



## RPL Policy

Version 1 (drafted May 2008)  
Revision Date : March 2015

## 1. Introduction

- 1.1. Recognition of Prior Learning underpins the NQF principle of not denying access to education and training of individuals because of a lack of formal qualification, and giving recognition to skills and knowledge however they may have been acquired.
- 1.2. As an accredited training provider in the ETD sector, Footprint Media Academy is committed to the principle of RPL as a fundamental part of supporting education, training and development in South Africa, and redressing past inequities.

## 2. Aims and Objectives

- 2.1. As one of the first accredited training providers in the ETD sector, Footprint Media Academy is committed to maintaining excellence in education, training and development and, as part of that vision, to assisting others to develop world-class assessment systems. Therefore it is incumbent upon Footprint Media Academy to set a prime example to all of its clients and learners with the approach to assessment. It is the policy of Footprint Media Academy that all assessments, whether following training interventions or as recognition of prior learning, will be carried out at the highest possible levels of expertise and professionalism consistent with NQF principles as embodied in the South African generic outcomes-based assessor unit standards.

## 3. Assessment Policy

- 3.1. All recognition of prior learning assessments will be conducted in accordance with Footprint Media Academy's Assessment Policy. The assessment methods, tools and guides used will be exactly the same as those used following a training intervention.
- 3.2. Recognition of prior learning will only be offered following in-depth discussion between the candidate and the assessor. The assessor must be satisfied that the candidate is appropriately experienced to undergo a recognition of prior learning assessment.
- 3.3. The assessor must satisfy themselves that the nature of the candidate's prior experience is such that NQF and outcomes-based principles and practices have formed part of the candidate's experience.
- 3.4. Should the assessor have doubts as to the nature of the candidate's prior experience, a refresher workshop should be offered in advance of the assessment. Alternatively RPL following self-study of Footprint Media Academy's training materials may be suggested.
- 3.5. All qualifications and unit standards offered by Footprint Media Academy may be assessed through recognition of prior learning. However, as a general rule RPL of 'Moderate outcomes-based assessments' and 'Develop workplace skills plans' is not recommended as the current approach to these areas of expertise is fundamentally different to historic practice. Assessor's discretion is accepted however.

## 4. Currency and authenticity

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- 4.5. All qualifications and unit standards offered by Footprint Media Academy may be assessed through recognition of prior learning. However, as a general rule RPL of 'Moderate outcomes-based assessments' and 'Develop workplace skills plans' is not recommended as the current approach to these areas of expertise is fundamentally different to historic practice. Assessor's discretion is accepted however.
- 4.6. It is a fundamental principle of assessment in the context of the NQF that evidence gathered to prove competence must be current and authentic. In the case of RPL this is of even greater importance. In order to ensure that candidates are able to perform at the required standard in the rapidly-changing field of OD ETD, it is Footprint Media Academy's stated policy that:
  - 4.6.1. evidence offered as part of RPL must be no more than 2 years old;
  - 4.6.2. evidence must be authenticated by the assessor, by whatever means deemed appropriate. This may include:
    - 4.6.2.1. contacting referees
    - 4.6.2.2. certification of copies
    - 4.6.2.3. interview of candidate regarding portfolio of evidence
    - 4.6.2.4. contacting learners.

## 5. Administration

- 5.1. Administration of RPL assessments will follow the same procedures as those laid down for assessment following a training intervention. See Assessment Policy.