

1.0 Purpose

The purpose of this policy and procedure is to communicate Recognition of Prior Learning (RPL) principles and process to ensure Sonic HealthPlus' RTO 51353 students, of nationally recognised training course, where applicable, are awarded recognition of prior learning.

This policy and procedure also contributes to the RTOs compliance with the [Standards for Registered Training Organisations \(RTO's\) 2015](#), particularly:

- Standard 1, Clause 1.8, *The RTO implements an assessment system that ensures that assessment (including recognition of prior learning):*
 - a) *complies with the assessment requirements of the relevant training package or VET accredited course*
 - b) *is conducted in accordance with the Principles of Assessment and the Rules of Evidence*
- Standard 1, Clause 1.12, *The RTO offers recognition of prior learning to individual learners*
- Standard 5, Clause 5.1, *Prior to enrolment or the commencement of training and assessment, whichever comes first, the RTO provides advice to the prospective learner about the training product appropriate to meeting the learner's needs, taking into account the individual's existing skills and competencies.*

2.0 Scope

This policy and procedure is for Sonic HealthPlus, Registered Training Organisation (RTO Code 51535) and includes:

- All VET learners
- All VET Trainer and Assessors
- All Sonic HealthPlus training locations, including online training
- All training products listed on the National Register under the SHP scope of registration.

This policy and procedure excludes non-accredited courses delivered on behalf of Sonic HealthPlus.

3.0 Responsibilities

Students who are considering RPL must be aware that they will need to:

- Gather and submit evidence of the skills and knowledge relevant to particular unit/s of competency which have been gained while on-the-job
- Gather and submit evidence of the skills and knowledge gained through life experience or other contexts which are relevant to particular unit/s of competency
- Show how these skills and knowledge are relevant to the requirements for particular unit/s of competency
- Record the evidence in an easily understood format which can be retained for future use
- Ensure the evidence submitted is current. Currency means the student has achieved and practiced the task within the last 5 years
- Ensure evidence submitted adheres to privacy and confidentiality principles
- Undertake gap training and assessment if needed, and
- Adheres to this policy and procedure.

Trainer and Assessor roles and responsibilities are to:

- Ensure all students are aware the RTO offers RPL
- Determine if a student is eligible for RPL
- Assist students with their preparation for RPL
- Conduct RPL assessment in accordance with the Principles of Assessment and the Rules of Evidence
- Ensure students meet the requirements of the course as specified in the relevant unit of competency, training package or accredited course they are enrolled
- Be confident students have the required skills and knowledge to perform the duties required in the workplace for the vocation they are studying
- Record and store all evidence, that is, marked and gap assessment items.

The RTO Coordinator, or delegate for the RTO Coordinator role and responsibilities is to:

- Ensure staff and students are aware of this policy and procedure
- Resolve issues identified.

4.0 Definitions

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| AQF | Australian Qualifications Framework. |
| Assessor | Is a person who assesses a learners' competence in accordance with Standards for Registered Training Organisations (RTO's) 2015; Clauses 1.13 to 1.16. |
| ASQA | Australian Skills Quality Authority. |
| Learner | Student/Learner/Participant is an individual who is formally enrolled to study at Sonic HealthPlus. The individual person is the person who appears on the RTOs documents such as enrolment and admission document, and who is assigned an individual student number. |
| Planned training and assessment | Training and assessments activities named within the relevant course's Training and Assessment Strategy. |
| RPL | Recognition of Prior Learning. |
| RTO | Registered Training Organisation. |
| Trainer | Is a persons who provides training in accordance with Standards for Registered Training Organisations (RTO's) 2015; Clause 1.13, 1.14 and 1.16. |
| Training | Is the process used by Sonic HealthPlus RTO 51535 to facilitate learning and the acquisition of competencies for a training product. |
| Training Product | Is a nationally recognised unit of competency, or accredited course, skill set, or qualification. |
| Unit of Competency | IMeans the specification of the standards of performance required in the workplace as defined in a training package. |
| VET | Vocational Education and Training. |

5.0 Legislative Context

This policy and procedure reflects the following legislations, regulations, standards, and/or guidelines:

- Standards for Registered Training Organisations (RTO's) 2015; Standard
- National Vocational Education and Training Regulator Act 2011.

6.0 Policy Statement

The RTO will not require a student who has already gained skills and knowledge, unless a regulatory or license condition requires it, to undertake planned training activities. The RTO also will not require that student to undertake planned assessment activities. Instead, the RTO will recognise skills and knowledge already gained, and assess the student using RPL assessment processes.

RPL is an assessment process that assesses the competency/s of a student that may have been acquired earlier through formal, non-formal, and informal learning to determine the extent to which that student meets the requirements of a course or unit of competency in a course.

Formal learning refers to learning that took place through a structured curriculum and is linked to the attainment of a nationally recognised training certificate. For example a diploma or degree.

Non-formal learning refers to learning that took place through a structured program, but does not lead to the attainment of a nationally recognised training certificate. In-house professional development programs in workplace for example.

Informal learning refers to learning from experience in the workplace, social, family, hobby, or leisure activities. Communication skills learnt whilst working as a team leader for example.

Application

Any person from Sonic HealthPlus providing information to prospective learners regarding training must include RPL information. RPL information is also to be included in all marketing materials such as websites; brochures; and student information leaflets.

Recognising competence

The RTO will only consider RPL applications:

- For training products listed as current in the National Register either within a qualification or as a standalone unit of competency, and
- From students who are enrolled in the course in which they are seeking RPL for, or
- For the purposes of entry requirements into a qualification delivered by the RTO.

There is no limit on the amount of RPL a student can apply for, or the amount of RPL the RTO can award to an individual student.

RPL assessment

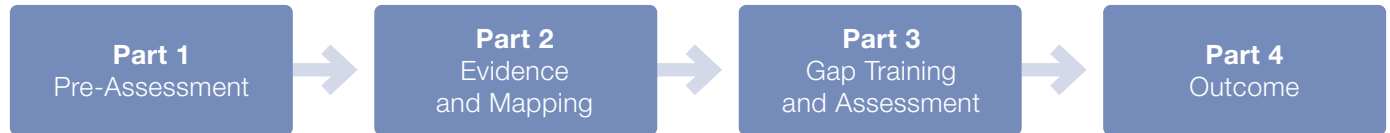
RPL assessment will be undertaken in accordance to this policy and procedure and in conjunction with the RTO's assessment policy and procedures.

Cost

Students who are SHP employees will not incur a cost for RPL. Costs will be applicable to corporate clients who engage the RTO for training and assessment.

7.0 Procedure

The RPL process uses a 'Kit', which has 4 parts as depicted in the flow chart below:



Part 1 Pre-Assessment

- An application for RPL must be made by a student within (5) working days of commencing the course/ unit of competency.
- The application is to be made direct to the Trainer and Assessor via email.
- The application needs to include the relevant course's RPL Kit, Part 1. Part 1 of the RPL Kit includes completion of the self-assessment checklists on relevant experience for units of competencies within the course. The purpose of the checklists are for the student to undertake a self-assessment of their own knowledge and skills relevant to the course/units of competency. This will assist the student to make an informed decision as to whether they should either continue with the RPL process into Part 2 (Evidence and Mapping), or withdraw from the RPL process and undertake training and assessment in the traditional/planned format for the course/units of competency.

Part 2 Evidence and Mapping

- Part 2 of the RPL application kit includes the student completing assessment evidence lists. The purpose of the assessment evidence lists is to guide the student to what evidence they may have and its' relevancy to the unit of competency in question. It also serves as a record of assessment evidence submitted against the relevant unit/s of competency gathered during the RPL process.
- Part 2 submission timelines, will be determined by the trainer and assessor upon consideration of, but not limited to; qualification and unit of competency requirements, course duration, and individual student needs.
- At the completion of Part 2 the student and assessor are to discuss if any further evidence is required and/or if gap training and assessment is required.
- If no further evidence is required Part 4 of the RPL process can be initiated.

Part 3 Gap Assessment

- Part 3 of the RPL application kit which includes completion of the gap identification tables by the assessor. The purpose of the tables are to highlight areas within a unit of competency in which the student has not submitted efficient, complete and/or appropriate evidence. The assessor can then develop a training plan, with the student to address these highlights areas.
- Part 3 submission timelines, will be determined by the trainer and assessor upon consideration of, but not limited to; qualification and unit of competency requirements, course duration, individual student needs, the number of gaps identified, resources available for gap training and assessment.
- The completion of the Gap Training and Assessment document can result in sufficient and applicable evidence in Part 4 of the RPL process.

Part 4 – Outcome

- The purpose of this part of the RPL process is to document the assessor's judgment for the RPL outcome for the course/ unit of competency. The outcome may be either 'Competent' or Not Competent'.
- A Competent outcome is awarded for submission of sufficient and applicable evidence which meet the requirements of the unit/s of competency and the rules of evidence in assessment processes.
- A Not Yet Competent outcome is awarded when the evidence is insufficient, nonapplicable and does not meet the rules of evidence in the assessment process. A not competent outcomes results in the student not receiving the unit/s of competency. The student will need to re-enrol and undertake training and assessment in the traditional format if they wish to continue in the course. If student disagrees with the outcome given by the trainer and assessor they may lodge a complaint or appeal. This complaint or appeal will be dealt with fairly, honestly, efficiently and effectively by the RTO.

Documentation

Certificate documentation will show approved recognition of prior learning as 'Recognised Prior Learning' or 'RPL'. Certificate documentation will be issued as customary for the training course, which is at the end of the students study rather than when the RPL is awarded.

8.0 Related Documents

- [RTO Assessment Policy and Procedure](#)
- [RTO Certificate Issuance Policy and Procedure](#)
- [RTO Policy and Procedure Complaints and Appeals](#)