

Recognition of Prior Learning (RPL) Policy and Procedure

Policy Statement

The purpose of this policy is to outline the process for applying for Recognition of Prior Learning (RPL) to ensure learners are not required to duplicate learning already acquired and can have their existing skills, knowledge, and experience formally recognized.

Scope

This policy applies to all students enrolled in nationally recognised Vocational Education and Training (VET) courses delivered by ATI-Mirage, a Registered Training Organisation (RTO).

Policy

ATI-Mirage is committed to supporting learners by offering Recognition of Prior Learning (RPL) for skills, knowledge, and experience that meet the industry and qualification requirements.

Learners may seek RPL for:

- Qualifications or units of competency.
- Learning gained through formal training, work experience, or life experience, provided it is current and relevant to industry standards.

Key Guidelines:

- Learners must complete the RPL application form and kit, providing sufficient evidence to demonstrate competency.
- Evidence may include formal assessments, workplace documents, resumes, references, or multimedia (e.g., photos or videos).
- Assessors will conduct an interview and/or practical demonstration to verify evidence, which can be held in person, via phone, or through virtual platforms.
- ATI-Mirage reserves the right to partially or fully deny RPL if the evidence does not meet the required standards.
- There is no restriction on the amount of RPL granted; learners may achieve a full qualification or individual units via RPL.

Procedure

Recognition of Prior Learning (RPL) is the process whereby RTOs look at the prior knowledge, skills and experience of a candidate to award RPL against a unit of competency.

Candidate completes pre-assessment for program and indicates interest in RPL for all or some units of competency. Candidates should discuss RPL with your assessor **BEFORE** commencement of studies as it may mean attend the training sessions is not required.

Step 1: Register Interest and Provide Evidence

a) **Initial Discussion:**

- Candidates express their interest in pursuing RPL during the pre-enrolment process or before commencing formal training.
- The assessor explains the RPL process, expectations, required evidence, and timelines.

b) **Application Submission:**

- Candidates complete an RPL application form and self-evaluation kit to identify areas where they believe they meet the competency requirements.
- Candidates provide evidence aligned with the unit(s) of competency, which may include:
 - Certificates or transcripts from prior education/training.
 - Job descriptions, resumes, or performance appraisals.
 - Records of workplace achievements, tasks, or projects.
 - References or letters from employers or supervisors.
 - Copies of workplace policies, procedures, or reports.
 - Photos, videos, or other multimedia supporting evidence of competency.

c) **Preliminary Review of Evidence:**

- The assessor reviews the submitted application and evidence to determine if it aligns with the unit(s) of competency.
- Candidates may be asked to provide additional evidence if the initial submission is insufficient.

Step 2: RPL Interview and Questioning

a) **Purpose of the Interview:**

- The interview allows the assessor to verify the candidate's skills and knowledge through professional discussion.
- The discussion aligns with the unit(s) of competency and focuses on practical application, theoretical knowledge, and the evidence provided.

b) **Interview Format:**

- The interview may be conducted face-to-face, over the phone, or via virtual platforms (e.g., Zoom, Microsoft Teams).
- Questions target the candidate's ability to explain processes, decisions, and outcomes related to their evidence and work history.

c) **Documenting the Interview:**

- The assessor records the candidate's responses as evidence of their required skills and knowledge.

Step 3: Demonstration Assessment

a) **Purpose of Demonstration:**

- The demonstration provides an opportunity for candidates to showcase their practical application of skills and knowledge in a controlled setting.
 - b) **Practical Assessment Requirements:**
 - The tasks for the demonstration are drawn from the performance criteria of the unit(s) of competency.
 - Demonstrations may be conducted in:
 - A workplace setting.
 - A simulated environment that mirrors workplace conditions.
 - Assessors evaluate the demonstration based on:
 - Accuracy and completeness of tasks.
 - Compliance with workplace procedures and standards.
 - Adherence to safety protocols.
 - c) **Assessment Tools:**
 - Assessors may use observation checklists, skills matrices, or video recordings to evaluate performance.
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Step 4: Third-Party Reports

- a) **Purpose of Third-Party Reports:**
 - Third-party reports supplement evidence and verify that the candidate has demonstrated relevant skills and knowledge in a professional context.
 - b) **Who Provides Third-Party Reports:**
 - Reports must be completed by individuals who directly supervise or observe the candidate's work, such as:
 - Managers or supervisors.
 - Workplace trainers or mentors.
 - Colleagues with significant insight into the candidate's performance.
 - c) **Third-Party Report Requirements:**
 - Reports must be specific to the unit(s) of competency and provide detailed examples of how the candidate has demonstrated relevant skills and knowledge.
 - The assessor verifies the authenticity of the report through follow-up communication if required.
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Step 5: Assessment and Outcome Notification

- a) **Assessment Process:**
 - The assessor reviews all evidence (documents, interview responses, practical demonstration results, and third-party reports).
 - Evidence is assessed against the unit(s) of competency, ensuring it meets the *Rules of Evidence* (validity, sufficiency, authenticity, and currency).
- b) **Outcome Determination:**

- The assessor identifies competencies achieved and any gaps in knowledge or skills.
 - If competency is granted, the relevant units or qualifications are awarded.
 - If gaps are identified, the assessor discusses additional training or assessment options to address them.
 - c) **Notification of Results:**
 - Candidates are formally notified of their RPL outcome in writing.
 - Feedback is provided to help candidates understand the decision, including next steps if further training is required.
 - d) **Issuance of Qualification or Statement of Attainment:**
 - Successful candidates are issued a qualification or statement of attainment reflecting the units achieved through RPL.
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Step 6: Continuous Improvement and Record Keeping

- a) **RPL Process Review:**
 - ATI-Mirage regularly reviews its RPL procedures to ensure compliance with regulatory standards and alignment with industry requirements.
- b) **Record Maintenance:**
 - All RPL applications, evidence, and assessment decisions are securely stored in accordance with record-keeping policies and compliance requirements.

Notification of outcome

After the assessment, the assessor will provide information about the candidate's skills and knowledge that have been recognised and whether the candidate has gained RPL. If the candidate has any skill gaps, the assessor will discuss with the candidate and address the training options to complete their qualification.

To be able to grant RPL, the assessor must be confident that the applicant is currently competent against all elements of competency within this unit and must ensure that submitted evidence meets the Rules of Evidence.

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

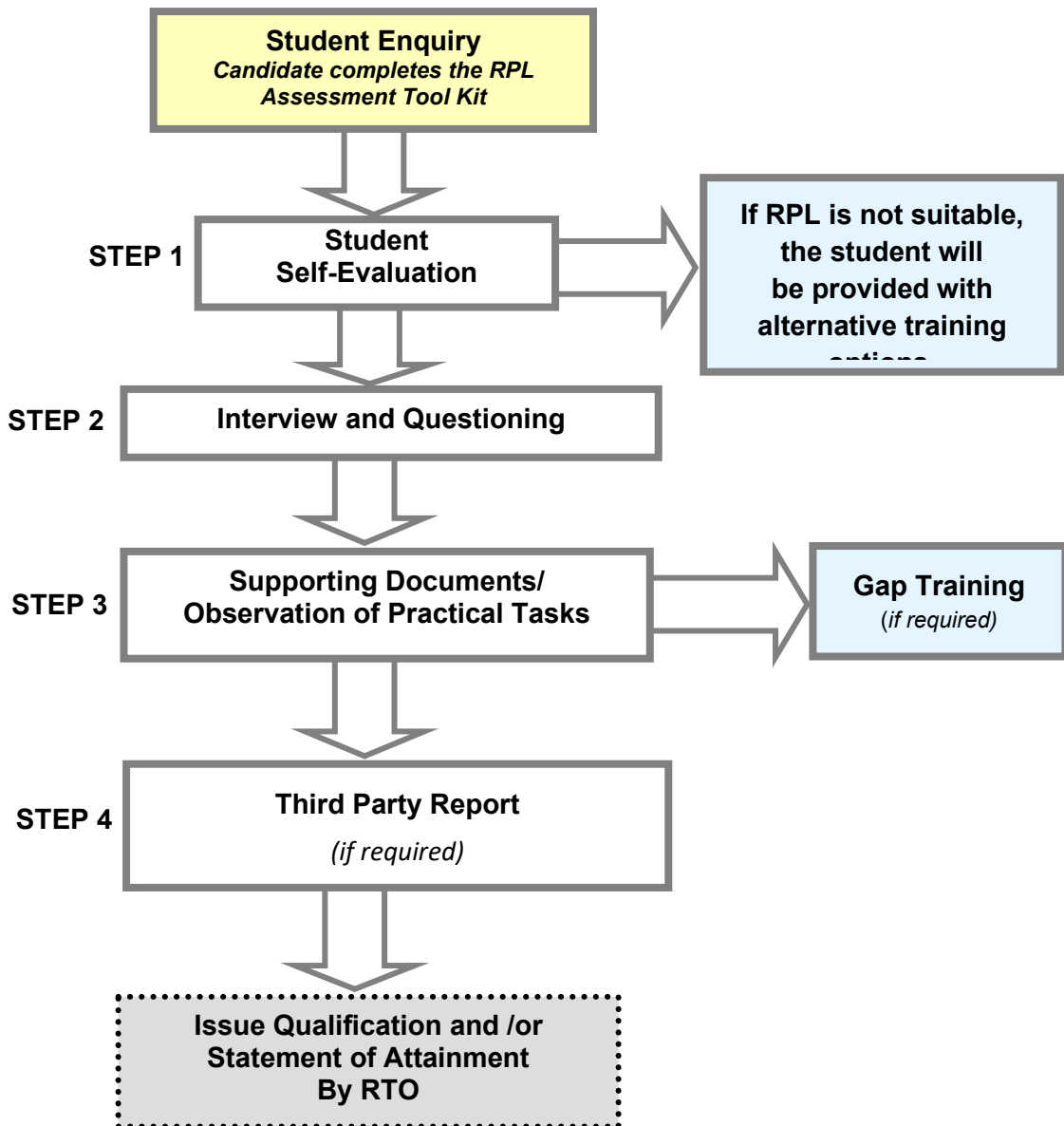
The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner's competency.

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.

Overview of the RPL Process

Modification History

Version No.	Creation / Amendment Date	Nature of Amendment
Version 1.0	August 2012	Procedure developed
Version 2.0	July 2016	Included policy information
Version 2.1	August 2018	Included requirement to conduct prior to commencement of program, overview flowchart and Rules of Evidence. Added approval column to Modification History. Deanna Ward.
Version 2.2	November 2024	Rebranding formatted and updates made to reflect current practices

