

POLICY AND PROCEDURE

Name:	Recognition of Prior Learning (RPL) Policy
Approved by:	Head of Compliance
Date Approved:	29/08/2017
Approved by:	Director of Learning
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Implementation Owner	Head of Compliance
Maintenance Owner	Head of Compliance
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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

**Recognition of Prior Learning (RPL)** is an assessment process that assesses an individual's formal, non-formal and informal learning and workplace experience to determine the level at which the individual meets the requirements specified in the Training Package or VET accredited course.

## 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 competency 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 is applied at the unit of competency level.

RPL assessment process and standard RPL fees will apply.

A \$300.00 assessment fee is charged per Unit of Competency. 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 as accepted at the time of enrolment.

If the student does not submit the application and complete the RPL process prior to commencement of study for a Unit of Study they may become liable for payment of the full fee for the subjects.

Candidates are required to complete the appropriate sections of the Application for RPL kit 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.

RPL is an assessment only process and as such the assessment fee does not include supplementary resources such as e-learning books and beauty kits.

In the case of Credit Transfer students should refer to Ivy's Credit Transfer Policy.

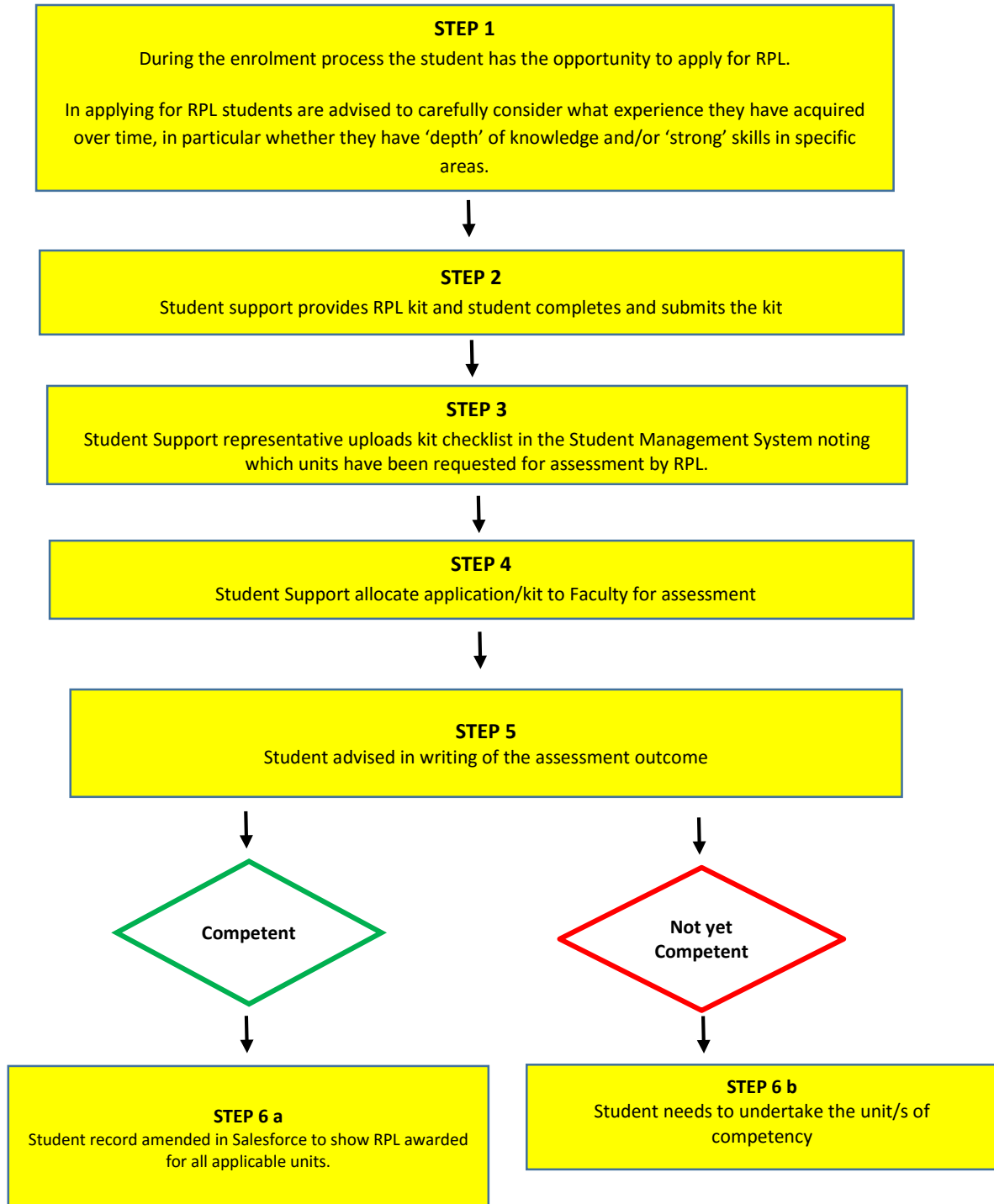
## SECTION 3 – PROCEDURE

Applications for Recognition of Prior Learning (RPL) are commonly initiated by the student at the point of enrolment. An assessment team including representatives from the Student Services team and the relevant faculty is created to undertake the RPL assessment process and is coordinated by the

Student Services team. The Student Support representative may provide advice and feedback to the Candidate in relation to the process. The Trainer/Assessor will provide guidance on the validity or sufficiency of evidence throughout the process.

Candidates are encouraged to discuss any prior learning they may have with the Course Advisor and the Student Services team 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.) The RPL kit has been developed to assist students in this evaluative processes. The student should then consult with the Student Services representative. 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 Form) from Student Services.
- (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 representative 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.  
Ivy Institute will contact 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 representative 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 ten (10) working days of the date nominated on the written notification. For more information, refer to the Assessment Appeals Policy.
- (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 representative.
- (i) The outcomes of the application will be recorded within Ivy Institute's student management system, and a soft copy of the submission documents retained within the candidate's electronic file as evidence of the assessment process.

**RPL Formal Assessment Process**

## 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 prior learning will normally be reviewed within ten (10) working days, providing all necessary documents have been submitted. A longer period may be required at peak enrolment times or if additional evidence is required.

### 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 team.

#### Please note:

- 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.
- 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

Word/Term	Definition
<b>Recognition of Prior Learning (RPL)</b>	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. RPL is applied at the unit of competency level.
<b>Formal Learning</b>	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.
<b>Informal Learning</b>	is learning gained through work, social, family, hobby or leisure activities and experiences.
<b>Non-formal learning</b>	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.
<b>Currency</b>	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).

### SUPPORTING DOCUMENTATION

Document name	Document type	Location
Standards for Registered Training organisations (RTO's) 2015	Legislative instrument	External
Credit Transfer Policy	Policy	Internal
Credit Transfer Form	Form	Internal
RPL Form	Form	Internal
RPL Kit	Assessment tool	Internal

**SECTION 6 – GOVERNANCE****CHANGE HISTORY**

<b>Version</b>	<b>Date of Version</b>	<b>Comments</b>
V1	12.09.12	Original document created and placed on Ivy Institute's network.
V2	12.02.13	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.
V2.1	15.08.2014	Re-template of policy
V2.2	29.09.2015	Addition of Assessment Methods; updated policy wording updating <i>Course Credit</i> to <i>Recognition of Prior Learning</i> ; 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.
V2.3	07/02/2017	Removal of VFH reference, adjustment of procedure to reflect current payment models.
V2.4	31/08/2017	Update of policy to show current staff titles and process updates
V2.5	05/10/2017	Update of policy to exclude supplementary resources from the assessment fee.