

Recognition of Prior Learning (RPL) Procedure

Department: OPS - Operations	THIS DOCUMENT IS UNCONTROLLED IN HARDCOPY FORMAT		Doc Id: CT-OPS-PRO-0021	
Approver: Jamie Kritharas	Date of This Issue: 27-Apr-23	Review Timing: 24 Months	Page 1 of 7	Rev: 3

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1.0 PURPOSE

The purpose of the Recognition of Prior Learning (RPL) procedure is to ensure that individuals' prior learning gained through formal, non-formal and informal training, work and life experiences is appropriately recognised. The recognition of skills will be available to all potential applicants and will involve processes that are fair to all parties involved.

RPL must be conducted with the same rigour as any other form of assessment and be conducted in accordance with the Principles of Assessment and Rules of Evidence.

2.0 DEFINITIONS

Competency based assessment: the process of collecting evidence and making judgments on the nature and extent of progress towards the performance criteria set out in a standard, or a learning outcome. At the appropriate point, judgment is made as to whether competency has been achieved.

Evidence: in a competency-based assessment system, evidence is anything that supports a claim of competency.

Recognised Prior Learning (RPL): means an assessment process that assesses an individual's formal, non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, for partial or total completion of a VET qualification.

3.0 PRINCIPLES OF ASSESSMENT

3.1. Fairness

The individual learner's needs are considered in the assessment process. Where appropriate, reasonable adjustments are applied by the RTO to consider the individual learner's needs.

The RTO informs the learner about the assessment process and provides the learner the opportunity to appeal the outcome of the assessment and be reassessed if necessary.

3.2. Flexibility

Assessment is flexible to the individual learner by:

- » reflecting the learner's needs.
- » assessing competencies held by the learner no matter how or where they have been acquired.
- » drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.

3.3. Validity

Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner.

Validity requires:

- » the assessment tasks to be fit for purpose.
- » assessment against the unit(s) of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance.
- » assessment of knowledge and skills is integrated with their practical application.
- » assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations.
- » judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.

3.4. Reliability

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

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4.0 RULES OF EVIDENCE

4.1. Validity

The assessor is assured that the learner has the skills, knowledge and attributes as described in the unit of competency and associated assessment requirements.

4.2. Sufficiency

The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner's competency.

4.3. Authenticity

The assessor is assured that the evidence presented for assessment is the learner's own work. Assessment must always be based on the performance of the individual learner.

4.4. Currency

The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or recent past.

5.0 SKILLED TRAINERS AND ASSESSORS

It is a requirement that all Carey Training staff and contract trainers involved in training and assessment possess the following:

- » the relevant vocational competencies at least to the level being delivered or assessed; and
- » can demonstrate current industry skills directly relevant to the training/assessment being provided; and
- » current knowledge and skills in vocational training and learning that informs their training and assessment; and
- » continue to develop their vocational education and training knowledge and skills as well as their industry currency and trainer/assessor competence; and
- » hold the TAE40116 Certificate IV in Training and Assessment qualification (or its successor), or
- » a diploma or higher level qualification in adult education, or
- » TAE40110 Certificate IV in Training and Assessment, and one of the following:
 - (i) TAELLN411 Address adult language, literacy and numeracy skills or its successor or
 - ii) TAELLN401A Address adult language, literacy and numeracy skills
- » and one of the following:
 - (iii) TAEASS502 Design and develop assessment tools or its successor or
 - (iv) TAEASS502A Design and develop assessment tools or
 - (v) TAEASS502B Design and develop assessment tools.

For individuals providing assessment only, assessors will be required to hold the qualifications previously itemized or one of the following:

- TAESS00011 Assessor Skill Set or its successor or
- TAESS00001 Assessor Skill Set, and one of the following:
 - (i) TAEASS502 Design and develop assessment tools or its successor or
 - (ii) TAEASS502A Design and develop assessment tools or
 - (iii) TAEASS502B Design and develop assessment tools

6.0 APPLICATION OF RPL

RPL assessments can only be undertaken by Carey Training assessors who are appropriately qualified in accordance with the *Standards for Registered Training Organisations 2015* and as mentioned above, with

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expertise in the subject, content or skills area, as well as knowledge of, and expertise in, RPL policies and procedures.

RPL assessment processes must be comparable to other assessment processes.

RPL is to be offered to all participants prior to, or at enrolment, and is to be available at other times in participants' enrolment in a qualification.

6.1. General Guidelines for RPL

The RPL process entails six stages as follows:

1. **Information:** documentation is provided to prospective applicants outlining the RPL process to help them decide whether or not to seek recognition.
2. **Initial support:** sessions are conducted with applicants to provide them with an opportunity to ask questions and clarify their objectives in seeking RPL and to obtain guidance and support from skilled staff.
3. **Application:** the application and supporting evidence is submitted
4. **Assessment:** an assessment is made to determine whether the applicant has achieved competency.

Carey Training's RPL assessment process is staged as follows:

- » establish the purpose of the assessment
 - » identify the evidence required
 - » identify and use appropriate evidence gathering methods
 - » interpret the evidence and make judgements
 - » advise and record outcomes and give guidance on future options in relation to those outcomes
5. **Assessment classifications:** Competency based assessment involves meeting a specified standard. The results of an assessment is recorded in one of two ways:

Competent (C)	The participant has achieved the required level of competence
Not Yet Competent (NYC)	The participant has not achieved the required level of competence
 6. **Post assessment guidance:** the applicant is encouraged to reflect on the RPL outcomes and obtain feedback and further guidance/advice from the assessor; unsuccessful applicants are also informed about appeals and other options in relation to assessment outcomes.
 7. **Certification:** the outcome of an assessment is formally recorded (final outcomes entered into training database; certificate or statement of attainment issued).

7.0 RPL ASSESSMENT METHODS

A Portfolio of Evidence is the set of documents and materials collected which demonstrate competency for assessment. Evidence must be authentic and may incorporate some or all of the following:

- » Practical demonstration
- » Observations of workplace or program performance
- » A videotaped performance
- » Verbal questioning, interview
- » Presentations
- » Case study
- » Completion of a project
- » A roleplay or simulation
- » Journal
- » Third Party report, a supervisor's appraisal

ASSESSMENT METHOD	DESCRIPTION
Practical demonstration	Participant demonstrates the steps and processes to produce product or provides final product or work sample. This can be presented to assessor and may be observed in a structured manner using direct or indirect methods

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ASSESSMENT METHOD	DESCRIPTION
	(e.g., video).
On-the-job practical experience	Participant is required to undertake practical experience in the workplace, fulfilling certain specifications according to the competencies.
Production of video	Participant demonstrates a range of skills in video format. The video is then analysed with participant, assessor, or audience.
Verbal questions Interview	The participant discusses issues in a structured interview situation, using a range of questioning techniques is common (e.g., open, closed, hypothetical questioning, description of processes and contingencies).
Presentation to assessor	Participant is given a topic and time to research and prepare. The participant then presents his/her finding or argument or evidence to the assessor. The assessor may question the participant to obtain further information.
Case study	An example of a situation is presented, and the participant is asked to respond. Useful way to present problem solving issues. Participant works on production of a project that incorporates written and visual components.
Project	Participant produces a range of materials in kit form so that others can use it to perform the task.
Role Plays	A person-centred simulation used to present participants with the opportunity to display behavioural and interpersonal skills.

A Portfolio of Evidence should include:

- » A title page with summary details
- » A layout of the evidence provided in the form of Evidence Maps for each of the competencies to show the relationship between the evidence used and the different competency areas.
- » Clearly labelled physical documentation of the evidence (each piece of evidence should be labelled).

Participants will be provided with sufficient information to enable them to prepare their evidence to the standard required for the RPL assessment process.

8.0 EVIDENCE REQUIREMENTS

Carey Training must ensure sufficient evidence is retained to validate the trainer’s decision to award RPL. Evidence retained by Carey Training must incorporate all of the assessments undertaken for the RPL process along with any other supporting documentation that contributed to the judgement of the student’s competence.

Evidence must include:

- » Documented student self-appraisal (signed by the student) of knowledge and skills.
- » Record of experience relevant to the intended qualification. Evidence will include, but is not limited to, a resume or consecutive list of recent employment, which includes dates during which employment occurred, a short description of work undertaken and contact details of employer or supervisor.
- » Demonstrate the unit of competency requirements, addressing the elements and performance criteria of the unit, and the performance and knowledge evidence required relevant to the industry.
- » Where applicable and in accordance with the unit of competency requirements, further evidence to support the decision to grant RPL to the student.

9.0 APPEALS

A participant who wishes to appeal against the assessment decision must follow Carey Training’s Complaints and Appeals procedure (CT-OPS-PRO-0005).

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10.0 FEES AND CHARGES FOR RPL SERVICES

RPL fees, where applicable, are similar to Training and Assessment fees and may be negotiated with applicant.

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