



Recognition Policy

Policy Overview:

To implement a centralised systematic approach to ensure compliance with SNR Standard 3 Clause 3.5 by recognising all certification issued by other Registered Training Organisations RTO's.

Objective:

To ensure a systematic process occurs nationally by implementing a centralised, fair and transparent recognition system providing credit to students against units of competency which make up a qualification or module (unless licensing or regulatory requirements prevent this) which is consistent and meets the organisations business objectives and compliance needs to the RTO Standards 2015.

Staff Responsible:

This applies to all;

- State Managers
- Operations Manager
- National Compliance & Quality Manager
- Training Advisors
- Account Managers
- Trainers and Assessors
- Branch Administrators

Compliance Standards:

This policy relates to the following 2012 SNR standards: 15.5, 16.1, 16.3, 16.5, 23.2

This policy relates to the following 2015 SNR standards: 1.2, 1.4, 1.7, 1.8, 1.12, 3.5, 5.1

This policy relates to the following AQTF Conditions: 1.5, 2.1, 2.3, 2.5

Related Policies/Templates/Documents:

- P-057 Assessment Policy and Procedure.
- P-003 Record Management and Maintenance Policy.
- P-043 Issuing AQF Certification Documentation Policy.
- P-007 Appeals Policy.
- F-315 Credit Transfer Application Form.
- F-016 Student Information Release Form
- RPL Assessment Kit - Student Guide.
- RPL Assessment Kit – Assessor Guide.



Definitions:

Recognition as defined in this policy and procedure means recognition of skills and knowledge, this may be in the form of Credit Transfer (CT), Recognition of Prior Learning (RPL) or partial RPL in the form of reduced training and/or assessment in a course or gap assessment.

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.

Credit transfer is defined in the AQF as follows: Credit transfer is a process that provides students with agreed and consistent *credit* outcomes for components of a qualification based on identified equivalence in content and learning outcomes between matched qualifications.

Recognition of Current Competency (RCC) Recognition of current competency applies if a client has previously successfully completed the requirements for a unit of competency or module and is now required, (e.g. by a licensing authority) to be reassessed to ensure that the competence is being maintained. In this case no extra skill or competencies are nationally recognised.

Recognition of prior learning (RPL) is defined in the AQF as follows: Recognition of prior learning is an assessment 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*.

This is underpinned by the AQF definition of credit as follows:

Credit is the value assigned for the recognition of equivalence in content and learning outcomes between different types of learning and/or qualifications. Credit reduces the amount of learning required to achieve a qualification and may be through credit transfer, articulation, recognition of prior learning or advanced standing

Recognition of Prior Learning (RPL) under the 2015 Standards for RTOs means an assessment process that 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.

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



Rules of Evidence from the Standards 2015 - Table 1.8-2: Rules of Evidence

- **Validity** - The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.
- **Sufficiency** - The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner's competency.
- **Authenticity** - The assessor is assured that the evidence presented for assessment is the learner's own work.
- **Currency** - 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.

Principles of Assessment from the Standards 2015 - Table 1.8-1: Principle of Assessment

- **Fairness** - The individual learner's needs are considered in the assessment process.
 - Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner's needs.
 - The RTO informs the learner about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.
- **Flexibility** - Assessment is flexible to the individual learner by:
 - reflecting the learner's needs;
 - assessing competencies held by the learner no matter how or where they have been acquired;
 - drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.
- **Validity** - Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner.
 - Validity requires:
 - Assessment against the unit/s of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance;
 - Assessment of knowledge and skills is integrated with their practical application;
 - Assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and
 - A judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.
- **Reliability** - Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.



1. Recognition/Credit

The RTO is responsible to accept and provide credit to all students for the recognition of equivalence in content and learning outcomes between different types of learning and/or qualifications that are within the RTO scope of registration. It occurs two ways:

- Either through **Skills Recognition** being Recognition of Prior Learning (RPL), and Recognition of Current Competencies (RCC); or
- Via **Credit Transfer** of formal education and training.

1.1 Providing information of recognition to students

Training Advisors, Account Managers and Trainers & Assessors are all responsible for ensuring that a student has been provided with accurate information regarding recognition/credit and where applicable the opportunity to apply for recognition prior to or upon enrolment into a course. It is the responsibility of all staff involved in providing information of recognition to students, to ensure they are informing students on the correct recognition process whether Skills Recognition or Credit Transfer.

1.2 Apply for recognition/credit

Whilst students may apply for recognition at any time, they are encouraged to apply before commencing a training program. This will reduce unnecessary training and guide the student down a more efficient path to competency. Where a student presents evidence for recognition AFTER they have commenced a unit of competency or module and where clear evidence can be provided that the student was fully informed about their options prior to enrolment and commencement, fees may apply and will be charged accordingly once approved by the Operations Manager in consultation with the State Manager and National Compliance and Quality Manager.

1.3 Credit Transfer

The RTO is responsible to accept credit to students who have enrolled in a module or qualification on the RTO's scope of registration and who have obtained equivalent certification for studies completed at another RTO or any other regulated learning provider such as a University (unless licensing or regulatory requirements prevent this approach).

Should the RTO accept credit to students who have obtained equivalent certification from a university the RTO is responsible to ensure that the certification is mapped formally against the training product to ensure it's equivalence. This must be approved by the Compliance and Quality Department prior to issuing a certification.

1.3.1 Suitable evidence for credit transfer

The RTO issues AQF certification documentation only to a student whom it has assessed as meeting the requirements of the training product as specified in the relevant training package or VET accredited course therefore It is the responsibility of the RTO administration team to accept this unit on the following conditions:



- The student provides verified copies or original AQF certification documentation for the unit or its equivalent meeting the requirements of Standard 3, Clause 3.2 - Schedule 5; or
- The student provides their USI number for the RTO to authenticate the competency achievement; or
- The students provides the RTO with permission to call the training provider directly; and
- The student has paid all fees outstanding for the unit.

1.3.2 How much credit can a student obtain?

Students may gain up to 100% of the qualification on the following conditions:

- The student has undergone at least one (1) assessment with the RTO in the recent past;
- Where the qualification being sought is a pre-requisite for the qualification the student is enrolling at the RTO as part of the qualification pathway; and
- At the discretion of the National Compliance and Quality Manager.

The RTO reserves the right to seek further clarification from the issuing RTO where there is some ambiguity about verification and authenticity. This is not a recognition of prior learning process, RPL is explained in more detail under 1.4 - Recognition of Prior Learning and the RPL procedure.

1.4 Recognition of Prior Learning

RPL is an **assessment process** that uses evidence from formal, non-formal and informal learning rather than the student having to attend the learning and assessment pathway completing both formative and summative assessments.

1.4.1 Suitable evidence for RPL

Assessors who conduct RPL must ensure they follow the evidence requirements as outlined in the assessment kit and mapping matrix and RPL procedure.

1.4.2 How much recognition can a student gain?

Students who believe they have acquired suitable learning are entitled to follow the RPL procedure as outlined below and may be granted up to 100% of a qualification. For more information on conducting RPL refer to – RPL procedure and **P-057 Assessment Policy and Procedure**.



Action / Task	Responsible	Timeline
Students to receive their SOA within 30 days as outlined in P-043 Issuing AQF Certification Documentation Policy .	Manager	
2. Recognition of Current Competency		
Action / Task	Responsible	Timeline
<p>RCC will only apply to those qualifications, modules or individual units of competency that the RTO has on their scope of registration and it is a requirement by the licensing or regulatory body to reassess current competencies to maintain currency in the industry against the training package requirements.</p> <p>Student enquires about RCC and fees applicable to trainer, training advisor, administration or Account Managers.</p> <p>Student must be formally assessed using the RTOs current assessment tool.</p>	<p>Operations Manager & Compliance & Quality Department</p> <p>Admin and Operations Manager</p>	When required
3. Recognition of Prior Learning		
Action / Task	Responsible	Timeline
<p>Student enquires about Recognition of Prior Learning with Training Advisor, Account Manager or Trainer & Assessor where a suitability discussion will take place.</p> <p>Student provided with RPL Assessment Kit – Student Guide where the student will evaluate their performance against each unit of competency they wish to RPL.</p> <p>Student to arrange their supervisor to evaluate the self-evaluation.</p> <p>Student to submit their completed evaluation where the RTO will review the evidence to determine if RPL is a suitable pathway.</p> <p>Student to be informed suitability where fees and charges will be communicated based on the number of units of</p>	<p>Training Advisor, Account Manager, Trainer & Assessor</p> <p>Trainer & Assessor, Training Advisor</p>	<p>When required.</p> <p>During enquiry</p> <p>During application</p>



Action / Task	Responsible	Timeline
<p>competency within the application.</p> <p>All students wishing to proceed with RPL are issued an invoice for a non-refundable deposit to process the application. This is deducted from any course / recognition fees. The Operations Manager will assign an assessor or team of assessors to review the evidence.</p> <p>The assigned assessor will be provided with relevant assessment tool kit to familiarize themselves with the units, mapping and evidence requirements prior to undertaking the assessment.</p> <p>Student is instructed to prepare for the interview by collating documentary evidence to support the evaluation.</p> <p>Once complete the student will contact the RTO to arrange an interview with the assessor. This involves the questioning of the student against all aspects of the unit of competency and the industry benchmarks. The student will walk the assessor through the documentation submitted. All responses/discussions are recorded in the RPL Assessment Kit and an audio recording made for audit purposes.</p> <p>The assessor may also identify the need to conduct an observation of students skills in a workplace / simulated environment, arrangements will be made with the student.</p> <p>The assessor will contact one or more of the nominated third party referees to confirm the information provided by the student and the context of their experiences to the units of the RPL.</p> <p>The assessor will complete the <i>RPL Assessment tool kit</i> to confirm if the student has supplied sufficient evidence under the rules of evidence and assessment and note if the student has been deemed competent or not yet competent.</p> <p>A RPL application is to be retained in the same manner as an existing student file. The application will be processed within 21 days of receipt of all information and evidence. The student will be advised in writing of the status of the application upon completion.</p> <p>If RPL for unit/s is granted:</p>	<p>Admin, Operations Manager, Assessor</p> <p>Assessor</p> <p>Assessor</p> <p>Assessor</p> <p>Assessor</p> <p>Assessor & Admin</p>	<p>During application</p> <p>Prior to assessment interview</p> <p>During interview</p> <p>During interview or an arranged time</p> <p>Immediately after the interview</p>



Document Revision History

Version Number	Author	Date	Description
3.0	Aleena Velich	17 May 2017	Full revision and rewrite Added Procedure
3.1	Hetty Coles	07/05/2019	Reviewed and updated