Recognition of Prior Learning Policy

SECTION 1

1. Purpose

1.1 The Institute of Health and Nursing Australia (IHNA) is committed to recognising the valuable knowledge and skills gained through various pathways. The purpose of this policy is to provide a guideline for the assessment and recognition of various types of prior 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 current and prospective students of IHNA who wish to apply for recognition of prior learning for the courses and units of competency listed on IHNA's Scope of Registration.

3. Definitions

3.1 Refer to IHNA's Glossary of Terms.

SECTION 2

4. Policy Principles

4.1 IHNA is dedicated to delivering high-quality training and assessment services in line with the Standards for Registered Training Organisations (SRTO 2015). Consequently, IHNA is obligated to provide recognition to all applicants and to establish an assessment system that guarantees all assessments, including Recognition of Prior Learning (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).

4.2 IHNA is committed to offering RPL to individual learners. Unless otherwise restricted by the requirements of the training package or licensing requirements, IHNA ensures that learners have the opportunity to engage in assessments that are both flexible and fair. This policy is aligned with the Australian Qualifications Framework (AQF) national principles, the Nursing and Midwifery Board of Australia (NMBA) Enrolled Nurse Standards for Practice and the Australian Nursing and Midwifery Accreditation Council (ANMAC).

4.3 Recognition of Prior Learning (RPL) should be designed to minimise both cost and time for applicants while maintaining the integrity of the requirements of the Training Packages or Curriculum documents. IHNA is committed to providing a fair and supportive Recognition of Prior Learning (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: Providing 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 have the opportunity to receive feedback on their proposed evidence. This allows to refine the application and increase chances of success.

4.4 To apply for RPL, students are required to 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, such as certifications, references from past employers, employment contracts, pay slips, testimonials from clients, and work samples.

4.5 Competencies for which RPL is requested may have been developed through formal education and training, work experience, or life experiences.

4.6 RPL is an assessment of an individual's current knowledge, skills, and attitudes, even if the evidence presented is from the past. The RPL assessor must determine whether the evidence demonstrates current competencies and ensure that the evidence presented is valid, authentic, current and sufficient.

4.7 IHNA recognises the value of student's existing qualifications. If applicants have already achieved a qualification that meets the national recognition requirements, they are not required to complete an RPL process. IHNA will assess the existing qualifications and award appropriate credit towards the chosen program of study (For detailed information, refer to the Credit Transfer (CT) Policy and Procedure and the IHNA website Recognition of Prior Learning (RPL) and Credit Transfer section).

4.8 Diploma of Community Services (Case Management) for Australian Community Workers Association (ACWA) accredited courses, up to 40% RPL is accepted. If students graduated more than 10 years ago, prospective students will need to show that they are current in their professional knowledge. They can do this by providing evidence of 20 hours of professional development for each of the last 2 years. It is also important to note students cannot complete majority of the units at a non ACWA accredited provider and then move to an accredited provider to obtain ACWA approved qualification. IHNA will assess the application based on ACWA requirements when receiving requests for RPL.

5. Ongoing Review

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5.1 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.

6. Responsibility

6.1 The National Training Manager/Course Manager and the Course Coordinator are responsible for communicating and implementing this policy. The National Training Manager, Course Managers, and Course Coordinators ensure all relevant administrative and academic staff are familiar with the RPL policy and procedures. This empowers staff to answer student inquiries and effectively guide them through the RPL process. Prospective students are informed about the RPL opportunity before enrolling in a program. This allows them to consider utilising RPL to reduce their study time and cost potentially.

SECTION 3

7. 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)
Date Approved	23/11/2023
Date Endorsed	14/12/2023
Date of Effect	23/11/2023
Date of Review	31/12/2026

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Approval Authority	Board of Directors
Document Custodian	Academic Director
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

8. 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	03/07/2024	Made structural changes in the document Remove redundancy and rewrite sentences for clarity of information Added information regarding ongoing review

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