



ACQF

African Continental
Qualifications Framework

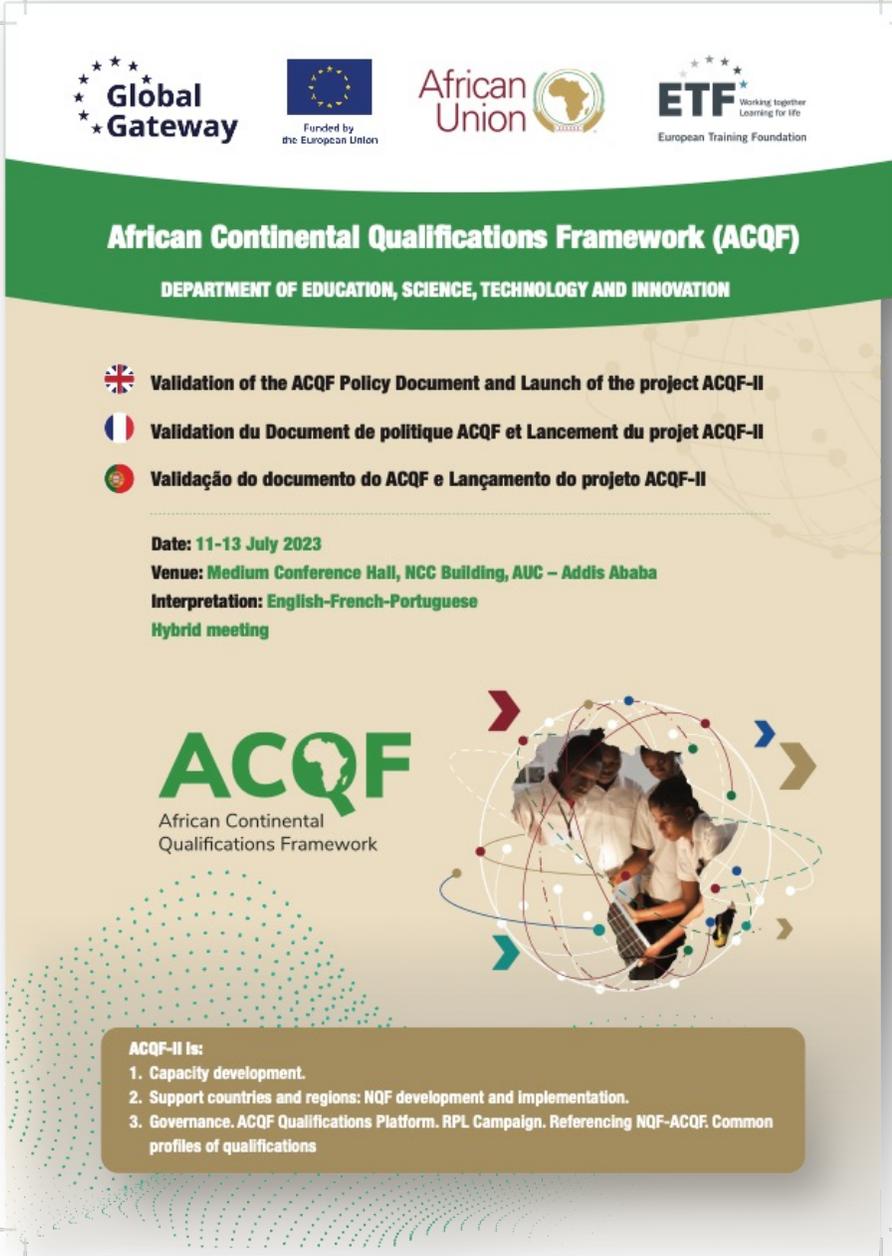
Toward Eswatini RPL Policy Training Workshop on RPL

27 September 2023

Patrick Werquin



- **Session 2 (10:05-11:05): A broad overview**
- **Session 3 (11:05-11:35): RPL policies and practices: example from Africa**
- **Session 4 (11:55-12:30): The RPL process**
- **Session 5 (12:30-13:15): Discussion**
- **Session 6 (14:30-15:15): The standards**
- **Session 7 (15:15-15:50): Quality assurance**
- **Session 8 (16:00-16:30): Qualifications and NQF**
- **Session 9 (16:30-17:00): Final discussion**



The banner features logos for Global Gateway, the European Union (Funded by the European Union), the African Union, and the European Training Foundation (ETF) with the tagline 'Working together Learning for life'. Below the logos, a green curved banner contains the text 'African Continental Qualifications Framework (ACQF)' and 'DEPARTMENT OF EDUCATION, SCIENCE, TECHNOLOGY AND INNOVATION'. The main content area lists the agenda items in three languages: English, French, and Portuguese. It also specifies the date (11-13 July 2023), venue (Medium Conference Hall, NCC Building, AUC – Addis Ababa), and interpretation (English-French-Portuguese). A hybrid meeting format is noted. The ACQF logo is prominently displayed, along with an image of people working together. A box at the bottom lists the focus areas of ACQF-II.

Global Gateway **Funded by the European Union** **African Union** **ETF** Working together Learning for life European Training Foundation

African Continental Qualifications Framework (ACQF)
DEPARTMENT OF EDUCATION, SCIENCE, TECHNOLOGY AND INNOVATION

 **Validation of the ACQF Policy Document and Launch of the project ACQF-II**
 **Validation du Document de politique ACQF et Lancement du projet ACQF-II**
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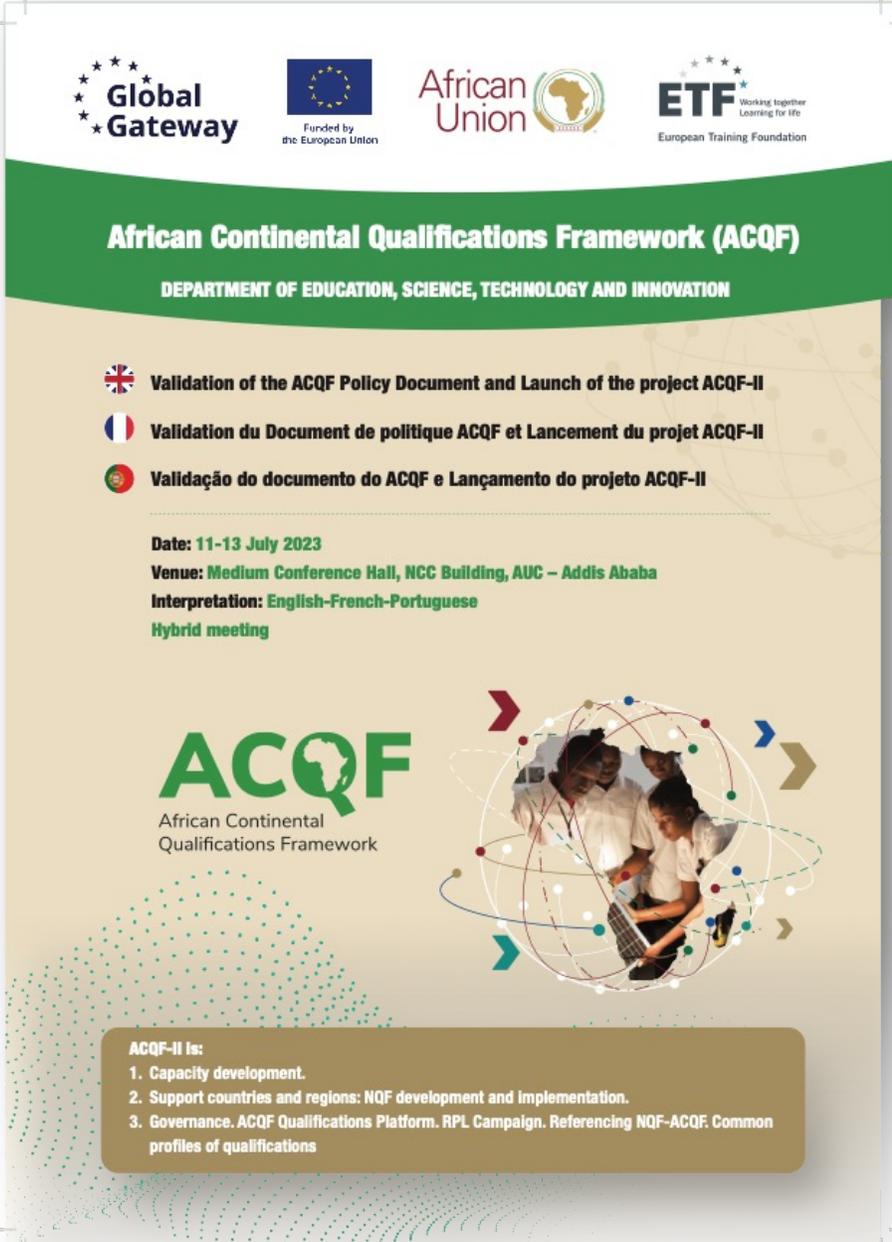
ACQF-II is:

1. Capacity development.
2. Support countries and regions: NQF development and implementation.
3. Governance, ACQF Qualifications Platform, RPL Campaign, Referencing NQF-ACQF: Common profiles of qualifications

- EQF recommendation of 22 May 2017
- ACQF Thematic Brief 1
- ACQF, 2022. Training Module Four. Validation et Recognition of Learning, 43 p.
- ACQF Guidelines
- ACQF Guidelines 4: Validation and Recognition of Learning
- SADC Regional Guidelines on RPL
- Malawi: National Guidelines Aligned on the SADC Guidelines for the Implementation of RPL

(All links and exact references available on demand please at: patrick.werquin@gmail.com)

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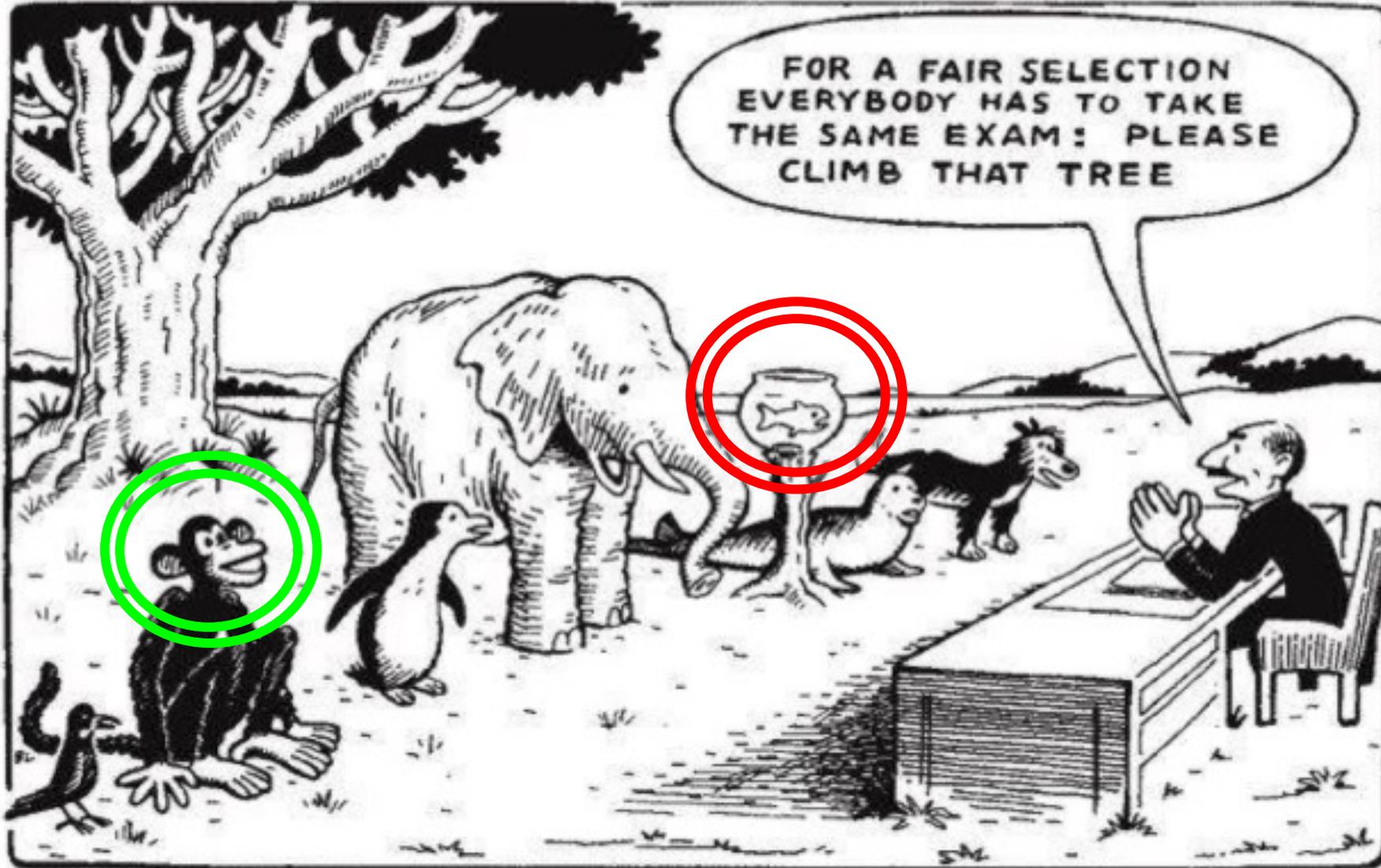
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Session 2. A Broad Overview (60 min.)

- Breaking the ice
- Concepts
- Principles
- Instruments
- Benefits (for people, economy, society)
- Link with lifelong learning
- Employability
- Social inclusion

- **What does recognition of prior learning (RPL) mean for you?**
- A relatively new approach
- To highlight all the competences and skills of individuals, even if these competences and skills have not been acquired in a formal context (school, vocational training centre)
- An approach that put the individual at the centre; and in a positive way
- Technically speaking, it is a process that can lead to the awarding of all or part(s) of a qualification, but not necessarily (we'll come back on this)
- RPL is about visibility of competences and skills
- RPL is another route to qualification; therefore, RPL is about equity
- **Does this fit with your idea of RPL? Any additions please?**

RPL is about Equity 😊



Exact reference unknown (see for example: <http://imgur.com/VPqOi>)

- Minimum glossary
- What is RPL?
- What is RPL for?
- For whom is RPL useful?
- Some terms from around the world
- What RPL is and isn't, does and doesn't do
- Stakeholders

Minimum Glossary

- Qualification
- Qualifications System
- Qualifications Framework (sectoral, national; or international, i.e. meta framework)
- Catalogue of Qualifications
- Competence and skill
- Learning outcomes
- Credit
- Credit accumulation and transfer (system)
- Formal learning, Non-formal learning, and Informal learning
- Lifelong Learning, Adult Learning
- Validation and recognition
- Micro-credential

Minimum Glossary

- Qualification 😊
- Qualifications System 😊
- Qualifications Framework (sectoral, national; or international, i.e. meta framework) 😞😞😞
- Catalogue of Qualifications 😊
- Competence and skill 😞😞😞😞😞
- Learning outcomes 😞😞
- Credit 😞😊
- Credit accumulation and transfer (system) 😞
- Formal learning 😊 Non-formal learning 😞 and Informal learning 😊
- Lifelong Learning, Adult Learning 😞😊
- Validation and recognition 😊😞
- Micro-credential 😊😊

Qualification

‘Qualification’ means a formal outcome of an assessment and validation process which is obtained when a competent authority determines that an individual has achieved learning outcomes to given standards;

EQF recommendation: [https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32017H0615\(01\)](https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32017H0615(01))

ACQF Thematic Brief 1: https://acqf.africa/capacity-development-programme/thematic-briefs/acqf-thematic-brief-1-concepts-and-definitions/@@display-file/file/ACQF_Thematic%20brief%201_Concepts%20and%20definitions_WEB.pdf

‘National qualifications system’ means all aspects of a country's activity related to the recognition of learning and other mechanisms that link education and training to the labour market and civil society. That includes the development and implementation of institutional arrangements and processes relating to quality assurance, assessment and the award of qualifications. A national qualifications system may be composed of several subsystems and may include a national qualifications framework.

‘National qualifications framework’ means an instrument for the classification of qualifications according to a set of criteria for specified levels of learning achieved, which aims at integrating and coordinating national qualifications subsystems and improve the transparency, access, progression and quality of qualifications in relation to the labour market and civil society.

Catalogue of Qualifications

- List of all existing qualifications in a country
- With relevant pieces of information such as:
 - Which occupation the qualification may lead too
 - Which competences and skills are necessary
 - ...
 - Whether the qualification is open to RPL

Competence and Skill

Competence and skill is an ability that extends beyond the possession of knowledge and skills. It includes, in a given context:

- cognitive competence and skill involving the use of theory and concepts, as well as informal tacit knowledge gained experientially;
- functional competence (skills or know-how), those things that a person should be able to do when they work in a given area;
- personal competence and skill involving knowing how to conduct oneself in a specific situation; and
- ethical competence and skill involving the possession of certain personal and professional values.

Competence and Skill

A shorter definition 😊:

Competence and skill is the ability to apply learning outcomes adequately in a defined context (education, work, personal or professional development).

Competence and Skill

- Competence is about:
 - Knowledge
 - Skills
 - Attributes (autonomy, responsibility, values...)

- Competence is about context

- The difference between competence/competences (UK) and competency/competencies (US) is a non-issue (US: White, 1959; McClelland, 1973)

Learning Outcomes

- The key concept (in many ways: at the centre of RPL, at the centre of modern qualifications frameworks)
- What an individual has acquired and/or is able to demonstrate after completion of a learning process, either formal, non-formal or informal.

Learning Outcomes In Practice

- Specific phrasing:
 - What the learner/student has to do: verb
 - The field of action: noun
 - How this action proves that the learning objectives are met: adverb or performance, tools and process used, aim...
- In practice: very difficult

Learning Outcomes

- “Acquis” in French 😊 😊 😊
- What people have acquired:
 - What they know; or/and
 - What they can do

- Credit describes the value of an amount of learning.
- It can be transferred to a qualification other than the one in which it was gained.
- Credit can be allowed to accumulate to predetermined levels for the award of a qualification.
- The processes involved in valuing credit, transferring credit and accumulating credit are governed by rules in a credit framework.

An instrument designed to enable accumulation of learning outcomes gained in formal, non-formal and/or informal settings, and facilitate their transfer from one setting to another for validation and recognition.

A credit system can be designed:

- by describing an education or training programme and attaching points (credits) to its components (modules, courses, placements, dissertation work, etc.); or
- by describing a qualification using learning outcomes units and attaching credit points to every unit.

Recognition

- Technical recognition (i.e., validation of learning outcomes, by assessors)
- Societal recognition (by employers, families, peers...)

Recognition of What: NFIL

- Many definitions of non-formal and informal learning (NFIL) ☹️
- Not consensual ☹️☹️☹️
- Formal learning: structured in terms of content, scheduling, organisation and financing
- Informal learning: not structured, never intentional
- Non-formal learning: varies a lot (no consensus): in between formal and informal, with variations to allow for national/regional/local or sectoral specificities

Non-formal and Informal Learning in Short

- Don't panic
- You don't need definitions that are valid everywhere and all the time
- Continuum (from very formal to informal)
- Note the discussion about the definition containing: “[usually] leads to a qualification”

Lifelong Learning

”From cradle to grave”

Learning activity that is undertaken throughout life and improves competences and skills within personal, civic, social and/or employment-related perspectives.

Thus the whole spectrum of learning – formal, non-formal and informal – is included, as are active citizenship, personal fulfilment, social inclusion and professional, vocational and employment related aspects.

- Referring to learning over a limited time and/or in a specific area
- May form part of or add to formal qualifications
- Potentially ‘stackable’ over time, adding to individual learning careers
- Given their limited size and focus, more flexible than traditional qualification
- Based on assessed learning
- Frequently delivered in a digital form"

. UNESCO: <https://unesdoc.unesco.org/ark:/48223/pf0000381668>

. UE Recommendation 2022: [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32022H0627\(02\)](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32022H0627(02))

National Microcredentials framework (Australia): <https://www.education.gov.au/higher-education-publications/resources/national-microcredentials-framework>

"Existing definitions (from OECD, European Commission, UNESCO, Australian Government) point to key characteristics of micro-credentials.

- A process
- An assessment
- (Not education and training, not in the first place at least)

**Thank you so
much**

Questions?



- Would this conceptual clarification agreeable in Eswatini?

- A qualification
- To your knowledge, what are the qualification that are targeted in Eswatini (e.g., VET qualification, Master, PhD)?
- Alternatives:
 - Partial qualification
 - Exemption(s)
 - Credits
 - Certificate of labour market competences (local currency)
- What would you say are the most relevant options for Eswatini?

- What would you say are the most relevant options for Eswatini? (in terms of award)

- Individuals
- Enterprises
- Government
- Trade unions, workers associations
- Any other that would be relevant in Eswatini?

- Any other that would be relevant in Eswatini?

- Government Ministries (Labour, Education and Training, Higher Learning, Immigration, Social Services)
- Employers (Small Business Owners, Industries, Human Resource Departments, Managers, Entrepreneurs)
- Workers (Employed, Underemployed, Unemployed, Uncertified workers in the workplace, Certified workers in the workplace)
- Students/Learners
- Persons with Disabilities
- Sector Councils (if any)
- Unions / Syndicates / Organised Labour (Shop Stewards, Union Leaders)
- Education Sectors (Junior, Senior, Tertiary, Polytechnics, Higher Learning, Private Education Institutions, Apprenticeship / Artisan, On the job training providers)
- Associations (Professional Associations, Technological Associations)
- Certification Boards and Regulatory Bodies
- Families, Parents, Peers
- RPL Facilitators (Guidance officers, Advisors, Assessors, Portfolio Facilitators, Content Experts)
- Career Counselling (Guidance Counsellors, Employment)
- Traditional Knowledge Keepers
- Advocacy Groups/Associations
- Interpreters/Associations
- Universities (Deans, Admissions)
- Researchers / Consultants
- Military
- Prisons

- PLAR
- APEL, APL
- RAS
- RAC
- RNFILO
- RVCC
- VAE, VAEP
- VNFIL
- VANI
- Realkompetansevurdering

- PLAR (Canada)
- APEL, APL (UK)
- RAS (Dutch speaking Belgium)
- RAC (Quebec)
- RNFILO (OECD, 2010)
- RVCC (Portugal)
- VAE, VAEP (French speaking countries)
- VNFIL (Recommendation of the EU)
- VANI (Spanish speaking countries)
- Realkompetansevurdering (Norway)

- Are you aware of any other name(s)?

ACQF What RPL is and is not, does and doesn't do

- Cost
- Competitor to the formal learning system
- Education and training
- Learning outcomes
- Undeserved qualification
- Positioning

ACQF **What RPL is and is not, does and doesn't do**

- Cost (not free, cheaper than formal learning)
- Competitor to the formal learning system (No)
- Education and training (Not in the first place)
- Learning outcomes (the key objective)
- Undeserved qualification (No, because assessment with quality assurance)
- Positioning (possible)

- What do you expect RPL to do for Eswatini?

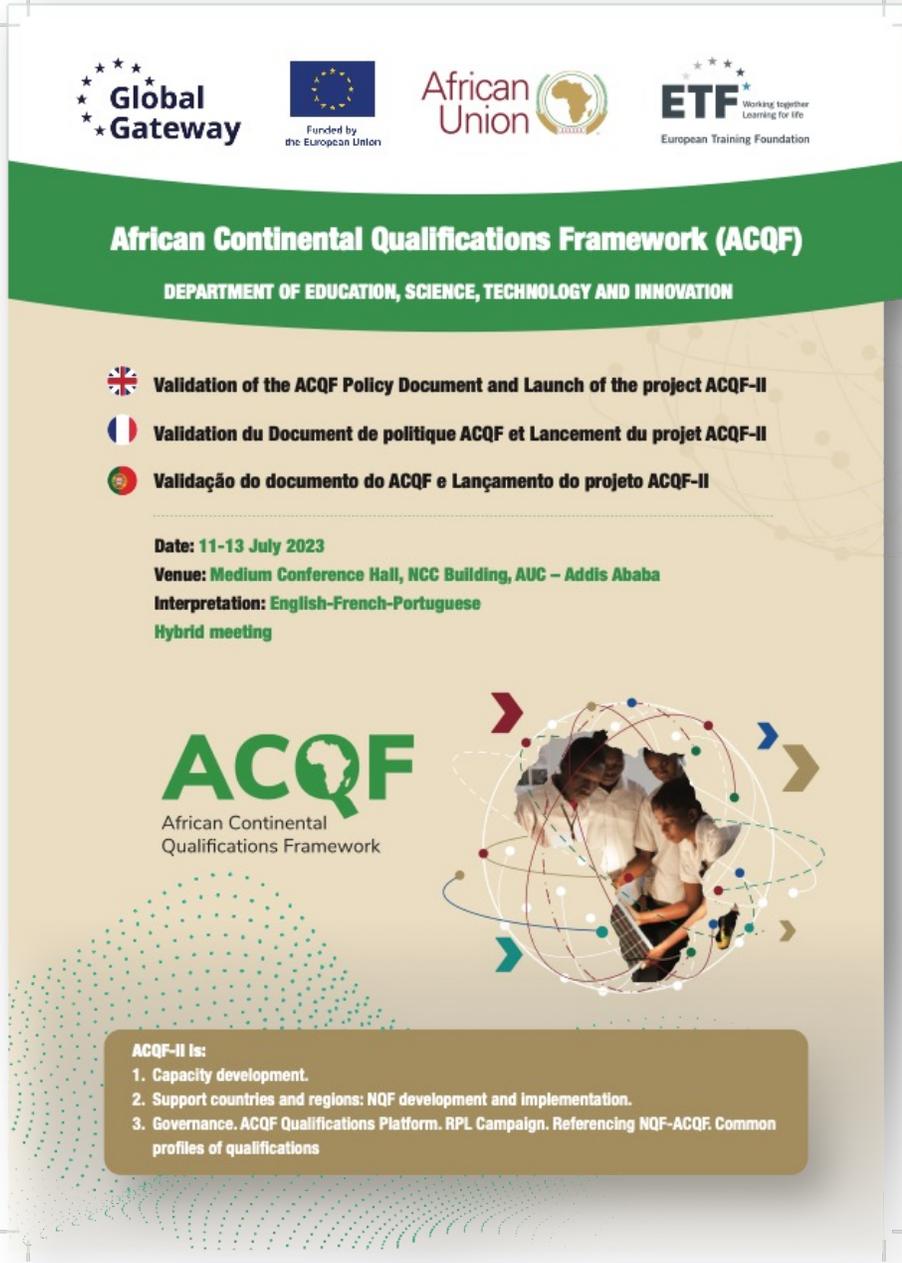
- What do you expect RPL to do for Eswatini?

**Thank you so
much**

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Session 3. RPL Policies and Practices

Examples from Africa (30 min.)

- Cabo Verde
- Ivory Coast
- Kenya
- Malawi
- Mauritius
- Morocco
- Mozambique
- Namibia
- Senegal
- Tanzania
- Tunisia
- Seychelles
- South Africa
- Uganda

Session 3. RPL Policies and Practices

Examples from Africa (30 min.)

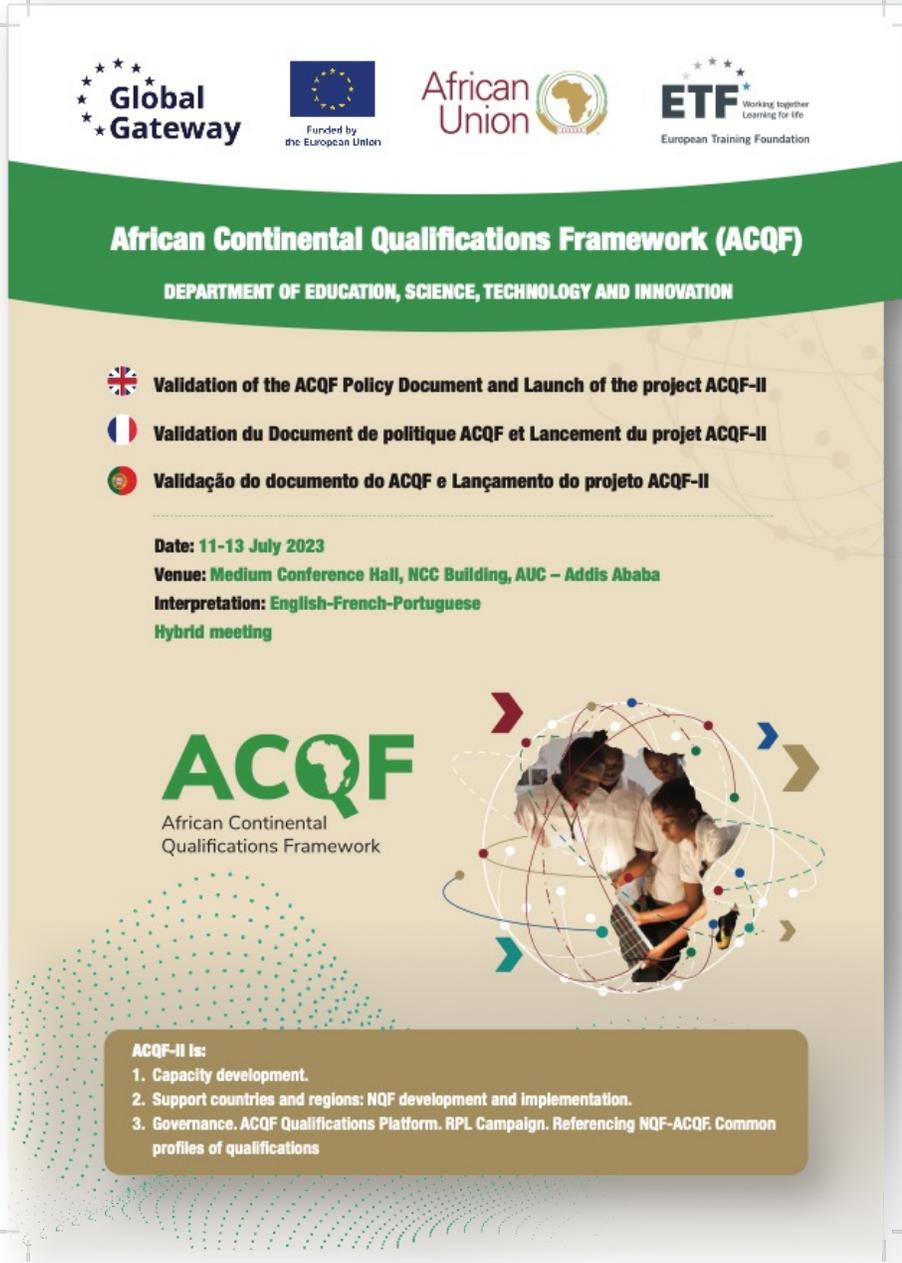
- Cabo Verde: exemplary (see ACQF)
- Ivory Coast: very beginning
- Kenya: convincing system
- Malawi : long to take off
- Mauritius: convincing system (some drawbacks)
- Morocco: early pilot and then stall
- Mozambique: exemplary (see ACQF)
- Namibia: focus on TVET
- Senegal: only HE, awarding foreign qualifications (pilot)
- Tanzania: convincing system
- Tunisia: brilliant system... on paper
- Seychelles: convincing system
- South Africa: convincing system
- Uganda: from Trade Testing to RPL

**Thank you so
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- Supply: the system, the government, the provision
- Demand: the individual applicant
- The process, as generally understood, is the “demand” side of RPL; it is what individual applicants go through

Information Advice and Guidance	

Information Advice and Guidance	Welcome

Information Advice and Guidance	Welcome
	Information <i>(comprehensive)</i>

Information Advice and Guidance	Welcome
	Information <i>(comprehensive)</i>
	Decision, by the <u>individual</u> , to apply

Administrative registration (web page)	

Administrative registration (web page)	Provision of the administrative form to the potential applicant

Administrative registration (web page)	Provision of the administrative form to the potential applicant
	Guidance (light)

Administrative registration (web page)	Provision of the administrative form to the potential applicant
	Guidance (light)
	Handover of the completed administrative form by the applicant

Administrative registration (web page)	Provision of the administrative form to the potential applicant
	Guidance (light)
	Handover of the completed administrative form by the applicant
	Administrative decision to accept the applicant

Application screening and eligibility	

Application screening and eligibility	Guidance (intermediate)

Application screening and eligibility	Guidance (intermediate)
	Handover of the eligibility portfolio

Application screening and eligibility	Guidance (intermediate)
	Handover of the eligibility portfolio
	Eligibility interview

Application screening and eligibility	Guidance (intermediate)
	Handover of the eligibility portfolio
	Eligibility interview
	Decision to send the (eligible) applicant to the assessment

Assessment	

Assessment	Guidance (comprehensive)

Assessment	Guidance (comprehensive)
	Handover of the portfolio of (self-analysed) competences and skills

Assessment	Guidance (comprehensive)
	Handover of the portfolio of (self-analysed) competences
	Analysis of the portfolio

Assessment	Guidance (comprehensive)
	Handover of the portfolio of (self-analysed) competences and skills
	Analysis of the portfolio
	Convening notice sent to applicant

<p>Assessment</p>	<p>Guidance (comprehensive)</p>
	<p>Handover of the portfolio of (self-analysed) competences</p>
	<p>Analysis of the portfolio</p>
	<p>Convening notice sent to applicant</p>
	<p>Final assessment (practical test, written examinations, on-the-job observation, simulation...)</p>
	<p> </p>

Assessment	Guidance (comprehensive)
	Handover of the portfolio of (self-analysed) competences and skills
	Analysis of the portfolio
	Convening notice sent to applicant
	Final assessment (practical test, written examinations, on-the-job observation, simulation...)
	Interview with the panel of assessors

Certification	

Certification	Validation of learning outcomes

Certification	Validation of learning outcomes
	Making and stamping of the qualification

Certification	Validation of learning outcomes
	Making and stamping of the qualification
	Awarding of the qualification to successful applicants

Certification	Validation of learning outcomes
	Making and stamping of the qualification
	Awarding of the qualification to successful applicants
	Explaining the reasons for failure to unsuccessful applicants. Recommendations (further practice, or formal training)

Appeal	?????

The Flow Chart: A Possible Ideal Approach

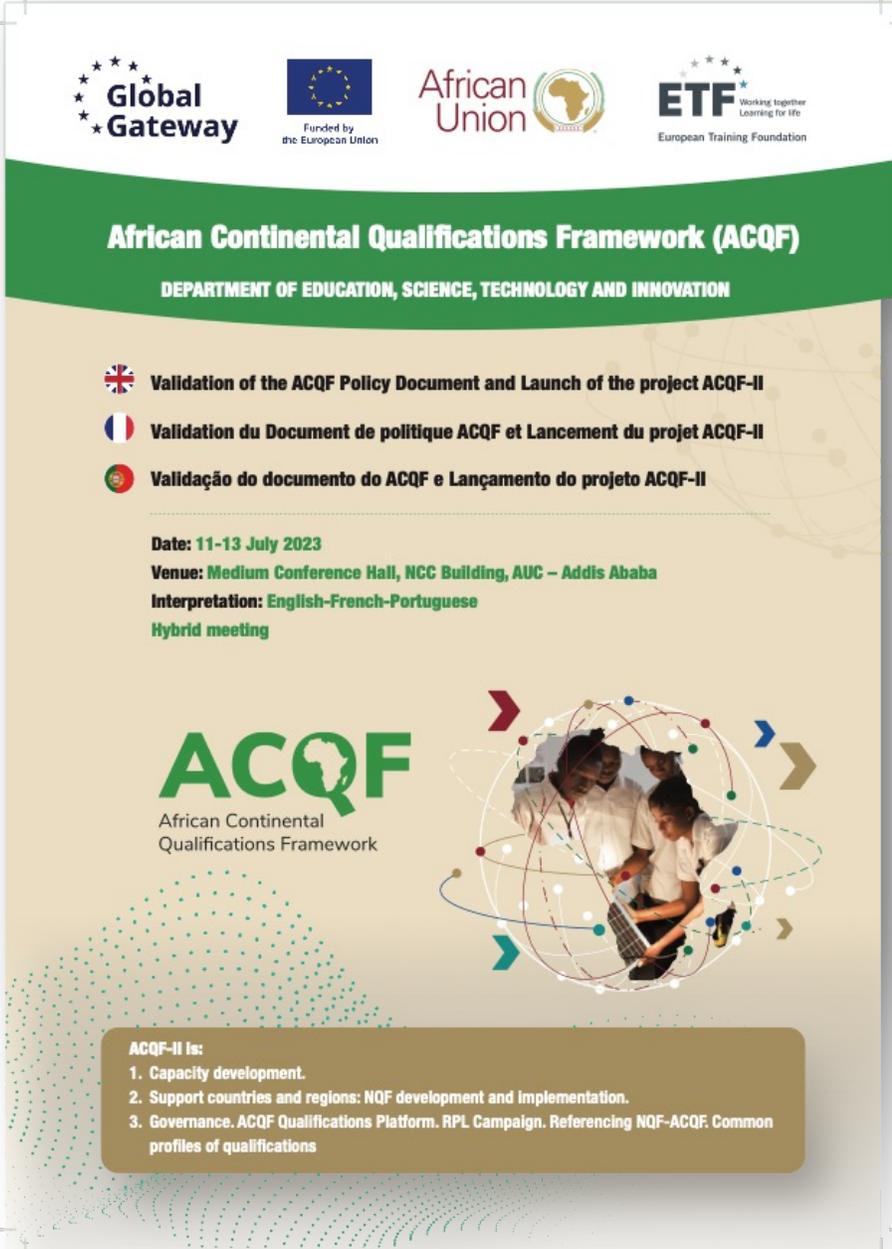
Stages	Purposes
Information, advice and guidance	Greeting learners (potential applicants)
	Information and guidance to the potential applicant (comprehensive, with information about the benefits, the process and its potential duration)
	Identification of the evidence to substantiate claim for application (partly with RPL staff)
	Decision of the individual to apply
Administrative registration	Provision of the administrative form
	Guidance 1 (light)
	Handover of the administrative form by the applicant
	Waiting time (Decision to accept the application by the RPL staff)
Application screening and eligibility	Guidance 2 (intermediate, including advice about evidence gathering)
	Handover of the eligibility portfolio
	Eligibility interview
	Waiting time (Decision to send the applicant to the assessment by RPL staff))
Assessment (of learning outcomes and competences)	Guidance 3 (comprehensive, especially concerning the preparation to the assessment)
	Handover of the portfolio of [self-analysed] competences.
	Waiting time (Analysis of the portfolio of competences by assessor(s))
	Waiting time (Convening notice send to applicants)
	Supplementary assessment (see Box 11)
	Interview with the panel of assessors
Certification (of competences)	Waiting time (Validation of the learning outcomes and competences)
	Waiting time (Making and stamping of the qualification) – Recording of outcome
	Awarding of a qualification to successful applicants.
	Explaining the reasons for failure to unsuccessful applicants. Suggestions for further practice, or formal education and training.

**Thank you so
much**

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Funded by the European Union

African Union

ETF Working together Learning for life
European Training Foundation

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Facilitating the Discussion: Some Key Questions

- What are the most important benefits from RPL in Eswatini?
 - People? Government? Economy? Employers? Workers?
 - NQF? Education and training system?
- What enabling conditions does a country have already towards a vibrant RPL system and a set of practice?
 - What else should be done, changed, enhanced?

Key Idea/issues # 1

Target group:

- RPL/RNFILO is for people with competences...
... but without the corresponding qualification
- Useful also for specific groups: migrants, refugees, post conflict situation
- For people without competences and skills (if any), the next best alternative is: education and/or training

Some Key Issues for Triggering the Discussion

Key Idea/issue # 1

Target group:

- RPL/RNFILO is for people with competences...
... but without the corresponding qualification
- Useful also for specific groups: migrants, refugees, post conflict situation
- For people without competences and skills (if any), the next best alternative is: education and/or training

Key Idea/issue # 2

It is the learning outcomes that are assessed, and potentially validated, not the learning



Key Idea/issue # 3

- Assessment is the heart of the system; for
 - Trust
 - Parity of esteem
- And because the input process is unknown

Key Idea/issue # 4

- **Double currency:**
 - In the education and training formal system
 - In the labour market

Key Idea/issue # 5

- RPL is relevant in all education and training sectors:
 - Adult learning,
 - TVET,
 - Higher education
- More relevant for adults, because applicants need to prove they have experiential learning outcomes, and therefore experience
- RPL for young people is an option but more difficult to implement

Key Idea/issue # 6

- RPL is relevant in all education and training sectors:
 - Adult learning,
 - TVET,
 - Higher education
- More relevant for adults, because applicants need to prove they have experiential learning outcomes, and therefore experience
- RPL for young people is an option but more difficult to implement



Key Idea/issue # 7

- RPL is about visibility of competences



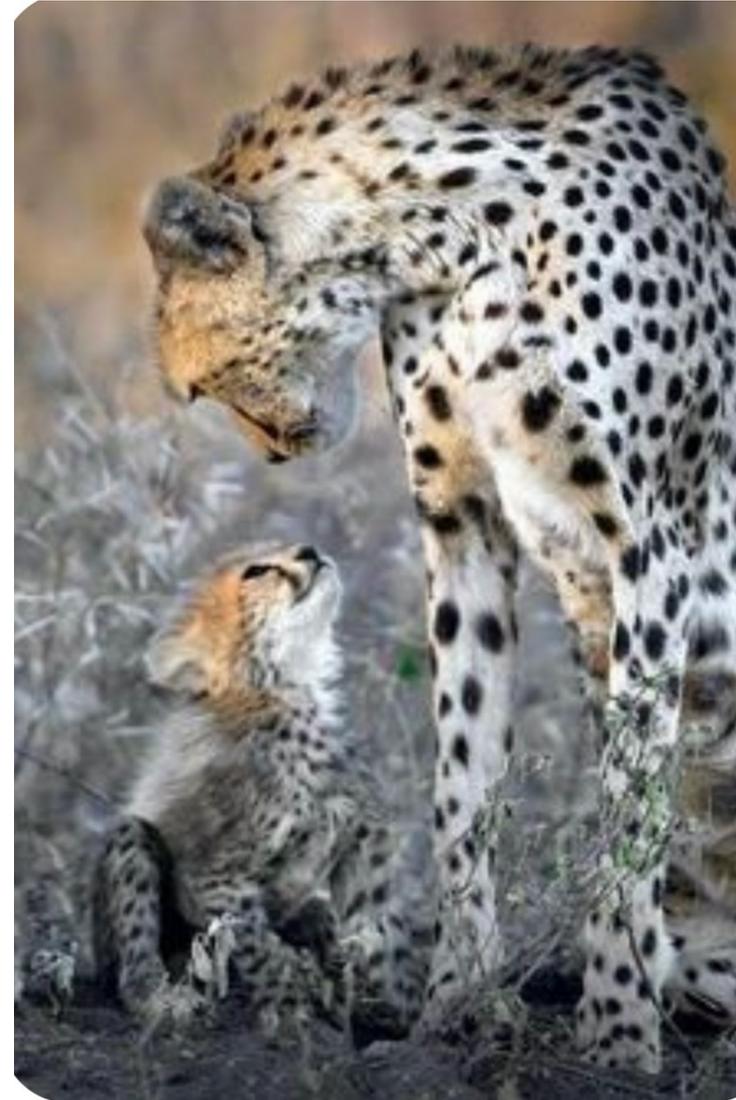
Key Idea/issue # 8

RPL is another route to qualifications



Key Idea/issue # 9

- RPL is about equity
- One of the most inclusive approaches in the field of education and training



Key Idea/issue # 10

- RPL/RNFILO demands that the country has already adopted a **learning outcome-based system**
- I.e., curriculum and qualifications standards are clearly written in terms of competences and skills
- And also, the Law should state that a qualification is the result of a learning **process**, **not** a learning programme
- If the Law says a number of hours is necessary for such and such qualification, RPL will prove difficult to implement

Key Idea/issue # 11

- What matter is:
 - **Societal recognition**
(Not only technical recognition)
- Idea:
 - Involve key stakeholders up front in the process
 - Create a sense of ownership (the objective of the communication policy/strategy)

Key Idea/issue # 12

- RPL is key for **employability**
- Because a qualification is one of the main components of employability
- But RPL does not provide a job ☹ ☹ ☹
- It helps with finding or keeping a job, and with better wage and promotion

Key Idea/issue # 13

- RPL is not a competitor to the education and training formal system
- It's a companion 😊
- With a paradigm change, which empowers and democratises learning



Key Idea/issue # 14

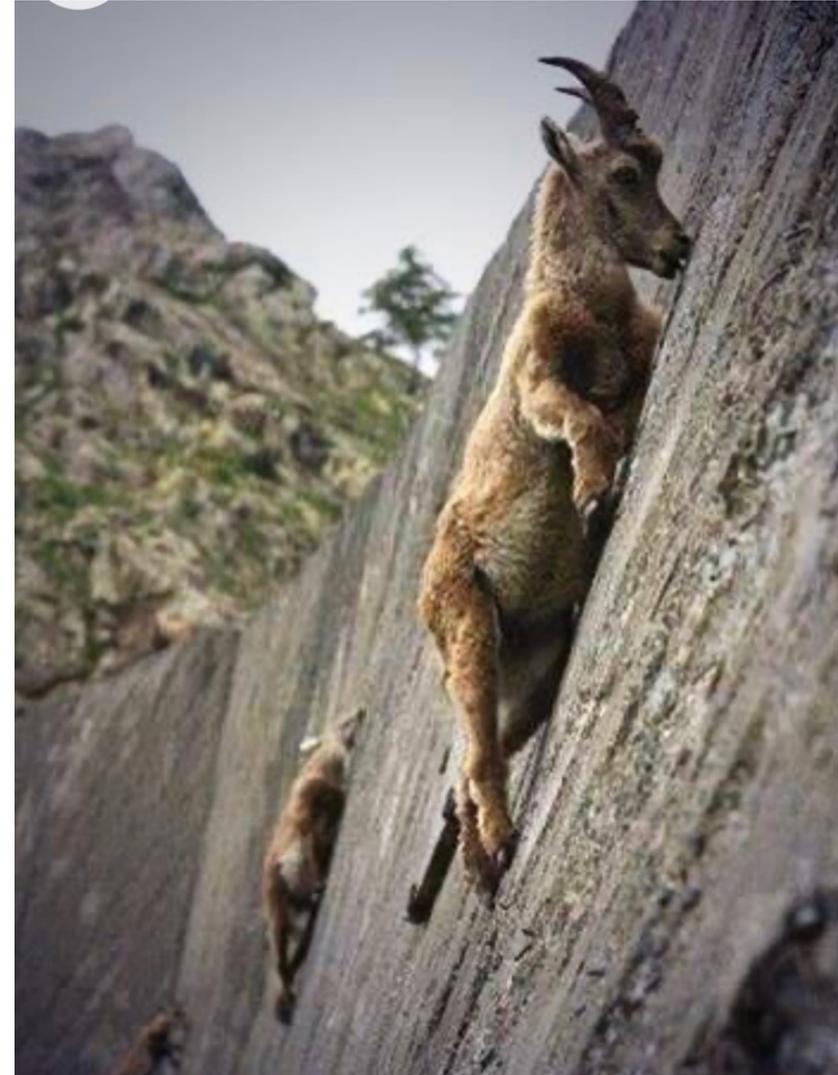
RPL needs a **smart**
governance

(Clear leadership, key stakeholders involved, key issues well identified: cost, price, funding, training of staff...)



Key Idea/issue # 15

- Take **no** risks
- Run a **pilot**
- A **vertical** pilot



Key Idea/issue # 16

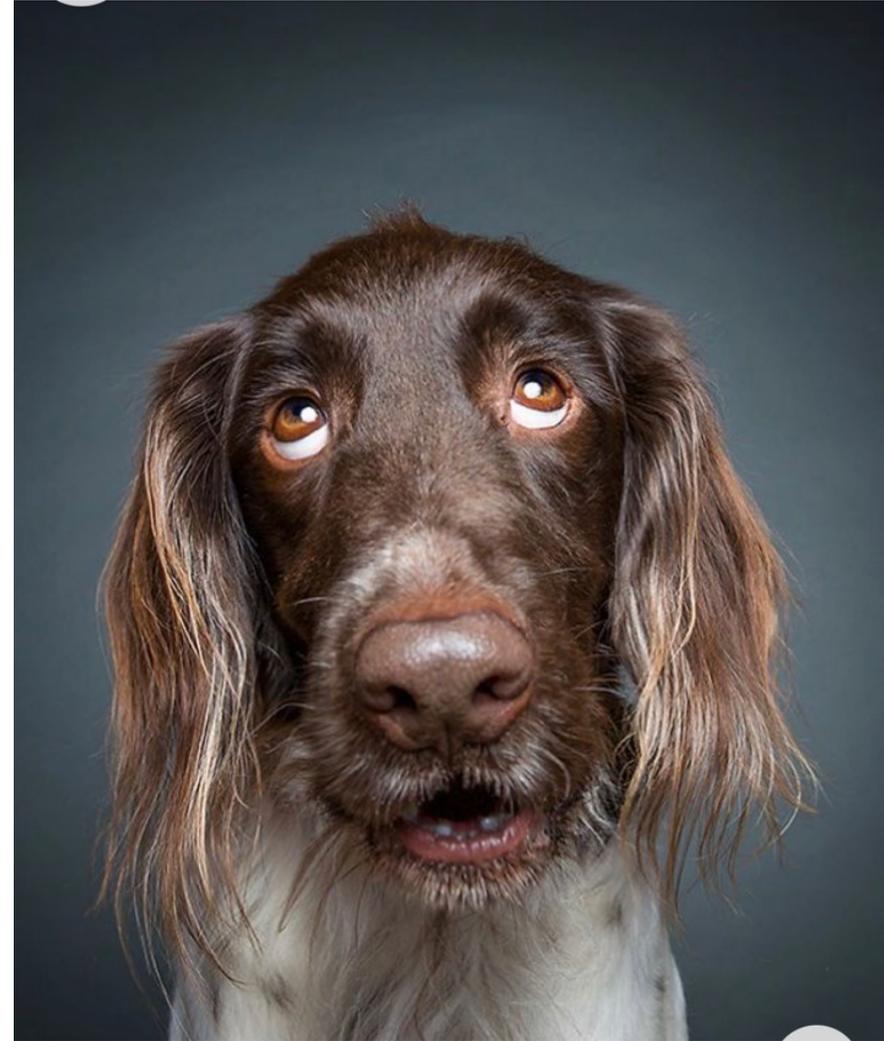
- Do not leaves candidates on their own
- Proper **guidance**
- Strong evidence, guidance is key for:
 - Success in the RPL assessment process
 - Success later in the labour market in using newly acquired qualifications



Key Idea/issue # 17

There are many barriers, mostly psychological

- Many stakeholders are against RPL
- You will be told:
 - “You will award qualifications to everybody”
 - “You will award undeserved qualifications”
 - “You will create a competitor to the formal education and training system”
- Recommendation: explain, explain, explain

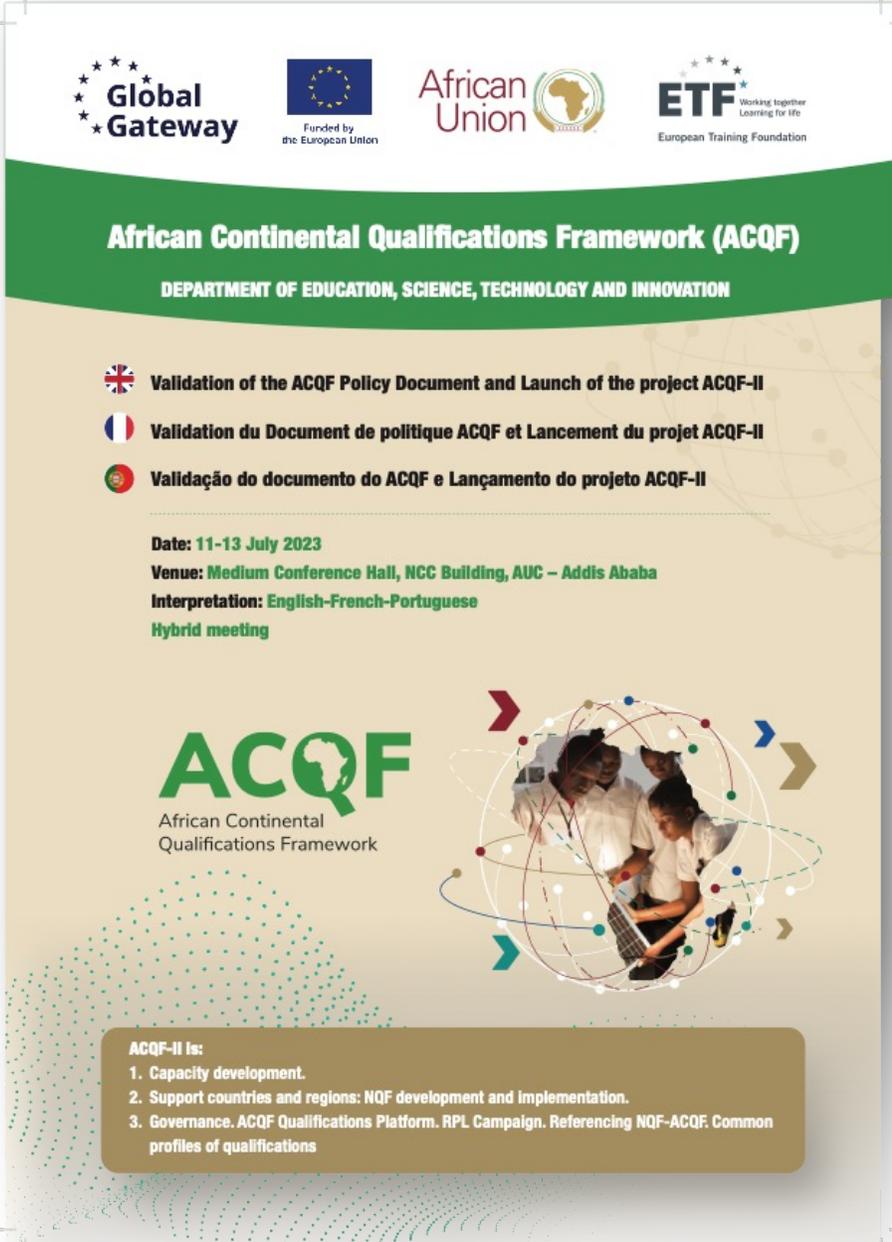


**Thank you so
much**

Questions?



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3. Governance. ACQF Qualifications Platform. RPL Campaign. Referencing NQF-ACQF: Common profiles of qualifications

- With the standards we enter the discussion about assessment

Assessment

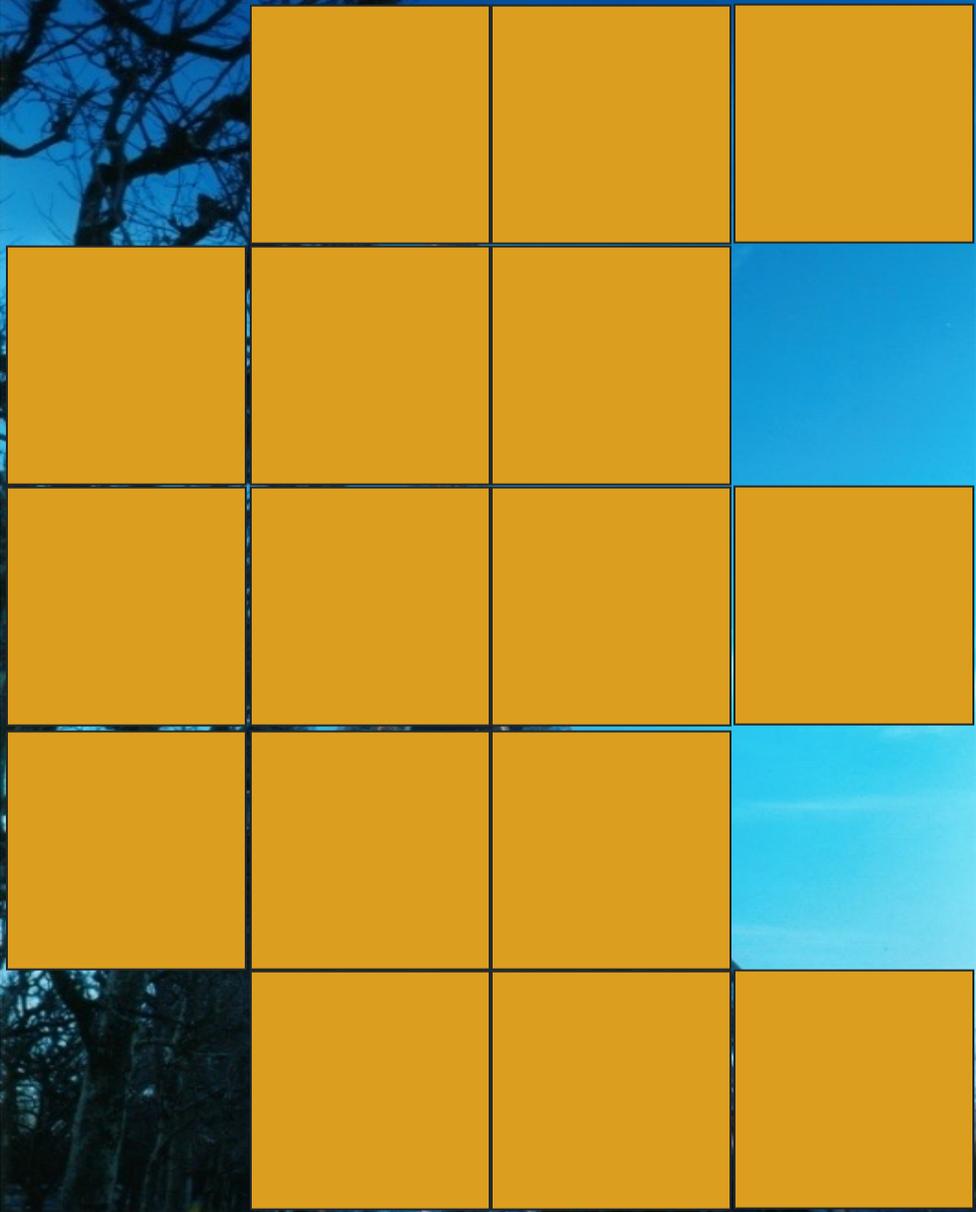
- Assessment: where do you need to look? How much do you need to see?
- Key components of assessment
- Eligibility: an issue on its own
- The key to RPL assessment
(Assessment Procedures vs. Assessment **Standards**)

ASSESSMENT: How Much do you Need to See?

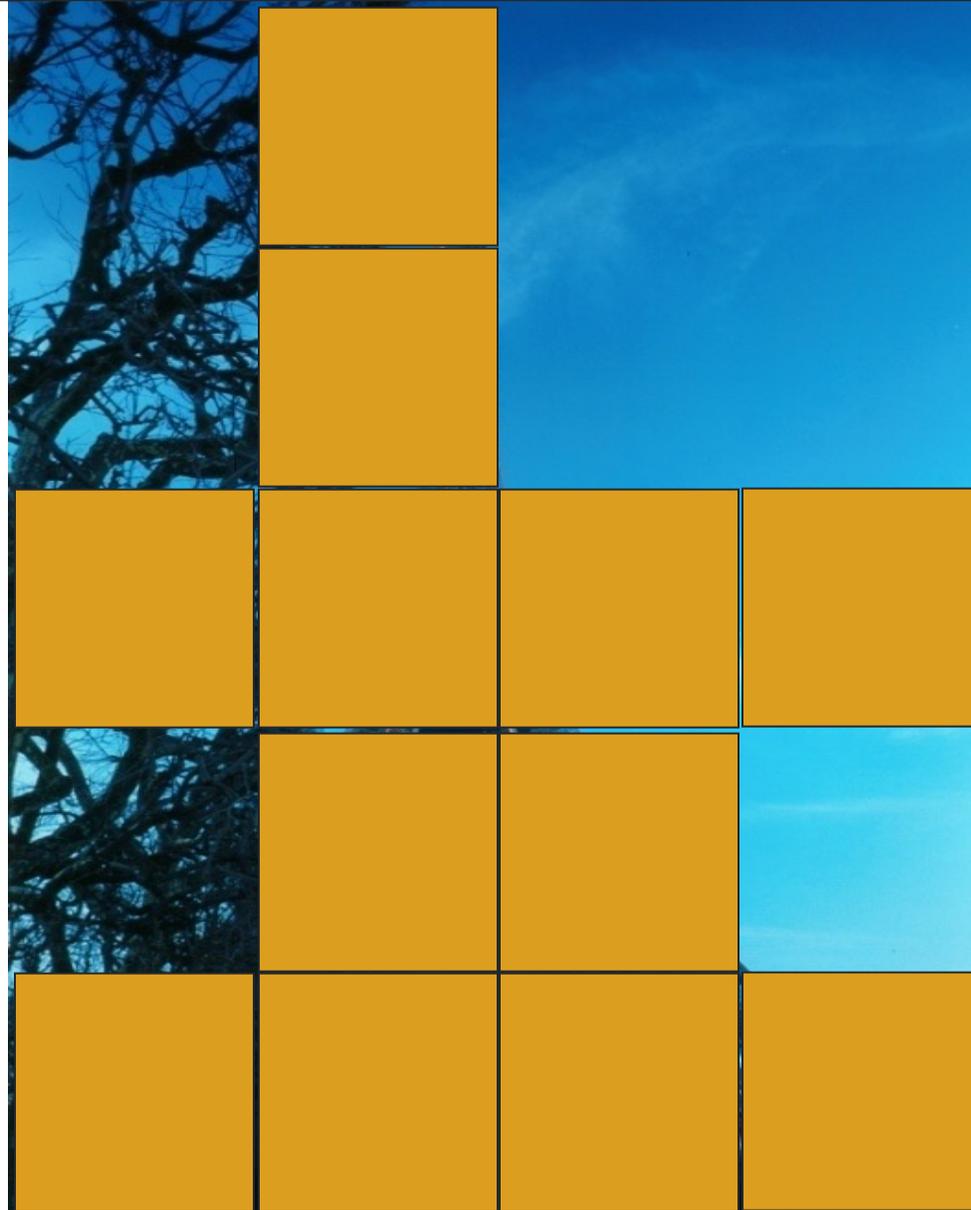
ASSESSMENT: How Much do you Need to See?

ASSESSMENT: How Much do you Need to See?

4 squares
But does
NOT help
much!
☹️



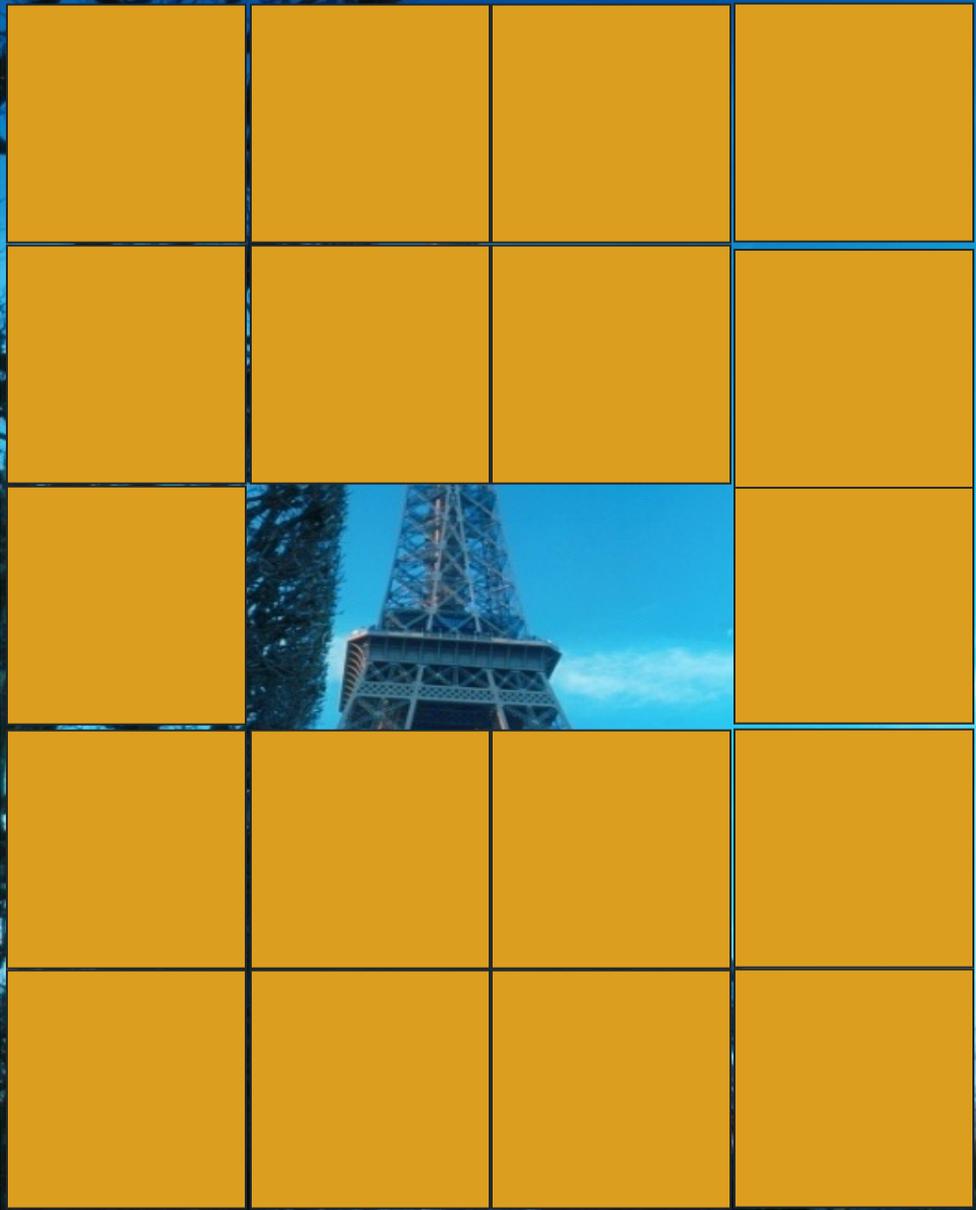
**Where do
you need
to look?**



ASSESSMENT: How Much do you Need to See?

**2 squares
only but
Better!**

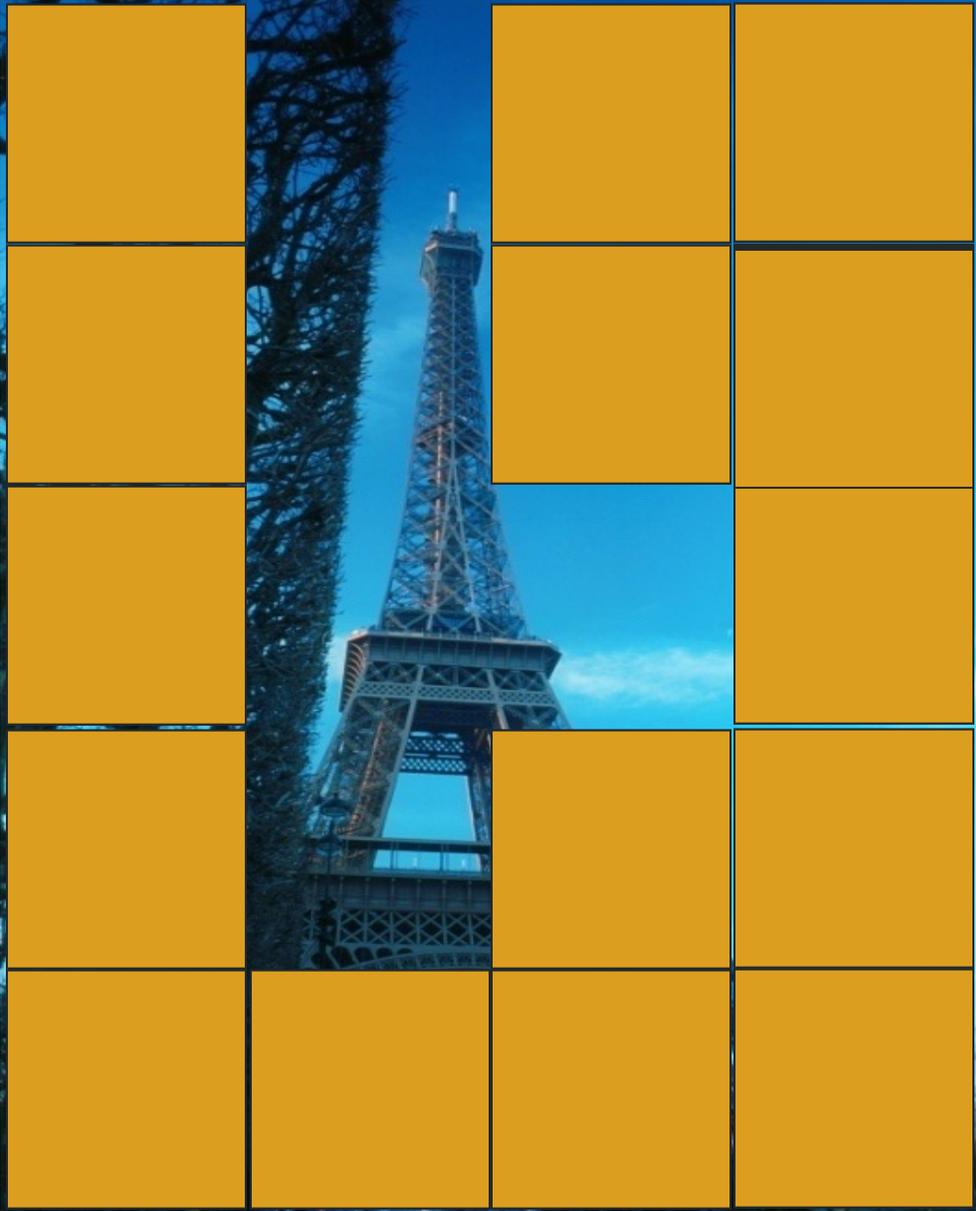
😊😊😊



ASSESSMENT: How Much do you Need to See?

**Probably
enough**

😊😊😊



You may not
need to see
the full
picture to
figure out
competences
and skills



Assessment – The Heart of the System

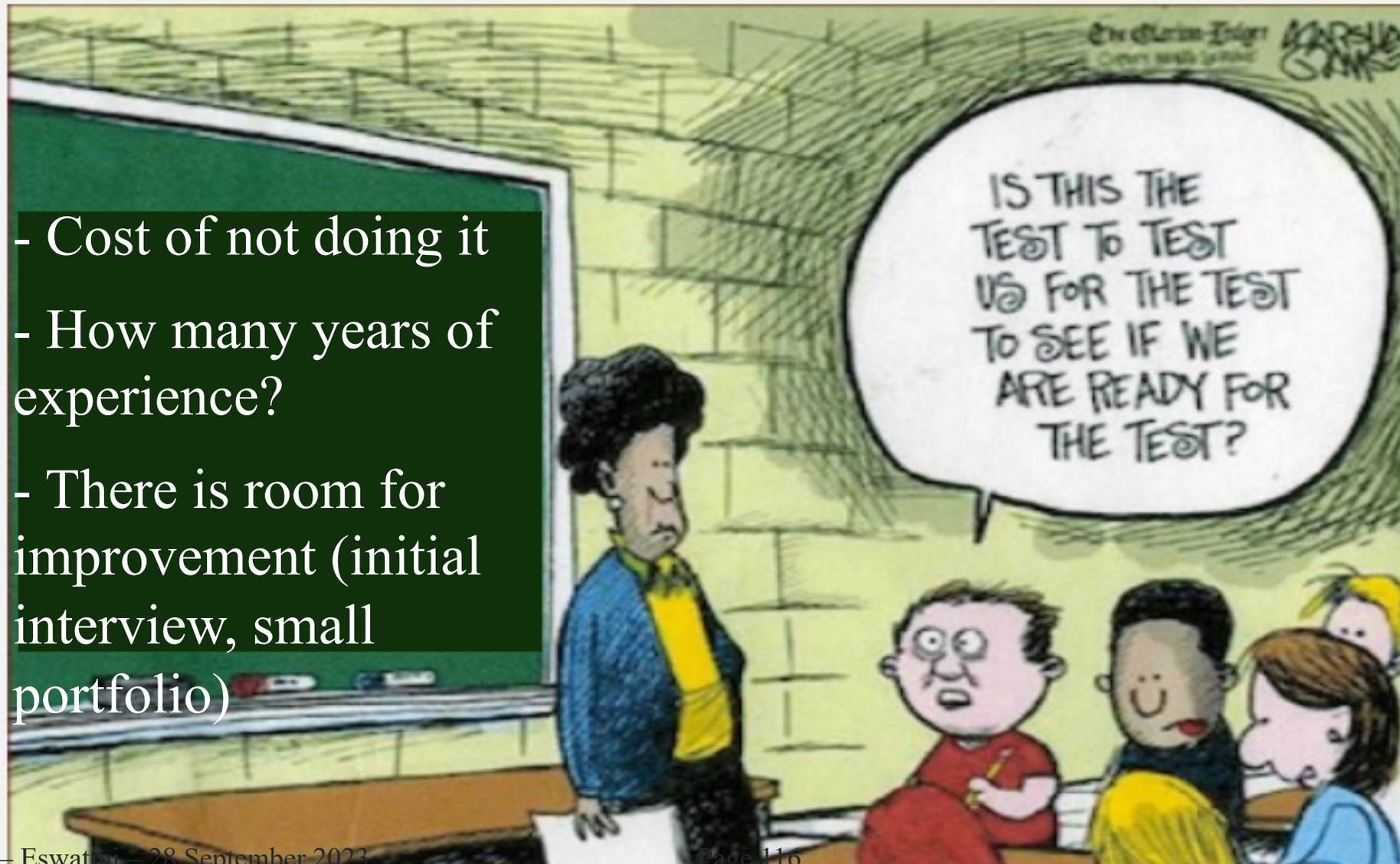
- At least:
 - Transparent
 - Valid
 - Reliable and fair
 - Authentic^o
- Quality Assurance (depending on the level of formalisation you need) (see Session 7)
- Professional assessors (teachers? professionals? RPL experts)

Assessment – Methods

- Simulation
- Observation
- Portfolio (a self-reflecting tool, not a list)
- Written examinations
- Tests
- Interviews
- Panel
- Practical task(s)
- Virtual reality
- A mix of all or part of the above

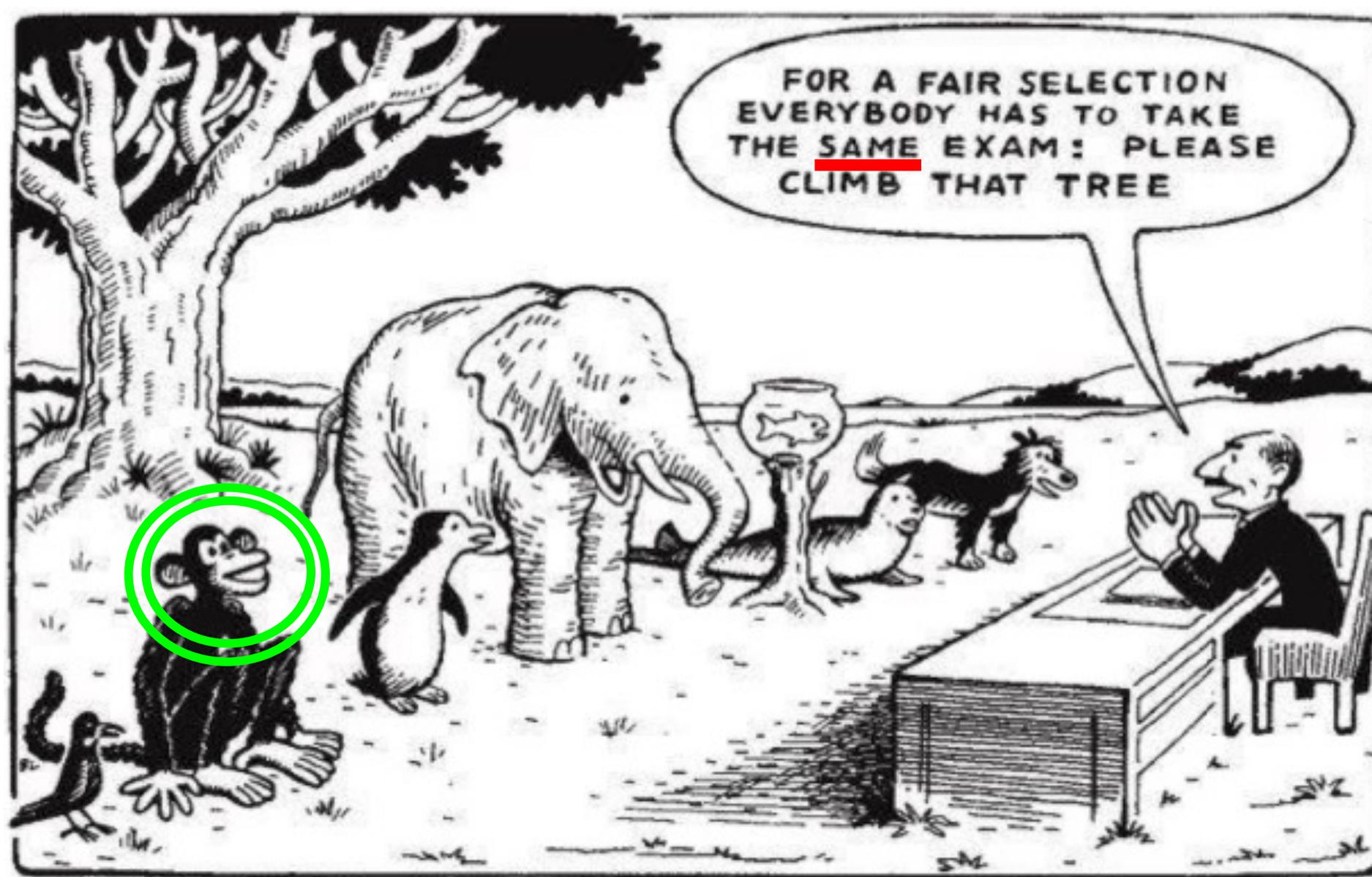
Initial Stage: Eligibility (or the Right to Apply for RPL)

- Cost of not doing it
- How many years of experience?
- There is room for improvement (initial interview, small portfolio)



The Key to RPL Assessment

- Same assessment standards...
...but different assessment procedures



Exact reference unknown (see for instance: <http://imgur.com/VPqOi>) - Maybe Based on Einstein's quote

Main Challenges re: Assessment

- For guidance officers, together with the candidates, finding the qualification(s) that matches the candidate's experiential learning outcomes (match with the Qualifications Standards)
 - Promising avenue: holistic portfolio
 - Having qualifications standards written in terms of learning outcomes (competences and skills)...
- ... or elaborate them

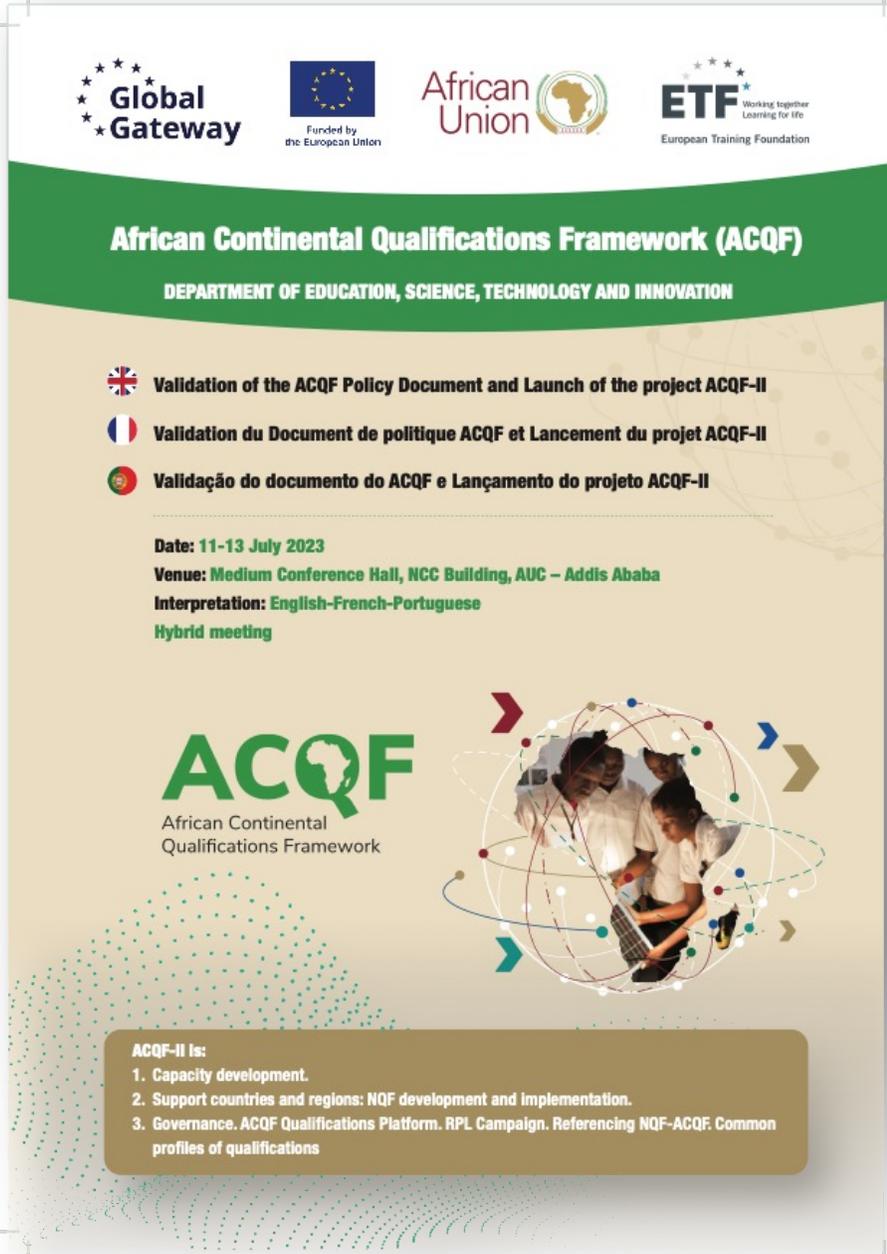
- Fact: all education and training institution assess learning outcomes and most of them award credits and or qualifications
- RPL is based on the exact same principle except that the acquisition of learning outcomes is not monitored (nor quality assured, see Section 7)
- RPL assessment is not an assessment against a curriculum
- RPL assessment is not an assessment done by the teacher/lecturer/trainer/professor

- But: what is awarded to successful candidates must carry the same value, and have the same currency in the labour market and the society at large
- So, there must be a common reference: the standard
- Occupational standards (statements of the activities and tasks; tool for employers)
- Assessment standards (statements of the learning outcomes to be assessed, for assessors)
- Qualification standards (all rules)
=> The last 2 have criteria for assessors

Assessment – Recommendation

- Consult – with your stakeholders – about what would be acceptable in terms of procedure
- Use existing assessment or qualification standards or elaborate some (possibly from occupational standards)
- Communicate about it (transparency)
- Do quality assurance at the level of assessment (most appropriate moment to do it, because the learning process is unknown) (see Session 7)

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- The input process is unknown
=> Quality assurance cannot be organised where it is organised in the formal education and training system: training of trainer, teaching of teachers, learning material, qualification of teacher/trainers, facilities...)
- In the case of RPL, quality assurance may be organised only during the assessment (from initial information to final assessment: see Section 4, the RPL process)
- Quality assurance needed for creating **trust**

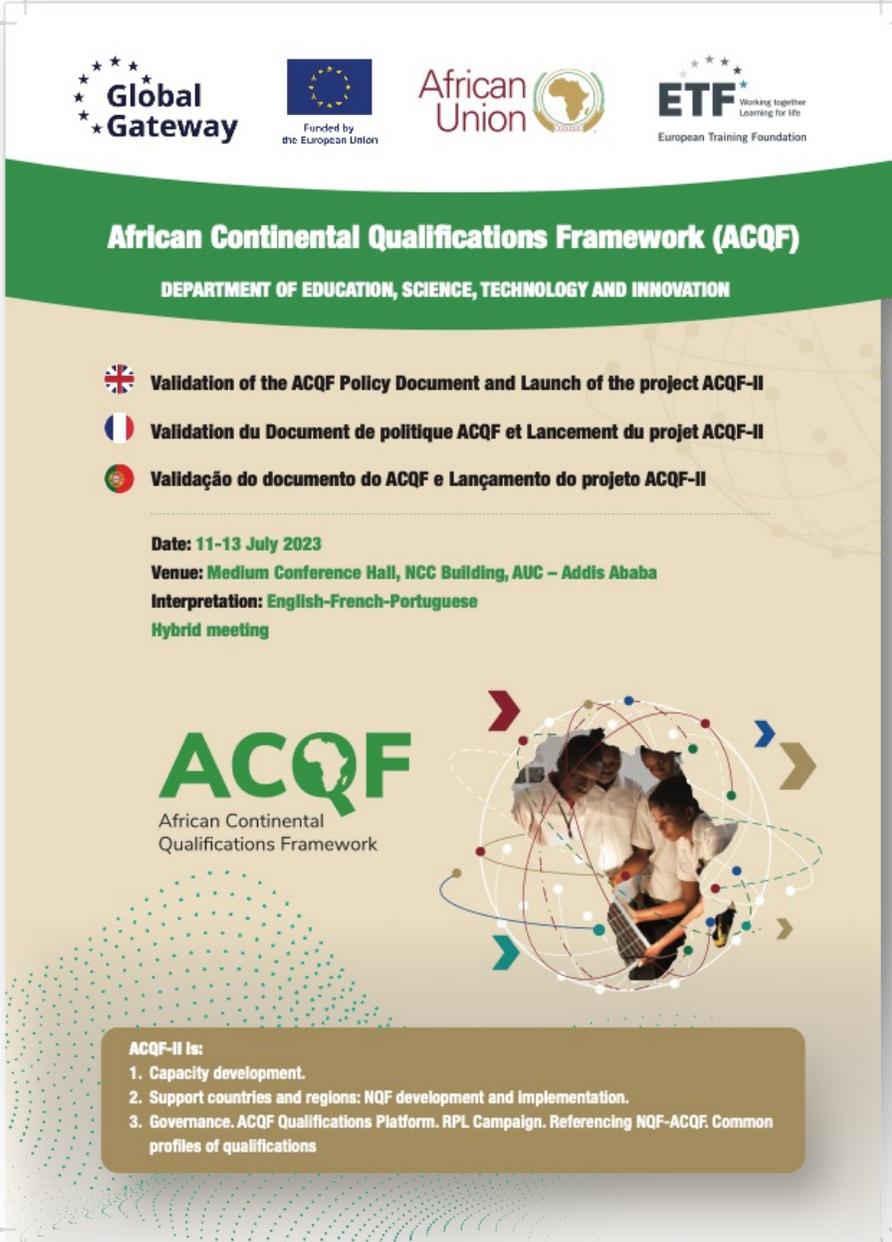
- Certainty vs. complexity (a necessary pragmatism)
- The help of national qualifications frameworks
- Quality assurance and monitoring and evaluation
- Quality assurance and guidelines

- General aim of quality assurance in RPL
- Specific objectives of quality assurance in RPL

- Digitalisation

- Licensing vs. accreditation
- Licensing and then accreditation

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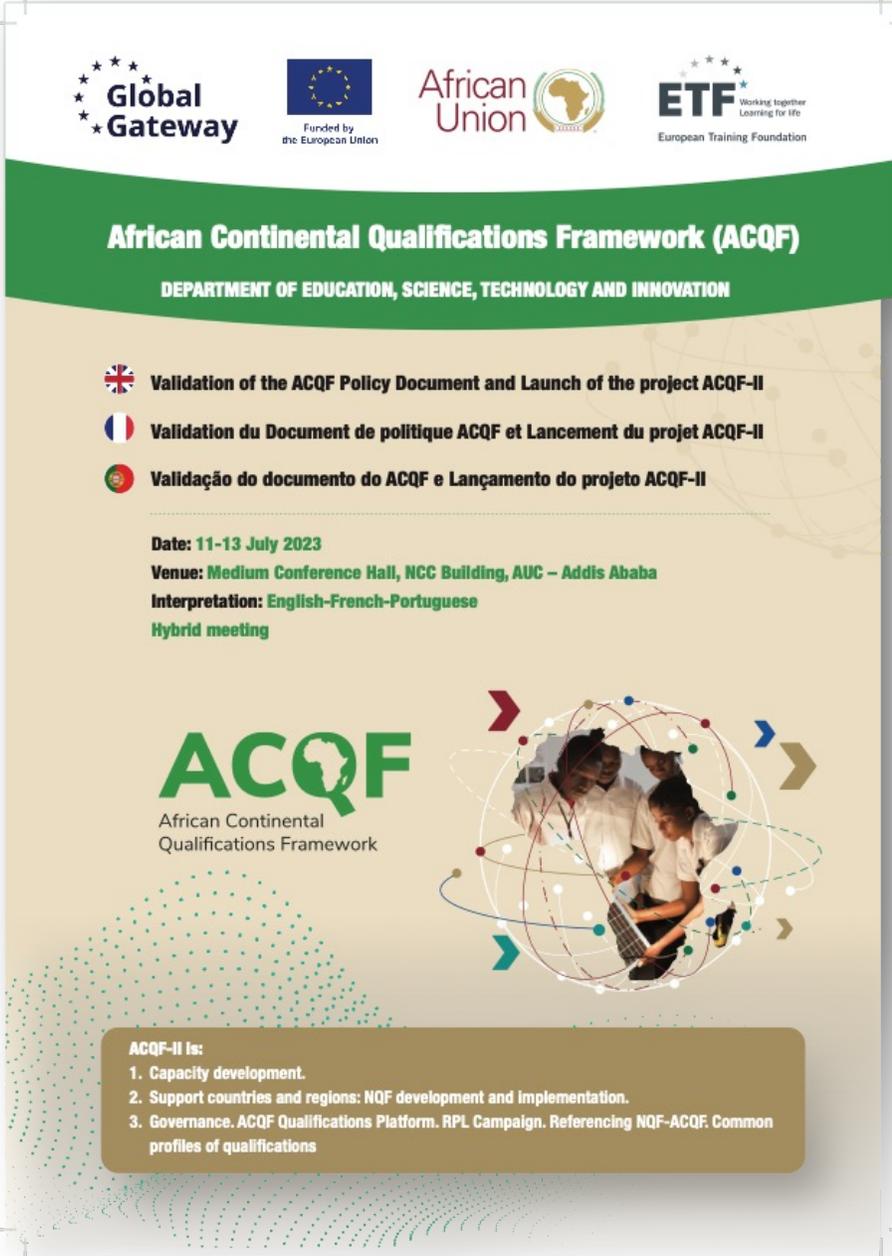
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- Role important of NQF in RPL
- The NQF in TVET, in HE
- Common features (transparency, equity, visibility, learning outcomes)
- Catalogue of qualifications (NQC, a coordination mechanism)
- RPL a condition for registration in the NQC
- The necessary creation of user-friendly qualifications

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- Your turn:
 - Questions
 - Your own experience to share
 - The situation in Eswatini regarding RPL and related issues (e.g., standards, qualifications catalogue)
 - The options for Eswatini regarding RPL (in the short/medium term)
 - The possible hindering factors
 - The acceptance of RPL in the society
 - The currency of RPL qualifications

Merci

Questions and comments please to patrick.werquin@gmail.com
