

RECOGNITION Of Prior Learning (Rpl)

**Certificate IV in Property Services (Real Estate)
Diploma of Property Services (Agency Management)**

A Guide to the RPL process

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What is Recognition of Prior Learning (RPL)?

Recognition of Prior Learning is the process by which individuals can have their prior qualifications and informal learning recognized formally through assessment.

Under the Australian Quality Training Framework (AQTF), competencies may be gained through:

- Formal/informal training and education
- Work experience
- Life experience, and/or
- Any combination of the above.

RPL is a process of gathering several forms of evidence enabling a judgment to be made to assess an individual's ability to meet the standard of competency.

Part of the assessment process will involve a self-assessment against the competency standards for which recognition is sought. When you feel you have gathered sufficient evidence against the competence/s for which you are seeking recognition, you should provide all the evidence to the Real Estate Institute for assessment and judgment.

It is up to you to provide sufficient evidence to satisfy the assessors that you currently hold the relevant competencies. In determining whether you have presented sufficient evidence, the assessor must be satisfied that the evidence of prior learning is:

- Authentic (the candidates own work)
- Valid (directly related to the current version of the relevant endorsed competency standards)
- Reliable (shows the candidate consistently meets the competency standards)
- Current (reflects the candidate's current capacity to perform the aspect of the work covered by the standards)
- Sufficient (covers the full range of elements in the relevant unit of competency and addresses the four dimensions of competency, namely task skills, task management skills, contingency management skills, and job/role environment skills).

In some instances you may be required to submit further evidence to assist the judgment of your competence.

RPL can result in a Certificate/Diploma or Statement of Attainment for partial completion of a qualification

What is Recognition of Current Competence (RCC)?

Recognition of Current Competence (RCC) is similar to RPL. RPL basically infers that a person has had some training (formal or otherwise) RCC infers that a person may have not had any formal training but because of their experience in carrying out specific tasks that experience may be recognised..

What is Credit Transfer?

Credit Transfer is recognition of a previously gained award.

Why apply for RPL? What is the benefit?

Whilst the assessment process for RPL is much the same as if you were taking the course, you achieve the outcome much quicker. The key difference between RPL and other assessment is that no tuition is required before the assessment because the candidate already holds the skills and knowledge. **RPL is not a short cut assessment process it is a short cut training process.**

How do I apply for RPL?

When you are enrolling for the Certificate IV in Property (Real Estate) or Diploma in Property (Real Estate) you will also find a Recognition of Prior Learning application form. This should be completed indicating that you are applying for RPL and make sure that you tick the units that you are applying for.

Payment will need to be made when the application and enrolment form are registered. The fee for RPL is the same per unit as it is for attending the course internally or externally.

Once you have filled out your application and made your payment an appointment with the training manager may be booked and a kit will be made up for you that includes a self-assessment booklet, unit descriptors etc.

To facilitate the process of recognition of prior learning you will be required to read the unit descriptors carefully and match your skills carefully to all the elements required, providing documentary evidence.

The processes used to assess RPL applications may take several (not mutually exclusive) forms, for example:

- Participation in exactly the same or modified versions of the assessment the student would be required to complete as part of the full course
- Assessment based on a portfolio of evidence
- Direct observation of demonstration of skill or competence
- Reflective papers, journals or portfolios that relate past learning to the learning or competency outcomes of the current course or qualification
- Provision of examples of the student's work drawn from the workplace, social, community or other setting in which the student applies their learning, skill or competence
- Testimonials of learning, skill or competence
- Combinations of any of the above.

Portfolio of Evidence

A good basis for the assessment process is presenting a portfolio of evidence. It will be necessary for you to address each unit of competency (including the performance criteria). The material produced must be clearly aligned to the unit of competency. In some instances a competency may be addressed in another unit of competency. In this instance ensure that the resulting portfolio is an indexed body of evidence, cross-referenced to the mandatory requirements of a set of units of competency.

The evidence supplied must meet the following rules:

- Relevance – the items of evidence relevant to the unit requirement.
- Validity – the evidence must address all aspects of the unit requirement, particularly the performance requirement
- Currency – the evidence must reflect your current competencies
- Authenticity – the evidence can be independently verified.

Before submitting your evidence to the REINT for assessment check that the evidence supplied is presented in an easy to follow fashion, it meets the rules above and addresses the competencies (including the performance criteria) for which you are applying for RPL.

If you do not meet all of the above criteria you will be asked to re-submit evidence which will delay the process or to gain the qualification you may have to enroll in the appropriate course.

If the documentation meets all of the requirements the assessor will contact you to validate the assessment.