



# The South African Nursing Council

*The Nursing Council was established under the Nursing Act, 1978*

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## GUIDE FOR THE IMPLEMENTATION OF RECOGNITION OF PRIOR LEARNING BY NURSING EDUCATION INSTITUTIONS

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## **ABBREVIATIONS**

<b>ETDP</b>	Education and Training Development Practices
<b>ETQA</b>	Education and Training Quality Assurance Body
<b>GG</b>	Government Gazette
<b>NEI(s)</b>	Nursing Education Institution(s)
<b>NQF</b>	National Qualifications Framework
<b>RPL</b>	Recognition of Prior Learning
<b>SANC</b>	South African Nursing Council
<b>SAQA</b>	South African Qualifications Authority
<b>SGB</b>	Standards Generating Body

## **ACKNOWLEDGEMENT**

In order to compile these guidelines for providers of nursing education, the South African Nursing Council utilised a number of existing documents of the South African Qualifications Authority (SAQA), such as Criteria and Guidelines for the Implementation of the Recognition of the Prior Learning.

## GLOSSARY OF TERMS

### **Assessment**

A process of gathering and weighing evidence in order to determine whether learners have demonstrated outcomes specified in unit standards and/or qualifications registered on the National Qualifications Framework (NQF). The generic assessment unit standard regarding the planning performance of assessment of learning outcomes outlines the assessment process in detail. Providers are responsible for the management of assessment.

### **Constituent**

Belonging to a defined or delegated constituency, or an organisation or body referred to in SAQA's and the Education and Training Quality Assurance Body's (ETQA) Regulations. ETQA's have constituent learners, constituent assessors and constituent moderators.

### **Credit**

Value assigned by the SAQA and the ETQA to 10 notional hours of learning.

### **Education and Training Quality Assurance Body (ETQA)**

A body in terms of Section 5(1)(a)(ii) of the SAQA Act, 1995, which is responsible for the monitoring and auditing of achievements in terms of national standards or qualifications, and to which specific functions relating to the monitoring and auditing of national standards and/or qualifications have been assigned in terms of section 5(1)(b)(i) of the stated act.

### **Evidence Facilitation**

A process by which candidates are assisted to produce and organise evidence for the purpose of assessment. This is not an essential part of every assessment process, but is useful in many contexts, including recognition of prior learning (RPL). The generic assessment standard regarding the facilitation of the preparation and presentation of assessment evidence by candidates details this process.

### **Exit Level Outcome**

A description of demonstrable and assessable end products of a learning process.

### **Learning Outcome**

Applied competence or statement of what the learner knows, is able to do and other attributes and values.

### **Learning Programme**

A combination of courses, modules or learning units through which learners can achieve the learning outcomes of a qualification

### **Moderation**

A process of ensuring that assessments were conducted in accordance with agreed practices that are fair, reliable and valid. The generic standard regarding the moderation of assessment details this process. One (1) moderator usually checks the work of several assessors to ensure consistency. The provider is responsible for the management of moderation

### **Module**

A specific area of study, extending over a period of time. A module may be divided into learning units and linked to specific outcomes.

### **Programme**

A purposeful and structured set of learning experiences, which leads to the achievement of agreed exit level outcomes and a qualification.

### **Nursing Education Institution**

Any institution that is accredited by SANC in terms of the Nursing Act, 2005 (Act No. 33 of 2005).

### **Portfolio of Evidence**

A collection of evidence, usually in a file format, which the applicant submits at the assessment interview in order to demonstrate levels of competency and learning outcomes achieved.

### **Qualification**

A planned combination of learning outcomes with a defined purpose(s) that is intended to provide qualifying learners with applied competence and a basis for further learning.

### **Registered Constituent Assessor and Moderator**

A person, registered by the relevant ETQA in accordance with criteria established by SAQA, who measures the achievement of specified NQF unit standards or qualifications. All ETQA's must as have a register of assessors and moderators. A similar register for verifiers is optional.

### **RPL Advice and Support Services**

An additional service required in terms of effective RPL, which focuses on assisting learners to make effective choices about available programmes, as well as career and work related opportunities.



**Unit Standard**

A registered statement of desired education and training outcomes and their associated assessment criteria together with administrative and other information specified in the regulation.

## **1. INTRODUCTION**

The following aspects provide the background to the policy guidelines pertaining to recognition of prior learning (RPL):

- National Qualifications Framework (NQF);
- Recognition of prior learning (RPL); and
- Relevance of RPL in nursing education.

### **1.1 The National Qualifications Framework (NQF)**

The political history of South Africa and the pervasive impact it had on every aspect of the lives of South Africans, left no institution untouched. The impact that the apartheid system had on the education and training of the majority of the disenfranchised South Africans was so profound that it required extensive interventions to redress its effect. To this end, the NQF was put in place in 1996 to transform the educational system in South Africa. The NQF aims to:

- Create an integrated national framework for learning achievements;
- Facilitate access, mobility and progression to and within education, training and career paths;
- Enhance the quality of education and training; and
- Accelerate the redress of past unfair discrimination in education, training and employment opportunities.

All learning institutions are required to comply with these objectives to achieve the overall goal of transforming the education system of South Africa.

### **1.2 Recognition of prior learning (RPL)**

RPL is one (1) of the mechanisms employed to promote access to education and redress past discrimination by recognising prior learning achieved by an individual. To formalise such learning, the South African Qualifications Authority (SAQA) developed an RPL system that aims to facilitate access to education and training and accelerate redress in respect of people who:

- Have been denied adequate recognition for their personal and professional development in the workplace due to previous restrictive entry requirements of educational institutions; and
- Experienced difficulty in accessing and progressing within the formal education system, because they had no previous formal education and training or because of partial completion of formal education.

In its policy statement, SAQA defined the recognition of prior learning as “... *the comparison of previous learning and experience of a learner howsoever obtained, against the learning outcomes required for a specific qualification, and the acceptance for purposes of qualification of that which meets the requirements.*” This definition highlights the following principles that have to be considered when developing and implementing a RPL system:

- Learning occurs in various contexts and should be equally valued whether acquired through formal, informal or non-formal programmes;
- Learning is measured through the assessment of competence relative to the learning outcomes articulated in particular unit standards and qualifications; and
- Credit is awarded for learning acquired through experience and not for the experience itself.

The principles outlined above form the basis of any RPL system, with the specific intention of advancing the objectives of the NQF.

### **1.3 The relevance of RPL in nursing education**

Nursing education plays a significant role in RPL. Historically, nursing has been one (1) of the few professions that provided access to education to many marginalised groups, which had no previous access to formal education and training, and, amongst others, included:

- Women without the economic means to access further and higher education; and
- People living in remote and rural areas, who did not meet the high academic entry requirements set by many tertiary institutions.

In addition, the structure of the profession consists of three (3) different categories that denote a system of career progression. Thus, nursing education institutions can utilise the RPL system to further maximise these benefits by:

- Providing access opportunities to the nursing profession;
- Providing progression opportunities to those within the nursing profession;
- Formally recognising the expertise and skills nurses have acquired from their experiences within the healthcare system; and
- Developing competencies by facilitating access to specialised nursing education and training programmes.

The South African Nursing Council (SANC) views RPL as an assessment process to assess an individual's level of competence in the field of nursing, which is gained through participation in the formal, informal or non-formal context, or through work experience, formal or informal study, and other life experiences. The purpose of such an assessment process is to recognise the prior learning of an individual with the aim of attaining credits towards NQF registered unit standards or qualifications offered by a nursing education institution (NEI). RPL within this context contributes to and promotes both the transformational intention of the NQF and the objectives of the Skills Development Act (Act No. 97 of 1998).

## **2. POLICY GUIDELINES FOR THE IMPLEMENTATION OF RPL**

### **2.1 Policy statement on RPL**

SANC commits itself to ensure that all its accredited providers of nursing education implement RPL, and that applicants gain access to nursing education through a credible RPL system.

## **2.2 Purpose of this document**

The purpose of this document is to:

- Provide guidance to the providers of nursing education and training with the implementation of RPL;
- Outline the RPL access requirements for nursing qualifications;
- Clarify the role of providers of nursing education and training with regard to RPL; and
- Inform the providers of the role of SANC with regard to RPL.

## **2.3 Legislative framework**

These guidelines are informed by a number of acts, regulations and policy frameworks, ranging from nursing and health to education and labour. The underpinning legislation is the Constitution of the Republic of South Africa. A range of policy imperatives compels the higher education community to respond to the dual demands of reconstruction and development, as well as the consolidation and expansion of the South Africa's capacity to participate in a global economy that improves the quality of life of all its citizens.

## **3. PRINCIPLES OF RPL ASSESSMENT**

Generic assessment principles also apply to an RPL assessment system, and as such, providers of nursing education should integrate these principles into an RPL assessment system. These principles are:

- Fairness;
- Validity (appropriateness);
- Flexibility;
- Reliability; and
- Cost-effectiveness/practicality.

### **3.1 Fairness**

An assessment process should ensure that all applicants are exposed to the same opportunities, resources and due facilitation. This will eliminate all potential biases that may hamper an individual learner's progress. Thus, an assessment system should be transparent and applied consistently, without hampering learner achievement.

### **3.2 Validity (appropriateness)**

Providers have to ensure that assessment procedures, methods and tools are appropriate for the assessment **and** assess what they are designed to assess, be it knowledge or skill(s). A valid assessment focuses on assessing the requirements that are outlined in a unit standard or learning outcome. Therefore, learners must be fully informed about the learning outcomes they have to achieve. In addition, the required evidence of achievement must be indicated and the assessment methods must be relevant to the assessment outcomes.

### **3.3 Flexibility**

Whilst implementation challenges, such as scarce resources, resistance to change and increased workloads, may be overt impediments, assessors and/or assessor institutions should consider the unique circumstances of the learner being assessed, for example the age of the learner, the recentness of formal learning or the demoralizing effects of discrimination. Therefore, flexibility in respect of language, learning pace, methods used and assessment timetables should be exercised to accommodate the unique circumstances of the person being assessed.

### **3.4 Reliability**

Assessment tools used by assessors and/or assessor institutions should be objective and not allow for any bias or personal prejudices by assessors. Therefore, guidelines and criteria for assessment must be clear in order to eliminate ambiguities.

### 3.5 Cost effectiveness/Practicality

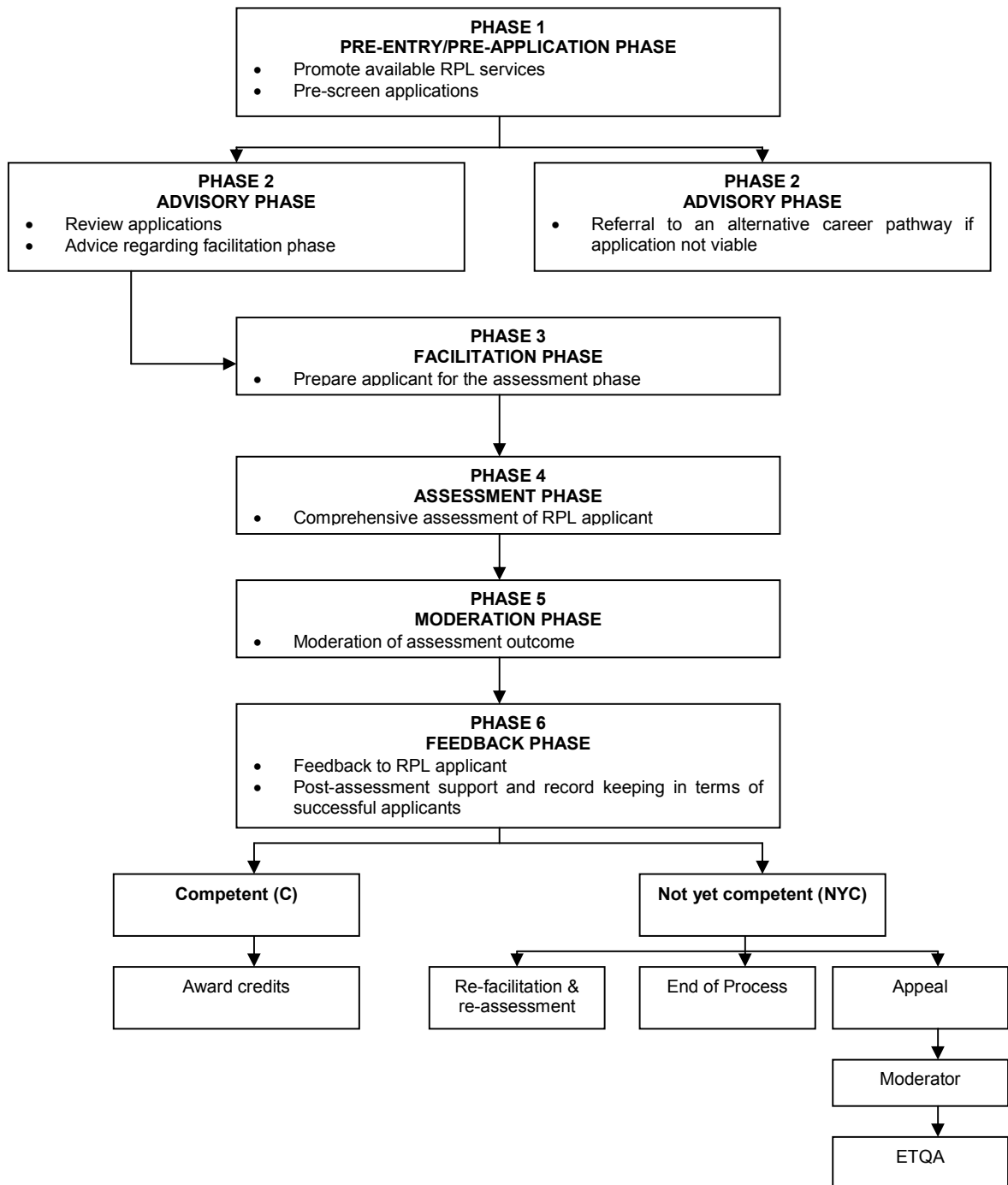
The cost of RPL assessment is ultimately borne by the learners. Providers are therefore urged to utilise cost-effective methods and tools in terms of time and resources. While RPL is a means of shortening study time, it is not a quick fix solution. If the cost and time linked to an RPL evaluation is either equivalent to or greater than a formal educational programme, the learner must be advised accordingly and given the option to undergo the full educational programme. This must be done prior to the commencement of the RPL process, in order to afford the learner the opportunity to make an informed decision. The cost related to any RPL system, whether relayed to time, human and/or financial resources, should never be equivalent to or exceed the cost of the educational programme that the learner wishes to enter.

## 4. THE RPL PROCESS

A successful RPL system requires comprehensive planning prior to implementation. Whilst there are generic core features and phases inherent to an RPL process, each provider has to consider its unique situation, available resources, committees and the kind of potential applicants anticipated. By doing this, an education and training provider will be able to accurately determine the number of steps through which a typical applicant must go. Providers have to take cognisance of the fact that RPL is meant to be an **assessment alternative** that counteracts the gate-keeping barriers to access learning. It must therefore be a simple, but credible and rigorous, process. A typical RPL process consists of the following phases:

- Pre-entry/pre-application phase;
- Advisory phase;
- Facilitation phase;
- Assessment phase;
- Moderation phase; and
- Feedback phase.

The RPL process is conceptualised in Figure 1, and thereafter discussed.



**Figure 1: CONCEPTUALISATION OF RPL PROCESS**



#### 4.1 Pre-entry/pre-application phase

The purpose of this phase is to ensure that information about RPL services is available and accessible. Providers must provide information, adequate advice and support services in terms of the unit standard(s) and/or learning outcome(s) that may be challenged by a learner via an RPL system. In addition, providers should actively promote or market the availability of this service to potential applicants, and include the following information, which will ensure that prospective applicants are fully informed about the process:

- RPL process;
- Admission procedures and systems;
- Costs to be borne by applicants;
- Available advisory and support (facilitation) services;
- Career paths; and
- Appeal processes/procedures, should there be a need for an applicant to appeal against the procedure or outcome of the assessment.

#### 4.2 Advisory phase

This phase is critical, as it assists an individual applicant with his/her application. The RPL advisor (or evidence facilitator if an advisor is not available) must scrutinise an application against the relevant unit standard(s) or qualification, and determine the relevance or appropriateness of the application. The learning that the applicant claims to have attained is benchmarked against the identified (desired) outcomes or unit standards or a qualification in order to identify gaps. This phase has three possible outcomes, namely:

- Referral to an alternative pathway or career route especially if the prospective applicant's learning is not related to nursing or healthcare; **OR**
- Assessment of the applicant if facilitation is not necessary; **OR**
- Progression to the facilitation phase.

### 4.3 Facilitation phase

The provider should utilise various role players for this phase, depending on availability of human resources. During this phase, the applicant is assisted to generate and compile the necessary evidence in preparation for assessment. The persons who facilitate the evidence are invaluable to learners, as they will ensure that learners present completed and coherent evidence to assessors. The onus to produce the necessary evidence regarding knowledge and skills is on the applicant.

The guidelines, criteria and procedure for gathering and compiling evidence are discussed with the applicant during pre-screening, which invariably constitutes the compilation of a portfolio of evidence. Different forms of evidence and data are required to ensure that the assessment is comprehensive and integrated. **Direct data** may be a portfolio of evidence containing, amongst others, projects, case studies, records of actual performance, results of assignments and examinations. **Indirect evidence**, which serves as a confirmation of prior knowledge, includes, amongst others, letters from previous employers and performance reviews or certificates of competence. It is not the responsibility of the mentor or facilitator to collect data for the applicant, but to be a support resource for the applicant during this phase.

### 4.4 Assessment phase

This phase may only be conducted by a registered constituent assessor. The registered assessor (a person who is registered as a constituent assessor for a specific nursing qualification or unit standard(s) with SANC) must conduct the assessment. The **core activities** of the assessor during this phase include:

- Planning and preparing the assessment, which includes the necessary resources, forms, tools, venue, timetables, etc.;
- Preparing the applicant for the assessment by explicitly explaining the assessment details, which includes the purpose, process, responsibility and appeal options;

- Performing the assessment through a **combination of integrated methods**, e.g. evaluation of portfolio of evidence, practical examination (performance), theory examination, projects and demonstrations/simulations. An oral examination, which corresponds with a written examination, may also be conducted. This process should only assess the outcomes incorporated in the relevant unit standard(s) or specific outcome(s). A range of assessment criteria should be used;
- Evaluating the RPL assessment achievements against prescribed standards;
- Determining whether the standard learning outcomes were achieved;
- Crediting the applicant for the knowledge and skills gained from previous learning or experience; and
- Recording and making recommendations to the moderator.

It is critical that the assessor adhere to and apply the following **criteria** during assessment:

- **Sufficiency:** The submitted evidence must be sufficient for an integrated assessment, which includes an accurate and fair evaluation. The assessment should include all possible learning areas that culminate in the outcome(s) against which the applicant is being assessed, in order to determine comprehensive competence. The collected evidence should prove that assessment criteria have been met;
- **Directness:** The required evidence should focus on clearly identified outcomes, hence the aforementioned need for an RPL advisor or facilitator to properly identify gaps during pre-screening;
- **Authenticity:** The presented evidence presented should be the applicant's own work, e.g. work records, videos of practica, etc.;
- **Currency:** The presented data should be recently acquired knowledge and skills and up to date; and
- **Quality:** The data should demonstrate that the learner is at an acceptable level/standard and should be within the relevant field.

#### **4.5 Moderation phase**

The person who conducts this phase must be a registered constituent moderator with SANC. The moderator will validate the assessment process to ensure that the outcome is based on assessment principles, and therefore objective. Moderators have to be certified and linked with the ETQA, as they are the first persons called upon when an appeal is lodged.

#### **4.6 Feedback phase**

The applicant must be provided with feedback regarding the outcome of the RPL assessment process. During this phase the:

- Outcome of the RPL assessment must be discussed with the applicant, namely whether he/she was evaluated as competent (C) or not yet competent (NYC); and
- Way forward must be chartered in accordance with the outcome.

The **outcomes** of an RPL assessment are:

- Access into a specified nursing education programme;
- Credits awarded for a specified unit standard towards a qualification;
- Exemption from some learning content of a unit standard or qualification; and
- Applicant does not qualify for any credits.

### **5. THE RPL ROLE OF THE ETQA AND NEI's**

SANC, as the professional regulatory body of nursing in South Africa, has to ensure that persons admitted to the nursing profession are skilled and knowledgeable practitioners, who are competent to provide quality and safe nursing care in South Africa. SAQA accredited SANC as the ETQA for institutions that provide nursing education and training, and as such SANC must ensure that its accredited providers implement credible RPL systems that do not compromise the integrity of nursing education and training.

## **5.1 SANC's role with regard to RPL**

As the ETQA of NEI's in South Africa, SANC is required to:

- Evaluate the assessment practices of constituent providers to ensure that the core criteria in terms of quality assurance regarding RPL assessments are met by providers;
- Register constituent assessors and moderators; and
- Facilitate credible moderation of assessment.

## **5.2 Role of NEI's with regard to RPL**

NEI's must have the following in place in respect of RPL:

- An institutional RPL policy;
- Personnel to conduct RPL assessments;
- Methods, tools and processes for RPL assessment;
- RPL information; and
- A conducive environment with adequate RPL resources.

### *5.2.1 Institutional RPL policy*

Each NEI that is accredited by SANC must have an RPL policy, which should express commitment to the RPL and NQF principles of access, redress and equity, and must be aligned with applicable legislation. The institution should be explicit about its admission processes, procedures, assessment systems, fees and appeals system.

### *5.2.2 Personnel to conduct RPL assessments*

The roles, responsibilities and functions of personnel involved with the implementation of RPL must be explicitly stated, e.g. advisors, facilitators (if different from advisors) and moderators. Providers have to ensure that their assessors and moderators are duly educated and trained with regard to the relevant unit standards and are registered by SANC. Other personnel in the institution must be orientated about the RPL process.

### 5.2.3 *Methods, tools and processes for RPL assessment*

The RPL assessment methods, tools and processes should mainly address:

- The purpose of the assessment and expectations from learners; and
- Compliance with assessment principles, which is critical.

### 5.2.4 *Information on RPL*

The providers must duly inform potential applicants via brochures, on websites, etc.

### 5.2.5 *A conducive environment with adequate supportive resources for RPL*

The environment in which RPL assessment is conducted must be equipped with the required supportive resources.

## 6. IMPLEMENTATION OF RPL FOR BASIC NURSING EDUCATION PROGRAMMES

An applicant will apply for RPL assessment for one (1) of the following reasons:

- **Access (ease of entry):** Entry into nursing programmes has always been barred by requirements not easily attained by individuals from previously disadvantaged groups. Such access is made possible through the assessment of prior knowledge and skills, which constitute an equivalent in terms of the required standard, and will thus allow access into a programme at its **normal point of entry**; **OR**
- **Advanced standing:** An applicant may also seek RPL assessment to achieve an advanced standing. Thus, an enrolled nurse, who has worked in a particular setting, can be assessed against prescribed learning outcomes of a desired course of study. The successful achievement of the required exit level outcome may suggest that the applicant is eligible for placement at the second year level of an education programme or exemption from certain learning areas/modules. Caution must be exercised to ensure that the assessment is integrated and assesses all required learning areas.

In terms of the acquisition of credits, several fundamental considerations have to be emphasised to ensure the success of RPL, namely:

- RPL assessment can either be conducted against a whole qualification or part thereof. In the nursing profession, the latter mentioned option is a more realistic. This will also be influenced by the inherent rules and policies of educational institutions;
- The assessment of achievement of learning outcomes should be conducted by **registered** assessors, and moderation by certified/registered moderators;
- The assessment should be done against approved outcomes, i.e. registered unit standards/programme or level outcomes. The assessment should balance theory and practical requirements of the desired outcomes;
- Credits awarded must be related to **learning acquired** through an experience and **not** for the experience itself or the duration thereof, since not all experience yields meaningful learning; and
- Assessment should be **individualised**, as no experience will yield the same learning for different people. This is one of the serious challenges in the assessment of RPL.

## 6.1 Access into basic nursing programmes

**NB:** In respect of nursing education and training programmes, the RPL assessment process must meet both the clinical and theoretical learning outcomes. The NEI must keep a record of these assessments.

### 6.1.1 Access into the four-year programme (GG No. R.425 of February 1985)

#### (i) Enrolled nursing auxiliary

Formal learning from the course combined with learning acquired from working experience may be an equivalent of some of the learning areas contained in the first year of the four-year programme. This includes the basic learning outcomes contained in the course leading to enrolment as nursing auxiliary (R.2176). Depending on the content of the first year of the four-year programme, the **possible routes** are as follows:

- Application for exemption from outcomes if several basic learning areas have been covered within the R.2176 programme. This substantially shortens the study period. These learning areas must be clearly identified; and

- Application for exemption for the entire first year of the four-year programme. The applicant must achieve all outcomes required for this level to gain entry into the second year of this programme. Biological and natural sciences require special consideration, as these constitute the basis of advanced learning. If learning in all these learning areas is not adequately addressed, it could impact on the applicant's capacity to attain learning outcomes that are at a higher level at a later stage.

The following recommendations may be made after an assessment:

- Applicant is ready to be assessed and may directly proceed to challenging the relevant first year assessment, and thereafter access the relevant advanced level if the outcomes are successfully achieved. ***This must be clearly communicated to SANC on the initial application for registration as a learner; OR***
- Applicant requires facilitation; **OR**
- Applicant has not acquired the desired learning outcomes and is therefore required to access the programme at the normal point of entry.

(ii) Enrolled nurses

While the enrolled nurse may have undergone a two-year programme, the outcomes achieved may not be equivalent to the outcomes of the first and second years of the four-year programme. During pre-screening, it is essential to:

- Identify gaps between the outcomes of the level(s) at which the applicant requests entry and those achieved within the programme in prior learning;
- Allow the applicant to identify outcomes he/she believes are equivalent to the knowledge gained through experience; and
- Allow the applicant to undergo an assessment against the above-mentioned outcomes, either immediately or after facilitation over a period of time.

The duration of the facilitation period is determined by the applicant's readiness to undergo an assessment. The challenges of ***natural, biological and social sciences*** remain a reality and special attention should be given to these areas of learning. The same applies to complex practical competencies associated with some learning areas of the second year of the four-year programme.



### 6.1.2 Access into the bridging course leading to registration as a professional nurse

An NEI has to acknowledge that RPL assessment is an individualised process. Thus, two nurse learners who underwent the same formal learning (course) and worked for the same duration, will not necessarily have acquired the same set of competencies. Each must be assessed individually against learning outcomes that match the competencies assumed to have been achieved.

The identified learning outcome (level, programme and/or unit standards) in terms of which an applicant wishes to be assessed, depends on **where** the experience was gained, since that informs the learning yielded through work experience. One applicant may have been placed at the Central Sterilising Supplies Department (CSSD), whilst another was placed in an operating theatre for two years and casualty for one year, etc. Therefore, RPL applicants can never realistically be assessed for RPL as a group, since prior knowledge differs from individual to individual.

#### (i) Enrolled nurses

Enrolment as a nurse is a prescribed requirement for entry into the bridging course leading to registration as a professional nurse (GG No. R.683 of 14 April 1989). No RPL assessment is required in this instance.

#### (ii) Enrolled nursing auxiliary

An enrolled nursing auxiliary, who has attained learning through work experience, may utilise the RPL process to assess whether he/she has attained the learning outcomes pertaining to the course leading to enrolment as a nurse.

An RPL assessment against the learning outcomes of the **final year** of the course for enrolled nurses must be conducted. Depending on the agreement between the RPL advisor and the applicant, the applicant may undergo the assessment with or without facilitation. **The applicant must meet the SANC requirements for enrolment as a professional nurse before she/he can access the bridging course for enrolled nurses leading to registration as a professional nurse (GG No. R.683 of 14 April 1989).**

## **6.2 Access into post-registration programmes (post-basic programmes)**

Persons, who underwent basic or one post-registration programme, may wish to access one or the other post registration programme. In this case, the basic principles of RPL will apply, namely:

- Identify what the learner knows and can do as a result of prior learning;
- Measure the above-mentioned knowledge and skills against the specific outcomes of the desired qualification (or unit standards); and
- Assess the applicant for relevant achievements.

This applies to both the theory and practical requirements, as specified in the practical guidelines of each programme.

## **7. REGISTRATION REQUIREMENTS OF RPL ASSESSMENT LEARNERS WITH SANC**

A person who wishes to have his/her learning assessed against particular outcomes pertaining to a nursing unit standard(s) or qualification for purposes of RPL, may lodge an application with an NEI that is accredited by SANC to provide such unit standard(s) or qualification. Once the RPL assessment process is completed, the principal or person in charge of the accredited provider must follow the process outlined below on behalf of the applicant:

- The submission of the application, accompanied by the required documentation, to SANC. All requirements, as stipulated in the Regulations regarding registers for learners and rolls for pupils (GG Nos. R.3735 and R.3736 respectively), which includes all other information and documentation that may be required for routine registration as a learner, must accompany this application;
- An indication that the applicant successfully underwent an RPL assessment for statistical purposes;
- A declaration signed by the head of the NEI, which states that the RPL policy of the institution or Department or Province was followed. This declaration needs to be endorsed by both the assessor and moderator (a copy of the policy may be requested by SANC). This must be done on the letterhead of the NEI;

- The names and SANC reference numbers of registered assessors and certified moderators who conducted the RPL assessment. These must be accompanied by certified copies of the certificates of the assessor (s) and moderator(s). The necessary endorsement by education and training development practices (ETDP) SETA is required on the certificates; and
- The application must include a summary report (approximately two (2) pages) regarding the outcome of the RPL assessment, which includes:
  - The learning outcomes/units standards against which the learner was assessed and found competent;
  - Assessment methods that were used (integrated assessment);
  - The evidence that was produced for assessment (a portfolio of evidence is essential, but should not be sent to SANC); and
  - Assessment outcome of both the theory and practical components.

## 8. RECORD KEEPING

***NB: Complete documentation and records of RPL assessments must be kept by the NEI and must be made available to SANC if and when requested.*** This is in line with the ETQA's responsibility to evaluate the assessment practices of constituent providers.

## 9. ENQUIRIES

For any enquiries or clarity in this regard, please contact the SANC on:

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**Revision history:**

Original (printed) version, 2009 (SM)

Revised (electronic) version, 2010-03-04 (AG) – Contains mostly minor typographical corrections.

**N.B.** Paragraphs marked with a vertical line in the left hand margin (like the one to the left of this paragraph) contain corrections that should be taken note of by a reader who is familiar with the original version of this document. (Pages v, 13, 15, 16 and 18.)