

# VET Recognition of Prior Learning

## Policy

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Related policies and documents:	VET Recognition of Prior Learning Procedure VET Credit Transfer Policy and Procedure Record Retention and Disposal for Teaching Areas Procedure Privacy Policy

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## Purpose

To ensure that William Angliss Institute (WAI) provides a mechanism for vocational education and training (VET) students to have their prior learning, formal, non-formal or informal, 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 VET students seeking recognition for formal, non-formal or informal learning that has previously been undertaken or achieved.

## Policy

WAI will provide a framework for the assessment and recognition of formal, non-formal or informal learning undertaken both nationally and internationally in line with the Standards for Registered Training Organisations (RTO's) 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:** - 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:**
    - The individual student's needs are considered in the assessment process.
    - Where appropriate, reasonable adjustments are applied by the training provider to consider the individual student's needs.
    - The training provider informs the student about the assessment process and provides them with the opportunity to challenge the result of assessment and be reassessed if necessary
  - **Flexibility:** Assessment is flexible to the individual by:
    - reflecting the student's needs
    - assessing competencies held by the student no matter how or where they have been acquired, and
    - drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.
  - **Reliability:** - Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment
  - **Validity:** Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment. Validity requires:
    - Assessment against the unit(s) of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance
    - Assessment of knowledge and skills is integrated with the practical application
    - Assessment to be based on evidence that demonstrates that a student could demonstrate these skills and knowledge in other similar situations, and
    - Judgement of competence is based on evidence of student performance that is aligned to the unit(s) of competency and associated assessment requirements.
- **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:** - The assessor must be assured that the student has the skills, knowledge, and attributes as described in the unit of competency and associated assessment requirement.
  - **Sufficiency:** - The assessor must be assured that the quality, quantity, and relevance of the assessment evidence enable a judgement to be made of a student's competency.
  - **Authenticity:** - The assessor must be assured that the evidence presented for assessment is the student's own work.

- **Currency:** - The assessor must be assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from 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.

### **Legislative and/or Institute Management Context**

This policy enables WAI to comply with regulatory and management instruments including but not limited to:

- Standards for Registered Training Organisations 2015
- VET Funding Contract Skills First Program

### **Non-compliance**

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