



## Credit Transfer and Recognition Policy

### Definition

**Credit Transfer** is the term that covers a process of recognising the qualifications and Statements of Attainment issued by other RTOs which have acknowledged the skills of students and competency achieved.

**Recognition** is the term that covers Recognition of Prior learning, Recognition of Current Competency and Skills Recognition. All terms refer to recognition of competencies currently held regardless of how, when or where the learning occurred. Under the AQF, competencies may be obtained in a number of ways. This includes through any combination of formal or informal training and education, work experience or general life experience. In order to grant recognition the assessor must be confident that the candidate is currently competent against the endorsed industry or enterprise competency standards or outcomes specified in the AQF accredited courses. The evidence may take a number of forms and could include certification, references from employers, testimonials from clients and work samples. The assessor must ensure that the evidence is authentic, valid, reliable, current and sufficient.

Community College-Northern Inland Inc will conform to the obligations of all RTOs to offer Recognition which meets the requirements of:

1. National VET Regulator Standards 2012 for RTOs
2. revised National Standards for RTOs to commence in 2015
3. NSW Smart and Skilled Quality Framework

### Policy

Community College-Northern Inland Inc recognises adults bring to their learning a wide variety of experiences and skills.

We recognise the AQF qualifications and statements of attainment issued by any other Registered Training Organisation. We will provide credit transfer for any formal learning that a client has undertaken which meets the same criteria.

In granting Credit Transfer the National Code and Unit Name must be exactly the same as the code and name of the unit for which Credit Transfer is being granted. If there is a variation in the code and/or name of the unit a Recognition process can be undertaken to establish competency under the new code and/or name.



Assessments for Recognition will be made against the learning outcomes and assessment criteria specified in the accredited course curriculum or nationally endorsed training package in accordance with the following procedure.

All students of accredited VET courses will be advised of the availability of Credit Transfer and Recognition in the VET Student Handbook and on the College website.

All College assessors must remain current in their professional knowledge and understanding of recognition processes.

### **Definitions**

Assessment – the process of collecting evidence and making a judgement on whether competency has been achieved to confirm an individual can perform to the standard expected in the workplace and in accordance with the training package competency standard or VET accredited course

Recognition – refers to the process of evaluating the students skill level to the standard expected in the workplace and in accordance with the training package competency standard or VET accredited course.

Under the NVR Standards all RTOs are required to have a policy and process in place to enable students to access recognition services

Recognition is an important part of the assessment process and it should be designed to confirm the students competence and have the confidence of industry and other RTOs that the outcome is authentic, valid, fair, reliable and there has been sufficient evidence to provide an assessment of competence.

### **Recognition must**

- Meet the national standards
- Be tailored to the learning needs of students and not disadvantage students in their learning and career development
- Be relevant to jobs and workplaces
- Ensures confidence in the VET system is maintained
- Be rigorous, fair and benefit all stakeholders

### **Benefit to the student**

- Elimination of duplication of learning
- Increased self esteem and self confidence
- Validates the learning through work and lived experience
- Assists with career development and gap training identification



## **Benefits to the College**

- Allows increased flexibility in pathways to qualifications
- Potential direct cost and time saving in an efficient process
- Potential business opportunities to offer industry, better industry engagement, less industry disruption with staff absent
- Satisfied students and employers

## **Procedure**

There are 6 stages of the recognition process

### **1. Establish the Context**

Establish the environment in which RPL takes place, including the industry, location, workplace or at the College, level of qualification, type and amount of employer support.

Consider the students' situation, the industry they work in, what units of competence are relevant

The Assessor will also try to establish any barriers to the process to enable reasonable adjustments to be made.

Provide information to the student and gather information about the environment, students' aspirations and ensure accurate and relevant information can be provided.

### **2. Provide Information**

Ensure everyone involved has consistent information and expectations about the process. The College will provide information relevant to the student and the context of the workplace from the information gathered in preparation for the RPL process.

Students will be provided with a cost for the recognition service.

### **3. Gather Evidence**

Assessor and student to agree about which forms of evidence are to be collected to enable the RPL process to commence and provide proof of competence.

Students who request a Recognition assessment will be given an interview to explain the evidence required, suggestions of how to obtain the evidence, an authority, signed by the student, is required to validate the information

### **4. Assess the Evidence**

Measure the evidence against the performance standards and record. Evidence must be relevant, sufficient, current and authentic.



#### 5. Make an Assessment Decision

Once all evidence has been collected the Assessor evaluates this and makes a decision about competence and reports back to the student. The report back may be conducted face to face, by phone or email. The opportunity for re-assessment by the same or another Assessor will be provided

The student will be advised within 7 working days of the outcome of the RPL process

The student will have the opportunity to provide feedback to the Assessor and RTO Manager about the RPL process. Any suggestions for improvement will be noted in the Continuous Improvement Plan.

Clients wishing to appeal any assessment decision should refer to the Assessment Appeals Policy and Procedure

#### 6. Issue Credentials or Plan Next Step

The RTO Manager to be provided with an assessment outcome report to allow the credential to be issued for those qualifications or Units of Competence assessed as competent.

A record of the students' competency outcome, Qualification or Statement of Attainment number and date will be entered into the AVETMIS compliant database for reporting.

Archiving of the evidence is required to be kept for 2 years

If there are gaps identified in the recognition process between where the student is currently competent and where they wish to be a program of training will be offered and a cost advised for that training.