

LMI Webinar

2 December 2021

10:00 to 13:31:30

Dr. Shirley Lloyd

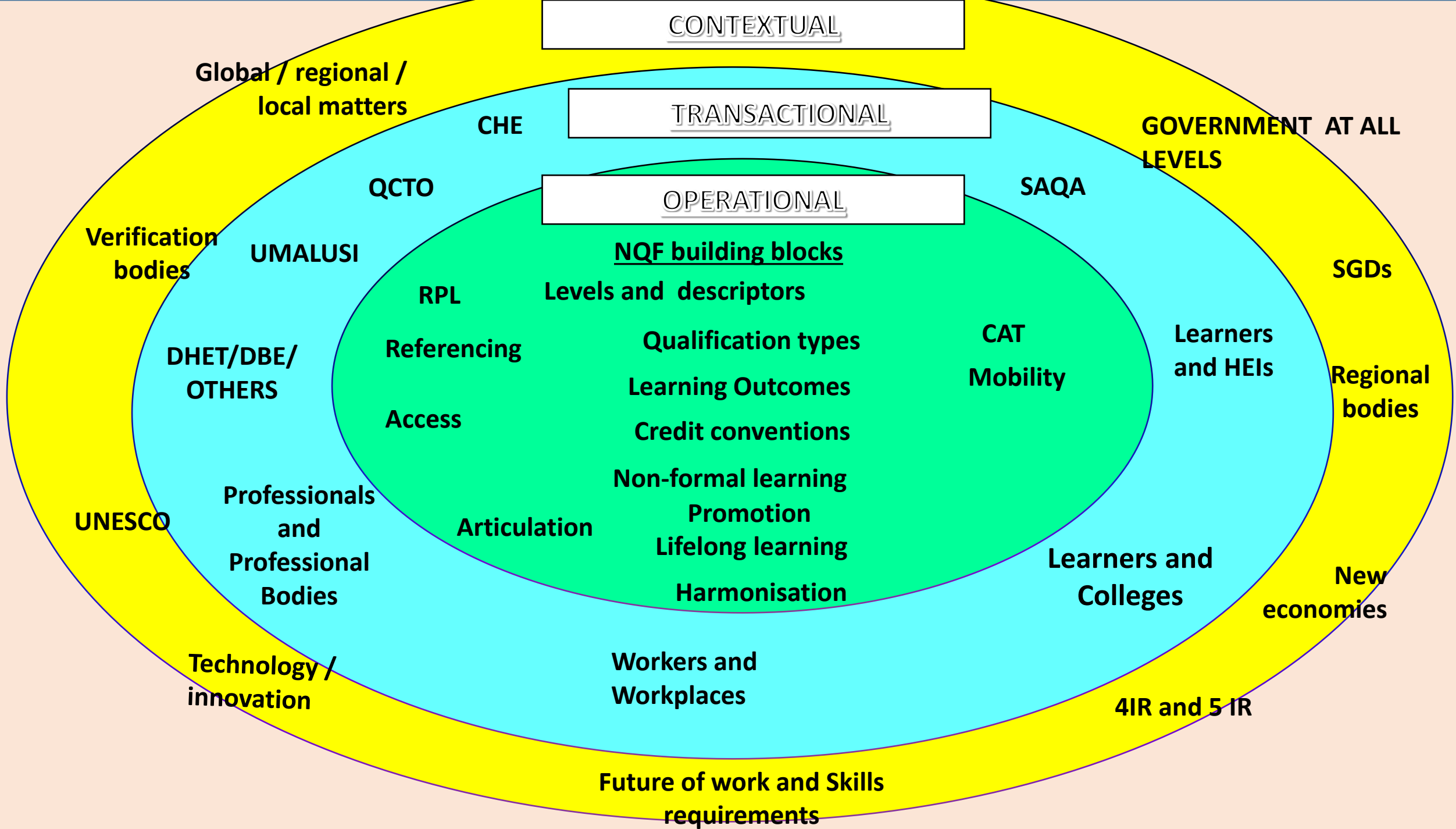
How can RPL be used to bridge the gap between existing knowledge, skills, competencies and experience, and minimum requirements for qualifications of Municipal Councillors, Ministers, and Deputy-Ministers and Members of executive Councils?

Back to the beginning: ANC Education and Training Policy document 1994

- A nationally integrated system will link one level of learning to another and enable learners to progress to higher levels **from any starting point in the education and training system.**
- **Learning and skills which people have acquired through experience and informal training** will be formally assessed and credited towards qualifications.
- To recognise the validity and interdependence of all forms of knowledge and **the value of prior learning and experience** by integrating the education and training systems (or general and vocational systems) under a single national credit-based qualifications framework.



Section 1: General design and building blocks



RPL Strategic objectives

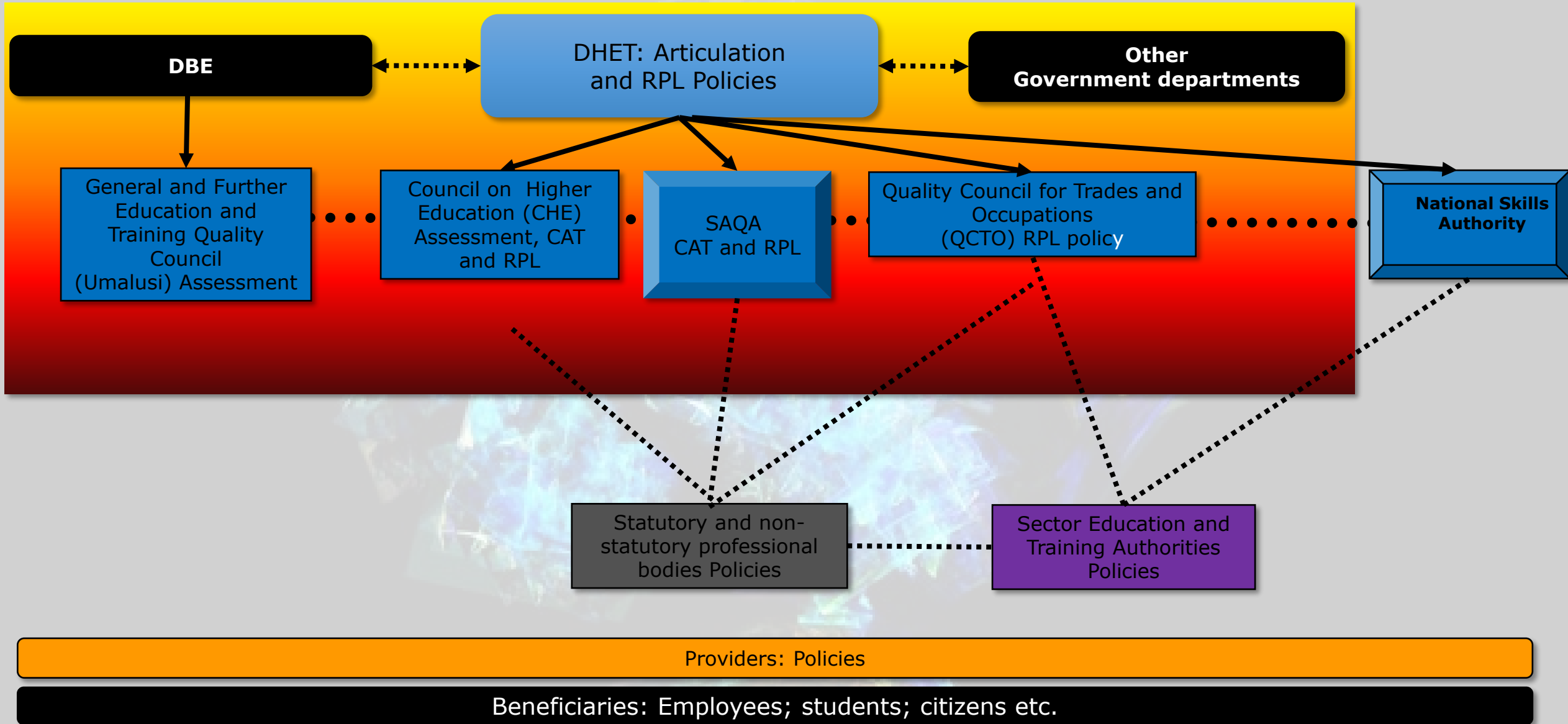
- To contribute to the development of equitable and feasible quality assurance systems for lifelong learning and career development pathways by:
 - developing credible policies for world class RPL systems for South Africa
 - identifying and contributing to new and critical thinking related to RPL through practice
 - providing advice, guidance, support and collaborating with stakeholders and partners,
 - actively participating in, and contributing to, best national, continental and international practice related to RPL
 - conducting RPL assessments, validation and awards
 - informing the general public, government departments, employers, education and training institutions and other interested parties



Learning Theory: What Knowledge counts

- **Fenwick** (2013): What knowledge counts? What sort of knowledge? And where is knowledge created? What is the nature of knowledge? Learning what? Learning, because why?
- **Drucker** (2003): The knowledge that matters is subject to rapid and abrupt shifts”
- **Engeström** (2018): Who is learning? Why? How do they learn
- **Merriam** (2018) Holistic learning
- **Illeris and Evetts** (2018): Learning covers all processes that lead to relatively lasting changes of capacity - motor, cognitive, psychodynamic, or social

Articulation and RPL Policy Relationships



Definitions



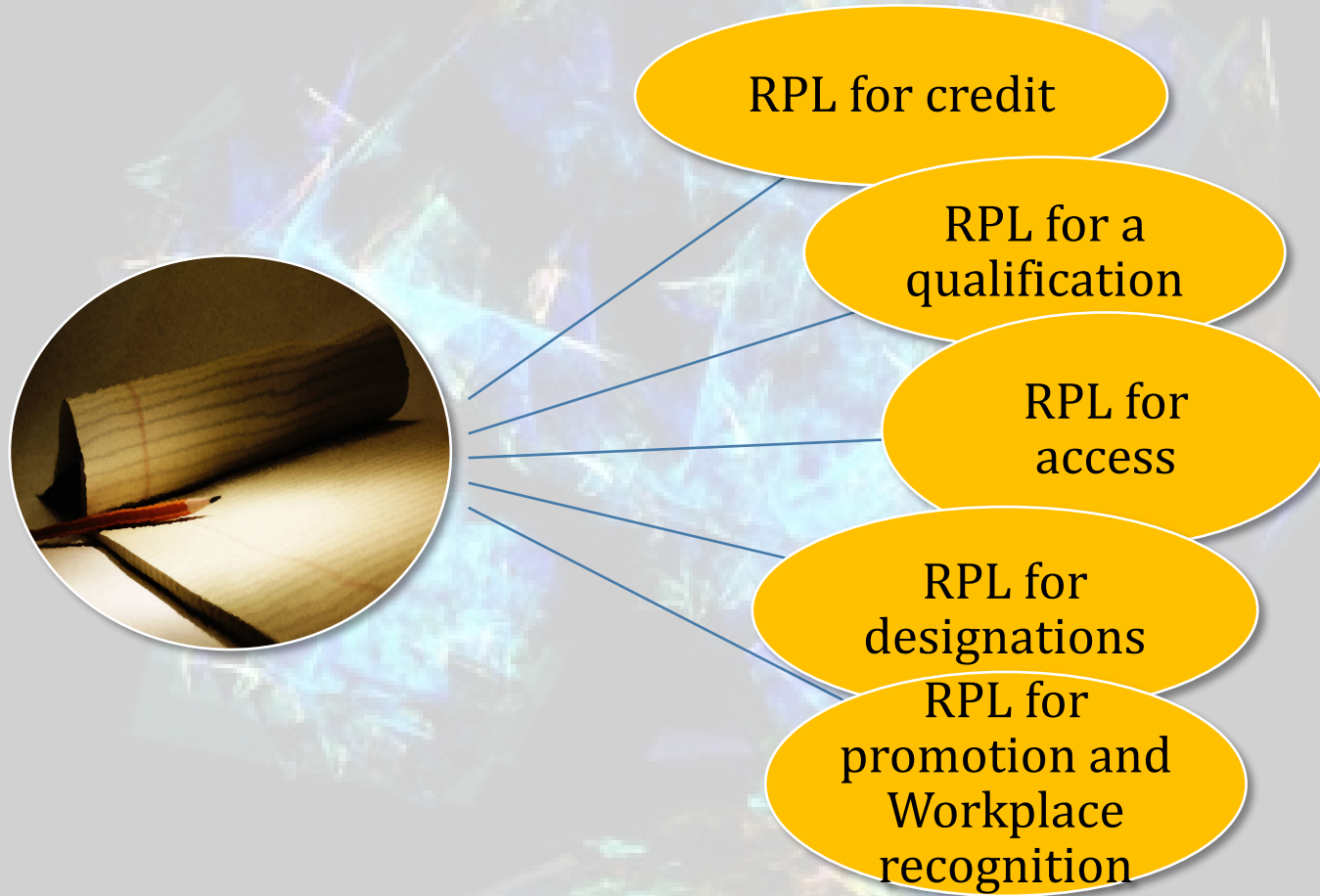
Acquired anywhere and everywhere

Giving value to corresponding learning outcomes in qualifications and PQs.

a systematic, rigorous and consistent process to evaluate all sorts of learning and can demonstrate a claim for such learning.

About what an individual knows, can do, regardless of how, when, with whom and where the learning occurred

Types of RPL



Principles of RPL



Integration and
comprehensiveness

Systemic approach:
under the LLL
umbrella

Inclusion and
non-
discrimination

Participation of
all affected role
players

Transparent

Sustainable

Building Blocks RPL
implementation



Quality Qualifications
on the NQF

Learning
Outcomes

Levels and Level
Descriptors

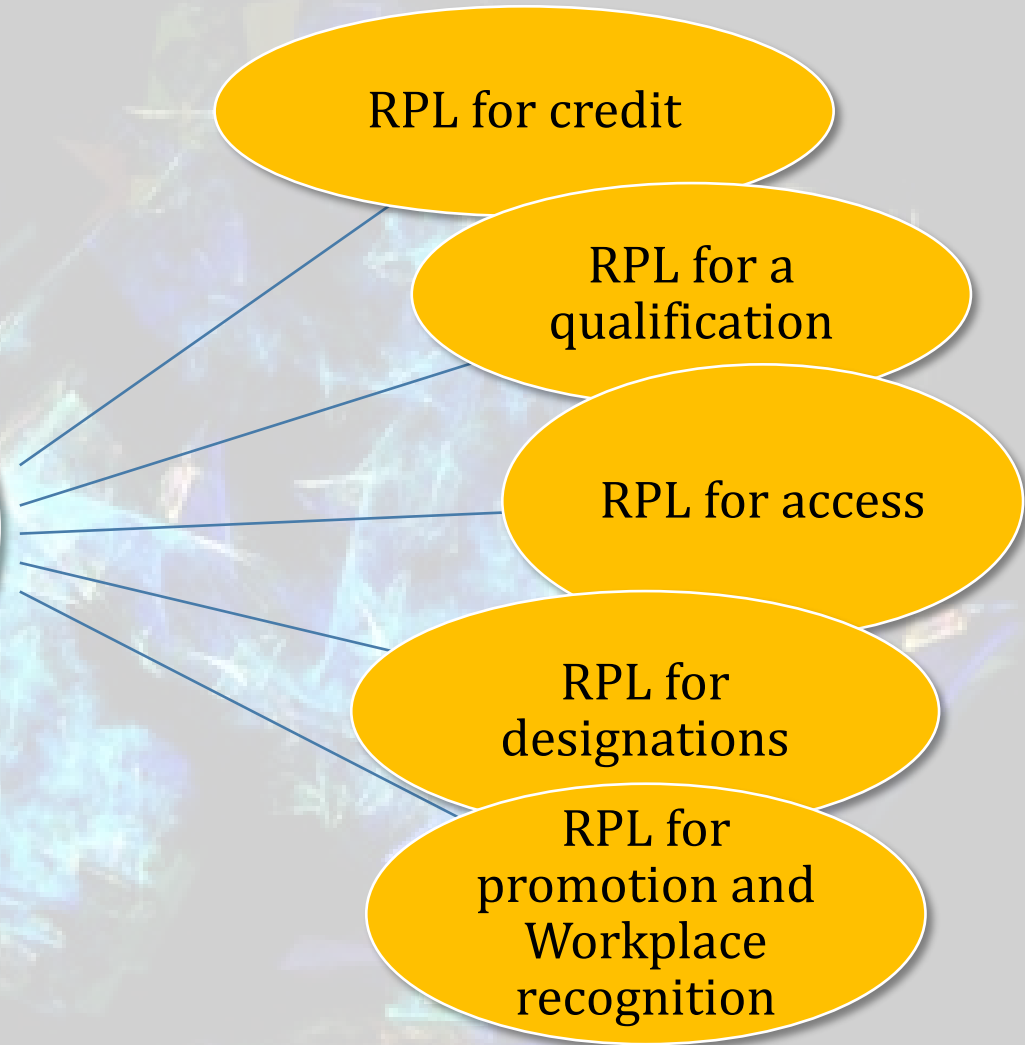
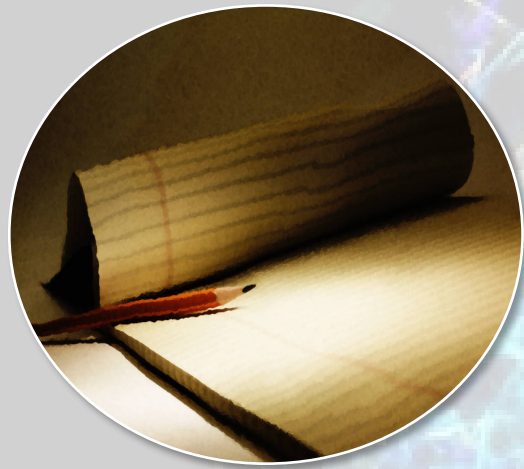
Notional
Hours/credit values

Outcomes based
approach

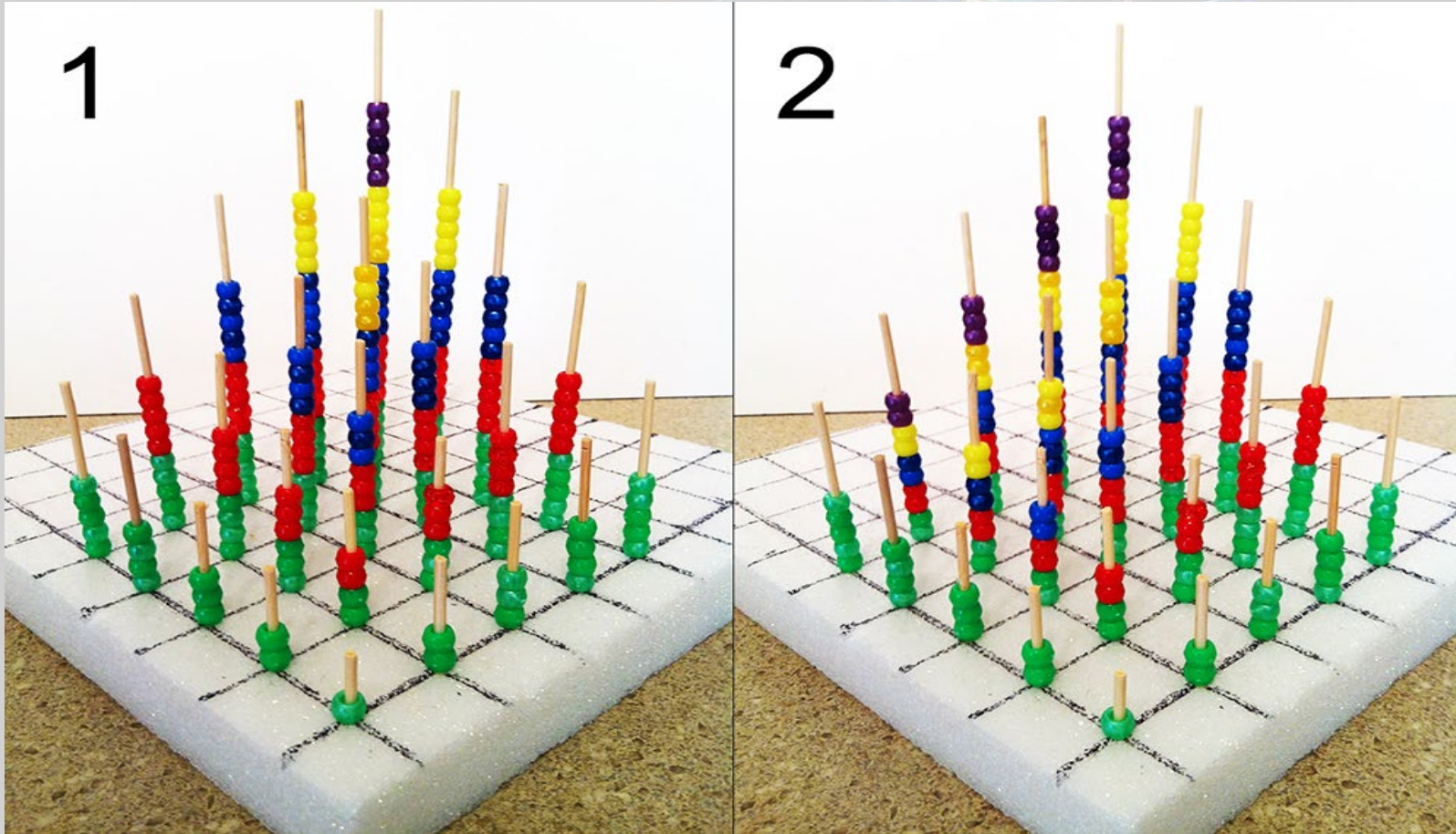
Sub-frameworks



Case Studies

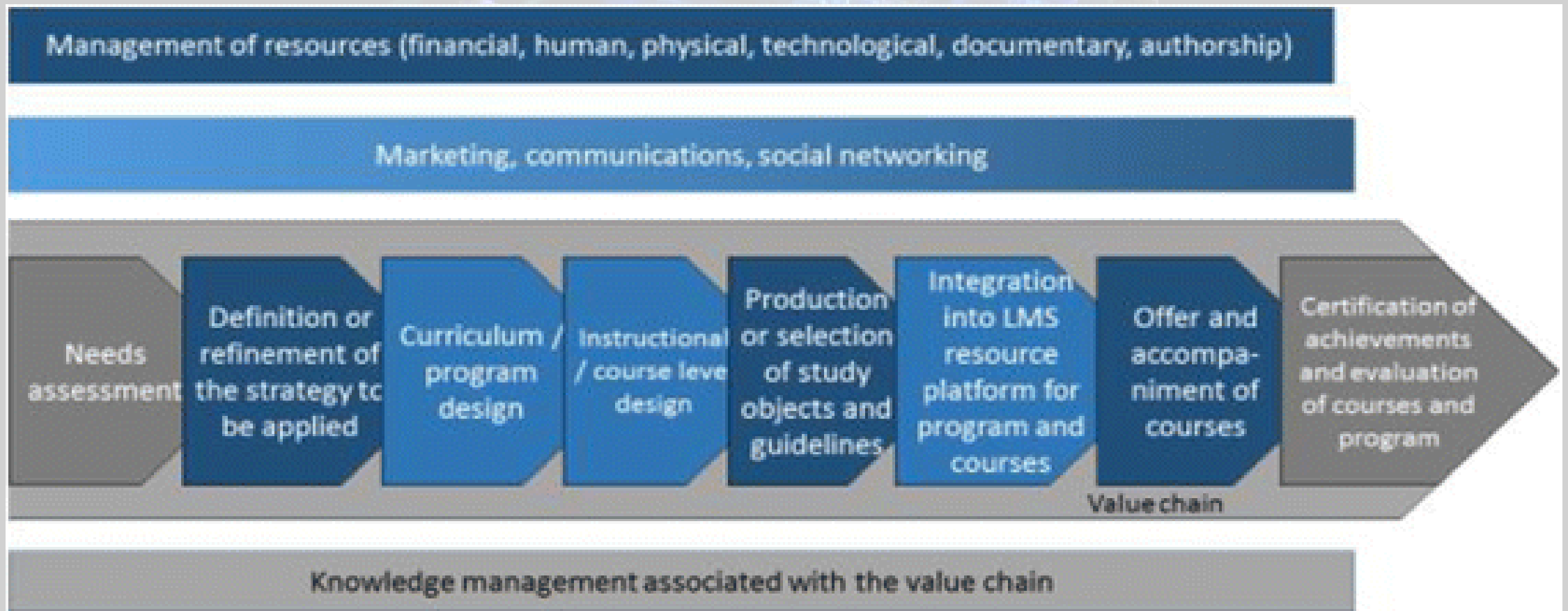


Section 2: Processes and Case studies

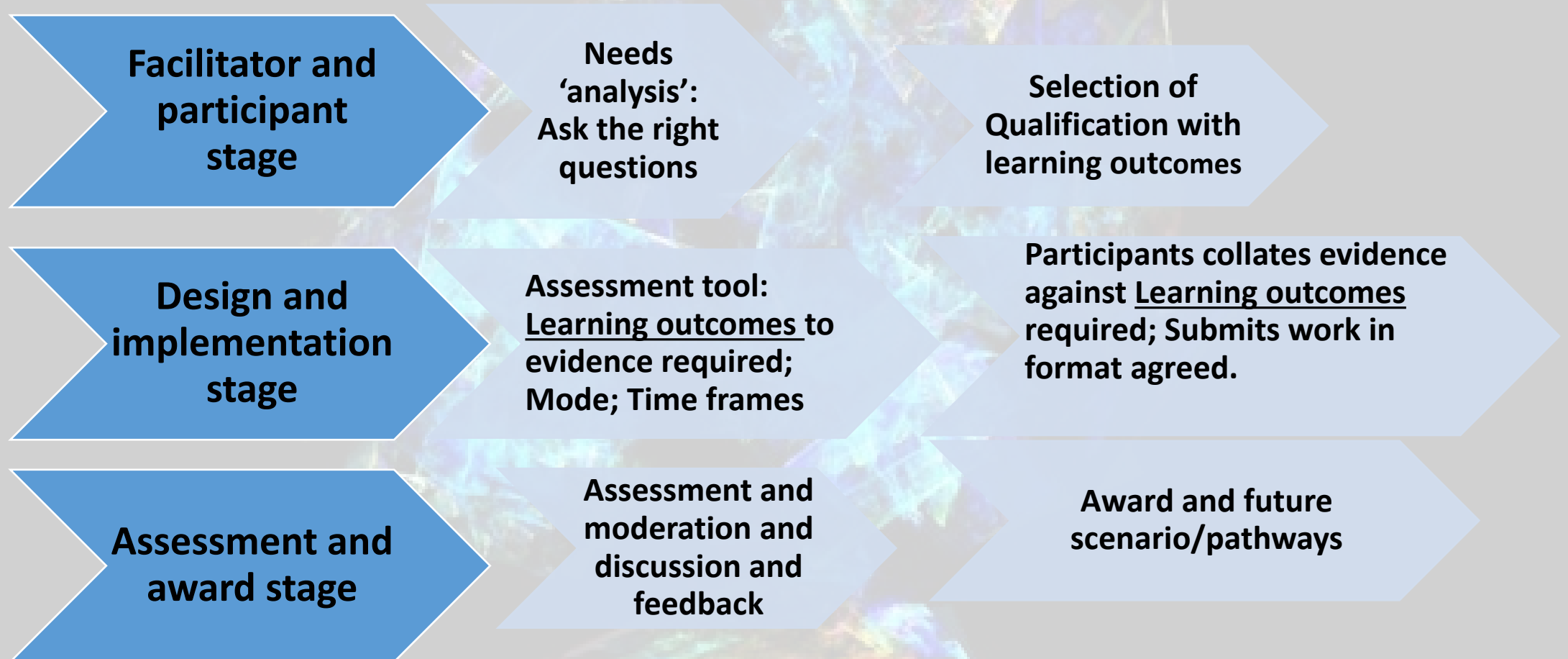


Value chain

- The whole value chain of teaching, learning and assessment across education and training is used.



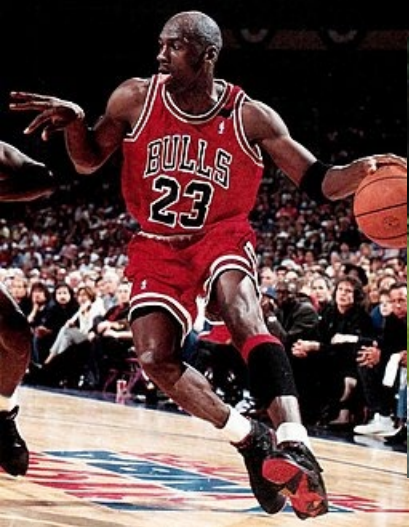
RPL for a qualification: 3 main stages



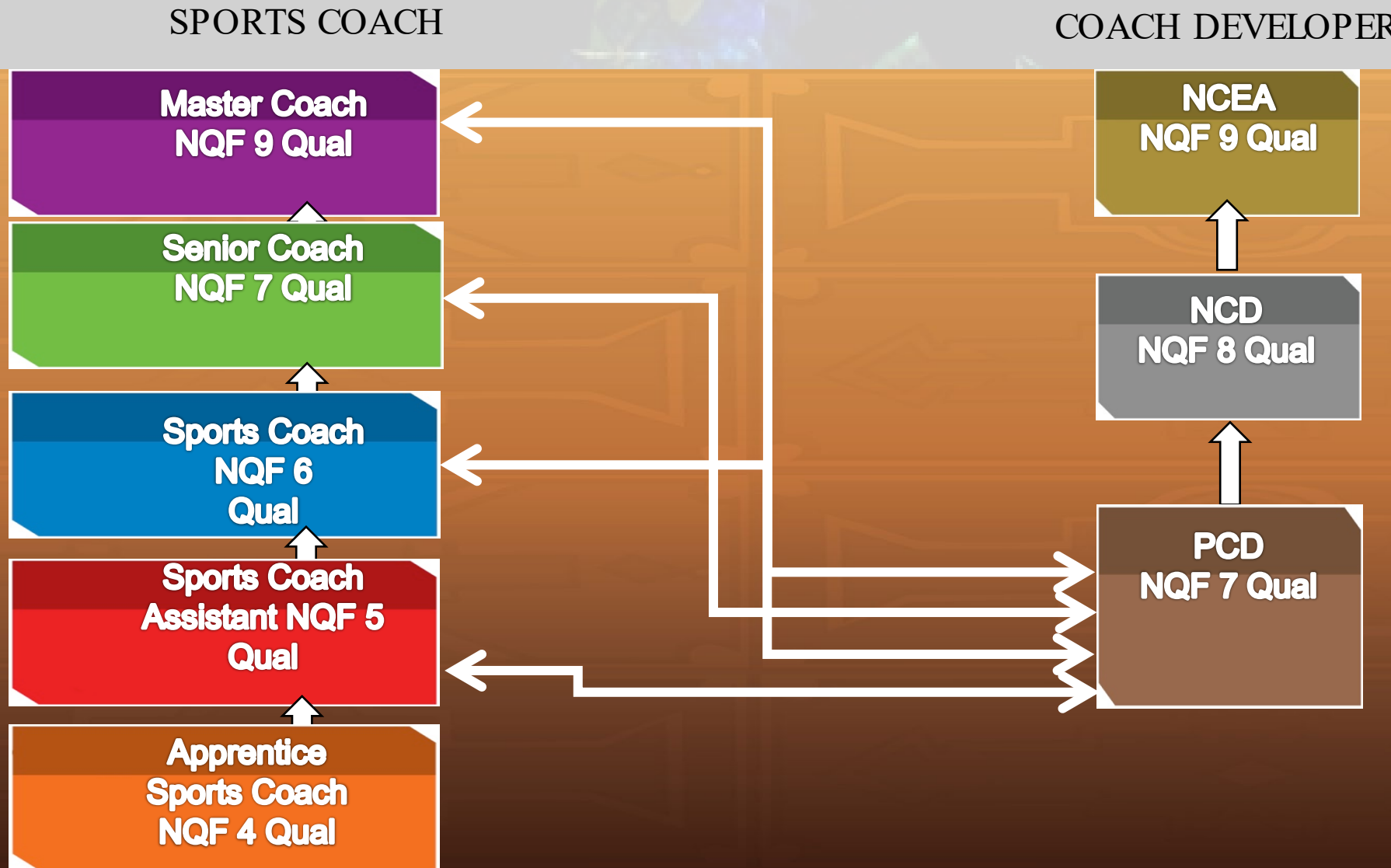
National Qualifications Framework

| NQF Sub-Framework/ Quality Council | NQF Level | NQF Sub-Framework and Qualification Type | | NQF Sub-Framework/ Quality Council |
|---|-----------|---|---|--|
| Higher Education Qualifications Sub-Framework (HEQSF)/ Council on Higher Education (CHE) | 10 | Doctoral Degree Doctoral Degree (Professional) | | Occupational Qualifications Sub-Framework (OQSF) Quality Council for Trades and Occupations (QCTO) |
| | 9 | Master's Degree Master's Degree (Professional) | | |
| | 8 | Bachelor Honours Degree Post Graduate Diploma Bachelor's Degree | Specialised Occupational Diploma | |
| | 7 | Bachelor's Degree Advanced Diploma | Advanced Occupational Diploma | |
| | 6 | Diploma Advanced Certificate | Occupational Diploma Advanced Occupational Certificate | |
| | 5 | Higher Certificate | Higher Occupational Certificate | |
| General and Further Education and Training Qualifications Sub-Framework (GFETQSF)/ Umalusi | 4 | National Certificate | National Occupational Certificate | |
| | 3 | Intermediate Certificate | Intermediate Occupational Certificate | |
| | 2 | Elementary Certificate | Elementary Occupational Certificate | |
| | 1 | General Certificate | General Occupational Certificate | |

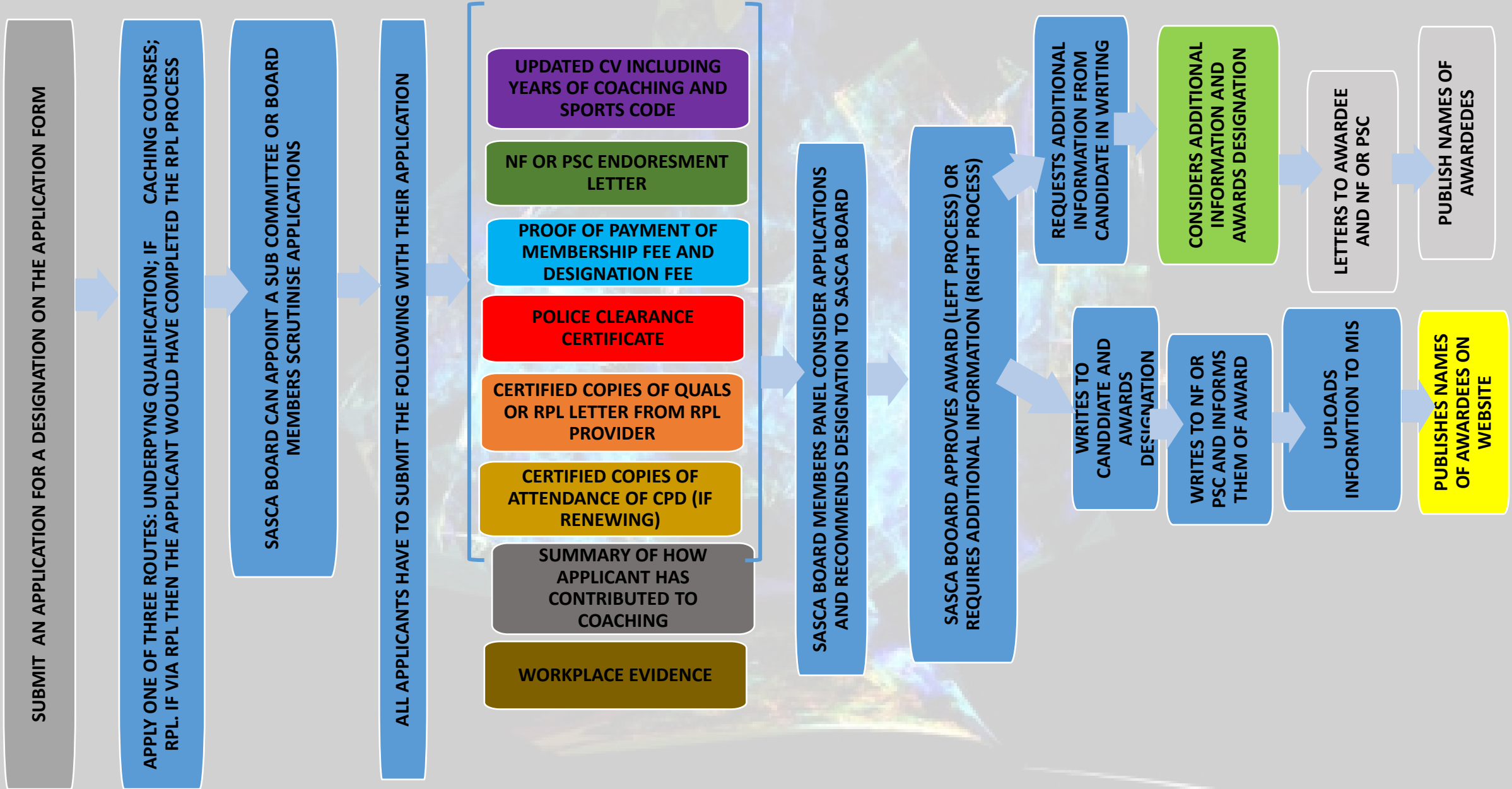
RPL Process for a designation



SOUTH AFRICAN –SPORTS COACHING PATHWAY



SASCA DESIGNATION APPLICATION AND AWARD PROCESS FLOW



Example: Master/Opex Coach

Professional Designation Title 1: Master Coach

Description

- A senior level designation recognising experience in excess of 10 years with a proven track record of having coached an Olympic athlete/ team or athlete/s/team at World level.

Workplace Experience / Experiential Learning / Practical Experience:

- More than 10 years of experience as a Senior Coach.
- Underpinning qualification **OR**

Competency Assessment / Board Examination:

- International Federation **Coaching Level 4** and compliance with the designation criteria **OR**
- RPL Assessment and Moderation with submission of a Portfolio of Evidence

Selecting the RPL route cont.

Application of Recognition of Prior Learning (RPL)

5 stage process for RPL assessment:

- Pre-screening of and guidance provided to the Applicant
- The Assessment by NF/PSC/Sport organization
- Submission of application to PB for moderation. Allocation of moderators.
- Recommendation by moderator to the PB and validation of RPL documentation.
- Awards the designation letter and certificate for a period of 12 months including the CPD points required to maintain the designation.

Underlying NQF Registered Qualification/Part-Qualification / Academic Component

SAQA ID: Any one of the following is acceptable: 73966; 73983; 96595; 115194; 74019; 104902; 20475; 88878; 3801; 111654; 96395; 94848; 97397; 108984.

Title of the qualification registered on the NQF: Any of the following are acceptable for both the Master Coach and the National Coach Education Advisor:

- Master of Arts: Sports Communication; Master of Commerce in Sport Management; Master of Health Sciences in Human Movement Science; Master of Human Movement Science; Master of Philosophy in Sports Science; Master of Sport and exercise Science; Master of Sport Management; Master's Degree: Education; Master of Education in Adult Education; MBA.

NQF Level: 9

Designation Competencies

Designation Competences: *What the designee will be able to do on the job.*

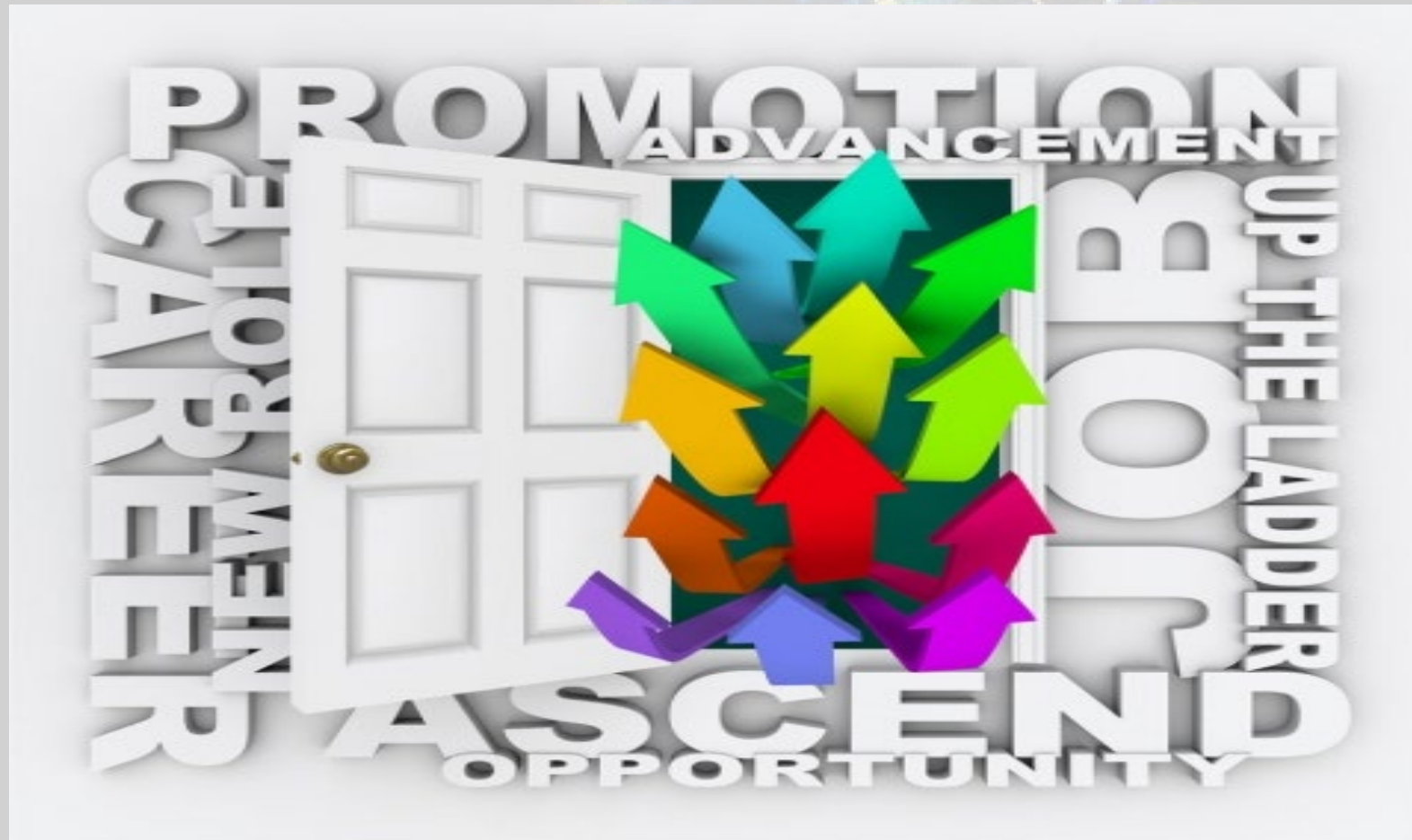
(NB: The competences must be in line with the NQF Level Descriptors of the underlying qualification).

- Demonstrate good communication skills, people orientation, influence, decision-making, stress management.
- Demonstrate ability to manage relationships and possess specific coaching skills.
- Design and contribute to the delivery of programmes over seasons, in medium to large-scale contexts, underpinned by innovation and research.
- Design and develop strategic plans for coaching.
- Provide credible and authentic evidence of a proven track record of a Senior Coach.
- Provide credible and authentic evidence of a proven track record of having coached an Olympic athlete/ team or athlete/s/team at World level (coach at the highest level of sport-specific competition).

Designation Competencies cont.

- Provide authentic and credible evidence that the Athlete/Team are amongst the top 20 ranked internationally in the sport-specific code.
- Demonstrate mentoring skills of sports coaches shadowing you as a Master Coach.
- Demonstrate support and acknowledgment of coaches who worked with your athlete/team in the coaching domains (e.g. Children, Emerging)
- Provide credible and authentic evidence of a proven track record of the journey of the athletes/team over the past 10 months
- Provide the Athletes'/Team's 6-monthly evaluation document
- Submit a 4-year Performance Coaching plan and deliverables.
- Mentor a minimum of 5 performance coaches.

Process for promotion



Promotion example

| JOB DESCRIPTION TEMPLATE FOR GAUTENG DEPARTMENT OF EDUCATION | |
|---|---|
| SECTION A: JOB INFORMATION SUMMARY | |
| JOB TITLE: TRANSACTION SERVICES | ASSISTANT DIRECTOR: HUMAN RESOURCE |
| NAME AND SURNAME: | Ms. X |
| PERSAL NUMBER: | 12345 |
| DESIGNATION OF THE SUPERVISORY POST: | DEPUTY DIRECTOR: HR TRANSACTION SERVICES (H/O) AND TRANSVERSAL SUPPORT |
| CORE: | SUPERVISION, MONITORING, EVALUATE, QUALITY ASSURES, ADVICE AND MENTORING |

Promotion cont.

SECTION B : KEY JOB PURPOSE

TO PROVIDE, ENSURE, EFFICIENT AND COMPLIANT HR TRANSACTION SERVICE TO THE H/O ON CONDITIONS OF SERVICE, EMPLOYEE EXIT, STAFF PROVISIONING, REMUNERATION AND LEAVE MANAGEMENT.

See annexures A to D

Principles

- RPL is embedded in the objectives of the NQF
- RPL will enhance economic, environmental, social and personal development.
- RPL is emancipatory, can and should provide access to lifelong learning opportunities, and to the global knowledge economy.
- RPL must be seen as a key feature of a lifelong learning (LLL) system alongside a range of related strategies, mechanisms and education and training opportunities.
- RPL carries specific significance as it is central to an inclusive, democratic education and training system.
- RPL is part of a national drive, to build a learning culture in every family, village, township and city.

CONCLUSION

We must make the road by walking it reflectively, responsibly and accountably (Isaacs)

