



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
ROADS AND TRANSPORT

RECOGNITION OF PRIOR LEARNING POLICY
VERSION 1

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ACRONYMS AND ABBREVIATIONS

1. HRD Policy - Human Resources Development Policy
2. MOU – Memorandum of Understanding
3. NQF - National Qualifications Framework
4. RPL - Recognition of Prior Learning
5. SAQA - South African Qualifications Authority

DEFINITIONS

1. Assessor - the person assigned by the Service provider to assess the Portfolio of Evidence submitted by an employee.
2. Candidate - an employee who has registered for the RPL.
3. Department – Limpopo Department of Roads and Transport.
4. Employee – any person, excluding an independent contractor, who works for another person or for the state and who receives, or is entitled to receive, any remuneration, and or any person who in any manner assists in carrying on or conducting the business of an employer.
5. Employer - Limpopo Department of Roads and Transport.
6. Portfolio of Evidence - information that is required to be submitted to service provider for assessment purpose.
7. Service Provider – academic Institution that has been identified by an employee of the Department for RPL purpose.
8. Training Agreement - means the agreement that a candidate sign with the Department for the purpose of RPL.

1. INTRODUCTION AND BACKGROUND

The Limpopo Department of Roads and Transport is devoted to exhibit the commitment to remove visible and invisible barriers, to build a visible, usable and credible system as an effective and creative vehicle for lifelong learning. The Recognition of Prior Learning in the Department is critical to the development of an equitable education and training system. RPL Policy is the product of intensive work, involving consultation and participation from relevant stakeholders within the Department.

Recognition of Prior Learning is defined in the National Standard Bodies Regulations (No. 18787 of 28 March 1998, issued in terms of the SAQA Act 58 of 1995) as:

“The comparison of the previous learning and experience of a learner howsoever obtained against the learning outcomes required for a specified qualification, and the acceptance for purposes of qualification of that which meets the requirements”.

2. PURPOSE AND OBJECTIVE

- 2.1 To provide framework and guidelines for the implementation of RPL in the Department in order to recognize the level of skills and literacy, especially vocational and technical qualifications.
- 2.2 To record the existing employees of the Department's informal education, competencies and expertise through RPL.
- 2.3 To accelerate redress of past unfair discrimination in education, training and employment opportunities.

- 2.4 To validate officials' skills and knowledge for broader development of individual.
- 2.5 To facilitate legitimate, multiple and flexible access progression in career paths.
- 2.6 To recognition of existing employees who have qualified for RPL qualification for better competition in the labour market.
- 2.7 To better Human Capital planning through skills audits.
- 2.8 To promote implementation of employment equity in the Department.

3. LEGAL FRAMEWORK

- 3.1 The Constitution of the Republic of South Africa 1996 (Act No. 108 of 1996).
- 3.2 The Provincial Policy Development Framework (2012)
- 3.3 Departmental Policy Development Framework Version 2 (2012)
- 3.4 Skills Development Act, 1998.
- 3.5 Skills Development Levies Act.
- 3.6 Employment Equity Act, 1998 (Act No. 55 of 1998).
- 3.7 Basic Conditions of Employment Act, 1997 (Act No. 75 of 1997).
- 3.8 Labour Relations Act, 1995 (Act No. 66 of 1995).
- 3.9 Employee Assistance Professional Association of South Africa (EAPA-SA) Chapter 1999.
- 3.10 National Education Policy Act No. 27 of 1996.
- 3.11 South African Qualifications Authority Act No. 58 of 1995.
- 3.12 Public Finance Management Act No. 1 of 1999.

4. POLICY PRONOUNCEMENT

Implementation of this policy will be guided by the Batho Pele Principles.

5. SCOPE OF APPLICATION

The policy shall apply to all employees of the Department who need their skills to be recorded and credited according to NQF standards.

6. POLICY PRINCIPLES

- 6.1 RPL Policy is based on the principle of endeavoring to achieve the mission and strategic objectives of the Departmental HRD Policy, which are:
- 6.2 To recognize unrecorded learned skills and informal knowledge of existing employees.
- 6.3 To improve learned skills and knowledge of employees and address the shortage of critical core skills for the Department.
- 6.4 To improve the levels of service delivery in the Department.
- 6.5 To create confident, motivated and independent workforce for the Department.
- 6.6 To entrench the culture and practice of learning Organization.

7. ROLES AND RESPONSIBILITIES

7.1 Employer

- 7.1.1 To provide administrative support to the RPL process. If necessary, the employer can after consultation with the employee, initiate the process of RPL to address specific competency gaps.
- 7.1.2 To provide financial support for RPL implementation.
- 7.1.3 To commit to progressive learning, flexible entry and attainment of qualifications by employees, to characterize itself as a learning organization.

7.2 Human Resource Development

- 7.2.1 Formulate policy of RPL programme.
- 7.2.2 Manage, participate and facilitate the implementation of RPL Programme. Planning processes should make resources and facilities available for the ongoing support of learners and RPL Training practitioners.
- 7.2.3 Promote, implement, monitor and evaluate robust RPL practice in order to ensure that RPL occupies a central place in the development of the education and training system.
- 7.2.4 Evaluate the appropriateness, effectiveness, and efficiency of the RPL programme on a regular basis.
- 7.2.5 Make all employees aware of the existence of the Recognition of Prior Learning programme.
- 7.2.6 Facilitate access of employees to various learning programmes offered by various institutions of higher learning.
- 7.2.7 Be instrumental in assisting the employees on how to access RPL process, learning from experience and how to identify what forms of knowledge that can be considered relevant and equivalent to knowledge contained in specific qualification outcomes.
- 7.2.8 A learner should first meet the minimum requirements to enter into a specific learning programme.
- 7.2.9 The entry requirements of the learning programmes offered by institutions, in line with the National RPL Policy, shall allow for formal and informal sources of learning and not only refer to formally certificated learning.
- 7.2.10 Regardless of where and how a person achieved learning, if such learning meets the minimum requirements of a qualification, it should be recognized for a qualification.
- 7.2.11 A candidate and or learner shall be expected to provide evidence of sufficient and current learning as associated with a specific level of learning; a provider could grant access or credits to such a learner based on the evidence.

7.2.12 Provided Portfolio of Evidence shall be assessed against provided learning outcomes of learning programme offered by the institution, as applied for by the employee.

7.2.13 Assessor and or service provider shall have agreed criteria, and procedure for assessment.

7.3 Learner

7.3.1 The learner shall initiate the RPL process and shall be expected to submit portfolio of Evidence to service provider or the Department.

7.3.2 The learner shall enter into a contract with the Department.

7.3.3 The learner shall submit the results as soon as made available by the service provider to the Directorate HRD.

7.3.4 The learner shall also be expected to sign a consent letter to allow the Department access to payments made, results, etc.

7.4 Service provider

7.4.1 Sign all necessary binding documents (MOU).

7.4.2 Meet obligations by performing in consistent with the signed contracts/ service level agreements.

7.4.3 Provide accredited learning programmes.

7.4.4 Service Provider shall provide qualified and accredited assessment to employees of the Department.

7.4.5 Service Provider shall provide qualified and accredited assessment to employees of the Department.

7.4.6 Service Provider shall supply learners with RPL application forms and SAQA approved qualifications to employees who meet the outcomes requirements.

7.4.7 Service Provider shall provide progress report on monthly basis to the learner and Directorate HRD.

8. MONITORING AND EVALUATION

- 8.1 Monitoring and evaluation are a vital part of all RPL programme planning and implementation.
- 8.2 The processes of evaluation must be well conceptualized, planned, resourced and implemented.
- 8.3 Monitoring and evaluation of the programme is part of a continuous feedback process, which should be developed and conducted by Skills Development Unit.
- 8.4 Monitoring and Evaluation Unit will also track progress and policy achievement in terms of the objectives.
- 8.5 The HRD Transversal Unit in the Office of the Premier will also monitor and evaluate the effectiveness of the programme.

9. REVIEW AND TERMINATION OF THE POLICY

The policy will be reviewed every 24 months based on the comments and inputs from the stakeholders and it will be terminated upon the inception of the new policy

10. DEFAULT

Any third party who has a contractual relation with the Department and contravenes the provision of the policy will be dealt with in terms of the penalty clause of the agreement entered into by and between him/her and the Department. Employees who violate this policy will be disciplined in terms of measures contained in or published in one or more prescripts that are contained in the Legal Framework of this policy.

11. INCEPTION DATE

The inception date of this policy will be within 30 days after the approval by the Executing Authority.

12. ENQUIRIES

Enquiries regarding this policy should in the first instance be directed to HRD Unit.

✓
RECOMMENDED / NOT ~~RECOMMENDED~~

Subhale
ACCOUNTING OFFICER

14/12/2012
DATE

APPROVED/NOT ~~APPROVED~~

Paul P. Morow
MEMBER OF EXECUTIVE COUNCIL

25/01/2013
DATE