Policy

Coverage:

This policy relates to all potential learners of the RTO (Accell). It also applied to the employees processing enrolments and bookings.

Aim:

This policy is to ensure that all potential understand the opportunities for Recognised Prior Learning prior to enrolment.

Accordingly, this policy for Recognition of Prior Learning (RPL) provides for:
- Opportunities for non-formal and informal learning to be recognised for purposes of entry to a course or obtaining credit towards an undergraduate or postgraduate qualification;
- Recognition of diverse and inclusive pathways to lifelong learning;
- Assuring the quality, integrity and standing of qualifications.

Definition:

RPL:
Recognition of Prior Learning (RPL) is an assessment process for recognising relevant non-formal and informal learning by collecting evidence and making judgments on the extent to which an individual has achieved the required learning outcomes, competency outcomes or standards for entry to and/or partial or total completion of a qualification.

Assessment:
A process that identifies the purpose and the evidence required, provides a range of ways for learners to demonstrate that they have achieved the required outcomes, makes judgments based on the evidence provided and records and reports the assessment findings.

Formal Learning:
The attainment of formal qualifications or part thereof for study undertaken at an accredited education provider within the Australian Qualifications Framework.

Non-Formal learning:
Relevant skills, knowledge or competencies that have been acquired through non-accredited study with a provider other than a university or accredited education provider. It includes education or training provided through employer-based programs and professional bodies.

Informal Learning:
Learning acquired in an informal context, such as through work and/or life experiences.

Learning or competency outcomes:
A learning or competency outcome that a learner should know and/or be able to do as a result of being involved in a learning process. The learning should indicate a conceptual as well as a practical grasp of the knowledge or competency required and be applicable outside the environment in which it was acquired.

Credit Transfer
Credit Transfer assesses a Candidate's prior learning achieved through the formal education and training process.

Credit Transfer seeks to match the learning outcomes of previous training to those of the current program for which Candidates are seeking recognition. This may include credit transfer based on formal learning that is outside the Australian Qualifications Framework (AQF).

Policy:

Accell recognises that many learners have previous experience, both formal and informal when it comes to their skills and expertise. To assist in the recognition of these skills Accell offer each learner the opportunity to apply for Recognition of Prior Learning (RPL).

Accell supports an approach which values all learning, however achieved, through an open and transparent approach to assessment. It acknowledges that learning may be achieved through either non-formal or informal pathways, and that provision should exist for recognition of these.

RPL may be used:
- To gain entry to a course or qualification, as an alternative to having undertaken and completed the prerequisites for entry based on formal education and training; and/or
- To gain credit towards a course or qualification.

It is necessary to compare the non-formal or informal learning the individual has achieved against the learning outcomes or performance criteria required for:
- Entry to a course or qualification; and/or
- Credit to be granted for partial or full completion of requirements for a course or qualification

RPL Process

The availability of RPL is advertised through the RPL Handbook. Sufficient information is provided to self-assess whether RPL assessment is an appropriate pathway.
Detailed information is provided in the RPL Kit available on request through the bookings office.
This includes details of all the competencies required, suggestions for collecting evidence and some resources to help Candidates with evidence collection. It provides information and direction as to appropriate and adequate information in order to maximise opportunities for a successful assessment outcome. This includes information on qualifications, units of competence, evidence guidelines and sources of information.

Principles for Assessment of Applications for RPL

Assessment for RPL will:
- Be evidence and outcome-based;
- Be equitable, culturally inclusive, transparent and accountable;
- Involve assessment processes of a comparable standard and integrity to those used to assess the relevant unit/course/qualification;
- Be subject to quality assurance practices comparable to other assessment practices within Accell

The processes for RPL are designed to:
- Identify what the applicant knows and can do;
- Match the applicant's skills, knowledge and experiences to specific professional requirements and unit/course/qualification and learning and competency outcomes;
- Assess the applicant's attainments against those requirements and outcomes;
- Where appropriate, credit the applicant for their skills, knowledge, understanding and Experience;
- record the outcome; and
- Provide advice of the outcome to the applicant and other relevant persons.

Evidence

Evidence plays a crucial role in the RPL process as it provides proof that a Candidate has the skills and knowledge contained within the units of competency for which they wish to be recognised. The evidence will allow an assessor to determine whether to assess a Candidate as Competent or Not Yet Competent.

When selecting pieces of evidence to support an RPL application, it is important for the Candidate to follow the guidelines outlined in the Rules for Supplying Evidence section of this policy as set out below.

Rules for Supplying Evidence

1. *Valid Evidence*

   Evidence of competency must cover the broad range of knowledge, skills and the application of such knowledge and skills specified in the Competency Standards. That is, when gathering evidence each piece of evidence must focus on the appropriate knowledge and skills specified against each element of a unit of competence for which recognition is sought.

2. *Sufficient Evidence*

   Sufficient evidence relates to the amount of evidence that is needed to demonstrate a Candidate's competence in a particular unit of competency. Evidence must satisfy all elements of the unit of competency. To ensure that sufficient evidence to demonstrate competency is supplied, it might be necessary or desirable to use supplementary sources of evidence such as verbal confirmation, written testimonials (employers and clients), previously completed appraisals, certificates, job descriptions or third party reports.

3. *Authentic Evidence*

   Evidence needs to be checked for authenticity - that is, that it actually relates to the Candidate being assessed, and not that of another person. To determine authenticity (and validation) of the evidence it may be necessary for Accell to verify and contact the third parties that are listed within the RPL application. By completing the RPL application and listed third parties to verify competencies, permission has been given to Accell to contact these individuals. Any information collected will be treated in accordance with the Privacy Policy.

4. *Current Evidence*

   Currency of evidence supplied is of particular importance, as evidence must be relevant and up to date according to current industry standards (and current unit of competency requirements). For example, if a Candidate has evidence of mastering an area of knowledge or skill in the past, this can be supplemented by evidence of continuing professional development activities. For Accell this may include a copy of the Member's record of continuing professional development activities maintained with the relevant items highlighted.

Related Documents

RPL Information Pack
RPL Application Form
Privacy Policy