
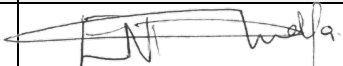


WHOLESALE & RETAIL SETA

QQA Recognition of Prior Learning and Credit accumulation and Transfer Policy

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Document Name:	POL_QQA_012_QQA Recognition of Prior Learning and Credit Accumulation and Transfer Policy_V7.0	Next Review Date: 03/07/2021
Version Control	Created: July 2012	
	Approved: July 2012	
	Reviewed: 03/07/2020	

TABLE OF CONTENTS

1. Background	4
2. Purpose	4
3. Scope	4
4. Related Information and Legal Reference	5
4.1 Internal Documents	5
4.2 External Documents	5
4.3 Legal Reference	5
5. Definitions and Acronyms	6
6. Policy on Recognition of Prior Learning and Credit Accumulation and Transfer	8
6.1 Principles underpinning RPL and CAT	8
6.2 Quality Assurance.....	9
6.3 Programme validation.....	10
6.4 Verification (Monitoring and Evaluation).....	10
6.5 Roles and Responsibilities.....	10
7. Exclusions.....	13
8. Request to deviate from policy	13

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Document Name:	POL_QQA_012_ QQA Recognition of Prior Learning and Credit Accumulation and Transfer Policy_V7.0	Next Review Date: 03/07/2021
Version Control	Created: July 2012	
	Approved: July 2012	
	Reviewed: 03/07/2020	

1. BACKGROUND

Recognition of Prior learning (RPL) remains a key approach to redressing past injustices and recognising competence gained through practical workplace learning and experience. RPL is a process by which individuals who had gained skills and knowledge through informal, non-formal or experiential learning can be accessed, recognised and awarded credits for such learning if the requirements are met.

2. PURPOSE OF RPL/CAT

2.1 Recognition of Prior Learning

The purpose of this policy is to outline W&RSETA QQA policy and processes for recognition of prior learning and credit accumulation and transfer and provide guidelines for Skills Development Providers (SDPs) on the Occupational Qualifications Sub-framework (OQSF).

Purpose of RPL is to:

- Facilitate **access** to, and mobility and progression within education, training and career paths.
- Accelerate **redress** of past unfair discrimination in education, training and employment opportunities.
- Facilitate access, **transfer and progression** of learners through recognition of prior learning within the national qualification framework.
- **Promote the recognition of prior learning** through quality assured SDP's in relation to entry, credit and access to unit standards and or qualifications.
- **Monitor and verify** the achievement of learner outcomes to ensure the **overall credibility** and **consistence** of processes for the recognition of prior learning.

2.2 Credit Accumulation and Transfer

- To recognize learners' previous **formal qualification achievements and provide credits** as meeting the requirements for another qualification.
- Facilitate credible, efficient and transparent processes both for the **accumulation of credit within qualification** and for the **transfer of credit between qualifications**, both within and between the Sub-Frameworks of the NQF.
- Provide guidance on **systemic and specific articulation** within the NQF. Enable learner **mobility between** qualifications and Sub-Frameworks of the NQF. By in order to facilitate lifelong learning and access to the workplace.

3. SCOPE

The Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer policy applies to all accredited constituent SDP's, assessors, moderators and learners seeking recognition for prior learning or credit for achievement of learning on the Occupational Qualification Sub-Framework (OQSF).

Document Name:	POL_QQA_012_ QQA Recognition of Prior Learning and Credit Accumulation and Transfer Policy_V7.0	Next Review Date: 03/07/2021
Version Control	Created: July 2012	
	Approved: July 2012	
	Reviewed: 03/07/2020	

4. RELATED INFORMATION AND LEGAL REFERENCE

This policy must be read in conjunction with the following supporting documents

4.1 Internal Documents

- Provider Terms and conditions
- Provider Code of conduct
- QCTO Service Level Agreement with W&RSETA (1 April 2020 – 31 March 2023)

4.2 External Documents

- RPL Coordination Policy (Ministry of Higher Education and Training, 2016).
- SAQA National Policy and Criteria for the Implementation of RPL (Amended March 2019).
- QCTO Policy on Accreditation of Skills Development Providers for qualifications and part qualifications on the OQSF- Revised Policy (March 2019);
- SAQA 2014. National Policy for Accumulation and Transfer (CAT) within the National Qualifications Framework (NQF).
- SAQA 2014. National policy and Criteria for Designing and Implementing Assessment for NQF Qualifications and Part-Qualifications and Professional Designations in South Africa
- QCTO Policy for the implementation of Recognition of Prior Learning (March 2016).
- RPL Coordination Policy (Ministry of Higher Education and Training, 2016).
- SAQA National Policy and Criteria for the Implementation of RPL (Amended March 2019).

4.3 Legal Reference

- Section 26I (1) of the Skills Development Act (SDA) further specifies that the QCTO may, in writing and subject to such conditions as it may determine, delegate any of its functions to -
 - (a) the chief executive officer of the QCTO;
 - (b) a committee of the QCTO;
 - (c) the national artisan moderation body established in terms of Section 26A of the Skills Development Act 97 of 1998;
 - (d) a SETA; or
 - (e) any other suitable body
- Such delegation includes but is not limited to:

Document Name:	POL_QQA_012_ QQA Recognition of Prior Learning and Credit Accumulation and Transfer Policy_V7.0	Next Review Date: 03/07/2021
Version Control	Created: July 2012	
	Approved: July 2012	
	Reviewed: 03/07/2020	

- Accredit constituent providers for specific standards or qualifications registered on the NQF;
- Register constituent assessors and moderators for specific registered standards or qualifications in terms of the criteria established for this purpose;
- Take responsibility for the certification of constituent learners;
- Take responsibility for the monitoring and auditing of providers
- Constitution of the Republic of South Africa (Act No 108 of 1996);
- Promotion of Administrative Justice Act (Act No. 3 of 2000);
- National Qualification Framework Act (Act No.67 of 2008);
- Skills Development Amendment Act (Act No. 37 of 2008);

5. ACRONYMS & DEFINITION OF TERMS USED

QCTO	Quality Council for Trades and Occupations
Recognition of Prior Learning	The principles and processes, through which prior knowledge and skills acquired in non-formal learning and informal learning are measured, mediated and assessed for the purposes of alternative access, admission, recognition and certification or further learning and development.
RPL Practitioner	means a person that functions in one or more aspects of RPL provision, including policy development, mediation, advising , portfolio course design and facilitation, assessment and moderation, administration , monitoring and evaluation, research and development
RPL advice and support services	are additional services needed for effective RPL which are not covered by the assessor standard or the evidence facilitator standard. This focus on assisting learners to make effective choices about available programmes, career and work related opportunities. Practitioners require a thorough knowledge of the relevant economic sector. They should be trained to identify skills, knowledge and other attributes developed outside formal knowledge systems, and to interact with cultural sensitivity.
Formal Learning	means learning that occurs in an organised and structured education training environment that leads to a qualification or part-qualification registered on the NQF

Document Name:	POL_QQA_012_ QQA Recognition of Prior Learning and Credit Accumulation and Transfer Policy_V7.0	Next Review Date: 03/07/2021
Version Control	Created: July 2012	
	Approved: July 2012	
	Reviewed: 03/07/2020	

Informal Learning	means learning that results from daily activities related to paid or unpaid work, family or community life, or leisure, including incidental learning.
Non formal learning	means planned educational interventions that are not intended for awarding of learning achievement; it is often associated with learning that results in an improved workplace practice
Articulation	means facilitating the progress and mobility of learners within and between sub-frameworks of the NQF.
Comparability	means the degree of similarity between two qualifications or unit standards in terms of purpose, level, credits, learning outcomes and/ or curricular in order to determine the extent of credit accumulation and/ or transfer within or between learning programmes.
Credit accumulation and transfer (CAT) system	means an arrangement whereby the diverse features of both credit accumulation and transfer are combined to facilitate lifelong learning and access to the workplace.
Credit accumulation	means the totalling of relevant credits required to complete or a part-qualification.
Credit transfer	means the vertical, horizontal, or diagonal relocation of credits towards a qualification or part-qualification on the same or different level, usually between programmes, departments or institutions.
SDP	Skills Development Provider
Plagiarism	is presenting someone else’s work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition. Plagiarism may be intentional or reckless, or unintentional.
Accreditation Scope	The list of qualification(s) and/or unit standard(s) for which a body/SDP is accredited for a defined purpose

Document Name:	POL_QQA_012_QQA Recognition of Prior Learning and Credit Accumulation and Transfer Policy_V7.0	Next Review Date: 03/07/2021
Version Control	Created: July 2012	
	Approved: July 2012	
	Reviewed: 03/07/2020	

Assessment	Means the process used to identify, gather and interpret information and evidence against the required competencies in a qualification, part qualification, or professional designation in order to make a judgement about a learner’s knowledge and skills. Assessment can be formal, non-formal or formal; assessment can be of learning already done (summative), or towards learning to inform and shape teaching and learning still to be done (formative).
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6. POLICY ON RECOGNITION OF PRIOR LEARNING AND CREDIT ACCUMULATION AND TRANFER

6.1 Principles underpinning RPL and CAT

6.1.1 There are two main forms of RPL which reflect the different purposes and the processes within which RPL takes place:

a) *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. The W&RSETA placement and assessment tool should be used.

b) *RPL for credits*: To provide for the awarding of credits for, or towards, a qualification or part qualification registered on the NQF.

6.1.2 CAT is based on the following principles which will guide the work of all accredited constituent SDP’s, assessors, moderators and learners seeking credit transfer.

6.1.2.1 Articulation by design-possibilities for articulation pathways, including within and between the sub-frameworks of the NQF and the world of work, are included in the design and purposes of new qualifications and part-qualifications in order to promote CAT.

6.1.2.2 Comparison based on credible methods- qualifications are compared based on credible methods that determine the extent to which their curricular properties are similar the content and outcomes match, as guided by the NQF Level descriptors.

6.1.2.3 Supplementarity-where there are differences in prerequisites, the rigour of the curriculum, or the topics covered. The relevant authority may require the learners to do supplementary work before credits are awarded.

6.1.2.4 Transparency-rules, regulations and any register of precedents which inform, influence or govern decisions taken in respect to CAT are valid, fair, reliable and transparent. Must be publicly available and drawn to the attention of intending learners’ prior

Document Name:	POL_QQA_012_QQA Recognition of Prior Learning and Credit Accumulation and Transfer Policy_V7.0	Next Review Date: 03/07/2021
Version Control	Created: July 2012	
	Approved: July 2012	
	Reviewed: 03/07/2020	

enrolment. Clear information about fees for CAT where they are charged/applicable.

- 6.1.3 In both cases (RPL and CAT), 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.
- 6.1.4 The candidate seeking credits for previously acquired skills and knowledge must still comply with all the requirements as stated in unit standards or qualifications.
- 6.1.5 As such, the principles of good assessment are equally true for RPL and all other forms of assessment. This includes taking a holistic view of the process of assessment, where the context of the learning, as well as the context of the person who is being assessed is taken into account.
- 6.1.6 Recognition of Prior Learning as a negotiated mediated process should be an integrated feature of the assessment and learning programme policies of the constituent and extension of scope SDP's of the W&RSETA; and not an 'add-on' procedure.

6.2 Quality Assurance

- 6.2.1 New SDPs applying for accreditation to W&RSETA shall be required to have RPL learning policy and procedures in their Quality Assurance system. Existing SDPs are required to incorporate RPL policy and procedures into their quality assurance system.
- 6.2.2 SDPs seeking accreditation will indicate in the Quality Management system, their policy, procedures and methods of internal monitoring with regard to the RPL for entry to programmes, credit transfer and awarding of credits towards unit standards and or full qualification. The SDP will also identify the support mechanism in place for a learner before, during and after the RPL process.
- 6.2.3 An SDP may only provide RPL services for the Qualifications and/or Unit Standards under their scope.
- 6.2.4 They must obtain approval from the W&RSETA for the RPL tool to be administered.
- 6.2.5 RPL must focus on access and/or awarding of credits and promote redress.
- 6.2.6 The SDP must submit a write – up of RPL practices and processes to the W&RSETA QQA for monitoring.

6.2.7 An SDP must make explicit their costing/funding model for RPL and

Document Name:	POL_QQA_012_QQA Recognition of Prior Learning and Credit Accumulation and Transfer Policy_V7.0	Next Review Date: 03/07/2021
Version Control	Created: July 2012	
	Approved: July 2012	
	Reviewed: 03/07/2020	

should preferably not exceed seventy-five percent of a management and delivery grant.

6.2.8 An SDP must keep all records pertaining to RPL including the financial costs.

6.3 Programme validation

6.3.1 Constituent SDPs submitting programmes for validation will be required to state their ‘plan and processes’ for recognition of prior learning for their RPL policy in the context of entry and/or access as well as credit transfer to achieve in part or full the registered qualification as required. This will include statement of:

- A learner access plan and process that is available in respect of each programme for the recognition of prior learning.
- A learner RPL for credit arrangements i.e. credit transfer or awarding of credit.

6.4 Verification (Monitoring and Evaluation)

6.4.1 As part of the QQA’s function to ensure SDPs implement appropriate policies and procedures for access, transfer and progression, QQA will monitor and evaluate all SDPs. However, prior to conducting RPL and Credit assessments, an evaluation and approval of the RPL resources must be conducted by the QQA.

6.4.2 In the verification of the SDP RPL practice, particular emphasis will be placed on the following:

- Resource competence and preparation
- Fees / Funding requirements
- Workplace requirements, evidence and RPL assessment tools instruments
- RPL Mediation process
- Certification

6.4.3 The certificate that the RPL candidates obtain, will not indicate that such certificate was obtained through RPL, but the W&RSETA will however have a field in the SETA’s system that will allow for the recording of RPL. The purpose for such a field will allow the QQA to monitor the overall provision, successes and challenges regarding RPL.

6.5 Roles and Responsibilities

Best practice has shown that there are a number of important roles that need to be identified in order to facilitate the recognition of prior learning. These roles include the QQA, SDP’s, mentors, candidate, RPL advisor, assessor and external

Document Name:	POL_QQA_012_ QQA Recognition of Prior Learning and Credit Accumulation and Transfer Policy_V7.0	Next Review Date: 03/07/2021
Version Control	Created: July 2012	
	Approved: July 2012	
	Reviewed: 03/07/2020	

moderators. While there may be variation in practices and allocation of responsibilities within each of these roles it is important to be aware of their function to ensure the recognition of prior learning is successfully implemented. The interplay between roles are highlighted below.

6.5.1 RPL Candidate

RPL candidates must:

- a) Reflect on informal and non-formal learning.
- b) Obtain the relevant unit standards to be mediated against for prior learning.
- c) Conduct self-assessment against the unit standards which relate to prior learning with the help of RPL advisor.
- d) Provide evidence of learning and develop portfolio of evidence.
- e) Identify with the assessor the areas of learning that still needs to be remediated so that full credits / qualification may be achieved.
- f) Identify learning pathway/qualification to be achieved with RPL advisor.
- g) Meet with RPL Advisor continuously.
- h) Accept co-responsibility as an equal partner in the RPL process.
- i) Respect the processes and procedures of institutions and workplaces.

6.5.2 RPL Advisor and Assessor

6.5.2.1 The RPL advisor is central to the implementation of RPL for the purpose of the learner achieving a qualification. SDP's, as part of their quality assurance policies and procedures will require assessors to accurately assess the evidence of candidates against the registered qualification or unit standards. RPL is a mode of assessment and like all assessment modes needs to be fairly and consistently applied. The assessment and internal moderation for RPL by an SDP will be conducted in line with the W&RSETA QQA Policy for Assessment, Internal and External Moderation.

6.5.2.2 In order to facilitate RPL assessors will need experience in their specific field and be registered for assessment in terms of assessor registration policy requirement for the particular qualification and/or unit standard.

6.5.2.3 Assessors will be required to:

Document Name:	POL_QQA_012_QQA Recognition of Prior Learning and Credit Accumulation and Transfer Policy_V7.0	Next Review Date: 03/07/2021
Version Control	Created: July 2012	
	Approved: July 2012	
	Reviewed: 03/07/2020	

- Assess i.e. the learner’s evidence against the national standards as outlined in the qualification or unit standards.
- Make recommendations for either achieving a qualification / unit standard, or access to a programme.
- Assess prior formal learning to award credit transfer.

6.5.2.4 In the case of learners applying to W&RSETA QQA directly for recognition of prior learning, the W&RSETA QQA will refer the learner to accredited SDP’s, whom are approved to offer RPL services.

6.5.3 RPL Internal Moderator

The Internal Moderator role includes but is not limited to the following:

- a) To verify and check that the assessment process adhered to accepted standards and principles.
- b) To report on assessment principles that do not comply with accepted standards.
- c) To advise and assist assessors in implementing policies and procedures pertaining to RPL and Assessment

6.5.4 W&RSETA External Moderator

The W&RSETA appointed external moderator will assure if:

- a) The process of assessment and internal moderation of a candidate’s evidence for competence was done in accordance to the QQA policy for Assessment, Internal and External Moderation by registered assessors and internal moderators.
- b) The standard for RPL for access, awarding credits is met and the overall creditability of W&RSETA registered qualifications is maintained.
- c) SDP’s met the standards of their quality assurance policies and procedures including their RPL policy.
- d) External moderation will be conducted in line with the W&RSETA QQA policy for Assessment, Internal and External Moderation.

Document Name:	POL_QQA_012_ QQA Recognition of Prior Learning and Credit Accumulation and Transfer Policy_V7.0	Next Review Date: 03/07/2021
Version Control	Created: July 2012	
	Approved: July 2012	
	Reviewed: 03/07/2020	

7. EXCLUSIONS

None.

8. REQUEST TO DEVIATE FROM POLICY

Requests to deviate, in an emergency situation from any provision of this policy may be made to the Accounting Authority in writing. The Chief Executive Officer has powers to grant such request in whole or in part or refuse it. Unauthorised deviations may result in disciplinary action.

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Document Name:	POL_QQA_012_ QQA Recognition of Prior Learning and Credit Accumulation and Transfer Policy_V7.0	Next Review Date: 03/07/2021
Version Control	Created: July 2012	
	Approved: July 2012	
	Reviewed: 03/07/2020	

Policy Approval & Sign-off

1. POLICY INFORMATION

Policy Name	
Policy Reference Number	


2. RECOMMENDATIONS/ ENDORSEMENTS

Recommended Not Recommended

Comments...The Governance and Strategy Committee considered the Policy and was satisfied that it was appropriate to be recommended to the Board for approval

Name of Committee ...GOVERNANCE AND STRATEGY COMMITTEE.....

Committee Chairperson ...LUCAS RAMATLHODI.....



Signature

Date

3. APPROVAL BY W&RSETA ACCOUNTING AUTHORITY

Approved Not Approved

Comments.....



Reggie Sibiya
W&RSETA Board Chairperson

04/10/2020

Date

Document Name:	POL_QQA_012_ QQA Recognition of Prior Learning and Credit Accumulation and Transfer Policy_V7.0	Next Review Date: 03/07/2021
Version Control	Created: July 2012	
	Approved: July 2012	
	Reviewed: 03/07/2020	