



RTO No: 21488

TABLE OF CONTENTS

WHAT IS RECOGNITION OF PRIOR LEARNING?.....	2
Recognition of Prior Learning	2
Credit Transfer	2
Recognition of Prior Learning and Credit Transfer for International Students.....	Error! Bookmark not defined.
WHO IS RESPONSIBLE FOR THE PROCESS?	2
WHAT ARE EXAMPLES OF SUITABLE EVIDENCE?.....	3
Education and training.....	3
Work related experience	3
Life experiences.....	3
Relevant work or other experiences	3
DISTINGUISHING FEATURES OF QUALIFICATION LEVELS	3
Certificate III.....	3
Certificate IV	4
Diploma.....	4
DECISION.....	4
APPEALING AND RPL DECISION	4
INSTRUCTIONS FOR RPL ASSESSMENT	5



RTO No: 21488

WHAT IS RECOGNITION OF PRIOR LEARNING?

Thank you for your enquiry relating to Recognition of Prior Learning (RPL). Students undertaking training are able to apply to for

- ☞ Recognition of Prior Learning (RPL).
- ☞ Credit Transfer (through National Recognition)

Recognition of Prior Learning

Recognition of Prior Learning is a process that looks at an individual's knowledge, experiences, and expertise gained through their own work and life practices and relates that to the requirements of a qualification. You can apply for recognition of prior learning against a whole qualification, or for individual units of competence.

The recognition of prior learning process requires an applicant to provide evidence that is

- Sufficient: make sure the evidence you are providing covers all aspects of the relevant units of competence;
- Valid: make sure that the evidence provided is relevant to the skills and knowledge requirements of the relevant units of competence;
- Authentic: make sure the evidence provided is your own work;
- Reliable: make sure you provide a range of evidence from different contexts; and
- Current: your evidence should not be more than about 2 years old.

to demonstrate that they have met the requirements of specific units of competence, part of units of competence or even an entire qualification.

Credit Transfer

Credit transfer is where students have completed units of competence identical to those they are about to or currently enrolled in. The qualification may be from another Registered Training Organisation (RTO) and through a process of National Recognition Trans-Plant Training will grant recognition of those units.

WHO IS RESPONSIBLE FOR THE PROCESS?

Every training course contains a set of learning outcomes and associated performance criteria that must be assessed before a participant will be deemed competent. In broad terms, the process involves matching what participants already know and can do with the learning outcomes of the unit of competence. The point of the recognition process is to enable students to focus on developing skills and knowledge in new areas, rather than re-learning what they already know and can do.

So, the key to a successful RPL application is to provide enough evidence to demonstrate that you already have the skills and knowledge being trained and assessed in the unit/ s of competence in which you are seeking enrolment. When the Institute has received your evidence, we will match it against the unit of competence requirements. If the assessor determines that the evidence provided demonstrates your skills and knowledge match the requirements of the unit/s of competence, then recognition will be awarded and you will be exempted from training and assessment in the relevant areas.

In the event of partial completion of the learning outcomes, the Head Trainer should outline which performance criteria still needs to be achieved, and preferably what evidence is still required

Options may include:

- Supply further supporting documentation
- Complete the assessment activity portfolio
- Complete individual modules of the appropriate training course

In the end, it is wholly up to you to provide the correct amount and type of evidence to demonstrate your competence.

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RTO No: 21488

WHAT ARE EXAMPLES OF SUITABLE EVIDENCE?

There are many ways that you can show evidence of the competencies you hold. Exemption can only be granted on current evidence, that is, work that has been completed within the last two years.

Evidence is the proof that a person has acquired the relevant knowledge and skills required to demonstrate competence. This evidence may take a variety of forms and might include references from past employers, testimonials from clients and work samples.

Remember, the onus is on application to provide sufficient evidence to satisfy assessors that they currently hold the relevant competencies.

Following are a few examples of the ways evidence can be provided. You will need to include a variety of these in your application form.

Education and training (please note that qualifications through AQTF are recognised through Credit Transfer and a separate application should be submitted)

- Formal, accredited and informal training
- Copies of certificates, qualifications, etc from other courses, College or tertiary results
- Evidence of attendance at workshop courses and professional development – remember to include a course outline so we can see what you did.
- Statements outlining courses and or study that you have undertaken and the learning outcomes/ competencies from these
- Note that the courses on offer have many units available: we have selected only the ones we wish to offer. It may be that some of your course will map to other units within the National Training Package. Contact the Institute if you wish to have other units considered.

Work related experience

- Positions held in the workforce
- Resume of work experience which may include reports from work colleagues
- Copies of any statements, references or articles about your employment or community involvement
- Relevant samples of work
- Letters from your employer/s outlining your work responsibilities – remember these letters should be signed and dated by the employer and on company letterhead to be accepted.

Life experiences

- Industry involvement
- Relevant work or other experiences
- Evidence of home/self directed study which may include a list of recent readings, synopsis of seminars attended, reports of own research/analysis undertaken

Please remember, the above are only examples. You should provide all the documentation that you can which clearly shows evidence of the competencies you hold.

DISTINGUISHING FEATURES OF QUALIFICATION LEVELS

Each level of qualification has specific features that provide a guide as to the level of competence expected at that level of qualification.

Certificate III

Your evidence against the performance criteria should demonstrate the following:

- Relevant theoretical knowledge

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RTO No: 21488

- Ability to apply a range of well-developed skills
- Ability to apply known solutions to a variety of predictable problems
- Ability to perform processes that require a range of well-developed skills where some discretion and judgment is required
- Ability to interpret available information, using discretion and judgement
- That you can take responsibility for own outputs in work and learning
- That you can take limited responsibility for the output of others.

Certificate IV

Your evidence against the performance criteria should demonstrate the following:

- An understanding of a broad knowledge base incorporating some theoretical concepts
- That you can apply solutions to a defined range of unpredictable problems
- That you can identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas
- That you can identify, analyse and evaluate information from a variety of sources
- That you can take responsibility for own outputs in relation to specified quality standards
- That you can take limited responsibility for the quantity and quality of the output of others.

Diploma

Your evidence against the performance criteria should demonstrate the following:

- A broad knowledge base that incorporates theoretical concepts with substantial depth in some areas;
- The capacity to analyse and plan approaches to technical problems or management requirements;
- The ability to transfer and apply theoretical concepts and/ or technical or creative skills to a range of situations;
- The skill to evaluate information and use the outcome of that evaluation to forecast for planning or research purposes;
- An ability to take responsibility for the achievement of key performance indicators against quantity and quality parameters; and
- Take limited responsibility for the achievement of group outcomes.

DECISION

Trans-Plant Training will notify the applicant of the decision and the reasons for the decision within 2 weeks of receiving the application.

The applicant is required to sign as indication of acceptance of RPL outcomes and return the signed document to Trans-Plant Training.

APPEALING AND RPL DECISION

RPL applicants have the right to appeal the outcome of an RPL decision, if they believe the decision is unfair, unjust or if the evidence has been misinterpreted.

In the case of an appeal, a new assessor will be assigned to review all material available and make a decision with one or two possible outcomes:

- grant recognition
- deny recognition

Once again, the review assessor will notify the applicant of the decision within two weeks of receiving the appeal.



RTO No: 21488

The decision of the RPL review assessor will be final. If you are unhappy with the decision, you may contact the Industry Skills Council for an independent opinion.

INSTRUCTIONS FOR RPL ASSESSMENT

1. Complete the RPL Application Cover Sheet in the RPL Application.
2. Gather together evidence demonstrating competence against each of the performance criteria listed in the tables in the RPL Application. It is highly recommended that you use these templates to guide your application for recognition of prior learning, as they have been structured to reflect the relevant competencies.
3. In the template, summarise the evidence you have provided to demonstrate competence against the relevant performance criteria. Ensure your summary demonstrates how such evidence is relevant.
4. Then list the attachments where that evidence can be found.

NOTE 1: one attachment may address several performance criteria.

NOTE 2: The evidence you provide must demonstrate competence as described at the correct qualification level. Evidence not equivalent to the correct qualification level requirements will not be accepted.

5. Assemble the documentation into a folder with dividers between each of the Attachments.