



UNIVERSITY of the
WESTERN CAPE

UNIVERSITY OF WESTERN CAPE {UWC}

POLICY:

RECOGNITION OF PRIOR LEARNING (PRL):
POLICY, PROCEDURES AND PRACTICES AT UWC

Policy for Nursing Programmes
(in addition to other RPL Policies)

APPROVAL: C2014/03



UNIVERSITY *of the*
WESTERN CAPE

School of Nursing
UWC

Recognition of Prior Learning (**RPL**) for
Nursing Programmes
Supplement to the current UWC RPL policy

2013

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1. CONTEXT OF RPL AT UWC

UWC's mission statement declares its commitment to lifelong learning. The University is committed to "increased access to a diverse range of students will occur through alternative admissions, which will include testing for academic potential and recognition of prior learning."

The university aims that RPL is a strong feature of learning pathways. RPL is central to UWC's strategies for increasing student access and success at UWC. UWC is embracing RPL because it is committed to equity and redress and to valuing diversity in modes of learning.

In accordance with SAQA regulation No. R452 of 1998, the award of a qualification at UWC "may be achieved in whole or in part through the recognition of prior learning" (*Government Gazette* Vol. 393, No. 18787).

- 2:... COMMITMENT OF THE SCHOOL OF NURSING TO THE RPL PRINCIPLES

UWC's approach to RPL is 'learning-centred'. This means that it seeks a balance between the educational objectives and values of the University on the one hand, and of the learner(s) on the other, with the promotion and quality of learning being maintained as the primary focus.

The School, in line with the RPL at UWC will adhere to sound assessment practices, ie fairness, validity, reliability, transparency and practicability.

In the case of RPL for core modules of a programme/qualification, strongly commensurate learning outcomes will be required. ie the learning outcomes demonstrated through RPL will closely resemble those envisaged for a module of study. In the case of RPL for elective modules, learning outcomes need not match exactly. All learning will be assessable in terms of content and level.

The RPL assessment in the School of Nursing will take cognisance of different assessment methodologies and select those that are appropriate to the particular instance.

3. PROCEDURES AND PRACTICES

The School of Nursing will follow the UWC, Higher education, SAQA and SANC procedures and practices. Students seeking access to the university through RPL should apply to the RPL Office at the Division for Lifelong Learning: 021 959-2799, lifelong@uwc.ac.za.

In line with the RPL policy of UWC, the School of Nursing support the ongoing development of procedures and practices at the institutional, faculty and departmental

levels. The UWC RPL stipulates procedures for access to or advanced standing in a nursing qualification.

Senate may admit a candidate who, in its opinion has attained the appropriate level of competence, to undergraduate or postgraduate studies. The School of Nursing will comply to the rule to follow the Senate guidelines, though may tailor the procedures to suit own purposes, e.g. SANC. Admission remains the prerogative of Senate, and the School of Nursing may not admit candidates on its own authority.

Anyone wishing to ascertain the feasibility of making an RPL application should seek advice at the Division for Lifelong Learning. The DLL may then refer the candidate to the School of Nursing. Anyone wishing to seek RPL will be required to make a formal RPL application to the faculty of Community and Health Sciences at an appropriate time.

4. SCHOOL OF NURSING

In the School of Nursing at UWC, undergraduate and post graduate programmes have developed clearly defined procedures for candidates in relation to their involvement in the stages of the RPL process: inquiry, application, initial counselling, ongoing mentoring and assistance in the compiling of a portfolio of evidence, submitting evidence for assessment, and appeal.

The relevant academic and other units will also make clear to prospective RPL candidates, the University's requirements regarding payment of fees.

RPL dimensions	Actions to be taken
Planning for an effective RPL process	
1. Marketing the RPL process should occur in a transparent way	The RPL policy and procedures must be reflected in the brochures (marketing, recruitment and selection documents) of the School of Nursing
2. Adequate training and skills of lecturers in the process of RPL are a necessity	Lecturers should attend the courses offered in the University at Division for Lifelong Learning and training and development opportunities in relation to RPL where applicable Lecturers should register as assessor and moderators at the SANC
3. Programmes RPL teams/committees should be formed per discipline according to the five programmes	Programme RPL teams/committees should be established (at least 3 members in a team) within the programmes of Nursing Science according to specialities; E.g. Nursing Education team Midwifery and neonatal nursing team Psychiatry team Nursing management team

	<p>Community health team B Nursing team</p> <p>The RPL committees will monitor and annually review the RPL policies and assessment practices. The RPL committee will oversee the RPL process and establish quality management, advise the HOD and Dean, train staff and manage the admin of the RPL process</p>
<p>4. RPL documents to be designed in specialized fields of nursing</p>	<p>Each responsible subject specialist should</p> <ul style="list-style-type: none"> - state clear learning outcomes for the applicable modules of the specialized subject - review what evidence the candidate must produce in order to be rated competent - decide on the assessment method and the instrument to be used that is acceptable for the organizational and learner context <p>Each subject specialist should design a specific pre-assessment plan interview checklist and detailed document regarding the format of e.g. a portfolio, test, assignment, oral examination, or interview to be completed by a potential candidate, and <i>discuss and verify it with the discipline team</i>. Portfolio development should be in line with the requirements stipulated in the Faculty and UWC RPL policy.</p> <p>The latter RPL documents should be revised on a regular basis to be in line with the requirements of the SANC.</p>
<p>5. The necessary human resources should be identified to be involved to oversee the RPL implementation process</p>	<p>For each nursing programme the following persons should be identified and appointed to foresee a fair RPL implementation process:</p> <ul style="list-style-type: none"> - RPL advisors (general) - RPL advisor (specific) - RPL moderator Program coordinator - RPL verifier Head of School - RPL Assessor - WHO/STTI advisor of the Africa region (if available) <p>The above persons should fulfill their functions as</p>

outlined in the Faculty RPL policy.	
Implementation of the RPL Process in the School	
This process should be in line with all the principles as outlined in the RPL policy drawn for the Faculty of Community and Health Sciences.	
6. Evaluation of the candidate in relation to the subject field should be completed	<p>The candidate can contact and apply for RPL at the General RPL Advisor who should evaluate and verify the following aspects:</p> <ul style="list-style-type: none"> - NQF level at which a previous course was taken - The duration and content/modules of the course <p>Credits against equivalent NQF level Current registration at SANC Clinical experience in the field of choice Exemption from courses done previously at RAU.</p> <p>Provides guidelines for RPL application Reviews applications for completeness and submit to RPL committee Communicates the results of the Committee to the candidate</p>
7. Administrative standards should be in line with the Faculty RPL policy	<p>The RPL committee should manage the administration of the RPL process regarding recording applications, selection, assessment and transcripts where applicable. The RPL committee should provide General RPL Advisor of the School/faculty with required information if requested.</p>
8. A pre-assessment plan interview should be conducted with the candidate	<p>The relevant subject specialist or specific RPL advisor conduct a pre-assessment plan interview with the candidate according to which the candidate is informed about the RPL method and procedure that will be followed regarding his/her specific field of interest</p> <p>The pre-assessment plan interview should be conducted according to a interview schedule/checklist</p> <p>The Specific RPL Advisor fulfill her/his role as outlined in the Faculty RPL policy.</p>
9. The RPL should be conducted according to the RPL-assessment plan	<p>The relevant subject specialist establish a conducive environment/venue for the RPL event</p> <p>The subject specialist compile assessment criteria for evaluation of the RPL evidence to be submitted</p>

	by the candidate Academic standards as outlined in the Faculty and SANC policy should be adhered to
10. The RPL evidence should be submitted on request for exemption or RPL activities	The RPL Assessor of the specific subject will - examine the content and depth of the portfolio in accordance with the programme/subject learning outcomes and assessment criteria compiled to evaluate the RPL evidence - grades and writes a report on the evidence
11. The necessary process with SANC follows	The RPL Assessor and general School advisor complete the process with SANC

References

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SANC. 2009. Guide for the implementation of Recognition of Prior learning by nursing education institutions. Pretoria.SANC.

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