

RECOGNITION OF PRIOR LEARNING POLICY

CM 25/01/2007	HUMAN RESOURCE MANAGEMENT AND DEVELOPMENT DEPARTMENT: RECOGNITION OF PRIOR LEARNING POLICY
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RESOLVED:

1. **That** the report regarding the Recognition of Prior Learning Policy **BE NOTED**.
2. **That** the Recognition of Prior Learning Policy attached as **Annexure "A"** to the report **BE ADOPTED** and **IMPLEMENTED** with effect from the date of resolution.
3. **That** all the existing policies of the erstwhile Councils in respect of Recognition of Prior Learning **BE RESCINDED**.



Ekurhuleni
METROPOLITAN MUNICIPALITY

RECOGNITION OF PRIOR LEARNING POLICY

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RECOGNITION OF PRIOR LEARNING POLICY

This policy should be read in conjunction with all Learning and Development Policies.

1. PURPOSE

To provide a framework for implementation of Recognition of Prior Learning by comparing the previous learning and experience of a learner obtained against the learning outcomes required for a specified qualification or part thereof.

2. SCOPE OF APPLICATION

This policy shall apply to:

- all employees, including temporary employees
- persons who wish to claim credits against a particular unit standard
- candidates participating in learner ships and skills programmes
- those seeking admission into higher education
- those obtaining access into learning programmes
- those obtaining advanced standing for a course
- those obtaining credits towards a qualification
- those seeking entry into a particular field of employment or professional life
- conditions for registration with professional bodies
- criteria for promotion or self development

This policy is therefore applicable to candidates who want to claim credits against a particular unit standard or qualification.

3. PREAMBLE

Ekurhuleni Metropolitan Municipality subscribes to the philosophy that:

- the main beneficiaries of this policy should be learners, who are employees, and who should be afforded the opportunity to gain access to recognition of prior learning.
- credits awarded must be assessed against the learning outcomes.
- the RPL process should be free of any discriminatory practices, thereby redress past inequalities.
- RPL must support the learning pathways of employees as described by the National Qualifications Framework.

4. DEFINITION OF TERMS

Assessment	A process of gathering and weighting evidence in order to determine whether the learners demonstrated outcomes specified in the unit standards and/or qualifications registered in the NQF.
Assessor	A person who is registered by the relevant Education and Training Quality Authority (ETQA) in accordance with criteria for this purpose by a Standard Generating Body (SGB) to measure the achievement of specified NQF standards and/or qualifications.

Competence	Is a combination of practical competence, foundational competence and reflexive competence
Employer	Ekurhuleni Metropolitan Municipality
Employee	Any person, excluding an independent contractor, who receives or is entitled to receive any remuneration and any other person who in any manner assists in carrying on or conducting the business of the employer.
Evidence Facilitation	Is the process by which candidates are assisted to organize and produce evidence for purpose of assessment.
Moderation	Is a process of ensuring that assessment has been conducted in line with the agreed practices that are fair, reliable and valid. One moderator usually checks the work of several assessors to ensure consistency.
Provider	An accredited Institution or a body that provides learning and development programmes recognized by the South African Qualifications Authority.
RPL	Refers to the formal identification, assessment and acknowledgement of the full range of an individual's skills, knowledge and capabilities irrespective of how and where they have been acquired. It is the acknowledgement of skills, competencies and work ethos obtained through formal, informal or non-formal training, on- the-job experience and life experience.

5. LEGAL FRAMEWORK

This Policy shall be read in conjunction with:

- (a) Basic Conditions of Employment Act 75 of 1997
- (b) Compensation of Occupational Injuries and Diseases Act 130 of 1993
- (c) Employment Equity Act 55 of 1998
- (d) Labour Relations Act 66 of 1995
- (e) Occupational Health and Safety Act 85 of 1993
- (f) Skills Development Act 97 of 1998
- (g) Skills Development Levies Act 9 of 1999
- (h) The South African Qualifications Authority Act 58 of 1998
- (i) Applicable Conditions of Service of the Ekurhuleni Metropolitan Municipality

Policies:

1. Department of Education, Assessment Policy in the General and Further Education and Training Band, Grade R to 9 and ABET, Government Gazette Vol. 402, No. 19640, 23 December 1998
2. Department of Education, Adult Basic Education and Training Policy

document, 1999.

3. South African Qualifications Authority, Recognition of Prior Learning in the context of the South African National Qualifications Framework, SAQA decision 0242/02, September, 2002
4. South African Qualifications Authority, Criteria and Guidelines for Assessment of NQF Registered Unit Standards and Qualifications, October, 2001

6 CONTENT

6.1 Access, Admission and Registration

All learners registering with the RPL centre are to be treated as potential RPL candidates and as a result, learners should be requested to provide information about their previous experience or informal learning.

As part of admission, no employee may be refused admission by mere reason that they have no qualifications and relevant experience

Access to RPL assessment is open to all employees (including temporary/contracted employees) irrespective of race, religion, creed, gender or disability.

All employees who wish to participate in the RPL assessment must fill in an RPL application form. These forms will be obtained from various RPL centres.

6.2 RPL Assessment

RPL is a form of assessment; hence it should be fully integrated in all learning programmes. The principles of good assessment are equally true for RPL, such as taking a holistic view of the process of assessment where the context of learning as well as the context of the person being assessed is taken into account. The process of assessing past learning should measure a learner's individual knowledge, experience, skills and judge whether they have achieved a specified NQF unit standard or qualification.

The Centre shall ensure that RPL assessment provide credible certification by aligning assessment with the following practices:

- **Validity:** the assessment should measure what it set to measure.
- **Fairness:** the assessment should not unfairly advantage or disadvantage a learner in any way. The assessment should be designed to measure the specific evidence needed.
- **Reliability and Consistency:** the assessor should make the same judgement about a particular learner.
- **Openness:** the learner should understand the assessment process and criteria that will be used.
- **Systematic recording:** record keeping of the assessment shall be consistent and accurate.

6.3 Planning

The planning of assessment addresses the need for cost effectiveness and takes in to account the previous assessment, special needs of candidates, context, accessibility and safety of the environment.

Written documentation provided to learners should outline in detail assessment processes leading to fairness, openness reliability, and consistency.

The assessment details should cover the purpose, process expectation, roles, and responsibilities and appeal procedures and how these will be made explicit to the candidate being assessed.

The language and expressions used to communicate the practical assessment activities should be at a level appropriate to the candidate and provides clear direction without influencing a candidate towards a particular response. Potential barriers to achievement by candidates should be identified and plans made to address such.

Assessment evidence should be sufficiently recorded for the purpose of making assessment judgements, giving meaningful feedback, moderation and possible appeals.

6.4 Assessment Methods

The assessment process should promote flexibility and shall take any or a combination of the methods below:

- Oral assessment
- Project
- Case Study
- Essay
- Examination
- Demonstration and simulation
- Portfolio

The candidates have a right to participate in the selection and use of the “**fit for purpose**” assessment methods. All assessments will be performed with reference to the range of RPL assessment tools that have been developed by the RPL Centre in conjunction with the SETA.

6.5 Learner Support

Learner support structures are critical as a preventative measure to enhance the success rate of the learners. The candidates shall therefore be supported at all stages of the process and will include the following stages:

6.6 Preparatory stage

The candidates shall be familiarized with the unit standards and qualifications that they will be assessed against. This includes being very clear of the

purpose, outcomes assessment criteria and other relevant information that will impact on the design of the assessment instrument. This will include the discussion about the type and amount of evidence required as well as alternative ways of collecting evidence. At the planning stage the facilitators will assist candidates in preparing and presenting evidence in a coherent and systematic way. The assessor will reach an agreement with the candidate on the assessment instruments to be used which shall be in writing and signed by all parties.

6.7 Assessment stage

During this phase, the candidate will be informed of the appeal process. The assessment must be conducted in an appropriate and enabling environment, and potential barriers will be identified and removed.

6.8 Post-assessment stage

The candidates are provided with feedback of the result of the assessment. This should include advice for further educational planning and learning where the candidate was judged not to yet competent in certain outcomes.

6.9 Moderation

Moderation shall take place to ensure that assessments conducted are consistent, accurate and well-designed.

A minimum of 20 percent of all assessment processes undertaken shall be moderated by the internal moderator.

6.10 The role of the RPL advisor

The RPL advisor's role shall be distinguished from that of the RPL assessor.

The RPL advisor shall counsel the candidate regarding the RPL process, e.g. suggest a suitable course if he/she is unsure of what training programme to follow; guide the candidate on how to prepare for the assessment, etc.

6.11 The role of the learner

It is the candidates responsibility to identify his/her prior learning and show that it matches the learning outcome for a particular course or courses that form part of a programme leading to a desired qualification. It is the candidate's responsibility to prove that he/she has learned what she claims to have learned.

6.12 The role of the training provider

Regulations with regard to access and implementation of RPL rest with the provider. Providers shall ensure that all RPL policies and procedures concur with national legislative requirements.

6.13 Rights of the learner

- The right to fair and transparent processes.
- Access up front to the standards and criteria which will be used in the assessment and accreditation processes
- Access up front to the learning outcomes to be met.
- Access to competent, trained educators and assessors who want them to succeed and who explore innovative methods to assist them to do so, who balance adequate subject knowledge and critical cross field outcomes with skills, competencies and practical knowledge and are skilled in working with diverse groups of adult candidates is to build learning communities.
- The right to be assessed by assessment methods which are flexible, appropriate to the subject and tailored the needs of the candidate.
- The right to have prior learning evaluated and assessed for academic credit towards credentials within a reasonable period of time.
- The right to transfer credits gained by means of the RPL process.

6.14 Learner appeal procedure

Learners shall be free to appeal on the decision of the assessor. The appeals shall be directed to the RPL advisor, assessor or moderator. The final stage of appeal if not resolved shall be handled by the SETA and the decision therefore shall be final.

7. MONITORING AND EVALUATION

The Human Resource Management and Development Department (ETD) will be responsible to monitor and evaluate the RPL practices in respect of all Learning and Development Interventions.

8. RECOURSE ON IMPLEMENTATION

If there is any grievance that may arise with regard to the application of this policy, it shall be handled in terms of the grievance procedure of the Ekurhuleni Metropolitan Municipality.