

Concepts related to RPL

Definitions

Assessment

It refers to the systematic evaluation of a student's ability to demonstrate the achievement of the learning goals intended in a curriculum.

Credit

It 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.

Learning

The definition of different types of learning is based on the National Policy for the Implementation of Recognition of Prior Learning:

Formal learning

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).

Informal learning

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.

Non-formal learning

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.

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. 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.