

VETERAN RPL GUIDE



This document is a downloadable hard copy version and accompanies this website:
<http://veteranrpl.com.au/>

Veteran RPL Guide

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1. BACKGROUND

About this guide

This guide for Recognition of Prior Learning (RPL) for Australian Defence Force (ADF) courses provides a tool for any Australian higher educational institution to understand the steps required to set up their own tertiary credit mapping framework for assessment and recognition of veteran RPL.

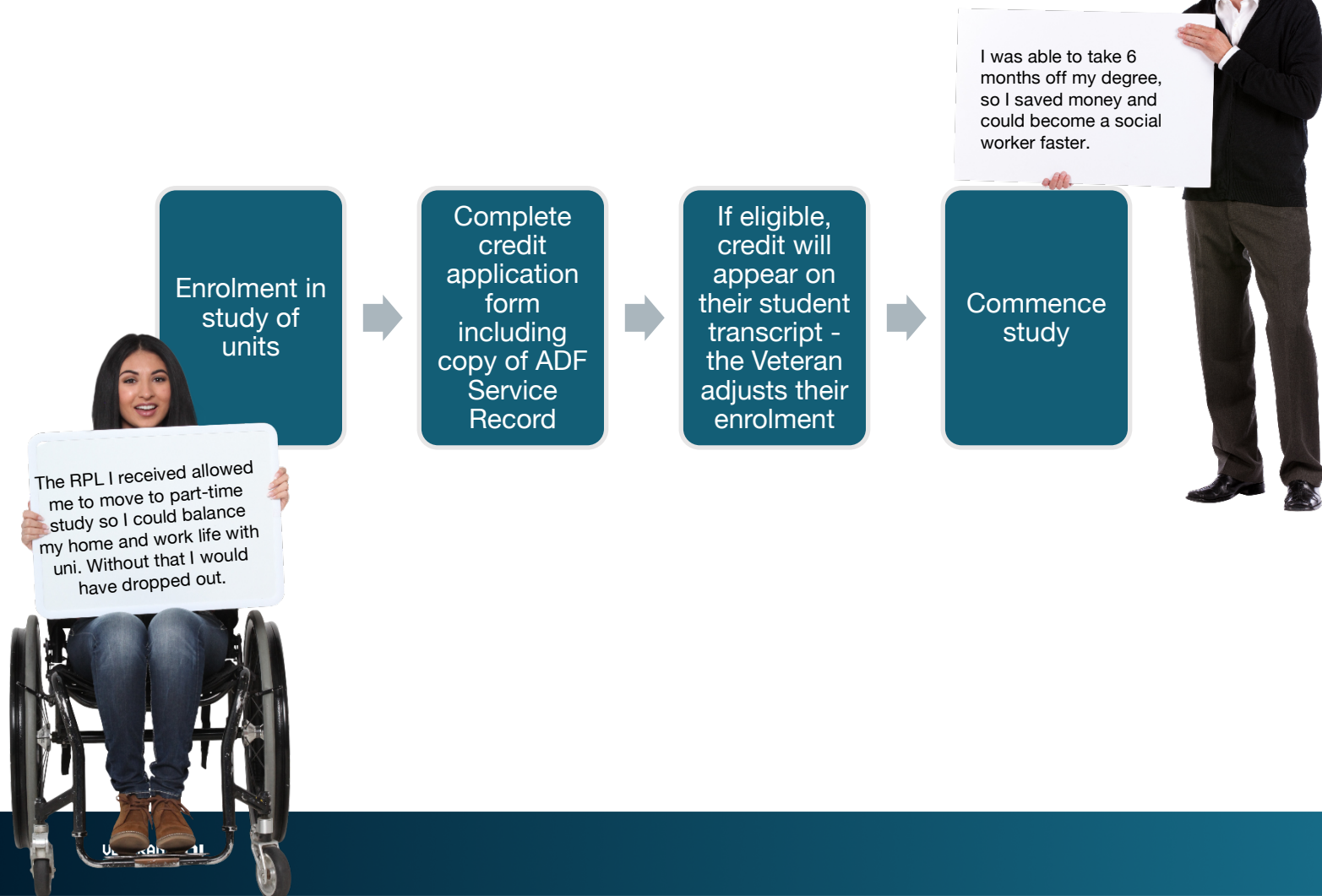
It was created by the Australian Catholic University (ACU) with the support of the Department of Veterans' Affairs (DVA) 'Veteran Recognition of Prior Learning – Tertiary Support' project grant in 2024, as announced by the Minister for Veterans' Affairs on 27 November 2023.

Throughout the document, ADF modules of learning, or Learning Management Packages, will be referred to as 'LMPs', and units of study within Higher Education providers will be referred to as 'HE units'.

Previous history

In 2020, ACU received a DVA grant to create a first-in-sector tertiary credit mapping framework to enable veterans to have their ADF Record of Service assessed for RPL when entering and undertaking university- level studies. The grant enabled ACU to conduct a comprehensive academic assessment of ADF LMPs to provide RPL within many of their courses.

How RPL works for Student Veterans



Pre-approved Packages

The ADF is supported by the Defence registered training organisation (RTO) and meets the Australian Skills Quality Authority (ASQA) requirements. ASQA is the national regulator for vocational education and training (VET).

The ADF have produced training and skills guides which explain the skills acquired during military service in civilian language. These Training Skills Guides provide an excellent resource for transitioning members and for Higher Education providers. The ADF's [military skill recognition](#) page also provides useful video presentations of different life scenarios for transiting Defence personnel.

ACU assessed the Initial Employment Training (IET) Army courses and Army promotion courses delivered by the ADF to create several pre-approved packages based on rank, creating articulation agreements for each one.

While each higher education provider will need to conduct their own review of the ranks to comply with their unique course rules, ACU's [Student Veteran Services - Recognition of Prior Learning](#) page provides a useful resource for comparison. This document covers standing for non-commissioned officers, Lance Corporal through to Warrant Officer, and the training that they had received (content, duration, learning outcomes and work experience) may then be mapped to Australian Qualifications Framework (AQF) Level 3-4 and possibly AQF Level 5.

ACU's RPL Package by Rank – 'Other Ranks'

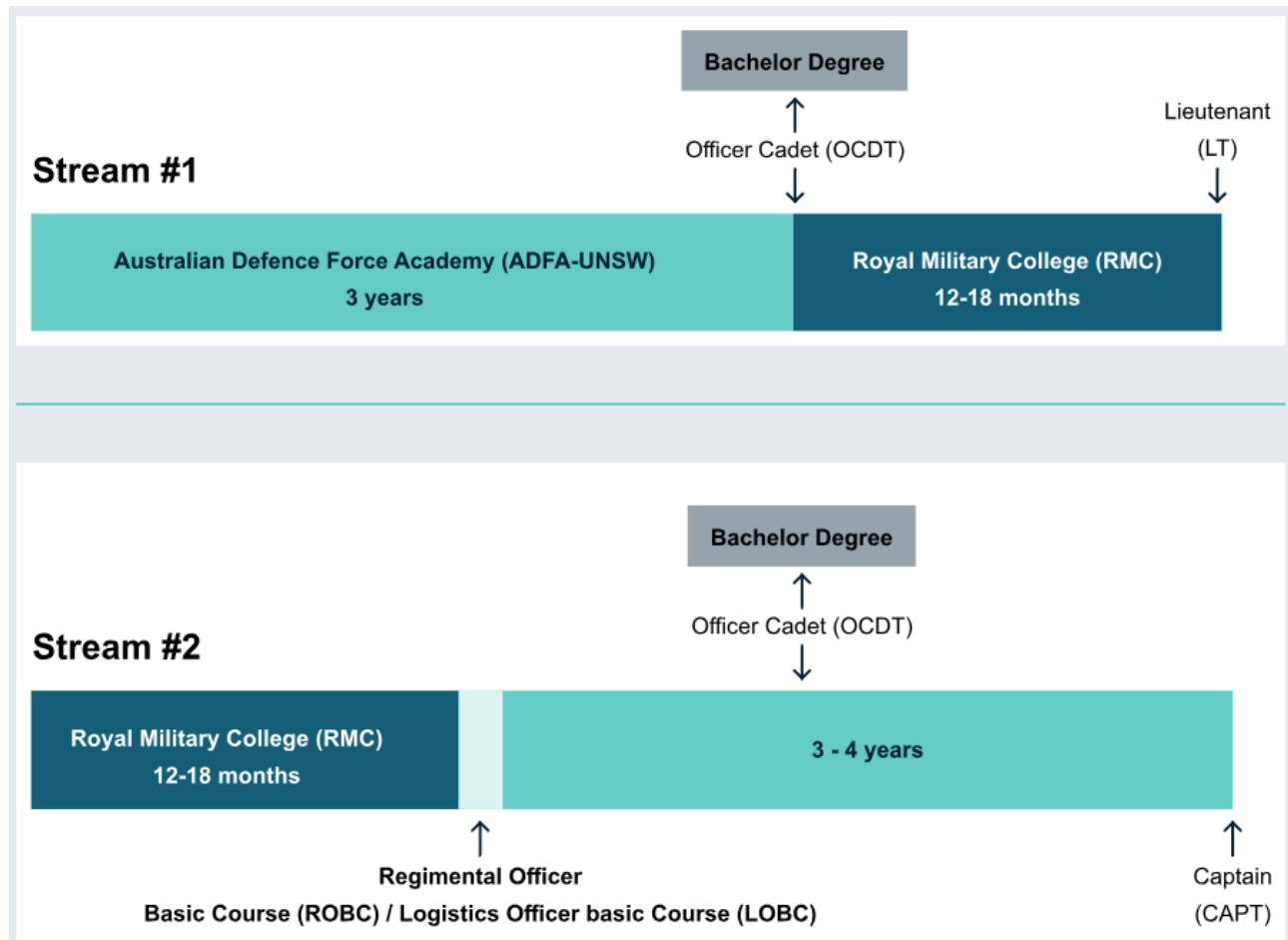
ACU created 4 packages, based upon rank and IET course and the university's Course Rules. At the time this was done for RMC (Army) and ADFA only, though there is also the Royal Australian Navy College (Navy) and the Ground Academic Officers Training School (Air Force) to be considered.

Anyone who is Private Proficient, or the equivalent in the RAN and RAAF, can access Package 1.

Package 1 Private	IET 4 Months - 10 Credit Points unspecified elective (Course Rules allowing) IET 6 Months - 30 Credit Points unspecified elective (Course Rules allowing) IET 12 Months - 60 Credit Points unspecified elective (Course Rules allowing) IET 18 Months - 80 Credit Points unspecified elective (Course Rules allowing)
Package 2 Lance Corporal	Package 1 plus BUSN113 as specified credit (Course Rules allowing)
Package 3 Corporal	Package 1 plus BUSN113 as specified credit (Course Rules allowing) MGMT214 as specified credit (Course Rules allowing)
Package 4 SGT & WOs	Package 1 plus BUSN113 as specified credit (Course Rules allowing) MGMT214 as specified credit (Course Rules allowing) HRMG204 as specified credit (Course Rules allowing) OHSE201 as specified credit (Course Rules allowing)

ACU's RPL Package 5 for Army Officers

As officers usually have completed a degree via the Australian Defence Force Academy (ADFA) or the Royal Military College (RMC), a focus was put on the Master of Business Administration (MBA) package for this group, which allows 40 credit points towards an MBA if they have completed Stream 1 and their rank is Lieutenant or above, or Stream 2 if they rank is Captain or above:



Other Higher Education support options for Student Veterans

With support from Senior Leadership, higher education institutions (HE institutions) can take a holistic approach, establishing wrap-around initiatives to support Student Veterans. Examples can include:

- running a veteran-specific orientation program;
- encouraging veterans' extracurricular participation;
- establishing a specific point of contact for all Student Veterans;
- providing a veteran space for relaxation and work;
- educating staff about veterans' unique needs; and/or
- collaborating with local support agencies and veterans' organisations.

The DVA continues to offer generous grant support for funding of these types of initiatives.

How to use this guide

This guide is designed to be used as a stand-alone document to inform Higher Education providers of the relevant steps and considerations that need to be taken in order to establish a Veteran RPL Program. It aligns with the information provided on the website produced under this grant: VeteranRPL.com.au.

Section 7 provides examples of the process workflow required to undertake the assessments, and the following sections address the different considerations throughout the process.

The appendices include key documents, templates and links to relevant websites, as well as an FAQ section.

2. CHALLENGES FACING STUDENT VETERANS AND ASSISTANCE AVAILABLE

Description of a Veteran

For initial eligibility in the RPL context, veterans are considered to be anyone who has served at least one day in the ADF, including permanent, reserve and former (ex-serving) personnel and those in the transitioning phase.

Challenges Faced by Student Veterans

Veterans may approach HE institutions seeking to understand how their existing qualifications, rank and experience could be recognised to gain credit to shorten the duration of their desired program. RPL helps reduce study costs and offers part-time study options to balance family needs or other work commitments.

There can be many potential obstacles facing veterans transitioning into higher education, including a loss of identity, isolation from peers, academic shortfalls and challenges around balancing learning with earning and family needs.

There are a range of fee-charging external companies purporting to provide certification based upon recognition of military experience, however upon submission for entry into a university course they may be of limited value. This situation can leave veterans out of pocket, negatively affecting their mental health and impeding their entry into tertiary study and a new career.

ADF Transition and Civil Recognition Program

The ADF provides military skills recognition through a national qualification via ADF Transition and Civil Recognition (ADFTCR). They assist transitioning veterans - up to two years post-transition - with understanding the Vocational Education and Training (VET) system, and with upskilling options.

The evidence must be from the last 2 years, and demonstrate the veteran's skills, knowledge and performance, measured against units of competency in a qualification.

Micro-credentials can also be provided through RPL at no cost to transitioning ADF members.

These are non-university specific and may take some time to be finalised. Micro-credentials validate skills performed in addition to the veteran's main occupational role against national skill standards and can include areas such as:

- Investigations, audit and compliance
- Supporting and implementing policy
- Coaching
- Procurement fundamentals and delegations
- Cyber awareness, cyber threats and risk assessment
- Public sector fundamentals
- Technology in the workplace
- Cyber workplace foundations
- Supply chain and stock control
- Risk management and assessment
- Technical advice.

The ADF provides a Training and Skills Guide for each level of rank tri-service (Navy, Army and Air Force), which explains the generic skills acquired during military service in civilian language. For example, the [Warrant Officer guide](#) shows the Core Tasks At Rank schedule and Priority Skills for Civilian Employment.

Additional ADF Transition Assistance

ADF Career Transition Training (CTT) provides eligible members (up to 2 years post-transition) with an allowance of several thousand dollars towards approved training and education expenses. Medically separating members who are not fit to undertake training at the time are able to apply to preserve this benefit.

ADF Transition Coaching

The ADF also offers the [Personalised Career and Employment Program \(PCEP\)](#), with access to Transition Coaches, providing substantial career coaching and support for eligible transitioning personnel.

The ADF's [military skill recognition](#) webpage features scenarios where veterans discuss their transition experiences and the transferable skills gained through service. Each scenario provides concise advice on the approaches individuals can take based on their aspirations, reasons for leaving, age and other factors. This is a valuable resource for veterans exploring their options during the transition process.

3. RECOGNITION OF PRIOR LEARNING

What is RPL?

RPL is defined as a process that involves assessment of an individual's relevant prior learning (including formal, informal and non-formal learning) to determine the credit outcomes of an individual application for credit. The skills and knowledge demonstrated along with work experience/performance are used to determine credit outcomes. RPL is usually offered at enrolment, or prior to the commencement of a study course, however it can also be applied for during study.

Most ADF training would be considered non-formal learning – learning that takes place through a structured program of instruction but does not lead to the attainment of a formal qualification or award.

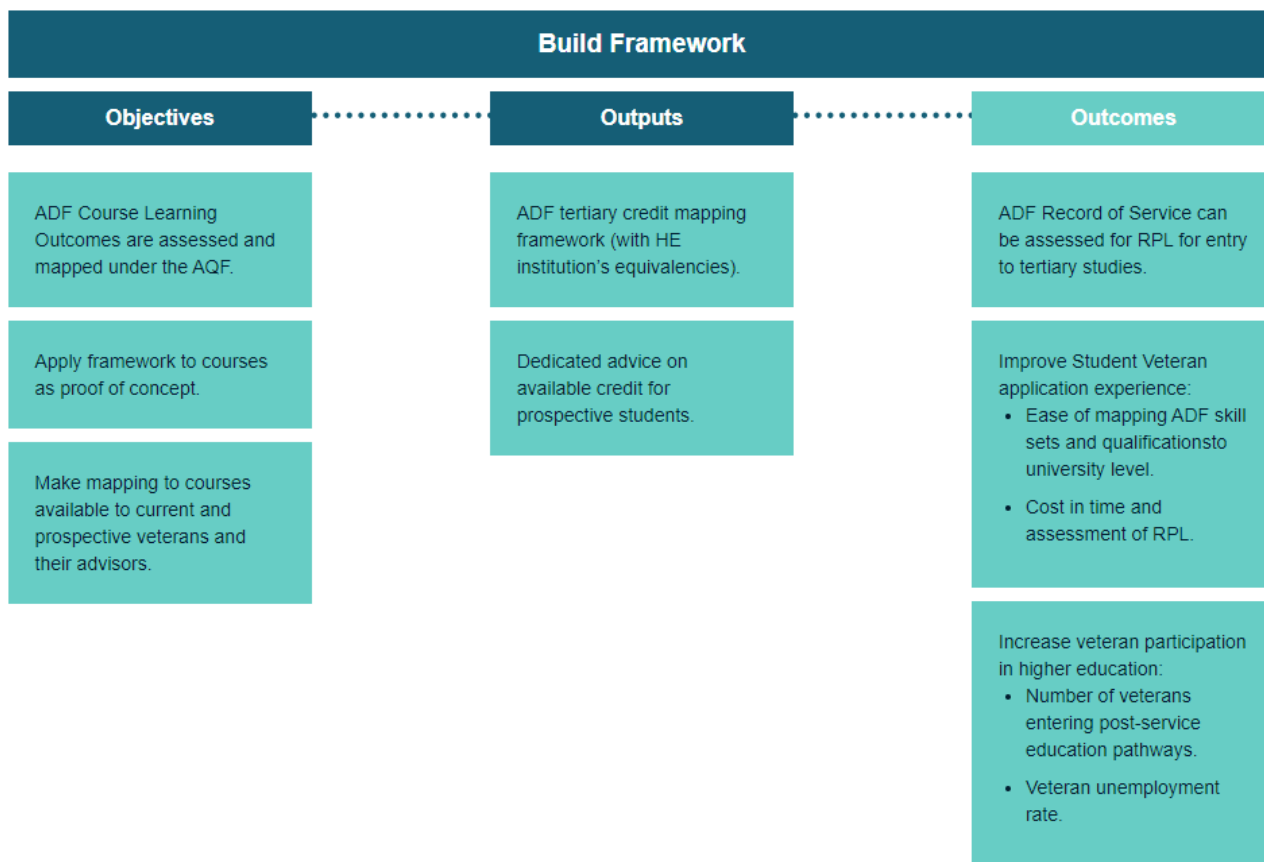
Student Veteran RPL Assessment

The assessment process involves the collection of evidence and making professional judgements on whether competency has been achieved as specified in an LMP or a vocational education and training (VET) accredited course and based upon qualifications and micro-credentials held. When a transitioning veteran applies to a higher education institution with a qualification, the HE RPL assessment team would determine whether the content and complexity of the VET qualifications and/or Defence training outcomes, as detailed in a LMP, support credit of HE course elements. A formal assessment process needs to include a set of documented policies and procedures (including assessment materials and tools) to ensure they are consistent and are based on established principles of assessment and the rules of evidence.

The assessment process is the final stage in confirming a learner has the skills and knowledge to perform an identified task. Before that can take place, the components of the LMP or accredited course need to be reviewed to identify all the requirements a learner needs to show to demonstrate the required competencies for the purposes of the HE RPL program. Multiple and varied assessment methods may be needed.

All RPL assessments undertaken for veterans in Defence are supported with detailed mapping minutes, provided to the members. These articulate what aspects of their service and employment/training history are used as evidence against the national skills standards in each qualification and micro-credential.

Benefits Map



Critical Reading

To enable a consistent review approach it is recommended that any grant project staff study JMPE2.0 [The Australian Joint Professional Military Education Continuum](#). This document allows stakeholders to gain a deeper understanding of the ADF training process, and it has been mapped across Army, Navy and Air Force to confirm equivalency. The JPME articulates the professional military education and training against skill levels that are part of the professional military continuum, through the different ranks. This is in addition to the technical and specialist occupation/job skill development also undertaken. The JPME continuum is a framework against this professional military education and training.

In addition, an understanding of the ADDIE Instructional Design model (Analysis, Design, Development, Implementation and Evaluation) is needed to help understand the rigor applied to Defence training courses. The ADF uses the Systems Approach to Defence Learning (SADL), providing a Defence overlay to the ADDIE model.

Considerations for mapping courses for RPL

HE institutions with courses containing core curriculum units have a distinct advantage when mapping veteran RPL. For example, ACU was able to map global ethics courses against the ethics courses completed by veterans in the ADF to be able to offer immediate credit.

Multi-campus national universities within Australia can leverage ability to use all three Tertiary Admissions Centres (TACs) and choose to use the TAC which is most beneficial to their purpose, as they can each have different rank or ATAR outcomes.

Specialist degrees tend to have a very narrow range of electives, which can restrict options in terms of allocating veteran RPL. Generalist degrees such as Business or Arts can have space within the core structure to bring in electives or to bring in blocks of RPL that map. Courses with unspecified electives have historically been the most straightforward to commence RPL mapping, and in many cases, these have been associated with Business schools. Leadership, management and human resource skills from veteran promotion courses can be mapped into Business courses. Within a Bachelor of Science there are usually some electives to study outside of the specialty science areas, that can provide further opportunities for veteran RPL. Courses in cyber security, criminology and intelligence could be able to be mapped against services such as the military police, cyber security specialists or intelligence analysts.

Challenges with mapping some courses

The areas of Health and Education can be more challenging to map for veteran RPL. In Health disciplines there is demand from Student Veterans to transition to roles such as nurses and paramedics in their post-ADF careers. Nurses transitioning out of Defence will already hold a Diploma of Nursing and have completed 14-weeks of work experience in civilian hospitals as part of their Australian Health Practitioner Regulation Agency (AHPRA) registration, so they will be recognised within most HE providers' Credit Precedence Databases. Many nurses have also completed a Bachelor of Nursing whilst in service, and may be interested in postgraduate studies. However, whilst a nurse in the armed forces is highly qualified and possesses direct work experience, a one-for-one comparison of the core structures between university paramedic programs and that of ADF nursing/medic programs often display misalignment, and may affect RPL. This is because content in medical disciplines can be spread across several HE units, with theories of learning and practice that are not covered in the ADF. Where there is minimal crossover, and when applied against university policies with Learning Outcomes, mapping may not meet the same standards for veteran RPL.

Additionally, courses such as Nursing, Paramedicine, Midwifery, Physiotherapy, and Occupational Therapy, have significant regulatory requirements (which Defence also have to meet) which may impact the ability to apply.

RPL Scoping guidelines

An initial assessment should be undertaken to identify which courses your institution offers and intends to target towards Student Veterans.

In terms of the value of RPL, gaining credit can allow veterans to transition their degree faster, which saves money and allows them to commence work sooner. However, in many cases Student Veterans prioritise applying their credits to enable part time study, allowing them to work concurrently (often in the Reserves) and support their families. All veterans will decide the best way to undertake their study pathways, under self-agency.

Flexible learning and blended learning options are also well supported by veterans, some of whom may choose a study pathway whilst undergoing medical rehab post-transition via the Defence eStudy assistance programs. Part-time study and the use of technology for online learning are great assets for veterans. By reducing workload, retention issues are less of a risk. For example, the ability to study three HE units instead of four will significantly reduce the assignment workload, and can offer a more sustainable work-life balance for the Student Veteran.

Assessors need to look at the training that a veteran received in the ADF and assess it as if it were a normal RPL request. As with standard RPL processes, it is the academic staff or the course owners who determine, based on the content of the training, whether it would be appropriate for RPL to be approved.

DELTA will provide the LMP data for bulk credit mapping activities resulting in Articulation (credit) Agreements being created, noting that this is not done for individual RPL assessments. Student Veterans are then assessed on meeting the Articulation Agreement requirements (specific training required is found in the Student Veteran's SADO Service Record).

There are many Corps in the ADF, and veterans may specialise in combat roles and/or support roles such as infantry, paramedics, cooks, clerks, engineers or drivers. An example of a possible mapping match might be aligning a clerk role with a Business degree or mapping a combat medic role to a Health Science degree. Corps with shorter Initial Employment Training (IET) periods may receive less RPL compared to those with longer IET periods.

Lateral transfers from other Defence forces can have their international qualifications recognised with Australian AQF equivalents through the International Education area in DET: <https://www.education.gov.au/international-education/recognise-overseas-qualifications> and would need to be mapped separately or considered on a case-by-case basis within the relevant credit framework.

Consideration must be given to the courses in the ADF that are relevant to tertiary education. For example, an artillery course may not be relevant to gaining a degree in a university. The learning areas provided by the HE institution should be at the forefront of these considerations.

4. RECOMMENDATIONS FOR GRANT SUCCESS AND KEY MILESTONE MAP

Recommendations for grant success

The DVA has a number of objectives that need to be met through the veteran RPL grants it manages, and the funding itself comes from a different area of government. Sometimes grants can be for a limited amount but intended to be applied for each year over a number of years.

Upon receiving a grant to create a Veteran RPL Program, HE institutions are encouraged to establish a milestone map, based on the grant's duration and achievable outcomes. Institutions commencing this process need to undertake their own assessments - as they each have different theories of practice - and consider the time required to develop a framework for assessment and recognition of ADF training courses. This includes mapping the key components from ADF LMP data against their own courses.

LMP documentation can be extensive, and Academic staff will need to assess the information released by the ADF relating to each LMP individually. This assessment requires a clear understanding of the institution's credit/RPL policy, including rules on currency of learning and the maximum credit allowed in certain degree levels. It is beneficial to involve academic assessors from the applicable schools early in this process. These academics will have an immediate understanding of their faculty's specific course content and rules, which take precedence over any pre-approved rank packages the institution may create.

Grant funding

Grant funds can be used to pay the professional project staff supporting a veteran RPL grant project, to fund academic staff to assess the LMPs, and can be shared with any project supporting partner organisations. It can also be used to establish the systems required to support such a program.

Grants can often come with sufficient funds for one project officer, but with only enough funding to pay for a limited amount of the substantial academic time that is required for the assessments of the LMP data. Given this, consideration should be given to submitting grant applications with multiple targets over several years, to enable a Veteran RPL Project to meet successful completion over a large number of courses.

A line-by-line budget reconciliation must be reported back up to the DVA, including a financial declaration, receipts, contracts or proof of outgoings. They will usually require a detailed report on progress on at least two occasions during the grant period.

A process of reimbursing the faculties for the time spent on the grant assessment work may need to be established in order to gain their support, and this should be factored into any initial budgeting.

GST paid on any services e.g., website design, would be in addition to the grant amount total.

Staffing considerations

Specific professional staff should be identified to lead the project when writing the grant application to avoid delays in commencing the project once approved. These staff will drive the

project through to completion. There is a distinct advantage to assigning staff who have experience in the ADF or a strong understanding of the ADF rank and promotion structure.

A working, governance or steering committee should be formed to agree on Terms of Reference and a common approach to assessment. The committee will also identify or create a repository for the credit assessments (Articulation Agreements). The project team should collaborate with the Admissions team (or HE institution's equivalent) to design or leverage an existing business process for credit assessment upon entry. This process should allow both commencing and current students to search for credit precedents and apply for credit online.

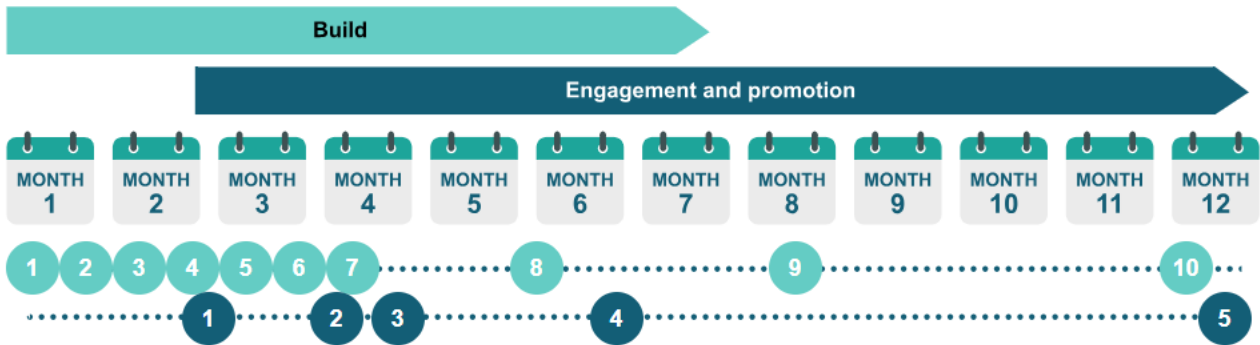
To promote the new Veteran RPL Program, a marketing plan should be created. Early engagement with the marketing team is essential to develop collateral for internal and external stakeholders and to establish an associated budget.

Decisions required

During the life of a Veteran RPL Grant Project, the following decisions will be required:

- **Project Sponsor:** Determine the primary sponsor to sign and submit the Veteran RPL Grant documentation to the DVA on behalf of the Higher Education provider.
- **Budget:** Upon grant approval, arrange to receive funds from the DVA, determine required staff resources (FTE) and establish a project budget code. Track spending and reconcile with the DVA.
- **Recruitment:** Finalise Project Team membership and obtain approval for immediate recruitment for these roles (subject to FTE decision); complete the appointment process.
- **Governance:** Establish a Steering Committee, the members of which will create Terms of Reference and agree upon high-level milestones.
- **Project Plan:** Agree project objectives, outputs, timings and outcomes. Chart these and adjust as necessary, amending the project scope with the DVA as required.

Example of a Key Milestones Map



- | | |
|--|--|
| <p>1 Grant approved. Funds received, project established, project code created</p> <p>2 Appointment of project coordinator, project plan created, governance group established, TOR created. Engage external partners if needed</p> <p>3 Early engagement with faculty leadership for identification of priority courses for veteran RPL mapping and targeting of rank groups/levels</p> <p>4 Academic Assessors to study JMPE2.0 Continuum and ADDIE model</p> <p>5 Assess Cert III's, Cert IV's and Diplomas against Private (PTE)/Lance Corporal (LCPL)/Corporal (CPL) for a baseline for each rank into chosen discipline/faculty and cross-reference against course rules for degrees allowing additional credit, noting that certificates and diplomas are separate to the rank/corps LMPs.</p> <p>6 Assessors identify relevant LMPs and submit their request to the ADF</p> <p>7 Upon release of LMP data, commence analysis of learning/assessment/course outcomes</p> <p>8 Assess the LMP data against the Learning Outcomes of institution's own units</p> <p>9 Obtain approval of packages of Veteran RPL based on LMP data content and HE provider's own RPL Policy, in accordance with registration and compliance requirements to create a framework.</p> <p>10 Articulation Agreements approved and uploaded to credit database; release of online resource available to support veterans to identify credit available</p> | <p>1 Regular reporting plan established against project benefit measures and project performance indicators</p> <p>2 Interim report at 3-month point (subject to grant) due to DVA</p> <p>3 Develop engagement and promotion plan with ongoing stakeholder activities throughout the duration of the project</p> <p>4 Measurement of impact against KPIs for initial entry semester</p> <p>5 Final impact report to DVA</p> |
|--|--|

5. LEARNING MANAGEMENT PACKAGES (LMPS)

What is an LMP?

Defence modules of learning, or Learning Management Packages, are often referred to as 'LMPs'. LMPs are used for all training design and development across Defence. They include skills and workforce analysis in the analyse phase, then the design of the training solution, and the development of curriculum. This is followed by the implementation of the training program, and the evaluation of this against course, workforce and strategic requirements for capability. It gives a consistent framework to design training solutions to meet capability needs. The LMP is the final overarching document that is the record of the curriculum and implementation part of this process. The LMPs include the criteria for each of the training programs across every level of the three services:

- Royal Australian Navy (Navy)
- Australian Army (Army)
- Royal Australian Air Force (Air Force).

These LMPs are designed to enable the ADF to design, deliver and manage their training programs. An LMP includes the following (noting only those highlighted may be released by the ADF due to security restrictions):

- Course Code, **Course Name** and Short Name
- **Course Description** and **Learning Outcomes**
- **Service and Qualification Prerequisites**
- Prerequisite Courses
- **Assessment Criteria**
- **Eligibility**
- **Duration** of individual training module within the ADF.

LMPs usually range from 80 and 200 pages in length, though some can extend to a thousand pages, however only extracts of the LMP data will be made available for RPL processing

The ADF is transitioning from lengthy residential courses to a more blended approach, where skills are more informally assessed in the workplace. Unlike in the civilian world, approximately ninety percent of service personnel spend a significant portion of their time training, and this includes both structured and ad-hoc training. A large degree of training is still formal learning, but with a more flexible delivery model. Service personnel still have occupation and job capability training in addition to professional military training, and the three ADF services apply this differently according to serviced needs.

The [Australian Joint Professional Military Education \(JPME\) Continuum 2.0](#) provides a framework for alignment and consistency for all subordinate single service and group frameworks. It outlines a clear, evidence-based learning journey for Officers, Enlisted and Australian Public Service personnel. It serves as a bridge between the military and civilian workforce, highlighting both commonalities and differences to benefit both sectors, and provides a critical resource for veteran RPL assessment. The three ADF services apply this differently according to their service needs.

6. PARTNERSHIPS

Executive sponsorship

The highest level of leadership engagement and sponsorship is required to support a Veteran RPL Program within a HE institution. With this support, faculties (or equivalent) are more likely to commit the academic staff resources required to undertake veteran RPL assessments. Given the pressure on schools (or equivalent), additional paid work is often necessary to enable academic staff to take on this responsibility in addition to their existing academic duties. A strong commitment from Vice-Chancellors and senior leadership greatly increases the likelihood that the project will succeed, especially given the significant time commitment required from faculties during the initial assessment period. To ensure this is possible, the project needs to be seen as a long-term investment that aligns with the Vice Chancellor's priorities to secure executive support into the future.

Once it is introduced, a successful veteran program can enhance an institution's reputation in government and military circles, providing a competitive advantage for the future.

Value proposition of partnering

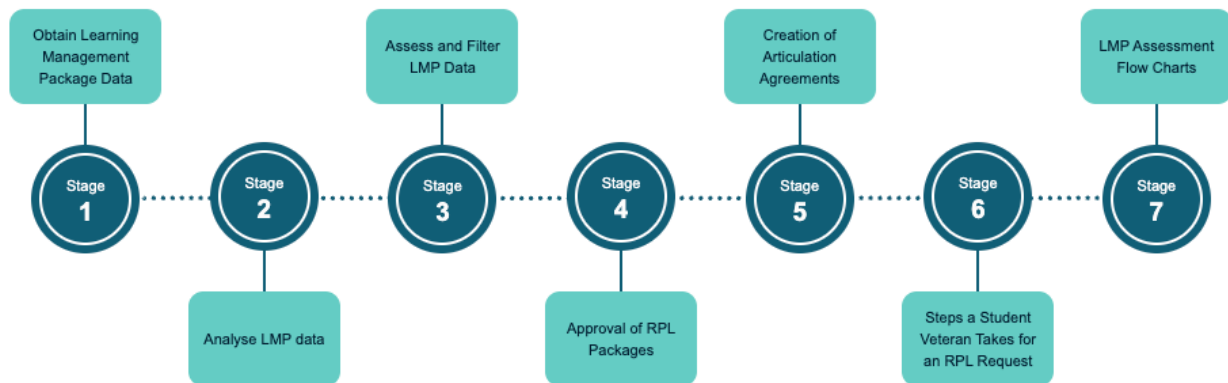
Engaging with a strong external partner aligned with the project and with relevant experience can save a great deal of time when establishing a veteran RPL program. An organisational partner can provide insights into the way that ADF training and ranks are structured, facilitate the ADF relationship, assist with guidance on the Tertiary Admissions Centres (TACs), and provide an understanding of alternative veteran support programs.

The HE institution can provide the RPL, academic and professional staff expertise. The project coordinator or equivalent would collaborate with the external project partner, with grant funding shared between the parties to support the project's staffing needs as required.

Veteran project partners

An example of a successful partnership with an organisation is the Australian Student Veterans Association (ASVA). ASVA has acted as a collaborative partner on several university grant initiatives.

7. STEPS REQUIRED TO MAP RPL TO AUSTRALIAN DEFENCE FORCE COURSES



STAGE 1 – OBTAIN LEARNING MANAGEMENT PACKAGE DATA

In 2024, the Defence Education, Learning and Training Authority (DELTA) agreed to release a redacted summary of key components of LMPs to educational institutions holding veteran RPL grants, noting that these are Security classified. Once approval is given for the release of the LMP data by the relevant ADF training authority, they may be provided in a redacted form to only include the Course Name, Course Description, Learning Outcomes, Assessment Criteria and duration of learning and intended learners' rank.

Given the thousands of LMPs within the ADF, HE providers first need to identify which of their courses are appropriate to map for veteran RPL. The purpose of the institution's project should be considered - i.e. determine whether the focus should be on getting veterans into undergraduate courses versus postgraduate courses and whether they wish to target the widest group. The largest percentage of veterans transitioning out of the Army are at the rank of Lance Corporal or below. Many non-commissioned officers will have higher education qualifications, and any rank is able to apply for study assistance to study at either TAFEs or universities during their service. Therefore, it is essential for the HE institution to determine which veterans to target when introducing a Veteran Recognition of Prior Learning Program. The RPL offering can be expanded over time to include other rank levels transitioning out of any of the three services within the ADF.

A basic understanding of the structure of ADF courses is critical to the success of RPL mapping. All ADF recruits complete their Initial Entry Training (IET) or Initial Military Training (IMT) before progressing to more specialised initial entry training specific to their positions. They would then typically progress over time into junior leadership roles, attending promotion courses at each incremental step.

VET qualifications awarded depend on the work level standards and alignment to the AQF. Diplomas are only awarded to the ranks that align to this level - all veterans do not receive a Diploma. Only SGT equivalents and above will be considered for this level, depending on their work level experience, and some Diplomas are not awarded until WO level.

Before submitting an LMP request, checks will need to have been undertaken to ensure that there are no regulatory conditions or course rules that might prevent or limit RPL.

DELTA maintain a central mailbox to receive LMP requests from HE institutions conducting veteran RPL assessments. Please direct queries to: Defence.curriculum@defence.gov.au.

The LMP information requested needs to be described as accurately as possible to align with the courses the university is reviewing. It is also critical to include:

- the details of the higher education establishment requesting the LMPs;
- the purpose of the request;
- the specific courses that they are trying to map and skills/knowledge for mapping; and
- the key contacts within that organisation who will have access to the documents.



Email Defence.curriculum@defence.gov.au with specific requests for LMP data, including the specific area of focus, e.g. 'electrical engineering' rather than just 'engineering'.

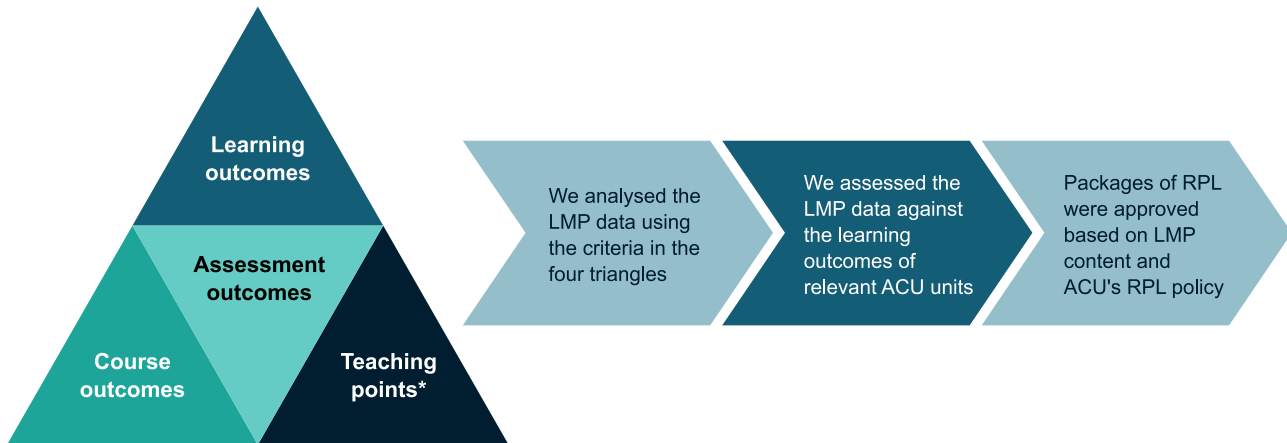
Some universities with existing veteran programs have already conducted their own assessment of the Initial Employment Training (IET) and promotion courses delivered by the ADF - to create rank packages with set levels of automatic RPL credit available to student veterans. This information is publicly available on their respective websites, providing a useful starting point for other HE institutions to review against their own courses.

A veteran RPL grant-holding stakeholder group was established in 2024 to collaborate and share information around their mapping processes. Contact can be established with the [2023 Grant Recipients](#) via their own Veteran Services contact email addresses on each university website.

STAGE 2 – ANALYSE LMP DATA

While the first phase in determining RPL is analysis, it is important for assessors to familiarise themselves with the courses needed for rank promotion and education pathways relevant to the ADF, as noted in Stage 1 above.

Further exploration should be taken into samples of the relevant LMPs across the different services within the ADF (i.e. Army, Navy, and Air Force) to ensure that their structures are similar and compatible.



*Teaching points are not included in the LMPs, however can include description, duration, and audience

STAGE 3 – ASSESS AND FILTER LMP DATA

The LMP data should be reviewed to identify which content is applicable to each faculty within the HE institution, based on their areas of specialisation.



Filter the LMP data into smaller sets for the relevant schools within the faculties (or equivalent).

A database should be established to enable cross-referencing of the content.



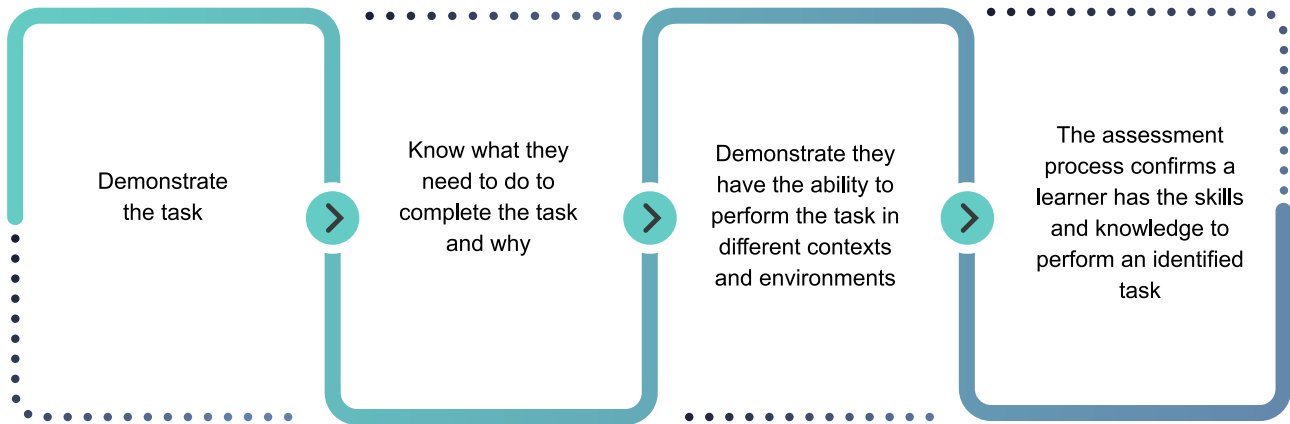
Schools nominate academic subject experts to undertake the assessments.

Academic assessors will review the Learning Outcomes, Assessment Outcomes, Course Outcomes and course length within the LMPs. As smaller ADF course LMPs may not gain credit, a number of smaller completed LMP courses could be grouped together to obtain credit (similar to assessing TAFE diplomas against university subjects). The assessors will evaluate these against the learning objectives to confirm whether each LMP course is appropriate for that school.

Consideration needs to be given to the following areas:

- Course progression rules of ADF LMPs
- ADF Service pre-requisites (e.g. corporal required for sergeant)
- Qualification, Service and Course prerequisites (HE units may not be equivalent because they have prerequisites)
- The Higher Education provider's own RPL policies
- HE Course Rules.

In planning for assessment, consideration needs to be given to how a learner can...



STAGE 4 – APPROVAL OF RPL PACKAGES

After assessing and mapping the LMPs against a faculty's courses, several steps are required to complete the approval process:

1. The assessors and RPL project team typically work with the support of the Associate Dean, Learning and Teaching, Deputy Dean or equivalent, and present their assessments to the relevant school and faculty's executive for endorsement.
2. A proposal is then submitted to the Faculty Board (or equivalent) for approval.
3. Following this, a presentation to the senior leadership is usually required, with final approval needed from the Academic Board (or equivalent) for major changes.

Subject to the institution's internal approval processes, early engagement with Admissions and the Academic Registrar is advised.

STAGE 5 – CREATION OF ARTICULATION AGREEMENTS

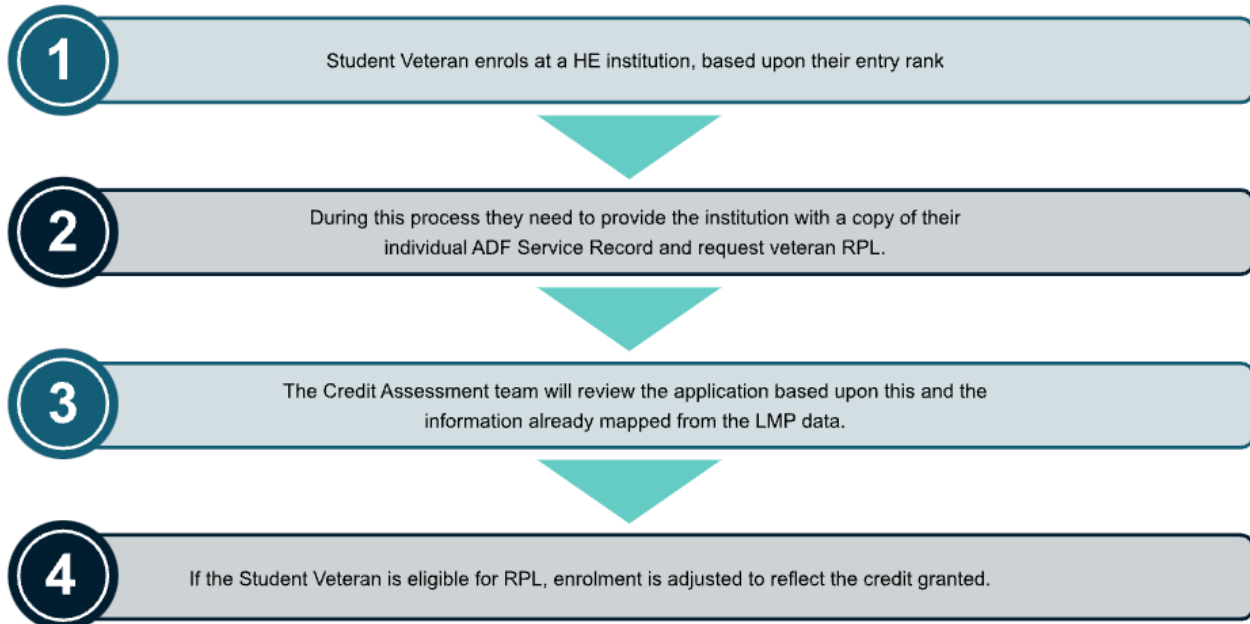
Articulation Agreements can be created by Course Coordinators in collaboration with the veteran RPL project team and the institution's Credit team.

Many HE institutions have existing credit management systems that allow approved Articulation Agreements to be uploaded directly. These systems enable students to search for courses and check credit available. Ideally, students should be able to track the progress of their credit applications through this system.

STAGE 6 – STEPS A STUDENT VETERAN TAKES FOR AN RPL REQUEST

When applying to study, if military service is identified, the respective Tertiary Admission Centre (TAC) (state-based schedules) or HE institution may assess a veteran's military Service Record towards an Entry Score – check respective TAC rules, or institution-specific admission pathways.

Based on the institution's assessment of LMPs, veterans may be granted additional credit. Student Veterans should apply for credit during the enrolment process, and any credit approved will be added to their academic transcript. HE courses with elective units are often the most likely to offer credit. Student Veterans can also apply for credit once their studies commence or throughout their course, however, leaving it too long creates the risk of completing a subject that they may not have needed to study.



STAGE 7 – LMP ASSESSMENT FLOW CHARTS

Initial steps on receipt of LMP data to assess

Receipt of LMP Data	Upon receipt of LMP data, distribute only to the approved assessment team.
Comparison	Review the ADF Military Skill Recognition website to understand rank structure and equivalencies.
Approach	A standardisation approach is taken - students coming from within an organisation (ADF) at different ranks - similar to RPL based on VET study of certificates and diplomas.
Course Progression	Review course progression rules of ADF courses.
Association	Determine a loose association of LMP packages to the course units within the HE institution and map to specific schools within the faculties.

Components and Considerations for Assessment

Training.gov.au (TGA) - formerly the National Training Information Service (NTIS) - is the database on Vocational Education and Training in Australia. TGA is the official National Register of information on Training Packages, Qualifications, Courses, Units of Competency and Registered Training Organisations (RTOs) and has been developed for experienced training sector users.

Assessment of learning material should make use of appropriate frameworks such as those detailed in below.

Assess			
Components for Assessment		Assessment Considerations	
Performance Criteria	The required performance in relevant tasks, roles and skills to demonstrate achievement of the element.	Database	Create a database / Power App which enables filtering by learning objectives to understand which are appropriate to the school's courses.
Performance Evidence	Specifies the skills to be demonstrated to the product and process, as well as frequency or volume of the process.	Key Criteria	Analysis of LMP data: Theme, Course Outcomes, Learning Outcomes, Assessment Outcomes, Teaching Points/Methods.
Elements	The essential actions or outcomes which are demonstrable and assessable.	Map Equivalency	Determine LMP equivalency to institution's courses/unit outlines.
Knowledge Evidence	Specifies what the student must know to safely and effectively perform the work task described in the unit of competency, and the type and depth of knowledge required to meet the demands of the unit of competency.	Filter	Filter out HE units that require prerequisites.
		Pre-requisites	Consider if there are any ADF qualification pre-requisites, service and course pre-requisites of other LMPs e.g. promotion courses from corporal to sergeant.
Assessment Conditions	Clearly documented conditions under which evidence of assessment will be gathered and assessed.	Hours	Examine study contact hours to ensure thresholds are met.
		RPL Policies	Review whether the LMPs comply with the institution's own RPL policies and course rules.

Approvals

Approve	
Faculty Support	Academic assessors work with the relevant Associate Dean, Learning and Teaching, Deputy Dean or equivalent within the faculty and the Academic Registrar.
Faculty Endorsement	The above present the assessment recommendations to the relevant school and faculty's executive for endorsements.
Board Approval	A proposal is then submitted to the Faculty Board for equivalent for approval.
Senior Executive Endorsement	Presentation to the senior leadership to obtain endorsement.
Approval	Final approval required from the Academic Board or equivalent for major change.
Credit	An Articulation Agreement is drafted for the relevant HE course and entered into the Credit system.

APPENDICES

APPENDIX 1: USEFUL RESOURCES:

- a) ADF Rank Equivalents [ACU | Military University Pathway](#)
- b) The Australian Joint Professional Military Education (JPME) Continuum 2.0 (JMPE2.0) [The Australian Joint Professional Military Education Continuum](#)
- c) ADF Training Skills Guides & ADF videos showing individual situations for transitioning veterans' options [Military skill recognition | ADF Members & Families | Defence](#)
- d) ADF Military Transition Guide & Support Resources [Transition | ADF Members & Families | Defence](#)
- e) ADF Transition Factsheet [Defence-Force-Transition-Program-Factsheets.pdf](#)
- f) ADF Core Skills Identifier (by rank). [Identify your skills | Veteran Employment Program \(veteranemployment.gov.au\)](#)
- g) Australian Government Veteran Employment Program [Home | Veteran Employment Program \(veteranemployment.gov.au\)](#)
- h) Royal Commission into Defence and Veteran Suicide Book released June 2024 [Shining a Light | Royal Commission into Defence and Veteran Suicide](#)
- i) Government Website with Details of Veteran RPL Grant Holders [Grants | Veteran Employment Program \(veteranemployment.gov.au\)](#)
- j) Defence Education, Learning and Training Authority (DELTA) [Defence Education, Learning and Training Authority | Defence Activities | Defence](#)
- k) Soldiers Five 2 Study: Tips for Soldiers from Soldiers [ACU Five2Study](#)
- l) Service 2 Campus: Tips for current and ex-serving military personnel and their families when considering career options [Service to Campus \(service2campus.com.au\)](#)

APPENDIX 2: ADF SUPPORT NETWORKS

- a) Transition Centres <https://www.defence.gov.au/adf-members-families/transition/transition-centres>
- b) Defence Members & Family Support (DMFS) <https://defence.gov.au/members-families/>
- c) Commonwealth Superannuation Corporation <https://www.csc.gov.au/>
- d) Department of Veterans' Affairs <https://www.dva.gov.au/>
- e) Open Arms Veterans & Families Counselling <https://www.openarms.gov.au/>
- f) Mates4Mates <https://www.mates4mates.org/>
- g) Veteran Benefits Australia <http://www.veteranbenefitsaustralia.com/>
- h) RSL LifeCare (Homes for Heroes) <http://www.rsllifecare.org.au/>
- i) Bravery Trust <http://www.braverytrust.org.au/>

APPENDIX 3: FREQUENTLY ASKED QUESTIONS (FAQS)

Does a student make the application for admission through a dedicated portal or through the standard direct application portal?

The application is made as a direct application to the university.

How can service records be obtained if a member has separated from the military?

An ADO Service Records (long version) can be obtained through the Student Veteran's unit or at yourcustomer.service@defence.gov.au, using the veteran's PMKeyS/Service number, or by calling 1800DEFENCE (1800 333362).

What evidence should be required for a Recognition of Prior Learning (RPL) application?

For the credit application process, members need to attach their Service Record (long version), which the credit assessment team will use to determine eligibility for credit.

Can a student receive up to one year off their degree from RPL if the program permits?

It depends on the course chosen, as the course rules determine RPL that can be received and used within that course.

If a student gains credit and then switches to another university, can they bring the credit across?

Transferring credit to another university depends on that university's assessment and policies.

When conducting a deep dive into RPL data, should more weight be placed on Learning Outcomes?

The assessment is not just based on Learning Outcomes; it should include a comprehensive analysis of the LMPs, including assessment methods, study time, and keywords, to ensure alignment with expected student study units.

Is there any support for military spouses in this area?

It is recognised that a major part of successful transition out of the ADF is for the spouse is also be supported in some fashion, and the ADF Member and Family Transition Guide should be reviewed.

What are the restrictions around the release of Learning Management Packages (LMPs) for the Veteran RPL Projects?

The LMP documents are sensitive, and when received will be redacted. DELTA will require confirmation that the information that is provided will not be shared outside of the Veteran RPL Project Team.

How is ADF officer training at the Australian Defence Force Academy (ADFA) recognised in terms of academic credit?

Officer training at ADFA is recognised as a bachelor's degree within the University of NSW. Postgraduate credit is also considered for officers' leadership experience, as parts of an MBA may be attributed to leadership components.

How do we go about requesting the LMPs for a Veteran RPL Project?

DELTA owns the storage system for LMPs, and each request for their release needs clearance from the training authority responsible for that particular course. A central mailbox has been created to house requests from grant-holders: Defence.curriculum@defence.gov.au. The LMP information requested needs to be described as accurately as possible to align with the courses the university is reviewing, including the details of the higher education establishment requesting the LMPs, the purpose of the request, the specific courses they are trying to map, and the key contacts within that organisation who will have access to the documents.

How are LMPs designed and developed?

LMPs are based on the ADDIE model (Analyse, Design, Develop, Implement, and Evaluate), which drives vocational training. Training needs within the ADF are driven by skills required to meet capability demands.

What is the ADF's approach to learning and development?

The ADF learning is capability-driven and requires an agile and flexible system. All training in Defence has an LMP, including promotion courses, and this provides a standard approach to developing and maintaining curriculum.

What is the Systems Approach to Defence Learning (SADL)?

SADL is a mandated framework for the analysis, design, and development of a skilling solution, used across all three services to standardise skilling outcomes. Defence has moved to a fully integrated workforce which includes various elements such as APS, contractors, industry, and academia. SADL also includes the implement and evaluate phases of training.

Is it a requirement for non-commissioned officers to have a degree to be promoted to higher ranks?

It is one of many criteria that support promotion. Sometimes higher VET qualifications are required, especially in technical skills areas.

How is training continuously improved in the ADF to ensure it meets capability standards?

The LMPs have a review cycle, and courses are analysed by the design authority in a number of ways. Students provide an evaluation at the end of their course, and post-course the supervisors will evaluate whether the skills provided to staff have met their requirements. Level 3 and 4 evaluations are also conducted to ensure the courses meet capability needs and strategic direction.

What are the compulsory and optional training courses for ADF staff.

All new recruits undertake 10-12 weeks of joint initial military training. In addition, ADF staff undertake annual mandatory training in areas such as WHS, drugs and alcohol, inclusive work practices, heat hazards, radiation, weapons, and fitness.

What is Professional Military Education and Training (PMET)?

For promotion – for example to corporal – there are a number of pre-promotion courses, often several weeks in duration each. This is called Professional Military Education and Training (PMET).

What is the training process for trade apprenticeships in the ADF?

Trade apprenticeships require a 12-month initial trade skills residential training course, followed by on-the-job training to complete the apprenticeship. This has a very high trade completion rate (90-95%) as compared to civilian apprenticeships. Most apprenticeships are four years in duration, however where relevant early competency completion can be negotiated with Training Systems NSW (this is where all Defence apprentices are registered).

What is the ADF Transition Training and Skills Guide?

The Training and Skills Guide is a useful document for using plain language to detail the 'marketplace skills' that relate to the training received at different rank levels during ADF service. They articulate generic tasks at rank across the three ADF services.

What are the areas of interest for veterans seeking work outside of the ADF?

Areas of interest may commonly include project management, leadership, nursing and paramedics, engineering, logistics, material logistics, logistics supply chain streams, training, and education, however this is an individual choice, and often veterans may choose to train in subjects quite different to their area of expertise.

What is the process for ADF nurses to meet AHPRA registration requirements?

ADF nurses complete 14 weeks of work experience in a general hospital to meet AHPRA registration requirements and gain a Diploma of Nursing. To enrol externally in this qualification, students are required to have a Cert III as an entry requirement. Defence can RPL towards a Cert III in Government to meet this enrolment requirement where requested. Many ADF nurses go on to complete a Bachelor of Nursing.

What is the TAFE QLD course for ADF members?

TAFE QLD offers ADF members a six-month online blended course, with 3 hours per week online plus offline work, leading to a Diploma in Project Management. This training is free to veterans and is fully funded by the QLD government.

APPENDIX 4: TEMPLATES

 [Statements of Duties for Project Coordinator/Project Manager](#)

 [Statements of Duties for Credit Assessor](#)

 [Project Risk Register](#)

 [LMP Assessment Data Spreadsheet](#)

 [Project Plan](#)

 [Steering Committee Terms of Reference & Structure](#)

 [Milestone Map](#)