THIS IS AN EXTRACT FROM THE SGAE

LEARNING & ASSESSMENT GUIDELINES POLICY

AND REFERS SPECIFICALLY TO

RECOGNITION OF PRIOR LEARNING (RPL),

RECOGNITION OF CURRENT COMPETENCIES (RCC)

AND

CREDIT TRANSFER (CT)

CONTENTS

NATIONAL RECOGNITION

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

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

Learners 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.

CT and RPL decisions will be valid, fair, reliable, authentic and flexible.

Learners may apply for both CT and RPL, and there is no limit to the status which can be given towards a qualification or accredited course.

RECOGNITION OF PRIOR LEARNING

Recognition of Prior Learning (RPL) and Recognition of Current Competency (RCC)

"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 & ASQA

RPL cannot be given for a module of a UoC, however, status can be documented and gap training conducted leading to the completion of a complete UoC.

Recognition of Current Competency (RCC) is the assessment of a person's current capacity to competently perform the requirements of one or more UoCs that they previously acquired and may need to be confirmed for example for licence requirements. RCC does not lead to the award of a Statement of Attainment or Qualification.

Skills Recognition must be conducted:

- compliantly with the assessment requirements of the training package or accredited course; and

- in accordance with the Principles of Assessment and Rules of Evidence as identified above.

Skills recognition assessment of competency must evidence that the learner demonstrates their:

- ability to perform relevant tasks in a variety of workplace situations, or accurately simulated workplace situations

- understanding of what they are doing, and why, when performing tasks

- ability to integrate performance with understanding, to show they are able to adapt to different contexts and environments.

A learner must:

- be assessed against all of the tasks identified in the elements of the unit or module

- demonstrate they are capable of performing these tasks to an acceptable level.

SAGE RTO's Learning & Assessment Strategy documents the process and requirements for each assessment of a UoC or Cluster of UoCs.

Skills Recognition Assessment

Things to consider in regards to skills recognition 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 candidate 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 candidate understands how each unit of competency will be assessed;

- to ensure that the process is fair, equitable and transparent and that the candidate 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 candidate 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 candidate 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 candidate is dissatisfied with the assessor's decision(s) the assessor should direct the candidate to SAGE RTO Appeal Policy and together with the candidate complete the SAGE RTO Complaint/Appeal Report.

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

SAGE RTO trainers who will be involved in the ongoing learning and assessment of the candidate should be updated as to the assessment and achievements.

Recognition Tools

Model

This is a schematic of the recognition process. (Refer Attachment 1)

Learning & Assessment Strategy - Assessor Guide

This includes up to date information regarding Recognition processes and information including UoC assessment requirements i.e.:

- performance evidence; and

- knowledge evidence; and

- assessment conditions.

Application Form

This is a detailed form that includes information such as which Unit of Competency recognition is sought for, qualifications and Statement of Attainment the person already has, what qualification they are seeking the recognition against.

Application Form is available from SGAE Reception or at SGAE website www.sgae.vic.edu.au

Recognition Initial Interview Form

This is a standard form that contains questions that guide the Assessor through the first professional conversation with the applicant and provides the basis from which recognition process commences.

Student/Applicant Guide

This will include information such as the process, the cost, what constitutes evidence, how to apply etc. It forms part of the Application Form.

RPL Assessment Guide

This is a guide for an assessor in both what needs to be evidenced for the particular qualification and how to assess that evidence.

Who is Recognition Available to

- recognition is to be offered on enrolment to all candidates; and

- the process is structured in such a way as to minimise both time and cost to candidates.

Benefits of Recognition

Candidate

The benefits for candidates are:

- skills are recognised;

- earlier completion of a qualification;

- fewer days to attend training - 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 candidate and the industry- training and learning is focused on new skills and knowledge;

- in some instances, lower cost for learner.

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 SAGE RTO RPL Application Kit for initial information and direction provided to potential candidates 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 candidate 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 e.g. 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 candidate 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 candidate the information provided in the application kit i.e. 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 candidate may provide. The assessor would help the candidate to identify support and avenues of collecting additional evidence.

Information

The information step is where SAGE RTO administrative and training employees are

available to answer questions and clarify information.

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

The assessor at this stage, as well as making sure that the candidate 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" Candidate Guide produced by COAG & 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 candidate in the application kit and the assessor should reaffirm these.

Flexibility in regards 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 candidate and assessor.

Skills Recognition assessment considers evidence such as:

- work experience:

  - knowledge and skills that have been learnt and practiced in the course of employment.

- life experience:

  - community group involvement,

  - business pursuits,

  - sports and/or hobbies,

  - household management,

  - previous training

The type of evidence and how the evidence is provided for Skills Recognition is also flexible and may include:

- examples of finished products or samples of work. These can be photographs or videos, written documents or other.

- copies of Statements of Attainments or Certificates.

- third party written or verbal feedback/references e.g. 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.*

- hardcopy examples of work.

- video/DVD/live demonstration of skills.

- presentations.

- oral or written assessment.

- completing a project.

- discussion or interview.

- professional/occupational licenses.

- Performance Evaluation report from current and/or previous workplace.

- 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 candidate

What next? – provision of Statements of Attainment/Qualification and/or Follow up Actions

Once the recognition process has been completed the assessor advises the candidate 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 candidate.

Candidates may require follow up support in the form of:

- opportunity for re-assessment in one or more units;

- additional/alternative supports;

- gap training or 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.

Responsibility

General Manager - Training

It is the overall responsibility of the General Manager - Training to ensure that SAGE RTO complies with National Recognition standards.

Senior Training Officer

It is the responsibility of Senior Training Officer to ensure that:

- Recognition and Credit Transfer is conducted as per SAGE RTO's guidelines and standards and that all candidates are treated fairly and equitably;

- Recognition and Credit Transfer is only conducted by:

  - appropriately qualified assessors; or

  - a trainer supervised by an appropriately qualified assessor who carries accountability for the assessment evidence collected. Recognition and Credit Transfer must be signed off by the qualified assessor;

  - appropriately qualified assessor in collaboration with an industry qualified expert. Recognition and Credit Transfer must be signed off by the qualified assessor.

- Candidates dissatisfied with a Recognition or Credit Transfer decision are provided with access to the SAGE RTO Appeal Process (Learning & Assessment).

Assessors

It is the responsibility of Assessors to ensure that:

- their professional development is at a level that ensures their expert ability to provide Recognition and Credit Transfer appropriately for candidates;

- all candidates are treated fairly and equitably in line with SAGE RTO guidelines and VQF compliance;

- if conducting a Recognition assessment in collaboration with a supervised trainer (as part of their professional training) or an industry expert ensure that the assessment process is conducted appropriately and meets both the Principles of Assessment and Rules of Evidence.

Staff

It is the responsibility of all staff to acquaint themselves with the process for both RPL and Credit Transfer ensuring prompt and knowledgeable responses to candidate enquiries.

CREDIT TRANSFER (CT)

Credit Transfer is the recognition of Qualifications and Statements of Attainment issued by other Australian Registered Training Organisations (RTO's).

Credit Transfer recognition requires:

- **that the document is an original or a *notated copy.

- that the unit/course/qualification(s) were issued by an RTO registered under the VET Quality Framework and must include:

  – the RTO's name

  – the RTO's National & State Code

  – the individual Unit of Competency's National Codes and the Qualification Code the units form part of or the Qualification Code for the completed qualification

  – date issued

  – document registration/ID number.

- that the unit/course/qualification(s) are acceptable under the guidelines relevant with the Nationally Endorsed Training Package.

- are verified by RTO.

* A notated copy is a copy which has been witnessed as a true and correct copy of the original by an authorised notary (a person authorised under law to sign Statutory Declarations).

* A learner may have their copy witnessed by a Trainers and Assessors if the original is provided for comparison at the time the copy is lodged.

ATTACHMENT 1 – RPL MODEL

RECOGNITION OF PRIOR LEARNING MODEL

Provide Information

1. Pre Enrolment Information Provided
2. Guidance provided to candidate (this could include self assessment)

Suitable for RPL

Candidate advised RPL process not suitable and other options discussed

Candidate Appeals decision

Yes

3. Enrolment process includes supplying the full RPL Kit

Evidence Process of Assessment

4. Candidate and assessor discuss and agree on ways to gather evidence
5. Evidence is submitted to the assessor

RTO must clarify with candidate upfront the number of opportunities to re-submit an RPL application

6. Assessor reviews evidence which includes an interview or Question/Answer with the candidate
7. Assessor makes assessment decision and provides feedback to the candidate

Candidate successful

Assessor liaises with candidate, identifies gaps, recommends Action Plan and outlines resubmission process and timeframe

Decision making, Issuing credentials, Further support/follow up

Yes

Candidate gathers additional evidence and submits according to agreed Action Plan

8. RPL is granted, record keeping done and qualification issued

Assess additional evidence submitted by candidate and make decision

Yes

Candidate Successful

No

RPL is not approved and candidate advised accordingly

Candidate Appeals decision