Recognition of Prior Learning Policy

POLICY	RRECOGNITION OF PRIOR LEARNING (RPL)
NVR Ref:	**Standard 1**
IBI Ref:	**IBI-1-R 1**
Statement	The IBI's Recognition of Prior Learning Policy (RPL) is designed to ensure that an individual's prior learning, achieved through formal and informal training, work experience or other life experiences, is appropriately recognised. This policy documents the criteria followed by the IBI in assessing RPL and its decision-making process.
Objectives	In consideration of the above principles, the objectives of the Recognition of Prior Learning Policy are to: • Increase access to RPL by individuals entering any formal and/or recognised training program; • 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; • Ensure that an individual's prior learning, achieved through formal and informal training, work experience or other life experiences is appropriately recognized;
Scope	This Policy/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 and Recognition of Current Competencies by students.

Principles	# National Training Framework Committee
	The IBI has adopted the following principles of the National Training Framework Committee:
	• *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.*
	# Key Principles of Assessment in RPL
	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 will cover the range of skills and knowledge needed to demonstrate competency.Assessment of competencies will integrate knowledge and skills with their practical application.
	Assessment of a student's competency will 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 will 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 judgment of competence must be stated clearly and adhered to.
	• 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.
Fees and Charges for RPL Services	In determining fees and charges for Recognition of Prior Learning the principles of access and fairness under the Australian Quality Training Framework will be applied. Application fee of $500 and additional fee of $100 per hour (Plus GST) will be charged for the assessment of an RPL Application RPL Fees are non-refundable.
Stages of the RPL Process	The RPL process will include the following stages: • Information supplied by the IBI on the RPL process • Initial support and counselling provided by the IBI • Self-assessment by the student in creating their supporting evidence • Student to submit Application for RPL • Assessment of student RPL Application and supporting evidence • Post-assessment guidance provided by the IBI • Certification by the IBI Students are provided with the opportunity to question assessments and access to the IBI's complaints and appeals process for a review and an appeal of assessment decisions if required. Assessment covers both on and off-the-job components of training. Procedures allow students to seek recognition in one or more of the units of competency without having to participate in a training program.
References	This policy has been prepared with reference and content from: • Standards for Registered Training Organisations (RTOs) 2015 • The Australian Quality Training Framework • A Guide to the Competency Standards for Assessment, 1997, Australian National Training Authority

	• Agreement for a National Framework for the Recognition of Training, (NFROT), June 1992 • RPL Assessor Kits, Skills First (The State of Queensland – Department of Education and Training)
Risk Management and Quality Assurance	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 rigor required; the number of assessors to be used; and the costs of implementing RPL processes. The general principle to be observed is that as the level of risk increases there should be a corresponding increase in the rigor of the RPL processes. This increased rigor 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.

PROCEDURE	RRECOGNITION OF PRIOR LEARNING (RPL)
Action/Method	**1. Preliminary Information** 1.1 All students will be issued with information on RPL/RCC via the Student Information Guide and during any Orientation. 1.2 Students who consider applying for RPL should contact the Course Coordinator, who will provide a brief explanation of the process and advice, and supply the ***RPL Kit and Recognition of Prior Learning Application Form*** (available with Student Administration), either personally or via the mail system. 1.3 The applicant must complete the ***Prior Learning Application Form and provide evidence*** in 4 major categories: 1.3.1 Personal details 1.3.2 Qualifications 1.3.3 Professional development 1.3.4 Work experience 1.3.5 Other Attributes (other interests & Skills if appropriate & relevant) **2. Applying for RPL** 2.1 Students will need to complete an RPL Application Form for each course

they seek recognition for either in part or whole.

2.2   Applicants should use the information contained within the RPL Kit and RPL Application Form to conduct a self-assessment against the ***course learning outcomes*** (that is underpinning knowledge and skills in unit of competency also to be supplied).

2.3 Applicants should 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 and submitted to the Course Coordinator directly or via the Student Administration Office.

If the Application does not meet the Approved Standard

3.1   If the applicant has skills gaps, the IBI will offer the applicant the opportunity to:

- Attend a formal interview to present further information.
- Immediately sit appropriate and supervised tests for the competency.

Completion of the RPL Process

4.1   The Course Co-odinator will complete the RPL Evidence Matrix, assess all RPL applications and submit a report on his/her findings to the CEO.

4.2   The CEO will review the Course Coordinator's report and make a recommendation to the Academic Advisory Board.

4.3   All Applications for RPL are required to be ratified by the Academic Advisory Board.

4.3 Following advice from the Academic Advisory Board, the CEO will notify the applicant within 7 days as to whether his/her application has been successful, unsuccessful, or if further evidence is required. This notification is communicated via the **Letter Confirming RPL Application Outcome.** (*Available with Student Administration*).

4.4 The CEO will arrange for results of successful RPL outcomes to be recorded in Assessment Results immediately and filed in the Student's academic folder, together with RPL Application forms and associated evidence such as RPL assessor's kit and RPL evidence matrix.

4.5   The student may lodge an appeal on the IBI's RPL decision in accordance with the IBI's Complaints and Appeals Policy. There is no cost to the student for the Internal Complaints and Appeals Process.

Attached Documentation	1. *RPL Kit* 2. RPL Application Form (includes guide to completing application form) 3. RPL Evidence Matrix 4. IBI Learning Outcomes form (based on underpinning knowledge & skills in each respective unit of competency) 5. Letter confirming RPL Application Outcome
Related Legislation	**Legislation** • National Vocational Education and Training Regulator Act 2011 • Standards for Registered Training Organisations (RTOs) 2015 • AQTF 2010 **Policies & Procedures** • Assessment • Course Credit • Records Management, Maintenance and Security • Privacy Policy • Formalisation of Enrolment • Complaints and Appeals • Fees and Charges • Mutual Recognition of Qualifications **Other** • International Student Prospectus (if applicable) • International Student Handbook (if applicable) • Assessment Records and Correspondence
Related Documentation	

Review/ Amendment history

Policy Approved by: Chief Executive Officer

Responsible Officer: Chief Executive Officer

Next Policy Review Date: April 2017

Version	Date	Details
1.0	July 2014	Policy issued
2.0	Dec 2014	Updated to reflect Standards for Registered Training Organisations (RTOs) 2015
3.0	April 2015	Updated to reflect NVR 2015 Standards
4.0	April 2016	No material changes