

Recognition of Prior Learning/Credit Transfer Policy

1. GOAL

The goal of the Recognition of Prior Learning (RPL) Policy is to ensure that your prior learning, gained through training, work experience or other life experiences, is appropriately recognised.

2. PRINCIPLES

The key principles governing RPL by **CEPIA** are:

- RPL assessment processes shall provide for the recognition of current competencies regardless of where these may have been acquired.
- RPL focuses on identifying the endorsed industry/enterprise competency standards currently held by individuals as a result of formal and informal training, not how, when or where the learning occurred.
- RPL underpins any system of competency-based training. **CEPIA** is committed to recognising the prior learning of individuals.
- RPL will be available to all potential applicants.
- RPL will involve processes that are fair to all parties involved.
- RPL will involve the provision of adequate support to potential applicants.

3. OBJECTIVES OF RPL

With these principles providing a basis for action, **CEPIA** objectives are:

- to increase access to RPL by individuals;
- to ensure that RPL is an integral component of the assessment of an individual's eligibility for an award;
- to ensure that procedures for RPL incorporate a range of valid and reliable techniques designed to accurately assess competencies held; and
- to promote 'non-traditional' (other than classroom/workshop based) learning processes as valid pathways to competency achievement and recognised training outcomes.

4. KEY PRINCIPLES OF ASSESSMENT IN RPL

CEPIA is committed to assessment processes that are valid, reliable, flexible and fair. This means that:

- assessment processes must cover the broad range of skills and knowledge needed to demonstrate competency;
- assessment of competency should be a process which integrates knowledge and skills with their practical application;
- during assessment, judgements to determine an individual's competency should, wherever practicable, be made on evidence gathered on a number of occasions and in a variety of contexts or situations;
- assessment processes should be monitored and reviewed to ensure that there is consistency in the interpretation of evidence;
- assessment should cover both the on and off the job components of training;
- assessment processes should provide for the recognition of competencies no matter how, where or when they have been acquired;
- assessment processes should be made accessible to individuals so that they can proceed readily from one competency standard to another;
- assessment practices must be equitable to all groups of individuals;

- assessment procedures and the criteria for judging performance must be made clear to all individuals seeking assessment;
- there should be a participatory approach to assessment. The process of assessment should be jointly developed/agreed between the assessor and the assessee; and
- opportunities must be provided to allow individuals to challenge assessments and provision must be made for reassessment.

5. RISK MANAGEMENT AND QUALITY ASSURANCE

The extent of recognition sought may be up to one hundred per cent. **CEPIA** acknowledges that there is a higher risk associated with this degree of recognition. **CEPIA** observes the principle that as the level of risk increases there should be a corresponding increase in the rigour of the RPL processes.

6. FEES AND CHARGES FOR RPL SERVICES

In determining fees and charges for RPL services, **CEPIA** will apply the principles of access and fairness.

7. STAGES OF THE RPL PROCESS

The **CEPIA** RPL process includes the following stages:

- initial support and counselling;
- application;
- assessment;
- post-assessment guidance; and/or certification.

What do you need to do?

1. Seek initial support and counselling

- Contact **CEPIA** or your **CEPIA** trainer to seek information about course units, elements and performance criteria.
- Decide on the units/elements that you believe you can gather sufficient evidence of prior learning for. (Note that, except where specified in the course document, RPL will be considered only for complete elements.)
- Seek advice on how to gather and assemble evidence which addresses all the performance criteria in each of the selected elements. You may find that the same evidence can be used across elements or units.
- Make sure that you are told about the principles of validity, reliability, flexibility and fairness and about the evidence criteria - validity, reliability, currency, consistency and sufficiency.
- Ask for information about **CEPIA** complaints/appeals process.

2. Complete the RPL Application Form:

- Complete the RPL Application Form, and pay the required fee. (This fee will vary according to the number of units for which RPL is sought.)
- Normally, you will be enrolled for a program prior to applying for RPL for specified units within it. However, you can apply for RPL of units prior to, or independent of, enrolment in a particular program.

3. Submit your evidence for assessment:

- Assessment will be carried out by a qualified **CEPIA** assessor who will apply the specified assessment principles and evidence criteria.

- Assessment may be carried out on a face-to-face basis, at your work site or some other mutually acceptable location, or at a distance, based on a portfolio of evidence you have provided.
 - You will receive one of the following judgements – competent, not yet competent, more evidence needed.
- 4. Receive post-assessment guidance and/or certification:**
- A written assessment report will be supplied for each unit assessed. In the case of a judgement of “more evidence needed”, advice will be offered about the additional evidence. (Note that a subsequent reassessment may involve the payment of an additional fee.)
 - You will receive written advice, explaining whole-of program implications of the RPL assessments.
 - All units/elements for which you have been judged ‘competent’ will be credited towards the program; as part of the appropriate qualification
 - Where RPL has been sought successfully for ‘independent’ units, a Statement of Attainment will be issued for each ‘competent’ unit.

APPLICATION FOR RECOGNITION OF PRIOR LEARNING (RPL)

DETAILS OF UNIT(S) FOR WHICH YOU ARE SEEKING RPL:
(Please photocopy and use a separate form for each unit.)

Unit Title: _____
_____ Code: _____

DETAILS OF APPLICANT:

Name: _____

Registration No. (if applicable): _____

Contact Address: _____

Phone: _____ Fax: _____ Email: _____

DETAILS OF EVIDENCE:

Provide details of the evidence you can supply to support this application. In due course you will be required to submit this evidence for assessment.

(Evidence must be valid; authentic; current; consistent; and sufficient.)

- I have been advised of the evidence criteria which will be applied to the assessment of my evidence.
- Where applicable, I have attached the necessary fee of \$.....
- I understand that this fee is non-refundable in the event that my application for RPL is unsuccessful.

SIGNED:

DATE:

PLEASE COMPLETE AND RETURN THIS FORM TO:

CEPIA, PO Box 431, Toowong, QLD, 4066, Australia.

Phone: +61 403 767 761 Fax: +61 7 3878 5181 email: info@cepia.com.au