

# HUMAN RESOURCE DEVELOPMENT FOR THE PUBLIC SERVICE

# RECOGNITION OF PRIOR LEARNING IN THE PUBLIC SERVICE



**the dpsa**

Department:  
Public Service and Administration  
REPUBLIC OF SOUTH AFRICA

# A VISION FOR HRD

*A dedicated, responsive and productive Public Service*

## BUILDING HUMAN CAPITAL FOR HIGH PERFORMANCE AND ENHANCED SERVICE DELIVERY

|   |  |   |  |
|---|--|---|--|
| <b>Fostering HEI &amp; FETC Partnerships</b>        | <b>Mobilization of management support</b>                    | <b>Utilization of the strategic role of SETAs</b>                 | <b>Responsiveness to Millennium Development Goals</b>                        |
| E-Learning Programmes for the Public Service        | Career Planning & Talent Management                          | Values, Ethics & Professional Code of Practice                    | Promoting integrated & inter-sectoral approaches to developmental priorities |
| A National/ Provincial Public Service Academy       | Managing Employee Health & Wellness                          | Promoting HR Learning Networks                                    | Capacity development to promote success of Industrial & Economic Plans       |
| Promoting Learnerships, Internships & Traineeships  | Ensuring adequacy of Physical & Human resources & facilities | Managing Effectiveness of Communication                           | Awareness promotion of growth & development initiatives                      |
| Development Programme of Professional Bodies        | Promoting appropriate Org. Structures for HRD                | Fostering Effective Monitoring, Evaluation & Impact Analysis      | Integrating NEPAD, AU, Regional & Global Programmes                          |
| Leadership Development Management Strategies        | Performance Management & Development Systems                 | Managing HRD Policy & Planning Frameworks & Guidelines            | ASGISA, JIPSA, EPWP, PGDP, IDPs  |
| Integrated ABET framework                           | Knowledge & Information Management                           | Strengthening & aligning governance roles in HRD                  |  |
| Workplace Learning Programmes                       | HR Planning - Supply & Demand Management                     |   |  |
| <b>1</b><br><b>CAPACITY DEVELOPMENT INITIATIVES</b> | <b>2</b><br><b>ORGANIZATIONAL SUPPORT INITIATIVES</b>        | <b>3</b><br><b>GOVERNANCE &amp; INSTITUTIONAL DEV INITIATIVES</b> | <b>4</b><br><b>ECONOMIC GROWTH &amp; DEVELOPMENT INITIATIVES</b>             |

## 4 KEY PILLARS FOR HIGH PERFORMANCE IN THE PUBLIC SERVICE THROUGH HRD

|  |  |                            |                              |                                    |                                 |                                    |   |                                     |  |
|--|--|----------------------------|------------------------------|------------------------------------|---------------------------------|------------------------------------|---|-------------------------------------|--|
| Focus on all Performa levels of employment                         | Responding to needs of designated groups (women & persons with disabilities) | Cohesiveness & Integration | Flexibility and adaptability | Recognizing contextual differences | Maintaining a performance focus | Responding to sectoral differences | Building learning communities & organizations | Promoting the agenda of development | Continuity through all spheres of government |
| <b>10 CORE PRINCIPLES INFORMING IMPLEMENTATION OF HRD STRATEGY</b> |  |                            |                              |                                    |                                 |                                    |   |                                     |  |

## LEGISLATIVE FRAMEWORK AS A FOUNDATION

# RPL Strategy

RPL is a capacity development tool to fast track PS' acquisition of formal qualifications by recognising workplace learning and informal learning which match the requirements of the qualification and/or the job profile

# RPL Strategic Framework seeks to:

- Promote the National Skills Development agenda
- Ensure a continuous supply of qualified people & promote their absorption into the PS
- Enable RPL within the PS in the most effective and efficient manner

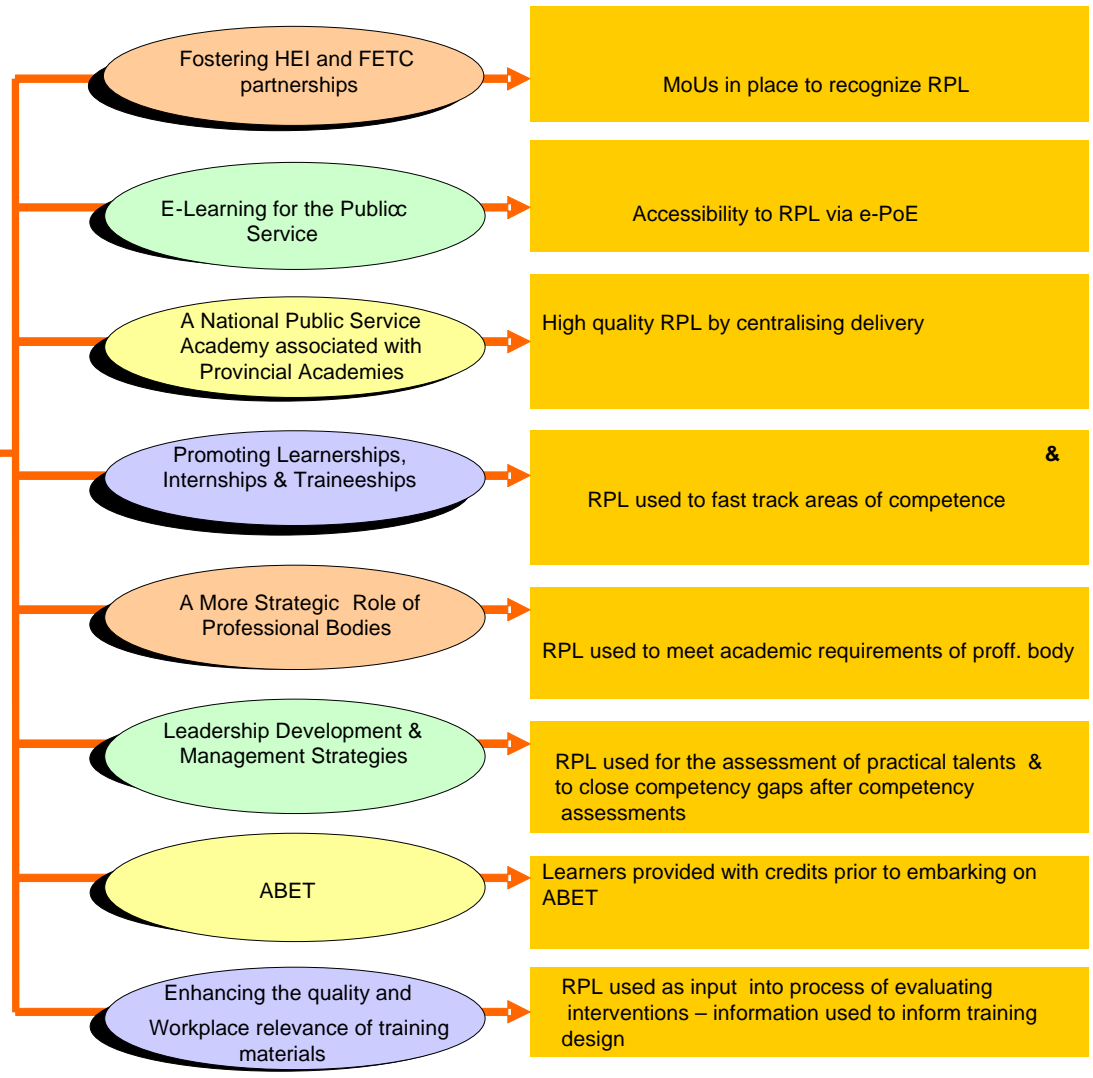
# PILLAR 1

## RPL underpinning Capacity Development Initiatives

*Growing Human Capital in Public Organizations*

### STRATEGIC FOCUS AREAS

### INTENDED OUTCOMES



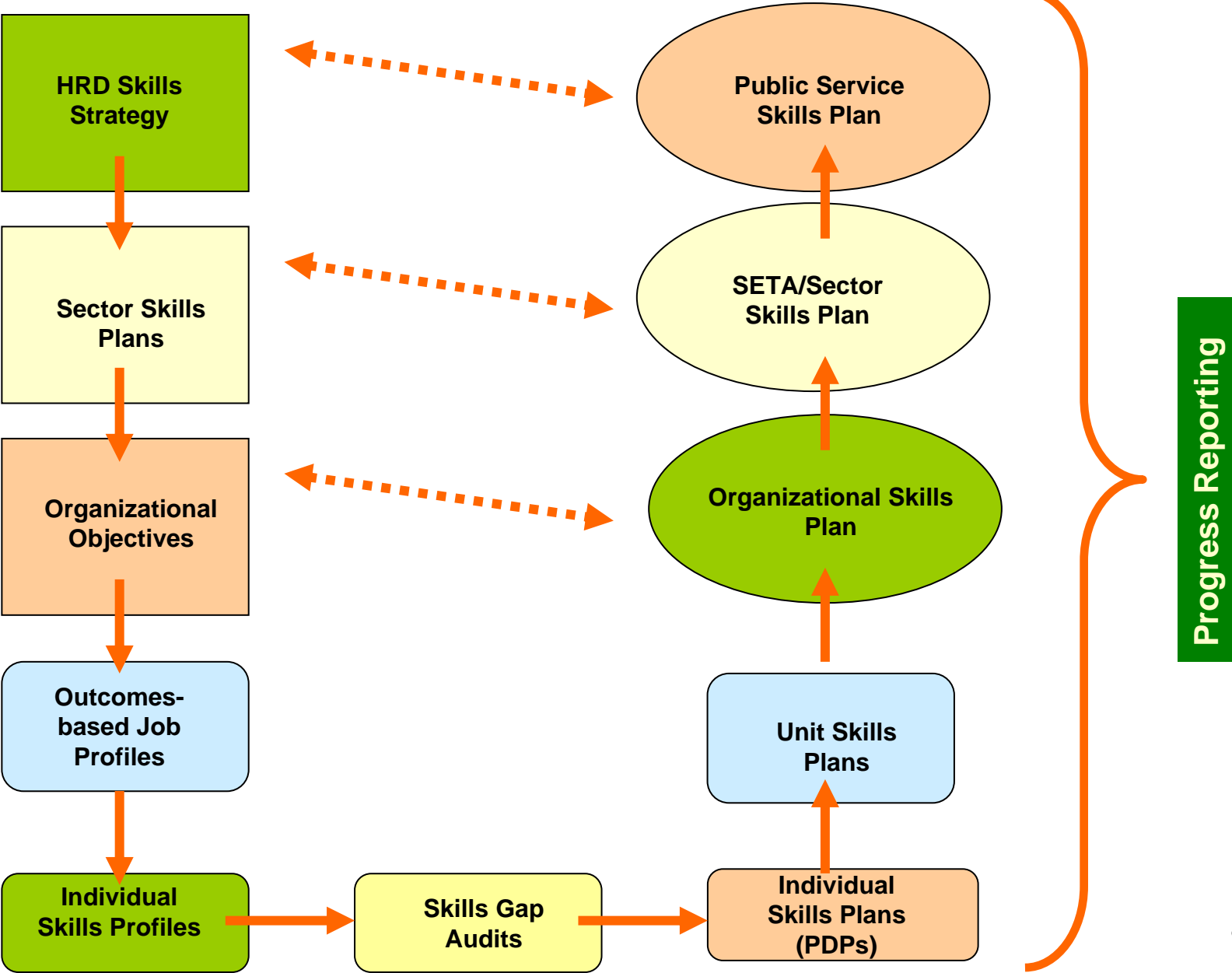
# Why RPL?

- RPL for access into a qualification
- RPL for advanced standing – credited for part of a qualification
- RPL for credit results in the formal award of full or partial qualification
- RPL for employment or development
- RPL for professional standing

# Most common reason for doing RPL

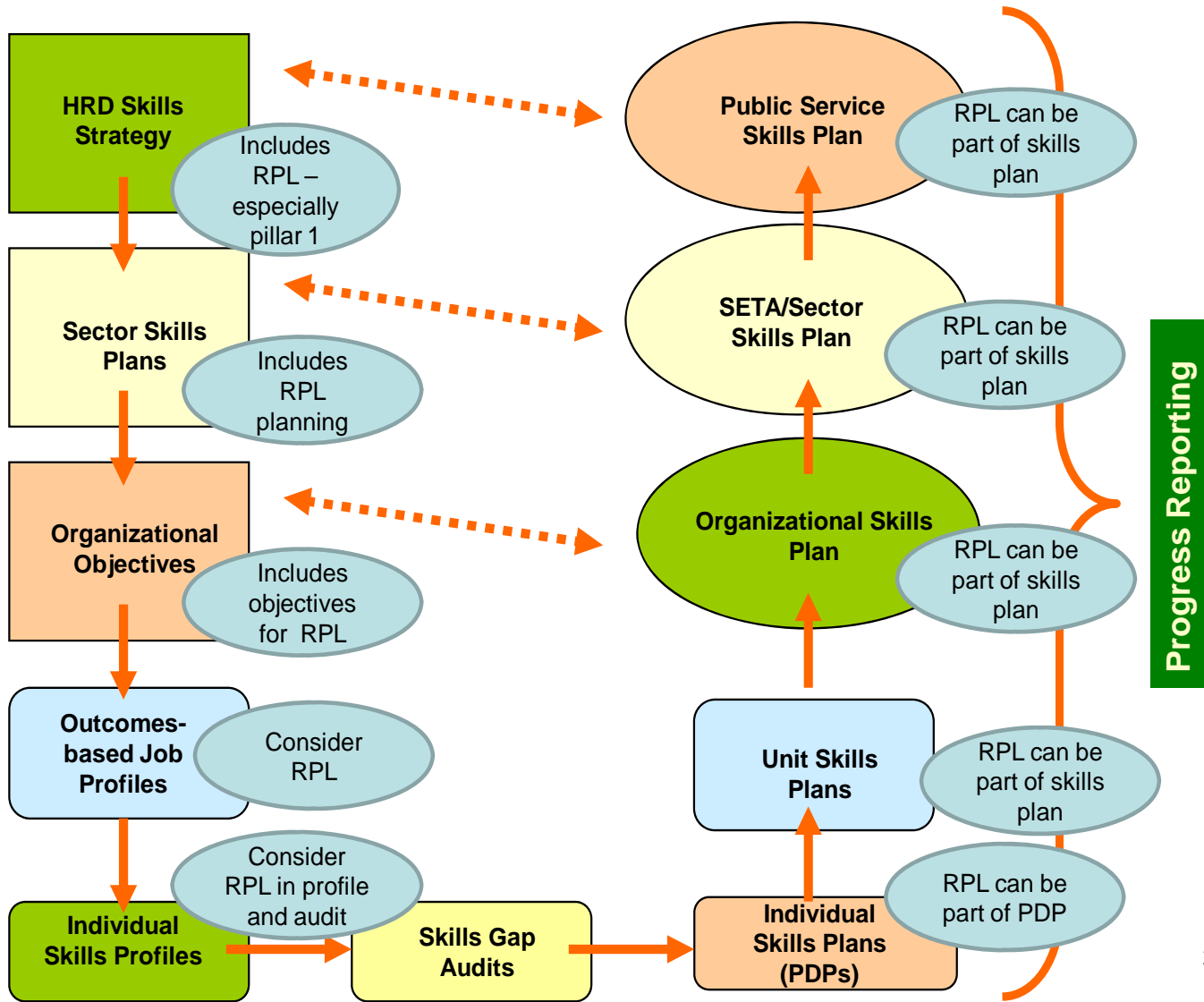
RPL for the awarding of a credit

# SKILLS PLANNING PROCESS FLOW





# SKILLS PLANNING PROCESS FLOW



# Principles guiding RPL implementation

- National interest
- Voluntarism
- Context & level specific assessment
- Developmental approach
- Contractually binding
- Skills enhancement
- Representivity
- Service delivery
- Cost - effectiveness

# Principles guiding RPL implementation cont.

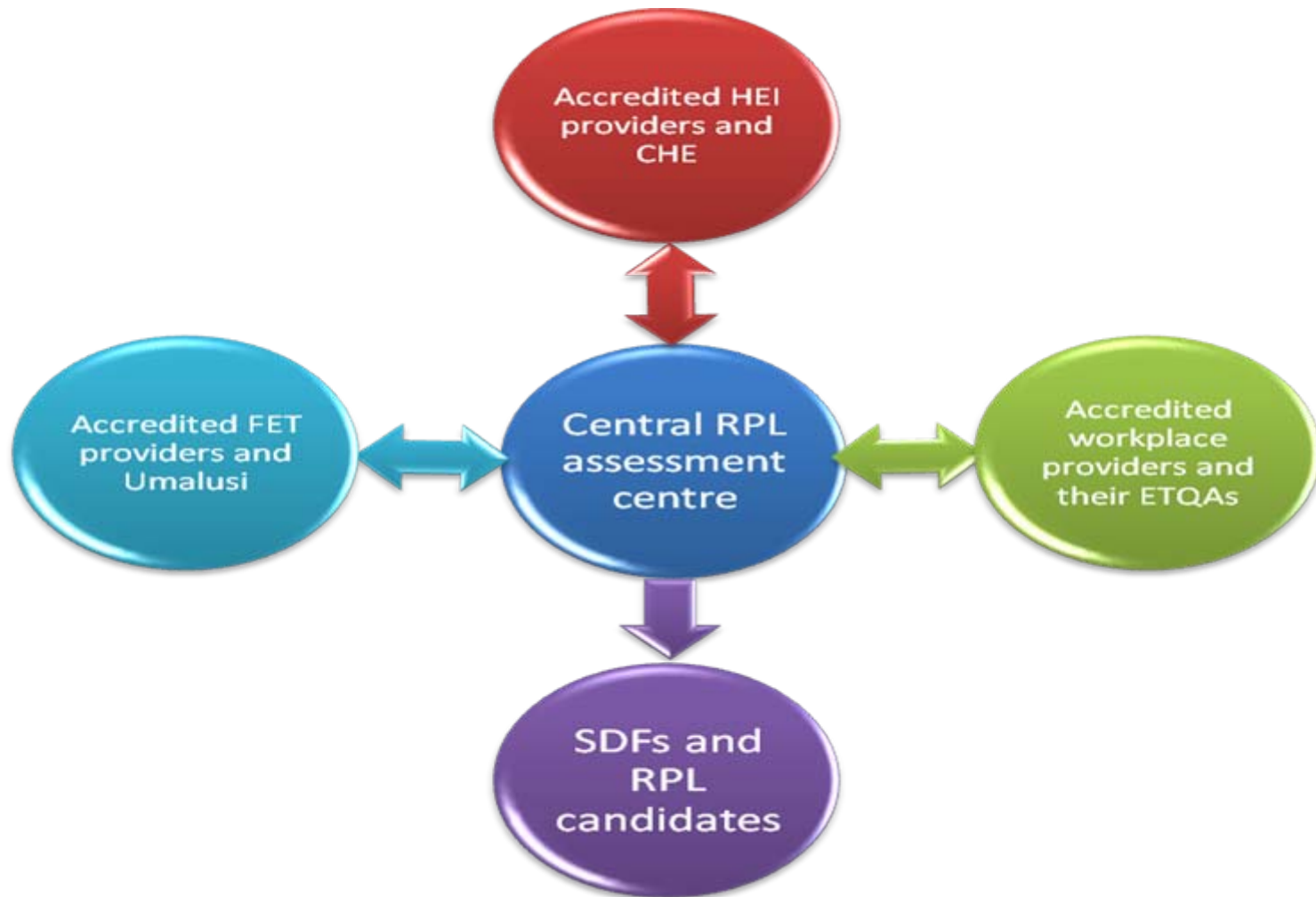
- Fairness
- Quality & credibility
- Commitment to the principles of equity, redress & inclusion
- Compliance with the objectives of the NQF
- RPL grounded in sound pedagogical theory to ensure local & international acceptability

# Criteria applied to RPL process

- Only learning that is demonstrated to an assessor will be credited through RPL process
- Must be a balance between theory & practical application in order to get credit
- Credits awarded by appropriate subject matter/academic experts & assessors
- RPL process should not create unrealistic expectations

# Vehicle to roll out RPL

- Centralised RPL “assessment centre” that services entire Public Service
- RPL “assessment centre” could operate from number of locations for easy access
- RPL “assessment centre” will act as “broker” between accredited providers & PS departments – ensuring quality & uniformity



# RPL process

- Departmental readiness for RPL
- Internal communication & information about RPL & how to apply
- Self assessment to ensure readiness for RPL
- Enroll for RPL
- Prepare yourself for RPL session
- Compile portfolio

# RPL process cont.

- Portfolio assessed by registered assessor & feedback given
- Submit more evidence if required
- Internal moderation & external moderation/verification
- Final feedback & certification
- Staff records updated (HR CONNECT/SDB)



# Role Players & Stakeholders

- RPL advisors in each dept.(training for them – samdi – HRD Curriculum Learning Framework)
- RPL “assessment centre” – will manage entire RPL process
- Gov- SETAs - ETQAs
- The providers – will work under the direction of the “assessment centres”

# RPL Pilot

- EU Funding to procure the services of a technical expert to “test case” the draft policy documents.
- The pilot will “test case” the “assessment center” concept for samdi.
- The pilot will “test case” the SOP for RPL within a department.

# RPL Pilot cont.

- Identify potential RPL candidates from national departments
- The candidates to pilot the 5 models:
  - RPL for access into a qualification
  - RPL for advanced standing – credited for part of a qualification
  - RPL for credit results in the formal award of full or partial qualification
  - RPL for employment or development
  - RPL for professional standing

# RPL Pilot cont.

- The **national** departments to have the capacity and capability to drive the pilot within their department – financial and human and “hierarchical/champion” leverage.
- Candidate selection – time and commitment to participate & to see the process to the end.
- 2 candidates per department covering the 5 models.

# Way Forward

- Departments to apply/commit to **dpsa** to be pilot by Monday 24 June – [dumisanix@dpsa.gov.za](mailto:dumisanix@dpsa.gov.za)
- Meeting with the participating departments (HRD SMS and RPL advisor) first week of July.
- This meeting will discuss the criteria for the selection of candidates and the RPL models to be piloted in each department.