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File Name: RPL Policy and Procedure

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RPL Policy and Procedure

1. Purpose

The objective of this policy is to ensure that learners have the opportunity to apply for recognition of prior learning through demonstration of relevant prior learning including; formal, informal and non-formal learning to receive a credit towards a qualification as a result of previous training, work or life experiences.

2. Scope

This policy and procedure apply to all learners applying to study an AQF course with TAA. It also applies to all staff engaged in implementing an RPL application.

3. Responsibility

The Director in assistance with the Compliance Manager is responsible for the implementation of this policy and procedure and for ensuring that staff and learners are aware of its requirements.

4. Definitions

Australian Qualifications Framework (AQF) specifies the standards for educational qualifications. The Framework is structured around levels of descriptive criteria, with formal qualifications aligned to the appropriate levels.

Recognition of Prior Learning (RPL) refers to the formal acknowledgement of current skills, knowledge and attitudes held as a result of education and training, work experience and/or life experience. It is essentially an assessment pathway in the Vocational Education and Training system.

Credit is the value assigned for the recognition of equivalence in content and learning outcomes between different types of learning and/or qualifications. Credit reduces the amount of learning required to achieve a qualification and may be through credit transfer, articulation, recognition of prior learning or advanced standing.

Vocational Education and Training (VET) is designed to deliver workplace-specific skills and knowledge and covers a wide range of careers and industries.

1. Policy

1.1 RPL processes will be structured to minimise the cost and time to applicants while retaining the integrity the requirements of training package or curriculum documents.

1.2 TAA will ensure that any RPL applicant is provided with:
   a. Information about the competencies and performance criteria relevant to their RPL application.
   b. Adequate information and support to enable them to gather reliable evidence of competency.
   c. Opportunities to obtain feedback on the evidence proposed prior to finalisation of the application.

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1.3 Competencies for which RPL is being requested may have been developed through formal education and training, work experience, or through life experiences.

1.4 A written statement from an appropriate supervisory person is required to confirm ownership of any work submitted by the applicant.

1.5 It is accepted that RPL is an assessment of an individual's current knowledge, skills and attitudes even though the evidence produced in support of the claim may be drawn from the past. The assessor will judge whether the evidence produced demonstrates current knowledge, skills and attitudes, or whether the learner must sit a test to prove his/her competency.

1.6 Learners eligible for credit transfer will not be required to undertake the RPL process.

2. Procedure

2.1 During the enrolment process learners are inform of the opportunity of RPL and credit transfer processes. If interested learners are given a RPL Application Form.

2.2 TAA will provide RPL applicants access to details of the relevant units prior to the RPL application being completed.

2.3 TAA will give applicants advice on completing the learner RPL Application Form and gathering reliable evidence.

2.4 The learner RPL Application Form should be completed and forwarded to Training Aid Australia, through our website directed to admin@trainingaid.com.au

2.5 A copy of the learner RPL Application Form and all verified supporting documentation is placed on the learners file.

2.6 The learner RPL Application Form will then be forwarded to a qualified assessor.

2.7 A qualified assessor will assess the completed learner RPL application, sign the form indicating the assessment outcome and advise the Director / CEO of the outcome. Learners will be advised promptly of the decision. Further information or an interview with the learner may be required before evaluation of the application is completed.

2.8 The completed learner RPL record will be signed by the learner and the assessor.

2.9 Granting of RPL must be recorded as a unit outcome in the learner's file.

2.10 Learners may use the TAA's appeal procedures if dissatisfied with the RPL application's outcome.

2.11 After RPL is granted, a learner's course schedule must be reviewed and any reductions in scheduled attendance, and the reasons for the reduction, will be recorded and placed in the learner's file.

2.12 If the applicant is required to undertake classes on campus for those units for which RPL was not granted, where possible a full-time load for the learner should be maintained by adjusting the learner's course schedule and duration for completion of the course.

2.13 RPL application documentation, assessment processes and outcomes are to be placed in the learner's file.

3. Associated Documents

• Learner RPL Application Forms

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4. Revision History

Creation/ Revision Date	Comment	Created/ Revised by
05/11/18	Policy and procedure created	Warwick Smith

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