



ACADEMY OF
TECHNOLOGY
AND INDUSTRY
by UCT ONLINE HIGH SCHOOL

ACADEMY OF TECHNOLOGY AND INDUSTRY RECOGNITION OF PRIOR LEARNING POLICY



OVERVIEW

Purpose	This policy provides an overview of the information and rules relating to the Recognition of Prior Learning for Occupational Qualifications offered by the Valenture Institute's Academy of Technology and Industry. It should be read in conjunction with current policies and guidelines published by the QCTO.
Custodian	Chief Academic Officer
SME	
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Definitions

Credit Accumulation and Transfer (CAT): a system that allows learners to accumulate academic credits for successfully completed modules or courses and transfer them toward a qualification, either at the same institution or a different one.

Experiential Learning: the process of learning by doing. By engaging in hands-on activities and reflecting on those experiences, learners connect theoretical concepts to real-world situations. This method moves away from passive, rote memorization to make education more meaningful and practical.

National Qualifications Framework (NQF): a comprehensive, 10-level system used to classify, register, and compare all formal educational and training qualifications in South Africa. The NQF standardises learning pathways and ensures qualifications are nationally and internationally recognised.



Occupational Qualification: a qualification accredited by the QCTO and registered on the Occupational Qualifications Sub-framework of the National Qualifications Framework.

Quality Council for Trades and Occupations (QCTO): the statutory body responsible for qualifications registered on the Occupational Qualifications Sub-framework of the National Qualifications Framework.

Recognition of Prior Learning (RPL): the formal, rigorous, and evidence-based assessment of a learner's existing competence against the specific learning outcomes of the modules within a registered qualification.



1. Preamble

1.1. The Valenture Institute is committed to the principles of lifelong learning and providing access to education and training opportunities. In line with the national mandate, the Valenture Institute acknowledges that Recognition of Prior Learning (RPL) is a fundamental tenet of the National Qualifications Framework (NQF) and is essential for redressing past injustices and recognising competence gained through practical workplace learning and experience.

1.2. This policy provides a framework for candidates to gain formal recognition for knowledge and skills acquired through informal, non-formal, or experiential learning, enabling them to be awarded credits towards an NQF-registered qualification or part-qualification offered by the Academy.

1.3 This policy should be read in conjunction with the Quality Council for Trades and Industry's "[Policy for the implementation of Recognition of Prior Learning \(RPL\) Policy](#)". References in the following paragraphs refer to relevant clauses in the QCTO policy.

2. Purpose

2.1. The purpose of this policy is to establish a framework for the implementation of RPL for all occupational qualifications and part-qualifications registered on the Occupational Qualifications Sub-Framework (OQSF) and offered by the Valenture Institute. This policy aligns with the QCTO Policy for the implementation of Recognition of Prior Learning (RPL) (QCTO Policy, Section 2).

3. Legislative and Regulatory Framework

3.1. This policy is developed in accordance with the National Qualifications Act (Act 67 of 2008) and the Skills Development Act of 1998. It is guided by the QCTO's mandate to develop and implement policy and criteria for Assessment,



Recognition of Prior Learning, and Credit Accumulation and Transfer (QCTO Policy, Section 3).

3.2. This document must be read in conjunction with the SAQA National Policy for the Implementation of the Recognition of Prior Learning (March 2013) and the QCTO Assessment Policy (19 March 2014).

4. Scope and Applicability

4.1. This policy applies to all prospective and current students, RPL practitioners, academic and administrative staff, assessors, moderators, and any external stakeholders involved in the RPL process at the Valenture Institute. It is applicable to all occupational qualifications and part-qualifications offered by the Valenture Institution as an accredited Skills Development Provider (QCTO Policy, Section 4).

5. Underlying Principles for the Implementation of RPL

5.1. The Valenture Institute is committed to ensuring that all RPL processes are:

- a) Fair, reliable, valid, ethical, and transparent.
- b) Consistent and responsive to the needs of our diverse student body.
- c) Designed to use fit-for-purpose methodologies that reflect a high level of cognitive challenge.
- d) Free from unfair exclusion.
- e) Empowering for potential learners, ensuring correct placement in programmes for their maximum advantage.
- f) Flexible and holistic, recognising a diversity of knowledge, skills, and learning styles.
- g) Supportive of lifelong learning opportunities.
- h) Aligned with the quality standards of the relevant qualification or part-qualification.



- i) Underpinned by the understanding that there can be no RPL without learning.
- j) Inclusive of on-the-job observation in evidence assessment practices where applicable. (QCTO Policy, Section 8)

6. Forms of RPL

6.1. The Valentre Institute will implement two forms of RPL:

- a) RPL for Access: This provides an alternative route for admission into a programme of learning for candidates who do not meet the formal minimum entry requirements.
- b) RPL for Credit: This provides for the formal award of credits towards a qualification or part-qualification registered on the NQF. (QCTO Policy, Section 7)

7. RPL Process and Assessment

7.1. The recognition of prior learning will involve a thorough evaluation and acknowledgement of the knowledge and skills a candidate has acquired, providing access to qualifications on the OQSF and, ultimately, to the External Integrated Summative Assessment.

7.2. The assessment process will evaluate a candidate's competence against the required outcomes of the knowledge, practical, and workplace experience components of the relevant occupational qualification.

9. Roles and Responsibilities

9.1. The Valentre Institute will:

- a) Develop and enhance its capacity to implement RPL in accordance with this policy.
- b) Establish a clear and accessible appeal process for RPL-related judgements. (QCTO Policy, Section 10.2)



9.2. The Valenture Institute will:

- a) Adhere to the requirements set out in this policy and by relevant governance structures.
- b) Meet professional requirements and participate in continuing professional development activities for the administration of the Recognition of Prior Learning. (QCTO Policy, Section 10.4)

9.3. RPL Candidates will:

- a) Engage with the process with the expectation of being treated without unfair discrimination.
- c) Respect the RPL processes and procedures of the Valenture Institute. (QCTO Policy, Section 10.5)

10. Complaints and Appeals

10.1. Any complaints regarding the RPL process should be formally lodged with the Valenture Institute.

10.2. The Valenture Institute will maintain a fair and transparent appeals procedure. Candidates have the right to be informed of this procedure.

10.3. A notice of appeal must clearly state the grounds upon which the appeal is being sought. (QCTO Policy, Section 11)

11. Quality Assurance and Monitoring

11.1. The RPL process is an integral part of the Valenture Institute's overall quality assurance system and is subject to the same quality criteria as taught programmes.



11.2. The Valentre Institute will ensure that policies, standards, and processes are established and adhered to, guaranteeing that the knowledge, skills, and values of learners are recognised and validated.

11.3. Ongoing evaluation, involving learners, staff, and external stakeholders, will be conducted. Feedback from learners on their RPL experience will be actively encouraged.

11.4. The Valentre Institute will continuously monitor and adapt its RPL services and assessments to enhance effectiveness, efficiency, and alignment with national standards and developmental objectives. (QCTO Policy, Section 12)