

## Recognition of Prior Learning (RPL)

Recognition of Prior Learning is the formal process by which the skills and knowledge gained through work and life experience and outside formal training arrangements are formally recognised. When recognition is gained for a unit this means it will not be required to be included in the student's course of study. THA has a process that has been structured to minimise the time and cost to applicants and provides a supportive approach to students wishing to take up this option.

The acknowledgment of skills and knowledge that have been gained through training, work, or life experiences into formal competencies. The assessment of RPL is made from the evidence provided against the units of competency (elements and performance criteria, required skills and knowledge) as described in the relevant endorsed Training Package. To support this type of application evidence of where and how the skills were obtained is required.

Upon enrolment students are provided with a skills assessment form to determine prior skills or knowledge in the units of competency and whether there is a possibility of applying for RPL. THA will continue to promote the availability of RPL throughout the students study period.

All completed RPL application forms are submitted to the Administration Office where the application is recorded in the student management system and the relevant RPL Kit issued to the student. The student is advised of a mentor on staff who will work with the student when necessary to facilitate their application. The mentor will advise the student of the appropriate evidence required for submission and what units are worthy of RPL.

Where RPL is being applied for, students must complete the RPL application form upon course application or within 4 weeks of course commencement. The kit must include all relevant evidence of work experience and where learning has occurred. Evidence must be clearly identifiable, and support the applicant's case for RPL, addressing the relationship of evidence to the unit of competency credit being sought. . Please note that any evidence provided through the RPL process is to be no more than 3 years old (this includes time employed in industry) from the date of application. This is to ensure currency of skills and knowledge

Fees apply for each unit of competence that are assessed. (Students may choose to access VET FEE HELP)

Students who are unsuccessful in their application for RPL are advised in writing of the outcome with reasons for the rejection of their application listed.

Students have 20 working days to appeal this decision through the THA internal appeal process.

The appeal will usually result in a reassessment by a mutually agreed, qualified, practised assessor.

### Policy

#### 1. Ensuring competency

1.1 THA ensures that only students who hold the requisite skills and knowledge, as set out in the unit of competency. THA does this by:

- a) Providing each student with a Pre training review as indicated in the enrolment process.
- b) ensuring that its assessment processes meet the requirements of the training package or accredited course
- c) ensuring its assessment processes meet the Principles of Assessment and Rules of Evidence
- d) providing comprehensive assessment tools and clear information to students
- e) ensuring its assessment processes effectively cover all dimensions of competency as outlined in the competency standards and assessment guidelines of each unit

- f) continually reviewing and improving assessment processes, tools and records
- g) having a planned schedule of moderation and validation activities that ensures all units are moderated and validated at least annually
- h) Ensuring that assessors follow the rules of assessment and sight current, sufficient, authentic and valid evidence when forming their assessment decision.

## 2. Role of assessors

2.1 The role of an Assessor in assessing student work is to objectively assess a student's evidence and performance against the prescribed set of standards. In order to do this effectively, the assessor will be skilled in, and have a sound knowledge of, the industry area they are assessing.

## 3. Assessment processes

3.1 The assessment processes used by THA includes the collection of a broad range of evidence for the assessor to base their decision on. In general terms, assessment tasks may require students to:

- a) Respond to oral questioning;
- b) Provide written responses to questions, scenarios and case studies - students may be given a range of options about the method in which they wish to provide the responses;
- c) Be observed using their skills, either in the workplace, in a simulated workplace environment or in the classroom where appropriate;
- d) Gather a folio of evidence;
- e) Prepare a presentation, essay, resource folder, research a topic and/or provide a report;

The assessor will conduct the RPL assessment using the RPL Kit, which includes a competency conversation and gathering of evidence by the student. The competency conversation will derive from the unit assessment tool. The evidence is then assessed to determine whether an individual can perform to the standard expected in the workplace, as expressed in the relevant endorsed unit of competency. The evidence collected must meet the rules of evidence:

- ◆ Validity—the evidence presented is directly related to the unit(s) of competency being assessed and reflects real workplace tasks
- ◆ Sufficiency—the quality and quantity of evidence presented reflects that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly
- ◆ Currency—the evidence presented is from either the present or the very recent past, and
- ◆ Authenticity—the evidence presented for assessment is the learner's own work.

For each unit that the student has applied for RPL, the student is to provide evidence and record this evidence on the unit descriptor. The Assessor will then assess the evidence and identify if there are any gaps. Where gaps are identified the Trainer will advise the student and the student will be provided with THA's assessment tool and will be required to complete tasks in order to meet the requirements. Upon successful completion the Assessor will record the results on the RPL ASSESSMENT (Trainer) Form after assessing the evidence provided by the student and provide the student with the assessment outcome and which will then be recorded on the Student Management System. Where additional information is required the Assessor will advise the student to achieve a successful outcome.



#### **4. Reasonable adjustment**

- 4.1 Wherever possible, assessors will make reasonable adjustments to training and assessment processes to ensure that all people are treated equally in the assessment process and that no person is disadvantaged due to a disability.
- 4.2 Assessment processes may be reasonably adjusted to accommodate the following, but not limited to these, groups:
  - f) Students with English as a second language.
  - g) Students with literacy or numeracy difficulties.
  - h) Indigenous students.
  - i) Students with sensory impairments.
  - j) Students with physical or intellectual disabilities.
- 4.3 Reasonable adjustment may mean:
  - k) Making training resources and methods accessible.
  - l) Adapting physical facilities, environment and/or equipment.
  - m) Making changes to the assessment arrangements.
  - n) Making changes to the way evidence for assessment is gathered.

#### **5 Validation of the RPL Kit**

- 5.1 The RPL kit is validated at the time of transitioning from the old training package to the new.
- 5.2 The RPL Kit is validated using the same materials and at the same time as the validation of assessment tools



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