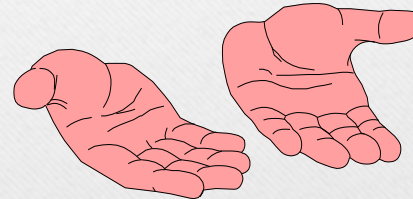


ACQF Guideline 4: Validation and Recognition of Learning



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Session 2 - 13th ACQF Peer Learning Webinar 18th February 2022

Presentation Outline

**Introduction
to Guideline 4**

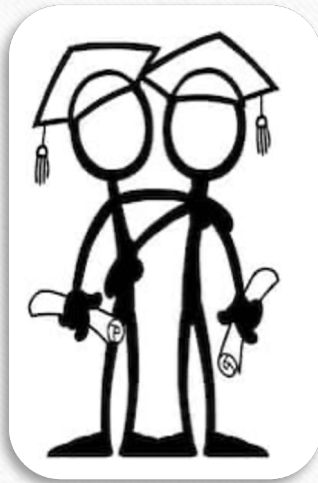
**Concepts,
Principles, and
Benefits of
Validation and
Recognition of
learning**

**Overview on
Validation &
Recognition of
Learning**

**Focus on RPL
in the Context
of the ACQF**

Introduction to Guideline 4

Purpose of Guideline 4

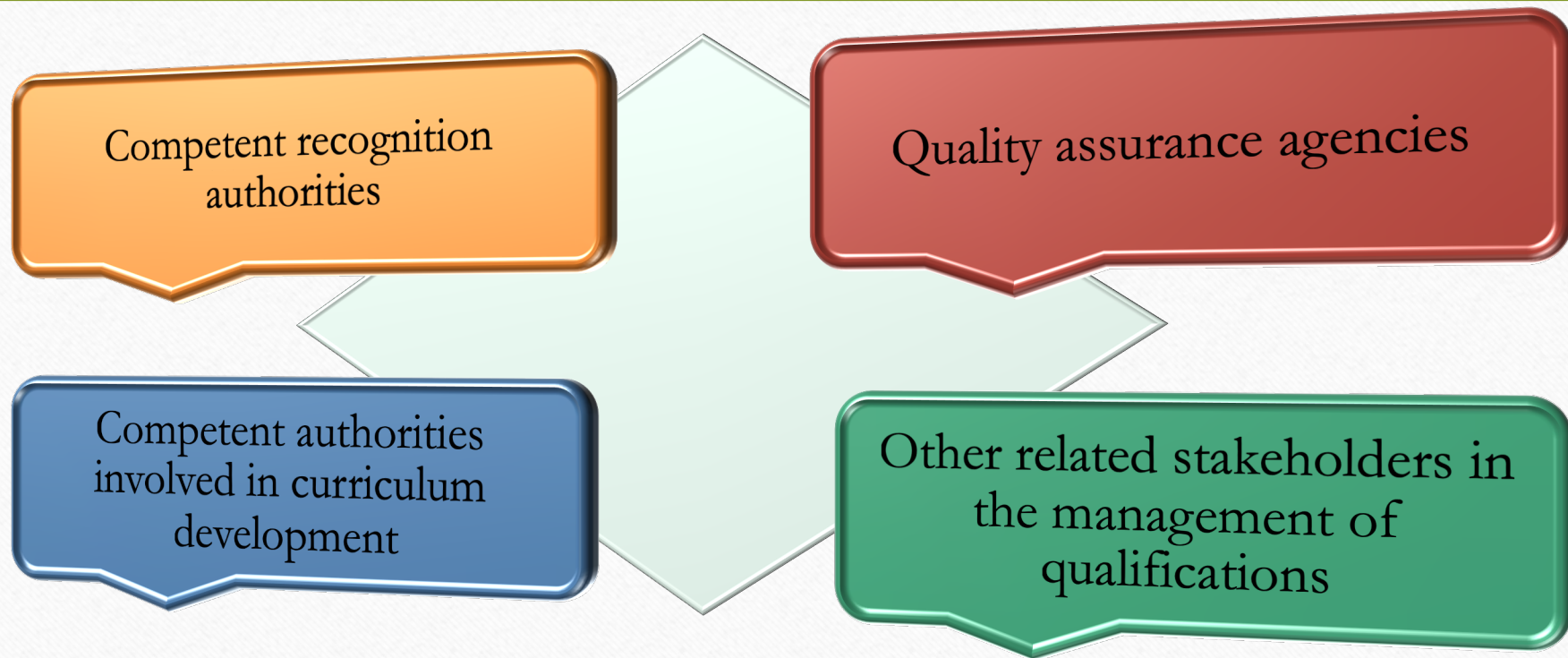


To provide Member States with a framework for fair and transparent validation and recognition of learning



To facilitate mobility of persons from one country to another to study, research, teach or work

Target users



Objectives Of Guideline 4

Facilitate
Recognition of
qualifications
among African
states

Facilitate
RPL/VAE within
and among
African states

Facilitate Systematic
exchange of
information between
ACQF, NQF and
recognition structures

Facilitate
Implementation of
CATS in Africa



Concepts, principles and benefits of validation and recognition of learning

What is Validation and Recognition of Learning?

- Procedures by which competent authorities recognise qualifications, credits and prior learning in accordance with norms and standards recognised nationally or internationally

Purpose of Validation and Recognition of Learning



Benefits of validation and recognition of learning at national, regional and continental levels

Surety to Stakeholders

Identifies level at which qualification is recognised on NQFs/RQFs

In Case of RPL/VAE, Confirmation of possession of appropriate knowledge, skills and Competencies

Affirmation of possession of appropriate Competencies

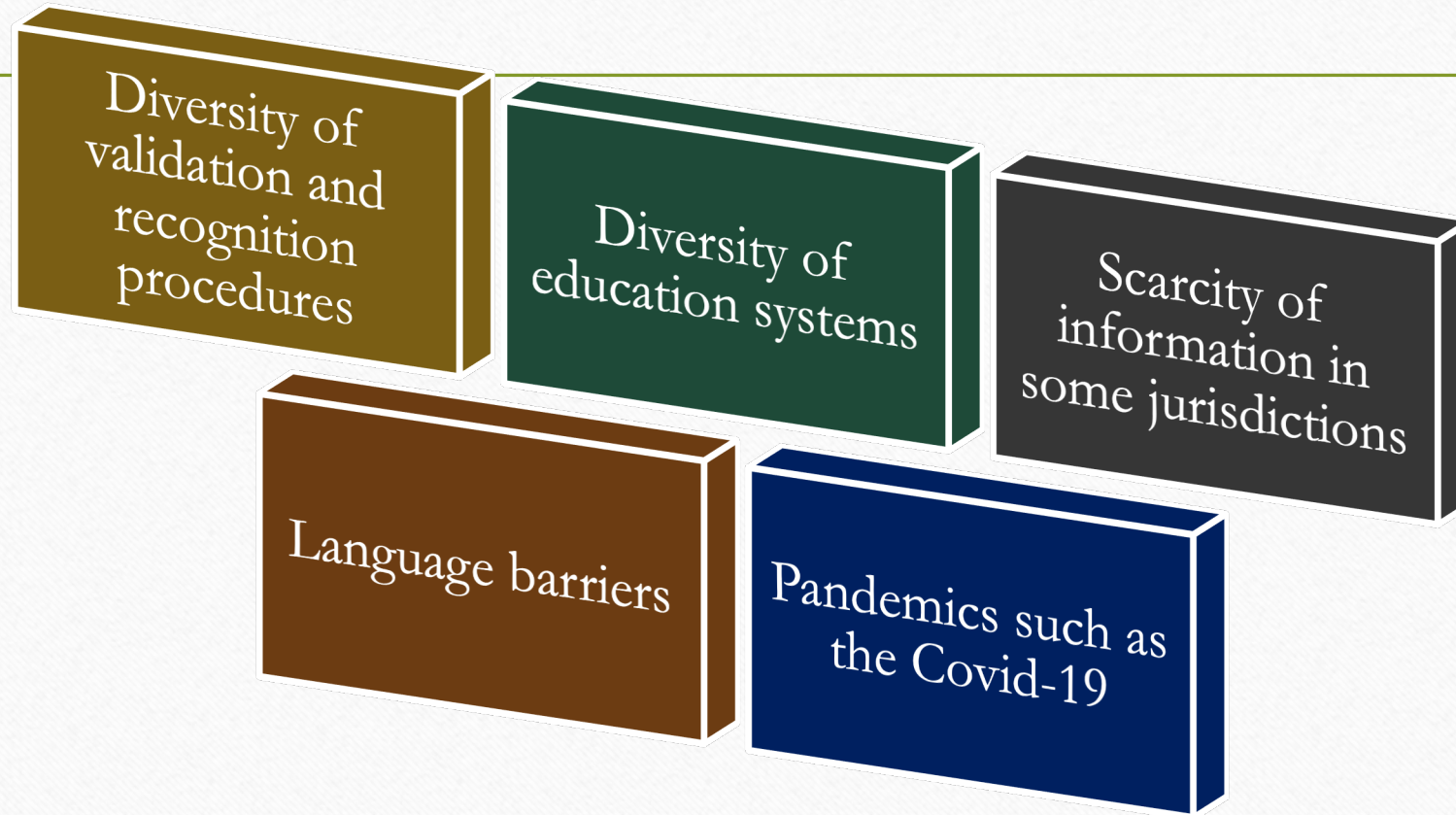
Contributes to quality of Education, Institutions and Qualifications

Promote international understanding of Education Systems

Enhances right to education, training and employment

Helps in identification of diploma and accreditation mills

Factors affecting validation and recognition of learning



**Overview on Validation and
recognition of learning in the context
NQFs and ACQF**

Modes of validation and recognition of learning



Focus on RPL in the Context of the ACQF

RPL in the context of ACQF

Promote common understanding of the various forms of learning previously undertaken, regardless of the learning mode used

Support countries in domesticating or adapting the principles and procedures at national level

Promote and expand access of target groups to employment opportunities and further studies

Who can Benefit from RPL?

- Individuals who have knowledge, skills, competences, but no qualification.
- RPL is not suitable for individuals without experience, skills and competences.
 - The individual is at the centre of RPL .

RPL Guiding Principles

Guideline proposes five (5) principles to guide the implementation of RPL

Policies and Procedures

Information

Roles and Responsibilities

Support

Monitoring and Review

RPL Guiding Principles

Policies and Procedures

Transparent and Fair Decisions

Explicit of limits of recognition

Prior learning recognised clearly stated
on Students Transcripts

RPL Guiding Principles

Information

Provide clear and accessible information on
RPL/VAE

Terminology adopted should be explicitly defined in
information and guidance materials

Information and materials guidance to clearly outline process,
rules and regulations for assessment of competencies

Range of assessment tools used to be stated

RPL Guiding Principles

Roles and Responsibilities

Scope and Responsibilities for verifying and making decision on RPL should be clearly stated

RPL Guiding Principles

Support

Stipulate the timelines for processing applications

Guidance for preparing applications and for timely feedback

RPL Guiding Principles

Monitoring and Review

Regular monitoring and review of policies
and procedures

Established Institutional frameworks to
include arrangements for regular
monitoring and reviews of policies

Types of Learning to be Considered for RPL

Examples from Selected Countries within Africa

COUNTRY	TYPE OF LEARNING RECOGNISED
Angola	Non-formal and Informal
Cape Verde	Formal, Non-formal and Informal
Kenya	Formal, Non-formal and Informal
Lesotho	Formal, Non-formal and Informal
Mauritius	Formal, Non-formal and Informal
Morocco	Non-formal and Informal
Mozambique	Non-formal and Informal
Seychelles	Formal, Non-formal and Informal
South Africa	Formal, Non-formal and Informal
Zambia	Formal, Non-formal and Informal

Types of Learning to be Considered for RPL

Proposed for the ACQF

Informal

Non-formal

Formal

CAT

RPL Implementation Stages

International Perspective - ILO

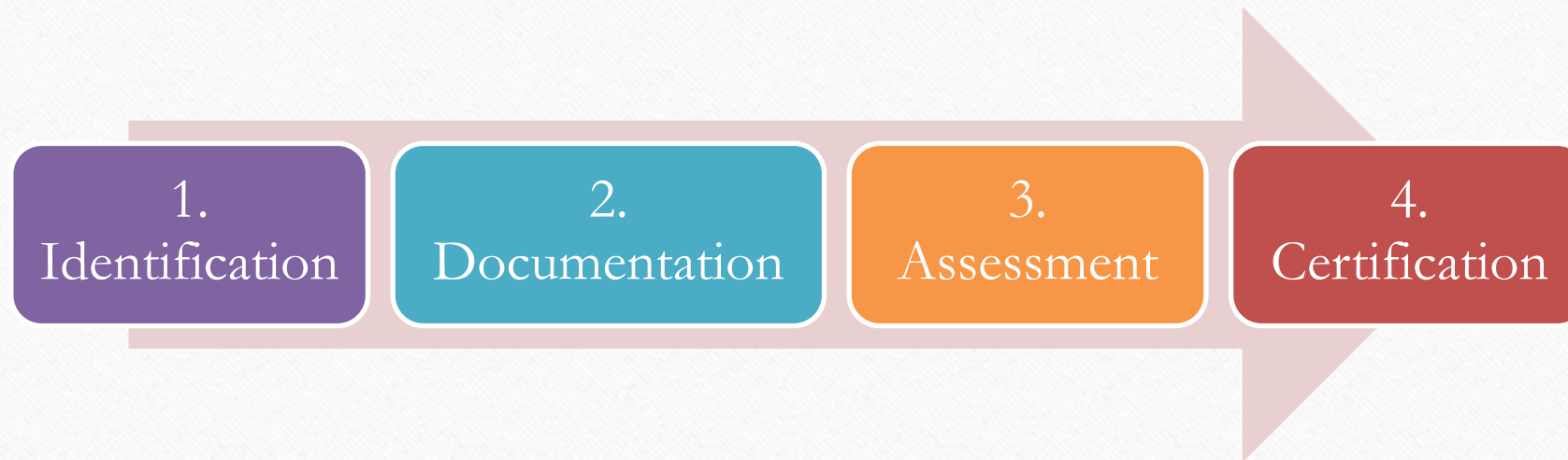
1. Awareness and information

2. Counselling and facilitation

3. Assessment and certification

RPL Implementation Stages

International Perspective - EU



RPL Implementation Stages

International Perspective - SADC



RPL Implementation Stages

Examples from Selected African Countries



Cape Verde

1. Information and guidance
2. Recognition and validation of competencies
3. Certification of competencies

Kenya

1. Assessment of skills and competencies
2. Portfolio of evidence
3. Checking of skills and competencies
4. Issuance of certificate

Mauritius

1. Pre-application
2. Pre-screening
3. Facilitation
4. Assessment

Morocco

1. Information and counselling of the candidates
2. Admissibility
3. Follow-up
4. Certification

Mozambique

1. Evaluation
2. Validation
3. Certification

Seychelles

1. Mentoring and facilitation
2. Preparation of evidence through portfolios
3. Assessment
4. Certification

South Africa

1. Information and guidance
2. Assessment
3. Follow-up
4. Certification

Zambia

1. Application
2. Evaluation
3. Validation
4. Certification

RPL Implementation Stages

Recommended for the ACQF

1. Identification

2. Documentation

3. Assessment

4. Certification

Results of the RPL Process

Full qualification

Partial qualification

Credits or units towards a qualification

Exemption from an academic prerequisite for entering the formal education and training system or from all or part of the curriculum

Positioning potential learners on formal learning pathways (e.g. before continuing training)

Certificate of labour market competencies

Non recognition



Thank you