

Recognition of Prior Learning (RPL) Procedure

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Purpose

This procedure describes the process for receiving, facilitating and assessing Recognition of Prior Learning applications.

Scope

This procedure applies to:

- all training products on the TAFE Gippsland scope of registration unless RPL is prevented by training package, licensing or other regulatory requirements; and
- all staff involved in undertaking, managing or overseeing assessment of competency/s by recognition of prior learning

Procedure

Recognition of Prior Learning (RPL) is an assessment process that assesses the competency/s of an individual that may have been acquired through formal, non-formal learning and/or informal learning to determine the extent to which that individual meets the requirements specified in a training package or VET accredited course.

Assessment by RPL will be evidenced based and must comply with the assessment requirements of the relevant training package or VET accredited course and be conducted in accordance with the Principles of Assessment and the Rules of Evidence consistent with Clause 1.8 of the *Standards for RTOs 2015*.

RPL Preparation

Step	Action	Responsible
1	Communicate information about the RPL process to prospective students using print and web-based material.	Teaching team - Course booklet Marketing - Student Handbook and website
2	Appoint a teaching team RPL contact person and/or RPL assessor/s and make this information available to Client Services staff in Recruitment and Enrolment.	Head of Department or Program Manager
3	Teaching teams prepare RPL unit assessment tools for qualifications using the templates and process provided by Curriculum and Innovation. Note: The RPL unit assessment tool may already be written or it can be compiled as needed. Refer to: <ul style="list-style-type: none"> • TLN006GDE1 - RPL Assessor Guide 	RPL Assessor

Step	Action	Responsible
2	<p>Contact RPL candidate and conduct an initial discussion either by phone or in person (1 hour maximum). The discussion, led by the RPL Assessor will include the following:</p> <ul style="list-style-type: none"> • the candidate's experience and skills relevant to the qualification; • the RPL process including establishing a RPL Schedule (TLN006FOR8 - RPL Schedule); • information and guidance about the evidence required; and • the selection of appropriate units of competency from the candidate's training plan (enrolled students) or negotiate a plan within the currently approved TAS (new students). <p>Note: Elective units can be selected, however, the electives available will be dependent on which units are listed in an approved Training and Assessment Strategy. Alternatively, a new TAS needs to be developed and approved if different electives are preferred.</p> <ul style="list-style-type: none"> • Candidate confirms if they intend to proceed with RPL. 	RPL Assessor
3	<p>If the candidate is deemed suitable and chooses to proceed:</p> <ul style="list-style-type: none"> • enrol the candidate; • confirm details in Training Plan ; • indicate units for RPL with a 90 flag; and • advise Client Services of changes to enrolment. 	RPL Assessor
4	<p>Process enrolment in units where RPL assessment will occur:</p> <ul style="list-style-type: none"> • provide RPL candidate with a fee quote; • process payment; and • instruct candidate to contact RPL Assessor to confirm RPL application can proceed. 	Client Services Enrolment
5	<p>If the candidate is not a suitable RPL candidate, provide advice on other pathways, such as:</p> <ul style="list-style-type: none"> • enrolling in the qualification to complete relevant units; or • enrolling in a pathway qualification or units. 	RPL Assessor

Step	Action	Responsible
6	<p>Prepare unit assessment tools.</p> <p>Give candidate TLN006FOR3 - RPL Unit Evidence Tool Student Applicant form for the unit/s for which they are applying for RPL.</p> <p>Contact the third party and provide the Third Party Report for completion (where required).</p> <p>Arrange observations (where required).</p> <p>Note: The RPL unit assessment tools may already be written or it can be compiled as needed.</p> <p>Refer to:</p> <ul style="list-style-type: none"> • TLN006GDE1 RPL Assessor Guide Section 3 in 'How to prepare and use the RPL documents' • TLN006FOR1 - RPL Assessment Design and Mapping Tool • TLN006FOR2 - RPL Unit Evidence Tool Assessor • TLN006FOR3 - RPL Unit Evidence Tool Student • TLN006FOR4 - RPL Interview Questions/Professional Conversation • TLN006FOR5 - RPL Further Evidence form • TLN006FOR6 - RPL Third Party Report form • TLN006FOR7 - RPL Observation Checklist 	RPL Assessor

RPL Assessment

Step	Action	Responsible
1	<p>Arrange and conduct first meeting with candidate to commence the RPL process:</p> <ul style="list-style-type: none"> • establish RPL Schedule; and • discuss TLN006FOR3 - RPL Unit Evidence Tool Student and required evidence. 	RPL Assessor
2	<p>Notify Academic Registry of commencement of RPL application by email, using the TLN006FOR10 - SMS RPL Notification Form.</p>	RPL Assessor
3	<p>Follow the agreed RPL Schedule (TLN006FOR8 - RPL Schedule) to progress RPL including liaising with a nominated third party where the assessment design requires.</p>	RPL Assessor
4	<p>Review all evidence.</p>	RPL Assessor

Step	Action	Responsible
5	Determine competency and record the assessment outcome on the TLN006FOR11 - SMS RPL Outcome Form . Notify Academic Registry of the RPL outcome by email using the TLN006FOR11 - SMS RPL Outcome Form .	RPL Assessor
6	Notify candidate of the RPL outcome and provide feedback using the TLN006FOR9 - RPL Assessment Outcome and Feedback form .	RPL Assessor
7	Process TLN006FOR9 - RPL Assessment Outcome and Feedback form and record RPL as Granted or Not Granted.	Academic Registry
8	If the application is unsuccessful, a “Not Granted” outcome is recorded against the unit and the applicant notified. Advise the candidate they may appeal the outcome of the RPL assessment as per TLN007POL - Assessment Appeals Policy	RPL Assessor
9	If unsuccessful in their application for RPL, the candidate may negotiate to undertake training in the identified unit/s. Offer support to the candidate to ensure they engage in appropriate learning pathways as a consequence of their RPL application. This may include advice about 'gap' training, or education that may be necessary to meet the full requirements of the qualification.	RPL Assessor

Related Legislation/Regulation

- [Standards for RTOs 2015](#)

Related Policy and Procedures

- TLN036POL - Assessment policy
- TLN002POL - Enrolment and Fee Payment policy
- TLN007POL - Assessment Appeals policy
- TLN040PRO - Pre-Training Review procedure

Related Documents

- TLN006GDE1 - RPL Assessor Guide
- TLN006GDE2 - RPL Applicant Guide
- TLN006FOR1 - RPL Assessment Design and Mapping Tool
- TLN006FOR2 - RPL Unit Evidence Tool Assessor
- TLN006FOR3 - RPL Unit Evidence Tool Student
- TLN006FOR4 - RPL Interview Questions/Professional Conversation

- TLN006FOR5 - RPL Further Evidence form
- TLN006FOR6 - RPL Third Party Report form
- TLN006FOR7 - RPL Observation Checklist
- TLN006FOR8 - RPL Schedule
- TLN006FOR9 - RPL Assessment Outcome and Feedback form
- TLN006FOR10 - SMS RPL Notification Form
- TLN006FOR11 - SMS RPL Outcome Form
- TLN040CHK - Pre-Training Review Checklist
- <https://www.aqf.edu.au/sites/aqf/files/rpl-explanation.pdf>

Definitions

Assessment	The process of collecting evidence and making judgement on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or VET accredited course.
Formal learning	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 university degree).
Informal learning	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).
Non-formal learning	Learning that takes place through a structured program of instruction, but it 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).
Training Product	Vocational Education and Training (VET) is made up of different training products that are recognised across Australia. The products include qualifications, units of competency, skill sets or accredited courses that are developed via industry training packages or VET accredited courses.
Unit Assessment Tools	Means the forms/templates: <ul style="list-style-type: none"> • TLN006FOR1 - RPL Assessment Design and Mapping Tool • TLN006FOR2 - RPL Unit Evidence Tool Assessor • TLN006FOR3 - RPL Unit Evidence Tool Student • TLN006FOR4 - RPL Interview Questions/Professional Conversation • TLN006FOR5 - RPL Further Evidence • TLN006FOR6 - 006 RPL Third Party Report • TLN006FOR7 - RPL Observation Checklist

Version Control

Item	Summary of Update	Version	Review Date
1	Procedure Developed	1.0	23/07/2015
2	Procedure Updated	2.0	31/07/2015
3	Rebranded from Federation Training to TAFE Gippsland	3.0	27/06/2019
4	Minor administration changes	3.1	03/02/2020
5	VET FEE HELP updated to VET Student Loan	3.2	12/02/2020
6	Comprehensive review and redevelopment to align with improved business practices. Renamed from Skills Recognition	4.0	23/03/2022
7	Document reviewed and updated to adopt new template and naming conventions.	4.1	13/01/2023

Appendices

Nil.