**Recognition of Prior Learning (RPL), Recognition of Current Competence(RCC) and Credit Transfer (CT) Policy**

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| Version | Date | Author | Approved by | Review Due | Summary of Changes |
| 1 | 25/04/2022 | Paul Cavicchia | Andrew Lewis | 30/06/2026 | Initial Version |
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**Approval**

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| Name | Position | Signature | Date |
| Andrew Lewis | CEO |  | 1 July 2022 |

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# Policy

1. Policy Statement

Under the Standards for Registered Training Organisations (RTOs) 2015, an RTO must offer recognition of prior learning (RPL) to individual learners—unless the requirements of the training package or licensing requirements prevent this.

Learners will have the opportunity to gain Recognition of Prior Learning (RPL), Recognition of Current Competence or Credit Transfer based on skills and knowledge gained through prior work and life experiences, education and training. Recognition of Prior Learning (RPL), Recognition of Current Competence (RCC) and/or Credit Transfer (CT) will be identified during the Pre-Training Review process, prior to learners enrolling in a program.

RPL, RCC and Credit Transfer will only apply where the qualification/skill set/module/unit of competency is included on CTI’s current scope of registration and may be granted up to 100% of a qualification. However, CTI is not obliged to issue a Qualification or Statement of Attainment that is achieved wholly through recognition of units and/or modules completed at another RTO or TAFE.

2.0 Purpose

To determine the policy and principles which apply to RPL,RCC and CT.

## Definitions

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| AQF Qualification | Australian Qualifications Framework qualification type endorsed in a training  package or accredited in a VET accredited course. |
| **Credit Transfer (CT)** | Credit transfer is a training credit for a unit of competency or module previously  completed by a client and includes granted application for mutual recognition.  These are not formal enrolments in the normal sense, because they involve neither  delivery nor assessment of the learner’s knowledge. However, credit transfers need  to be recorded and reported. |
| **Currency of Assessment** | Currency in the assessment context means that assessment evidence must be from  the present or the very recent past. In the context of RPL or RCC this means that  the evidence must have taken place within a 2 years period. |
| **RCC** | Recognition of Current Competency (RCC)  Applies if a client has previously successfully completed the requirements of a unit  of competency or module and is now required to be reassessed to ensure that the  competence is being maintained. If a unit of competency or module has any training  activity associated with it then grade code RC must not be used – the client must  enrol in the competency. |

## Statement of policy

**4.1. Recognised prior Learning (RPL)**

Acknowledges that people learn in many different ways and that learning may have been obtained through:

* **Formal learning:** This takes place within a teacher-student/learner relationship, as in a school system, or at university or TAFE. This learning formally recognises grading systems that can be bot non binary as in Degrees or binary as in VET Certificates and Diplomas.
* **Non-formal learning:** Occurs in a formal learning environment but is not recognised within a curriculum or syllabus framework. This includes micro-credentialling, workshops & seminars, community courses and programs, short courses.
* **Informal learning:** Occurs in a variety of places, such as at home, at work, and through daily interactions and relationships with members of society.
* CTI can acknowledge the combination of all of the above.

**4.2. Recognition of Current Competency (RCC)**

This involves being re-assessed for the qualification a person has been already awarded, and the applicant wishes to ensure that their competence meets current industry standards as practice may have changed. An example is when new technology may have been introduced in qualification or an updated method such as in a First Aid qualification.

**4.3. Credit Transfer**

This recognises awarded qualifications that applicants have previously undertaken in another RTO or institution. Credit Transfer enables applicants to gain credits in CTI courses on offer. If eligible, applicants may receive exemptions from units already attained. The units must be identical or equivalent to those in the course you enrol in.

**5.0. Evidence Submitted**

Where documentary evidence is the main form of evidence, the participant presents this in the appropriate form. These can include, observation checklists, project assessment tools, portfolios, initial interview information, third party reports.

While the participant is gathering or producing evidence, provision is made for ongoing liaison with our trainers and assessors.

Examples of forms of evidence include:

* the assessor observing the participant in the workplace
* the participant undertaking a project or task or providing authenticated work samples
* the assessor interviewing the applicant and/or supervisor/manager
* a simulation of work activities
* records of non-formal learning completed in workplaces
* physical evidence that supports required standards for units/s of competency/qualifications
* Duty statements and resumes

Applicants will:

* Be assessed against the entire unit of competency
* Demonstrate they are able to perform these tasks at an acceptable level.

Trainers and/or Assessors will:

* Collate evidence of documentation submitted to CPLE by students
* Assess the evidence of the documentation
* Make informed decisions about RPL eligibility
* Process eligible RPL outcomes and inform students

**6.0. Assessment requirements**

CTI implements an assessment system that ensures that VET assessment (including Recognition of Prior Learning) complies with the assessment requirements of the relevant training package or VET accredited programs conducted in accordance with the Principles of Assessment and the Rules of Evidence as contained below.

| **Assessment Principles as defined in Standards RTOs 2015** | |
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| **Principles 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 learner by:   * reflecting the learner's needs; * assessing competencies held by the learner no matter how or where they have been acquired; and * 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 * 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. |
| **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 allows 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. |

**7.0 Procedure**

Applicants when completing a Pre-Training review will indicate at this process, if they wish to apply for RPL, RCC and Credit Transfer.

All Credit Transfer applications require Statements of Attainment documentation to be provided as evidence. This task is conducted by the Trainers/Assessors.

The Trainer/Assessor will provide an applicant with the Credit Transfer Application form to complete for processing. This form is to be read in conjunction with the RPL, Credit Transfer Policy.