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Kufuzu School of Accounting & Sciences (Pty) Ltd

## RECOGNITION OF PRIOR LEARNING POLICY

### 1.1. Recognition of Prior Learning (RPL)

RPL is a method of assessment that may lead to the awarding of credits within a particular accounting qualification provided by Kufuzu School of Accounting and Sciences accredited by AT (SA). Recognition of Prior Learning (RPL) will be available for all modules. South African Qualifications Authority (SAQA) defines Recognition of Prior Learning as a 'process through which formal, non-formal and informal learning are measured, mediated for recognition across different contexts and certified against the requirements for credit, access, inclusion or advancement in the formal education and training system or workplace'.

Kufuzu School of Accounting and Sciences will make students aware of the possibility of presenting evidence for assessment by Recognition of Prior Learning. Such evidence may be derived from the following:

- Workplace activities (acceptable as the sole source of evidence for five modules within an accounting qualification and as supplementary evidence to enhance other Recognition of Prior Learning evidence in other units).
- Formal training leading to the award of a certificate.

Examples of the types of evidence which may be submitted for Recognition of Prior Learning assessment includes:

- Workplace Documents
- Witness Testimonies
- Personal Statements
- Professional Discussion
- Assessor Observation Records
- Records of Voluntary Activities
- Certificates issued following an informal or formal modes of learning.
- For certificated achievement a detailed specification of the learning/qualification gained will be needed in order to make the mapping process possible.

Kufuzu School of Accounting and Sciences assessors will be confident that a student's prior learning relates to the current standards of competence. The assessor identifies the learners/student's knowledge and skills and determines how this can be mapped and assessed against the current standards. The assessor consider whether there has been new legislation and whether technical changes in working methods have taken place since the candidate gained his/her knowledge. It may be that learners/student's skills need refreshing or updating because it has not been recently applied. The evidence of up to two years old will be accepted.

Any minimal gaps in the learners/student's skills and knowledge will be addressed through appropriate tuition and/or supplementary evidence. The supplementary evidence will be assessor-devised questions/tasks or workplace documents produced by the learner/student and authenticated by the employer. In all cases the

assessor considers the nature of the gaps in the evidence. If those gaps relate to fundamental areas of the unit, top up assessment would not be appropriate. In all cases, all assessment criteria must be evidenced. Kufuzu School of Accounting and Sciences assessors' takes note of AT (SA) Learner and Assessor Guides for further explanation of the assessment criteria and the range of evidence required.

All evidence of prior achievement, including supplementary evidence, should be mapped by the student to the assessment criteria and subsequently submitted for assessment. The mapping documents are available to students on request at Kufuzu School of Accounting and Sciences. The assessor provides feedback comments and assessment details within these mapping documents and must submit the information to AT (SA).

Workplace evidence should always consist of workplace documents, questions and answers and witness testimony as the minimum number of types of evidence. Learners/Students who wish to present workplace evidence for assessment should be tasked to:

- Collect workplace documents that showcase the assessment criteria for the unit
- Explain their role in the production of the evidence. This explanation should be through a personal statement or statements on each piece of evidence and will provide the context for the assessor.

Kufuzu School of Accounting and Sciences assessor will be afforded the opportunity to observe the candidate in the workplace and supply an observation statement to enhance the workplace documents. A vital part of the evidence is a witness testimony from the employer confirming that the evidence has been produced by the learner/student. The testimony must be on the organisation's letterhead, dated, signed and must identify the witness/es within the organisation.

If a learner/student does not wish for the employer to know that he/she is studying for an AT (SA) accounting qualification, or cannot obtain an employer witness testimony for some reason, then they should undertake a computer based assessment.

## **1.2. Recognition of Prior Learning Assessment Guidance**

The assessment process should be fair and not advantage/disadvantage any learner/student.

Evidence of Prior Learning should be:

- Valid: (relate to the assessment criteria)
- Authentic: (should be the learners/student's own work)
- Current: (should be no more than 24 months old, except for areas: where change is rapid and the 24 months guideline would be too long; or where learner/student can prove evidence is still valid)
- Sufficient: (must meet all of the assessment criteria and take into account the requirements for that module)

Kufuzu School of Accounting and Sciences will help learners/students who wish to present evidence of prior learning and in doing so, the following stages will be covered;

### **1.2.1. Initial Assessment**

The possibility of Recognition of Prior Learning as an assessment method should be recognised during initial assessment.

### **1.2.2. Advice and Guidance**

Kufuzu School of Accounting and Sciences assessors encourage the learner/student to identify any prior learning which could be used as evidence. It should then become clear whether the learner/student will be able to present sufficient evidence for the unit.

**1.2.3. Assessment Planning**

Kufuzu School of Accounting and Sciences assessment planning process formalise the approach to present evidence as well as help the learner/student to become familiar with the standards.

**1.2.4. Evidence Collection**

The assessor of Kufuzu School of Accounting and Sciences should support learners/students by helping them to identify appropriate evidence.

**1.2.5. Evidence Mapping**

The learner/student should map the evidence to the assessment criteria, with support from the assessor, using the appropriate mapping documents. This is made easier if completed on an on-going basis rather than left until the end of the process.

**1.2.6. Assessment**

Kufuzu School of Accounting and Sciences schedule learner/students for Recognition of Prior Learning assessment once the learner/student has captured their assessment evidence and completed the mapping document, and then submit for assessment. The assessor assesses the evidence, award the appropriate assessment outcome and provide feedback. The Internal Verifier/Moderator verifies the RPL assessment and provides feedback for the assessor. A maximum of five submissions are permitted for RPL, within a time frame which is at the discretion of the assessor.

**1.2.7. Feedback**

The assessor provides detailed feedback within the mapping document. The feedback must be clear and comprehensive and indicate the next step in the process.

**1.2.8. Questioning**

The assessor where possible may ask questions to close any gaps in the evidence or strengthen weak areas. This process will also allow the assessor to confirm the authenticity of evidence, should there be any doubt. Details of questions and answers should be signed and dated by the assessor and learner/student and submitted to AT (SA).

**1.2.9. Moderation**

Once the assessment decision has been made the moderation process can begin. In relation to workplace evidence, it is acceptable for the moderator to contact some employers to authenticate employer witness testimonies.

**1.2.10. External Verification**

Once the moderator has confirmed the assessment decision it should be submitted to the External Verifier to sample.

**Approval date:** 30 November 2019

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