

POLICY STATEMENT

The Academy of International Education (Australia) (TAIE) acknowledges the skills obtained in prior learning. This is known as Recognition of Prior Learning (RPL) & Credit Transfer (CT). RPL & CT can be applied to reduce the potential course duration and course cost.

To ensure that the process for recognition of prior learning is controlled and conducted in a valid, reliable and fair manner, and establish a system for individuals to be assessed in nationally recognised courses.

Recognition of Prior Learning

TAIE acknowledges the skills obtained in prior learning and qualifications of a client and apply them to the competency being attempted with the aim of reducing the training time and the duplication of training/assessment.

Credit Transfer

TAIE recognises AQF and VET qualifications and VET statements of attainment issued by any other RTO.

TAIE accepts and provides credit to students for units of competency and/or modules (unless licensing or regulatory requirements prevent this) where these are evidenced by:

- a) AQF certification documentation issued by any other RTO or AQF authorised issuing organisation; or
- b) authenticated VET transcripts issued by the Registrar.

Credit Transfer only applies in cases where the exact Unit of Competency Codes issued by other RTO's.

Purpose

The purpose of this policy and procedure is to ensure that an individual's prior learning, achieved through formal and informal training, work experience or other life experiences is appropriately recognised and to ensure the recognition of AQF Qualifications and Statements of Attainment issued by other Registered Training Organisations.

SCOPE

This procedure applies to all students enrolled in courses (including but not limited to students who are; fee for service, Skills First or international student applicants) leading to a nationally recognised Vocational education and Training (VET) qualification or statement of attainment; and who seek recognition for skills and knowledge previously gained through experience in the workplace, volunteer work, social or domestic duties, or through formal and informal studies.

RPL is an assessment process that assesses a person's skills and knowledge to determine the extent to which they have achieved the required learning outcomes, or standards for total or partial completion of a qualification. It involves the upfront assessment of a person's skills and knowledge and does not include the provision of any training (gap). Applicants may apply at any time during their enrolment, as long as they have not received any training in the unit for which RPL is sought.

RESPONSIBILITIES

Assessors at The Academy of International Education (Australia) (“TAIE”) who possess relevant industry experience and relevant qualifications will be responsible for conducting the RPL process, in conjunction with the Director of Studies.

If a dispute arises regarding the result, the applicant will have the right to appeal the decision.

PRINCIPLES:

TAIE has adopted the following principles:

- Assessment processes will provide for the recognition of current competencies, regardless of where these may have been acquired.
- Recognition of prior learning focuses on identifying the endorsed industry or enterprise competency standards currently held by individuals as a result of formal and informal training, not how, when or where the learning occurred.
- Recognition of prior learning underpins any system of competency based training. It is essential to have a demonstrable commitment to recognising the prior learning of individuals.
- Recognition of prior learning will be available to all potential applicants.
- Recognition of prior learning will involve processes that are fair to all parties involved.
- Recognition of prior learning will involve the provision of adequate support to potential applicants.

OBJECTIVES

With these principles in mind, the objectives of this policy are to:

- Increase access to RPL by individuals entering any formal and/or recognised training program.
- Ensure that RPL is an integral component of the assessment of an individual’s eligibility for an award or formally recognised competency.
- Ensure that the procedure for RPL incorporates a range of valid and reliable techniques designed to accurately assess competencies held.
- Promote ‘non-traditional’ learning processes as valid pathways to competency achievement and recognised training outcomes.

PRINCIPLES OF ASSESSMENT in RPL

Principles of assessment ensure the processes must be valid, reliable, flexible and fair. It is imperative that in the assessment of competencies for the recognition of prior learning, the following principles are observed:

- **Validity**
Assessments should cover the range of skills and knowledge needed to demonstrate competency. Assessment of competencies should integrate knowledge and skills with their practical application.
Assessment of a student’s competency should be judged on sufficient evidence gathered on a number of occasions and in a variety of contexts or situations and using different methods. The evidence should be collected from activities and tasks that can be clearly related to the unit of competency or learning outcomes specified and demonstrate that the performance criteria have been met.

- **Reliability**
The criteria for the judgement of competence must be stated clearly and adhered to. Assessment practices must be monitored and reviewed to ensure that there is consistency in the interpretation of evidence. Assessors should be competent in terms of the national competency standards for assessors.
- **Fairness**
Assessment practices and methods should be fair and equitable to all students. Assessment procedures and the criteria for judging performance must be made clear to all students seeking assessment.
Assessment should be based on a consultative approach. The process of assessment should be jointly developed / agreed between those involved. Students should be provided with the opportunity to challenge assessments and provision should be made for a review and an appeal of assessment decisions.
- **Flexibility**
Assessment should cover both on and off-the-job components of training. Procedures should allow students to seek recognition in one or more of the units of competency without having to participate in a training program.

RULES OF EVIDENCE in RPL

Rules of evidence ensure the processes must be valid, sufficient, current and authentic. It is imperative that in the assessment of competencies for the recognition of prior learning, the following rules are observed:

Assessors will evaluate evidence by asking if it is:

Valid:

- Does it relate directly to the unit of competency?
- Does it demonstrate the relevant underpinning skills and knowledge?
- Does it reflect the four dimensions of competency and the key competencies?
- Is appropriate to the relevant AQF descriptor?

Sufficient:

- Does the evidence address all the critical aspects of evidence in the unit of competency?
- Does the evidence address all the requirements of the Evidence Guide, including the specific evidence requirements listed?
- Does the evidence cover the full range of performance identified in the unit?
- Does the evidence show competency over a period of time and in different contexts?
- Does the evidence include different forms of evidence?

Current:

- Does the evidence demonstrate that the candidate can apply the competency in their current work?
- Does the evidence reflect work carried out by the candidate over a period of time? The assessor must be confident the applicant can still perform to the standard demonstrated by the evidence.

Authentic:

- Is each piece of evidence is clearly identifiable as the candidate's own work?
- Are the Qualifications, references, licences etc presented by the applicant are signed off as a full and correct copy of the original by a credible third party?
- Are the Applicant's verbal or written accounts of what they can do are supported by actual evidence, such as work examples, or products, etc?

KEY DIMENSIONS OF COMPETENCY IN RPL

Assessors will evaluate all evidences gathered and holistically assess the following:

Task	the applicants ability to perform individual tasks
Contingency	the applicants ability to cope with unexpected problems in accordance with the appropriate AQF level of response required.
Managing	the applicants ability to plan and organise a number of different tasks to achieve the goal/outcome.
Environment	the applicants ability to deal with issues related to the specific work environment.
Transfer	the applicants ability to adjust or develop the competency to suit new situations.

QUALITY ASSURANCE

The Academic Board:

The Academic Board oversees The Academy of International Education (TAIE)'s educational governance and is aligned to the strategic plan. It is a forum for debate relating to training and assessment services provided, policy development and reviews and decisions relating to the education provided by TAIE.

Responsibilities

The responsibility of this Board is to ensure:

- Sound processes are in place to ensure the provision of quality training and assessment.
- That the training and assessment services provided by TAIE are of a high quality standard.
- Sound advice is provided to TAIE on educational standards, values
- That the integrity of the training and assessment services provided by TAIE is protected.
- The training and assessment needs of each client is identified and appropriately addressed.
- That all policies relating to the provision of training and assessment are sound and ethical and to provide final approval of all such policies.
- Periodic reviews occur of policies and procedures relating to training and assessment.
- To approve all training and assessment strategies and reviews of such.
- That feedback is collected from clients and other stakeholders on the training and assessment services provided by TAIE and that the data is collated, analysed and used to bring about improvement.
- That the management team of TAIE is provided with appropriate advice on best practice approaches to provision of training and assessment services and that TAIE.
- Regulatory and legislative requirements around the provision of education are adhered to.
- Courses are kept up-to-date, are in line with Training Package and/or Accredited Course requirements, and meet the needs of industry.

- That regular moderation of student performance occurs both internally and externally and that outcomes of moderation are implemented in a timely manner.
- That complaints and appeals relating to educational outcomes are responded to appropriately.
- To consider and advise on, any issue or request put to it by the Management team of TAIE.
- To ensure that assessment, including RPL;
 - (a) meets the requirements of the relevant Training Package or VET accredited course; and
 - (b) is conducted in accordance with the principles of assessment and the rules of evidence; and
 - (c) meets workplace and, where relevant, regulatory requirements; and
 - (d) is systematically validated.

STAGES OF THE RPL/CREDIT TRANSFER PROCESS

The RPL process will include the following stages:

- Information
- Initial interview
- Application
- Assessment
- Post-assessment guidance/counselling
- Certification

ACTION / METHOD

1. All students of TAIE will be issued with information on RPL & CT prior to enrolment via our website, Student Handbook or International Handbook.
2. Applicants, who consider applying for RPL or CT should contact TAIE, will be provided with an Application for RPL/ CT Form, either personally or via email. (This form is also available on the website)
3. Suitable applicants will then be issued with an RPL Guide to be completed.
4. Applicants will then complete an application form for each course they seek recognition of prior learning in either part of the qualification or whole qualification.
5. Applicants will need to consider how they have achieved each learning outcome and if they can satisfy the performance criteria by submitting valid, sufficient, authentic and current evidence. Applications for RPL must be accompanied by written evidence gathered by the applicant.
6. The completed application form, self-assessment and supporting documentation, with the applicable fees, are then submitted to TAIE.
7. The Assessor and Director of Studies will form a panel to assess the application.
8. The panel will assess the application with reference to the appropriate learning outcomes within 28 days of receipt of the application.

IF THE APPLICATION DOES NOT MEET ASSESSMENT CRITERIA

9. If the applicant does not have sufficient evidence, TAIE will offer an opportunity to:
 - Demonstrate appropriate skills
 - Attend a formal interview to present further information

COMPLETION OF THE RPL PROCESS

10. The applicant will be notified in writing within 28 days of the decision whether their application has been successful or unsuccessful, or if further evidence is required.
11. All results of the RPL Application and Assessment are to be signed off by the Assessor.
12. Results of successful RPL will be lodged in Assessment Results immediately and filed. Application forms will be filed according to the Control of Records Procedure.

13. All applicants have the opportunity to appeal the decisions of an RPL Application by submitting an appeal in writing to the Administration Officer, as per our Complaints and Appeals Policy & Procedure.

FEES FOR RPL

15. See **Statement of Fees** for current RPL fees.

ADDITIONAL PROCEDURES FOR RPL - INTERNATIONAL STUDENTS ONLY

16. In regard to international students, the Director of Studies will ensure:
- The student submits an Application of RPL/ CT Form
 - Suitable applicants will be required to complete a RPL Guide and submit with required support documentation.
 - Where RPL or CT is granted before the issue of a visa, the net course duration, as reduced by RPL or CT, is indicated on the eCoE issued for that student.
 - Where RPL or CT is granted after the issue of a visa, the resulting change of course duration is reported to DIBP via PRISMS as soon as practicable.
 - Where RPL or CT is granted, the student's course is reviewed so that the student has a full time study load.

In the above case all variations will be actioned and processed by Principal Executive Officer on notification from the Director of Studies.

PROCEDURE CREDIT TRANSFER (CT)

The Director of Studies will be responsible for ensuring that:

- All students are supplied with RPL & CT information prior to commencement
- All staff members have access to this policy & procedure.
- Ensuring the information provided is sufficient and assessing whether course credit can be granted by acknowledging the approval and decision on the application form.
- Liaising with the student, advising them of the outcome and obtaining their acknowledgement of the decision on the form. Recognition will not be granted until this acknowledgement is obtained.

The Admissions Officer will be responsible for ensuring that:

- The body issuing the Qualification or Statement of Attainment is a Registered Training Organisation with ASQA or the regulating State/Territory Authority, authorised to issue such qualifications, by verifying this against the Vocational Education and Training database at www.training.gov.au
- The student must provide a Certified Copy of Qualification/Statement of Attainment or their original documents to be sighted, copied and certified by a Justice of the Peace or the PEO of TAIE, and provide authority to contact issuing RTO for verification.
- The student must complete and sign an Application for Credit Transfer Form and a copy of all associated supporting documents are placed on the student's file.
- That the issuing RTO is contacted to verify authenticity of Qualification/Statement of Attainment

SUPPORTING DOCUMENTATION

TAIE documentation which supports the implementation of this Policy includes:

- Application for Recognition of Qualification Form (Credit Transfer)
- RPL Application

REVISION HISTORY

Revision	Date	Description of modifications
3.2	November 2012	
3.3	April 2013	Included History Table Updated terminology from candidate to applicant
4.0	October 2018	Combined the following Policies <ul style="list-style-type: none"> • RPL • Recognition of Qualifications – Credit Transfer Updated to RPL & CT Added Document Details
4.0	January 2020	Annual Review – No Change

Document Details

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