

# VET Recognition of Prior Learning

## Policy

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Related policies and documents:	Australian Qualifications Framework, 2 <sup>nd</sup> Edition, 2013 and the Standards for Registered Training Organisations 2015; VET Recognition of Prior Learning Procedure, VET Credit Transfer Policy; VET Credit Transfer Procedure; Higher Education Recognition Policy; Higher Education Recognition Procedure

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## Purpose

To ensure that the Institute provides a mechanism for students to have their prior learning - formal, non-formal or informal, to be assessed for entry to and/or partial or total completion of a qualification.

To ensure the recognition of prior learning assessment process subscribes to the principles and rules of assessment

To ensure that students who have achieved the required learning outcomes, competency outcomes or standards expressed in a complete unit of competency will not be required to undertake that unit of study

## Coverage

This policy applies to all current and potential William Angliss Institute (the Institute) students seeking recognition for formal, non-formal or informal learning that has previously been undertaken or achieved.

## Policy

It is the policy of the Institute to provide a framework for the assessment and recognition of formal, non-formal or informal learning undertaken both nationally and internationally in line with the *Australian Qualifications Framework: 2<sup>nd</sup> Edition, 2013 the Standards for Registered Training Organisations 2015*,

## Definitions

- **Assessment** - The process of collecting evidence and making judgments on whether competency has been achieved, to confirm that an individual can perform to the standard expected in the workplace, as expressed by the relevant endorsed industry/enterprise competency standards of a training package or by the learning outcomes of an accredited course.
- **Certification documentation** - Certification documentation is the set of official documents that confirms that a qualification has been completed and awarded to an individual
- **Learning** – the process followed by a learner:
  - **Formal learning** - learning that takes place through a structured program of instruction and is linked to the attainment of a formal qualification or award (for example, a certificate, diploma or a university degree)

- **Non-formal learning** - learning that takes place through a structured program of instruction but does not lead to the attainment of a formal qualification or award (for example, in-house professional development programs conducted by a business).
- **Informal learning** – development of skills and knowledge or learning that results through experience of work-related, social, family, hobby or leisure activities (for example, the acquisition of interpersonal skills developed through several years as a sales representative)
- **Principles of assessment** - To ensure quality outcomes, assessment should be fair, flexible, valid, and reliable.
  - **Fairness**

Fairness in assessment requires consideration of the individual candidate's needs and characteristics, and any reasonable adjustments that need to be applied to take account of them.

It requires clear communication between the assessor and the candidate to ensure that the candidate is fully informed about, understands, is able to participate in, the assessment process, and agrees that the process is appropriate. It also includes an opportunity for the person being assessed to challenge the result of the assessment and to be reassessed if necessary.
  - **Flexibility**

To be flexible, assessment should reflect the candidate's needs; provide for recognition of competencies no matter how, where or when they have been acquired; draw on a range of methods appropriate to the context, competency and the candidate; and, support continuous competency development.
  - **Reliability**

There are five types of reliability: internal consistency, parallel forms, split-half, inter-rater and intra rater. In general, reliability is an estimate of how accurate or precise the task is as a measurement instrument. Reliability is concerned with how much error is included in the evidence.
  - **Validity**

There are five major types of validity: face, content, criterion (i.e. predictive and concurrent), construct and consequential. In general, validity is concerned with the appropriateness of the inferences, use and consequences that result from the assessment. In simple terms, it is concerned with the extent to which an assessment decision about a candidate (e.g. competent/not yet competent, a grade and/or a mark), based on the evidence of performance by the candidate, is justified.

It requires determining conditions that weaken the truthfulness of the decision, exploring alternative explanations for good or poor performance, and feeding them back into the assessment process to reduce errors when making inferences about competence.

Unlike reliability, validity is not simply a property of the assessment tool. As such, an assessment tool designed for a particular purpose and target group may not necessarily lead to valid interpretations of performance and assessment decisions if the tool was used for a different purpose and/or target group.
- **Rules of Evidence** - These are closely related to the principles of assessment and provide guidance on the collection of evidence to ensure that it is valid, sufficient, authentic and current.
  - **Validity**

There are five major types of validity: face, content, criterion (i.e. predictive and concurrent), construct and consequential. In general, validity is concerned with the appropriateness of the inferences, use and consequences that result from the assessment.

In simple terms, it is concerned with the extent to which an assessment decision about a candidate (e.g. competent/not yet competent, a grade and/or a mark), based on the evidence of performance by the candidate, is justified.

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- **Sufficiency**  
Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency.
- **Authenticity**  
To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the candidate's own work.
- **Currency**  
In assessment, currency relates to the age of the evidence presented by candidates to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence must be from either the present or the very recent past.
- **Recognition of Prior Learning (RPL)** - Recognition of prior learning is an assessment process that involves assessment of an individual's relevant prior learning (including formal, informal and non-formal learning) to determine the credit outcomes of an individual application for credit

## Sources

Standards for Registered Training Organisations 2015,  
Australian Qualifications Framework Council, *Australian Qualifications Framework*, 2<sup>nd</sup> Edition, January 2013  
National Quality Council Training Packages Glossary

This document enables the Institute to comply with Australian Qualifications Framework 2<sup>nd</sup> Edition, January 2013, *Standards for Registered Training Organisations 2015*,

## Accountability

Manager – Centre for Tourism and Hospitality  
Program Leaders – Centre for Tourism & Hospitality  
Coordinator Student Management Centre - Centre for Tourism & Hospitality,  
Manager – Centre for Food Trades & Culinary Arts  
Program Leaders – Centre for Food Trades & Culinary Arts  
Coordinator Student Management Centre - Centre for Food Trades & Culinary Arts  
Managers – Industry Training Development  
Manager – William Angliss Institute (Sydney)  
Program Leaders - William Angliss Institute (Sydney)  
Manager – National Training  
State Training and Administration Co-ordinators – National Training  
Department Specialists  
International off-shore co-ordinators for WAI delivery

## **Non-compliance**

Established breaches of this Policy and any associated procedures will be met with disciplinary action and may result in dismissal.