

## Purpose:

This policy supports the ESOS National Code 2007 Standard 12.

This policy supports the AQF Qualifications Pathways Policy.

This policy supports Standard 1 of Clause 1.8 for which states:

*“The RTO implements an assessment system that ensures that assessment (including recognition of prior learning):*

- a) complies with the assessment requirements of the relevant training package or VET accredited course; and*
- b) is conducted in accordance with the Principles of Assessment contained in Table 1.8-1 and the Rules of Evidence contained in Table 1.8-2.”*

**Recognition of Prior Learning (RPL)** 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.

- 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);
- 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
- 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).

## Recognition of prior learning (RPL) is defined in the AQF as follows:

**Recognition of prior learning** 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 credit.

**This is underpinned by the AQF definition of credit as follows:** 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.

## Policy

Students having a significant amount of training and/or work experience within the field that is relevant to a course offered by ANC may be eligible for Recognition of Prior Learning (RPL).

ANC ensures that any applicant for RPL is provided with the following:

- Information about the competencies and performance criteria relevant to their RPL application
- Adequate information and support to enable them to gather reliable evidence of competency

- Opportunities to obtain feedback on the evidence proposed prior to finalisation of the application

Students must complete an application form for RPL and attach supporting evidence as required. This evidence must be clearly identifiable, and support the applicant's case for Recognition of Prior Learning by addressing the relationship of evidence with each Unit of Competency.

The student may not need to complete all of the units in a course enrolled if his/her competencies are recognised through the RPL process.

### Scope:

This applies to all ANC students, staff and stakeholders.

### Procedures:

Student is referred as an applicant in the following procedures.

To apply for recognition of prior learning applicant will need to read **RPL Instructions for Students** and complete the **RPL Application Form** that is available from the Campus Reception and provide supporting evidence.

ANC course coordinator will give advice to the applicant on completing the RPL application form and gathering reliable evidence.

Applicants will be encouraged to discuss the requirements and the types of evidence they are thinking of presenting prior to submitting the application.

Any applicant for Recognition of Prior Learning is provided with:

- a. Information about the competencies and performance criteria relevant to their Recognition of Prior Learning 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
- d. Applicant who are eligible for credit transfer will be granted Credit Transfer status and will be subject to the Credit Transfer Policy and Procedure.

It is accepted that RPL is an assessment of an individual's current knowledge, skills and attitude even though the evidence produced in support of the claim for recognition may be drawn from the past. It is up to the RPL Assessor to use his/her professional judgment (based on Training Package

Assessment Criteria in general and each Unit of Competency in particular) whether the evidence produced demonstrates current knowledge, skills and attitude required in the Training Package and Units of Competency.

Evidence may include but not limited to:

- interview/professional conversation
- observation and questioning including workplace visits
- portfolio of work, which may include completed assessment items from previous study
- supplementary assessment tasks or challenge test (oral, written or practical)
- authentication of evidence by supervisor or employer

The application will need to be submitted at the Campus Reception who will forward the application to the Director of Studies

The Director of Studies will assign a Trainer/ Assessor who will assess the completed RPL application and the student will be advised promptly of the decision. Further information or an interview with the student may be required before evaluation of the application is completed.

The completed RPL Assessment Form must be signed by the student and the Trainer/Assessor.

Granting of RPL must be recorded as an outcome in the student file using the RPL - Record of Results and signed by Director of Studies.

The Director of Studies will inform the Admissions Staff/Student Support Officer about the outcome of the RPL application.

RPL application documentation, assessment processes and outcomes are placed in the student's academic file.

After RPL is granted a student's course schedule must be reviewed and modified to ensure a full time load and details of this placed in the student's administration file. If the RPL outcome leads to a shortening of the student's course:

- a. if the course credit is granted before the student visa grant, the ANC Student Support Officer/Staff will indicate the actual net course duration (as reduced by course credit) in the confirmation of enrolment issued for that student for that course, or
- b. if the course credit is granted will affect the duration of the course, the ANC Student Support Officer/Staff will record a change of course duration on PRISMS. This will result in the creation of a new CoE (with revised end date) and the cancellation of the original CoE.
- c. if the course credit granted will not affect the duration of the course, the Student Support Officer / Staff will record the course credit in the student's file but does not need to take any other action.
- d. if the course credit granted will affect the duration of the course, the Student Support Officer will record a change of course duration on PRISMS. To do this, the Student Support Officer / Staff uses the Student Course Variation function, and indicates that the student has requested a change to the existing enrolment.

The Student Support Officer / Staff then chooses 'transfer student into same course' and then changes the end date of the course. This process will result in the creation of a new CoE (with the revised end date) and the cancellation of the original CoE.

Unsuccessful applicants have a right to formally appeal the RPL assessment, through the Complaints and Appeals Policy and Procedure.

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## Documents/Forms:

1. RPL Application Form
2. Document Approval Form

## Revision History

Version	Date	Revision Description
5.0	12 February 2015	Original