

SKILLS RECOGNITION AND CREDIT POLICY AND PROCEDURE

PURPOSE

The Central Coast Community College (the College) is committed to providing quality training and assessment in accordance with the Standards for Registered Training Organisations 2015. The College supports the provision of recognition of prior learning and credit transfers as it enables and encourages students to enter into or continue with formal training. This procedure gives recognition to, and avoids duplication of, relevant previous learning. It supports equity and fairness in access to, and participation in, education and training.

As such, the College offers recognition and credit to all students, and implements an assessment system that ensures that recognition assessment complies with assessment requirements of Training Packages, the Principles of Assessment (POA) and Rules of Evidence (ROE).

APPLICATION OF THE POLICY

This policy and procedure applies to all of the College's nationally recognised training programs.

DEFINITIONS

AQF qualification means an Australian Qualifications Framework qualification type endorsed in a training package or accredited in a VET accredited course.

Assessment means the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or VET accredited course.

Credit Transfer (CT) assesses the formal initial course outcome that an individual seeks to use to claim access to, or for the award of credit in, a destination outcome. The assessment determines the extent to which the client's initial outcome is equivalent to the required learning outcomes, competency outcomes, or standards in a formal qualification.

A training participant is exempt from the need to undertake training and assessment in the required UoC due to the participant previously completing an equivalent UoC.

Competency means the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.

Recognition of Prior Learning (RPL) assesses the competency/s 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 courses:

- 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 e.g. a certificate, diploma or university degree;
- 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 e.g. in-house professional development programs conducted by a business; and
- informal learning refers to learning that results through experience of work-related, social, family, hobby or leisure activities e.g. the acquisition of interpersonal skills developed through several years as a sales representative.

Statement of attainment (SOA) means a statement issued to a person confirming that the person has satisfied the requirements of the unit/s of competency or accredited short course specified in the statement.

Unit of competency (UoC) means the specification of the standards of performance required in the workplace as defined in a training package.

POLICY STATEMENT

Recognition of Prior Learning (RPL) and Credit Transfer (CT) are credit arrangements that are an essential feature of the Australian Qualifications Framework (AQF). The College is committed to providing effective processes for recognition options to all current and prospective students by:

- implementing a system that ensures RPL assessments comply with requirements of relevant Training Packages;
- conducting RPL assessment in accordance with the Principles of Assessment (POA) and the Rules of Evidence (ROE);
- offering recognition to all students on enrolment;
- providing adequate information and support to students in understanding the process and gathering reliable evidence to support their recognition claim;
- processing all recognition applications in accordance with the Assessment and Evidence Collation Policy and Procedure; and
- giving appropriate recognition to AQF Certification documentation issued by other RTOs.

PROCEDURES

The RPL procedure will ensure the industry training package competency standards and outcomes are met for each unit assessed. If a relevant credit transfer agreement exists that addresses the formal learning held by the individual, this should be accessed before RPL by training staff and credit is to be granted for this learning – ensuring that the rules of evidence are adhered to.

RPL Procedures

1. RPL Kits will be made available to students for each qualification on the College scope of registration. These assessment tools are to guide the collection of RPL evidence. They have been designed to:
 - collect evidence to demonstrate prior achievement of the learning outcomes and assessment requirements for each training product on our scope of registration
 - provide a range of methods against which the student can provide evidence
 - be at the same standard as other assessment for the qualification
 - recognise learning regardless of how, when and where it was acquired providing it is relevant to the learning outcomes in the training product
 - meet the requirements of valid, authentic, current and sufficient assessment
 - provide a process that is fair, flexible reliable and valid
 - include reasonable adjustment for the literacy levels, cultural background and experiences of students; and
 - meet the needs of students from different background and contexts
2. When student indicates that they wish to apply for RPL; they will be required to complete the Application for Skills Recognition Form. This form is to be issued to the RTO Manager who will assess the application and inform the student of acceptance of the application and the fees that will be relevant.
3. Once approved for RPL, the RTO will purchase the RTO kit from a preferred supplier.
4. The Application will be issued to the relevant trainer/assessor who will review the application and contact the student to discuss the RPL process.
5. The student and the assessor will meet to consider the RPL Application and ensure that the student:
 - understands the RPL process i.e. a formal assessment process leading to a competency decision
 - has access to copies of the relevant units of competency
 - understands the requirements of collecting and matching evidence to the requirements of the units; and
 - understands the timeframes and costs
6. Further meetings will be scheduled with the assessor to progress through evidence collection. Assessors will record the evidence received on the RPL Kit.
7. On completion of the evidence collection process, if the assessor determines the student competent, assessment outcomes are recorded as per standard procedure for assessment and completion. If the student is determined to be to yet competent, a meeting will be arranged with the assessor to explain areas requiring further evidence or training.
8. All relevant documentation including results and evidence of the RPL will be filed in as per the procedure for the management of Records.
9. The Unit Outcome code recorded in the Student Management System will be 51 (RPL).

Credit Transfer Procedures

1. Any student is entitled to apply for credit transfer in a course or qualification in which they are currently enrolled and must complete the Application for Skills Recognition form and present their Statement of Attainment or AQF Qualification for examination. These documents will provide the detail of what units of competence the student has been previously issued.
2. While students may apply for Credit Transfer at any time, they are encouraged to apply before commencing a training program as this will reduce unnecessary training.
3. The student's AQF certification must be verified as being true and correct and copies must be taken from sighted originals and endorsed by staff.
4. If Credit Transfer is being sought for a unit of competence which has a different title or code, then the equivalence between the unit held and the unit being sought will be mapped using the RPL UoC Equivalency Mapping template. In many cases this information can be found in mapping documents published in the relevant Training Package or by registering authorities who provide purchasing guidelines or mapping guides and in the AQF Qualifications Pathways Policy.
5. Credit Transfer may only be awarded for whole units of competence that meet the packaging rules of the Qualification they are enrolled in. Where a mapping guide identifies a partial credit, this will not be considered for credit transfer and the applicant will be advised to seek RPL.
6. Credit Transfer will only be issued when the student's enrolment includes at least one other unit of competence; student may not enroll only for Credit Transfer.
7. The student does not incur any fees for Credit Transfer.
8. The Unit Outcome code recorded in the Student Management System will be 60 (CT).

Issuing Credentials

Once the assessment decision has been made, the training participant will be issued with a credential as appropriate and in accordance with ASQA issuance requirements. Record keeping and archiving processes will follow.

PRINCIPLES OF ASSESSMENT

In the delivery of RPL assessment services, the College applies the principles of assessment. Assessment strategies have been designed to ensure:

1. **Fairness** means that the assessment will not disadvantage any person and will consider the characteristics and individual needs of the person being assessed. It requires clear communication between the assessor and the student to ensure that the student is fully informed about, understands and can participate in the assessment process. It also includes an opportunity for the person being assessed to challenge the result of the assessment and to be reassessed if necessary.
2. **Flexibility** means that the assessment tasks, tools and processes allow for assessment in a range of assessment contexts. To be flexible, assessment should:
 - consider the student's needs

- provide for recognition of competencies no matter how where or when they have been acquired
 - draw on a range of methods appropriate to the competency and the student
 - support continuous competency development
3. **Reliability** means that the assessment tool and process will produce consistent outcomes when applied by a range of assessors in a range of contexts. Assessors must have the competencies in assessment and the relevant vocational competencies (or to assess in conjunction with someone who has the vocational competencies) and needs to share a common interpretation of the assessment requirements of the unit(s) being assessed.
 4. **Validity** means that the process is sound and assesses what it claims to assess. Validity requires that assessment covers a broad range of the essential skills and knowledge relevant to the unit and that it is integrated into practical activity.

In general, validity is concerned with the appropriateness of the decisions, use and consequences that result from the assessment. It is concerned with the extent to which an assessment decision e.g. competent/not yet competent, is justified based on the evidence of performance.

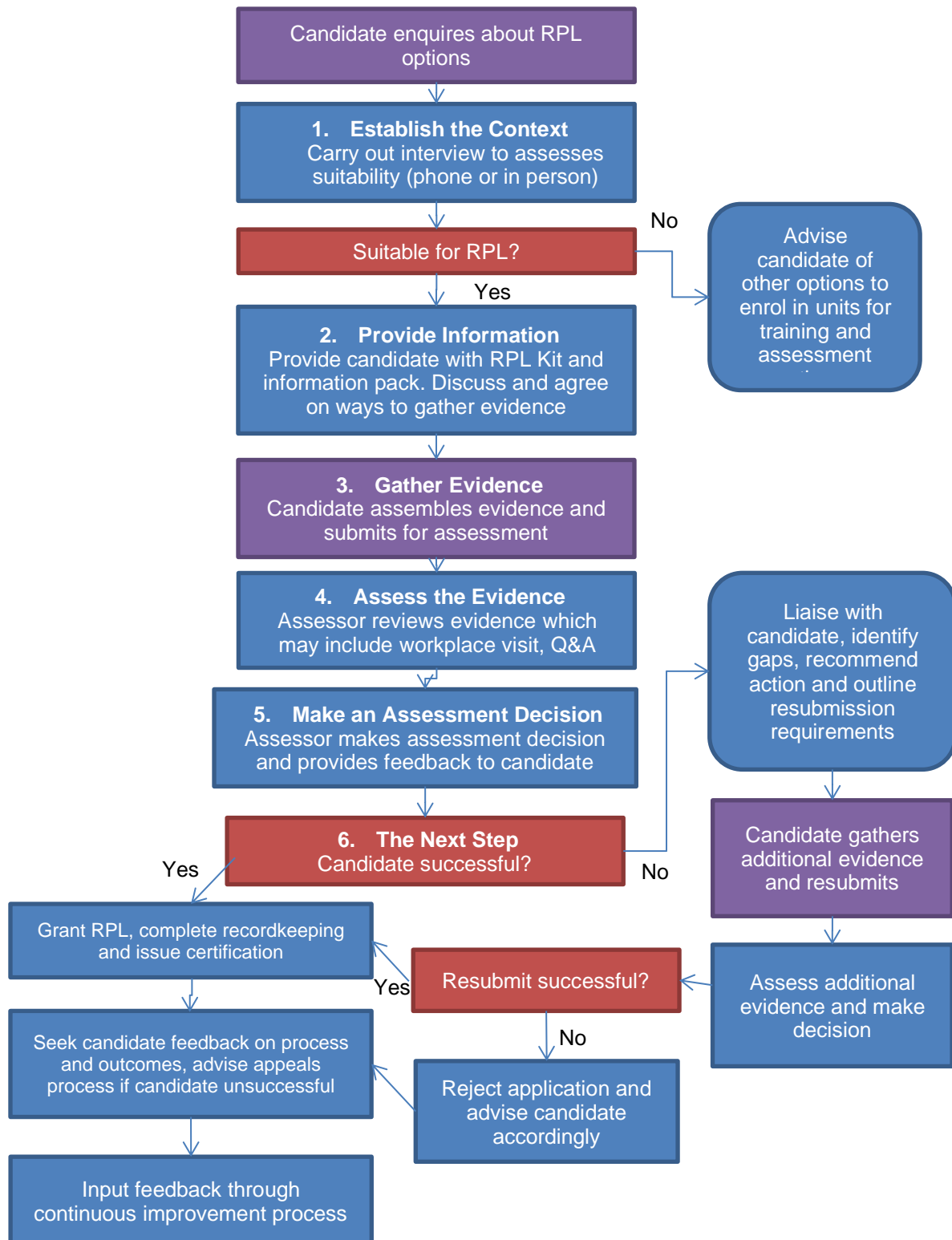
It requires determining conditions that weaken the truthfulness of the decision, exploring alternative explanations for good or poor performance, and feeding them back into the assessment process to reduce errors when making inferences about competence.

RULES OF ASSESSMENT EVIDENCE

In collecting evidence, the College applies the rules of evidence to inform the assessment strategy. Strategies have been designed to ensure assessment is:

1. **Sufficient** – the assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a student's competency.
2. **Authentic** – the assessor is assured that the evidence presented for assessment is the student's own work.
3. **Current** – the assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.
4. **Valid** – the assessor is assured that the student has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.

RPL PROCESS FLOW CHART



RELATED DOCUMENTS

Development of TAS Policy and Procedure

Delivery of Training Policy and Procedure

Assessment and Evidence Collection Policy and Procedure

Records Management Policy and Procedure

Consultation of Industry Policy and Procedure

Application for Skills Recognition

RPL UoC Equivalency Mapping template

RPL Kit