

P.18.06b

RECOGNITION OF PRIOR LEARNING (RPL) POLICY AND PROCEDURES

1. INTRODUCTION:

RPL is identified as an **assessment process** in Training Packages and in The Standards for RTO's 2015 (a legislative instrument under subsection 185(1) and subsection 186(1) of the National Vocational Education and Training Regulator Act 2011; 20 October 2014).

As a direct result of these requirements AVETA's RPL Policy and Procedures have been developed so that they are compliant with these requirements.

Listed below are extracts from these sources relating to RPL:

RPL Information (as extracted from the SIT & BSB Training Packages and the RTO Standards 2015)

A. SIT & BSB Training Packages

Recognition of Prior Learning (RPL) is an **assessment process** which determines the credit outcomes of an individual application for credit.

The availability of Recognition of Prior Learning (RPL) provides all potential students with access to credit opportunities.

The recognition of prior learning pathway is appropriate for potential students who have previously attained skills and knowledge and who, when enrolling in qualifications, seek to shorten the duration of their training and either continue or commence working.

As with all assessments, RPL assessment (for informal and non-formal learning) should be undertaken by academic staff with expertise in the subject, content of skills area, as well as knowledge of and expertise in RPL assessment policies and procedures.

Assessment methods used for RPL should provide a range of ways for potential students to demonstrate that they have met the required outcomes and can be granted credit.

In a Recognition of Prior Learning (RPL) pathway, the enrolled student provides current, quality evidence of their competency against the relevant unit of competency. This process may be directed by the student and verified by the assessor. Where the outcomes of this process indicate that the candidate is competent, structured training is not required. The RPL requirements of the AQTF must be met.

As with all assessment, the assessor must be confident that the evidence indicates that the candidate is currently competent against the endorsed unit of competency.

The onus is on students to provide sufficient evidence to satisfy an Assessor that they currently hold the relevant competencies.

In judging evidence, the assessor must ensure that the evidence of prior learning is:

- authentic (the students' own work);
- valid (directly related to the current version of the relevant endorsed unit of competency);
- reliable (shows that the student consistently meets the endorsed unit of competency);
- current (reflects the student current capacity to perform the aspect of the work covered by the endorsed unit of competency); and
- sufficient (covers the full range of elements in the relevant unit of competency and addresses the four dimensions of competency, namely task skills, task management skills, contingency management skills, and job/role environment skills).

B. Standards for Registered Training Organisations (RTOs) 2015 **- F2014L01377 Glossary Definition**

Recognition of Prior Learning (RPL) means an **assessment process** that **assesses** the competency/s of an individual that may have been acquired through formal, non-formal and informal learning to determine the extent to which that individual meets the requirements specified in the Training Package or VET accredited courses.

a) **formal learning** refers to learning that takes place through a structured program of instruction and is linked to the attainment of an AQF qualification or statement of attainment (for example, a certificate, diploma or university degree) – where RPL is Granted for formal learning AVETA will reflect this determination on the relevant transcript as "CT - Credit Transfer"

Standard 1.1.

The RTO's training and assessment strategies and practices, including the amount of training they provide, are consistent with the requirements of Training Packages and VET accredited courses and enable each learner to meet the requirements for each unit of competency or module in which they are enrolled.

Standard 1.2.

For the purposes of Clause 1.1, the RTO determines the amount of training they provide to each learner with regard to the existing skills, knowledge and the experience of the learner

Standard Assessment 1.8

The RTO implements an assessment system that ensures that assessment (**including recognition of prior learning**):

- a) complies with the assessment requirements of the relevant Training Package or VET accredited course; and
- b) is conducted in accordance with the Principles of Assessment contained in Table 1.8-1 and the Rules of Evidence contained in Table 1.8-2.

Standard 3.5.

The RTO accepts and provides credit to learners for units of competency and/or modules (unless licensing or regulatory requirements prevent this) where these are evidenced by:

- a) AQF certification documentation issued by any other RTO or AQF authorised issuing organisation; or
- b) authenticated VET transcripts issued by the Registrar.

For **formal learning** – the evidence that is required must be a Testamur/Record of Results or a Statement of Attainment from a Registered Training Organisation. This assessment activity will be conducted by AVETA at no cost to the student. In addition AVETA before providing credit on the basis of a qualification will validate the document by contacting the organisation that issued the document and confirming the content is valid or will directly access the USI transcript online (to confirm that validity of the document (where AVETA uses the USI transcript to validate the content, AVETA’s Enrolling Officer will take a copy of the USI transcript and attach it to the document).

b) **non-formal learning** refers to learning that takes place through a structured program of instruction, but does not lead to the attainment of an AQF qualification or statement of attainment (for example, in-house professional development programs conducted by a business); – where RPL has been processes and the evidence has been assessed by an AVETA assessor for non-formal learning AVETA will reflect this determination on the relevant transcript as “C – Competent” or “NYC – Not Yet Competent” and

c) **informal learning** refers to learning that results through experience of work-related, social, family, hobby or leisure activities (for example the acquisition of interpersonal skills developed through several years as a sales representative) – where RPL has been processes and the evidence has been assessed by an AVETA assessor for informal learning AVETA will reflect this determination on the relevant transcript as “C – Competent” or “NYC – Not Yet Competent”.

2.0 AVETA'S RPL POLICY

AVETA's RPL Policy has been specifically designed to take into account the relevant RPL sections of Training Packages related to Qualifications or Accredited Courses on AVETA's Scope of Registration, and the Standards for RTO's 2015, Clause 1.12.

AVETA will process Recognition of Prior Learning for individual learners prior to enrolling them at AVETA. RPL information will be made available to individual learners:

- On AVETA's Web-site
- In Pre-enrolment Information Sheets (for each Qualification on AVETA's Scope of Registration)
- In AVETA's Course Brochures and Flyers (for each Qualification on AVETA's Scope of Registration)

3.0 THE RPL PROCESS

All students wanting to enrol in a qualification on AVETA's Scope of Registration will be required to follow AVETA's RPL process:

- **Phase 1:** Prior to enrolling a student AVETA's Admin Officer will ensure that each student completes the RPL process documentation (F18.03c) so that AVETA can determine the amount of training they will provide to each student with regard to their existing skills, knowledge and the experience. This officer will provide an overview of the Recognition of Prior Learning (RPL) as a process which assesses the competency/s of a student that may have been acquired through **formal, non-formal and/or informal learning** (or a combination of these) to determine the extent to which that student meets the requirements specified in the relevant Training Package or VET accredited course. Where RPL "**Credit**" is determined for **formal learning** or "**Competence**" for **non-formal and/or informal learning** this will shorten the duration of the students course in which they want to enrol.
 - The AVETA's Admin officer will explain to the student that for **non-formal and/or informal learning**, AVETA will conduct a RPL conversation whereby if the student is able to provide satisfactory verbal responses and also indicate that they can provide the additional evidence as outlined by the RPL Assessor (for specific Units of Competency), that they will incur a RPL cost recovery expense for these RPL processes regardless of whether competence is subsequently determined or not. If the evidence submitted by the student, on a unit by unit basis, is determined to be insufficient for any unit they will need to enrol in these units of competency and complete the competency based face-to-face training and assessment timetabled activities for these units.
- **Phase 2:** When the RPL document has been signed by the student, AVETA's Admin Officer will:
 - Determine whether the student has any **formal learning** that they should be taking into account; at this time if the student believes that they have documentation (i.e. a Testamur or transcript, as evidence) the Admin Officer will advise the student that AVETA will need to verify that the documentation provided by the student is valid, before AVETA can process the documentation as evidence for providing course credit on a unit by unit basis where equivalence is determined as per the relevant Training Package requirements.

- To complete the process the AVETA Admin Officer and student will both sign and date the RPL document (F18.10) which outlines the outcome of the formal learning process as well as advising the student of AVETA's Appeals process (if they are dissatisfied with the outcome).
 - At the completion of this RPL step the Admin Officer will then forward the RPL document to the relevant Training Co-ordinator so that a RPL Assessor can be allocated for **informal and non-formal learning**.
 - **Note:** AVETA's Admin Officer will also explain to the student that **only non-formal learning and informal learning** RPL assessment conducted by AVETA will be a cost recovery activity with the all expenses incurred by AVETA as a direct result of processing these types of RPL will be charged to the student. Payment of this cost recovery activity will need to be made by the student at the time they submit their evidence for Assessment (where any unit of competency requires training and assessment to be conducted in a fully operational commercial kitchen the cost recovery amount will be higher than for all other units of competencies). This cost recovery must be made by the student irrespective of whether or not RPL is granted or not granted.
- **Phase 3:** AVETA's RPL Assessor will arrange a brief meeting with the student to determine whether or not the RPL process for informal or non-formal learning is applicable for the student. If the Assessor believes that this is the case they will continue with this process on a unit by unit basis. During this meeting the following RPL processes will be discussed in detail with the student:
 - a) **non-formal learning** refers to learning that takes place through a structured program of instruction, but does not lead to the attainment of an AQF qualification or statement of attainment (for example, in-house professional development programs conducted by a business); and
 - b) **informal learning** refers to learning that results through experience of work-related, social, family, hobby or leisure activities (for example the acquisition of interpersonal skills developed through several years as a sales representative).
- For the applicable qualification on a unit by unit basis, the AVETA RPL Assessor will conduct a RPL Competency Conversation with the student to determine whether or not the student is able to provide satisfactory verbal responses to a range of questions (contained in each Unit of Competency's Summative Assessment Tool) which will form part of the pool of evidence that will assist with the determination of competence.
 - Where the RPL Assessor determines that the responses are satisfactory, they will then discuss with the student what additional performance evidence the student will need to provide in order to be deemed competent for a Unit of Competency. If the student is of the opinion that they are able to provide the evidence as determined by the Assessor the AVETA Assessor will outline timeframes and cost for the provision of this evidence so that RPL can be finalised.

- Where the RPL Assessor determines that the responses were not satisfactory, they will terminate the RPL process at this stage. No cost recovery activity will be actioned if termination of the RPL process occurs at this point.

- For **non-formal learning** – the evidence that is required must be an outline of the structured program of instruction and must include the Logo and Business Name of the organisation that provided the instruction in addition to a Certificate of Attendance. This assessment activity will be conducted by AVETA however cost recovery of the expenses incurred by AVETA will be borne by the student. Payment of this cost recovery activity must be made by the student at the time they submit their evidence for Assessment. This cost recovery must be made by the student irrespective of whether or not RPL is granted or not granted.

- For **informal learning** – for evidence that is work related AVETA will arrange a third party report with the work supervisor or workplace documentation (and photos where possible). For other informal learning activities such as social, family, hobby or leisure the AVETA Assessor will provide guidance as to what types of evidence the student will required to provide to the AVETA Assessor in order to be granted RPL for a unit of competency. The AVETA Assessor will outline to the student that the evidence that they provide must satisfy the following Rules of Evidence (Validity, Sufficiency, Authenticity and Currency).

- **Phase 4:**

Prior to or by the timeline date for submission of evidence the student will be required to provide evidence of any **non-formal or informal learning** to the RPL Assessor by the agreed date as well as making any cost recovery payments for any RPL relating to non-formal or informal learning.

 - To complete the process the AVETA Assessor and student will both sign and date the RPL document which outlines the outcome of this assessment process as well as advising the student of AVETA's Appeals process (if they are dissatisfied with any assessment outcome).

- **Phase 5:**

The completed RPL Assessment document which the RPL Assessor will be provided to the Training Coordinator or Compliance Manager (signed and dated by the RPL Assessor and Student).

- **Phase 6:**

AVETA's Training Coordinator or Compliance will advise AVETA's Administrative Department of the outcomes of the RPL Assessment process for a particular student so that the Administrative Department can begin the enrolment process.

4.0 REFERENCES

4.1 Standards for RTO's 2015 - [Users' guide to Standards for RTOs 2015 | Australian Skills Quality Authority \(ASQA\)](#)