

RPL Policy and Practices: the SAQA Perspective

International Seminar on RPL

21 June 2019

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A decorative graphic at the bottom of the slide consists of two overlapping, wavy blue lines that create a sense of movement and depth. The lines are thick and have a slight gradient, with the top line being a darker shade of blue than the bottom line.

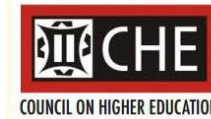
RPL Policy Environment



RPL Coordination Policy

National Policy and Criteria for Implementation of RPL

Sub-Framework RPL Policies



RPL achievements recorded on NLRD

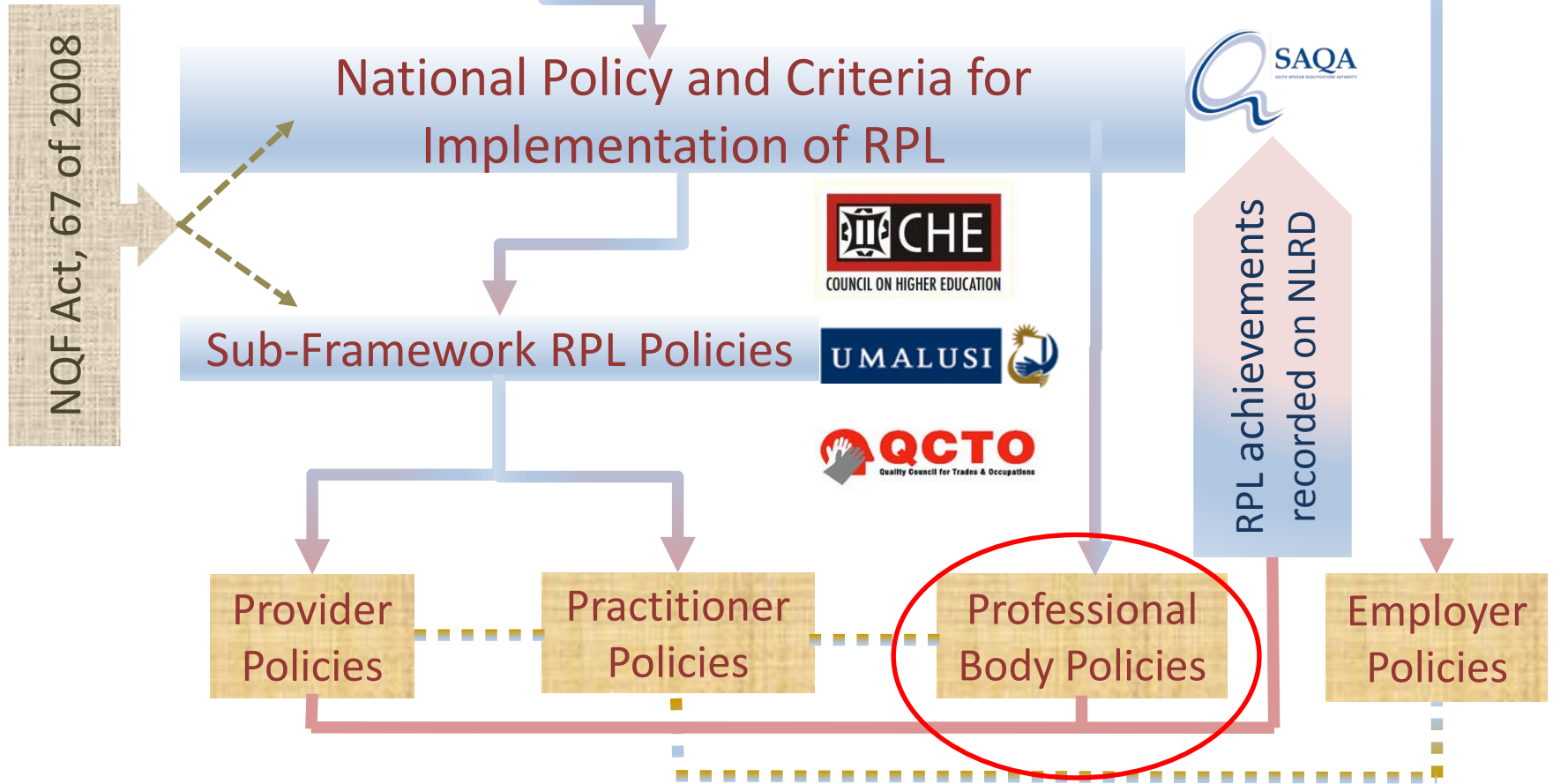
Provider Policies

Practitioner Policies

Professional Body Policies

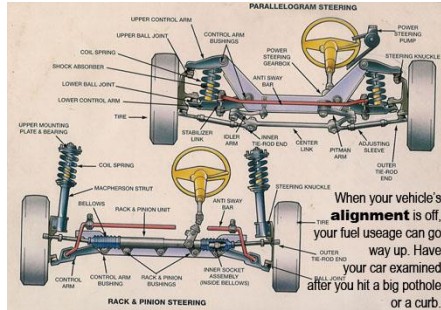
Employer Policies

NQF Act, 67 of 2008



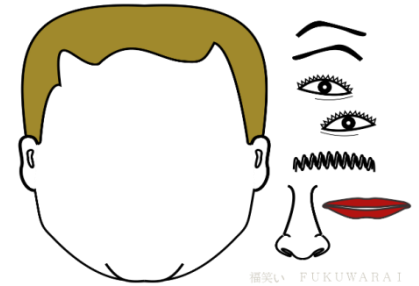
National Policy & Criteria

(amended 2019)



Aligned to RPL
Coordination
Policy

Confirms place
of RPL in NQF
context



Linked to learning outcomes



Any type of
learning, across
10 NQF levels

Two main types;
different purposes
& processes

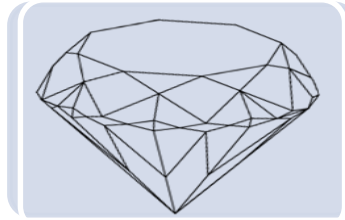


for credit

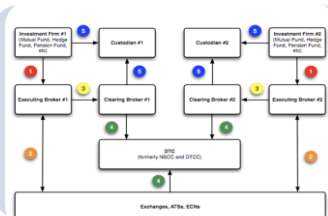


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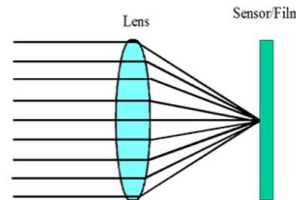
Elements of holistic approach



Multi-dimensional



Credible processes



Focus on what was learned



Alternative access routes & entry requirements



Multi-contextual



No distinction: RPL & conventional



Various forms of assessment



Credit for assessed evidence



SAQA monitors access & redress



QA protects integrity

105
professional bodies
have RPL policies



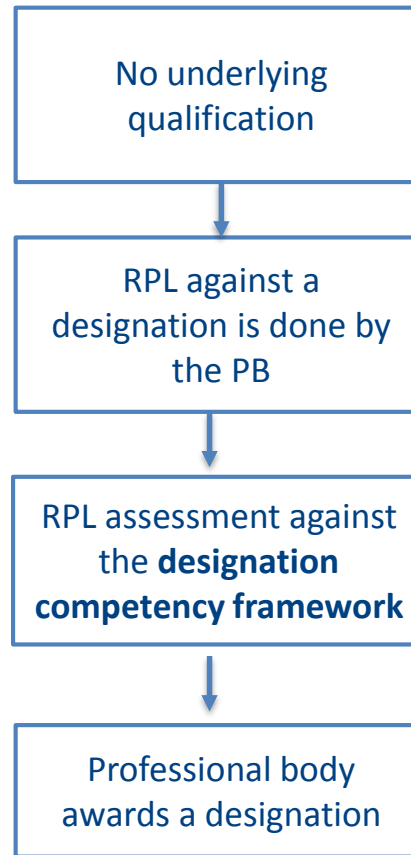
Statutory bodies: RPL models for awarding a professional designation



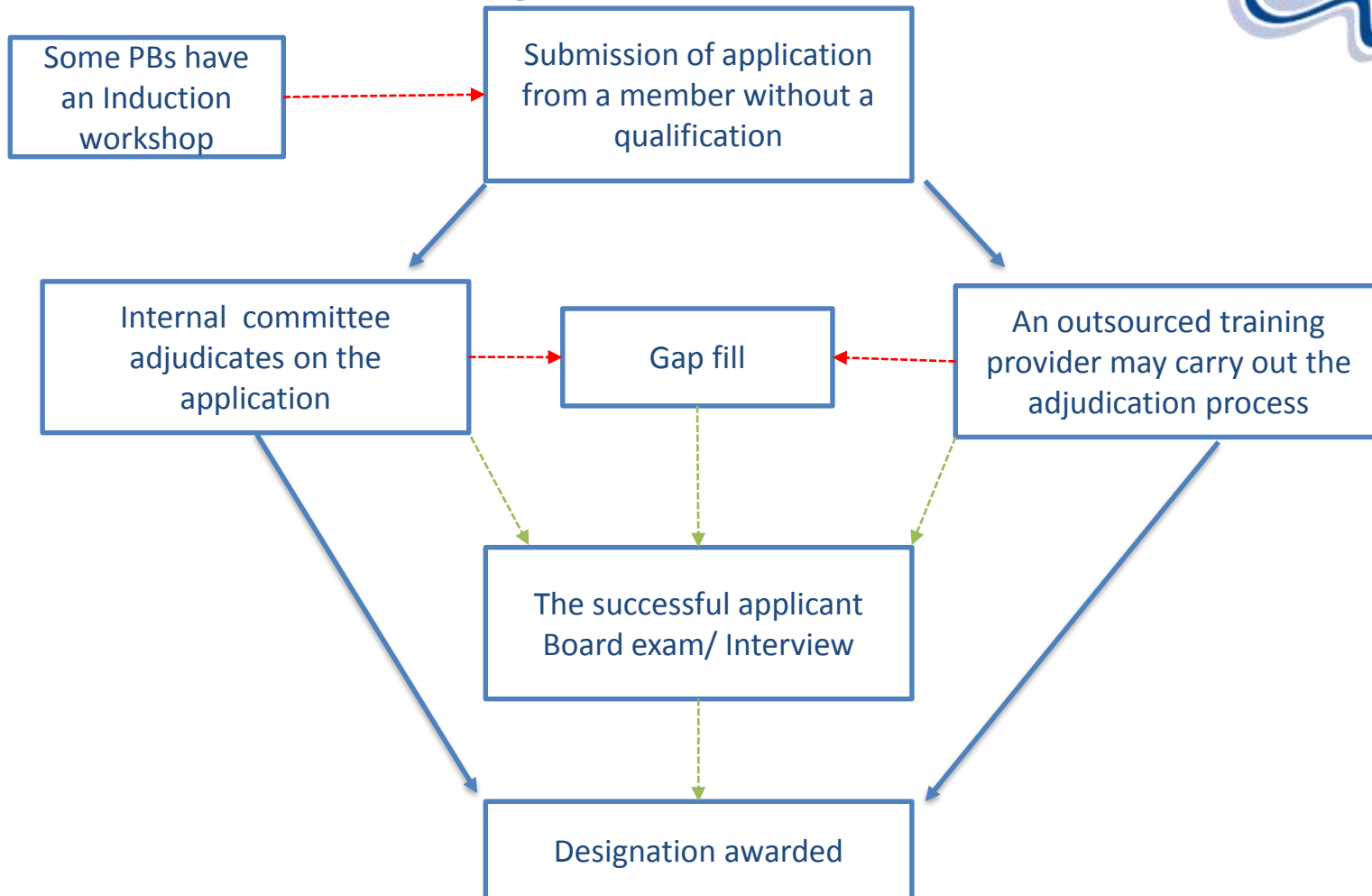
Health Sector PBs



Built Environment PBs



Non-statutory bodies: RPL models for awarding a professional designation





Pockets of excellence,
but...



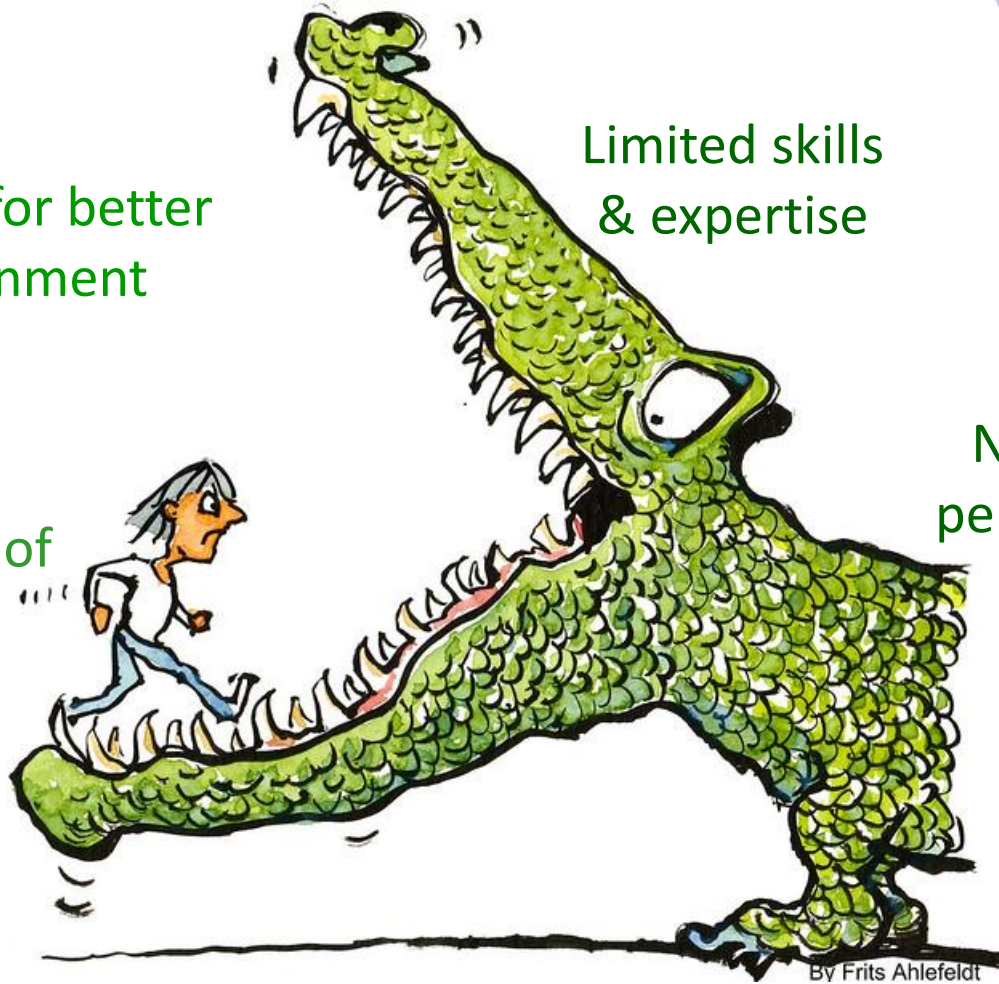
Need for better
alignment

Limited skills
& expertise

Inconsistent
interpretation of
guidelines

Negative
perceptions

Pushback



By Frits Ahlefeldt

Resource
constraints

Statutory bodies blocked by legislation

Achievements and prospects



81611 people
with RPL
achievements



80% in
occupational
space

VPL Biennale

Cape Town 2021





uestions
& comments

