**Using MHPiP Learning Units for Recognition of Prior Learning**

## Purpose

This fact sheet provides general information regarding Recognition of Prior Learning (RPL) processes and how individuals might use their learning experience acquired from participating in the Mental Health Pathways in Practice (MHPiP) program as evidence for RPL assessment with a Higher Education provider.

## What is Recognition or Prior Learning (RPL)?

Recognition of Prior Learning is a process predominantly used within Higher Education to assess an individual's ability and proficiency acquired through formal and informal learning against the specific course/program requirements for which RPL is being requested and for the purpose of awarding credit.

The Australian Qualifications Framework (AQF) defines "credit" as:

> "The value assigned for the recognition of equivalence in content and learning outcomes between different types of learning and/or qualifications. Credit reduces the amount of learning required to achieve a qualification."

## RPL Processes and Collation of Evidence

Each Higher Education provider has its own processes that need to be followed when requesting RPL against a Higher Education award. These usually include processes for how evidence needs to be presented and the range of ways that individuals can demonstrate they have met the required learning outcomes.

Portfolio of Practice

The use of a portfolio of practice that can be mapped against the specific Higher Education course/program is a common method of presenting evidence.

A portfolio of practice is an organised collection of evidence that provides a record of the individuals ongoing professional practice, learning and development. It can contain details of professional education and practice experience, current and past work roles and responsibilities and other related activities.

For the purposes of RPL a portfolio of practice provides a Higher Education provider with:
- Insight into the individual's accomplishments, skills and capabilities.
- A record of continuing professional development that demonstrates commitment to evidence-based practice and lifelong learning.
- Reflections on current practice by providing evidence for learning that takes place within the workplace as well as formal course/classroom learning, demonstrating how formal learning is put into practice
- Demonstration of knowledge, skills and ability that can be mapped against the learning outcomes of the specific award for which RPL is being assessed.

## RPL Assessment Principles

When collating a portfolio of practice for the purpose of RPL, it is important to consider that RPL assessments are usually conducted against 4 assessment principles:

1. **Validity** - The evidence submitted (course material and learning outcome statements, portfolio of practice etc.) relates directly to the course/program requirements in terms of learning outcomes, content, performance/capability and hours of study.

2. **Sufficiency** – The quality and quantity of evidence provided for an RPL assessment is enough to ensure that all course/program requirements have been satisfied.

3. **Currency** - The submitted evidence is current i.e. the course material/learning outcomes reflect current evidence-based practice and have been completed within a recent timeframe (usually specified by the Higher Education provider within the RPL process information).

4. **Authenticity** – The evidence has been confirmed as authentic by the individual submitting the evidence for RPL as their original work.

Individual's seeking to use learning achieved through participating in MHPiP for RPL with a Higher Education provider, may wish to consider using their completed participant learning unit guides as evidence of learning and practice capability within their portfolio of practice.