

QUALITY MANAGEMENT SYSTEM

QP-020

TITLE: RECOGNITION OF PRIOR LEARNING POLICY

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I. ABBREVIATIONS

AQP	Assessment Quality Partner
CIPC	Companies and Intellectual Property Commission
DQP	Development Quality Partner
ETDPSETA	Education, Training and Development Practices Sector Education and Training Authority
ETQA	Education and Training Quality Assurance
HWSETA	Health and Welfare Sector Education and Training Authority
NGO	Non-Governmental Organization
NLRD	National Learner Record Database
NQF	National Qualification Framework
POE	Portfolio Of Evidence
QALA	Quality Assurance of Learner Achievement
QCTO	Quality Council for Trades and Occupations
QMS	Quality Management System
RPL	Recognition of Prior Learning
SAQA	South African Qualification Authority
SETA	Sector Education and Training Authority
SDP	Skills Development Provider
CEO	Chief Executive Officer / Rector
CIPC	Companies and Intellectual Property Commission
DQP	Development Quality Partner
ETDP SETA	Education, Training and Development Practices Sector Education and Training Authority
ETQA	Education and Training Quality Assurance
HWSETA	Health and Welfare Sector Education and Training Authority
ID	Identity document
MOU	Memorandum of Understanding

NGO	Non-Governmental Organization
NLRD	National Learner Record Database
NQF	National Qualification Framework
POE	Portfolio of Evidence
QALA	Quality assurance of learner achievement
QCTO	Quality Council for Trades and Occupations
QMS	Quality Management System
RPL	Recognition of Prior Learning
SAQA	South African Qualification Authority
SDA	Skills development Act
SDL	Skills development levies (Act)
SETA	Sector Education and Training Authority
SDP	Skills Development Provider
SMS	Seta Management System

2. DESCRIPTION OF TERMS

Accreditation	Means the certification, usually for a particular period of time, of a person, a body or an institution as having the capacity to fulfil a particular function within the quality assurance system set up by SAQA.
Accreditation scope	Means the list of qualifications and or skills programmes for which a skills development provider is accredited.
Accreditation site visit	Means a visit that is conducted by the HWSETA to verify claims made by a training provider in the letter of intent and the accreditation application file which enables the HWSETA to gather evidence for accreditation.
Achievement	Means the recognition granted to a learner when all required learning outcomes have been successfully demonstrated.

Appeal	Means a process of seeking a review of a decision already made from higher authority.
Applicant skills development provider	Means a skills development provider who is in the process of applying for accreditation or programme approval with the HWSETA.
Assessment	Means the process by which evidence is gathered and evaluated against agreed criteria in order to make a judgment of competence for developmental and/or recognition purposes.
Assessor or constituent Assessor	Means a person who is registered by the relevant ETQA body to measure the achievement of specified National Qualifications Framework standards or qualifications. (SAQA definition).
Audit	Means the process undertaken to measure the quality of services that have already been delivered. (SAQA definition)
Code of Conduct	Means a set of conventional principles and expectations considered binding on any person/s or organisation/s registered, approved and/or accredited by the HWSETA.
Education and Training Quality Assurance	Means a body accredited in terms of section 5 (1)(a)(ii) of the SAQA Act, responsible for monitoring and auditing achievements in terms of national standards or qualifications, and to which specific functions relating to the monitoring and auditing of national standards or qualifications have been assigned in terms of section 5 (1)(b)(i) of the Act (SAQA definition)
Extension of scope	Means the addition of qualification(s), skills programmes and/or unit standard(s) after approval of the initial application.
Facilitator	Means an individual who facilitates learning processes and activities and manages and administers assessment: educator, teacher, trainer, mentor etc. (SAQA definition)
Fraud	Means a deliberate criminal deception, trickery or cheating intended to gain an advantage.
Full cycle of training	Means the process whereby the skills development provider has recruited, registered, trained learners, assessed, moderated and verified learners' achievements through HWSETA verification processes which led to certificates and/or statement of results being issued.

Learners	The words students and learners are used interchangeably with the same meaning designating people registered as studying at the College.
Learning programmes	Means a combination of courses, modules or units of learning by which learners can achieve learning outcomes.
Moderation	Means the process which ensures that assessment of the outcomes described in the NQF standards and qualifications is fair, reliable and valid. (SAQA definition)
Moderator	Means a person who has achieved competence against the moderator standard, certified by the ETDP SETA and registered by an ETQA.
Monitoring	Means a systematic continuous observation process and recording of activities to ensure quality compliance to set criteria and agreed developmental areas for improvement purposes.
Mentor	Means a professional who is charged with the task of helping to train, advise, and share practical experience with the new person in an organisation.
National learner record database	Means an electronic information system that assists the South African Qualifications Authority (SAQA) to manage the National Qualifications Framework.
Non-governmental organisation	Means an organisation set up by ordinary citizens, (primarily run by volunteers or funded by governments, foundations or businesses) that is not part of a government or established for profit-making purposes. Organisations should be registered with the relevant authority/ies as either a Non-Profit Organisation (NPO), a Non-Profit Company (NPC) or a Community-Based Organisation (CBO).
Organisations	Means legally established entities in line with CIPC requirements and in good standing (which may include but not be limited to national and provincial government departments and agencies, institutions, NGOs, companies, centres and consultancies).
Policy	Means a statement of intent implemented as a set procedure or protocol.
Programme approval	Means a secondary accreditation of an SDP through an MOU signed between the ETQAs.

Quality assurance	Means the process of ensuring that the specified degree of excellence is achieved.
Quality management system	Means the combination of policies and processes used to ensure that the specified degree of excellence is achieved.
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 specified qualification, and the acceptance for purposes of qualification of that which meets the requirements, (SAQA definition)
Recognition of Prior Learning Centre	Means that Hugenote Kollege must be registered by the relevant/regulating authority as a RPL Centre in order to facilitate and assess the qualification which an applicant wants to enroll for.
Registered qualifications	Means qualifications registered by SAQA on the National Qualifications Framework.
Registered unit standards	Means unit standards registered by SAQA on the National Qualifications Framework.
Scope of accreditation	Means the list of qualification/s and/or skills programme/s for which a skills development provider is accredited.
Scope of registration	Means the list of qualification/s, skills programme/s and/or unit standard/s for which an assessor or moderator is registered.
Skills programme	Means the bundling of unit standards from the same qualification that addresses an identified need and allows for progression/completion of a full qualification.
Skills development provider	Means an organisation that is accredited or approved to deliver learning programmes.
Students	The words students and learners are used interchangeably with the same meaning designating people registered as studying at the College.
Statutory body	Means a company or organisation created by law, or statute, in order to regulate or carry out a public function.

Training site	Means a venue specifically designed and equipped for theoretical and practical learning delivery.
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3 POLICY STATEMENT

The Huguenote Kollege acknowledges the value of RPL to increase the accessibility to higher education institutions in general and the programmes of Huguenote Kollege within a framework of quality assurance. Increased accessibility refers specifically to individuals who were previously deprived of opportunities to have access to formal learning environments.

4 PURPOSE

The purpose of the policy is to

- establish guidelines, principles and criteria for the implementation of an institutional RPL strategy;
- offer a point of departure for the implementation of operational strategies for RPL best suited to the needs and requirements of individual courses and training programmes within Huguenote Kollege;
- align RPL practice with the Tuition Policy, the Assessment Policy and the Access Policy of Huguenote Kollege.

5 SCOPE

Recognition of prior learning is described by the South African Qualification Authority (SAQA, 1997) as the assessment of learning that has already taken place by an individual (learner) (whether through prior formal, non-formal and informal studies, work and/or life experience). This learning is evaluated by experts as being valid and reliable when measured against the learning outcomes of a specific qualification, learning programme or module/learning unit for the purpose of access to or acknowledgement within a learning programme.

The assessment of prior learning at the Huguenote Kollege will acknowledge formal, non-formal and informal learning that took place, as provided by sufficient evidence provided by the applicant. These forms of learning can be described as follows:

- Formal learning – This type of learning is intentional, organised and structured. This includes proof of accredited certificates/diplomas together with a summary of learning content.
- Non-formal learning – This type of learning may or may not be intentional or arranged by an institution but is usually organised in some way. There are no formal credits granted in non-formal learning situations. In the context of the South African NQF, it is learning that has not been formally assessed against the criteria contained in a registered qualification or Unit Standard. Within this policy it refers to organised

learning activities without any credit-bearing criteria. The learning should be related to the programme/qualification for which the candidate is applying.

- Informal learning – This type of learning is not organised. Rather than being guided by a rigid curriculum, it is often thought of as experiential and spontaneous. This includes learning that happens through performing tasks in the workplace, home and community, through engaging in reading and with the mass media, through participation in informal discussions, and through taking constructive advice given by peers or superiors. Informal learning is usually non-sequential, non-course/module-based and not formally assessed. The applicant must produce evidence that she/he has taken part in such activities. Evidence may include testimonials, visual proof and other forms of proof of participation and/or involvement.

6. REFERENCES

- HEQC June 2004. Framework for institutional audits.
- HEQC June 2004. Criteria for institutional audits.
- HEQC November 2004: Framework for programme accreditation.
- HEQC November 2004: Criteria for programme accreditation.
- HEQC January 2014: Framework for Institutional Quality Enhancement in the Second Period of Quality Assurance.
- Higher Education Act, 1997 (Act No. 101 of 1997)
- Skills Development Act (Act 97 of 1998)
- White Paper on Higher Education (White Paper 3 of 1997)
- National Qualifications Framework Act 67 of 2008
- National Policy for the Implementation of the Recognition of Prior Learning, SAQA, 2013.

7. PRINCIPLES

Hugonote Kollege endorses the following principles for RPL:

- 7.1 Fairness and justice towards all applicants;
- 7.2 Validity and reliability of assessment instruments and procedures;
- 7.3 Feasibility (including cost effectiveness) of RPL processes and procedures;

The Hugonote Kollege undertakes to:

- 7.4 follow a student-centred approach;
- 7.5 provide holistic and flexible assessment;
- 7.6 recognise the diversity of knowledge and learning styles;
- 7.7 provide a rigorous and transparent assessment and moderation process to protect the integrity of academic standards;

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- 7.8 acknowledge proven learning and not experience *per se*;
- 7.9 ensure that assessment of learning for RPL always meet standards that correspond (i.e. are not higher or lower) with normal learning assessment at Hugenote Kollege;
- 7.10 ensure that RPL processes and procedures always honour the integrity of standards, qualifications and programmes;
- 7.11 grant recognition of prior learning for a maximum of three years. If an applicant does not make use of the recognition granted by the College within three years, s/he must apply anew;
- 7.12 subscribe to a developmental and incremental approach in the implementation of RPL.

8 QUALITY ASSURANCE

The quality assurance and continuous development of RPL at Hugenote Kollege is monitored by the Deans of the respective Programmes and forms part of the continuous process of programme development. Final accountability of RPL at Hugenote Kollege resides in the Hugenote Kollege management.

