

Recognition of Prior Learning (RPL) in Initial Teacher Education (ITE) Framework

This framework aims to ensure that ITE candidates receive appropriate acknowledgement for their unique skills, expertise and previous learning through the allocation of credit towards their qualifications. By conforming to these principles, higher education providers can enhance the transparency, consistency, usability and integrity of RPL practices, which should:

 Policy Focused Principles Designed to ensure that RPL practices are not only aligned with national and institutional regulatory requirements but also reflect the evolving landscape of teacher education.	1. align with the Higher Education Standards Framework, the Australian Qualifications Framework, state and territory regulatory requirements and higher education provider policies. 2. be reflected in accreditation and higher education provider policies, including clauses pertaining to ITE-specific RPL practices where necessary. 3. be expressed clearly and explicitly, using nationally consistent RPL nomenclature, and should be publicly and readily accessible by the intended audiences.
 Evidence Focused Principles Designed to ensure ITE students applying for RPL are supported institutionally and with specific educational prowess so they can achieve the maximum credit without impairing the integrity of the program.	4. allow for the alignment of prior learning with a known outcome. 5. be feasible in terms of volume of material required for the application and assessment of RPL, with streamlined processes for the applicant and university staff. 6. utilise valid and reliable sources of evidence to enable consistent decisions. 7. ensure relevant prior experience is at least equivalent in discipline content, depth and breadth to the unit(s) being awarded credit.
 Process Focused Principles Designed to streamline the RPL process, ensuring that it is not only responsive to student needs but also feasible and effective for administrative purposes.	8. ensure assessment of RPL is undertaken by university staff with well-developed knowledge of RPL policies and practices, and ITE degrees. 9. be timely.
 Governance Focused Principles Designed to establish robust oversight and quality assurance mechanisms for RPL in ITE, assuring students and stakeholders alike of the integrity and validity of the credits awarded through RPL.	10. adhere to fair and equitable governance principles. 11. ensure that appropriate records are maintained. 12. incorporate national benchmarking, standard setting, and moderation processes. 13. incorporate short-term and long-term evaluation processes.