ACQF

African Continental Qualifications Framework

DEVELOPING THE AFRICAN CONTINENTAL QUALIFICATIONS FRAMEWORK (ACQF)

TRAINING MODULE FOUR ➤ **04**

VALIDATION AND RECOGNITION OF LEARNING

Session 17: Validation of Learning - RPL Policy, Methods, Application Training Module 4

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Johannesburg-South Africa

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The validation and recognition of learning are fundamental for lifelong learning, to make visible learning outcomes from all learning contexts, for establishing the comparability of foreign qualifications and formally acknowledging the validity of learning

Learn more from...

DEVELOPING THE AFRICAN CONTINENTAL QUALIFICATIONS FRAMEWORK (ACQF)
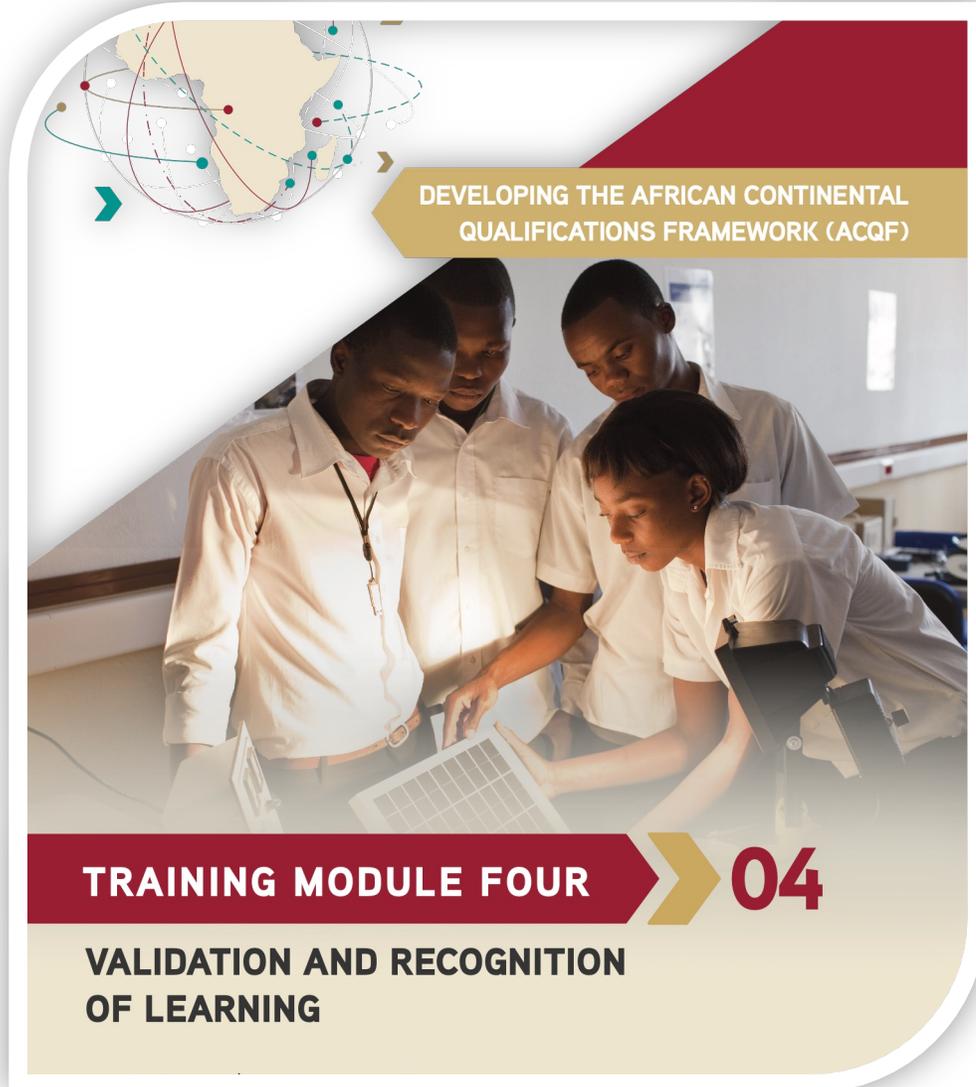
TRAINING MODULE FOUR **04**

VALIDATION AND RECOGNITION OF LEARNING

- **ACQF Training Module 4**

Available from ACQF website:

https://acqf.africa/capacity-development-programme/training-modules/training-modules-1-to-10-english/training-module-4-validation-and-recognition-of-learning

Introduction to Training Module 4: Validation and Recognition of Learning

Guideline 4 provides a common language and concepts, and a framework for fair and transparent validation and recognition of learning, thereby facilitating mobility of persons from one country to another to study, research, teach or work.

The objective and scope of the ACQF Guideline 4 are:

- To facilitate the recognition of qualifications among African States

- To facilitate the recognition of prior learning within and among African States

- To facilitate the implementation of credit accumulation and transfer systems in Africa; and

- To facilitate for the systematic exchange of information between ACQF, NQFs and qualifications recognition structures.

What is Validation of Learning

Validation and recognition of learning refers to procedures by which competent recognition authorities recognise qualifications, credits and prior learning in accordance with norms and standards recognised nationally or internationally.

Benefits of Validation of Learning

surety to stakeholders that an individual holds a genuine qualification,

affirmation that an individual has undergone training and possesses the appropriate competencies expected from the learning programme,

contribution to social inclusion, equity and enhance the right to access education, training and employment

contribution to the quality of education, institutions and qualifications.

Modes used to validate and recognise learning

Recognition of Prior Learning(RPL) / Validation of Acquired Experience (VAE),

Credit Accumulation and Transfer Systems(CATS) and

Recognition of qualifications.

RPL as a Mode of Validation of Learning

RPL entails Validating, Recognising and certifying outcome of prior learning:

"*Outcomes of prior learning in all contexts of life can be validated, recognised, certified to give people wings to new perspectives and opportunities in education and training, employment, entrepreneurship, better jobs.*"
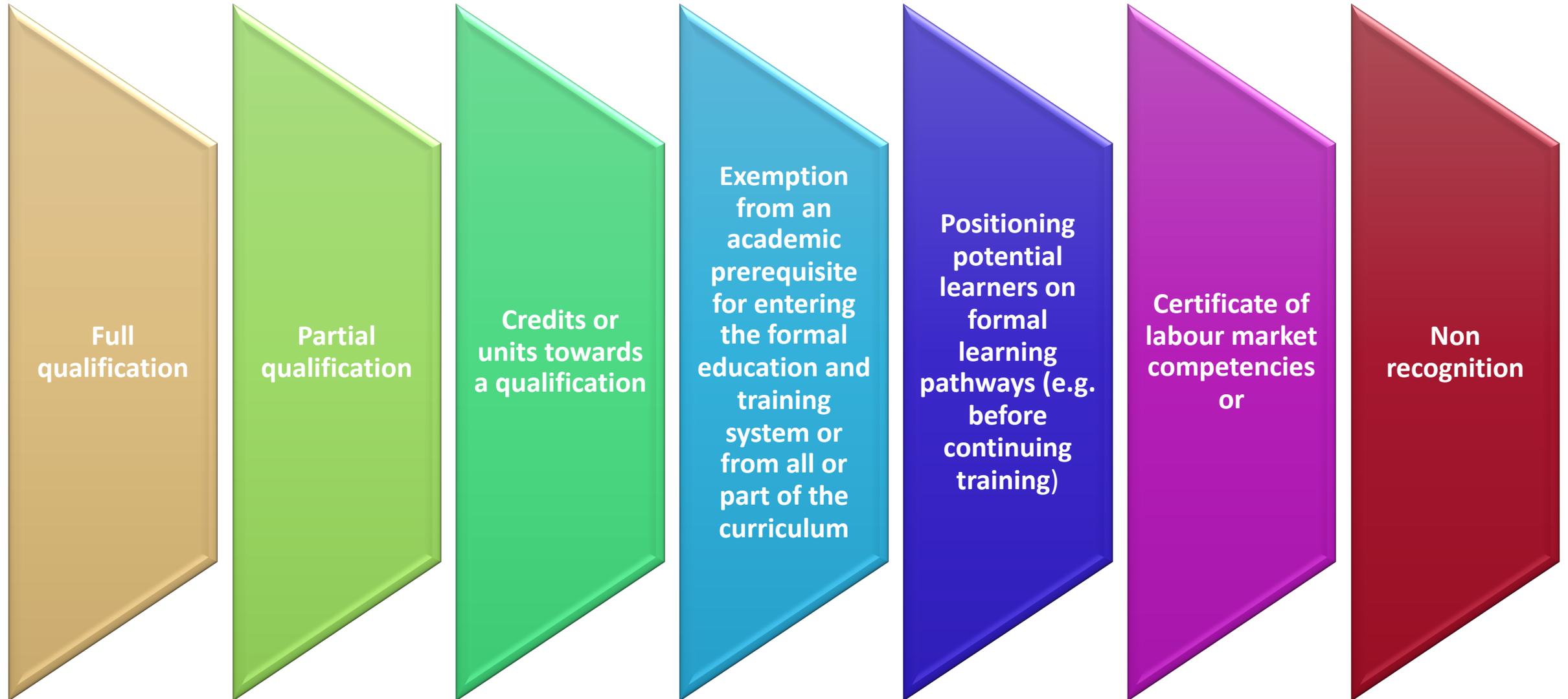
Eligibility for RPL

❑ Individuals who have knowledge, skills, competences – but not a qualification.

NOTE:

✓ RPL assesses the <u>learning outcomes</u> achieved through prior learning, not the prior learning pathways.

✓ RPL is not suitable for individuals without experience, skills, and competences.

Specific Outcomes of 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 or

Non recognition

RPL Implementation in ACQF Context

To promote common understanding of the various forms of learning previously undertaken, regardless of the learning mode used.

To support countries in domesticating or adapting the principles and procedures at national level.

To promote mobility and expand access of target groups to employment opportunities and further studies.

ACQF Guiding Principles for RPL

Guiding principles can be grouped into five categories:

Policies and Procedures

Information

Roles and responsibilities

Support

Monitoring and review

ACQF GUIDING PRINCIPLES FOR RPL

Policies and Procedures

- **Principle 1:** **Focus of RPL processes is on the candidate and his / her outcomes of learning**, not on the learning pathway or status of institution or place where the learning was obtained.

- **Principle 2:** **Equality of qualifications documents**: no distinction, other than that required for data analysis, between records of learner achievements for qualifications (or part qualifications) awarded as a result of RPL processes and those obtained via formal education processes.

- **Principle 3:** **Qualifications (and part-qualifications) registered in the NQF may be awarded in whole or in part through RPL**. RPL processes should be credible, quality-assured and consistente with the NQF principles, levels and standards.

ACQF GUIDING PRINCIPLES FOR RPL

Policies and Procedures

- **Principle 4**: Decisions on RPL should be **transparent and demonstrably rigorous and fair**.

- **Principle 5**: Where limits are compulsory on the proportion of learning/ acquired experience that can be recognised, these limits should be explicitly stated. The implications for progression, the award of a qualification and its classification should be clear and transparent.

- **Principle 6**: Prior experiential or certificated learning that has been recognised by the awarding body shall be clearly identified on **candidate / student transcripts**.

ACQF GUIDING PRINCIPLES FOR RPL

Information

- **Principle 1**: The awarding body should provide clear and accessible information for learners, teaching and instructional staff, examiners, assessors and stakeholders about its **policies, procedures and practices for the recognition of prior learning/ validation of acquired experience** in accordance with the NQF level descriptors.

- **Principle 2**: The **terminology, scope and boundaries** used by the awarding body in its policies, procedures and practices for the recognition of prior learning/ validation of acquired experience shall be explicitly defined in information and guidance materials.

- **Principle 3**: Information and guidance materials outlining the **process for assessing** of claims for the recognition of prior experiential or previously certificated learning shall be clear, accurate and easily accessible.

ACQF GUIDING PRINCIPLES FOR RPL

Information

- **Principle 4**: The awarding bodies should state the **range and form of assessment** appropriate to consider claims for the recognition of prior learning/ validation of acquired experience.

- **Principle 5**: Criteria to be used in **judging a claim** for the recognition of prior learning/ validation of acquired experience should be made explicit to learners, teaching and instructional staff, stakeholders as well as assessors and examiners.

- **Principle 6:** The assessment of learning derived from experience shall be open to **internal and external scrutiny and monitoring within institutional quality assurance procedures.**

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ACQF GUIDING PRINCIPLES FOR RPL

Roles and Responsibilities

- **Principle**: The scope of authority and responsibilities for **making and verifying decisions about the recognition of prior learning** should be clearly specified

Support

- **Principle 1**: Give clear guidance to **candidates / learners** about when a claim for the recognition of prior learning may be submitted, the timescale for considering the claim and the outcome.

- **Principle 2**: The procedure should clearly provide for adequate guidance to the applicants for preparing applications and for timely feedback.

Monitoring and Review

- **Principle 1**: Regular monitoring and review of policies and procedures for the recognition of prior learning should be conducted to ensure currency.

RPL Stages - General approach

❏ General approach to the implementation of RPL may involve the following four stages(*Cedefop)*

o **Identification**

This stage involves the identification of knowledge, skills and competence acquired by an individual. At this stage, candidates are also informed about the entire RPL process which covers application procedures, organising a portfolio of evidence, applicable fees, the assessment process, the available support and the eligibility requirements.

o **Documentation**

This stage involves provision of evidence of the knowledge, skills and competencies acquired. This can be done by building a portfolio of evidence (curriculum vitae, completed assessment items from study previously undertaken, supervisor recommendation letters, log books, etc). This evidence must provide sufficient insight into the knowledge, skills and competencies acquired.

RPL Stages - General approach

o **Assessment**

Theoretical and practical examination of the candidate in addition to evaluating the applicant's portfolio. The Assessment of RPL should include: Interviews; Observation and questioning, including visits to places of work; Supplementary assessment tasks or challenge test (oral, written or practical);Assessment where no training is involved; Trade tests; and Authentication of evidence by supervisor or employer

o **Certification**

This stage represents the final stage of the RPL process. An official document indicating whether the applicant has received a full or partial validation is issued. As part of the certification process, the assessing institution should:

✓ Compile the assessment results and generate a report;

✓ Communicate the result to the candidates;

✓ Issue certificates to the successful candidates, as well as provide feedback on the performance to the unsuccessful candidates

POLLS

o **POLL 1:**

In your Country which modes of validation and Recognition of Learning listed below are used?

a) Recognition of Prior Learning (RPL)/ Validation of Acquired Experience (VAE)

b) Credit Accumulation and Transfer System (CATS)

c) Recognition of Qualifications.

o **POLL 2:**

What steps are followed in the Recognition of Prior Learning in your country?