



RECOGNITION OF PRIOR LEARNING (RPL) POLICY AND PROCEDURES

The following information to be completed by the policy and procedure owner/custodian:	
Title	Recognition of Prior Learning Policy and Procedures
Approving authority	Teaching and Learning Committee
Field of application	Academic staff, administrative staff and students
Compliance to	All academic and administrative staff
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Policy Management Policy Owner (designation and name)	Chair of Teaching and Learning Committee Prof Ina Joubert
Policy Co-owner (designation and name)	Mrs Melinda Joubert Senior Student Affairs and Policy Officer
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1. Introduction and Purpose

SANTS endorses the fundamental values of the continuous development of individuals, lifelong learning and the redress of inequalities. SANTS endorses the value of RPL as embodied in its purpose as described in the Policies on the Recognition of Prior Learning, Credit Accumulation and Transfer, and Assessment in Higher Education (CHE, 2016) as “the process through which non-formal and/or informal learning are measured, evaluated and ‘translated’ into their perceived formal equivalents for recognition across different contexts. Its intended outcome is the recognition of such prior learning for the purposes of alternative access and admission to higher education learning programmes, or for advancement within qualification programmes.”

SANTS makes provision for RPL as an alternative access route for prospective students who do not meet the minimum admission requirements for admission to a particular qualification. The purpose of the Recognition of Prior Learning (RPL) Policy and Procedures is to establish a framework that may be used to grant access to a particular qualification (RPL for access).

2. Definition and application of RPL

Recognition of Prior Learning was introduced into South African Higher Education with the introduction of the National Qualifications Framework. The following definition and provision stipulated by SAQA (Regulation 452, No. 18787: March 1998), applies:

“Recognition of prior learning” (RPL) means the comparison of the previous learning and experience of a learner, however obtained, against the learning outcomes required for a specified qualification, and the acceptance for purposes of qualification of that which meets the requirements (page 5).

Admission of students through an RPL route will not constitute more than ten percent of the student intake for any of the programmes offered at SANTS.

The Higher Education Qualifications Framework (CHE, 2013, p. 22) emphasises the general principle that the admitting institution must be “satisfied that the applicant has competence in the appropriate field of intended study at the appropriate entry level of the target qualification”.

3. Guiding Principles

SANTS will apply the following principles when students request to be assessed for RPL:

- i. RPL for access should be available to all prospective students;
- ii. Participation in a RPL process must be voluntary and an applicant must be given the appropriate support to enable him/her to make informed decisions as to whether or not she/he wishes to participate;
- iii. There must be no loss of benefits for the applicant as a result of RPL;
- iv. An individual is assessed through RPL on the basis of clearly stated guidelines; and
- v. RPL processes at SANTS include training and teaching activities aimed at preparing students to meet RPL criteria.

4. Legislative Frameworks

The SANTS RPL Policy and Procedures is informed by and complies with the following key legislation and guidelines:

- i. Council on Higher Education, Policies on the Recognition of Prior Learning, Credit Accumulation and Transfer, and Assessment in Higher Education, 2016.
- ii. South African Qualifications Authority, Policy for Credit Accumulation and Transfer within the National Qualifications Framework, 2014
- iii. Department of Higher Education and Training (DHET), Revised policy on the minimum requirements for Teacher Education Qualifications, 2016
- iv. National Qualifications Framework (NQF) Act 67 of 2008
- v. Council on Higher Education, Revised Higher Education Qualifications Sub-Framework, 2015

5. Recognition of Prior Learning Assessment Process

There are two ways of applying for RPL:

- Students complete the online application form and indicate interest to apply for RPL. The Student Support Department will contact the student and send the link to students to study SANTS documentation placed on SANTS website.
- Before completing the application form (RPL 01) students can contact SANTS or study the documentation on RPL available on SANTS' website. See below the pre-entry application route.

5.1 Pre-entry

SANTS will disseminate information to students to enable them to make an informed decision as to whether or not to undergo the RPL process. This information will depend on the programme that RPL is applied for.

5.2 Student Self-Assessment

This step comprises the student's reflection and self-assessment on what he/she can or cannot do. The student must clarify his/her expectation in seeking recognition and accreditation of prior learning and measure his/her skills, knowledge and competencies against learning outcomes of a programme or qualification. The information requested is indicated in the RPL 01 form the student needs to complete.

5.3 Gathering, generating, and compiling evidence

During this step, a student identifies how he/she can best prove his/her competence and collect and/or generate the necessary evidence. The responsibility rests on the student to ensure that he/she collects sufficient and valid evidence to prove that he/she knows and can do what he/she claims. The standards or learning outcomes (unit standards) serve as a guide.

- i. Once gathered, the evidence must be arranged and presented for submission by the student.
- ii. Evidence is requested by SANTS in the form of a portfolio.

5.4 Assessment of Student Evidence

Evidence will be presented to the Assessment and Student Affairs Committee that will appoint an assessment panel to review the evidence. The assessment panel will comprise of:

- i. The Chair of the Assessment and Student Affairs Committee;
- ii. The Academic Head relevant to the programme for the RPL application; and
- iii. An appropriately trained Assessor from the academic staff.
- iv. The Senior Student Affairs and Policy Officer

The evidence will be assessed according to specific criteria outlined in 9.1.

The outcome of the assessment is presented to the Assessment and Student Affairs Committee to make a recommendation to the Teaching and Learning Committee.

5.5 Accreditation

The Chair of the Assessment and Student Affairs Committee presents the recommendations of the committee to the SANTS Teaching and Learning Committee who makes the final decision on the outcome of the application.

5.6 Informing the Candidate

As Chair of the Teaching and Learning Committee, the Executive Academic Director must provide written feedback to the student on the outcome of the application.

5.7 Certification and Record-Keeping

Well-kept records to ensure valid processes will be kept on SANTS' Management Information System (MIS). Information must be readily available at each stage of the assessment process. Students' portfolios and other evidence must be tracked throughout the system and sufficient records must be kept for a maximum period of five years.

5.8 Policies and procedures

- i. Policies and procedures applied to assessment, including provision for appeal, are fully disclosed and prominently available.
- ii. The RPL Policy and Procedures is available to all SANTS staff and all prospective students on the SANTS website to be used when needed.

5.9 Fees charged

- i. Fees charged for assessment are based on the services performed in the process.
- ii. Fees will be calculated in a reasonable and fair way in accordance with the service rendered.
- iii. The aim of prior learning assessments is to attract students; the fee structures will thus enable SANTS to cover the costs of the RPL evaluation, and not to make a profit.

5.10. RPL training

All staff involved in the assessment of prior learning will receive training for the functions they perform, and there is provision for continued professional development.

SANTS will provide the necessary training or the opportunity for training.

- i. Assessment will be consistent and fair, using the same criteria for the same level in respect of each candidate.
- ii. Trained assessors for RPL will be registered on SANTS' database.

5.11. RPL review

Assessment programmes are regularly monitored, reviewed and evaluated as needed, to reflect changes in the needs being served and in the state of the assessment.

The Academic Head monitors the process of the recognition of prior learning and oversees procedures. This will be done in conjunction with the Executive Academic Director.

6. Assessment Methodologies

6.1. General

The common method of prior learning assessment used at SANTS involves an RPL instrument (10.4) which is used to determine if the student qualifies for entry into one of SANTS' accredited programmes. In addition, the student is required to submit a Portfolio of Evidence (PoE) to support their viability, but a challenge process may also be considered if necessary (refer to 6.3).

6.2. Portfolio development

Portfolio development is the process of collecting, substantiating and organising documented evidence to support the student's claim for prior learning assessment. A portfolio provides a greater range of evidence than a challenge examination and is fairer to students unfamiliar with examinations. The portfolio should contain:

- i. a cover sheet, title page;
- ii. table of contents, learning components;
- iii. education plan (states what student is requesting credit for);
- iv. career and life goal statements;
- v. life history;
- vi. competency statement and relation of learning to module outcomes;
- vii. supporting documentation (including copies of past academic records);
- viii. summary of transcripts and bibliography

The Portfolio of Evidence must be accompanied by the Self-assessment form (RPL 01).

Portfolios require the submission of evidence of skills and knowledge claimed by the student. Such evidence could include copies of:

- i. Certificates from previous courses;
- ii. Examination results as full past academic records;
- iii. Written tests and assignments by the applicant and as part of the academic records;
- iv. Samples of completed work such as copies of documents or reports;
- v. Employment-related documents such as resumes, performance appraisals, business books, certificates of employment etc.;
- vi. A sworn AFFIDAVIT outlining previous types of work and experience;
- vii. References from current and past employers, supervisors and colleagues;
- viii. Testimonials from persons holding relevant qualifications in the area being assessed; and
- ix. Photographs of completed work certified by a referee or accompanied by a statutory declaration (if applicable). This can include photos of the applicant teaching as long as no learner's face is visible.

Two factors will be taken into account: the quality of evidence, not the quantity; and evidence of learning is required, not merely of experience.

Once the student has submitted a portfolio it becomes the property of SANTS. Students must submit certified copies of important documents and make copies of every original document before submitting the portfolio. In addition, students should keep a copy of the Portfolio they submit for their own record.

6.3. Challenge process

The challenge process is a method of assessment other than a portfolio, developed and evaluated by subject-expert staff members to measure an individual's learning achievements against learning outcomes. It assesses demonstrated learning through a variety of written and non-written assessment methods. Challenge processes may include written examinations, role plays, interviews, etc. A challenge examination may be linked directly to specific course content but must also focus on the stated learning outcomes. Challenge evidence may be part of a portfolio.

7. Roles, Rights and Responsibilities of Stakeholders

7.1. Role of the RPL Assessor

The role of the RPL Assessor(s) is to rigorously evaluate evidence provided against the standards of learning outcomes and inform the student of the outcome. Refer to points 9.1 and 9.2. for further elaboration.

7.2. Role of the Student

It is the student's responsibility to apply the RPL application and self-assessment Form (10.4) to identify his/her prior learning and show that it matches the learning outcomes for a particular course that forms part of a programme leading to a desired qualification. It is also the student's responsibility to prove that he/she has learnt what he/she claims to have learned.

7.3. Role of SANTS

Regulations with regard to access and implementation of RPL rest with SANTS. SANTS ensures that the RPL policy and procedures are in line with national legislative requirements.

7.4. Rights of the Student

The rights of students are as follows:

- i. A fair and transparent process;
- ii. Access up-front to the standards and criteria, which will be used in the assessment processes;
- iii. Having prior learning evaluated and assessed for academic access within a reasonable period of time.

7.5. Rights of SANTS

SANTS reserves the right to:

- i. Screen the application and deny further access to RPL assessment if this is deemed inappropriate.
- ii. Expect verification of claims put forward by the student.
- iii. Request to see original documentation.
- iv. Request contactable references.

8. Guidelines and Procedure

- The Assessment and Student Affairs Committee receives the application and evidence and appoints an assessment panel.
- The evidence is made available to the appointed panel to assess against set criteria.
- The assessment panel assesses the evidence individually.
- The assessment panel meets to decide whether the portfolio provides sufficient, valid, authentic proof that the standards or learning outcomes have been met.
- Should the evidence not be sufficient, the assessors must decide on which further route to take, requesting further documentation and using a complementary assessment method (e.g. an interview in conjunction with the portfolio).
- Should complementary assessments be scheduled, it is then scheduled and conducted by the assessment panel.
- The student should be fully informed of what to expect and assessment criteria and standards against which he/she will be measured. The RPL Policy and Procedures including the self-assessment form and the Portfolio requirements are available to students on the SANTS

website. The student should be given the opportunity to evaluate the process and, if necessary, appeal against the outcome.

- The assessment panel provides the outcome to the Assessment and Student Affairs Committee that makes a recommendation to the Teaching and Learning Committee.

9. **BEd (Foundation Phase Teaching) RPL programme aimed at preparing students to meet RPL criteria for access**

SANTS offers two types of RPL:

The first is RPL for access via our RPL application and self-assessment Form (10.4) which is a tool used for self-directed compilation of a Portfolio of Evidence (PoE).

The second type of RPL focuses on RPL pedagogy (RPLP) if the application for RPL for access is denied. The RPLP allows for the student to undergo a 12-month programme which, if completed successfully, gives them access to our BEd (Foundation Phase Teaching) programme for the following year.

- For both types of RPL the first step is to notify SANTS via email that you, the student wish to be RPL'd at which stage a basic document analysis will take place via the SANTS Student Support department. Should you be considered as a viable candidate and taking into account aspects such as age of student; work/life experience related to education; previous qualifications and certificates; partial qualifications; matric results and language competencies, you will be requested to complete the RPL 01 form (10.4). This is a self-directed assessment process that requires the student to carefully go through the RPL requirements (10.4), answer questions and submit certain documents in the form of a Portfolio of Evidence (PoE). There is a cost attached to doing this process that will be confirmed by the Student Support Department. Note that once completed and submitted, the student's submission is assessed against the cost of an external evaluation making use of a predetermined rubric. The SANTS Assessment and Student Affairs Committee (ASAC) will then meet to evaluate each individual assessment before finalizing the result. The student is informed via email and official letter if they have fulfilled one of two conditions:
 - Entry to the BEd (Foundation Phase Teaching) programme offered by SANTS without further work required
- or
- Entry to the BEd (Foundation Phase Teaching) programme subject to the student completing the 12-month RPL pedagogy programme (RPLP).
 - The RPL pedagogy programme (RPLP) is designed to fill in the gaps in the student's foundational knowledge, preparing them for the BEd (Foundation Phase Teaching) programme of study and validating their existing knowledge. Should it be confirmed that the student needs to complete the RPLP, there are two costs involved:
 - The cost for the assessment of the RPLP PoE, and the cost of each module that the student will have to complete over the 12-month period. These modules are designed to establish both the student's capacity to study through SANTS and to provide them with underpinning foundational knowledge that will assist them in their study programme of choice.

The RPLP consists of a number of steps that must be successfully completed in order to demonstrate eligibility for the BEd in (Foundation Phase Teaching) programme:

- a) Submission of the RPL PoE and confirmation this is signed off for RPLP;
- b) Strengthening of the initial self-assessment into the Portfolio of Evidence (PoE) which informs the RPLP process;
- c) Providing proof that you are either currently teaching or have access to a school that you can work in to be observed twice in 12 months;
- d) Submitting 6 monthly journal entries (one every second month =3 per semester);
- e) Completing up to 4 modules (2 per semester) dependent on the evaluation of the RPL PoE outcome;
- f) Submitting and passing two assignments and one exam per module that needs to be completed;
- g) Attending two RPL workshops to develop your RPLP PoE;
- h) Participating in a challenge interview if deemed necessary;
- i) Submitting your final RPLP PoE by the deadline provided.
- j) Applying to USAf (<https://www.usaf.ac.za/>) for a mature age exemption certificate. Note this step can take place at the beginning of the RPL process or the end but must be completed within 6 months of starting your application with USAf.

Note that at no stage does engaging in the RPL processes, or RPLP PoE guarantee the student's entrance into the qualification for which they have applied. Registration for the applied programme can also only take place if all necessary fees have been paid, RPL PoE is successfully completed or alternatively the full 12-month programme (RPLP) has been achieved with the student passing ALL of their modules. Please see the diagramme below (10.1) for a visual representation of the programme. See (10.2 & 10.3) for sample letters of acceptance and 10.4 for the RPL instrument.

10. **BEd (Intermediate Phase Teaching) RPL programme aimed at preparing students to meet RPL criteria for access**

SANTS offers two types of RPL. The first is RPL for access via our RPL application and self-assessment Form which is a tool used for self-directed compilation of a Portfolio of Evidence (PoE).

The second type of RPL focuses on RPL pedagogy (RPLP) if the application for RPL for access is denied. The RPLP allows the student to undergo a 12-month programme which, if completed successfully, gives them access to our BEd (Intermediate Phase Teaching) programme for the following year.

- For both types of RPL the first step is to notify SANTS via email that you, the student wish to be RPL'd at which stage a basic document analysis will take place via the SANTS Student Support department. Should you be considered as a viable candidate and taking into account aspects such as age of student; work/life experience related to education; previous qualifications and certificates; partial qualifications; matric results and language competencies, you will be requested to complete the RPL self-assessment form (RPL 01)t This is a self-directed assessment process that requires the student to carefully go through the RPL requirements, answer questions and submit certain documents in the form of a Portfolio of Evidence (PoE). There is a cost attached to doing this process that will be confirmed by the Student Support Department. Note that once completed and submitted, the student's submission is assessed against the cost of an external evaluation making use of a predetermined rubric. The SANTS Assessment and Student Affairs Committee (ASAC)

will then meet to evaluate each individual assessment before finalizing the result. The student is informed via email and official letter if they have fulfilled one of two conditions:

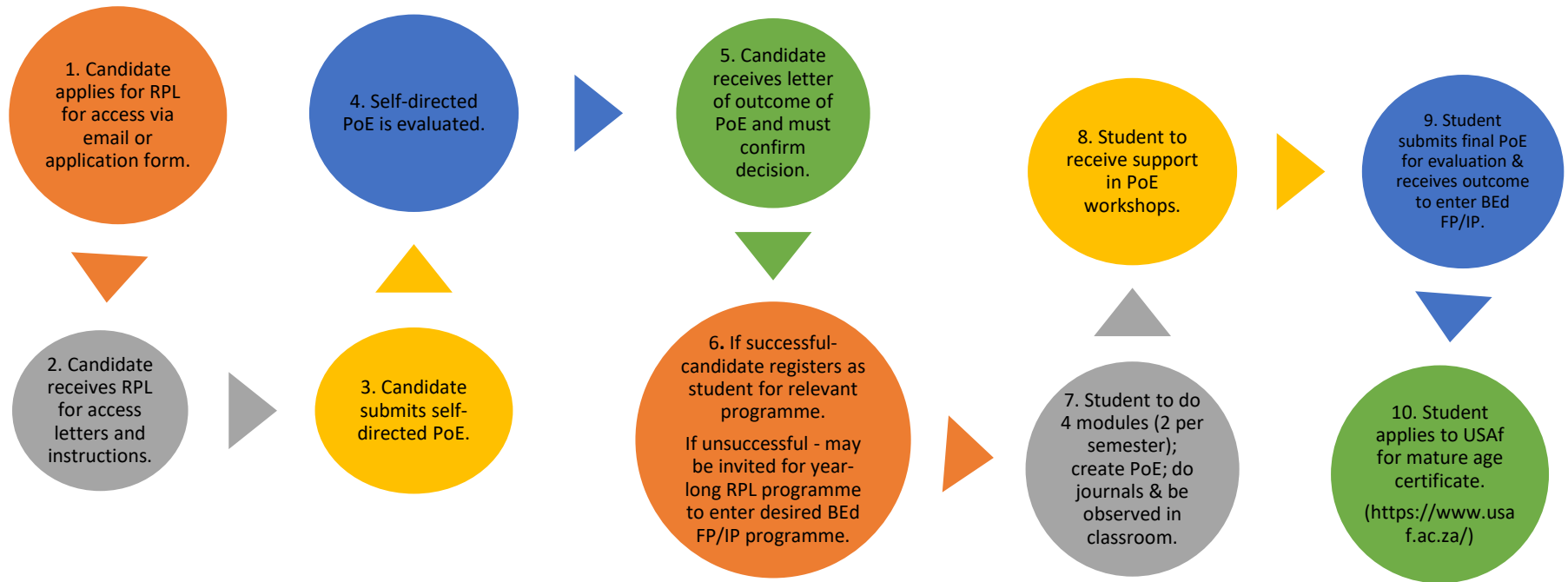
- Entry to the BEd in (Intermediate Phase Teaching) programme offered by SANTS without further work required;

or

- Entry to the BEd in (Intermediate Phase Teaching) programme subject to the student completing the 12-month RPL pedagogy programme (RPLP).
- The RPL pedagogy programme (RPLP) is designed to fill in the gaps in the student's foundational knowledge, preparing them for the BEd (Intermediate Phase Teaching) programme of study and validating their existing knowledge. Should it be confirmed that the student needs to complete the RPLP, there are two costs involved:
 - The cost for the assessment of the RPLP PoE,
and
 - The cost of each module that the student will have to complete over the 12-month period. These modules are designed to establish both the student's capacity to study through SANTS and to provide them with underpinning foundational knowledge that will assist them in their study programme of choice.
- The RPLP consists of a number of steps that must be successfully completed in order to demonstrate eligibility for the BEd in (Intermediate Phase Teaching) programme:
 - a) Submission of the RPL PoE and confirmation this is signed off for RPLP;
 - b) Strengthening of the initial self-assessment into the Portfolio of Evidence (PoE) which informs the RPLP process;
 - c) Providing proof that you are either currently teaching or have access to a school that you can work in to be observed twice in 12 months;
 - d) Submitting 6 monthly journal entries (one every second month =3 per semester);
 - e) Completing up to 4 modules (2 in each semester) dependent on the evaluation of the RPL PoE outcome;
 - f) Submitting and passing two assignments and one exam per module that needs to be completed;
 - g) Attending two RPL workshops to develop your RPLP PoE;
 - h) Participating in a challenge interview if deemed necessary;
 - i) Submitting your final RPLP PoE by the deadline provided; and
 - j) Applying to USAf (<https://www.usaf.ac.za/>) for a mature age exemption certificate. Note this step can take place at the beginning of the RPL process or the end but must be completed within 6months of starting your application with USAf.
- Note that at no stage does engaging in the RPL processes or RPLP PoE guarantee the student's entrance into the qualification for which they have applied. Registration for the applied programme can also only take place if all necessary fees have been paid, RPL PoE is successfully completed or alternatively the full 12-month programme (RPLP) has been achieved with the student passing ALL of their modules.

Please see diagram below **(10.1)** for visual representation of the programme. See **(10.2 & 10.3)** for sample letters of acceptance.

10.1 Visual outline of RPL processes at SANTS



- BEd FP: BEd (Foundation Phase Teaching), BEd IP: BEd (Intermediate Phase Teaching). Students apply for mature age certificate. See number 10.
- RPL year-long programme: Student must pass all 4 modules – FP and IP (R-ALI 110; R-LLL 110; R-EDS 111 & R-FMA 110)
- Students must pay for RPL for access and RPL programme
- No credits are given for these modules or for previous study modules.
- Students must submit all 6 journal entries.
- Students must attend PoE workshops.
- Student must be observed twice in the 12 months in a classroom. One baseline-visit and one follow up.
- Students must complete and pass PoE. Student to be interviewed on gaps in first PoE.

10.2 SAMPLE Letter of acceptance for RPL for immediate access

6th July 2022

Ms ABC

ID no: 1234

Dear ABC,

RPL ASSESSMENT

We have now evaluated your self-directed Portfolio of Evidence and are pleased to inform you that you do qualify to enter the BEd (Foundation Phase Teaching) programme in 2022. Please be advised of the following:

- 1) You must register for this programme as soon as possible.
- 2) You must pay the registration fee of R2500. Note this money will be deducted from your tuition fees to be paid for the 1st semester of the year you are registering for.
- 3) As soon as you are registered you will be able to access all the SANTS online resources and your hardcopy Curriculum and Learning Guides (CLGs) will be posted to your nearest Pep store (Paxi Parcel) for collection by you; and
- 4) Make sure you have provided SANTS with your most current contact details so that we can keep the lines of communication open, and you do not miss important messages.

You must acknowledge receipt of this letter by Friday 8th July 2022 in order to take up this opportunity. Once you have done so, more details will follow regarding the registration processes and Orientation.

Looking forward to having you as part of our student body.

Kindest regards.

Dr G Harrison, Project Leader

Prof I Joubert, Executive Academic Director

10.3. SAMPLE Letter of acceptance for RPL year-long programme

1st February 2022

Ms ABC
Student no: 1234

Dear Ms ABC,

RPL ASSESSMENT

We have now evaluated your self-directed Portfolio of Evidence which you submitted as a requirement for consideration for the SANTS RPL programme. The outcome of our evaluation is that you need to participate in our year-long RPL programme in order to gain entry to the BEd (Foundation Phase Teaching) programme in 2023. Please note the following:

- 1) You must register for the RPL programme as soon as possible;
- 2) You must pay the registration fee of R2500. Note this money will be deducted from your fees to be paid for the first semester;
- 3) As soon as you are registered you will be able to access all of the SANTS online resources and your hardcopy Curriculum and Learning Guides (CLGs) will be posted to your nearest Pep stores (Paxi Parcel) for collection by you;
- 4) Make sure you have provided SANTS with your most current contact details so that we can keep the lines of communication open, and you do not miss important messages;
- 5) You must register and complete the following two modules in the first semester: Academic Literacy (R-ALI 110), and Education Studies 1: Theories of Child Development in Context (R-EDS 111), and the following two modules in the second semester: Fundamental Mathematics (R-FMA 110) and Introduction to the Language and Literacy Landscape in Grade R (R-LLL 120); and
- 6) The cost for each of the four modules can be found in the Prospectus which is updated each year.

You must acknowledge receipt of this letter by Friday 4th February 2022 in order to take up this opportunity. Once you have done so, more details will follow regarding the registration processes, Orientation, the Workplace Integrated Learning assessment and workshop(s) to attend.

Looking forward to having you as part of our student body.

Kindest regards.

Dr G Harrison, Project Leader

Prof I Joubert, Executive Academic Director

10.4 Form RPL-01: Application and Self-Assessment for admission through Recognition of Prior Learning (RPL) to the studies for the Bachelor of Education



RECOGNITION OF PRIOR LEARNING (RPL)

DATE OF SUBMISSION:

This self-directed assessment is aimed at evaluating your competencies to enter one of SANTS programs or the year-long RPL bridging program.

MODULE NAME	RPL
MODULE CODE	RPL-01
EXAMINER	
INTERNAL MODERATOR	
Assessment and Student Affairs committee	

Important information:

1. The completed form RPL-01, Portfolio of Evidence, and proof of payment of R 1 000-00 must be sent to michelle@sants.co.za
2. SANTS reserves the right to approve and or decline any application for RPL.
3. Prior to completing and submitting the RPL-01 form, ensure that you have read the information contained in SANTS' RPL Policy and Procedures.
4. Applications for RPL will only be processed if the application is complete and all supporting documents are submitted.

RPL-01 Form

Please complete all information requested below in full:	
First Names	
Surname	
Address	
Date of submission	

Cell Phone or other contact numbers	
National ID Number	
Passport Number if not a Citizen or Resident of South Africa	
Are you above 23 years of age?	(YES if 24 or older by end of January next year, NO otherwise)
Highest Qualification passed (Please refer to the admission requirements and list a <u>qualifying</u> qualification here)	Title of qualification: (Example, National Senior Certificate)
	Year of qualification/Last examinations written:
List any other certificates/ diplomas or qualifications that you have earned/passed	Title of qualifications and year:
What was the mark or symbol for English in your final school year?	English First Additional Language / Second Language / Mark/Symbol
	English HomeLanguage / First Language / Mark/Symbol
What is your mother tongue, if different to the School Home Language / First Language?	Mother tongue: (The language you grew up speaking at home?)
Name of the proposed SANTS qualification you are applying for	
Questions (to be answered by the applicant)	For office use only (SANTS)
<i>Using your own words when answering the questions below.</i>	Yes/No / Comment
1. Tell us about your career goals and why you want to become a teacher.	

<p>2. Work history:</p> <p>a) What was your first paid job?</p> <p>b) Where do you currently work?</p> <p>c) What is your job description?</p> <p>d) What is the longest period you have worked in any of the jobs you have described?</p> <p>e) Are you currently employed in a school / ECD centre / teaching environment?</p>		

<p>3. Tell us how any of these jobs or others might assist you in becoming a professional teacher.</p>		
<p>4. What opportunities have you had or currently have to make use of technology such as working on a laptop, using an android phone, working with apps, online learning etc.</p>		
<p>5. Tick if you have done any of the following:</p> <ul style="list-style-type: none"> a) Set a lesson plan b) Teach a lesson c) Created teaching resources d) Created assessments for learners e) Marked assessments f) Observed and supervised a class of learners g) Assisted with extra mural activities h) Assisted with community work such as bible study through your church or sporting activities with children 		

<p>6. List any informal training you have received such as first aid certificates, certificates of participation or IT training</p>		
<p>Please upload the following documents to support this RPL application:</p>		
<ul style="list-style-type: none"> a) Matric certificate/equivalent b) Certificates from formal qualifications c) Certificates from informal qualifications d) Academic transcripts e) Certified copy of your ID/Passport f) A letter of motivation written by you requesting access to a SANTS program and why you should be RPL'd g) Curriculum vitae h) 2x references from work colleagues/community members describing your skills and abilities i) Any photographs showing you in action (no learners' faces to be visible). j) Photographs of resources/assessments/lesson plans/marking you have done 		

All information supplied is confidential and available to the Academic Committee, the Assessment and Student Affairs Committee and the Teaching and Learning Committee. SANTS will evaluate the students' application and notify them of the outcome. If the student is accepted, the portfolio forms part of the student's permanent record held by SANTS. If the application is not accepted the record of the application and the Record of the RPL Assessment Process are kept, while the portfolio itself is destroyed after a fixed period to conform to legislation.