EAST BRIDGE TRAINING (EBT)

RECOGNITION OF PRIOR LEARNING (RPL) POLICY

Policy Reference Number: EBT-POL-001
Version: 1.0
Effective Date: 03 November 2025
Review Date: 03 November 2026
Approved By: Director, East Bridge Training (EBT)

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1. Purpose

The Recognition of Prior Learning (RPL) Policy establishes a structured, transparent, and academically rigorous process for evaluating and granting credit for learning acquired through **formal**, **non-formal**, and **informal** experiences.

This policy ensures:

- Full alignment with **KHDA Vocational Education Standards**, especially those related to assessment integrity, learner support, and qualification credibility.

- Compliance with international quality benchmarks set by **IEAC (UK)** and **EDU** (SDG 4 – Quality Education).

- Fair, equitable access for working professionals entering teacher training and vocational programmes.

- That all prior learning recognized is equivalent to the required EBT learning outcomes and maintains the academic integrity of EBT qualifications.

EBT's RPL policy helps avoid duplication of learning, accelerates progression, and supports adult learners' diverse pathways.

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2. Scope

This policy applies to:

Learners

- All prospective and current learners seeking credit transfer, exemption, or advanced standing in any KHDA-approved EBT programme.

Staff

- Director, Academic Director, faculties, RAL (Recognition of Assessed Learning) Advisers, and administrative teams involved in admissions, assessment, and QA.

Programmes

- All EBT programmes accredited by **KHDA**, **IEAC**, and **EDU**, where learning outcomes are measurable and clearly defined.

Learning Types Covered

- **Formal Learning:** Accredited qualifications, courses, or units from recognized institutions.

- **Non-Formal Learning:** Professional courses, in-house training, workshops.

- **Informal Learning:** Skills gained through work experience, volunteer work, self-study, or life experience.

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3. Policy Statement

East Bridge Training acknowledges that meaningful learning occurs beyond formal education pathways. EBT is committed to:

- **Recognizing valid learning** wherever and however it was acquired.

- Applying **fair, unbiased, consistent assessment criteria**.

- Ensuring all RPL credit awarded meets or exceeds the competency level of the relevant EBT learning outcome.

- Maintaining complete **confidentiality**, **academic rigor**, and **regulatory compliance**.

- Allowing learners to progress efficiently without compromising qualification integrity.

Credit Limit

To maintain academic quality, *no more than 50%* of a programme's credits may be awarded through RPL.

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4. Procedures

The RPL process at EBT consists of **four structured stages**:

5.1 Stage 1: Initial Inquiry & Guidance

1. **Learner Inquiry**
   The learner contacts EBT (email, WhatsApp, LMS, or in-person) indicating interest in RPL.

2. **Information Provision**
   Administrative Staff provide:

   - RPL Application Form

   - RPL Candidate Handbook

   - Programme-specific evidence requirements

3. **Allocation of RAL Adviser**
   A qualified academic member is appointed to guide the learner on:

   - Eligibility

   - Evidence types

   - Portfolio preparation

   - Mapping against learning outcomes

5.2 Stage 2: Application & Evidence Portfolio

1. **Formal Submission**
   Learners submit:

   - RPL Application Form

   - Non-refundable application fee

   - Evidence portfolio

2. **Evidence Portfolio Components**
   May include:

   - Certified qualification copies (formal learning)

   - Employment records, job descriptions, performance reviews

   - Professional development certificates

   - Work samples, project reports, lesson plans

- o   Videos or artefacts demonstrating competence

- o   Reflective statements

- o   Mapping document aligning evidence to EBT learning outcomes

3. **Evidence Requirements**
    Evidence must be:

- o   **Authentic**

- o   **Current**

- o   **Sufficient**

- o   **Relevant**

- o   **Verifiable**

5.3 Stage 3: Assessment & Verification

1. **Assessment by RAL Adviser & Second Assessor**
    Using KHDA/IEAC-aligned assessment criteria, evaluators may use:

- o   Portfolio review

- o   Professional conversation/interview

- o   Challenge tests or demonstrations (if needed)

2. **Internal Verification**
    The Academic Director reviews the assessment for:

- o   Consistency

- o   Validity

- o   Fairness

- o   Regulatory alignment

3. **Decision**
    A final recommendation is forwarded to the Director for approval.

5.4 Stage 4: Outcome & Record Keeping

1. **Learner Notification**
   Administrative Staff issue a formal decision letter detailing:

   - Approved units/credits

   - Remaining programme requirements

   - Any conditions or recommendations

2. **Learner Acceptance**
   The learner acknowledges acceptance by signing the confirmation form.

3. **Record Keeping**
   All RPL documentation is securely archived for **minimum five (5) years** for audit purposes, including:

   - Application form

   - Evidence portfolio

   - Assessment & verification reports

   - Final decision

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6. Roles and Responsibilities

Role	Responsibilities
Director – Shivanjan Chakraborty	Final approval of RPL outcomes; ensures RPL policy compliance with KHDA, IEAC, EDU; allocates resources.
Academic Director	Oversees RPL process; ensures quality, fairness, and consistency; conducts internal verification.
Academic Staff (RAL Advisers / Assessors)	Provide guidance; assess portfolios; maintain assessor competence; document decisions.
Administrative Staff	Manage applications; collect fees; maintain secure records; communicate decisions; support audits.
Learners	Submit authentic evidence; follow procedures; provide timely documentation; participate in interviews or assessments.

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7. Monitoring and Compliance

7.1 Monitoring

The Academic Director maintains oversight through:

- **Annual Internal RPL Audit** (sample review of completed cases)

- **Data tracking** (number of applications, approval rates, types of evidence)

- **Stakeholder feedback** from learners and assessors

- **Quality checks** to ensure decisions align with KHDA & IEAC standards

7.2 Compliance & Non-Compliance

Compliance

Ensures EBT maintains its authorization to grant RPL credits under KHDA and IEAC guidelines.

Learner Non-Compliance

Includes:

- Fraudulent or fabricated evidence

- Misrepresentation of experience

- Non-submission of required documentation

Consequences:

- Immediate rejection of application

- Possible expulsion from programme

- Possible reporting to KHDA

Staff Non-Compliance

Includes:

- Bias in assessment

- Incorrect application of RPL criteria

- Breach of confidentiality

Consequences:

- Disciplinary action per HR Policy

8. Review and Renewal

This policy is reviewed annually, or sooner if required due to:

- KHDA regulatory updates

- Changes in UAE National Qualification Framework

- IEAC/EDU accreditation updates

- Programme expansion or structural changes

- Findings from internal audits

Revisions are approved by the Director and communicated institution-wide.

9. Related Policies and Documents

- Admissions Policy

- Assessment & Moderation Policy

- Appeals & Grievance Policy

- EBT RPL Candidate Handbook

- EBT RPL Application Form

10. Approval and Signature

Approved by:

Shivanjan Chakraborty

Director, East Bridge Training (EBT)
Date: 03 November 2025