POLICY AND PROCEDURE

Name: Recognition of Prior Learning (RPL)
Approved by: Director of Product & Compliance
Date Approved: 29/09/2015
Approved by: Compliance Manager
Date Approved: 29/09/2015
Implementation Owner: Compliance Manager
Maintenance Owner: Compliance Manager
Review Date: 29/09/2016

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SECTION 1 – INTRODUCTION

PURPOSE
To inform students and staff of Ivy Institute’s policies and processes relating to Recognition of Prior Learning (RPL).

SCOPE
This policy and procedure applies to:

- All staff of Ivy College involved either directly or indirectly with administering requests for Recognition of Prior Learning (RPL).
- All students enrolled with Ivy College
- All students enrolled in a course delivered by Ivy College on behalf of another organisation
- All courses delivered by Ivy College

RPL is the acknowledgement of a person's skills and knowledge acquired through previous training, work or life experience, which may be used to grant status or credit in a VET unit of study. It does not include the granting of status or credit for existing qualifications or units of competency completed or previously formally recognised at the same or another RTO.
SECTION 2 – POLICY

PRINCIPLES
Ivy Institute is committed to maximising the credit that students can gain for learning already undertaken.

POLICY
Ivy Institute’s approach to the granting of course credit as a direct outcome of the recognition of prior learning does not unfairly advantage or disadvantage any existing or prospective student. Students are not required to repeat learning activities, regardless of how or where the learning was acquired, providing that the learning is current and relevant to the competencies within a unit of study applicable to the qualification in which they are or seek to be enrolled. These learning experiences include the individual’s relevant formal, informal and non-formal learning, (refer to definitions in Section 4).

Applications for RPL will be considered on a case-by-case basis and in a timely manner to ensure that all candidates are able to make well-informed choices about study options, pathways and alternatives by taking into account the credit they can expect.

RPL assessment process and standard RPL fees will apply.

If the student does not submit the application and complete the RPL process prior to Census Date they may become liable for payment of the full fee for the subjects.

In the case of Mutual Recognition resulting in Credit Transfer Ivy Institute performs the recognition process free of charge as part of its enrolment service. This only applies where the unit code of the prior Formal Learning is identical (or an equivalent) to the unit code in which the student has enrolled, and provided the application is submitted before the commencement of the relevant unit. Irrespective of outcome, a service fee applies to each subject within an application received on or after the day of commencement of the relevant unit.

Where the process relates to the Recognition of Prior Informal, Non-formal Learning or Formal Learning (where the unit code is not identical or equivalent to the unit code in which the student has enrolled), a service fee applies to each subject, irrespective of outcome or time of submission.

Candidates are required to complete the appropriate section of the Application for RPL and provide supportive evidence appropriate to the type of prior learning. This evidence will be assessed and, if necessary, an interview held during which the candidate may provide additional evidence of the relevant competencies or demonstrate the relevant skills.

Ivy Institute reserves the right not to recognise part or all of any previous experience if the assessor believes that the competencies or knowledge demonstrated and recorded fall significantly short of the industry standard as stated within the relevant National Training Package or accredited course. In such a case, the candidate will be required to complete further training in the unit.

There is no limit to the amount of RPL that can be granted to any one student. A full qualification can be attained in this way, and a special RPL fee would apply in such circumstances, based on 30% of the standard course cost.
SECTION 3 – PROCEDURE

Applications for Recognition of Prior Learning (RPL) are commonly initiated by the student at the point of enrolment. However, students may apply for RPL at any point throughout the duration of the course. An assessment team including representatives from the Student Services team and the relevant faculty is created to undertake the RPL assessment process and is administered by the Student Services Officer (SSO). The SSO may provide advice and feedback to the Candidate in relation to the process and the validity or sufficiency of evidence of the process.

Candidates are encouraged to discuss any prior learning they may have with the Course Advisor and Student Services Manager who can provide further guidance if needed in relation to the process shown below.

(a) Candidates should think carefully about what expertise they have acquired over time, in particular whether they have ‘depth’ of knowledge and/or strong skills in specific areas. (In most cases, national Units of Competency will require more than just a basic or introductory knowledge of an area.) A Self-Assessment Checklist has been developed to assist students in this evaluative processes. The student should then consult with the Student Services Officer. Advice will be provided in relation to the service fee that will apply.

(b) If the candidate wishes to proceed with the application, he/she should obtain a relevant application form (Application for RPL or Credit Transfer Form) from their Student Services Officer.

(c) Once the application form has been completed by the candidate, it should be submitted as part of the enrolment process for prospective students or to the Student Services Manager for current students. It is expected that such applications would occur by the end of the first week of the relevant subject at the latest.

(d) Applications must be accompanied by original or certified copy documents (e.g. Awards, Statements of Attainment, subject descriptors from other education providers, work samples or letters on letterhead from current and/or previous employers.)

(e) The RPL assessment will include the verification of the currency, equivalency, and authenticity of the documents submitted. Should Ivy Institute suspect that the academic document presented has been altered or fraudulently created, contact will be made with the conferring institution to validate the claims of the candidate. All claimed work experience must be relevant to the qualification, and should be within the last five years of the date of application. Candidates must provide Statements of Service on official company letterhead providing contact details of the employer. Past employers are contacted to verify work experience on a case-by-case basis.

(f) This evidence will be assessed, and if necessary, an interview will be held during which the candidate may provide additional evidence of the relevant competencies or demonstrate the relevant skills. The assessment process occurs in concert with a Trainer/Assessor. Upon completion of the assessment process, the Student Services Officer will provide a written notification explaining the units for which credit has been granted, and those which have been declined and why.

(g) If the candidate is dissatisfied with the outcome, he/she has the option to appeal against the decision, but must do so within twenty (20) working days of the date nominated on the written notification.

(h) If the candidate is currently enrolled, he/she should undertake all scheduled units until the written notification is received, and until he/she has signed and returned that to the Student Services Consultant.

(i) The outcomes of the application will be recorded within Ivy Institute’s student management system, and a hard copy of the submission documents retained within the candidate’s file as evidence of the assessment process.
RPL Formal Assessment Process

**STEP 1**
During the enrolment process the student will be asked if they wish to apply for RPL.
In applying for RPL students are advised to carefully consider what experience they have acquired over time, in particular whether they have ‘depth’ of knowledge and/or ‘strong’ skills in specific areas.

**STEP 2**
The student completes and submits the RPL Self-Assessment Checklist

**STEP 3**
Student Support Officer uploads self-assessment checklist in Salesforce noting which units have been requested for assessment by RPL.

**STEP 4**
Student is sent RPL kit.

**STEP 5**
Student completes RPL kit and submits to Student Services along with all supporting documentation. This is saved in Salesforce.

**STEP 6**
RPL Assessment team convenes and reviews application

**STEP 7**
Student advised in writing of the assessment outcome

**STEP 8 a**
Student record amended in Salesforce to show RPL awarded for all applicable units. VET FEE-HELP application adjusted to reflect RPL fee. Study plan modified to reflect new course completion requirements.

**STEP 8 b**
Student needs to undertake the unit/s of competency

Eligible for RPL

Not eligible for RPL
SECTION 4 – ASSESSMENT METHODS

When assessing RPL, the assessment methods should provide a range of ways for individuals to demonstrate that they have met the required outcomes and can be granted credit. These may include:

- consideration of all applicable documentary evidence provided which may include; third party reports and/or other documentation such as articles, reports, project material, papers, testimonials or other products prepared by the RPL applicant that relate to the units of competency of the relevant qualification
- Questioning (oral or written)
- Observation of performance in work based and/or simulated environments
- Participation in structured skills and knowledge assessment activities.

When assessing RPL applications the assessor must, evaluate the evidence giving consideration to:

- Authenticity – relates to making sure the evidence is from or of the candidate and not another person. The assessor needs to be satisfied that the evidence gathered is the candidate’s own work. Evidence of this may be provided through third party letters of authentication and statutory declarations.
- Validity - Ensure that the evidence relates clearly and directly to the elements within the unit of competency or subject.
- Quality – closely related to authenticity it requires the assessor to look at the credibility of the material being offered as proof. This does not mean that material should be excluded; simply that some will not demonstrate quality to the same standard as others and may require additional support.
- Sufficiency – relates to the amount of evidence collected. There are four (4) types of evidence that may be considered: 1. direct evidence - questions undertaken with our assessor, observations in the workplace by our assessor 2. Indirect evidence – statements by the applicants’ employer regarding work performance (written or verbal); samples of work; performance appraisals 3. Personal statements – details outlining the functions the applicant undertakes and work activities 4. Supplementary evidence – any further information the applicant may provide
- Currency – relates to the age of collected evidence, the College requires evidence to be not older than five years.
- Relevance – the material that is cited is applicable to the unit of competency, unit of study or qualification being sought.

TIME LIMITS FOR ASSESSMENT PROCESS

Applications for recognition of formal, non-formal and informal learning will normally be assessed within ten (10) working days, providing all necessary documents have been submitted. A longer period may be required at peak enrolment times.

LIMITS ON RPL CREDIT

RPL Credit entitlements will have an impact on the structure and perhaps the nominal length of the qualification. No two cases are the same, so candidates will need to discuss their special circumstances with the Student Services Officer.

Please note:

(a) Enrolled students will not be issued formal documentation of the RPL credits at the time of notification. This will be recorded on the AQF documents issued to the student at course completion.

(b) It is very important for candidates to understand that they may not be successful in all that they request within their RPL application. Ivy Institute’s assessors carry an obligation to be sure the applicants can currently demonstrate all aspects of the national units of competency applicable.
SECTION 5 – REFERENCE AND SUPPORTING INFORMATION

DEFINITIONS

<table>
<thead>
<tr>
<th>Word/Term</th>
<th>Definition</th>
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</thead>
<tbody>
<tr>
<td>Recognition of Prior Learning (RPL)</td>
<td>is an assessment process that involves assessment of an individual’s relevant prior learning (including formal, informal and non-formal learning) to determine the credit outcomes of an individual application for course credit.</td>
</tr>
<tr>
<td>Formal Learning</td>
<td>is the learning that takes place through a structured program of learning delivered by a registered education provider, and which leads to the full or partial achievement of an officially accredited qualification.</td>
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<tr>
<td>Informal Learning</td>
<td>is learning gained through work, social, family, hobby or leisure activities and experiences.</td>
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<tr>
<td>Non-formal learning</td>
<td>refers to learning that takes place through a structured program of learning, but does not directly lead to full or partial achievement of an officially accredited qualification.</td>
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<tr>
<td>Currency</td>
<td>relates to the applicant’s ability to demonstrate current industry skills, knowledge and understanding, so the evidence provided should be from either the present or the very recent past (i.e. within the last 5 years).</td>
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SUPPORTING DOCUMENTATION

<table>
<thead>
<tr>
<th>Document name</th>
<th>Document type</th>
<th>Location</th>
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<tbody>
<tr>
<td>Standards for Registered Training organisations (RTO's) 2015</td>
<td>Legislative instrument</td>
<td>External</td>
</tr>
<tr>
<td>Mutual Recognition Policy</td>
<td>Policy</td>
<td>Internal</td>
</tr>
<tr>
<td>Credit Transfer Form</td>
<td>Form</td>
<td>Internal</td>
</tr>
<tr>
<td>RPL Form</td>
<td>Form</td>
<td>Internal</td>
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<tr>
<td>RPL Self-Assessment Checklist</td>
<td>Form</td>
<td>Internal</td>
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<tr>
<td>RPL Kit</td>
<td>Assessment tool</td>
<td>Internal</td>
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## SECTION 6 – GOVERNANCE

### CHANGE HISTORY

<table>
<thead>
<tr>
<th>Version</th>
<th>Date of Version</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>V1</td>
<td>12.09.12</td>
<td>Original document created and placed on Ivy Institute’s network.</td>
</tr>
<tr>
<td>V2</td>
<td>12.02.13</td>
<td>Updated policy wording at section 3 to reflect change that RPL service attracts a fee if the unit code of the prior Formal Learning is not identical to the unit code in which the student has enrolled. Redefined Student Services Consultant as Student Services Manager.</td>
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<tr>
<td>V2.1</td>
<td>15.08.2014</td>
<td>Re-template of policy</td>
</tr>
<tr>
<td>V2.2</td>
<td>29.09.2015</td>
<td>Addition of Assessment Methods; updated policy wording updating Course Credit to Recognition of Prior Learning; updated wording in “Policy” to paragraph relating to Credit Transfer now referring to RPL; policy name change; reference to additional supporting evidence; inclusion of process diagram.</td>
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