



# Recognition of Prior Learning (RPL) Policy

## 1. Purpose

Throughout this document Australia Institute of Business & Technology International will be referred to as AIBTI.

To confirm that all students, prospective or actual, of AIBTI training programs are able to apply for recognition of prior learning where applicable.

## 2. Policy statement

AIBTI promotes the acknowledgement of all skills and knowledge gained through the life experiences, work experience, previous training and formal education of students and offers RPL as a way to recognise these skills and knowledge.

### 2.1 RPL

The RPL processes conducted by AIBTI (is a recognition process which provides acknowledgment of all skills and knowledge gained through the life experiences, work experience, previous training and formal education of applicants.

AIBTI's RPL process examines evidence submitted by applicants as well as evidence provided during the interview process based on the following key principles:

- ☑ Adopting a focus on the competencies held rather than on how, when or where the learning occurred.
- ☑ A demonstrated commitment to recognising the prior learning of adults.
- ☑ Providing access to the RPL process for all students prior to and during enrolment.
- ☑ Undertaking RPL processes which are fair to all those involved.
- ☑ Providing adequate support for all potential RPL applicants.

All AIBTI's students (prospective or actual) can apply for RPL at any time prior to or during their enrolment period with AIBTI. Information regarding RPL can be obtained on our website at [www.aibtglobal.edu.au](http://www.aibtglobal.edu.au) or in the student handbook.

The process is summarised in the diagram that follows:

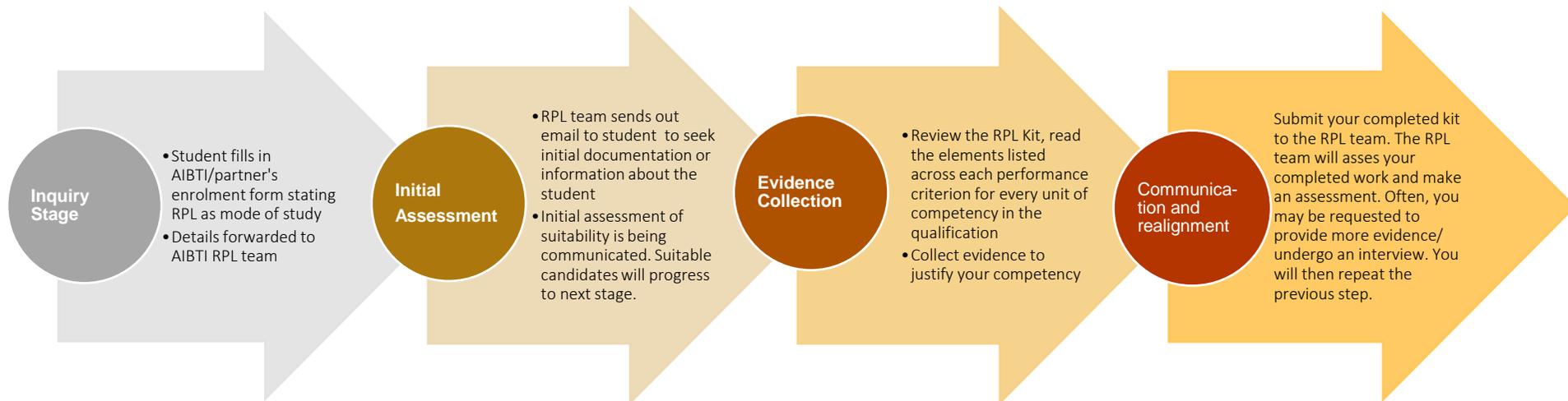
Discussion about RPL and what is required  
Proceed

We have developed a systematic process to analyse RPL applications. We have simplified this process into 4 basic steps as shown below;



### RPL Self-Assessment Information:

We have developed a systematic process to analyse RPL applications. We have simplified this process into 4 basic steps as shown below;





### Supporting documents and materials:

- Here you will list the types of evidence that you are able to provide to support your application. Once submitted the evidence will be assessed against each competency by your assessor. Please see the guide below for more information;

### Acceptable forms of evidence

Here you will list the types of evidence that you are able to provide to support your RPL application. Once submitted, the evidence will be assessed against each competency by your assessor.

#### **Career Summary**

Most updated form of resume  
Cover letter outlining career summary  
Recommendation letters from employers  
Feedback forms  
Reference letters

#### **Previous Academic attainments**

Certified copies of transcripts (in English)  
Previous statements of attainment (in English)  
Course outlines for units attained outside of ASQA's framework

#### **Work experience**

Previous work memos  
Write up on key projects undertaken previously and your involvement  
On the job training which you have undertaken or have trained (procedural/company policies)  
Any initiatives or strategies which you have personally implemented  
Photographs or Videos of any projects or accomplishment



## Principles of Assessment

Assessors that undertake your assessment must adhere to the “principles of assessment” as outlined in the *Standards for Registered Training Organisations (RTOs) 2015*. Assessors are required to follow the principles which include:

Fairness	<p>The individual learner’s needs are considered in the assessment process.</p> <p>Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner’s needs.</p> <p>The RTO informs the learner about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.</p>
Flexibility	<p>Assessment is flexible to the individual learner by:</p> <ul style="list-style-type: none"> <li>☐ reflecting the learner’s needs;</li> <li>☐ assessing competencies held by the learner no matter how or where they have been acquired; and</li> <li>☐ drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.</li> </ul>
Validity	<p>Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner.</p> <p>Validity requires:</p> <ul style="list-style-type: none"> <li>☐ assessment against the unit/s of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance;</li> <li>☐ assessment of knowledge and skills is integrated with their practical application;</li> <li>☐ assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and</li> <li>☐ judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.</li> </ul>
Reliability	<p>Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.</p>

*Standards for Registered Training Organisations (RTOs) 2015*



**Supporting evidence rules:**

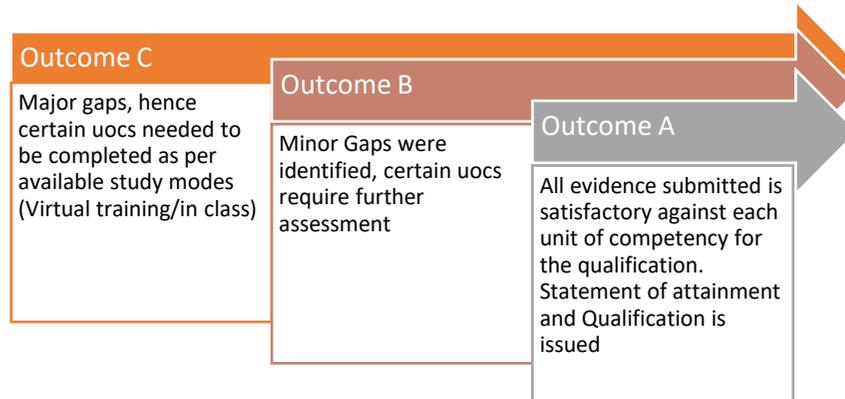
Each RPL assessment will be done in accordance with the *Standards for Registered Training Organisations (RTOs) 2015*. The rules outline the requirements for evidence that each assessor must satisfy when reviewing the supporting evidence. The assessor must be assured that the evidence received satisfy the following requirements:

Validity	The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.
Sufficiency	The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner's competency.
Authenticity	The assessor is assured that the evidence presented for assessment is the learner's own work.
Currency	The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

*Standards for Registered Training Organisations (RTOs) 2015*



### Assessment Outcomes



Major Gaps identified, some uoc needed to be completed via virtual training/in class

Minor gaps, some UOC requires RPL with further assessment

Completed qualification via RPL



### Assessment Validation Process

The processes to be adopted to validate assessment in this program may include:

- The Director will meet with representatives of industry and trainers to check that the performance standards required for this program are consistent with industry practice. This feedback, usually through meetings and verbal feedback will be obtained. The feedback may be recorded and used to review assessments and form part of the continuous improvement cycle.
- The RTO will provide candidates feedback tools to gather feedback on the effectiveness of the delivery and assessment.
- All RTO Staff will be convened as required for a validation meeting, which will discuss the progress and outcomes of the course which includes Assessment Tools. The first meeting will take place within 6 months of the RTO becoming established. The purpose of the meeting will be to ensure that any emerging standards are incorporated into the course and that the course content and standards continue to meet and exceed industry needs.
- Qualified and experienced staff are involved in development of assessment tools.
- Assessment including applications are reviewed by trainers and assessors at the end of each learning sequence.
- The RTO conducts validation meetings, attended by the trainers and assessors of that qualification to confirm that the evidence gathering techniques meet the Assessment Guidelines of the Training Package and that the assessment tools and decisions meet the requirements of validity, reliability, consistency, fairness, flexibility, and reasonable adjustment.