

Policies and Procedures

POLICY: RECOGNITION OF PRIOR LEARNING	
CRICOS Ref:	Standard No: 2, 2.3, 2.4, 2.5(2.5.1-2.5.2)
SRTO2015 Ref:	Standard 1 & 3, Clause 1.1, 1.2(a-c), 1.41.8(a-b), 1.12, 3.5(a-b)

Aim	<p>The aim of the College's Recognition of Prior Learning Policy (RPL) is to ensure that an individual's prior learning, achieved through formal and informal training, work experience or other life experiences is appropriately recognised. And that the RPL</p> <ul style="list-style-type: none"> (a) meets the requirements of the relevant Training Package or VET accredited course; and (b) is conducted in accordance with the principles of assessment and the rules of evidence; and (c) meets workplace and, where relevant, regulatory requirements; and (d) is systematically validated.
Principles	<p>The College has adopted the following principles of the National Training Framework Committee:</p> <ul style="list-style-type: none"> • Assessment processes will provide for the recognition of current competencies, regardless of where these may have been acquired. • Recognition of prior learning focuses on identifying the endorsed industry / enterprise competency standards currently held by individuals as a result of formal and informal training, not how, when or where the learning occurred. • Recognition of prior learning underpins any system of competency based training. It is essential to have a demonstrable commitment to recognising the prior learning of individuals. • Recognition of prior learning will be available to all potential applicants. • Recognition of prior learning will involve processes that are fair to all parties involved. • Recognition of prior learning will involve the provision of adequate support to potential applicants.
Objectives	<p>In consideration of the above principles, the objectives of the RPL Policy are to:</p> <ul style="list-style-type: none"> • Increase access to RPL by individuals entering any formal and/or recognised training program.

	<ul style="list-style-type: none"> • Ensure that RPL is an integral component of the assessment of an individual's eligibility for an award or formally recognised competency. • Ensure that the procedure for RPL incorporates a range of valid and reliable techniques designed to accurately assess competencies held. • Promote 'non-traditional' learning processes as valid pathways to competency achievement and recognised training outcomes.
<p>Key Principles of Assessment in RPL</p>	<ul style="list-style-type: none"> • Assessment processes must be valid, reliable, flexible and fair. It is imperative that in the assessment of competencies for the recognition of prior learning, the following principles be observed: • Validity Assessments should cover the range of skills and knowledge needed to demonstrate competency. Assessment of competencies should integrate knowledge and skills with their practical application. Assessment of a student's competency should be judged on sufficient evidence gathered on a number of occasions and in a variety of contexts or situations and using different methods. The evidence should be collected from activities and tasks that can be clearly related to the unit of competency or learning outcomes specified and demonstrate that the performance criteria have been met. • Reliability The criteria for the judgement of competence must be stated clearly and adhered to. Assessment practices must be monitored and reviewed to ensure that there is consistency in the interpretation of evidence. Assessors should be competent in terms of the national competency standards for assessors. • Fairness Assessment practices and methods should be fair and equitable to all students. Assessment procedures and the criteria for judging performance must be made clear to all students seeking assessment. Assessment should be based on a consultative approach. The process of assessment should be jointly developed / agreed between those involved. Students should be provided with the opportunity to challenge assessments and provision should be made for a review and an appeal of assessment decisions. • Flexibility Assessment should cover both on and off-the-job components of training. Procedures should allow students to seek recognition in one or more of the units of competency without having to participate in a training program.

<p>Risk Management and Quality Assurance</p>	<p>The extent of recognition sought may be up to 100%, however, it is recommended not to exceed 80%. It is acknowledged that there is a higher risk associated with this degree of recognition. The amount of risk in the RPL process is directly related to the amount of evidence to be collected; the degree of rigour required; the number of assessors to be used; and the costs of implementing RPL processes.</p> <p>The general principle to be observed is that as the level of risk increases there should be a corresponding increase in the rigour of the RPL processes.</p> <p>This increased rigour can be achieved through requiring more evidence of higher quality and the involvement of more assessors to review the evidence and make the final assessment decision.</p>
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<p>Fees and Charges for RPL Services</p>	<p>There is different fee structure for each qualification per unit of competency please contact college reception or visit relevant course page on our website. There is no refund of the RPL fee should the student be deemed as unsuccessful in RPL.</p>
<p>Stages of the RPL Process</p>	<p>The RPL process will include the following stages:</p> <ul style="list-style-type: none"> • Information • Initial support and counselling • Self-assessment • Application • Assessment • Post-assessment guidance • Certification <p>Students should be provided with the opportunity to challenge assessments and provision should be made for a review and an appeal of assessment decisions.</p> <ul style="list-style-type: none"> • Flexibility <p>Assessment should cover both on and off-the-job components of training. Procedures should allow students to seek recognition in one or more of the units of competency without having to participate in a training program.</p>
<p>References</p>	<p>This policy has been prepared with reference and content from:</p> <ul style="list-style-type: none"> • SRTO2015 Standards • A Guide to the Competency Standards for Assessment, 1997, Australian National Training Authority • The agreement for a National Framework for the Recognition of Training, (NFROT), June 1992 • The RPL Assessor Kits, including Skills First

PROCEDURE:

RECOGNITION OF PRIOR LEARNING

CRICOS Ref:	Standard No: 2, 2.3, 2.4, 2.5(2.5.1-2.5.2)
SRTO2015 Ref:	Standard 1 & 3, Clause 1.1, 1.2(a-c), 1.41.8(a-b), 1.12, 3.5(a-b)

Purpose	To ensure that the process for recognition of prior learning is controlled and conducted in a valid, reliable and fair manner, and establish a system for individuals to be assessed in nationally recognised courses.
Scope	This procedure addresses Recognition of Prior Learning in the context of formal courses recognised in the Australian Qualifications Framework where the course/competency leads to an accredited qualification, and applies to all applications for Recognition of Prior Learning by students.
Responsibilities	<p>The Trainer/assessor employed by the College who possesses relevant industry experience and relevant qualifications will be responsible for conducting the RPL process.</p> <p>The Trainer/assessor makes the final decision on whether the student has been successful or unsuccessful or if further evidence is required.</p> <p>The Trainer/assessor will make the recommendation to the Campus Manager on the outcome of the application.</p> <p>A trainer may be involved in collecting documentation from the student.</p> <p>If a dispute arises regarding the result, the applicant will have the right to appeal. Refer to the Complaints and Appeals Policy.</p>
Action Method	<ol style="list-style-type: none"> All students will be issued with information on RPL via the relevant Student Handbook. Students who consider applying for RPL should contact college reception on 03 9642 1667, who will provide a brief explanation of the process and advice, and supply the student with the Recognition of Prior Learning Application Form (this is also available from our website www.danford.edu.au) and the appropriate section of the RPL Assessor Kit (section B), which includes a section on 'self-assessment', the student should then complete the self-assessment against the course learning outcomes (also to be supplied by course coordinator) and if they believe that RPL will be successful then they should complete the remaining parts of the application form and submit to college with applicable fee. Applicants will need to consider how they have achieved each learning outcome and if they can satisfy the performance criteria by submitting valid, sufficient, authentic and current evidence. Applications for RPL must be accompanied by written evidence gathered by the applicant. The completed application form and section B from the appropriate RPL Assessor Kit, together with supporting documentation and the applicable fees, are then to be forwarded to the Student Administration section. Academic Officer will assess the RPL application. All educators involved in RPL assessment will have course content expertise and meet the criteria to teach and assess each competency.

	7. The assessment of the application with reference to the appropriate learning outcomes will be completed within 21 working days of receipt of the application.
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Procedure: RECOGNITION OF PRIOR LEARNING (cont)

<p>Action Method (cont)</p>	<p>IF THE APPLICATION DOES NOT MEET APPROVED STANDARD</p> <p>8. If the applicant has skill gaps, the assigned assessor will offer the applicant the opportunity to:</p> <ul style="list-style-type: none"> Attend a formal interview to present further information; at this interview the assessor will use the RPL Assessor Kit to support the assessment. Immediately undertake appropriate and supervised tests for the competency <p>COMPLETION OF RPL PROCESS</p> <p>9. The applicant will be notified within 7 working days of the decision whether their application has been successful or unsuccessful or if further evidence is required. The notification letter is titled: Credit Transfer / RPL letter confirming outcome.</p> <ul style="list-style-type: none"> Results of successful RPL outcome will be recorded by the Manager Education Services in the Assessment Results form. The Data Entry person will then place results from the Assessment Results form into the Student Management System. RPL Application forms and associated evidence such as RPL assessor's kit and RPL evidence matrix completed by assessor will be placed in the student's academic folder according to the Procedure – Records Management, Maintenance and Security. If the granting of RPL decreases the length of the course for international students, then a report will be entered in PRISMS and a new ECOE issued with an accurate end date. <p>10. All results of RPL Application and Assessment will be checked and signed off by the Campus Manager and/or CEO.</p> <p>11. The student may lodge an appeal on RPL decision at little or no cost – refer to the complaints and appeal policy</p> <p>FEES FOR RPL</p> <p>12. There is different fee structure for each qualifications per unit of competency please contact college reception or visit relevant course page on our website. There is no refund of the RPL fee should the student be deemed as unsuccessful in RPL.</p> <p>REFERENCES</p> <ul style="list-style-type: none"> RPL Application Form
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Believe,
Achieve,
Grow

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	<ul style="list-style-type: none">• RPL Evidence Matrix• Complaints and Appeal Policy• RPL Assessor Kit• Assessment Records• Correspondence• Procedure – Records Management, Maintenance and Security• Procedure - Enrolment Process• Credit Transfer Letter Confirming Outcome
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**Procedure: RECOGNITION OF PRIOR LEARNING
APPENDIX A**

RPL FLOWCHART

