



Recognition of Prior Learning (RPL) - Guide

1. INTRODUCTION

This document has been developed to guide a learner through the Recognition process and to provide evidence that demonstrates competency in the desired unit(s).

1.1 Credit Transfer or Recognition of Prior Learning?

Before launching into the process, it is important to understand the difference between Credit Transfer and Recognition of Prior Learning, so that the learner is aware of the process for each approach. The differences are described below.

Credit Transfer (CT)

Credit Transfer is provided where the learner has provided a Statement of Attainment, Record of Results or USI (Unique Student Identifier) Transcript. Please note that ONLY these documents can be used - Statement of Results, emails, etc cannot be used for Credit Transfer.

Where Credit Transfer is being sought, a Credit Transfer form should be completed and the documentation must be validated prior to updating the records in the Learner Management System.

The following methods are approved for validating for Credit Transfer:

- confirming via a QR code (note to be made on file, QR validated), OR
- validated through provision of an original or original electronic version of a USI transcript (USI transcript to be retained on file), OR
- calling the issuing RTO to confirm qualification was issued (note to be made of date of the call, note that not all RTOs will release this information over the phone), OR
- emailing the issuing RTO to confirm and receiving email from RTO to confirm (copy of email to be retained).

Recognition of Prior Learning (RPL)

When seeking RPL, it is important to understand that it recognises prior learning. It is not recognition of current competency. As such, RPL may be applied for through the provision of evidence that the candidate has extensive industry experience in the field.

RPL can be achieved through two methods:

- Self-mapping of evidence of competency and currency. Note: only learners who hold the competencies in the Training and Education (TAE) training package may apply for this option, due to the requirement to understand and interpret competencies and standards in national training packages.
- Completion of the Recognition of Prior Learning (RPL) Application kit. This method is for those learners who do not hold competencies in the TAE training package who complete an assessment only pathway, where they demonstrate sufficient experience in industry to mitigate the requirement to participate in training. More information about this process is provided in the Recognition of Prior Learning Application Kit. If approved by an Assessor, the candidate may undertake an assessment only pathway, where theory assessments are completed in the candidate's own time and practical assessments are coordinated between the RTO and the candidate.

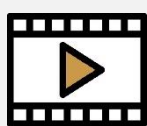
It is important to understand that RPL is not a simple 'tick and flick' process. Under our quality framework and Regulator mandates, the RPL assessment process must be as rigorous as any

other assessment method. Some learners may mistakenly believe that providing a resume is sufficient for RPL, but this is incorrect and does not meet quality standards.

RPL requires learners to provide high-quality, relevant, and sufficient assessment evidence. Because this can be challenging, we offer an assessment-only approach. This structured method allows candidates to demonstrate their knowledge and skills without spending excessive time searching through emails, documents, or presentations.

Collecting RPL evidence can be difficult, especially for those without a Certificate IV in Training and Assessment or higher. Our assessment-only pathway simplifies the process, making it easier for learners to meet the evidentiary requirements of different units of competency.

The cost of RPL is determined based on the number of visits or practicals required to collect sufficient evidence of competent skills (unless otherwise dictated by a State Training Authority).



The RTO directs learners to the following short video to explain the difference between Credit Transfer and Recognition of Prior Learning.

<https://youtu.be/x0j2ODHgDQ0>

Learners looking to apply for RPL will need to read and complete the Recognition of Prior Learning Application Kit.

2. COMPETENCY-BASED ASSESSMENT

The RPL assessment is competency-based, meaning that the learner must demonstrate their knowledge and skills by performing the specified tasks within each competency unit to the required workplace standards.

For the learner undergoing the RPL process, this involves gathering and presenting evidence to demonstrate their competence, including both knowledge and skills.

The role of the RTO Assessor is to assess the provided evidence and make judgments regarding whether the learner has proven their competency in alignment with the full requirements of the competency units, the Principles of Assessment (POA), and the Rules of Evidence (ROE).

2.1 Principles of Assessment (POA)

There are four (4) Principles of Assessment that will be considered by the Assessor when making judgement about a learner's competency, regarding the process of the assessment.

- Valid

Assessment must be against the full requirements of the unit of competency, including both underpinning knowledge and application of skill in the workplace. Assessment must also ensure that consistency of performance of the skill has been demonstrated, in many situations this means more than once and in varying circumstances, situations or workplaces.

- Reliable

Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

- Fair

The Assessor must consider the needs, circumstances, and workplace environments of the candidate, making reasonable adjustment to the methods and approach of the assessment process with this in mind. Please note – reasonable adjustments cannot remove or compromise the intent of requirements of the units of competency being assessed.

The Assessor must also provide the learner with full details of the process of RPL assessment and their rights to appeal assessment decisions. This RPL kit includes details of these processes, as does the RTO's Learner Handbook.

- Flexible

The Assessment process is flexible to suit learner needs and circumstances, allowing for RPL assessment of all claimed competencies regardless of how or where they have been acquired. The RPL assessment process must also use a range of assessment methods, using those that are appropriate to the context of the unit of competency, the unit assessment requirements and the individual.

2.2 Rules of Evidence (ROE)

There are four (4) rules of evidence that an Assessor must consider when making judgement about the evidence supplied by the learner:

- Validity

Assessment evidence must meet all the requirements of the unit of competency, including both underpinning knowledge and application of skill in the workplace.

- Sufficiency

The quality of the evidence provided must meet all unit requirements, addressing each requirement to the relevant breadth and depth. The quantity of evidence must meet all unit requirements, addressing those quantities specified in the performance evidence requirements of the unit of competency - in many situations this means more than once and in varying circumstances, situations, or workplaces.

- Authenticity

All evidence presented must be the learner's own work and creation. It is important to ensure that the work is genuinely the learners. For example, if the learner submits a policy, there must be evidence that they have personally developed it.

- Currency

All evidence provided must be from the recent past, or a demonstration of how that evidence and skill is still valid and used in current workplace environments by the candidate.

3. RECOGNITION OF PRIOR LEARNING PROCESS

There are seven (7) key steps to the RPL process:



Step 1: Inform the learner

To initiate the RPL process, the learner makes initial contact with the RTO. The RTO then supplies information regarding the RPL process to the learner. The learner will be directed to the RTO's website (Effective Assessment Policy and Procedure) and Learner Handbook, as a source of reference for more information about the RTO and its policies.

The RTO Assessor explains the RPL process, requirements, and expectations of RPL with the potential learner. The learner reviews the information and decides to apply for RPL.

It is important for the learner to understand that the RPL process must produce evidence that is as robust as any other standard assessment process undertaken within the RTO. It is understood that part of the Assessor's role in the RPL process is to correct any learner's misconceptions that the RPL process is less rigorous or is an easy or guaranteed path to competency.

Step 2: Learner self-assessment

The learner completes the RPL Application and submits to the Assessor for review.

This includes an initial assessment to determine if the learner has knowledge, skills and experience that would allow them to progress directly to evidence collection, rather than completing unit-specific training.

This will allow the candidate to self-determine their level of experience and knowledge for each of the units and gives the Assessor a greater insight into the candidate's competence, background, and past experiences. This is an important first step.

The candidate will need to complete:

Part 1 – RPL Application form

Part 2 – Summary of employment, educational and life experiences

Part 3 – Self assessment

Step 3: Interview with Assessor and develop RPL plan

Upon receipt of the RPL Application Form from the candidate, the Assessor will complete a review and determine the suitability and success factors of the candidate, preparing some advice for the candidate on evidence gathering and areas of focus.

An interview time is agreed (this may be face-to-face, via teams or zoom etc). The Assessor will discuss the candidate's suitability and agree on a plan for evidence gathering (including timeframes) moving forward.

Step 4: Gather evidence from the workplace

Through the course of the candidate's work, they will create reports, complete forms, document meetings, develop plans, document recommendations, etc – all of this is considered to be workplace evidence that may be submitted as part of the RPL application, and used by the Assessor to determine the competency of the candidate's knowledge and skills.

To produce a portfolio of workplace evidence, the candidate is required to link each document to the relevant criteria.

The candidate needs to ensure the authenticity of any workplace documentation. This means that it should be clear that the candidate is the author of the work. The Assessor will discuss the candidate's examples with them, and they must be able to speak to the documentation. Additionally, the candidate may be required to have the documentation verified by their workplace supervisor.

Step 5: Portfolio review

The Assessor will review the candidate's portfolio and identify knowledge and skills gaps.

The role of the Assessor is to map the candidate's evidence to explicit knowledge and skills within the unit of competency, ensuring the Rules of Evidence, under the RTO Standards, are met.

Step 6: Gap assessment (skills and/or knowledge)

Based on the review carried out in Step 5, the candidate will be provided with a tailored Assessment Tool to allow them to demonstrate required skills and knowledge.

Generally, this process will include knowledge questions and direct observations by the Assessor.

Step 7: Assessment decision

Based on all the evidence supplied by the learner, the Assessor will determine whether the learner has achieved the unit(s) of competency, deciding either a "Competent" or "Not yet Competent" outcome.

The Assessor will supply the learner with the competency outcome, feedback from the assessment, and any further advice or recommendations on further training if required. The learner and Assessor agree on an ongoing RPL Assessment plan.

Where the learner is found competent in the units and/or qualification, they will be issued the relevant certification within 30 days.

Please note:

- The RTO is under no obligation to find the learner competent if they are not. If a learner is deemed “Not Yet Competent”, the Assessor may recommend that the learner enrol in and complete a particular unit of competency (gap training) to achieve competency or may organise another time for re-assessment.
- If the learner wishes to appeal the assessment decision, they should notify the Assessor within 10 business days of notification of the outcome. Please refer to the RTO's Complaints and Appeals policy for full information on how this process works.

4. CERTIFICATION

If the learner is deemed Competent for a unit of competency, skill set, or a full qualification, they will receive certification within 30 days, providing all fees are paid in full.

** Please note: If the learner is enrolled in a full qualification, a Statement of Attainment for individual units will not automatically be issued. The learner will receive one certificate with all units successfully completed. However, if the learner wishes to receive a Statement of Attainment for each unit as they complete them, they should send an email request. Please note this may incur an additional fee.

5. SUPPORT

If the learner has any questions as they complete their assessment tasks, they can contact their Assessor through phone, email, MS Teams, their online learner account, or other digital communication.

Reasonable adjustments can be made to the assessment process or context to meet individual learner's needs; however, adjustments cannot undermine the integrity of requirements of the unit of competency.

6. APPEALS

The learner has the right to appeal an assessment decision providing they have “Grounds for appeal”. Further information on the appeals processes and the grounds for appeal are provided in the Learner Handbook, or the learner can ask for a copy of the complaints and appeals policy from administration or management. It is always recommended that the learner speak with an Assessor before lodging an appeal, as the Assessor will generally provide the learner with multiple chances to complete an assessment before deeming them not competent.

7. FEEDBACK

The RTO is committed to quality training and assessment, customer service, and continuous improvement. We value and appreciate feedback from all learners. If a learner has any issues with the assessments, they are encouraged to provide feedback to help us continuously improve our services.

8. PLAGIARISM, COPYING AND CHEATING

Plagiarism is the presentation of the work of another person without acknowledgement and/or claiming that work as one's own. Plagiarism is not permissible and will result in penalties, such as full resubmission of a new assessment or cancellation of enrolment (the learner may use a

limited amount of information and ideas expressed by others as a supporting reference to their own thoughts/concepts; however, this must be identified using appropriate referencing).

Copying and cheating is the submission of someone else's work, claiming it to be one's own. Whilst learners may work on projects together or support each other through "learning", their assessment must be all their own work in their own words. If two (2) or more learners are found to have submitted the same work or the same answers to a question/s, each of those learners is considered cheating and will have their enrolments cancelled.

As the use of AI technologies, including ChatGPT, becomes more prevalent in academic and professional settings, it is essential to remind all users of the potential risks associated with collusion and plagiarism. Collusion refers to working together with others to produce work that is submitted as individual work, while plagiarism involves presenting someone else's work or ideas as one's own.

This RTO recognises that the use of AI technologies can assist learners in creating original work. However, we require that learners take responsibility for ensuring that the work they produce reflects their own ideas and efforts.

When using AI technologies such as ChatGPT, learners must ensure that the resulting work is original and produced solely by themselves. They must not collaborate with others or use the work of others as their own. Learners should also properly cite any sources used in their work, including those generated by AI technologies.

If there is any evidence of collusion or plagiarism, including the use of AI technologies, appropriate disciplinary action will be taken.

We encourage all learners to use AI technologies ethically and responsibly and to seek guidance and support if they have any questions or concerns about their use. By working together to maintain academic and professional integrity, we can ensure that the RTO continues to uphold high standards of excellence and honesty.

9. LEARNER HANDBOOK

All learners are provided access to the RTO's policies and procedures, these are included in the Learner Handbook.

The Handbook contains information on the following:

- Service commitment
- Registered Training Organisation (RTO) information
- Contact details
- Guidelines and etiquette
- Policies and procedures

Learners are encouraged to take the time to read through the Learner Handbook and familiarise themselves with this information.