

APL (Accredited Prior Learning) enables a student to show, through previously obtained certificates, that they have already fulfilled the requirements of a particular unit and therefore do not need to be reassessed for it.

RPL (Recognition of Prior Learning) is an evaluation process that allows a student to prove, through their prior non-certified accomplishments, that they have the necessary knowledge, skills and understanding to meet the assessment criteria for a unit without undergoing additional training.

Accreditation of Prior Learning Process

Accredited Prior Learning (APL) is achievable in three scenarios:

1. Students who have previously earned the same unit through another program are eligible for credit transfer.
2. Students who hold a recognized certificate within the RQF/QCF can claim that completed units are equivalent in content and demand to the units they want to attain and thus are eligible for equivalence.
3. Students who possess a recognized certificate outside of the RQF/QCF can request exemption from unit requirements based on the argument that their achievement is of equal or higher value. This is only possible if specifically noted in the program specifications and names the achievements eligible for exemption.

A recognised centre can make a request on behalf of the student if they believe one of these scenarios applies and have supporting evidence. APL can come from any awarding organization or institution and does not need to be based on units from a TLM program. Credit transfer or equivalence can be achieved regardless of the source of the achievement.

Recognised Prior Learning Process

TLM acknowledges that students may have competencies, knowledge, and understanding not reflected in formal certifications.

Any prior evidence collected before a student enrolls in a program can be evaluated by a recognized centre as part of that program, as long as it is relevant to the skills and understanding that will be evaluated as part of the program.

This evidence can come from any aspect of a student's prior experience, where they did not receive formal recognition, such as volunteer work, job-related activities, education, and training. If a recognized centre wishes to utilise RPL, it must have a proper policy and adequate resources in place to carry out the evaluation.

TLM requires that evidence evaluated through RPL be held to the same quality standards as evidence obtained through other methods. It is the responsibility of the centre's assessors and quality assurance personnel to verify that the evidence is valid, genuine, up-to-date, dependable, and adequate. The assessor must keep records of the assessment in the usual manner, and the RPL process must adhere to the same quality assurance standards as any other assessment method.

For the assessment to be considered valid, it must be suited to the subject or program being assessed, and the evidence produced by the student must pertain to and meet the assessment criteria. The student must be aware that an assessment is taking place and the requirements must

be reasonable and clearly communicated to the student. The assessment must not be worded or structured in a manner that obstructs the student's understanding of what is being requested of them.

For an assessment to be sufficient, the student's work must fully meet all the requirements of the assessment criteria and program specifications. This can be accomplished through mapping documentation.

For an assessment to be considered current, the assessor must confirm that the student still possesses the skills and knowledge being claimed and that the evidence aligns with current sector regulations and practices. Evidence currency is particularly crucial when evaluating prior learning obtained some time ago.

For an assessment to be reliable, it must consistently produce the same results over time, regardless of the student or assessor involved. To be reliable, the assessment must be administered in a consistent manner and accurately reflect the student's knowledge and skills.