

Purpose:

CAC provides students with the benefit of Recognition of Prior Learning (RPL) and Credit transfer as a part of the assessment system for gaining prior skill, knowledge and experience credit while doing the Training program.

Scope

This policy applies to all prospective and current students, who have substantial evidence to support prior recognition in the elements or unit of competencies that they are enrolled in, which is within CAC's scope of registration. This policy also applies to all academic staff comprising of Training Manager, Training Coordinator and Trainer and Assessor, who are responsible for facilitating RPL under the supervision of the DOS.

Relevant standards, acts and legislations

Course Credit and RPL Policy and Procedures are within the scope of compliance requirement adhering to the SRT0 2015 Standard 1 clause 1.12, Standard 3 clause 3.5; ESOS Framework (ESOS ACT 2000) Standard 12.

Definitions

Term	Definition
Credit Transfer	The gaining of exemption or credit by a Registered Training Organisation (RTO) to students for units of competency completed under accredited training. These unit codes must identically match the units that you are applying for credit.
ESOS Framework (ESOS ACT 2000)	Education Services for Overseas Students Act 2000
Registered Training Organisation (RTO)	A training organisation authorised to deliver VET Programs and courses.
Recognition of Prior Learning (RPL)	The acknowledgment of skills and knowledge that have been gained through training, work, or life experiences into formal competencies. The assessment of RPL is made from the evidence provided against the units of competency (elements and performance criteria) as described in the relevant endorsed Training Package. To support this type of application evidence of where and how the skills were obtained are required
Standards for Registered Training Organisations (SRT0) 2015	A legislative instrument describing the minimum standards to be met by RTOs through the VET Quality Framework. The VET Quality Framework is aimed at achieving greater national consistency in the way providers are registered and monitored and in how standards in the vocational education and training (VET) sector are enforced. http://www.asqa.gov.au/about-asqa/national-vet-regulation/vet-quality-framework.html

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Term	Definition
Unit of Competency	Unit of competency means the specifications of the standards of performance required in the workplace as defined in a training package.

Policy:

The purpose of this policy is to affirm the commitment of CAC to the process of recognising students/candidates prior qualification, skills and knowledge, RPL Policy ensures that:

- Recognition of Prior Learning is structured to minimize the cost and time to applicants whilst retaining the integrity required by the AQTF to recognise competencies in accordance with the requirements of Training Packages or curriculum documents
- Any applicant for Recognition of Prior learning should be provided with-
 - Information about the competencies and performance criteria relevant to their Recognition of Prior learning 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
 - Competencies for which RPL is being requested may have been developed through formal education and training, through work experience or training or through life experiences
 - A written statement from an appropriate supervisory person is required to confirm authorship of any work submitted
- CAC accepts that RPL is an assessment of an individual's current knowledge, skills and attitudes even though the evidence produced in support of the claim for recognition may be drawn from the past. RPL assessor to use professional judgement is assessing whether the evidence produced demonstrates current knowledge, skills and attitudes.

In order to achieve the above mentioned policy statements, the RTO Manager/ DOS shall arrange for:

1. Recognition of Prior Learning Procedure
2. Information to Student/ Candidate
3. Preparation for assessment
4. Collecting evidence
5. Making assessment decision
6. Recording the result
7. RPL validation strategy and process

Procedure

1. Recognition of Prior Learning Procedure

Central Australian College (CAC) has standard recognition procedures for overall management and implementation of the Recognition System. These procedures are

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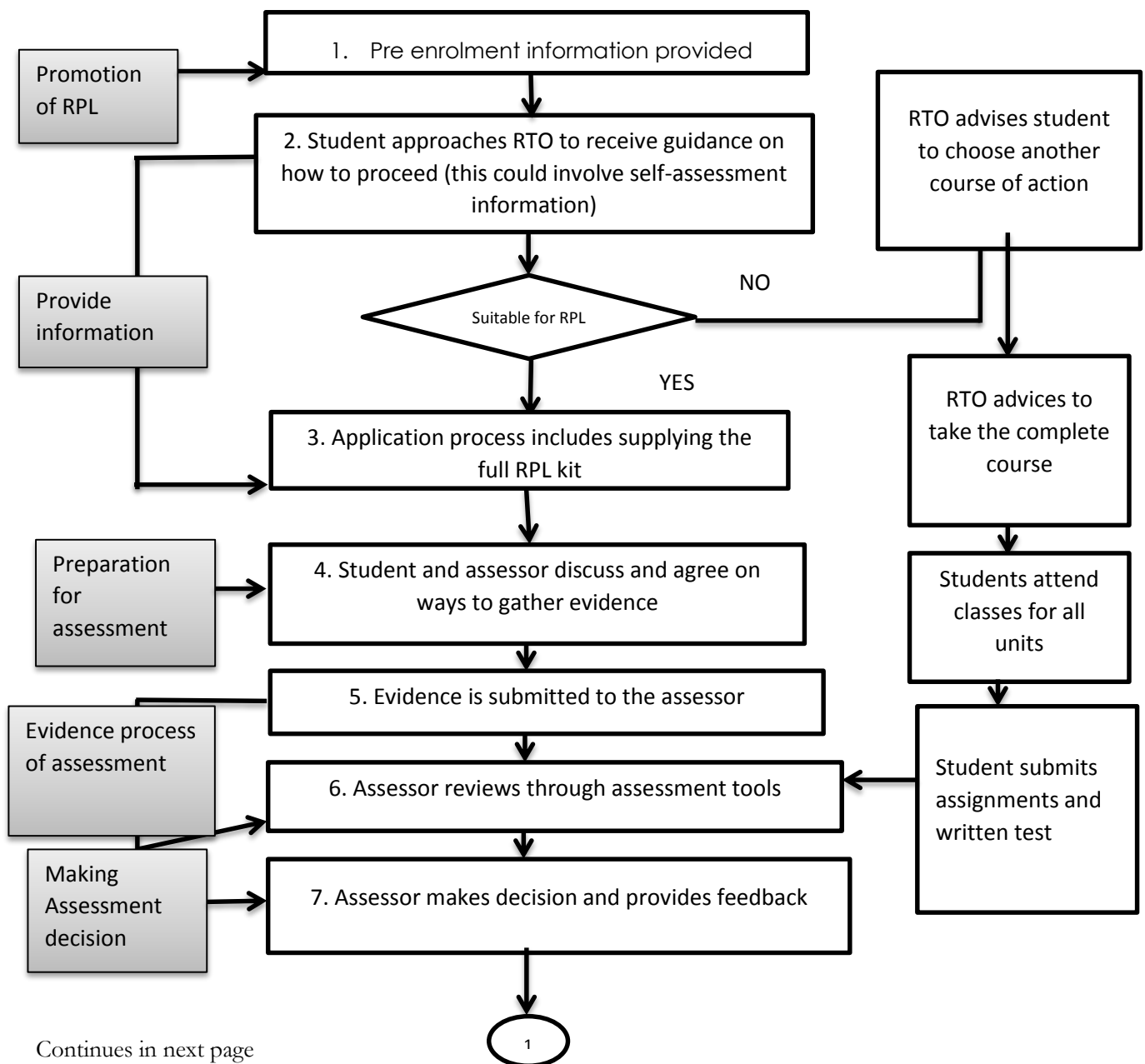
governed by the ‘Six Stage Framework for Recognition’. Each stage has sub-procedures establishing the role and responsibilities of the administrative staff, students and Assessor for implementing a systematic recognition process.

The Six Stage Framework for recognition are as follows:

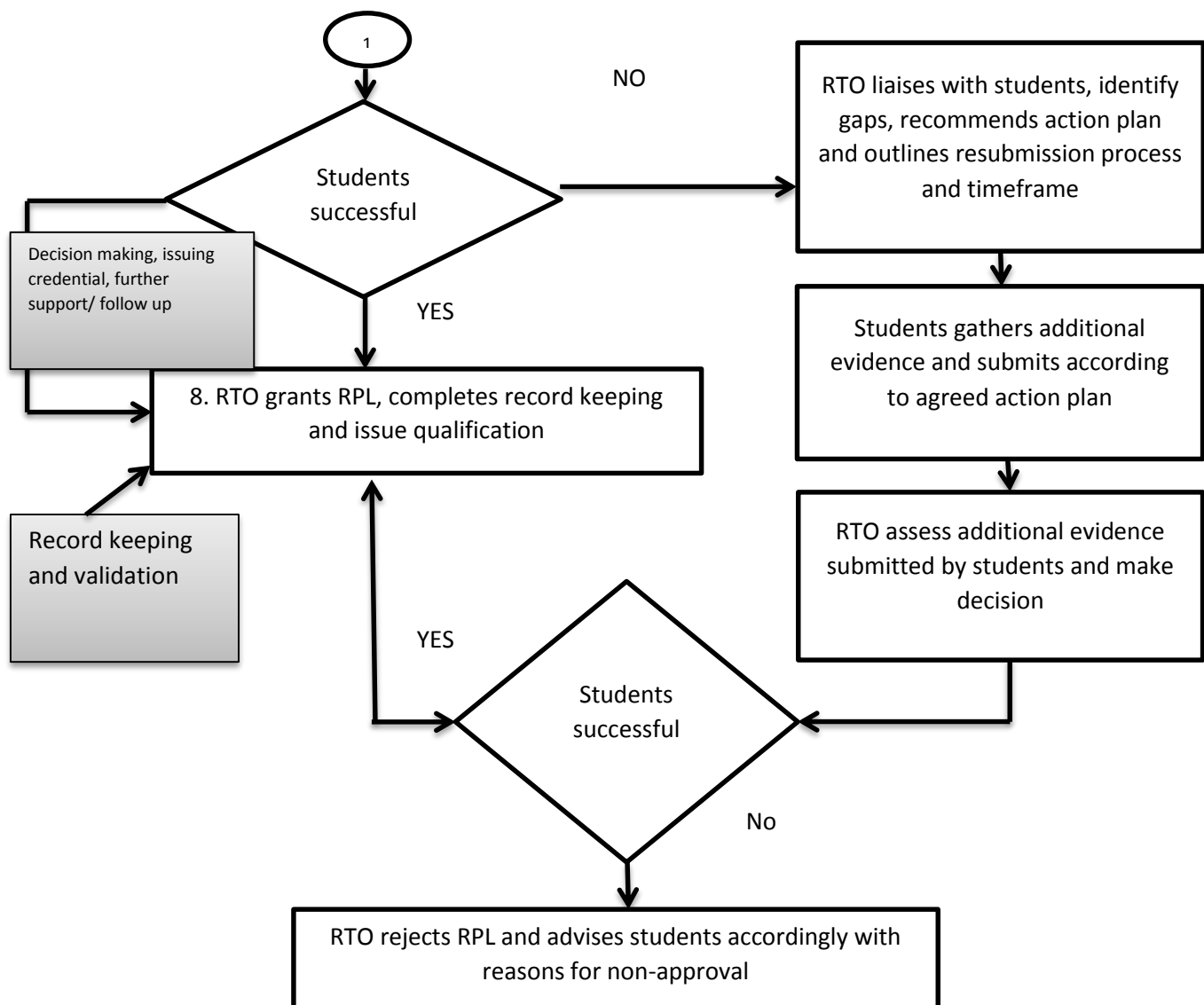
- 1.1. **Establish Context:** CAC has a Head Office, where the recognition process takes place. The student can enquire through phone or visit the office and our Student Support Officer would guide them through end to end process of Recognition System. The Student Officer can guide them face to face, via phone or email.
 - 1.2. **Provide Information:** In this procedure, CAC provides information on how everyone involved is informed about the process of recognition in consistent ways, and how students understand the expectations of the assessment process. The student is provided with the RPL kit and is required to complete the RPL Application form with the Self-Assessment Questionnaire.
 - 1.3. **Gather Evidence:** At this stage, the student accepts the Recognition process and provides necessary evidence demonstrating their competence, negotiated within the guidelines. The evidence is accumulated as per the prescribed formats and then provided to the assessor to assess the evidence.
 - 1.4. **Assess the evidence:** The qualified assessor who has successfully completed Certificate IV in Training and Assessment (TAE40110) and who has the vocational competencies in the unit(s) will assess the student’s competency against the evidence against the standards of performance criteria using the assessment tools and records the evidence.
 - 1.5. **Make an assessment decision:** Once all evidence is collected and measured, the assessor aggregates/ evaluates this under the guidelines of Principles of evidence Rules and thereby, makes a decision regarding the competence which is communicated to the student.
 - 1.6. **Issue credentials and/or plan the next step:** The student is advised of the ‘where to next’ process which may include gap training to complete a qualification, advice about the next level of qualification available, career advice for the newly qualified, or the development of an action plan if not yet competent.
- 1.2. The six stages are followed to provide a systematic and smooth functioning of the Recognition system. This systematic and smooth process is explained through a RPL flowchart, which is followed by the administration, trainer and assessor, students and the overall management at CAC.

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RPL Flowchart



Continues



Flowchart is explained below in the procedures.

2. Information to the student

a. Promotion of RPL

Pre-Enrolment: Potential students are provided with information regarding recognition for prior learning. This information includes the cost, the support available, timelines and initial related qualification and can be accessed via the following:

- CAC Website
- CAC Marketing materials
- CAC course brochure
- CAC Specific recognition leaflets

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- One to one meeting with student support staff

Information includes:

- What recognition of prior learning is and its benefits to potential students
- Course outcomes
- Recognition process/ flowchart
- Pathways specific to the course/s
- Costs and timeframes
- Contact person/support available
- How to get started

Reference/ Sample Documents and links provided as evidence:

- Website link
- CAC brochure online copy
- Enquiry Form (website link or manually by visiting CAC head office)

Roles and responsibilities of Administration/management/Trainer and Assessor staff:

- When a student enquires for RPL through phone, mail or visits, the Reception staff has to provide with necessary RPL information and supplies CAC brochure or leaflet where RPL information is provided
- At the end of the discussion, Reception staff collects information through 'Enquiry Form' about student's database, RPL enquiry objective and need and feedback about the quality of information.
- Following up with the student.

- b. **Student approaches the RTO:** once the student approaches the RTO by calling, mailing or visiting, the student is provided with information about the RPL policies and procedures. The student can read about the RPL policies and procedures on the website and download the application form. If the student visits the Head office, the student is provided with a brief explanation of RPL policies and procedures and the RPL application form is supplied.

Information provided at this point includes:

- Detailed course outcomes/interpretation of competency standards
- Suggested evidence-observation in the workplace, documents, demonstrations, completion of projects
- Self-assessment guidance (how the student will assess himself in selecting the right evidence for that particular unit of course.)

This interaction thereby enables the student to make potential decision about whether or not to apply for recognition. If the student chooses not to pursue recognition, CAC provides advice which may include:

- Student differing and taking time to gather evidence for submission
- Further development of skills in the workplace
- Training in selected units of competencies or full qualification
- Alternative career or qualification options

References/ sample documents and forms as evidence:

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- RPL Student kit

Roles and Responsibilities of Administration/management/Trainer and assessor:

- The student support officer provides Application form to the student and gives a brief explanation of the RPL Policies and Procedures
- c. **Student Application:** Once the student fills up the RPL application form and submits, they are provided with the Student RPL Kit for the qualification or units of competency.

The RPL kit comprises of the following:

- RPL process, including limits on numbers of re-submissions where applicable
- RPL roles and responsibilities
- What constitutes quality evidence with specific examples
- How to present evidence
- What happens if they are unsuccessful/ successful

References/ Sample Documents, forms and links as evidence:

- Students RPL kit
- Application Form 12.3 along with self-assessment questionnaire 12.2
- Student RPL t Action Plan Sheet 12.4

Roles and responsibilities of Administration/management/Trainer and assessor

- The student support officer collects the RPL Administration form and sends it to

Director Of studies

- The Director of Studies Collects payment, provides invoice to the student and keeps record of payment
- The Director of student introduces the student to the Trainer and Assessor and provides the Trainer and Assessor with a copy of RPL application form and self-assessment checklist
- The trainer and student discusses on the assessment methods to be used for supporting the RPL/RCC/Credit Transfer evidence for that particular unit of competency
- The trainer prepares action plan by filling the RPL action plan sheet and gets the signature of the student to prove mutual agreement on implementing the assessment process

3. Preparation for assessment:

Student and Assessor gathers or produces evidence and receives support:

While the student is gathering evidence and at times when evidences are not sufficient, provision is made for ongoing liaison with the assessor regarding evidence and its presentation.

This process may include:

- Assessor observing the student in the workplace
- The student has to complete and submit the assessment test or task provided by the assessor.
- Assessor interviewing the student
- Student can also provide authentic work sample

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Templates or pro-forma documents for this stage of the process as evidence includes:

- Templates for Questions and observation via written test and practical assessment task

Roles and Responsibilities of Administration/Management/Trainer and Assessor staff:

- The student support officers follows up with student for reasons like
 - Delay in submission
 - Enquiring if any issue in collecting evidence or not understanding the procedures
 - Payment due

4. Collecting Evidence

- 4.1. Evidence is submitted: Where documentary or third party evidence are the main form of evidence, the student presents this in the appropriate form. Other forms of evidence may already be in the assessor's possession, e.g. Observation checklist, project assessment tools, initial interview information, etc.

Once information collected, it is recorded as per the time it is been presented and submitted.

- 4.2. Assessor reviews evidence and interviews student: The assessor reviews the evidence using the assessment tools.

An interview, whether face to face, by telephone or other means is conducted for further recommendation. This allows assessor to

- Ask questions to further explore the extent of knowledge of the student
 - Seek clarification about items of evidence e.g. Ask questions to ensure understanding of the student
 - Ensure the components/dimensions of competency are demonstrated
- Reference/ sample templates:

- Assessment tools
- Evidence Review sheet
- Evidence validation sheet

Roles and Responsibilities of Administration/Management/Trainer and Assessor staff

- The student submits the evidences to the Student Support officer through softcopy or hardcopy.
- The student Support Officer passes them to the Trainer and Assessor
- The Trainer and Assessor evaluates using assessment tools and checks evidence validation

5. Making the assessment decision

Assessor makes assessment decision and provides feedback to the student: CAC once clarified with the success of fulfilling all the evidence, the credential issuing process is explained to the successful student and options for unsuccessful students are explored, which includes:

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- Offer of statement of attainment in units of competency achieved, if successful
- Forward Action Plan and feedback, if unsuccessful

Reference/sample template or documents:

- Feedback form
- Issue of credential form
- RPL declaration form

Roles and responsibilities of Administration/Management/Trainer and Assessor:

- The Trainer provides the Final Assessment Report and Evidence validation Report to the Director of studies
- On the basis of the assessment and evidence validation report, the Director of studies prepares the RPL declaration Report and takes signature from Trainer and Assessor and the CEO
- The Director of Studies passes the Declaration form to the Student Support officer. The Student Support officer, according to the Declaration Report, collects Forward Action Plan from the Trainer.
- The declaration certificate along with a Forward Action Plan is provided to the student by the Student Support Officer.

If the student is not satisfied with RPL decision; the students have the right to appeal the decision. The student can refer to the student prospectus for more details on the Complaints and appeal Process.

6. Recording the Result

Assessor completes record keeping requirements: Assessor completes records of the recognition assessment as per RTO policy and procedures for assessment record keeping and for continuous improvement evaluation.

Reference/sample as evidence:

- Evidence review checklist
- Student file

Documenting the assessment decision

CAC will ensure that the RPL assessment undertaken is completed and recorded appropriately. Refer to Records Management Policy and Procedures.

Informing the candidate of the RPL outcome

Where RPL is granted this information will be communicated in writing to the participant within 14 business days of completion of the assessment and the Qualification/Statement of Attainment will then be issued.

Where the RPL is not granted participants will be notified in writing of the outcome within 14 business days of completion of the assessment. The written communication to the participant is to include a reason for refusal

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Where the RPL is not granted and the participant disagrees with the outcome they should first try to solve the matter informally. Where the outcome remains unresolved following informal discussions the candidate may appeal using the methods outline in the CAC complaints and appeal policy and procedure which can be accessed from the CAC website within 10 business days form notification of the outcome of the application.

Roles and Responsibilities of Administration/Management/Trainer and Assessor

- The Student Support Officer gathers all information of the student and records it in student file attached with Record keeping checklist signed by the Trainer and Assessor
- Time to time, the Record keeping checklist is used as one of the evidence for continuous improvement plan and validation

CAC ensures that quality and transparent action is implemented while providing any kind of Credit or Prior learning Recognition. Implementation of RPL process is strengthened by our Validation Strategy and Process in each step of Recognition. We make sure that every step is validated as per Rules of Evidence and principle of Evidence is concerned.

7. RPL validation strategy and process

Validation of assessment includes validating the:

- assessment process
- assessment methods and tools
- evidence collected
- using methods and tools
- interpretation of that evidence
- to make a judgement of competence in relation to the same unit(s) of competency

CAC Training Coordinators validate the RPL tool and the process time to time so as to make sure that CAC is aligned with the guidelines provided under AQTF and SRTO standards. These validation process takes place internally and externally.

These Validation Processes aims at undertaking continuous improvement plan. Refer to RPL Validation Kit for step by step validation process for RPL.

Supporting Documents and Policies

- Continuous Improvement Policy and Procedures

Forms and Documents

- RPL Validation Kit
- Student Information Kit
- Assessor's Information Guideline

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