GLOBAL DEVELOPMENT COLLEGE

RTO:46191

HELPING YOU TAKE CHARGE OF

YOUR FUTURE

# RECOGNITION OF PRIOR LEARNING (RPL) INFORMATION PACK

## FOR MEM80125: GRADUATE DIPLOMA OF ENGINEERING

FOR MORE INFORMATION PLEASE VISIT WWW.GDC.EDU.AU

Australian Qualifications Framework

Nationally Recognised Training

GLOBAL DEVELOPMENT COLLEGE

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# About GDC

- International Recognized Programs
- GDC Tutoring and Inclusion Services (NDIS)
- Executive and Leadership Mentorship Programs
- Short and Micro Credentialing Courses

## At GDC, we believe in Helping You Take Charge of Your Future.

We believe in challenging the status quo by acting and thinking differently. We believe in your success. We help people like you; take Charge of Your Future, by making our programs well-designed, simple to use, and easy to understand and provide excellent personalised support, especially for students with additional needs.

We have outstanding programs and courses that are both practical and relevant to what businesses and families are looking for, and we help you grow as a person.

Our lecturers, teachers, and tutors have a passion for their discipline area and extensive industry experience and Academic qualifications. But more importantly, they have a passion for helping people with needs.

At GDC, we consult with industry, governments, and NGOs and provide cutting-edge research in the areas of Crisis and Disaster Management, Leadership, Engineering, Business, and Management.

### Mission Statement

The mission of Global Development College is to provide high-quality industry-led education to people who would not normally have the opportunity to obtain qualifications at the Vocational Education Training or Higher Education levels.

### Vision Statement

The vision of the Global Development College is to be recognised throughout the region as a leader in the Disaster Management, Sustainable development, Smart Cities, Infrastructure, Engineering and Asset Management sectors for providing high-quality education whilst being socially responsible.

# RPL Process Overview

## Relevant For Industry, Governments, And Communities

This document is designed to provide you with an overview of what is "Recognition of Prior learning" (RPL) is and the RPL process involved.
GDC prides itself on helping you achieve your dreams. The GDC Skills Gaps Assessment (SGA) and Recognition of Prior Learning (RPL) processes, when conducted correctly, require a significant amount of time and effort from both you and GDC.

This process is NOT a "Tick and Flick" exercise. The process is designed to recognise your areas of strength and competencies; and areas you need skilling in so that you are a strategic partner for an organisation.

One way GDC helps in this process is by having open and frank conversations with you. GDC assessors will meet with you at pre-arranged times to respond to your questions during the RPL process. The assessors will provide you with professional guidance whilst you are completing each section for each unit of competency.

**What is Recognition of Prior learning (RPL)?**

RPL is a form of assessment that acknowledges your skills and knowledge gained through:

- Formal training conducted by educational institutions
- Formal and informal training conducted by the industry organisations
- Work experience
- Life experience

The main principle of RPL focuses on the outcomes rather than when or where the learning occurred.
Evidence of competency is collected by you, the applicant, recorded on the GDC RPL record sheets
and submitted to the nominated assessor. The assessments are made based on the required industry
and academic standards within the relevant training package unit of competency.

# The RPL Procedures

The following provides an outline of how GDC conducts the RPL Procedures. N.B. All applications for RPL are documented and maintained in the GDC's student management system.

- On receipt of a RPL enquiry, GDC staff will direct the potential RPL client or enrolled student to the RPL application pack available from the training coordinator.
- The Training Coordinator will ensure that the RPL application pack contains accurate advice concerning the RPL process, cost and RPL assessment pathway to issuance of statements of attainment or qualifications.
- On receipt of an RPL application, the GDC staff member will issue a receipt for the RPL fee and provide the student with an RPL evidence guide related to the units of competency or qualification sought by the RPL applicant.

- On receipt of a completed RPL evidence guide and portfolio, the staff member shall record the date of receipt in the RPL Applications Log and request the GDC's training staff to process the portfolio.
- On receipt of a RPL assessment judgment, the training coordinator shall record the decision on the RPL Process Log and report the competency or rework decision to the RPL applicant.
- The Training Coordinator shall provide copies of completed RPL evidence guides and place on file in the RPL records cabinet.
- All competent decisions shall be recorded with advice and statements of attainment or qualifications being issued as soon as practicable.

# Assessment Results and Feedback

**After the RPL and skills assessment has been completed by your assessor, the next phase is the reporting of the findings.**

Your assessor will:

- Forward you the results and assessment matrix that will highlight your areas of strength and areas to work through.
- Set an online meeting with you to explain the results and provide you with an opportunity to ask clarifying questions.
- Record the results in the GDC student management system
- AVENTMISS submission to the Australian Government

Where you have or the assessor has identified areas where there may be a gap in your skills, knowledge or experience, they will discuss various training options available for you to start filling these gaps (additional enrolment/fees may be applicable at this point)

# RPL Procedure

A person with experience, skills and/or qualifications seeks recognition.

Recognition is sought for unit(s) of competency in the relevant Training Package(s).

Unit(s) relevant to the workplace and/or qualification(s) are identified and performance criteria and context for assessment required for each unit sought is identified

Provide help identify relevant unit(s) for current/future job role(s). Student feedback is a vital part of the process (as per GDC Policy)

The candidate(s) experience, skills and/or qualification(s) are matched with performance criteria and related evidence guide and range Statement

Evidence is gathered to meet assessment requirements with workplace and peer/ facilitator/mentor support. Advice and documentation from others such as supervisor, team leader, training manager and workplace reports may also be useful.

Units of competency demonstrated/ evidenced are Verified

Assessment methods may include:

- Oral questioning
- Demonstration and observation
- Documentary evidence
- Portfolio.
- Third party reports.

Evidence is judged on:

- Sufficiency
- Validity
- Reliability
- Currency
- Authenticity

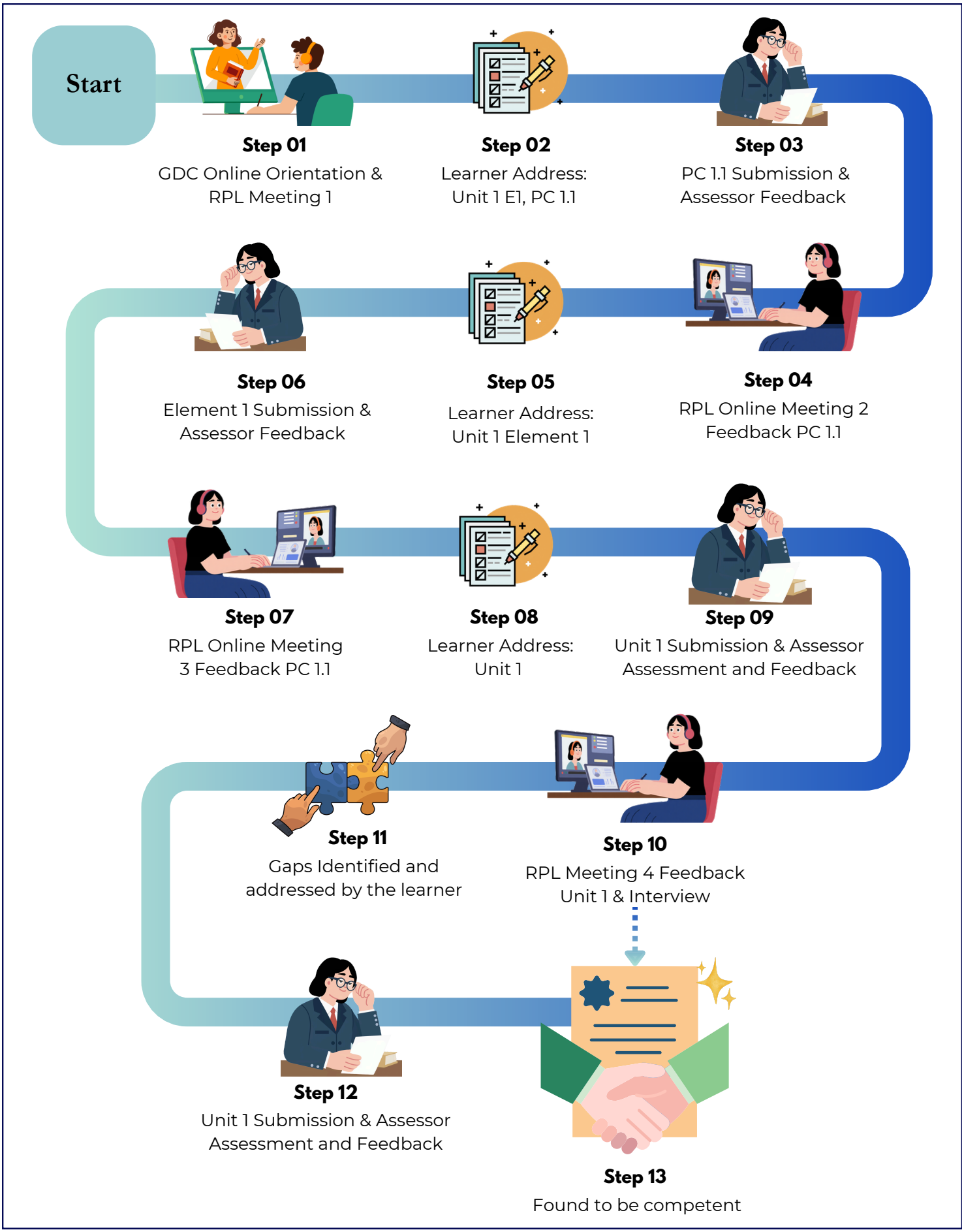
An assessor who meets assessor qualifications and content appropriate technical skills and knowledge (relevant to the unit(s)/industry package being assessed) conducts the assessment.

Partial or full recognition of evidence and award of Statements of Attainment(s) or AQF qualification by The RTO.

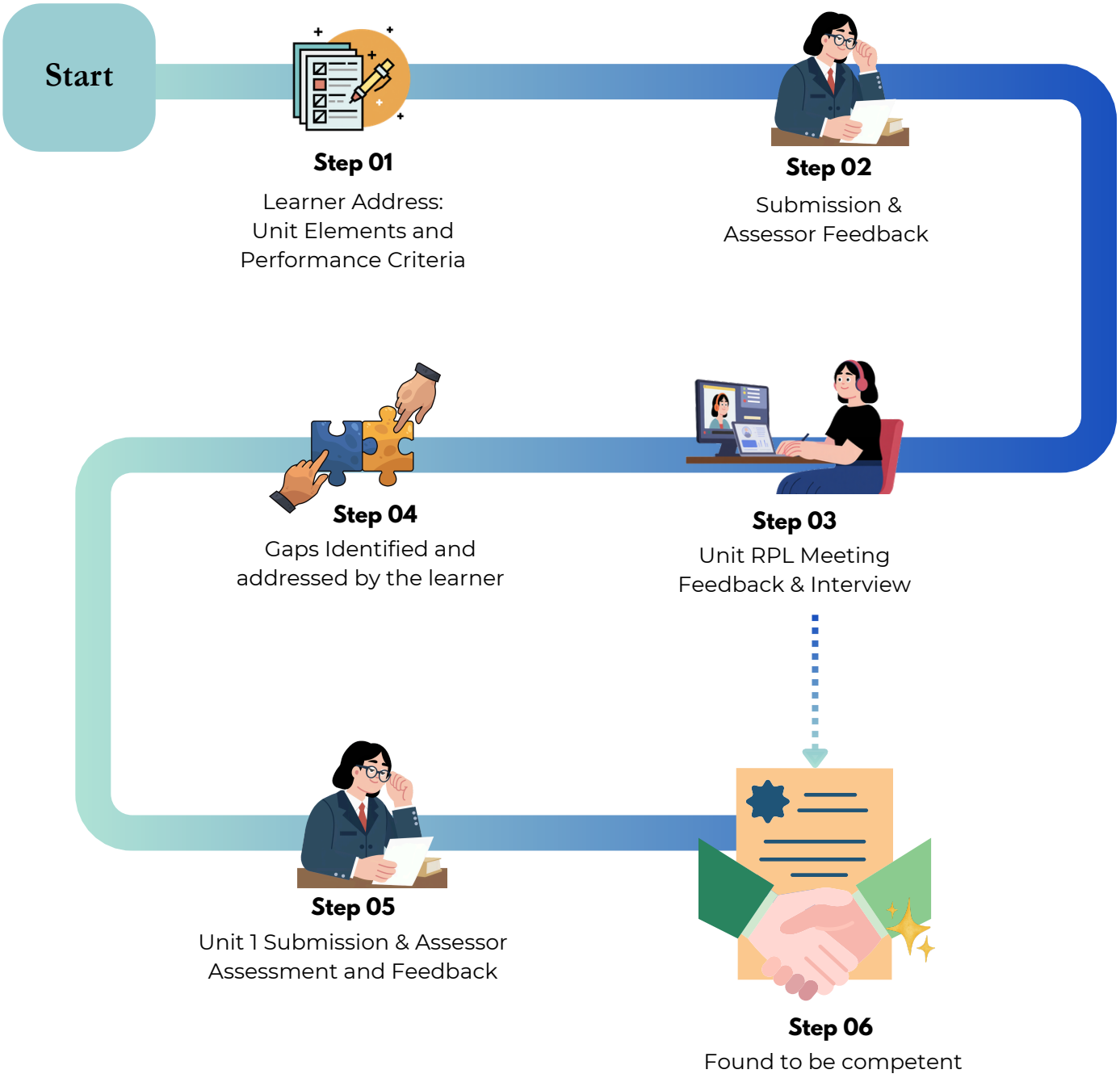
Partial recognition requires further evidence or training. A statement of attainment is awarded for demonstration of unit(s) of competency. An AQF qualification is issued when all units in a course are achieved (on approval by the relevant assessor) that quality assessment policies and procedures have been adhered to.

# Example of RPL Process Steps: First Unit

## Recognition of Prior Learning more involved for the first Unit



# Example of RPL Process Steps for Remaining Units



# AQF Credit Transfer

## Recognise What You Know. Formalise What You Do.

GDC fully recognises Statements of Attainment and qualifications issued by all nationally recognised Registered Training Organisations (RTOs) in accordance with the Australian Qualifications Framework (AQF) and the Standards for RTOs 2015.

### AQF Credit Transfers

Students who have previously completed **identical units** of competency to those within their current course at GDC may be eligible for Credit Transfer (CT), also referred to as advanced standing. This process provides formal recognition of prior accredited learning and eliminates the need to repeat units already achieved.

To apply for credit transfer, students must submit certified copies of their Statement(s) of Attainment, qualification transcript(s), or authenticated USI transcript(s). Where the documentation confirms that the units are equivalent to those in the student's enrolled qualification, the Training Coordinator will authorise the credit and GDC's administrative staff will process the application at no cost to the student.

All CT applications are assessed for compliance with current training package requirements. Decisions and outcomes are recorded in the student's academic file and maintained in line with GDC's record-keeping and compliance procedures. Students will be notified in writing of the outcome of their application. Successful credit transfers may result in a shortened course duration but will not attract any tuition fees.

# Non AQF Credit Transfer

## Accelerate Your Future with What You Already Know.

Where a student has completed prior formal or informal learning that falls outside the scope of the Australian Qualifications Framework (AQF 2013), they may apply for a credit transfer by submitting a written request to the Training Coordinator. This request must include:

- A certified academic transcript (or equivalent documentation); and
- A written explanation specifying the unit(s) of competency for which they are seeking credit.

Upon receiving the application, the Training Coordinator will assess the comparability and equivalence of the prior learning against the relevant unit(s) of competency, specifically considering:

- Learning outcomes
- Volume of learning
- Program of study (including course content)
- Learning and assessment methodologies

Non-AQF Credit Transfer applications are reviewed by GDC's academic staff and incur a fee equivalent to the Recognition of Prior Learning (RPL) application fee.
Following the assessment, GDC will provide the student with a written outcome within five (5) working days, confirming whether the credit has been granted or clearly outlining the reasons for refusal.

# Evidence

## Make It Count: Clear, Relevant, and Recognisable.

When you apply for RPL for one or more units, you will be required to demonstrate that you already possess the necessary skills, knowledge, and experience outlined in the unit(s) of competency. This evidence is achieved through the submission of valid, sufficient, current, and authentic evidence.

**Review the Unit Requirements:**
Carefully read through the elements, performance criteria, foundation skills, and assessment requirements for each unit you are applying for. These describe the specific tasks, skills, and knowledge you must demonstrate.

**Match Evidence to Unit Requirements:**
Ensure that each piece of evidence you provide directly relates to a specific Element, Performance Criterion or knowledge requirement in the unit. You must use the evidence mapping template to help organise and link your evidence appropriately.

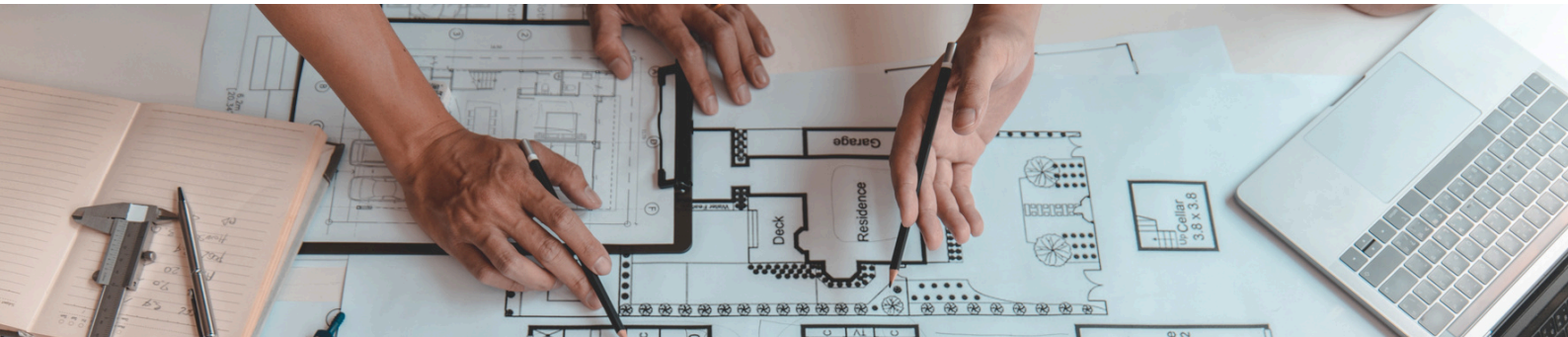
**Refer to the "Evidence Example Document":**
This document, available on the learning site, provides practical examples and templates to guide you in preparing and presenting your evidence. It is strongly recommended that you review this resource before you begin compiling your portfolio.

**Ensure Evidence is Authentic and Recent:**
All evidence must be your own work, and it must be recent enough to demonstrate current competency (generally within the past five years, unless otherwise stated).

**Linking Theory and Practice:**
You must possess not only the ability or competence to do an activity, but you must demonstrate the theoretical understanding of the research literature, constructs and methodologies that are relevant for your industry; moreover, how they apply or could apply to events in the real world.

**Collect Evidence:**
Your evidence should clearly show that you meet the outcomes of each unit. Evidence may include, but is not limited to: (*Next page*)

**If you are unsure whether your evidence is appropriate or if you need assistance at any stage, please contact your assessor or course coordinator for support.**



# Types of Evidence

| Type of Evidence | Description | Examples |
|---|---|---|
| **Direct Demonstration / Observation** | Performance of a task or range of tasks, either in the workplace or a simulated work environment, witnessed directly by an assessor. | The assessor observes you conducting a team meeting, resolving a conflict, or using workplace technology. |
| **Indirect Demonstration** | Use of media (e.g. photos, videos) to show the performance of a task when the assessor cannot be physically present. | Videos of you operating machinery, conducting training, or interacting with clients. |
| **Products** | Tangible items made, fixed, or developed by the candidate that demonstrate practical skill or task completion. | Equipment repaired, software tools developed, or products designed. |
| **Workplace Documents** | Official documents created or contributed to by the candidate, demonstrating application of skills and knowledge. | Reports, strategic plans, budgets, policies, standard operating procedures, work instructions, or rosters. |
| **Certificates / Qualifications** | Evidence of formal education or training previously undertaken relevant to the unit of competency. | Accredited certificates, diplomas, degrees, or transcripts. |
| **Third-party Reports** | Documented and verified feedback from supervisors, managers, subject matter experts or trainers regarding your work performance. | Signed third-party reports, references, or letters of recommendation. |
| **Questions – Written and Oral** | Responses to questions or scenarios designed to assess knowledge, task understanding, and contingency management. | Written responses to hypothetical case studies or verbal questioning during interviews. |
| **Semi-structured interviews** | Guided interviews combining prepared questions with open-ended, flexible responses. | For the interview: project examples, role descriptions, task explanations, outcomes, tools used, and reflective responses. |
| **Work Supervisor /Manager** | A person who can attest to your workplace competency, skills and experience. | This relates directly to the RPL Evidence Guide for assessment use. |

# Types of Evidence

| Type of Evidence | Description | Examples |
|---|---|---|
| **Assignments** | Projects, essays, or written tasks that align with the unit's learning and literacy requirements. | Business reports, research assignments, project proposals, or learning journals. |
| **Simulation** | Demonstration of competency in a controlled environment to assess tasks that may be difficult to observe in real life. | Role plays of emergency response, managing difficult behaviours, or mock negotiations. |
| **Self-assessment** | A written personal reflection or statement by the candidate describing how they meet the unit's requirements. | A reflective statement or summary outlining your relevant skills and experiences. |
| **Portfolios** | A structured collection of evidence compiled by the candidate demonstrating competency across one or more units. | A folder (physical or digital) including CVs, documents, reports, photographs, videos, third-party feedback. |
| **Employment Records** | Documents verifying your employment history and job responsibilities. | Employment contracts, job descriptions, performance appraisals. |
| **Logbooks or Diaries** | Ongoing records of tasks and activities completed in the workplace over a period. | Daily or weekly logs documenting job tasks, project involvement, or hours worked on specific activities. |
| **Reflective Journals** | Ongoing personal record of experiences, thoughts, and feelings, used to analyze and learn from events and situations. | Explore the meaning and importance of events by examining how they relate to your learning, personal beliefs, and future actions. This may involve analysing a group project, evaluating a learning experience, or reflecting on a work placement. |
| **Resume** | View of overall work history, skills, qualifications and work experience | This allows the assessor to get a picture of you career and develop a concept of how you may meet the competencies. |

# Units

**Below are the Units that are in MEM80122 : Graduate Diploma of Engineering.**

| S.No | Unit | Type |
|---|---|---|
| 1. | MEM234002 Integrate engineering technologies | Core |
| 2. | MEM234035 Maintain and apply technical and engineering skills | Core |
| 3. | MSMENV672 Develop workplace policy and procedures for environmental sustainability | Core |
| 4. | BSBINS603 Initiate and lead applied research | GDC Core |
| 5. | MEM234001 Plan and manage engineering-related projects or operations | Elective |
| 6. | MEM234012 Design integrated maintenance management systems | Elective |
| 7. | MEM234021 Apply statistics to technology problems | Elective |
| 8. | MEM234026 Develop and coordinate engineering-related contingency plans | Elective |
| 9. | BSBHRM615 Contribute to the development of diversity and inclusion strategies | Elective |
| 10. | PUAECL002 Lead and manage programs that develop resilience | Elective |

# GDC around the world

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