



CHAPTER 5

ACRONYMS USED IN CHAPTER 5

ABET	Adult Basic Education and Training
ALC	Adult Learning Centre
APEL	Assessment of Prior Experiential Learning
COSATU	Congress of South African Trade Unions
ETDP	Education, Training and Development Practitioner
ETQA	Education and Training Quality Assurance Body
NGO	Non-governmental Organisation
NQF	National Qualifications Framework
RPL	Recognition of Prior Learning
SAQA	South African Qualifications Authority
SETA	Sector Education and Training Authority
SMME	Small, Medium and Micro Enterprises

CHAPTER 5

A MODEL FOR THE RECOGNITION OF PRIOR LEARNING FOR THE ADULT BASIC EDUCATION AND TRAINING SECTOR IN SOUTH AFRICA

5.1 INTRODUCTION

The NQF and its governing body, SAQA, are an attempt to bind all education and training into an integrated system in which there are minimal barriers to mobility. According to the SAQA Bulletin (SAQA, 1999b: 11), it does not matter how a certain set (unit standard) of knowledge, skills and values has been achieved in order to be recognised by the NQF.

“As long as you can perform a specified task competently (demonstrating that you ‘have’ the required knowledge, skills and values) then you can be given credit and awarded a certificate. The process (in-put) is no longer to be specified (hence the importance of the “Recognition of Prior Learning”), what matters is the evaluated performance” (SAQA, 1999b: 11).

In South Africa, RPL is a key principle of the National Qualifications Framework (NQF) to be followed across all sectors of education and training (refer to Chapter 1, section 1.2.7.2). RPL in South Africa can be seen as a mechanism to accelerate the redress of past unfair discrimination in education, training and employment opportunities. RPL can empower individuals, it can provide a skill focus for employers and can assist in economic and social development.

Employers will be responsible for upgrading staff skills and qualifications. Companies will have to demonstrate the success of their training programmes in order to qualify for subsidies from the Department of Labour. The assessment

and recognition of prior learning will be central to the cost-effectiveness of this scheme because the tangible evidence of learner achievement and accumulation of credits will be utilised to qualify companies to obtain subsidies to augment internal training programmes in the field of continuous education and training.

A few institutions have already started piloting RPL (refer to Chapter 3, section 3.4) and others are bracing themselves for what seems to be an exciting yet arduous task. Many institutions are positively disposed to the idea of empowering the individuals whose skills and experiences have been overlooked. According to Gawe (1999: 25) “...*even those institutions that may be slow to consider transforming education will be pressurised to do so.*” This is as a result of what is spelled out clearly in the White Paper on Education (Department of Education, 1995: 18).

“A priority for the national and provincial Ministries of Education is to create a transformative, democratic mission and ethos in the new departments of education... and it is now the responsibility of all South Africans who have a stake in education... to help build a just, equitable and high quality system for all the citizens...”

According to Ralphs (1998: 12) and Gawe (1999: 22) it has become clear that the process of RPL is complex and several strategies would need to be examined in order to assess candidates correctly.

However, uncertainties and conflicting views that RPL should be qualifying and not certifying, i.e. the process of assessment does not have to lead to accreditation unless it is appropriate for the individual applicant, necessitates careful consideration when RPL models are developed in a South African context. Every education and training sector will have to decide on a model that would suit its circumstances best.

In this chapter an RPL model for the ABET sector in South Africa will be developed and discussed within the framework that emerged in the previous chapters.

5.2 PRINCIPLES AND SYSTEMS OF RECOGNITION OF PRIOR LEARNING

The essential principles for the development of an RPL model, as discussed in Chapter 4, are in accordance with the principles of the NQF (Geysers, 1999: 193; Rutherford, 1995: 122; Harris & Saddington, 1995: 26 and Cohen *et al*, 1994: 13). These principles, the minimum standards required for an effective RPL system (Chapter 2, section 2.8) as well as the following guidelines will be taken into consideration when developing an RPL model for adult learners:

- Validate the worth of learning they have achieved on their own.
- Demonstrate to them what they need to learn in order to achieve their potential, career or academic goals.
- Shorten the time necessary to earn credits for the various unit standards.
- Save them (or their company) money by reducing the number of courses they need to take.
- Enhance their pride and self-esteem for what they have accomplished as learners.
- Make them aware that learning is a lifelong process.

The RPL model of APEL, which is used at the University of Ulster, will also serve as a guideline in the development of the RPL model for the ABET sector in South Africa. This APEL model accommodates various options for assessing candidates. It is known as a Six-point Typology, and based on a set of six APEL systems. According to Bailey, O'Hagan & McAleavy (1998: 4) the methodologies used for each system focus on the development of the individual and social recognition and, where learners require it, accreditation. Each method relies on the notion of personal reflection. This enables the applicant to become familiar with his/her learning whilst at the same time recognising the value of his/her experience.

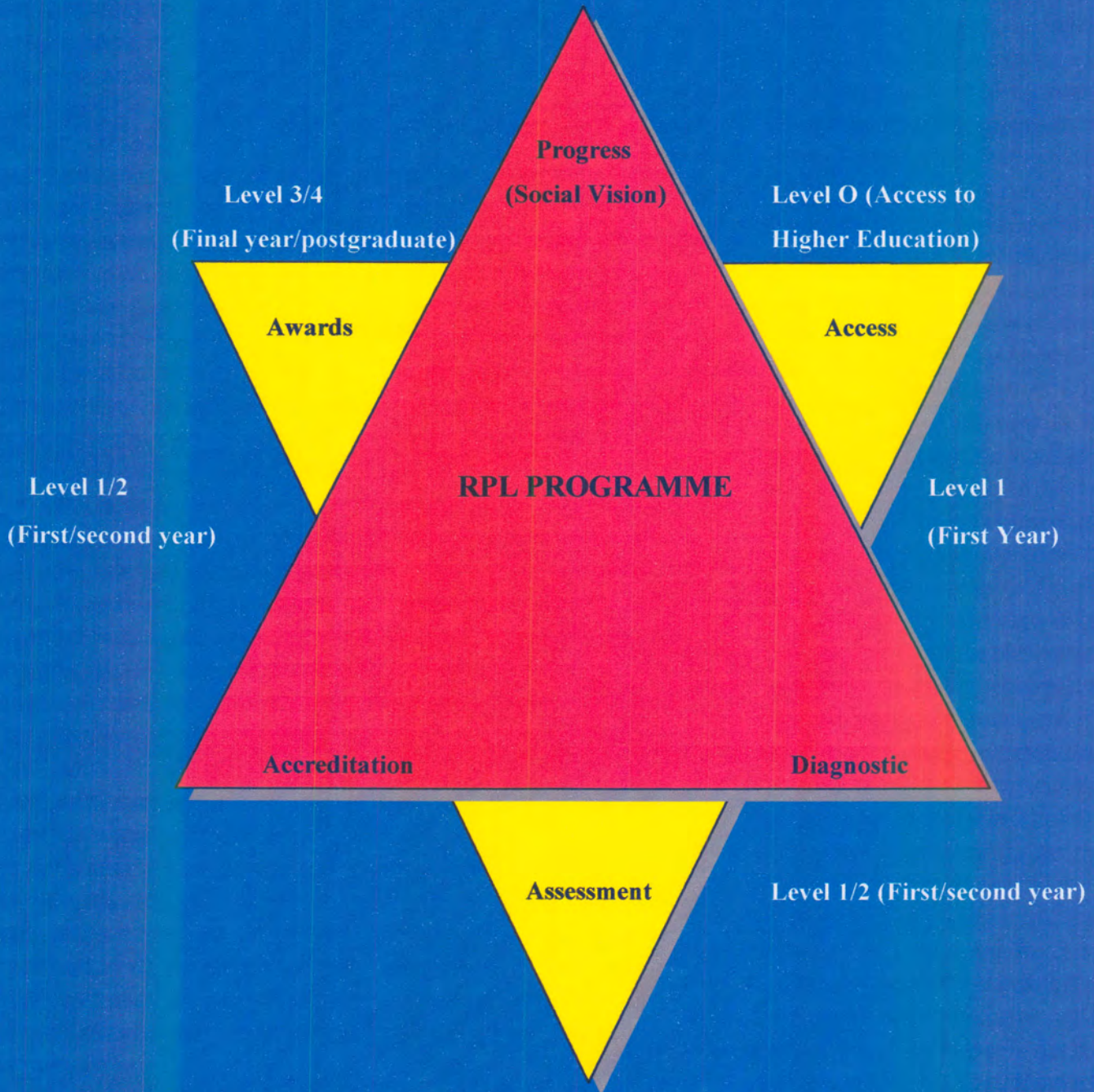
The diagram of the Six-point Typology System is displayed in figure 5.1 on the following page.



FIGURE 5.1

SIX-POINT TYPOLOGY

Level O (Access to Higher Education)



Source: Gawe, 1999: 24.

Gawe (1999: 24) explains the Six-point Typology as follows:

5.2.1 SYSTEM 1: ACCESS

The aim of the *Access system* is to enable applicants to demonstrate their learning and their capacity to undertake a course of study based on non-formal as well as informal learning acquired. An appropriate entry point allows the applicant to take up a course at the most appropriate level and not be required to spend time on skills already acquired.

5.2.2 SYSTEM 2: DIAGNOSTIC

The *Diagnostic system* offers applicants the opportunity to use APEL as a means of diagnosing their learning achievements by auditing their life, work and prior learning experiences.

5.2.3 SYSTEM 3: ASSESSMENT

The aim of the *Assessment system* is to offer applicants the opportunity to gain recognition by demonstrating experiential or certificated learning. In order to establish confidence and avoid repetition applicants should provide records of their achievements. It is difficult to assess learning that has not followed a traditional education route.

5.2.4 SYSTEM 4: ACCREDITATION

The *Accreditation system* focuses on the awarding of credits and thus certification in order to assist learners to gain entry at a higher level. The certification of achievement should be related to the formative and summative assessments made throughout the learning period (compare Burke, 1995: 161).

5.2.5 SYSTEM 5: AWARDS

The *Awards system* is referred to as the work-based learning system which can be identified as past, current or planned experiential learning. Little or no formal teaching takes place and awards are carried out in the workplace (i.e. learners will receive certification for their past, current or experiential learning). According to Gawe (1999: 25) the awards system would approximate some but not all the needs of COSATU.

5.2.6 SYSTEM 6: PROGRESS

The *Progress system* focuses on the programme of reflective learning. It could be used to assist disadvantaged or marginalised groups to participate in Higher Education. These groups at times fail to articulate correctly the kinds of skills they have and again it is essential to engage the services of an experienced assessor to guide the applicant.

However, it is important to keep in mind that the focus of the Six-point Typology system, as explained above, is on candidates who want to obtain access to Higher Education. The RPL model that will be developed in this study is applicable to the Adult Basic Education and Training sector.

5.3 DESIGN OF A RECOGNITION OF PRIOR LEARNING MODEL FOR THE ADULT BASIC EDUCATION AND TRAINING SECTOR

5.3.1 TYPES OF RECOGNITION OF PRIOR LEARNING

The NQF is an open system where people can enter and exit at any level. People will get recognition (credits) for their previous experiential learning and/or qualifications. The NQF will allow for the recognition of prior learning (see section 5.1). Skills and knowledge gained through formal or informal training as

well as through jobs and life experience will be assessed. The result of this assessment will be measured against a set of the appropriate unit standards (i.e. for the field of learning for which recognition is wanted) registered at a particular level of the NQF. If candidates meet the requirements of the unit standards, they will receive credits for their prior learning (compare Chapter 1, section 1.2.7.2).

However, it is important to note that there are *two types of RPL*:

- The recognition of prior *accredited* learning.
- The recognition of prior *experiential* learning.

According to Lockett (1999: 69) the *recognition of prior accredited learning* is relatively simple to implement, “...*provided there is a means of assigning value to both qualifications in terms of a common currency*”. The NQF has been established so that all qualifications across educational sectors will be registered on the NQF in terms of nationally agreed upon levels of complexity of the NQF and in terms of a uniform credit system. In this instance the *recognition of prior accredited learning* refers to exemption from certain programmes. In South Africa higher institutions have long been given exemptions across educational sectors.

The *recognition of prior experiential learning* is far more difficult to implement as according to Lockett (1999: 69) it “...*involves designing instruments which will capture, measure and evaluate learning which has been acquired experientially and informally in a range of differing contexts*”.

In South Africa the current discourse regarding RPL is the recognition of non-formal and informal learning. In developing an RPL model for the ABET sector, the *recognition of prior experiential learning* will be focused upon. A *support process* will be part of the ABET RPL model to ensure that potential RPL candidates are supported during the entire process.

5.3.2 PURPOSE OF A RECOGNITION OF PRIOR LEARNING MODEL FOR THE ADULT BASIC EDUCATION AND TRAINING SECTOR

An RPL model for the ABET sector can serve two purposes:

- ❑ *Firstly*, RPL can be conducted for *diagnosis, prediction* and *access purposes*; and
- ❑ *Secondly*, it can be conducted for the *purpose of awarding credits*.

These purposes also correspond to the Six-point Typology system as described in section 5.2 (figure 5.1).

Only a *brief* description regarding these purposes will be given due to the fact that detailed step-by step processes for each purpose will be discussed in the sections to follow.

5.3.2.1 *Diagnosis, Prediction and Access*

During this phase applicants' prior learning (usually non-formal and informal) will be judged to determine whether it is adequate for them to be admitted to a programme/course. As mentioned in section 5.2.1, the access phase will enable applicants to demonstrate their learning and their capacity to undertake a course of study based on non-formal and informal learning acquired.

5.3.2.2 *Award of credits and exemption*

During this phase the candidate will be able to demonstrate that he/she has attained the learning outcomes prescribed for a particular module (through formal and non-formal learning). He/she can be awarded credit for it and exempted from having to take the module formally.

5.4 THE RECOGNITION OF PRIOR LEARNING PROCESS

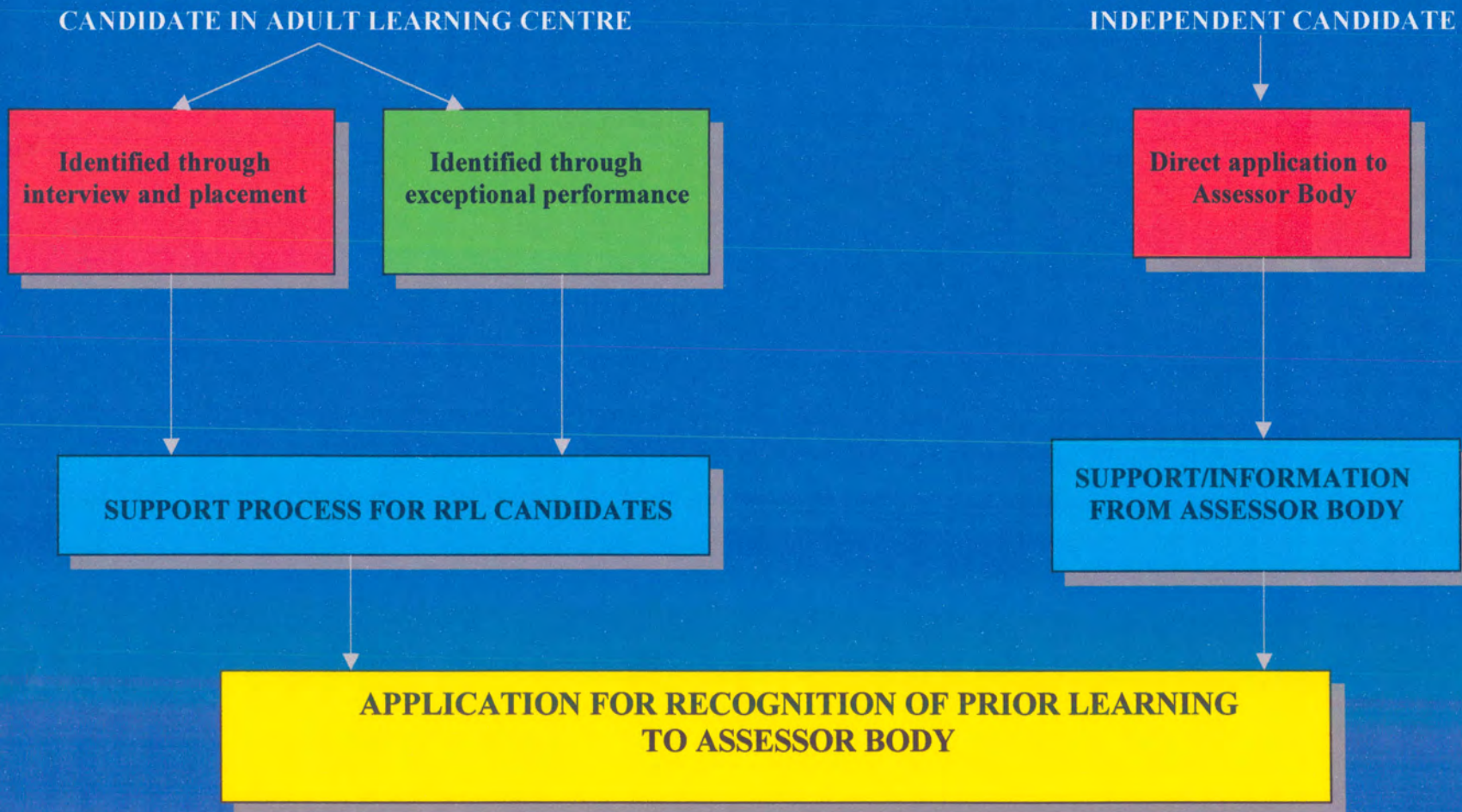
5.4.1 *APPLICATION FOR THE RECOGNITION OF PRIOR LEARNING*

A candidate may apply for the recognition of her/his prior learning through an *Adult Learning Centre* (ALC) or directly to the appropriate accredited *Assessor Body*. Figure 5.2 represents possible routes that a candidate can follow when applying for RPL.



FIGURE 5.2

APPLYING FOR RPL



5.4.1.1 APPLICATION THROUGH AN ADULT LEARNING CENTRE

(a) *Potential RPL candidates identified through an interview and/or placement assessment*

When adult learners come to an adult learning centre for the first time, they have to undergo placement assessments in order for them to be placed in the right learning area and at the appropriate ABET level. Before learners complete the selected placement assessment tasks, one of the educators can take learners for a short **private** interview. The interviewer should be a registered assessor.

The interviewer has to explain that the interview is confidential and that learners should feel free to ask any questions that they have.

Learners may be nervous when they come in for an interview. The interviewer should put them at ease and make sure that they understand the purpose of the interview. Background information to ABET at the centre as well as an explanation regarding the reason for doing the needs assessment should be given.

During the interview with the learners, the questionnaire on the following page (figure 5.3) can be utilised as a possible ***interview questionnaire***.



INTERVIEW QUESTIONNAIRE

SECTION A

The interviewer must complete this section and fill in the learner's details. Ask the learner the following questions and write his/her response clearly. Draw a circle around the YES or NO response.

1. Date of interview: _____
2. Surname: _____
3. First name: _____
4. Age: _____
5. ID number:

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6. Male/Female (tick the appropriate box): M F
7. Highest grade/standard passed: _____
8. Year in which this was passed: _____
9. Occupation: _____
10. Do you have hearing problems? YES / NO
11. Do you have eye-sight problems? YES / NO
12. Do you have other special needs (e.g. physical) _____
13. Home language: _____
14. Can you read and write in your home language? YES / NO
15. What other languages can you speak, read and write? _____

16. How did you hear about this learning centre? _____

17. What courses have you done since you have left school? _____

18. What learning areas are you interested in? (Inform the learner what learning areas are offered by the centre.) _____

19. Why are you studying further? (tick the most appropriate box)

<input type="checkbox"/> Personal development	<input type="checkbox"/> To increase productive capacity
<input type="checkbox"/> Higher salary	<input type="checkbox"/> To obtain employment
<input type="checkbox"/> To obtain a qualification	



SECTION B

The next three questions must be asked in *English*. If the interview has been in any other language, explain this to the learner. Mark the appropriate box with a tick (✓)

QUESTION	RESPONSE IS CLEAR	RESPONSE IS UNCLEAR AND LIMITED	NO RESPONSE AT ALL
1. Where were you born?			
2. What do you do at work?			
3. Tell me more about your family.			

NOTES

1. Counsel the learner with regard to the recognition of prior learning (RPL) or possible learning paths to obtain credits and qualifications.
2. The Placement profile (at the end of section 5.4.1.1 (ii), figure 5.4) will be filled in once the learner has gone through the placement process for the various learning areas.
3. A copy of the placement profile will be kept by the learner in his/her file as well as by the educator.

(i) Interview

In **Section A**, the interviewer asks the questions and fills in the answers as well. **The learner must not write anything at this stage.** The interviewer can translate and ask the questions in any language that the learner requests.

When filling in the highest level the learner has passed it has to be kept in mind that a learner leaving school in the middle of the year, e.g. in Grade 3, has only passed Grade 2.

In **Section B**, the interviewer must ask questions in **English only**. This section assesses the understanding of the learner as well as his/her ability to respond to the questions in English.

At the end of the interview the learner can continue with the placement assessment tasks. The placement assessment will indicate the level(s) and learning programme most appropriate for the learner.

During the first interview at a learning centre, the interviewer may find that a learner has sufficient skills, knowledge and experience to apply for RPL. Potential RPL candidates will then be given the choice to go through a *support process* (section 5.4.2) before presenting themselves for RPL.

(ii) Placement assessment

According to the *Administrative guide for placement* (Department of Education, 1999b: 16), placement assessments are designed so that the level of difficulty rises throughout the task. The assessment starts with simple tasks and finishes with difficult tasks. The idea is that the assessment becomes more and more difficult with each question/task and demands more and more skill on the part of the learner. In this way the learner's level of skill (their prior learning) is shown by how much and what parts of the assessment they can complete correctly (compare Department of Education, 1998b: 42).

Once the learner has been interviewed, he/she will undergo *placement assessments in the different learning areas* (as determined during the interview), to determine the level at which the learner will be placed. These placement assessments will have to be developed by the learning area specialists at the adult learning centres, or the placement assessments that were developed by the national Department of Education (Adult Education and Training Directorate), in consultation with ABET stakeholders, can be utilised for this purpose. A placement profile must be filled in once the placement assessments have been conducted. *Placement assessments are not substitutes for RPL and learners cannot receive any credits for the results of the placement assessments.*

A possible placement profile that can be utilised is given in figure 5.4 on the following page.

FIGURE 5.4

PLACEMENT PROFILE

LEVEL	LANG	MLMMS	NS	TECH	EMS	A&C	LO	HSS	ELECTIVE (SPECIFY)
4									
3									
2									
1									
MT 3									
MT 2									
MT 1									

KEY: LEARNING AREAS¹ AND ELECTIVES

MLMMS:	Mathematical Literacy, Mathematics and Mathematical Sciences
NS:	Natural Sciences
TECH:	Technology
EMS:	Economic and Management Sciences
A&C:	Arts and Culture
LO:	Life Orientation
HSS:	Human and Social Sciences
MT:	Mother Tongue Literacy
ELECTIVE:	(This must be specified by the interviewer)

¹ PLEASE NOTE: The learning areas were determined by the Department of Education and fall within the twelve fields of learning identified by SAQA.

If a learner performs very well in the **placement assessment**, he/she will be advised to apply for RPL. Potential RPL candidates will then be given the choice to go through a *support process* (section 5.4.2) before presenting themselves for RPL.

(b) Identified through exceptional performance in a learning programme

An educator might identify a learner who is doing exceptionally well in a particular **learning programme**. This learner can be advised to request RPL, rather than complete the entire learning programme. This potential RPL candidate then has the choice of participating in a *support process* before presenting him/herself for RPL.

**5.4.1.2 DIRECT APPLICATION TO THE EDUCATION TRAINING
QUALITY ASSURANCE BODY OR APPROPRIATE ASSESSOR
BODY**

When individuals believe that they have the necessary skills, knowledge and experience, they can apply for RPL. These candidates present themselves directly to the Assessor Body, and are personally responsible for collecting sufficient evidence to demonstrate competence.

Assessor bodies are granted authority by the Education and Training Quality Assurance Body (ETQA) to assess evidence presented against specific unit standards. The RPL assessment should be conducted by a registered assessor from the assessor body. Assessor bodies need to be accessible to people throughout the country. This implies that regional offices need to be established in all provinces, taking the field of learning into consideration (for example, the assessor body dealing with the Mining unit standards and qualifications will not necessarily have a site in a province where no mining takes place). Assessor bodies should arrange to visit centres where RPL needs to be conducted. This should happen at least twice a year.

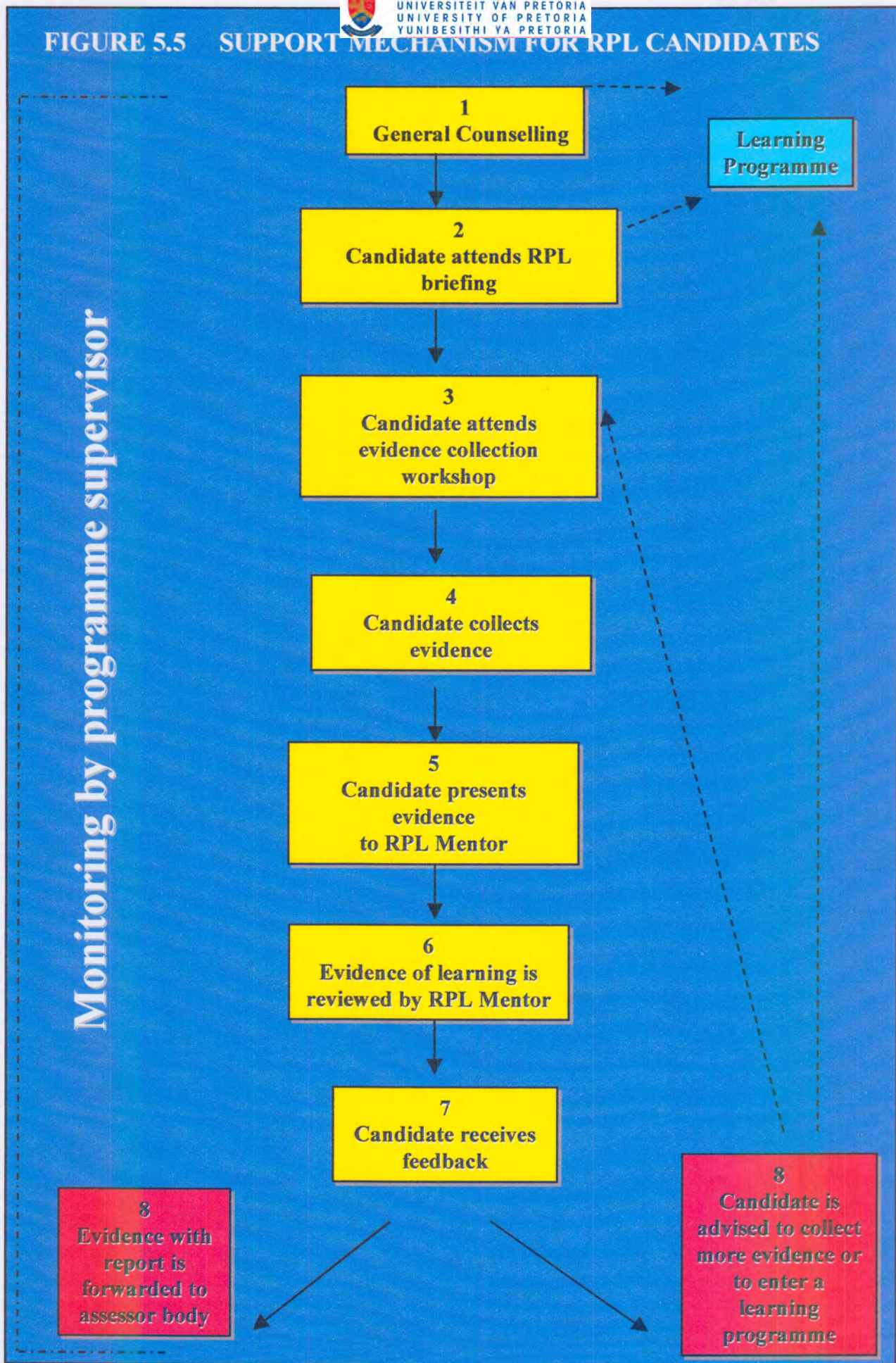
5.4.2 SUPPORT SERVICES FOR RECOGNITION OF PRIOR LEARNING CANDIDATES

RPL candidates should be supported by means of counselling and guided in the collection of evidence. The *interview, placement assessment* and *support services* for RPL candidates (ABET), as designed in this study, correspond to system 1 (*Access system*) and system 2 (*Diagnostic system*) of the Six-point Typology system (see sections 5.2.1 & 5.2.2).

The *support process* (as designed in this study) will generally be offered by the adult learning centre, but the collection of evidence may result in the RPL mentor visiting the site where the candidate works in order to collect the appropriate evidence. In certain cases other people, for example line supervisors, may help workplace candidates to collect evidence of skills demonstrated in the work place. Candidates will have the choice of first going through the support process before presenting themselves for RPL.

A possible *support service* for an RPL candidate is illustrated in figure 5.5.

FIGURE 5.5 SUPPORT MECHANISM FOR RPL CANDIDATES



5.4.2.1 COUNSELLING

Each potential RPL candidate will attend a *counselling session*. The purpose of the counselling session is to establish the candidate's areas of interest and past experience. It will also create an opportunity for the candidates to think about their future goals and objectives at the same time as the counsellor discusses what is expected of candidates for RPL.

Figure 5.6 represents possible guidelines that can be utilised when conducting a *counselling session* during RPL. These steps can be adapted to meet individual circumstances.

FIGURE 5.6

GENERAL COUNSELLING SESSION

1. Make the candidate/s feel at ease.
2. Ask about the interests of the candidate/s.
3. Find out about the past learning experience of the candidate.
List knowledge and skills that the candidate mentions and attempt to identify all the potential areas/fields of learning in which the candidate may be eligible for RPL. (It is important to incorporate prior learning experience in both education and training into the discussion.)
4. Ask the candidates where they see themselves in 3 – 5 – 10 years' time.
5. Explain what RPL is.
6. Why does the candidate want to apply for RPL?
(This is to encourage the candidates to evaluate the advantages and disadvantages of applying for RPL rather than participating in a learning programme.)
7. What is the NQF?
(Give a very general explanation that informs candidates that adults can access the NQF at any level and that RPL is a principle of the NQF. Concrete examples of individuals accessing the NQF without formal training would be useful here. Prepare some examples to which the candidates can relate.)
8. What are unit standards?
(Keep this simple - e.g. *“These are documents that explain what you will need to know and be able to do in order to have prior learning recognised so that credits can be awarded.”*)

9. What are the qualifications or learnerships that can be accessed by the candidates after RPL in this instance?
10. Discuss the various routes to RPL - e.g. attending *support workshops* to gather evidence versus applying directly to the Assessor Body as an independent candidate.
11. Discuss the roles and responsibilities of RPL candidates. Ensure that the candidate understands clearly that it will be up to him/her to collect the evidence necessary to show competence for each specific unit standard. Try to ascertain whether the candidate will have the self-management skills necessary to undertake the RPL process. If this is problematic, consider recommending that the candidate enters a learning programme that will offer more support.
12. If RPL is offered by the adult learning centre, make the logistical arrangements for the candidate to meet with the RPL mentor/s responsible for RPL of the relevant unit standards. If RPL is not offered by the adult learning centre, the RPL mentor should assist the candidate in making the initial arrangements.
13. Give the candidate time to ask any questions he/she has.
14. Close the counselling session once the candidate is clear about the next step in the process. Motivate the candidates and help them to develop a vision of their *lifelong learning*, a belief in themselves and their ability to succeed.

5.4.2.2 RECOGNITION OF PRIOR LEARNING BRIEFING SESSION

RPL mentor(s) who are familiar with the appropriate unit standards should be assigned to the candidates. The RPL mentor needs to arrange a time to meet with the RPL candidate in order to work out the details of the RPL process for each unit standard for which the candidate wants recognition. The mentor will give the candidate information concerning the unit standards, their specific outcomes and assessment criteria, and explain how the candidate will be assessed against these standards and outcomes. The mentor will discuss the different ways in which the candidate can collect and/or generate the necessary evidence.

Figure 5.7 represents possible guidelines that can be utilised when conducting an *RPL briefing session*. These steps can be adapted to meet individual circumstances.

FIGURE 5.7 **GUIDELINES FOR BRIEFING SESSION**

(Please Note: where a fairly high level of literacy is required e.g. guidelines no. 2 & 5, the RPL mentor will have to explain in easy understandable language what is required of the candidate.)

1. The RPL mentor needs to identify the specific unit standards and the specific levels that are applicable to the candidates' knowledge and skills.
2. These unit standards should be given to the candidate, and the mentor should go through these with the candidate. The credit value of the standards, the specific outcomes, assessment criteria and relevant range statements should be explained to the candidate. How the standards relate to a qualification, learnership and/or skills programme should also be discussed if this is relevant.
3. The appeal procedure must be explained.
4. The procedure for gathering evidence should be discussed with the candidate. It should be explained that it is the candidates' own responsibility to collect the evidence.
5. The RPL mentor should explain what type of evidence would be required to demonstrate competence in a particular specific outcome or unit standard. The candidate should be supplied with the table categorising different types of evidence.
6. A variety of evidence should be combined to ensure that each candidate will have the best opportunity to demonstrate prior learning.
7. The guidelines and conditions governing what kind of evidence is admissible should be discussed with the candidate.
8. The procedure for assessing the evidence should be explained to the candidate. The timeframes for gathering of evidence, dates of workshops with the RPL mentor and the date of the RPL assessment should be given to the candidate.
9. At this stage the candidate should decide whether s/he wants to go through with the RPL process, or whether s/he rather chooses to enter a learning programme. If the candidate wants to be assessed for RPL, formal application needs to be made. This ensures that the candidate is committed to the process. Once this has been done the RPL mentor is obliged to submit whatever evidence is collected as well as details of the support process to a registered assessor.

5.4.2.3 *EVIDENCE COLLECTION WORKSHOPS (SUPPORT SESSIONS)*

Evidence collection workshops (support sessions) can be conducted to assist potential RPL candidates to collect the appropriate evidence to prove prior learning.

During these workshops the mentor provides guidelines, advice and support to the candidate regarding the collection of evidence. These workshops should not become a form of tuition and/or replacement of a learning programme. The mentor must ensure that the evidence is the work of the candidate and not that of the mentor. If a candidate disagrees with the mentor on this issue, s/he can approach the assessor directly for the RPL assessment. Refer to section 2.9.2.3, Chapter 2, (b) ii and iii of this study regarding the types of evidence that a candidate can submit as well as the conditions for acceptable evidence.

During these support sessions, the candidate presents evidence to the mentor. The mentor identifies which evidence is acceptable and which is not acceptable according to the conditions for evidence for that learning area. The acceptable evidence is used to determine whether the assessment criteria of the relevant specific outcomes have been met. At each session, the RPL mentor, together with the candidate, should draw up a plan of action which details the evidence to be collected, sets deadlines for this evidence to be presented to the RPL mentor and a date for the next session with the RPL mentor. This action plan should outline steps and tasks that the candidate can manage independently and must ensure that he/she leaves the workshop (support session) understanding exactly what to do and where to go.

A possible *RPL action plan* that can be utilised is reflected in figure 5.8 on the following page.

FIGURE 5.8

EVIDENCE COLLECTION SUPPORT SESSION

RPL ACTION PLAN

CANDIDATE: _____ **DATE:** _____

UNIT STANDARD (S):

EVIDENCE TO BE COLLECTED	HOW	DATE TO BE PRESENTED TO RPL MENTOR	DONE ✓

During this period, if the mentor becomes aware that the candidate is not able to present sufficient evidence, the mentor can advise the candidate to enter a learning programme instead of following the RPL process. In this instance, the evidence collected thus far, as well as a report must still be submitted to the assessor. If the candidate chooses to continue with the RPL process, the mentor should continue supporting the candidate.

The mentor should discuss what further evidence is necessary to demonstrate competence in the specific outcomes not yet met. This process continues until all requirements for the specific outcomes have been fulfilled, or until the candidate is no longer able to present further evidence. On the date of the assessment, the support process also comes to an end and the evidence is submitted to the assessor.

5.4.2.4 CANDIDATE COLLECTS AND/OR GENERATES EVIDENCE

The process of collecting evidence can be a learning experience for the candidate. The evidence support sessions will have informed him/her what kind of evidence to generate or collect as well as the due date. This information will be in the action plan of the candidate. The unit standards inform the candidate of which criteria will be utilised in determining whether his/her evidence meets the required standards. Regardless of the way in which the evidence is presented, the candidate must make sure that nothing from his/her experience and prior learning has been omitted.

The candidate will have to use his or her own judgement when putting together a good set of evidence. Converting life, work and learning experience into sufficient evidence is not easy, and can itself be a learning experience. Evidence collection support sessions should allow for reflection on the life experiences of the candidate as well as ways in which these can be used to provide evidence of competence for the specific unit standard.

5.4.2.5 CANDIDATE PRESENTS EVIDENCE TO THE RECOGNITION OF PRIOR LEARNING MENTOR

The candidate is permitted to present and re-present evidence to the mentor until such time as the mentor and candidate agree that there is sufficient evidence of the appropriate quality.

This may mean that the mentor must do a site visit.

Role of RPL Mentor – Role of Registered Assessor

In cases where RPL mentors are also **registered assessors**, they should be clear concerning the role they are playing at different stages of the RPL process. During the RPL **support process**, the role is that of **mentoring** the candidate. Once the final evidence is ready to be assessed, the role is that of an assessor who makes an overall judgement regarding all the evidence presented.

Note that for quality assurance purposes, external moderation is still required.

The evidence presented should meet the required conditions for evidence, i.e. it should be **valid, authentic, current, sufficient, at the required level and reliable** (refer to section 2.9.2.3, (b) iii). For example, in the case of a unit standard entitled: “ Start, Run and Adapt a Business”, the evidence could be in the form of either bank statements, direct observations, testimonials, oral evidence, a business plan or an audit report.

5.4.2.6 EVIDENCE IS REVIEWED BY RECOGNITION OF PRIOR LEARNING MENTOR

The RPL mentor will review the evidence of prior learning collected by the candidate thus far and will check it against the assessment criteria of the appropriate unit standard(s). He/she will consider how the evidence could be organised so that the assessor will be able to make the appropriate judgement. At the same time, the RPL mentor will plan the feedback session for the candidate.

5.4.2.7 CANDIDATE RECEIVES FEEDBACK

The candidate should receive feedback from the RPL mentor's review of the evidence. This session should include guidance regarding the submission of the evidence to the assessor. At this point the candidate and mentor together decide whether more evidence is required or whether the evidence is sufficient to be submitted to the assessor.

If more evidence is needed, a new plan of action is negotiated and the candidate collects more evidence. If it becomes apparent that the candidate is not able to collect the evidence required, he/she may decide to stop attending the RPL evidence collecting support sessions and enter a learning programme. The RPL mentor should nevertheless ensure that all evidence and relevant comments are forwarded to the assessor body.

Once the candidate is of the opinion that he/she is ready to submit the evidence to the assessor, the RPL mentor must complete an *RPL Evidence Collection Grid* and document the RPL support process as used by the candidate. A possible Evidence Collection Grid that can be utilised has been included in figure 5.9a. An example of how such a grid can be completed has been included as figure 5.9b (the draft unit standards that have been developed for Small, Medium and Micro Enterprises - hereafter referred to as SMME – ABET level 4, have been utilised in the example).

FIGURE 5.9a

RPL - GRID FOR COLLECTION OF EVIDENCE

Centre Name:		Centre No.:			Date:	Y		M		D	
Candidate Name:		ID NO.:									
Candidate Reg No.:		Grid No.:									
Sub-field Unit:		Unit Standard Title:									
	Evidence 1	Evidence 2	Evidence 3	Evidence 4	Evidence 5	Evidence 6	Evidence 7	Evidence 8	Evidence 9	Bitumeli	
1. Strategies / tools to gain evidence											
2. Is this evidence from a reliable objective source?											
3. Is this evidence corroborated (supported)?											
4. Is this evidence from where it claims to be?											
5. Is it the candidate's own or does the evidence pertain to the candidate?											
COMMENTS											
Evidence Admissible [Yes / No]											
Candidate's signature											
RPL Mentor signature											
Assessor signature											
Moderator signature											



FIGURE 5.9b

RPL - GRID FOR COLLECTION OF EVIDENCE

(The following is an example of how the grid can be filled in)

Centre Name:	Tshailo-time Centre			Centre No.:	A/005832			Date:	Y	2000		M	04		D	28	
Candidate Name:	Peter Dumane			ID NO.:	7	8	0	5	2	2	0	3	2	1	0	8	7
Candidate Reg No.:	5832-020			Grid No.:	0	8	5	0	0	5	1	2	-	0			
Sub-field Unit:	SMME 004			Unit Standard Title:	Demonstrate the ability to start and run a business and adapt to a changing business environment												
	Evidence 1	Evidence 2	Evidence 3	Evidence 4	Evidence 5	Evidence 6	Evidence 7	Evidence 8	Evidence 9	Evidence 10							
1. Strategies / tools to gain evidence	Business plan	Record of receipts & payments of own business	Interview on "SWT"	Business licence and duplicate registration forms/ number	On-site visit of business	Bank Statements	Business implementation plan	Testimonial 1 on how business is run	Testimonial 2 on how business is run	Oral presentation of business plan							
2. Is this evidence from a reliable / objective source?	See ev.10	✓	✓	✓	✓	✓	✓	X	X	✓							
3. Is this evidence corroborated (supported)?	See ev.10	✓	✓	✓	✓	✓	✓	X	X	✓							
4. Is this evidence from where it claims to be?	See ev.10	✓	✓	✓	✓	✓	✓	✓	✓	✓							
5. Is it the candidate's own or does the evidence pertain to the candidate?	See ev.10	✓	✓	✓	✓	✓	✓	✓	✓	✓							
Comments:	To be verified through oral presentation (evidence 9)			Observation of business to be carried out as evidence 5		Only old chequebooks (1988) submitted. Need more current ones	Deposit slips dated from 1988 through to 1996 - nothing current	Mother-in-law. Need more objective source to support	State. Need more objective source to support								
Evidence Admissible [Yes / No]	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes							
Candidate's signature																	
RPL Mentor signature																	
Assessor signature																	
Moderator signature																	

The RPL mentor may indicate whether he/she has recommended that this evidence meets all the requirements for RPL or whether the candidate has taken an independent decision to submit the evidence. Copies of the final documents should be handed to the RPL mentor and be signed by both parties. It is important to remember that no judgement decisions were made during this support process. The RPL mentor only acts in an advisory capacity during this process.

In summary, the responsibilities of the mentor are:

- To help the candidate organise and present the evidence in a logical and accessible manner.
- To make sure that copies of evidence exist, in case originals sent to the assessor are misplaced.
- To assist the candidate in submitting the evidence portfolio to the assessor by the final assessment date.
- To provide mediation and counselling throughout the process. This includes the counselling and mediation of the final judgement after the assessor has seen the evidence.

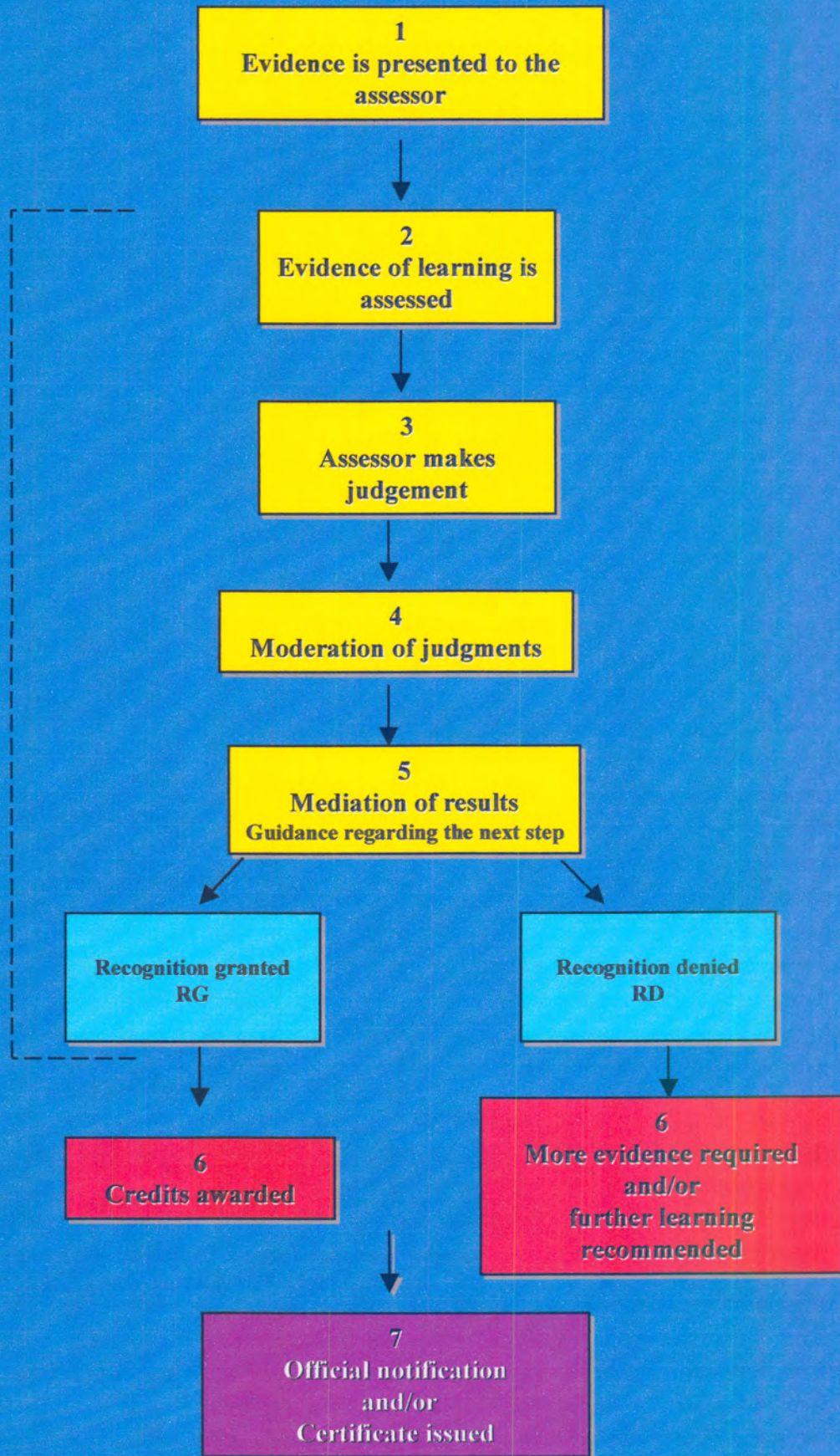
5.4.3 ASSESSMENT OF RECOGNITION OF PRIOR LEARNING CANDIDATES

An assessor registered with the relevant ETQA should conduct the assessment of RPL candidates. This process corresponds to systems 3, 4, 5 and to some extent system 6 of the Six-point Typology system (see section 5.2). The possible steps that can be followed during an *assessment process* are illustrated in figure 5.10.



FIGURE 5.10 ASSESSMENT OF RPL CANDIDATES

Monitoring and evaluation by ETQA



5.4.3.1 EVIDENCE IS PRESENTED TO THE ASSESSOR

All candidates for RPL must submit evidence for **assessment**. Independent candidates will submit their evidence directly to the assessor body. Candidates who have made use of the ALC support service will have their evidence forwarded to the assessor body by the centre.

All the evidence submitted by the candidate *via* an adult learning centre, must be accompanied by the following:

- a report from the mentor who supported the candidate; and
- a relevant RPL grid.

5.4.3.2 EVIDENCE OF LEARNING IS ASSESSED

Although the RPL mentor will have indicated that the evidence of the candidate meets the relevant conditions, i.e. *valid, authentic, current, sufficient, at the required level and reliable*, the assessor should verify this (see section 5.4.2.5).

The assessor assesses all the individual evidence against the specific outcomes for the unit standards concerned. He/she must also determine whether there is enough evidence to make a judgement. Based on this assessment, a judgement will be made as to whether the evidence demonstrates the candidate's competence. If the evidence presented is not sufficient to make a judgement, the assessor, at his/her discretion may decide to interview the candidate or do an on-site observation. The assessor should then complete the assessment grid for each unit standard and signs it off.

5.4.3.3 ASSESSOR MAKES JUDGEMENT

Once the evidence has been assessed, the assessor can make one of two judgements.

- (a) **Recognition Granted (RG)** – i.e. the evidence presented shows that the candidate meets the specific outcomes for the unit standard and can be awarded the credits for the applicable unit standard.
- (b) **Recognition Denied (RD)** – i.e. the evidence presented shows that the candidate does not meet the specific outcomes of the unit standard and no credits can be awarded.

5.4.3.4 MODERATION OF JUDGEMENT

The decisions of all assessors must be moderated by a registered moderator appointed by the assessor body or the relevant ETQA. It is suggested that 1 of every 3 judgement decisions are moderated. An external moderator must be appointed.

5.4.3.5 MEDIATION OF RESULTS

The RPL candidates have the right to *a fair, transparent and confidential* discussion of their performance. Candidates have a right to know why the assessor has made a particular judgement and should be reminded about the appeal procedure (refer to section 5.5 for a detailed description of the appeal procedure).

Recognition of prior learning candidates from adult learning centres may have their results mediated *via* their RPL mentor.

All feedback should be relevant to the unit standards and the expected outcomes:

- If the prior learning of the candidate is *recognised (RG)*, explain that the evidence was sufficient and what further learning options are available to the candidate now that he/she has obtained these credits. This may include information regarding learning programmes, courses and career path options

(including possible learnerships). The candidate must be informed that the results will be forwarded to the ETQA which will officially award the credits.

- ❑ If *recognition is denied (RD)*, reasons for this decision must be explained to the candidate. The candidate needs to be informed about his/her options at this stage. As the candidate was found not to have the prior learning and experience required for the relevant unit standard, ways of achieving this competence need to be discussed. In most cases, a candidate will need to participate in some sort of learning programme in order to be capable of achieving the outcomes required and collecting further evidence.

5.4.3.6 AWARDING OF CREDITS/ OFFICIAL NOTIFICATION AND / OR CERTIFICATE ISSUED

The assessor should forward the assessment grids to the relevant ETQA office for recording of the credits. Thereafter official notification of the candidate will take place either directly or *via* the learning centre. If the moderation has not been done the ETQA should appoint a moderator.

Once the ETQA is satisfied that the process has been followed correctly and that the assessment and moderation have been done, the relevant credits should be recorded in a reliable data capturing system. Official notification should be sent to the candidate. If the candidate has gained all the credits for a full qualification, the relevant certificate will also be issued to the candidate. An ETQA official should record that this has been done by completing the relevant section of the assessment grid.

An assessment grid that can be used is included in figure 5.11a on the following page. An example of how it can be completed is included as figure 5.11b (the draft unit standards that have been developed for SMME, ABET level 4, have been utilised in the example).

FIGURE 5.11a


ASSESSMENT GRID OF CREDITS FOR A UNIT STANDARD
 UNIVERSITEIT VAN PRETORIA
 UNIVERSITY OF PRETORIA
 YUNIBESITHI YA PRETORIA

Centre Name:		Centre No.:		Date:	Y		M		D	
Candidate Name:		ID NO.:								
Candidate Reg. No.:		Assessment Grid No.:								
Sub-field Unit:		Unit Standard Title:								

	Ev.	Ev.	Ev.	Ev.	Ev.	Ev.	Ev.	Ev.	Ev.	Sufficient (Yes/No)	Moderator
Types of evidence											
SO 1 a) The assessment criteria of the specific outcomes are met. b) The level required by the US has been met c) The candidate can still demonstrate the specific outcome											
SO 2 a) The assessment criteria of the specific outcomes are met. b) The level required by the US has been met c) The candidate can still demonstrate the specific outcome											
SO 3 a) The assessment criteria of the specific outcomes are met. b) The level required by the US has been met c) The candidate can still demonstrate the specific outcome											
SO 4 a) The assessment criteria of the specific outcomes are met. b) The level required by the US has been met c) The candidate can still demonstrate the specific outcome											
SO 5 a) The assessment criteria of the specific outcomes are met. b) The level required by the US has been met c) The candidate can still demonstrate the specific outcome											
SO 6 a) The assessment criteria of the specific outcomes are met. b) The level required by the US has been met c) The candidate can still demonstrate the specific outcome											

COMMENTS:

JUDGEMENT

ASSESSOR	RG	RD	Name:	Reg. No.	Sign:	Date:
MODERATOR	Name:		Reg. No.	Sign:	Date:	
	Comments:					
ETQA	Date received:		Credits Awarded:		Notification forwarded:	
	Sign:		Sign:		Sign:	

FIGURE 5.11b

ASSESSMENT GRID



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

OF CREDITS FOR A UNIT STANDARD

(The following is a grid that can be filled out)

Centre Name:	<i>Tshaile-time Centre</i>	Centre No.:	<i>A/005832</i>				Date:	Y	<i>2000</i>		M	<i>04</i>		D	<i>28</i>	
Candidate Name:	<i>Peter Dumane</i>	ID NO.:	<i>7</i>	<i>8</i>	<i>0</i>	<i>5</i>	<i>2</i>	<i>2</i>	<i>0</i>	<i>3</i>	<i>2</i>	<i>1</i>	<i>0</i>	<i>8</i>	<i>7</i>	
Candidate Reg. No.:	<i>5832-020</i>		Assessment Grid No.:	<i>0</i>	<i>8</i>	<i>5</i>	<i>0</i>	<i>0</i>	<i>5</i>	<i>1</i>	<i>2</i>	-	<i>0</i>			
Sub-field Unit:	<i>SMME 004</i>		Unit Standard Title:	<i>Demonstrate the ability to start and run a business and adapt to a changing business environment</i>												

TYPES OF EVIDENCE (refer to example in figure 5. 9b)	Ev. 1	Ev. 2	Ev. 3	Ev. 4	Ev. 5	Ev. 6	Ev. 7	Ev. 10	Sufficient (Yes/No)	Moderator
<i>Business plan</i>		<i>Record of receipts & payments</i>	<i>Interview on spot</i>	<i>Licence & registration form</i>	<i>On-site visit of business</i>	<i>Bank statements</i>	<i>Licence & registration form</i>	<i>Old business implementation plan</i>		
SO 1 <i>How to start a business</i> a) The assessment criteria of the specific outcomes are met. b) The level required by the US has been met. c) The candidate can still demonstrate the specific outcome	✓ ✓			✓ ✓					No	
SO 2 <i>How to run a business</i> a) The assessment criteria of the specific outcomes are met. b) The level required by the US has been met. c) The candidate can still demonstrate the specific outcome	✓ ✓			✓		✓ <i>(1988)</i>	✓		No	
SO 3 <i>How to adapt a business</i> a) The assessment criteria of the specific outcomes are met. b) The level required by the US has been met. c) The candidate can still demonstrate the specific outcome	✓ ✓		✓ ✓ ✓				✓		Yes	
SO 4 a) The assessment criteria of the specific outcomes are met. b) The level required by the US has been met. c) The candidate can still demonstrate the specific outcome										
SO 5 a) The assessment criteria of the specific outcomes are met. b) The level required by the US has been met. c) The candidate can still demonstrate the specific outcome										
SO 6 a) The assessment criteria of the specific outcomes are met. b) The level required by the US has been met. c) The candidate can still demonstrate the specific outcome										

COMMENTS: *Did not turn up for oral presentation of his business plan. Did not bring up-to-date material. Unable to credit candidate for observation of his business as scheduled on 25/04/2000 because his uncle was running the business on that day and candidate was absent.*

JUDGEMENT

ASSESSOR	RG	RD	✓	Name: <i>A Twala</i>	Reg. No. <i>553 987</i>	Sign:	Date: <i>4/05/2000</i>
MODERATOR	Name: <i>T Sithole</i>		Reg. No. <i>699 322</i>		Sign:	Date: <i>8/05/2000</i>	
COMMENTS: <i>Must present up-to-date information before recognition can be granted.</i>							
ETQA	Date received:		Credits Awarded:			Notification forwarded:	
	Sign:		Sign:			Sign:	

5.5 RECOGNITION OF PRIOR LEARNING APPEAL PROCEDURE

The appeal procedure should be available to all candidates in the RPL system. This procedure is integral to outcomes-based assessment. Due to the fact that candidates have had no recourse in the past, all candidates will need to be informed about the appeal procedure and how they can access it. This information has to be clearly explained to all candidates.

Appeals cannot be lodged during the support process as the RPL mentor is not in a position to make any judgements. The RPL mentor should only review the evidence of the candidate and supply advice on how this can be improved and presented. The programme supervisor of the adult learning centre should deal with problems during the support phase internally.

Once the evidence has been forwarded to the assessor and a judgement has been made, the appeal procedure can be accessed. Candidates may appeal if they disagree with any judgement decision.

The following stages are recommended for the appeal procedure:

5.5.1 STAGE 1

If the judgement is *Recognition Denied (RD)* due to insufficient evidence, the candidate must attempt to collect additional evidence and resubmit this to the **assessor** at least one more time before lodging an appeal. It should be the joint responsibility of the RPL mentor and the candidate to draft an Action Plan that outlines the additional evidence to be collected before the appeal is lodged.

The candidate can lodge an appeal (stating on what ground(s) the appeal is based) within one week of the decision. The candidate should complete an appeal form. A copy of this form should be submitted to the RPL mentor as well as the Programme Supervisor. The RPL mentor should inform the assessor that an

appeal has been lodged and forward the appeal form to the assessor. **The assessor will be responsible for dealing with the matter.**

The assessor will have to respond, to the appeal and supply concise, cogent reasons for his/her decision. If applicable, the necessary amendments must be made. (It is recommended that this process should not take longer than two weeks.)

If the candidate accepts the explanation or the adjusted decision of the assessor, the case will be settled. If the candidate is still not satisfied, the appeal will proceed to Stage 2.

5.5.2 STAGE 2

The appeal should be submitted to the Programme Supervisor who will forward all the relevant documentation the **Assessor Body**. Feedback (in writing) regarding the outcome should be mediated to the Programme Supervisor as well as the candidate. If the candidate is satisfied, the case will be settled. If the candidate is still not satisfied, the appeal will proceed to stage 3.

5.5.3 STAGE 3

If the candidate is still not satisfied, the appeal should be submitted to the Programme Supervisor to investigate and refer it to the relevant **ETQA** if this is deemed necessary. The Programme Supervisor has to mediate the final decision of the ETQA to the candidate.

5.6 RECOGNITION OF PRIOR LEARNING AND QUALITY ASSURANCE

It will be important for an adult learning centre that provides RPL to demonstrate on an on-going basis that it is not offering a “cheap” or “easy” route to credits or qualifications. Establishing a quality assurance system within the organisation

may be just as important as establishing one that includes external verifiers. Management at adult learning centres that offer RPL should identify quality assurance mechanisms to ensure that the assessment process is valid, reliable, transparent, and flexible. Refer to Chapter 2, section 2.12 and figure 2.7 regarding the standards for quality assurance.

In the following section the role players at the various levels in an RPL process will be discussed. All these role players should play an important role with regard to the quality assurance of the entire process.

5.7 ROLE-PLAYERS AT ALL LEVELS IN THE RECOGNITION OF PRIOR LEARNING PROCESS

5.7.1 ROLE-PLAYERS IN A RECOGNITION OF PRIOR LEARNING PROCESS: REQUIREMENTS AND FUNCTIONS

Although the researcher recognises that, in most cases, the role-players involved in the Recognition of Prior Learning process will perform more than one function, for the purpose of this study the roles have been defined separately.

The following rules of conduct should apply to all RPL staff. They should

- seek advice from peers or specialists when this is required or they are in doubt;
- not prevent candidates from progressing to ensure learner numbers;
- not accept bribes in any form to alter evidence in any way;
- report irregularities;
- assess and review learning in relation to the standards and not the candidates;
- ensure that candidates never leave without feedback and a follow-up plan;
- not interfere with the moderation process.

5.7.1.1 CANDIDATES

(a) REQUIREMENTS

- Candidates should have prior learning relevant to the unit standards to be assessed.

(b) FUNCTIONS

The candidates should:

- ◆ either apply independently or *via* a learning centre for RPL.
- ◆ collect and present evidence.
- ◆ understand the outcomes stated in the relevant unit standard/s.
- ◆ co-operate with the internal assessor.
- ◆ attend scheduled Evidence Collection Workshops.
- ◆ meet the timeframes as stipulated.

5.7.1.2 PROGRAMME SUPERVISOR

(a) REQUIREMENTS

- The Programme Supervisor must have knowledge of RPL systems and processes as well as the management of quality assurance.
- The Programme Supervisor must have knowledge of outcomes-based assessment principles.
- The Programme Supervisor does not need to be familiar with *specific* unit standards.
- The Programme Supervisor has to be accredited with the unit standards related to the assessor (refer to the Education, Training and Development of the Practitioner - hereafter referred to as ETDP - unit standards as well as the unit standards for assessors in general).

- The Programme Supervisor must have knowledge of the unit standards relating to the moderator (refer to the ETDP Unit standards as well as the unit standards for moderators in general).
- The Programme Supervisor must be based in the learning centre.

(b) FUNCTIONS

In administering the RPL process, the Programme Supervisor must

- ◆ establish an RPL system in the learning centre.
- ◆ ensure advocacy of RPL.
- ◆ co-ordinate RPL processes and the internal quality assurance of RPL.
- ◆ manage the initial interview process for new learners.
- ◆ manage placement assessment processes.
- ◆ play a monitoring role of the entire RPL process against the assessment principles (see Chapter 4 for a description of these principles).
- ◆ deal with appeals that reach Stages 2 and 3 (see appeal procedure). The Programme Supervisor must investigate and mediate or refer the appeal to the assessor body and the relevant ETQA.
- ◆ delegate certain of these functions to the Heads of Department.
- ◆ ensure that there is external moderation.

5.7.1.3 MENTOR

(a) REQUIREMENTS

- The mentor should be accredited with the unit standards regarding support to adult candidates (ETDP Unit Standard).
- The mentor should be accredited or at least familiar with the unit standards related to assessment (ETDP Unit Standard as well as the unit standards for assessors in general).

- ❑ The mentor should be accredited with the unit standard regarding the NQF (ETDP Unit Standard).
- ❑ The mentor should be based in the Learning Centre and report to the Programme Supervisor/ Co-ordinator.
- ❑ The mentor should be a field/ sub-field of learning-specialist.
- ❑ Optional: The mentor should be registered as an assessor with the ETQA for *specific* unit standards.

(b) FUNCTIONS

In respect of the candidate, the mentor should

- ◆ counsel all potential RPL candidates.
- ◆ mediate the results of the Placement Process to the candidates.
- ◆ explain the RPL/learning programme options and routes to the candidates.
- ◆ prepare candidates for the RPL process and support them throughout.
- ◆ design a potential career/learning path with and for the candidates.
- ◆ clearly outline the responsibilities of the candidates. The mentor should explain the assessment process, the timeframes and costs of the RPL process.
- ◆ ensure that candidates have copies of the relevant unit standards, and understand the outcomes to be achieved.
- ◆ draw up assessment plans together with candidates.
- ◆ arrange and facilitate evidence collection workshops.
- ◆ document evidence collection workshops and keep records.
- ◆ give constructive feedback regarding evidence to candidates.
- ◆ ensure that the candidates have sufficient self-management skills and motivation to proceed with the RPL process.
- ◆ ensure that candidates understand the appeal procedure.
- ◆ forward evidence from candidates to the assessor.
- ◆ mediate the final decision to candidates if the assessor is not available.
- ◆ keep records of evidence grids and appeals.

In administering the RPL process, the mentor should

- ◆ have an overview of the fields of learning of the NQF, and he/she should know how to ascertain which qualifications and unit standards might apply to a candidate.
- ◆ identify the knowledge and skills of a candidate and match these to specific unit standards within NQF level 1 and above.
- ◆ know the policy regarding the rules of combination for a GETC qualification.
- ◆ know where to obtain information regarding learnerships that might be relevant for the candidate in the GET band.
- ◆ know all other sites where RPL can be conducted in the area accessible to the candidate.
- ◆ link and liaise with assessors from workplaces, other education and training institutions and communities in the area.
- ◆ network with mentors in other learning centres in order to stay up to date with the latest developments as well as to share ideas.
- ◆ update his/her own knowledge on national policy regarding the NQF and SAQA.

5.7.1.4 ASSESSOR

(a) REQUIREMENTS

The **assessor** should be

- ❑ a field/sub-field of learning-specialist.
- ❑ registered as an assessor with the ETQA for the *specific* sub-field unit standards.
- ❑ accredited with the unit standard(s) regarding assessment (ETDP Unit Standard as well as the unit standards for assessors in general).
- ❑ accredited with the unit standard regarding support to the candidates (ETDP Unit Standard).

- accredited with the unit standard regarding the NQF (ETDP Unit Standard).
- accountable to the Assessor Body and ETQA for registration as an assessor.

(b) FUNCTIONS

In administering the RPL process, the assessor should

- ◆ assess evidence against the relevant unit standards.
- ◆ make a judgement regarding the evidence submitted by the candidates.
- ◆ complete the RPL Assessment Grid.
- ◆ document the assessment process.
- ◆ give feedback and advise the RPL mentor and the candidate on how to proceed.
- ◆ provide feedback *via* the Assessor Body to the ETQA for the awarding of credits/certificates.
- ◆ ensure that successful candidates receive certificates and are awarded credits.
- ◆ document all appeals that reach Stage 1 of the appeal procedure.

5.7.1.5 MODERATOR

(a) REQUIREMENTS

The **moderator** should be

- a field/sub-field of learning-specialist.
- registered as an assessor with the ETQA.
- registered as a moderator with the ETQA.
- accredited with all the unit standards related to assessment (ETDP Unit Standards as well as the unit standards for assessors in general).
- accredited with all relevant unit standards to be registered as a moderator.

- in the possession of sufficient management, auditing and research skills.
- based at the Assessor Body or a centre other than the centre of the candidate.

(b) FUNCTIONS

In administering the RPL process, the moderators must

- ◆ moderate the work of the assessors.
- ◆ moderate judgement decisions (as a general guide moderate 1 of every 3 judgements).
- ◆ moderate assessment judgements across providers to prevent standards drift.
- ◆ advise RPL mentors and assessors.
- ◆ offer overall guidance and management of the process and requirements for specific unit standards.

5.7.1.6 ADULT LEARNING CENTRES / PROVIDERS

(a) REQUIREMENTS

- As set out in terms of SAQA criteria regarding the registration of providers.

(b) FUNCTIONS

In administering the RPL process, the adult learning centre should

- ◆ identify new and existing candidates who are eligible for RPL.
- ◆ support candidates through the process of collecting evidence for RPL.
- ◆ forward evidence to the Assessor Body on behalf of the candidate.
- ◆ assist with the initial placement process (e.g. marking of placement tasks).
- ◆ ensure that sufficient RPL counsellors and mentors are trained.
- ◆ advise on RPL procedures.

- ◆ train Programme Supervisors/ co-ordinators to establish, manage and monitor the RPL system.
- ◆ monitor and evaluate the support process for RPL.

5.7.1.7 ASSESSOR BODY

(a) REQUIREMENTS

- ☐ The Assessor Body should be accredited by the ETQA for the relevant unit standards and qualifications.

(b) FUNCTIONS

In administering the RPL process, the Assessor Body should

- ◆ advocate for RPL assessment.
- ◆ ensure that sufficient RPL assessors are trained and registered.
- ◆ give feedback to Standards Generating Bodies on the relevant unit standards (via the ETQA).
- ◆ provide registered assessors in cases where centres do not have practitioners who are registered as assessors.
- ◆ provide registered Moderators.
- ◆ provide guidelines, requirements and advice to adult learning centres, RPL mentors, assessors and moderators.
- ◆ deal with appeals that reach Stage 2 of the appeal procedure.
- ◆ supply reasons for assessment decisions that differ from those made by the internal assessor.
- ◆ forward the names of successful candidates to the ETQA for the awarding of credits and issuing of certificates.

5.7.1.8 EDUCATION AND TRAINING QUALITY ASSURANCE BODY

(a) REQUIREMENTS

- As set out in SAQA legislation.

(b) FUNCTIONS

In administering the RPL process, the ETQA should

- ◆ accredit Assessor Bodies to assess and award credits for specified NQF registered unit standards and/or qualifications.
- ◆ deal with appeals that reach Stage 3 and are referred to the ETQA by the Programme Supervisor in a centre.
- ◆ audit and monitor RPL systems across the sector.
- ◆ monitor providers and accredited Assessor Bodies.
- ◆ conduct overall evaluation of assessment.
- ◆ provide feedback to Standards Generating Body regarding the unit standards.
- ◆ award credits and issue certificates/qualifications to successful candidates.
- ◆ register assessors for the specific unit standards and/or qualifications.
- ◆ register moderators for the specific unit standards and/or qualifications.

5.8 COSTS OF RECOGNITION OF PRIOR LEARNING TO THE CANDIDATE

RPL costs must be separated into those carried by the centre offering support services and the costs incurred in the assessment of prior learning.

5.8.1 COSTS OF RECOGNITION OF PRIOR LEARNING THROUGH AN ADULT LEARNING CENTRE

When candidates utilise the support services offered by an ALC, the costs for this process need to be covered by the provider delivering the service at the

learning centre. The candidate may or may not be required to pay towards these costs. This fee may or may not include the RPL application fee payable to the assessor body. Where a candidate has completed part of a learning programme, cost implications of the learning programme need to be considered.

5.8.2 COSTS OF RPL DIRECTLY THROUGH THE ASSESSOR BODY

An RPL application fee may be charged by the Assessor body to cover costs. Candidates are responsible for the RPL application fee, payable to the RPL Assessor Body. This should be monitored by the ETQA to ensure that financially disadvantaged people will also have access to RPL systems.

5.9 RECOGNITION OF PRIOR LEARNING CENTRES

5.9.1 ESTABLISHMENT OF RECOGNITION OF PRIOR LEARNING CENTRE(S)

All stakeholders should negotiate where the RPL centre(s) will be located. Due to the costly and specialist nature of the process, the following issues should be considered.

5.9.1.1 Specialist RPL centres within a region/district should be identified. Note that the support service should be offered at the adult learning centre.

- (a) Such centres must be identified to provide the services of an RPL centre in a region/district.
- (b) All administrative functions will be conducted at this centre as well as most of the RPL assessment activities.
- (c) Some RPL activities will require on-site visits.

5.9.1.2 *The Recognition of Prior Learning centres should be properly resourced in terms of:*

- (a) **Human Resources** (administrative personnel, RPL assessors, RPL counsellors, RPL mentors and external RPL moderators from various fields of learning);
- (b) **Equipment** (communication, storage, transport, etc.)

5.9.1.3 The *funding* of these RPL centres will be guided and governed by SAQA, ETQA and SETA guidelines and principles.

5.9.1.4 To ensure *quality*, the roles of ETQA sub-sectors and SETAs in the RPL process must be clearly spelt out (see the previous section on roles and responsibilities of role-players).

5.9.2 *QUALIFYING FACTORS FOR A RECOGNITION OF PRIOR LEARNING CENTRE*

In order for a centre to qualify as an RPL centre, it must have the capacity to offer the following:

5.9.2.1 *Training*

The RPL centre should provide the necessary training to the RPL mentors and assessors in the region.

5.9.2.2 *Advocacy*

The RPL centre should have an advocacy strategy to ensure that the process is promoted in various sectors.

5.9.2.3 *Accessibility*

The centre should be in a place with good transport and accommodation facilities. It should also provide access to learners with special needs.

5.9.2.4 Safety

The centre should create a safe and supportive environment.

5.9.2.5 Counselling

The RPL centres should provide counselling with regard to the preparation of the candidates.

5.9.2.6 Mediation

The RPL site should be able to deal effectively with the mediation of results to the candidates.

5.9.2.7 Flexibility

The RPL centres should be flexible with regard to conducting of on-site visits and assessment.

5.10 TIME FACTORS

Time frames for RPL processes need to be carefully scheduled. Practical issues, e.g. seasonal work, as well as the scheduled requirements of the RPL Assessor Body need to be taken into account.

RPL Assessor Bodies will schedule RPL sessions according to the factors influencing particular sectors, e.g. seasonal work, intake into public adult learning centres etc.. Timing should be flexible and create a balance between the resources available and the demand for RPL. A minimum of two RPL sessions per annum is recommended.

5.11 ADVOCACY

Due to the fact that RPL is a new process aimed at redressing past imbalances in education, it will have to be actively promoted and advertised.

Advocacy for the RPL system should not only be aimed at learning centres and industry, but should also inform the general public. This will enable individuals who are not attending a learning centre and who are unemployed, to access the RPL system. They can independently choose to apply to the Assessor Body or to seek support from a learning centre or industry structure.

The staff members of the learning centre should be largely responsible for advocacy within the centre. This process should be driven by the Programme Supervisors and should also involve educators. In the industry, line supervisors, Human Resources managers and training officers should also advocate RPL. Equity forums, comprising all stakeholders, should also ensure that RPL is promoted amongst all employees. All stakeholders are responsible for advocacy, e.g. the assessor bodies, industry, government, organised labour, NGO sector, ETQAs, SETAs, SAQA, Department of Education, Department of Labour, and all other government departments.

5.12 CONCLUSION

The researcher is fully aware of the problems facing the ABET sector, such as the growing sense of crisis in the NGO field which saw much reduced funding as foreign donors now preferred to work directly through bilateral agreements with government and these agreements were slow to be agreed upon and implemented.

In the Republic of South Africa's *Interpellations, Questions and Replies of the National Assembly* (2000: 997) the Minister of Education, Professor Kadar Asmal made a statement that not enough money is allocated to ABET annually. When it comes to resources, the voice of ABET learners is drowned out by higher education students and school teachers demanding the continuation of the lifestyle to which they have become accustomed (Aitchison, 1998: 8).

However, despite all the problems as mentioned above, this model for recognition of prior learning for the adult basic education and training sector in South Africa

is a serious attempt to address the backlog that adult learners experience due to no recognition and or certification of their prior learning acquired non-formal or informal. Without the support of the national Ministry of Education in terms of financial as well as human resources for this model to be implemented successfully, the RPL model as proposed in this chapter will become another ambitious piece of literature and research.

The ABET field has been very closely associated with the political transformation of South Africa. It is likely, dependent as any enhancement of ABET provision is on political will, that its successes and sometimes dreadful defeats will continue to reflect the South African struggle to be a more democratic, enlightened and industrious society.



CHAPTER 6

ACRONYMS USED IN CHAPTER 6

ABET	Adult Basic Education and Training
CAEL	Council for Adult and Experiential Learning
ETQA	Education and Training Quality Assurance Body
NQF	National Qualifications Framework
RPL	Recognition of Prior Learning
SAQA	South African Qualifications Authority
SETA	Sector Education and Training Authority

CHAPTER 6

SUMMARY, FINDINGS AND RECOMMENDATIONS

6.1 INTRODUCTION

In this study the researcher developed a Recognition of Prior Learning model for the Adult Basic Education and Training sector in South Africa. This was undertaken in an attempt to answer the problem:

HOW CAN THE RECOGNITION OF PRIOR LEARNING IN A CONTEMPORARY SOUTH AFRICAN CONTEXT BE ADDRESSED?

Like most other areas of our society, education and training in South Africa are undergoing tremendous change. Since the proclamation of the South African Qualifications Authority Act, No. 58 of 1995, a National Qualifications Framework (NQF) is being created, which will serve as the structure around which all education and training efforts will be positioned.

The South African NQF is underpinned by various principles, which include recognition of prior learning, access, redress and social equity. The concept of recognising and accrediting what people already know and can do (RPL), is having a significant impact on many of the education and training programmes being currently developed. This is irrespective of whether the knowledge and skills have been acquired through unstructured learning, performance development, off-the-job assessment, or skills and knowledge that meet workplace needs, but have been gained through previous employment and hobbies.

In the past many adults and out-of-school youth have attended non-formal training programmes and have acquired a great deal of informal knowledge and experience. Such knowledge and experience were not recognised or certificated and this often led to exclusion from certain jobs, promotion on the job, and exclusion from further education and training opportunities, for all of which some kind of “certificate” was a pre-requisite. It is important to certify these skills in order to provide these persons with access to the labour market, as well as for purposes of a skills audit to plan the major training programmes which will be required in the future.

In order to practice the principles of the NQF, and to allow persons to gain reward for their existing skills, experience and learning previously unrecognised, the aim of this study was to develop an RPL model for the ABET sector. This model can be utilised to support the transition from the present emphasis in our education and training system on clearly defined and demarcated opportunities for formal learning, to an approach of lifelong learning which includes learning experiences outside the formal education and training systems.

In **Chapter 1** a theme analysis was undertaken to elucidate the various concepts that appeared throughout the study. These concepts are:

- The Recognition of Prior Learning
- Experiential Learning
- Lifelong Learning and Education
- Competence-based Assessment
- Adult Education
- The Reconstruction and Development Programme
- The South African Qualifications Authority and the National Qualifications Framework
- Educational Modi

The study is based on *a literature review* during which relevant, historical as well as contemporary sources were consulted. *Personal interviews* were also conducted with ABET stakeholders. The **literature study** was conducted on an **exploratory** as well as a **descriptive** basis. The information that was collected formed the basis for an investigation and analysis of the RPL situation in South Africa. In order to gather adequate and relevant information, primary and secondary sources were also consulted and studied.

In **Chapter 2** a logical analysis of RPL was done by way of investigating the philosophical foundations, the purposes of RPL, the characteristics of an effective RPL system, the beneficiaries as well as the disadvantages of RPL. Assessment practices and methods were identified which can be utilised for RPL. Due to the fact that the focus of the study is on the ABET sector, the researcher found it necessary to distinguish between RPL and Placement Assessment, as Placement Assessment plays a very important role in the ABET sector and is sometimes mistaken for RPL. The financing of RPL systems was also investigated.

The development and introduction of an RPL system makes little sense, unless an effective quality assurance model is put in place to ensure that standards, and the credibility of the system are maintained. Therefore guidelines for the quality assurance of an RPL system were also identified and developed.

In **Chapter 3** the international as well as national developments pertaining to RPL were investigated. These developments, as well as lessons learned internationally and nationally, provided the framework for the development of an RPL model for ABET in this study.

In **Chapter 4** the principles that underpin an RPL model were identified. These principles are:

- Quality assurance mechanisms.**

- Efficiency of the RPL system.**
- Equity and access.**
- Validity and reliability of the RPL system.**
- Transparency of the RPL process.**
- A curriculum based on explicit learning outcomes to be utilised for the RPL assessment.**
- Training of key players including their selection and monitoring.**

Issues that may be barriers for adult learners were identified.

In **Chapter 5**, based upon these barriers that must be overcome, as well as the principles mentioned above, an RPL model for the ABET sector was developed. For this purpose, the Six-point Typology model of the University of Ulster was also taken into consideration. Support to the learner plays a vital role during the RPL process. In developing an RPL model for the ABET sector, the possible routes to RPL for the adult learner were first determined, i.e. a learner can apply directly to an accredited assessor body or can apply *via* the adult learning centre. Thereafter the processes that will take place when a learner applies through an adult learning centre were described. The role players and their functions at various levels in the system were identified. Issues such as costs pertaining to RPL assessments, the time factors involved, as well as the advocacy of RPL were also discussed. These issues were researched as they are integral to the RPL support and assessment processes and cannot be dealt with in isolation.

6.2 FINDINGS

6.2.1 *In Chapter 1 it has been found that*

- 6.2.1.1 regardless of how the RPL process within each nation and context is defined, it appears that there is no basic difference in the underlying principles that each process follows;
- 6.2.1.2 based on the conceptualisation of all the terminologies and structures in relation to RPL, it becomes apparent that RPL will enable people of all ages, background and attitudes to receive formal recognition for the skills and knowledge (i.e. equal value to learning and skills) held as a result of formal training, work experience and/or life experience;
- 6.2.1.3 the development of an RPL model in South Africa has become an urgent necessity.

CONCLUSION

Based upon the above-mentioned findings it is apparent that the development of an RPL model that addresses the needs of the adult learner has become a matter of urgency.

6.2.2 In Chapter 2 it was found that

- 6.2.2.1 during an RPL assessment, learners will receive recognition for *learning* and not for *experience*. Learners will reflect on their experience and evaluate this experience by analysing its meaning and relationship in relation to existing knowledge;
- 6.2.2.2 RPL is an integral part of competency-based assessment, and not a separate process;
- 6.2.2.3 the development of an RPL model must adhere to the characteristics of an effective RPL system and also allow for the implementation of an effective

quality assurance strategy. This is to ensure that standards and the credibility of the system are maintained.

CONCLUSION

Based upon these findings it became apparent that an RPL model cannot be developed without taking all the characteristics of an effective RPL system (as explained in Chapter 2) into consideration.

6.2.3 In Chapter 3 it has been found that

6.2.3.1 certain institutions have already commenced piloting RPL, while others are preparing themselves for the task. As indicated in chapter 3 these institutions are positively disposed to the idea of empowering the individuals whose skills and experiences have been overlooked in the past;

6.2.3.2 the international and national developments regarding RPL indicate that there is a “shift” in the dominant education discourse regarding experience and learning. This “shift” from a phase, which views education primarily as a support for social struggle, to a “human capital” discourse which emphasises education for individual upward mobility, is clearly apparent.

CONCLUSION

Based upon the findings in Chapter 3 it is clear that an RPL model cannot be developed without taking into consideration the international and national processes and developments regarding RPL. It is through this wealth of experience of other researchers that a model can be developed without duplicating the “errors” that were made in the past.

6.2.4 In Chapter 4 it has been found that

6.2.4.1 a practical RPL model in South Africa should be underpinned by the following principles:

- (a) quality assurance mechanisms as part of the RPL model;
- (b) efficiency of the RPL system;
- (c) equity, access, validity and reliability of the RPL system should be ensured;
- (d) transparency of the RPL process;
- (e) a need for the curriculum to be based on explicit learning outcomes which will be utilised for the RPL assessment; as well as
- (f) the training of key players including their selection and monitoring.

6.2.4.2 Adult learners in general have a number of barriers to overcome when accessing the post-secondary educational system. These barriers may be personal, physical, situational or institutional. These barriers not only deny fair access to the assessment system, but can actively discourage certain people from even making an attempt to gain a recognised qualification.

CONCLUSION

Based upon the findings in Chapter 4 it is clear that an effective RPL model is underpinned by various principles. It was also found that learners might experience certain barriers to RPL. Therefore, when RPL is introduced, it should allow for an accessible and flexible approach to individual learning. Such an approach should, as far as possible, ensure that all barriers to assessment are removed and a client-based service implemented.

6.2.5 In Chapter 5 it has been found that

- 6.2.5.1 the process of RPL is complex and several strategies would need to be examined to ensure that candidates are assessed correctly;
- 6.2.5.2 the process of assessment does not necessarily have to lead to the award of credits, unless it is appropriate for the individual applicant. This aspect necessitates careful consideration when RPL models are developed in a South African context;
- 6.2.5.3 every education and training sector will have to decide on a model that will suit its circumstances best. In this study an RPL model for the ABET sector has been developed;
- 6.2.5.4 the RPL model developed should focus on the recognition of the candidates' prior *experiential* learning;
- 6.2.5.5 there should be fitness of purpose between the methods of assessment and the purpose which they serve. Judgements concerning a learner's competence should not be made in isolation, but through collaboration and peer review.

CONCLUSION

Based upon the findings in Chapter 5, institutions will have to accept RPL as an integral part of the new model of education and training, and should not pursue it in isolation. RPL processes should be accommodated within the teaching and learning programme of all institutions. Unless academics and employers co-operate and obtain consensus regarding the assessment criteria which will be utilised to judge competencies and the routes in which these competencies have been achieved, RPL may create more frustrations than solutions.

6.3 RECOMMENDATIONS

In the light of the problem statement as stated in Chapter 1, section 1.3 and the findings as described above, the following recommendations are made:

6.3.1 ON THE BASIS OF THE NEED FOR AN RPL MODEL IN SOUTH AFRICA AS MENTIONED IN PARAGRAPH 6.2.1.3 IT IS RECOMMENDED THAT

the RPL model for ABET learners developed in Chapter 5 be accepted.

6.3.2 ON THE BASIS OF THE FINDINGS MADE IN SECTIONS 6.2.1.3, 6.2.2.3, AND 6.2.4 IT IS RECOMMENDED THAT

an intensive investigation be initiated and research be conducted regarding the implementation of the RPL model for ABET as suggested in Chapter 5.

6.3.3 ON THE BASIS OF THE FINDINGS MADE IN SECTIONS 6.2.4 AND 6.2.5 IT IS RECOMMENDED THAT

6.3.3.1 learners should be allowed to negotiate and co-construct the curriculum on the basis of their needs and experiences as far as it is practically possible. These needs and experiences can be captured *via* RPL practices.

6.3.3.2 SAQA should fast track the development of standards and criteria for the registration and accreditation of the assessors and moderators. The various SETAs and ETQAs should also be established as soon as possible.

6.3.3.3 major language barriers restricting access to the RPL process should be identified and a core support programme to address those barriers should be identified.

6.3.4 ON THE BASIS OF THE FINDINGS MADE IN SECTION 6.2.5 IT IS RECOMMENDED THAT

- 6.3.4.1 advisors and assessors have clarity regarding the purpose of the assessment, before attempting to design an instrument for the assessment process: i.e. the purpose should define the assessment instrument, rather than allowing the instrument to determine the purpose.
- 6.3.4.2 in order to successfully access the necessary funds through the Skills Development Projects, a process of prioritising the areas and skills which need to be developed and recognised on the basis of their potential to create jobs and thus build the economy, needs to be developed.
- 6.3.4.3 there will have to be a strong dialectic between context of implementation and RPL practice. This suggests that there may be many interpretations of RPL rather than universal blueprints for practice.

6.4 SHORTCOMINGS OF THE STUDY

- 6.4.1 A shortcoming of this study is the fact that roles and responsibilities of the various role players, as described in Chapter 5, were identified, although criteria and standards for the assessors and moderators still need to be developed. Assumptions were made regarding the roles of the assessors and moderators. The ETQA for the General Education and Training sector has to date, also not yet been established.
- 6.4.3 The researcher did not focus on the development of assessment instruments for the RPL process, as these instruments will be individualised, depending on the sub-field of learning that the credits are required for. This process requires educators who are well trained in outcomes-based assessment and

are qualified to select the most appropriate assessment instrument(s) for judging the learner's evidence. To date very little time has been utilised to train the assessors, educators and verifiers, although this training is vital to adequately prepare the various role players for the assessment processes.

6.5 FURTHER RESEARCH

The researcher is of the opinion that this study offers the RPL framework as well as the model for the ABET sector to serve as a point of departure for further study and research. In this regard further potential areas of research are listed below:

- 6.5.1 In order to verify and elaborate on the findings and recommendations that were made in this study, more extensive research can be undertaken by the implementation of this RPL model (as developed in Chapter 5) in the ABET sector. The implementation of this model can be initiated by a pilot project where implementation is undertaken in a limited number of adult learning centres.
- 6.5.2 Research regarding the implementation of the proposed RPL model for the ABET sector and its impact on the community.
- 6.5.3 Research to ascertain the success rate of RPL graduates in their workplace.
- 6.5.4 Research to determine the correlation between the language proficiency of the RPL candidate and his/her demonstrated performance during the RPL process.
- 6.5.5 Research regarding the quality management systems established in the RPL process.

6.5.6 Research regarding the level of training and commitment of all the role players in the RPL process as well as the support offered to potential RPL candidates.

6.5.7 Research to evaluate the level, language, relevance, etc. of the unit standards and learning programmes that are utilised to assess potential candidates.

6.6 CONCLUSION

In this study an attempt was made to develop an RPL model for the ABET sector.

During the implementation of this model it will be vital to develop activities in which learners are encouraged to be active and where the focus is on meaning making and where prior learning is not removed from its social context. Adults enter ABET with vast experience and knowledge.

The RPL practices can be used to shape the nature of the context as a whole, not simply to reflect it. RPL should be seen as a learning process, not solely as an assessment event. The main issue when implementing this RPL model will be to try and develop RPL practices that are in keeping with contemporary learning theory and with the views of mind implicit in the various sectors of education and training. The need for a dialectical relationship between RPL processes and context is important. The former could inform the latter in order to work against a situation where different forms of learning and views of mind are valued in one context and devalued in another.

It should be kept in mind that many of the potential RPL candidates for ABET will be adults who will be entering their middle years. The following quotation by Jung (1969: 398 – 399) may give an indication of the fears they might experience:



*“Wholly unprepared, we embark upon the second half of life...
Worse still, we take this step with the false assumption that
our truths and ideas will serve us hitherto.
But we cannot live the afternoon of life
according to the programme of life’s morning:
for what was great in the morning will be little at evening,
and what in the morning was true
will at evening become a lie.”*