school education, higher education, and vocational and skill education. For the creditisation and integration of all learning, the NCrF encompasses the qualification frameworks developed for higher education, vocational and skill education, and school education. These include the National Higher Education Qualification Framework (NHEQF), the National Skills Qualification Framework (NSQF), and the National School Education Qualification Framework (NSEQF), also known as the National Curricular Framework (NCF).

In the Higher Education context, the UGC outlines the total number of credits required for completion of an undergraduate programme. The distribution of credits among different components of the curriculum, such as core courses, elective courses, and additional requirements, has been specified.

Example of Mapping of Learning Outcomes with Credits in a Beauty and Wellness Course

Program Learning Outcomes (PLOs):

1. PLO1: Knowledge of Beauty and Wellness Principles
2. PLO2: Practical Skills
3. PLO3: Health and Safety Compliance
4. PLO4: Customer Service Excellence
5. PLO5: Business and Ethical Practices

Course: Skin Care and Facial Treatments

Course Learning Outcomes (CLOs):

1. CLO1: Skin Anatomy and Physiology
2. CLO2: Facial Treatment Techniques
3. CLO3: Use of Skin Care Products
4. CLO4: Hygiene and Safety Practices
5. CLO5: Client Consultation and Communication

Credit Allocation

CLOs	Credits	PLO1	PLO2	PLO3	PLO4	PLO5
CLO1: Skin Anatomy and Physiology	2	X				
CLO2: Facial Treatment Techniques	3		X			
CLO3: Use of Skin Care Products	2	X	X			
CLO4: Hygiene and Safety Practices	1			X		
CLO5: Client Consultation and Communication	2				X	

Table5: Description of Credit Allocation

Explanation of Credit Allocation

1. **CLO1: Skin Anatomy and Physiology** (2 Credits): **Aligned with PLO1:** Provides foundational knowledge essential for understanding beauty and wellness principles.
2. **CLO2: Facial Treatment Techniques** (3 Credits): **Aligned with PLO2:** Develops practical skills in facial treatments, crucial for hands-on expertise in the field.
3. **CLO3: Use of Skin Care Products** (2 Credits): **Aligned with PLO1 and PLO2:** Combines theoretical knowledge and practical skills in selecting and applying skincare products.
4. **CLO4: Hygiene and Safety Practices** (1 Credit): **Aligned with PLO3:** Ensures adherence to health and safety regulations, a critical component of professional practice.
5. **CLO5: Client Consultation and Communication** (2 Credits): **Aligned with PLO4:** Enhances customer service and communication skills, essential for client interactions.

Total Credits for the Course: 10

Course Certification

A brief description of the various types of certifications are given in the table below.

Duration	Certification	Description
1 year (2 semesters)	Certificate	Completion of 1 year of study in the chosen field(s) of study.
2 years (4 semesters)	Diploma	Completion of 2 years of study in the chosen field(s) of study.
3 years (6 semesters)	Bachelor's Degree	Completion of a 3-year programme of study in the chosen field(s) of study.
4 years (8 semesters)	Bachelor's Degree with Honours	Completion of a 4-year programme with additional research or rigorous project in the major area(s) of study.
4 years (8 semesters)	Bachelor's Degree with Research	Completion of a 4-year programme with a rigorous research project in the major area(s) of study.
4 years (8 semesters)	Multidisciplinary Bachelor's Degree	Completion of a 4-year programme with exposure to a range of disciplines alongside the chosen major and minors.

Table 6: Description of UG Course Certification

The credit accumulation in the context of RPL has to integrate itself into the basic structure as outlined through the NHEQF of UGC. Since the HEI have the autonomy to decide the teaching learning process based on the suggested instructional hours, it has to evolve a strategy through its statutory authorities on integrating the RPL assessment process and creditizing the same after a robust assessment process. The credits earned by the learners through RPL will be credited to the Academic Bank of Credits (ABC). This will facilitate the learners to further integrate the acquired credits through the RPL and meet the additional required credits to be earned for award of a certificate/diploma/degree.

The committee recommends that to start with up to 30% of credits for programs may be obtained through RPL

For operationalizing the process following scenarios may be helpful:

Scenario 1: Diploma programme of 40 credits

Regular Course Credits = 40 credits X 0.7 = 28 credits
RPL Credits = 40 credits X 0.3 = 12 credits

So, in this scenario: Regular Course Credits: 28 credits and RPL Credits: 12 credits

Scenario 2: 3-year Undergraduate course of 120 credits, and we want to allocate 70% of the credits for the regular course and reserve 30% for RPL, you would calculate it as follows:

Regular Course Credits: 120 credits × 0.7 = 84 credits

RPL Credits: 120 credits × 0.3 = 36 credits

So, in this scenario: Regular Course Credits: 84 credits and RPL Credits: 36 credits

Scenario 3: 4-year undergraduate course with 160 credits, and we want to allocate 70% of the credits for the regular course and reserve 30% for RPL, we would calculate it as follows:

Regular Course Credits: $160 \text{ credits} \times 0.7 = 112 \text{ credits}$

RPL Credits: $160 \text{ credits} \times 0.3 = 48 \text{ credits}$

So, in this scenario: Regular Course Credits: 112 credits RPL Credits: 48 credits

In case any HEI wants to allow more than 30% of credits via RPL, it may explicitly take approval from UGC for the same in accordance with other important guidelines of UGC. A comparison table in this regard has been attached in Annexure 2 for reference

7.3.1 Level of the learning in relation to the credit framework and how these maps to the relevant Programme

RPL assessments are typically conducted on an individual basis, considering the unique experiences, skills, and knowledge of each student. The maximum credit assignment may vary depending on the relevance, depth, and currency of the learner's prior learning in relation to the degree programme. Institutions should have clear policies and procedures outlining the maximum credit assignment for RPL, as well as the criteria and evidence required for assessment. While operationalizing the process the following should be kept in mind:

(i) Level of Learning:

- a. **Input Qualification for a learning:** The framework also define the minimum skill/qualification the learner has before doing the course.
- b. **Credit and Qualifications Framework:** The framework typically defines various levels of learning, often numbered, or named (e.g., levels (1-8) in the National Skill Qualifications Framework and Levels (4.5-8) in the National Higher Education Qualifications Framework).
- c. **Relation to University Credit:** Each level of learning corresponds to a specific amount of credit earned upon successful completion of learning outcomes. For example, a level 4 module might be worth 10 credits, while a level 5 module might be worth 20 credits, and so on.

(ii) **Mapping to the Relevant Programme:** The HEI shall have to map the credits earned by a learner in consonance with the typical nature of the programme. For example- the Cosmetology Diploma Programme programme would typically be designed to align with a specific level within the Credit and Qualifications Framework as prescribed under a job role of the industry as outlined in the National Skill Qualification Framework and available on National Qualification Register.

(iii) **Learning Outcomes:** The learning outcomes of the programme would be mapped to the corresponding level within the framework. For instance, foundational skills and knowledge might be associated with lower levels, while more advanced or specialized skills would align with higher levels.

(iv) **Credits:** Each module or unit within a programme would be assigned a certain number of credits based on its level within the framework. This allocation reflects the expected learning intensity and depth associated with each component of the programme.

While doing so the following example of the Cosmetology programme may be of useful:

Let us say the Cosmetology (Craft Instructor) programme is designed to align with level 5 of the NSQF.

Level of Learning: Level 5

Credits: The programme comprises 40 credits in total, with each module typically worth a certain number of credits based on its level of complexity and expected workload.

Mapping to Programme: Learning outcomes for hair styling, makeup application, skin care procedures, etc., are designed to meet the expectations of level 5 learning. Each module within the programme is structured to ensure coherence and progression towards achieving the desired competencies at this level.

7.4 Credit Transfer to Academic Bank of Credits (ABC)

Higher Education Institutions (HEIs) must ensure that Recognition of Prior Learning (RPL) assessments maintain academic rigor and uphold the integrity of their degree programs. To achieve this, the following guidelines should be considered:

1. Maximum Credit Assignment:

- The maximum number of credits awarded through RPL should strike a balance between recognizing prior learning and ensuring students meet the program's learning outcomes and standards.
- Some institutions may impose limits on the maximum number of credits that can be awarded through RPL for a specific degree program. These limits help maintain the academic integrity of the program and ensure that students engage sufficiently with the curriculum.

2. Alignment with Learning Outcomes:

- The maximum credit assignment for RPL should align with the learning outcomes of the degree program.
- Institutions should provide a degree of flexibility to accommodate the typical needs of learners as well as program requirements as outlined by statutory bodies.

3. Credit Transfer and Tracking:

- When transferring credits to the Academic Bank of Credits (ABC) for those obtained via RPL, the method should be clearly labeled as RPL. This will help the degree-awarding institution ensure that no more than 30% of credits for a degree are obtained through RPL.

By adhering to these guidelines, HEIs can ensure that RPL assessments are rigorous and that the integrity of their degree programs is maintained while still recognizing and valuing the prior learning of their students.

7.5 Maximum Credit assignment via RPL in HE degree

Higher Education Institutions (HEIs) must ensure that Recognition of Prior Learning (RPL) assessments maintain academic rigor and uphold the integrity of their degree programs. The following guidelines should be considered:

1. Balancing Credit Assignment:

- The maximum number of credits awarded through RPL should reflect a balance between recognizing prior learning and ensuring that students meet the program's learning outcomes and standards.

- Some institutions may impose limits on the maximum number of credits that can be awarded through RPL for a specific degree program. These limits help maintain the academic integrity of the program and ensure that students engage sufficiently with the curriculum.

2. Alignment with Learning Outcomes:

- The maximum credit assignment for RPL should align with the learning outcomes of the degree program.
- The maximum percentage of credits that may be acquired through RPL shall be up to 30%.

3. Flexibility for HEIs:

- A certain amount of flexibility can be given to HEIs to accommodate the typical needs of learners as well as the program requirements as outlined by statutory bodies.

By adhering to these guidelines, HEIs can ensure that RPL assessments are rigorous and that the integrity of their degree programs is maintained while still recognizing and valuing the prior learning of their students.

7.6 Credit Assignment & Relevance to the University Programme

The National Education Policy (NEP) 2020 recommended restructuring degree programs to include various durations for undergraduate and postgraduate studies. The National Credit Framework (NCrF) and the National Higher Education Qualifications Framework (NHEQF) have organized qualifications at different levels based on the complexity of learning outcomes, ranging from level 4.5 to level 8. The key points are as follows:

1. Credit Framework:

- Each level requires a minimum of 40 credits as prescribed by the NCrF.

2. Undergraduate Programme Requirements:

- A 3-year undergraduate program requires a minimum of 120 credits.
- A 4-year undergraduate program requires a minimum of 160 credits.

The details are listed in the table below:

NHEQF Level	Examples of higher education qualifications located within each level	Credit Requirements (Minimum)
Level 4.5	Undergraduate Certificate. Programme duration: First year (first two semesters) of the undergraduate programme, followed by an exit 4-credit skills-enhancement course(s).	40
Level 5	Undergraduate Diploma. Programme duration: First two years (first four semesters) of the undergraduate programme, followed by an exit 4-credit skills enhancement course(s) lasting two months.	80
Level 5.5	Bachelor's Degree. Programme duration: First three years (Six semesters) of the four-year undergraduate programme.	120
Level 6	Bachelor's Degree (Honours/ Honours with Research). Programme duration: Four years (eight semesters).	160

Level 6	Post-Graduate Diploma. Programme duration: One year (two semesters) for those who exit after successful completion of the first year (two semesters) of the 2-year master's programme.	40
Level 6.5	Master's degree. (e.g. M.A., M.Com., M.Sc., etc.) Programme duration: Two years (four semesters) after obtaining a 3- year Bachelor's degree (e.g. B.A., B.Sc., B.Com. etc.).	80
Level 6.5	Master's degree. (e.g. M.A., M.Com., M.Sc., etc.) Programme duration: One year (two semesters) after obtaining a 4 -year Bachelor's degree (Honours/ Honours with Research) (e.g. B.A., B.Sc., B.Com. etc.).	40
Level 7	Master's degree.(e.g. M.E./M.Tech. etc.) Programme duration: Two years (four semesters) after obtaining a 4-year Bachelor's degree. (e.g. B.E./B.Tech. etc.)	80
Level 8	Doctoral Degree	Credits for coursework, thesis and published work as per the requirement of degree awarding institute

Table 7: Credit distribution as per NHEQF Level

7.6.1 Principle of Creditization for All Types of Learning

The principle of creditisation ensures that all forms of learning—whether formal, informal, or non-formal—are recognized and converted into credits that contribute to a degree, diploma or certification. This principle is fundamental for creating an inclusive education system that values diverse learning experiences.

The National Credit Framework (NCrF) provides for the creditisation of every hour of learning, regardless of type, level, or delivery mode. This includes formal education, workplace training, self-study, and community-based learning, ensuring that students' varied experiences and skills are acknowledged and valued.

The creditisation process should align with national frameworks such as the NCrF, the National Skills Qualifications Framework (NSQF), and the National Higher Education Qualifications Framework (NHEQF).

Following are the basic Principles of Creditization of all Learning – Formal, Non-Formal, Informal and Recognition of Prior Learning:

- i. Defining Learning Outcomes (LOs)
- ii. Mapping with Qualification/ NOS/ Course/ MC
- iii. Assign Appropriate NCrF Levels based on Level Descriptors & Credits
- iv. Defining Assessment Criteria & Methodology
- v. Conducting Learning & Assessment as per Criteria
- vi. Award of Credits & Deposit in Academic Bank of Credits (ABC)

- NCrF provides for **creditization of all types of learning** irrespective the type, level, delivery mode, of learning, including Informal & Non-Formal Learning.
- **No differentiation in Credits assigned** for different areas of learning: **arts and sciences, curricular and extra-curricular** activities, **vocational and academic streams**
- NCrF also enables creditisation of **Recognition of Prior Learning (RPL)**. The **RPL** refers to an assessment process used to evaluate a person's existing skill sets, knowledge, competency and experience gained either by formal, non-formal or informal learning.

The other Key Aspects of the Creditisation Process

1. **Standardized Levels and Criteria:** The frameworks provide standardized levels and criteria for assigning credits. The credits should be awarded based on the assessment of learning outcomes rather than the duration or type of learning. This ensures that the credits reflect the actual knowledge, skills, and competencies acquired by the learner.
2. **Transparent and Consistent Policies:** Institutions should establish clear policies for creditisation, defining the criteria for awarding credits, the assessment methods used, and the maximum credits that can be earned through different types of learning.
3. **Flexibility:** The creditisation process should be flexible to accommodate the diverse needs of learners. This includes recognizing prior learning (RPL) and providing opportunities for learners to demonstrate their competencies through various assessment methods.
4. **Autonomy for Institutions:** While adhering to national frameworks and standards, institutions have the autonomy to develop and implement their creditisation policies. This allows them to tailor the process to their specific programs and student populations.

The Overview of the creditization process as per NCrF is given in the figure 5 below:.

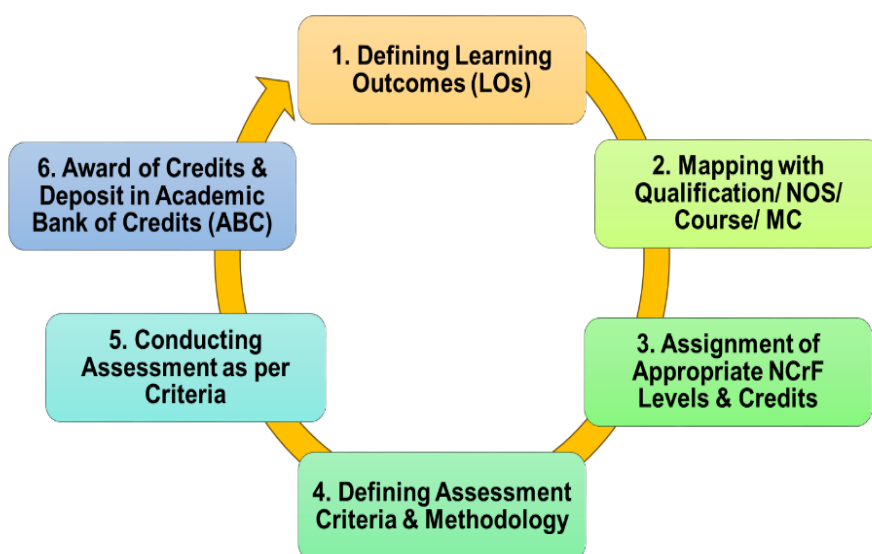


Figure 5: Overview of the creditization process as per NCrF.

7.6.2 Creditization and Credit Management under NCrf

Creditization and credit management as per NCrf guidance will form an important reference for earning and management of credit under RPL. The end-to-end assignment of credits and its management as per NCrf is illustrated in Figure 6

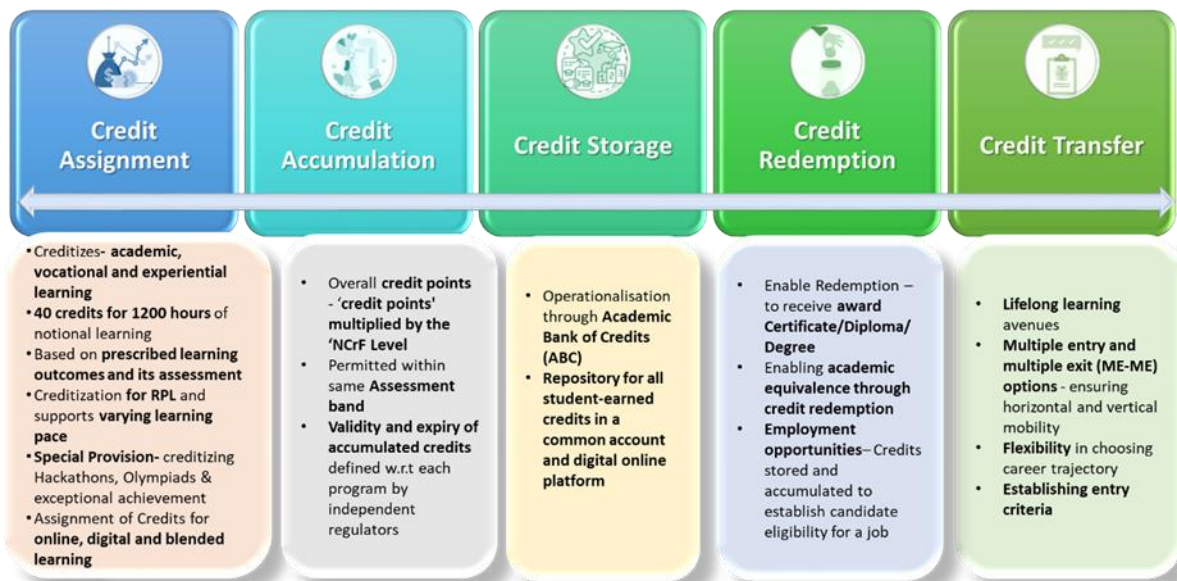


Figure6: End-to-end creditization and credit management under NCrf.

8. Integration of Vocational Education Training and Skilling in Higher Education

Integration of vocational education training and skilling in higher education is a significant component of RPL. Table 8 illustrates various parameters on the context of RPL in higher education and their corresponding mapping to vocational education and skill training. Table 8 can also be used to understand the analogy between a skill university and university offering higher education

S. No	Parameters	University Offering Higher Education Program	Skill University
1.	Overall Regulation	By UGC	By UGC
2.	Type of programs	Multi-disciplinary	Primarily Vocational/ Skill based degree/ diploma
3.	% of Skill Based Program	As per UGC norms	Minimum 50% of program to be skill based
4.	% Skill based courses in a program	As per UGC norms Upto 25% inter-disciplinary subject Upto 50% of skilling in a program	Upto 60 to 70% of skilling component in a Vocational/ Skill based degree/ diploma program
5.	Minimum Admission criteria/ Model	10+2 /(12 th Grade pass)	10 Grade Pass or completed 2nd year ITI after 8 th
6	Model	ME-ME Option 1 st year UG- certificate 2 nd year UG- Diploma 3 rd year UG- Degree 4 th year UG- Degree with Honours	In addition to ME-ME, can follow Integrated Model: 10+2 years = 12 Grade/ITI Certificate ITI certificate+2 years= Diploma Diploma + 1 year= UG- Degree Diploma + 2 year= Degree with Honours
7.	NCrF Level applicable	Level 4.5 and onwards	Level 3.5 and Onwards (as entry is allowed after 10 th Grade)
8.	Level of Skill Courses/ Qualification/ Job Role being offered	Level 4.5 and above	NHEQF courses- Level 4.5 & above (UGC guidelines) NSQF Qualification- Level 3.5 & above (As per NCVET guidelines) Diploma Courses- Level 4.5/5 (AICTE guidelines)

9.	Norms/Provision: 1. Staffing and Infrastructure Norms 2. RPL	NHEQF- UGC regulations NSQF- As per NSQC approved qualification	NHEQF- UGC regulations NSQF- As per NSQC approved qualification
10.	Internship/ OJT/ Apprenticeship And Work/ Apprenticeship Embedded programs	Degree (Level 4.5-8) - Regulation by UGC Diploma (Level 4.5)- Regulation by AICTE Diploma Skills (Level 4.5 - 5) by NCVET	Degree (Level 4.5-8)- Regulation by UGC Diploma (Level 4.5)- Regulation by AICTE Diploma Skills (Level 4.5 -5) by NCVET
11.	Norms/Standards of NIRF/NAAC ranking	Standard norms prescribed by UGC	Being modified in consultation with stakeholders

Table8: Table illustrating integration of vocational training and skilling for RPL in higher education.

9. Digital Framework for RPL

Recognition of Prior Learning (RPL) assesses an individual's skills and knowledge gained through previous training, work, or life experience and grants certificates or credits in a subject or module. The digital assessment framework for RPL provides a structured approach for evaluating and recognizing non-formal learning using digital tools and technologies. This allows more people to pursue higher education in an accelerated, flexible, and cost-effective manner. The digital assessment guidelines and processes should align with the awarding and assessment guidelines developed under the RPL framework or other frameworks such as NCVET.

Key Challenges in Digital RPL Assessment

Recognizing prior learning through robust digital assessment tools involves overcoming several key challenges:

- **Evaluating Non-Formal Skills:** Assessing skills and knowledge gained outside formal education can be challenging.
- **Maintaining Academic Rigor:** Ensuring that the assessment infrastructure, tools, and methods uphold the academic rigor expected by institutions.
- **Accurate Measurement:** Creating assessments that accurately measure the skills and knowledge gained through prior learning.

Digital Assessment Methods

Using a combination of digital assessment methods provides a comprehensive evaluation of candidates' skills and knowledge. These methods include:

1. **Online/Virtual Evaluation of Work Collections:** Portfolios provide evidence of skills and achievements through a collection of work samples over time.
2. **Online/Virtual Examinations:** Examinations test knowledge and skills through written and/or practical tests.
3. **Online/Virtual Interviews:** Interviews involve discussions with assessors to demonstrate knowledge verbally.
4. **Online/Virtual or Physical Evaluation of Practical Skills:** Demonstrations allow assessment through the observation of practical skills and knowledge in action.

Ensuring Quality in Digital RPL Assessment: Maintaining high-quality digital standards ensures fair and meaningful assessments. Key aspects include:

- **Transparency, Reliability, Authenticity, and Validity:** Uphold these principles to ensure assessments are fair and meaningful.
- **Training for Assessors:** Provide training on digital assessment methods, standards, and rubrics to conduct effective and fair assessments of students' skills and knowledge.
- **Support for Candidates:** Offer support throughout the application, portfolio development, and interview stages to ensure the success of RPL candidates.

Cost Considerations: The main costs involved in digital assessment relate to human resources, infrastructure, materials, and administrative overhead.

9.1 Implementation Process for the Digital Assessment, Evaluation, and Award Framework

The Figure7 below summarizes the implementation process for Digital assessment, evaluation, and award Framework. In case of Digital award of degree, it is expected that digital evidence of assessments earned is maintained for a period, as desired from a compliance point of view.

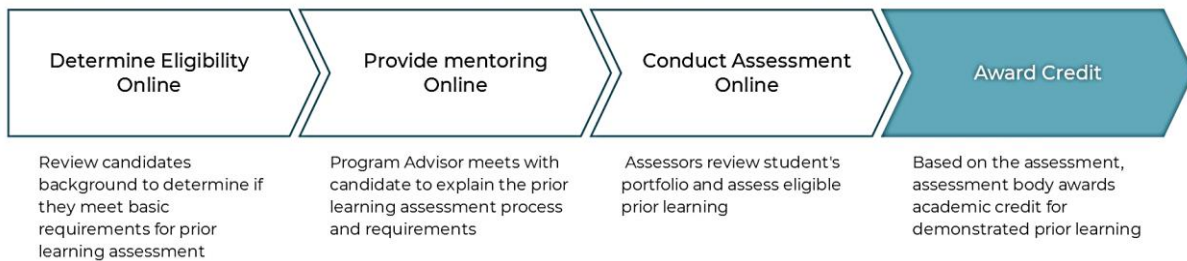


Figure 7: Process for the Digital assessment, evaluation, and award Framework

9.2 Digital Framework for the RPL Program

The digital tool for assessment and recognition of prior learning will streamline the process of evaluating candidates' existing skills and experience. By automating assessments and providing credentials for demonstrated competencies, it will expand access to career advancement opportunities. The digital framework must have the following broad features:

- i. RPL candidate Profile and Portfolio: Enable creation of an online profile and portfolio to showcase skills, experiences and credentials.
- ii. RPL candidate Recommendations as Learner: Personalized learning pathways and credentials to help RPL candidates achieve their goals and fill skill gaps.
- iii. Credential Matching of the candidate: Match RPL candidates experiences and credentials to learning standards and frameworks to determine credit equivalencies.
- iv. Skills Assessment of the candidate: Provide customized assessments to evaluate learners' skills and knowledge in different domains. This may be done physically or virtually based on the qualification.
- v. Analytics and Reporting: Track RPL candidate progress and generate reports to inform program improvement and optimize candidate success.
- vi. It should be able to pull and push data from other similar platforms for example Skill India Digital Hub as required by APIs

More specific features of the digital framework are detailed in the subsequent sections.

9.3 Technical Features of the Digital Framework for RPL Implementation

The following are the desired technical features in the proposed Digital Framework for assessment and award of credits for RPL program

9.3.1 General Features

- i. A dedicated evaluation program website with necessary functionalities.
- ii. A dedicated CRM to manage all the leads and prospects.
- iii. Set up automated and manual email campaigns to engage with prospective RPL candidates.

- iv. Links to webinars and seminars to disseminate the program information to potential RPL candidates.
- v. Enable digital dissemination of marketing collateral including program website, ad copies, brochures, etc.
- vi. Digital positioning of the program effectively.
- vii. Enable RPL program prospects to apply online on the website.
- viii. Engage and nurture the leads and prospects of the RPL program.
- ix. Enable enrolment of selected candidates into the RPL program.
- x. Provide periodic reports on the pipeline and enrolment visibility.
- xi. Propose insights and recommendations on the RPL program based on collected data.

9.3.2 Features specific to Awarding, Assessment and Evaluation

- i. Provision to publish graded/ungraded quizzes with a variety of question types.
- ii. Provision for awarding/assessment bodies to publish individual or group evaluation assignments for RPL candidates.
- iii. Provision for RPL candidates to upload their assignments of any file type.
- iv. Files uploaded by RPL candidates should be available for the assessment bodies to grade manually.
- v. Provision to conduct proctored exams with manual and/or auto-proctoring in multiple question formats including MCQs, Fill in the blanks, Descriptive answers, audio and video skill/job tests etc.
- vi. Performance and evaluation analytics in timely manner.
- vii. Ability to create digital evidence of process of assessment
- viii. In case the course/qualification requires partial assessment, the framework needs to allow testing via simulation

9.3.3 Features based on Evaluators Responsibilities

The Assessment Bodies assessing RPL candidates on a platform should additionally support:

- i. Top Level Roles such as Operations Team, Office Staff etc.
- ii. Access to analytics restricted by Role and governed as per Data policy laws of GOI.
- iii. Should have a provision to add additional roles like evaluation Assistants, Sections-in-charge etc. to a specific evaluation course.

9.3.4 Program Analytics Features

- i. There should be a powerful analytics platform to help all the stakeholders like the evaluator, candidate, Program Coordinators, Operations team, Program Director and so on.
- ii. Role based access to Analytics.
- iii. Provision to export all the analytics data.
- iv. Course Analytics will help the evaluator, candidate, Program Coordinators, Operations team, Program Director and such Roles which are directly connected to the course.

- v. Site analytics to monitor the numbers and time of visitors, busy periods, response times, availability, uptime/downtime and such portal issues.
- vi. Program Analytics to give insight into enquiries, conversions, visits, social media mentions, and such data which talk about the RPL program.

9.3.5 Data Backup Features

- i. Provision to download the entire evaluation data (including assessments and analytics).
- ii. Retain backups for a minimum of 6 months.

9.3.6 Assessment on Demand Features

- i. Provision to ensure that an RPL candidate can get himself assessed on demand.
- ii. All features listed above to evaluate the candidate at any time of the assessment year by the respective assessment body.

10. Governance and Quality Assurance

Good governance and Quality Assurance are important for maintaining the credibility, consistency, and fairness of the RPL process in India. The following broad suggestions are listed to ensure good governance and quality assurance in RPL

- i. Training and certification of assessors
- ii. Robust assessment methodologies and tools including virtual assessment.
- iii. Transparent feedback and appeals process
- iv. Continuous monitoring and review mechanism with quick remedial action

Detailed recommendations in regard to governance and quality assurance are provided in this and the subsequent sections.

10.1 Governance Process

The delineation of authority and responsibilities for making and verifying decisions regarding the recognition of prior learning should be explicitly defined. The major stakeholders involved in the implementation and governance of RPL in Higher Education are as follows:

i. Assessment Centres/Bodies (ACB)

- **Responsibilities:** Establish policies, procedures, and criteria for assessing prior learning; oversee the assessment process; and award academic credit or qualifications based on prior learning.
- **Authority:** Decide whether to centralize or decentralize the arrangements for assessing prior learning across departments, schools, or faculties. Clarify the locus of authority and responsibilities for decision-making and verification with partner organizations.

ii. Academic Staff and Subject Experts

- **Responsibilities:** Design assessment methods, evaluate evidence, and make decisions regarding the recognition of prior learning within their respective fields or disciplines.
- **Competence:** Ensure all involved parties possess the requisite competence, have adequate time, and resources allocated for their tasks.

iii. Staff Awareness and Involvement

- **Responsibilities:** Ensure academic staff, including those from partner organizations and external examiners, are well-informed about the ACB's approach to accrediting prior learning. Staff should be aware of situations where they may play a role in the recognition process.

iv. Assessor

- **Responsibilities:** Evaluate the evidence provided by learners and make judgments about the extent to which it meets the required standards or criteria.
- **Qualifications:** Possess the requisite qualifications as per the National Higher Education Framework (NHEQF) or National Skills Qualifications Framework (NSQF).

v. Recognition Advisory Committee

- **Responsibilities:** Advise on the development, implementation, and review of RPL accreditation policies and procedures.
- **Composition:** Representatives from academic, administrative, and industry stakeholders.

vi. Assessment and Recognition Committees

- **Responsibilities:** Review evidence submitted by learners and make decisions regarding the recognition of their prior learning.
- **Composition:** Academic staff and administrators.

vii. Recognition Appeals Committee

- **Responsibilities:** Inform learners about the outcomes of their recognition appeals, including the committee's decision, rationale, and any follow-up actions or recommendations.

viii. Quality Assurance Bodies

- **Responsibilities:** Monitor and evaluate the RPL process to ensure fairness, consistency, and adherence to established standards.
- **Entities:** External quality assurance agencies or internal quality assurance teams within HEIs.

ix. Professional, Statutory, and Regulatory Bodies (PSRBs)

- **Responsibilities:** Set standards or requirements for the recognition of prior learning, especially when it pertains to professional qualifications or licensure.

x. Learners

- **Responsibilities:** Actively participate by providing evidence, engaging in assessment activities, and adhering to relevant policies and procedures.

xi. Employers and Industry Partners

- **Responsibilities:** Validate the relevance and currency of prior learning in professional contexts, when applicable.

By clearly defining the roles and responsibilities of each stakeholder, the RPL process can be effectively managed, ensuring that prior learning is recognized accurately and equitably.

10.1.1 Training of Academic Staff and other Stakeholders

Higher Educational Institutions, Awarding Bodies and ACBs must guarantee that all staff, including those from partner organisations and external examiners, engaged in the RPL process, receive comprehensive information, adequate training, and ongoing support to fulfil their roles effectively. The roles of individuals providing guidance and support to applicants in preparing evidence for their claims, as well as those responsible for assessing claims, should be clearly defined and appropriate training should be provided in advance.

An individual or designated academic staff member will be responsible for coordinating and overseeing the RPL accreditation process within an educational institution or organization.

10.2 Monitoring and Review Process

Continuous review and improvement in the RPL framework based on feedback from stakeholders, emerging trends in the labour market, and advancements in educational practices is very crucial to the success of RPL. Additionally, Technology should be used to the extent possible, to create fair assessment processes including evidence of assessment. This will ensure that the RPL process remains relevant, fair, and effective in supporting the educational aspirations of individuals with diverse backgrounds and experiences. While Higher Educational Institutions would be encouraged to set up Committees at the College and University level, it is recommended as follows:

- Steering Committee at the UGC Level which will be the Apex body to monitor and review the program from time to time.
- RPL Program monitoring committee at the UGC recognized centres/bodies and at the Assessment bodies to monitor the progress and of the RPL program from time to time.
- RPL program review committee at the UGC recognised RPL centres to review the RPL program from time to time.
- RPL appellate committee to address appeals received from candidate and to decide and dispose the matters related appeal decisions received from the Ombudsman at the assessment bodies and centres.
- The steering committee at the UGC level may also act as final appeal authority for any unresolved appeals/issues.

10.3 Appeal mechanism

The UGC recognized centres and assessment bodies should develop a formal process of addressing and resolving appeals submitted by learners regarding assessment decisions or outcomes related to their RPL accreditation application, ensuring transparency, fairness, and adherence to policies and procedures. A predefined timeline or schedule outlining the stages and duration of the recognition appeals process, including deadlines for submitting appeals, reviewing submissions, and communicating outcomes shall be developed and notified by the centres and bodies. The flow chart related to appeal mechanism is illustrated in Figure 8.

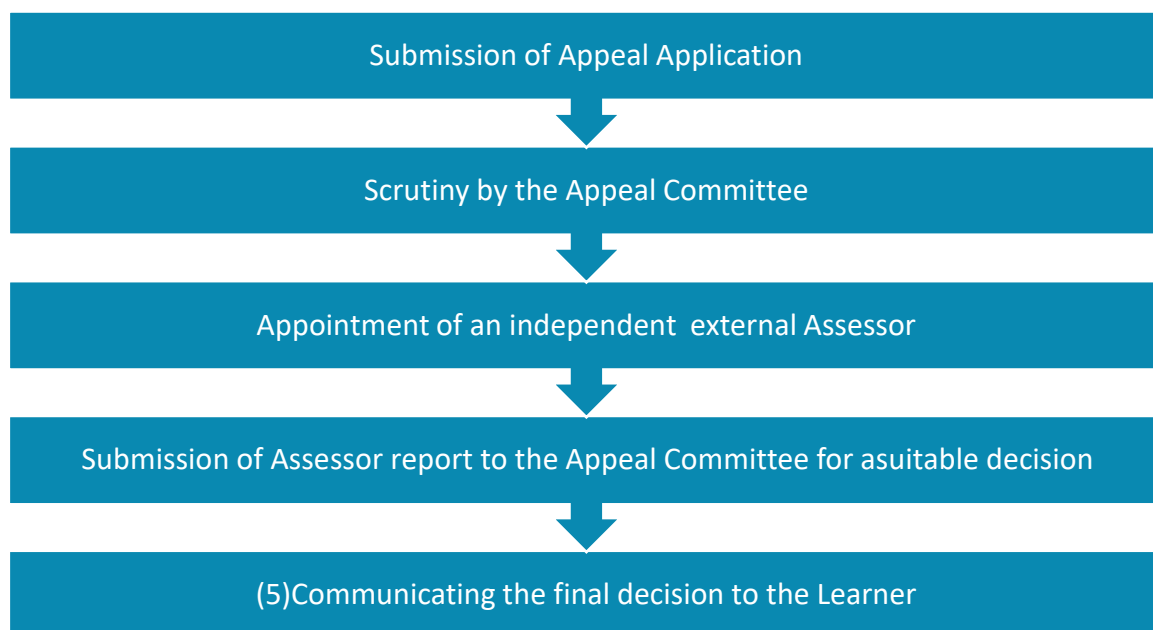


Figure 8. A flow chart illustrating the steps for appeal mechanism.

Once a final decision is communicated to the learner, no further appeal will be entertained. A realistic timeline will be notified by the Awarding bodies/HEIs to dispose of the appeal applications. The decision taken by the appeal committee will be binding on the learner. Information about the appeal mechanism will be provided at the commencement of the RPL procedure. If the applicant wishes to appeal the assessment decision, the learner shall have to follow the learner appeal procedure as mentioned above.

The RPL centres of HEI should also keep digital records of assessment process, which can be used as support evidence for the appeal resolution.

11. Enhancing Internationalisation and Mobility with RPL

Internationalization and mobility are crucial for candidates who earn credits or qualifications through RPL from Indian assessment bodies. These factors enhance opportunities for further education and professional development of student/ learner globally.

- **Internationalization** refers to enabling RPL to validate learning in the international contexts which is recognised by some of the other countries.
- **Mobility** refers to the ability to transfer and utilize RPL credits seamlessly across different international, national, geographic, educational, and professional environments.

In a globalized world, where people frequently move across regions or countries for education or employment, these aspects are vital. The following suggestions aim to enhance internationalization and mobility in the context of RPL. Detailed recommendations are provided in subsequent sections.

1. Standardization:

- Develop RPL standards that allow for equivalence and credit transfer across countries.
- Create common guidelines and mapping tools for international application, involving various higher educational institutes in India.

2. Inclusion and Accessibility:

- Ensure RPL is inclusive and accessible to candidates from diverse linguistic and cultural backgrounds.
- Provide language translation services, linguistic/background competency training for assessors, and flexible assessment methods to accommodate a wide range of applicants.

3. Collaboration and Partnerships:

- Foster international collaborations between RPL assessment bodies, UGC-recognized RPL centers, governmental agencies, and the government.
- These partnerships will help create efficient RPL systems capable of providing global mobility in higher education and employment.

4. Technology Enablers:

- Integrate technology to streamline the RPL process. Key enablers include:
 - Digital Portfolios and e-Portfolios
 - Learning Management Systems (LMS)
 - Mobile Apps for managing the RPL process
 - AI/ML with blockchain technology
 - Video conferencing
 - AR/VR technology for creating digital evidence of assessment
- Adoption of these technologies is recommended.

5. Policy and Legislation:

- Governments and organizations should create policies mandating the international recognition of RPL credits.
- In India, integrate RPL creditization into higher education as formal recognition and provide adequate funding to establish the RPL ecosystem.

By implementing these suggestions, the internationalization and mobility of RPL can be significantly enhanced, providing greater opportunities for individuals to advance their education and careers

12. Enhancing Employment Opportunities with RPL

Enhancing employment opportunities for RPL candidates is crucial for the success of Recognition of Prior Learning (RPL). Below are some suggested approaches to achieve this goal:

i. **Industry Partnerships:**

- Awarding bodies, assessment bodies, and centers should collaborate with industry to align RPL qualifications with current job market requirements.
- Industry partnerships can facilitate internships and job placements for RPL graduates, ensuring their skills meet industry demands.

ii. **Industry-Recognized Certification:**

- RPL credentials should be recognized by industry and professional bodies to enhance employability.
- Higher Education Institutions (HEIs), awarding bodies, assessment bodies, and centers should collaborate with industry through Memorandums of Understanding (MoUs) to ensure recognition of RPL qualifications.

iii. **Counseling and Support Services for Career Development:**

- Provide dedicated career counseling services for RPL candidates to help them develop effective resumes, understand their career options, and prepare for job interviews.
- Offer guidance on how to highlight their skills and experiences gained through RPL.

iv. **Capacity Building:**

- Offer targeted opportunities for RPL students to upgrade their skills through workshops, online courses, and part-time programs.
- These initiatives can help RPL candidates stay relevant in their fields and increase their job prospects.

v. **Networking Events:**

- Organize networking events with industry experts and potential employers.
- These events can provide valuable connections for RPL candidates, helping them secure employment in their desired fields.

vi. **Outreach Efforts:**

- Awarding bodies, assessment bodies, and centers should conduct outreach campaigns to promote the acceptance and recognition of RPL qualifications in both formal and non-formal job markets.
- Highlight the value and utility of the RPL framework to potential employers through strategic outreach efforts.

vii. **Employer Feedback:**

- Establish feedback systems from employers who hire RPL graduates.
- This feedback can provide insights into gaps in the RPL curriculum and inform continuous improvement of RPL programs.

viii. **Government Support:**

- Develop policies at both the state and national levels that formally recognize and encourage the employment of RPL graduates.
- Encourage HEIs to treat credits obtained via RPL certification on par with their degree programs.

ix. **Lifelong Learning Opportunities:**

- Encourage continuous professional development for RPL graduates by offering lifelong learning opportunities.
- Promote participation in advanced courses and certifications to ensure sustained career growth and adaptability.

x. **Recognition and Incentives:**

- Provide recognition and incentives for employers who actively hire and support RPL graduates.
- Highlight success stories of RPL graduates to showcase the benefits of employing individuals with diverse learning backgrounds.

Therefore, the, HEIs may be encouraged to implement the RPL Guidelines and include credit obtained via RPL certification at part of their degrees. These strategies can enhance the employment prospects of RPL candidates and ensure that they are effectively integrated into workforce at state, national and international levels.

13. Strategies to Popularization and Operationalization of RPL

To ensure widespread acceptance, popularisation and operationalisation of Recognition of Prior Learning (RPL) in India, a multi-faceted approach is essential. Below are focused recommendations to achieve this goal:

1. Outreach Efforts:

- **National Campaigns:** Launch comprehensive media campaigns using television, radio, social media, and print to educate the public on the benefits of RPL.

2. Stakeholder Contact Programs:

- Conduct workshops and seminars for employers, educational institutions, and trade unions to familiarize them with RPL processes and benefits.

3. Industry and Employer Engagement:

- **Employer Incentives:** Offer incentives to employers who recognize and utilize RPL certifications in their hiring and promotion processes.

4. Industry Partnerships:

- Partner with industry leaders to ensure RPL certifications are aligned with industry needs and recognized in hiring and promotion criteria.

5. Sector-Specific Initiatives:

- Target sectors with high rates of informal employment or skill shortages for specialized RPL initiatives.

6. Digitalization and Inclusivity:

- **Digital Methods and Online Platforms:** Develop and promote online platforms for RPL application, assessment, and certification to enhance accessibility.
- **Indian Language Support:** Ensure RPL materials and assessments are available in multiple local languages and offer support for individuals with low literacy levels.

7. International Recognition:

- Pursue agreements with foreign governments and international certification bodies to ensure RPL qualifications from India are recognized globally.

8. Training for Assessors:

- Develop and implement training programs for assessors to maintain high assessment standards and ensure consistency.

9. Financial Incentives:

- Offer subsidized assessment fees for economically disadvantaged candidates to make RPL more accessible.
- Provide funding opportunities for individuals who wish to pursue further education after obtaining RPL certification.

10. Impact Studies and Market Research:

- Conduct research to study the impact of RPL on employment, wages, and productivity, and publish findings to build the evidence base for RPL.

11. Labor Market Analysis:

- Regularly analyze labor market trends to ensure RPL programs are aligned with current and future skill demands.

12. Public-Private Partnerships (PPP) Models:

- Foster partnerships between government, industry, and educational institutions to support and fund RPL initiatives.

13. Innovation in Assessment:

- Encourage the private sector to innovate in developing assessment tools using emerging technologies to streamline and enhance the RPL process.

14. Community and Grassroots Engagement:

- Engage with local communities and grassroots organizations to raise awareness about RPL and its benefits.
- Conduct local workshops and information sessions to reach marginalized and rural populations.

15. Monitoring and Evaluation:

- Establish robust monitoring and evaluation frameworks to continuously assess the effectiveness of RPL initiatives and make data-driven improvements.

16. Recognition and Awards:

- Implement recognition programs and awards for organizations and individuals who excel in promoting and utilizing RPL.

By implementing these strategies, RPL can be effectively popularized, leading to greater acceptance and utilization across India. This will not only enhance individual career opportunities but also contribute to a more skilled and productive workforce.

14. Implementation Roadmap

The following figure details a roadmap for implementation of RPL from developing pilot RPL frameworks to using RPL for advanced University admissions and placements. The start time suggested for initiating pilot RPL, is the fourth quarter of 2024, and a target of first quarter of 2026, for introducing RPL in University admissions and job placements.

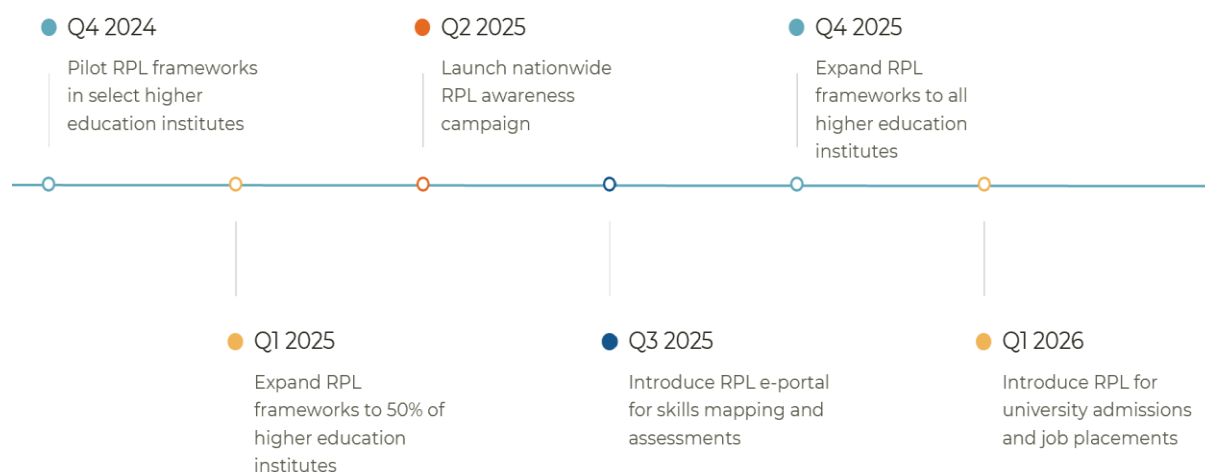


Figure 9: Proposed Roadmap for Implementation of RPL from developing pilot RPL frameworks to using RPL for advanced University Admissions and Placements

As detailed above, it is important that all HEI planning to use RPL must document their own detailed processes within this framework, in-line with these guidelines and test some cases before its complete implementation.

15. Conclusion

The Recognition of Prior Learning guidelines demonstrate a commitment to inclusivity, fairness, and acknowledging diverse learning pathways, as emphasized in the National Education Policy (NEP) 2020. Through RPL in higher education, individuals can leverage their experiences, skills, and knowledge gained through non-formal and informal learning toward formal qualifications and certifications.

Benefits of RPL

1. Individual Empowerment:

- RPL provides avenues for personal and professional advancement by recognizing the value of diverse learning experiences.
- It empowers individuals to convert their knowledge and skills into formal qualifications, enhancing their career and employment prospects.

2. Societal Impact:

- RPL contributes to economic growth, social inclusion, and lifelong learning.
- By valuing skills and competencies regardless of how they were acquired, RPL fosters a culture of inclusivity and empowerment, allowing every individual the opportunity to reach their full potential.

3. Educational and Employment Opportunities:

- RPL facilitates the removal of barriers to education and employment, benefiting those who have taken non-traditional paths or faced systemic obstacles.
- It promotes continuous professional development, enhances employability, and addresses skills mismatches in the labour market.

Implementation of RPL

Successful implementation of RPL requires collaborative efforts among:

- Policymakers
- Educational institutions
- Assessment bodies
- Awarding bodies
- Industry representatives
- Employers and
- Other stakeholders

Continuous refinement, evaluation, and dissemination of best practices are essential to address challenges, ensure quality assurance, and maximize the benefits of RPL for all stakeholders in higher education.

Institution-Specific Guidelines

1. Tailored Approaches:

- Higher education institutions must develop RPL implementation guidelines tailored to their unique context and needs within the broad framework given in these guidelines on RPL.
- Any guidelines or SOPs created by the individual higher education institutions must conform to the National Credit Framework (NCrF).
- These guidelines should serve as a roadmap for assessing and accrediting prior learning within their academic programs, ensuring consistency, fairness, and transparency.

2. Considerations for Guidelines:

- Institutions should consider the diversity of learners, the range of prior learning experiences, and alignment with academic standards and accreditation requirements.

Ensuring Quality and Fairness

1. Rigorous Assessment Process:

- A fair and rigorous assessment process is essential to ensure that RPL credits are awarded accurately.
- Employers should perceive RPL graduates as equally or better qualified than those who have followed traditional educational routes.

2. Adapting Hiring Practices:

- Changes in the hiring practices may be necessary in both government and industry to recognize the value of RPL.

By adhering to these principles and ensuring a rigorous and fair assessment process, RPL can significantly enhance the educational and employment opportunities for individuals, contributing to a more inclusive and skilled workforce.

Annexure 1 : Examples and Use Cases

The concept of Recognition of Prior Learning in higher education is best illustrated with the help of a use cases. The first example candidate journey utilizing RPL guidelines in Higher education is illustrated in Figure 3. The figure details the journey of a candidate who makes use of her learning obtained via work experience to obtain credits through RPL and then utilizes these credits via credit mapping guidelines to obtain admission into a formal PG program of a higher education institute (HEI). This example can be used to understand the benefits of RPL to a candidate who wishes to utilize prior work experience.

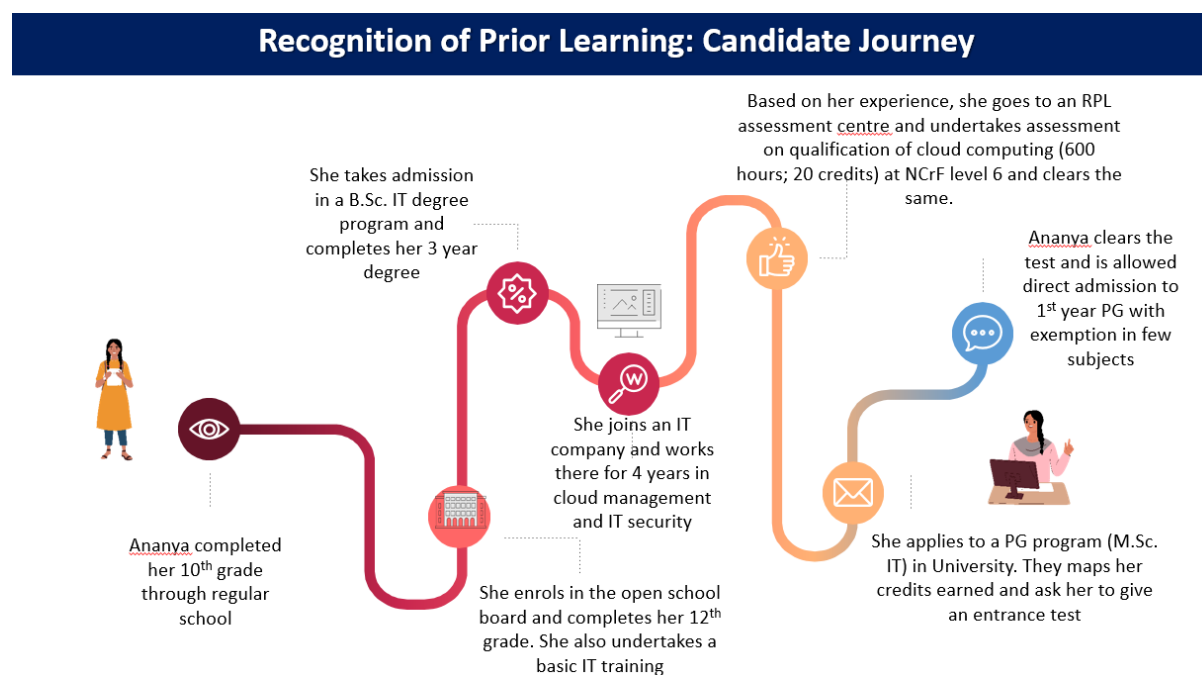


Figure 10: An exemplar of a candidate's journey for RPL in IT Sector

The second example (figure 11) of a candidate who makes use of her credits obtained during her higher education in B. Com degree, and her experience in a startup to obtain admission in a PG program in finance. She completes some mandatory credit requirements through RPL assessment in line with the National credit framework (NCrF) as illustrated in Figure 11. The candidate then completes other mandatory requirements enabling her to enrol in the PG program in finance This example brings out the benefits of RPL to a candidate who wishes to utilize prior academic learning and experience for a career in finance.

Recognition of Prior Learning: Candidate Journey

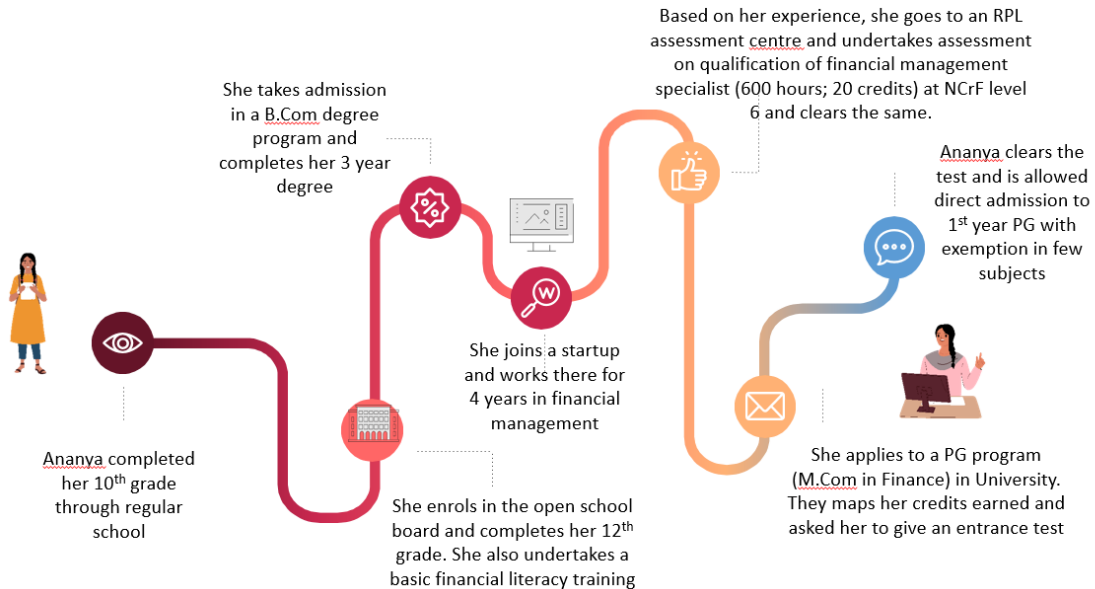


Figure 11: An exemplar of a candidate's journey for RPL in Finance

The third example (Figure 12) of a candidate who makes use of her credits obtained during her formal education and then completes some mandatory credit requirements through RPL assessment in line with the National credit framework (NCrF) is illustrated in Figure 5. The candidate then completes other mandatory requirements like a project etc. to obtain a UG degree, while enabling her to enrol in the PG program. This example can be used to understand the benefits of RPL to a candidate who wishes to utilize prior academic learning and experience. Stagewise provisions in NCrF and their mapping to the stages are also captured in Figure 12.

A Student's Journey: Industry Ready Continuous Education....

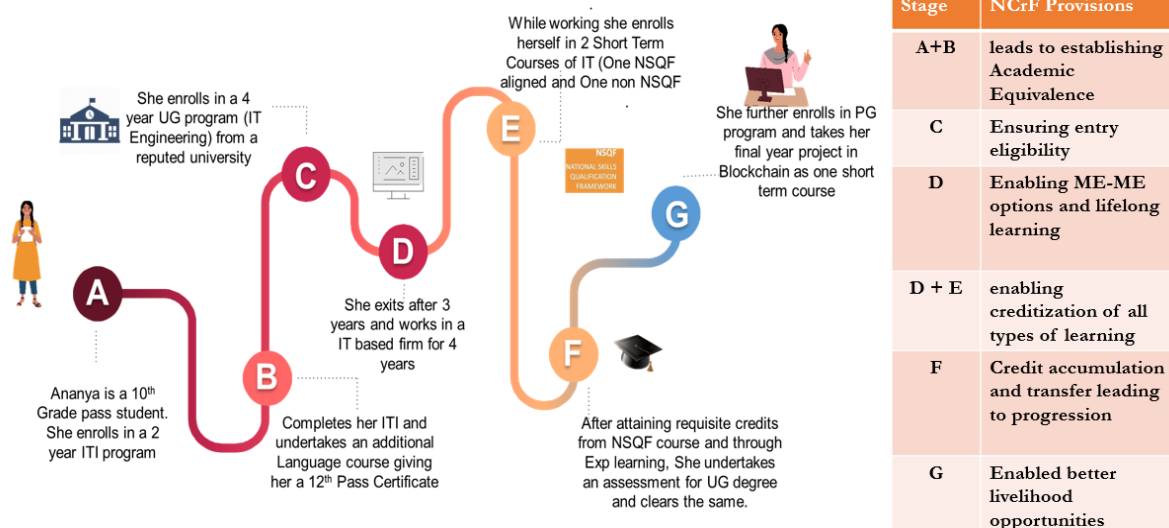


Figure 12: Stage wise provisions in NCrF

Annexure 2: Maximum credits through different modes as per UGC

Parameters	RPL	Online and Distance Learning	Apprenticeship
Mode of Learning	Through a bridge course, as required, could be online/offline	Directly or through an online platform	In collaboration with the Establishment/Employer
Mapping of Learning Outcomes	The Higher Education Institutions (HEI) shall take responsibility of identifying, mapping and notifying the relevant skills, knowledge, and competencies acquired through prior learning experiences to the learning outcomes of the programme.	The course content for each course shall be clearly defined, each having modular e-content, delivery online in a structured format, with clearly spelt out learning outcomes which learners are expected to attain at the end of the module; The HEIs shall provide the list of proposed programmes to be offered in Open and Distance Learning mode or Online mode, as applicable, the learning outcome of each programmes and other requirements as notified by the regulators from time to time	HEIs offering apprenticeship-embedded degree programmes should develop and maintain domain-specific Learning Outcomes for the Apprenticeship Programme in collaboration with the Industry Apprenticeship learning outcomes shall focus on knowledge and abilities that prepare students for potential employment.
Responsibility of Assessment	Degree-awarding bodies in higher education in India, include a mix of institutions recognized at the central level, institutional level, and state level including INIs and ABs recognised by NCVET can carry out assessment of skilling courses	Higher Educational Institutions offering programmes in Open and Distance Learning mode and/or Online mode shall comply with University Grants Commission guidelines for ODL	Higher Education Institutions may opt for any mechanism for the apprenticeship assessment in consultation with the Industry as specified in the AEDP guidelines
Guideline References	Link to this document- to be provided	https://deb.ugc.ac.in/Uploads/20200906.pdf	https://www.ugc.gov.in/pdfnews/9105852_ugc-guidelines ApprenticeshipInternship.pdf
Responsibility of Credit Transfer to ABC	Higher Education Institutions need to ensure the credit transfer to ABC	HEI shall take the responsibility	HEI/AB/Industry
Max Percentage allowed in a program	Max 30%	Max 40%	Max 50%

Note:

The redemption of credits for a degree, an HEI may consider a maximum of 50% of the total credit requirement through combination of credits obtained via RPL, ODL and Apprenticeship.

However, under special circumstance, if required, the HEI may take special approval from UGC for changing the aforementioned percentage to a higher number.

Annexure 3: Glossary

1. **Appeals Process:** A formal procedure that allows learners to challenge assessment decisions or outcomes related to the recognition of prior learning if they believe there has been an error or injustice.
2. **Articulation:** The process of mapping the learning outcomes of one educational qualification or program to those of another, facilitating progression and recognition of prior learning.
3. **Assessment Centre:** A designated location or facility where assessments, including those for recognition of prior learning, are conducted in a controlled and standardized environment.
4. **Assessment Plan:** A document outlining the assessment methods, criteria, timelines, and responsibilities for evaluating and recognizing prior learning within a specific program or qualification.
5. **Assessment:** The process of evaluating a learner's knowledge, skills, and competencies against predetermined criteria to determine their level of achievement.
6. **Assessor:** An individual responsible for evaluating the evidence provided by a learner and making judgments about the extent to which it meets the required standards or criteria.
7. **Competency-Based Assessment:** An assessment approach focused on evaluating a learner's ability to demonstrate specific competencies or skills, often aligned with industry or professional standards.
8. **Credit Accumulation and Transfer (CAT):** A system that allows learners to accumulate credits from multiple sources and transfer them between different programs or institutions, facilitating flexible pathways to qualification attainment.
9. **Credit Bank:** A centralized repository or database where earned credits from various learning experiences can be stored and accessed for use in future qualifications or programs.
10. **Credit Recognition:** The process of acknowledging and assigning credit value to a learner's prior learning, allowing it to count towards the requirements of a specific program or qualification.
11. **Credit Transfer:** The process of transferring credits earned from one educational institution or program to another, often based on the recognition of prior learning.
12. **Credit Value:** The numerical value assigned to a unit of learning within a credit-based structure, often indicating the amount of effort required to complete the learning.
13. **Credit-Based Structure:** A framework where academic programs are organized and measured based on the allocation of credits, typically reflecting the amount of learning involved.
14. **Criterion-Referenced Assessment:** An assessment approach where a learner's performance is judged against predetermined criteria or standards rather than compared to the performance of others.
15. **Evidence:** Documentation or demonstration of a learner's prior learning, which may include certificates, transcripts, work samples, projects, or other artifacts.

16. **Experiential Learning Assessment (ELA):** A process of evaluating and recognizing learning acquired through practical or real-world experiences, often used in combination with other RPL methods.
17. **External Verification:** A process conducted by an external body or organization to review and confirm the quality and standards of assessment practices within an educational institution.
18. **Feedback:** Constructive comments or suggestions provided to learners regarding their performance or evidence submitted for assessment, aimed at supporting their learning and improvement.
19. **Internal Verification:** A process within an educational institution where the assessment decisions made by assessors are checked and confirmed by another qualified individual to ensure consistency and reliability.
20. **Learning Outcomes:** Statements that describe what a learner should know, understand, or be able to do upon completing a learning experience, often used as a basis for assessment.
21. **Moderation:** A quality assurance process involving the review and verification of assessment decisions made by assessors to ensure consistency and fairness.
22. **Norm-Referenced Assessment:** An assessment approach where a learner's performance is compared to the performance of a group of peers, often resulting in a ranking or percentile score.
23. **Portfolio:** A collection of evidence compiled by a learner to demonstrate their prior learning and experiences, often organized and presented for assessment purposes.
24. **Prior Learning Assessment (PLA):** An umbrella term encompassing various methods and approaches used to evaluate and recognize an individual's prior learning for academic credit or credentialing purposes.
25. **Prior Learning Assessment Portfolio (PLAP):** A comprehensive portfolio or dossier compiled by a learner to document and demonstrate their prior learning experiences, achievements, and competencies.
26. **Professional Recognition:** The acknowledgment and validation of a learner's prior learning by a professional body or organization, often leading to professional certification or licensure.
27. **Programme of Study:** A structured course of academic study leading to a specific qualification or award.
28. **Qualification:** A formal recognition awarded upon successful completion of a program of study, indicating the attainment of specific learning outcomes.
29. **Quality Assurance:** Processes and procedures implemented to ensure that standards of quality are maintained and that the outcomes of learning are consistent and reliable.
30. **Recognition Advisory Committee:** A committee comprising representatives from academic, administrative, and industry stakeholders responsible for advising on the development, implementation, and review of RPL accreditation policies and procedures.
31. **Recognition Advisory Service:** A specialized service or unit within an educational institution or organization dedicated to providing guidance, support, and advice to learners seeking RPL accreditation, addressing queries, concerns, and information needs.

32. **Recognition Agreement:** A formal agreement between educational institutions, organizations, or jurisdictions outlining the terms and conditions for recognizing each other's prior learning assessments and credits.
33. **Recognition Appeal Resolution:** The formal process of addressing and resolving appeals submitted by learners regarding assessment decisions or outcomes related to their RPL accreditation application, ensuring transparency, fairness, and adherence to policies and procedures.
34. **Recognition Appeals Committee:** A formal committee or panel responsible for reviewing and adjudicating appeals submitted by learners regarding assessment decisions or outcomes related to their RPL accreditation application.
35. **Recognition Appeals Procedure:** A formal process for learners to appeal assessment decisions or outcomes related to their RPL application, providing an avenue for redress or reconsideration in case of disputes or discrepancies.
36. **Recognition Appeals Process Timeline:** A predefined timeline or schedule outlining the stages and duration of the recognition appeals process, including deadlines for submitting appeals, reviewing submissions, and communicating outcomes.
37. **Recognition Appeals Resolution Process:** The formal process of addressing and resolving appeals submitted by learners regarding assessment decisions or outcomes related to their RPL accreditation application, ensuring fairness, transparency, and adherence to policies and procedures.
38. **Recognition Assessment Evidence Guidelines:** Clear and specific guidelines provided to learners on the types of evidence that can be submitted to support their RPL accreditation application, including examples, formats, and requirements for documentation.
39. **Recognition Assessment Plan:** A formalized document outlining the specific assessment methods, criteria, and timelines used to evaluate learners' prior learning for RPL accreditation purposes.
40. **Recognition Assessment Portfolio Review:** A systematic evaluation of a learner's RPL portfolio by trained assessors or evaluators to determine its alignment with program requirements and learning outcomes, as well as its overall quality and completeness.
41. **Recognition Assessment Tool:** A standardized instrument or rubric used by assessors to evaluate learners' prior learning evidence and determine its alignment with program requirements and learning outcomes for RPL accreditation.
42. **Recognition Competency Standards:** The defined set of competencies or learning outcomes used as the basis for assessing and recognizing learners' prior learning for RPL accreditation purposes, providing clear benchmarks for assessment.
43. **Recognition Coordinator:** An individual or designated staff member responsible for coordinating and overseeing the RPL accreditation process within an educational institution or organization.
44. **Recognition Credit Transfer Agreement Negotiation:** The negotiation and finalization of agreements between educational institutions or organizations regarding the recognition and transfer of credits earned through RPL accreditation, addressing terms, conditions, and mutual obligations.
45. **Recognition Credit Transfer Agreement:** A formal agreement between educational institutions or organizations outlining the terms and conditions for transferring credits

earned through RPL accreditation from one institution to another, facilitating seamless credit transfer and recognition.

46. **Recognition Credit Transfer Database:** A centralized database or repository containing records of credits earned through RPL accreditation, including details of the learner, program, qualification, and assessment outcomes, facilitating tracking and management of credit transfers.
47. **Recognition Credit Transfer Evaluation:** The process of evaluating and assessing the suitability of credits earned through RPL accreditation for transfer to other programs or qualifications, considering factors such as relevance, currency, and comparability.
48. **Recognition Credit Transfer Implementation Plan:** A detailed plan outlining the steps, resources, and timelines for implementing RPL credit transfer initiatives within an educational institution or organization, ensuring smooth integration and transition for learners.
49. **Recognition Credit Transfer Monitoring and Reporting:** Ongoing monitoring and reporting of RPL credit transfer activities, outcomes, and trends, providing insights and data for institutional planning, decision-making, and quality improvement initiatives.
50. **Recognition Credit Transfer Transferability Matrix:** A matrix or chart detailing the transferability of credits earned through RPL accreditation between different programs, qualifications, or institutions, providing clarity and transparency for learners and stakeholders.
51. **Recognition Criteria Alignment:** The process of ensuring that the criteria used to assess prior learning for RPL accreditation are aligned with the learning outcomes, competencies, and standards of the program or qualification being pursued.
52. **Recognition Documentation Verification:** The process of verifying the authenticity and validity of documentation provided by learners as evidence of prior learning, ensuring compliance with established standards and requirements.
53. **Recognition Feedback Mechanism:** A structured mechanism or process for providing constructive feedback to learners on their RPL accreditation applications, highlighting strengths, areas for improvement, and recommendations for further development.
54. **Recognition Information Session:** A scheduled session or event organized by educational institutions or organizations to provide learners with information, guidance, and resources on the RPL accreditation process, requirements, and benefits, facilitating informed decision-making and participation.
55. **Recognition Interview Panel:** A group of assessors or evaluators convened to conduct interviews with learners as part of the RPL accreditation process, assessing their prior learning experiences and capabilities.
56. **Recognition Interview:** A structured interview conducted as part of the RPL assessment process to gather additional information, clarify evidence, and assess the validity of a learner's prior learning claims.
57. **Recognition Monitoring and Evaluation:** The ongoing monitoring, assessment, and review of RPL accreditation processes, outcomes, and effectiveness to ensure compliance with regulatory requirements, standards, and quality assurance frameworks.
58. **Recognition of Informal Learning:** The process of acknowledging and assessing learning that occurs through everyday life experiences, hobbies, or personal interests, for RPL accreditation purposes.

59. **Recognition of Non-Formal Learning:** The assessment and acknowledgment of learning that occurs through structured activities, programs, or experiences outside of traditional educational institutions, for RPL accreditation purposes.
60. **Recognition of Non-Traditional Learning:** The assessment and acknowledgment of learning that occurs through unconventional or non-traditional methods, such as self-directed study, online courses, or open educational resources, for RPL accreditation purposes.
61. **Recognition Outcome Report:** A formal document summarizing the outcomes of a learner's RPL accreditation application, including details of credits awarded, qualifications achieved, and any additional recommendations or feedback provided.
62. **Recognition Pathway:** A designated route or process for learners to follow when seeking recognition of their prior learning, including the steps, requirements, and timelines involved.
63. **Recognition Portfolio Assessment Criteria:** The predetermined standards or benchmarks used to evaluate the quality and relevance of evidence presented in a learner's RPL portfolio, ensuring alignment with program requirements and learning outcomes.
64. **Recognition Portfolio Assessment Rubric:** A structured scoring guide or framework used by assessors to evaluate and assess the quality, relevance, and completeness of evidence presented in learners' RPL portfolios.
65. **Recognition Portfolio Assessment:** The evaluation of a learner's portfolio of evidence, documentation, or artifacts compiled to demonstrate their prior learning achievements and support their RPL claim.
66. **Recognition Portfolio Development Guide:** A comprehensive guide or handbook provided to learners to assist them in developing their RPL portfolios, offering step-by-step instructions, examples, and tips for compiling evidence and writing reflections.
67. **Recognition Portfolio Development Resources:** Tools, templates, guidelines, and examples provided to learners to support them in developing and compiling their RPL portfolios, ensuring clarity, consistency, and quality in evidence presentation.
68. **Recognition Portfolio Presentation:** The formal presentation or defense of a learner's RPL portfolio to assessors or evaluators, providing an opportunity for the learner to explain and contextualize their prior learning experiences and evidence.
69. **Recognition Portfolio Review:** The systematic examination and evaluation of a learner's RPL portfolio by trained assessors or evaluators, assessing the validity, authenticity, and sufficiency of evidence presented.
70. **Recognition Portfolio Submission Deadline:** The specified date or deadline by which learners are required to submit their RPL portfolios or evidence for assessment as part of the accreditation process, ensuring timely processing and review.
71. **Recognition Portfolio Submission Guidelines:** Detailed instructions provided to learners on how to prepare and submit their RPL portfolios, including formatting requirements, documentation specifications, and submission deadlines.
72. **Recognition Portfolio:** A collection of evidence, documentation, or artifacts compiled by a learner to demonstrate their prior learning achievements and support their claim for RPL accreditation.

73. **Recognition Prior to Admission (RPA):** A process where prior learning is assessed and recognized before a learner is admitted to a program of study, allowing for advanced placement or exemption from certain requirements.
74. **Recognition Program Accreditation:** The formal recognition and approval of an educational program or qualification by accrediting bodies or agencies, indicating that it meets established standards and criteria for RPL accreditation, quality, and excellence.
75. **Recognition Program Evaluation Framework:** A structured framework or model used to evaluate the effectiveness, efficiency, and impact of RPL accreditation programs or pathways, incorporating key performance indicators, evaluation criteria, and data collection methods.
76. **Recognition Program Promotion Strategy:** A strategic plan outlining the methods, channels, and activities used to promote RPL accreditation pathways and opportunities to potential learners, stakeholders, and the wider community, fostering awareness, interest, and engagement.
77. **Recognition Recordkeeping:** The systematic recording and documentation of all aspects of the RPL accreditation process, including assessment decisions, learner outcomes, appeals, and feedback, ensuring compliance with regulatory requirements and standards.
78. **Recognition Resource Kit:** A collection of resources, guidelines, templates, and tools provided to learners and assessors to support them in navigating the RPL accreditation process effectively and efficiently.
79. **Recognition Support Services:** Resources, guidance, and assistance provided to learners to facilitate the RPL accreditation process, including information sessions, workshops, and one-on-one support from trained staff.
80. **Transcript:** A formal record of a learner's academic achievements, including courses completed, grades awarded, and credits earned, often used for purposes such as credit transfer or admission to further study.
81. **Transferable Skills:** Skills or competencies acquired through prior learning experiences that can be applied and adapted across different contexts or domains, enhancing employability and career advancement opportunities.
82. **Validation:** The process of confirming the authenticity and reliability of evidence presented by a learner to support their claim for recognition of prior learning.

Expert Committee

1.	Prof. Rajesh M Hegde, Professor and Umang Gupta Chair, Dept. Electrical Engineering, IIT Kanpur 208016, UP	Chairman
2.	Prof. Sitansu S. Jena, Dean, School of Vocational Studies Dr. B. R. Ambedkar University, Delhi	Member
3.	Prof. Vinay Swarup Mehrotra, Department of Agriculture and Animal Husbandry & Curriculum Development and Evaluation Centre, PSS Central Institute of Vocational Education, Bhopal, Madhya Pradesh	Member
4.	Shri Dilip Chenoy, Chairman Bharat Web3 Association, New Delhi	Member
5.	Dr. Neena Pahuja, Executive Member, National Council of Vocational Education and Training (NCVET)	Member
6.	Dr. N Gopukumar, Joint Secretary, UGC	Co-ordinating Officer