

POLICY AND PROCEDURE

Name:	Recognition of Prior Learning (RPL)
Approved by:	Director Customer Success
Date Approved:	21/06/2016
Approved by:	Head of Compliance VET
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Implementation Owner	Head of Student Engagement
Maintenance Owner	Compliance Manager
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SECTION 1 – INTRODUCTION

PURPOSE

To inform students and staff of the Australian Institute of Management Education and Training (AIMET) policies and processes relating to Recognition of Prior Learning (RPL).

SCOPE

This policy and procedure applies to:

- All staff of AIMET involved either directly or indirectly with administering requests for Recognition of Prior Learning (RPL).
- All students enrolled with AIMET
- All students enrolled in a course delivered by AIMET on behalf of another organisation
- All courses delivered by AIMET

RPL is the acknowledgement of a person's skills and knowledge acquired through previous training, work or life experience, which may be used to grant status or credit in a VET unit of study. It does not include the granting of status or credit for existing qualifications or units of competency completed or previously formally recognised at the same or another RTO.

In accordance with the requirements of the Standards for Registered Training Organisations, AIMET provides the opportunity for learners to apply to have prior learning recognised toward a qualification or units of competency for which they are enrolled.

Recognition generally takes two forms: recognition of prior learning, which is the focus of this policy, and credit transfer which is dealt with in the Mutual Recognition policy. For the purposes of this policy, recognition of prior learning will be referred to simply as recognition.

SECTION 2 – POLICY

PRINCIPLES

AIMET is committed to maximising the amount of recognition that students can gain for learning already undertaken.

POLICY

AIMET's approach to the granting of course credit as a direct outcome of the recognition of prior learning does not unfairly advantage or disadvantage any existing or prospective student. Students are not required to repeat learning activities, regardless of how or where the learning was acquired, providing that the learning is current and relevant to the competencies within a unit of study applicable to the qualification in which they are or seek to be enrolled. These learning experiences include the individual's relevant formal, informal and non-formal learning, (refer to definitions in Section 4).

Applications for RPL will be considered on a case-by-case basis and in a timely manner to ensure that all candidates are able to make well-informed choices about study options, pathways and alternatives by taking into account the credit they can expect.

RPL assessment process and standard RPL fees will apply.

If the student does not submit the application and complete the RPL process prior to Census Date they may become liable for payment of the full fee for the subjects

Where the process relates to the Recognition of Prior Informal, Non-formal Learning or Formal Learning (where the unit code is not identical or equivalent to the unit code in which the student has enrolled), a service fee applies to each subject, irrespective of outcome or time of submission.

Candidates are required to complete the appropriate section of the Application for RPL and provide supportive evidence appropriate to the type of prior learning. This evidence will be assessed and, if necessary, an interview held during which the candidate may provide additional evidence of the relevant competencies or demonstrate the relevant skills.

AIMET reserves the right not to recognise part or all of any previous experience if the assessor believes that the competencies or knowledge demonstrated and recorded fall significantly short of the industry standard as stated within the relevant National Training Package or accredited course. In such a case, the candidate will be required to complete further training in the unit.

There is no limit to the amount of RPL that can be granted to any one student. A full qualification can be attained in this way, and a special RPL fee would apply in such circumstances, based on 30% of the standard course cost.

SECTION 3 – PROCEDURE

Applications for Recognition of Prior Learning (RPL) are commonly initiated by the student at the point of enrolment. Student can download the RPL form from <http://aim.com.au/training/student-information>. However students may apply for RPL at any point throughout the duration of the course. An assessment team including representatives from the Student Services team and the relevant faculty is created to undertake the RPL assessment process and is administered by the Student Services Officer (SSO). The SSO may provide advice and feedback to the Candidate in relation to the process and the validity or sufficiency of evidence of the process. An AIMET assessor evaluates the evidence and will either:

- Grant RPL on the sufficiency of the evidence supplied (this can also include a competency conversation between the assessor and student)
- Request additional evidence from the student
- Decline to grant RPL and offer the student options to address any gaps in evidence. These options may include attending formal training through AIMET followed by assessment of those learning outcomes

Candidates are encouraged to discuss any prior learning they may have with the Course Advisor and Student Services Manager who can provide further guidance if needed in relation to the process shown below.

Recognition Procedure

The following procedure is to be applied by the AIMET upon receipt of an application for recognition:

Step 1 Provide sufficient information to prospective learners to inform them of opportunities for alternative pathways via recognition and the recognition process.

Step 2 Learners who request recognition of their current competence are to be invited to carry out a self-assessment prior to enrolment to determine their suitability for a recognition application (by downloading the RPL application form). This step is not compulsory but is strongly suggested. The learner should be provided an electronic version of the RPL application documents.

Step 3 Undertake a recognition assessment planning interview between the assessor and the candidate (using the Recognition Assessment Plan). This is to include where possible:

- Helping the candidate to identify appropriate forms of evidence;
- Guiding the candidate on the use of recognition tools; and
- Informing the candidate about the assessment process.

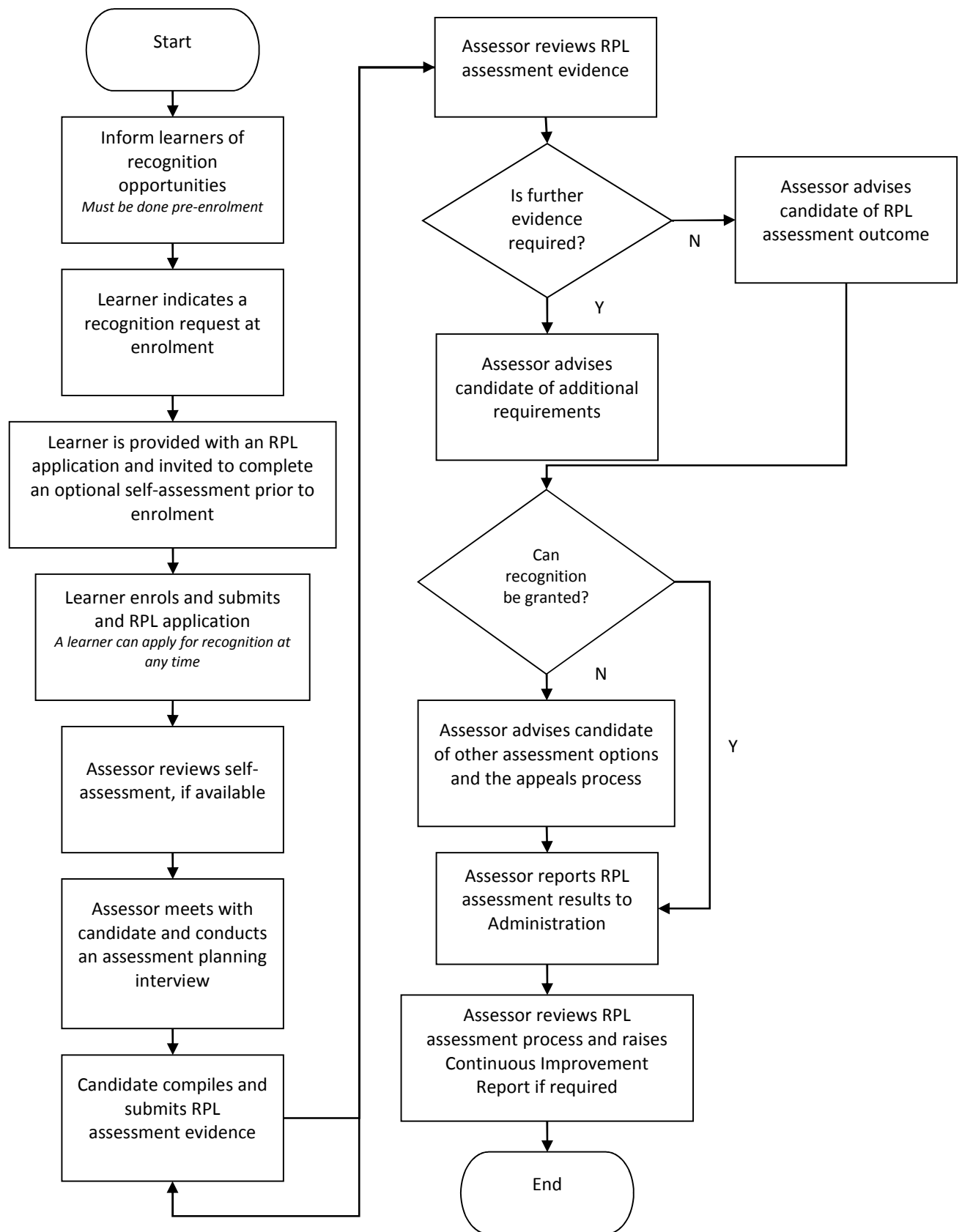
Step 4 Candidates are to compile their recognition submission (using a Recognition Evidence Report). This form allows candidates to record their particular documentary evidence against each unit of competency and to attach this evidence as required.

Step 5 The Assessor is then to review the assessment evidence and decide on the need for additional evidence on perceived gaps. The Assessor may invite the candidate to undertake a recognition interview to answer verbal questions or a practical assessment. At the end of the evidence gathering process the Assessor is to provide the candidate with written feedback regarding the assessment outcomes, including the procedure for the candidate to appeal the assessment outcome.

Step 6 If the candidate is not satisfied with the outcomes of a recognition application, they may appeal the outcome like any other assessment decision. Refer the candidate to the appeals process which can be found in the Learner Information Booklet or policy and procedure manual.

Step 7 When all assessment and appeal processes have concluded, the assessment outcome is to be recorded in the recognition register and issue the candidate with written advice of the outcome. This may include issuing statements of attainment or qualifications awarded through recognition in accordance with AIMET Qualifications Issuance policies and procedures.

Recognition Process



SECTION 4 –ASSESSMENT METHODS

When assessing RPL, the assessment methods should provide a range of ways for individuals to demonstrate that they have met the required outcomes and can be granted credit. These may include:

- consideration of all applicable documentary evidence provided which may include; third party reports and/or other documentation such as articles, reports, project material, papers, testimonials, work records, observations by an assessor in the workplace or other products prepared by the RPL applicant that relate to the units of competency of the relevant qualification
- Questioning (oral or written)
- Observation of performance in work based and/or simulated environments
- Participation in structured skills and knowledge assessment activities.

When assessing RPL applications the assessor must, evaluate the evidence giving consideration to:

- Authenticity – relates to making sure the evidence is from or of the candidate and not another person. The assessor needs to be satisfied that the evidence gathered is the candidate's own work. Evidence of this may be provided through third party letters of authentication and statutory declarations.
- Validity - Ensure that the evidence relates clearly and directly to the elements within the unit of competency or subject.
- Quality – closely related to authenticity it requires the assessor to look at the credibility of the material being offered as proof. This does not mean that material should be excluded; simply that some will not demonstrate quality to the same standard as others and may require additional support.
- Sufficiency – relates to the amount of evidence collected. There are four (4) types of evidence that may be considered: 1. direct evidence - questions undertaken with our assessor, observations in the workplace by our assessor 2. Indirect evidence – statements by the applicants' employer regarding work performance (written or verbal); samples of work; performance appraisals 3. Personal statements – details outlining the functions the applicant undertakes and work activities 4. Supplementary evidence – any further information the applicant may provide
- Currency – relates to the age of collected evidence, the College requires evidence to be not older than five years.
- Relevance – the material that is cited is applicable to the unit of competency, unit of study or qualification being sought.

TIME LIMITS FOR ASSESSMENT PROCESS

Applications for recognition of formal, non-formal and informal learning will normally be assessed within ten (10) working days, providing all necessary documents have been submitted. A longer period may be required at peak enrolment times.

LIMITS ON RPL CREDIT

RPL Credit entitlements will have an impact on the structure and perhaps the nominal length of the qualification. No two cases are the same, so candidates will need to discuss their special circumstances with the Student Services Officer.

Please note:

- Enrolled students will not be issued formal documentation of the RPL credits at the time of notification.
This will be recorded on the AQF documents issued to the student at course completion.
- It is very important for candidates to understand that they may not be successful in all that they request within their RPL application. Ivy Institute's assessors carry an obligation to be

sure the applicants can currently demonstrate all aspects of the national units of competency applicable.

SECTION 5 – REFERENCE AND SUPPORTING INFORMATION

DEFINITIONS

Word/Term	Definition
Recognition of Prior Learning (RPL)	is an assessment process that involves assessment of an individual's relevant prior learning (including formal, informal and non-formal learning) to determine the credit outcomes of an individual application for course credit.
Formal Learning	is the learning that takes place through a structured program of learning delivered by a registered education provider, and which leads to the full or partial achievement of an officially accredited qualification.
Informal Learning	is learning gained through work, social, family, hobby or leisure activities and experiences.
Non-formal learning	refers to learning that takes place through a structured program of learning, but does not directly lead to full or partial achievement of an officially accredited qualification.
Currency	relates to the applicant's ability to demonstrate current industry skills, knowledge and understanding, so the evidence provided should be from either the present or the very recent past (i.e. within the last 5 years).

SUPPORTING DOCUMENTATION

Document name	Document type	Location
Standards for Registered Training organisations (RTO's) 2015	Legislative instrument	External
Mutual Recognition Policy	Policy	Internal
Credit Transfer Form	Form	Internal
RPL Application Form	Form	Internal
RPL Self-Assessment Checklist	Form	Internal
RPL Kit	Assessment tool	Internal

SECTION 6 – GOVERNANCE**CHANGE HISTORY**

Version	Approval date	Approved by	Approved by	Change
2.3	21/06/2016	Director Customer Success	Head of Compliance VET	Updated policy into new template Updated to reflect RTO and AQF standards

Reference Documents

Australian Qualifications Framework (AQF) Advisory Board, 2004

Please note:

- Printing this document may make it obsolete
- For the latest version of this policy always check the Policy site located here <http://www.aim.com.au/training/student-information>