



# Recognition of Prior Learning Policy

## 1. Purpose Statement

TLC Learning is committed to recognizing the skills, knowledge and competencies of all learners, (potential or actual) regardless of where and how these skills have been acquired.

## 2. Scope

This policy applies to learners (potential or actual) who are seeking to or are enrolled in TLC Learning's Programs and wish to have their prior knowledge assessed and recognized.

## 3. Policy Statement

TLC Learning will ensure that Recognition of Prior Learning (RPL) is offered to all applicants prior to enrolment and that the process is structured to minimize time to applicant. TLC Learning will ensure that an individual's prior learning and/or current competencies achieved through formal (credentialed), non-formal or informal (non-credentialed) learning and/or training, work experience or other life experience is appropriate and duly recognized in the form of credit and/or exemption from units or modules within a course or program of study. TLC Learning will have in place procedures to ensure fair, valid, reliable and consistent assessment of all learner's requests

## Implementation

### 4.1 Roles & responsibilities

#### 4.1a CEO

- Authorization of the Recognition of Prior Learning policy and all related procedures and documentation

#### 4.1b Chief Quality Officer

- Ensuring systems and processes are in place for compliance with all relevant legislative, regulatory and statutory requirements, professional standards and guidelines

#### 4.1c Chief Human Resources & Industrial Relations Officer, Chief Operating Officer and Chief Financial Officer

- Contribute to approval of Recognition of Prior Learning policy and procedures and documents as related to area of operational/business responsibility

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## 4.1d Manager – TLC Learning

- Develop policy and procedure and submit for review and authorization
- Policy, procedure and related documentation distributed throughout the RTO
- Implementation of policy and relevant procedures
- Implementation of relevant inductions to ensure staff practices are compliant
- Ensuring staff compliance with relevant policies and procedures and protocols through implementing audits and analyzing relevant data trends
- Receiving and actin upon client, learners and other stakeholder feedback

## 4.1e All staff (including sessional trainers)

- Keep informed of all relevant current TLC Learning Policies and Procedures
- Attend relevant induction sessions

## 4.1f Quality Information Coordinator

- Review of Policy at a minimum of 2 years and/or in alignment with legislative or statutory changes

## 4.2 Relevant stakeholders

### 4.2a Clients/Learners involved in TLC Learning

## 5. Definitions

**5.1 Item 1** – Recognition of Prior Learning (RPL) – means an assessment process that assesses the compency(ies) of an individual that may have been acquired through formal, non-formal and informal learning to determine the extent to which that individual meets the requirements specified in the Training Package or VET accredited course:

**5.2 Item 2** – Formal learning refers to learning that takes place through a structured program of instruction and is linked to the attainment of an AQF qualification or Statement of Attainment

**5.3 Item 3** – 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 i.e., in house training conducted by the business

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**5.4 Item 4** – Informal learning refers to learning that result through experience of work-related, social, family or hobby leisure activities i.e., the acquisition of interpersonal skills developed through several years as a sales representative

**Item 5** – VET – Vocational Education and Training

**Item 6** – AQF – Australian Qualifications Framework

## 6. Related/relevant legislative/policy frameworks

**6.1** Standards for Registered Training Organizations (RTOs) 2015

**6.2** Equal Opportunity Act 2010 (Vic)

**6.3** National Vocational Education and Training Regulator Act 2011

## 7. Related Documents

**7.1** Access and Equity Policy

**7.2** Learner’s Handbook

**7.3** Community Services Training Package qualification:

- CHC33015 Certificate III in Individual Support

**7.4** Units of competency for the above Community Services qualification

**7.5** Pre-training review form

**7.6** Candidate RPL kit for CHC33015

**7.7** Assessor RPL kit for CHC33015

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