



**POLICY: RECOGNITION OF PRIOR LEARNING  
CREDIT ACCUMULATION AND TRANSFER  
AND ARTICULATION**

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**Related documents**

<p><b>Da Vinci documents</b> (e.g. Policies, Regulations, Guidelines, Contracts)</p> <ul style="list-style-type: none"> <li>• Policy: Application, Admission and Registration</li> <li>• Procedure: Recognition of Prior Learning, Credit Accumulation and Transfer and Articulation</li> </ul>	<p><b>Other</b> (e.g. Legislation, DHET and CHE directives and guidelines)</p> <ul style="list-style-type: none"> <li>• Constitution of the Republic of South Africa: 1996</li> <li>• Higher Education Act (Act 101 of 1997)</li> <li>• CHE: Higher Education Quality Committee (HEQC) Criteria for Programme Accreditation: November, 2004</li> <li>• Articulation policy for the post-school education and training system of South Africa, January 2017</li> <li>• CHE, 2013. The Higher Education Qualifications Sub-Framework. CHE, Pretoria</li> <li>• CHE: Recognition of Prior Learning, Credit Accumulation and Transfer, and Assessment</li> <li>• DHET, 2016. Recognition of Prior Learning Coordination Policy.</li> <li>• SAQA, 2013. National Policy for the Implementation of the Recognition of Prior Learning. SAQA, Pretoria</li> <li>• DHET: National Development Plan 2030</li> </ul>
<b>Website address of this document:</b>	<b><a href="http://www.davinci.ac.za">www.davinci.ac.za</a></b>

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## **2 Preamble**

This policy forms part of the set of quality management policies of The Da Vinci Institute for Technology Management.

Da Vinci offers outcomes based, distance education opportunities. This policy details the principles and processes that will ensure that programme offerings are aligned with the principles of a Mode 2 institution, whilst adhering to the required academic standards and empowering students with the knowledge and skills to contribute to the society and economy of the future.

## **3 Recognition of Prior Learning (RPL)**

The Da Vinci Institute is guided by key national policies in respect of the Recognition of Prior Learning (RPL), including the policies espoused by the South African Qualifications Authority (SAQA), the Department of Higher Education and Training (DHET) and the Council on Higher Education (CHE).

The practice is understood as 'the principles and processes through which the prior knowledge and skills of a person are made visible, mediated and assessed for the purposes of alternative access and admission, recognition and certification, or further learning and development' (South African Qualifications Authority, 2013). At The Institute mediation may include a targeted intervention as preparation for the assessment.

RPL is granted based on an appropriate assessment against specified outcomes, in keeping with the above national policies, taking into consideration the necessary preparation and guidance to undertake such assessments. This is because 'assessment, [as] an integral feature of all forms of RPL, does not exist in isolation from a range of other strategies that allow for different sources of knowledge and forms of learning to be compared and judged' (South African Qualifications Authority, 2013).

### **3.1 Scope**

The policy applies to The Institute's registered qualifications.

The Da Vinci Institute distinguishes between the following forms of RPL:

### **3.2 RPL for Access**

Each of The Da Vinci Institute's registered qualifications has specific academic and working experience admission requirements (detailed in the Prospectus). In cases where there is a lack of academic qualifications but an abundance of relevant knowledge and skills acquired through work experience, related to the field of study, such experiences will be formally assessed to determine if they equate to the admission requirements of a programme. The Institute will allow the candidate to undertake an assessment designed for RPL candidates, which results in provisional admission if successful.

In line with CHE guidelines, not more than 10% of a cohort of students in a programme will be admitted through an RPL process, unless otherwise approved.

### **3.3 RPL for Advanced Standing**

A candidate may apply for exemption from doing some modules or courses within a qualification during the application process.

No credits will be allocated for components of a programme achieved through RPL for advanced standing. As with the RPL for Access, The Institute will allow the candidate to undertake an assessment designed for RPL candidates in keeping with relevant programme/module outcomes. The word 'exemption' will appear under the 'score' for the module on the student's statement of results. No more than 50% of a programme's total credit value can be achieved through RPL for Advanced Standing.

### **3.4 Types of competencies assessed**

The following competencies are assessed:

-  Practical competence
-  Foundational competence
-  Reflexive competence

### **3.5 Candidate support**

The following support will be offered to students who wish to pursue the RPL-route for access or advanced standing:

- Guidelines to assist in the preparation of the portfolio
- Outcomes and associated assessment criteria pertaining to the RPL evaluation
- Advice and guidance throughout the preparation of the portfolio

## **4 High level processes: RPL**

### **4.1 Application**

RPL candidates are required to complete a RPL application form, detailing the basis upon which prior learning could be recognised.

### **4.2 Assessment**

An appropriate qualified staff member and/or subject matter expert will assess the evidence provided against the specified outcome and make a recommendation in this regard. Candidates have the right to appeal against an assessment. The appeals process is stipulated in the Policy: Appeals.

Assessment principles as articulated in the Assessment policy will apply.

### **4.3 Outcome; Provisional and/or Full Admission**

'RPL for access' candidates will, on successful completion of the appropriate assessment and/or evaluation of relevant documentation, be granted provisional admission. For undergraduate candidates, provisional admission will be converted to full admission on the successful completion of the first three modules of the programme. Masters' candidates, must pass the research design and methodology module with 60%. A candidate who has not successfully demonstrated the required competencies against specified outcomes will be denied admission and be re-directed to an appropriate programme.

## **5 Credit Accumulation and Transfer (CAT)**

"Credit accumulation and transfer is a term that refers to the arrangement whereby the diverse features of both credit accumulations and credit transfer are combined to facilitate lifelong learning and access to the workplace" (Council on Higher Education, 2016).

“The recognition of credits for the purposes of transfer from one qualification to another is determined by the nature of the qualifications, the relationship between them, the nature, complexity, and extent of the curricula associated with the specific subjects to be recognised for exemption and/or inclusion, and the nature the assessment used” (Council on Higher Education, 2016).

## **5.1 Principles**

For Credit Transfer, the following applies:

- Where the same module has been successfully completed at another higher educational institution that is both registered and accredited, credit will be granted for work completed – provided appropriate comparison can be performed. The word ‘exemption’ will appear under the ‘score’ for the module on the student’s statement of results
- Credit transfer will be considered for subject areas in relation to the qualification, and the modules that make up the qualification
- If a student has successfully completed a particular iteration of a Da Vinci qualification and then wishes to complete the specialised electives from another iteration, those electives will be awarded for non-degree purposes
- Not more than 50% of the credits towards a Da Vinci qualification can be transferred from a qualification completed at a registered and/or accredited higher education institution
- All credits achieved from a part qualification, from a registered and accredited higher education institution, will be considered for credit transfer

## **6 High level processes: CAT**

### **6.1 Application**

Prospective students should complete the relevant application form for credit accumulation and transfer.

### **6.2 Assessment**

An appropriate qualified staff member and/or subject matter expert will assess the evidence provided against the specified outcome and make a recommendation in this regard.

Assessment principles as articulated in the Assessment policy will apply.

### **6.3 Outcome; Provisional and/or Full Admission**

Based on an appropriate comparison the candidate will be granted exemption or denied.

## **7 Responsibilities**

### **7.1 Admissions Office**

The Admissions Office receives the requests for RPL for access, Advanced Standing and/or CAT and is responsible for the following:

- ☞ To submit the requests to the Registrar for evaluation
- ☞ To generate the appropriate registration form and payment contract
- ☞ To receive signed documentation from the prospective student

### **7.2 Registry**

The Registrar will facilitate the evaluation of the RPL for access, Advanced Standing and/or CAT and is responsible for the following:

- ☞ To present the requests for RPL for access and/or CAT to the RPL/CAT panel for approval
- ☞ To facilitate the RPL preparation, the candidate will meet with the relevant programme co-ordinator to discuss the requirements, where required
- ☞ To liaise with the Dean: Teaching and Learning on the Subject Matter Experts required, as may be related to specific applications from prospective students
- ☞ To present a quarterly report on RPL for access, Advanced Standing and/or CAT to the Examination and Assessment Committee which makes recommendations to the Academic Board

### **7.3 Accounts Department**

The Accounts department is responsible for invoicing according to the payment contract.

## **8 Procedures Applicable**

The following procedure applies:

- ☞ Procedure: Recognition of Prior Learning and Credit Accumulation and Transfer and Articulation

## **9 Articulation**

Articulation means the facilitation of movement of learners between and within the three sub-frameworks of the NQF, between institutions and within

institutions, in order to enable access, progression and mobility (Notice 505 of 2014, National Qualifications Framework Act, No. 67 of 2008. p.12; Articulation policy for the post-school education and training system of South Africa, January 2017.)

The Da Vinci Institute accepts articulation of learning in respect of cognate qualifications in the following ways:

- ☞ With respect to articulation with the General and Further Education and Training Qualifications sub-framework (GFETQSF), The Da Vinci Institute accepts the National Senior Certificate (NSC) or NQF4 equivalent qualifications, in accordance with the entry requirements of The Institute
- ☞ With respect to the Occupations Qualifications Sub-framework (OQSF), The Da Vinci Institute will consider articulation as appropriate for qualifications relating to:
  - Business Management
  - Management of Technology
  - Management of Innovation
  - Management of People
  - Systems Thinking
  - Managerial Leadership Development

## 10 References

Council on Higher Education (CHE). 2013. The Higher Education Qualifications Sub-Framework. CHE, Pretoria.

Council on Higher Education, 2016. Recognition of Prior Learning, Credit Accumulation and Transfer, and Assessment. [Online] Available at: <http://www.che.ac.za/sites/default/files/RPL-CAT%20Assessment%20Policy%20Document.pdf>

Department of Higher Education and Training (DHET). 2016. Recognition of Prior Learning Coordination Policy. Government Gazette 39876.

Department of Higher Education and Training (DHET). 2017. Articulation policy for the post-school education and training system of South Africa, National Gazettes, No. 40545 of 13 January, 2017

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## 11 Version Control

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