



Recognition of Prior Learning (RPL) and Credit Transfer (CT) Policy & Procedure

Purpose

This policy covers the obligations of the Australian Institute of Flexible Learning (AIFL) to offer prior to enrolment, and throughout the delivery of the courses, Recognition of Prior Learning (RPL) and Credit Transfers (CTs) to candidates seeking recognition of skills they possess that are relevant to the qualification they enrol in.

Scope

This policy relates to all accredited education offered through the AIFL. RPL and CT will be made available for all units of competence in the qualifications offered.

Distribution

This policy is to be made available to all AIFL staff for information. Pre enrolment information to clients must include a statement regarding RPL obligations. This policy must be filed with other RTO policies and procedures.

What is Recognition of Prior Learning?

Recognition of Prior Learning is the recognition of skills and knowledge obtained through:

- Formal and informal education (industrial or educational)
- Work experience (paid or unpaid)
- Life experience.

RPL is an assessment process that assesses an individual's non formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of, a qualification.

RPL covers skills learned from work, and from family and community experience. Recognition of Prior Learning as a concept aims to prevent students from having to re-learn things they already know or can do. It acknowledges a student's full range of skills and knowledge, no matter where or how these were acquired

Applicants are required to substantiate their application in accordance with the standards and the course requirements for RPL.

- Evidence presented by applicants for RPL assessment tend to include mainly indirect or supplementary evidence such as a portfolio documenting previous achievements, qualifications, education, work history and references.
- Assessors are required to ensure that the evidence presented in an RPL process complies with the principles currency, authenticity, validity and sufficiency.

This applies to both the underpinning knowledge and the clinical experience components of the course.

- Assessors are able to undertake additional forms for assessment to verify the competence of the applicant in the RPL process. This may include additional testing of underpinning knowledge, challenge tests, interviews etc.

Principles of RPL

Recognition of Prior Learning is one of the key principles of assessment. This means that accredited education courses across Australia must make assessment for RPL available to students prior to enrolment in a course. How this is implemented and the grounds for assessing it are up to the RTO.

RPL is based on five principles.

1. Competence

RPL must focus on the applicant's actual and demonstrable competencies – gained through formal or informal training – not on how or where the learning was acquired.

2. Commitment

Competency based education implies that existing competencies should be acknowledged, so providers must be committed to recognising student's prior learning.

3. Access

Assessment for RPL must be available to everyone who applies and against all units of competence offered by the RTO.

4. Fairness

The process must not be more difficult than other means of assessment offered by the RTO. The process must also demonstrate fairness in its application.

5. Support

RPL applicants must be supported by the RTO in their applications by way of providing clear and simple processes for RPL and by making efforts to support the applicant in whatever ways possible. For example, by providing the outlines and outcomes of the qualifications to assist the applicant.

Evidence

The assessor will make a judgement based on the evidence supplied and the requirements of the unit of competence and the range of variables and underpinning knowledge. The applicant may be required to attend an interview or substantiate further on their evidence in order to demonstrate that they are currently competent against the endorsed industry or enterprise competency or outcomes in accredited courses.

The assessor must ensure that the evidence is authentic, valid, reliable, current and sufficient.

The candidate will be provided with the following information:

Evidence Portfolio

Evidence portfolios will be accepted at all times but it is advisable to apply 4 weeks prior to the commencement of a module/unit. You are advised to apply for all the units

you consider you are eligible for in the one RPL/RCC application, this will minimise your participation in training and fast track your completion.

On the form you record the details of your experiences and match them up with the learning outcomes. (Your course coordinator/learning manager can provide you with a copy of these).

Ask a person who knows of your experiences to help you put together your evidence portfolio. See if you can find any material to support the details you have provided.

Suggested types of evidence are noted on evidence portfolio eg. you might find some references from previous employers or some samples of your work.

Listed below is a range of evidence that may be used in support of your application for RPL. This list should be used as a guide only.

- Certificate of achievement
- Reference/letters of support - Work/social
- Evidence of committee work
- Demonstration of skill
- Record of academic results
- Samples of work (folio)
- Materials/tools worked with
- Referee/industry representatives
- Video
- Audio cassettes
- Photos
- Published works eg operational manuals
- Reading lists
- Relevant work samples etc
- Letters/memos written at work
- Speeches written
- Scrap books
- Budgets
- Magazine/newspaper articles about work
- Rosters/timesheets
- Duty statements/job specifications
- Curriculum Vitae
- Community Industry Awards

Procedure

The AIFL will normally charge a fee for processing an application for RPL. The student will be given this information before they enrol in a course so they can plan their intended approach to study.

The applicant will either use the AIFL RPL application form or follow the on-line 100% e-recognition process and assessors from the AIFL will assess the application and or support the e-recognition process consistent with the training and assessment plan.

Students may discuss the outcomes of their application for RPL. If students are not satisfied with the result they may appeal in writing to the General Manager of the AIFL. The appeal will be dealt with under the AIFL's appeals and grievance policy and procedure.

PRINCIPLES OF CREDIT TRANSFERS (CT)

Credit transfer assesses the initial course or subject that an individual is using to claim access to, or the award of credit in, a destination course. The assessment determines the extent to which the client's initial course or subject is equivalent to the required learning outcomes, competency outcomes, or standards in a qualification. This may include credit transfer based on formal learning that is outside the AQF.

The AIFL will advise students that it recognises relevant AQTF qualifications and Statements of Attainment issued by other RTOs and that based on such prior learning credit transfer may apply

The course coordinator will explore with the learner the extent of prior learning and the existence of AQTF certificates or Statements of Attainment previously awarded to the learner.

Procedure

The Course Coordinator will

- obtain copies from the learner of any previously awarded certificates or Statements of Attainment
- Verify the bona fides of the certificate or Statement of Attainment with the issuing RTO
- Undertake mapping of competencies outlined on previously awarded certificates or Statements of Attainment against qualifications or competencies currently being sought
- Advise the learner of the outcome of mapping, including the learner's right to appeal the decision of the trainer/assessor if the learner is not satisfied with the outcome