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# Alignment of the Recognition of Prior Learning (RPL) Policy and short learning Programmes guideline document

*Approved at Council 24 June 2022*

<b>PROCEDURE</b>	
<b>1. Preamble/ background</b>	<p>1.1 “Recognition of Prior Learning (RPL) remains a key approach to redressing past injustices and recognizing competence gained through practical workplace learning and experience. There have been problems in obtaining a common understanding and approach across the post- school system.”<sup>1</sup></p> <p>1.2 “RPL must be seen as a key feature of a Lifelong Learning (LLL) system alongside a range of related strategies, mechanisms and education and training opportunities. RPL carries specific significance as it is central to an inclusive, democratic education and training system. It is part of a national drive, under the oversight auspices of the DHET, to build a learning culture in every family, village, township and city.”<sup>2</sup></p>
<b>2. Purpose</b>	<p>2.1 RPL in South Africa is critical to the development of an equitable higher education system that facilitates access, mobility, and progression within the Higher Education Sub- Framework (HEQSF). The purpose of the CHE policy on RPL is to develop and facilitate the implementation of RPL across the higher education sector and should be based on the principles of equity, access, inclusivity, and redress of past discrimination with regard to educational opportunities.</p> <p>2.2 Credit Accumulation and Transfer (CAT) is critical to ensuring that students are able to receive formal recognition and certification of a learning achievement. It allows for articulation across the sub-frameworks of the NQF in order to facilitate lifelong learning, provide for the mobility of students, and enhance their chances of successfully completing their qualifications.<sup>3</sup></p>
<b>3. Scope</b>	<p>3.1 <b>Recognition of Prior Learning</b></p> <p>a) RPL for access: To provide an alternative access route into a programme of learning for those who do not meet the formal entry requirements for admission.</p> <p>b) RPL for exemption: To provide for the assessment of non- formal and informal learning activities, awarding exemption from formal modules presented in a qualification or part- qualification registered on the NQF.</p> <p>3.1.1 RPL refers to the principles and processes through which the prior knowledge and skills of a person are made visible, mediated, and rigorously assessed and moderated for the purposes of alternative access and admission, recognition and certification, or further learning and development.</p> <p>3.1.2 RPL may be used to grant access to a qualification programme, or advanced standing/exemption from modules or courses constitutive of a particular qualification.</p>

	<p>3.1.3 In higher education, exemption from modules or courses does not translate to credits being awarded for those modules or courses. No credits should therefore be awarded for the modules or courses that a student is exempted from doing on the basis of RPL.</p> <p>3.1.4 A student who is granted exemption from doing specific modules or courses in a qualification programme on the basis of RPL will complete the qualification with a total number of credits that are less than the normally required number of credits for the qualification in question. RPL creates such an exception, and the student concerned should not be compelled to do more modules or courses to make up for the difference in the total number of credits.</p> <p>3.1.5 Full qualifications on the Higher Education Qualifications Sub-Framework (HEQSF) cannot be awarded solely on the basis of RPL. Similarly, exemption based on RPL should be limited to not more than 50 percent of the modules or courses of the qualification programme in question. This means that no student should be exempted from more than 50 percent of the modules or courses required for any particular higher education qualification.</p> <p>3.1.6 Not more than 10 percent of a cohort of students in a higher education programme should be admitted through an RPL process. However, under exceptional circumstances, motivations to exceed this quota will be considered by the HEQC as part of its accreditation processes.</p> <p>3.1.7 Short Learning Programmes (SLPs) are offered outside the HEQSF and are thus non-credit bearing. Therefore, individuals who register for and attend such short courses are not awarded credits against any level on the National Qualification Framework (NQF). This means no credit will be accumulated and/or transferred from the short courses. However, the learning acquired counts for RPL. SLPs can be included in a portfolio of evidence for RPL for access and/or advanced standing, including exemption.<sup>4</sup></p> <p><b>3.2 Credit Accumulation and Transfer</b></p> <p>Credit Accumulation and Transfer (CAT) is a term that is used to refer to the mechanism for promoting articulation between qualifications within a sub-framework of the NQF. The purpose of CAT is to provide for mobility of students and enhance their chances to successfully complete their qualifications. CAT also provides for articulation across the sub-frameworks of the NQF in order to facilitate lifelong learning and access to the workplace.</p> <p>3.2.1 Credit Accumulation and Transfer (CAT) is a term that refers to the arrangement whereby the diverse features of both credit accumulations and credit transfer are combined to facilitate lifelong learning and access to the workplace.</p>
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	<p>3.2.2 The recognition of credits for the purposes of transfer from one qualification to another is determined by the nature of the qualifications, the relationship between the complexity and extent of the curricula associated with the specific subjects to be recognised for exemption and/or inclusion, and the nature of the assessment used.</p> <p>3.2.3 As regards an <i>incomplete qualification</i>, all the applicable credits may be granted for the new qualification, except in respect of a student from another institution of higher education, in which case no more than 50 percent of the credits required to obtain the qualification may be recognised from those modules completed at the other institution. In the latter case, there is a restriction of a maximum of 25 percent of credits required and earned at the highest NQF level, except if specific national qualification requirements stipulate that more than 25 percent at the highest NQF level must be acknowledged.</p> <p>3.2.4 Maximum 50 percent of the credits of a <i>completed qualification</i> may be transferred to another qualification. There is a restriction of a maximum of 25 percent of credits required and earned at the highest NQF level, except if specific national qualification requirements stipulate that more than 25 percent at the highest NQF level must be acknowledged. This practice seeks to protect the integrity of qualifications by ensuring that the exception does not become the norm.</p> <p>3.2.5 Credits obtained from studies that do not lead to a full qualification (for example, non-degree studies) should count for credit accumulation.</p> <p>3.2.6 Credit accumulation can take place within institutions (total amount of credits within a specific institution/department) or between institutions (recognition of credits between two or more institutions).</p> <p>Clarification that the credits must be recognised and accredited in accordance with the HEQSF. SLP that are not credit bearing and fall beyond the HEQSF (but are non- degree) cannot translate into formal programme credits.</p> <p>3.2.7 The same set of credits cannot be transferred to more than one qualification within an institution, and credits cannot be duplicated.<sup>5</sup></p> <p>3.2.8 No subsequent recognition or transfer will be granted within an institution or between institutions.</p>
<p><b>4. Definitions and abbreviations</b></p>	<p><b>Definitions</b></p> <p><b>Advanced standing</b> is the status granted to an applicant in recognition of his/her successful completion of some previous studies and/or other educational experiences, which may be regarded as equivalent to the prerequisite of the intended study. The recognition affords the applicant an opportunity for an alternative admission route to studies at an</p>

	<p>advanced level compared to what prior formal studies would have afforded</p> <p><b>Assessment</b> refers to the systematic evaluation of a student's ability to demonstrate the achievement of the learning goals intended in a curriculum.</p> <p>These SLPs involve formal summative assessment for determination of the achievement of the learning outcomes thereof. The SLPs may be used for application of RPL for access into formal programmes and/or for advanced standing/exemption from the part/modules of a particular formal qualification, improving the participants' eligibility for admission into the formal programmes of the University. SLPs may further be use for CPD purposes. Academic records or certificates of competency are issued after successful completion of these SLPs, indicating the access and advanced standing/exemption eligibility. Competency-based customised programmes that are aligned to formal programmes for advanced standing eligibility and whose design and learning outcomes remain conformant to the original SLP without alteration, belong in this category of SLPs.</p> <p><b>Credit</b> refers to the measure of the volume of learning required for a qualification, quantified as the number of notional study hours required for achieving the outcomes specified for the qualification.</p> <p><b>Credit accumulation</b> refers to the totalling of credits towards the completion of a qualification.</p> <p><b>Credit transfer</b> refers to the vertical, horizontal, or diagonal relocation of credits towards a qualification.</p> <p><b>Credit accumulation and transfer</b> is a term that refers to the arrangement whereby the diverse features of both credit accumulation and credit transfer are combined to facilitate lifelong learning and access to the workplace.</p> <p><b>Exemption</b></p> <p>In higher education, exemption from modules or courses does not translate to credits being awarded for those modules. This means that a particular student will complete the qualification in question with a total number of credits that are less than the normally required number of credits for the qualification. The academic record of that student will reflect 'exempted' against the modules or courses that she or he was exempted from.</p> <p><b>Learning</b></p> <p>The definition of different types of learning is based on the National Policy for the Implementation of Recognition of Prior Learning:</p> <p><b>Formal learning</b></p> <p>In higher education, formal learning occurs in an organised and structured education and training environment, which is explicitly designated as such. This implies learning programmes that lead to qualifications and part-qualifications on the National Qualifications Framework (NQF).</p>
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	<p><b>Informal learning</b> In higher education, informal learning is learning that results from daily activities related to paid or unpaid work, family or community life, or leisure, including incidental learning.</p> <p><b>Non-formal learning</b> In higher education, non-formal learning is planned learning activities, not explicitly designated as learning, towards the achievement of a qualification or part-qualification. It is often associated with learning that results in improved workplace practice. Continuing education, short courses, adult education, continuous professional development, non-credit-bearing courses, and popular education are forms of non-formal learning.</p> <p><b>Programme</b> is a structured and purposeful set of learning experiences that leads to a qualification.</p> <p><b>Qualification</b> refers to a registered national qualification consisting of a planned combination of learning outcomes which has a defined purpose, intended to provide qualifying students with applied competence and a basis for further learning, and which has been assessed in terms of exit level outcomes, registered on the NQF and certified and awarded by a recognised institution.</p> <p><b>Recognition of Prior Learning</b> is a term that refers to the principles and processes through which the prior knowledge and skills of a person are made visible, mediated, and rigorously assessed and moderated for the purposes of alternative access and admission, recognition, or further learning and development. RPL, as defined nationally by the South African Qualifications Authority (SAQA), applies to informal or non-formal learning only. Learning resulting from formal routes will normally be recognised via Credit Accumulation and Transfer (CAT), but in cases where CAT is found not to be applicable, the RPL route may be explored.</p> <p><b>Short Learning Programmes (SLPs)</b> are purposeful, flexible, and just-in-time programmes designed for specific educational purposes such as enhancing and/or refreshing participants' knowledge and skills in a specific professional area for purposes of personal or continuing professional development. SLPs are offered outside the jurisdiction of the formal Higher Education Qualifications Sub-Framework (HEQSF) and may thus not necessarily lead to awarding of formal qualifications of the HEQSF.</p> <p><b>Abbreviations</b></p> <p><b>CAT:</b> Credit Accumulation and Transfer</p> <p><b>CESM:</b> Classification of Education Subject Matter</p> <p><b>CHE:</b> Council on Higher Education</p> <p><b>DHET:</b> Department of Higher Education and Training</p> <p><b>GFETQSF:</b> General and Further Education and Training Qualifications Sub-Framework</p>
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	<p><b>HEI:</b> Higher Education Institution</p> <p><b>HEQC:</b> Higher Education Quality Committee</p> <p><b>HEQSF:</b> Higher Education Qualifications Sub-Framework</p> <p><b>LLL:</b> Lifelong Learning</p> <p><b>NQF:</b> National Qualifications Framework</p> <p><b>OQSF:</b> Occupational Qualifications Sub-Framework</p> <p><b>PQM:</b> Programme Qualification Mix</p> <p><b>QC:</b> Quality Council</p> <p><b>RPL:</b> Recognition of Prior Learning</p> <p><b>SAQA:</b> South African Qualifications Authority</p> <p><b>SLP:</b> Short Learning Programme</p> <p><b>WIL:</b> Work Integrated Learning</p>
<b>5. Guiding principles</b>	<p><b>5.1 Principles of RPL</b></p> <p>5.1.1 RPL seeks to grant admission to deserving candidates who experience barriers to meeting the formal requirements for admission or registration to higher education.</p> <p>5.1.2 Furthermore, RPL is a pedagogical process that transforms informal and non-formal knowledge into formal and structured equivalents based on specific competencies. RPL is context specific in terms of the programme, the discipline and the institution.</p> <p><b>5.2 Application of RPL</b></p> <p>5.2.1 Application of RPL refers to formal (in cases where CAT is not suitable), informal and non-formal learning. The admission policy of the UFS must make provision for the application and implementation of RPL. The criteria for admission via RPL must be publicly accessible, clear, and transparent.</p> <p>5.2.2 Access to any programme via RPL must be evaluated against the specific requirements of each programme as determined by the Director of the programme for which admission is being sought.</p> <p>5.2.3 The criteria must not be a replica of the mainstream study, but rather accommodate knowledge and skills gained outside the higher education institution (HEI).</p> <p>5.2.4 Exemption from modules and/or courses that contribute towards a qualification, not to be confused with the awarding of credits for the module/course, will be to a maximum of 50 percent of the qualification.</p>

	<p>5.2.5 All assessments must be done in conjunction with the School, Departments and Faculties as the disciplinary expertise of the academic staff plays a vital role. The RPL Office must administer and facilitate the procedures. Academic staff must therefore be well trained and informed of the process involved and the purpose of RPL.</p> <p><b>5.3 Principle of Credit Accumulation and Transfer</b></p> <p>5.3.1 Credits are used as a measure of the volume of learning required for a qualification and can be specified in terms of the total minimum number of credits required, and in terms of the minimum number of credits required at the specified exit level of the qualification type or its variant as described in the HEQSF.</p> <p>5.3.2 Credit accumulation is the totaling of credits towards the completion of a qualification. Credit transfer is the vertical, horizontal, or diagonal relocation of credits towards a qualification. The process of CAT brings together the diverse features of credit accumulation and credit transfer in order to facilitate lifelong learning. It allows a student's achievements to be recognised even if the student does not achieve a qualification and ensures the mobility of an individual student between programmes and institutions within the constraining parameters set by the requirements of the specific curricula.</p> <p><b>5.4 Application of Credit Accumulation and Transfer</b></p> <p>5.4.1 Transparent and open procedures must be in place.</p> <p>5.4.2 There must be administrative support.</p> <p>5.4.3 CAT policies must ensure equity and inclusiveness and promote learning opportunities and success. CAT must provide access to success, retention, and articulation.</p> <p>5.4.4 Carrying over of credits from one programme to another and between institutions is allowed.</p> <p>5.4.5 A maximum of 50 percent of the total credits per programme, subject to the general rules, will be allowed.</p> <p>5.4.6 Short learning programmes cannot count towards credit accumulation.</p>
<p><b>6. Policy</b></p>	<p><b>Implementation of the Policy</b></p> <p><b>6.1 RPL Office</b></p> <p>The role and function of the RPL Office will be to give effect to the purpose and scope of Recognition of Prior Learning and Credit Accumulation and Transfer. For RPL operational guidelines, see Template 2. For Credit Accumulation and Transfer and operation guidelines, see Template 2. For the Flow diagram of the RPL process, see Addendum C.</p> <p><b>6.2 Facilitation and Coordination</b></p>

	<p>The UFS recognises that for the implementation of RPL to be effective, the process should take cognisance of the following:</p> <p>6.2.1 Learning occurs in various situations – formal, non-formal and informal. Not all prior learning has academic value and thus cannot be recognised by the UFS.</p> <p>6.2.2 All evidence of prior learning will be compared with the stipulated outcomes of the module(s) or qualification(s) in respect of which the applicant makes an application. This will be done in accordance with a well-documented assessment plan and procedure.</p> <p>6.2.3 The onus is on the applicant to provide proof in support of the possibility of RPL.</p> <p>6.2.4 The time elapsed between attaining prior learning and submitting the RPL application should not be such as to render the skills or knowledge irrelevant for academic purposes.</p> <p>6.2.5 Notwithstanding any application for credits on the grounds of previously acquired skills or knowledge, an applicant must comply with all the requirements as stated in the unit standards or qualifications. Only the route to the assessment may differ.</p>
<b>7. Responsibility</b>	<p>Several key players fulfil critical roles in the implementation of this policy. These are presented below:</p> <p><b>7.1 Assessor(s)</b></p> <p>Responsible for the oversight of candidate assessment including the implementation of departmental regulations of the RPL process.</p> <p><b>7.2 Programme Directors</b></p> <p>7.2.1 Responsible for drafting and reviewing the RPL criteria and requirements for the programme.</p> <p>7.2.2 Responsible for ensuring that the outcomes of the programme are achieved; that assessment criteria and assessment methods are used.</p> <p>7.2.3 Responsible for ensuring that adequate result review processes are implemented in their programmes.</p> <p><b>7.3 Heads of Department</b></p> <p>Responsible for the quality assurance of the assessment process in their department/school</p> <p><b>7.4 Deans of Faculties / Assistant Deans of Faculties (Qwaqwa campus)</b></p> <p>Responsible for the final verification and sign-off on the outcome of the RPL process.</p>

	<p><b>7.5 Admission Advisory Committee</b></p> <p>Responsible for advising Deanery on the outcome of the RPL assessment process and ensuring that the assessment is aligned with the admission and general rules and/or policies of the UFS.</p> <p><b>7.6 Registrar or delegation</b></p> <p>Responsible for recording the outcome of the RPL application process on the student's record (access and/or exemption of modules).</p> <p><b>7.7 RPL Office</b></p> <p>Responsible for:</p> <p>7.7.1 Adhering to the criteria stipulated in the UFS General Rules as well as the RPL policy.</p> <p>7.7.2 Applying criteria for effective assessment and the compilation of a portfolio of evidence.</p> <p>7.7.3 Applying the criteria for a diligent review for credit accumulation and transfer.</p> <p>7.7.4 Communicating the outcome of the RPL application provided by Programme Directors to the candidates.</p> <p>7.7.5 Liaising between the candidates and the relevant role- players.</p>
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<b>8. Accountability and Authority:</b>	
<b>8.1 Implementation:</b>	Senior Director: Centre for Teaching and Learning
<b>8.2 Compliance:</b>	Vice-Rector: Academic
<b>8.3 Monitoring and evaluation:</b>	Senior Director: Centre for Teaching and Learning
<b>8.4 Development/review:</b>	<p>8.4.1 The policy will be reviewed and updated <b>every three</b> years, with an option to review it more frequently if required by significant shifts in institutional-specific and related national requirements.</p> <p>8.4.2 CTL, in collaboration with the Registrar, is responsible for ensuring that the policy is reviewed and follows a consultative process that includes gathering inputs from representatives of all campuses, faculties, students, and other relevant stakeholders.</p> <p>8.4.3 The policy will be presented to the appropriate UFS decision-making structures.</p> <p>8.4.4 There must be liaison/co-ordination within the UFS RPL community. There should be a minimum of two meetings per year.</p>
<b>8.5 Approval authority:</b>	8.5.1 Council
<b>8.6 Interpretation and advice:</b>	8.6.1 Senior Director: Centre for Teaching and Learning
<b>9. Who should know this policy?</b>	
<p>a) DVC: Academic</p> <p>b) Registrar</p> <p>c) Senior Director DIRAP</p> <p>d) Deans / Assistant Deans</p> <p>e) Phahamisa Academy</p> <p>f) Head of Departments / Subject Heads</p>	

g) Student Academic Services h) Programme Directors i) Student Recruitment Services	
<b>10. Policy/procedure implementation plan</b>	
<b>11. Resources required</b>	
<b>12. Answers to FAQs</b>	
<b>EFFECTIVENESS OF THE POLICY</b>	
<b>Performance Indicator(s):</b>	To be completed on review by the person responsible for implementation, monitoring and evaluation.

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# Operational Guidelines and Credit Accumulation and Transfer applicable to RPL (Recognition of Prior Learning)

<b>PROCEDURE</b>	
<b>1. Preamble/ background</b>	<p>1.1 “Recognition of Prior Learning (RPL) remains a key approach to redressing past injustices and recognizing competence gained through practical workplace learning and experience. There have been problems in obtaining a common understanding and approach across the post- school system.”<sup>1</sup></p> <p>1.2 “RPL must be seen as a key feature of a Lifelong Learning (LLL) system alongside a range of related strategies, mechanisms and education and training opportunities. RPL carries specific significance as it is central to an inclusive, democratic education and training system. It is part of a national drive, under the oversight auspices of the DHET, to build a learning culture in every family, village, township and city.”<sup>2</sup></p>
<b>2. Purpose</b>	<p>2.1 RPL in South Africa is critical to the development of an equitable higher education system that facilitates access, mobility, and progression within the Higher Education Sub- Framework (HEQSF). The purpose of the CHE policy on RPL is to develop and facilitate the implementation of RPL across the higher education sector and should be based on the principles of equity, access, inclusivity, and redress of past discrimination with regard to educational opportunities.</p> <p>2.2 Credit Accumulation and Transfer (CAT) is critical to ensuring that students are able to receive formal recognition and certification of a learning achievement. It allows for articulation across the sub-frameworks of the NQF in order to facilitate lifelong learning, provide for the mobility of students, and enhance their chances of successfully completing their qualifications.<sup>3</sup></p>
<b>3. Scope</b>	<p>3.1 <b>Recognition of Prior Learning</b></p> <p>a) RPL for access: To provide an alternative access route into a programme of learning for those who do not meet the formal entry requirements for admission.</p> <p>b) RPL for exemption: To provide for the assessment of non- formal and informal learning activities, awarding exemption from formal modules presented in a qualification or part- qualification registered on the NQF.</p> <p>3.1.1 RPL refers to the principles and processes through which the prior knowledge and skills of a person are made visible, mediated, and rigorously assessed and moderated for the purposes of alternative access and admission, recognition and certification, or further learning and development.</p> <p>3.1.2 RPL may be used to grant access to a qualification programme, or advanced standing/exemption from modules or courses constitutive of a particular qualification.</p>

	<p>3.1.3 In higher education, exemption from modules or courses does not translate to credits being awarded for those modules or courses. No credits should therefore be awarded for the modules or courses that a student is exempted from doing on the basis of RPL.</p> <p>3.1.4 A student who is granted exemption from doing specific modules or courses in a qualification programme on the basis of RPL will complete the qualification with a total number of credits that are less than the normally required number of credits for the qualification in question. RPL creates such an exception, and the student concerned should not be compelled to do more modules or courses to make up for the difference in the total number of credits.</p> <p>3.1.5 Full qualifications on the Higher Education Qualifications Sub-Framework (HEQSF) cannot be awarded solely on the basis of RPL. Similarly, exemption based on RPL should be limited to not more than 50 percent of the modules or courses of the qualification programme in question. This means that no student should be exempted from more than 50 percent of the modules or courses required for any particular higher education qualification.</p> <p>3.1.6 Not more than 10 percent of a cohort of students in a higher education programme should be admitted through an RPL process. However, under exceptional circumstances, motivations to exceed this quota will be considered by the HEQC as part of its accreditation processes.</p> <p>3.1.7 Short Learning Programmes (SLPs) are offered outside the HEQSF and are thus non-credit bearing. Therefore, individuals who register for and attend such short courses are not awarded credits against any level on the National Qualification Framework (NQF). This means no credit will be accumulated and/or transferred from the short courses. However, the learning acquired counts for RPL. SLPs can be included in a portfolio of evidence for RPL for access and/or advanced standing, including exemption.<sup>4</sup></p> <p><b>3.2 Credit Accumulation and Transfer</b></p> <p>Credit Accumulation and Transfer (CAT) is a term that is used to refer to the mechanism for promoting articulation between qualifications within a sub-framework of the NQF. The purpose of CAT is to provide for mobility of students and enhance their chances to successfully complete their qualifications. CAT also provides for articulation across the sub-frameworks of the NQF in order to facilitate lifelong learning and access to the workplace.</p> <p>3.2.1 Credit Accumulation and Transfer (CAT) is a term that refers to the arrangement whereby the diverse features of both credit accumulations and credit transfer are combined to facilitate lifelong learning and access to the workplace.</p>
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	<p>3.2.2 The recognition of credits for the purposes of transfer from one qualification to another is determined by the nature of the qualifications, the relationship between the complexity and extent of the curricula associated with the specific subjects to be recognised for exemption and/or inclusion, and the nature of the assessment used.</p> <p>3.2.3 As regards an <i>incomplete qualification</i>, all the applicable credits may be granted for the new qualification, except in respect of a student from another institution of higher education, in which case no more than 50 percent of the credits required to obtain the qualification may be recognised from those modules completed at the other institution. In the latter case, there is a restriction of a maximum of 25 percent of credits required and earned at the highest NQF level, except if specific national qualification requirements stipulate that more than 25 percent at the highest NQF level must be acknowledged.</p> <p>3.2.4 Maximum 50 percent of the credits of a <i>completed qualification</i> may be transferred to another qualification. There is a restriction of a maximum of 25 percent of credits required and earned at the highest NQF level, except if specific national qualification requirements stipulate that more than 25 percent at the highest NQF level must be acknowledged. This practice seeks to protect the integrity of qualifications by ensuring that the exception does not become the norm.</p> <p>3.2.5 Credits obtained from studies that do not lead to a full qualification (for example, non-degree studies) should count for credit accumulation.</p> <p>3.2.6 Credit accumulation can take place within institutions (total amount of credits within a specific institution/department) or between institutions (recognition of credits between two or more institutions).</p> <p>Clarification that the credits must be recognised and accredited in accordance with the HEQSF. SLP that are not credit bearing and fall beyond the HEQSF (but are non- degree) cannot translate into formal programme credits.</p> <p>3.2.7 The same set of credits cannot be transferred to more than one qualification within an institution, and credits cannot be duplicated.<sup>5</sup></p> <p>3.2.8 No subsequent recognition or transfer will be granted within an institution or between institutions.</p>
<p><b>4. Definitions and abbreviations</b></p>	<p><b>Definitions</b></p> <p><b>Advanced standing</b> is the status granted to an applicant in recognition of his/her successful completion of some previous studies and/or other educational experiences, which may be regarded as equivalent to the prerequisite of the intended study. The recognition affords the applicant an opportunity for an alternative admission route to studies at an</p>

	<p>advanced level compared to what prior formal studies would have afforded</p> <p><b>Assessment</b> refers to the systematic evaluation of a student's ability to demonstrate the achievement of the learning goals intended in a curriculum.</p> <p>These SLPs involve formal summative assessment for determination of the achievement of the learning outcomes thereof. The SLPs may be used for application of RPL for access into formal programmes and/or for advanced standing/exemption from the part/modules of a particular formal qualification, improving the participants' eligibility for admission into the formal programmes of the University. SLPs may further be use for CPD purposes. Academic records or certificates of competency are issued after successful completion of these SLPs, indicating the access and advanced standing/exemption eligibility. Competency-based customised programmes that are aligned to formal programmes for advanced standing eligibility and whose design and learning outcomes remain conformant to the original SLP without alteration, belong in this category of SLPs.</p> <p><b>Credit</b> refers to the measure of the volume of learning required for a qualification, quantified as the number of notional study hours required for achieving the outcomes specified for the qualification.</p> <p><b>Credit accumulation</b> refers to the totalling of credits towards the completion of a qualification.</p> <p><b>Credit transfer</b> refers to the vertical, horizontal, or diagonal relocation of credits towards a qualification.</p> <p><b>Credit accumulation and transfer</b> is a term that refers to the arrangement whereby the diverse features of both credit accumulation and credit transfer are combined to facilitate lifelong learning and access to the workplace.</p> <p><b>Exemption</b></p> <p>In higher education, exemption from modules or courses does not translate to credits being awarded for those modules. This means that a particular student will complete the qualification in question with a total number of credits that are less than the normally required number of credits for the qualification. The academic record of that student will reflect 'exempted' against the modules or courses that she or he was exempted from.</p> <p><b>Learning</b></p> <p>The definition of different types of learning is based on the National Policy for the Implementation of Recognition of Prior Learning:</p> <p><b>Formal learning</b></p> <p>In higher education, formal learning occurs in an organised and structured education and training environment, which is explicitly designated as such. This implies learning programmes that lead to qualifications and part-qualifications on the National Qualifications Framework (NQF).</p>
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	<p><b>Informal learning</b> In higher education, informal learning is learning that results from daily activities related to paid or unpaid work, family or community life, or leisure, including incidental learning.</p> <p><b>Non-formal learning</b> In higher education, non-formal learning is planned learning activities, not explicitly designated as learning, towards the achievement of a qualification or part-qualification. It is often associated with learning that results in improved workplace practice. Continuing education, short courses, adult education, continuous professional development, non-credit-bearing courses, and popular education are forms of non-formal learning.</p> <p><b>Programme</b> is a structured and purposeful set of learning experiences that leads to a qualification.</p> <p><b>Qualification</b> refers to a registered national qualification consisting of a planned combination of learning outcomes which has a defined purpose, intended to provide qualifying students with applied competence and a basis for further learning, and which has been assessed in terms of exit level outcomes, registered on the NQF and certified and awarded by a recognised institution.</p> <p><b>Recognition of Prior Learning</b> is a term that refers to the principles and processes through which the prior knowledge and skills of a person are made visible, mediated, and rigorously assessed and moderated for the purposes of alternative access and admission, recognition, or further learning and development. RPL, as defined nationally by the South African Qualifications Authority (SAQA), applies to informal or non-formal learning only. Learning resulting from formal routes will normally be recognised via Credit Accumulation and Transfer (CAT), but in cases where CAT is found not to be applicable, the RPL route may be explored.</p> <p><b>Short Learning Programmes (SLPs)</b> are purposeful, flexible, and just-in-time programmes designed for specific educational purposes such as enhancing and/or refreshing participants' knowledge and skills in a specific professional area for purposes of personal or continuing professional development. SLPs are offered outside the jurisdiction of the formal Higher Education Qualifications Sub-Framework (HEQSF), and may thus not necessarily lead to awarding of formal qualifications of the HEQSF.</p> <p><b>Abbreviations</b></p> <p><b>CAT:</b> Credit Accumulation and Transfer</p> <p><b>CESM:</b> Classification of Education Subject Matter</p> <p><b>CHE:</b> Council on Higher Education</p> <p><b>DHET:</b> Department of Higher Education and Training</p> <p><b>GFETQSF:</b> General and Further Education and Training Qualifications Sub-Framework</p>
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	<p><b>HEI:</b> Higher Education Institution</p> <p><b>HEQC:</b> Higher Education Quality Committee</p> <p><b>HEQSF:</b> Higher Education Qualifications Sub-Framework</p> <p><b>LLL:</b> Lifelong Learning</p> <p><b>NQF:</b> National Qualifications Framework</p> <p><b>OQSF:</b> Occupational Qualifications Sub-Framework</p> <p><b>PQM:</b> Programme Qualification Mix</p> <p><b>QC:</b> Quality Council</p> <p><b>RPL:</b> Recognition of Prior Learning</p> <p><b>SAQA:</b> South African Qualifications Authority</p> <p><b>SLP:</b> Short Learning Programme</p> <p><b>WIL:</b> Work Integrated Learning</p>
<b>5. Guiding principles</b>	<p><b>5.1 Principles of RPL</b></p> <p>5.1.1 RPL seeks to grant admission to deserving candidates who experience barriers to meeting the formal requirements for admission or registration to higher education.</p> <p>5.1.2 Furthermore, RPL is a pedagogical process that transforms informal and non-formal knowledge into formal and structured equivalents based on specific competencies. RPL is context specific in terms of the programme, the discipline and the institution.</p> <p><b>5.2 Application of RPL</b></p> <p>5.2.1 Application of RPL refers to formal (in cases where CAT is not suitable), informal and non-formal learning. The admission policy of the UFS must make provision for the application and implementation of RPL. The criteria for admission via RPL must be publicly accessible, clear, and transparent.</p> <p>5.2.2 Access to any programme via RPL must be evaluated against the specific requirements of each programme as determined by the Director of the programme for which admission is being sought.</p> <p>5.2.3 The criteria must not be a replica of the mainstream study, but rather accommodate knowledge and skills gained outside the higher education institution (HEI).</p> <p>5.2.4 Exemption from modules and/or courses that contribute towards a qualification, not to be confused with the awarding of credits for the module/course, will be to a maximum of 50 percent of the qualification.</p> <p>5.2.5 All assessments must be done in conjunction with the School, Departments and Faculties as the disciplinary expertise of the</p>

	<p>academic staff plays a vital role. The RPL Office must administer and facilitate the procedures. Academic staff must therefore be well trained and informed of the process involved and the purpose of RPL.</p> <p><b>5.3 Principle of Credit Accumulation and Transfer</b></p> <p>5.3.1 Credits are used as a measure of the volume of learning required for a qualification and can be specified in terms of the total minimum number of credits required, and in terms of the minimum number of credits required at the specified exit level of the qualification type or its variant as described in the HEQSF.</p> <p>5.3.2 Credit accumulation is the totaling of credits towards the completion of a qualification. Credit transfer is the vertical, horizontal, or diagonal relocation of credits towards a qualification. The process of CAT brings together the diverse features of credit accumulation and credit transfer in order to facilitate lifelong learning. It allows a student's achievements to be recognised even if the student does not achieve a qualification and ensures the mobility of an individual student between programmes and institutions within the constraining parameters set by the requirements of the specific curricula.</p> <p><b>5.4 Application of Credit Accumulation and Transfer</b></p> <p>5.4.1 Transparent and open procedures must be in place.</p> <p>5.4.2 There must be administrative support.</p> <p>5.4.3 CAT policies must ensure equity and inclusiveness and promote learning opportunities and success. CAT must provide access to success, retention, and articulation.</p> <p>5.4.4 Carrying over of credits from one programme to another and between institutions is allowed.</p> <p>5.4.5 A maximum of 50 percent of the total credits per programme, subject to the general rules, will be allowed.</p> <p>5.4.6 Short learning programmes cannot count towards credit accumulation.</p>
<b>6. Guideline</b>	<p>RPL Operational Guidelines</p> <p><b>6.1 RPL application</b></p> <p>6.1.1 Departments and Student Academic Services refer RPL applicants to the RPL Office.</p> <p>6.1.2 Applicants apply directly to the RPL Office where a learner profile is created.</p> <p>6.1.3 Applicants complete a programme specific application process to determine if the applicant meets the programme specific requirements for possible admission to a formal UFS academic programme via the RPL process.</p> <p>6.1.4 The RPL Office ensures that the application process is complete and that all relevant, required and supporting documents are included in the application.</p> <p>6.1.5 The RPL Office submits to the Admission Advisory Committee.</p>

	<p><b>6.2 RPL screening</b></p> <p>6.2.1 The RPL Office screens a complete learner profile to validate if the applicant meets the criteria set by the applicable department.</p> <p>6.2.2 The RPL Office sends the learner profile (application) to the applicable Programme Director or assessor for their recommendation.</p> <p>6.2.3 The Programme Director or assessor determines if an RPL opportunity will be offered and provides appropriate feedback to the RPL Office.</p> <p>6.2.4 The RPL Office informs the applicant regarding the recommendation provided by the Programme Director or assessor.</p> <p>6.2.4.1 If the applicant is recommended to continue with the RPL process, he/she has to follow the RPL assessment plan.</p> <p>6.2.4.2 If the applicant is not recommended to continue with the RPL process, he/she will receive written feedback regarding the outcome of the application.</p> <p>6.2.5 If the candidate is recommended to continue with the RPL process, the applicant is requested to register for the RPL assessment.</p> <p>6.2.6 The RPL Office issues the applicant with an invoice and payment instructions for the RPL assessment.</p> <p><b>6.3 Assessment Plan</b></p> <p>6.3.1 The RPL Office coordinates an assessment plan and method of assessment in close collaboration with the assessor of the applicable programme.</p> <p>6.3.2 The assessment method consists of, but is not limited to, the following:</p> <p>6.3.2.1 Undergraduate candidate: psychometric test, assignment, and the development of a portfolio of evidence, if applicable.</p> <p>6.3.2.2 Postgraduate candidate: formal test, Test for Academic Literacy for Postgraduate Students (TALPS), assignment and the development of a portfolio of evidence.</p> <p><b>6.4 Support for successful applicants</b></p> <p>6.4.1 The RPL Office presents an orientation and training workshop to successful applicants regarding the RPL process and the way forward.</p> <p>6.4.2 The RPL Office communicates assessment details to the RPL candidates, supports the candidate with the development of the portfolio of evidence, and also provides continuous support to the candidate via office base, emails, virtual meetings or telephone conversations.</p> <p>6.4.3 The candidate writes the applicable prescribed tests during the workshop.</p> <p><b>6.5 Assessment</b></p>
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	<p>The assessor evaluates the RPL assessment and signs the RPL assessment report with his/her recommendation.</p> <p><b>6.6 Approval of recommendation</b></p> <p>6.6.1 The Head of the Department or Programme Director considers the recommendation of the assessor and signs the RPL assessment report with his/her recommendation.</p> <p>6.6.2 The department employs moderation in the case of exemption with credits.</p> <p>6.6.3 The recommendation of the Head of Department or Programme Director is sent to the Admission Advisory Committee to ensure alignment with the UFS's admission criteria and/or General Rules.</p> <p>6.6.4 The Dean of the Faculty (the Faculty Assistant Dean at the Qwaqwa campus) provides the final approval of the recommendation.</p> <p>6.6.5 The assessment report is sent to the RPL Office.</p> <p>6.6.6 The RPL Office sends a feedback letter to the candidate.</p> <p>6.6.7 The final outcome (access and/or exemption) is sent to the Office of the Registrar for capturing on the student record.</p> <p><b>6.7 Feedback</b></p> <p>6.7.1 The candidate is informed of the outcome of the assessment via a formal letter.</p> <p>6.7.2 The Assessor/Programme Director of the applicable programme will receive a copy of the formal letter sent to the candidate.</p> <p>6.7.3 The Office of the Registrar will receive a copy of the formal letter sent to the student to capture the outcome (access and/or exemption) on the student's record.</p> <p><b>6.8 Appeal</b></p> <p>6.8.1 If the RPL candidate does not accept the outcome of the RPL assessment, an appeal procedure is followed in collaboration with the applicable Programme Director.</p> <p>6.8.2 The appeal procedure differs for each programme.</p> <p>6.8.3 After the completion of the appeal procedure, the RPL Office will provide formal feedback to the candidate regarding the final outcome.</p> <p><b>6.9 Annual report</b></p> <p>6.9.1 The RPL Office will update the annual report (February of the following year).</p> <p><b>Credit Accumulation and Transfer applicable to RPL</b></p> <p>General rules of the University of the Free State for Undergraduate qualifications, Postgraduate Diplomas, Bachelor Honours Degrees, Master's Degrees, Doctoral Degrees, Higher Doctorates, Honorary Degrees, and the Convocation of 2018:</p>
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	<p><b>6.10</b> The Dean, on the recommendation of the Admission Advisory Committee or, in the case of the Master's in Business Administration (MBA), the Director of the Business School, may only in one instance grant a candidate exemption from or give recognition for credits earned through formal learning in a prior qualification or in a partially completed qualification – whether obtained here or elsewhere – with a view to taking another qualification, provided that:</p> <p>6.10.1 no more than 50 percent of the credits may be transferred from the completed qualification(s) to another qualification, subject to the provision that:</p> <ul style="list-style-type: none"> <li>a) no more than 50 percent of the credits required for the other qualification are credits that have been used for a completed qualification;</li> <li>b) a maximum of 25 percent of the credits accrued at the highest NQF level in the previously completed qualification(s) be acknowledged for another qualification.</li> </ul> <p>6.11 With regard to an incomplete qualification, all applicable credits may be transferred to or recognised for a new qualification, taking into account the 25 percent restriction with respect to credits earned at the highest NQF level. All applicable credits may be transferred or recognised except in the instance where a student is transferring from another institution of higher learning, in which case no more than 50 percent of the credits required to obtain the qualification will be transferred – also taking into account the 25 percent restriction with respect to credits earned at the highest NQF level. It should be determined by the Programme Director of the specific programme whether the content is current and relevant before credit accumulation and transfer may be approved.</p> <p>6.11.1 If credits have been transferred based on an incomplete qualification, the registration period for the previous qualification and that of the new qualification must at least coincide with the period prescribed for the new qualification at the UFS.</p> <p>6.11.2 A person transferring from another institution of higher education must register at the University for at least one academic year (two semesters).</p> <p>6.11.3 Credits from a completed or an incomplete qualification may be transferred to another qualification only once. No Master's Degree research dissertation may contain work that is identical in terms of research and content to work that a student previously presented for a qualification.</p>
<p><b>7. Responsibility</b></p>	<p>Several key players fulfil critical roles in the implementation of this policy. These are presented below:</p> <p><b>7.1 Assessor(s)</b></p>

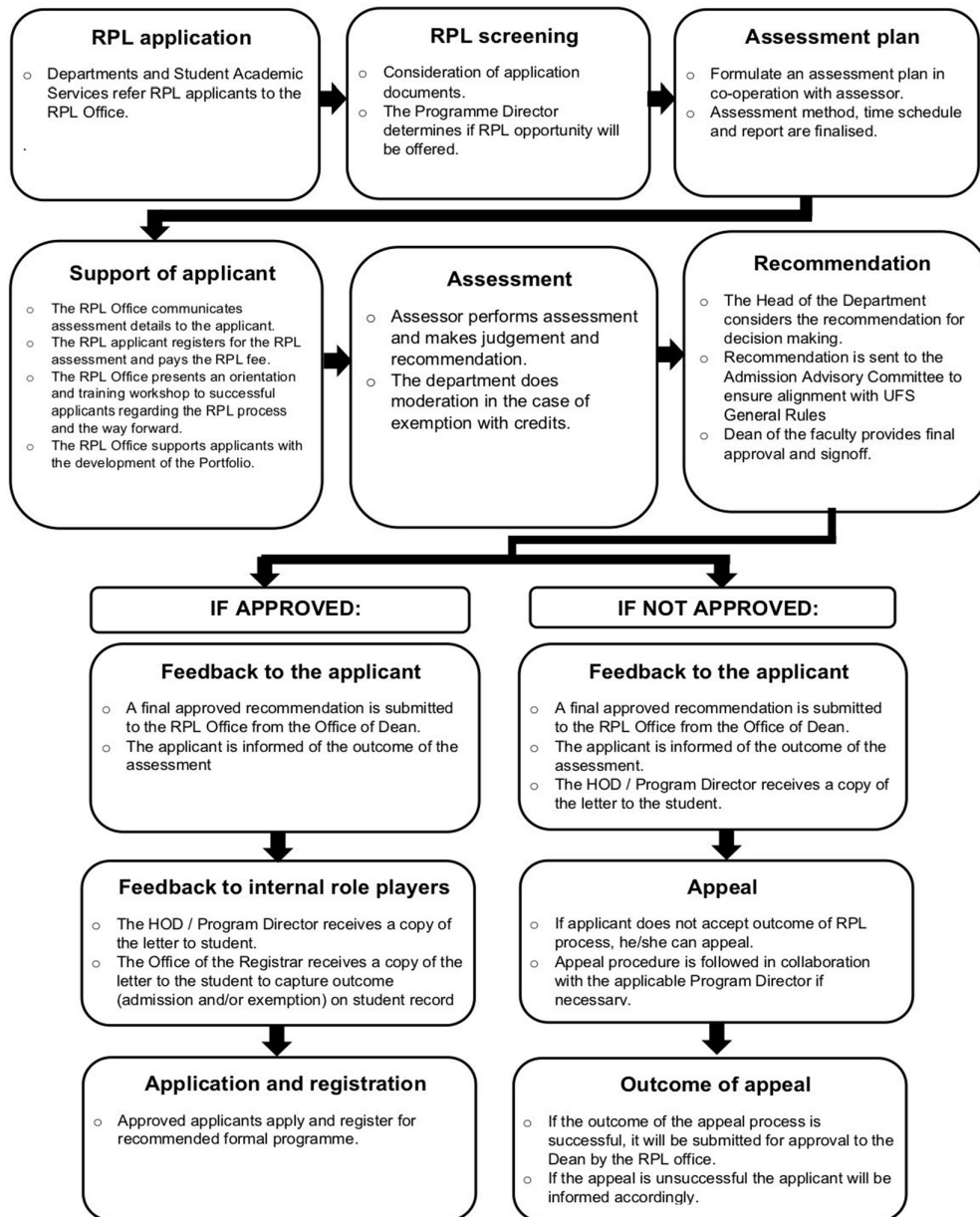
	<p>Responsible for the oversight of candidate assessment including the implementation of departmental regulations of the RPL process.</p> <p><b>7.2 Programme Directors</b></p> <p>7.2.1 Responsible for drafting and reviewing the RPL criteria and requirements for the programme.</p> <p>7.2.2 Responsible for ensuring that the outcomes of the programme are achieved; that assessment criteria and assessment methods are used.</p> <p>7.2.3 Responsible for ensuring that adequate result review processes are implemented in their programmes.</p> <p><b>7.3 Heads of Department</b></p> <p>Responsible for the quality assurance of the assessment process in their department/school</p> <p><b>7.4 Deans of Faculties / Assistant Deans of Faculties (Qwaqwa campus)</b></p> <p>Responsible for the final verification and sign-off on the outcome of the RPL process.</p> <p><b>7.5 Admission Advisory Committee</b></p> <p>Responsible for advising Deanery on the outcome of the RPL assessment process, and ensuring that the assessment is aligned with the admission and general rules and/or policies of the UFS.</p> <p><b>7.6 Registrar or delegation</b></p> <p>Responsible for recording the outcome of the RPL application process on the student's record (access and/or exemption of modules).</p> <p><b>7.7 RPL Office</b></p> <p>Responsible for:</p> <p>7.7.1 Adhering to the criteria stipulated in the UFS General Rules as well as the RPL policy.</p> <p>7.7.2 Applying criteria for effective assessment and the compilation of a portfolio of evidence.</p> <p>7.7.3 Applying the criteria for a diligent review for credit accumulation and transfer.</p> <p>7.7.4 Communicating the outcome of the RPL application provided by Programme Directors to the candidates.</p> <p>7.7.5 Liaising between the candidates and the relevant role- players.</p>
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<b>8. Accountability and Authority:</b>	
<b>8.1 Implementation:</b>	Senior Director: Centre for Teaching and Learning
<b>8.2 Compliance:</b>	Vice-Rector: Academic

<b>8.3 Monitoring and evaluation:</b>		Senior Director: Centre for Teaching and Learning
<b>8.4 Development/review:</b>		<div>8.4.1 The policy will be reviewed and updated every three years, with an option to review it more frequently if required by significant shifts in institutional-specific and related national requirements.</div> <div>8.4.2 CTL, in collaboration with the Registrar, is responsible for ensuring that the policy is reviewed and follows a consultative process that includes gathering inputs from representatives of all campuses, faculties, students, and other relevant stakeholders.</div> <div>8.4.3 The policy will be presented to the appropriate UFS decision-making structures.</div> <div>8.4.4 There must be liaison/co-ordination within the UFS RPL community. There should be a minimum of two meetings per year.</div>
<b>8.5 Approval authority:</b>		8.5.1 Council
<b>8.6 Interpretation and advice:</b>		8.6.1 Senior Director: Centre for Teaching and Learning
<b>9. Who should know this policy?</b>		
<div>a) DVC: Academic</div> <div>b) Registrar</div> <div>c) Senior Director DIRAP</div> <div>d) Deans / Assistant Deans</div> <div>e) Phahamisa Academy</div> <div>f) Head of Departments / Subject Heads</div> <div>g) Student Academic Services</div> <div>h) Programme Directors</div> <div>i) Student Recruitment Services</div>		
<b>10. Policy/procedure implementation plan</b>		
<b>11. Resources required</b>		
<b>12. Answers to FAQs</b>		
<b>EFFECTIVENESS OF THE POLICY</b>		
<b>Performance Indicator(s):</b>	To be completed on review by the person responsible for implementation, monitoring and evaluation.	

## ADDENDUM C

### FLOW DIAGRAM OF THE RPL PROCESS AT THE UFS FOR ADMISSION OR EXEMPTION WITH CREDITS



<b>RPL PROCESS MAP – BLOEMFONTEIN CAMPUS</b>		
<b>Process</b>	<b>Documents</b>	<b>Stakeholders</b>
<b>RPL application:</b>		
<ul style="list-style-type: none"> <li>Departments and Student Academic Services refer RPL applicants to the RPL Office.</li> </ul>	Email	Departments Student Academic Services RPL Office (AM, MM)
<ul style="list-style-type: none"> <li>Applicants apply directly to the RPL Office, where a learner profile is created.</li> </ul>	Learner profile: Blue file and Share Drive per qualification	RPL Office (AM)
<ul style="list-style-type: none"> <li>Applicants complete a programme specific application process to determine if the applicant meets the programme specific requirements for possible admission to a formal UFS academic programme via the RPL process.</li> </ul>	RPL application form <ul style="list-style-type: none"> <li>- General</li> <li>- Programme specific where applicable</li> <li>- Information document – where applicable</li> </ul>	RPL Office (AM, MM)
<ul style="list-style-type: none"> <li>The RPL Office ensures that the application process is complete and that all relevant, required and supporting documents are included in the application.</li> </ul>	<ol style="list-style-type: none"> <li>RPL application form</li> <li>Supporting documents               <ul style="list-style-type: none"> <li>Certified copy of ID document/passport</li> <li>Certified copy of highest school certificate</li> <li>Certified copies of certificates of tertiary qualifications obtained</li> <li>Certified tertiary academic record</li> <li>If level 5/6 qualification was completed more than three years ago, a certified copy of official CPD Records</li> <li>SAQA evaluation of foreign qualification. See: <a href="https://dfqeas.saga.co.za/dfqeas/user/home">https://dfqeas.saga.co.za/dfqeas/user/home</a></li> <li>A job description of current position</li> <li>An extended CV</li> <li>Letter of motivation</li> <li>Proof of payment of the RPL application fee</li> </ul> </li> <li>Process form (saved in learner profile)</li> <li>Recommendation form (saved in learner profile)</li> <li>Database</li> </ol>	<ol style="list-style-type: none"> <li>Applicant</li> <li>Applicant</li> <li>RPL Office (AM)</li> <li>RPL Office (AM)</li> <li>RPL Office (AM)</li> </ol>

<b>RPL PROCESS MAP – BLOEMFONTEIN CAMPUS</b>		
<b>Process</b>	<b>Documents</b>	<b>Stakeholders</b>
<b>RPL application:</b>		
<ul style="list-style-type: none"> <li>Departments and Student Academic Services refer RPL applicants to the RPL Office.</li> </ul>	Email	Departments Student Academic Services RPL Office (AM, MM)
<ul style="list-style-type: none"> <li>Applicants apply directly to the RPL Office, where a learner profile is created.</li> </ul>	Learner profile: Blue file and Share Drive per qualification	RPL Office (AM)
<ul style="list-style-type: none"> <li>Applicants complete a programme specific application process to determine if the applicant meets the programme specific requirements for possible admission to a formal UFS academic programme via the RPL process.</li> </ul>	RPL application form <ul style="list-style-type: none"> <li>- General</li> <li>- Programme specific where applicable</li> <li>- Information document – where applicable</li> </ul>	RPL Office (AM, MM)
<ul style="list-style-type: none"> <li>The RPL Office ensures that the application process is complete and that all relevant, required and supporting documents are included in the application.</li> </ul>	<ol style="list-style-type: none"> <li>RPL application form</li> <li>Supporting documents               <ul style="list-style-type: none"> <li>Certified copy of ID document/passport</li> <li>Certified copy of highest school certificate</li> <li>Certified copies of certificates of tertiary qualifications obtained</li> <li>Certified tertiary academic record</li> <li>If level 5/6 qualification was completed more than three years ago, a certified copy of official CPD Records</li> <li>SAQA evaluation of foreign qualification. See: <a href="https://dfqeas.saga.co.za/dfqeas/user/home">https://dfqeas.saga.co.za/dfqeas/user/home</a></li> <li>A job description of current position</li> <li>An extended CV</li> <li>Letter of motivation</li> <li>Proof of payment of the RPL application fee</li> </ul> </li> <li>Process form (saved in learner profile)</li> <li>Recommendation form (saved in learner profile)</li> <li>Database</li> </ol>	<ol style="list-style-type: none"> <li>Applicant</li> <li>Applicant</li> <li>RPL Office (AM)</li> <li>RPL Office (AM)</li> <li>RPL Office (AM)</li> </ol>

<b>RPL screening:</b>		
<ul style="list-style-type: none"> <li>The RPL Office screens a complete learner profile to validate if the applicant meets the criteria set by the applicable department.</li> </ul>	Learner profile	RPL Office (MM)
<ul style="list-style-type: none"> <li>The RPL Office sends the learner profile (application) to the applicable programme director or assessor for their recommendation.</li> <li>The programme director or assessor determines if an RPL opportunity will be offered and provides appropriate feedback to the RPL Office.</li> </ul>	Learner profile (application and support documents) Signed recommendation form (signed by assessor) cc <a href="mailto:RPL@ufs.ac.za">RPL@ufs.ac.za</a> (for noting)	RPL Office (MM) Programme Director
<ul style="list-style-type: none"> <li>The RPL Office informs the applicant regarding the recommendation provided by the programme director or assessor.</li> </ul>		
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>If the applicant is not recommended to continue with the RPL process, he/she will receive written feedback regarding the outcome of the application.</li> </ul> </li> </ul>	Feedback letter cc <a href="mailto:RPL@ufs.ac.za">RPL@ufs.ac.za</a> (for noting)	RPL Office (MM)
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>If the applicant is recommended to continue with the RPL process, he/she has to follow the RPL assessment plan, and the applicant is requested to register for the RPL assessment</li> </ul> </li> </ul>	Email the assessment plan Registration form	RPL Office (AM)
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>The RPL Office sorts and files records of candidates in the RPL process and candidates with outstanding records.</li> </ul> </li> </ul>	Learner profile	RPL Office (AM)
<b>Assessment plan:</b>		
<ul style="list-style-type: none"> <li>The RPL Office compiles an assessment plan and method of assessment in collaboration with the assessor of the applicable programme.</li> </ul>	Assessment plan	RPL Office (MM) Assessor
<ul style="list-style-type: none"> <li>The assessment method consists of, but is not limited to, the following: <ul style="list-style-type: none"> <li>Undergraduate candidate: psychometric test, assignment, and the development of a portfolio of evidence, if applicable.</li> <li>Postgraduate candidate: formal test, Test for Academic Literacy for Postgraduate Students (TALPS), assignment and the development of a portfolio of evidence.</li> </ul> </li> </ul>	Email – details of assessment method to candidate Email – sent to SCD to arrange a psychometric test for the candidate. SCD issue an invoice to candidate.  Email – details of assessment method to candidate	RPL Office (MM) SCD (if applicable)
<b>Support for successful applicants:</b>		
<ul style="list-style-type: none"> <li>The RPL Office supports the assessor presenting the orientation and training workshop to successful applicants regarding the RPL process and the way forward. The RPL Office arranges the workshop and sends out the applicable info to the candidates.</li> </ul>	Workshop logistics Workshop invitations Assessment plan Registration forms Attendance register	RPL Office (currently MM, but will hand over to AM)

<ul style="list-style-type: none"> <li>The RPL Office communicates assessment details to the RPL candidates, supports the candidate with the development of the portfolio of evidence, and also provides continuous support to the candidate via office base, emails, virtual meetings or telephone conversations.</li> </ul>	Portfolio of evidence Portfolio check form Emails	RPL Office (MM)
<ul style="list-style-type: none"> <li>The candidate writes the applicable prescribed tests during the workshop.</li> </ul>	Test	RPL Office (MM)
<b>Assessment:</b>		
<ul style="list-style-type: none"> <li>The assessor evaluates the RPL assessment and signs the RPL assessment report with his/her recommendation.</li> </ul>	Assessment report	RPL Office (MM)
<b>Approval of recommendation:</b>		
<ul style="list-style-type: none"> <li>The Head of the Department or Programme Director considers the recommendation of the assessor and signs the RPL assessment report with his/her recommendation.</li> </ul>	Assessment report	Programme Director Head of the Department
<ul style="list-style-type: none"> <li>The department employs moderation in the case of exemption with credits.</li> </ul>		Department
<ul style="list-style-type: none"> <li>The recommendation of the Head of Department or Programme Director is sent to the Admission Advisory Committee, to ensure alignment with the UFS admission criteria and/or General Rules.</li> </ul>	Assessment report	Programme Director Head of the Department
<ul style="list-style-type: none"> <li>The Dean of the Faculty provides the final approval of the recommendation.</li> </ul>	Assessment report	Dean of the Faculty

## RPL PROCESS MAP – QWAQWA CAMPUS

Process	Documents	Stakeholders
<b>RPL application:</b>		
<ul style="list-style-type: none"> <li>Faculties and Student Academic Services refer RPL applicants to the RPL Office.</li> <li>Applicants can apply directly to the RPL Office</li> </ul>	Email	Student Recruitment Services, Student Academic Services, Faculties, External relevant organisations, RPL Office (ST)
<ul style="list-style-type: none"> <li>Applicants apply directly to the RPL Office, where a learner profile is created.</li> </ul>	Learner profile: Blue file and Share Drive per qualification	RPL Office (ST)
<ul style="list-style-type: none"> <li>Applicants complete a programme specific application process to determine if the applicant meets the programme specific requirements for possible admission to a formal UFS academic programme via the RPL process.</li> </ul>	RPL application form <ul style="list-style-type: none"> <li>- General</li> <li>- Programme specific where applicable</li> <li>- Information document where applicable</li> </ul>	RPL Office (ST)

<ul style="list-style-type: none"> <li>The RPL Office ensures that the application process is complete and that all relevant, required and supporting documents are included in the application.</li> </ul>	<ol style="list-style-type: none"> <li>RPL application form</li> <li>Supporting documents <ul style="list-style-type: none"> <li>Certified copy of ID document/passport</li> <li>Certified copy of highest school certificate</li> <li>Certified copies of certificates of tertiary qualifications obtained</li> <li>Certified tertiary academic record</li> <li>SAQA evaluation of foreign qualification. See: <a href="https://dfqeas.saqa.co.za/dfqeas/user/home">https://dfqeas.saqa.co.za/dfqeas/user/home</a></li> <li>A job description of current position</li> <li>An extended CV</li> <li>Letter of motivation</li> <li>Proof of payment of the RPL application fee</li> </ul> </li> <li>Process form (saved in learner profile)</li> <li>Recommendation form (saved in learner profile)</li> <li>Database</li> </ol>	<ol style="list-style-type: none"> <li>Applicant</li> <li>Applicant</li> <li>RPL Office (ST)</li> <li>RPL Office (ST)</li> <li>RPL Office (ST)</li> </ol>
<b>RPL screening:</b>		
<ul style="list-style-type: none"> <li>The RPL Office screens a complete learner profile to validate if the applicant meets the criteria set by the applicable faculty/department.</li> </ul>	Learner profile	RPL Office (ST)
<ul style="list-style-type: none"> <li>The RPL Office sends the learner profile (application) to the applicable programme director/ Subject Heads/ Assessor for their recommendation.</li> <li>The programme director/Subject Head or Assessor determines if an RPL opportunity will be offered and provides appropriate feedback to the RPL Office.</li> </ul>	Learner profile (application and support documents) Signed recommendation form (signed by assessor) cc <a href="mailto:RPLQQ@ufs.ac.za">RPLQQ@ufs.ac.za</a> (for noting)	RPL Office (ST) Programme Director/
<ul style="list-style-type: none"> <li>The RPL Office informs the applicant regarding the recommendation provided by the programme director or assessor. <ul style="list-style-type: none"> <li>If the applicant is not recommended to continue with the RPL process, he/she will receive written feedback regarding the outcome of the application.</li> <li>If the applicant is recommended to continue with the RPL process, the RPL Office informs the candidate and he/she has to follow the RPL assessment plan and the applicant is requested to register for the RPL assessment</li> <li>The RPL Office sorts and files records of candidates in the RPL process as well as candidates with outstanding records.</li> </ul> </li> </ul>	Feedback letter cc <a href="mailto:RPLQQ@ufs.ac.za">RPLQQ@ufs.ac.za</a> (for noting)	RPL Office (ST)
	Email the assessment plan Registration form	RPL Office (ST)
	Learner profile	RPL Office (ST)
<b>Assessment plan:</b>		

<ul style="list-style-type: none"> <li>The RPL Office compiles an assessment plan and method of assessment in collaboration with the assessor of the applicable programme.</li> </ul>	Assessment plan	RPL Office (ST,EB) Assessor
<ul style="list-style-type: none"> <li>The assessment method consists of, but is not limited to, the following: Undergraduate candidate: assignment and the development of a portfolio of evidence, if applicable. Postgraduate candidate: the development of a portfolio of evidence. .</li> </ul>	Email – details of assessment method to candidate  Email – details of assessment method to candidate	RPL Office (ST)
<b>Support for successful applicants:</b>		
<ul style="list-style-type: none"> <li>The RPL Office support the assessor presenting the workshop/ information session to successful applicants regarding the RPL process and the way forward. The RPL Office arrange the workshop/ information session and send out the applicable info to the candidates.</li> </ul>	Workshop/ information session logistics Workshop/ information session invitations Assessment plan Attendance register	RPL Office (ST)
<ul style="list-style-type: none"> <li>The RPL Office communicates assessment details to the RPL candidates, supports the candidate with the development of the portfolio of evidence, and also provides continuous support to the candidate via office base, emails, virtual meetings or telephone conversations.</li> </ul>	Assessment tool Emails	RPL Office (ST)
<b>Assessment:</b>		
<ul style="list-style-type: none"> <li>The assessor evaluates the RPL assessment and signs the RPL assessment report with his/her recommendation.</li> </ul>	Assessment report	Assessor/Programme Director/Subject Head)
<b>Approval of recommendation:</b>		
<ul style="list-style-type: none"> <li>The Programme Director/ Subject Head considers the recommendation of the assessor and signs the RPL assessment report with his/her recommendation.</li> </ul>	Assessment report	Programme Director
<ul style="list-style-type: none"> <li>The faculty/department employs moderation in the case of exemption with credits.</li> </ul>		Department
<ul style="list-style-type: none"> <li>The recommendation of Programme Director/Subject Head is sent to the Admission Advisory Committee, to ensure alignment with the UFS admission criteria and/or General Rules. (Internal process from the faculty)</li> </ul>		Programme Director/Subject Head
<ul style="list-style-type: none"> <li>The Assistant Dean of the Faculty provides the final approval of the recommendation.</li> </ul>	Assessment report	Assistant Dean of the Faculty
<ul style="list-style-type: none"> <li>The assessment report is sent to the RPL Office.</li> </ul>	Assessment report	RPL Office (ST)
<b>Finances:</b>		
<ul style="list-style-type: none"> <li>The RPL Office checks if the application fee has been paid.</li> </ul>	Bank statement	RPL Office (ST) Weekly feedback to ST
<ul style="list-style-type: none"> <li>The RPL Office follows up on outstanding application fees from RPL candidates.</li> </ul>		RPL Office (ST)
<b>Feedback:</b>		

<ul style="list-style-type: none"> <li>The candidate is informed of the outcome of the assessment via a formal letter.</li> </ul>	Feedback letter (candidate need to submit this letter when applying for the qualification)	RPL Office (ST) Candidate
<ul style="list-style-type: none"> <li>The Assessor/Programme Director/Subject Head of the applicable programme will receive a copy of the formal letter sent to the candidate.</li> </ul>	Feedback letter (the Programme Director/ Subject Head is copied in the mail sent to the candidate)	RPL Office (ST)
<ul style="list-style-type: none"> <li>The Office of the SAS Head will receive a copy of the formal letter to the student to capture the outcomes (access and/or exemption) on the student record.</li> </ul>	Copy of feedback letter	RPL Office (ST)
<ul style="list-style-type: none"> <li>The RPL Office records the final outcome of the candidate on the RPL Database.</li> </ul>	Database on Share Drive	RPL Office (ST)
<b>Appeal:</b>		
<ul style="list-style-type: none"> <li>If the RPL candidate does not accept the outcome of the RPL assessment, an appeal procedure is followed in collaboration with the applicable Programme Director./Subject Head.</li> </ul>	Appeal form	Candidate RPL Office (ST) Programme Director
<ul style="list-style-type: none"> <li>After the completion of the appeal procedure, the RPL Office will provide formal feedback to the candidate regarding the final outcome.</li> </ul>	Final feedback letter	RPL Office (ST)

## AGREEMENT TEMPLATE

<b>Faculty</b>			
<b>School / Department</b>			
<b>Name of qualification Undergraduate / Postgraduate</b>			
<b>Assessor</b>			
<b>Programme Director</b>			
<b>Head of Department</b>			
<b>Dean</b>			
<b>Administrative contact person (if applicable)</b>			
<b>RPL Office</b>	<b>RPL Bloemfontein</b> Ms. Martie Meintjes +27 51 401 7357; <a href="mailto:RPLOffice@ufs.ac.za">RPLOffice@ufs.ac.za</a> Ms. Andile Madiehe +27 51 401 7326; <a href="mailto:RPL@ufs.ac.za">RPL@ufs.ac.za</a> <b>RPL Qwaqwa</b> Ms. Siphesihle Langa +27 58 718 5120; <a href="mailto:RPLQQ@ufs.ac.za">RPLQQ@ufs.ac.za</a> Assistant Director: Advising, Access and Success Ms. Gugu Tiroyabone +27 51 401 3798; <a href="mailto:TiroyaboneGW@ufs.ac.za">TiroyaboneGW@ufs.ac.za</a>		
<b>Admission criteria for admission through RPL</b>		Senior Certificate	Workshops
		Training and Short Learning Programmes	23 years and older
		Other _____	
<b>RPL application closing date</b>			
<b>Date to receive a recommendation from Department (re: application)</b>			
<b>RPL assessment date</b>			
<b>RPL assessment method</b>			
<b>Submission date of assessment (candidate)</b>			
<b>Final outcome (signed assessment report) received from the Faculty</b>			
<b>Appeal process</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No		
<b>Department: Head of the Department</b>		<b>Department: Assessor</b>	
Full name and surname		Full name and surname	
Signature		Signature	
Date		Date	

## **CENTRE FOR TEACHING AND LEARNING / RPL OFFICE MEMORANDUM OF UNDERSTANDING**

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**This Memorandum of Understanding (MOU) is between a Faculty (Department) and the Centre for Teaching and Learning (RPL Office) at the University of the Free State**

### **1. Purpose and scope**

The purpose of this MOU is to understand the RPL process at UFS and to clearly identify the roles and responsibilities of all the role players and to onboard a department into the RPL process.

### **2. Background**

In accordance with the UFS RPL Policy, persons may apply for an assessment of prior learning. When an applicant has demonstrated a “standard of proficiency” for the purpose of access to further studies, admission to the University of the Free State may be granted by a faculty/school or department.

### **3. Definitions/abbreviations relating to the RPL process**

Refer to the RPL Policy Document.

### **4. Duration of agreement**

Twelve months duration in line with the University’s policies and submission dates. Also taking into consideration the dates as agreed upon as per the Agreement document (cannot contradict the University’s policies).

### **5. Roles and responsibilities**

#### **5.1 Assessor(s)**

- Responsible for the oversight of candidate assessment, including the implementation of departmental regulations of the RPL process.
- Responsible for adhering to the timeframes of the assessment process.

#### **5.2 Programme Directors**

- Responsible for drafting and reviewing the RPL criteria and requirements for the programme.
- Responsible for ensuring that the outcomes of the programme are achieved; that assessment criteria and assessment methods are used.
- Responsible for ensuring that adequate result review processes are implemented in their programmes.

#### **5.3 Head of Department / Subject Head**

- Responsible for the quality assurance of the assessment process in their department/school.

#### **5.4 Deans of Faculties / Assistant Deans of Faculties (Qwaqwa campus)**

- Responsible for the final verification and sign-off on the outcome of the RPL process.

#### **5.5 Admission Advisory Committee**

- Responsible for advising Deanery on the outcome of the RPL assessment process and ensuring that the assessment is aligned with the admission and general rules and/or policies of the UFS.
- 5.6 Registrar or Student Academic Services
- Responsible for recording the outcome of the RPL application process on the student's record (access and/or exemption of modules).
- 5.7 RPL Office
- Adhering to the criteria stipulated in the UFS General Rules as well as the RPL policy.
  - Applying criteria for effective assessment and the compilation of a portfolio of evidence.
  - Applying the criteria for a diligent review for credit accumulation and transfer.
  - Communicating the outcome of the RPL application provided by Programme Directors to the candidates.
  - Liaising between the candidates and the relevant role-players.

### **Annexures**

Annexure A: RPL Policy

Annexure B: Process map

Annexure C: Agreement Templates: Department / RPL

Signature of MOU:

In agreement with the terms stated in this memorandum of understanding, this document reflects my understanding of the partnership.

### **Faculty: Dean / Assistant Dean**

Full name and

surname:

Signature:

Date:

### **Centre for Teaching and Learning**

Full name and

surname:

Signature:

Date: