
GOVERNMENT NOTICES • GOEWERMENTSKENNISGEWINGS

DEPARTMENT OF HIGHER EDUCATION AND TRAINING**NO. 996****23 OCTOBER 2015****DRAFT POLICY ON ARTISAN RECOGNITION OF PRIOR LEARNING**

I, Dr Bonginkosi Emmanuel Nzimande, MP, Minister of Higher Education and Training, in terms of Section 26 D and 36 (1) (a) of the Skills Development Act, 1998, after consultation with the National Skills Authority, hereby publish in the schedule attached hereto a Draft Policy on Artisan Recognition of Prior Learning for public comment.

The full document is available at the Department of Higher Education and Training's website: www.dhet.gov.za All interested institutions, persons and organisations are invited to comment on the Draft Policy. Comments should be submitted to Mr Craig Pereira via email: pereira.c@dhet.gov.za not later than thirty-one (31) days after the publication of this gazette.

DR BE NZIMANDE, MP**MINISTER OF HIGHER EDUCATION AND TRAINING****DATE:**

SCHEDULE



NATIONAL POLICY, CRITERIA and GUIDELINES

FOR the IMPLEMENTATION of

ARTISAN RECOGNITION OF PRIOR LEARNING

REVISED

(4th DRAFT)

28 FEBRUARY 2015

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1. Purpose

This policy, criteria and guideline promotes and implements Artisan Recognition of Prior Learning (ARPL) as an active pathway to a full artisan trade occupational qualification in all sectors of the economy, and sets national criteria and guidelines on the practice of ARPL in order to grant access to non-contracted learners to a national trade test both in the formal and informal sectors of the economy.

2. Preamble

- 2.1 This policy is based on a developmental approach to Recognition of Prior Learning for artisan related occupations that takes into consideration the history and economic development of artisans in South Africa¹. In particular, the need to consider literacy in relation to ARPL is a critical component.
- 2.2 This policy, criteria and guideline progressively replaces all previous and prevailing practices relating to artisan recognition of prior learning in South Africa, in particular the practice known as Section 28 under the repealed Manpower Training Act of 1981.
- 2.3 This policy, criteria and guideline progressively also replaces all previous and prevailing artisan related recognition of prior learning policies, criteria, guidelines and practices developed and implemented by all Sector Education and Training Authorities.
- 2.4 This policy, criteria and guideline establishes the practice of the recognition of prior learning generic principles within the artisan training environment, eliminating the discriminatory practices of the past and broadening access to persons who wish to become certificated artisans.
- 2.5 This policy, criteria and guideline is aligned to and supports the National Policy for the Implementation of the Recognition of Prior Learning approved by the SAQA Board on 15 March 2013.
- 2.6 The implementation of this Artisan RPL Policy will be achieved by:
 - 2.5.1 Advancing a comprehensive, quality assured and resource-driven approach to optimise the delivery of ARPL services and programmes, including ARPL assessments.
 - 2.5.2 Ensuring benchmarking of ARPL overseen by SAQA and the Quality Council for Trades and Occupations (QCTO).
 - 2.6.3 Recognising that barriers to implementation, such as: limited incentives; lack of resources to develop and sustain services at affordable prices; lack of trained ARPL personnel; inadequate supporting systems that are unable to grant credits for part qualifications and admission systems without robust

¹ Towards understanding the distinctive nature of artisan training. Implications for Skills Planning in South Africa. Labour Market Intelligence Partnership 2014

access routes; institutional resistance and lack of capacity must be addressed.

- 2.6.4 Recognising different kinds of RPL and purposes for RPL in relation to different contexts and classification of knowledge, skills, competencies, qualifications and part qualifications in the national learning system.
- 2.6.5 Providing a national co-ordination to assist QCTO, institutions of learning, and RPL practitioners to deal with barriers, accessing funding, building capacity, advocacy and marketing, and expanding ARPL provisioning into a comprehensive RPL system.

3. Objectives

The objectives of this policy, criteria and guideline for the implementation of artisan recognition of prior learning are:

- 3.1 To provide for the implementation of ARPL, the further development of its resourcing, effective delivery and quality assurance.
- 3.2 To increase access to ARPL for all persons that meet certain criteria to enter a process that may lead to the award of the national Trade Certificate as issued by the QCTO.
- 3.3 To develop, refine resource and where possible automate the ARPL learning and assessment process through the use of technology.
- 3.4 To develop the human resource capacity within the country to implement the artisan recognition of prior learning system.
- 3.5 To optimise the opportunities for the unemployed youth and functionally literate persons to develop a progressive range of skills through modules of employable skills (MES) to become an income earner as a Semi-Skilled Trade Worker that may qualify for a part-qualification registered on the NQF².
- 3.6 An accumulation of Part-Qualifications will allow for an articulated, progressive developmental career pathway to becoming a certificated artisan.
- 3.6 To develop shared understanding of ARPL within a broader lifelong learning context.
- 3.7 To provide for a holistic model and approach to ARPL.
- 3.8 To provide the basis for national guidelines and priorities for implementing ARPL, and for effective monitoring and evaluation of the practices against these priorities.
- 3.9 To enable potential candidates to attain recognition of the appropriate knowledge and skills required for personal development, for employment, self-employment and ultimately access to a trade test to become a qualified artisan.
- 3.10 To recognise the roles and functions of employers, public and private providers, and ARPL practitioners in the provision of ARPL across the education and training system.

² Draft Concept paper on Part-Qualifications as issued by the QCTO March 2014

4. Scope

- 4.1 This policy, criteria and guideline provides for the role of the Chief Directorate: National Artisan Development in the DHET in leading, managing and coordinating the implementation of recognition of prior learning for all occupation listed as trades in Gazette 35625 dated 31 August 2012.
- 4.2 This policy, criteria and guideline applies to all QCTO accredited national artisan development:
- accredited skills development providers
 - accredited trade test centres and
 - workplaces

5. Glossary of Terms.

Artisan Recognition of Prior Learning

An evaluation/assessment process which measures a candidate's meaningful level of related work experience, integrated conceptual knowledge and work related technical and personal skills in order to facilitate access to a process that may lead to certification as an artisan.

Artisan Recognition of Prior Learning Process

The formal activity of gathering all related trade specific experience in the form of a portfolio of evidence (POE) which forms the basis for the evaluation/assessment of a candidate's readiness and the entry point of access to a process that may lead to access to a qualifying trade test and certification as an artisan.

Artisan Recognition of Prior Learning Toolkit

A formally structured evaluation/assessment tool primarily containing theoretical, practical and workplace evaluation/assessment instruments based on curriculum as developed by the QCTO, used to measure and aggregate a candidates related trade experience in order to determine readiness and the entry point of access to a process that may lead to access to a qualifying trade test and certification as an artisan.

Interim Artisan Recognition of Prior Learning Toolkit

A formally structured evaluation/assessment tool containing theoretical, practical and workplace evaluation/assessment instruments based on published training schedules of previously designated/ legacy trade qualifications used to measure and aggregate a candidate's related trade experience in order to determine readiness and entry point of access to a process that may lead to access to a qualifying trade test and certification as a artisan.

Artisan Recognition of Prior Learning Technical Evaluation Panel

An expert/technical panel comprising qualified artisans and Subject Matter Experts appointed by the Chief Director: National Artisan Development that are assigned with the task of initial

evaluation of all relevant evidence submitted by recognition of prior learning candidates and determining the most appropriate development pathway for the candidates.

Artisan Recognition of Prior Learning Advisor

This refers to a NAMB registered assessor or moderator who during the artisan recognition of prior learning process performs the role of an advisor to conduct evaluation/ assessment functions and provide feedback to candidates and refers them for gap closure or recommends candidates for trade test.

Artisan Recognition of Prior Learning Administration Officer

The responsibilities are specifically limited to the facilitation of all ARPL logistical processes. No assessment or evaluation competencies or activities are required from the Artisan Recognition of Prior Learning Administration Officer.

ARPL Model

An adaptable framework which directs the flow of the ARPL process from theory to actual integrated practice inclusive of governance and management components.

Work experience

Activities undertaken in the workplace, where acquisition of skills, knowledge and attitudes are related to tasks, processes and outcomes of a particular trade.

Formal workplace

Any workplace registered in terms of the Company's Act or is so recognised in terms of any Government legislation.

Formal workplace experience

A prescribed minimum number of years in experience and specific scope of experience gained in a formal workplace and for the purpose of ARPL directly related to the trade enlisted for.

Informal workplace

Any workplace defined in terms of the applicable legislative requirements for the existence of a small, micro and medium enterprise (SMME).

Informal workplace experience

A prescribed minimum number of years of experience gained in an informal workplace and for the purpose of ARPL directly related to the trade enlisted.

Advocacy

To create awareness and influence participation in the alternative access to trade tests through different related activities.

Application

Where a candidate who complies with the minimum requirements for ARPL completes a manual or electronic application form for statistical and POE purposes

Orientation

Where a candidate is inducted in the legal framework, purpose, requirements and expectations around ARPL

Registration

The formal acceptance and capturing of biographical information of a candidate to undergo the ARPL process

Evaluatory Portfolio of Evidence

This POE includes the candidates Curriculum Vitae (CV) and any certified supporting documents of past and current employment, affidavits, training and educational qualifications

Technical Panel Evaluation

Evaluation by two or more members, who are qualified artisans in the trades being evaluated and are Subject Matter Experts (SME), to determine a candidate's suitability and categorisation for ARPL route to be followed

Self-evaluation/interview

Where a candidate evaluates himself/herself against a checklist whilst being interviewed by an Advisor to ascertain and confirm an ARPL candidate's trade knowledge and integrated practice. The checklist is to be signed by both the candidate and advisor.

Feedback

Given to the candidate by the Advisor after the self-evaluation/interview session concerning the gaps identified.

Referrals

Where a candidate is referred for gap closure to a TVET college and/or Workplace/Training Centre or recommended for trade test.

Gaps

The deficiencies identified in the trade knowledge and integrated practice of a ARPL candidate.

Gap Closure

A programme developed to close the gaps of the candidate by an accredited SDP of both the knowledge and integrated practice of the ARPL candidate.

Knowledge phase Assessment

Theoretical trade knowledge Assessment conducted using a questionnaire for the candidate and marked by a subject matter expert who is an assessor.

Practical phase Assessment

Assessing Integrated Practical tasks by assessing the use tools, equipment and machinery where applicable, materials and compliance with OHS in performing a task or tasks.

Workplace Observation

Observation by the advisor of a ARPL candidate at the workplace while performing daily workplace tasks to record use of tools, equipment and machinery where applicable and compliance with OHS.

Technical POE

The updated Evaluatory POE containing information about gap closure and Knowledge, Practical Assessments and Workplace Observation.

Trade Test

A final summative assessment for an artisan for a listed trade that is conducted at an accredited Trade Test Centre by an assessor registered with NAMB.

QCTO Certificate

A non-sector based trade test certificate issued for contracted and non-contracted candidate bearing the logo of the QCTO and the Act against which it is issued (Section 26 of the SDA).

Semi-Skilled Trade Worker

A person who may gain access to a final integrated summative assessment in a Part-Qualification registered on the NQF linked to a listed trade.

Skilled Trade Worker

A person who obtains a part- qualification through a final integrated summative assessment that may include a community based trade worker, trade assistants, technical operators etc.

6. Principles for the implementation of ARPL

The evaluation/assessment approach to ARPL shall at all times encompass the following principles:

a. Fairness:

All ARPL processes must be applied in a fair, just and non-judgemental manner and no candidate may be unfairly discriminated against on the basis of race, gender, age, disability or in any form inconsistent with the Constitution of RSA.

b. Access:

No undue restrictions to ARPL prospective candidates must be practiced.

c. Redress:

It must be explicit within the ARPL practice that previously disadvantaged candidates are assisted in all ways possible to participate meaningfully in the ARPL processes.

d. Transparency:

All ARPL practices must be transparent to all participants and access to information must not be restricted without just cause.

e. Consultation:

A prospective or participating ARPL candidate must be consulted on all matters which may have an adverse effect on their ambition to becoming recognised artisans.

f. Professionalism:

Is a primary requirement for all ARPL Practitioners and ARPL Administrative Officers during the processing and practice of ARPL and must be devoid of corruption and exploitation and abuse of any form.

g. Recourse:

All disputes arising from the ARPL process must be granted all natural justice attention and appropriate remedies.

h. Consistency:

ARPL must respond to non-sectoral demand and must be consistent across time, place and role players.

i. Credibility

The ARPL process must be acceptable and trustworthy to industry to ensure their support of a process whereby access is provided to a trade test for non-contracted learners in providing suitably qualified and competent artisans to industry and the economy at large

7. Granting access to Trade Test for ARPL candidates

- a. Key to granting access to ARPL candidates is captured in the Trade Test Regulations in section:
 2. Application to undergo a trade test, read as follows, (3)“*Despite sub- regulation (2), an applicant who has completed an RPL process may substitute a portfolio of evidence approved by NAMB in place of the proofs contemplated in sub regulation (2)(b)(c) and (d)*”.

- b. Subsequent to this provision, the nature of ARPL as defined above, provides only an access mechanism to a trade test and does not grant directly an artisan qualification, nor does it confer any trade test tasks credits and/or transfers.
- c. The ARPL process and practice shall be based on ARPL toolkits and such toolkits shall be submitted to INDLELA Directorate for Trade testing and ARPL for evaluation and recommendation to NAMB for approval. ARPL Toolkits for the newly curriculated trades, through the QCTO process will be developed through the NAMB trade test development process. No unapproved toolkit shall be recognised as a valid instrument in the performance of ARPL activities, and results arising from the use of such toolkits shall be considered null and void.

8. Responsibilities within the framework

- a) The Department of Higher Education & Training (DHET) set policies regarding all ARPL practices. This function is performed within the Skills Branch in the INDELA Chief Directorate.
- b) The INDLELA Directorate for Trade Test and ARPL performs the function of recommending the approval for ARPL Trade-Toolkits to NAMB.
- c) The Quality Council for Trades and Occupations (QCTO) within this scope is responsible for quality assurance and artisan certification.
- d) ARPL Technical Evaluation Panel's responsibility is as defined in section 5. above.
- e) The Technical and Vocational Education and Training Colleges (TVET) are responsible for vocational programmes delivery leading to experiential work, trade testing and an artisan qualification (in this framework once a TVET college is accredited as a SDP and/or Trade Test Centre (TTC) may also undertake the full delivery of the ARPL process and may conduct trade testing).
- f) Accredited Skills Development Providers (SDP) have the same role as the TVET Colleges
- g) The Employer offers experiential on-the- job training or actual employment to an ARPL candidate and verifies the trade experience suggested by a candidate undergoing an ARPL process.
- h) The National Artisan Moderation Body (NAMB) with statutory functions and as an Assessment Quality Partner of the QCTO is responsible for trade test related functions. In this instance NAMB is responsible the development of ARPL Toolkits for all newly curriculated trades and general quality assurance function of all ARPL practices.
- i) A registered ARPL Advisor's responsibility is as defined in section 5. above.
- j) An ARPL Administrative officer's function is a defined in section 5. above.
- k) An ARPL candidate is a person officially registered to undergo an ARPL process for the sole purpose of accessing trade testing.

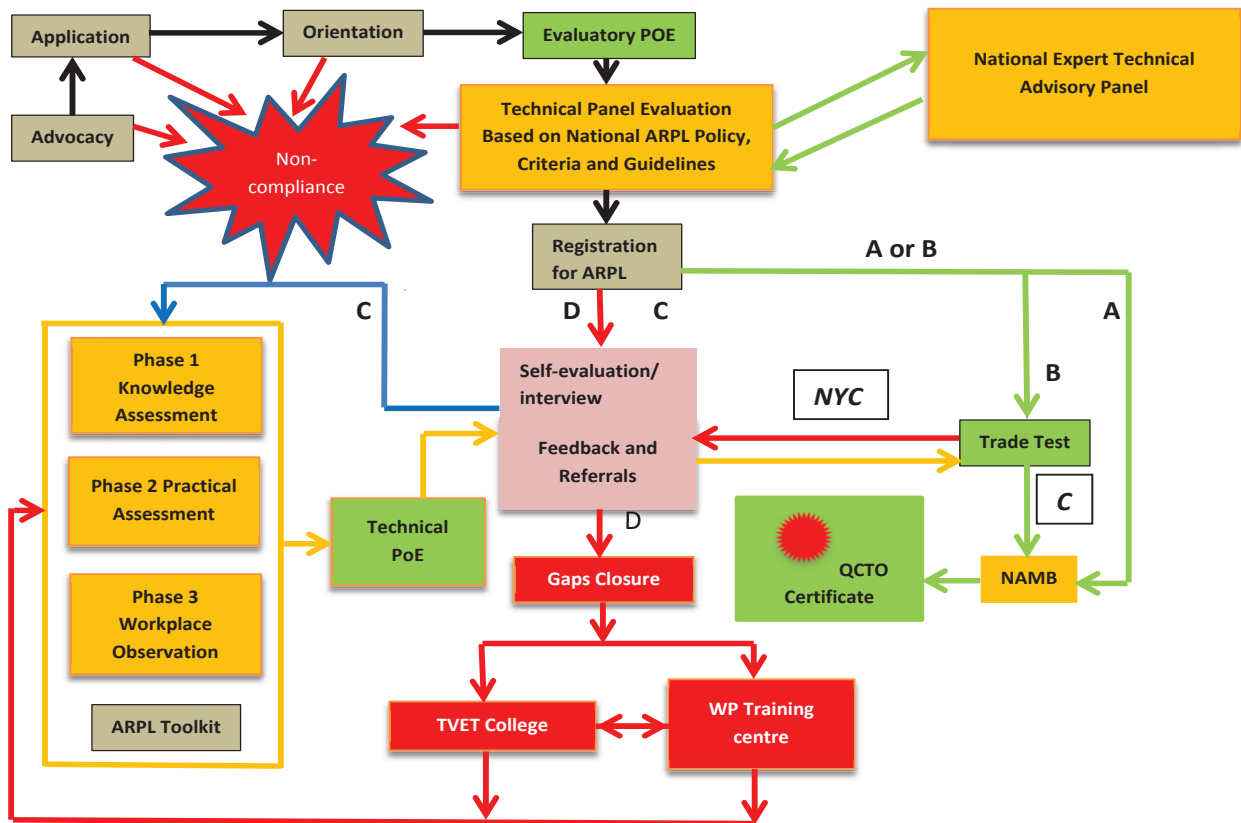
9. ARPL admission requirements

All candidates seeking access to a trade test through the Artisan Recognition of Prior Learning shall:

- a) Complete a standardised official application form as prescribed by NAMB in consultation with the DHET Artisan RPL unit.
- b) For experience in a formal workplace have five years related work experience for all trades and such experience must be in the specific trade a candidate has accumulate experience in.
- c) For experience in an informal workplace have a minimum of five years related work experience applicable for all trades and such experience must be in the specific trade a candidate has accumulated experience in.
- d) The minimum years of experience may be accumulated from various traceable employers.
- e) Ideally all ARPL applicants must have an Adult Basic Education & Training Level 4 certificate or equivalent (Foundational Learning Component Certificate), however candidates not meeting this requirement will be required to undergo an elementary knowledge gap closure course at a TVET college or such designated institution during their ARPL process.
- f) All accredited Trade Test Centres (TTC) must keep records of all admitted candidates and whenever required, provide such records to the DHET.

10. Artisan Recognition of Prior Learning PROCESS

This policy, criteria and guideline will be implemented as per the process flow below.



NYC- Not yet competent; C- Competent

-Figure 1: The ARPL Process Flow

ARPL ROUTE DESCRIPTION

- A:** Non – National Trade Tests
- B:** Non- South African Trade Tests
- C:** Phase Assessments
- D:** Gap Closure and Phase Assessments

11. Description of ARPL Process Flow activities and guidelines

11.1 Advocacy

- Advocacy is being done through the Decade of the Artisan (DoA), a ministerial initiative promoted by the Deputy Minister of Higher Education and Training.
- The National Artisan Development Support Centre (NADSC), where prospective ARPL candidates can access the website (<http://nadsc.dhet.gov.za>) on-line and the call-centre at Ekurhuleni East College provides information.
- Ministerial ARPL Advocacy programme
- Newspaper advertising and advertorials advocates artisan development which includes the opportunities for ARPL ,
- Radio and TV broadcasts propagates the importance of artisan development inclusive of ARPL,
- Posters, Brochures and other information sources will be available at Labour Centres and TVET Colleges and accredited trade test centres.
- Roadshows to targeted stakeholder groups eg. Organised Labour and Bargaining Councils, SETAs, TVET Colleges, Employer associations,
- Criteria for ARPL must be available.

11.2 Application

Prospective ARPL candidates apply at a accredited SDP to go through a ARPL process. At application the prospective candidate fills in an application form for statistical purposes. The application form could be electronic or manual. Where the candidate cannot use technology, such a candidate will be assisted. At this point, the candidate would be assessed for compliance against the National Criteria. Where the candidate does not comply, he/she would be informed of the requirements and sent away. Where a candidate complies, he/she would be assisted with the compilation of the Evaluatory PoE.

11.3 Orientation

After registration the ARPL candidate will be inducted together with other registered ARPL candidates to inform them of:

- What ARPL is
- The purpose and process of ARPL
- The documentation needed for the Evaluatory PoE
- The legislative framework related to ARPL
- What expectations are created and how to manage those expectation

11.4 Evaluatory Portfolio of Evidence (POE)

The ARPL candidate must compile a PoE that includes a Curriculum Vitae CV and any other certified supporting documents of qualifications and current and previous employment together with the trade related duties performed. Where a candidate is self-employed, such a candidate must provide affidavits (signed in the presence of an officer of the law) to support their request for ARPL, which complies with the Transitional Arrangements as contemplated in the Trade Test Regulations and National Policy for ARPL.

11.5 Technical Evaluation Panel

The Technical Panel comprises of qualified artisans (2 or more) who are subject matter experts (SMEs). The panel members would be approved and registered on a database as assessors with the National Artisan Moderation Body (NAMB). These panels could also comprise of Advisors.

The Panel will be coordinated locally from individual trade test centres.

The Panel dealing with National qualifications obtained at the old SADF, SAAF, Telkom, TVBC, will be located at NAD (Indlela).

The Technical Evaluation panel will evaluate the Evaluatory PoE to determine a candidate's suitability and categorisation according to the following:

Route A: Non – National Trade Tests

Evaluatory POEs of candidates who have undertaken a trade test within the SADF, SAAF, Telkom, etc, will be referred to the National Technical Panel who would decide after investigation, based on strict criteria, whether persons who have undertaken trade tests in such entities could be recommended for direct certification to the QCTO, or not. Candidates who have not been recommended for certification would be referred for trade tests. These determinations would be documented to create precedents for all such future candidates, which the technical evaluation panels would apply henceforth.

Route B: Non- South African Trade Tests

This route applies to those candidates from outside South Africa who have successfully undertaken trade tests in their respective countries. This applies to any person who holds a quota work permit in South Africa through the Department of Home Affairs. These candidates will be recommended for direct trade testing.

Route C: ARPL toolkit based assessment

Candidates who display very little gaps after self – evaluation/Interview, will be referred directly for Phase 1 and 2 Assessments and Workplace Observation using an NAMB approved ARPL Toolkit.

Route D: Gap Closure and Phase Assessment

Candidates displaying gaps with relevant trade Knowledge and Practical skills and the integration of the two will be required to undergo gap closure, phase assessments.

Route E: Non-Compliant/Unsuitable Candidate

Individuals who have for whatever reason not been identified as non-compliant or unsuitable to undergo the ARPL process due to them not meeting the criteria

11.6 Registration

Registration for ARPL will be done only at accredited trade test centres while this function is being incrementally moved from Labour Centres.

Registration must be based on approved national criteria with minimum age of candidate at 19yrs.

11.7 Self- Evaluation/Interview

The candidate evaluates himself/herself whilst simultaneously being interviewed by the Advisor to confirm self-evaluation. The candidate will be given a checklist with the breakdown of the modules of the trade against which the candidate must indicate his/her competence against each module. The candidate would simultaneously be interviewed by the Advisor to confirm the candidate's competence for each of the modules. This would ensure a more objective evaluation and provide a realistic gap indication in order for the gap closure programme to be focussed.

The checklist will be signed by the candidate, advisor and a witness that is a representative of the employer or a representative of the employee. This may be a person from organised labour structures.

11.8 Feedback

After the candidate's self- evaluation/interview, the Advisor will give feedback to the candidate regarding any gaps which may have been identified. The Advisor will together with the candidate agree on the extent of the gaps and how the gaps could be closed. Feedback will also be given after the phase assessments. Feedback could include feedback on the relevant part qualifications for which the candidate may receive recognition.

11.9 Referrals

The Advisor would refer the candidate for gap closure to an accredited SDP or an approved workplace closest to the candidate's workplace or community.

11.10 Gap Closure

The deficiencies identified in the knowledge and practical phases and the integration of the two will be identified as gaps. Based on the gaps identified, a programme

would be developed by the accredited SDP or an approved workplace. Open learning options could be considered where possible.

Trend analysis on identified gaps must be fed to TVET Colleges for programme development. In addition where maths and communication gaps are identified, either AET or FLC should be considered.

11.11 Phase Assessments

11.11.1 Knowledge/Theory Assessment

When gaps have been plugged at the TVET College or training centre, Assessment of Trade knowledge will be conducted to determine depth of knowledge against a set of questions based on the particular trade.

11.11.2 Practical Task Assessment

Where gaps are identified related to trade practice, a candidate will be assessed using Practical tasks related to the particular trade against which a candidate is assessed. These tasks are usually integrated with trade knowledge (theory, math and drawing).

One or more different tasks are assessed to ascertain whether the candidate has the skills and knowledge required by the particular trade. These tasks cover a critical part of the scope of the trade and are usually similar in format to tasks the candidate may receive in the trade test.

11.11.3 Workplace Observation

Observation of the candidate in the workplace (employed and self-employed) will be done by the Advisor at the workplace of the candidate. Employed candidates in the workplace would be assigned day- to- day work in the normal performance of their duties. These duties cannot be dictated to the workplace. Where a candidate is self-employed, the candidate would be observed wherever the candidate performs his/her work.

11.12 Technical Portfolio of Evidence

The Evaluatory PoE will be updated with the phase assessments (documentary proof thereof), to become the Technical PoE. The recommendation of the Advisor for trade testing will be included in the PoE. The Advisor will then become part of the Technical Panel to evaluate the PoE.

11.13 Trade Test

On approval of the candidate for the trade test by the Advisor, who may be a member of a Technical Panel, a recommendation must be submitted to NAMB that such a candidate must be given approval to attempt a trade test.

12. ARPL Process

All admitted ARPL candidates irrespective of their admittance location shall be subject to the following requirements:

- a) Personal file of the ARPL candidate must be created by the accredited TTC containing biographic information, personal identification copy, fees payment record, copies of certificates, POE record and all other administrative information pertaining to the association of the candidate with the accredited TTC (Evaluatory Portfolio of Evidence).
- b) Registers of all mandatory attendance for the purpose of evaluation/assessment or knowledge gap closure must be signed by the candidate and kept safely by the ARPL provider.
- c) All admitted and registered ARPL candidates must undertake a trade and life orientation session facilitated by an NAMB registered ARPL advisor before they are assimilated into the ARPL process.
- d) The ARPL process of evaluation shall occur on the basis of the compilation of a portfolio of evidence (POE) which shall be facilitated by an NAMB registered ARPL advisor using an approved Artisan Trade-Toolkit.
- e) The POE shall contain the biographic information of the candidate, trade and trade experience of the candidate, employer information, results of theoretical evaluation/assessment, results of practical evaluation/assessment, results of workplace observation, referral details and any other recommendations.
- f) The POEs in writing and all instruments necessary to facilitate the presentation and storage of such evidence are to be used.
- g) At least one integrated practical task shall be carried out by the candidate, the nature and the results thereof shall be recorded in the candidate's POE.
- h) All candidates must have a workplace observation report signed by a qualified assessor as a component of their POE, and where a candidate is unemployed he/she may delay the observation component until he/she is employed or a suitable arrangement within the specific trade environment is made.
- i) All records of exchange between the accredited TTC and ARPL unit at INDLELA must be kept in the POE of the candidate.
- j) A completed POE must be referred to ARPL unit at INDLELA for moderation, alternatively to an accredited programme provider for the purpose of knowledge gap closure.
- k) All successfully conducted trade tests emanating from the ARPL pathway must be reordered separately, kept safe and made available by the accredited TTC when required by the ARPL Unit at INDLELA or NAMB during monitoring, moderations or audits.

13. ARPL evaluation/assessment criteria

The primary objective of ARPL evaluation/assessment is to determine the extent of work experience gathered in relation to a specified trade in order to assist in the readiness and preparedness of a candidate to undergo a trade test. Therefore:

- a) ARPL evaluation/assessment may be performed only at a NAMB accredited TTC.
- b) The compilation of the portfolio of evidence with respect to the ARPL process must be facilitated by a NAMB registered ARPL Advisor/Assessor.
- c) The self-evaluation/interview, theory and practical assessments must be conducted by a NAMB registered ARPL Advisor/assessor. The evaluation and interview must cover the entire scope of the trade, based on each module of the trade. The ARPL candidate must be probed by the advisor on answers given during the interview, to ascertain the candidate's competence.
- d) The workplace observation process and the report arising must be supervised by a qualified Advisor/assessor who must be a qualified artisan in the related trade.
- e) Only candidates registered in accordance with the admission requirement set above may be evaluated/ assessed.
- f) All ARPL evaluations/assessments shall be conducted using a NAMB approved ARPL toolkit for all listed trades.
- g) ARPL assessment shall include the measurement of the candidate's level of basic theoretical knowledge in a specific trade. The theoretical knowledge may include (concepts, components, measurement, design, assembling, testing and etc).
- h) ARPL assessment shall include the measurement of the candidate's scope of practical experience (the candidate must at least perform one practical task in the respective trade).
- i) ARPL assessment shall include workplace observation where an ARPL advisor/assessor observes a candidate as he/she performs her tasks at his/her workplace.
- j) During the process of ARPL theoretical knowledge assessment, a candidate may be given a written assessment or an interview facilitated by an ARPL assessor.
- k) During the process of ARPL practical assessment all worked project pieces must be marked, bearing the identity of the candidate and photographed before being kept safely until the candidate is granted access to a trade test.
- l) During the process of ARPL workplace observation a performance report on a standardised format must be completed.
- m) All candidates must be prepared properly before they are evaluated/assessed, stating the objectives of the evaluation/assessment beforehand and what is required from them.

- n) Candidate must be allocated reasonable time and intervals to complete all the ARPL evaluation/assessments.

14. ARPL Trade Test readiness grid

The following readiness grid must be used by the TTC to determine the summative ARPL evaluation/assessment which shall determine whether access is granted by the relevant TTC

EVALUATION/ ASSESSMENT FIELD	EVALUATION/ASSESSMENT LEVEL			
	0 – 29%	30% - 49%	50% - 79%	80% +
	Not Yet Ready (Requires full gap closure programme)	Not Yet Ready (Requires gap closure programme on specific areas)	Ready (Recommend for access to a trade test)	Exceptionally Ready (Ready for access a trade test)
1. THEORY				
2. PRACTICAL				
3. WORKPLACE OBSERVATION				

- a) A candidate who obtains a **NOT YET READY** result in the theoretical evaluation/assessment of the ARPL process but is deemed **READY** in the practical assessment and workplace observation may receive knowledge gap closure in accordance with the grid above before proceeding to be recommended for a trade test.

**This may include a foundational learning competence (FLC).*

- b) A candidate who obtains a **NOT YET READY** result in the practical evaluation/assessment of the ARPL process but is deemed **READY** in the theory part of the evaluation/assessment must receive at least two trimesters practical training at a TVET college before workplace observation is performed. A recommendation to NAMB for a trade test must be done once the candidate is deemed **READY** in the practical and workplace observation.
- c) A candidate who obtains a **NOT YET READY** result in the workplace observation but is **READY** in the theory and practical evaluation/assessment must be recommended to NAMB for a trade test at least 6 months after the evaluation/assessment was done in order that during this period work based work experience gaps may be closed through a designated programme, and provided that he/she is still actively working during this period.
- d) A period of three weeks after an ARPL evaluation/assessment process must not elapse for a candidate to receive his/her ARPL evaluation/assessment results on a prescribed format.
- e) A period of one month must not elapse for a recommendation to be submitted to NAMB regarding a candidate's progression to a trade test.

15. Implementation of this Policy

For implementation of this policy the ARPL Unit will develop the following Criteria and Guidelines to ensure a standardised implementation of artisan related ARPL nationally across all trades listed in Government Gazette 35625 dated 31 August 2012:

- Criteria and Guideline for National Expert Technical Advisory Panel
- Criteria and Guidelines for Self-Evaluation/Interview
- Criteria and Guidelines for Feedback and Referrals
- Criteria and Guidelines for Phase Assessment (Knowledge, Practical and Workplace Observation)

16. List of acronyms

ARPL	Artisan Recognition of Prior Learning
MTA	Manpower Training Act of 1981
SAQA	South African Qualifications Authority
SETAs	Sector Education and Training Authorities
QCTO	Quality Council for Trades and Occupations
NQF	National Qualifications Framework
DHET	Department of Higher Education and Training
MES	Modules of Employable Skills
POE	Portfolio of Evidence
NAMB	National Artisan Moderation Body
SME	Subject Matter Expert
TVET	Technical and Vocational Education and Training
SDPs	Skills Development Providers
TTC	Trade Test Centre
NADSC	National Artisan Development Support Centre
OHS	Occupational Health and Safety