



Recognition of Prior Learning

Information for Applicants

This document is to be read in conjunction with the DLA RPL tool

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APPLYING FOR RPL

What is Recognition of Prior Learning?

Recognition of Prior Learning (RPL) is an assessment process that allows for recognition of competencies currently held, regardless of how, when or where the learning occurred. RPL assesses your prior learning to determine the extent to which you are currently competent against the competency requirements of a unit or required learning outcomes of a module or a whole qualification / course.

This learning includes knowledge and skills that you may have acquired by:

- Previous study (including courses at school or college, through adult education classes or training programs at work);
- Work experience (including both work that is paid and unpaid); and
- Life experience (for example leisure pursuits or voluntary work).

Who is Responsible for the Process?

The RPL process involves providing valid evidence that demonstrates conclusively that you have the necessary skills and knowledge. *You, as the applicant, are required to match your experience and current skills against specific criteria as outlined in the RPL Tool.* An RPL assessor will determine whether your evidence meets the requirements of each Unit of competency.

The RPL Process

1. Discuss your requirements with us
2. Once you make a decision to apply for RPL, enrol in the RPL process or a course of study.
3. Use the online Tool to organise and collect your evidence for each unit of competence.
4. Submit your documentation.
5. Review and submit further documentation if required.

What Can be Granted Through RPL and Who do I Contact?

RPL can be granted for a whole qualification or for individual units of competence, or modules of a course. If you believe that you can provide reliable and valid evidence – see list below under the heading 'Evidence' - to support your claims, the first step is to contact the Team Leader/trainer/assessor and discuss the process.

Units of Competence

The applicant is required to examine the requirements for each Unit/Module listed in the RPL tool, and gather evidence that demonstrates beyond doubt to the RPL assessor that your skills and knowledge are consistent with these standards.

For information on specific units, go to the National Training Information Service (NTIS) website at www.ntis.gov.au or ask us.

Assessment

Use the RPL tool to gather and organise your documents. Ask for help at any time.

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The assessor will assess your documents, ask you questions and make a decision as to whether your documents show sufficient evidence and that it is appropriate. If the evidence that you have is not sufficient, the assessor will contact you to discuss the gaps and you are invited to submit more.

Once you meet all requirements, you will then be issued with the Certificate or Statements of Attainment.

More information is available at www.dla.edu.au

Appeals Process

If you are not satisfied with the final assessment decision, the right of appeal is available to all RPL candidates. In this case, an independent panel will be appointed and re-assessment of the application will be made. If you disagree with the assessment decision, please make this known to the assessor and the appeals process will be explained to you.

Information on the appeals process can be found in the student handbook.

The appeal must be submitted **within 21 working days** of the formal notification of results.

What Evidence You May Provide

Evidence is the proof that you have acquired relevant knowledge and skills required for each unit of competence. The following list indicates some of the forms of evidence that may be used to prove competence:

▪ **Qualifications**

If you possess a relevant qualification, the original document or a certified copy must be sighted by the RPL assessor.

▪ **Statements/Results**

Statements of Attainments, Academic records.

▪ **Workshop Records**

If you have attended relevant workshops, short courses, seminars or staff development activities, provide originals or certified copies of any documents of achievement or attendance.

▪ **Job Sheets or Logs**

These documents could provide evidence that you have performed certain skills at specific times or over a period of time. They could provide evidence that you worked in a team, or had a variety of roles or responsibilities.

▪ **Diaries/Journals**

May provide evidence similar to job sheets or logs, but are more of a personal or private nature - possibly related to pastime activities or after hours experiences. A journal may contain evidence of time management, operational planning, budgeting, reflections, etc.

▪ **Work Samples**

Examples of work are a valid source of evidence. This can take the form of reports or proposals, session plans, multimedia presentations, internal correspondence, physical objects or any other examples of work that support your claims. Video evidence is a useful means of demonstrating competence.

- **CV or Resume/Work History**

If using a CV for evidence of positions held or experience, please ensure that the authenticity of the information can be validated. Job descriptions may provide evidence if supplied on original company letterhead, or signed by the previous employer. A work history can summarise skills you have learnt or practised over period of time.

- **References**

You can use these to verify anything you can't really document. References should be on company letterhead, signed and dated, and be verifiable.

- **Written Work**

Any documents you created that demonstrate knowledge or skills you have, such as reports, designs, drawings, promotional material, correspondence, policies, procedures you wrote.

- **Project Work**

Summaries of projects you planned, completed, or simply participated in. This may be in the form of a written document, presentation, web based, CD-ROM or a portfolio.

- **Photos/Video**

Use to prove that you actually have carried out certain tasks or if you can't provide original pieces of work. A video sequence can demonstrate how you created something or how you applied manual or communication skills to achieve an outcome.

- **Emails**

Copies of emails might demonstrate that you have specific communication skills, or can verify that you carried out an activity for which you claim competence.

- **Any other example of evidence that supports your claims**

Any evidence not listed above that supports your claim to demonstrate competence.

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| AQF LEVEL | DISTINGUISHING FEATURES OF QUALIFICATION LEVELS |
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| | These features provide a guide as to what is the expected level of competence required at each AQF level. |
| AQF 1 Certificate 1 | Demonstrate knowledge by recall in a narrow range of areas Demonstrate basic practical skills Perform a sequence of routine tasks given clear directions Receive and pass on messages/information |
| AQF 2 Certificate 2 | Demonstrate basic operational knowledge in a moderate range of areas Apply a defined range of skills Apply known solutions to a limited range of predictable problems Perform a range of tasks where choice between a limited range of options is required Assess and record information from varied sources Take limited responsibility for own outputs in work and learning |
| AQF 3 Certificate 3 | Demonstrate some relevant theoretical knowledge Apply a range of well developed skills Apply known solutions to a variety of predictable problems Perform processes that require a range of well-developed skills where some discretion and judgement is required Interpret available information using discretion and judgement Take responsibility for own outputs in work and learning Take limited responsibility for the output of others |
| AQF 4 Certificate 4 | Demonstrate understanding of a broad knowledge base incorporating some theoretical concepts Apply solutions to a defined range of unpredictable problems Identify and apply skill and knowledge areas to a wide variety of contexts with depth in some areas Identify, analyse and evaluate information from a variety of sources Take responsibility for own outputs in relation to specified quality standards Take limited responsibility for the quantity and quality of the output of others |
| AQF5 Diploma | Demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas Analyse and plan approaches to technical problems or management requirements Transfer and apply theoretical concepts and/or technical or creative skills to a range of situations Evaluate information using it to forecast for planning or research purposes Take responsibility for own outputs in relation to broad quantity and quality parameters Take limited responsibility for the achievement of group outcomes |
| AQF6 Advanced Diploma | Demonstrate understanding of specialised knowledge with depth in some areas Analyse, diagnose, design and execute judgements across a broad range of technical or management problems Demonstrate a command of wide ranging, highly specialised technical, creative or conceptual skills Generate ideas through the analysis of information and concepts at an abstract level Demonstrate accountability for personal outputs within broad parameters Demonstrate accountability for group outcomes with broad parameters |