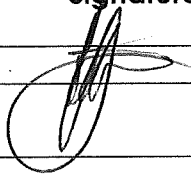


**POLICY: RECOGNITION OF PRIOR LEARNING,
CREDIT ACCUMULATION AND TRANSFER
AND ARTICULATION**

Document Number:	RG06		
Version Number:	2019/04/05 (V2))		
Custodian/Responsible Executive	Registrar		
Status	Chairperson	Date	Signature
Ratified by Council	Mr Sechaba Motsieloa	30/05/2019	
Revision Frequency	Triennial		
Next Review Date:	April 2022		
Review History	2017/04/04; 2017/08/10; 2018/06/28; 2019/04/05		
Related documents			
Da Vinci documents (e.g. Policies, Regulations, Guidelines, Contracts) <ul style="list-style-type: none"> • Policy: Application, Admission and Registration • Procedure: Recognition of Prior Learning, Credit Accumulation and Transfer and Articulation 		Other (e.g. Legislation, DHET and CHE directives and guidelines) <ul style="list-style-type: none"> • Constitution of the Republic of South Africa: 1996 • Higher Education Act (Act 101 of 1997) • CHE: Higher Education Quality Committee (HEQC) Criteria for Programme Accreditation: November, 2004 • Articulation policy for the post-school education and training system of South Africa, January 2017 • CHE, 2013. The Higher Education Qualifications Sub-Framework. CHE, Pretoria • CHE: Recognition of Prior Learning, Credit Accumulation and Transfer, and Assessment • DHET, 2016. Recognition of Prior Learning Coordination Policy. • SAQA, 2013. National Policy for the Implementation of the Recognition of Prior Learning. SAQA, Pretoria • DHET: National Development Plan 2030 	
Website address of this document:		www.davinci.ac.za	

1 TABLE OF CONTENTS

2	Preamble	3
3	Recognition of Prior Learning (RPL).....	3
3.1	Scope.....	3
3.2	RPL for Access.....	3
3.3	RPL for Advanced Standing.....	4
3.4	Types of competencies assessed.....	4
3.5	Candidate support	4
4	High level processes: RPL	4
4.1	Application.....	4
4.2	Assessment	4
4.3	Outcome; Provisional and/or Full Admission	5
5	Credit Accumulation and Transfer (CAT).....	5
5.1	Principles	5
6	High level processes: CAT.....	6
6.1	Application.....	6
6.2	Assessment	6
6.3	Outcome:	6
7	Responsibilities	6
7.1	Admissions Office	6
7.2	Registry	6
8	Procedures Applicable	6
9	Articulation	6
10	References	7
11	Version Control.....	8
12	Appendix A	8
13	Appendix B.....	9

2 Preamble

The Da Vinci Institute is a private higher distance education institution offering programmes with outcomes-based curricula. This policy forms part of the institutional Quality Management System and details the principles for ensuring that programme offerings adhere to academic standards and empower students to contribute to the transformation of their communities, society and the economy of the future. This approach is underpinned by the Mode 2 discourse on the generation and distribution of knowledge.

In line with the national imperative, as articulated through the values underpinning the Constitution of South Africa, The Institute aspires to promote social justice, expand access, improve quality and increase diversity through a single co-ordinated system in higher education, to assist in building a fair, equitable, non-racial, non-sexist and democratic South Africa.

3 Recognition of Prior Learning (RPL)

The Da Vinci Institute is guided by the key national legislated 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) - this is a Constitutional imperative.

3.1 Scope

The policy applies to The Institute's registered qualifications, excluding the doctorate.

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 have specific academic admission requirements, as reflected in the Prospectus. In cases where there is a lack

of academic qualifications but an abundance of relevant knowledge and skills (acquired through inter-alia, work experience related to the field of study, formal and informal learning, etc.), such experiences will be formally assessed to determine if they equate to the minimum 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 the current 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. No credits will be allocated for components/modules 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 'Achievement' for the module on the student's statement of results. Currently, in line with CHE guidelines, 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/critical review essay
- ☞ Outcomes and associated assessment criteria pertaining to the RPL evaluation
- ☞ Advice and guidance throughout the preparation of the portfolio/critical review essay

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 should 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 and the appeals process is stipulated in the Policy: Appeals.

The 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 upon successful completion of the first module of the 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 accumulation 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 in an accredited programme at another registered higher educational institution, credit will be granted for work completed – provided appropriate comparisons can be performed. The word 'exemption' will appear under the 'Achievement' for the module, on the student's statement of results/transcripts.
- 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
- In line with CHE guidelines, currently, not more than 50% of the credits towards a Da Vinci qualification can be transferred from a qualification completed at another accredited programme of a registered higher education institution
- Any and all credits for an incomplete qualification may be recognised as meeting part of the requirements for a different qualification or may be recognised as meeting part of the requirements for the same qualification

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/s and make a recommendation in this regard. The Assessment Principles as articulated in the Assessment policy will apply.

6.3 Outcome:

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

7 Responsibilities

7.1 Admissions Office

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

- ☞ To submit the request/s to the Registrar for screening and 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, and is responsible:

- ☞ 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

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 as follows:

- ☞ 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.

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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

Author	Revision
Dean: Dr Ronel Blom	2017/04/04
Registrar: Louise Fuller	2017/08/10
Registrar: Louise Fuller	2018/06/28
Registrar: Louise Fuller	2019/04/05

12 Appendix A

The RPL for access criteria per qualification are outlined below.

RPL for access to the Higher Certificate qualification

If the candidate seeks entry without the prerequisite qualifications:

The Senate/Academic Board (senate's discretion) will consider RPL candidates on a case by case basis granting the candidate access on successful completion of an appropriate assessment on NQF level 4 in keeping with the purpose of the qualification.

RPL for access to the Diploma qualification

If the candidate seeks entry without the prerequisite qualifications:

The Senate/Academic Board (senate's discretion) will consider RPL candidates on a case by case basis granting the candidate access on successful completion of an appropriate assessment on NQF level 4 in keeping with the purpose of the qualification.

RPL for access to the Bachelor's qualification

If the candidate seeks entry without the prerequisite qualifications:

The Senate/Academic Board (senate's discretion) will consider RPL candidates on a case by case basis granting the candidate access on successful completion of an appropriate assessment on NQF level 4 in keeping with the purpose of the qualification.

RPL for access to the Masters qualification

Candidates seeking entry without the prerequisite qualifications:

- ☞ Must demonstrate of understanding at NQF Level 8 via guided RPL assessment and evidence gathering process (appropriate level descriptors will be used to guide the process).

Evidence of relevant publications, presentations or relevant working experience could be considered in the process

In the event that a student is unsuccessful in completing the above, The Institute will discuss alternative options with the candidate

Successful completion of the Research Proposal with a minimum of 50% will automatically convert the candidate's provisional acceptance status to full acceptance.

13 Appendix B

Credit Accumulation and Transfer (CAT) Rules

- ☞ Where a similar module(s) has been successfully completed at another higher education institution that is both registered and accredited, the student would be exempted from submitting the relevant assignments. The word 'exemption' will appear in the place of an 'achievement' on the student's statement of results. There will be no cost for such module(s)
- ☞ Credit transfer will be considered for subject areas in relation to the qualification, and the modules that make up the qualification, if the subject areas coincide with the modules that the student chooses to register for
- ☞ 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.
- ☞ A maximum of 50% of the credits of a completed qualification at another accredited and registered higher education institution may be transferred to a qualification at The Da Vinci Institute. This policy prescript seeks to protect the integrity of qualifications by ensuring that the exception does not become the norm
- ☞ Short courses offered outside the HEQSF are non-credit bearing and, thus, individuals who register for and attend such short courses are not awarded credits against any level on the National Qualification Framework (NQF). This means no credit will be accumulated and/or transferred from such short courses. However, proof of valid assessment of the outcomes of short courses may be considered as part of a portfolio of evidence in respect of RPL
- ☞ The same set of credits cannot be transferred to more than one qualification within an institution

- ☞ All credits achieved from a part qualification and/or modules completed for non-degree purposes, from a registered and accredited higher education institution will be considered for credit transfer