

RTO National Recognition of Prior Learning (RPL) Policy

Purpose:

The Centre of Professional Learning and Education (CPLE) has established and implemented this policy to support the Australian Skills Quality Authority (ASQA) Standards for Registered Training Organisations (RTO) 2015. This policy ensures candidates can access recognition assessment pathways through Recognition of Prior Learning (RPL) arrangements, with previously unrecognised skills and knowledge that a student has achieved outside the formal education and training system. For the purpose of this policy, recognition of prior learning (RPL) will be referred to simply as RPL.

Introduction:

The Centre of Professional Learning and Education is committed to providing all candidates with a fair and accessible process for an RPL assessment pathway. RPL involves the assessment of previously unrecognised skills and knowledge that a student has achieved outside the formal education and training system. The RPL process assesses this unrecognised learning against the requirements of a qualification or a unit of competency standards.

This policy supports within clauses 1.8 to 1.12, 3.5 & 5.1 to 5.3 of the Standards for Registered Training Organisations (RTO's) 2015

Authorisation:

This procedure shall be endorsed and issued under the authority of the Deputy Chief Executive Officer and RTO Manager.

Policy:

RPL is another form of assessment and requires the same application as outlined against the Training and Assessment policy and procedures. RPL involves the assessment of previously unrecognised skills and knowledge an individual has achieved outside the formal education and training system. RPL assesses this unrecognised learning against the requirements of a unit of competency, in respect of both entry requirements and outcomes to be achieved. By removing the need for duplication of learning, RPL encourages a candidate to continue upgrading their skills and knowledge through structured education and training towards formal qualifications and improved employment outcomes.

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Recognition guidelines

The following guidelines are to be followed when an application for recognition is received:

- Any candidate is entitled to apply for RPL in a course or qualification in which they are currently enrolled.
- Candidates may not apply for RPL for units of competency or qualification which are not included in CPLE's scope of registration.
- Whilst candidates may apply for RPL at any time, they are encouraged to apply before commencing a training program or qualification. This will reduce unnecessary training and guide the student down a more efficient path to achieving qualification competence.
- Candidates who are currently enrolled in a training program are eligible to apply for RPL but additional fees and charges may apply.
- Assessment via RPL is to apply the Principles of Assessment
 - Fairness: The individual learner's needs will be considered in the assessment process. Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner's needs. The RTO will inform the learner about the assessment process, and provide the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.
 - Flexibility: Assessment will be flexible to the individual learner by reflecting the learner's needs; assessing competencies held by the learner no matter how or where they have been acquired; and drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.
 - Validity: Any assessment decision of the RTO will be justified based on the evidence of performance of the individual learner. Assessment will be against the unit/s of competency and the associated assessment requirements covering the broad range of skills and knowledge that are essential to competent performance. Assessment of knowledge and skills will be integrated with practical application. Assessment will be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and judgement of competence will be based on evidence of learner performance that is aligned to the unit/s of competency and

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associated assessment requirements.

- Reliability: Evidence presented for assessment will consistently be interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.
- RPL may only be awarded for whole units of competency.

Forms of evidence

RPL acknowledges that workplace skills and knowledge may be gained through a variety of ways including both formal and informal learning or through work-based or life experience.

In evaluating assessment evidence, CPLE applies the following rules of evidence:

- Validity: The assessor needs to be assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements. If there are doubts based on the evidence presented by the learner, a second trainer/assessor may be involved in the RPL process to ensure fairness to the student as well as rigour in the assessment process.
- Sufficiency: The assessor must be assured that the quality, quantity and relevance of the assessment evidence enable a judgement to be made of a learner's competency. Learners will be given guidance on the types and quantity of evidence required to meet this assessment criteria within relevant RPL assessment tools
- Authenticity: The assessor must be assured that the evidence presented for assessment is the learner's own work. This may be verified with both the learner at the time of evidence submission as well as via third party evidence collection form workplace supervisors or other parties.
- Currency: The assessor must be assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past. For CPLE, currency is considered evidence that has been developed within 2 years from date of RPL application.

Like assessment, RPL is a process whereby evidence is collected and a judgement is made by our Trainers and/or Assessors. The judgement is made on evidence provided by candidates of the skills and knowledge that they have previously learnt through work, study, life and other experiences, and that they are currently using. It also includes evidence to confirm a candidate's ability to adapt prior learning or current competence to the context of the intended workplace or industry. Forms of evidence toward recognition may include:

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- Work records;
- Records of workplace training;
- Records of previous qualifications;
- Assessments of current skills and knowledge;
- Record of competency conversation;
- Third party reports from current and previous supervisors or managers;
- Evidence of relevant unpaid or volunteer experience;
- Examples of work products;
- Observation by an assessor in the workplace;
- Performance appraisal; or
- Duty statements and resumes.

Many of these forms of evidence would not be sufficient evidence on their own. Where a candidate provides evidence against a superseded unit of competency, this does not mean the unit is not valid for recognition through RPL assessment pathways. The Trainer and/or Assessor must ensure there is sufficient evidence of the person's competence at the time you make the assessment decision. When combined together with a number of evidence items, the student will start to provide a strong case for competence against the National Register of VET requirements of the unit of competency. CPLE reserves the right to require candidates to undertake a practical assessment of activities to assess their skills and knowledge in order to determine the candidate's current competence.

Appealing recognition outcomes

If the candidate is not satisfied with the outcomes of their RPL application, they may appeal the outcome like other assessment decisions. Further information on the appeals process students can access this policy and procedure through our website and Student Handbook.

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Definitions:

Unit of Competency

A unit of competency is the specification of knowledge, skills, and the application of that knowledge and skill, to the standard of performance expected in the workplace.

Trainers and/or Assessors

Are persons who assess a learner’s competence in accordance with Clauses 1.13 to 1.16.

Recognition of Prior Learning

Recognition of prior learning is an assessment process that involves assessment of an individual's relevant prior learning (including formal, informal and non-formal learning).

Competency

Means the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments

Responsibilities:

Deputy Chief Executive Officer

- To make decisions based on the rights of students in relation to the requirements of this policy

RTO Manager

- To uphold the rights of students in relation to the requirements of this policy

CPLE Administration

- To collate evidence of documentation submitted to CPLE by students

Trainers and/or Assessors

- To collate evidence of documentation submitted to CPLE by students
- To assess the evidence of the documentation
- To make informed decisions about RPL eligibility
- To process eligible RPL outcomes and inform students

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Related Documents:

RTO-QMS-PRO-	RTO National Recognition (Recognition of Prior Learning) Procedure
RTO-QMS-POL-	RTO National Recognition (Credit Transfer) Policy
RTO-QMS-PRO-	RTO National Recognition (Credit Transfer) Procedure
RTO-QMS-POL-	RTO Appeals Policy
RTO-QMS-PRO-	RTO Appeals Procedure
RTO-QMS-POL-	Training and Assessment Policy
RTO-QMS-PRO-	Training and Assessment Procedure
	Student Handbook

References:

1. National Register of VET (<https://training.gov.au/>)
2. Australian Skills Quality Authority (ASQA)

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Review Specifications:

OFFICE USE ONLY

Written/reviewed by: Renee Chick Authorised for release by: Carla Scalia
 Version number: 1 Signature of authorising person:

VERSION HISTORY

Version	Date of effect	Brief summary of change
1	17.07.2018	Initial document

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