

# Recognition of Prior Learning (RPL)

## RPL Strategy Guide



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### SOUTH AFRICAN QUALIFICATIONS AUTHORITY

#### REGISTERED QUALIFICATION:

#### National Certificate: Professional Driving

<b>SAQA QUAL ID</b>	<b>QUALIFICATION TITLE</b>		
50285	National Certificate: Professional Driving		
<b>ORIGINATOR</b>		<b>REGISTERING PROVIDER</b>	
SGB Transport and Logistics Operations			
<b>QUALITY ASSURING ETQA</b>			
TETA-Transport Education and Training Authority			
<b>QUALIFICATION TYPE</b>	<b>FIELD</b>	<b>SUBFIELD</b>	
National Certificate	Field 11 - Services	Transport, Operations and Logistics	
<b>ABET BAND</b>	<b>MINIMUM CREDITS</b>	<b>NQF LEVEL</b>	<b>QUAL CLASS</b>
Undefined	122	Level 3	Regular-Unit Stds Based
<b>REGISTRATION STATUS</b>	<b>SAQA DECISION NUMBER</b>	<b>REGISTRATION START DATE</b>	<b>REGISTRATION END DATE</b>
Registered	SAQA 0266/06	2006-06-29	2009-06-29
<b>LAST DATE FOR ENROLMENT</b>		<b>LAST DATE FOR ACHIEVEMENT</b>	
2010-06-29		2013-06-29	



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## LIST OF ACRONYMS

<b>Acronym</b>	<b>Description</b>
ABET	Adult Basic Education and Training
RPL	Recognition of Prior Learning
ETDP	Education, Training and Development Practices
ETQA	Education and Training Quality Assurance
FET	Further Education and Training
SAQA	South African Qualifications Authority
ETD	Education, Training and Development
HET	Higher Education and Training
QA	Quality Assurance
QMS	Quality Management System
NSB	National Standards Body
NSF	National Skills Fund
SETA	Skills Education Training Authorities



## GLOSSARY OF TERMS

<b>Glossary</b>	<b>Terms (Source: Extract from SAQA website)</b>
Candidate	A person whose performance is being assessed by the assessor
Credit	That value assigned by the Authority to ten (10) notional hours of learning
Critical Cross-Field Outcomes	Critical Cross-Field Outcomes refer to those generic outcomes that inform all teaching and learning. For example CCFOs may include working effectively with others as a member of a team, and/or collecting, analysing, organising and critically evaluating information
Elective unit standard	A selection of additional credits at the (level of the National Qualifications Framework specified), from which a choice may be made to ensure that the purpose of the qualification is achieved
Exit Level Outcomes	The outcomes to be achieved by a qualifying candidate at the point at which he or she leaves the programme leading to a qualification and achievement of which entitles the candidate to a qualification
Fundamental learning	That learning which forms the grounding or basis needed to undertake the education, training or further learning required in the obtaining of a qualification and 'fundamental' has a corresponding meaning
Integrated assessment	That form of assessment which permits the candidate to demonstrate applied competence and which uses a range of formative and summative assessment methods
Moderation	The process which ensures that assessment of the outcomes described in the NQF standards and qualifications is fair, reliable and valid
Specific outcomes	Knowledge, skills and values (demonstrated in context) which support one or more critical outcomes
Unit standard	Registered statement of desired education and training outcomes and its associated assessment criteria together with administrative and other information as specified in the regulations
Assessment	The process of collecting evidence of learners' work to measure and make judgments about the achievement or non-achievement of specified National Qualifications Framework standards or qualifications
Achievement	Recognition granted to a candidate when all required learning outcomes have been successfully demonstrated
Applied competence	The ability to put into practice in the relevant context the learning outcomes acquired in obtaining a qualification
Core learning	That compulsory learning required in situations contextually relevant to the particular qualifications



## PART 1: RPL QUALIFICATION OVERVIEW

### The Purpose:

This part details the context of the RPL Assessment. Read the information carefully as part of your preparation or the RPL Assessment.

## INTRODUCTION

### 1. OVERVIEW

The document provides guidelines with regard to the process to be followed for attaining RPL against the National Certificate in Professional Driving.

### 2. THE CONCEPT OF RPL

- Recognition of Prior Learning means the comparison of the previous learning, and experience of a candidate obtained that is based on evidence from a person's work and life experiences, rather than a formal course.
- The evidence from a person's work and life experiences are measured against the learning outcomes required for a specific recognised SAQA Qualification.
- RPL is a process whereby a candidate's prior learning is recognised in terms of registered qualifications and unit standards.

### 3. NATIONAL CERTIFICATE IN PROFESSIONAL DRIVING

A candidate who has successfully completed this programme initiative, and is declared competent in all the unit standards that makes up this qualification will obtain a National Certificate in Professional Driving.

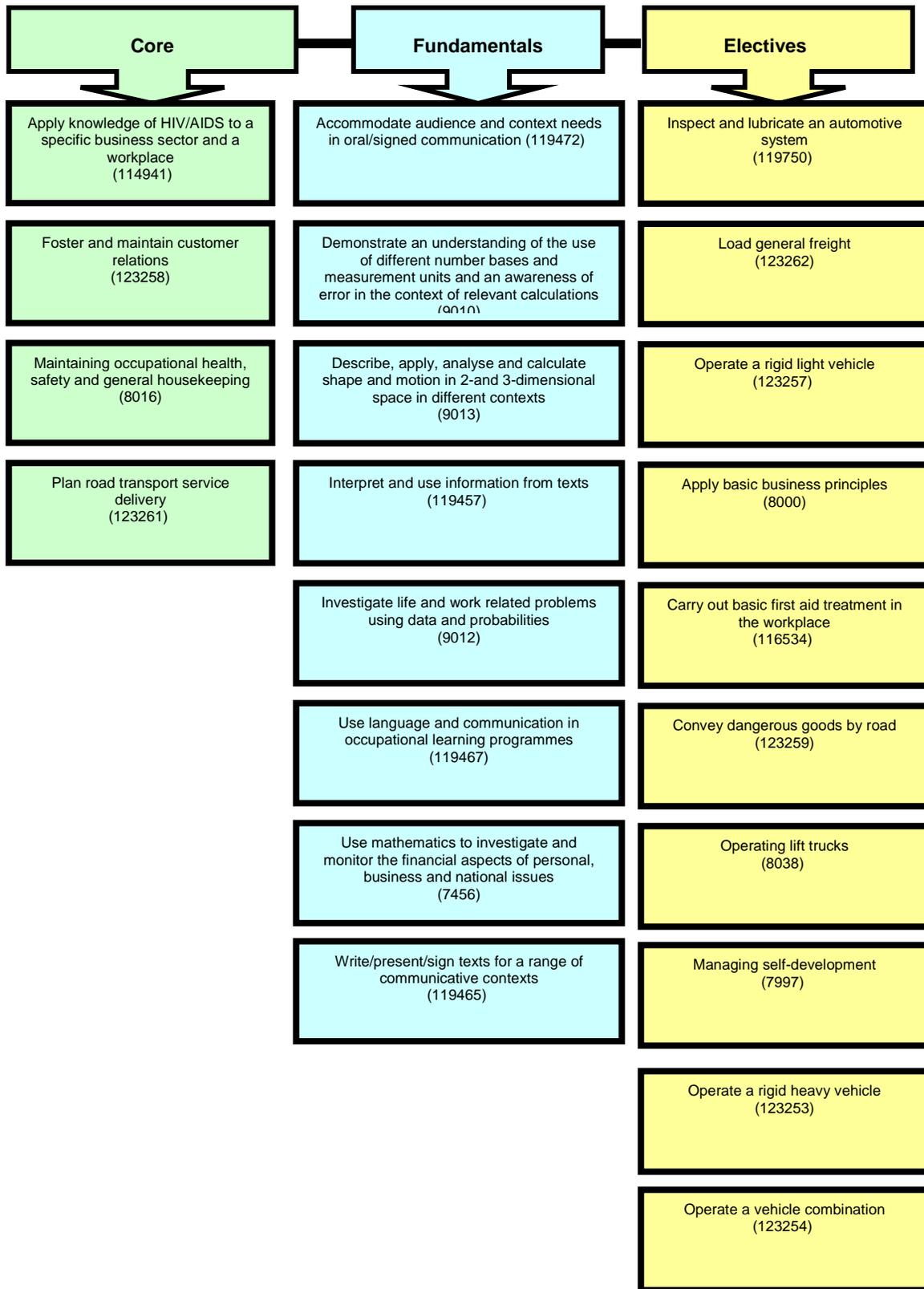
The TETA Qualification is a credit bearing qualification. The candidate must complete the full Curriculum in full to obtain the credits as broken down into Core, Fundamentals and Electives.

Table: 3.1

Elements	Credits	Notional Hours
Core	30	300
Fundamental	36	360
Elective	72	720
	<b>138</b>	<b>1380 hours</b>



### 3.2 Curriculum Structure for the National Certificate in Professional Driving



**3.3 Core, Fundamental and Electives Elements of this Qualification**

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
<b>Core</b>				
Core	<u>114941</u>	Apply knowledge of HIV/AIDS to a specific business sector and a workplace	Level 3	4
Core	<u>123258</u>	Foster and maintain customer relations	Level 3	10
Core	<u>8016</u>	Maintaining occupational health, safety and general housekeeping	Level 3	8
Core	<u>123261</u>	Plan road transport service delivery	Level 3	8
				<b>30</b>

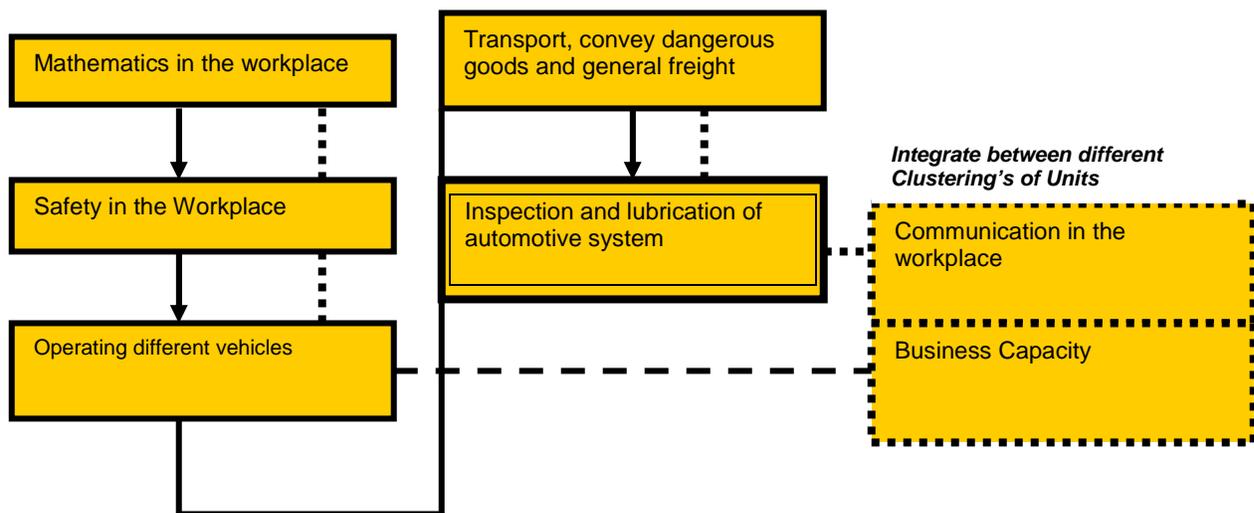
<b>Fundamentals</b>				
Fundamental	<u>119472</u>	Accommodate audience and context needs in oral/sign ed communication	Level 3	5
Fundamental	<u>9010</u>	Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations	Level 3	2
Fundamental	<u>9013</u>	Describe, apply, analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	Level 3	4
Fundamental	<u>119457</u>	Interpret and use information from texts	Level 3	5
Fundamental	<u>9012</u>	Investigate life and work related problems using data and probabilities	Level 3	5
Fundamental	<u>119467</u>	Use language and communication in occupational learning programmes	Level 3	5
Fundamental	<u>7456</u>	Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	Level 3	5
Fundamental	<u>119465</u>	Write/present/sign texts for a range of communicative contexts	Level 3	5
				<b>36</b>



Electives				
Elective	119750	Inspect and lubricate an automotive system	Level 2	8
Elective	123262	Load general freight	Level 2	6
Elective	123257	Operate a rigid light vehicle	Level 2	10
Elective	8000	Apply basic business principles	Level 3	9
Elective	116534	Carry out basic first aid treatment in the workplace	Level 3	2
Elective	123259	Convey dangerous goods by road	Level 3	4
Elective	8038	Operating lift trucks	Level 3	6
Elective	7997	Managing self-development	Level 4	12
Elective	123253	Operate a rigid heavy vehicle	Level 4	15
Elective	123254	Operate a vehicle combination	Level 4	20

### 3.4 Proposed RPL Sequence

Start (Entry Level Requirements)





#### **4. Extract from SAQA Qualifications number: 50285**

##### **4.1 Purpose**

The purpose of the qualification is to ensure competent professional driving competence in the road transport sector, thus improving earning capacity of professional drivers as well as transport sector professionalism and economic growth. The qualification is set to create an environment for growth and development of learners, by improving the employment prospects and marketable competence of drivers, and accelerating the redress of past unfair discrimination in education, training and employment opportunities.

##### **4.2 Access to the qualification:**

Access to the qualification is open. However, learners can only qualify if they meet all legal and medical requirements for drivers.

##### **4.3 Learning assumed to be in place**

It is assumed that the candidate who has access to the National Certificate in Professional Driving (US ID: 50285) have already attained NQF Level 2 Mathematical Literacy and Communication competence. Learner must have a valid drivers' license.

##### *Recognition of prior learning:*

This qualification can be achieved wholly, or in part, through recognition of prior learning. Evidence can be presented in a variety of forms, including previous international or local qualifications, reports, testimonials, mentoring, functions performed, portfolios, work records and performance records. As such, evidence notes to assessors below. Learners who have met the requirements of any Unit Standard that forms part of this qualification may apply for recognition of prior learning to the relevant Education and Training Quality Assurance body (ETQA). The applicant must be assessed against the Specific Outcomes and with the assessment criteria for the relevant Unit Standards. A qualification will be awarded should a candidate demonstrate that the Exit Level Outcomes of the qualification have been attained.

##### **4.4 Recognition**

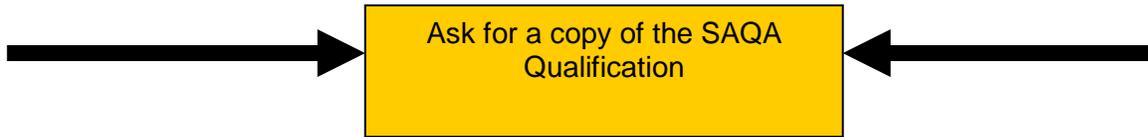
A Statement of achievement, signed by a registered TETA assessor, will be issued by the Transport Education and Training Authority and certified if the assessor deems the candidate as 'Competent'. This statement is a nationally recognised award and may be used towards a National Certificate in the Transport Industry.

##### **4.5 Exit Level Outcomes**

- Obtain and communicate road transport operational information.
- Assess loads against given permissible load requirements.



- Plan road transport service delivery that meets specified requirements.
- Drive a vehicle conveying a specific freight commodity or category of passengers.





## THE RPL APPROACH

### 1. THE RPL ASSESSMENT

Assessment is the process of obtaining evidence about the learner's performance and making judgments on that evidence against prescribed standards of performance.

### 2. HOW WILL THE COMPETENCY-BASED ASSESSMENT WORK?

All the instruments developed for this qualification are competency-based followed by the following approaches:

#### (i) Criterion based

Each candidate who is assessed is not in competition with their peers, but is assessed against standard criteria or benchmarks. The criteria used are, *SAQA US ID 123259, National certificate in Professional Driving* against the specific outcomes and assessment criteria of all unit standards that are made up in this qualification.

#### (ii) Evidence based

Whether a person is competent is based upon evidence provided by the learner. The evidence may be demonstrated or produced by the candidate or gathered by the assessor.

#### (iii) Participatory

The candidate is encouraged to be involved in the process of assessment. The candidate and assessors have the scope to negotiate the form and range of assessment activities.

#### (iv) The Assessment process involves:

- Collection of evidence
- Judgment
- Recording results



### 3. THE VACS PRINCIPLES

There are four key features of assessment practices/judgement in a competency-based assessment system:

**(i) Validity**

Evidence covers a range of skills and knowledge in a variety of contexts or situations.

**(ii) Reliability**

Evidence is interpreted against the National Competency Standards.

**(iii) Flexibility**

Practice recognises transferable competencies no matter how, where or when they have been acquired. May include daily work activities, other work or leisure activities, previous certified learning.

**(iv) Fairness**

The candidate and the assessor should jointly participate to develop/agree to the processes and the criteria for judging performance. That is,

- What competencies will be assessed?
- How the competencies will be assessed?
- Where the assessment will take place?; and
- When the assessment will take place?

### 4. METHODS OF ASSESSMENT

Assessment methods are a means of collecting evidence. They do not determine what the evidence should be. This is determined by the competency unit standard.

Some common methods of assessment include:

- Observing the candidate carrying out his/her work activities against the performance criteria in the competency standard.
- asking the candidate about his/her work activity.
- examining documentation, simulated situations or case studies about the work activity.



## 5. RPL COMPETENCIES

The candidate must be able to demonstrate the following competencies when they are assessed.

### 5.1 Practical Competence

Practical competence is the demonstrated ability to perform a set of tasks in an authentic context? A range of actions or possibilities is considered, and decisions are made about which actions to follow.

### 5.2 Foundational Competence

Foundational competence is the demonstrated understanding of what the candidate is doing and why. This underpins the practical competence and therefore the actions taken.

### 5.3 Reflexive Competence

Reflexive competence is the demonstrated ability to integrate performance with understanding, so as to show that the candidate is able to adapt to changed circumstances appropriately and responsibly, and to explain the reason behind an action

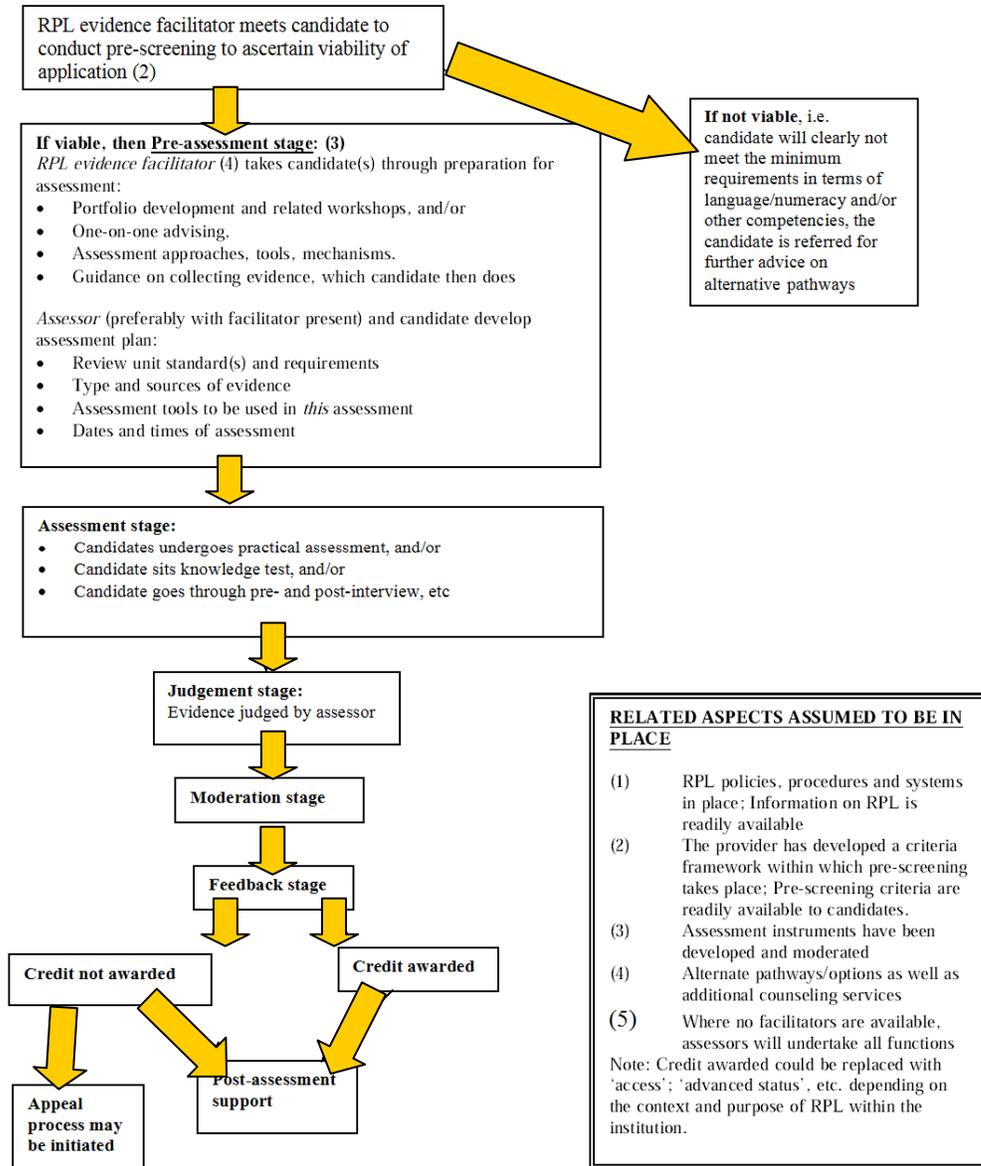


## PRE-SCREENING AND ASSESSMENT STAGES

Source: <http://www.saqa.org.za/docs/legislation/notices/2003/not0657.pdf>

The pre-screening of candidates and assessment stages will include the SAQA generic RPL process to ensure accurate and consistency throughout the RPL tool for this qualification.

### A generic RPL process:





**PRE-ASSESSMENT**

The assessor must prepare in advance and inform the candidate when, what and how he will be assessed. The following checklist must be used in conjunction with this qualification for each assessment. The candidate must include this in his/her Portfolio of Evidence.

<b>Pre-assessment Checklist</b>	
<b>Candidate's Name:</b>	
<b>Candidate's ID number:</b>	
<b>Did the assessor?</b>	<b>Yes</b>
1. Ensure you have the standard/s against which you are to be assessed?	
2. Tell you your rights or ensure that you know and understand them?	
3. Check that you understand the aim of the assessment?	
4. Clarify that you have requested the assessment of your own free will?	
5. Explain what s/he wants from you during the assessment?	
6. Explain what evidence you must produce to prove competence?	
7. Explain how you will gather the knowledge evidence together?	
8. Explain how you will gather the performance evidence together?	
9. Discuss the observation checklist content with you?	
10. Set a date and time for the assessment to take place?	
11. Ensure you understand the appeals procedure?	
12. Describe the assistance that you can seek in obtaining the standard?	
13. Explain the records policy regarding confidentiality and security?	
14. Ask if you have any special needs?	
<b>Meeting date between assessor and the candidate</b>	
Date of planning meeting.    /    /	
I acknowledge that this is a true reflection of the planning meeting held.	
<b>Candidate's signature:</b>  _____	<b>Assessor:</b>  _____



## PART 2: RPL EVIDENCE TO CONDUCT OUTCOMES BASED ASSESSMENTS

### The Purpose:

This part details the context of the RPL for conducting outcome based assessments. Read the information carefully as part of the preparation for gathering evidence.

### ASSESSMENT TOOLS

The under mentioned assessment tools are incorporated in the National Certificate in Professional Driving. This is the pool of evidence made up in this qualification.

#### ASSESSMENT TOOLS AND APPROACHES FOR GATHERING EVIDENCE

ORAL EVIDENCE		WRITTEN EVIDENCE
<ul style="list-style-type: none"> <li>✓ Oral answers to questions</li> <li>✓ Oral feedback</li> <li>✓ Interview</li> <li>✓ Presentations</li> </ul> <p><b>VERIFICATION</b></p> <p>Feedback (usually documented and signed) from:</p> <ul style="list-style-type: none"> <li>✓ Mentor</li> <li>✓ Assessor</li> <li>✓ Supervisors/managers</li> <li>✓ Peers</li> </ul> <p><b>OTHER</b></p> <ul style="list-style-type: none"> <li>✓ Integrated assessment</li> </ul>		<ul style="list-style-type: none"> <li>✓ Workplace documentation for example: memos, logs, letters</li> <li>✓ Checklists</li> <li>✓ Portfolio</li> <li>✓ Worksheets</li> <li>✓ Forms</li> <li>✓ Tests</li> <li>✓ Reports</li> <li>✓ Charts and posters</li> <li>✓ Tables</li> <li>✓ Assignments</li> <li>✓ Multi-choice</li> <li>✓ Written questions</li> <li>✓ User manuals</li> <li>✓ Work plans</li> <li>✓ Research</li> <li>✓ Self-evaluation</li> <li>✓ Personal profiles</li> </ul> <p><b>PRACTICAL EVIDENCE</b></p> <ul style="list-style-type: none"> <li>✓ Observation – one off occasions, or over a period of time</li> <li>✓ Real life situations</li> <li>✓ Practical Demonstrations</li> <li>✓ Video/audio tapes</li> <li>✓ Posters</li> <li>✓ Graphics</li> <li>✓ Projects</li> </ul>



## PART 3: RPL ASSESSMENT PREPARATION

### The Purpose:

This part details the context of the RPL for preparation for each assessment. Read the information carefully as part of the assessment preparation.

### 1. CANDIDATE INFORMATION FORM AND DECLARATION OF COMMITMENT

The candidate must submit the candidate information form with the required evidence. The following cover sheet is an extracted document from one of the unit standards.

***The following form is extracted from THETA and can be used as a guideline in line with the Assessment policies, including templates that are relevant.***

*Dear learner/learner*

*You have requested to be assessed ( or Your company has requested an assessment) through our organisation. To ensure effective assessment, there needs to be a commitment from you, that you will attend training if required and submit evidence of workplace application as required by the assessor.*

***Declaration of commitment:***

*I undertake to fulfill all the requirements of the assessment practices as specified by the assessor and service provider.*

Company \_\_\_\_\_

Full names of learner \_\_\_\_\_

Signature \_\_\_\_\_ Date: \_\_\_\_\_

***NOMINATED BY:***

Name and Surname \_\_\_\_\_

Position in company: \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

### 2. CANDIDATE ASSESSMENT PREPARATION SHEET

The candidate will receive a copy of the unit standard before he/she is assessed. The assessor must prepare the candidate in advance and indicate what the different methods of assessments are and in line with the specific outcomes and assessment criteria.

The assessor to record each specific outcome and evidence must use the following criterion checklist.



### 3. THE RPL ASSESSMENT RECORD

The following form must be completed by the assessor to consolidate the evidence.

*(Ensure you get a copy of this template for your consolidated feedback)*

#### RPL ASSESSMENT RECORD INCLUDING EVIDENCE GUIDE AND TRAINING/LEARNING PLAN

<b>Candidate Name</b>	Last	First	Employee nr	
<b>Contact Details</b>	Home	Mobile/Work	Email	
<b>Assessor</b>	Name		Contact Details	
<b>Qualification code &amp; name</b>				
<b>Unit(s) of Competence being assessed</b>			Unit Code	
<b>Unit type: Core / Elective/Fundamentals</b>		<b>Pre-requisites</b>		<b>Nominal hours</b>
<b>Elements and Performance criteria</b>		<b>Evidence provided</b>		<b>Assessment</b>
				Sufficient
<b>1. Specific outcomes</b>				
<b>2. Specific outcomes</b>				



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3. Specific outcomes				
4 Specific outcomes				
Elements where Gap Training/Learning is required	Training/Learning required	Date completed	Assessor Signature	Assessor Comments



Feedback provided to student			
<b>Assessor Comments</b> <b>Details of Further Evidence</b>			
<b>Final student result for the competency (please circle)</b>		<b>RPL Competent</b>	<b>RPLN Not yet competent</b>
<b>Name of Assessor:</b>	<b>Signature:</b>	<b>Date:</b>	
<b>Name of Candidate</b> <b>Student ID number:</b>	<b>Signature:</b>	<b>Date:</b>	

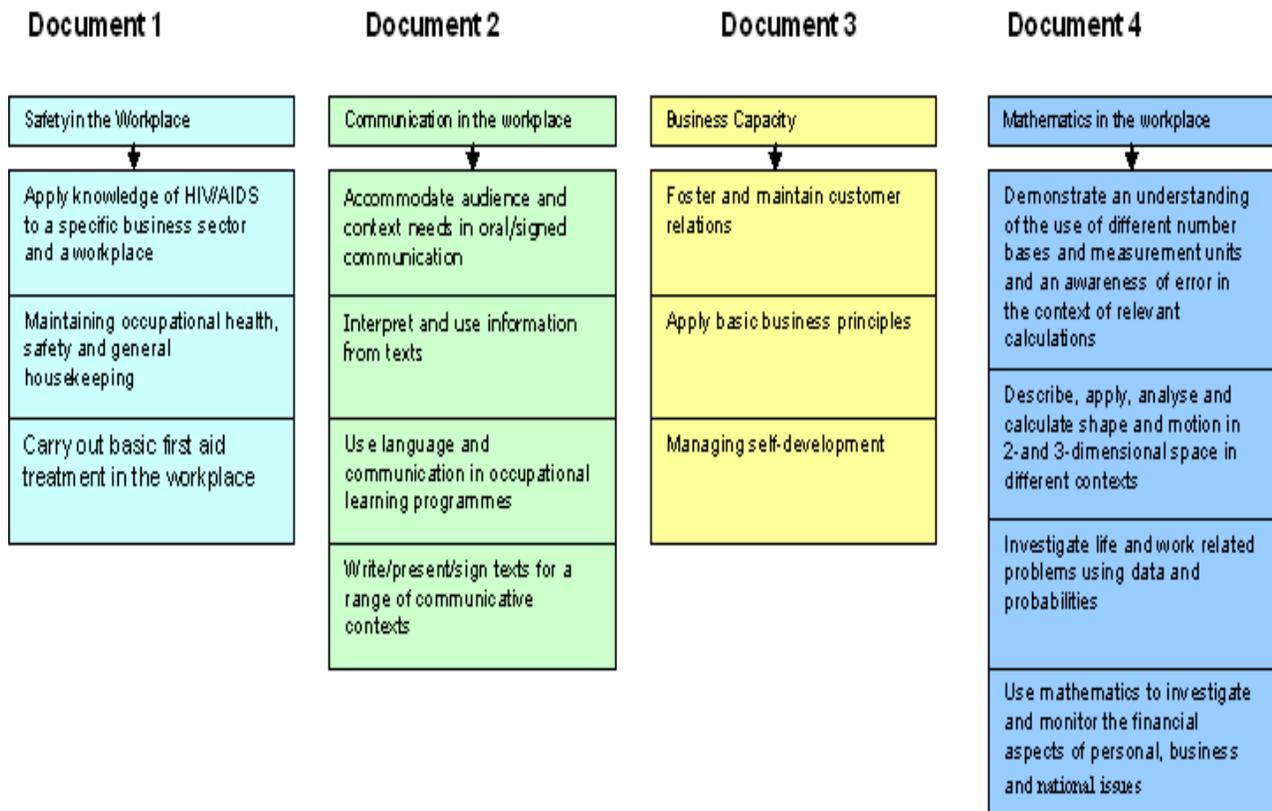


## PART 4: AN ILLUSTRATION OF UNIT STANDARD CLUSTERING FOR RPL GUIDES

### The Purpose:

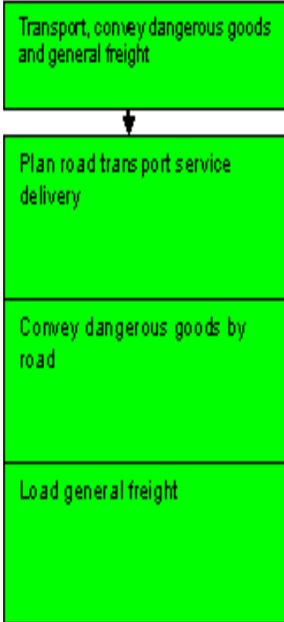
This part details the structure of the different unit standards.

### Clustering of Unit standards (Integrated Assessments)

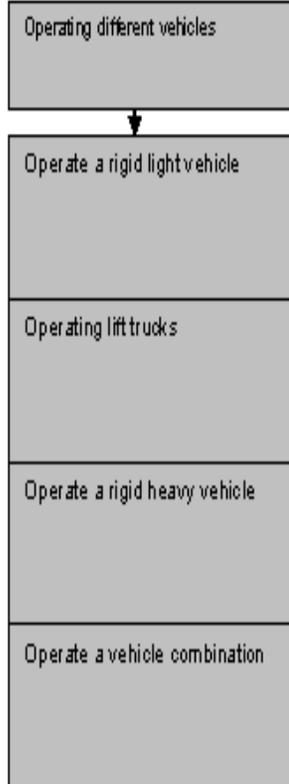




### Document 5



### Document 6



### Document 7

