

Recognition of Prior Learning Practices in a South African Institution of Higher Learning: Implications for Academic Development

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ABSTRACT The aim of the study was investigate implications for academic developers on Recognition of Prior Learning (RPL). The research population consisted of three faculties in one South African university. The researchers used a qualitative research approach with case study as a research design. The study followed an interpretivist paradigm because it consisted of faculties' subjective experience on RPL. Purposive sampling consisted of a case from each one of the three faculties used. Data were collected using narrative reports of three cases from three faculties, and these were sent to the advisory centre that serves as a consultant of RPL issues. Data were presented from each of the cases and analysed thematically. The study revealed that there was a lack of knowledge from university RPL committees in three faculties understudied. It was concluded that faculties lack knowledge on RPL practices. It was, therefore, recommended that all RPL committees in the university be trained about RPL policies and issues.