

Process for determining RPL or CT

1.0 Purpose

The purpose of this document is to describe the systematic process used to recognise prior learning (RPL) and award credit transfer (CT) based on qualifications issued through other training and educational organisations. The procedure ensures the process of RPL and CT:

- a) meets the requirements of the relevant Training Package or accredited course
- b) is conducted in accordance with the principles of assessment and the rules of evidence
- c) meets workplace and, where relevant, regulatory requirements
- d) is systematically validated

2.0 Scope

This procedure will apply to training within the scope of ATOD and allowed by the training packaging requirements of qualifications issued within the scope of ATOD. ATOD will formally recognise a student's existing level of skill and knowledge in two ways:

- recognition of prior learning (RPL)
- credit transfer (CT)

ATOD will take previous experience and study into account whether it was achieved in Australia or overseas. If overseas qualifications are presented they will be assessed through advice from the Australian Education International's National Office of Overseas Skills Recognition

<http://www.deewr.gov.au/international/programs/pages/qualifications.aspx>

3.0 Definitions

RPL Recognition of prior learning (RPL) - is a process where the individual's non-formal and informal learning is assessed to determine the extent to which that individual has achieved the required competency outcomes, or standards for entry into, and/or partial or total completion of a qualification. The student needs to provide ATOD with evidence of their prior learning if they wish to have their knowledge and skills recognised under RPL. Occasionally this will be through presentation of formal learning, which has been deemed superseded.

Direct Credit Transfer (CT) - Credit transfer allows students to count relevant, successfully completed studies – achieved at TAFE colleges, accredited private providers, professional organisations or enterprises and universities – towards their current course or qualifications. Credit transfer works in two ways:

- Students receive credit for units or modules they have previously completed and are exempt from retaking them, therefore reducing the study load
- Students are exempt from certain introductory units, but are still required to complete the total credit points or hours for the course as per training package requirements.

Gap training - is training and/or assessment given to the student in order to close the difference between the competencies already obtained, and the requirements of the performance criteria for the unit/qualification they require. This is a flexible training process designed to meet the particular needs of individual students and typically is used where previous training is deemed to be superseded.

4.0 Procedure

ATOD will accept qualifications, transcripts and statements of attainment issued by any RTO or other educational institute in order to recognise competencies which may have been gained through some other form of study, formal training, self-tuition, work experience or life experience.

Potential students will receive information about the RPL and CT process prior to enrolment or upon entering into any training agreement with ATOD. The RPL and CT process will be further discussed/explained as required. Students can apply for either a credit transfer or a RPL prior to beginning a unit. Once delivery of a unit has started the students may request RPL, however ATOD

reserves the right to deny this request due to expenses already incurred. This will be evaluated on a case-by-case basis.

4.1 Credit transfer

Where a student supplies the original copy or a JP certified copy of a qualification with a transcript listing of units or Statement of Attainment issued by another RTO, an assessment will be made, using the current training packaging requirements of the qualification the student is seeking, to determine if the performance criteria of the completed units meets the requirements of the current units as per Figure 1 CT Flowchart. Where unit code and versions match the current training package version direct CT will be granted. Where training package or unit versions may have changed, indicated by code changes, a mapping of the current version to the older version will be accessed on the training.gov.au website, or mapped by ATOD to identify any gaps in performance criteria. Gap assessment/training may be available at the discretion of the assessor.

Where no gaps occur due to the version issue change, the CT maybe authorised by the RTO Operations Manager and granted.

4.2 Recognition of prior learning

RPL is one form of assessment where the assessor collects evidence and makes judgements on whether competence has been achieved. Like other methods of assessment, RPL is flexible, reliable, sufficient, fair and valid. Students will be offered a choice in how evidence is collected and

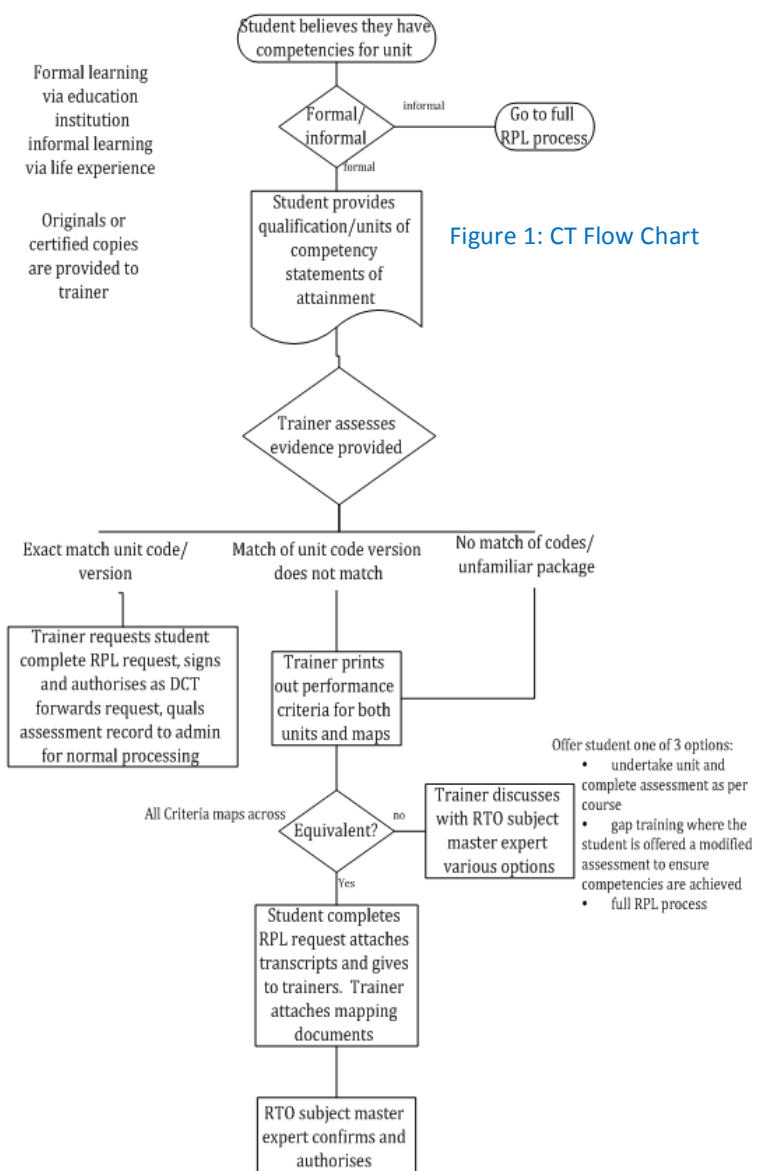


Figure 1: CT Flow Chart

presented. All trainers participating in RPL assessment for ATOD must be familiar with the publication [Recognition of prior learning: A guide to streamlined, client focused recognition](#).

The RPL is available and lists the typical types of evidence required along with initial questions and practical activities, which typically would exist from the students work environment. Where a student feels they can satisfactorily meet those requirements, they will be directed to complete an RPL portal and forward the required evidence to ATOD/partner.

The assessor, from that evidence presented, will determine what further actions are required for the student to successfully demonstrate competency using the RPL process flow chart attached. Evidence for RPL can take a number of forms and the assessor may include any combination of the following:

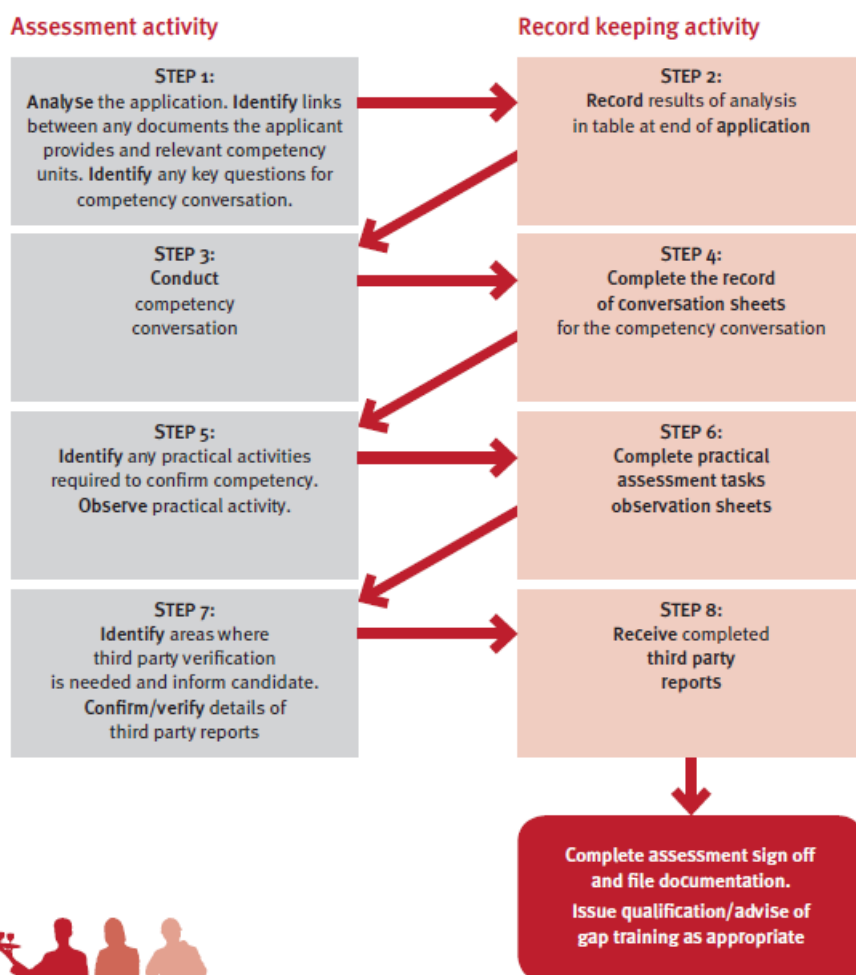
- Questioning—written, verbal or interview
- Observation of practical tasks—the assessor may observe you performing tasks in the workplace, in a simulated environment, in the classroom or any combination of locations
- Finished products
- Presentations by the student
- Video and/or audio taped evidence
- Third party reports—providing examples of students work
- Documents—such as relevant qualifications/transcripts, project plans and reports, minutes of meetings, correspondence, resources developed
- Anything else that the assessor/Registered Training Organisation can think of that is relevant and proves competence

Records will consist of the student's initial application for RPL and their initial documentation, mapping documents where versions have changed for units the student has already been deemed competent, an analysis of links between documents and competencies required for new qualification/unit (mapping documents), record of conversation for any additional clarification questions by the assessor.

The assessor will then determine what additional practical activities may be required for completion based on gaps or to prove competency. It is the assessors discretion as to what practical activities maybe required to prove further competence where necessary records maybe lacking or as a result of gap training. This information if required must be submitted via the portal

The RPL is signed off through the same process as any other assessment material

SkillsFirst RPL assessment process flow chart for assessors



REMEMBER RPL is a process of gathering and interpreting evidence.