

Recognition of Prior Learning Policy

Policy

HGT Australia International College (HGT) informs all those seeking to enrol in nationally recognised training that they may apply for recognition of prior learning (RPL) as an alternative assessment pathway. HGT acknowledges the broad range of formal and informal learning that candidates may bring to their enrolment and supports learners to demonstrate how their prior learning may demonstrate competency.

HGT encourages participation in assessment only pathways leading to competency based on recognition of prior learning, recognition of current competency, gap training and assessment, or credit transfer.

HGT provides a guided process for those enrolling via RPL to seek approval for an assessment only pathway and to collate and submit evidence for assessment.

HGT will work with learners to establish the most appropriate pathway to competency.

HGT assessors will apply rigorous assessment practices linked to training package rules to determine competency when a candidate presents for RPL.

Compliance

Conforms to Standards for National VET Registered Training Organisations 15.5, 16.3 and 16.5.

Definitions

Assessment means the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard expected in the workplace, as expressed by the relevant endorsed industry/enterprise competency standards of a Training Package or by the learning outcomes of a VET accredited course.

Assessment instrument

Developed by an assessor as part of formative or summative assessment activities, including:

- profiles of acceptable performance measures
- templates and proformas
- specific questions or activities
- evidence and observation checklists
- checklists for the evaluation of work samples
- recognition portfolios
- candidate self-assessment materials.

Assessment only pathway

The achievement of competencies/qualifications recognised through a process of formal assessment by an assessor which involves evaluative judgement of collected evidence arising from any combination of formal or informal education and training and education, work experience and/or general life experience; and recognition of competence held through a process of assessment that is not directly linked to a structured learning process to support achievement of the competencies.

Credit transfer

The granting of status or credit by an institution or training organisation to students for modules (subjects) or units of competency completed at the same or another institution or training organisation.

Recognition of Prior Learning Policy

Assessment tool

Both the instrument and the instructions for gathering and interpreting evidence:

- instruments – the specific questions or activity developed from the selected assessment method/s to be used for the assessment. (A profile of acceptable performance and the decision making rules for the assessor may also be included)
- procedures – the information/instructions given to the candidate and/or the assessor regarding conditions under which the assessment should be conducted and recorded.

Competency means the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.

Gap Training (Training Needs Analysis) is formal learning that is required to bridge the difference between experience combined with current competency and the benchmark expected of an element or performance criterion within a unit of competency or training package rules. Often this 'training' can be undertaken with instruction and lead to assessment of RCC.

Learning means the process followed by a learner to gain knowledge and skills required of a unit of competency, job role or vocation. There are three types:

- (a) Formal learning refers to learning that takes place through a structured program of instruction and is linked to the attainment of a formal qualification or award (for example, a certificate, diploma or university degree);
- (b) Non-formal learning refers to learning that takes place through a structured program of instructions, but does not lead to the attainment of a formal qualification or award (for example, in-house professional development programs conducted by a business); and
- (c) Informal learning refers to learning that results through experience of work-related, social, family, hobby or leisure activities (for example the acquisition of interpersonal skills developed through several years as a sales representative).

Portfolio A collection of materials that provide samples of work-related achievements and a record of skills that show what kind of worker a person is and how s/he meets the employment criteria.

Recognition of Current Competency (RCC) The assessment of a person's current capacity to perform; it applies if an individual has previously successfully completed the requirements for a unit of competency or a module and is now required to be reassessed to ensure that the competence is being maintained.

Recognition of Prior Learning (RPL) means an assessment process that assesses an individual's formal, 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 VET qualification.

Rules of evidence are closely related to the principles of assessment and provide guidance on the collection of evidence to ensure that it is valid, sufficient, authentic and current as follows:

- a) Validity: Related to the unit content and associated directly with the learner's experience.

Recognition of Prior Learning Policy

- b) **Sufficiency:** Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency.
- c) **Authenticity:** To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the candidate's own work.
- d) **Currency:** Currency relates to the age of the evidence presented by candidates to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence must be from either the present or the very recent past.

Related Documents

- HGT RPL Procedure
- Skills Recognition Tool RPL
- Recognition of Prior Learning Guide (and forms)
- Critical Evidence Charts (by qualification)

Continuous Improvement

HGT's continuous improvement approach to this procedure is: -

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|---|---|
| <input checked="" type="checkbox"/> Annual Procedure Review | <input type="checkbox"/> New Document Review @ 3 months |
| <input checked="" type="checkbox"/> Internal Annual Audit | <input type="checkbox"/> External Audits |
| <input type="checkbox"/> Customer Satisfaction Survey | <input type="checkbox"/> Complaints |
| <input type="checkbox"/> External Benchmarking | <input type="checkbox"/> Staff Survey |
| <input type="checkbox"/> Other – <u>Qualification & Skills Review (see qualification summary)</u> | |

