

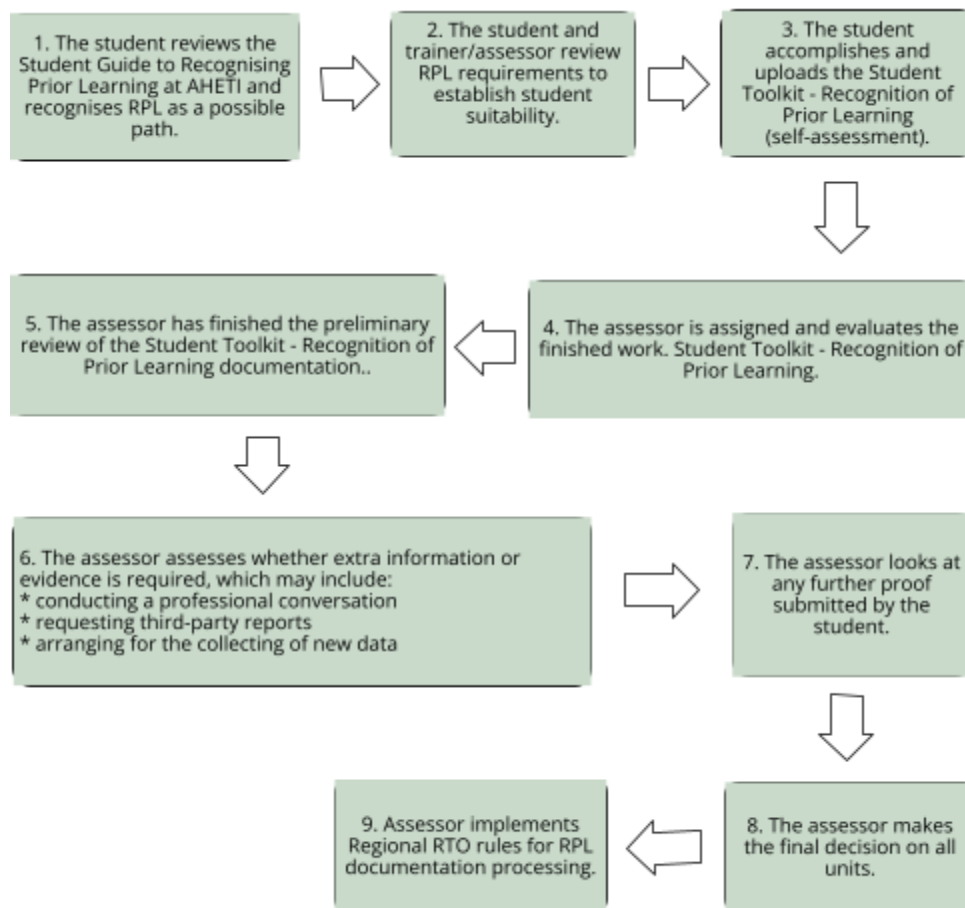


RECOGNITION OF PRIOR LEARNING

ASSESSOR TOOLKIT (RPL)

1 OVERVIEW OF THE PROCESS OF RECOGNITION OF PREVIOUS LEARNING

- 1.1 RPL is an evaluation procedure that recognises a student's abilities, expertise, and experience earned via past education, work, volunteer activities, and life in general. The RPL process is depicted in the diagram below. Below here, you'll find more information on each stage.





2 THE RPL PROCESS STEPS

- 2.1 At AHETI, the student reads the Student Guide to Recognition and selects RPL as a possible pathway. The AHETI Student Guide to Recognition is readily accessible on the internet and gives students a summary of recognition as well as potential recognition pathways.
- 2.2 The student and trainer/assessor meet for the first time to define RPL standards and determine student suitability. The student is provided procedure and timetable suggestions as part of this process.
- 2.3 The student completes and submits the relevant units' Student Toolkit - Recognition of Prior Learning (self-assessment). The documentation in the Student Toolkit - Recognition of Prior Learning gives the student more information about the RPL process and the steps required, such as accomplishing self-assessment/s for the necessary units in the qualification they are studying, acquiring suitable proof, and developing a portfolio for their RPL application. In addition, the student must complete an Enrolment Adjustment - Recognition of Prior Learning (RPL) (with the assistance of a trainer/assessor).
- 2.4 A completed Student Toolkit - Recognition of Prior Learning paperwork, supporting evidence, and a completed Supporting Evidence (Portfolio) cover sheet are assigned to and received by the assessor.
- 2.5 The assessor concludes an initial review of the Student Toolkit - Recognition of Prior Learning documentation and evaluates the suitability of the student's RPL evidence.
- 2.6 The Assessor has to verify any transcripts submitted by the student in their RPL application and analyse the evidence submitted by the student in accordance with assessment principles and evidence regulations. The full RPL procedure should take no more than three weeks.
- 2.7 The assessor looks over any extra proof submitted by the student (if necessary). Once all extra supporting material has been submitted by the student, the Assessor evaluates it and notes their conclusion on the appropriate RPL Unit material Summary form.



- 2.8 The assessor makes a determination on all units. After reviewing all presented evidence, the Assessor goes to the student's Enrolment Adjustment - Recognition of Prior Learning (RPL) and writes the outcome and reason for each unit of competency sought for in the application.
- 2.9 The assessor processes RPL documentation in accordance with Regional RTO rules. The Assessor keeps a copy of all provided evidence and forms in a safe place for convenient retrieval. The Assessor sends the completed work to their designated delegate for final approval and processes the student's outcome in accordance with regional RTO protocols.

3 REASONABLE MODIFICATION

- 3.1 Any accepted change or provision made in assessment to accommodate a student's impairment is referred to as a reasonable adjustment. A reasonable adjustment allows a student with a handicap to participate in assessment procedures and exhibit essential skills and knowledge in an equitable manner.
- 3.2 AHETI must offer an equitable, efficient, and timely reasonable adjustment for a student with a disability who participates in an assessment while preserving the integrity of the assessments. This is true for all assessment events, including those conducted in the workplace and online.
- 3.3 When measuring and reporting a student's achievement with an existing and ongoing impairment, it is critical to emphasise the use of all choices, including the use of assistive technology, to aid students in providing proof of achievement.
- 3.4 Reasonable modification AHETI provides services in accordance with Section 4 of the Commonwealth Disability Discrimination Act 1992 and the Disability Standards for Education 2005.

4 KIT CONTENTS

- 4.1 The material provided below is designed to provide the Assessor with an overview of the kit contents and how to apply them while assessing evidence given by a student in the Student Toolkit - Recognition of Prior Learning.

i. Summary of RPL Unit Evidence

- a. This document is used to map student evidence against unit requirements. To verify validity, the Assessor must cross-reference all unit components with the evidence received. A sequence of images or videos cannot be utilised on their own since they do not reflect entire work processes; they must be accompanied by supplementary proof that validates the work is being completed to the required workplace performance. Any evidence submitted must be authenticated and, where applicable, supported by a completed Third Party report. Please keep in mind that one Unit Evidence Summary must be completed for each unit requested in the RPL submission.

ii. Credit Recognition of Prior Learning (RPL) Enrollment Adjustment

- a. As part of their RPL submission, the student must provide this form to the Assessor. It will specify any competencies for which RPL is desired. Once the Assessor has decided on the outcome for each unit, the decision and explanation must be reported on this form. Use the Assessor instructions on the back side of the form to complete the section. Once completed, this form, together with all RPL Unit Evidence Summary forms and student evidence, is sent to an assigned delegate for final approval. If an Assessor is unsure who their delegate is, they can consult with their Head Teacher.
- b. The Unit Evidence Summary and the Enrolment Adjustment form are completed afterwards since they represent a summary (and mapping evidence) of how the assessor has analysed and assessed whether or not the student is competent. The Assessor's conclusion is based on the evidence acquired and how it fits the standards of the evidence rules, namely valid, current, sufficient, and authentic.

iii. Third Party Report RPL

- a. A set of relevant and adequately mapped criteria for a workplace supervisor/manager/referee to make determinations on current skills and knowledge is included in the Third Party Report (if required).
- b. The evaluation must particularly assess the student's performance in regard to relevant unit/s of competency and certify the display of abilities and expertise in relation to acceptable industry standards. Third Party Reports must be signed and dated, and they must identify the writer's working relationship with the student as well as include examples of what the Third Party has noticed in the student's present work environment or during the last two years.

iv. Professional Conversation and Recording Sheets for RPL

- a. The professional conversation presents a series of sample questions that are explicitly mapped to unit requirements; therefore, the Assessor must be knowledgeable with the unit/s of competency and be able to contextualise the professional conversation questions for the student. The discussion should be fluid and natural, centred on the students' previous and current job experiences.
 1. The Assessor schedules a meeting with the student at a mutually suitable time. If the conversation is held in person, the Assessor ensures that the student's supervisor has been informed (where applicable) and that a quiet and confidential area has been prepared.
 2. At the beginning of the conversation, the student may feel nervous. To put the student at ease, the Assessor should describe the professional discussion procedure, such as how the conversation may or will be electronically recorded as evidence to meet audit standards, and how notes will be taken during the session.

3. Keep in mind that the student's comments can also serve as good evidence for other units of competency that the student is applying to have recognised. If the student gets 'off track' with their responses, the Assessor should direct them back to the original question.

5 OBTAINING ADDITIONAL PROOF

- 5.1 If gaps in the student's documentation/evidence are detected, a variety of approaches can be employed to acquire additional information.
- 5.2 Direct or workplace observation can be used to demonstrate a student's ability to execute specified tasks and abilities required for acknowledgment of competence in a specific field.
- 5.3 A written activity, such as an assignment or a project, can be used to assess an applicant's fundamental knowledge.
- 5.4 If they are required, the Assessor must use SkillsPoint-approved assessments from the Learning Bank. Each unit offers a comprehensive set of tools and marking instructions that are clearly laid out. The assessor can choose the questions/tasks that are relevant to the student's needs and meet the gap assessment standards, and then arrange for a tailored activity to be done.
- 5.5 Assessment resource/s (for each unit in the qualification, insert a link to an approved Learning Bank record/s (a record comprises both student and assessor facing materials).)



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