

To be read in conjunction with **Recognition of Learning and Credit Policy**.

WHAT IS RPL?

Recognition of Prior Learning (RPL) is a process whereby previous study, knowledge, and skills you already have may be recognised. RPL provides for the granting of credit towards qualifications. RPL takes into consideration a combination of your formal and informal learning, employment, community involvement, and life experience.

WHAT IS CREDIT?

Credit is a process whereby recognition is granted for successful completion of equivalent study in a specified area of study. Credit is awarded based on formal study from a higher education provider or a registered training organisation (RTO).

WHY APPLY FOR RPL AND CREDIT?

To reduce your study load and to avoid repeating learning in areas where you already have the knowledge or skills.

Ikon awards block credit for 11 subjects for successful completion of CHC50113 Diploma of Early Childhood Education and Care (or equivalent) from a registered training organisation (RTO).

When applying for RPL and Credit:

- Evidence supporting your application must demonstrate a minimum of 80% coverage of the equivalent Ikon subject content for each subject which RPL or credit is being applied for.
- Ikon will not grant RPL or credit for any subjects if the equivalent subject has been awarded as Advanced Standing or credit by another provider.
- Applications for RPL or credit must be submitted 4 weeks PRIOR to the commencement of the relevant subject.

WHAT ARE THE FEES?

There is no fee payment required for CHC50113 (or equivalent) block credit applications.

Please view our Schedule of Fees on the website <https://ikon.edu.au/fees/>

WHAT TYPE OF EVIDENCE IS REQUIRED?

- A certified copy of your academic transcripts, qualification or testamur from a higher education provider or a registered training organisation (RTO) that was completed within 10 years
- A certified copy of your certificate from professional body, enterprise or other similar body that was completed within 10 years
- Current Resume or CV (including up to two current referees with contact details for your professional experience)

- Copies of your subject outlines detailing learning outcomes, weekly structure, topic list, assessment details.
- Copies of completed and marked assessments in the field of early childhood education.
- Digital evidence of engagement in teaching, delivering learning opportunities to children, engaging with families or the community.

WHO CAN CERTIFY MY DOCUMENTS?

Ikon will accept photocopies certified by anyone who is currently employed as a:

- Justice of the Peace
- CA or CPA accountant
- bank or credit union manager
- barrister, solicitor or attorney
- currently licensed or registered under a law medical or allied health practitioner
- police officer with the rank of sergeant and above
- postal manager
- pharmacist
- principal of an Australian secondary college, high school or primary school
- teacher employed on a full-time basis at a school or tertiary education institution.

Or anyone listed within the Commonwealth of Australia statutory declarations Act 1959.

WHAT ARE THE OUTCOMES OF RPL?

You may obtain RPL up to a maximum of two-thirds of the total number of subjects in an Ikon course.

If you are granted RPL for a particular subject, you do not need to complete the subject and Advanced Standing is recorded on your record.

If you are declined RPL for a particular subject any fees used within the process may be put towards the full subject cost when enrolling in the subjects.

WHAT IS THE RPL PROCESS?

1. Complete this RPL application form, including the learning outcomes table.
2. Submit this document along with your supporting evidence to admissions@ikon.edu.au
3. Make payment for your application.
4. Ikon will assess your application within 4 weeks of submission.
5. You may be required to discuss your application via a phone call or face to face.
6. You will receive notification of your application outcome by email.

Note: Your application for RPL will not be assessed until the completed application, signed declaration, required evidence has been provided.

APPLICATION FOR RECOGNITION OF PRIOR LEARNING AND CREDIT

DIPLOMA OF EARLY CHILDHOOD EDUCATION

Student Name:

APPLYING FOR CREDIT

For each subject, identify the type of RPL or credit you are applying for and the evidence you have submitted for consideration.

- If you are applying for CHC50113 (or equivalent) block credit of 11 subjects, you only need to submit your certified testamur and transcript as evidence.
- If you are applying for credit from another Higher Education Provider, you will need to submit as a minimum your transcript and the subject outline as evidence.

APPLYING FOR RPL

- If you are applying for RPL, you will need to submit enough evidence that demonstrates a minimum of 80% coverage of the equivalent Ikon subject content.

For each subject that you are applying for, you are required to detail in a short statement your knowledge, experience, and skills in the subject area as well as list the evidence that meets the subject outcomes. For each piece of evidence, you must list the following for each subject:

- Testamur - List qualification number and name
- Certificate - List certificate title
- Subject Outline - List equivalent subject/unit number/s
- Transcript - List equivalent subject/unit number/s
- Assessments - List assessment/s title
- Engagement/Delivery - List engagement/delivery title
- Resume or CV - list relevant experience

EPRO101 Professional Practice		<input type="checkbox"/> RPL <input type="checkbox"/> Credit <input type="checkbox"/> CHC50113 Block Credit			
This subject explores: the role of the early childhood professional; the operations of early childhood settings; Relevant conventions, frameworks, legislation, regulations, codes of conduct, duty of care, policy, procedures, and quality assurance processes; the importance of relationships, partnerships and collaborating with families, communities, and children; the significance of rights, equity, diversity, and cultural competence within early childhood; as well as respecting and including Aboriginal and Torres Strait Islander peoples and cultures into every day practice.					
STUDENT EVIDENCE <i>(Student to complete)</i>	Statement:				
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:	<input type="checkbox"/> Delivery:	
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)	
ECUR102 Exploring Play and Documentation		<input type="checkbox"/> RPL <input type="checkbox"/> Credit <input type="checkbox"/> CHC50113 Block Credit			
This subject explores: Early childhood play theory and pedagogy; the role of the early childhood teacher in play; engaging children in play; understanding documentation, assessment and planning in early childhood; the purpose and variety of documentation techniques utilised to document, assess and plan for each child; the importance of utilising play to document, assess, plan, and reflect on children's learning and development; as well as creating play environments and experiences for young children.					
STUDENT EVIDENCE <i>(Student to complete)</i>	Statement:				
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:	<input type="checkbox"/> Delivery:	
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)	

APPLICATION FOR RECOGNITION OF PRIOR LEARNING AND CREDIT

DIPLOMA OF EARLY CHILDHOOD EDUCATION

Student Name:

EDEV103 Holistic Child Development					<input type="checkbox"/> RPL	<input type="checkbox"/> Credit	<input type="checkbox"/> CHC50113 Block Credit
This subject explores: child development; genetics and growth in the first six (6) years; developmental theories, influences and perspectives; child development domains and learning dispositions; brain development, structure, and neuroscience in the early years; as well as holistic child development and informing pedagogical practice							
STUDENT EVIDENCE <i>(Student to complete)</i>	Statement:						
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:	<input type="checkbox"/> Delivery:			
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)			
EPRO104 Diversity and Equity					<input type="checkbox"/> RPL	<input type="checkbox"/> Credit	<input type="checkbox"/> CHC50113 Block Credit
This subject explores: diversity and equity in the early years context; personal and professional cultural identity and competence; dominant discourse and bias in practices; the diversity and richness of inclusion in an early childhood curriculum of First Nations Peoples and culture, abilities, race, ethnicity, linguistics, gender, sexuality, and spirituality by an early childhood teacher.							
STUDENT EVIDENCE <i>(Student to complete)</i>	Statement:						
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:	<input type="checkbox"/> Delivery:			
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)			
EPRO105 Safety, Health and Wellbeing					<input type="checkbox"/> RPL	<input type="checkbox"/> Credit	<input type="checkbox"/> CHC50113 Block Credit
This subject explores the significance of a holistic approach to the health, wellbeing, wellness, nutrition and safety of infants and children in early childhood; menu planning and food preparation; health screening, diseases, immunisation and medication; illness management and first aid; emergency and critical incident management; supervision in the learning environment; children's needs, additional needs and mental health; as well as pedagogical practices and curriculum approaches to health and wellbeing in an early childhood education and care setting.							
STUDENT EVIDENCE <i>(Student to complete)</i>	Statement:						
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:		<input type="checkbox"/> Engagement:	<input type="checkbox"/> Delivery:		
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:		<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)		
ETCH106 Development, Assessment and Planning (3-5 Years)					<input type="checkbox"/> RPL	<input type="checkbox"/> Credit	<input type="checkbox"/> CHC50113 Block Credit
This subject explores the growth and development of children aged three-five years; teaching practices and pedagogy; as well as assessment and planning for social, emotional, identity, physical, cognitive, language, communication, creative arts and behaviour development.							
STUDENT EVIDENCE <i>(Student to complete)</i>	Statement:						
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:	<input type="checkbox"/> Delivery:			
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)			

APPLICATION FOR RECOGNITION OF PRIOR LEARNING AND CREDIT

DIPLOMA OF EARLY CHILDHOOD EDUCATION

Student Name:

ETCH107 Exploring Creativity					<input type="checkbox"/> RPL	<input type="checkbox"/> Credit	<input type="checkbox"/> CHC50113 Block Credit
This subject explores: creativity in the early years across music, dance, movement, drama, literacy, science, technology, engineering and mathematics; as well as the early childhood teacher's role in documenting, assessing, and planning meaningful learning experiences to foster creativity and support children's holistic development.							
STUDENT EVIDENCE <i>(Student to complete)</i>	Statement:						
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:	<input type="checkbox"/> Delivery:			
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)			
PLAC907 Professional Experience 1 (3-5 years)					<input type="checkbox"/> RPL	<input type="checkbox"/> Credit	<input type="checkbox"/> CHC50113 Block Credit
This subject applies learned theory, knowledge, skills, and practices of an early childhood teacher in an approved early childhood education setting with children aged three to five years for a minimum of 10 days.							
STUDENT EVIDENCE <i>(Student to complete)</i>	Statement:						
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:	<input type="checkbox"/> Delivery:			
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)			
EPRO201 Theoretical Perspectives and Pedagogy					<input type="checkbox"/> RPL	<input type="checkbox"/> Credit	<input type="checkbox"/> CHC50113 Block Credit
This subject investigates early childhood theories, perspectives and understandings that influence early childhood teachers' pedagogical approaches to curriculum design, implementation, analysis, and reflection. The theories explored include developmental, socio-cultural, socio-behaviourist, critical, post-structuralist, post-modernist, social-emotional, humanistic multiple intelligences, and anti-bias education.							
STUDENT EVIDENCE <i>(Student to complete)</i>	Statement:						
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:	<input type="checkbox"/> Delivery:			
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)			
EDEV202 Understanding and supporting exceptionality					<input type="checkbox"/> RPL	<input type="checkbox"/> Credit	<input type="checkbox"/> CHC50113 Block Credit
This subject investigates contemporary inclusive education approaches in facilitating learning outcomes for all children, as well as in-depth studies of areas of exceptionality for inclusion in curriculum and teaching practices in early childhood settings.							
STUDENT EVIDENCE <i>(Student to complete)</i>	Statement:						
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:	<input type="checkbox"/> Delivery:			
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)			

APPLICATION FOR RECOGNITION OF PRIOR LEARNING AND CREDIT

DIPLOMA OF EARLY CHILDHOOD EDUCATION

Student Name:

ETCH203 Understanding and Guiding Behaviour <input type="checkbox"/> RPL <input type="checkbox"/> Credit <input type="checkbox"/> CHC50113 Block Credit				
This subject investigates teachers understanding of the links between children’s contexts, development, and behaviour, as well as early childhood teaching strategies and approaches to support children’s behaviour and nurture positive self-esteem, wellbeing, self-regulation, and emotional intelligence.				
STUDENT EVIDENCE <i>(Student to complete)</i>	Statement:			
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:	<input type="checkbox"/> Delivery:
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)
EPRO204 Working with Families and Communities <input type="checkbox"/> RPL <input type="checkbox"/> Credit				
This subject investigates the diversity, complexity and changing nature of contemporary families and childhoods in differing contexts; theories and intervention strategies in working with individuals, families and communities; as well as the significance of engaging with relevant community organisations, external professionals, events and services.				
STUDENT EVIDENCE <i>(Student to complete)</i>	Statement:			
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:	<input type="checkbox"/> Delivery:
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)
ETCH205 Sustainability Perspectives in the Early Years <input type="checkbox"/> RPL <input type="checkbox"/> Credit				
This subject investigates the key concepts, theories, priorities, and practices of education for sustainability, as well as teaching strategies and curriculum provision to nurture children’s active citizenship in sustainable practice.				
STUDENT EVIDENCE <i>(Student to complete)</i>	Statement:			
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:	<input type="checkbox"/> Delivery:
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)
ETCH206 Development, Assessment and Planning (0-3 years) <input type="checkbox"/> RPL <input type="checkbox"/> Credit				
This subject explores the growth and development of children from birth to three years; teaching practices and pedagogy; as well as assessment and planning for social, emotional, identity, physical, cognitive, language, communication and behaviour development.				
STUDENT EVIDENCE <i>(Student to complete)</i>	Statement:			
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:	<input type="checkbox"/> Delivery:
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)

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Student Name:

ECUR207 Curriculum Approaches and Teaching Strategies					<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
This subject investigates the historical, contemporary, and critical approaches to curriculum provision; the teaching strategies and national teaching standards required of an early childhood teacher; and the creation and facilitation of effective early childhood curriculums through the provision and management of learning environments across diverse contexts.						
STUDENT EVIDENCE <i>(Student to complete)</i>	Statement:					
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:	<input type="checkbox"/> Delivery:		
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)		
PLAC908 Professional Experience 2 (0-3 years)					<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
This subject applies learned theory, knowledge, skills, and practices of an early childhood teacher in an approved early childhood education setting with children aged birth to three years for a minimum of 15 days (10 days of this placement must have been conducted with 0-2 year old's)						
<i>Note: This subject requires evidence of conducted professional experience days being completed at an Early Childhood Degree level of study.</i>						
STUDENT EVIDENCE <i>(Student to complete)</i>	Statement:					
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:	<input type="checkbox"/> Delivery:		
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)		

APPLICATION FOR RECOGNITION OF PRIOR LEARNING AND CREDIT

DIPLOMA OF EARLY CHILDHOOD EDUCATION

Student Name:

APPLICATION ATTACHMENTS

Provide a full list of the evidence attached to this application.

DECLARATION

In signing below, I acknowledge, confirm, and accept:

- I have read the Recognition or Prior Learning and Credit Policy and understand the application process.
- It is my responsibility to provide sufficient detail and relevant evidence to support my application.
- I consent and give Ikon permission to contact relevant parties to verify the authenticity of my application and supporting documentation and to seek further information about the originating source to make an informed assessment.
- I understand that I may be asked to provide further evidence and/or be contacted to discuss the application.
- I understand the recognition I am seeking is not guaranteed and that the final determination is bound by legislation, regulatory standards, and institutional policy.
- I agree to the RPL fee of up to \$250 to have this application assessed regardless of the outcome. Noting this fee will cover the cost of the subject should RPL be awarded. If RPL is denied and I enroll into the subject, the associated fee may be put towards the full subject cost.

Student name:	Student signature:	Date:
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RECOGNITION OF PRIOR LEARNING AND CREDIT ASSESSMENT SUMMARY

DIPLOMA OF EARLY CHILDHOOD EDUCATION

Student Name:

Learner ID:

Assessor Name:

Date of Assessment:

(Assessor to tick) I have reviewed all evidence provided and conducted (if required) external third-party verification.

Subject Requested	Subject Name	Assessment Outcome	Decline Reason (if applicable)
<input type="checkbox"/> EPRO101	Professional Practice	<input type="checkbox"/> Approved <input type="checkbox"/> Declined <input type="checkbox"/> CHC50113	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> ECUR102	Exploring Play and Documentation	<input type="checkbox"/> Approved <input type="checkbox"/> Declined <input type="checkbox"/> CHC50113	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> EPRO103	Holistic Child Development	<input type="checkbox"/> Approved <input type="checkbox"/> Declined <input type="checkbox"/> CHC50113	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> EPRO104	Diversity and Equity	<input type="checkbox"/> Approved <input type="checkbox"/> Declined <input type="checkbox"/> CHC50113	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> EPRO105	Safety, Health and Wellbeing	<input type="checkbox"/> Approved <input type="checkbox"/> Declined <input type="checkbox"/> CHC50113	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> ETCH106	Development, Assessment and Planning (3 to 5 years)	<input type="checkbox"/> Approved <input type="checkbox"/> Declined <input type="checkbox"/> CHC50113	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> PLAC907	Professional Experience 1 (3-5 years)	<input type="checkbox"/> Approved <input type="checkbox"/> Declined <input type="checkbox"/> CHC50113	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> EPRO201	Theoretical Perspectives and Pedagogy	<input type="checkbox"/> Approved <input type="checkbox"/> Declined <input type="checkbox"/> CHC50113	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> EDEV202	Understanding and Supporting Exceptionality	<input type="checkbox"/> Approved <input type="checkbox"/> Declined <input type="checkbox"/> CHC50113	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> ETCH203	Understanding and Guiding Behaviour	<input type="checkbox"/> Approved <input type="checkbox"/> Declined <input type="checkbox"/> CHC50113	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> EPRO204	Working with Families and Communities	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> ETCH205	Sustainability Perspectives in the Early Years	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> ETCH206	Development, Assessment and Planning (0 to 3 years)	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> ECUR207	Curriculum Approaches and Teaching Strategies	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> PLAC908	Professional Experience 2 (0-3 years)	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other

RECOGNITION OF PRIOR LEARNING AND CREDIT ASSESSMENT SUMMARY

DIPLOMA OF EARLY CHILDHOOD EDUCATION

RPL Decline reasons explanation.

- RPL from other provider: Declined as the evidence provided for consideration is based on another Higher Education Provider granting RPL/Credit. Under Ikon Policy we are unable to RPL/Credit based on another provider awarding RPL/Credit to their qualification
- Insufficient mapping: Declined due to insufficient mapping to a minimum of 80% coverage of the equivalent Ikon subject content.

Provide any further comments if required below.

STUDENT ACCEPTANCE OF RPL AND CREDIT ASSESSMENT OUTCOME

Student name:	Student signature:	Date:
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ADMINISTRATION

RPL and credit outcomes recorded on student record as Advanced Standing	<input type="checkbox"/> Yes	Name:	Date:
Fee payment processes completed	<input type="checkbox"/> Yes	Name:	Date: