

# RPL and CT Policy and Procedure

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|------------------------|--------------------------------------|
| Responsible Officer    | Assessors and Senior Management Team |
| Approved by            | Senior Management Team               |
| Review by              | Andrea Clifford                      |
| Last Reviewed          | 25/11/2015                           |
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## 1. Purpose

### 1.1 Scope

To ensure that students' prior knowledge, skills and training are recognised and applied to current study they are enrolled in.

## 2. Audience

2.1 RTO Stakeholders, Employees and AGB Training Students.

## 3. Definitions

|                   |   |
|-------------------|---|
| <b>Assessment</b> | Means the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or VET accredited course.   |
| <b>Competency</b> | 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.  |
| <b>Course</b>     | A program leading to the granting of a statement of attainment or qualification.  |
| <b>CT</b>         | Credit Transfer. 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.  |
| <b>HESG</b>       | Higher Education Skills Group   |
| <b>Learner</b>    | Means an individual who is receiving, responding to and processing information in order to acquire and develop competence. This incorporates the processes of preparing and presenting for assessment   |
| <b>Learning</b>   | Means the process followed by a learner. There are three types:<br><b>a) Formal learning</b> refers to learning that takes place through a structured program of instruction and is linked to the attainment of a formal qualification or award (for example, a certificate, diploma or university degree);<br><b>b) Non-formal learning</b> refers to learning that takes place through a structured program of instructions, but does not lead to the attainment of a formal qualification or award (for example, in-house professional |

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|---|--|
|   | development programs conducted by a business); and<br><b>c) Informal learning</b> refers to learning that results through experience of work-related, social, family, hobby or leisure activities (for example the acquisition of interpersonal skills developed through several years as a sales representative).   |
| <b>NVR</b>                              | National Vocational regulator  |
| <b>RPL</b>                              | Recognition of prior learning means an assessment process that assesses the competency/s of an individual that may have been acquired through formal, non-formal and informal learning to determine the extent to which that individual meets the requirements specified in the training package or VET accredited courses.<br>a) formal learning refers to learning that takes place through a structured program of instruction and is linked to the attainment of an AQF qualification or statement of attainment (for example, a certificate, diploma or university degree);<br>b) non-formal learning refers to learning that takes place through a structured program of instruction, but does not lead to the attainment of an AQF qualification or statement of attainment (for example, in-house professional development programs conducted by a business); and<br>c) informal learning refers to learning that results through experience of work-related, social, family, hobby or leisure activities (for example the acquisition of interpersonal skills developed through several years as a sales representative). |
| <b>RTO</b>                              | Registered Training Organisation   |
| <b>SNR</b>                              | Standard National Regulator  |
| <b>Training and assessment strategy</b> | Training and assessment strategies and practices are the approach of, and method adopted by, an RTO with respect to training and assessment designed to enable learners to meet the requirements of the training package or accredited course.   |
| <b>Training Package</b>                 | Means the components of a training package endorsed by the Industry and Skills Council or its delegate in accordance with the Standards for Training Packages. The endorsed components of a Training Package are: units of competency; assessment requirements (associated with each unit of competency); qualifications; and credit arrangements. The endorsed components form part of the requirements that an RTO must meet under these Standards. A training package also consists of a non-endorsed, quality assured companion volume/s which contains industry advice to RTOs on different aspects of implementation.  |
| <b>Units of competency</b>              | Mean the specification of the standards of performance required in the workplace as defined in a training package.   |
| <b>VET</b>                              | Means vocational education and training.   |

## 4. Policy Statement

The AGB Training RPL model is aligned with the outcomes, goals and objectives of the qualification and recognises learning regardless of how, when and where it was acquired, provided that the learning is relevant to the learning or competency outcomes in a subject, unit module, course or qualification.

AGB Training will recognise, where relevant and appropriate, a student's prior study and apply credit transfer for units of competencies where applicable.

AGB Training offers RPL assessment and CT opportunities to all students during their enrolment and is recorded in their written agreements. AGB Training ensures that decisions about granting RPL and CT's take into account the students' likelihood of successfully achieving qualification outcomes, and ensures that the integrity of the qualification outcome is maintained.

Prior to granting any RPL or CT's the regulatory body for the relevant unit/s of competency must be examined to ensure that all requirements are met.

## 5. References

1. Australian Qualification Framework (AQF) and its Policies
2. Standards for Registered Training Organisations (RTOs) 2015
3. ASQA General directions
4. Education Services for Overseas Students Act 2000
5. Education Services for Overseas Students Regulations 2001
6. National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Student 2007
7. VET Funding Contract Victorian Training Guarantee Program
8. Vic Roads Training Standards
9. WorkSafe Training Standards

## 6. RPL Procedure

### 6.1 Candidate Preparation

1. To ensure consistency, fairness and transparency, AGB Training has a systematic, organisation-wide approach to RPL. AGB Training's RPL process consists of the following stages:
  2. On enrolment, applicants have the opportunity to request recognition of their prior learning.
  3. On enrolment, applicants are made aware of the entry documentation requirements for RPL, such as:
    - a. résumé
    - b. applicable self-assessment tool
    - c. current or recent (within the last three years) Position Description

- d. a statement of any relevant training undertaken by the applicant (certified true copy)
4. On enrolment, applicants are provided with sufficient information about the RPL process in the Student RPL Information Handbook and:
  - a. RPL Workshops offered regularly to inform applicants of:
    - what RPL is
    - when RPL takes place
    - entry requirements
    - assessors
    - expectations of candidates while undertaking the RPL process
    - available support
    - performance expectations
  - b. interview with Authorised delegates at enquiry and enrolment
5. Enrolment of the applicant into a course is completed by the authorised delegate in consultation with, and approved by, the relevant Manager

## **6.2 Self-Assessment**

1. Applicants are issued with the applicable RPL Self-Assessment Tool to complete after indicating they wish to pursue RPL. The completed tool is then reviewed by a qualified assessor to determine suitability for RPL
2. For suitable RPL applicants, a mentor will be assigned to assist with questions or guidance regarding the applicant's RPL evidence submission. An RPL Assessment Pack is issued to the student for completion.
3. The RPL Assessment Pack outlines instructions to the RPL candidate regarding the evidence they must gather and submit as evidence.
4. The RPL candidate submits their completed RPL Assessment Pack and accompanying evidence for assessment within three months of commencement

## **6.3 RPL Assessment Procedure**

1. The Assessment for RPL is of the same standard as other assessments for the qualification (the RPL assessment is contained within the student assessment packs that are used for all programs).

2. The Assessment for RPL recognises learning regardless of how, when and where it was acquired, provided that the learning is relevant to the learning outcomes in the unit or qualification.
3. The RPL Assessment pack ensures that the evidence provided is valid, authentic, current and sufficient, and that the process is fair, flexible reliable and valid. Refer to the flowchart in appendix 1.
4. The candidate's completed AGB Training RPL Assessment Pack is allocated by the relevant Manager to an assessor/s with expertise in the subject, content or skills area, and knowledge of and expertise in assessment.
5. AGB Training **Guidelines for Assessor Intervention** includes reasonable adjustment for the literacy level or disability of a candidate. Reasonable adjustment is not to be used as a substitution for the assessment of skills such as language, literacy or numeracy (LLN) when they are requirements of the qualification or Unit of Competency.

#### 6.4 Assessment Method

Each Assessment Pack addresses the specific evidence required to demonstrate achievement of competency in each qualification component for which credit/RPL is sought.

1. The assessment methods used provide a range of ways for individuals to demonstrate that they have met the required outcomes and can be granted credit/RPL. These might include:
  - interview
  - portfolio
  - product
  - demonstration
2. Assessors must consider:
  - a. third party reports
  - b. other documentation such as articles, reports, project material, papers, testimonials or other products prepared by the RPL applicant that directly relate to the requirements of the applicable Assessment Pack/s (portfolio of evidence)
  - c. participation in structured assessment activities that individuals normally would be required to undertake if they were enrolled in the qualification components

3. Prior to making a judgement on the candidate's assessment submission of evidence, the assessor will interview the candidate. This is to:
  - a. authenticate the evidence through questioning the candidate
  - b. request further evidence if necessary to fulfil the requirements of the Assessment Pack
  - c. organise gap training if required

The assessment outcomes may enable the student to meet the entry requirements and/or components of the qualification. This may reduce the duration of the qualification.

## 7. CT Procedure

- 7.1 Where a candidate has previously completed the **same** unit/s (either exactly the same code and title, or a superseded but **equivalent** unit) as included in their current course, and can provide proof in the form of a certified statement of attainment, a CT must be applied to their record for the applicable unit/s.
- 7.2 Should a candidate request a CT for some, but not all unit/s of a course, and they are able to prove they hold the unit/s by a certified statement of attainment, the assessor must amend the assessment tasks that the candidate must complete to gain competency in the remaining unit/s
- 7.3 To amend the assessment tasks required to be completed by the candidate in the case of partial CT for a course, assessors should follow this procedure:
  - 7.3.1 Ascertain for which unit/s a CT will be applied to the candidate's record.
  - 7.3.2 For each assessment pack used in the course in which the candidate is enrolled, use the mapping, found in the Trainer/Assessor Guide version of the Assessment Pack to choose only those questions or tasks that the candidate is still required to complete.
  - 7.3.3 Direct the candidate to complete the questions and tasks identified in the previous step. Ensure that the only questions or tasks that the candidate does not complete are those that are **only** mapped to the units for which they have gained a CT.
  - 7.3.4 Assess the work for the identified questions and tasks following standard procedure for assessment, and continue to follow standard procedure from this point.
- 7.4 Prior to granting a candidate with a CT result all relevant regulatory standards must be examined to ensure that a CT is acceptable under their requirements.

## **8. Finalisation of RPL process**

1. Recording the outcome:
  - a. carried out by assessor and processed into AGB Training's Student Management System by the SAO (Student Administration Officer) as:
    - i. competent or
    - ii. not yet competent
2. Reporting assessment RPL results to candidate:
  - a. carried out by the Assessor, informing the student and the SAO for issuance of the statement of attainment/qualification certificate

## Appendix 1: RPL Assessment Process

