

## ADVANCED STANDING AND EXEMPTION, RECOGNITION OF PRIOR LEARNING AND CREDIT TRANSFER

### 1. Preamble

The Code of Practice of Yalga-binbi Institute states that

*The Institute will recognise the AQF qualifications and Statements of Attainment gained in other Registered Training Organizations and, as far as possible, will cross-credit qualifications or units of training in enrolling students in its courses. The Institute will also make provision for recognition of prior learning from other institutions and experiences, and arrange assessment strategies by which students may gain formal recognition for this learning towards their qualifications in Yalga-binbi Institute.*

### 2. Scope

This policy applies to any student enrolled or seeking to enrol in Yalga-binbi Institute in an accredited course or accredited unit(s) of courses, and who wishes to seek recognition for qualifications, Statements of Attainment, units of accredited courses, knowledge, skills or competencies which have been acquired through prior learning experiences such as through studies or training, work experience on the job, or from life experience. The procedures set out in this statement apply to all categories of recognition of prior learning, whether it is through advanced standing, exemption, credit transfer, recognition of current competencies, or Recognition of Prior Learning.

### 3. Definitions

#### 3.1 Mutual Recognition

Under the policy of "Mutual Recognition", Registered Training Organizations throughout Australia recognise the qualifications and Statements of Attainment granted by other Registered Training Organizations and cross-credit qualifications or units of training in enrolling students in their courses.

#### 3.2 Advanced Standing

"Advanced Standing" is the process of granting a student full credit in individual units or modules of a course on first enrolment in that course, on the basis of studies or training successfully completed elsewhere.

#### 3.3 Exemption

"Exemption" refers to the process of exempting a student on enrolment in a course from having to do certain units or other parts of the course on the basis of studies successfully completed elsewhere. Exemption may also be granted if certain units of the course have been completed while undertaking another course in the Institute.

#### 3.4 Recognition of Prior Learning

"Recognition of Prior Learning" (RPL) is the process of formally recognising the skills, competencies and knowledge that a student has relevant to the learning outcomes of individual units of a course, but acquired before enrolling in that course, and granting credit for these units or for some of the learning outcomes of the units. It does not matter how the student has gained the relevant skills, competencies and knowledge, providing that it can be demonstrated in some way that he/ she has acquired them. Usually credit will be given for whole units, but it may be possible to negotiate recognition for some of the learning outcomes of a unit, thus reducing the work to be done to complete the unit. (See Accelerated Progression below).

#### 3.5 Credit Transfer

"Credit transfer" is one aspect of "Recognition of Prior Learning". It is the process of recognising the skills, competencies and knowledge that a student has previously acquired through successfully completing other formal, accredited learning as a part of another study or training program. Credit Transfer is based on documented evidence of achievement.

Credit transfer may involve giving credit in the course for which the student has enrolled for any of the following:

- the whole course or a strand in the course on the basis of having previously successfully completed an appropriate strand, units or modules of the same, or of one or more parallel, courses elsewhere (Block Credit);
- particular units or modules in the course on the basis of having previously successfully completed appropriate units or modules from one or more parallel courses elsewhere (Specified Credit);
- the whole course, strand or particular units or modules in the course in which the student is enrolling, on the basis of previous successful study or training undertaken, but where it is difficult to match direct correspondence between the units or modules of the Yalga-binbi Institute course and the previous study or training completed (Unspecified Credit).

### **3.6 Accelerated progression**

“Accelerated Progression” refers to completing a unit or module more quickly than normal as a result of the student already having, and being able to demonstrate that he/ she already has, some of the knowledge, skills, or competencies included in that unit. For example, exemption may be given from certain assignments or tasks that relate to particular competencies in the unit, though not from all of them. However, as a result, the student is able to complete the unit more quickly than otherwise and so progress sooner to the next part of the course.

### **3.7 Competencies**

“Competencies” are the skills needed to carry out specified tasks to the standard required by industry.

### **3.8 Learning Outcomes**

“Learning Outcomes” are the statements that describe the competencies achieved in a course.

### **3.9 Supporting Information**

The “Supporting Information” includes pieces of information or documents which support a claim for RPL. All copies of documents must be certified as being true copies. The Supporting Information may include:

- Copies of any statements, references, testimonials, letters or articles detailing the student’s previous employment or community involvement and the quality of those activities;
- Copies of school reports, certificates or statements about education and training, including records or statements of attendance or statements of attainment from on-the-job training courses, hobby or other courses;
- Transcripts of the results from other courses or parts of courses that have been undertaken, as well as formal certificates and diplomas, or the formal recognition of other studies or training that have been completed;
- Relevant work samples such as memos, reports, and completed products from employment or other practical activities;
- Outlines of any courses which have been completed previously;
- Contact details of employers, supervisors, and community members who could be contacted to speak in support of the RPL request; and
- Any other information which might aid in the assessment of the request.

### **3.10 Award**

An award is a document conferred by a Registered Training Organization formally recognising the academic achievement of a student who successfully completes an accredited course of study or training, or otherwise is able to demonstrate that he/ she has acquired the competencies and other learning outcomes required of the accredited course of study or training, at a level at least equivalent to Certificate I Level, as defined by the Australian Qualifications Framework. For these purposes, an award may be a Certificate I, II, III, or IV, a Diploma, or an Advanced Diploma, as defined in the Australian Qualifications Framework.

### **3.11 Statement of Attendance**

A statement of attendance is a document conferred by an education or training organization to signify that a person has attended a non-accredited (non-award) course of study or training.

### 3.12 Statement of Attainment

A statement of attainment is a document conferred by a Registered Training Organization formally recognising the academic achievement of a student or trainee who successfully completes:

- a recognised stage of a course of study or training leading towards, but not to the final level required for, the achievement of an award;
- a registered course of study or training comprised of nationally accredited units or modules, but not qualifying the recipient to an award as defined above; or
- one or more nationally accredited units or modules of study or training, undertaken either in isolation or as part of a registered course of study or training.

## 4. Assessing Prior Learning and Current Competencies on behalf of the Institute

The process of recognizing a student's prior learning must be conducted by an assessor who is recognized as competent to do so. Normally this requires that the person responsible for the assessment of prior learning has completed the Certificate IV in Workplace Training and Assessment or its equivalent, or that, as a minimum, the person conducting the assessment has completed the following units or their equivalent:

- a. TAAASS401A Plan and organise assessment
- b. TAAASS402A Assess competence
- c. TAAASS403A Develop assessment tools
- d. TAAASS404A Participate in assessment validation

In addition, the assessor must have relevant vocational competencies, at least to the level being assessed.

The assessor may be assisted by an expert in the content of the unit, units, or courses for which the student is seeking RPL. Whether or not such an expert is needed in addition to the assessor, there must be no less than two members of staff or other assessors participating in the assessment of applicants for recognition of prior learning, and they must report in writing, through the Training Co-ordinator, to the Academic Committee on each application for RPL, the assessment procedure followed, and the outcome recommended. The Academic Committee will confirm or otherwise the recommendation of the assessors.

The responsibility is on the student who is seeking Recognition of Prior Learning to provide all the supporting information necessary to determine the appropriateness of his application. In providing this information, the student may be assisted by a mentor, who may be a supervisor, a member of the staff of the Institute, a friend, an interpreter, a colleague, or anyone who can provide further evidence of the applicants' knowledge and skills, especially in the workplace. In addition, staff of the Institute should do all possible to advise the student on the information that is necessary for his/ her application to be assessed and how this can best be presented. The assessors should also take account of any special needs of the student, such as demonstrating competencies without interference of language skills where these are not related to the competencies required.

## 5. Recognizing Prior Learning while Maintaining Standards

The process of RPL is not a process by which students may be exempted from acquiring the knowledge or competencies specified as the learning outcomes for an accredited course or training package. It is a process of identifying that the student already has acquired some or all of these learning outcomes, can be formally recognised as having these learning outcomes, and so does not need to repeat this learning. The principles specified in the AQTF Standards are:

- Validity – the information provided and the process of assessing it prove competency in the specified learning outcomes of the unit and for which recognition is sought.
- Reliability – the information provided and the process of assessing it demonstrate that the learning outcomes would be evident in other situations or in other work contexts.
- Fairness – the assessment procedures are fair to the student, and, while demonstrating whether or not the student has the competencies required, the process of assessment does not in itself disadvantage certain students and takes account of special individual

needs and physical or other capacities. In addition, the student has access to the course information showing the learning outcomes that must be achieved and so is able to prepare an adequate case to demonstrate his/ her prior learning of the outcomes required from the course or training package.

- Flexibility - while demonstrating whether or not the student has the competencies required, the assessment procedures take account of a variety of situations in which the competencies may be used as well as the different cultural contexts in which the students may learn and/ or use the competencies. In addition, in processing the application, the student should be allowed adequate time in which to compile the information needed to support the application.

In addition, the following principles should be observed in assessing the information provided:

- Authenticity: ensuring that the information submitted for assessment is the student's own work;
- Currency: ensuring that the student possesses the required competencies at the time of assessment. While a student may provide information of competencies that were acquired some years previously, the assessment procedures must ensure that the applicant has the required competencies at the time of assessment.
- Sufficiency: ensuring that enough evidence has been provided to be able to make a proper decision on the competencies that the student has.

These principles have important implications for assessments of prior learning in cross-cultural contexts, such as with applications from mature-aged Indigenous people:

- The RPL procedures must recognise Aboriginal and Torres Strait Islander cultural competencies as these are included in the curricula of units and modules of the Institute's courses or can be interpreted from the curricula of the units in the training package or accredited course.
- Cultural diversity should be recognised through the RPL procedures to meet the needs of Indigenous communities at the local level while ensuring that the learning outcomes required by the units in the training package or accredited course have been satisfactorily achieved.

## **6. Procedures for recognizing Advanced Standing and Exemption**

In this case the student seeks exemption from units in the course for which he/ she has enrolled for units, strands, or other components of courses or training previously undertaken in the Institute or in another Registered Training Organization.

- 6.1** The application for Recognition of Prior Learning on the basis of units etc which have previously been completed should be submitted on the Application Form in Appendix A, together with adequate supporting information.
- 6.2** In completing the Application Form, the student must also provide documentary evidence of the units or courses previously completed, together with the original or a certified copy of the academic transcript or award provided by the other institution or training organization.
- 6.3** This recognition is provided only for units or other components of a course or training provided by a Registered Training Organization which meets the criteria of the Australian Quality Training Framework.
- 6.4** The assessors may meet with the applicant for RPL to discuss the application, peruse the supporting information provided, and clarify any issues in the documentation provided. The assessors may also need to observe the applicant in the workplace or in a simulated work situation, and may require other demonstration by the applicant of the competencies that he/ she claims to have.
- 6.5** If the assessors are satisfied that
  - the documentation provided by the student is comprehensive in relation to assessing whether or not the student has completed the same units as in the Institute's course or that the units completed require the same learning outcomes as the units in the Institute's course for which exemption is sought;

- the documentation submitted is authentic. (It would normally be necessary for the Institute to seek verification of the awards granted and the units or courses completed from the awarding Registered Training Organization).
- the student's competencies are current at the time of assessment; for example, that the award was achieved within the past five or six years or that the student can demonstrate that he/ she has continued to use these competencies in the workplace since achieving the award;

then under the Institute's commitment to the policy of Mutual Recognition, the assessors should recommend to the Academic Committee that the student's application for Advanced Standing be approved for those units and learning outcomes for which achievement has been proven.

- 6.6** If the assessors consider it necessary, they may request the student to demonstrate some or all of the competencies for which recognition is sought in a real or simulated workplace, or by producing other evidence (such as a specific reference from an employer or supervisor or undertaking a relevant project).
- 6.7** RPL through Advanced Standing is provided on a whole unit or unit-by-unit basis rather than partial exemption from a course or unit. If the assessors consider that only partial recognition can be provided towards the units that had been sought, then the application would be considered under the procedures in Clause 7.

## **7. Procedures for Recognition of Prior Learning and Credit Transfer**

- 7.1** On enrolment, all students must be provided with information on the policy and procedures for Recognition of Prior Learning, and invited to review their past work experience and training with a view to identifying prior knowledge for which they may receive recognition under this policy.
- 7.2** For this purpose, students should be provided with information on the learning outcomes of all the units included in the course that the Institute is offering.
- 7.3** Overall responsibility for management of Recognition of Prior Learning in the Institute rests with the Academic Committee. Co-ordination and monitoring of RPL in the Institute on behalf of the Academic Committee is therefore the responsibility of the Training Co-ordinator. The first point of contact for students concerning RPL and for information on the procedures, including the documentation required, is the respective Course Co-ordinator.
- 7.4** A student who wishes to apply for Recognition of Prior Learning must first of all request a copy of the information brochure that explains the procedures and how to apply, a copy of the units and the unit learning outcomes of the course, and a copy of the application form. At this stage the student would be well advised to meet with one of the academic staff of the Institute to clarify the policy and procedures and to discuss both the learning outcomes and/ or units for which he/ she could claim RPL, and the evidence that would be needed to support the application. The student must also be informed at this stage of any fees that have to be paid in submitting the application for RPL and when these must be paid.
- 7.5** The student then identifies the learning outcomes and/ or units for which he/ she wishes to seek RPL and lists these on the Application Form.
- 7.6** Against each Learning Outcome for which the student is seeking RPL, the student identifies the evidence for claiming RPL. This evidence should be carefully compiled and collated in a *Portfolio of Evidence for Recognition of Prior Learning*. Again the student would be well advised at this stage to discuss their application with a member of staff to ensure that they have adequate grounds on which to seek RPL and that they have compiled adequate evidence to support the application.
- 7.7** The application, together with the *Portfolio of Evidence for Recognition of Prior Learning*, should be given to the Course Co-ordinator with the necessary fee. The Course Co-ordinator will discuss it with the student and advise the student on the adequacy of the information provided. The Course Co-ordinator should not at this stage express an opinion on whether or not the application is likely to be supported, but should only advise the student on the evidence needed to support the application.
- 7.8** The Course Co-ordinator will then pass the application to the Training Co-ordinator, who will identify the Assessors to analyse the application and provide a recommendation to the Training Co-ordinator for the Academic Committee. There should be at least two Assessors to consider the application, at least one of whom must meet the criteria of Clause 4 above.

- 7.9** The assessors will consider the evidence provided, including meeting with the applicant and their mentor (See Clause 4 above). For the purposes of RPL, acceptable evidence that prior learning has occurred may include, but is not limited to, the following verification:
- Statements of Attainment, academic transcripts, and certificates, diplomas, or other awards that support the student's application;
  - Previous records of attendance at workshops, courses, programs or any other learning activity that demonstrates acquisition of skills or knowledge;
  - Log book entries, journal entries, diary entries or any other similar documentation that demonstrates involvement in activities relevant to the competencies for which recognition of prior learning is sought;
  - Statements of previous employment that detail the responsibilities carried out and the student's competence in carrying out these responsibilities;
  - Written confirmation from present or past employers that the student has participated in workplace activities that demonstrate ability in the particular competencies for which RPL is sought. These testimonials must be written in respect of the specific competencies or learning outcomes for which RPL is sought - a general reference is not adequate evidence.
  - Project documentation, portfolios, work reports or any other valid evidence that demonstrates that the student has skills and knowledge in part or whole in relation to the competency or qualification being sought;
  - A Statutory Declaration signed before a Justice of the Peace or a Commissioner of Oaths declaring the extent and type of experience, skills or knowledge that the student has acquired;
  - Observation by the assessors of the student performing the required competencies in the workplace or in a simulated workplace, or other practical activity which allows the student's competence to be observed.
- 7.10** The Assessors must determine the validity, reliability, sufficiency, authenticity, and currency of the evidence provided or obtained in support of each competency or learning outcome for which RPL is sought, and make a recommendation to the Training Co-ordinator on behalf of the Academic Committee. The Assessor's recommendations may be:
- that the application be approved in full and the student exempted from specific units of the course (up to 100% of the units);
  - that the student be given recognition for specific units or parts of units, and, in the latter case, that the student be required to complete certain work in order to achieve all the necessary learning outcomes;
  - that the application be rejected and the student continue to undertake all the units of the course in the normal way;
  - that the student be asked to submit additional information in support of the application. This may also involve the student being asked to undertake some practical work or a workplace project, a test or other examination to determine competency in specified learning outcomes or units, or to provide additional information to support the application.
- 7.11** The Training Co-ordinator should consider the report of the Assessors and, if satisfied that it is an adequate assessment of the application, forward it to the Academic Committee with a recommendation for approval or otherwise.
- 7.12** If the application is rejected in whole or in part, the Training Co-ordinator or the Course Coordinator, as appropriate, should meet with the student and explain the reasons for this. The student must also be informed of the right of appeal under the policy *Academic Appeals By Students*.
- 7.13** A copy of all the documentation associated with the application for RPL should be placed on the student's file. Details of all the credit granted must be recorded in the student's database, including in the record of the student's progression in the course.

## **8. Responsibility of the Training Co-ordinator in Processing RPL Applications**

The Training Co-ordinator receives assessments of applications for Advanced Standing, Recognition of Prior Learning and Credit Transfer from the assessors of RPL applications, and will:

- ensure that on enrolment all students receive information about the Institute's RPL policy and procedures and are adequately supported in completing RPL applications if they wish to apply for RPL;
- have strategies in place to conduct RPL assessments according to the Institute's RPL procedures as set out in the policy and procedures for *Advanced Standing and Exemption, Recognition of Prior Learning and Credit Transfer*.
- consider the report of each RPL assessment, and
  - check that each successful RPL assessment complies with the Institute's policy and procedures, and either recommend that the Academic Committee endorse the assessors' recommendation or not endorse it;
  - if the Academic Committee does not approve the application in whole or in part, the Training Co-ordinator should ensure that the applicant is informed of the outcome and the reasons for it, and that the applicant receives advice on how they should proceed, including their right to appeal;
  - if the application is approved in whole or in part, the Training Co-ordinator must ensure that the applicant is informed, and the effect of the success of the application on the student's course in the Institute is discussed with the student and the details of what the student has now to do to complete the course is specified.
  - The Training Co-ordinator must ensure that the credit granted is recorded in the student's record of progression through the course and in the student database, and that all staff involved with the course are informed.
- ensure that a copy of the documentation is placed on the student's personal file and the portfolio of evidence is returned to the student, together with a letter setting out the credit granted and the effect of this credit on the requirements for the student to complete the course.
- monitor and review, at least annually, the implementation of the Institute's RPL and Credit Transfer procedures and advise the Academic Committee accordingly.
- allocate resources from within the Yalga-binbi Institute budget to support the processing of applications for RPL;
- recommend to the Director, for consideration by the Committee of Management, the fees to be charged for processing applications for Recognition of Prior Learning;
- monitor and review implementation of the Institute's RPL procedures and provide recommendations to the Academic Committee on how they might be improved.

## **9. Responsibility of the Academic Committee**

The Academic Committee will:

- receive reports from the Training Co-ordinator on the implementation of the Institute's procedures for RPL and Credit Transfer, including the data on successful applicants;
- review from time-to-time and upon advice from the Training Co-ordinator the Institute's policy on *Advanced Standing and Exemption, Recognition Of Prior Learning and Credit Transfer*, and on the implementation of the Institute's procedures for RPL and Credit Transfer;
- advise the Institute's Committee of Management on issues arising from the implementation of Recognition of Prior Learning in the Institute, and make recommendations on modifications to the policy.

The Academic Committee is responsible for the overall implementation of the Institute's policy and procedures of Recognition of Prior Learning. The Academic Committee will:

- develop, monitor and review the Institute's RPL and Credit Transfer application procedures;
- receive recommendations on RPL and Credit Transfer assessments from the Training Co-ordinator for each individual RPL application, including whether the RPL should be approved as recommended, approved with modifications, or not approved;
- record its decision on each RPL application in the Minutes of the meeting in which the decision is made;

- where a successful RPL application has been assessed by an Assessor between meetings of the Academic Committee, then the assessment may be approved by the Executive Committee of the Academic Committee. The Academic Committee will note such approvals at its next meeting.
- monitor the outcomes of RPL assessments to ensure that they are consistent with the Institute's policy and procedures;
- establish RPL assessor training sessions for academic staff of the Institute which meet the requirements of the Commonwealth and Queensland Vocational Education and Training authorities, and the cross-cultural awareness requirements of the Institute;
- receive advice from time-to-time from the staff of the Institute on any aspect of the operations of this policy and procedures and take appropriate action.

## APPLICATION FOR RECOGNITION OF PRIOR LEARNING

including applications for:

- **Advanced Standing**
- **Exemption**
- **Recognition of Prior Learning**
- **Credit Transfer**
- **Accelerated progression**

The purpose of Recognition of Prior Learning (RPL) is to take account of the knowledge, competencies, and skills that a student brings to the course in which they enrol. If they already have some of the knowledge, competencies and skills that the course teaches, then there should be no need for the student to repeat this learning. So the goal of Recognition of Prior Learning is to ensure that the learning which the student has gained through training, work experience or other life experiences is appropriately recognised if it is relevant to the learning outcomes of the course for which the student has enrolled.

If you consider that you have gained knowledge and skills required by units in the course or even by the whole course previously, and can demonstrate these skills at the required level, then you may be eligible to receive credit towards your course.

The first step is to approach the Course Coordinator and discuss the option of RPL for units within the course, for some parts of units, or for all of the course.

You will need to get the following:

- A copy of this Application Form;
- A copy of the units of the course in which you are enrolling;
- A copy of the learning outcomes for each of the units for which you wish to seek RPL;
- Supporting Information which shows units which you may have completed in other courses, awards which you have received from other studies, your previous work experience related to this course, and any other activities that show the knowledge and skills which you have already acquired compared with the learning outcomes of the course in which you are enrolling.

Then you should begin to complete this application. However, it is important that you compile a portfolio of the Supporting Information which shows the knowledge and skills that you have that are included as learning outcomes for this course. RPL recognizes the knowledge and skills that you already have that are related to the course Learning Outcomes. RPL does not exempt you from gaining the knowledge and skills required by the course if you do not already have them. The responsibility is on you to provide the evidence for the knowledge and skills which you already have.

If you need assistance in completing this application form, you may contact a member of staff to assist you. You may also approach a mentor, such as your employer or a work colleague to assist you with this application.



**Section 2 Work Experience**

Write down the jobs that you have worked in, including all full-time, part-time, casual, and voluntary work. Include jobs for which you were paid and those that were voluntary, including employment, work experience, and community work. List with each job the most important skills that you used related to the course in Yalga-binbi Institute for which you are now enrolled.

Employer	Type of Work	When	Skills used

**Section 3 Advanced Standing or Exemption**

List here the course and units that you have previously completed and where the training was done, against the units from your current course for which recognition is sought or for which you are requesting credit.

Course	Previously Completed		Current Course in YBI
	Training Organization	Code and name of units	Code and name of units

### Section 3 Advanced Standing or Exemption (continued)

Previously Completed			Current Course in YBI
Course	Training Organization	Code and name of units	Code and name of units

### Section 4 Recognition of Prior Learning, Credit Transfer, and Accelerated Progression

Recognition can be given for knowledge, skills, and competencies which you have acquired before commencing the course if they are the same as learning outcomes in the course for which you have enrolled. It does not matter how the knowledge, skills, and competencies have been learnt (e.g., whether through another course, through training in the workplace, through general life experiences). If you can demonstrate in some way that you have already acquired the specified learning outcomes of the course in which you have enrolled, there is no need for you to learn this over again.

Credit will normally be given for whole units when all the specified learning outcomes have already been learnt. However, it may also be possible to be recognised for some of the learning outcomes of a unit, but not for all of them, and so accelerate progress through the unit. Whether or not this is possible will be a decision taken by the lecturer for the unit or by the Course Co-ordinator.

In order to apply for recognition of prior learning or credit transfer in this case, it is necessary for you to do the following:

- a. Obtain a copy of the units for the course in which you are enrolled, including a listing of the learning outcomes required of each unit.
- b. Identify the learning outcomes that you believe you have already acquired.
- c. Obtain the evidence for this claim against each learning outcome of each unit. This evidence is referred to as Supporting Information, and may include some or all of the following:
  - Statements of Attainment, academic transcripts, and certificates, diplomas, or other awards from other courses or training programs that you have undertaken. These statements must specify the units completed previously. If the statements do not specify the learning outcomes of each unit, you will need to obtain these from the course handbook or from the institution where you did the training.

- Previous records of attendance at workshops, courses, programs or any other learning activity that demonstrate and specify skills or knowledge that you have acquired through the activity.
  - Log book entries, journal entries, diary entries or any other similar documentation that show work that you have done or projects which you have carried out which show that you are competent in the learning outcomes or units for which you are seeking recognition of prior learning.
  - Employment statements from previous work that you have had, which detail the responsibilities that you carried out and how well you carried out these responsibilities.
  - Written confirmation from present or past employers that you have participated in workplace activities that demonstrate ability in the particular competencies for which RPL is sought. These testimonials must be written in respect of the specific competencies or learning outcomes for which RPL is sought - a general reference is not adequate evidence.
  - You could show the skills and competencies that you have through the documentation of projects that you have undertaken previously, through portfolios, work reports or any other valid evidence that demonstrates that you have some or all of the skills and knowledge that are the learning outcomes of the units of the course in which you are enrolled.
  - If you cannot obtain other certificates or diplomas or statements from previous employers, etc., you can provide a Statutory Declaration signed before a Justice of the Peace or a Commissioner of Oaths declaring the extent and type of experience, skills or knowledge that you have acquired through previous experiences.
- d. Collate all your evidence into a portfolio, which has to be submitted with your application for Recognition of Prior learning. Do not hesitate to ask a member of staff to advise you on what you should include in your portfolio of Supporting Information, and on what units or parts of units you could seek recognition for.
  - e. If the assessors wish to, they may ask you to demonstrate your knowledge, skills and competencies through a practical activity, such as by performing the required competencies in the workplace or in a simulated workplace, or other practical activity that allows your competence to be observed.
  - f. Complete the remainder of this application form, being careful to specify the units and the learning outcomes for which you believe that you should receive credit, and indicating your evidence for this to be approved.

## MATCHING COURSE LEARNING OUTCOMES WITH YOUR SKILLS

1. From the course outline that you get from Yalga-binbi Institute, write down the units and the competencies, elements of competency, or learning outcomes which you feel that you have the necessary skills for.
2. Next to this write down the skills that you feel you have which match these learning outcomes.
3. What evidence do you have to say that you do have these skills? Write down what this evidence is; e.g., the certificate that you have that specifies the units and learning outcomes that you completed successfully in another course or institution.
4. Write down the units or the parts of units for which you are requesting recognition.
5. Write down the evidence that you have included in your portfolio to support your request for recognition against each learning outcome and each unit.

Units by code and name	Learning Outcomes (List all the elements of competency or LO's for the unit)	Skills that you have that match the competencies or LO's	Evidence to show that you have these competencies/ have already achieved the LO's	List the units and the LO's for which you are seeking recognition	Evidence included in Portfolio of Supporting Information.

[Photocopy this page before you start writing on it in case you need extra space].

<b>Units by code and name</b>	Learning Outcomes (List all the elements of competency or LO's for the unit)	Skills that you have that match the competencies or LO's	Evidence to show that you have these competencies/ have already achieved the LO's	<b>List the units and the LO's for which you are seeking recognition</b>	<b>Evidence included in Portfolio of Supporting Information.</b>



## Section 5 Approval of RPL Application

### 1. Acknowledgement of RPL Applicant

I acknowledge that the information included in my RPL Application is true and correct.

Name of Applicant: \_\_\_\_\_

Signature of Applicant: \_\_\_\_\_ Date: \_\_\_\_\_

### 2. Recommendation of RPL Assessors

We have assessed this RPL Application and recommend that the applicant be granted/ not granted

- RPL for the following units or course;
- accelerated progression for the listed units, with recognition granted for the listed learning outcomes within the units.

Name of Assessors: \_\_\_\_\_

Signatures of Assessors: \_\_\_\_\_

### 3. Approval of Academic Committee

The Academic Committee determined, in its meeting of \_\_\_\_\_ that

- RPL be approved as recommended;
- RPL not be approved;
- RPL be approved as recommended, with the following modifications:

\_\_\_\_\_  
Chair of Academic Committee

Date: \_\_\_\_\_

**RECOGNITION OF PRIOR LEARNING**

**Steps in the Process for the Applicant**

