



RECOGNITION OF PRIOR LEARNING POLICY AND PROCEDURE

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1. INTRODUCTION

Recognition of Prior Learning (RPL) basically means that people who have gained skills and knowledge through non-formal and/or experiential learning can be assessed and awarded credits for such learning if it meets the requirements of the unit standard or qualification.

RPL is therefore specifically designed to:

- identify what a learner knows and can do
- match the person's skills, knowledge and experience to specific standards and the associated assessment criteria of a unit standard or qualification
- assess the person against those standards
- credit the person for skills, knowledge and experience built up through formal, informal and non-formal learning that occurred in the past.

Consequently, it is necessary that the company develop an RPL policy to guide the regulation and implementation of RPL for the social service professions.

All Nations Outreach Christian Council fully supports the principles of RPL and the value its implementation holds for learners to redress the inequities of the past, give credit where credit is due and contribute to development. Council will strive to ensure that its policy and procedures uphold the principles of good practice.

2. PURPOSE

The purpose of this policy document is to -

- provide a framework for the implementation of RPL within the health and welfare sector that can be used to guide applicants, providers
- explain the company 's position in terms of RPL
- provide a framework for the registration of health and welfare sector by for persons who have achieved qualifications totally or partially through RPL

3. DEFINITION

The definition of RPL in the National Standards Bodies Regulations (No. 18787 of 28 March 1998) to the SAQA Act, 1995 is as follows:

Recognition of Prior Learning means the comparison of the previous learning and experience of a learner howsoever obtained against the learning outcomes required for a specific qualification, and the acceptance for purposes of qualification of that which meets the requirements.

This means that regardless of where and how a person achieved the learning, if such learning meets the requirements of a qualification (or part of it), it can be recognized for credits.

4. SCOPE

This policy is applicable to Facilitators, Assessors, Moderators, Support Staff and RPL assessment candidates.

5. POLICY APPLICATION

5.1 GENERAL PRINCIPLES OF RPL

All Nations Outreach Christian Council supports the general principles of RPL that are the following:

- RPL is equivalent to learning achieved through formal education and training
- RPL must be accessible
- RPL is individualized
- RPL is measured against outcomes of learning guided by specific assessment criteria
- RPL is evidence-based
- RPL focuses on quality
- Learning that is recognized through the RPL process is transferable, meaning that it is accepted by all providers and ETQAs.

5.2 RPL ASSESSMENTS

5.2.1 PRINCIPLES OF GOOD ASSESSMENT

The providers should subscribe to SAQA's principles of good assessment in terms of RPL and the fact that good RPL assessments depend almost exclusively on the validity, reliability and fairness of the assessment process. The main principles are described as follows:

- **Fairness:** Assessment should not in any way disadvantage or advantage a learner.
- **Validity:** An assessment should measure what it is supposed to measure, be it knowledge, understanding, subject content, skill, information, behavior, etc. The assessment must assess the learner's ability to perform designated tasks and the outcome must be clearly defined and stated.
- **Reliability:** Assessment should be consistent and the same relative judgments should be made in the same or relatively similar contexts each time an assessment of specified stated outcomes is conducted.

- **Practicality:** Assessment must take into account monitoring, time, resources and facility costs. It should not be unreasonably costly, too time-consuming and cumbersome.

5.2.2 CRITERIA FOR RPL ASSESSMENTS

a) Criteria for Assessors, Moderators and Verifiers

A qualification that is registered on the NQF includes the criteria for assessors, moderators and verifiers and these must be applied by the relevant ETQA and providers undertaking RPL.

For the purpose of this Policy, the following definitions apply:

- **Assessor** is a person who is registered by the relevant ETQA in terms of the criteria set by the relevant Standards Generating Body (SGB) for the achievement of specified NQF standards or qualifications.
- **Moderator** is a person/body that checks the work of several assessors to ensure consistency of assessments conducted regarding the outcomes described in the NQF unit standards or qualifications.
- **Verifier** is a person/body that verifies the policies and procedures used in assessment and moderation.

b) Criteria for Applicants

It must be stressed that RPL is **NOT** an easy alternative to gaining credits, a qualification or access to a learning programme or to obtain registration in order to practice. People considering applying for RPL must understand this clearly. As will be explained later on in detail, applicants must be able to provide substantial evidence that can be verified and that proves competence. The evidence provided by applicants must be both sufficient and current in terms of the required outcomes.

RPL WITHIN PROGRAMMES

All Nations Bible Institution & Projects will offer recognition of prior learning to a learner to attain entry/access to a programme and to gain exemptions from programme requirements.

5.2.3.1 ENTRY/ACCESS

A learner may seek entry to a programme where he/she does not meet the standard entry criteria on the basis of prior learning experiences. In this case a learner will demonstrate to the provider that he/she has the capacity to successfully participate on the programme.

It is acknowledged that some programmes leading to awards have no entry requirements. Where entry criteria apply, a prospective learner may use prior learning experiences to gain entry to a programme. The provider's procedure for entry to programmes will be approved by management at the point of programme validation within the context of the agreed quality assurance policy and award arrangements.

5.2.3.2 EXEMPTIONS

The centre may grant an exemption from a requirement of a programme to a learner on the basis of prior learning experience at the point of entry to a programme. Exemptions from programmes generally relate to exemption(s) from particular requirements of a programme and can include exemption from attendance or participation in parts of the programme requirements. The learner will be required to provide valid and reliable evidence of this prior learning to the provider to demonstrate attainment of the exempted element of the programme.

The granting of an exemption is the responsibility of the company in which the prospective learner wishes to participate. All Nations Bible Institution & Projects procedure on granting of exemptions will be approved at the stage of programme validation within the Quality Assurance Policy agreements.

5.2.3.3 CREDIT TOWARDS AN AWARD

KHOISAN SKILLS DEVELOPMENT may grant a credit to a learner on the basis of prior learning and aims to introduce a credit framework in 2009. Until that time the centre will not be required to facilitate learners for credit. The centre **will** advise RPL candidates of procedures and guidelines regarding credit at that time.

6. RPL PROCEDURE

A. Pre-assessment phase:

RPL facilitator meets applicant for prior evaluation to determine the possible success of an application.

If the possibility for successful application is high, the following are facilitated with the applicant during a pre-assessment phase.

- Development of a learning portfolio
- Personal counselling
- Orientation to assessment instrumentation
- Guidance to demonstrate learning

The *assessor* and the applicant agree to an assessment plan, which includes

- Standards and requirements
- Types of proof that are required
- Finalization of assessment instrumentation
- Dates and schedule for assessment

If the possibility for a successful application is **low** (i.e. the applicant does not meet the minimum requirements), the applicant is referred to alternative study routes

B. Assessment phase:

Applicant is assessed via

- test/challenge examination
- portfolio;
- interview;
- Artifacts, etc.

6.1 RELATED RPL ASPECTS THAT ARE PRESUMED TO BE IN PLACE

- RPL policy and procedures have been clarified and information about RPL is made available to applicants.
- The faculty has a set of criteria according to which prior evaluation (pre-screening) can be done. The applicants are aware of what these criteria are.
- An RPL facilitator is up to date with alternative study options and has counselling skills.
- It is extremely important that the applicants are prepared for assessment by competent staff. If facilitators are not available, it is assumed that assessors will fulfill this task.
- Assessment instruments are presumed to fulfill validity, reliability and other relevant criteria.

C. Evaluation phase:

- Proof of learning is evaluated by assessor
- Moderation phase
- Feedback phase
- Credit or access not granted
- Credit or access granted
- Post-assessment support and channeling
- Appeal procedure may be initiated

7. COMMUNICATION OF POLICY

The RPL Policy will be circulated to Support Staff, Assessors, Moderators and Facilitators. A workshop will also be conducted internally to familiarize all concerned staff with the RPL Policy. RPL assessment candidates will be informed about RPL services and procedures through brochures, radio and other means of mass media.

8. EVALUATION AND REVIEW

The policy will be evaluated on a regular basis and reviews will be conducted once a year. Evaluations from RPL assessment candidates, Assessors and Moderator feedback will be used as well to evaluate and review the RPL Policy.

9. DOCUMENTATION

- An approved master copy (hard-copy) of the RPL Policy
- An electronic copy of the RPL Policy
- A signed circulation list of employees that received the Policy.

Appendices

RPL forms

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RPL APPLICATION FORM

SECTION 1

SECTION 1

Provider Name:	For unit standard/													
	qualification title:													
	NQF Level			Credits										

Name of Applicant:	Surname/last name																		
	First names (in full)																		
	Title				Initials (first names)														

1.	Identity number:													Type of ID document:	
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[illegible][illegible]

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	Address:																																
																Postal code:																	
4.	Contact numbers:																																
	(Home):																																
	(Work):																																
	(Fax):																																
	(Cell):																																
5.	Have you specified the unit standard/qualification you are applying for:														No				Yes														
6.	Are you familiar with the NQF?:														No				Yes														
7.	What is your highest academic school achievement?																																
	Standard/Grade passed			Year																													

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	Name of School/College																						
Do you have documentary proof / evidence of the above achievement?																				No		Yes	
	ABET4/NQFL1		NQF L2		NQF L3		NQF L4		NQF L5 and Higher or Other														
8. What are your post school/college achievements? (i.e. unit standard, qualification, learnership or skills programme)																							
		(1)																Year					
		Name of School/College/Technikon/University/ Provider																					
		Name of Provider																					

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	Do you have documentary proof / evidence of the above achievement?	No		Yes	
	What are your post school/college achievements? (i.e. unit standard, qualification, learnership or skills programme)				
	(2)				Year
	Name of School/College/Technikon/University				
	Name of Provider				
	Do you have documentary proof / evidence of the above achievement?	No		Yes	
	ABET 4/NQ FL1		NQ F L2		NQF L3
					NQF L4
					NQF L5 and Higher or Other

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RPL APPLICATION FORM

Section 2

Provider Name	For unit standard/ qualification title:																			Document no:										
	NQF Level																			Credits										
Revision number:																				Revision Date:			/		/					
Name Applicant:	of	Surname/last name																												
		First names (in full)																												
		Title																		Initials (first names)										
Where and when have you demonstrated your related skills, competencies and experience?																														
(1)	Name of Institution																													
	Address:																													

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		Position/Program/Course																	
		Period: (From)										To:							
		Name of person in Charge																	
		Tel nr:	(					)				-							
		Do you have proof/evidence of the above related skills, competencies and experience?														No		Yes	
		Letter of Appointment		Service Record		Sworn Statement		Approved Job Description		Photographs or Video Recordings		Other (Specify):							
	(1)	Name of Institution/Faculty/School/Discipline																	

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		Address:																								
		Position (Job title)																								
		Period: (From)											To:													
		Reporting to (Job title)																								
		Name of person																								
		Tel no:	(					)			-															
Responsibilities (related skills, competencies and experience exercised)																										

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	Letter of Appointment		Service Record		Sworn Statement		Approved Job Description		Photographs or Video Recordings		Other (Specify):							
Applicant signature:																		
							Date:			/								
Assessor signature:																		
							Date:			/								
RPL Program Coordinator's signature:																		
							Date:			/								

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LEARNER RPL ASSESSMENT RECORD

NOTE: The provider can use this form as a guide for developing a form for the systematic recording of the outcome of the RPL Assessment

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E-mail:	
Name of Company/ Institution:	
Department:	
Assessment:	
Theory:	
Assessor Name:	
Provider Name:	
Provider's Registered Name:	
Name of Assessor (if applicable):	
Practical:	
Assessor Name:	

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Provider Name:	
Provider's Registered Name:	
Name of Assessor (if applicable):	
I , the learner, had the opportunity to discuss and agree to the following before the assessment - Mark with a ✓	
<input style="width: 20px; height: 20px;" type="checkbox"/>	1. The qualification or unit standard to be assessed
<input style="width: 20px; height: 20px;" type="checkbox"/>	2. The specific outcomes, performance criteria and range expected to be demonstrated
<input style="width: 20px; height: 20px;" type="checkbox"/>	3. The work activity to be demonstrated
<input style="width: 20px; height: 20px;" type="checkbox"/>	4. The type of assessment program and who will be involved
<input style="width: 20px; height: 20px;" type="checkbox"/>	5. The assessment requirements indicated below and the program timetable
<input style="width: 20px; height: 20px;" type="checkbox"/>	6. Any concerns about this assessment
<input style="width: 20px; height: 20px;" type="checkbox"/>	7. The type of competency that I want to achieve

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	8. Further opportunities for re-assessment in the future										
	Observation				Oral Questions				Written questions		
	Portfolio evidence			of		Assignment				Witness testimony	
	Project				Simulation				Other assessors evidence		
Theory achieved				Yes	/	No	Compete nt		Ye s	No	
Practical standard achieved				Yes	/	No	Compete nt		Ye s	No	
Next assessment opportunity target date planed, if applicable):											
/ /											

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ASSESSORS RECORD																											
Provider Name	For unit standard/ qualification title:																										
	NQF Level																										
	Credits																										
Candidate																											
Reference number:																											
Assessor's name:	Surname/last name																										
	First names (in full)																										
	Title					Initials (first names)																					
Assessor	Date:			/		/	2	0																			

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feedback to the learner (Delete if not applicable):	Assessor signature:	<u>Feedback to the Learner</u>											
Assessor's Decision (Please tick the appropriate Decision):	<i>"I have examined and interviewed the above named candidate, I am recommending:</i>												Tick (✓)
	a) The candidate meets the required standards for recognition for the above specified award												a)
	b) The candidate meets the required standards but needs to provide additional evidence as specified in Section B below.												b)
	c) The candidate has not provided adequate evidence to prove he/she meets the standards for the above specified award												c)
Moderator feedback to the learner (Delete if not applicable):	Date:			/			/	2	0				
	Moderator's signature:												
Moderator's name:	Surname/last name												
	First names (in full)												
	Title					Initials (first names)							

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Moderator comments (Delete if not applicable):													
Learner feedback notes to the assessors (Delete if not applicable):													
Date:					/			/	2	0			
Learner's signature:													

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Assessor's Comments on the Main Items of Evidence Presented

Evidence Includes	YES	NO
Curriculum Vitae		
Work History		
Job Specification		
Products/Samples of work		
References /Testimonials		
Evidence of on the job assessment		
Accounts of experience		
Other certified Learning		
Assessor observations/comments - additional requirements		
Does the evidence presented demonstrate that the standards for the award have been met?		
Evidence assessed for Authenticity <i>(details to be given) Evidence endorsed by current employer/referee/appropriate person.</i>		
Evidence dated and Verified at Interview		
Evidence assessed for Sufficiency <i>Assessor is satisfied that the evidence is adequate to exceed the minimum standard</i>		
Evidence assessed for Validity <i>Evidence is directly relevant to the standard for the above award</i>		
Assessor satisfied for Currency of Evidence <i>Evident is current within the last 5 years. Evidence presented may be older but must be current within the present requirements of skill, knowledge and competences specified for the award.</i>		
Other comments about evidences submitted: 		

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Assessor's Signature: _____ **Date:** _____

External Verification Form

Verified By:		
Date		
Name of the Institution/Organization:		
Decision by Verifier:	Reason	
Supports the Recommendation above		
Does not support the recommendation above		
Notes:		
Date:		
Verifier Profile:		
Observations of Verifier		
Verifier's Name & Signature:		

Date: _____		