

RECOGNITION OF PRIOR LEARNING (RPL) POLICY AND PROCEDURE

December 2024

PURPOSE

MiTraining is committed to providing students with the opportunity to have their prior learning and experience recognised. Recognition of Prior Learning (RPL) is an assessment process that enables individuals to gain credit for skills and knowledge they have acquired through prior learning, work experience and formal study.

This policy ensures that all assessment, including RPL, complies with the assessment requirements of the relevant training package or qualification and the Standards for Registered Training Organisations (RTOs) 2015.

SCOPE

This policy applies to Recognition of Prior Learning and Credit Transfer for all accredited courses on MiTraining's scope of registration.

POLICY STATEMENT

The Australian Qualification Framework (AQF) facilitates the progression of students through qualifications by providing credit for learning outcomes they have already achieved. Credit outcomes may allow for entry into a qualification and/or provide credit towards the qualification, which may reduce the time required for a student to achieve the qualification.

Prior learning may include formal learning such as employer provided training or learning and assessment pathways (Credit Transfer), or informal learning such as work or life experiences.

The assessment system implemented for RPL must be conducted in accordance with the Standards for Registered Training Organisations (RTOs) 2015, specifically with the Principles of Assessment and Rules of Evidence. Refer to the Assessment Policy for further information.

DEFINITIONS

Recognition of Prior Learning: The process that assesses the competency/s of an individual that may have been acquired through non-formal and informal learning to determine the extent to which that individual meets the requirements specified in a training package or VET accredited course.

- **Non-Formal Learning:** Learning that takes place through a structured program 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.
- **Informal Learning:** 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.

Credit Transfer: Recognises formal education and training that an individual has previously completed that is linked to the attainment of an AQF qualification or statement of attainment (e.g. a

vocational certificate, diploma or university degree). The previously completed course is mapped against the requirements of the qualification offered by MiTraining to determine the extent of its equivalency.

CREDIT TRANSFER

Credit transfer is a process of recognition where the student has already completed a unit of competency and been awarded AQF certification, eliminating the need to repeat formal learning and assessment.

MiTraining will process credit transfer applications when a student has completed an identical or equivalent unit of competency with another RTO. Applications should be submitted prior to or at the time of course enrolment.

Students are required to submit a Credit Transfer Application Form together with a certified copy of the AQF certification documentation (e.g. Statement of Attainment or Academic Transcript) issued by another RTO. A certified copy is a copy of an original document that has been verified by a Justice of the Peace as being a true copy. Alternatively, a student can provide MiTraining with permission to access their USI Registry Information to confirm available credit transfers by generating a web link on www.usi.gov.au.

Where AQF certification cannot be verified through the issuing RTO or the USI Registry, credit transfer will not be awarded.

RECOGNITION OF PRIOR LEARNING

RPL is a rigorous process that is conducted to the same standard as undertaking summative assessment for accredited programs of study. The RPL assessment process provides a range of ways for students to demonstrate that they have met the required outcomes and can be granted credit.

Assessment Methods

Assessment methods may include a combination of the following:

- Mapping of learning outcomes from prior formal or informal learning to the relevant qualification components
- Questioning (oral or written)
- Observation of performance in work-based and/or simulated environments
- Challenge examinations/assessments
- Consideration of third-party reports and/or other documentation such as articles, reports, project material, papers, testimonials or other products prepared by the student that relate to the learning outcomes of the relevant qualification component
- Consideration of a portfolio and review of contents
- Participation in structured assessment activities that students normally would be required to undertake if they were enrolled in the qualification components

The assessment outcomes may enable the student to meet the entry requirements and/or components of the qualification and may reduce the duration of the qualification.

The agreed credit outcomes of the assessment of previous learning through RPL are specific to the individual and each assessment is unique to the student.

EVIDENCE PREPARATION

Students must gather evidence to substantiate the assertion that they can apply the skills, knowledge and performance criteria outlined in the units of competency within the workplace.

Students need to collect and supply evidence for each unit of competency against which recognition is being sought. Evidence for each unit of competency should be clearly labelled and presented in a logical manner.

When applying for assessment in multiple units, evidence does not need to be duplicated but must be referenced accordingly. Once the evidence has been gathered, the portfolio of evidence should be returned to the RTO for inclusion in the assessment process.

It is recommended that students supply a range of evidence to substantiate an RPL application. The RPL Learner Information Kit will contain information on the specific units of competency that students may seek RPL against.

Types of Evidence

Types of evidence that can be used toward recognition may include:

- Student's CV outlining specific job positions and how they relate to specific skill requirements
- Completed testimonials from employers and clients
- Work samples e.g. presentations to colleagues or clients to demonstrate knowledge
- References
- Workplace performance appraisals
- Certificates or statements of attainment (including unit breakdowns)
- Company policy guidelines (if applicable to the unit) may include policies and procedures in relation to client service, advertising and marketing, product or service development
- Workplace documentation e.g. meeting notes, records of telephone conversations, memos, brochures, agreements, contract or policy statements, reports (research, statistical, transaction, other), official or general correspondence
- Documentation supporting ongoing reviews and services
- Samples of marketing and advertising materials, newsletters, mail-outs, emails, websites, phone calls, seminars
- Samples of research materials
- Written reports of simulations, peer group training activities
- Testimonials of learning, skill or competence

RULES OF EVIDENCE

Evidence plays a crucial role in the RPL process as it provides proof that a student has the skills and knowledge contained within the units of competency for which they wish to be recognised. When selecting evidence to support an RPL application, it is important for the student to follow the guidelines set out below.

Validity

Evidence must demonstrate that the student has the skills, knowledge and attributes as described in the unit of competency and associated assessment requirements. Each piece of evidence must focus on the appropriate knowledge and skills specified against each element of a unit of competence for which recognition is sought.

Sufficiency

The assessor must be assured that the quality, quantity and relevance of the assessment evidence enables a judgement of the student's competency to be made. To ensure that sufficient evidence is supplied, it might be necessary to use supplementary sources of evidence such as verbal confirmation, written testimonials (employers and clients), previously completed appraisals, certificates, job descriptions or third-party reports.

Authenticity

Evidence presented for assessment must be the student's own work. To determine authenticity, it may be necessary for the assessor to verify and contact third parties listed on the RPL application.

Currency

Evidence must be relevant and up to date according to current industry standards and current unit of competency requirements. This requires assessment evidence to be from the present or the very recent past.

RPL ASSESSMENT PROCESS

Preliminary Discussion

Prospective students wishing to apply for RPL should contact MiTraining to discuss the suitability of RPL as an assessment pathway before proceeding. MiTraining provides advice on the RPL process and the student's suitability at no cost.

Students must enrol in the desired course of study to participate in the RPL assessment process, with their application for RPL to be submitted within 30 days of enrolment. They will be subject to the terms and conditions of enrolment as outlined in the Enrolment Policy and Refund Policy.

Step 1: Application Form

The student is to complete the Recognition of Prior Learning Application Form available on the MiTraining website and submit it to enquiries@mitraining.edu.au.

Step 2: Self-Assessment Checklists

MiTraining will provide self-assessment checklists for the units of competency that the student is considering for RPL. The checklists assist the student in determining how their existing skills match up to the units of competency, and to make an informed decision on whether they should continue with the RPL process.

Step 3: Payment

Once the student has understood the requirements and chooses to pursue the RPL process, they will be required to pay a non-refundable application fee for each unit of competency for which RPL is sought. Fees and charges are outlined in the Schedule of Fees available on the MiTraining website.

The process to undertake an RPL assessment is rigorous for the student and administratively intensive for MiTraining. The fees, charges and terms of applying reflect the level of effort required to effectively and comprehensively assess RPL.

Applying for RPL does not guarantee that recognition will be granted.

Step 4: RPL Learner Information Kit

Upon receipt of the application fee, MiTraining will provide the student with a RPL Learner Information Kit for each unit of competency for which RPL is sought. The RPL Learner Information Kit requires the student to perform a self-assessment of their skills and knowledge against the explicit requirements of the unit of competency.

The kit requires students to:

- Provide their personal details, employment history, prior education and the contact information of professional referees relevant to the work situation and RPL subject matter
- Undertake a personal assessment of their pre-existing skills and knowledge against each of the elements and performance criteria for the unit/s of competency
- Collate and attach supporting documents as evidence to support the RPL assessment for the unit/s of competency
- The remaining sections of the kit will be completed in consultation with MiTraining and the assessor

Students will gather a portfolio of supporting evidence and documentation specific to each unit of competency to support their application. The student can take as much time as they need to thoroughly complete the kit. Incomplete applications may not be processed.

Completed RPL Learner Information Kits are to be submitted to support@mitraining.edu.au.

Step 5: Evaluation

An assessor will undertake an evaluation of the student's completed RPL Learner Information Kit. Based on the student's self-assessment and supporting documentation, the assessor will recommend whether the RPL assessment should continue or refer the student to formal training options. If the recommendation is to proceed, the student will be enrolled in the course of study and move to the next stage of the assessment.

Step 6: Competency Conversation

The assessor will arrange a competency conversation with the student to confirm the skills and knowledge levels claimed in the RPL Learner Information Kit and/or confirm the authenticity of evidence items. Competency conversations may be conducted by phone or online. The student may be advised that further assessment or evidence is required.

Step 7: Professional Referees

The assessor will seek supervisor reports from the student's professional referees to further support the application.

Step 8: Determination

The assessor will make a final determination on the RPL application. The assessor will inform MiTraining of the determination and return all documentation including the student's RPL portfolio to MiTraining.

MiTraining will record the outcome in the student management system (SMS) and provide the student with formal notification of the determination.

- Successful Application

- A Competent outcome is awarded for submission of sufficient and applicable evidence which meets the requirements of the unit/s of competency and the rules of evidence in assessment processes
- All units of competency successfully recognised as part of the RPL application will be listed on the appropriate certification documentation in accordance with the Certification Issuance Policy
- Recognition will only be granted for a complete unit of competency and not where the student has only satisfied part of a unit of competency
- Unsuccessful Application
 - A Not Yet Competent outcome is awarded when the evidence is insufficient, nonapplicable and does not meet the rules of evidence in the assessment process
 - The assessor will notify the student of the deficiencies that need to be addressed before the application can proceed further
 - Students will have 28 days from this notification to provide further evidence
 - If the student is unable to provide further evidence, their application for RPL will be declined

APPEALS PROCESS

Should the student wish to appeal the outcome of an application for RPL, they may do so only on procedural grounds. New or additional evidence submitted after the request date is not grounds for appeal.

An appeal may be based on one or more of the following grounds:

- That a procedural irregularity has occurred
- That the case was not considered on its merits

Students should refer to the Complaints and Appeals Policy and submit an Appeals Form to support@mitraining.edu.au.

RECORDS MANAGEMENT

All documentation from this policy and associated processes will be maintained in accordance with the Records Management Policy.

POLICY REVIEW

This policy and accompanying documents will be periodically reviewed in accordance with the Continuous Improvement Policy to identify areas for improvement.

POLICY PUBLICATION

Policies and procedures applicable to prospective and enrolled students, MiTraining staff and contractors are (where appropriate):

- Included in the student induction or staff orientation
- Available on the website
- Available on the student administration/management system or internal electronic system
- Available by request

NOTES

<i>Related Policies/Procedures:</i>	<i>Assessment Policy Certificate Issuance Policy Complaints and Appeals Policy Continuous Improvement Policy Enrolment Policy Refund Policy</i>
<i>Related Documents/Forms:</i>	<i>Appeals Form Credit Transfer Application Form Recognition of Prior Learning Application Form RPL Learner Information Kit RPL Assessor Information Kit Schedule of Fees</i>
<i>Related Legislation:</i>	<i>National Vocational Education and Training Regulator Act 2011 Standards for Registered Training Organisations (RTOs) 2015</i>
<i>Approved By:</i>	<i>Chief Executive Officer</i>
<i>Date of Next Review:</i>	<i>20/03/2025</i>