



## **RECOGNITION OF PRIOR LEARNING (RPL) POLICY AND PROCEDURES**

<b>The following information to be completed by the policy and procedure owner/custodian:</b>	
<b>Title</b>	Recognition of Prior Learning Policy and Procedures
<b>Approving authority</b>	Teaching and Learning Committee
<b>Field of application</b>	Academic staff, administrative staff and students
<b>Compliance to</b>	All academic and administrative staff
<b>New or revised policy</b>	Revised
<b>Last date of approval</b>	12 October 2023
<b>Stakeholders consulted</b>	Executive Management Project leader: Academic Head of Foundation Phase Unit Students Academic staff Administrative staff
<b>Policy Management Policy Owner (designation and name)</b>	Owner: Dr Giulietta Harrison Chair of Teaching and Learning Committee Prof Ina Joubert
<b>Policy Co-owner (designation and name)</b>	Co-owner: Administration Manager Melinda Joubert
<b>Cross-reference</b>	Teaching and Learning Policy Assessment Policy
<b>Language edited</b>	<b>Yes/No</b>
<b>Reviewed by Legal Person</b>	<b>Yes/No</b>

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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 includes 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 Administration Department will contact the student and send the link to students to study SANTS documentation placed on SANTS website.
- Before completing the registration form students contact SANTS or study the documentation on RPL available on SANTS' website and then contact SANTS without completing the registration form. 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.

### **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:

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

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 record 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 assessment is to attract students, thus the fee structures will enable SANTS to cover the costs of the RPL evaluation, 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' data base.

#### **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 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 processes may also be considered if necessary.

#### **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 a cover sheet, title page, table of contents, learning components, education plan (states what student is requesting credit for), career and life goal statements, life history, chronological time-line, competency statement and relation of learning to module outcomes, supporting documentation (including copies of past academic records) summary transcripts and bibliography.

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

- i. Certificates from previous courses;
  - ii. Challenge examinations;
  - iii. Standardised tests;
  - iv. Written tests and assignments;
  - v. Products of any nature relevant to the courses offered at SANTS: portfolios; publications;
  - vi. Samples of completed work such as copies of documents or reports;
  - vii. Employment-related documents such as resumes, performance appraisals, business books etc.;
  - viii. A statutory declaration outlining previous types of work and experience;
  - ix. References from current and past employers, supervisors and colleagues;
  - x. Testimonials from persons holding relevant qualifications in the area being assessed;
- and



- xi. Photographs of completed work certified by a referee or accompanied by a statutory declaration.

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.

### **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 instruments (see Addendum) 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

- 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 assess the evidence individually.
- The assessment panel meet 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 instruments 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 Instrument which is a tool used for self-directed compilation of a Portfolio of Evidence (PoE) (see link: <https://bit.ly/3FTn394>).

**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 SANT Administration 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 invited to use the RPL policy tool to complete the RPL instrument. This is a self-directed assessment process that requires of the student to carefully go through the RPL Instrument, answer questions and submit certain documents in the form of a Portfolio of Evidence (PoE). The cost attached to doing this process is (R1000). 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 Academic Student Assessment 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 (Foundation Phase teaching) programme offered by SANTS without further work required;

or

- Entry to the BEd in (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-directed tool 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 7 modules (3 in the first semester and 4 in the second 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 6months of starting your application with USAf.

- Note that at no stage does engaging in the RPL processes (RPL Instrument or RPLP PoE) guarantee the student 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 diagramme below (10.1) for visual representation of programme. See (10.2 & 10.3) for sample letters of acceptance.

## 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 Instrument which is a tool used for self-directed compilation of a Portfolio of Evidence (PoE) (see link: <https://bit.ly/3FTn394>).

**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 (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 Administration 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 invited to use the RPL policy tool to complete the RPL instrument. This is a self-directed assessment process that requires of the student to carefully go through the RPL Instrument, answer questions and submit certain documents in the form of a Portfolio of Evidence (PoE). The cost attached to doing this process is (R1000). 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 Academic Student Assessment 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

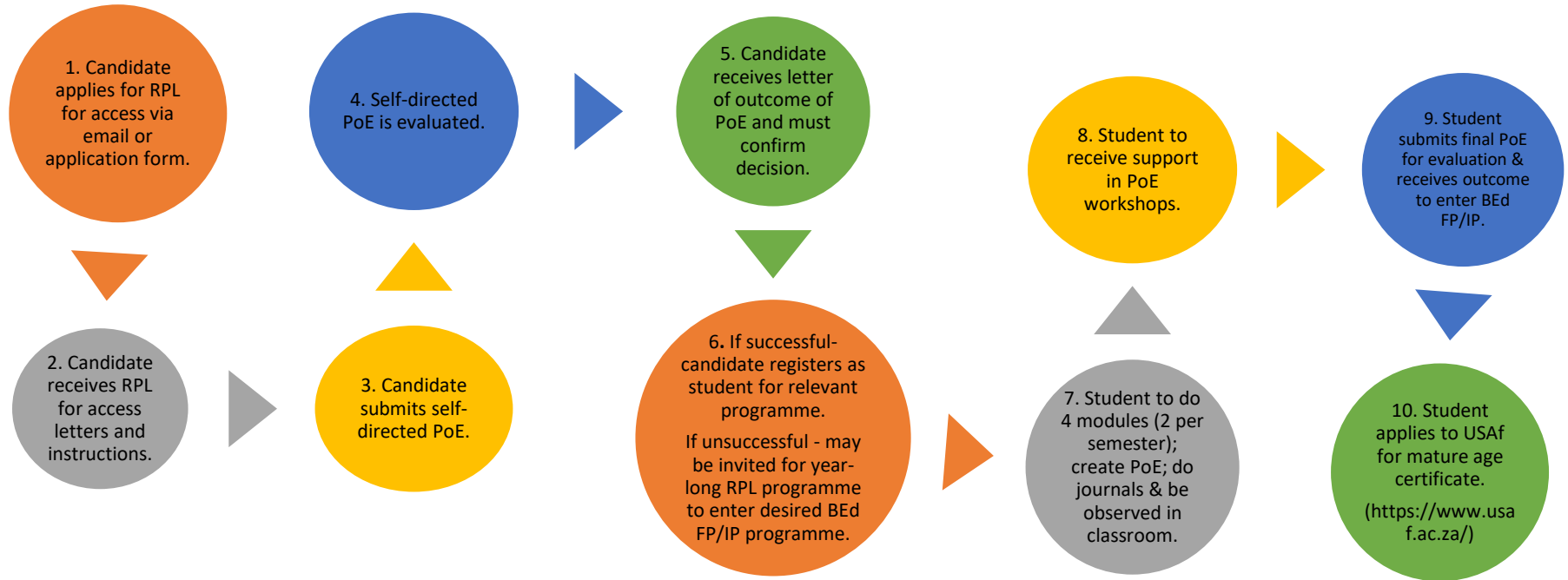
- The cost of each module that the student will have to complete over the 12 month period. These modules are designed to establish both the student's capacity to study through SANTS and to provide them with underpinning foundational knowledge that will assist them in their study programme of choice.

- 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-directed tool 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 7 modules (3 in the first semester and 4 in the second 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 (RPL Instrument or RPLP PoE) guarantee the student 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 diagramme 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). Student applies 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.**
      - **Student must submit all 6 journal entries.**
      - **Student must attend PoE workshops.**
  - **Student must be observed twice in the 12 months in a classroom. One baseline visit and one follow up.**
    - **Student 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.

6<sup>th</sup> 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 1<sup>st</sup> semester of 2022;
- 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 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 8<sup>th</sup> 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

Mrs M Joubert, Administration Manager

Prof I Joubert, Executive Academic Director



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

1<sup>st</sup> 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:

- 5) You must register for the RPL programme as soon as possible;
- 6) You must pay the registration fee of R2500. Note this money will be deducted from your fees to be paid for the first semester;
- 7) 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;
- 8) 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;
- 9) 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
- 10) The cost per module: R-ALI 110 = R2 240, R-EDS 111 = R1 920, R-FMA 110 = R2 240 and R-LLL 120 = R1 920.

You must acknowledge receipt of this letter by Friday 4<sup>th</sup> 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  
Mrs M Joubert, Administration Manager



Prof I Joubert, Executive Academic Director





## **Addendum to the Recognition of Prior Learning policy and procedures: Instruments and application forms**

## Document Disposition

<b>The following information to be completed by the policy and procedure owner/custodian:</b>	
<b>Title</b>	RPL Instruments and application forms
<b>Approving authority</b>	Teaching and Learning Committee
<b>Field of application</b>	Academic staff, administrative staff and students
<b>Compliance to</b>	All academic and administrative staff
<b>New or revised policy</b>	Revised
<b>Last date of approval</b>	11 <sup>th</sup> October 2023
<b>Stakeholders consulted</b>	Executive Management Academic staff Administrative staff
<b>Policy Management Policy Owner (designation and name)</b>	Owner: Dr Giulietta Harrison Chair of Teaching and Learning Committee Prof Ina Joubert
<b>Policy Co-owner (designation and name)</b>	Co-owner: Administration Manager Melinda Joubert
<b>Cross-reference</b>	Recognition of Prior Learning Policy and Procedures
<b>Language edited</b>	Yes/ <b>No</b>
<b>Reviewed by Legal Person</b>	Yes/ <b>No</b>

## 1. Purpose of RPL for the Bachelor of Education qualifications

The following admissions requirements are stated for the Bachelor in Education in Foundation Phase Teaching and in the Bachelor in Education in Intermediate Phase Teaching:

Admission can be achieved through one of the following options:

- a. National Senior Certificate with admission to Bachelor degree studies with:
  - 50% for Home Language;
  - 40% for English First Additional Language, or
- b. A Completed Senior Certificate with university (complete) exemption, or with endorsement prior to 2008 with:
  - 50% for Home Language, and
  - 40% for English First Additional Language, or a
- c. National Certificate Vocational (NCV) Level 4 with:
  - 70% or above for Home Language and the First Additional Language, and
  - 60% or above for four vocational subjects, or a
- d. National Professional Diploma in Education (NPDE) with Foundation Phase specialisation with an overall percentage of 65%, or a
- e. Recognition of Prior Learning proving equivalence to a, b, c or d above linked to historical or conditional admission through **mature age exemption**. This avenue is available to students who have completed the National Senior Certificate, Senior Certificate, National Certificate Vocational or National Professional Diploma in Education but do not meet specific admissions requirements, including:
  - i. Minimum percentages for subjects or diploma and
  - ii. Specific subjects included in the Certificate or other Qualification

The RPL process for the Bachelor degree thus applies specifically to **admission through mature age exemption** only.

**Access** relies on proving of the Level 4 (NSC Curriculum Statements) outcomes for Home Language, English as FAL) **for admission purposes on grounds of mature age**.

RPL does **not apply** to module credits – only to admission to the programme. Module credits are possible only as transfer of credits from another recognised institution or qualification achieved at the appropriate level, and the same module learning outcomes, and hence are not part of an RPL process.

The purpose of RPL is thus to provide access to the BEd programmes to applicants of mature age who are able to prove learning achievement commensurate with the NSC requirements in Home Language and English First Additional Language.

## 2. Information for applicants who wish to apply for admission through an RPL process for the Bachelor of Education degrees

The Recognition of Prior Learning process is available to students who wish to apply for admission to the Bachelor of Education on the grounds of the Mature Age Exemption. To apply in terms of the Mature Age Exemption applicants must be at least 23 years of age.

This avenue is available to students who have completed the National Senior Certificate or the Senior Certificate (and other qualifications listed in the Admission Requirements, or equivalent) but do not meet specific admissions requirements, including:

- Minimum percentages for subjects or diploma and
- Specific subjects included in the Certificate or other Qualification (Home Language and English First Additional Language).

Applicants are required to complete a self-assessment of their achievement of the required learning outcomes, which must be submitted to SANTS together with the Portfolio of Evidence, both described below.

Applicants must provide evidence that they have achieved competence in Home Language and English First Additional Language to the percentage levels specified in the admission requirements through a Portfolio of Evidence. The evidence provided is assessed by an Assessment Panel appointed by the Assessment and Student Affairs Committee, and the outcome is reported to the Teaching and Learning Committee, which approves, disapproves or requires additional assessments (which may include interviews or written tests based on the Learning Outcomes whose achievement need to be proven).

Admission after the Recognition of Prior Learning process is conditional/discretionary and the student will be required to present the completed academic record, with covering letter from SANTS, to the Universities South Africa (USAf) for the appropriate admissions status to be granted after successful completion of the qualification through SANTS. This process is the responsibility of the student and is needed to enable other degree studies as a consequence of completing the SANTS qualification. This also applies to international qualifications.

Applicants who are not granted admission through the RPL process may submit a single appeal in writing to the Chair of the Assessment and Student Affairs Committee at SANTS with any relevant additional evidence that may be added to the Portfolio of Evidence.

To go through the RPL process will require the payment of an RPL Application Fee of R 1 000-00.

All payments must be made via bank deposits, electronic transfers or at an ATM advance machine at your nearest retail bank into the following bank account:

SANTS Banking Details	
Account holder:	SANTS
Bank:	First National Bank
Branch:	Menlyn
Branch Code:	252-445
Account Number:	6243 887 2261
Reference:	Applicant's ID number and surname

In summary, the application for Recognition of Prior Learning must include:

- Completed Form RPL-01: Application and Self-Assessment for admission through Recognition of Prior Learning (RPL) to the studies for the Bachelor of Education
- Completed Portfolio of Evidence including all supporting documents as required.

- Proof of payment of the RPL application fee.

Submit completed RPL application directly to: [info@sants.co.za](mailto:info@sants.co.za)

Please note students who are granted access to Bachelor of Education degree studies based on successful completion of the RPL assessment will be required to produce a USAf Certificate of Exemption based on mature age within 6 months of registering for the Bachelor of Education programme.

### **3. Structure of the Portfolio of Evidence**

#### **3.1. Definition of a Portfolio of Evidence:**

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

- a cover sheet, title page,
- table of contents, learning components,
- education plan (states what student is requesting credit for),
- career and life goal statements,
- life history,
- competency statement and relation of learning to module outcomes,
- supporting documentation (including copies of past academic records) summary transcripts and bibliography.
- The Portfolio of Evidence must be accompanied by the self-assessment Form.

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

- Certificates from previous courses;
- Examination results as full past academic records;
- Written tests and assignments by the applicant and as part of the academic records;
- Samples of completed work such as copies of documents or reports;
- Employment-related documents such as resumes, performance appraisals, business books, certificates of employment etc.;
- A sworn AFFIDAVIT outlining previous types of work and experience;
- References from current and past employers, supervisors and colleagues;
- Testimonials from persons holding relevant qualifications in the area being assessed; and
- 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.

#### **3.2. Use of the Portfolio of Evidence:**

- i. Two factors will be taken into account when assessing the Portfolio of Evidence: the quality of evidence, not the quantity; and evidence of learning as required, not merely of experience.

- ii. Once the student has submitted a portfolio it becomes the property of SANTS. Students must submit certified copies of important documents and only copies of every original document before submitting the portfolio. In addition keep a copy of the Portfolio you submit as a record. Original documents must not be submitted until requested by administration.
- iii. All information supplied is confidential and available to the Academic and Student Affairs Committee, the assigned Assessment and Student Affairs Committee and the Teaching and Learning Committee. If the student is accepted the portfolio forms part of the permanent record of the student 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 of time to conform to legislation.

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

Important information:

1. Completed form RPL-01, Portfolio of Evidence, and proof of payment of R 1 000-00 must be sent to support@sants.co.za
2. SANTS reserves the right to grant 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.

**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 standards or learning outcomes of a programme or qualification.

**Part A: Personal information and Mature Age eligibility**

<b>First Names</b>	
<b>Surname</b>	
<b>Address</b>	
<b>Cell Phone or other contact numbers</b>	
<b>National ID Number</b>	
<b>Passport Number if not a Citizen or Resident of South Africa</b>	
<b>Are you above 23 years of age?</b>	( <b>YES</b> if 24 or older by end of <b>January</b> next year, <b>NO</b> otherwise)
<b>Highest Qualification</b> (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:
<b>List any other certificates/ diplomas or qualifications that you have earned</b>	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 Home Language/First Language	Mark/Symbol
What was the mark or symbol for Home / First Language in your final school year?	Home Language: (Write the name of the Home/First Language you took at school here:)	Mark/Symbol
What is your mother tongue if different to the School Home Language/First Language?	Mother tongue: (The language you grew up with speaking at home?)	
Name of proposed SANTS qualification you are applying for		

**Note:** Evidence in the form of copies of academic records and qualification certificates must be provided in your Portfolio of Evidence.

**Part B: Work experience and ways that you have gained further skills and knowledge that assist your admission to the programme of study for which you want to apply.**

**Did you gain more knowledge and skills in the meantime (and for how many years)?**

**(i) If so, please explain below:** (For example: I worked as bookkeeper, I studied and applied the skills in other courses – Geography, I worked for an employer where English was used and I was given lessons in English....)

**(ii) Please provide information IN ENGLISH about all experience and learning** in the subjects: English, Home Language, Mathematics or Grade R, Foundation or other schooling  
(You may add additional pages.)

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**Note:** In your Portfolio of Evidence, please provide proof of work experience, such as certificates of employment, letters of reference by former employers and contact details for three people that may be contacted to obtain support for your application to the programme of study.

**Form RPL-02: Record of the RPL Assessment Process:**

**PART A: ADMINISTRATIVE REVIEW**

DATE RECEIVED BY ADMINISTRATION: \_\_\_\_\_

APPLICANT SURNAME: \_\_\_\_\_

APPLICANT FIRST NAMES: \_\_\_\_\_

APPLICANT ID NUMBER: \_\_\_\_\_ REFERENCE NO: \_\_\_\_\_

**ADMINISTRATION CHECKLIST:**

Full course application received: Yes/No

Applicant satisfies entrance requirements: Yes/No

If not, give the reason: \_\_\_\_\_

Does the applicant qualify for RPL consideration? Yes/No

**REASON:**

Yes/No a) Age 24 by January next year

Yes/No b) Has a valid grade 12/Standard 10 certificate

Yes/No c) Has other learning/experience in place

Any other reason?  
\_\_\_\_\_

**Does the document set include:**

a) Completed Self-assessment Form? Yes/No

b) Portfolio of Evidence? Yes/No

c) Contactable referees? Yes/No

**REFERRAL TO THE CHAIR OF THE ASSESSMENT AND STUDENT AFFAIRS COMMITTEE:**

DATE \_\_\_\_\_

REVIEWER \_\_\_\_\_

DATE \_\_\_\_\_

CHAIR: \_\_\_\_\_

**PART B: ASSESSMENT AND STUDENT AFFAIRS COMMITTEE.**

DATE SERVED AT THE COMMITTEE: \_\_\_\_\_

Chair: \_\_\_\_\_  
(signature)

**REFERRED TO AN ASSESSMENT PANEL:**                      **DATE:** \_\_\_\_\_

Convenor: \_\_\_\_\_

Members: \_\_\_\_\_

**1. RECOMMENDATION BY THE ASSESSMENT PANEL:**

Accept via RPL                      Do Not Accept                      Obtain further information

(REFER TO THE TEACHING AND LEARNING COMMITTEE VIA THE ASSESSMENT AND STUDENT AFFAIRS COMMITTEE)

**2. FURTHER INFORMATION REQUIRED:**

Referred to Administration Department to obtain referee reports?

External reviewer required?

Oral interview required?

Refer to Subject Head for a written assessment opportunity?

Other \_\_\_\_\_

REASON: \_\_\_\_\_

**3. FINAL ASSESSMENT: (Outcome reports are attached.)**

Accept via RPL                      Do Not Accept

DATE:

SIGNATURES:

Chair: \_\_\_\_\_

(REFER TO THE TEACHING AND LEARNING COMMITTEE VIA THE ASSESSMENT AND STUDENT AFFAIRS COMMITTEE)

**PART C: ASSESSMENT AND STUDENT AFFAIRS COMMITTEE:**

DATE PANEL REPORT SERVED AT THE COMMITTEE: \_\_\_\_\_

Chair: \_\_\_\_\_  
(signature)

**RECOMMENDATION TO THE TEACHING AND LEARNING COMMITTEE:**

DATE: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PART D: DECISION BY THE TEACHING AND LEARNING COMMITTEE:**

DATE: \_\_\_\_\_

ACCEPT THE APPLICATION:

ACCEPT THE APPLICATION WITH CONDITIONS:

Conditions: \_\_\_\_\_

DECLINE THE APPLICATION:

Reason: \_\_\_\_\_

SIGNATURES:

Chair: \_\_\_\_\_

**Form RPL-03: RPL Assessment Appeal Form**

I, \_\_\_\_\_, (name and surname of the appellant) hereby wish to appeal against the outcome of an assessment.

<b>APPEAL</b>		
Appellant name		
ID Number		
Reason for appeal against RPL assessment outcome  (Brief outline)		
Any relevant additional evidence that may be added to the Portfolio of Evidence.		
Student	<i>(Signature)</i>	<i>(Date)</i>
<b>OUTCOME OF APPEAL</b>		
Chair: Assessment and Student Affairs considered decisions and rationale.  (Attach a detailed report if required)		
Chair: Assessment and Student Affairs	<i>(Signature)</i>	<i>(Date)</i>
The above decision has been explained to me and I accept the assessment decision is final.		
Appellant	<i>(Signature)</i>	<i>(Date)</i>

Signature of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: Chair of Assessment and Student Affairs: \_\_\_\_\_

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

Signature: Chair of Teaching and Learning Committee: \_\_\_\_\_

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