



## Policy and Procedure – Recognition and Credit Transfer Guidelines

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RELEVANT STANDARDS	<ul style="list-style-type: none"><li>– Standards for Registered Training Organisations (RTOs) 2018</li><li>– ELICOS National Standards 2018</li><li>– Education Services for Overseas Students (ESOS) Act 2018</li><li>– National Code of Practice for Providers of Education and Training to Overseas Students 2018</li></ul>

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## RECOGNITION

### WHAT IS RECOGNITION

“Recognition is the process by which a person’s existing skills and knowledge, regardless of how they have been acquired, are assessed, and credited towards the achievement of units of competency from national training package qualifications or accredited courses. Recognition is sometimes known as Recognition of Prior Learning (RPL), Recognition of Current Competencies (RCC) and Assessment only Pathway.’

*Assessor Guide to Recognition of Prior Learning – COAG RPL Teams and ASQA*

Recognition can lead to the achievement of an individual unit of competency or a qualification. It is also possible to conduct RPL for a unit of competency, document competence in some of the elements and conduct gap training for the balance of the unit competence ie achievement of competency for an individual unit of competence can be formed as a combination of RPL and gap training.

### WHO IS RECOGNITION AVAILABLE TO/FOR

Australian Quality Framework and Training Industry funding include provisos that:

- recognition is to be offered on enrolment to all applicants;
- the process is structured in such a way as to minimise both time and cost to Applicants.

### BENEFITS OF RECOGNITION

#### APPLICANT

The benefits for Applicants are:

- skills are recognised;
- saving of time in achieving a qualification;
- not having to repeat learning of skills and knowledge they already have;
- provides a tool to identify skills and knowledge gaps ensuring individualised training that meets the needs of the Applicant and the industry.

#### REGISTER TRAINING ORGANISATION (RTO)

The benefits for the RTO are:



- a process that saves time and resources;
- clients that are satisfied and encouraged with the quality and flexibility of the RTO;
- flexibility in the provision of pathway(s) to qualifications;
- control of the integrity of qualifications issued;

### STAGES OF THE RECOGNITION PROCESS

*Please refer to AIBT RPL Application Kit for initial information and direction provided to potential Applicants and RPL Model – a schematic of the recognition process.*

There are six stages of the recognition process. The six stages do not stand alone and tasks from one stage may be completed in a previous stage or may be clustered.

### CONTEXT

Context is about establishing the environment in which recognition will take place e.g.:

- understanding the RPL process and potential outcomes
- the industry
- location
- workplace or RTO setting
- level of qualification sought
- what specific legislation, regulations or licensing apply to the industry
- what relevant experience or prior training does the individual have
- whether the Applicant is currently employed and in which industry – is the job relevant to the recognition being sought
- tasks they perform in their current job and at what level
- workplace environment eg high risk, customer service focussed, privacy issues, mainly manipulative skilled based, technology used, etc and how will this affect the collection of evidence
- employer support for the process.

The context step includes the initial contact by the Applicant requesting information and the provision of the application kit.



Once the application has been lodged the next step is normally interview during which the assessor confirms with the Applicant the information provided in the application kit ie what recognition is, how the process works and possible outcomes.

At this time the assessor commences the process of identifying potential units of competency and/or qualifications that may be achieved. The assessor needs to assess evidence provided and help to identify additional evidence that the Applicant may provide. The assessor would help the Applicant to identify support and avenues of collecting additional evidence.

### **INFORMATION**

The information step is where AIBT administrative and training employees are available to answer questions and clarify information.

This step ensures that the Applicant can access information or advice readily.

The assessor at this stage, as well as making sure that the Applicant is well versed in the process and knows who their point(s) of contact are, the assessor may provide additional information/resources e.g. “Have your skills recognised” Applicant Guide produced by COAG and ASQA (refer Additional Resources page), provide additional self assessment information relation to units of competency not previously requested.

### **EVIDENCE**

The rules of evidence have been provided to the Applicant in the application kit and the assessor should reaffirm these:

- Currency - does the evidence confirm that the Applicant is able to demonstrate the skill or knowledge at the industry standard required at this point in time;
- Authenticity - does the evidence confirm that the work and/or evidence belongs to the Applicant and is genuine;
- Validity - is the evidence amply relevant to the unit(s) of competency(ies) being assessed and the current industry standard and practices;
- Sufficiency - is there enough evidence to confirm that the unit(s) of competency(ies) being assessed and the current industry standard and practices are met.

Flexibility in regard to suitable evidence is encouraged. The question to be asked of each piece of evidence is ‘does this provide proof of competence’. The process of providing evidence should be simplified for the Applicant and assessor.

Examples of evidence that the Applicant may provide include but are not limited to:

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- examples of finished products or samples of work. These can be photographs or videos, written documents or other;
- video and/or audio tape;
- third party reports eg letters from current or ex employers that provide confirmation of claims; testimonials from clients etc. Where there is additional evidence third party reports may be taken verbally and documented clearly. *\*\* Please note that a letter that states ‘this person worked for me and did a good job’ is not acceptable. The letters need to address the units of the course or give a detailed indication of the work undertaken;*
- professional/occupational licenses;
- job descriptions – note these will need to be signed and confirmed by the relevant employer;
- Performance Evaluation report from current and/or previous workplace;
- Relevant course certificates, statements of attainment or statements of attendance for the training undertaken. If the training was not-accredited copies of the course information will need to also be;
- An on-the-job assessment record;
- Copies of completed assignments.

Additional evidence may be developed/collected through:

- questioning – written, verbal, interview;
- observation of practical skills either in the workplace or a simulated environment or classroom;
- presentation by the Applicant

### **ASSESSMENT**

Things to consider in regard to assessment are:

- what will be the best method of assessment for this individual against particular units of competency;
- has unit clustering been taken into consideration;
- does the Applicant require additional support for special needs or disabilities and what are those supports, and how do they affect the assessment process;
- what will be the most appropriate environment for the assessment;
- what is the timeframe and when will appointments occur;



- has sufficient evidence been collected;
- is the appropriate documentation for assessment prepared and ready for completion;

The assessor needs:

- to ensure that the Applicant understands how each unit of competency will be assessed;
- to ensure that the process is fair, equitable and transparent and that the Applicant is aware of this;
- to be flexible and prepared to make reasonable modifications to how the assessment progresses and the evidence provided e.g. oral questioning may be most appropriate and satisfies the criteria for particular unit(s) of competency;
- provide feedback that is impartial and will affect the outcome of the final assessment decision;
- to be adaptable to the need for additional evidence if conflicting results become evident at the initial assessment.

All required results of evidence and achievements are to be recorded in the appropriate assessment tools as soon as the determination is made.

### **DECISION MAKING**

The assessor needs to determine the competence of the Applicant against units and provide constructive feedback.

In reviewing evidence it may be most beneficial to look at the whole rather than attempting to assess on a piece by piece basis.

The assessor should also consider where and when it may be appropriate to involve another assessor in the process.

The Applicant should be provided with feedback in a constructive manner whether they have achieved competence or not. Their strengths and weaknesses should be identified.

If after discussion the Applicant is dissatisfied with the assessor's decision(s) the assessor should direct the Applicant to AIBT Appeal Policy POL027\_08 and together with the Applicant complete the AIBT Complaint/Appeal Report FM002\_08.

If appropriate, and with the Applicants written permission, review of the assessment process and achievements with the current employer should be considered.

AIBT trainers who will be involved in the ongoing learning and assessment of the Applicant should be updated as to the assessment and achievements.



### WHAT NEXT? – PROVISION OF STATEMENTS OF ATTAINMENT/QUALIFICATION AND/OR FOLLOW UP ACTIONS

The assessor advises the Applicant how and when they will receive the Statement of Attainment or Qualification.

At this time options for completing the qualification should be discussed and if appropriate a training plan developed in conjunction with the Applicant.

Applicants may require follow up support in the form of:

- opportunity for re-assessment in one or more units;
- additional/alternative supports;
- gap training;
- further training;
- referral for career advice/counselling.

Once follow up support has been negotiated and arranged the assessor must ensure that the record keeping process is finalised.

### ADDITIONAL RESOURCES

1. Australian Skills Recognition Information (ASRI) – skills recognition and overseas qualification recognition for migrants  
<https://info.australia.gov.au/information-and-services/education-and-training/qualifications-and-skills-recognition>

### ACKNOWLEDGEMENT

AIBT acknowledges the use of

TITLE: Recognition of prior learning: An assessment resource for VET practitioners (5th edn)  
2013

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### AIBT REFERENCE DOCUMENTS

The guidelines should be read in conjunction with the following AIBT policies/procedures and forms:

- Appeal Policy

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- Complaint/Appeal Report
- RPL and Credit Transfer Policy
- RPL Application Kit
- RPL Model
- Learning and Assessment Policy
- Learning and Assessment Strategies

*Please note that Learning and Assessment Strategies have been developed for each unit of competency within each qualification that AIBT has on its scope. Learning and Assessment Strategies will stand alone in individual folders and will not be in the Policy and Procedures folder.*

### **CREDIT TRANSFER**

#### **WHAT IS CREDIT TRANSFER**

AIBT's policy in relation to National Recognition is to recognise participants' AQF qualifications and statements of attainment issued by any other Australian Registered Training Organisation (RTO) including TAFE.

It is the policy AIBT to recognise through Credit Transfer (CT) and/or Recognition of Prior Learning (RPL) the experience, knowledge, skills and former studies of participants.

Participants may apply to have previous study, informal and formal training, acquired knowledge, work experience and/or life experiences recognised for credit toward courses or qualifications they undertake.

Credit Transfer applies to units which the Applicant has completed with another Australian Registered Training Organisation (RTO) and which either is the same as or aligns substantially in content and competency outcomes of the relevant qualification or unit of competency. Such credit may be considered in relation to a training package or qualification or for units within an accredited course.

#### **WHO IS CREDIT TRANSFER AVAILABLE TO/FOR**

Credit Transfer is available to anyone who has undertaken learning with an RTO and achieved a Statement of Attainment or Qualification and who can provide original or notated copies of those documents as evidence.



### **BENEFITS OF CREDIT TRANSFER**

#### **APPLICANT**

The benefits to the participant are like those of recognition and include:

- prior learning is recognised;
- saving of time in achieving a qualification;
- not having to repeat learning of skills and knowledge they already have;
- assists in developing an individualised training plan that meets the needs of the Applicant and the industry.

#### **REGISTER TRAINING ORGANISATION (RTO)**

The benefits to the RTO are like those of recognition and include:

- a process that saves time and resources;
- clients that are satisfied and encouraged with the quality and flexibility of the RTO;
- flexibility in the provision of pathway(s) to qualifications;

### **PROCESS FOR CREDIT TRANSFER**

Generally, the process will be:

- initial contact by the Applicant and information provided verbally;
- Credit Transfer Application is forwarded;
- Credit Transfer Application is either hand delivered or mailed back;
- Assessor assesses the evidence provided for comparability of the units achieved against the units of competency for the qualification that the Applicant is requesting credit against;
- Assessor makes appointment to meet with the Applicant;
- Applicant attends interview and brings with them originals of evidence;
- Assessor makes determination of evidence authenticity, where necessary/appropriate Assessor contacts other RTO to confirm information, comparability of units and either confirms status or not.

### **EVIDENCE GUIDELINES**

Documented evidence in the form of a notated copy of a qualification or statement of attainment is required from the participant for AIBT to commence with verification procedures. This means that each copy **must** be certified to be a true copy and bear the original signature of:



- an authorised signatory of the Institution or RTO that issued the qualification or statement of attainment;
- or
- a Justice of the Peace;
- or
- a person duly authorised to certify passports and statutory declarations;
- or,
- by an AIBT staff member who has been provided with both the original and the copy.

Applicants are requested to provide the following evidence:

- Certified copy of Qualification or Statement of Attainment;
- Certified copy of Official Academic Records;
- Course outlines - if available, which include: topics covered, duration of the course, contact hours, methods and duration of assessment, textbooks used;
- Contact information for the Institute or RTO which issued the qualification or Statement of Attainment.

In some instances, the Assessor may determine that it is appropriate to contact the issuing RTO for confirmation or clarification.

Status will not normally be granted for studies completed more than 5 years prior to application, unless there is evidence of substantial relevant experience in the intervening years.

Status may be granted for a qualification or individual units of competency.

Status will not be allowed in respect to research projects or theses.

Status will be given for units of competency which either are the same as or align substantially in content and competency outcomes with the relevant qualification or unit of competency.