



## **Recognition of Prior Learning (RPL) Policy**

Code: FAC-POL-QA-01.01.01

Version: 2.4

Date: 20.05.2024

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Faculty Policies					
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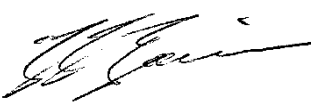

## 1 Relevant Documents

This policy is benchmarked against and should be read in the context of the relevant legislation underpinning the principles against which institutional policies, processes and standard operational procedures are developed, implemented, and maintained.

<b>Act</b>	The Higher Education Act (101 of 1997)
<b>Act</b>	The Constitution of the Republic of South Africa: 1996
<b>Reference</b>	The Higher Education Qualifications Sub-Framework (HEQSF). 2013: CHE, Pretoria
<b>Reference</b>	The National Development Plan (NDP) 2030
<b>Reference</b>	The Department of Higher Education and Training's (DHET) Recognition of Prior Learning Coordination Policy: 2016
<b>Reference</b>	Recognition of Prior Learning, Credit Accumulation and Transfer, and Assessment. 2016: CHE, Pretoria
<b>Reference</b>	National Policy for the Implementation of the Recognition of Prior Learning. 2013 SAQA, Pretoria

<b>ADM-POL-QA-01.01.01</b>	Admissions Policy
<b>ADM-POL-QA-01.01.02</b>	Selection Policy

## 2 Document Approval

CEO	Head of Education	Academic Dean
		
<b>Mr Nigel Tattersall</b>	<b>Dr Jannie Zaaiman</b>	<b>Dr Jan Mentz</b>

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## 3 Document Control

All records are kept in safe and in secure custody (either in records storage areas or off-site storage in case of hard copy records or on approved electronic systems in case of electronic records) according to prescribed procedures and guidelines particularly the Document Control Log provided by the Quality Assurance department.

Date Reviewed	Reviewed Version	Update Affected
01/01/2019	2.1	Recognition of Prior Learning Policy EP203
01/03/2021	2.2	FAC-POL-QA-01.01.01
01/03/2023	2.3	Change of policy custodian
20/05/2024	2.4	Review and update of policy

## 4 Definitions

Term	Definition
Recognition of Prior Learning	The principles and processes through which the prior knowledge and skills of a person are made visible, mediated, and assessed for alternative access and admission, recognition and certification, or further learning and development.
Assessment	The process is used to identify, gather, and interpret information against the required competencies in a qualification to make a judgement about a learner's achievement.
Credit	A measure of the volume of learning required for a qualification or part-qualification is quantified as the number of notional study hours required for achieving the learning outcomes specified for the qualification or part qualification. One credit is equated to ten (10) notional hours of learning.
Programme	A structured and purposeful set of learning experiences that leads to a qualification.
Qualification	A registered national qualification consisting of a planned combination of learning outcomes which has a defined purpose, intended to provide qualifying students with applied competence and

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	a basis for further learning and which has been assessed in terms of exit level outcomes, registered on the National Qualifications Framework (NQF) and certified and awarded by a recognized institution.
Exemption	The facilitation of movement of learners between and within the three sub-frameworks of the NQF, between institutions and within institutions, to enable access, progression, and mobility (Notice 505 of 2014, National Qualifications Framework Act, No. 67 of 2008. p.12; Articulation policy for the post-school education and training system of South Africa, January 2017.)

## 5 Acronyms

CAT	Credit Accumulation Transfer
RPL	Recognition for Prior Learning
SAQA	South African Qualifications Authority
NQF	National Qualifications Framework
SAQA	South African Qualifications Authority

## 6 Purpose

1. The Recognition of Prior Learning (RPL) and the specific RPL policy of the Sub framework(s) within which their qualifications are offered.
2. Collaborate with SAQA (South African Qualifications Authority) and the relevant Quality Councils to advance the implementation, monitoring, and evaluation of RPL.
3. Ensure that they have the necessary staff capacity to deliver quality RPL services and programmes.
4. Ensure effective planning and funding for RPL administrative and logistical systems to support all programmes and services.
5. Put systems and procedures in place to incentivise and support the registration and continuing professional development of RPL practitioners.

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6. Provide advice, counselling, and support services to assist RPL candidates before, during, and after RPL processes.
7. Establish an appeal process for RPL candidates to engage with RPL-related judgements.
8. Annual review of the RPL fee structure for all RPL programmes and services including those programmes and services that involve the assessment of experiential learning for credit against existing formal qualifications or part qualifications.
9. Develop an information management system that meets the requirements of the relevant Quality Council, the NLRD (National Learners' Records Database), and other relevant government information management systems.
10. Understandings of the Recognition of Prior Learning in South Africa
  - The idea of RPL is aligned to the main elements of South African national policy discourse since 1994: transformation; accreditation; lifelong learning; and the NQF with the following aims:
    - The focus is on what has been learned and not on the status of the institution, organisation, or place where the learning was obtained.
    - Credit is awarded for the experience alone.

## 7 Scope

This policy applies to the following stakeholders:

- Prospective Students
- Foreign/ International Students
- Existing Students
- Belgium Campus iTiversity Registrar's Office
- Belgium Campus iTiversity Admissions Office
- Belgium Campus iTiversity Accounts Department
- Belgium Campus iTiversity Academic Staff
- Belgium Campus iTiversity Faculty Leadership

## 8 Policy Description

### 8.1 General/Introduction

Recognition of prior learning is available to a student who wishes to enrol in the programme course for qualification.

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### 8.1.1 Recognition of Prior Learning

- Belgium Campus iTiversity distinguishes between two main forms of RPL which reflect the different purposes and the different processes within which RPL takes place.
- **RPL for access:** To provide an alternative access route into a programme of learning for those who do not meet the formal entry requirements for admission. RPL for access applies to learning programmes offered by an accredited institution of further learning (including a post-school institution and an adult learning centre) or workplace-based training provider:
  - In both cases, RPL processes may take place at a diagnostic, formative or summative point, or in-curriculum to create opportunities for advanced standing or recognition in the workplace.
  - Prior learning is made explicit through assessment and/or other methods that engage the intrinsic development of knowledge, skills and competencies acquired.
  - Candidate guidance and support, the preparation of evidence and the development of an appropriate combination of further teaching and learning, mentoring and assessment approaches are core to RPL practice.
- **RPL for exemption:** The purpose of this recognition is to grant an exemption for subjects of the programme course where it is proved that the student already possesses the requisite skills and knowledge to satisfy the module level outcomes of the programme module.
- The process evaluates the appropriate learning during the applicant's adult life through formal studies at other institutions, work experience, training courses, independent study or any other means that may be evaluated during the process.

### 8.1.2 Sources of Prior Learning

- Study at a South African accredited institution. The applicant must submit proof of enrolment, academic record, and curriculum details from the other institution.
- Study at a non-accredited institution, including a foreign institution. The applicant must submit proof of enrolment, academic record, and curriculum details from the other institution, along with a SAQA evaluation of these studies to indicate the South African equivalent of achievement.



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- Work experience or other sources of non-accredited study. The applicant must submit a portfolio of evidence containing narrative and examples proving proficiency in the exit level outcomes at the required cognitive level, for each subject that exemption is applied for.

### 8.1.3 Evaluation Process

- Once the RPL fee has been paid the applicant will gain access to our online platform on which documentary evidence of all information requested to evaluate the application for Recognition of Prior Learning must be uploaded.
- Copies of documents supplied must be certified as true copies of the originals by a relevant authority.
- Each subject in the programme course for which exemption is applied, is evaluated in terms of NQF level, the number of credits, subject content and exit level outcomes. It is necessary to demonstrate proficiency in the subject regarding all these exemption requirements to be granted.
- When the fulfilment of the requirements is not demonstrated, the applicant may be invited for an interview by an assessor(s) or granted access to an examination in the subject to demonstrate that the requirements are satisfied.
- The assessor(s), appointed by the programme coordinator, will make its recommendations to faculty management, who will submit its findings to the Registrar.
- This faculty management meeting mentioned in the last paragraph will be conducted on a quarterly basis with dates stipulated on the Belgium Campus iTiversity academic calendar.
- All statutory requirements regarding recognition of prior learning, credit mobility and life-long learning must be satisfied. These statutory requirements include:
  - If a candidate has completed a qualification at our institution or another higher education institution that a maximum of 50% of credits for the qualification the candidate wants to enrol for may be exempted.
  - No more than 10% of students in a cohort for a qualification may be granted admission through RPL.

### 8.1.4 Candidate Support

- The following support will be offered to students who wish to pursue the RPL route for access or exemption:



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- Guidelines will be provided to assist in the preparation of the portfolio/critical review essay.
- Candidates will be provided with the outcomes and associated assessment criteria pertaining to the RPL evaluation as per the required NQF qualification level.
- Candidates will receive advice and guidance from suitably qualified academic and support staff throughout the preparation of the portfolio/critical review essay.

### 8.1.5 Result

- The findings received by the Registrar will be communicated in writing to the applicant within 10 working days from the faculty management meeting. These findings will also be recorded on the Management Information System of the institution.
- If the application for any subject is successful, the student will be granted an exemption for that subject in the programme course.
- If the application is not successful, the subject will be included in the programme course being enrolled for. This may be for any of the following reasons:
  - The course content of previous studies does not cover a wide range of content for the subject in the proposed programme course.
  - The course content submitted is obsolete and replaced by new requirements in the current subject.
  - The NQF level and credits of the earlier studies do not meet the requirements.
  - The previous studies or practical experience does not satisfactorily demonstrate some or all the exit level outcomes.
- If no appeal is received from the applicant the faculty management's decision is final.

### 8.1.6 Appeal

- Any applicant that is not satisfied with the result of the application may appeal the findings in writing to the Registrar no later than 14 days after the result was provided by the Registrar.
- A review panel consisting of the faculty leadership will re-evaluate the recommendation of the assessor(s) and communicate the findings to the applicant in writing no later than 10 days after the next quarterly sitting of the faculty management.

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## 9 Review of this policy

Review and amendment of this policy will be done in line with the approved institutional policies and regulatory requirements. This will take place in consultation with the relevant quality assurance structures at the departmental and institutional level, under the auspices of the official custodian of this policy, namely the Head of Education and the Academic Dean.