

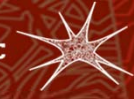


بوليتكنك البحرين
Bahrain Polytechnic

Operationalising RPL- A Case Study From Bahrain Polytechnic

Rodney Coombridge and Shaima Alansari

A Paper Presented at The INQAAHE Conference 28 February 2017- Kingdom of Bahrain



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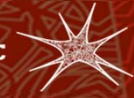
Situation- Specific
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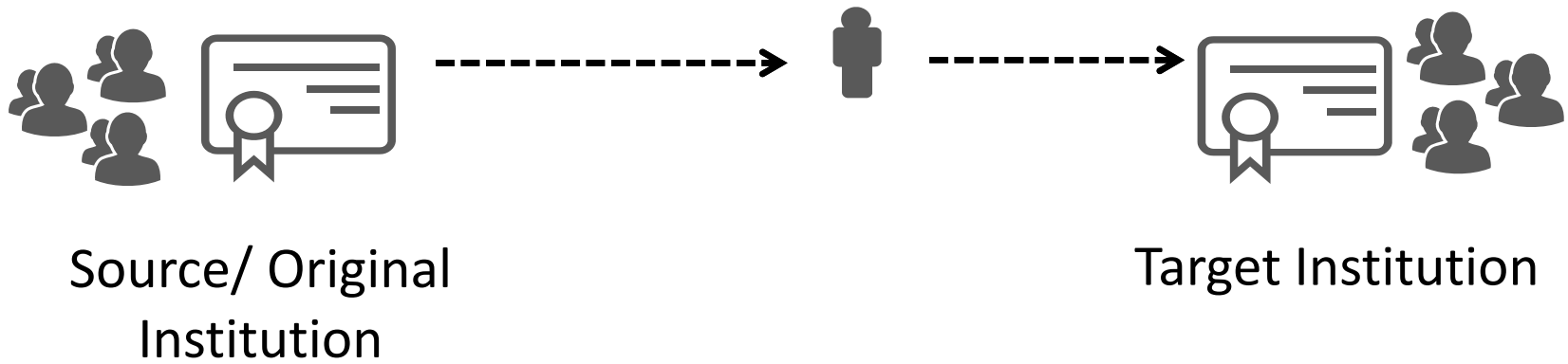
Bahrain Polytechnic
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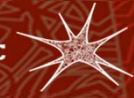
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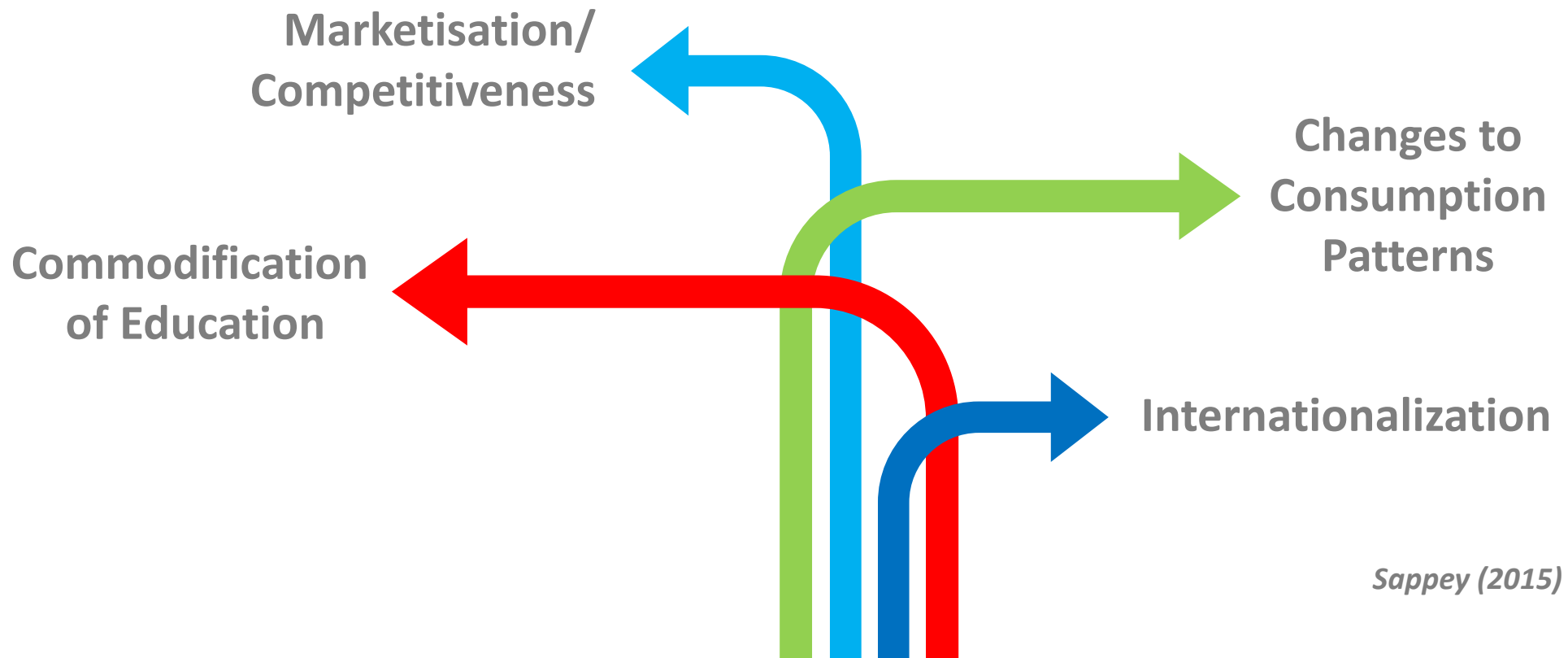


RPL

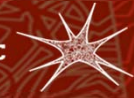




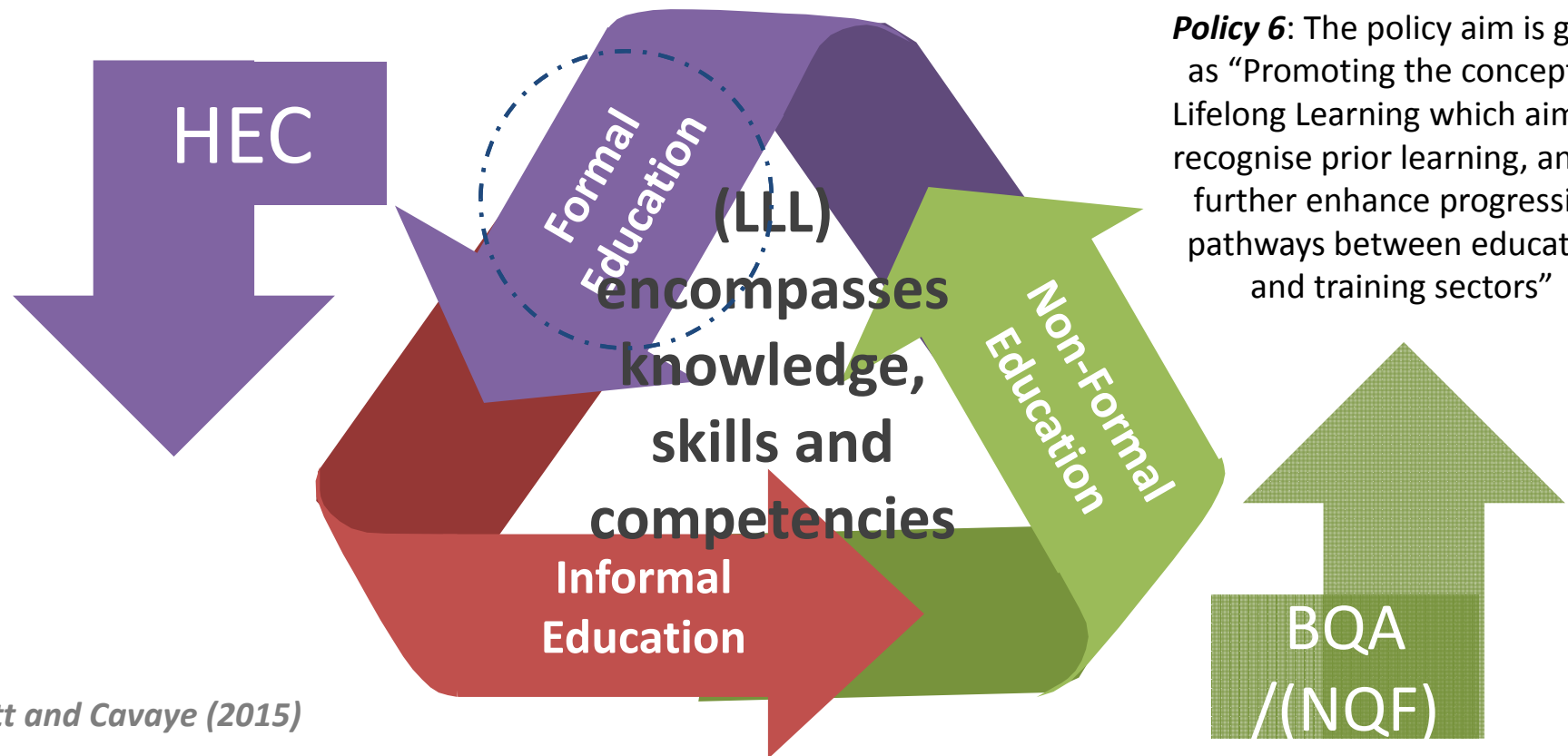
Higher Education



Sappey (2015)

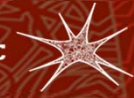


Bahrain Polytechnic's Operating Environment



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”

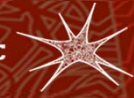
Garnett and Cavaye (2015)



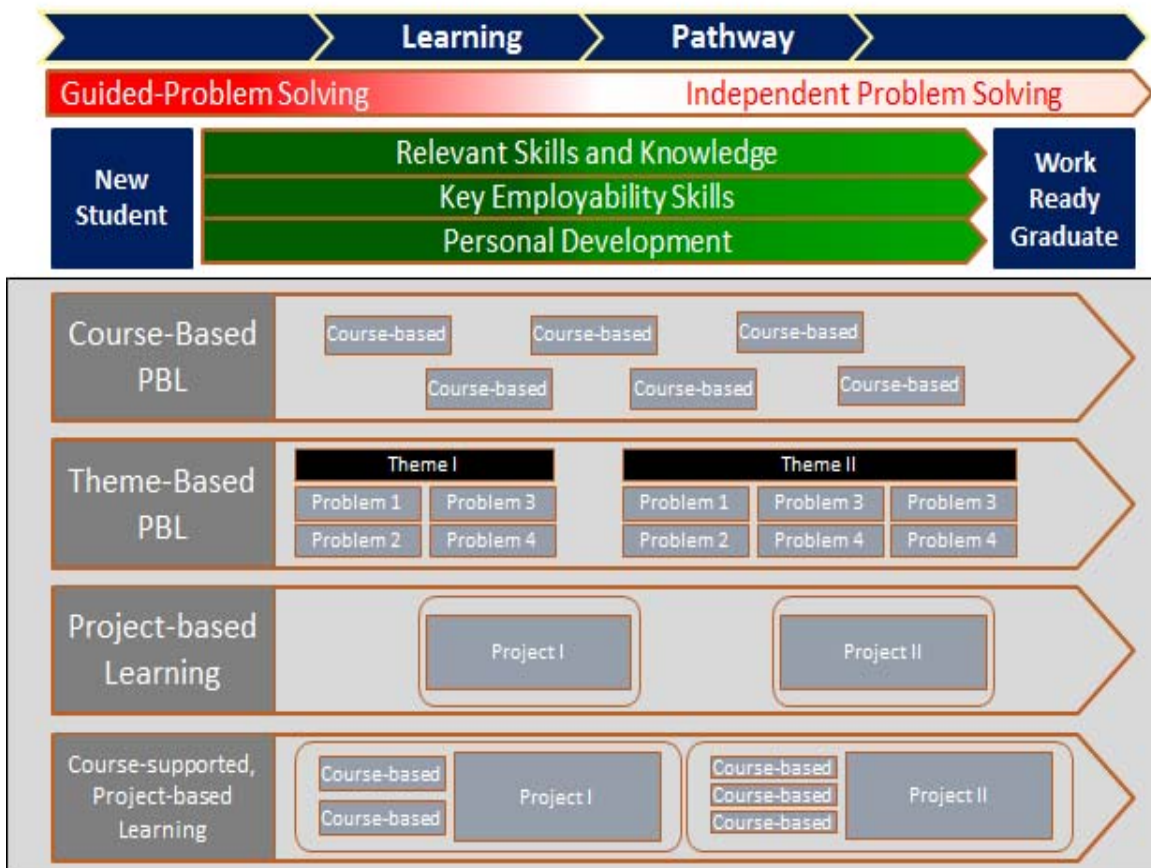
Bahrain Polytechnic Underpinning Philosophy

- Commitment to using evidence-based judgments when making assessments of prior learning.

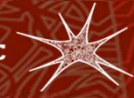




Bahrain Polytechnic's
Problem Based Learning Model



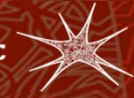
Bahrain Polytechnic's Teaching and Learning Methods



Bahrain Polytechnic Employability Framework

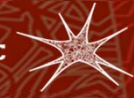
Bahrain Polytechnic's Employability Framework



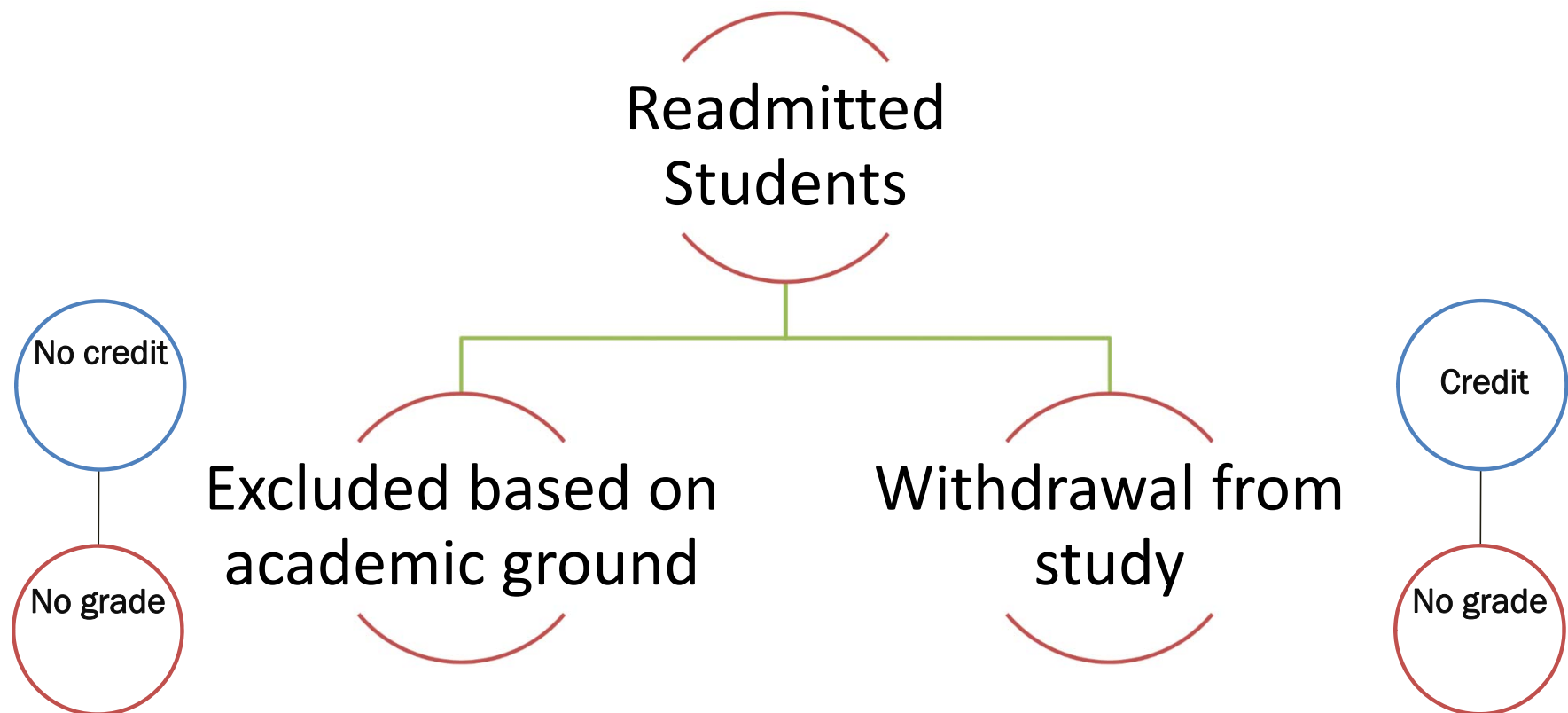


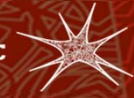
Therefore, Situation-Specific RPL Policies

- 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.



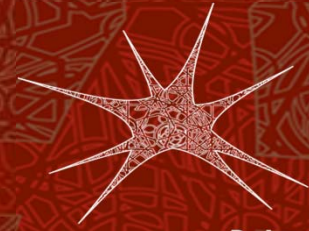
Readmitted Students





RPL Outcomes





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Thank You