

POLICY AND PROCEDURE

Recognition of Prior Learning (RPL)

Policy

This procedure explains the process of applying for and granting Recognition of Prior Learning (RPL) and the requirements of the National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students (2007).

Responsibility

The Executive Director is responsible for the implementation of this procedure and to ensure that staff and students are aware of its application and that staff implement its requirements.

Definition (As per the AQF Implementation Handbook 2007)

Recognition of Prior Learning is an assessment process that assesses the individual's non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial, or total completion of a qualification.

Appropriate usage of IHMA RPL Processes

Competencies for which RPL is being requested may have been developed through formal education and training in the same occupation, or in a different occupation or via cross skilling or multi skilling in another industry through a different occupation or in a broadened occupation or where through work experience or training or through life experiences etc. However RPL can only be granted where competence was gained via non formal or informal means. Formal training and/or education can be recognised through course credit via the IHMA Credit Transfer (CT) process.

Requirements

Recognition of Prior Learning must be structured to minimize the cost and time to applicants whilst retaining the integrity required by the AQTF to recognise competencies achieved, in accordance with the requirements of Training Packages, or accredited curriculum documents.

The provider must ensure that any applicant for Recognition of Prior Learning is provided with

- a. Information about the competencies and performance criteria relevant to their Recognition of Prior Learning application
- b. Adequate information and support to enable them to gather reliable evidence of competency
- c. Opportunities to obtain feedback on the evidence proposed prior to finalisation of the application

A written statement from an appropriate supervisory person is required to confirm authorship of any work submitted.

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It is accepted that RPL is an assessment of an individual's current knowledge, skills and attitudes even though the evidence produced in support of the claim for recognition may be drawn from the past. It is up to the RPL assessor to judge whether the evidence produced demonstrates current knowledge, skills and attitudes. IHMA reserves the right to conduct a "challenge" test to confirm that the applicant's practical skills are current.

Students who are eligible for credit transfer must not be required to undertake a RPL process. Refer to the credit transfer procedure.

Procedure (Summarised in the flow diagram on page 4)

1. The Institute will provide students with access to the relevant units of competency prior to a RPL application being completed.
2. RPL applications must be made using the student RPL application form.
3. The Institute will give applicants assistance in completing the student RPL application form and gathering reliable evidence, if required.
4. The student RPL application form should be completed and forwarded to the IHMA Academic Registrar. Normally no RPL assessment fee will be charged, however, those applications requiring a full "Trade Test" (Challenge Test) will incur a fee of \$600.
5. A copy of the student RPL application form is placed on the student file.
6. Qualified assessors will assess completed student RPL applications and the supporting evidence, and students will be advised promptly of the decision.
7. Further information, an interview with the student and/or a "Trade Test" may be required before evaluation of the application is completed.
8. The completed student RPL record must be signed by the student and the assessor and placed in the student file.
9. RPL application documentation, assessment processes and outcomes must all be placed in the student file.
9. Granting of RPL must be recorded as a unit outcome in the students file.
10. Students may use the Institutes' appeal procedures if dissatisfied with the outcome of their RPL applications.
11. After RPL is granted a student's course schedule must be reviewed and any reductions in the scheduled attendance and the reasons for the reduction recorded and placed on the student's file.
12. Any course duration reduction as a result of RPL granted to students must be indicated on the Confirmation of Enrolment if granted prior to the issue of a visa or on PRISMS if granted after the issue of a visa.

(Information from the SIT07 Tourism, Hospitality and Events Training Package)

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Recognition of Prior Learning and Current Competency

Competencies already held by individuals can be formally assessed against the units of competency in the relevant Training Package, and should be recognised regardless of how, when or where they were achieved.

In an assessment-only or recognition of prior learning (RPL) pathway, the candidate provides current, quality evidence of their competency against the relevant unit of competency. This process may be directed by the candidate and verified by the assessor, such as in the compilation of portfolios; or directed by the assessor, such as through observation of workplace performance and skills application, and oral and/or written assessment. Where the outcomes of this process indicate that the candidate is competent, structured training is not required. The RPL requirements of Standard 1.5 of the AQTF 2007: *Essential standards for registration* must be met.

As with all assessment, the assessor must be confident that the evidence indicates that the candidate is currently competent against the endorsed unit of competency. This evidence may take a variety of forms and might include certification, references from past employers, testimonials from clients, and work samples. The onus is on candidates to provide sufficient evidence to satisfy assessors that they currently hold the relevant competencies. In judging evidence, the assessor must ensure that the evidence of prior learning is:

- authentic (the candidate's own work)
- valid (directly related to the current version of the relevant endorsed unit of competency)
- reliable (shows that the candidate consistently meets the endorsed unit of competency)
- current (reflects the candidate's current capacity to perform the aspect of the work covered by the endorsed unit of competency)
- sufficient (covers the full range of elements in the relevant unit of competency and addresses the four dimensions of competency, namely task skills, task management skills, contingency management skills, and job/role environment skills).

Summary of the RPL Process

