

RECOGNITION OF PRIOR LEARNING (RPL)

1. Purpose

The purpose of this procedure is to provide guidance to staff in relation to the process of assessing and recording Recognition of Prior Learning (RPL).

2. Scope

The procedure applies to all applications for Recognition of Prior Learning in VET Qualifications and Accredited Courses offered by The Gordon.

3. Overview / principles

Recognition of Prior Learning is the formal process by which the skills and knowledge gained through work and life experience and outside formal training arrangements are formally recognised.

This process allows competency to be determined without the student being required to complete formal assessment tasks. When recognition is gained for a unit this means it will not be required to be included in the student's course of study.

The Gordon has a process that has been structured to minimize the time and cost to applicants and provides a supportive approach to students wishing to take up this option. The RPL processes used by The Gordon focus heavily on verbal verification of the student's skills and knowledge along with observation or verification of workplace performance (where possible).

The Gordon acknowledges the following learning types suitable for RPL application;

- a) formal learning refers to learning that takes place through a structured program of instruction and is linked to the attainment of an AQF qualification or statement of attainment (for example, a certificate, diploma or graduate certificate);
- b) non-formal learning refers to learning that takes place through a structured program of instruction, 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); and
- c) informal learning refers to 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).

3.1 Recognition of Prior Learning for Gordon Staff

Due to the complex nature of staff recognition of prior learning, and the inherent conflicts of interest associated with these requests, there are additional requirements imposed by The Gordon to manage all requests for staff to be assessed via recognition of prior learning.

The Board of Studies has determined that Gordon Program Areas may not conduct recognition of prior learning assessments of their own staff without independent review and validation of the evidence portfolio by the Manager Education Design or their delegated representative.

All original records of recognition of prior learning assessments conduct by a program area of their own staff will be authorised by the Manager Education Design. On authorisation, the Recognition of Prior Learning summary form will be forwarded to Student Administration Officer for resulting and retention. The Student Administration Officer is responsible for transferring all records to the Records Manager for archiving as soon as the application is processed.

4.2 Recognition of Prior Learning for International Students

Course duration and hours per week of attendance are specific Visa requirements for International Students. As recognition of prior learning applications have the potential to affect the attendance requirements for an international students it is vital that this impact is clearly explained to them.

Where an international student applies for advanced standing the Program Manager must notify the International Office of the application.

The International Office is responsible for explaining the potential impact on their Visa to the student and recording this in the student's file prior to the Program Area commencing processing the advanced standing application.

Any agreed changes in course duration for a student on an International Visa resulting from an advanced standing application must be reported via PRISMS by the International Office.

5. Procedure

Detail the steps or processes required to implement the procedure.

ACTION	RESPONSIBILITY	GUIDANCE
<p>Develop and maintain assessment recognition tools</p>	<p>Teachers</p>	<ul style="list-style-type: none"> • During the quality planning phase for the delivery of new or updated qualifications, assessment plans are developed to document how the requirements of each Unit of Competency shall be assessed <ul style="list-style-type: none"> ➤ Refer <i>Course Delivery Capability Development TED PR 03</i> • Assessment tools are developed and maintained throughout the period the qualification is on the Gordon's scope • Assessment tool templates are available to assist with the process <ul style="list-style-type: none"> ➤ Refer <i>Recognition of Prior Learning (RPL) Assessment Tool TED TP 03.06</i> • Copies of the populated RPL template and assessor guide are maintained in accordance with The Gordon's Assessment Policy in Gordon Online under the relevant unit/course, or on the TET Portal under the relevant area and qualification so that they are accessible to all teaching staff within the program area
<p>Make students aware of RPL application process</p>	<p>Program Manager</p>	<ul style="list-style-type: none"> • Students are informed of their right to apply for recognition of prior learning via: <ul style="list-style-type: none"> - Course guides - Information and enrolment sessions - The Gordon website • Students making an online application for a course can notify The Gordon of their interest in applying for recognition of prior learning. • Nominates course level RPL liaison person for recognition of prior learning applications so that students have an initial single point of contact.
<p>Conduct initial interview</p>	<p>Course RPL Liaison person</p>	<ul style="list-style-type: none"> • Course RPL Liaison conducts interview to explain the advanced standing policy and process and to explain

ACTION	RESPONSIBILITY	GUIDANCE
		<p>appropriate types of evidence and provide the student with an application form.</p> <ul style="list-style-type: none"> • A self-assessment form and process overview may also be provided at this time. • If the student decides to proceed with the recognition process a teacher (or teachers) is nominated to conduct the assessment. • Nominated teachers must be qualified as both vocationally competent and hold a current training and assessment qualification as specified in Schedule 1 of the Standards for Registered Training Organisations (RTOs). <ul style="list-style-type: none"> ➤ Refer <i>Teaching Qualifications, Competency and Supervision Policy SHRD PO 46</i> • The Advanced standing summary form is completed by the assessor with proposed dates for commencement and completion of each unit of the identified qualification. This form is then forwarded to student administration
<p>Create Advanced Standing Application in eCentral</p>	<p>Assessor and Student Enrolment and Applications Officer</p>	<ul style="list-style-type: none"> • Student administration on the receipt of this form will commence an Advanced Standing Application in eCentral, with a status identified as 'Under assessment' for the units identified.
<p>Assess formal, informal and work / life experience</p>	<p>Teacher</p>	<ul style="list-style-type: none"> • Work / life experiences and incomplete or previous qualifications and informal training are assessed for recognition using the assessment tools developed for the unit of competency. • Evidence must be based on more than one form of assessment tool/method: <ul style="list-style-type: none"> - Observation / practical demonstration - Oral questioning - Evidence portfolio - Third party report (supplementary evidence as part of evidence portfolio only) • The outcome is decided by the trainer, if required with the decision moderated with other qualified staff, and the result is recorded and the assessment outcomes are recorded on the assessment paperwork <ul style="list-style-type: none"> ➤ Refer <i>Assessment Processes TED PR 14</i>
<p>Establish Currency</p>	<p>Program Manager</p>	<ul style="list-style-type: none"> • Where currency of skills is subject to dispute, or the assessment is based on non-recent experiences or credentials, the Program Manager shall review the assessment.
<p>Assess RPL application</p>	<p>Teacher</p>	<ul style="list-style-type: none"> • Work / life experiences and incomplete or informal qualifications are assessed for recognition using the assessment tools developed for the unit of competency. • Evidence must be based on more than one form of assessment evidence from: <ul style="list-style-type: none"> - Observation / practical demonstration - Oral questioning - Evidence portfolio (including third party report) - Case study

ACTION	RESPONSIBILITY	GUIDANCE
<p>Record RPL Assessment</p>	<p>Teacher / Manager Ed Design</p>	<ul style="list-style-type: none"> • The RPL outcome is decided by a qualified assessor and the result is recorded and the assessment outcomes are recorded on the assessment tool. • On completion of the assessment result, the Advanced standing summary form is to be updated to reflect the unit outcomes. This updated form must be forwarded to student administration for resulting and completion. • For all Gordon Staff RPL applications, the final assessment result and all evidence supplied must be forwarded to Manager Education Design for review and counter-authorisation. After authorisation the Advanced standing summary form will be forwarded to Student administration who will record the outcome in eCentral. <p>➤ Refer <i>Records Management Policy RM PO 01</i></p>
<p>Process RPL Outcome in eCentral</p>	<p>Student Application and Enrolment Officer</p>	<ul style="list-style-type: none"> • All recognition of prior learning outcomes are processed within the Advanced Standing Application within eCentral. <p>➤ Refer <i>Assessment Resulting Protocols STS RD 11.01</i></p>
<p>Advise student of outcome</p>	<p>Course RPL Liaison Person</p>	<ul style="list-style-type: none"> • The Course RPL Liaison person is responsible for informing the student in writing (letter or email) of the outcome of the RPL application and their right to appeal an unsuccessful outcome. • If a student is unsuccessful in their recognition of prior learning assessment they are advised of the right to undertake the unit of competency via full enrolment or to appeal the outcome.
<p>Process an assessment grievance</p>	<p>Program Manager</p>	<ul style="list-style-type: none"> • Students have the right to raise an assessment grievance if they feel that the assessment result or process is unfair or invalid. • An appeal must be raised within ten days of notification of the assessment decision. <p>➤ Refer <i>Assessment Policy TED PO 10</i></p>

6. Responsibilities

Position	Responsibility
Manager Education Design	For ensuring that this policy is implemented and maintained and complies with the Standards for Registered Training Organisations (RTOs) 2015 and is consistent with best practice principals for the recognition of prior learning
Teaching Staff	For evaluating applications for Advanced Standing (Recognition of Prior Learning) and completing the assessment
Program Managers	For ensuring that all recognition of prior learning assessments meet the requirements of the relevant Training Package or Accredited Course and the Gordon's policies and procedures for Assessment
Student Application and Enrolment Officers	For processing applications for Recognition of prior learning in e-Central in line with their authorised access
Academic Administration Manager	For ensuring that the processing of advanced standing by Student Services staff is consistent with the AVETMISS standards for reporting outcomes and the requirements of higher education and skills group for evidence of participation (data reporting).

7. Key aligned internal documents

Course Delivery Capability Development TED PR 03

Recognition of Prior Learning (RPL) Assessment Tool TED TP 03.06

Assessment Policy TED PO 10

Assessment Processes TED PR 14

Records Management Policy RM PO 01

Teaching Qualifications and Competency Policy SHRD PO 46

Assessment Resulting Protocols STS RD 11.01

Credit Transfer (CT) STS PR 24

Credit Transfer Mapping Record STS FO 24.01

Advanced Standing Summary (CT) Record STS FO 24.02

8. Key aligned external documents

Standards for Registered Training Organisations (RTOs) 2015

9. Review and approval

	Position	Work area
Author / reviewer:	Manager	Quality and Risk Management
Custodian:	Manager	Education Development
Review schedule:	This procedure will be reviewed every 3 years (or earlier as required)	
Last reviewed / updated:	4 September 2019	