



TETA RECOGNITION OF PRIOR LEARNING POLICY AND CRITERIA

Rev 0

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1. OVERVIEW AND INTRODUCTION

The South African Qualifications Authority (SAQA) views Recognition of Prior Learning (RPL) as an initiative that is meant to support the transformation of the education and training system of our Country. This is a mechanism that will assist in the removal of both the visible and invisible barriers to learning and assessment. The notion of life long learning will be enhanced through the RPL assessment processes, thus ensuring that all learning, irrespective of how, when and where such learning has been obtained is recognised and such learning achievement are acknowledged. The assessment of such learning will be against nationally registered Unit Standards and/or Qualifications.

TETA ETQA has the responsibility to oversee and ensure that RPL assessment, as an integral part of the Providers and Assessment Centres Quality Management Systems is credible.

The credibility of the RPL System is to a large extent dependent on how well the principle of assessment is imbedded within the Assessment Systems of the Providers and Assessment Centres.

2. PURPOSE

The Purpose of this document is to clearly articulate TETA's Policy regarding the Recognition of Prior Learning and to provide clear guidelines to the Transport Sector Stakeholders regarding the implementation of RPL Assessments and the recognition of learning based on RPL Assessments.

3. RPL POLICY

It is TETA's Policy to recognise existing skills and knowledge irrespective of how such learning was obtained. Such Learner achievements shall be recognised through an assessment process against NQF registered Unit Standards and/or Qualifications.

The assessment process will verify the achievement of the learning outcomes inclusive of the imbedded knowledge required by the Unit Standard and/or Qualification.

RPL Assessment is also recognised as a mechanism that will provide the learner access to education and training opportunities based on the achievement of Prior Learning.

It is a pre-condition for Providers to have their RPL Policies and Procedures approved by TETA ETQA prior to the implementation of RPL.

TETA ETQA will recognise the achievement of Learning Outcomes against NQF Registered Unit Standards and award Learners credits for such achievements. Where Learners are deemed competent against NQF registered Qualifications, such achievements shall be recognised through the awarding of Learner achievement Certificate for the Qualification.

The RPL assessment process shall be subjected to the TETA Moderation Policy and Procedures.

TETA ETQA will only recognised RPL Assessment results by Assessors registered with TETA ETQA and such assessment shall be conducted in accordance with well defined Policies and Procedures.

4. TETA RPL CRITERIA

4.1. Training of Key Personnel and Registration of Assessors and Moderators

The functions of Evidence Facilitators are crucial within the process of RPL assessments and Providers and Assessment Centres must ensure that their Evidence Facilitators are competent in the SAQA registered Unit Standard “Facilitate the Preparation and Presentation of Assessment Evidence by Candidates”.

All Assessors and Moderators involved in RPL Assessments shall be registered in accordance with the TETA Criteria for the Registration of Assessors and Moderators.

4.2. RPL Policy and Procedures

Provider RPL Policies and Procedures shall clearly articulate the following:

- An explicit commitment to the principles of equity, redress and inclusion.
- Planning and management in accordance with the relevant legislation, SAQA Policies and TETA ETQA Requirements.
- The availability of information on assessment opportunities
- Learner advice and support services
- Available and sufficient resources
- The RPL Assessment Process shall be clearly defined.

4.3. Quality Management Systems

The Providers RPL Policies and Procedures should be an integral part of his Quality Management System. RPL Assessment should be built into the Providers Assessment Policies and Procedures. Mechanisms for the monitoring and auditing of RPL assessment should be clearly defined within the Providers QMS.

4.4. Roles and Responsibilities

The Roles and Responsibilities of those involved in RPL Assessment shall be clearly defined and should include but not be limited to the following:

- ❖ *Evidence Facilitator*
- ❖ *Assessor*
- ❖ *Moderator*

It must be noted that the same person could perform the roles of Evidence Facilitator and Assessor however it is advisable to separate these roles.

4.5. Assessment Methods and Processes

Providers/Assessment Centres shall ensure that the defined Assessment Procedures takes due cognisance of the principles for good assessment and that these principles are well catered for within the RPL assessment processes. Particularly in RPL assessment, validity, authenticity, sufficiency, currency and flexibility are extremely important elements to ensure the effective implementation of RPL.

4.6. Learner Support

Procedures for learner support will focus on defined processes on pre-assessment advice and counselling as a crucial component in the RPL Assessment process and include preparation for the assessment, educational planning and post assessment support. The identification and removal of barrier to the process is critical and mechanism on how these barriers will be addressed should be included within the Procedure for learner support.

4.7. Fees

The costs for RPL services and assessment shall not be more than a full time programme or the cost for education and training based on individual unit standards. Fees shall not be a barrier to RPL assessment and Providers/Assessment Centres are requested to make available flexible payment options.

5. APPEAL PROCEDURE

Providers and/or Assessment Centres shall ensure that the communication of the Appeal Processes is an integral part of the Learner support services.