RPL Implementation:
W&RSETA Case Study

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PRESENTATION STRUCTURE

1. PURPOSE OF THE PAPER
2. HISTORIC OVERVIEW
3. RPL IMPLEMENTATION
4. WAY FORWARD
HISTORIC OVERVIEW

- Research in trends and best practices in and outside South Africa - 2002
- Feasibility Study on the establishment of Assessment Centers - 2003
- Development of Standardised Learning programmes including Assessment Tools - 2003
- Development of an RPL toolkit - 2005
HISTORIC OVERVIEW

- Research in trends and best practices in and outside South Africa - 2002
  - Countries: Ireland, Canada, Australia
  - SA context: SAQA, CETA, SERVICE SETA, CHIETA
Feasibility Study on the establishment of Assessment Centers- 2003

Decision was taken that the best assessment Centre is the Workplace and emphasis was placed on accrediting in company providers

Establishing Assessment Centers were seen to be too costly
HISTORIC OVERVIEW

- Development of Standardised Learning programmes including Assessment Tools- 2003

Wholesale and Retail Generalist Qualification NQF2 (ID: 13718)

Wholesale and Retail Specialist Qualification NQF 4 (ID: 13719)

Abuse of the Learning Programmes lead W&RSETA to abandon the practice
HISTORIC OVERVIEW

- Development of an RPL toolkit -2005
  Purpose of the Toolkit was to guide and support the sector in embarking on RPL

Target Audience
Employers, Labour, Training providers, RPL coordinators / advisers, RPL assessors and Moderators
HISTORIC OVERVIEW

- Development of an RPL toolkit -2005

Contents of the Toolkit:

1. Standardised Policies and Procedure for the company and Provider – including all templates
2. W&RSETA RPL, Assessment and Moderation and Certification Policy and Procedure
3. Communication strategy for RPL
HISTORIC OVERVIEW

• RPL Toolkit piloted with Woolworths Ltd
• The pilot assisted in the finalisation of the RPL toolkit and changes were made to the toolkit to reflect the recommendations

❑ National Wide Road shows were held to capacitate companies and accredited providers on the use of the toolkit- 2007
IMPLEMENTATION

• Sector wide implementation was envisaged
• The toolkit was disseminated sector wide
• 0.58% participation utilising the toolkit. (2 training providers)
• There was a low uptake on RPL despite the RPL toolkit as resource
IMPLEMENTATION

- Mass Discounters implemented RPL with Titan Skills Development as Training Provider
- 50 learners were pre-assessed for RPL against Retail Management qualification
- 15 Learners entered the programme
- 8 Learners successfully completed the programme
IMPLEMENTATION

- Reason for low entrance into RPL during Mass Discounters project:
  - Learner interest in RPL waned after discovering the administrative burden in compiling a PoE
  - Fear of failure and possible perceived repercussions from the employer
IMPLEMENTATION

Barriers to implementation identified by the Western Cape Employers forum:

• Learner perception – “I’m already doing the job, why must I get a piece of paper?”
• Employer perception – “I’m already paying a person for doing the job, what will change with a piece of paper”
IMPLEMENTATION

• Trade Union perception – “Our members are entitled to the piece of paper”
• This disjuncture leads to non-implementation through RPL because no common ground can be found.
IMPLEMENTATION

• Need identified to get all parties together to find a common ground for implementation of programmes through RPL
• RPL conference was held in April 2010
WAY FORWARD

• Solicit views of Wholesale & Retail sector stakeholders with regard to challenges around RPL implementation
• Provide solutions for successful implementation of RPL in the sector
WAY FORWARD

• Life – long learning: RPL is viewed as one of the contributors to life-long learning and its benefits entail redress of the past imbalances
• Collaboration: there is a great need for more efforts to enhance collaboration in delivery of RPL i.e. Industry, SETAs and Learning Institutions
• National RPL strategy
• Research
• Policy Framework
Role & function of ETQA with regard to RPL:

- Accredit providers
- Promote quality
- Monitor & Evaluate provision
- Integrate RPL within ETQA
- Provider assessment policies developed & implementation monitored
WAY FORWARD

Criteria for quality Assurance of RPL:

- Institutional policy and conducive environment
- Capacity building of assessors and key personnel
- Methods and processes of RPL assessment clear, simple, transparent & objective etc.
- Capacitate moderators
- Develop a funding model
- To form an integral part of curriculum development.
WAY FORWARD

A strategic framework for implementation of RPL to consider the ff.:

- Audit of the current practice
- Develop detailed sector specific plans for RPL
- Develop capacity to deliver i.t.o. resources
- Design and moderate RPL assessment tools
- Develop and review reporting mechanisms
- Develop a research base
WAY FORWARD

Audit of current practice should cover the ff.:

- Administration
- Funding
- Costing
- Curriculum development
- Collaboration
WAY FORWARD

Challenges in implementation:

• Costs
• Lack of assessors
• Learner expectations
• Cumbersome processes
• Communication
• Authenticity of evidence
WAY FORWARD

• Development of a funding model
• Assessor capacitation
• Stakeholder capacitation
• Review of the current RPL tool kit
• Implement a pilot programme jointly with seta, business, Labour and Learners as partners
WAY FORWARD

RPL project in the process of implementation piloting the following:

- Australian Model in RPL Implementation
- Funding model for RPL
SUCCESS

• Updated RPL Policy Framework
• Increased buy-in from the Sector
• Marked increase in implementation requests from Large organisations within the sector
Q&A

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