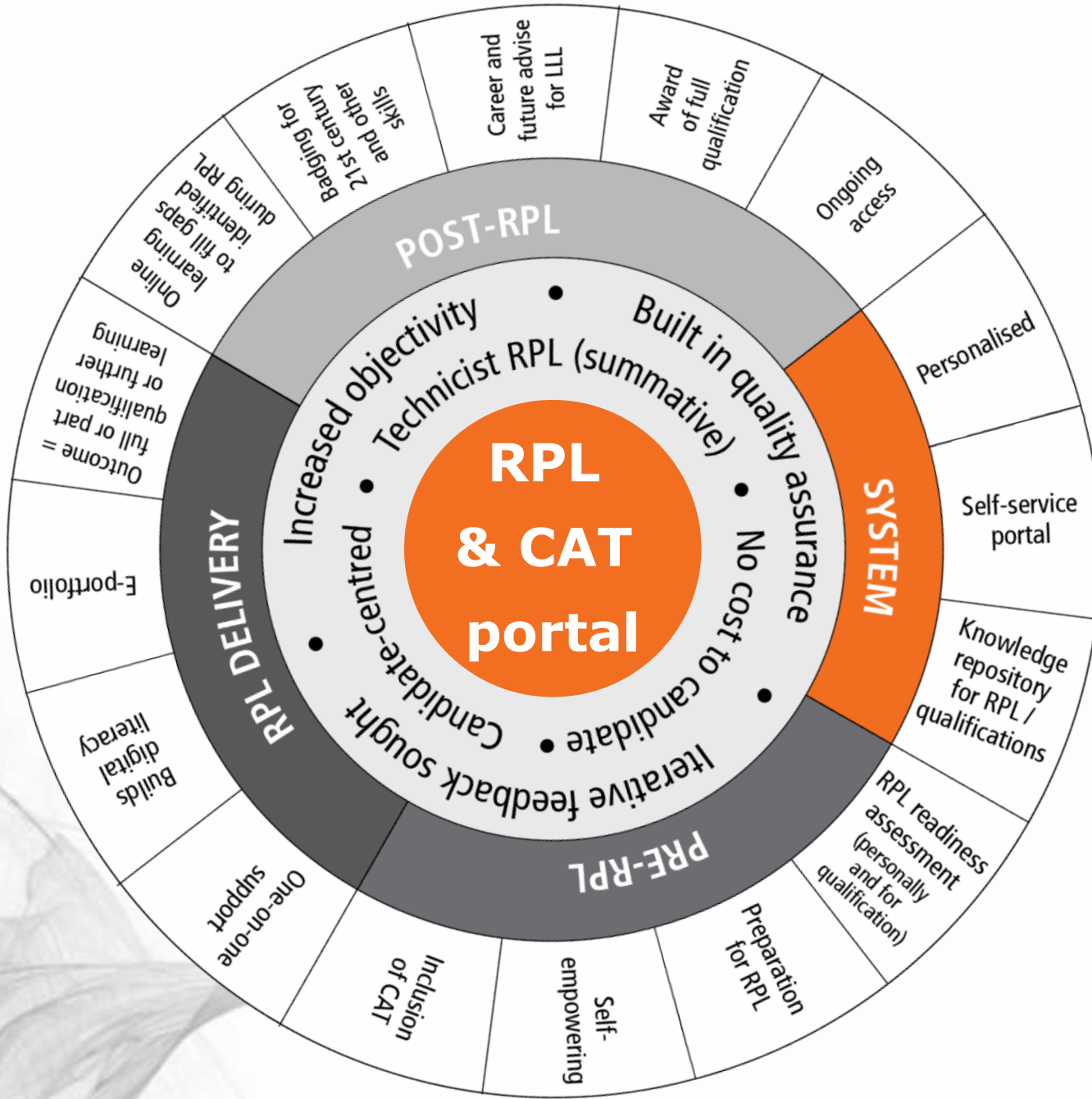# Putting the candidate at the centre with an online RPL portal
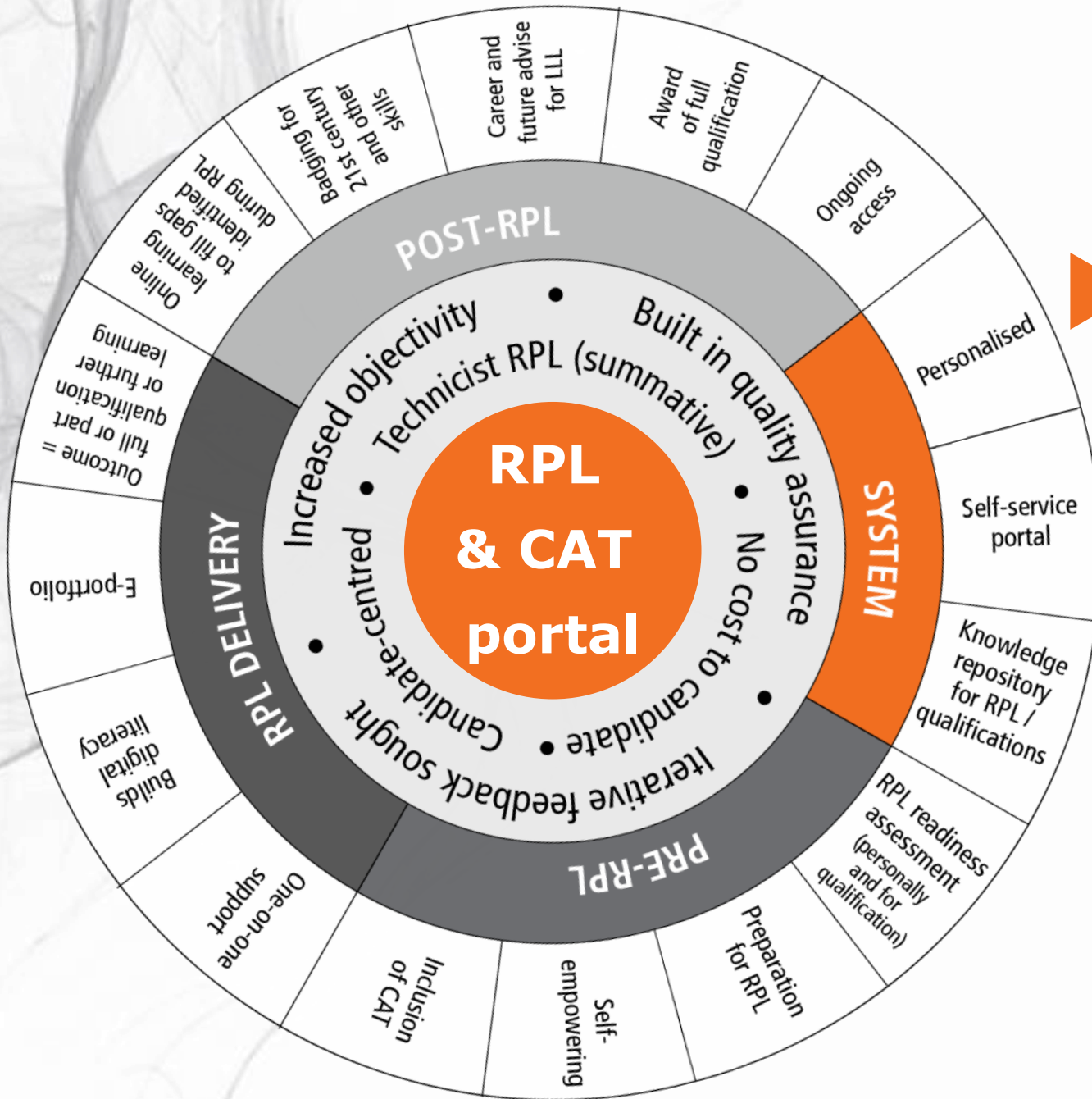
Dr Karen Deller

Chartall Business College

South Africa
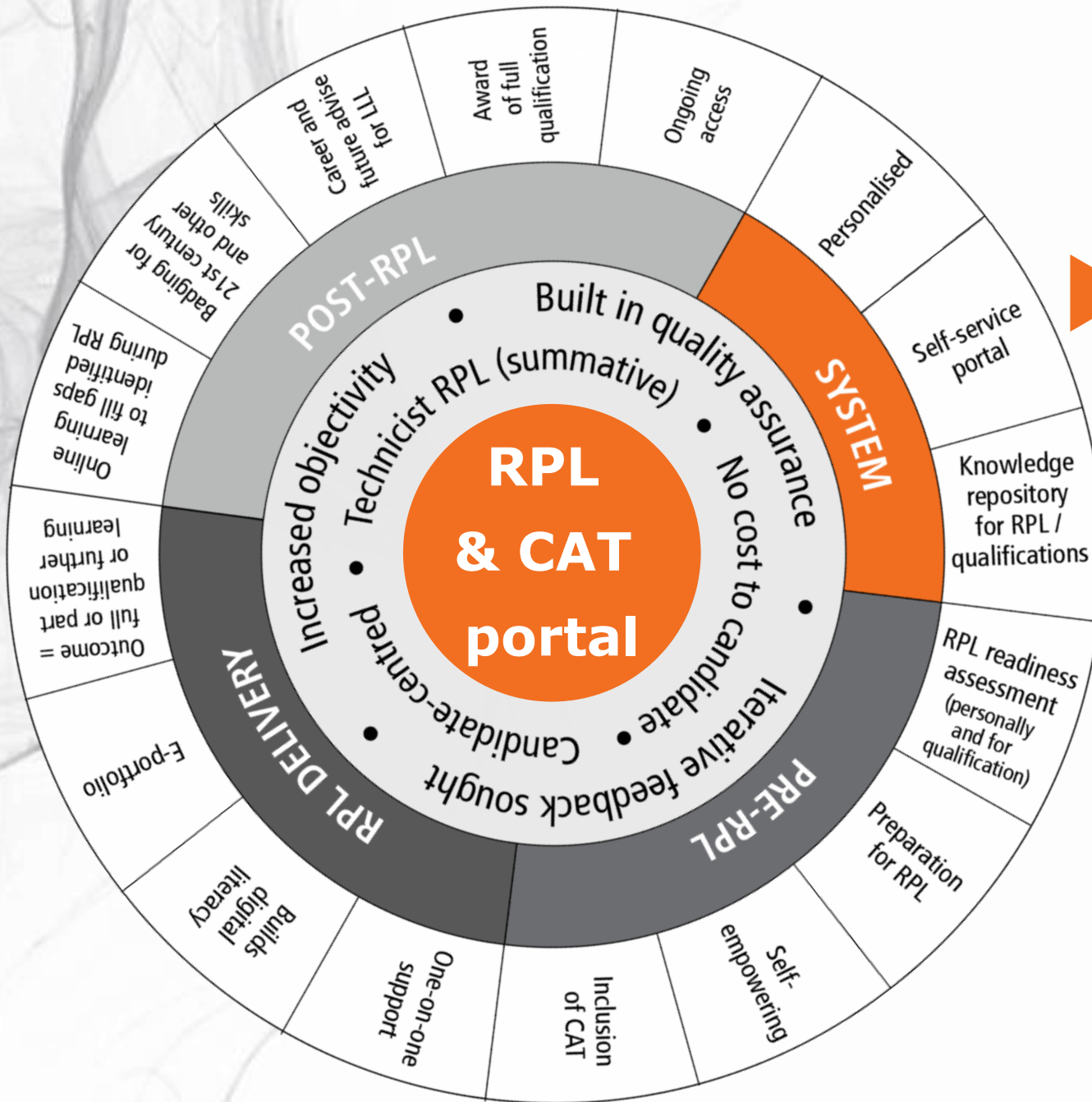
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Personalised

The CAT, pre-RPL assessment, actual RPL and post-RPL pathways are all personalised. Personalised and one-on-one support. Considers learner readiness, needs, formal and informal prior learning. Can self-track progress on a timeline (portal) and activity bar (LMS).
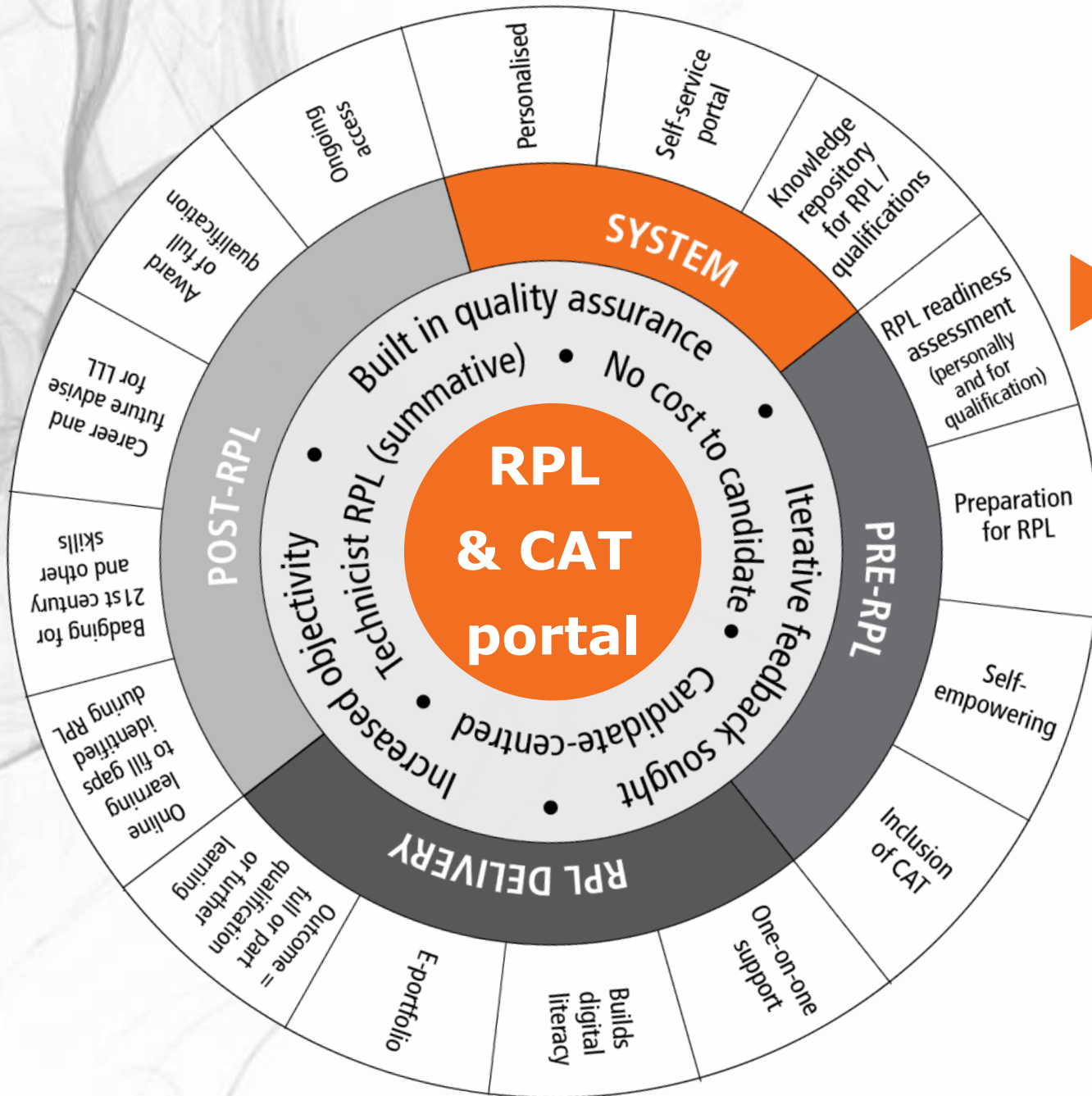
Self-service portal

Puts candidate in charge of the process if they want to be RPL-ed – own place, space and time. Empowering and non-threatening because no manager can access the results. Allows for massification of RPL nation-wide and wider in future.
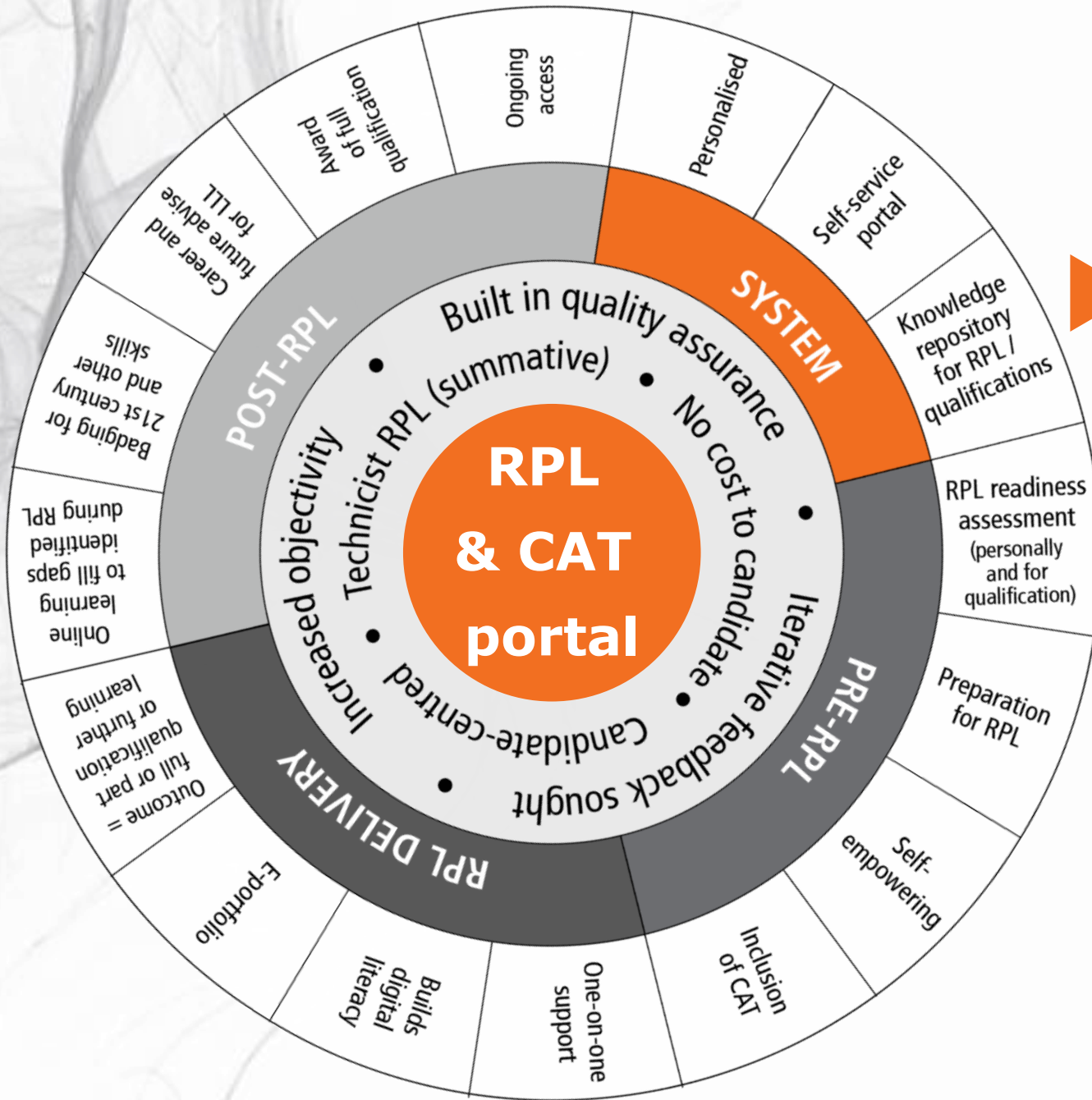
Knowledge repository for RPL / qualifications

Sector and national policies, communiques, etc. enabling greater understanding and trust in the process of RPL in the sector. Also, information on the RPL process and various qualifications that can be RPL-ed.

The diagram shows concentric rings labelled:

Centre: RPL & CAT portal

Inner ring:
- Built in quality assurance
- No cost to candidate
- Iterative feedback sought
- Candidate-centred
- Increased objectivity
- Technicist RPL (summative)

Middle ring segments: SYSTEM, PRE-RPL, RPL DELIVERY, POST-RPL

Outer ring segments:
- Ongoing access
- Personalised
- Self-service portal
- Knowledge repository for RPL / qualifications
- RPL readiness assessment (personally and for qualification)
- Preparation for RPL
- Self-empowering
- Inclusion of CAT
- One-on-one support
- Builds digital literacy
- E-portfolio
- Outcome = full or part qualification or other learning
- Online learning to fill gaps identified during RPL
- Badging for 21st century and other skills
- Career and future advise for LLL
- Award of full qualification

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RPL readiness assessment (personally and for qualification)

Once the target qualification is selected, the portal asks the candidate set questions to ascertain their readiness for RPL and gauge prior learning in the qualification. Advise is then provided (training or RPL).
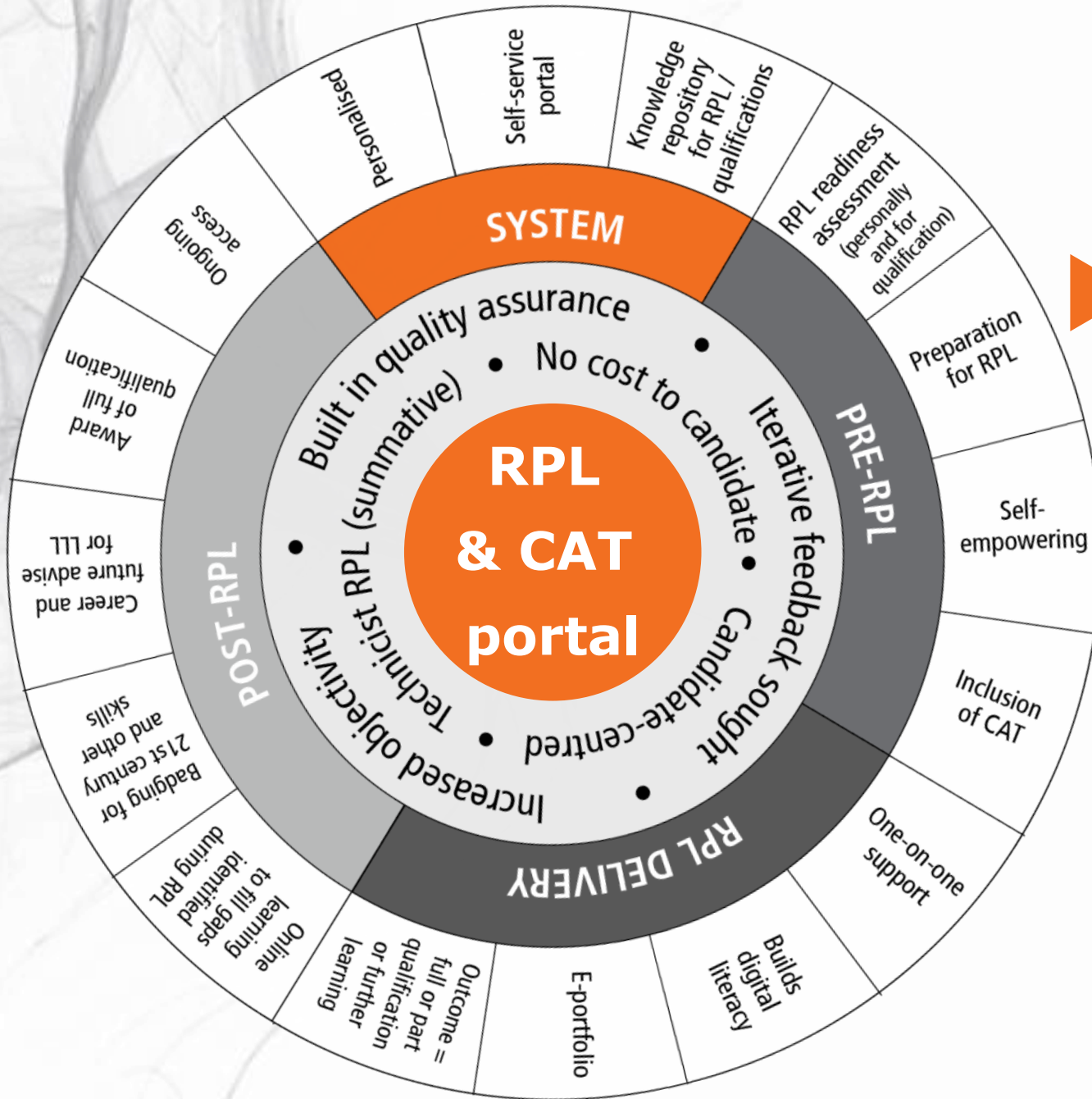
Preparation for RPL

Online (video so repeatable), trackable, ensures validity and transparency of the process. Meets regulatory requirements.
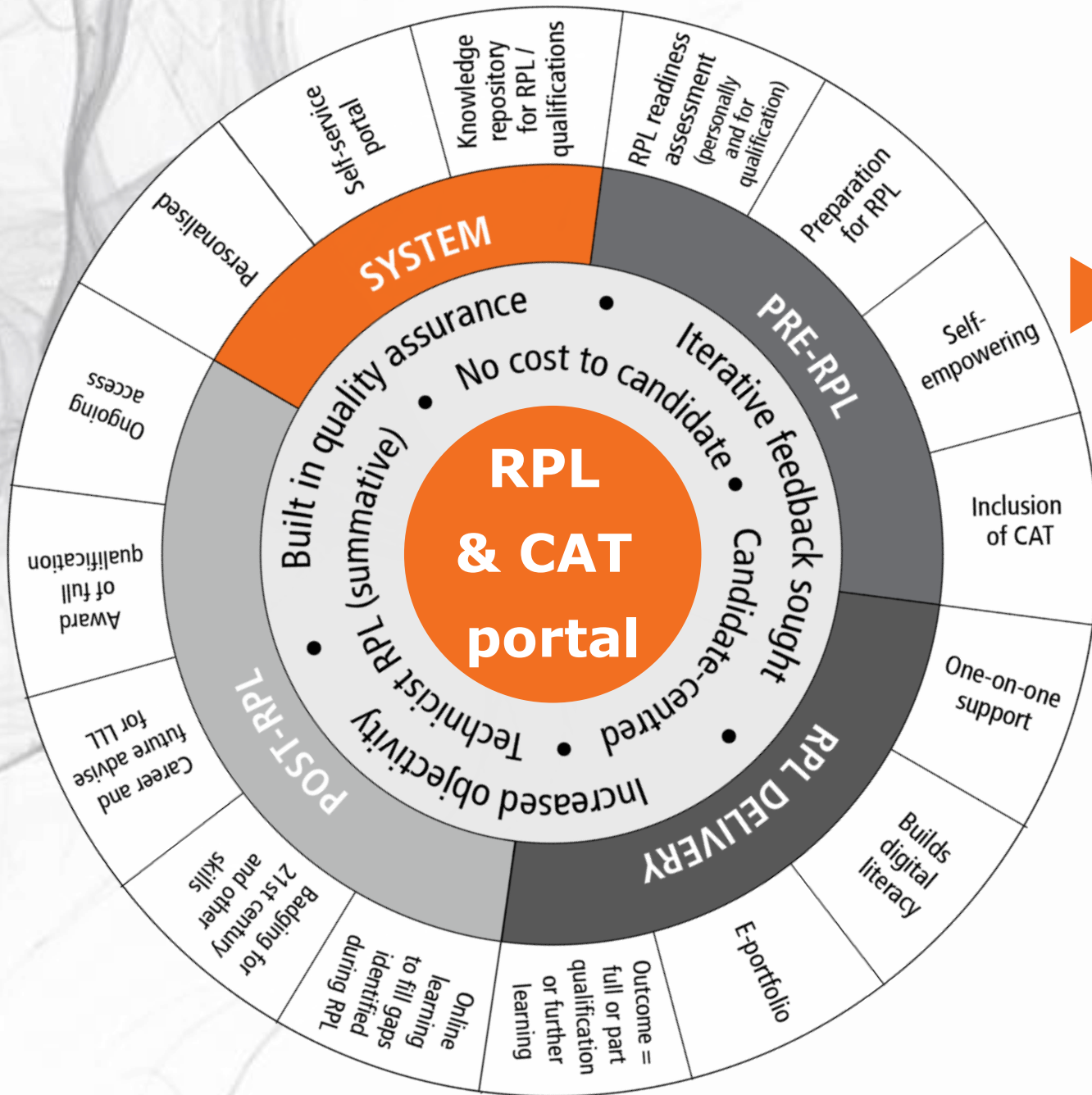
Self-empowering

Helps people develop an awareness for their own potential and own prior learning and the value of this when being assessed for a qualification. Highlights their current level of competency. Candidate is active in the process. Takes charge of own RPL journey (ownership). Sets scene/motivation for future learning. Builds self-efficacy.

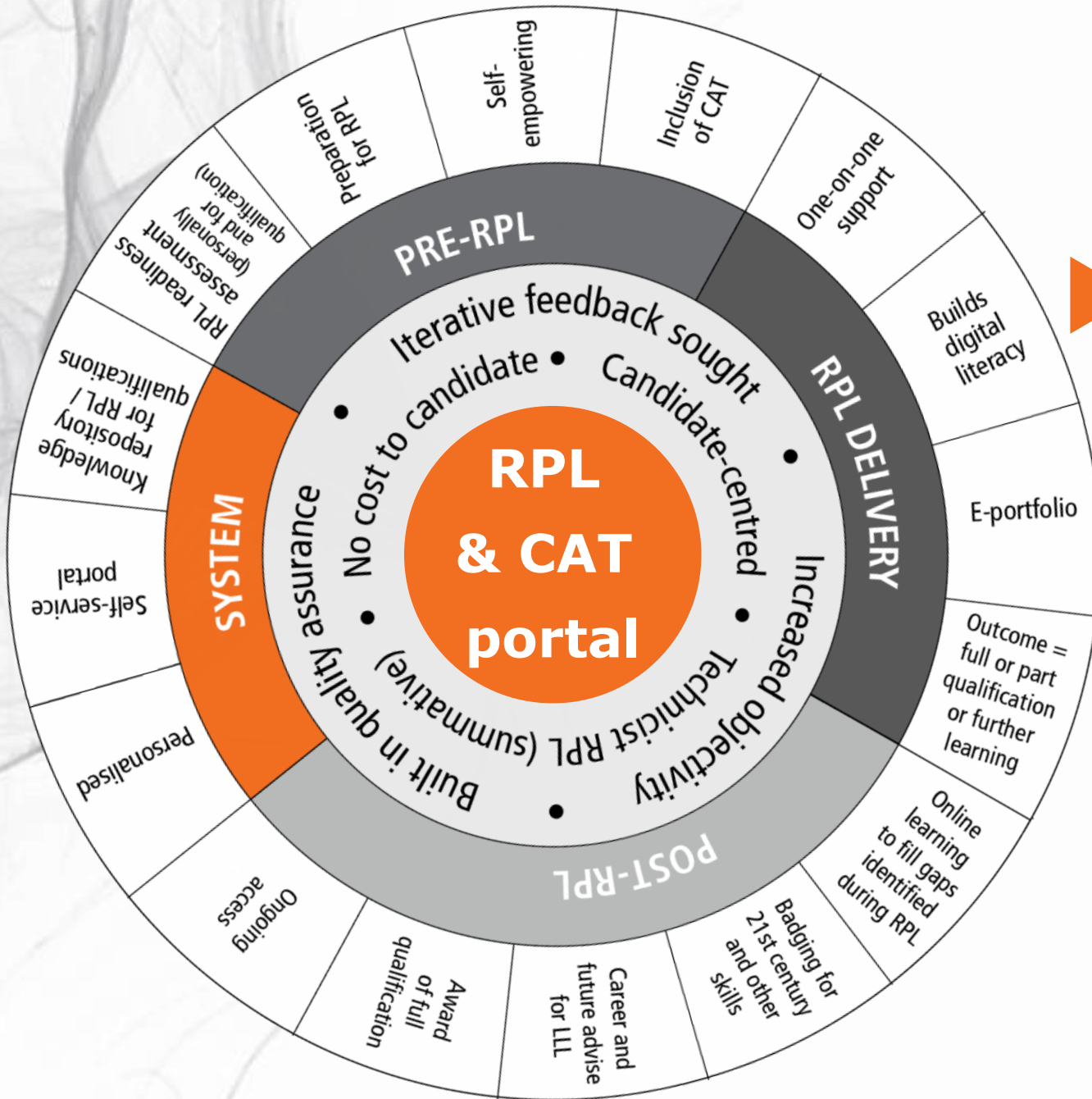CHARTALL
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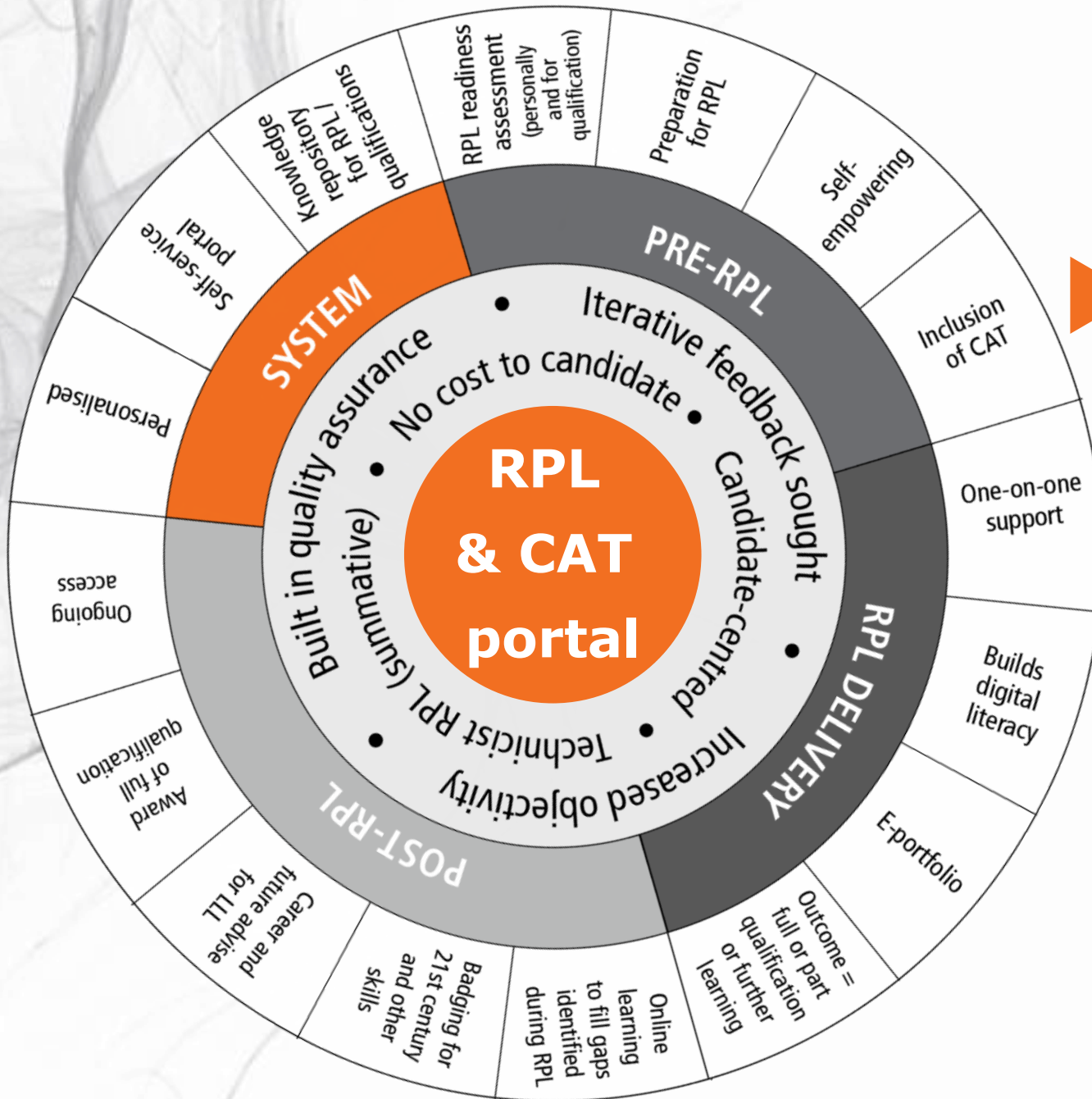
Inclusion of CAT

Credit Accumulation & Transfer matrix – provides recognition for both formal credits already achieved and non-formal workplace learning.
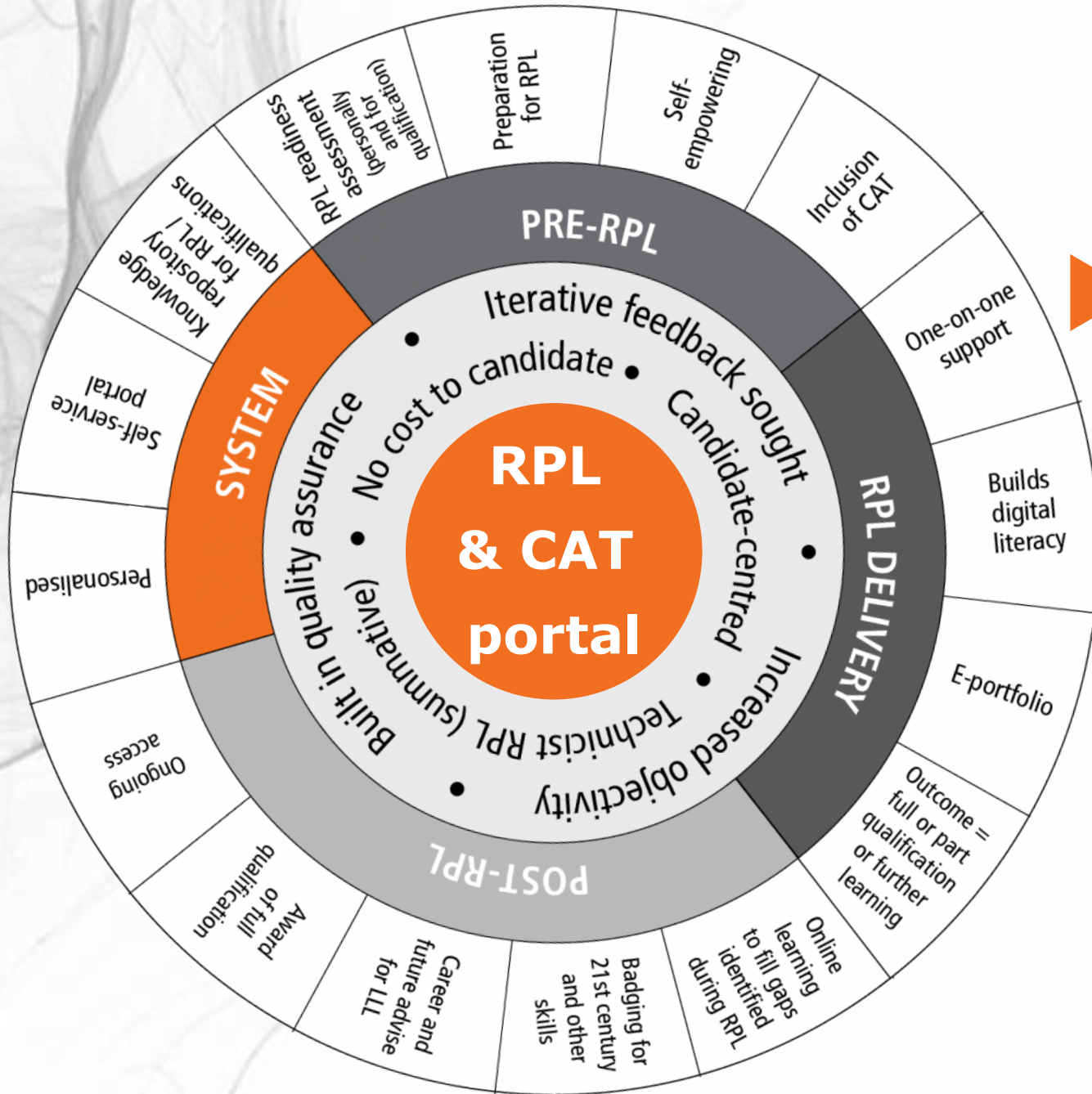
One-on-one support

Trained RPL advisers – support tickets, skype chat, WhatsApp and email support on demand as well as pro-active if there is no action for 7 days.
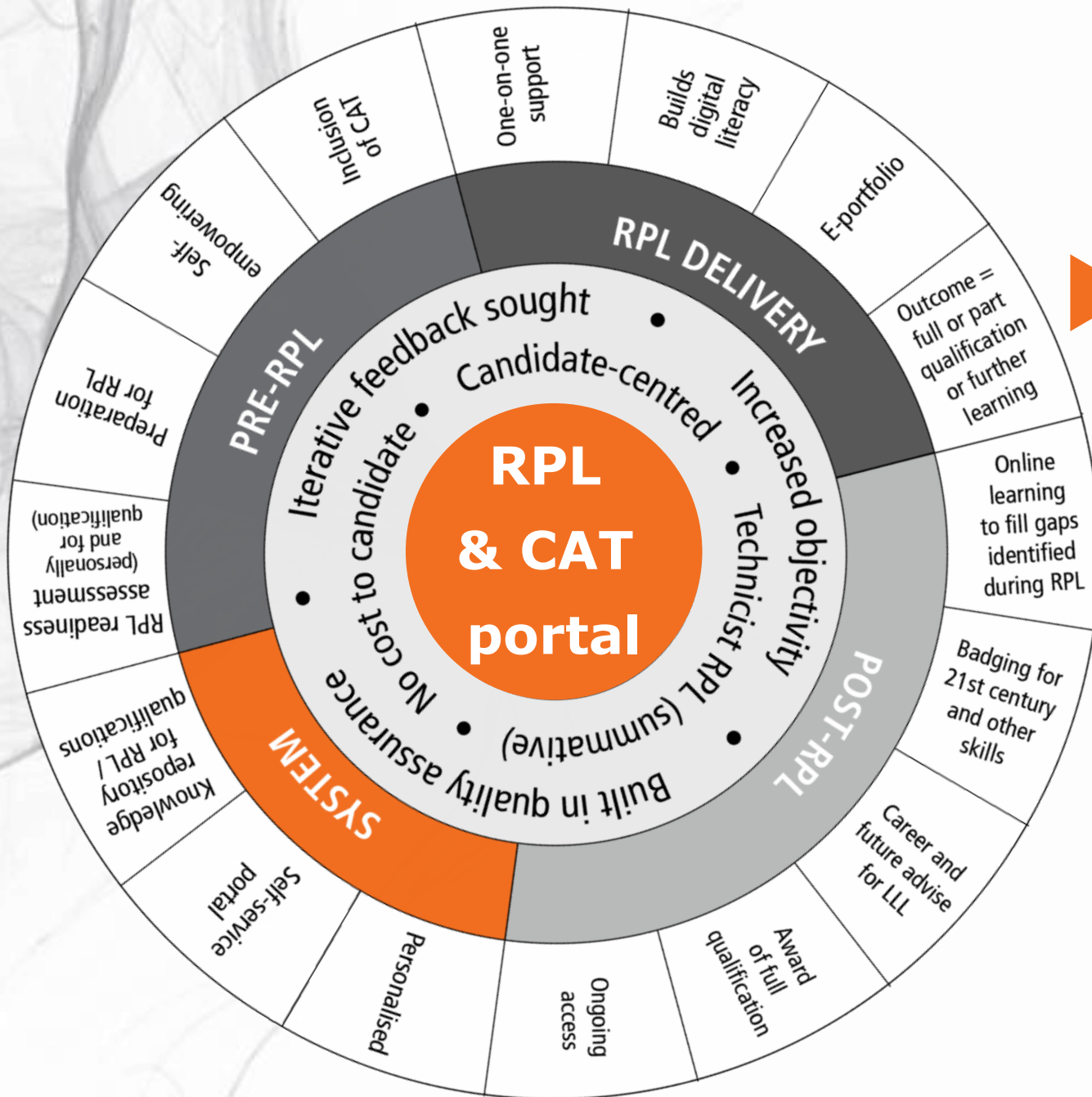
Builds digital literacy

Uploading of files, using online chat and raising support tickets, accessing videos and information curated for them. Sets the ground for future online LLL. RPL as a pedagogy as it leads to additional learning as it takes place.
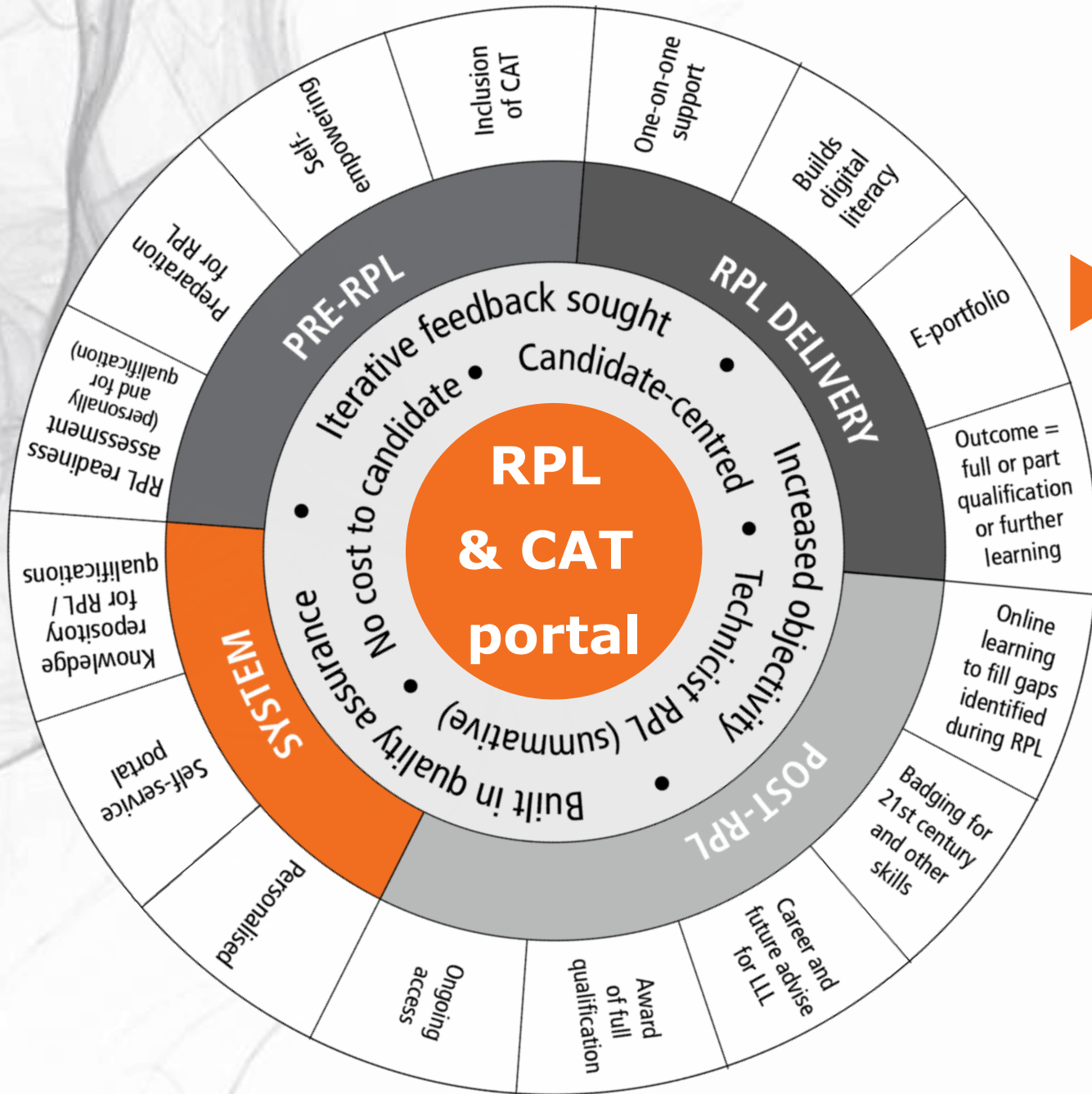
E-portfolio

For the RPL assessment and ongoing LLL and CPD thereafter. All personal documents uploaded once to one portal for multiple purposes. Combination of own NoE (informal and non-formal) and set projects.

The diagram shows a circular infographic titled "RPL & CAT portal" at the center, surrounded by four segments: PRE-RPL, RPL DELIVERY, POST-RPL, and SYSTEM.

Inner ring principles:
- Iterative feedback sought
- Candidate-centred
- No cost to candidate
- Increased objectivity
- Technicist RPL (summative)
- Built in quality assurance

PRE-RPL:
- Self-empowering
- Inclusion of CAT
- Preparation for RPL
- RPL readiness assessment (personally and for qualification)

RPL DELIVERY:
- One-on-one support
- Builds digital literacy
- E-portfolio
- Outcome = full or part qualification or further learning

POST-RPL:
- Online learning to fill gaps identified during RPL
- Badging for 21st century and other skills
- Career and future advise for LLL
- Award of full qualification

SYSTEM:
- Knowledge repository for RPL / qualifications
- Self-service portal
- Personalised
- Ongoing access

Outcome = full or part qualification or further learning

Most candidates earn a full qualification using a combination of RPL and CAT. Those who don't are transferred to the LMS side for addition online training and re-assessment. Note: specially trained RPL assessors used.
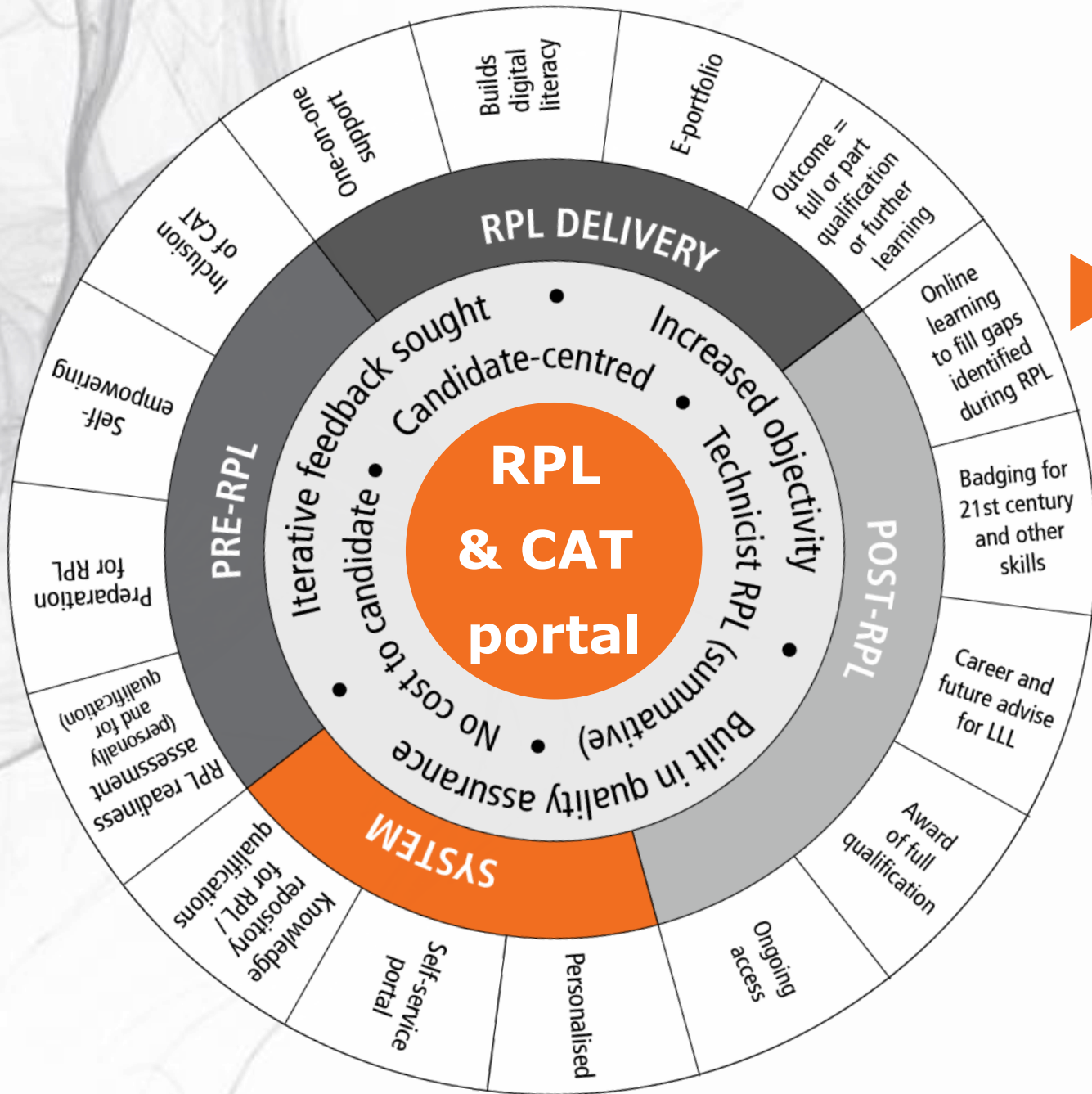
Online learning to fill gaps identified during RPL

Content curated to address gaps in prior learning. Curated as a full qualification, full unit standard or micro-learning. Personalised learning path. No charge.
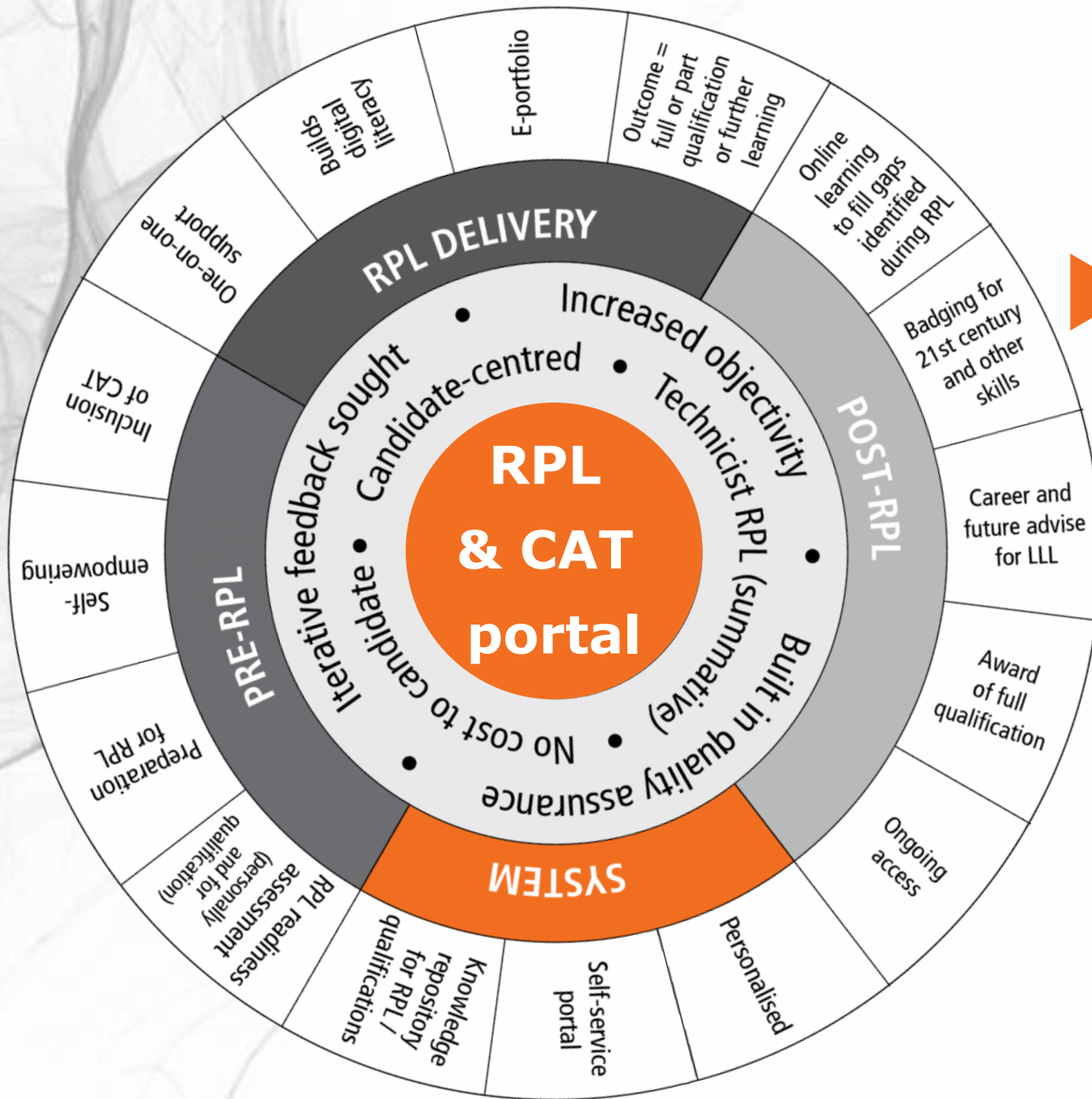
Badging for 21st century and other skills

Flexible pathways for learner to co-create. Micro-credentialing with badges to share on social media (self-esteem and motivation). Helps make learning visible and rewards LLL. Access to optional short skills courses on key 21st century skills that are not always formally assessed (paid for service post-RPL).
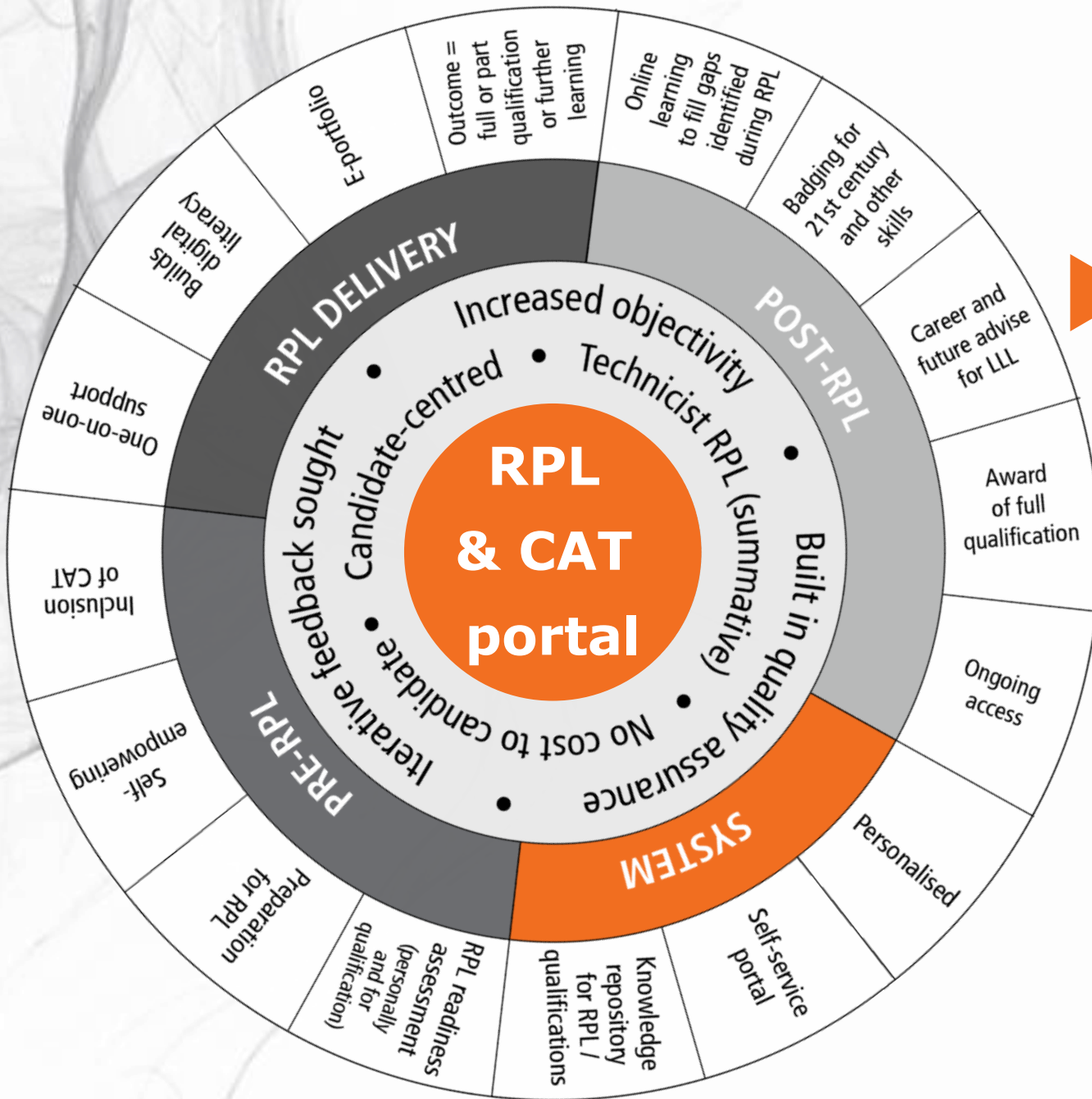
Career and future advise for LLL

From the trained RPL advisers, career assessment if requested, additional courses such as CV building, resilience and interview skills. May also include advise on new qualifications to pursue. (Additional training employer or self-funded.)
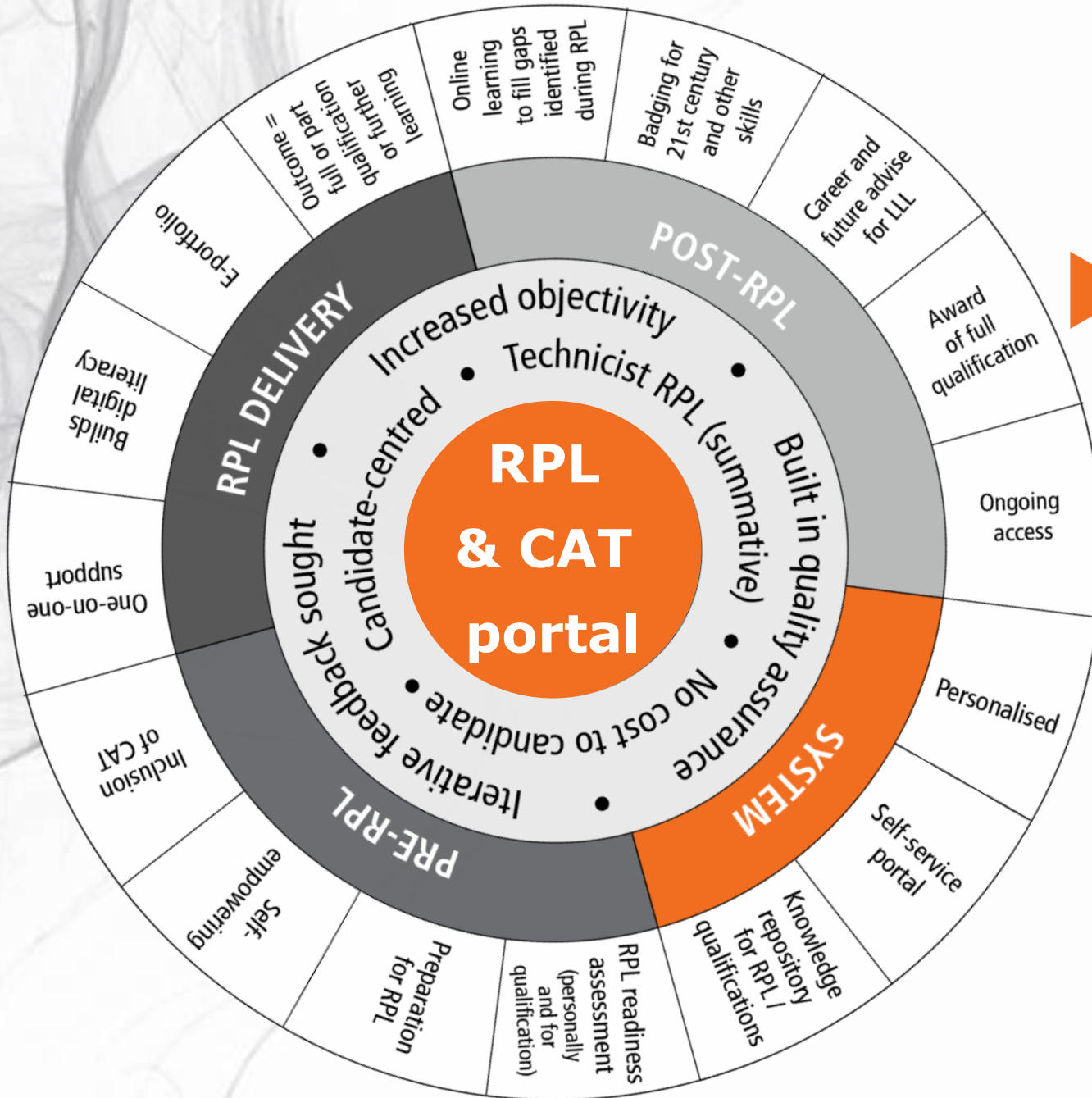
Award of full qualification

Could be through RPL & CAT only, through RPL only, through RPL, CAT and training. Nationally and internationally recognised for transferability and articulation. Same certificate as a classroom learner. Enables candidate to remain employable in sector.
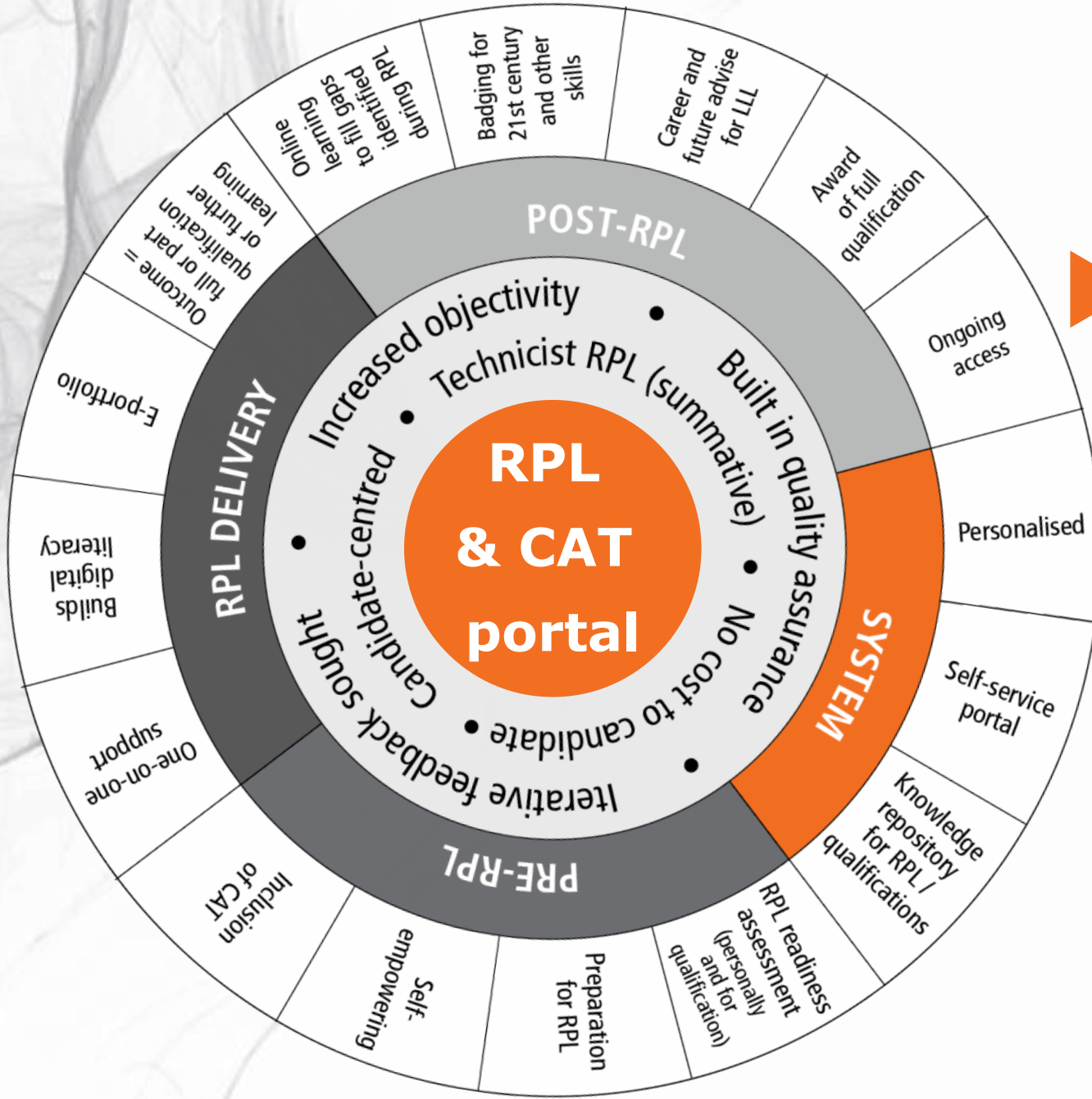
Ongoing access

To download portfolio to use for job seeking, copies of certificates and SoRs, source content, LLL, update details, request further RPL opportunities. Awareness of new learning opportunities.

Stream 5: Post-validation pathways

5.1 VPL should facilitate an individual's mobility horizontally, vertically and diagonally within and between **sectors** and **countries**.

5.2 VPL results should be **transparent and meaningful** to employers and providers of education and training.

5.3 Validation certificates need to be the same as formal learning certificates so that they **hold the same value** on the job market and ensure that they form the solid building blocks of a further learning career.

5.4 **Further learning options** need to be offered based on the results of the VPL process. They need to be adaptive to the individual's learning preferences.

5.5 Alongside the responsibility of the education system and the employers, the individual **learner is also responsible** for the creation of a functional learning and working path.

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