

Policy Number: **MAT011**

NAME: **RPL Policy and Procedure**

APPROVED BY: RTO Director

Date of Next  
Review: 31 October 2022

## **SECTION 1 – INTRODUCTION**

### **PURPOSE**

Medical Administration Training Pty Ltd (MAT) is committed to providing quality training and assessment in accordance with the Standards for Registered Training Organisations (SRTOs 2015). As such, Medical Administration Training Pty Ltd is required to offer Recognition to all clients, and to implement an assessment system that ensures that assessment (including recognition of prior learning) complies with assessment requirements of Training Packages and VET Accredited course, the Principles of Assessment (POA) and Rules of Evidence (ROE).

## **SECTION 2 POLICY**

### **POLICY STATEMENT**

Medical Administration Training Pty Ltd is committed to providing effective processes for Recognition options to all current and prospective clients.

Medical Administration Training Pty Ltd will ensure that:

- It implements an assessment system that ensures RPL assessments comply with assessment requirements of relevant Training Packages, VET Accredited Courses;
- RPL assessment is conducted in accordance with the Principles of Assessment (POA);
- RPL assessment is conducted in accordance with the Rules of Evidence (ROE);
- Recognition is offered to all clients on enrolment;
- Adequate information and support are provided to clients in understanding the process and gathering reliable evidence to support their recognition claim;
- all Recognition applications are processed in accordance with the Medical Administration Training Pty Ltd Assessment Policy; and
- Appropriate recognition will be given to AQF Certification documentation issued by other RTOs.

## DEFINITIONS

The following words and expressions have the following specific meaning, as in the Standards for Registered Training Organisations (RTOs) 2015.

**AQF certification documentation** is the set of official documents that confirms that an AQF qualification or statement of attainment has been issued to an individual.

**AQF qualification** means an AQF qualification type endorsed in a training package or accredited in a VET accredited course.

**Assessment** means the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or VET accredited course.

**Assessment system** is a coordinated set of documented policies and procedures (including assessment materials and tools) that ensure assessments are consistent and are based on the Principles of Assessment contained in Table 1.8-1 and the Rules of Evidence contained in Table 1.8-2.

**Authenticated VET transcript** has the meaning given in the *Student Identifiers Act 2014*.

**Competency** means the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.

**Module** means a group of learning outcomes in a VET accredited course where it can be established that it is not possible to develop an appropriate unit of competency.

**Recognition of Prior Learning (RPL)** means an assessment process that assesses the competency/s of an individual that may have been acquired through formal, non-formal and informal learning to determine the extent to which that individual meets the requirements specified in the training package or VET accredited courses.

- formal learning refers to learning that takes place through a structured program of instruction and is linked to the attainment of an AQF qualification or statement of attainment (for example, a certificate, diploma or university degree);
- non-formal learning refers to learning that takes place through a structured program of instruction, but does not lead to the attainment of an AQF qualification or statement of attainment (for example, in-house professional development programs conducted by a business); and
- informal learning refers to learning that results through experience of work-related, social, family, hobby or leisure activities (for example the acquisition of interpersonal skills developed through several years as a sales representative).

**Registrar** has the meaning given in the *Student Identifiers Act 2014*.

**Statement of attainment** means a statement issued to a person confirming that the person has satisfied the requirements of the unit/s of competency or accredited short course specified in the statement.

**Unit of competency** means the specification of the standards of performance required in the workplace as defined in a training package.

## 1. POLICY PRINCIPLES

### UNDERPINNING PRINCIPLES

- a) Recognition is made available to any person commencing a course with Medical Administration Training Pty Ltd.
- b) Recognition of Prior Learning (RPL) is the determination, on an individual basis, of the skills and knowledge currently held by the learner acquired through formal, non-formal and informal learning.
- c) Recognition is used to determine the advanced standing or 'credit', for a training program, that the learner may be awarded as a result of their prior knowledge, skills and experience.
- d) Recognition is an alternative pathway to an AQF qualification or Statement of Attainment.
- e) Recognition is an Assessment process, and as such is subject to all provisions of the Medical Administration Training Pty Ltd "Assessment Policy".
- f) Recognition assessment decisions must comply with Principles of Assessment and Rules of Evidence as outlined in the Standards for RTOs and in Medical Administration Training Pty Ltd Assessment Policy. (See Assessment Policy)
- g) All clients may apply for formal recognition of existing competencies against an AQF qualification / Accredited course / unit of competency /module that Medical Administration Training Pty Ltd is registered to deliver.
- h) The onus is upon the candidate to demonstrate competence to the satisfaction of the assessors, including the provision of certification documentation.
- i) Competency may be derived from many sources:
  - Work experiences
  - Work product
  - Life experience
  - Training programs offered by industry, private or community based providers which may or may not have been formally recognised
  - Training programs undertaken overseas (which may or may not be accredited in that country)
  - Informal learning programs
  - Certification from another RTO
- j) Only accredited and approved assessors will conduct Recognition assessments on behalf of Medical Administration Training Pty Ltd. (See Assessment Policy)
- k) Recognition assessments must comply with the assessment requirements detailed in the relevant Training Package and VET Accredited course.

- l) Recognition application and assessments are subject to fees as outlined in Medical Administration Training Pty Ltd 'Fees & Charges Schedule'.
- m) The minimum acceptable claim for Recognition is a unit of competency/module.
- n) Certification documentation will not be issued until all relevant fees are paid in full. (See Issuing of qualifications and statement Policy)
- o) Information of Recognition processes and arrangements are provided to all clients and prospective clients.
- p) An applicant, who has undertaken a course that is not competency based, can gain credit transfer into a competency-based course if the mapping of competency can be justified.

### **ROLES AND RESPONSIBILITIES**

The Director of Medical Administration Training Pty Ltd is responsible for ensuring compliance with this policy.

### **APPEALS**

Clients have the right to appeal a Recognition Assessment decision. (See Complaints & Appeals Policy)

### **ACCESS AND EQUITY**

Clients have fair and equal rights to assessment, including recognition. (See Access and Equity Policy)

### **RECORDS MANAGEMENT**

All documentation from Recognition processes are maintained in accordance with Records Management Policy. (See Records Management Policy)

### **MONITORING AND IMPROVEMENT**

All Recognition practices are monitored by the Director Medical Administration Training Pty Ltd and areas for improvement identified and acted upon. (See Continuous Improvement Policy)

Procedure steps	
<b>1</b>	<p><b>Pre-Enrolment</b></p> <p>Potential candidates must be informed about what recognition is, what it means, that it's available to them, the likely costs, and the support available. This information should supply them with enough details to make an informed decision about whether to pursue a recognition pathway.</p>
<b>2</b>	<p><b>Candidate approaches the RTO for advice</b></p> <p>Potential candidates who seek guidance from MAT assessors or other personnel in MAT should be provided with:</p> <ul style="list-style-type: none"> <li>• detailed course outcomes/interpretation of competency standards,</li> <li>• suggested evidence,</li> <li>• self-assessment guidance and/or tools</li> </ul> <p>This interaction should enable the potential candidate to make a decision about whether or not to apply for recognition. If the candidate chooses not to pursue recognition advice might include:</p> <ul style="list-style-type: none"> <li>• the candidate deferring and taking time to gather evidence for future submission</li> <li>• further development of skills in the workplace</li> <li>• training in selected units of competency or a full qualification</li> <li>• alternative career or qualification options</li> </ul> <p>The administrative staff can provide information to the candidate regarding any relevant MAT policies and procedures or they can advise the participant of the appropriate person to speak within the organisation.</p>

<p><b>3</b></p>	<p><b>Enrolment and supply of RPL Kit</b></p> <p>Where a candidate indicates on their enrolment form that they wish to apply for RPL, the RPL Kit for the qualification or unit(s) of competency is to be supplied to the candidate.</p> <p>The RPL kit consists of:</p> <ul style="list-style-type: none"> <li>• RPL Information Sheet explaining what recognition is, support guidelines, how results are recorded and what happens if Not Yet Competent (-including limits on number of resubmissions),</li> <li>• Recognition of Prior Learning (RPL) Application which includes guidelines, rules and requirements relating to the submission of evidence,</li> <li>• Outline of Roles and Responsibilities of assessors, support staff, candidates and employers,</li> <li>• Outcomes of the units of competency</li> <li>• Feedback mechanisms</li> </ul> <p>Assessors are available and are responsible for discussing and clarifying any questions regarding the RPL Kit, evidence requirements, qualifications and units of competency requirements with the candidate enquiring.</p>
<p><b>4</b></p>	<p><b>Candidate applies for RPL and discusses evidence requirements</b></p> <p>Support and assistance must be made available to the candidate gathering and presenting evidence. Candidate completes the Recognised Prior Learning (RPL) Application.</p> <p>Types of evidence and RTO assistance may include some of the following:</p> <ul style="list-style-type: none"> <li>• Candidate collecting documentary, video, software or other evidence</li> <li>• The assessor observing the candidate in the workplace</li> <li>• The candidate undertaking a project or task or providing authenticated work samples</li> <li>• The assessor observing the candidate</li> <li>• The assessor interviewing the candidate's supervisor/manager</li> <li>• A simulation of work activities</li> <li>• Records of non- formal learning completed (such as workplaces)</li> </ul> <p>Throughout this process the administration staff and assessors are available for discussion with the candidate to support their evidence gathering. It is also important that the current employer allows the candidate to provide relevant evidence in a timely manner.</p>

<p><b>5</b></p>	<p><b>Evidence is submitted</b></p> <p>Where documentary evidence is the main form of evidence, the candidate presents this in the appropriate form, guided by MAT staff and RPL information provided to them. Other forms of evidence may already be in the assessor’s possession, e.g., observation checklists, project assessment tools, initial interview information, third party reports, etc. It is important that the assessor records the evidence presented and the time it was submitted by the candidate.</p>
<p><b>6</b></p>	<p><b>Assessor reviews evidence and interviews candidate</b></p> <p>The assessor reviews the evidence as a ‘whole’ using the assessment tools. An interview is arranged - face-to-face, by telephone or other means – which allows the assessor to ask questions to further explore the extent of knowledge of the candidate. Using the RPL Interview Schedule, the assessor seeks to;</p> <ul style="list-style-type: none"> <li>• Clarify items of evidence, e.g., ask questions to ensure understanding by the candidate</li> <li>• Ensure the components/dimensions of competency are demonstrated</li> </ul>
<p><b>7</b></p>	<p><b>Assessor makes assessment decision and provides feedback to the candidate</b></p> <p>Once all evidence is collected and measured, the assessor aggregates/evaluates this against the specified learning outcomes and/or elements of competency. The credential issuing process is explained to successful candidates. Options for unsuccessful candidates are explored. Options could include:</p> <ul style="list-style-type: none"> <li>• Offer of Statement of Attainment in units of competency achieved</li> <li>• Enrolment in training sessions/course</li> <li>• Completion of work based projects</li> <li>• Confirm RPL assessment decision with candidate and refer any appeal via the Complaints and Appeals Procedure.</li> </ul>
<p><b>8</b></p>	<p><b>Assessor completes record keeping requirements</b></p> <p>Retain copies of applicant’s documented evidence and file with Recognised Prior Learning (RPL) Application and RPL interview schedule and RPL assessment record in client’s personal file. Record results against each learning outcome in client assessment record and file in client’s personal file and return original copies of documented evidence to individual applicant.</p>

**SECTION 4 – GOVERNANCE**

**RELATED DOCUMENTATION**

<b>Name and Link</b>
Access and Equity Policy
Records Management Policy
Continuous Improvement Policy
Complaints and Appeals Policy
Issuing of qualifications and statements Policy
Assessment Policy
RPL Application form
Student Handbook
Enrolment Form
Complaints and Appeals form

**RESPONSIBILITY**

<b>Policy administrator</b>	RTO Manager
<b>Approving Person</b>	RTO Director

**CHANGE HISTORY**

<b>Version</b>	<b>Review date</b>	<b>Approved by</b>	<b>Description of Modifications</b>
1	01-Aug-2014	A. McFillin	Original Document
2	13-Mar-2018	A. McFillin	Major wording change
3	28-Feb-2018	A. McFillin	Changed Administration Manager to RTO Manager and small changes to employer evidence requirements
4	21-Nov-2019	A. McFillin	Reviewed and updated branding
5	19-Mar-2020	A. McFillin	Reviewed
6	29-Oct-2021	A. McFillin	Reviewed