



P . A . B

Professional Accreditation Body

RPL POLICY

1. DEVELOPMENT OF RPL GUIDE

The purpose of this document is to provide guidelines for the development and implementation of quality RPL systems, services and programmes. It contains a specialized set of criteria and guidelines relevant to assessments for the purposes of RPL. Furthermore it addresses the role and functions of accredited ETQAs, providers and assessors in the design and implementation of RPL related assessments and in the development of RPL systems, instruments and procedures.

PAB has developed this guide for all its constituents offering Education and training in the PAB scope of accreditation. It has been developed to assist all providers in the understanding and implementation of the RPL process. It can be used as tool to check current RPL processes and approaches. This guide is aimed at providing a concise interpretation of RPL and guidance to implement RPL so that it is fair, reliable and transparent. It will set out the process of RPL from the interpretation thereof to the development of policies and procedures, and it will include the end result of implementing RPL enabling the provider to understand and effectively implement RPL.

RPL should be an integrated part of the assessment policies of ETQAs and their constituent providers and not an “add-on” procedure. This guide is aimed at providing direction and support so that the system of RPL will be able to set the required standards to meet the challenges of social, economic and human development.

2. THE ROLE OF PAB

PAB is to assist its constituent providers to implement quality assured RPL. The ETQA functions of PAB are as follows:

Education and Training Quality Assurance Bodies Regulations No 19231 of 8 September 1998 specifies that ETQAs shall:

- (a) accredit constituent providers for specific standards or qualifications registered on the National Qualifications Framework;
- (b) promote quality amongst constituent providers;
- (c) monitor provision by constituent providers;
- (d) evaluate assessment and facilitation of moderation among constituent providers;
- (e) register constituent providers for specified registered standards or qualifications in terms of the criteria established for this purpose;
- (f) take responsibility for the certification of constituent learners;
- (g) co-operate with the relevant body or bodies appointed to moderate across Education and Training Quality Assurance Bodies including but not limited to, moderating the quality assurance

Document Title	Recognition of Prior Learning (RPL001)		
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Page number	Page 1 of 17	Revision Date	2009-08-20
Revision number	1	Access	
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Electronic copy home	F:\PAB DOCS\PAB - Criteria, Guideline and Policy Documents\PAB Recognition of Prior Learning Policy Document - Done\2009\Recognition of Prior Learning (RPL001).doc		

on specified standards or qualifications for which one or more Education and Training Quality Assurance Bodies are accredited;

- (h) recommend new standards or qualifications to National Standards Bodies for consideration, or modifications to existing standards or qualifications to national Standards Bodies for consideration;
- (i) maintain a data-base acceptable to the Authority;
- (j) submit reports to the Authority in accordance with the requirements of the Authority; and
- (k) perform such other functions as may from time-to-time be assigned to it by the Authority.

It is the ETQAs responsibility to ensure that their constituent providers' assessment policies integrate and implement RPL. The visible and invisible barriers to learning and assessment must be acknowledged and strategies must be developed to deal with these.

RPL as a category of assessment requires a high degree of flexibility, sensitivity and specialization, making use of existing infrastructure and resources as far as possible. RPL policies must be integrated into existing processes, structures and projects. Candidate support and preparation, the preparation of assessment methods, instruments and administrative systems, must be developed carefully, to support the process and protect the integrity of the results.

Providers must retain their autonomy and need to develop implementation plans within the constraints of their organizations, while meeting the agreed requirements of the framework and criteria indicated in the policy.

ETQAs will facilitate and monitor the progress towards full implementation of RPL.

3. WHAT IS RPL?

Recognition of Prior Learning is defined in National Standards Bodies Regulations (No 18787 of 28 March 18, issued in terms of the SAQA Act 58 of 1995) as follows:

"Recognition of Prior Learning means the comparison of the previous learning and experience of a learner how so ever obtained against the learning outcomes required for a specified qualification, and the acceptance for purposes of qualification of that which meets the requirements."

RPL is described in the SAQA publication *Criteria and Guidelines for Assessment or NQF registered Unit standards and Qualification* (October 2001) as follows:

"To, through assessment, give credit to learning which has already been acquired in different ways."

There is no fundamental difference in the assessment of previously acquired skills and knowledge and the assessment of skills and knowledge acquired through a current learning programme. The candidate seeking credits for previously acquired skills and knowledge must still comply with all the requirements as stated in the unit standards or qualifications.

There is however a difference in the route to the assessment. RPL assessors are required to assess learning hasn't been taught by them through a course. It is expected of assessors to recognize learning that occurred in other contexts, outside of their domain or institution.

Document Title	Recognition of Prior Learning (RPL001)		
Document Number	RPL001	Date compiled	2008-10-14
Page number	Page 2 of 17	Revision Date	2009-08-20
Revision number	1	Access	
Reviewed by	Marlie Spencer	Approved by	Madeleine Gericke
Electronic copy home	F:\PAB DOCS\PAB - Criteria, Guideline and Policy Documents\PAB Recognition of Prior Learning Policy Document - Done\2009\Recognition of Prior Learning (RPL001).doc		

RPL assessment requires them overcoming any pre-conceived notions that the learning may be inferior to the course provided by their institution. RPL is the acknowledgement of informal learning as part of a social redress programme, so that access to formal learning may be facilitated and institutionalized.

Furthermore during the process of evidence gathering and the assessment thereof, assessors are required to work with products and documentation that has been previously developed in other contexts and one of the challenges is to relate this to formal learning outcomes.

The two main purposes of RPL are **access** and **redress**. It is obvious from both local and international experiences of RPL that the principles of equity, access and redress need an explicit translation into practice if they are to be met. It would be short sighted to suggest that RPL has a redress function only and therefore a relatively limited lifespan.

As the education and training system matures in South Africa, recognition of prior learning will increasingly support the principle of lifelong learning. This will encourage the nation's people to develop and improve their skills continuously to meet the challenges of the 21st century.

RPL is practiced in the Higher Education and Training (HET), Further Education and Training (FET) and General Education and Training (GET) Bands and in Adult Basic Education and Training (ABET). It occurs at formal institutions of learning, at workplace-based education and training centers and small private single purpose providers.

RPL is done against **unit standard-based qualifications** and **the learning outcomes of whole qualifications**. Qualifications based on unit standards and whole qualifications are equally valid expressions of outcomes-based education. Perpetuating the division between these two types of qualification would be an unwarranted position. It is much more important to establish ways in which articulation between vocationally oriented, professional and academic qualifications can take place to facilitate the development of multiple learning pathways.

The contexts within which RPL is practiced will be linked to the varied purposes for embarking on a process of recognition of prior learning.

These purposes include:

- Personal development and/or certification of current skills without progressing into a learning program.
- Progression into a learning programme, using RPL to fast-track progression through the learning programme.
- Promotion.
- Career or job change.

4. THE RPL PROCESS

IDENTIFY! - what the candidate **knows** and can **do**

MATCH! - the candidate's **skills, knowledge** and **experience** to specific standards and assessment criteria of a qualification

ASSESS! - the candidate against those **standards**

Document Title	Recognition of Prior Learning (RPL001)		
Document Number	RPL001	Date compiled	2008-10-14
Page number	Page 3 of 17	Revision Date	2009-08-20
Revision number	1	Access	
Reviewed by	Marlie Spencer	Approved by	Madeleine Gericke
Electronic copy home	F:\PAB DOCS\PAB - Criteria, Guideline and Policy Documents\PAB Recognition of Prior Learning Policy Document - Done\2009\Recognition of Prior Learning (RPL001).doc		

CREDIT! - the candidate for skills, knowledge and experience built up through **formal, informal** and **non-formal learning** that occurred in the **past**

<p>Phase 1: RPL candidate arrives</p>	<p>Provider allocates an RPL advisor/mentor/evidence facilitator to assist the RPL candidate.</p>	<p>Candidate explains why she/he wishes to have her/his prior learning assessed</p>	<p>Advisor opens up a file for the candidate and records the detail of the discussion</p>	<p>RPL candidate goes back and does some reflection about her/his learning, using the learning cycle method.</p>
<p>Phase 2: Second meeting</p>	<p>RPL candidate and advisor meet and discuss the candidate's prior learning</p>	<p>Assessor and learner identify the relevant unit standards and possibly the qualification</p>	<p>Advisor will allocate a registered assessor to the RPL candidate</p>	<p>Assessor and candidate will discuss what is to be assessed and best possible ways to assess the prior learning.</p>
<p>Phase 3: Portfolio Development</p>	<p>Identify the learning pathway the candidate wishes to follow.</p>	<p>Learners are to reflect on their learning, write a reflection on the experiences and learning (if possible), and set a time frame.</p>	<p>Learners are to look at the unit standards to which the learning relates and start identifying evidence that will support the learning.</p>	<p>Learners are to collate the evidence and document it in a format that will facilitate the assessing of it. (Portfolio of evidence)</p>
<p>Phase 4: Assessment and learner Support</p>	<p>The assessment must be a continuous process, and the assessor is to provide support and guidance to the candidate on how to develop the portfolio of evidence</p>	<p>Assessor must consider alternative means of obtaining evidence of learning: testimonials, photographs, written evidence, demonstrations etc.</p>	<p>Assessor needs to identify whether the learner requires the services of a counsellor. If the assessor is not trained as a counsellor, then s/he must not perform that task, but to engage the services of a professional.</p>	<p>Once the portfolio has been completed, the assessor must include the formative evaluation /records in the portfolio, so that the process transparent and valid.</p>

Document Title	Recognition of Prior Learning (RPL001)		
Document Number	RPL001	Date compiled	2008-10-14
Page number	Page 4 of 17	Revision Date	2009-08-20
Revision number	1	Access	
Reviewed by	Marlie Spencer	Approved by	Madeleine Gericke
Electronic copy home	F:\PAB DOCS\PAB - Criteria, Guideline and Policy Documents\PAB Recognition of Prior Learning Policy Document - Done\2009\Recognition of Prior Learning (RPL001).doc		

Phase 5: Quality assurance	<u>Recording of the RPL process:</u> It must be:	<u>Assessment:</u> Criteria against which learning is assessed must be made available to the candidate	<u>Moderation:</u> Moderation of assessment process must be transparent.	<u>Verification:</u> Conducted by PAB
	Transparent Reliable Fair Valid It must reflect the different stages of assessment and how it was followed through.	Feedback must be positive and linked to learning criteria and/programme. Indigenous knowledge must be acknowledged and respected.	It must assess whether the goals of the assessment process have been achieved.	

5. ROLES AND RESPONSIBILITIES

Provider:

- Administration and support system
- RPL admission criteria and forms
- Pre-Screening of candidates
- Specify assessment criteria
- Policy & procedures for documentation of assessments
- Policy & procedure for recording of assessments
- Liaise with PAB

RPL Candidate

- Reflect on informal and non-formal learning
- Identify learning pathway/qualification to be achieved
- Obtain unit standards related to the prior learning
- Conduct a self- assessment against unit standards which relate to the learning, the learning pathway and qualification
- Provide evidence of learning, and develop a portfolio of evidence
- Identify together with assessor which areas of learning still needs upgrading so that full credits/qualification may be achieved
- Meet with RPL advisor/assessor continuously

RPL advisor/mentor

- Conduct a meeting to:
- Identify the candidate's goals
- Evaluate the candidates' reasons for wanting to achieve the goals and determine whether the reasons are relevant to the goals.

Document Title	Recognition of Prior Learning (RPL001)		
Document Number	RPL001	Date compiled	2008-10-14
Page number	Page 5 of 17	Revision Date	2009-08-20
Revision number	1	Access	
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Electronic copy home	F:\PAB DOCS\PAB - Criteria, Guideline and Policy Documents\PAB Recognition of Prior Learning Policy Document - Done\2009\Recognition of Prior Learning (RPL001).doc		

- Discuss the candidate's prior learning and evaluate whether the candidate is ready for RPL or not (in some cases the candidate may be provided with a self evaluation test to assess whether she/he qualifies for RPL in the particular learning field)
- If the candidate does not qualify for RPL, the decision must be explained to the candidate.
- Advise the candidate that she/he may appeal against the decision.
- Provide guidance to the candidate regarding on how to reflect on her/his experiences and how to identify the learning.
- Ensure that an advisor or mentor is available to assist and support the candidate.

Assessor

- Meet with the candidate to:
 - Identify the unit standards, course outcomes or qualification that will relate to the prior learning
 - Discuss the assessment process
 - Identify relevant assessment methods, assessment tools and time frames.
 - Plan, prepare and structure the assessment for the unit standards
 - Conduct the assessment
 - Evaluate the evidence and make an assessment
 - Record the assessment judgement
 - Evidence, judgements and records are maintained in the Quality Management System
 - Provide constructive feedback
 - Review the assessment process:
 - Identify good and bad practices in the assessment
 - Reflect whether the assessment design eliminated bias and unfair practices
 - Determine the quality of unit standards and inform the relevant bodies.

RPL Moderator

- Plan and prepare for moderation
- Conduct moderation
- Advise and support assessors and assessment agencies
- Report, record and administer moderation
- Review moderation systems and processes.

Verifier

- PAB will verify the moderation process.

6. CORE CRITERIA FOR QUALITY ASSURANCE OF RPL

The SAQA RPL Policy is based on the principles of RPL for redress, equity and access. It promotes a holistic approach to RPL, providing learner support that would enhance self-confidence and self-worth. Thus ensuring that the context and not the place of learning is seen as an important process of learning, thereby providing access to further learning.

The policy stipulates the core criteria for quality assurance of RPL. The assessments have to be credible, the assessment centre or Institution has to ensure that it provides an enabling environment for the assessments. Providers must develop an assessment or RPL Policy; established RPL structures demonstrate a clear understanding of the RPL practices to avoid conflicting interpretations. Providers must develop the capacity to provide adequate learner support, ensure that trained and registered assessors are in place and establish a quality management system.

Document Title	Recognition of Prior Learning (RPL001)		
Document Number	RPL001	Date compiled	2008-10-14
Page number	Page 6 of 17	Revision Date	2009-08-20
Revision number	1	Access	
Reviewed by	Marlie Spencer	Approved by	Madeleine Gericke
Electronic copy home	F:\PAB DOCS\PAB - Criteria, Guideline and Policy Documents\PAB Recognition of Prior Learning Policy Document - Done\2009\Recognition of Prior Learning (RPL001).doc		

The policy also provides a strategic framework for implementation, which includes an audit of current practice, the development of detailed sector specific plans, capacity building of resources and staff, the design and moderation of appropriate assessment instruments and tools, quality management systems and procedures and the establishment of a research base.

To conclude, the SAQA-RPL Policy sets the framework within which RPL should be implemented.

Assessment for the recognition of prior learning is subject to the following principles:

1. Credible assessment
2. Quality of the evidence
3. Assessment planned and designed on the basis of understanding the requirements of the unit standard, part qualification or whole qualification
4. The use of various methods and instruments
5. Moderation and quality assurance of assessments

The following criteria have been formulated as a guide for a system of quality assurance in respect of RPL services offered by education and training providers, but are also true for the quality assurance of assessment policies in general.

The areas of practice are discussed individually, described by a quality statement and followed by an example of a self-audit tool. They must be used by providers, both in terms of formal institutions and workplace-based providers, to measure their progress against agreed targets.

AREAS OF PRACTICE

- A. Institutional policy and environment
- B. Services and support to learners
- C. Training and registration of assessors and key personnel
- D. Methods and processes of assessment
- E. Quality management systems (moderation)
- F. Fees for RPL services
- G. RPL and curriculum development

A. INSTITUTIONAL POLICY AND ENVIRONMENT:

An enabling environment **demonstrating commitment** to RPL is essential. Proper policies, structures and resources must be allocated to a credible assessment process, for it can easily become an area of contestation and conflict. Assessment practice is a critical aspect in the emerging education and training system and needs thorough discussion and guidelines. Ref: SAQA's *Criteria and Guidelines for Assessment of NQF registered Unit standards and Qualifications* (October 2001).

Document Title	Recognition of Prior Learning (RPL001)		
Document Number	RPL001	Date compiled	2008-10-14
Page number	Page 7 of 17	Revision Date	2009-08-20
Revision number	1	Access	
Reviewed by	Marlie Spencer	Approved by	Madeleine Gericke
Electronic copy home	F:\PAB DOCS\PAB - Criteria, Guideline and Policy Documents\PAB Recognition of Prior Learning Policy Document - Done\2009\Recognition of Prior Learning (RPL001).doc		

Example of the self-audit tool: (Key: Y – Yes; N – No; U – Underdeveloped)

INSTITUTIONAL POLICY AND ENVIRONMENT				
<i>There is a shared commitment on the part of ETQA' s, accredited constituent providers and workplaces to provide enabling environments for learning and assessment (inclusive of close co-operation between administration, learning facilitators, evidence facilitators, advisors, assessors, moderators, professional organizations, employers, trade unions and communities, where appropriate).</i>				
	<u>Evidence required</u>	<u>Y</u>	<u>N</u>	<u>U</u>
The assessment policy expresses an explicit commitment to the principles of equity, redress and inclusion.				
The assessment policy reflects planning and management in accordance with relevant legislation and policy.				
Information about assessment opportunities and services are widely available and actively promoted.				
Admission procedures and systems are accessible and inclusive of learners with diverse needs and backgrounds.				
Equal access to opportunities to advice, support, time and resources for all candidates seeking assessment.				
Organizational structures ensure that evidence facilitators, assessors and moderators and other key personnel, such as advisors, are given sufficient support, resources and recognition for their services.				
Regional integration and collaboration are encouraged among institutions, professional bodies and workplaces, where possible.				
Formal agreements between ETQA' s , providers and workplaces are encouraged to ensure effective validation, articulation and recognition of assessment results, where possible.				

Document Title	Recognition of Prior Learning (RPL001)		
Document Number	RPL001	Date compiled	2008-10-14
Page number	Page 8 of 17	Revision Date	2009-08-20
Revision number	1	Access	
Reviewed by	Marlie Spencer	Approved by	Madeleine Gericke
Electronic copy home	F:\PAB DOCS\PAB - Criteria, Guideline and Policy Documents\PAB Recognition of Prior Learning Policy Document - Done\2009\Recognition of Prior Learning (RPL001).doc		

B. SERVICES AND SUPPORT TO LEARNERS / CANDIDATES:

Services and support form part of pre-assessment advice and counseling (refer to annexure no). This service is similar to those offered by suitably trained career guidance counselors or advisors who are part of student services offered at institutions. At workplaces, these services could be offered by trained human resource practitioners, line managers or suitably qualified education and training practitioners. A separate infrastructure should not be established for RPL for the following reasons:

Credits awarded to learners/candidates through the process of RPL are equal to credits awarded to learners in formal full-time learning programmes. RPL should not be marginalized as the easy, second-best route to obtain credits. The establishment of a separate RPL infrastructure may create this impression.

Services and support to candidates are similar to the support offered to adult learners in full-time study, taking into account the need for flexible learning environments for adults facing the pressures of work and study.

The levels of disempowerment and dislocation that decades of discriminatory education and training policies and practices caused should not be underestimated, nor can the unfamiliarity with formal study be ignored. The support services should consciously address the invisible barriers to successful assessment.

This may include:

A re-alignment of existing academic development programmes to suit the needs of adult learners, advising programmes, assistance with identifying equivalencies and preparation for assessment.

This may also include dealing with the significant anxieties, traumas and non-technical barriers that arise when adult learners enter the RPL arena. The inclusion of advising and counseling services to compliment evidence facilitation and assessment should be an important principle in the provision of RPL services. Learner/candidate support structures are critical as a measure to enhance the success rate of candidates, whether they be adult learners, RPL candidates or learners involved in full-time learning programmes.

Example of the self-audit tool: (Key: Y – Yes; N – NO; U – Underdeveloped)

SERVICES AND SUPPORT TO LEARNERS/CANDIDATES				
<i>Through properly conducted evidence facilitation⁸, advice and other support services, including assistance with dealing with personal, social and technical barriers to assessment and preparation of evidence, candidates are able to see how to use the process of RPL to achieve their personal, educational and career goals.</i>				
	<u>Evidence required</u>	<u>Y</u>	<u>N</u>	<u>U</u>
Advising services and programmes assist learners/candidates to make effective choices about learning programmes, career and work-related opportunities.				

Document Title	Recognition of Prior Learning (RPL001)		
Document Number	RPL001	Date compiled	2008-10-14
Page number	Page 9 of 17	Revision Date	2009-08-20
Revision number	1	Access	
Reviewed by	Marlie Spencer	Approved by	Madeleine Gericke
Electronic copy home	F:\PAB DOCS\PAB - Criteria, Guideline and Policy Documents\PAB Recognition of Prior Learning Policy Document - Done\2009\Recognition of Prior Learning (RPL001).doc		

Advising programmes and services provide assistance to learners/candidates in preparing for assessment.				
Support services attempt to remove time, place and other barriers to assessment.				
Evidence facilitators assist candidates in preparing and presenting evidence in a coherent and systematic fashion.				
Structured short learning programmes or articulation-based programmes are increasingly available where required.				

C. TRAINING AND REGISTRATION OF ASSESSORS AND KEY PERSONNEL:

The training and orientation of assessors and staff involved in assessment has is a critical component for the successful implementation of the principles and objectives of the NQF.

The role of assessors is to:

- ***Inform the candidate about the requirements of qualifications or unit standards***
- ***Support and guide the candidate in the collection of evidence***
- ***Help the candidate plan for the assessment***
- ***Inform the candidate about the timing of the assessment***

Conduct the assessment and provide feedback For the purpose of RPL this role has been refined and expanded, however this does not mean that it could not be the same person fulfilling the roles of both facilitating the identification of the evidence and the assessing of the evidence. Evidence facilitation, assessment and advice is distinctive, and should ideally be performed by different people to avoid potential conflict of interest and bias, but could be performed by the same person, or alternatively by trained practitioners, especially in terms of the advisory function, since this may require specialized knowledge and skills.

The evidence facilitator and assessor in particular, should be exposed to training components on the development of self-awareness, sensitivity and the ability to know and manage one/s own biases. The critical areas of bias focus on issues of race, language, religion, gender and class, but there are numerous other biases, including the bias against experiential and non-formal forms of learning. Anti-bias and sensitivity training needs to emphasize an understanding of these potential problems and the ways in which they may impact on assessment activities and processes.

Training needs to include an explicit component on language bias, where language may become a hindrance to assessment, in particular where candidates make use of colloquialisms for work processes, equipment and tools. If the demonstration of skill does not require formal language skills, the assessor has to be sensitive to the use of words and terms common within a particular context. However, where language is a critical component in the acquisition of knowledge and skills, competencies cannot be assessed in the presence of linguistic inadequacy. The assessment of language is an integral feature of recognition of prior learning in such cases.

Document Title	Recognition of Prior Learning (RPL001)		
Document Number	RPL001	Date compiled	2008-10-14
Page number	Page 10 of 17	Revision Date	2009-08-20
Revision number	1	Access	
Reviewed by	Marlie Spencer	Approved by	Madeleine Gericke
Electronic copy home	F:\PAB DOCS\PAB - Criteria, Guideline and Policy Documents\PAB Recognition of Prior Learning Policy Document - Done\2009\Recognition of Prior Learning (RPL001).doc		

Example of the self-audit tool: (Key: Y – Yes; N – No; U – Underdeveloped)

TRAINING AND REGISTRATION OF ASSESSORS AND KEY PERSONNEL				
<i>Through training of assessors and other personnel involved in assessment, the quality of assessments and the integrity of the assessment system are ensured. Training enables evidence facilitators, assessors, moderators, advisors and administrative personnel to provide a holistic, learner-centered service that is in keeping with the objectives of the NQF and related policies. Monitoring policies ensure that assessors' and moderators' professional competencies in assessment are reviewed and updated.</i>				
	<u>Evidence required</u>	<u>Y</u>	<u>N</u>	<u>U</u>
The criteria for the registration of assessors and moderators makes explicit provision for the requisite certification in the relevant unit standards designed for that purpose, in accordance with the relevant principles and standards for assessment and moderation as set out in SAQA and other policy documents ¹¹ .				
Policies and review mechanisms regarding monitoring and quality assurance of evidence facilitators, assessors, moderators and other key personnel are in place.				
The functions of evidence facilitation, assessment and advising are clearly defined, and where possible, should not be performed by the same person.				
Training and development encourage mentoring relationships between staff with and those without assessment expertise.				
Quality assurance systems are implemented by all training providers to ensure that they increasingly meet the developmental objectives as agreed with the ETQA				

Document Title	Recognition of Prior Learning (RPL001)		
Document Number	RPL001	Date compiled	2008-10-14
Page number	Page 11 of 17	Revision Date	2009-08-20
Revision number	1	Access	
Reviewed by	Marlie Spencer	Approved by	Madeleine Gericke
Electronic copy home	F:\PAB DOCS\PAB - Criteria, Guideline and Policy Documents\PAB Recognition of Prior Learning Policy Document - Done\2009\Recognition of Prior Learning (RPL001).doc		

D. METHODS AND PROCESSES OF ASSESSMENT:

The principles of good assessment must be applied in the design and implementation of all assessment methods and procedures. Ref: SAQA’s *Criteria and Guidelines for Assessment of NQF registered Unit standards and Qualifications* (October 2001).

The quality of evidence relates to **reliability, validity, authenticity, sufficiency** and **currency**. Sufficiency and currency are particularly important in RPL assessment. In the case of sufficiency, it is not only a question of whether enough evidence has been gathered. Sometimes assessors require too much evidence, in an attempt to ensure rigour. This makes the assessment process very onerous for candidates and assessors. The essential reference point for “marking” RPL is the lowest mark which enables a classroom taught candidate to “pass”. This rarely means a complete coverage of the syllabus. It would be unfair to RPL candidates to expect more than the minimum requirements for learners in full-time study.

Currency is of utmost importance, as candidates may have learnt skills a long time ago. How current knowledge, skills and competencies need to be, are largely dependent on the context and occupational area.

- All assessments, regardless of subject matter and context, follow the same basic procedure:
- Planning the assessment with the candidate
 - Conducting the assessment
 - Feedback of the results to the candidate

Before the assessment takes place, the assessor has to plan, design and prepare the assessments. This includes deciding on the method of assessment, the instruments to be used and the extent to which integrated assessment can be achieved. SAQA’ s *Criteria and Guidelines for Assessment of NQF registered Unit standards and Qualifications* (October 2001) discusses the assessment process in detail. It includes the preparatory work that needs to go into the planning of assessment. Fit for purpose assessments must be designed and decided upon before on assessment can take place, and may include appropriate alternative forms of assessment.

Example of the self-audit tool: (Key: Y – Yes; N – No; U – Underdeveloped)

METHODS AND PROCESSES OF ASSESSMENT				
<i>Assessment is a structured process for gathering evidence and making judgments about a candidate’s performance in relation to registered national standards and qualifications. This process involves the candidate and the assessor within a particular context in a transparent and collaborative manner.</i>				
	<u>Evidence required</u>	<u>Y</u>	<u>N</u>	<u>U</u>
The purpose of the assessment and the expectations of the candidate are clarified.				
Assessment plans take into account the form, quality and sources of evidence required (for example performance evidence, knowledge				

Document Title	Recognition of Prior Learning (RPL001)		
Document Number	RPL001	Date compiled	2008-10-14
Page number	Page 12 of 17	Revision Date	2009-08-20
Revision number	1	Access	
Reviewed by	Marlie Spencer	Approved by	Madeleine Gericke
Electronic copy home	F:\PAB DOCS\PAB - Criteria, Guideline and Policy Documents\PAB Recognition of Prior Learning Policy Document - Done\2009\Recognition of Prior Learning (RPL001).doc		

evidence, witness testimony, etc.)				
The form and quality of support to be provided to the candidate in preparing for the assessment are established.				
The candidate is actively involved in all aspects of the assessment process to ensure that the assessment is fair and transparent. Possible barriers to fair assessments are identified and addressed.				
Assessment plans indicate a variety of appropriate assessment methods and instruments to validate diverse types of learning.				
The choice of assessment methods is fit for purpose and ensures reliable and valid assessment outcomes.				
An appeals process is in place and made known to the candidate ¹² .				
Assessment instruments and exemplars are developed and moderated in compliance with the ETQA requirements.				
Assessment reports indicate the assessment plan, the evidence presented, the assessment outcome and recommendations for further action, including additional training and/or re-assessment.				
Moderation and review mechanisms are in place, including policies for verification, evaluation and quality assurance of assessments and assessment systems.				

E. QUALITY MANAGEMENT SYSTEMS

Recognition of prior learning must be an integrated feature of assessment policies. It includes the moderation, management and reporting procedures that constitute the quality management systems of ETQA's and their constituent providers.

The credibility and integrity of an assessment system requires a comprehensive system of quality assurance. This system proposes the standards for effective management, implementation moderation and review of all assessment services. This includes securing the production, storage and distribution of records, reports and data relevant to assessment and recognition of prior learning.

Document Title	Recognition of Prior Learning (RPL001)		
Document Number	RPL001	Date compiled	2008-10-14
Page number	Page 13 of 17	Revision Date	2009-08-20
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The National Learners Records Database specifies the type and form of information required from ETQA's and providers. However, additional information is required so that a research base is developed that examines its implementation and efficacy. In its final form, credits achieved through recognition of prior learning, will be recorded in the same manner as conventional assessment outcomes. This is to avoid RPL credits of being stigmatized as being inferior to the conventional method of achieving credits and/or qualifications.

Internal and external evaluations form a critical part of the review and quality improvement processes. Evaluation takes place at three levels in terms of RPL assessments.

- **FORMATIVE:** This occurs continuously at the level of the provider. The evidence of the facilitation, planning, assessment and the feedback phase should be evaluated at regular intervals.
- **SUMMATIVE:** This is the overall evaluation of the degree to which the agreed targets have been met. It should be line with the objectives for facilitating access and redress in a particular sector of education and training.
- **DIAGNOSTIC:** This occurs at both formative and summative stages so that changes to the process can be effected at various points of the cycle.

The main functions of moderation systems:

- Verify that assessments are fair, valid, reliable and practicable.
- Identify the need to redesign assessments if required.
- Provide an appeals procedure for dissatisfied candidates.
- Evaluate the performance of assessors.
- Provide procedures for de-registration of dissatisfied assessors.
- Provide feedback to the National Standards Bodies on unit standards and qualifications.

Example of self-audit tool: (Key: Y – Yes; N – No; U – Underdeveloped)

QUALITY MANAGEMENT SYSTEMS				
<i>Quality management systems are in place to ensure the continuous improvement of assessment systems. The quality management system ensures the critical integrity of assessments and reporting and recording processes inform strategic planning requirements at provider, sectoral and national level</i>				
	<u>Evidence required</u>	<u>Y</u>	<u>N</u>	<u>U</u>
Quality management systems for assessment are designed, documented and implemented in accordance with agreed criteria and specifications				
Quality management systems ensure the refining of assessment policies, procedures and services at all levels and informs planning for further development aimed at meeting agreed targets.				
Quality management systems provide for input from all key stakeholders, including representatives from				

Document Title	Recognition of Prior Learning (RPL001)		
Document Number	RPL001	Date compiled	2008-10-14
Page number	Page 14 of 17	Revision Date	2009-08-20
Revision number	1	Access	
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Electronic copy home	F:\PAB DOCS\PAB - Criteria, Guideline and Policy Documents\PAB Recognition of Prior Learning Policy Document - Done\2009\Recognition of Prior Learning (RPL001).doc		

the candidate community.				
Quality management systems provide for support in meeting developmental targets, including evaluation and monitoring activities.				
Evaluation and monitoring activities are clearly spelt out in QMS documentation, including diagnostic, formative and summative activities.				
Evaluation and monitoring activities ensure consistency within a sector.				
Assessment documentation, reports and sources of evidence are maintained in accordance with agreed criteria and specifications.				
RPL results are recorded in accordance with the requirements of the ETQA and SAQA's NLRD				
Information on RPL outcomes, including unsuccessful and successful applications are maintained.				
The quality management systems provides for systems to monitor progress of candidates who enter learning programmes post-RPL				
The quality management system provides for analyses and reporting of services and results.				

F. FEES FOR RPL SERVICES:

RPL services and assessment should not cost more than a full-time programme, especially if such services are integrated into the existing infrastructure. The cost of developing such a system and the capacity to support the system, are similar to costs of developing a new learning programme. The initial start-up costs may be relatively high, but with learners entering such a programme, the costs are reduced and spread over a period of time. RPL does not mean that each candidate must be dealt with only on an individual basis. It should be more cost-effective for candidates, employers and employees by reducing the cost of training in terms of those parts of the qualification for which the candidate already meets the requirements. The cost of developing RPL systems and capacity must be seen as an investment in the development of a credible lifelong learning system. Learners who has studied and achieved prior to the accreditation period may apply to the ETQA for the evaluation of their qualification. A fee of R500 will be charged for this RPL.

Document Title	Recognition of Prior Learning (RPL001)		
Document Number	RPL001	Date compiled	2008-10-14
Page number	Page 15 of 17	Revision Date	2009-08-20
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Reviewed by	Marlie Spencer	Approved by	Madeleine Gericke
Electronic copy home	F:\PAB DOCS\PAB - Criteria, Guideline and Policy Documents\PAB Recognition of Prior Learning Policy Document - Done\2009\Recognition of Prior Learning (RPL001).doc		

Example of self-audit tool: (Key: Y – Yes; N – No; U – Underdeveloped)

FEES FOR RPL SERVICES				
<i>Fees for the delivery and administration of assessment and RPL services, do not create barriers for candidates. The development of services and programmes is an investment in the lifelong learning approach across all levels and sectors of education and training in South Africa.</i>				
	<u>Evidence required</u>	<u>Y</u>	<u>N</u>	<u>U</u>
Fees should not create barriers for candidates. The fees for the assessment of prior learning should be less than the cost for a full-time module or learning programme.				
Credit-bearing portfolio development or other articulation programmes are made increasingly available to assist candidates in their preparation for assessment, and to qualify for available subsidies for selected skills programmes and learnerships.				
Flexible payment options, in line with the policies and procedures of the ETQA and constituent providers are available.				
Research and development priorities are identified, including those that investigate costs and cost effectiveness.				

G. RPL AND CURRICULUM DEVELOPMENT:

Example of the self-audit tool: (Key: Y – Yes; N – No; U – Underdeveloped)

RPL AND CURRICULUM DEVELOPMENT				
<i>Assessment and RPL practice increasingly inform the development of new standards, qualifications, learning programmes and curriculum. Providers increasingly use methods of instruction and delivery to provide curricula to meet the diverse cultural, ethnic, linguistic and educational needs of learners.</i>				
	<u>Evidence required</u>	<u>Y</u>	<u>N</u>	<u>U</u>
Knowledge programmes increasingly take into account the nature and form of knowledge produced in previously excluded constituencies and locations, e.g. indigenous knowledge, women's knowledge, workers' knowledge, etc.				

Document Title	Recognition of Prior Learning (RPL001)		
Document Number	RPL001	Date compiled	2008-10-14
Page number	Page 16 of 17	Revision Date	2009-08-20
Revision number	1	Access	
Reviewed by	Marlie Spencer	Approved by	Madeleine Gericke
Electronic copy home	F:\PAB DOCS\PAB - Criteria, Guideline and Policy Documents\PAB Recognition of Prior Learning Policy Document - Done\2009\Recognition of Prior Learning (RPL001).doc		

The curriculum increasingly incorporate indigenous and other knowledge forms to reflect the diversity of needs and goals of the learner population.				
The design of learning programmes indicates how candidates' prior knowledge has been affirmed and taken into account.				
The curriculum is flexible to allow for flexible entry and exit points to enhance access and the achievement of learning goals.				
Emerging trends from assessment and RPL where these have implications for modification and redesign of unit standards and qualifications, are forwarded to the appropriate bodies.				
Where candidates demonstrate knowledge that does not easily fit existing unit standards or exit level outcomes, credit equivalencies are established in consultation with subject experts and relevant ETQA's.				

Document Title	Recognition of Prior Learning (RPL001)		
Document Number	RPL001	Date compiled	2008-10-14
Page number	Page 17 of 17	Revision Date	2009-08-20
Revision number	1	Access	
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Electronic copy home	F:\PAB DOCS\PAB - Criteria, Guideline and Policy Documents\PAB Recognition of Prior Learning Policy Document - Done\2009\Recognition of Prior Learning (RPL001).doc		