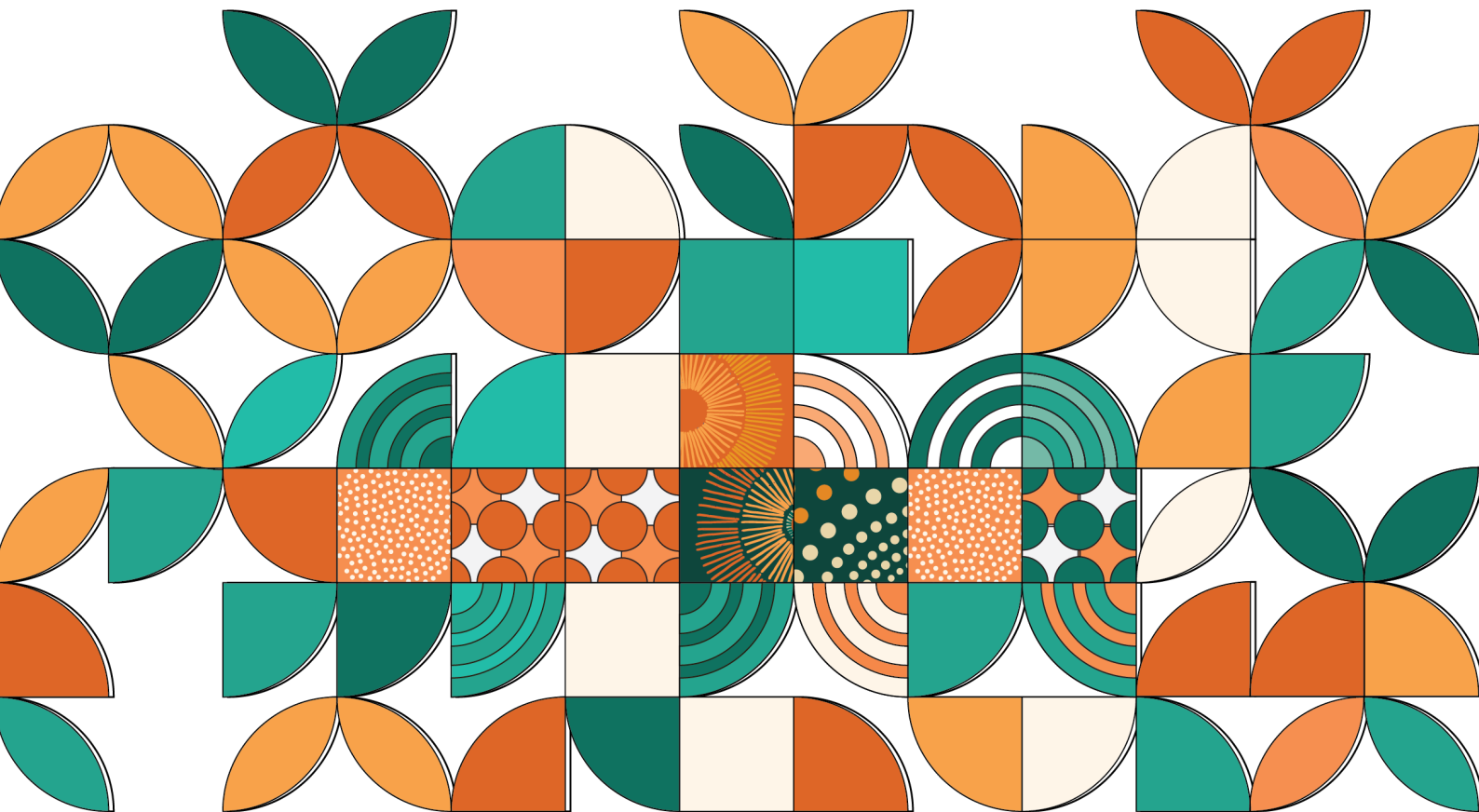# Recognition of Prior Learning Policy

SECTION 1

1.   Purpose

1.1   The Institute of Health and Nursing Australia (IHNA) is committed to recognising the knowledge and skills gained through various learnings. This policy provides a guideline for assessing and recognising multiple types of prior learning and skills obtained by an individual through previous or current training, work experiences and/or life experiences.

2.   Scope

2.1   This policy applies to all IHNA recognition of prior learning (RPL) candidates who wish to apply for RPL for the training products listed on IHNA's Scope of Registration.

3.   Definitions

3.1   Refer to IHNA's Glossary of Terms.

SECTION 2

4.   Interpretation

4.1   **IHNA RPL** refers to an assessment process that evaluates an individual's competencies acquired through formal, non-formal and/or informal learning to determine their alignment with the requirements specified in the training package or VET accredited courses.

4.2   **Formal Learning** refers to structured learning that is part of a program of instruction linked to the attainment of an Australian Qualifications Framework (AQF) qualification or statement of attainment (e.g., certificate, diploma, or university degree).

4.3   **Non-Formal Learning** involves structured learning through a program of instruction that does not lead to the attainment of an AQF qualification or statement of attainment (e.g., in-house professional development programs conducted by a business).

4.4   **Informal Learning** involves learning gained through work-related, social, family, hobby, or leisure activities (e.g., interpersonal skills developed from several years as a sales representative).

5.   Policy Principles

5.1   IHNA recognises the value of students' existing qualifications, knowledge and skills and informs candidates of all RPL-related information through various methods before enrolment.

5.2   IHNA designs its RPL to minimise both cost and time for applicants while maintaining the integrity of the requirements of the Training Packages or Curriculum documents.

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5.3 IHNA develops RPL assessment tools that thoroughly address all requirements of each unit of competency, utilising a mapping process as needed.

5.4 IHNA may group related units of competency into clusters for training and assessment to reduce duplication and reflect real-world scenarios. This allows students to demonstrate competency and receive RPL for all units within the cluster.

5.5 IHNA conducts the RPL in line with the Standards for Registered Training Organisations unless training package or licensing requirements prevent this.

5.6 IHNA provides recognition to all applicants and establishes an assessment system that guarantees all assessments, including RPL, adhere to the assessment requirements of Training Packages and VET Accredited Courses, the Principles of Assessment (Fairness, Flexibility, Validity and Reliability) and the Rules of Evidence (Validity, Sufficiency, Authenticity and Currency).

5.7 IHNA provides a fair and supportive RPL process, which includes:

a. Fairness and transparency: The IHNA RPL application and evaluation process is designed to be fair, flexible, reliable, valid and consistent for all applicants.

b. Targeted support: The IHNA RPL provides clear information about the competencies relevant to the chosen qualification, helping students to identify areas where their prior learning can be applied. The process is accessible to all learners, including individuals with disabilities and those from diverse cultural backgrounds.

c. Evidence collection: IHNA offers guidance and support to ensure applicants gather the most relevant and reliable evidence to showcase their skills and knowledge.

d. Feedback and guidance: Before finalising the application, students can receive feedback on their proposed evidence. This allows us to refine the application and increase the chances of success.

6. Application Requirements

6.1 Candidates who have already achieved a qualification that meets the national recognition requirements can apply for RPL and be certified through the RPL process.

6.2 To apply for RPL, candidates must provide current, quality evidence of their competency against the relevant unit of competency as specified by the IHNA Assessor. This evidence may take various forms, but not limited to, such as:

- records of completed training assessment items
- assessment records
- declarations from a student's employer, and/or
- a copy of student records provided by ASQA.

7. Ongoing Review

7.1 To ensure ongoing compliance and continuous improvement, IHNA will actively monitor changes in standards and legislation from the Australian Skills Quality Authority (ASQA) and other relevant regulatory bodies. Any necessary updates to this policy will be incorporated and reflected in the continuous improvement register.

8. Responsibility

8.1 The National Training Manager, Course Manager, Course Coordinator, Trainers, and Assessors are responsible for communicating and implementing this policy. They also ensure that all relevant administrative and academic staff are familiar with IHNA RPL policy and procedures.

SECTION 3

9. Associated Information

Related Internal Documents	• Recognition of Prior Learning Procedure • Admission and Enrolment Policy • Admission and Enrolment Procedure • Certification Issuing and Recognition of Qualifications and Statements of Attainment Policy • Certification Issuing and Recognition of Qualifications and Statements of Attainment Procedure • Pre-Training Review (PTR) Policy • Pre-Training Review (PTR) Procedure • Continuous Improvement Register
Related Legislation, Standards, and Codes	• National Vocational Education and Training Regulator Act 2011 • Standards for Registered Training Organisations 2015 • Education Services for Overseas Students Act 2000 (ESOS Act) • National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code) • Enrolled Nurse Accreditation Standards 2017 • Nursing and Midwifery Board of Australia (NMBA) • Australian Core Skills Framework • Australian Qualifications Framework • Relevant State and Commonwealth contracts and eligibility documents (VET Student Loans, Skills First Program, Department of Training and Workforce Development (DTWD), Smart and Skilled)
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IHNA DocID	IHNA-RPLP1-5.0
Department	Learning and Teaching
SRTO 2015 Stds and sub-standards	Standards for RTOs 2015 - Clause 3.5 - Clauses 1.8-1.12 - Clauses 1.13-1.16

10. Change History

Version Control		Version 5.0
Version No.	**Date**	**Brief description of the change, incl version number, changes, who considered, approved, etc.**
V.3.1	12/03/2021	Separated policy document from procedure, revised and updated with pertinent sections
V.4.0	28/06/2024	Updated in the new IHNA template and logo
V.5.0	07/11/2024	Made structural changes in the document Remove redundancy and rewrite sentences for clarity of information Added information regarding ongoing review

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