



The College for
Adult Learning

RECOGNITION OF PRIOR LEARNING



Your comprehensive guide on
the RPL eligibility and application
process

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ABOUT RPL



SKILLS RECOGNITION AND RECOGNITION OF PRIOR LEARNING

Skills Recognition and Recognition of Prior Learning (RPL) is the acknowledgement of skills and knowledge obtained through learning achieved outside the formal education and training system. This informal learning can include work and life experience such as paid and volunteer work and skills attained through leisure pursuits.

RPL acknowledges any prior knowledge and experience and measures it against relevant units of competency with the aim of identifying and formally recognising areas of demonstrated proficiency.

You may be eligible for RPL for particular units or a whole qualification, letting you skip over the learning you're already confident in and potentially saving you hundreds of hours in study time.

WHO SHOULD APPLY FOR RPL?

RPL is ideal if you have considerable experience that has allowed you to develop in-depth knowledge and comprehensive skill sets that you would like to have formally recognised.

RPL is also useful when you are enrolled in a course or qualification and you want to avoid completing coursework for topics or units of study you can already do. The RPL process aims to recognise the parts of the course you are already competent in so that you can just focus on the parts that you need to learn. Vocational education and training is focussed on competency-based assessments to measure your skills and knowledge through practical applications. To be successful in an RPL assessment, you need to provide evidence that you can do the job/ functional components as outlined in the specific unit of competency.

COMPETENCY



The qualification or skill set for which you are seeking RPL is made up of units of competency taken from the relevant and current Training Package.

If you would like to know more about training packages and the vocational system you can read the summary included in Appendix A.

Units of competency list the skills and knowledge required to effectively function in a specific job role in a variety of workplace contexts.

Alongside these specific or technical standards, there is a set of generic or 'non-technical' workplace-related criteria that all workers need to perform their work duties in an effective and efficient manner. These generic skills are generally applicable and transferable over a variety of different jobs and life contexts.

In Australia, these are referred to as 'foundation skills' and they cover the following six skill sets:

1. Reading,
2. Writing,
3. Oral Communication,
4. Navigate the world of work - Manage career and work-life as well as working with roles, rights and protocols
5. Interact with others - connecting and working with others and recognising and utilising diverse perspectives
6. Get the work done – planning, organising, making decisions, solving problems, being innovative and working in a digital world.

COMPETENCY



While all vocational education and training (VET) students are required to demonstrate these skills, the degree to which they do so is determined by the Australian Qualification Framework (AQF) level they are operating at and the applicability within the specified unit and/or qualification.

- Units of competency are usually made up of the following:
- Unit Code and Title,
- Unit Descriptor,
- Elements,
- Performance Criteria,
- Performance Evidence,
- Performance Knowledge,
- Foundation Skills
- Assessment Conditions.

The Units of Competency you are completing and the specific foundation skills related to each unit can be downloaded from the VET Training website at www.training.gov.au.

Your assessor will be checking that you have demonstrated every aspect of each unit because competency involves all aspects of performance including:

- Performing at an acceptable level of skill,
- Managing several different tasks within a job,
- Responding and reacting appropriately to unexpected problems, changes in routine and breakdowns,
- Fulfilling the responsibilities and expectations of the workplace,
- Transferring skills and knowledge to new situations and contexts.

If you would like to learn more about training packages, they are described in the DEEWR publication, Training Package Development Handbook available online from the DEEWR website at <http://www.tpdh.deewr.gov.au/>. See also the diagram in appendix article 'Understanding Vocational Education and Training'.

UNIT STRUCTURE



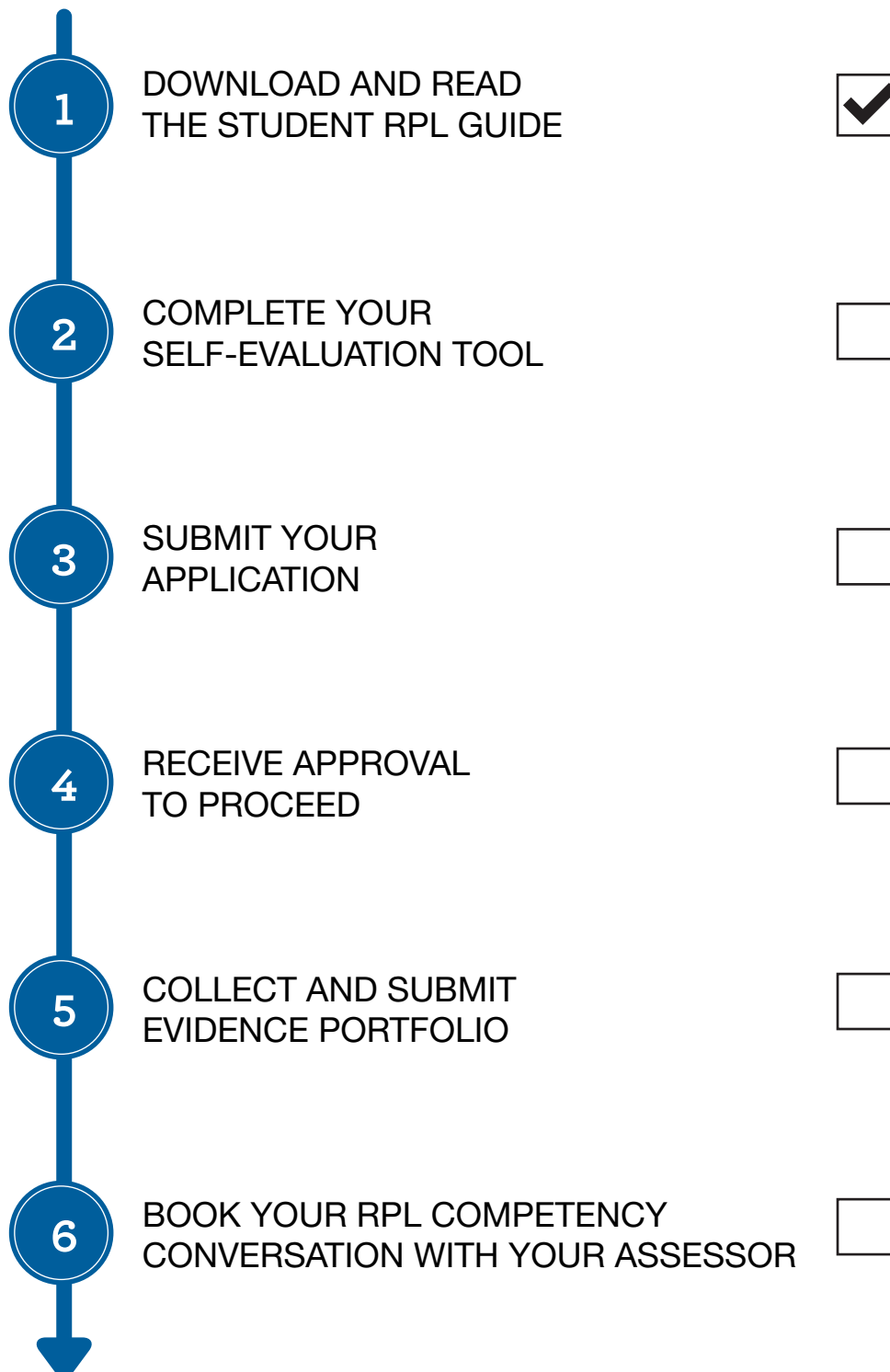
The table below explains each heading or section of a unit of competency with an example of a unit that is offered as an elective in Diploma programs offered by the College.

<p>UNIT CODE AND TITLE</p> <p>Indicates the unit code and what you do in the workplace</p>	<p>BSBWOR501 Manage personal work priorities and professional development</p>
<p>UNIT DESCRIPTOR</p> <p>Provides additional general information about the unit.</p>	<p>This unit describes the performance outcomes, skills and knowledge required to manage own performance and professional development. Emphasis is on setting and meeting priorities, analysing information and using a range of strategies to develop further competence.</p>
<p>ELEMENTS</p> <p>The building blocks which make up the unit.</p>	<ol style="list-style-type: none"> 1. Establish personal work goals 2. Set and meet own work priorities 3. Develop and maintain professional competence
<p>PERFORMANCE CRITERIA</p> <p>Indicates the unit code and what you do in the workplace</p>	<ol style="list-style-type: none"> 1.1 Serve as a positive role model in the workplace through personal work planning and organisation 1.2 Ensure personal work goals, plans and activities reflect the organisation's plans, and own responsibilities and accountabilities 1.3 Measure and maintain personal performance in varying work conditions, work contexts and contingencies

APPLYING FOR RPL



RPL STEPS



RPL PROCESS



Once you have identified the qualification and/or units of competency you think that you may be eligible to apply for, you will need to submit an RPL Application.

2

Step 2: To help you determine which qualification and units you may be eligible for, we have developed a self-evaluation tool for each of our qualifications which you will be sent in the RPL Guide download email, and will be available to download from the RPL Application page.

3

Step 3: After completing your self-evaluation tool, submit your application via the RPL Application page.

4

Step 4: If your RPL Application is declined, you will continue with your coursework as normal. If your RPL Application is accepted, you can then start the RPL assessment process.

5

Step 5: The assessment process often combines your evidence portfolio, a Workplace Testimonial and a RPL Competency Conversation (conducted on the phone and recorded for your evidence record).

An evidence portfolio is a compilation of the evidence you have collected that demonstrates your competence. This can come from your current and past jobs as well as activities you have performed outside of work. When evaluating this evidence, the assessor will refer to all components within the unit.

A workplace testimonial is generally required from a current or past manager or supervisor, who can verify your role and responsibilities and vouch for the application of your skills, although it is possible to be successful in your RPL application without one.

6

Step 6: The RPL Competency Conversation allows you to introduce and discuss your evidence with the assessor. This discussion gives the assessor an opportunity to check that you have all the necessary knowledge, skills and attributes required to demonstrate competence.

RPL APPLICATION



A Preliminary RPL Application involves getting an overview of your work experience and responsibilities, and reviewing your self-evaluation documentation to understand whether you may be eligible for RPL.

At this stage, you'll be required to submit:



YOUR CV



A BRIEF DESCRIPTION OF RELEVANT
WORK EXPERIENCE



PROOF OF ANY PREVIOUS STUDY TO BE
CONSIDERED SELF-EVALUATION



YOUR COMPLETED SELF-EVALUATION

PROVIDING EVIDENCE



Evidence is information which, when matched against the unit of competency, provides proof of competence. Evidence can take many forms and can be gathered from numerous sources. Evidence may be 'direct, or 'indirect'.

DIRECT EVIDENCE

This is work produced by you which can include:

- Correspondence you have written (letters, faxes, emails, newsletters),
- Diary notes,
- Completed project documents i.e. The project plan, quality management plan, risk assessment,
- Drawing/plans you have created, building specifications, technical drawings etc.,
- Gantt charts, network diagrams etc.,
- Budgets, financial reports, estimates etc.,
- Reports you have written i.e. project status reports,
- Meeting notes or minutes of project meetings you have chaired, agenda's, action plans etc.

Direct evidence is anything that you have produced yourself or for which you have been primarily responsible. It is recommended that you provide examples of evidence that you have produced over an extended period of time.

Direct evidence will also need to be verified as your own work, so ensure there is sufficient accompanying proof that the work is yours. Copies of workplace documents must be verified by your manager or other suitable third parties as your own work or clearly show your contribution.

PROVIDING EVIDENCE



INDIRECT EVIDENCE

This is information about you which can include:

- Certificates/statements of results you have completed,
- Minutes of meetings that contain information that you have participated or performed duties,
- Your position description,
- Performance appraisals,
- Letters of appreciation from clients or work colleagues,
- References from previous employers,
- Workplace awards or certificates,
- Witness testimony or third-party reports,
- Photographs/recordings of activities you have undertaken,
- Statements from your managers, supervisors, previous employers, customers and colleagues can be included in your evidence portfolio to support your claims,
- Reports are from managers or supervisors who have witnessed specific activities you have undertaken that meet performance criteria/s.

PERSONAL STATEMENTS

Personal statements give you the opportunity to explain your evidence and can help you to highlight your personal knowledge and understanding of a job/position and the skills and actions required to carry out that role.

Your personal statements could include:

- > A brief description of the situations and/or circumstances in which you carried out the activity/work,
- > Details of the activity/work,
- > Explanation of the planning and factors that contributed to the outcomes of the activities/work. For example, explaining how, why, when and the outcome.

Workplace testimonials are not references from previous employers but statements of information that are relevant to an element and performance criteria for the unit of competency.

PROVIDING EVIDENCE



HOW MUCH EVIDENCE DO I NEED?

The quality of your evidence is more important than the quantity of evidence that you provide. Although direct evidence is more valid than indirect evidence, your assessor will expect to see a variety of evidence.

The quality, quantity and relevance of the evidence should enable the assessor to make a judgement of a candidate's competency.

While a single piece of evidence may be relevant to meet the performance criteria of one or more elements, you may be required to demonstrate your competency via a range of examples.

WHAT ABOUT CONFIDENTIALITY?

Confidentiality is a major legal and ethical consideration for organisations. Permission should be obtained, where necessary, from your employer when using work-related information in your assessment application.

It is important that sensitive information is not included in your evidence portfolio. You may need authorisation to use some of your evidence so check the privacy and confidentiality policies of your organisation.

For example, all client details and financial figures should be deleted or made unidentifiable.

PROVIDING EVIDENCE



WHAT IS APPROPRIATE EVIDENCE?

Your evidence must be relevant to the unit of competency. You will need to demonstrate that you have the required skills and knowledge for the unit by providing evidence which meets the standards identified in the performance criteria for the unit.

Check that your evidence:

- Meets the performance criteria for the unit of competency,
- Shows that you have the skills and knowledge required,
- Is current, that is from the present or the very recent past,
- Is authentic (it is your own work and you have put the portfolio together).

If you find that your evidence meets some of the performance criteria but not all of it, you may be able to fast-track through the unit in your course or undertake gap training or assessment. Each document must be clearly labelled with the following information:

- A statement outlining your exact role in the production of the document. For example, were you the author? A joint author? Prepared the draft? Authorised the release of the document? Signatory to the document?
- Wherever possible provide a statement and signature from a third party corroborating this

SAMPLE EVIDENCE GUIDE



Below you will find a Sample Evidence Guide for a unit containing all the elements and performance criteria, together with some suggestions for evidence that could provide proof of competence in those criteria.

BSBWOR501: MANAGE PERSONAL WORK PRIORITIES AND PROFESSIONAL DEVELOPMENT		
<p>This unit applies to managers and focusses on the need for managers to be organised, focussed and skilled to effectively manage the work of others. As such it is an important unit for most managers, particularly as managers serve as role models and have a significant influence on the work culture and patterns of behaviour.</p>		
ELEMENT	PERFORMANCE CRITERIA	EVIDENCE MIGHT INCLUDE
<p>1. Establish Personal Work Goals</p>	<p>1.1 Serve as a positive role model in the workplace through personal work planning and organisation,</p> <p>1.2 Ensure personal work goals, plans and activities reflect the organisation's plans, and own responsibilities and accountabilities,</p> <p>1.3 Measure and maintain personal performance in varying work conditions, work contexts and contingencies.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Copy of organisation's goals and Objectives <input type="checkbox"/> Personal goals and objectives that relate to organisation's goals <input type="checkbox"/> Piece of work that links to work goals <input type="checkbox"/> Copy of work completed that is of a high standard <input type="checkbox"/> Email/Letter/Article commending you on some work or action e.g. plan developed, work beyond that required or in difficult circumstances. <input type="checkbox"/> Copy of attendance record, performance appraisal notes <input type="checkbox"/> Manager endorsement <input type="checkbox"/> To do list/diary page showing work prioritisation work <input type="checkbox"/> Personal, team and organisation's goals and objectives <input type="checkbox"/> Electronic or hard copy of your calendar or diary <input type="checkbox"/> Copy of regular email use

<p>2. Set and Meet Own Work Priorities</p>	<p>2.1 Take initiative to prioritise and facilitate competing demands to achieve personal, team and organisational goals and objectives</p> <p>2.2 Use technology efficiently and effectively to manage work priorities and commitments</p> <p>2.3 Maintain appropriate work-life balance, and ensure stress is effectively managed and health is attended to.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Performance appraisal, <input type="checkbox"/> Job description and performance criteria, <input type="checkbox"/> Electronic diary entries (e.g. 'to do' lists, appointments, emails tele-meetings, video-conferences etc.), <input type="checkbox"/> Examples of work-life balance e.g. club membership, taking time out for lunch etc.
<p>3. Develop and Maintain Professional Competence</p>	<p>3.1 Assess personal knowledge and skills against competency standards to determine development needs, priorities and plans</p> <p>3.2 Seek feedback from employees, clients and colleagues and use this feedback to identify and develop ways to improve competence,</p> <p>3.3 Identify, evaluate, select and use development opportunities suitable to personal learning style/s to develop competence,</p> <p>3.4 Undertake participation in networks to enhance personal knowledge, skills and work relationships,</p> <p>3.5 Identify and develop new skills to achieve and maintain a competitive edge</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Development/learning plan, <input type="checkbox"/> Email(s) seeking/giving feedback, <input type="checkbox"/> Copy of training record, <input type="checkbox"/> Emails/letter confirming training attendance, <input type="checkbox"/> Manager verification of actions e.g. <input type="checkbox"/> Offered to undertake new area of work to develop personal skills/ took on acting role or other roles in org. for personal development etc., <input type="checkbox"/> Self-assessment of how well you managed in role (as above), <input type="checkbox"/> Minutes of network meeting showing your attendance, <input type="checkbox"/> Emails from network, <input type="checkbox"/> Tennis/personal club minutes showing your contribution, <input type="checkbox"/> Example of work or development that arose from a network contact, <input type="checkbox"/> Example of work that highlights new skill.

NOTE:
This unit is incomplete and is provided here as a sample only

EVIDENCE EXAMPLES



Remember that a single piece of evidence can be used to meet more than one performance criteria in any unit. Following is a list of types of evidence that can be used and will help the assessment of your portfolio. Include anything that you feel is relevant and will help you to meet the performance criteria.

As an RPL applicant, you must provide a range of evidence for all of the tasks identified in the elements of the unit and this evidence must demonstrate that you are capable of performing these tasks to an industry acceptable level.

Examples of evidence you should provide include:

Example of evidence	Supported by other evidence such as
Current Resume or CV - if you do not have one, provide a list of your paid and/or unpaid job roles and your work history along with dates	Any letter(s) from your current or recent employer stating your role and length of employment in that role Any Job description(s) where the tasks performed are applicable to this qualification References of current or former employers/supervisors etc. which are personally signed Testimonials from clients, work colleagues and others (personally signed) Letters of thanks, email congratulations Any employment contract(s) where the tasks performed are applicable to this qualification Performance reviews and development plans completed by your manager URL to your LinkedIn profile

EVIDENCE EXAMPLES



<p>Academic qualifications, transcripts, certificates and awards (all copies must be certified)</p> <p>Note: This may also include – vendor training courses, in-house courses, workshops, seminars, symposiums.</p>	<p>Professional development records</p> <p>Staff training attendance sheet</p> <p>Conference/seminar attendance</p> <p>Journal subscriptions and professional network records - copies of attendance or diary notes</p>
<p>Direct evidence</p>	
<p>Work-based documents which you have authored such as meeting minutes, reports, emails you have sent, checklists and procedures you have developed, project plans, spreadsheets you have designed and use, budgets you have developed, brochures, newsletters, articles, advertisements, performance reviews and development plans you have completed on your staff, training you have designed and/or delivered and other documents you have produced which relate to the unit</p>	
<p>Demonstrations such as video recordings, webinars, audio recordings, labelled photographs Note: You may provide a URL link if these are online (e.g. Google Drive, You Tube)</p>	

EVIDENCE EXAMPLES



Important:

- Copies of workplace documents must be verified by your supervisor or other suitable third party as your work or clearly show your contribution.
- Copies of formal evidence (e.g. existing qualifications) must be verified as authentic against the originals see <https://www.justice.vic.gov.au/certifiedcopies>.
- Templates, surveys and process documents are not considered evidence unless it is clear that they have been designed by you (and you will need at least one third party to confirm this).
- Forms you have submitted need to be completed on you or by you e.g. performance review, project plans.
- Consider video or audio recordings for evidence but make sure that if there are other participants you first ask their permission (on the recording)
- Meeting minutes and emails to others are considered evidence

When collecting this evidence be careful not to assume that your assessor understands your work context. It is up to you to provide enough narrative with your evidence to explain what the evidence is and how you use it in relation to your current job and the unit of competency.

PROVIDING EVIDENCE



ORGANISING YOUR EVIDENCE PORTFOLIO

Your portfolio should be organised into numbered and named files which relate to the numbering you have used on the completed CAL RPL Competency Template and Document Register. Copies of one or more Workplace Testimonials should be provided.

The referencing system should enable the assessor to relate each piece of evidence to the relevant unit(s) of competency. This may take the form of a number or letter coding that directs the assessor to particular sections of the portfolio. We have included an evidence summary sheet and a proforma for the index of evidence to assist you in the process.

For example:

1. CV
2. Performance appraisal
3. Job description...etc

While the final portfolio organisation is up to you, we have included a suggested format that will make it easy for you and your assessor to follow. It is important that your evidence portfolio is complete, sequenced and organised clearly.

All submissions for RPL MUST include the CAL RPL Competency Template and Document Register for each unit or qualification.

PROVIDING EVIDENCE



ONLINE SUBMISSIONS

Evidence Portfolio submissions should be made through the Assessment Submission page. This is accessible online at any time and accepts a variety of file types with generous size allowances.

Please keep a copy of your portfolio in your possession so that you may refer to it if your assessor telephones you for clarification.

OFFLINE SUBMISSIONS

Should an online submission not be viable for your circumstances, you may choose to send in your evidence portfolio to the CAL Head Office.

A summary should be included at the front of your portfolio of evidence. It is recommended that you use a folder with plastic sleeves.

Please keep a copy of your portfolio in your possession so that you may refer to it if your assessor telephones you for clarification and/or in case it is lost in transit. Do not provide original copies of evidence for assessment as CAL cannot guarantee loss or damage of any items submitted for assessment, nor will CAL return evidence that you have submitted in this process.

PROVIDING EVIDENCE



WORKPLACE TESTIMONIES

As part of your RPL assessment process, we will ask you to provide a Workplace Testimonial from a workplace reference, if possible. Your reference must be a current or recent manager/supervisor able to verify your job and the functions you perform/ed, in line with the competency to be assessed.

The Workplace Testimonial is included in the CAL RPL Competency Template and Document Register for each unit.

Just like applying for a job and providing your new potential employer with a reference, the Workplace Testimonial assists your assessor to authenticate your work history. This streamlines the RPL process and helps us confirm that you have the necessary experience and skill sets to satisfy the competency requirements. You should ask your workplace reference (referred to as a Third Party) to complete a Workplace Testimonial for each unit you're submitting an RPL Competency Template and Document Register for.

The Workplace Testimonial is included in the Competency Template and Document Register for each unit and it simply asks your reference to confirm the skills and/or tasks they have observed you perform in the workplace. Where further evidence is required, your assessor may need to contact them.

As a guide, it only takes around 5 minutes for your manager to complete the Workplace Testimonial.

If you're unable to supply this testimony from a workplace reference, it will not preclude you from continuing the RPL process, but it may mean that you will be required to provide additional supporting evidence and undertake further tasks.



RPL COMPETENCY CONVERSATION

Once you have collected your evidence, it needs to be reviewed by the RPL Assessor to ensure that the submissions provide sufficient evidence to match all elements of the unit(s).

In most cases, where further clarification is required and/or where evidence is lacking or insufficient, your assessor will schedule an assessment interview. This is done over the phone, where the assessor can discuss the evidence, ask questions to confirm your skills and knowledge and identify any elements requiring gap training or further information.

UNDERPINNING KNOWLEDGE

During your assessment interview, you will be asked to provide answers to questions that will allow the assessor to ensure that you have the underpinning knowledge required to meet the elements/performance criteria.

You may also be required to explain how your skills could be transferred to a different context/organisation.

PROVIDING EVIDENCE



INSUFFICIENT EVIDENCE

Where an assessor judges that the evidence is insufficient, they will ask you in the first instance if you can obtain further evidence. Feedback will be provided to you and may occur through a written document, over the telephone or via email. The assessor has several options that can be considered.

They can:

- Ask you to submit further workplace evidence,
- Suggest gap training,
- Provide you with written work to complete.

If this is required a final assessment interview may be scheduled once this is completed. It may be deemed necessary to ask you to perform additional actions to provide evidence of competence in elements/criteria that are lacking evidence. For example, you may be asked to undertake training, sit a quiz or complete course tutorials and activities.

OUTCOMES



ASSESSMENT INTERVIEW

Once you have collected your evidence, it needs to be reviewed by the RPL assessor to ensure that the submissions provide sufficient evidence to match all elements of the unit(s). In some cases, where further clarification is required and/or where evidence is lacking or insufficient, your assessor may schedule an assessment interview. This can be done in person or over the phone, where the assessor can discuss the evidence, ask questions and identify any elements requiring gap training or further information.

UNDERPINNING KNOWLEDGE

During your assessment interview, you will be asked to provide answers to questions that will allow the assessor to ensure you have the underpinning knowledge required to meet the elements/ performance criteria. You may also be required to explain how your skills could be transferred to a different context/ organisation.

INSUFFICIENT EVIDENCE

Where an assessor judges that the evidence is insufficient, they will discuss this with you during an agreed feedback process. This may occur through a written document, at a meeting, over the telephone or via email and usually the assessor has several options moving forward that can be considered.

They can:

- Ask you to submit further evidence
- Suggest gap training.

If it is identified that further evidence or gap training is required, then a final assessment interview may be scheduled once this is completed. It may be deemed necessary to ask you to perform additional actions to provide evidence of competence in elements/criteria that are lacking evidence. For example, you may be asked to undertake training, sit a quiz or complete course tutorials and activities.

OUTCOMES



RECORDING THE OUTCOME

You will be advised by the RPL Assessor of the outcome of your RPL submission once all evidence and interviews have been completed. If you are successful, your result will be recorded as 'RPL Granted' meaning Competent.

If you are unsuccessful your result will be 'RPL Not Granted', meaning Not Yet Competent.

Once your results have been formalised, you will receive a Testamur and Record of Results that lists each of the units and the result. This document is an official record of achievement that is recognised by VET providers and employers nationally.

If you have completed enough units for a qualification at this stage, you will be notified and subsequently awarded the qualification from the College.

CONFIDENTIALITY AND PRIVACY

All assessors at the College for Adult Learning are professionals and so adhere to the assessment principles and guidelines. All evidence provided to the College is kept confidential. For more information on our privacy policy please refer to the Student Handbook and Privacy Policy available on our website.

APPEALING THE JUDGEMENT

Once you have submitted your evidence portfolio, your assessor will let you know what, if any, further evidence and/or actions (such as an interview or meeting) need to occur. They will also provide feedback on the assessment decision.

If you are unsatisfied with the final assessment judgement you should follow CAL's Appeals Policy (<https://collegeforadultlearning.edu.au/students/student-documents/>) by putting your appeal in writing. Your appeal will then follow the procedure as outlined in the policy.

WHAT'S NEXT?



DISCUSS RPL WITH A COACH



<http://www.collegeforadultlearning.edu.au/coaching>

APPLY FOR RPL



<http://www.collegeforadultlearning.edu.au/rpl-application>

VIEW THE RPL POLICY



<http://www.collegeforadultlearning.edu.au/rpl-policy/>

APPENDIX A



UNDERSTANDING VOCATIONAL EDUCATION AND TRAINING

Vocational education and training (VET) is 'education and training for work' and is part of the Australian Qualification Framework (AQF) that includes schools, universities and adult and community education.

The Australian Qualifications Framework is a comprehensive framework for all nationally recognised qualifications in schools, vocational education and training, and higher education.

There are 15 national qualifications titles within the framework, including eight competency-based qualifications for the vocational education and training sector. The table below groups the qualifications according to the educational sector that has responsibility for setting the standards of each qualification.

School Sector	Vocational Education and Training Sector	Higher Education Sector
	Graduate Diploma Graduate Certificate Advanced Diploma Diploma	Doctorate Masters Graduate Diploma Graduate Certificate Bachelors Degree Associate Degree/Advanced Diploma
Senior Secondary Certificate of Education	Certificate IV Certificate III Certificate II Certificate I	

APPENDIX A



Our Australian VET system is one of the most sophisticated in the world because it is:

INDUSTRY-LED - The employers, unions and professional associations of an industry define the outcomes that are required from training.

NATIONAL - The VET system is jointly-managed by state, territory and Australian governments, in partnership with industry and training providers.

CLIENT-FOCUSED - Clients of the VET system are employers and individuals who use it or intend to use it. This simple, flexible and relevant system responds to client needs.

The fundamental elements of the VET system are:

Quality Framework

The Australian Qualifications Framework (AQF) defines all nationally recognised qualifications.

Registered Training Organisations (RTOs)

Training organisations must meet AQF standards to become registered. Only RTOs can issue AQF qualifications and deliver training and assessment services.

National Recognition

National recognition of RTOs and qualifications is the cornerstone of the Australian Quality Training Framework as it enhances mobility in the labour market.

Vocational Education and Training (VET) Qualifications and Pathways

The VET sector delivers a range of qualifications from the Certificate I to Graduate Certificates for pre-apprentices, school students, apprentices, students in tertiary studies (gaining qualifications for work/careers), mature age return to work students and professionals seeking career pathways and other opportunities. Each qualification in VET builds on the previous and provides clear learning pathways.