RPL POLICY

Definitions:

Prior Learning: Learning which has taken place prior to enrolment at DTEC, which has allowed a student to achieve the learning outcomes and competency required in a course unit of competency. Prior learning may be either:

      • Formal - Learning acquired through a formal learning process, such as successful completion of (part of) a course at another recognised educational institution.

      • Informal – Learning acquired through an informal process, such as employer/workplace based training, and through relevant work and/or life experience.

Recognition of Prior Learning (RPL): Recognition of prior learning is an assessment process that involves assessment of an individual's relevant prior learning (including formal, informal and non-formal learning) to determine the credit outcomes of an individual application for credit.

Credit Transfer: Credit transfer is a process that provides students with agreed and consistent credit outcomes for components of a qualification based on identified equivalence in content and learning outcomes between matched qualifications. A credit transfer student will therefore have a reduction in the number of units required to complete a program of study.

Purpose:

The purpose of this policy is to set out the requirements for assessing and granting RPL for students undertaking DTEC programs.

Scope:

This policy is relevant to all DTEC students and administrators.

Overview:

This policy outlines the principles for recognising prior learning (RPL). It defines how students who have demonstrable, verifiable prior learning based on previous studies or work-based learning and experience may be awarded credit towards the requirements of a DTEC course and/or unit of competence.

Essential Supporting Documents:
- RPL Application Form
- RPL Record of Interview
- RPL Guidelines

Related Documents:
- Application and Enrolment Policy
- Enrolment Form

DTEC offers recognition of prior learning (RPL) for Australian Qualifications Framework (AQF) nationally recognised qualifications.

Starting the process
Students can contact the DTEC Training Team for advice on the RPL process. RPL documentation forms will then be posted or emailed out and once completed returned to the DTEC Training Manager or Compliance and Courseware Coordinator.

Types of claim

1. **Credit Transfer** is a process that provides students with agreed and consistent credit outcomes based on equivalence in content and learning outcomes between matched qualifications (or individual units or modules).

The program for each qualification consists of a series of Units of Competency (UoC). As an Australian Nationally VET Regulated (NVR) Registered Training Organisation (RTO), DTEC will recognise AQF and VET qualifications and VET statements of attainment issued by any other RTO. If a student has studied the UoC in a previous program and they can provide official evidence (certified statement of attainment, transcript or similar), then DTEC will grant the student with credit transfer for that UoC and this will reduce the overall program fees the student is required to pay.

2. **Recognition of prior learning** is an assessment process that involves assessment of an individual's relevant prior learning (including formal, informal and non-formal learning) to determine the credit outcomes of an individual application for credit (Ref: National Quality Council Training Packages glossary).

If a student has not studied UoCs directly but believes they can present a strong case to demonstrate that they are already competent in the subject matter (knowledge and skills as outline in the UoC), they need to provide detailed evidence. This will require the student to prepare their case and for DTEC to assess it. DTEC will look at the learning outcomes of the UoC and then assess the evidence that the student has provided against those outcomes. The fee for RPL is $100/hr and the number of hours required will be advised upon application.

For the student to consider

DTEC recommends that students carefully consider which Units, and to what extent, they apply for RPL. There are several reasons why care is needed:

1. By staying with the entire course the student will get the latest information, especially if prior studies in the subject were completed some time ago.

2. The student maintains continuity, which maintains the discipline of the studies.

3. In some cases, claims the DTEC receive for exemption are based upon a student's prior studies at a lower level. For example, Advanced Diplomas are at Level 6 in the Australian Qualifications Framework (AQF). Claims for RPL based on previous study must come from qualifications at a similar AQF level.

4. As required by various accrediting bodies, the RPL process is rigorous and requires considerable resources. The RPL process may take some time and may not necessarily be completed before the course starts. Should a student who has enrolled and applied for RPL not be satisfied with the decision of DTEC regarding eligibility than that student may either appeal the decision or withdraw and receive a full credit for any Units not completed. A statement of attainment would be issued for UoCs successfully completed.

5. The onus is on the prospective student to present a well-documented claim.

Submitting an Application

If a student indicates that they wish to claim RPL, then DTEC will provide them with the detailed RPL application form and the RPL Guidelines once that student's enrolment has been officially accepted.

The form will require the student to provide a list of the UoCs for which they would like to claim credit transfer or RPL and detailed evidence.

The RPL application form will act as a guide for the student to provide evidence from:

• Existing qualifications (with copies of relevant certificates etc.)
• Academic scores (or copy of academic transcripts, statements of attainment or similar)
• The number and title for any modules or units that may be applied towards the RPL claim. Unless the module or unit has a national code which will allow DTEC to readily locate details, the description should include nominal hours, content and learning outcomes (broken down into each area covered) and the level at which this study was conducted.
• Relevant career experience: The student will be asked to explain how their career experience demonstrates that they have achieved the learning outcomes and to provide evidence of this.

Evidence can take the form of questioning, observation of practical tasks, finished products, presentations, video and/or audio taped evidence, third party reports, documents, and anything else that they can think of that is relevant and proves competence.

DTEC may also request that the student undertake an interview, usually by telephone. The purpose of the interview will be to make sure that all relevant learning experiences have been identified and to confirm that the student meets the critical aspects of evidence required to determine current competence.

DTEC may ask the student to provide further evidence once the application has been assessed.

Fees for RPL

If a claim for credit transfer (see (1) in "Types of Claim") is successful then course fees will be reduced by the value of the Unit(s) that the student is exempt from.

If the student is making a claim for RPL (as per (2) in "Types of Claim") there is a fee of $100/hour and the number of hours will be determined upon receiving your application. The fee is to be paid prior to undertaking the RPL determination.

How the decision is made (examples)

All RPL claims will be reviewed by a relevantly qualified Assessor (a senior trainer or subject matter expert), who will recommend a decision to the Training Manager or Compliance and Curriculum Coordinator. This decision will then be communicated to the student.

Possible outcomes

After a claim is evaluated, there are three possible outcomes:

1. Exemption will be granted from the specific Unit(s) with credit given to the student for the Unit(s) or Module(s) (based respectively on their academic results and/or past experience).

2. Further evidence will be requested in order to fully assess the application.

3. The application is rejected. In the event that a student disagrees with the outcome they can appeal with detailed grounds on why they feel the assessment was unfair.