

National RPL System in South Africa

LEGAL FOUNDATIONS

*Presentation to the 3rd VPL Biennale,
Berlin, 7-8 May 2019*

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Background and demographics

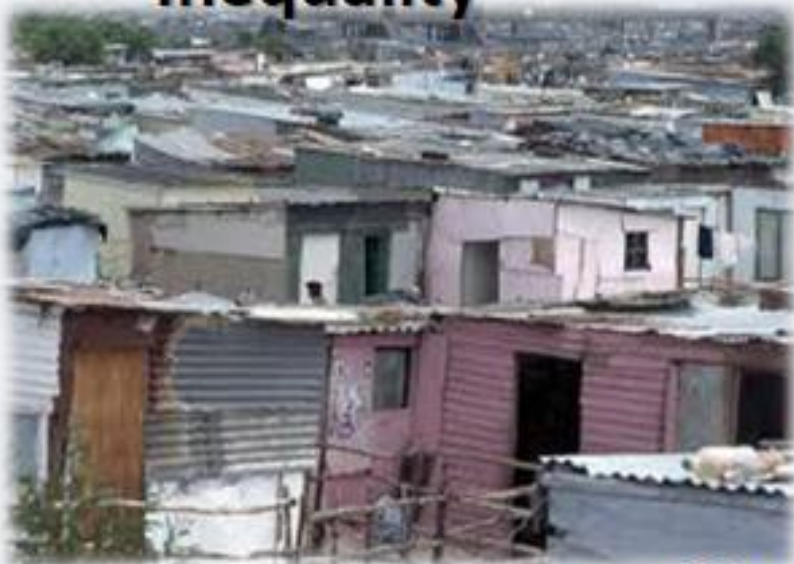




Inequality



Unemployment



Poverty





South Africa population: 55 million (44% in two provinces)
Gauteng (13 million)
Kwa Zulu-Natal (19 million)



POPULATION

55 Million



YOUNG BLACK PEOPLE

**51% below
21 yrs**



LIFE EXPECTANCY

56 years

**PERCENTAGE BELOW NATIONAL
POVERTY LINE**

48%



UNEMPLOYMENT

26%

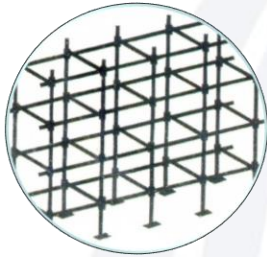
**NOT IN EMPLOYMENT,
EDUCATION, TRAINING 15-24 yrs**

3,4 Million

NQF Objectives/ purpose



**Single,
Integrated Framework**



**Access, Mobility,
Progression**



Redress



**Personal/ Social/
Economic development
of lifelong learner and
nation**

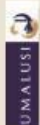




HEQSF



HIGHER EDUCATION
QUALIFICATIONS SUB-FRAMEWORK



GENERAL AND FURTHER
EDUCATION AND TRAINING
QUALIFICATIONS SUB-FRAMEWORK

DOCTORAL DEGREE
DOCTORAL DEGREE
(PROFESSIONAL)

MASTER'S DEGREE
MASTER'S DEGREE
(PROFESSIONAL)

BACHELOR HONOURS DEGREE
POSTGRADUATE DIPLOMA
BACHELOR'S DEGREE

BACHELOR'S DEGREE
ADVANCED DIPLOMA

DIPLOMA
ADVANCED CERTIFICATE

HIGHER CERTIFICATE

NATIONAL CERTIFICATE

INTERMEDIATE CERTIFICATE

ELEMENTARY CERTIFICATE

GENERAL CERTIFICATE

LEVELS

10

9

8

7

6

5

4

3

2

1

*

*

OCCUPATIONAL CERTIFICATE

OCCUPATIONAL CERTIFICATE

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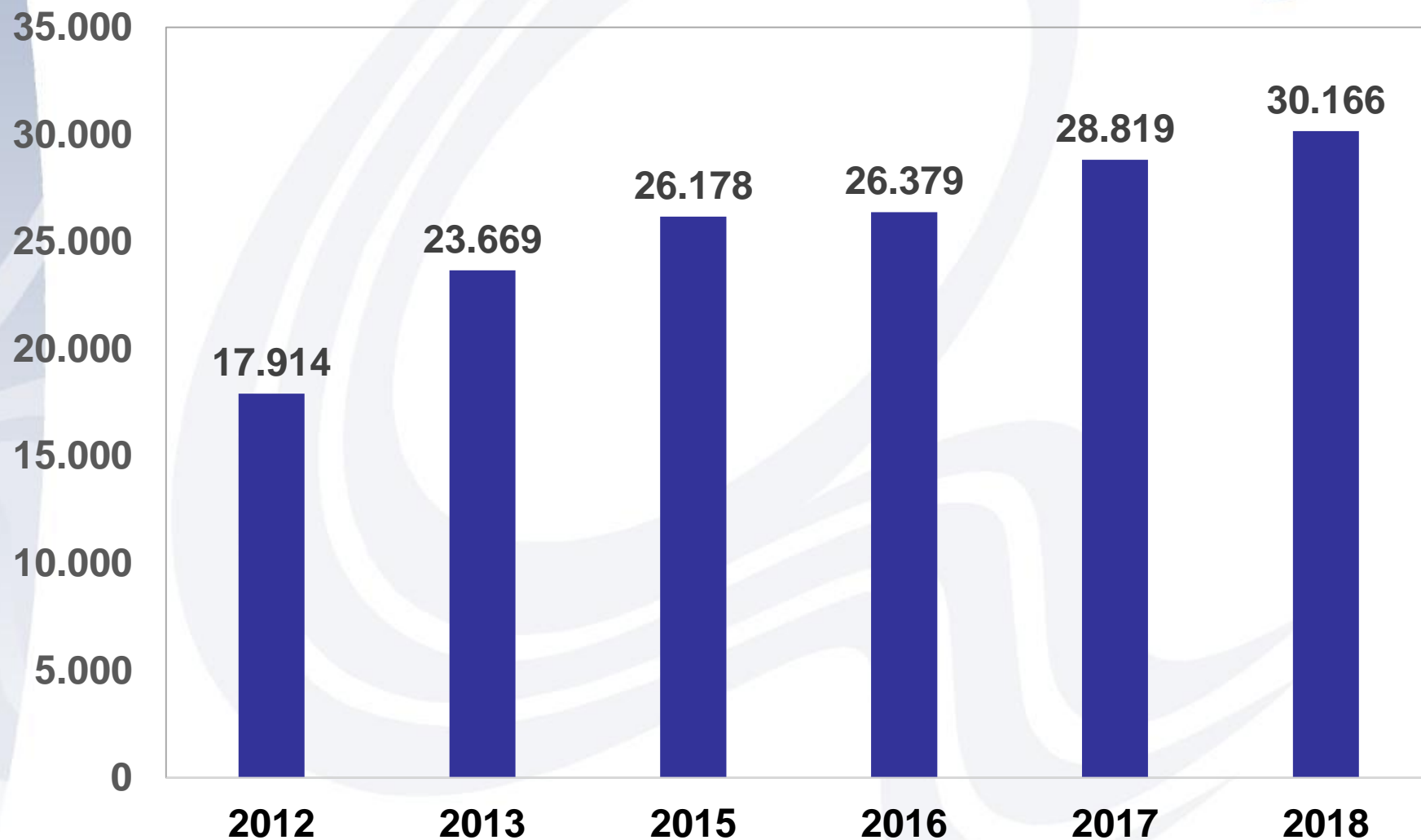
OCCUPATIONAL
QUALIFICATIONS SUB-FRAMEWORK



OQSF

* Where there is an occupational qualification needed at levels 9 and 10. The developers should contact SAQA and the quality councils to motivate.

Number of learners with achievements through RPL: 2012 to 2018



RPL Legislation and Policy



Policy Relationships



Minister

Overall
guidance

Sets
guidelines

Demarcat
es the NQF

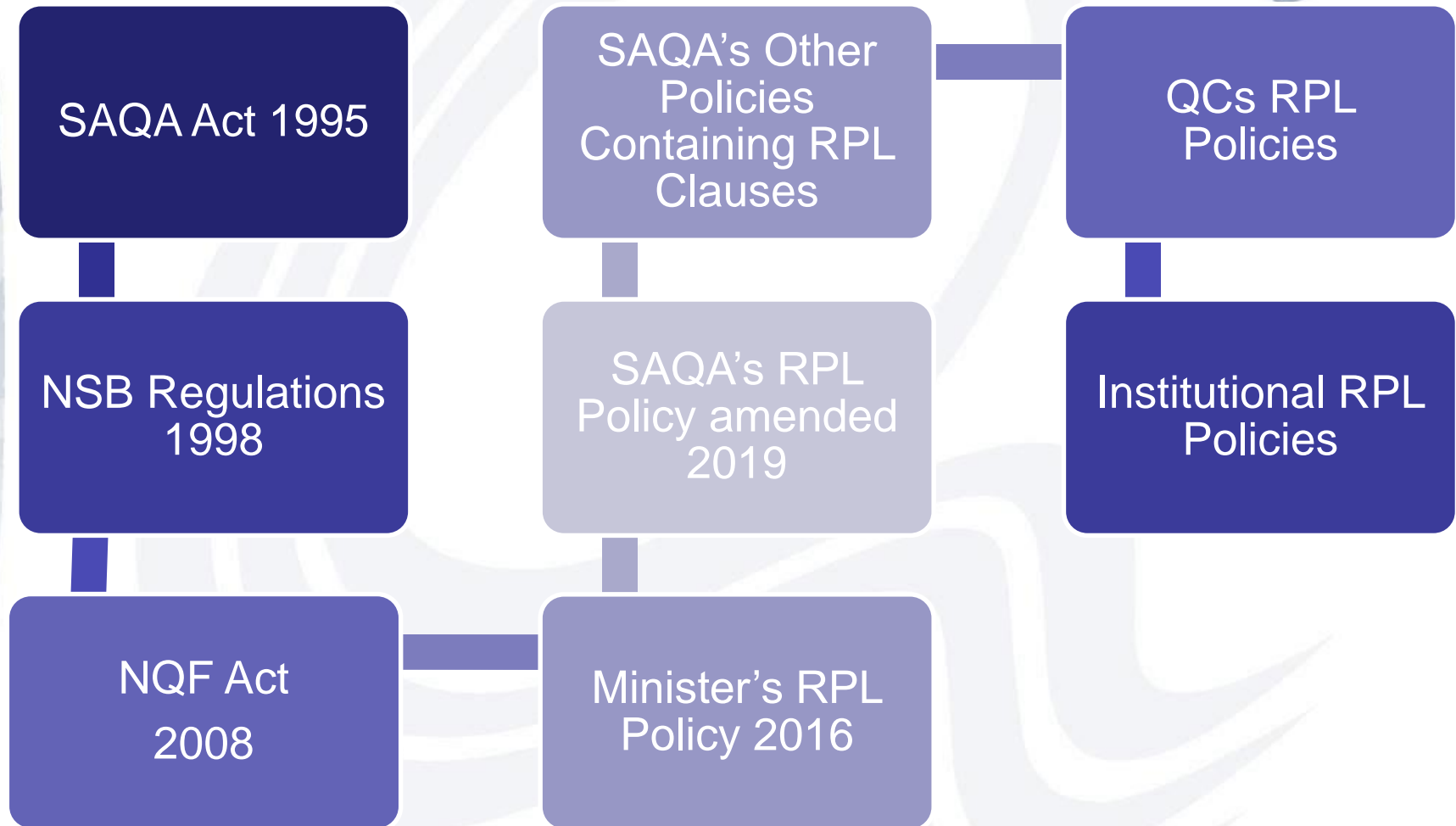
SAQA

Subject to Ministerial
policy, develops
policy on:
Registration ,
publication,
assessment, RPL, CAT
of qualifications;
Recognition of
professional bodies.

Quality Councils

Subject to Ministerial & SAQA
policy, develops and manages
sub-framework functions
through required policy

RPL Legislation and Policy



SAQA Act and NSB Regulations



SAQA Act

- Allows SAQA to Make Regulations with Ministerial Permission.

NSB Regulations (1998)

- **Define RPL:** “means the comparison of the previous learning and experience of a learner **however** obtained against the **learning outcomes** required for a specified qualification”
- Qualification maybe achieved in **whole** or in **part** through RPL

Why, What, & Forms of RPL?



RECOGNITION OF PRIOR LEARNING (RPL)

WHAT IS RPL?

WAYS OF ACQUIRING KNOWLEDGE & SKILLS

Non-formal - planned educational interventions that are not intended to lead to a qualification/part-qualification.

Informal - learning that results from daily activities related to paid/unpaid work, including incidental learning.

Formal - learning that occurs in an organised & structured education and training environment.



WHY RPL?



Personal Development



Workplace Advancement

FORMS OF RPL?



For Access - provide an alternative access route into a programme of learning for those who do not meet the formal entry requirements for admission.

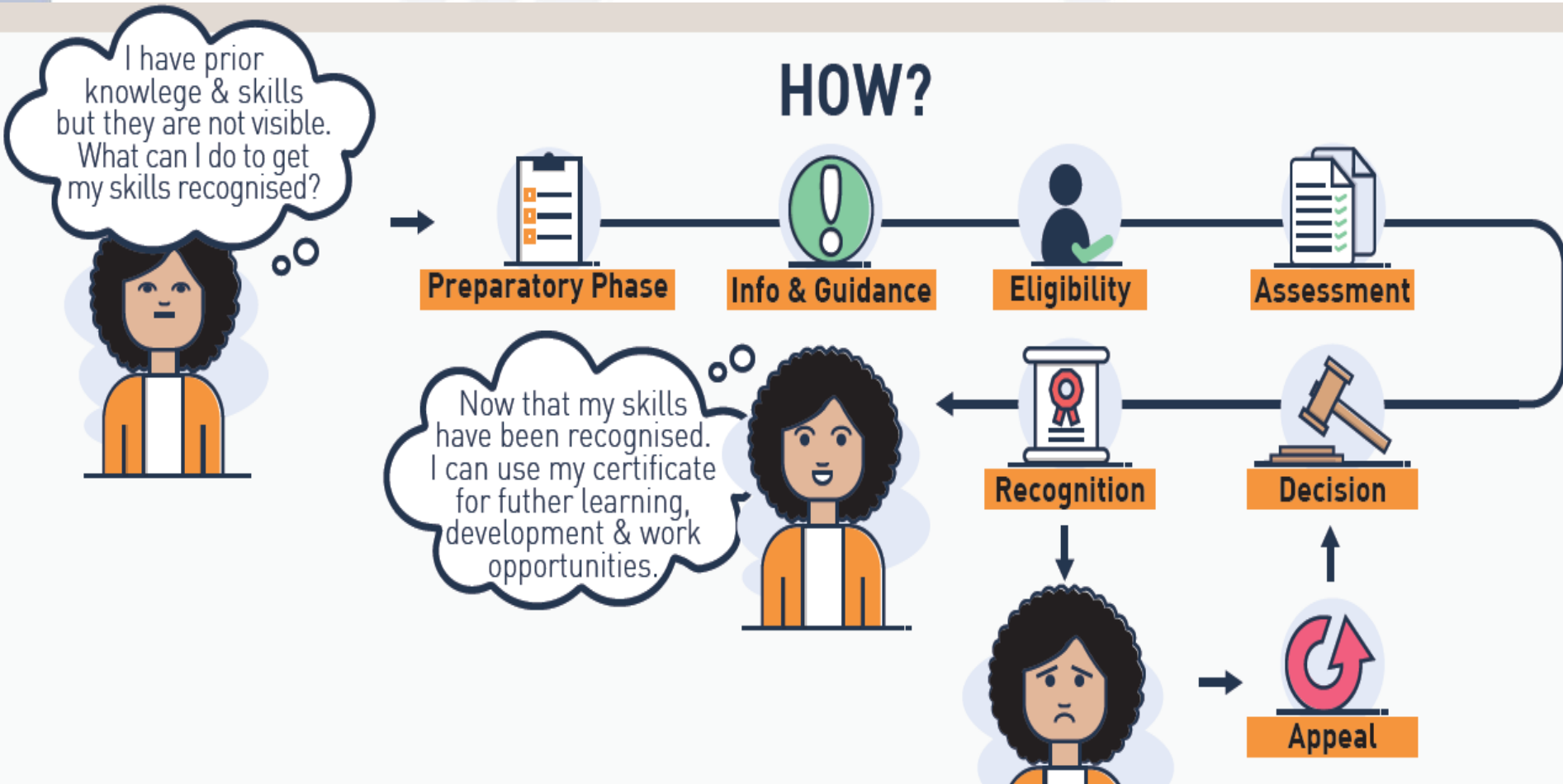


For Credits - provide for the awarding of credits for, or towards, a qualification or part-qualification registered on the NQF.

How of RPL?



HOW?



Who of RPL?



WHO IS RESPONSIBLE?



www.dhet.gov.za
086 999 0123

POLICY MAKERS

MINISTER

- Ensure the development of legislation.

DHET

- Establish the national RPL co-ordinating mechanism.
- Monitor & evaluate RPL implementation.
- Establish a funding mechanism for RPL implementation.

SAQA

- Develop national policy & criteria.
- Receive RPL data uploads from Quality Councils for recording on the NLRD.
- Co-ordinate the alignment of NQF sub-framework policies on RPL.



www.saqa.org.za
086 0111 673

CO-ORDINATING MECHANISM

- Manage RPL Fund.
- Establish forum of RPL practitioners.
- Monitor learner referrals to institutions dealing with knowledge and skills gaps.
- Monitor and evaluate RPL implementation.
- Provide support & advice to implement RPL.

RECOGNISED PROFESSIONAL BODIES

- Comply with national & SAQA RPL policies.
- Include an RPL route towards attainment of professional designations.
- Collaborate with SAQA, QCs & Service Providers to support RPL.

QUALITY COUNCILS (QCs)

- Develop & maintain an NLRD-compatible information management system.
- Work with professional bodies & accredited providers to facilitate RPL.
- Monitor the implementation of RPL within own NQF sub-frameworks.
- Collaborate with SAQA, NAMB, SETAs and other role players to advance RPL.



RPL PRACTITIONERS

- Adhere to RPL policy requirements.
- Meet professional requirements.

SERVICE PROVIDERS

- Provide advice, counseling & support to assist RPL candidates before, during & after RPL processes.
- Establish an appeal process for RPL candidates to engage with RPL judgements.
- Provide data to QCs & NLRD about RPL students within institutions.
- Seek QC accreditation.

RPL CANDIDATES

- Accept co-responsibility as an equal partner in the RPL process.
- Expect to be treated with fairness.
- Respect the processes and procedures of institutions & workplaces.

Funding



Use Existing
Contributions
from Fiscus

Primary
Funds –
State Funds

Funding
Differentiated

Allocations
Published
Annually

National RPL Strategy



Implementation

**Coordinating
Mechanism**

**Roles: DHET, SAQA,
QCs, Providers**

Funding

RPL Policy Implementation Plan



2019-20

Launch and
advocate
amended and
aligned RPL
Policy
Seek Funding

2021-25

Deepen
understanding
of amended
and aligned
RPL Policy

2023-25

Professional
development
of
practitioners
and practices
consolidated

**2025: RPL
System Est.**

Questions?



The background of the slide is a close-up, slightly blurred image of the South African flag, showing its characteristic colors: black, green, white, red, blue, and yellow in a geometric pattern.

THANK YOU!

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