



Recognition of Prior Learning (RPL) Policy and Procedure

CTAS Education offers assessment processes that enable recognition of competencies currently held, regardless of how, when or where the learning occurred.

Recognition of Prior Learning (RPL) is an assessment process that involves making a judgment on the skills and knowledge an individual has as a result of past study and/or experience. The aim of RPL is to recognise students existing competencies without having to go through the complete processes of training and assessment. Students will still need to provide evidence and go through an assessment process, upon which the Assessor can base their judgement. Evidence must be:

- **Authentic** – it must be the student’s own work.
- **Sufficient** – it must demonstrate competence over a period of time, that the competencies can be repeated, and the evidence must be enough so that the Assessor can make an accurate judgement regarding competency.
- **Current** – it must demonstrate up-to-date knowledge and skills i.e., from the present or the very-recent past.
- **Valid** – it must be relevant to what is being assessed.

The following information has been modified from the Users’ Guide Standards for Registered Training Organisations 2015 (available from www.tac.wa.gov.au) and CHC – Community Service Training Package (available from <https://training.gov.au/training/details/chc>)

Recognition of prior learning (RPL) means ‘an assessment process that assesses the competency(s) of an individual that may have been acquired through formal, non-formal and informal learning’. The definition and examples of the three follows:

- **formal learning:** refers to learning that takes place through a structured program of instruction and is linked to the attainment of an AQF qualification or statement of attainment (for example, completion of the CHC30113 - Certificate III in Early Childhood Education and Care)
- **non-formal learning:** refers to learning that takes place through a structured program of instruction, but does not lead to the attainment of an AQF qualification or statement of attainment (for example, in house professional development programs conducted by a business or training carried out by an equipment vendor) and
- **informal learning:** refers to learning that results through experience of work related, social, family, hobby or leisure activities (for example the acquisition of skills through several years as an administration assistant) Where the outcomes of this process indicate that the learner is competent, structured training is not required. RPL is ‘proving competence, without having to complete any further training’.

Procedure

CTAS Education provides an opportunity for students to apply for Recognition of Prior Learning (RPL) upon enrolment.

A student that indicates they wish to apply for RPL for the qualification they are enrolled in, have their details taken and added to the RPL spreadsheet.

It is the responsibility of the student to complete/provide the required documentation/evidence.

- The RPL Assessor makes contact with the student to determine whether they meet the eligibility criteria.

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- RPL applications that are assessed as **not** meeting eligibility criteria, will be advised of the outcome and that they will continue in the enrolled course through standard training and assessment procedures.
- RPL applications that are assessed as meeting eligibility criteria, will be advised of the next step in the process, which is a face-to-face RPL interview.
- The RPL Assessor will contact the workplace of the student to schedule a convenient time to conduct the RPL interview.
- Following this interview, the RPL Assessor will make an informed judgement to whether this student is eligible for Recognition of Prior Learning (RPL) for the full qualification or any unit of competency/s in the relevant course and advise the student of this outcome.
- If the student is eligible for RPL for the full qualification, they will commence the assessment process with the RPL Assessor.
- If the student is eligible for one or more units of competency (but not the full qualification) the 'Enrolment Outline' on the Learning Management System (LMS) will be manipulated to reflect eligible units, this will then reflect the relevant assessment required for completion. These students will be the responsibility of the assigned Trainer.

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