Recognition of Prior Learning Policy

NOVEMBER 2005

UNIVERSITY OF FORT HARE POLICIES AND PROCEDURES
Table of Contents

1. Preamble 4
2. Policy Objectives 4
3. Legislative Framework 5
   National Level 5
   University Level 5
4. Guiding Principles 5
5. Purpose of RPL 6
6. Forms of RPL 6
7. Related Policies 7
8. Human Resource Development for RPL 7
   Academics 7
   RPL Advisors 8
   RPL Assessors 8
   RPL Moderators 8
   Academic Administrative Staff 8
9. Quality Assurance and RPL 8
10. RPL and Student Support 9
11. RPL and the Curriculum 10
    Epistemological challenges 10
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum responsiveness</td>
<td>10</td>
</tr>
<tr>
<td>Curriculum change</td>
<td>11</td>
</tr>
<tr>
<td>RPL as a learning process</td>
<td>11</td>
</tr>
<tr>
<td>12. RPL Assessment</td>
<td>11</td>
</tr>
<tr>
<td>RPL Assessment Methodologies</td>
<td>12</td>
</tr>
<tr>
<td>Methods of Assessment</td>
<td>12</td>
</tr>
<tr>
<td>13. Offices Accountable for Implementation</td>
<td>13</td>
</tr>
<tr>
<td>RPL Process Map</td>
<td>14</td>
</tr>
<tr>
<td>References</td>
<td>15</td>
</tr>
</tbody>
</table>

Appendix A: Acronyms and Abbreviations
1. Preamble

Recognition of Prior Learning (RPL) in South Africa is critical to the development of an equitable education and training system. The South African Qualifications Authority (SAQA) articulates some of the key objectives relevant to RPL as follows:

- Facilitate access to, and mobility and progression within education, training and career paths; and
- Accelerate redress of past unfair discrimination in education, training and employment opportunities.

The National Plan for Higher Education indicates that:

An important avenue for increasing the potential pool of recruits to higher education is to recruit non-traditional students i.e. workers, mature learners, in particular women, and the disabled. The provision of higher education to workers, mature learners, and the disabled, aside from the equity and redress imperatives, would also play a significant role in addressing the shortage of high level skills in the short to medium term, especially as there is a large potential of recruits. Increasing the access of workers, mature learners and the disabled is an important policy goal in its own right and should be approached as such.

(Ministry of Education, 2001:28)

Despite this recognition of the importance of increasing the diversity of learners in higher education, recent studies, Kraak (2003), Breier and Burness (2003), indicate that very little progress has been made in this regard.

The University of Fort Hare (UFH) is committed to the objectives as outlined by SAQA through its acknowledgement that there are prospective students with valuable knowledge and skills gained through either formal, informal or non-formal means who could benefit from formal higher education.

RPL is defined in the National Standard Bodies Regulations (No 18787 of 28 March 1998 issued in terms of the SAQA Act 58 of 1995) as follows:

Recognition of prior learning means the comparison of the previous learning and experience of a learner, howsoever obtained, against the learning outcomes required for a specified qualification, and the acceptance for purposes of qualification of that which meets the requirements.

To address the policy vacuum and to provide an enabling environment in which access to UFH can be expanded, UFH has developed a comprehensive policy on RPL. This RPL policy states the ideal and its implementation is subject to the availability of financial and other resources.

2. Policy Objective

This policy covers the process of gathering evidence and making judgments about a learner’s performance in relation to standards and qualifications. It also aims to regulate
the implementation of the RPL at the UFH and to ensure that consistent practices and standards are applied in the procedures that are followed.

3. Legislative Framework

3.1 National Level

RPL is statutory. It is promulgated in the SAQA Act (Act 58 of 1995) and the Employment Equity Act (Act 55 of 1998), and governed by the following guidelines:
- National Standards Board No 18787 (28th March 1998);
- ETQA Bodies Regulations no 19231 (8th September 1998);
- Criteria and Guidelines for Assessment of NQF Registered Unit Standards (SAQA, October 2001);
- The Recognition of Prior Learning in the Context of South African National Qualifications Framework (12 June 2002); and

3.2 University Level

The relevant rules found in the University General Prospectus and the respective Faculty specific prospectuses apply.

4. Guiding Principles

4.1 The University rationale for RPL is part of the National Plan for Higher Education in South Africa, with specific reference to the emphasis on increased access to higher education, the broadening of the social base of higher education and on increasing the number of graduates.

4.2 The evaluation of prior learning is an academic task and, like other forms of assessment, is done by academic experts in a given field, drawing on other experts as needed.

4.3 RPL is based on a developmental model, not a deficit model of adult learning; it builds on knowledge and skills that adults have already acquired.

4.4 RPL practices for specific programmes must be context-specific and framed appropriately to those differing contexts.

4.5 RPL must be available to all staff and students currently at the institution and to those wishing to gain access to the institution for study purposes.

4.6 RPL must be used in ways that allow students a reasonable chance of succeeding in their studies. Provision of academic support must be an integral part of the RPL process.

4.7 Students will be expected to contribute towards RPL administration fees. The contribution will not exceed the cost of a full-time face-to-face module/course or
learning programme. The administration fees should not create barriers for potential students.

4.8 When establishing assessment mechanisms and assessing learning from work or life experience, the following will be taken into account:

4.8.1 **Authenticity** – the applicant has actually demonstrated the learning outcome that is being claimed;

4.8.2 **Currency** – the learning outcome is still valid and demonstrable;

4.8.3 **Quality** – the learning has reached the acceptable level;

4.8.4 **Relevance** – the learning is applicable to the area claimed;

4.8.5 **Transferability** – the learning outcome can be applied outside the specific context in which it was learned; and

4.8.6 **Comparability** – the assessment mechanisms adopted should ensure that the prior learning is comparable in content and standard with the course(s) in which credit is sought. The standards applied in assessing prior learning should not be greater than those required to pass the course(s).

5. **Purpose of RPL**

The purpose of RPL is to:

5.1 identify, assess and recognise the skills and knowledge gained by individuals in either formal, informal or non-formal contexts.

5.2 enrich the academy, and the curriculum, by facilitating dialogue across sites of knowledge and practice.

5.3 encourage a sense of lifelong and continuous learning, whereby a student should be able to transfer the knowledge and skills gained in one context or environment into others throughout his or her life.

5.4 increase the knowledge base and performance of the University through recognition of skills and competencies that have been acquired elsewhere by prospective students.

5.5 contribute to the holistic assessment and self-assessment of people entering onto a learning path.

6. **Forms of RPL**

RPL may be used for:

6.1 **access** into a particular module/course or programme when a candidate is able to demonstrate through appropriate assessment(s) the entry or exit level outcomes of the module, course or programme preceding that particular module/course or programme;

6.2 **specified credit** for designated subjects, modules, units or competencies;
6.3 unspecified credit resulting in the student being required to complete fewer subjects, modules or competencies, for example, by exempting a student from undertaking elective modules;

6.4 block credit resulting in exemption from the requirements to undertake a block component of a course/programme, for example, first semester or first year;

6.5 exemption standing which involves exempting a student from undertaking preparatory subjects, units, modules or competencies in the early stages of the course or programme, while still requiring the student to undertake the same number of subjects, units, modules or competencies as they would be required to complete if they had not been granted exemption. This usually involves substituting the exempted subjects, units, modules or competencies with others;

6.6 advanced standing resulting in the award of credits towards a qualification for which a candidate has registered; and

6.7 advanced status which provides access to a level of a qualification higher than the logical next level following on the preceding qualification.

Once a student has been awarded credit on the basis of RPL, subsequent credit transfer based on these learning outcomes should not include revisiting the RPL assessment, but should be based on credit transfer agreements, articulation arrangements or other agreements between institutions.

7. Related Policies

This RPL Policy should be read in conjunction with the under-mentioned institutional policies, some of which still need to be formulated.

- Assessment and Moderation of Student Learning Policy
- Co-operative Education Policy
- Admissions Policy
- Short Course Policy
- Teaching and Learning Policy
- Curriculum Development and Review Policy
- y
- Evaluation of Teaching and Courses Policy
- Plagiarism Policy

8. Human Resource Development for RPL

The following categories of human resource development are essential for successful implementation of RPL:

8.1 Academics:

Planning for:

8.1.1 articulation and learning pathways and administrative processes capable of dealing with credit transfers and transcriptions;

8.1.2 the review and moderation of assessment processes and tools, that is, the nature and extent of quality assurance, the frequency of moderation and methodologies; and
8.1.3 the principles of assessment, weighting of evidence in relation to the qualification and level and the flexibility of entry and exit points.

**8.2 RPL Advisors**

8.2.1 Portfolio development and related workshops;
8.2.2 One-on-one advising;
8.2.3 Training on the development of self-awareness, sensitivity and the ability to know and manage one’s own biases, including bias against experiential and non-formal forms of learning and language bias;
8.2.4 Assessment approaches, tools, mechanisms; and
8.2.5 Guidance on collecting evidence.

**8.3 RPL Assessors**

8.3.1 Training of assessors to qualify to assess RPL and give feedback in that discipline;
8.3.2 Training on the development of self-awareness, sensitivity and the ability to know and manage one’s own biases including bias against experiential and non-formal forms of learning and language bias; and
8.3.3 Communication strategy.

**8.4 RPL Moderators**

8.4.1 Training to qualify to moderate assessments; and
8.4.2 Communication strategy.

**8.5 Academic Administrative Staff (Admissions and Faculty Managers)**

Develop an understanding of:
8.5.1 RPL candidates’ needs; and
8.5.2 policies and procedures relating to RPL.

**9. Quality Assurance and RPL**

Quality management of RPL entails a number of elements of institutional planning and actions to address quality. These include:

9.1 A review of the quality management systems related to RPL needs to be incorporated into the scope of the Academic reviews where appropriate. This should include a focus on assessment methods, moderation, support for students, curriculum review and staff development.

9.2 Academics who assess potential learners for RPL should design, with the assistance of the Teaching and Learning Centre staff, appropriate assessment methods that will allow judgments of past learning in relation to the outcomes of the particular courses or programmes.
9.3 RPL should be an integrated feature of assessment policies, including moderation, management and reporting procedures that constitute the agreed upon University assessment of student learning as well as rules and regulations.

9.4 Sufficient evidence should be collected to enable judgments of different kinds of skills and knowledge of the applicant in relation to the outcomes of the particular courses or programmes in which the candidate is interested.

9.5 The Head of Department should evaluate the recommendation of the lecturer or course coordinator by examining whether the evidence provided justifies the evaluative judgment made by the lecturer.

9.6 The Head of Department should also ensure that assessment methods used to arrive at any evaluative judgments were valid and fair.

9.7 Faculties should maintain information on RPL assessments, including unsuccessful and successful applications.

9.8 The Faculty needs to make sure that there are mechanisms in place to provide educational counseling and advice for adult learners.

9.9 An open and transparent appeals process, as outlined in the University rules and regulations (University General Rule G.10 and G.11 and Point 5.15 in Assessment and Moderation of Student Learning Policy 2004) will be followed. This will include the explicit detailing, when requested, of the reasons for an unsuccessful RPL application.

9.10 Continuous review of procedures for RPL and success rates of students admitted via RPL should be conducted by faculties and annual reports submitted to the institutional Academic Planning Committee and the Institutional Quality Assurance Committee (also see 5.8 in Assessment and Moderation of Student Learning Policy 2004).

9.11 Systems should be in place to monitor progress of candidates who enter learning programmes post RPL.

9.12 Faculties should keep a system that stores and updates relevant student information in order to inform policy, planning, implementation and review of RPL.

10. RPL and Student Support

RPL mechanisms across the University must be embedded in broader structures of student support. These include:

10.1 Support during the initial enquiry / orientation.

10.2 A holistic assessment of learners’ current levels of academic readiness and a plan for the academic development of RPL candidates to develop viable learning pathways.
10.3 Provision of appropriate opportunities for academic development, including language development, academic writing, research skills, where needed.

10.4 Support for portfolio-development in collaboration with the Teaching and Learning Centre, with the candidates being assisted in preparing and presenting evidence in a coherent and systematic fashion and educational planning or advising post assessment.

10.5 Support services that consciously address invisible barriers like re-aligning existing academic development programmes to suit the needs of adult learners, advising programmes, assistance with identifying equivalencies and preparation for assessment.

11. RPL and the Curriculum

Curricula will increasingly be informed by the additional knowledge of candidates that was acquired outside the formal education setting as the outcomes-based education and training system matures and the debate on RPL and assessment practices, in terms of what knowledge is valuable and worth considering, is recognised.

11.1 Epistemological challenges:

The University recognises that one of the challenges of RPL is to negotiate the relationship between knowledge that is created, organized and utilized differently across different sites of practice. The relationship between academic curricula and professional practice differs across programmes and disciplines as does the mix of theoretical study, application, and interface with the broader society. RPL provides the opportunity to interrogate the curriculum, test epistemological and pedagogical assumptions, and recognises both the foundational principles and changing face of academic enquiry.

In the University context, RPL is premised on the expectation that adults acquire and create knowledge through a variety of formal, informal and non-formal learning experiences. Adult learners especially need an environment in which their prior learning can be respected, a space to explore and articulate learning and academic ways of knowing and guidance in developing an appropriate plan for future learning.

In RPL procedures in the University context, the assessment of knowledge, including prior learning, remains the domain of academics with expertise in a given field. Admissions decisions are made by a Faculty RPL Committee (consisting of senior academic staff and co-opted expertise, where appropriate) in consultation with appropriate academic staff, but guiding learners through the exploration of their own learning and the relationship of that learning to academic knowledge and discourse is an academic function. Academics will also take the lead in exploring the pedagogical and curricular possibilities opened by and through RPL.
11.2 Curriculum Responsiveness:

RPL is an aspect of UFH’s commitment to equity and redress and reflects its openness to alternative forms of pedagogy and assessment. At the same time, the relationship between academic knowledge and the knowledge created in other sites of practice can be subject to healthy contestation depending on the context.

11.3 Curriculum Change:

RPL processes that bring experienced adults into the academy provide the opportunity for mutual exchange across forms of expertise. Where appropriate, and depending on the disciplinary context or field of study, Faculties and programmes may choose to create curricula tailored to accommodate and empower RPL learners whose self-worth may have been undermined in the past. Such curriculum-development provides the opportunity to revisit the curricula structures and pedagogical practices created with school-leavers in mind and takes account of learning that has occurred in a variety of contexts. RPL also invites contributions to explore current academic knowledge in order to develop interdisciplinary and innovative programmes and research.

11.4 RPL as a Learning Process:

RPL, like other forms of assessment, has a diagnostic and evaluative function. The University, however, recognises that self-assessment and articulation of one’s prior learning, the creation of a learning pathway, and the exploration of the relationship between experiential and academic learning is itself a learning experience. Where appropriate, faculties should develop credit- and non-credit-bearing modules in which such assessment, self-assessment and educational planning can take place. Even when not credit-bearing, such modules are more than assessment exercises which provide the opportunity to interrogate past learning experiences and explore the meanings of and possibilities for new learning.

12. RPL Assessment

Assessment is central to quality assurance of educational programmes at the University and the training and orientation of assessors and other staff members involved in assessment is a critical component for the success of implementing the principles and objectives of this RPL policy. The role of the assessors is to:

- Inform the candidate about the requirements of the modules/qualification/unit standard;
- Support and guide the candidate in the collection of evidence;
- Assist the candidate plan for the assessment;
- Inform the candidate about the timing of the assessment; and
- Conduct the assessment and provide feedback in accordance with Point 7 Related Policies.
For the purposes of RPL, this role should ideally be performed by different people to avoid potential conflict of interest and bias, but could be performed by the same person, preferably a trained practitioner.

The assessment process will involve the process of collecting evidence and making judgements about the knowledge, skills and values that will prove competence and articulate with the outcomes of a desired qualification. Learning will be assessed to establish whether candidates demonstrate appropriate competence in the following:

a) Foundational competence - their understanding of what they are doing and why they are doing it, in other words, what theoretical knowledge they have;

b) Practical competence - their ability to perform a set of tasks and make decisions;

c) Reflexive competence - their ability to integrate or connect their knowledge and skills so that they learn from their actions and are able to adapt to changes and unforeseen circumstances.

12.1 RPL Assessment Methodologies

RPL assessment methodologies should be chosen based on their appropriateness to a particular context, learner, discipline and programme. They may be chosen by an individual assessor, a team of assessors or by those in the leadership of the programme in question. Whilst the choice of methodologies is ultimately an academic function, the University recognises the importance of learners' input into the decision-making process. The choice and use of a given set of RPL methodologies must be consistent with the UFH Assessment Policy and meet key criteria for validating assessment practices, in particular, validity, reliability, fairness, legitimacy, appropriateness, manageability, feasibility and attention to unintended negative consequences.

Faculties need to ensure that mature learners admitted through RPL are provided with the necessary support to acquire effective academic literacy in English, and to provide students with opportunities to use their home languages as a tool for learning, and to scaffold access to disciplinary discourse. In some cases, it may be possible and appropriate for RPL candidates to demonstrate their learning in the principle language of their professional practice.

12.2 Methods of Assessment

A wide range of assessments methods, including but not limited to the following, may be utilised. The assessment methods include:

12.2.1 Portfolio – to validate a candidate’s learning by providing a collection of evidence that reflect prior learning and achievement. It will include own work, reflections on own practice and indirect evidence from others that are qualified to comment. The portfolio will identify relevant connections between learning and the specified or unspecified credits sought.

12.2.2 Interviews (structured or unstructured) – to clarify issues raised in documentary evidence presented and/or to review scope and depth of learning. May be particularly useful in areas where judgement and values are important.
12.2.3 **Written Tests and Examinations** – to test concepts and basis skills and applications using practical examples.

12.2.4 **Assignments and Essays** – to check the quality and standard of academic writing and use of references, ability to develop a coherent argument, and to confirm extent, understanding and transferability of knowledge and critical evaluation of ideas.

12.2.5 **Debates** – to confirm capacity to sustain a considered argument demonstrating adequate knowledge of the subject.

12.2.6 **Presentations** – to check ability to present information in a way appropriate to subject and audience.

12.2.7 **Performance Testing** – to test applications of theory in a structured context in correct/safe manner.

12.2.8 **Oral Examinations** – to check deep understanding of complex issues and ability to explain in simple terms.

12.2.9 **Examples of work done/ performed/ designed** – to check quality of work, relevance to credit sought and authenticity of production.

12.2.10 **Book Review** – to ensure currency and that the analysis of appropriate literature is at a satisfactory level.

12.2.11 **Annotated Literature Review** – to illustrate a range of reading done by the candidate and ensure appropriate coverage to fulfil subject requirements.

12.2.12 **Special Projects** – may be used to meet a variety of purposes – to add greater currency to knowledge and skills and to extend the scope of prior learning.

12.2.13 **Reports/Critiques/Articles** – to indicate level of knowledge and assess analytical and writing skills and issues involved in the current debate on the subject [In SAQA from Cohen, R. in Harris, J., 2000: 148,149]

12.2.14 **Letters of Recommendation/Expert Testimony**

12.2.15 **Case Studies**

12.2.16 **Documentation of successful past learning experiences**

12.2.17 **Simulations**

12.2.18 **Demonstrations**

12.2.19 **Observations**

13. **Offices Accountable for Implementation**

Senate is responsible for the implementation of this policy within the University. Senate delegates this responsibility to the Executive Deans who are responsible for overseeing the implementation of this policy in every case in which a student in his/her Faculty is affected. Support for the implementation of this policy will be provided by the Teaching and Learning Centre and the Quality Management and Assurance Unit.
14. Implementation Process

Faculties should identify possible sites of RPL and then propose an implementation strategy which details resource requirements and timelines using the RPL Process Map on the following page as a guide.
Candidate enquiry

Pre-screening by Faculty RPL Committee

Accept candidate for RPL?

Yes

Candidate completes RPL application and submits fee

Faculty office captures data

Application Form Filed

No

Candidate attends pre-assessment session(s)

Candidate receives support from RPL Consultant in TLC

RPL PROCESS MAP

Feedback to candidate – offer alternative solutions

Candidate completes assessment

RPL Assessor(s) documents results

RPL Moderator(s) documents results

Faculty RPL Committee confirms and recommends form of RPL based on assessment results

Faculty office feedback to candidate

Assessment records Filed

Faculty capture results

Senate endorsement of results

RPL results and recommendations ratified by Faculty Board
References:


University of the Free State, The RPL Process, www.uovs.ac.za

Appendix A:

Acronyms and Abbreviations

ETQA        Education and Training Quality Assurance (bodies)
NQF        National Qualifications Framework
QMS        Quality Management System
RPL        Recognition of Prior Learning
SAQA        South African Qualifications Authority
UFH        University of Fort Hare

Definitions

Accreditation means the indication that official approval or recognition has been given to a course, a programme of training or a provider of training.

Access means to provide ease to entry to appropriate level of education and training for all prospective learners in a manner which facilitates progression.

Advanced standing means to award credits towards a qualification for which a candidate has registered.

Advanced status means to provide access to a level of a qualification higher than the logical next level following on the preceding qualification.

Assessment means the process of gathering evidence and making judgments about students’ achievements in relation to stated learning outcomes, and the recording and reporting of these judgments.

Assessment criteria means articulations of the competences required to determine whether or not an outcome has been achieved.

Assessment tasks means learning activities designed to obtain evidence about a student’s level of competence against stated learning outcomes.

Challenge Examination means an examination specifically drawn up to assess the generic knowledge of a prospective candidate has with regard to a specific module or course. This examination will not assess knowledge from a specific textbook or given by a specific lecturer. It will only assess knowledge according to the learning outcomes of the module or course. The challenge examination might include a case study, a demonstration and/or an oral presentation.

Certification means to certify credits attained for the purposes of a qualification.

Continuous assessment means a system of assessment by which all aspects of a student’s performance during a module/course/programme are taken into account when making a judgment about the student’s level of competence.
Credits means the value assigned to a given number of notional hours of learning which may be accumulated until conditions have been met for the award of a module/course/programme/qualification.

Criterion-referenced assessment means the process of using pre-specified criteria or standards against which to make judgments about a student’s performance.

Critical Outcomes means broad, generic cross-curricula outcomes that underpin all learning recognised by SAQA.

Diagnostic assessment means a specialised procedure which is concerned with determining the cause(s) of persistent or recurring learning difficulties that are left unresolved by formative assessment.

Evaluation means the process of gathering information from students, peers and literature in order to reflect on the quality of teaching and courses.

Expected Levels of Performance means standards that students are expected to achieve during a module/course/programme.

Final mark means the mark obtained at the end of a completed module/course/programme, the composition of which is determined by the rules for that particular module/course/programme. The general rule of the University being that the final mark is the average of the semester/year mark and the examination mark.

Formal education means formal education as used here is the highly institutionalized, chronologically graded and hierarchically structured ‘education system’, spanning lower primary school and the upper reaches of the university.

Formative Assessment means assessment which is conducted during instruction to provide prospective candidates with feedback about what learning they have achieved in order to improve their competence as well as to develop the curriculum.

Informal education means informal education as used here is the lifelong process by which every person acquires and accumulates knowledge, skills, attitudes and insights from daily experiences and exposure to the environment – at home, at work, at play etc.

Integration means the grouping of specific learning outcomes from different modules/courses/programmes in terms of skills, knowledge, attitudes and values.

Internal Moderation means a process designed to ensure that assessment methods are appropriate for the standards being measured, the judgments about students’ performance against stated learning outcomes are carried out in a consistent and trustworthy manner, and to provide assessors with feedback to improve their assessment practices.

Learning outcomes means high quality, culminating demonstrations of significant learning in context.

Learning Outcomes means a learning outcome describes what a candidate knows and what he/she can do as a result of his/her learning experience. The candidate is required
to describe his or her learning experience and match it with the learning outcomes for each course he or she is seeking credit for via the RPL process.

**Moderation** means the process of ensuring that all assessors who assess a particular qualification are using equivalent assessment methods, and making similar and consistent judgments about students’ performance against stated learning outcomes.

**Non-formal education** means non-formal education is any organized, systematic, educational activity carried on outside the framework of the formal system to provide selected types of learning to particular subgroups in the population, adults as well as children.

**Norm-referenced assessment** means the process of comparing a student’s performance with that of peers in the same class or cohort.

**Outcomes-based education** means a learner-centred, results-oriented approach to education that requires students to demonstrate evidence that they are able to achieve stated learning outcomes.

**Peer assessment** means the assessment of students’ learning/performance by other students in the same class or cohort in order to help each other improve their learning/performance.

**Portfolio** means a portfolio is a deliberate, strategic and specific collection of a student’s work or evidence of a student’s work over time that demonstrates the learning that has occurred in order to meet stated learning outcomes.

**Placement** means to determine the appropriate level for learners wanting to enter education and training through a diagnostic assessment.

**Rubric** means an assessment tool to record a student’s level of performance against stated outcomes and assessment criteria.

**Self-assessment** means the process whereby students make judgments about their own performance against stated outcomes and assessment criteria.

**Standards** means are a specification of performance across defined domain of activity. The basis for a specification is the separation of an activity into functions. Each function is attached to a set of criteria which define the limits of acceptable performance.

**Summative Assessment** means assessment conducted at the end of a module/course/programme to determine a candidate’s level of performance i.e. what the candidate knows and can do, in relation to stated outcomes and assessment criteria.

**Verification** means the process by which the recommendations from the provider about the award of credits or qualifications of learners are checked.