



## **ANNEX A TO AC 61-09 V1.1**

# **Recognition of prior learning candidate application**

# Recognition of Prior Learning

## Candidate Information

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Recognition of Prior Learning (RoPL) is an assessment process for recognising relevant formal and informal learning by collecting evidence and making judgments on the extent to which an individual has achieved the required units of competency within a training course.

### **What types of evidence are suitable to support my application?**

RoPL recognises that people can gain necessary skills and knowledge through a variety of avenues, not just formal learning. When completing the application for RoPL you may consider the following types of evidence or other types of evidence which may be relevant to the training that you are seeking RoPL for:

- certificates of formal qualifications
- training certificates
- licences
- workplace journals of completed tasks
- position descriptions
- third party reports from current/previous employers and/or supervisors
- examples of work produced.

As a rule of thumb, it is better to provide too much evidence than not enough to support your application.

**Note:** Attach certified copies of any written evidence to the application as supporting documentation. Official documentation (and other listed evidence in AC 61-09) should be certified or should be cited by the person assessing the RoPL to ensure it will satisfy the evidentiary requirements. A list of people who can certify documents is available on the [CASA website](#).

### **Third party reports**

Evidence from third parties (employer, supervisor or equivalent) validating a range of tasks performed by the candidate over a period of time is useful for identifying competencies.

This evidence will be used to validate candidate's skills and experience.

Ensure that any third-party reports are signed by the individual providing the report and includes their name, title and contact details so that they can be contacted by the RoPL assessor to seek further information where required.

## Evidence determination

Once sufficient evidence has been collected to make a determination, the assessor must:

- review the evidence in its entirety rather than attempting to make decisions based on isolated pieces of evidence.
- review the evidence to the same standards as assessment for any other competency or learning outcome, must adhere to principles of assessment, and must be focused on ensuring students demonstrate competency within the rules of evidence.
- be confident of his or her decision regarding a student's competency. Should any doubt exist, consideration should be given to requesting additional evidence from the student.

The following rules for evidence verification table ensures consistency and correctness of all evidence gathered:

Characteristic	Meaning
<b>Validity</b>	<p>The assessor is assured that the student has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.</p> <p>The assessor is to:</p> <ul style="list-style-type: none"> <li>• Ensure that the evidence is directly related to the competency being assessed.</li> <li>• Ensure there is a direct relationship between the assessment task or activity the student undertakes, the evidence presented by the student, and the competency requirements.</li> </ul>
<b>Sufficiency</b>	<p>The assessor is assured that the quality, quantity and relevance of the evidence presented for assessment enables a judgement to be made of a student's competency.</p> <p>The assessor is to:</p> <ul style="list-style-type: none"> <li>• Gather enough evidence to make a valid judgement of competence or otherwise. The quantity of evidence may vary between students. Some students may take longer or need to complete a greater number of tasks to demonstrate competence. Evidence is considered sufficient when it proves the student can perform the task correctly on a repeated basis and across the range of variables.</li> <li>• Be flexible in approach to types of suitable evidence – the question to ask is “does this evidence add up to proof of competence?”</li> </ul>
<b>Authenticity</b>	<p>The assessor is assured that the evidence presented for assessment is the student's own work, and/or that the evidence has been provided by a suitably qualified person. It is essential that the evidence provided is reliable and authentic.</p>
<b>Currency</b>	<p>The assessor is assured that the evidence presented for assessment is recent and it demonstrates current competency:</p> <ul style="list-style-type: none"> <li>• Decide how valid the evidence is, given the time that has passed since the evidence was generated. Currency is important in determining if a student is competent.</li> <li>• The assessor must determine whether the evidence is recent enough to</li> </ul>

Characteristic	Meaning
	<p>show the student is competent at the time the assessor makes an assessment decision. <i>For example, a pilot presenting evidence indicating they have flown large airliners for the preceding 10 years may lack current hand flying skills due to the high levels of automation in these aircraft. In this case, the recognition of prior learning assessor may require the pilot to demonstrate hand flying skills through additional means.</i></p>

## How to apply for RoPL

To initiate the Recognition of Prior Learning process, the application requires following steps:

1. Complete the Part 1 Applicant's Details on the *Recognised Prior Learning Candidate Application* form and attach copies of training/qualification certificates or other evidence that you have gathered in support of your application.
2. Review the competency requirements for the course for which recognition is being applied for and complete the *Attachment 01 – Candidate Self Evaluation* form.
3. Send your completed *Recognised Prior Learning Candidate Application* form (including supporting evidence) and *Candidate Self Evaluation* form to your Flight Training Operator or assessor (if known) for assessment.
4. If you are applying for RoPL against more than one course complete a separate application for each course.

## Assessment of the application

The RoPL process is rigorous and does not solely rely on documentary evidence. It uses a combination of questioning, practical assessment and supporting evidence to provide evidence of the candidate's ability to demonstrate competence in the learning objectives of the course for which RoPL is being sought.

Once the Flight Training Operator or the assessor receives your application, they will conduct a review of your application. The Flight Training Operator or assessor may contact you and/or your listed third parties during this process to ask questions or request that you provide further information to support your application.

The Flight Training Operator or assessor may also consult with any relevant subject matter experts (SMEs) during the assessment to ensure that all relevant factors are considered.

## After the assessment

Based upon the RoPL assessment you may be provided with one of the following outcomes for the course that you have applied for RoPL:

- **COMPETENT** – you have been granted RoPL and are exempt from completing training to achieve the unit of competency.
- **NOT YET COMPETENT** – you have not been granted RoPL and must complete gap training. This may include a tailored training and assessment to ‘close the gap’ between RoPL and the required competency. Alternatively, gap assessment may be for the trainee to join the traditional training course to complete only the required elements of the unit of competency.

# Recognised Prior Learning Candidate Application

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## CANDIDATE DETAILS

Personal Details			
Surname:		First name:	
Licence, rating or endorsement applied for:			
Unit of Competency Details for Recognition			
Unit title:			
Unit title:			
Unit title:			

Please list all supporting evidence documents in the table below. If you do not have all the documents as evidence, you are not excluded from applying for recognition and you should discuss options with your assessor.

Attached documentary evidence (Formal Qualifications, training certificates, licences, workplace journals or other evidence)
1.
2.
3.
4.
5.
6. <insert rows as required>

## Declaration

I declare that the information contained in this application is true and correct and that all documents are genuine.

Place a cross in the box <input type="checkbox"/>	Date	
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# Attachment 01 - Candidate Self-Evaluation Form

## Completion instructions

The purpose of completing the Self-Evaluation Form is to enable candidates to assess their skills and knowledge against the unit requirements.

Add a separate table for each unit of competency that you are applying for RoPL.

Complete the following pages and identify your capacity to achieve the unit requirements. Be honest in your appraisal.

See example below:

Candidate's name	Jenny Brady	Date this form completed	25 <sup>th</sup> July 2021	RPL ASSESSOR USE ONLY	
UNIT OF COMPETENCY:	C2 – Perform pre- and post-flight actions and procedures			RPL Assessor:	Trish Alberts, ABC Flight School
Elements and Performance Criteria	I have performed these tasks	When did you last do this?	List supporting evidence	Assessor Notes	Competency Determination
C2.1 (a) complete all required pre-flight administration documentation	YES	Yesterday	Flight records	Records sighted and verified	competent
C2.1(b) obtain, interpret and apply information contained in the required pre-flight operational documentation	YES	Within the last year	<i>Manager statement</i>	Manager statement not on company letterhead and not signed, confirm with manager	Not yet competent

# Candidate Self-Evaluation Form

Candidate's name		Date this form completed	RoPL ASSESSOR USE ONLY		
UNIT OF COMPETENCY:			RoPL Assessor:		
Elements and Performance Criteria	I have performed these tasks	When did you last do this?	List supporting evidence	Assessor Notes	Competency Determination
<insert rows as required>					