Operationalising RPL- A Case Study From Bahrain Polytechnic

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RPL

Source/Original Institution

Target Institution
Higher Education

Marketisation/Competitiveness

Commodification of Education

Changes to Consumption Patterns

Internationalization

*Sappey (2015)*
Bahrain Polytechnic’s Operating Environment

**Policy 6:** The policy aim is given as “Promoting the concept of Lifelong Learning which aims to recognise prior learning, and to further enhance progression pathways between education and training sectors”

Garnett and Cavaye (2015)
Bahrain Polytechnic Underpinning Philosophy

• Commitment to using evidence-based judgments when making assessments of prior learning.
Bahrain Polytechnic’s Teaching and Learning Methods
Bahrain Polytechnic’s Employability Framework
Therefore, Situation-Specific RPL Policies

- Maximum Permitted Credits:
  1) The total number of credits awarded may not exceed 50% of the total target qualification,
  2) A maximum of 30 credits only can be awarded at NQF level 7, and
  3) No credit can be awarded for NQF level 8 courses.
Readmitted Students

- No credit
- Excluded based on academic ground
  - No grade
- Withdrawal from study
  - No grade
- Credit
RPL Outcomes

- Credit Recognition
- Exemption
- Approved
Thank You