



# THE INSTITUTE OF LOSS ADJUSTERS OF SOUTHERN AFRICA

SAQA Recognised Professional Body for Loss Adjusters  
NPC 2021/425788/08

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Unit 6 Northcliff Office Park, 203 Beyers Naude Avenue,  
Northcliff, Johannesburg

**Mobile:** 082 458 1484

**E-Mail:** [admin@ilasa.org.za](mailto:admin@ilasa.org.za)

**Website:** [www.ilasa.org.za](http://www.ilasa.org.za)

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## RPL Policy

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## **Purpose**

1. This policy provide a framework for the implementation of the Recognition of Prior Learning (RPL) within the context of the National Qualifications Frameworks (NQF) Act (Act 67 of 2008) within the Loss Adjusting Occupation of South Africa.

## **Scope**

2. This policy and its criteria apply to ILA officials and all learners that qualify to complete any professional designation which ILA is approved for as a SAQA Recognised Professional Body, through Recognition of Prior Learning, in the loss adjusting sector of South Africa.

## **Objectives**

3. The objectives of the RPL Policy are to:
  - i. Provide a mechanism for learners from the loss adjusting industry to obtain a professional designation as registered on the NQF, without having to complete formal training prior to completing a Board Exam for such designation.
  - ii. Provide access to learning pathways that is both accessible and efficient for all those who use the system.
  - iii. Conduct Board Examinations that will be properly quality assured in line with the requirements of the NQF to all candidates that comply with the criteria of the Board Exam.
  - iv. Set criteria for potential learners to comply with in meeting the industry standards for achieving the relevant designation.
  - v. Provide a conducive environment for the RPL candidate to successfully complete the RPL process including a Board Exam by providing facilities, resources and logistical requirements to successfully complete RPL.
  - vi. Protect the credibility and integrity of the profession through a rigorous quality assurance process.

## **Authority**

4. ILA is a SAQA Recognised Professional Body in terms of the NQF Act (National Qualifications Framework Act (Act 67 of 2008)) and as such has a mandate to conduct RPL for professional designations.

## Responsible party for the implementation of RPL

5. ILA-The Council for Loss Adjusters of South Africa is a registered Non-Profit Company Reg No: 2021/425788/08.

The ILA Board will delegate the operational functionalities of the RPL Policy as part of the functions of ILA to the Director of the ILA.

The Director in collaboration with the Executive Committee of the ILA may appoint an Education and Training Manager, which will be responsible for the implementation of the RPL policy.

## Definitions

6. ILA records the following definitions for interpretative value to this policy and within context

- i. “Formal learning” means learning that occurs in an organised and structured environment and is explicitly designated as learning. Formal learning leads to the award of a designation, qualification or part-qualification registered on the NQF.
- ii. “Informal learning” means learning that results from daily activities related to work, family or leisure.
- iii. “National qualifications framework” means a comprehensive system approved by the Minister for the classification, registration, publication and articulation of quality-assured national qualifications. The NQF is a single integrated system comprised of three coordinated qualifications sub-frameworks for: General and Further Education and Training; Higher Education; and Trades and Occupations.
- iv. “Lifelong learning” means learning that takes place in all contexts of life for a lifelong period. It includes learning behaviours, obtaining knowledge, understanding, attitudes, values and competences for personal growth, social and economic well-being, democratic citizenship, cultural identity and employability.
- v. “NQF Act” means the South African National Qualifications Framework Act (Act 67 of 2008).
- vi. “Non-formal learning” means learning which is embedded in planned activities not explicitly designated as learning towards a qualification.
- vii. “Provider” means a body that offers any education programme or occupational learning programmes that leads to a qualification or part-qualification registered on the NQF.
- viii. “Professional body” means anybody of expert practitioners in an occupational field, and includes an occupational body.

- ix. “Professional designation” means a title or status conferred by a professional body in recognition of a person’s expertise and right to practice in an occupational field.
- x. “Qualification” means a qualification registered on the NQF.
- xi. “Recognition of prior learning” is a developmental process that includes teaching, mentoring, assessing, accrediting and certifying the previous learning of a learner for the purposes of personal development, further learning and advancement in the workplace.
- xii. “RPL Institute” means a centralised facility empowered to fund, direct, evaluate and oversee the mainstreaming of RPL.
- xiii. “RPL practitioner” means a person who is registered with the RPL Institute in accordance with criteria established for this purpose. There are three types of RPL practitioners: Advisor, Facilitator and Administrator.

## Recognition of Prior Learning

### 7. ILA acknowledges that

- i. RPL is a multi-dimensional process through which non-formal and informal learning are measured, accredited and certified against the requirements for credit, access or inclusion in the formal education and training system.
- ii. RPL is multi-contextual in that it may be developed and implemented differently for the purposes of personal development, further learning and advancement in the workplace as described within the three sub-frameworks of the NQF.
- iii. RPL may be employed at any level of learning and in many different contexts. Further, it may be conducted through a variety of methods using a combination of teaching-learning and assessment approaches as appropriate. The purposes and contexts determine the practices and outcomes of RPL.
- iv. Assessment is an integral feature of all forms of RPL but it does not exist in isolation from a range of other strategies associated with bringing these different sources of knowledge and forms of learning into a shared discursive space where comparisons and judgments can be made.
- v. RPL may lead to award of credits towards a qualification or part qualification and may be certificated through the relevant quality assurance as part of the certification process where applicable.
- vi. RPL may provide alternative access for those who do not meet the prerequisites for admission to a specific programme or course.

## 7.1 Recognition of Prior Learning Policy

ILA will:

- Set entry/eligibility criteria for a prospective candidate to meet prior to enrolling in an RPL for designation, which ILA is mandated to offer per SAQA requirements
- Implement a model for the Recognition of Prior Learning through which candidates will complete a Formative assessment by completing a multiple choice exam and a Portfolio of Evidence questionnaire.
- The multiple choice exam will cover all outcomes of the Knowledge and Practical Component of the competence framework.
- ILA will draft a matrix of outcomes from the knowledge and practical outcomes of the designation that will support the notion that the multiple choice exam has covered all outcomes of the competence framework.
- The Portfolio of Evidence (POE) will ensure that the candidate meets the workplace experience outcomes included in the profession.
- The results of the multiple choice exams as well as the POE's will be assessed and moderated by competent officials appointed by ILA.
- If the candidate successfully completes the multiple choice exam and the moderator is satisfied with the outcome of the results for the exam as well as the POE, ILA will issue the candidate with a Statement of Results which will provide the candidate with access to a Board Examination.
- The Board Examination will be completed in an Invigilated environment through competent officials appointed by ILA for this purpose.
- Results of the Board Examination will be assessed and moderated by competent officials appointed by ILA.
- ILA will issue a letter of achievement with the results to each candidate as well as a Statement of Achievement which will indicate all the outcomes of the professional competence framework.
- If candidates are not in support of the outcome of the RPL process and the Board Exam assessments, the candidates have the right to appeal to the ILA Board.

- Candidates must follow the Appeals procedure as reflected in the Assessment and Appeals Policy

## 7.2 Quality Assurance of RPL

- ILA will appoint the Education and Training Manager in collaboration with competent community of experts (assessors or examiners) to compile the final Board Examination instruments that will be used to assess the competence of the candidates.
- Instruments developed for Board Exam will be moderated by an external independent moderator.
- The Competence of the assessor, examiner and moderator must be at a level or at a level higher than the qualification and must preferably have a practicing background in a designation and/or qualification within the Loss adjusting or related industries.
- The moderation ratio of Board Examination and final formative assessments like the POE will be 30% except in cases where the number of candidates below 50 in which case the ratio of moderation will be 100%.
- ILA will comply to all quality assurance requirements of the NQF to protect the credibility and integrity of the designation.