

PP80 RPL POLICY AND PROCEDURE

SCOPE

This policy and procedure describes the processes that Southern Cross Education Institute follows in the management of applications for recognition of prior learning from students seeking recognition of prior learning for units of competency and/or courses offered by Southern Cross Education Institute.

SCOPE

This policy and procedure applies to all prospective and current students, who have substantial evidence to support prior recognition of learning for units of competency they are enrolled in at Southern Cross Education Institute. This policy and procedure also applies to all staff who are responsible for facilitating RPL.

DEFINITIONS

Credit Transfer	Process that provides students with agreed and consistent credit outcomes for components of a qualification based on identified equivalence in contact and learning outcomes between matched qualifications
eCoE	electronic Confirmation of Enrolment
Recognition of Prior Learning	An assessment process that assesses an individual's non-formal and formal 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
International student	A person (whether within or outside Australia) who holds a student visa as defined by the ESOS Act, but does not include students of a kind prescribed in the ESOS Regulations.
PRISMS	The Provider Registration and International Student Management System (PRISMS) is the system used to process information given to the Secretary of DEST by registered providers.
RPL	Recognition of Prior Learning
SCEI	Southern Cross Education Institute
Student	Active, on-campus student with a current course of enrolment with Southern Cross Education Institute. Includes a person (whether within or outside Australia) who holds a student visa as defined by the ESOS Act, but does not include students of a kind prescribed in the ESOS Regulations
Unit of Competency	Specification of the standards of performance required in the workplace as defined in a training package

POLICY

- SCEI is committed to providing all potential and current students with a fair, flexible and accessible process for Recognition of Prior Learning (RPL).
- The process acknowledges the skills, knowledge, performance outcomes and learning achieved prior to undertaking a course of study with SCEI through either formal or informal learning pathways. Such prior learning may include formal learning such as employer provided training or learning and assessment pathways or informal learning such as work or life experiences.
- Through the collection and submission of a portfolio of evidence and discussion with SCEI assessors, students may apply to have their existing knowledge and skills assessed against the units of competency contained in an AQF or Accredited course on SCEI's scope of registration.
- SCEI provides students with sufficient information to self-assess whether RPL is an appropriate pathway. Detailed information is provided in the RPL Kit available on request from SCEI Course Coordinator, Training or Campus Managers.
- Granting of RPL will be in accordance with:
 - The Standards for Registered Training Organisations (RTOs) 2015
 - The Australian Quality Framework (AQF)
- SCEI implements an assessment system that ensures that VET assessment (including Recognition of Prior Learning) complies with the assessment requirements of the relevant training package or VET accredited course conducted in accordance with the Principles of Assessment and the Rules of Evidence.

7. Principles of Assessment:

Fairness	<ul style="list-style-type: none"> • The individual learner's needs are considered in the assessment process. • Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner's needs. • The RTO informs the learner about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.
Flexibility	<ul style="list-style-type: none"> • Assessment is flexible to the learner by: <ul style="list-style-type: none"> ○ reflecting the learner's needs; ○ assessing competencies held by the learner no matter how or where they have been acquired; and ○ drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.
Validity	<ul style="list-style-type: none"> • Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner. • Validity requires: <ul style="list-style-type: none"> ○ assessment against the unit/s of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance; ○ assessment of knowledge and skills is integrated with their practical application; ○ assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and ○ judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.
Reliability	<ul style="list-style-type: none"> • Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

8. Rules of Evidence:

Validity	The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.
Sufficiency	The assessor is assured that the quality, quantity and relevance of the assessment evidence allows a judgement to be made of a learner's competency.
Authenticity	The assessor is assured that the evidence presented for assessment is the learner's own work.
Currency	The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

PROCEDURE

1. Application

- 1.1. All prospective and current students are made aware either in print or electronic form (such as through the Student Handbook, SCEI website, brochures, course information) of the ability to apply for RPL.
- 1.2. Applications for RPL can only proceed when a student has enrolled in the unit(s) of study for a qualification, or at the time a student is enrolling in a qualification.
- 1.3. International students are to place an application by the 2nd week of the first term of study in their enrolled course but before the commencement date of the unit of competency for which they are applying for RPL
- 1.4. Local students may apply for RPL after enrolment in the course of study but prior to the commencement date of the unit of competency for which they are applying for RPL

- 1.5. Students applying for RPL, will receive a RPL Kit relevant to their enrolled course of study.
- 1.6. Students will be supported by the Course Coordinator, Trainer, Training or Campus Managers in understanding and completing the RPL Kit. A timeframe for submission of the completed RPL kit will be provided to the student.
- 1.7. Completed RPL Kits are to be submitted to Student Administration and include original documents of evidence to be sighted and copied by Student Administration.
- 1.8. This evidence must be clearly identifiable, and support the student's case for Recognition of Prior Learning by addressing the relationship of evidence to the Unit of Competency RPL being sought. The supporting evidence may include but is not limited to:
 - 1.8.1. brief CV or work history
 - 1.8.2. certificates/results of assessment
 - 1.8.3. certificates – vendor training courses, in house courses, workshops, seminars
 - 1.8.4. certificates – club courses e.g. first aid, officials, surf lifesaving, etc.
 - 1.8.5. photographs of work undertaken
 - 1.8.6. sample print work/products
 - 1.8.7. diaries
 - 1.8.8. site training records
 - 1.8.9. site competencies held record
 - 1.8.10. hobbies/interests/special skills outside work
 - 1.8.11. references
 - 1.8.12. any other documentation that may demonstrate the necessary skills and knowledge
- 1.9. Students must also provide contact details for one or two referees who can confirm their industry skills and knowledge in context and over time.
- 1.10. Students must pay all RPL fees before the RPL application is assessed by an assessor.

2. Processing Applications

- 2.1. The RPL Application is submitted to the Training or Campus Managers, who will assign a Course Coordinator or Assessor of the student.
- 2.2. The Assessor will review the completed RPL kit, provided by the student, and determine which units of competency, if any, the student has sufficient evidence to support an application of RPL.
- 2.3. The student will have the opportunity to discuss and identify previous experience with the Assessor. The Assessor will use the RPL Assessment Tool to record this stage of the assessment in the document review section.
- 2.4. There may be instances where the student has little, or no, documentary evidence of experience. This is not a barrier to gaining recognition, however, this will require the Assessor to rely on the questioning, practical assessment tasks and referee validation phases of the RPL process.
- 2.5. The Assessor will then arrange a time to undertake a competency conversation with the student. The RPL Assessment Tools for each unit provides questions that the Assessor can ask the students to determine industry skills and knowledge. The Assessor may ask extension and or supplementary questions which are not listed on the RPL Assessment Tool.
- 2.6. After the competency conversation, the Assessor will identify any practical assessment required to confirm competency and industry currency.
- 2.7. It is expected the practical assessment will comprise only those competencies the applicant is still unable to demonstrate knowledge/experience in after documentary review and questioning have been applied. These assessments contain the practical skills and application of knowledge for the qualification. Assessing through observation and questioning, particularly on the job, will speed up and streamline the RPL assessment process.
- 2.8. Where an applicant's documentation and questions meet the assessment requirement, it is still strongly recommended the applicant undertake one practical assessment/ workplace observation so that the Assessor is confident in making a judgment of "competent". The practical assessment selection should be negotiated between the Assessor and the applicant.
- 2.9. Applicant responses, observations of skills demonstrated and documents presented as evidence must be noted in enough detail so anyone external to the process (e.g. a fellow assessor, auditor, lawyer, etc.) can read the record and retrace the Assessor's judgment.
- 2.10. Where any application for RPL is received by SCEI, SCEI is to assess the application and provide an outcome to the application within 14 days of receiving it, or as soon as practical where further information is required to determine the outcome.

3. Outcome of Application

- 3.1. Once completed, the Training or Campus Manager is to inform the student of the outcome of their RPL application through LET12 Confirming Outcome of Credit/RPL Application letter. This letter will be posted and emailed to the student. A copy of the letter will be filed in the students Administration File and in the Student Management System.
- 3.2. Any application for RPL that has been approved will be recorded in the student's training plan and Student Management System (SMS).
- 3.3. Where application for RPL is received the following must occur:
- 3.4. When the student receives the LET12 Confirming Outcome of Credit/RPL Application letter, they must sign it to indicate agreement with the outcomes of the application. A copy of this student signed letter is to be filed in the students Administration File and in the Student Management System.
- 3.5. If the RPL application is not granted, the assessor must provide the student with a rationale for why it was not granted.
- 3.6. No refund of fees and charges is given, regardless of whether the RPL application is successful or unsuccessful.
- 3.7. If the student is dissatisfied with the decision of SCEI, the student may appeal following SCEI's PP11 Complaints and Appeal Policy and Procedure.
- 3.8. Refer to the flow chart below for the overview of the RPL process.

4. International Students

- 4.1. A full time study load must be maintained by adjusting the student's course schedule and duration for completion of the course of study.
- 4.2. If the RPL is granted before the student visa has been granted the Enrolment Officer will record the refined course duration in the eCoE issued for the student
- 4.3. If the RPL has been granted after the student has been issued a student visa, and it will reduce the course duration, the Enrolment Officer will record a change to the course duration in PRISMS, cancel the original eCoE and issue a new eCoE
- 4.4. If the RPL has been granted after the student has been issued a student visa, and it will not affect the course duration, the Enrolment Officer will notify Student Administration to have the student's file updated with the relevant units granted RPL.
- 4.5. There will be no reduction in student tuition fees for RPL being granted for international students.

RPL Process Flow Chart