Recognition of Prior Learning (Skills Recognition)

AN ASSESSMENT RESOURCE FOR VET PRACTITIONERS
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A Western Australian supplement to

Australian Qualifications Framework (AQF) –
National Principles and Operational Guidelines for Recognition of Prior Learning.

May 2005
Foreword

Assessment is a mechanism for determining competence of an individual against a benchmark. In the Training Packages, for example, a unit of competency is the benchmark. Assessment takes many forms, and can be offered in as many unique ways as there are individuals in the workforce. In many instances, assessment will form part of a training and assessment program. There is also, however, provision to assess individuals who have developed skills by pathways other than through a combined training and assessment mode.

These pathways may include; experience on the job or life’s less formal activities, or through training in another sector, another state or another country. In Western Australia, this formal assessment has been referred to as Skills Recognition. This term is used to describe a number of assessment processes including:

- Recognition of Prior Learning (RPL) – related to skills and knowledge developed through formal and informal training, paid and unpaid work, voluntary work, and life experience
- Recognition of Current Competence (RCC) – is similar to RPL and is often used interchangeably with RPL
- Credit Transfer – recognition of a previously gained award
- Recognition of Prior Learning for Entry – a recognition process that enables an individual access to meeting entry requirements for TAFEs
- Advanced Standing – entry into a course at a level higher than the normal starting point

Late in 2004 the Australian Qualifications Framework Advisory Body released a nationally accepted cross-sectoral publication titled National Principles and Operating Guidelines for Recognition of Prior Learning (RPL). Western Australia’s vocational education and training authorities will use this as the base for policies and procedures in this area of assessment.

To maintain consistency with this document and other policies, the phrase Recognition of Prior Learning (RPL) has been adopted in place of Skills Recognition.
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Introduction for Western Australia

For more than a decade, Western Australia has been contributing to the national vocational education and training agenda and, at the same time, has provided leadership and professional guidance to the Western Australian vocational education and training sector to assist the sector to move towards a national system.

In Western Australia there have been many groundbreaking documents published covering the move to competency based training and assessment, Recognition of Prior Learning (RPL) or Skills Recognition, implementation of Training Packages, support for Registered Training Organisations and professional development.

In the area of RPL, the State generated the *Skills Recognition Framework for Vocational Education and Training in Western Australia* with the most recent edition published in October 2002. The foreword to the document states: “Skills Recognition is the term used to describe a number of assessment processes resulting from the formal recognition of competencies that a person has acquired through formal or informal work experiences and/or life experiences.” RPL was one of those assessment processes.

At the end of 2004, after close consultation with all States and Territories, the Australian Qualifications Framework (AQF) Advisory Board published *National Principles and Operational Guidelines for Recognition of Prior Learning (RPL)*. These Guidelines provide advice across the school, VET and higher education sectors.

This document provides clarification of the AQF *National Principles and Operational Guidelines for Recognition of Prior Learning (RPL)* for the VET sector. The bulk of the text in this document is from the national publication with any uniquely Western Australian VET additions clearly identified.
Format of this Document

This document reproduces all the information from the National Principles and Operational Guidelines for Recognition of Prior Learning (RPL). Supplementary information relevant to the Western Australian VET sector is highlighted in boxes throughout the publication as demonstrated below.

**VET Sector Requirements (WA)**

The information specifically added to meet VET requirements is placed in a box such as this.

On some pages and after some sections there is no box. This implies that the Western Australian VET requirements are accurately expressed in accordance with the national wording and no further information is relevant.

The information provided from page 18 onwards comprises material pertaining specifically to Western Australia’s VET environment. It provides guidance and support in setting up RPL processes.

Glossary of Terms

A glossary including acronyms is available to support this document. In keeping with the principles of avoiding duplication, this glossary is available on the website www.VETInfoNet.det.wa.edu.au.

People unfamiliar with the VET sector should access the glossary and refer to it while reading this document.
National Principles and Operational Guidelines for Recognition of Prior Learning (RPL)

Preamble

Recognition of prior learning (RPL) may be defined in a number of ways, some more expansive than others. However, all definitions include the key notion that RPL involves the assessment of previously unrecognised skills and knowledge an individual has achieved outside the formal education and training system. RPL assesses this unrecognised learning against the requirements of a qualification, in respect of both entry requirements and outcomes to be achieved. By removing the need for duplication of learning, RPL encourages an individual to continue upgrading their skills and knowledge through structured education and training towards formal qualifications and improved employment outcomes.

The Australian Qualifications Framework (AQF) sets out the qualifications standards upon which RPL ultimately relies for its credibility. Under the AQF, each qualification Guideline provides for an RPL pathway as an ‘alternative’ or ‘non-institutional’ access point or source of credit. This keeps the system of qualifications open to recognition of the value of learning achieved outside the formal system, as part of everyday living in a continuum of learning throughout one’s life.

With the introduction of the AQF in 1995, the AQF Advisory Board commenced the development of ‘readily available, transparent and consistent RPL policy and procedures’ within and across each of the schools, vocational education and training and higher education sectors. In 1997 the Ministerial Council on Education, Employment, Training and Youth Affairs gave the support of the jurisdictions to this policy objective, together with recommendations on monitoring key indicators such as parity of esteem for qualifications gained through (or partly through) RPL assessment, RPL funding arrangements which maximise savings for the taxpayer, and widely accessible models of good RPL practice.

The National Principles and Operational Guidelines for Recognition of Prior Learning (RPL) represent the progression of these Ministerial objectives into a set of national cross-sectoral guidelines to support implementation of RPL as an important element of Australian education and training. They have been derived from intensive consultations with all the interested parties in the period 2002–2003. The National Principles and Guidelines are not prescriptive in intent but, acknowledging the wide diversity of RPL policy and practice, seek to encourage national consistency through sharing and facilitating good practice across sectors and jurisdictions.
The National Principles and Operational Guidelines for Recognition of Prior Learning (RPL) complement the National Guidelines on Cross-Sectoral Qualification Linkages (2002) which provide guidance on credit transfer and articulation agreements and arrangements within and between sectors.

**VET Sector Requirements (WA)**

Under the Australian Quality Training Framework (AQTF) it is compulsory that every Registered Training Organisation (RTO) offers RPL to clients. For other post-compulsory education sectors it may be optional.

**Objectives of the Policy Principles and Operational Guidelines**

These principles and operational guidelines have been developed to provide advice at the national level about RPL, and to guide the four sectors of post-compulsory education and training (senior secondary school, adult and community education, vocational education and training and higher education) to develop RPL policies and procedures that ensure:

- opportunities for Australians to have their non-formal and informal learning recognised and counted towards a qualification
- diverse and inclusive pathways to lifelong learning
- consistency in the principles used in implementing RPL within sectors and between sectors
- the quality, integrity and standing of Australian qualifications.

**VET Sector Requirements (WA)**

For RPL, no difference is assigned to informal or non-formal learning. Every learning source and experience is accepted as contributing to the accumulation of skills.

The principles and guidelines have also been developed to provide information to individuals and organisations about:

- how RPL is defined
- the principles and processes used by institutions to implement RPL
- how to promote greater awareness and understanding of RPL and how it can be used.
Definition
RPL AND CREDIT TRANSFER
While RPL and credit transfer are related, and the boundaries between them are often blurred, they are distinguished as alternative pathways to an AQF qualification. They are distinguished by the way they relate to learning achieved through formal education and training (credit transfer) and learning achieved outside the formal education and training system (RPL).

- **RPL** is an assessment process that assesses the individual's non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of, a qualification.

- **Credit transfer** assesses the initial course or subject that the individual is using to claim access to, or the award of credit in, the destination course to determine the extent to which it is equivalent to the required learning outcomes, competency outcomes, or standards in a qualification. This may include credit transfer based on formal learning that is outside the AQF framework.

### VET Sector Requirements (WA)

The WA Skills Recognition Framework (2002) referred to the following:

**Recognition of Prior Learning (RPL)** is the formal recognition of the skills and knowledge a person has regardless of how or where these skills may have been attained, that is, through formal or informal training work experience, (paid and unpaid) voluntary work and life experience. The evidence provided for RPL must address the currency of competencies being assessed.

**Recognition of Current Competency (RCC)** This term is sometimes used. For general purposes the term is synonymous with RPL.

**Credit Transfer** is an arrangement to give a standard level of credit or formal recognition to a learner who has previously achieved competence in a training or educational environment. Some Credit Transfer arrangements are also called Advanced Standing or Exemptions.

**RPL for Entry** is an arrangement where learners are provided access to assessment tools and processes to assist them to meet minimum entry requirements for access to a course or qualification.

**Note:** In RPL for Entry no qualification is issued. Recognition is given to the person’s prior learning to permit entry through equivalence into a qualification that requires some specified entry standard.

**Overseas Equivalence** is an arrangement to give formal recognition to an individual who has completed a course or qualification overseas. The Overseas Qualifications Unit can assist this process – see contact details later.

When a person receives recognition for requirements of a complete qualification through RPL, they will receive formal certification. In the VET sector, RPL can apply to entire qualifications.
How RPL is Used and Assessed

The key distinguishing characteristic is that it is the **student** who is assessed in the case of RPL, and the **course or subject** in the case of credit transfer. In credit transfer the judgement is about the learning program, outcomes and assessment in the initial course or subject.

Both credit transfer and RPL are learning pathways that can be used in two ways:

- as alternative mechanisms for access to a course or qualification. A student may gain entry to a course or qualification using credit transfer or RPL, as an alternative to having undertaken and completed the prerequisites for entry based on formal education and training. An example of this is a student who obtains a place in a degree in a university using RPL (based on life or work experience) or credit transfer (based on having completed an alternative course at an equivalent level) when they have not completed the senior school certificate; and/or
- for the award of credit in a course or qualification, leading to the partial or full completion of the requirements for that course or qualification.

In order to recognise prior learning it is necessary to:

- compare the informal or non-formal learning the individual has achieved against the learning outcomes or performance criteria of the course or qualification for which the student is using as a basis for seeking entry or the award of credit
- determine appropriate evidence to support the claim of prior learning.

The processes used to assess RPL applications may take several (not mutually exclusive) forms, for example:

- participation in exactly the same or modified versions of the assessment the student would be required to complete as part of the full course
- assessment based on a portfolio of evidence
- direct observation of demonstration of skill or competence
- reflective papers, journals or portfolios that relate past learning to the learning or competency outcomes of the current course or qualification
- provision of examples of the student’s work drawn from the workplace, social, community or other setting in which the student applies their learning, skill or competence
- testimonials of learning, skill or competence
- combinations of any of the above.
**VET Sector Requirements (WA)**

In the VET sector it is the evidence the candidate provides that is assessed – not the candidate.

The onus is on candidates to provide sufficient evidence to meet the requirements of the standard against which they are being assessed. The assessor provides feedback on what extra evidence may be required.

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**Principles**

1. The AQF provides an agreed framework for designing, developing and issuing recognised qualifications within Australia.

2. The AQF supports the development of pathways between qualifications based on access and credits that may consist of, or may include, RPL.

3. RPL is critical to the development of an open, accessible, inclusive, integrated and relevant post-compulsory education and training system, and is a key foundation for lifelong learning policies that encourage individuals to participate in learning pathways that include formal, non-formal and informal learning.

4. There is no one RPL model that is suitable for all qualifications and all situations. In particular, different sectors give rise to different models. The model of RPL that is implemented must be aligned with the outcomes, goals and objectives of the qualification.

5. RPL should recognise learning regardless of how, when and where it was acquired, provided that the learning is relevant to the learning or competency outcomes in a subject, unit, module, course or qualification.

6. RPL will be more accessible to the individual if there is consistency in definition across sectors.

7. RPL can be used for:
   i. access into a course when the specified prerequisites based on completion of a formal course of education and training have not been undertaken
   ii. the award of credit for the partial or complete fulfilment of a qualification, within the relevant institutional or sectoral guidelines that specify the maximum amount of credit that may be granted.

8. RPL processes should be timely, fair and transparent.
9. RPL assessment should be based on evidence, and should be equitable, culturally inclusive, fair, flexible, valid and reliable.

10. RPL assessment processes should be:
   • of a comparable standard to those used to deliver and assess the qualification
   • evidence based, transparent and accountable
   • explicitly subject to the quality assurance processes used to ensure the standard and integrity of assessment processes within sectors or institutions, and be validated and monitored in the same way other assessment processes are validated and monitored.

11. RPL policies, procedures and processes should be explicitly included in quality assurance procedures within institutions to ensure that qualifications achieved in part or in full through RPL are of the same quality and have the same standing as qualifications achieved as a consequence of formal education and training.

12. RPL assessment should be structured to minimise costs to the individual.

13. RPL decisions should be accountable, transparent, and subject to appeal and review.

14. RPL information and support services should be actively promoted, easy to understand and recognise the diversity of learners.

15. Jurisdictions, institutions and providers should develop advice and information about RPL for employers of students/potential students to promote RPL among employers, help employers understand the possible benefits to their business that may ensue through implementing RPL, and encourage employers to support staff in undertaking RPL.

16. Jurisdictions, institutions and providers should include RPL in access strategies for disadvantaged learners who are not in the workforce, or marginally attached to the workforce, and who are not already engaged with studying or training.

17. Funding models should not impede the implementation of RPL.

**VET Sector Requirements (WA)**

All RTOs operating under AQF and AQTF are required to work within these principles.

Standards 6 and 8 of the Australian Quality Training Framework provide information related to RPL.

In addition, Standard 9 provides information related to learning and assessment strategies, of which RPL needs to form part.
Operational Guidelines

DEVELOPMENT OF INSTITUTIONAL RPL POLICIES

The bodies authorised to develop and/or issue AQF qualifications should consider the development of RPL policies as part of their responsibilities under the AQF. The sectors differ in the extent to which RPL can be used for the partial or complete fulfilment of the requirements of a qualification. For example:

- RPL can be used for access and for the award of credit in a higher education course leading to an AQF qualification, but it is not normally possible to gain an entire higher education qualification using RPL.

- RPL can be used for access and for the partial or complete fulfilment of the requirements of a qualification in the Vocational Education and Training (VET) and Adult and Community Education (ACE) sectors, and for VET accredited qualifications in the ACE and senior secondary school sectors. VET accredited qualifications are required to make RPL available to all students in compliance with the Australian Quality Training Framework.

- RPL can be used for access and for the award of credit in many of the senior secondary school certificates (particularly for the VET components), but cannot normally be used to gain the entire school certificate.

VET Sector Requirements (WA)

As part of the registration under the AQTF all RTOs must develop and implement RPL processes.

RPL MODELS

All providers and institutions within each sector should develop and maintain quality assured procedures that promote RPL to the individual/learner. This may be in the form of;

- information and advice to students about which subjects, modules, competencies, courses and qualifications for which RPL can be used to establish access and exemptions

- information for students about how to apply for RPL, who to contact for further information concerning the process, who to contact for support in preparing their application, and information about timelines, appeals processes, and fees

- an outline of the learning or competency outcomes against which students will be assessed

- advice to students as to the nature of the RPL assessment process, the kind of evidence that can be used, the forms in which it can be presented, and, where appropriate, a guide as to what is considered sufficient and valid evidence

- administrative processes for receiving RPL applications, administering assessment, recording results, advising students of the outcome, and administering appeals processes
• designation of responsibilities and accountabilities for undertaking RPL assessments, and
a statement of the qualifications and skills RPL assessors are expected to possess
• an outline of the different assessment processes that may be used
• an outline of the way in which RPL policies, processes and assessments are quality assured.

RPL PROCESSES
• Processes should ensure that, where possible, the student is able to complete the
qualification in less time.
• Processes should include and clearly indicate academic and administrative responsibilities
and accountabilities, and these should be widely publicised in information about RPL.
• Processes should be timely, and, where possible, decisions made prior to the
commencement of the course, subject or unit for which the RPL is being claimed.

VET Sector Requirements (WA)
RTOs are referred to AQTF Standard 8 regarding the requirement to have and
to use RPL processes, and to Standard 6 regarding the promotion of the service.

ASSESSMENT PROCESSES
• RPL assessment processes and procedures may consist of the following stages:
  – establishing the purpose of the assessment
  – identifying the evidence required
  – using appropriate evidence gathering methods
  – interpreting the evidence and making a judgement
  – recording the outcome
  – reporting to key stakeholders.
• Assessment methods should accommodate the literacy levels, cultural background and
educational backgrounds and experiences of students. Assessment methods should
provide for a range of ways for students to demonstrate that they have met the required
outcomes. RPL assessment processes should not be proxy for assessment of skills such
as literacy, except where these are intrinsic to the learning or competency outcomes in the
subject, unit, module, course or qualification.
• Students should be provided with advice about the assessment processes, and the
sort of evidence the institution will consider in assessing their RPL application. Students
should be provided with sufficient information to enable them to prepare their evidence
to the standard required for the RPL assessment process.
As with all assessment, RPL assessment should be undertaken by academic or teaching staff with expertise in the subject, content or skills area, as well as knowledge of, and expertise in, RPL policies and procedures.

RPL assessment processes should be comparable to other assessment processes used to assess whether the learning or competency outcomes in a subject, module, unit, course or qualification have been met.

**VET Sector Requirements (WA)**

RTOs are referred to AQTF Standard 7 for information related to details of competencies required of staff engaged in assessment.

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**FORMS OF CREDIT**

- RPL may be used for access into a course when the specified prerequisites based on completion of a formal course of education have not been undertaken, or where other access mechanisms are not applicable or appropriate.

- The award of credit in a course as the result of a successful RPL application may include:
  - specified credit for designated subjects, modules, units or competencies
  - unspecified credit, resulting in the student being required to complete fewer subjects, modules or competencies (for example, by exempting a student from undertaking elective units)
  - block credit, resulting in exemption from the requirement to undertake a block component of a course (for example, first semester or first year)
  - exemptions or advanced standing. This involves exempting a student from undertaking preparatory subjects, units, modules or competencies in the early stages of the course or qualification, while still requiring them to undertake the same number of subjects, units, modules or competencies as they would be required to complete if they had not been granted the exemption. This usually involves substituting the exempted subjects, units, modules or competencies with others.

- Credit may be awarded on the basis of a combination of credit transfer plus an individual RPL assessment for additional non-formal or informal learning.

- Once a student has been awarded credit on the basis of RPL, subsequent credit transfer based on these learning outcomes should not include revisiting the RPL assessment, but should be based on credit transfer agreements, articulation arrangements or other agreements between institutions.
QUALITY ASSURANCE

- RPL policies, procedures, processes and assessment outcomes should be explicitly included in sectoral or institutional quality assurance mechanisms.
- Clear and transparent quality assurance mechanisms are essential for ensuring one sector has confidence in the RPL decisions made by another sector. These arrangements should be included in negotiations between providers within and across sectors about credit transfer, articulation and other arrangements to link qualifications.

**VET Sector Requirements (WA)**

**VALIDATION**

RPL assessments are subject to monitoring and evaluation in the same manner as all other forms of assessment under the AQTF.
RTOs are referred to AQTF Standard 9 regarding quality assurance of assessment.

SUPPORT FOR LEARNERS

- RPL should be offered prior to, or at enrolment, and be available at other times in the student’s enrolment in a qualification. Where necessary, support should be available to students to learn the skills needed to gain RPL, in either a formal group, or an informal setting.
- Support should be offered to students to ensure they engage in appropriate learning pathways as a consequence of their RPL process. In some sectors, this may include advice about ‘gap’ training or education that may be necessary to meet the full requirements of the qualification. It may also include advice as to learning pathways that are available to them, and how to access those pathways.

**VET Sector Requirements (WA)**

RTOs are referred to AQTF Standard 6 and 8 regarding support for learners.
ADVICE AND INFORMATION

- Institutions and other relevant bodies in each of the sectors should promote their RPL policies, and include information about whether RPL is offered, as well as the qualifications, courses, subjects, units, models and competencies in which it is offered.
- Information should be provided about the processes, timelines, appeal mechanisms, who to contact for more information, and where to go for support.
- Information should be made available via institutional, faculty and school websites, in promotional material and advertising, in handbooks and through the State and Territory Tertiary Admissions Centres.
- Information should be written in clear, accessible language, and should take into account the literacy skills, cultural background, and educational background and experiences of students or potential students.

VET Sector Requirements (WA)

RTOs are referred to AQTF Standard 6 regarding the requirements of RTOs for providing information to clients.

FEES AND FUNDING

- Policies and procedures implemented by jurisdictions and institutions to improve cost efficiency and remove financial disincentives in the implementation of RPL may include:
  - working with groups of students from industries, enterprises or occupational areas to achieve economies of scale
  - fee charges no higher than students would normally be required to pay if they were undertaking formal study towards the qualification
  - incorporating RPL duties into workloads for teaching and administrative staff
  - funding specific RPL subjects or modules to assist students who are preparing RPL applications, which can then be credited towards the qualification.
- Institutional policy frameworks and strategies to implement RPL should be developed to encourage the implementation of internal funding arrangements and allocations to support the policy framework.
**VET Sector Requirements (WA)**

The objective is to establish and implement a fees policy that enables all individuals to access RPL services.

The minimum requirements are:

- The process is structured to minimise time and cost to applicants.
- A policy is developed by the RTO which documents fees and charges, including a refund arrangement.
- The policy is disseminated and understood by staff and clients.
- Those RTOs receiving public funding comply with the publication *Fees and Charges – Policy Guidelines for Publicly Funded Registered Training Organisations and Programs*, which is generated annually.

The *Fees and Charges* publication is available from the Department of Education and Training – see section on Publications and Policy Documents.

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**APPEAL MECHANISMS**

- An effective means of appeal should be established in each institution in relation to RPL decisions.
- Processes should be fair, transparent, accountable and subject to appeal.
- Information about appeal mechanisms should be provided at the commencement of RPL procedures and made available throughout a student’s enrolment in a qualification.

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**VET Sector Requirements (WA)**

RTOs are referred to AQTF Standards 1, 6 and 8 regarding the requirements for appeals mechanisms.
**Key Groups**

**EMPLOYERS**
- Promote skills development and RPL applications, form partnerships with RTOs
- Assist employees to achieve competence and gain recognition through RPL

**CANDIDATES**
- Keep records of experience, study, and certificates
- Seek information from employers and RTOs regarding RPL
- Make application for RPL
- Collect and document evidence of competence
- Submit evidence
- Prepare to fill gaps in evidence if required
- Keep new qualifications and Statements of Attainment

**REGISTERED TRAINING ORGANISATIONS**
- Comply with AQTF, AQF, Training Packages
- Maintain scope of registration
- Develop and provide information on RPL to candidates and employers
- Provide assessment (evaluation) and training services
- Maintain records
- Issue qualifications and Statements of Attainment

**SCHOOLS – VET for School Students Programs**
- Comply with AQTF, Curriculum Framework arrangements
- Maintain records
- Inform VET students of RPL pathways
- Partner with Enterprises and RTOs
## Support Information

**Training Packages**
- Competencies
- Qualifications Framework
- Assessment Guidelines

**State Training Sector Strategy**
Framework 2004–2010
State Training Profile 2005–2007

**Australian Quality Training Framework**
Australian Qualifications Framework
Registration policy
Accreditation policy

**Assessment Policy and Resource publications**
Continuous Improvement publication
Training Package Implementation Guides
TAFE Handbook
Professional Development Programs
www.VETinfoNet.det.wa.edu.au

**Curriculum Framework**
Curriculum Council policies
Courses of Study publications

## Support Organisations

**INDUSTRY TRAINING COUNCILS**
Consult with industry regarding training needs
Advise DET and STB
Participate in training package development and promotion

**STATE TRAINING BOARD**
Advise Minister on State training needs
Provide VET policy advice to Minister
Arrange for publication of skills demand predictions

**TRAINING ACCREDITATION COUNCIL**
Implement and monitor AQTF
Register RTOs and accredit qualifications
Ensure compliance with assessment requirements

**DEPARTMENT OF EDUCATION AND TRAINING**
Manage publicly funded VET provision
Coordinate State and national policy
Promote RPL services and information
Publish RPL support materials
Publish TAFE Handbook

**CURRICULUM COUNCIL**
Provide for development and accreditation of courses of study
Promote, implement & support Curriculum Framework
Provide for assessment and certification of student achievement
RECOGNITION OF PRIOR LEARNING (SKILLS RECOGNITION)

A suggestion for developing an RPL process

RTO creates its RPL assessment policy and procedures

RTO markets its RPL services

Candidates contact the RTO

RTO provides general and specific advice and support as necessary

Candidate submits application for RPL, pays relevant fees

Candidate collects and submits evidence to demonstrate competency

RTO evaluates the evidence, makes judgements

RTO follows up with feedback, and/or seeks additional evidence

RTO provides Statement of Attainment/Qualification, feedback regarding gaps in

RTO creates and maintains records as per AQTF requirements
Publicly funded RTOs in Western Australia must report under AVETMISS requirements to the Statistics Section of the Department of Education and Training

For further information refer to: the WA Troubleshooting Guide – Competency Based Assessment available on www.VETInfoNet.det.wa.edu.au.
Further Information

For further information and access to current policies and publications please use the website below.

www.VETInfoNet.det.wa.edu.au.