

CM REF: TWD/D24/0102792



Government of **Western Australia**  
Department of **Training**  
and **Workforce Development**

**TAFE INTERNATIONAL WESTERN AUSTRALIA RECOGNITION OF  
PRIOR LEARNING (RPL) POLICY**

EFFECTIVE: 5 JUNE 2024

VERSION: 4.0

## CONTENTS

1.	POLICY STATEMENT .....	2
2.	SCOPE .....	2
3.	PRINCIPLES .....	2
4.	BACKGROUND .....	2
5.	DEFINITIONS AND ACRONYMS .....	2
6.	PROCEDURES .....	3
7.	GUIDELINES .....	6
8.	RELATED POLICIES AND OTHER RELATED DOCUMENTS .....	6
9.	RELEVANT LEGISLATION.....	6
10.	REVIEW DATE .....	6
11.	CONTACT INFORMATION.....	7
	APPENDICES.....	7

*All policy and procedural statements contained within this document are lawful orders for the purposes of section 80(a) of the Public Sector Management Act 1994 (WA) and are therefore to be observed by all Department of Training and Workforce Development employees.*

## 1. POLICY STATEMENT

This policy outlines the process and administration of recognition of prior learning (RPL) for international students who have been accepted to enrol with TAFE International Western Australia (TIWA).

## 2. SCOPE

This policy applies to the RPL process for all international students accepted to enrol with TIWA. This policy also includes the process for applying fees and charges to international students granted RPL. The process of assessing and granting RPL is not applicable to school students.

## 3. PRINCIPLES

Any decision made by TIWA with regards to the assessment of prior learning, skills or competence, and with regards to the granting of any RPL is made in support of:

- preserving the integrity of the award to which it applies; and
- complying with requirements of the underpinning educational framework of the training product.

## 4. BACKGROUND

The *Standards for Registered Training Organisations (RTOs) 2015* (or their successor) outlines requirements TIWA must adhere to regarding recognition of prior learning (RPL). In addition, Standard 2 of the *National Code of Practice for Providers of Education and Training to Overseas Students 2018* outlines the requirements for TIWA to manage RPL and course credit.

RTOs must develop and implement strategies for training and assessment that consider the characteristics, skill and experiences of each individual learner.

RPL is a form of assessment of the competence of a student, which may be determined following a formal assessment process to determine a student's competency.

## 5. DEFINITIONS AND ACRONYMS

### 5.1 Australian Qualifications Framework (AQF)

The Australian Qualifications Framework (AQF) is the national Australian policy for regulated qualifications in Australian education and training and specifies the standards for educational qualifications in Australia. The AQF incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework.

### 5.2 CoE

Means Confirmation of Enrolment, which is an official document, provided electronically, which is issued by an RTO to an international student after they have accepted the offer of a place in a course. The CoE must be submitted to the Department of Home Affairs as part of an application for a student visa as it confirms the student's eligibility to enrol in the specified course.

### 5.3 Formal Learning

Learning that takes place through a structured program of instruction that leads to the full or partial achievement of an AQF officially accredited training product.

#### 5.4 Informal Learning

Learning gained through work, social, family, hobby or leisure activities and experiences. Unlike formal or non-formal learning, informal learning is not organised or externally structured in terms of objectives, time or learning support.

#### 5.5 Non-Formal Learning

Refers to learning that takes place through a structured program of instruction but does not lead to the attainment of an AQF qualification or statement of attainment (for example in-house professional development programs conducted by a non-RTO organisation).

#### 5.6 PRISMS

Means the Provider Registration and International Students Management System. PRISMS is the information management system used by Department of Education and the Department of Home Affairs to record international student program enrolment details.

#### 5.7 Recognition of Prior Learning (RPL)

An assessment process that assesses the competency/s of an individual that may have been acquired through formal, non-formal learning and/or informal learning, to determine the extent to which that individual meets the requirements specified in a NRT unit, including any prerequisite units. The process of assessing and granting RPL is only applicable to TAFE students.

#### 5.8 TIWA

TAFE International Western Australia (TIWA) is the unit within the Western Australian (WA) Department of Training and Workforce Development responsible for the recruitment, admission and enrolment of international students studying at WA TAFE colleges and WA Government schools. TIWA is a Registered Training Organisation (RTO) and CRICOS registered provider.

### 6. PROCEDURES

#### 6.1 Information for students

Information on the *TAFE International Western Australia Recognition of Prior Learning (RPL) Policy* will be made available to international students via:

- Letter of Offer documentation;
- TIWA's International Student Support Guide;
- TAFE college course descriptions, learning and assessment strategies, or delivery and assessment plans; and
- TIWA's website.

#### 6.2 Determining course entry (prior to commencement)

6.2.1 Upon receipt of an application for enrolment, TIWA's Admissions staff will complete a review of a student's previous education. This will include mutual recognition of previous AQF qualifications or units of competency as appropriate for TAFE students, or age and previous schooling history (for school students).

6.2.2 The purpose of this review is to confirm a prospective student meets course entry requirements, and to assess the most appropriate course entry point. This process will not result in formal RPL or the issuing of a qualification to the student.

- 6.2.3 As required, TIWA may consult relevant TAFE college staff (for TAFE students), or relevant Western Australian Government school staff (for school students) to ensure that the most appropriate course entry point for a student is recommended. For school students, year level placement is primarily determined by the student's date of birth.
- 6.2.4 Records of students' education history (including any AQF qualifications or units of competency) will be recorded by TIWA in the student's file in its database.

### **6.3 Recognition of Prior Learning (post commencement)**

- 6.3.1 The process to assess the competency/s of a student acquired through formal, non-formal and informal learning will be conducted by the TAFE college in which the student is enrolled.
- 6.3.2 Students who wish to apply for RPL:
- must have a current enrolment in the course/unit for which they are seeking RPL; and
  - can submit an application with the relevant college only after they have commenced their enrolment.
- 6.3.3 Assessment and resulting of the student's application will be undertaken by designated staff at the relevant TAFE college, in accordance with the TAFE college's VET delivery and assessment policy.
- 6.3.4 The TAFE college will ensure that any assessment of RPL:
- complies with the assessment requirements of the relevant training package or vocational education training (VET) accredited course; and
  - is conducted in accordance with the Principles of Assessment (Appendix 1) and Rules of Evidence (Appendix 2).
- 6.3.5 Any records in relation to the assessment of RPL, including academic or assessment records, will be retained by the relevant TAFE college and will be supplied to TIWA if requested.
- 6.3.6 The TAFE college will notify the student of the outcome of the application. Until a student receives notification of an outcome of an RPL application, they should continue to attend class. The college will record the outcome of RPL applications, including all the assessment evidence used to make a decision on the college's student management system.

### **6.4 Outcome of a successful RPL application**

- 6.4.1 Where a student has been assessed as successful to receive RPL for a unit/s, the TAFE college will forward a Course Load Adjustment Form to TIWA. This form indicates the units awarded through the RPL process and the percentage of the total course for which the student has been credited through the RPL assessment. The amount credited is based on the total Student Contact Hours for the course.

- 6.4.2 Where a student has been assessed as successful to be granted RPL, TIWA will issue the student with a written record of the decision, for the student to accept the application of RPL.
- 6.4.3 TIWA will retain the written record of the student's acceptance for two years after the student ceases to be an accepted student.
- 6.4.4 TIWA will calculate fees based on pro-rata units the student is enrolled in at the date the RPL was approved by the TAFE college.
- 6.4.5 The Manager Customer Services TIWA will review the form and adjust fees charged based on the recommended credit. The charge will be calculated pro-rata according to the date the RPL was approved, based on 70% of the full approved tuition fee.
- 6.4.6 TIWA will ensure that any refund due to the student will be either:
- credited towards the student's fees for the following semester; or
  - paid directly to the student's nominated bank account if the RPL is granted in the student's final semester.
- 6.4.7 The units awarded as a result of the RPL assessment will be recorded on a TIWA badged academic transcript issued from the student management system.
- 6.4.8 TIWA will record the granting of RPL, via the Course Load Adjustment Form, in the student's file in its database.
- 6.4.9 Where a student is granted RPL which results in a reduced expected course duration, TIWA will:
- notify the student in writing;
  - update the student's enrolment details in PRISMS to ensure that the revised course duration has been reported; and
  - ensure the student's CoE's are issued only for the reduced duration of the course.

## **6.5 Adjustment to a student's program of study**

- 6.5.1 When RPL is granted, a student's program of study should, where practical, be re-scheduled by bringing units forward or by using elective units to maintain a full study load for the student. Any extra units completed over and above qualification requirements will be recorded on a TIWA badged academic transcript issued from the student management system.
- 6.5.2 Students do not need to undertake units that are additional to their current study program, in order to make up a full-time study load for that semester.
- 6.5.3 If it is not possible to re-schedule a student's program as outlined in 6.5.1 due to the timetabling of units, then the TAFE college must provide documented evidence in the student's file that a genuine effort was made for the student to achieve a full study load in that semester.

**6.6 Outcome of an unsuccessful RPL application**

- 6.6.1 Where an application for RPL is not successful, students will be notified in writing by the relevant TAFE college and should continue to attend scheduled classes.

**7. GUIDELINES**

N/A

**8. RELATED POLICIES AND OTHER RELATED DOCUMENTS**

- *Course Load Adjustment Form*
- *International Student Admissions and Enrolment Policy*
- *International Student Fee Payment and Refund Policy*
- *International Student Tuition Fees and Related Charges Policy*
- *Letter of Offer documentation*
- *TIWA's Student Support Guide*

**9. RELEVANT LEGISLATION**

- *Education Services for Overseas Students Act 2000*
- *National Code of Practice for Providers of Education and Training to Overseas Students 2018*
- *National Vocational Education and Training Regulator Act 2011*
- *Standards for Registered Training Organisations (RTOs) 2015 or its successor*
- *Vocational Education and Training (General) Regulations 2009*
- *Vocational Education and Training Act 1996*

**10. REVIEW DATE**

5 June 2026

<b>Development Date</b>		September 2011	
<b>Revision History</b>			
<b>Date</b>	<b>Reviewer Name</b>	<b>Review Reason</b>	<b>Outcome and Changes</b>
2012	Director Academic Strategy	Continuous improvement	This version is a rewrite and updating of RTO Policy 19
2013	Director Academic Strategy	Feedback from ETI- STP Network members	Clarification of process
2014	Director Academic Strategy	Feedback from ETI- STP Network members	Clarification of process
2015	Director Academic Strategy	Continuous improvement	Policy updated to reflect introduction of Standards for RTO's 2015
2016	Director Academic Strategy	Sectoral changes	Updated to reflect change from STPs to TAFE colleges; and from ETI to TIWA.
2016	Director Academic Strategy	Continuous improvement	Clarification of process

2017	Director Academic Strategy	Process change	Process updated as an outcome of meeting held with TAFE college representatives 4 May 2017
2018	Director Academic Strategy	Continuous improvement	Minor amendments made to clarify text/explanations.
2018	Manager Education Programs	Feedback from ASQA audit	Policy updated to incorporate feedback from ASQA audit.
2019	Manager Education Programs	Annual audit review	Minor amendments to clarify text
2021	Manager Customer Services	Continuous Improvement	Policy review
2024	Manager Quality and Compliance	Policy review	Title and policy amended to policy to remove reference to credit transfer (separate policy developed). Updated template and updates to policy including Policy Statement, Scope, Principles, Background, Definitions and Acronyms, Procedures, Related Policies and Other Related Documents and Relevant Legislation sections as well as Appendix 1 and 2 to incorporate feedback from external auditor.

## 11. CONTACT INFORMATION

TAFE International Western Australia  
Service Delivery Directorate

## APPENDICES

Appendix 1: Principles of Assessment  
Appendix 2: Rules of Evidence



## Appendix 1: Principles of Assessment

Fairness	<p>The individual learner's needs are considered in the assessment process.</p> <p>Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner's needs.</p> <p>The RTO informs the learner about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.</p>
Flexibility	<p>Assessment is flexible to the individual learner by:</p> <ul style="list-style-type: none"> <li>• reflecting the learner's needs;</li> <li>• assessing competencies held by the learner no matter how or where they have been acquired; and</li> <li>• 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.</li> </ul>
Validity	<p>Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner.</p> <p>Validity requires:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• assessment of knowledge and skills is integrated with their practical application;</li> <li>• assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and</li> <li>• judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.</li> </ul>
Reliability	<p>Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.</p>

Source: Table 1.8-1: Principles of Assessment  
Standards for Registered Training Organisations (RTOs) 2015

**Appendix 2: Rules of Evidence**

Validity	The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.
Sufficiency	The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner's competency.
Authenticity	The assessor is assured that the evidence presented for assessment is the learner's own work.
Currency	The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

Source: Table 1.8-2: Rules of Evidence  
Standards for Registered Training Organisations (RTOs) 2015