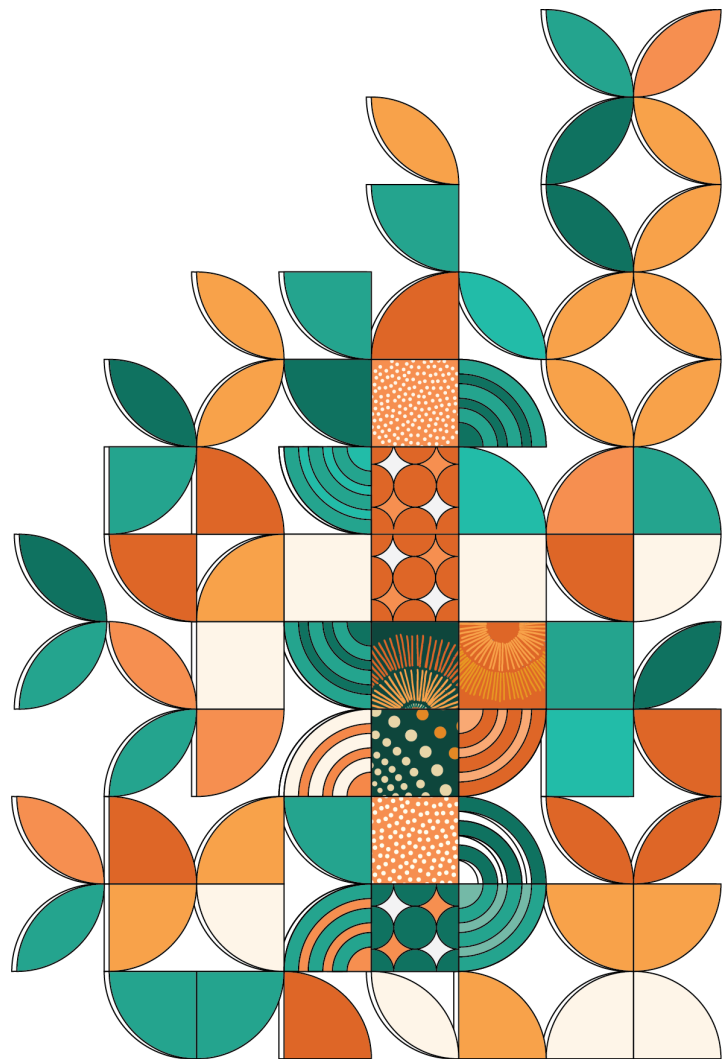


Recognition of Prior Learning Procedure



SECTION 1

1. Purpose

- 1.1 This procedure outlines the steps for applying, assessing and granting Recognition of Prior Learning (RPL) at the Institute of Health and Nursing Australia (IHNA). The procedure intends to ensure RPL self-assurance, quality control and continuous improvement on an ongoing basis.

2. Scope

- 2.1 This procedure applies to all IHNA RPL candidates who wish to apply for recognition of prior learning 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. Procedure

4.1 Phase 1 – Information and Application Process

- a. IHNA informs all prospective and current students, either in print or electronic form (such as through the Student Handbook, IHNA website, brochures, and course information), of their ability and eligibility to apply for RPL.
- b. Candidates must apply for RPL during the enrolment for a course or prior to the commencement date of any unit of competency for which they are applying for RPL.
- c. A candidate applying for RPL will have a few prompt questions from the enrolment team that assess their suitability to enrol as an RPL candidate. The questions are conducted before being sent RPL Kit relevant to their enrolled course.
- d. This preliminary screening does not constitute approval of RPL; rather, it serves as the first stage in categorising the student as an RPL candidate.
- e. Academic Director/Training Manager/Course Coordinator/RPL Assessor will review the PTR candidate's information and, if necessary, contact the candidate to determine whether RPL is appropriate and the most suitable pathway for their recognition.
- f. If the Academic Director/Training Manager/Course Coordinator/RPL Assessor determines

that the applicant is suitable for the RPL pathway, they will be formally approved as an RPL candidate.

- g. Once approved, the IHNA administration will provide the candidate with the relevant RPL Kit for their enrolled course.
- h. Academic Director/Training Manager/Course Coordinator/RPL Assessor will support the candidate in understanding and completing the RPL Kit. A timeframe for submission of the completed RPL kit will be provided to the students.
- i. The RPL Admin will follow up with the student to ensure that the student is progressing in completing documents and evidence collection as outlined in the RPL Assessment Plan within the agreed timeframe.
- j. The candidate will complete and submit the RPL kit along with original documents of evidence to Student Administration. The submissions may be made in either print or digital format.
- k. This evidence must be clearly identifiable and support the student's case for RPL by addressing the relationship of evidence to the training product RPL being sought.
- l. The supporting evidence may include but is not limited to:
 - Detailed CV or work history
 - Certificates/results of assessment
 - Certificates – vendor training courses, in house courses, workshops, seminars
 - Certificates – club courses e.g. first aid, officials, infection control, lifesaving, etc.
 - Photographs of work undertaken
 - Sample print work/products
 - Diaries
 - Site training records
 - Site competencies held record
 - Hobbies/interests/special skills outside work
 - References
 - Any other documentation that may demonstrate the necessary skills and knowledge
 - Students must also provide contact details for one or two referees who can confirm their industry skills and knowledge in context and over time.

4.2 Phase 2 – Formal Candidate Assessment and Interview

- a. Submission of RPL Application:

The Student Administration submits the RPL Application to the RPL Assessor who will review the completed RPL Kit provided by the candidate.

b. Document Upload:

The RPL Assessor/Admin will upload the completed documents to the relevant portal.

c. Assessment of Prior Skills:

The Assessor will analyse the applicant's scope of prior skills and the sufficiency of the evidence to support an application for RPL.

d. Discussion of Previous Experience:

The Assessor will use the RPL Assessment Tool to record this stage of the preliminary assessment in the document review section. If necessary, the assessor will contact the candidate for more clarification.

e. Handling Cases with Limited Documentary Evidence:

In some cases, students may have minimal or no documentary evidence to support their experience. While this may present a challenge, it does not preclude them from being considered for RPL. In such instances, the Assessor will place greater emphasis on providing the candidate to demonstrate their evidence.

f. Schedule for Competency Conversations:

The Assessor will advise the student of the schedule for competency conversations as outlined in the RPL Assessment Plan.

4.3 Phase 3 – Competency Conversation

a. Participation in Competency Conversation:

The RPL assessor and the student participate in the competency conversation.

b. Use of Structured Question Bank:

The RPL assessor uses structured questions for each unit during the RPL-Competency Conversation.

For Int candidates, additional questions related to Australian Standards and how their overseas experience can align with Australian industry will be included.

c. Recording of Responses:

The assessor records the student's responses during the competency conversation and evaluates the evidence gathered from these conversations. The assessor may ask extension and/or supplementary questions that are not listed on the RPL Assessment Tool.

d. Detailed Documentation:

Applicant responses, observations of skills demonstrated, and documents presented as evidence must be noted in sufficient detail so that anyone external to the process (e.g., a fellow assessor, internal and external auditor, validation team, etc.) can read the record and retrace the assessor's judgment.

e. Organisation of Practical Assessment:

Regardless of the result of the competency conversation, the assessor will organise the practical assessment required to confirm competency and industry currency.

This is necessary as no skills can be assessed merely through competency conversation in the context of IHNA courses.

f. Rigorous Assessment for Prior Learning Gained Overseas

The practical assessment will be more rigorous for students with overseas experience. It is expected that the practical assessment will cover all units but focus more on those competencies the applicant was unable to demonstrate knowledge or experience during the application and competency conversation.

g. Simulated Assessment Environment

The simulated practical assessment will be undertaken in one simulated assessment/workplace IHNA observation to ensure that the assessor is confident in making a judgment of awarding competency.

h. Validation of Evidence from Workplace

The assessor will determine if any evidence requires further validation from the workplace. IHNA will assign students to attend the work placement hours relevant to the course for this purpose. Evidence of candidates' skills will be collected from the workplace supervisor as well as IHNA work placement officers, which may involve the current or previous workplace.

i. Recommendation of Gap Training

If any skill gaps are identified, the assessor will recommend gap training options to assist in bridging the knowledge or skills gap before completing the remaining unit(s).

4.4 Phase 4– Outcome of Application

Review Final Assessment

The assessor completes the RPL assessment against each unit of competency. The assessor ensures that all evidence provided (documentary, practical tasks, questioning, referee validation, simulated practical assessments) is mapped and aligns with the requirements of the relevant training product. The assessor determines whether competency has been demonstrated for each unit.

4.5 Phase 5 – Document Finalisation and Decision

- a. The assessor will finalise the RPL assessment decision and complete the necessary RPL documentation, including the Assessment Outcome Form.
- b. If the candidate application is successful, they will receive the award of RPL competency.
- c. Should the candidate have units that have not been successfully completed as part of the RPL assessment, the student will be required to attend and complete the remaining units as enrolled students.
- d. Successful candidates will be awarded their certification according to the IHNA certificate issuance policy. For further details, refer to IHNA Certification Issuing and Recognition of Qualifications and Statements of Attainment Policy
- e. Students have the right to appeal the RPL decision if they disagree with the outcome. For detailed information, refer to IHNA's Student Complaints and Appeals Policy and Procedure.

5. Record Keeping

- a. All associated documents related to the Recognition of Prior Learning (RPL) process are stored in the IHNA's student management system Knowledge Hub (KH) under the respective student's profile documents section.
- b. For data recording refer to IHNA Records Management Policy.

6. Ongoing Review

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 procedure will be incorporated and reflected in the continuous improvement register.

7. Responsibility

- a. The Enrolment Team are responsible for ensuring the RPL candidate is in the right stream by conducting a preliminary interview.
- b. The RPL Assessors are responsible for conducting the first formal interview, competency conversation and RPL assessment.
- c. National Training Managers/Course Coordinators are responsible for overseeing the overall RPL cycle.
- d. The Quality Assurance team will ensure the compliance and quality of the IHNA RPL process.

SECTION 3

c. Associated Information

Related Internal Documents	<ul style="list-style-type: none"> • Recognition of Prior Learning Policy • Admission and Enrolment Policy • Admission and Enrolment Procedure • Student Complaints and Appeals Policy • Student Complaints and Appeals 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 • RPL Tool Kit • RPL Candidate Information Form • RPL Tool Kit Self Evaluation • RPL Tool Kit Competency Conversation • RPL Gap Training • Third-Party Report • RPL Assessment Decision Form • RPL Assessment Outcome Form • Continuous improvement register
Related Legislation, Standards, and Codes	<ul style="list-style-type: none"> • 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 • 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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Department	Learning and Teaching
SRTO2015 Stds and sub section	Standards for RTOs 2015 - Clause 3.5 - Clauses 1.8-1.12 - Clauses 1.13-1.16

d. Change History

Version Control		Version 5.0
Version No.	Date	Brief description of the change, incl. version number, changes, who considered, approved, etc.
V.3.0	12/03/2021	Separated procedure 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	Restructured and reorganised the procedure Remove redundancy and rewrite sentences for clarity of information Added information regarding record keeping and ongoing review