DEVELOPMENT, INTERPRETATION AND ANALYSIS OF RECOGNITION OF PRIOR LEARNING (RPL) WITHIN A COMMUNITY OF PRACTICE

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“Communities of practice (CoPs) are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.” Etienne Wenger
Requests of Information

- RPL policy
- RPL procedures i.e templates, ITS system and reporting mechanisms.
- Understanding the difference between “access” and ”advanced standing”
- How-to with implementation.
Identification of knowledge gaps in CoP

- Development of the RPL module as part of the PGDipl in Higher Education (Teaching and Learning) jointly in the Western Cape
- Deal with RPL approaches
- Preparation for RPL process within academic department.
- Implementation is qualification specific
Capacity Building of Academic staff

- Sharing of information from other departments, Faculties and Senate.
- National and International RPL practice.
- Discussions in the committee on approaches used for various qualifications, specific cases and special requests.
Seeking of expertise

- Knowledge Claim on two levels:
  - Members of the COP - own academic knowledge and knowledge about RPL
  - Knowledge claim of the RPL Candidate

- Types of RPL
  - “Access” Cognitive maturity
  - “Advanced standing” - specific content knowledge
Problem solving

- Questions that the Committee answers:
  - What RPL is this?
  - What knowledge are we looking for?
  - What is required in the Curriculum?
  - What are the knowledge requirements? NQF?
  - Pedagogical issues to keep in mind
Mapping

- Documentation of the process:
  - Recording – format of the assessment
  - Reports and structure of the minutes
  - Reporting - continuation of the recording process
- Institutional learning and usage of templates
**ANALYSIS OF RPL PRACTICE**

**Coordination and synergy**
- Completed templates lead to critical evaluation within the CoP.
- Reflection leads to improved practice.
- Use of curriculum maps for advanced standing to clarify assessment of learning outcomes.
  - Guidance provided to applications
  - Planning a RPL course to assist applications
Epistemology

- Learning within CoP by reflection of own practice and lessons learnt.
- Use of expertise within institution, nationally and internationally.
- After RPL module – level of discussion in the CoP deeper with more meaning.
Interpersonal

- CoP goes through group dynamics
  - forming,
  - norming,
  - storming, and
  - performing

- CoP has experienced critical moments of change.
CONCLUSION

- Domain of RPL is cultivated
- RPL as a Practice is being fine-tuned
- Community has been formed – taking the process forward
The puzzle is complete!

Thank you!