RPL

(RECOGNITION OF PRIOR LEARNING)

KIT

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Contents

RECOGNITION OF PRIOR LEARNING (RPL)

RPL refers to the determination on an individual basis of competency of a person through previous formal or informal training, work experience or life experience. RPL in schools must be implemented through the following six (6) stages.

Stage 1: Information

The first stage of the RPL process is to let students know that RPL is available. This could be achieved by the provision of: ■ Print material providing information about the RPL process for example, brochures, posters, statements in student handouts ■ Information session for students within the subject that discusses RPL

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Stage 2: Support and Counselling

The second stage of the RPL process requires that RTO personnel assist students in deciding whether to seek RPL and to guide them through the application process. This could be achieved through: ■ The provision of guidance and support to students throughout all stages of the RPL process from teachers involved in the delivery of the course ■ Provision of information to students about the sup[port staff available for discussion on RPL matters ■ Teacher and student checklists to ensure the RPL process is being followed

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Stage 3: Application

The third stage of the RPL process requires that RTO personnel to provide opportunities for students to assess their readiness, and where appropriate, to apply for RPL. This could be achieved through: ■ Completion by students seeking RPL of an RPL application form ■ Information for students on suggested sources of evidence to support an RPL application

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Stage 4: Assessment of the Application

The fourth stage of the RPL process requires a systematic assessment of the application by a qualified person. The RPL assessor (normally the class teacher) is required to have knowledge of relevant assessment techniques, understanding of the RPL process and knowledge of the training package/program and the competencies to be demonstrated. This could be achieved through: ■ The use by students seeking RPL of an RPL application form ■ Assessors to be familiar with the content area and the RPL process ■ A systematic review of the application evidence to determine whether RPL can be granted

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Stage 5: Notification and Post Assessment Guidance

The fifth stage of the RPL process requires the assessor provide feedback to the applicant regarding the outcome of the RPL application. This could be achieved through: ■ Provision of a copy of the notification of result of the RPL assessment to the applicant ■ Clear, prompt constructive feedback to students

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Stage 6: Record Keeping

The sixth stage of the RPL process requires the RTO to record results of RPL applications in an appropriate manner. This could be achieved through:

- Entry in appropriate records (eg. Student Profile) of competency achieved
- Maintaining and updating student files
- Maintaining and updating a master record sheet of student achievement

ASSESSMENT DEFINITIONS

The systematic review of the application should consider evidence in terms of authenticity, currency, validity, reliability, variety and relevance to the learning outcomes of the module/training program.

Authenticity refers to evidence that is *genuine*. The question of **currency** of evidence needs to be determined not only in terms of *time* but also in terms of *technological* and other changes in the industry, together with the applicant's ability to demonstrate current competency. The **validity** of the evidence refers to the extent to which the *evidence measures what it claims to measure*. The evidence must also be **reliable**, i.e. the assessor must be confident that the evidence is *consistent, dependable and free from error*. **Variety** of evidence provides an indication to the assessor of the *diversity of situations* in which the student can perform the learning outcomes of the module/training program. **Relevance** of the evidence to the module/training program *outcomes* must be demonstrated.

It is imperative that the following **key principles of assessment in RPL** are observed.

Valid   Assessments will cover the range of skills and knowledge needed to demonstrate competency in a way that integrates knowledge and skills with their practical application.

Reliable   Assessment practices should be monitored and reviewed to ensure that there is consistency in the interpretation of evidence.

Flexible   Assessment procedures should provide for the recognition of competencies no mater how, when or where they have been acquired.

Fair   Assessment practices and methods must be equitable to all groups of learners. Assessment procedures and the criteria for judging performance must be made clear to all students seeking assessment. The process of assessment should be jointly developed/agreed to between the assessor and the assesse. Opportunities must be provided to allow students to challenge assessments and provisions must be made for reassessment.

RPL CHECKLIST FOR TEACHERS/ASSESSORS

To ensure an effective RPL process, teachers should:

1. ☐ provide information to students about RPL

2. ☐ give students a copy of their Student Profile

3. ☐ give students time to reflect on whether they wish to apply for RPL

4. ☐ make opportunities available for students to access support and guidance

5. ☐ provide students with copies of an RPL Application Form

6. ☐ provide students with information about the types of evidence that can be used to support an RPL application

7. ☐ assess students' applications with a flexible and responsive attitude to what constitutes acceptable evidence

8. ☐ make a prompt decision and notify students that you
   - either (i) will grant RPL on the evidence presented [go to 9]
   - or (ii) request an interview or more information to gain further evidence [go to 7]
   - or (iii) will arrange for students to complete a performance assessment [go to 7]
   - or (iv) cannot grant full/partial RPL, and provide feedback [go to 11]

9. ☐ record successful RPLs in Student Profile

10. ☐ keep a file of students' applications and evidence

Where RPL has been granted as a result of this procedure (1–10), the RPL process is completed. Where RPL is not granted, steps 11–16 below are applicable.

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11. ☐ inform students of the appeals' provisions

12. ☐ make an RPL Appeals Form available to students who decide to appeal

13. ☐ if the student decides to appeal, pass the student's application, evidence and Appeals Form to another person with suitable content knowledge, for their assessment

14. ☐ make a decision and notify the student that
   - either (i) he or she has been granted RPL from the appeal [go to 15]
   - or (ii) he or she cannot be granted full/partial RPL from the appeal and provide feedback [go to 16]

15. ☐ record successful RPLs in the Student Profile

16. ☐ keep records of students' applications, evidence and appeals/results.

RPL CHECKLIST FOR STUDENTS

To ensure an effective RPL process, students should:

1. ☐ obtain information about RPL

2. ☐ obtain a copy of the Student Profile for the vocational training program(s) of your subject

3. ☐ read the relevant learning outcomes for the modules/training programs as listed in your VET course induction material

4. ☐ assess your abilities/competencies, with guidance from your teacher and/or counsellor in the learning outcome(s)/modules/training programs

5. ☐ decide if you think you possess the knowledge and skills of the learning outcome(s)/modules/ training programs and if so, you should apply for RPL

6. ☐ complete an RPL Application Form

7. ☐ gather evidence that supports your application

8. ☐ give the completed RPL Application Form and evidence to your teacher

9. ☐ receive notification from your teacher to show
   either   (i)   that you have gained RPL [go to 10]
   or   (ii) that you need to supply more information AND/OR attend an interview [go to 7]
   or   (iii) that you have not gained full/partial RPL and you receive feedback [go to 12]

10. ☐ (if you are successful) be exempt from those learning outcomes/modules/training programs

11. ☐ ensure your Student Profile is signed off

12. ☐ (if you were partially successful) you may decide to progress more quickly through the module/training program by completing only those aspects for which you do not have prior learning. This completes the RPL process for your application.

13. ☐ (if you were unsuccessful) you may decide to request an RPL Appeals Form

14. ☐ gather further evidence that supports your application

15. ☐ submit your completed RPL Appeals Form and further evidence to the person nominated in the school's grievance policy, who will arrange for a second suitably qualified person to assess the evidence

16. ☐ receive a notification about whether
   either (i)   *you have gained RPL* [go to 10]
   or   (ii)   *you have not gained full/partial RPL and receive feedback* [go to 17]

17. ☐ seek to progress more quickly through the module/training program by completing only those aspects for which you do not have prior learning.

RPL APPLICATION FORM

STUDENT NAME:_____   DATE:_____

CODE: _____ TRAINING PACKAGE/PROGRAM: _____				
COMPETENCY UNITS		**DETAILS OF RELEVANT PREVIOUS EXPERIENCE** *including formal training, work experience and life experience (interests, skills etc.)* *ATTACH COPIES OF RELEVANT EVIDENCE.*	**FOR OFFICE USE**		
NO.	**DESCRIPTION**		ASSESSOR'S COMMENTS AND RECOMMENDATIONS	COMPETENT	NOT YET COMPETENT

STUDENT NAME:_____ DATE:_____

CODE: _____	TRAINING PACKAGE/PROGRAM: _____			
COMPETENCY UNITS		**DETAILS OF RELEVANT PREVIOUS EXPERIENCE** *including formal training, work experience and life experience (interests, skills etc.)* ***ATTACH COPIES OF RELEVANT EVIDENCE.***	**FOR OFFICE USE**		
NO.	**DESCRIPTION**		ASSESSOR'S COMMENTS AND RECOMMENDATIONS	COMPETENT	NOT YET COMPETENT

RPL NOTIFICATION

Recognition of Prior Learning   ☐   is granted for the competency unit(s)/training package/program(s) _____
[insert details] and/or

☐   is not granted for the competency unit(s)/training package/program(s)
_____[insert details]

*because*_____   Assessor's signature   _____ Date _____