

RECOGNITION OF PRIOR LEARNING POLICY

Purpose

The purpose of the Recognition of Prior Learning and Credit Transfer Policy is for Simpatico Safety Training and Consultancy to ensure that an individual's prior learning achieved through formal and informal training, work experience or other life experiences is appropriately recognised.

The purpose of the policy is to maximise the credit that students can gain for learning already undertaken. It aims to:

- Enhance student progression into and between AQF qualifications;
- Recognise the multiple pathways that students take to gain AQF qualifications and that learning can be formal, non-formal, and
- Support the development in qualifications design.

Scope

The scope of this policy covers all students enrolled with Simpatico Safety Training and Consultancy.

Objectives of RPL and Credit Transfer

These objectives include:

- Increasing access to RPL by individuals
- Ensuring that RPL is an integral component of the assessment of an individual's eligibility for an award
- Ensuring that procedures for RPL incorporate a range of valid and reliable techniques designed to accurately assess competencies held
- Promoting 'non-traditional' (other than classrooms/workshop based) learning processes as valid pathways to competency achievement and recognised training outcomes

Policy

Any student who considers themselves able to satisfy, prior to enrolment or after having commenced the course, the requirements of a particular Unit of Competency and consider that they have grounds to substantiate their competency, may be granted exemption from, or credit towards, a Unit of Competency on substantiation of their claim. Simpatico Safety Training and Consultancy recognises Statements of Attainment and Qualifications issued by other RTO's.

Student Information

In order to substantiate any claim for RPL the student/trainee shall provide information and verifiable data that includes but is not necessarily limited to:

- Academic and/or or professional qualifications
- Previous education and/or training in a related field
- Training courses undertaken in the workplace or in formal workshops

- Competency workshops &/or seminars for which a certificate or statement of attainment was issued
- Related employment experience and skills
- Statements from previous or current employers as to that person's competency in any given context that could then be applied to a particular unit of competency
- Substantiation by completing a statement identifying their skills in each element of a Unit of Competency where information supplied above is inconclusive
- Any combination of the above factors
- Additional submissions by the student that could be useful in justifying an RPL

Four Key Principles of Assessment in RPL

All assessment material submitted by the applicant must adequately demonstrate compliance with four key assessment principles:

- Validity
- Reliability
- Flexibility
- Fairness

Validity

- Assessment against the units of competency contained in the Competency Standards for Assessment must cover the broad range of skills and knowledge
- Assessment of the competencies in the standards should integrate knowledge and skill with their practical application
- Judgment made about competence against any of the units must be based on sufficient evidence. Evidence should be gathered on a number of occasions and in a range of contexts or situations and using different methods.

(Note: Assessments are valid when they assess what they claim to assess).

Reliability

- The criteria for the judgment of competence must be stated clearly and adhered to
- Assessment practices, in the training and assessment of persons with assessment responsibilities, need to be monitored and reviewed to ensure consistency of judgment
- A consultative approach to assessment of competency against one or all of the units in the standards is recommended
- Persons being assessed against the Competency Standards for Assessment must have the opportunity for a review and an appeal of assessment decision

Flexibility

- Assessment procedures should cover both on and off-the-job components of the Competency Standards for Assessment

- There should be a process for people to seek recognition of their current competency in one or more of the units of competency in the Competency Standards for Assessment without having to participate in training programs

Fairness

- All assessments should be deemed fair, and assessors should take reasonable steps to ensure that an application for RPL is thoroughly considered before making a decision, as this will prevent unfairly disadvantaging students
- RPLs are not to be unduly awarded, nor should they be refused when a fair application has been submitted

Risk Management and Quality Assurance

The extent of recognition sought may be up to one hundred percent. It is acknowledged that there is a higher risk associated with this degree of recognition. The amount of risk in the RPL process is directly related to the amount of evidence to be collected, the degree of rigour required, the number of assessors to be used, and the costs of implementing RPL processes. The general principle to be observed is that:

- As the level of risk increases there should be a corresponding increase in the rigour of the RPL processes. This increased rigour can be achieved through requiring more evidence of higher quality and the involvement of more assessors to review the evidence and make the final decision

Responsibilities of Issuing Organisations

Issuing organisations' decisions regarding the giving of credit into or towards AQF qualifications will:

- Be evidence-based, equitable and transparent
- Be applied consistently and fairly with decisions subject to appeal and review
- Recognise learning regardless of how, when and where it was acquired, provided that the learning is relevant, current and has a relationship to the learning outcomes of the qualification
- Be academically defensible and take into account the students' ability to meet the learning outcomes of the qualification successfully
- Be decided in a timely way so that students' access to qualifications is not unnecessarily inhibited
- Allow for credit outcomes to be used to meet prerequisites or other specified requirements for entry into a program of study, leading to a qualification or for the partial fulfillment of the requirements of a qualification
- Be formally documented for the student including any reasons for not giving credit

Giving credit into or towards an AQF qualification should not impinge upon:

- The integrity of qualification outcomes and discipline requirements
- The responsibility of issuing organizations to make decisions on admission, prerequisites or programs of study, and the students' likely successful completion of the qualification



Credit will be given on the basis of formal, individual negotiations between students and issuing organisations or formal negotiated agreements between issuing organisations.

Recognition or prior learning or advanced standing for relevant and current informal or non-formal learning will be available for students and may be used for entry requirements or credit towards AQF qualifications.

STAGES OF THE RPL AND CREDIT TRANSFER PROCESS

The RPL and Credit Transfer process includes the following stages:

- Information provided either by accessing course information through website or flyers and or RTO representative
- Initial support and counselling by RTO representative or trainer
- Application for RPL – through approved formats provided by the RTO representative
- Assessment – through remote and contact methods using various assessment collection methodology
- Post-assessment guidance – including gap training or challenge testing
- Certification

Recognition

Should Simpatico Safety Training and Consultancy ascertain that the trainee satisfies the requirements for **Recognition of Prior Learning (RPL)** then an exemption for that Unit of Competency, or any additional competencies also assessed, will be provided in writing to the trainee prior to the commencement of study for that Unit of Competency or Competencies.

This achievement by RPL will be noted on any **Statements of Attainment** or **Record of Results** issued to the student by inserting in the result column **“RPL”**.