



PP014 Credit Transfer and RPL Policy and Procedure

1. PURPOSE

SGAE Ltd is a Registered Training Organisation. SGAE delivers high quality training to the community.

This policy relates to the following legislative and compliance requirements:

External to SGAE

National Vocational Educational and Training Regulator Act 2015

ASQA Standards for Registered Training Organisations 2015

VET Quality Charter

State Funding Agreements and Frameworks

Internal to SGAE

RPL Assessment Tool Kit Candidate's copy

RPL Assessment Tool Kit Assessor's copy

Pre training Review

Access and Equity

National Supervision of Assessment and Training

LLN Policy, Procedure and Framework

PP013 Assessment Policy and Procedure

The purpose is to provide clear information and assistance to each client, prior to training, about recognition of prior learning (RPL) and Credit transfer

SGAE main objective under the RPL policy is to provide access for the recognition of prior learning to all clients regardless of where they were acquired and whether a client may have or may not have documentary evidence.

SGAE procedure addresses the requirements of the Access and Equity policy for the Vocational Education and Training system.

2. DEFINITIONS

2.1 Assessment

"Assessment" is the process of collecting evidence and making judgments on whether the competency has been achieved, to confirm that an individual can perform the standard required in the workplace, as specified in a training package or vocational education and training (VET) accredited course.

2.2 Recognition of Prior Learning (RPL)

RPL 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.

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);



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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 (for example, in-house professional development programs conducted by a business); and 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).

2.2 Credit Transfer

Credit transfer is based on a documentary evidence of statement of attainment /qualifications.

2.3 Equivalency

RTO assesses the initial course or Unit of Competency (credit attained by an individual, that has a differing Unit title/Unit code from the one the individual is seeking credit for).The individual is using a Unit of Competency attainment to claim access to, or the award of credit in, the destination course to determine the extent to which it is equivalent to the required learning outcomes, competency outcomes, or standards in a qualification.

3. PROCEDURE

This procedure applies to all enrolments in Nationally Recognised Qualifications offered by SGAE to ensure that SGAE complies with the Standards for RTOs 2015, Standard 1 Clause 1.12. and 1.8

SGAE applies mutual recognition and accepts the certification issued by other RTOs.

The Compliance Manager reviews the documented evidence and the requirements of the Unit of Competency that the credit is sought for to establish the equivalency and records the outcome.

Recognition of prior learning (RPL) is a form of reassessment of a learner's competence. Recognition of prior learning uses evidence from formal, non-formal and informal learning rather than from specific assessment activities directed by the RTO. This evidence is often combined with assessment activities sometimes known as 'challenge testing'. As such, recognition of prior learning must be conducted with the same rigour as any other form of assessment.

Credit Transfer. The learner completes the application form for RPL or CT to apply for a credit transfer. The Compliance Manager approves the application where the Unit of Competency matches the one included into the learner's new Training Plan. The learner provides the original copy of the Statement of Attainment for the Unit of Competency from the issuing RTO and the Compliance Manager verifies the document.



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4. PROCESS (RPL/RCC)

Application Process

It is the responsibility of the learner to initiate applications to SGAE. SGAE will support learners through the process. Learners are informed of RPL and Credit Transfer during their enrolment or information sessions.

Application – Applicants must firstly enrol in the relevant unit of competency or qualification. The Applicant is required to complete the RPL assessment kit which includes a self-evaluation.

How RPL is Used and Assessed

The key distinguishing characteristic is that it is the learner who is assessed in the case of RPL; and the course or subject in the case of credit transfer. In credit transfer the judgement is about the learning program, outcomes and assessment in the initial course or subject.

There is no charge for Credit Transfer. For a successful application, the AQF VET qualification must be on SGAE scope that RPL and/or credit transfer is being claimed.

Eligibility

Recognition of Prior Learning is non-discriminatory and available to all enrolling and prospective SGAE' learners, regardless of age, educational or cultural background.

Learners enrolling into a SGAE nationally endorsed qualification will be informed either individually or in a group scenario prior to sign-up regarding eligibility. Identification of the candidate's current and past skills which are pertinent to the course will be discussed with verification of this process conducted during the RPL assessment process with the Assessor.

The candidate will be offered an RPL Assessment Tool Kit or requested to submit certified copies or original copies of documentary evidence for Credit Transfer. Identification of Credit Transfer is made on the Pre Training Review paperwork which prospective candidates complete.

Stage 1.

The candidate identifies their request for RPL or Credit Transfer during their Pre Training Review and Enrolment application.

A training provider's assessor must establish a candidate's context, which means:

- what industry they work in
- the level of qualification or units of competency relevant to them
- the location of their training
- the level of support



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Stage 2: Provide information

Everyone involved in assessment is informed about the process of recognition in a consistent way. A candidate must understand the assessment process.

The assessor provides information to the candidate which is tailored to suit the candidate and their context.

Trainer/Assessor outlines the list of units that Candidate wishes to apply for RPL on the RPL Application Form.

A Training Plan is developed for a Candidate that indicates the RPL as a method of assessment for the relevant units.

Stage 3: Gather evidence

The assessor must agree with the candidate on the forms of evidence in the assessment process using the Candidate's RPL Tool Kit. (e.g. How will the candidate demonstrate their competence? What rules apply to this evidence?)

A candidate's evidence must be relevant, sufficient, current and authentic.

Stage 4: Assess the evidence

An assessor reviews the evidence a candidate submits and then documents their assessment of the evidence using the Assessor's RPL Tool- kit. The assessor must measure the evidence against the standards of performance required using the training provider's assessment process and tools.

Stage 5: Make an assessment decision

The assessor makes a decision on the candidate's competence and then tells the candidate of their decision.

This usually involves interviewing the candidate to provide and receive feedback. This interview does not have to be face-to-face, but could occur via telephone, video link or other suitable methods. The process should ensure that an assessor gives the candidate appropriate feedback, as well as the candidate having the opportunity to provide feedback to the assessor on the assessment process.

Stage 6: Issue credentials or plan the next step

SGAE issues the candidate with credentials or Trainer/Assessor helps the Candidate with the next steps

The RPL process consists of the following steps.

Prospective Learners must give notice that they are seeking RPL at the time of enrolment and complete, sign and date the Pre-Training Review. An RPL assessment tool kit self-evaluation (RPL Assessment Tool



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Kit – Candidate) must be completed and signed by the learner and lodged with SGAE within a month of the commencement of training. The RPL assessment tool kit must be accompanied by supporting documents and can be lodged in person, electronically, or in the mail. (Business address found on title page). Status of the application will be confirmed within 2 weeks of submission.

Processing of RPL assessments by the assessor will vary according to the unit and nature of the evidence provided. The assessor uses RPL Assessment Tool Kit – Assessor Guide and will contact the learner to make an appointment for a formal interview. Documents submitted will be checked for authenticity, currency and verification will be sought from sources such as previous employers where appropriate. The assessor will interview the learner either face-to-face, over the telephone or skype asking questions only related to competencies that failed the assessor's documentary review. The assessor may introduce a formal assessment tool if necessary. The assessor will document findings and complete the evidence matrix.

Learners will be given notice of the decision to grant or not to grant RPL. This is documented on the Training Plan. If unsuccessful additional training will be scheduled. This notice is placed on the learner's file.

As RPL is a form of assessment, the policies and procedures applying to re-assessment and appeals apply. Learners have the right of appeal if they are dissatisfied with the assessment outcome for RPL. This appeal process must follow the procedure that is in place for all assessment matters.

Assessment – Applicants will be advised to provide all supporting documentary evidence with their application for RPL/RCC assessment. Evidence could include but not limited to: (Refer RPL Assessment Candidate's Tool Kit)

Self-evaluation

Certified copies or relevant certificates/competencies achieved.

Resume or Curriculum Vitae

Third party report or work history/experience

Names of referees

Samples of work undertaken

Portfolio of work or evidence of work, projects, tasks performed eg photographs, etc.

Applicants will be formally assessed for RPL via:

Interview, either face-to-face, over the telephone, via skype or another enabling technology (applicant can nominate their own support person for the interview).

The assessor will verify evidence present and contact referees.

A decision will be made by the assessment team to either:

Grant RPL

Request further evidence to satisfy the gaps identified

Advise further training of identified gaps.



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Review – Unsuccessful applicants may request to be re-assessed via the assessment appeal process for each Unit of Competency. If the applicant is unsuccessful following assessment appeal, refer to SGAE procedure.

The RPL/RCC process allows every opportunity for the applicant to provide as much verifiable evidence to support their application. All assessment methods and processes comply with the rules of evidence:

Sufficient
Valid
Current
Authentic

The process of RPL/RCC is unbiased, and confidential. The decision of the assessor is based on matching the evidence against the relevant competency standards.

Assessment Records

Copies of all assessment will be kept and archived by SGAE for auditing purposes in line with ASQA Standards for RTO's 2015, Standard 3.

The RTO issues, maintains and accepts AQF certification documentation in accordance with these Standards and provides access to learner records.

RPL/RCC Interview Records

All RPL interviews and presentation of supporting evidence will be recorded on the RPL Assessment Tool Kit Candidate's copy and kept on the learner's file.

RPL/RCC formal assessment - Interview with assessor

SGAE employs industry qualified Trainers/Assessors in line with the ASQA Standards for Registered Training Organisations 2015, Standard 1 Clauses 1.13 - 1.16 'Employ skilled trainers and assessors'.

TRAINERS/ASSESSORS

In addition to the requirements specified in Clause 1.13-1.16. the RTO's training and assessment is delivered only by persons who have:

TAE40116 Certificate IV in Training and Assessment

vocational competencies at least to the level being delivered and assessed;

current industry skills directly relevant to the training and assessment being provided; and

current knowledge and skills in vocational training and learning that informs their training and assessment.

Industry experts may also be involved in the assessment judgement, working alongside the trainer and/or assessor to conduct the assessment.



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Credit Transfer

For applicants wishing to undertake the training program, but would like credit for existing qualification/s/units of competency:

Enrol in the relevant qualification/competency/s.

Provide verifiable evidence of existing certificates/statement of attainments and other achievements that can be matched against the enrolled competency/s.

All qualifications and Statements of Attainment must be certified as true copies of the original; or candidates present original copies in person for verification by the assessor.

Review

The Compliance Manager will review this procedure within the risk management process at least once every 12 months.

5. ASSOCIATED DOCUMENTS

- RPL Candidate Kit
- RPL Assessor Guide

6. RELATED STANDARDS

Standard 1, Clauses 1.8, 1.12

7. RESPONSIBILITY

- EO
- Training Coordinator
- Compliance Officer

Approved by: Erin White

Position: Executive Officer

Signature:

Date:10/4/2020

Version	Created by:	Reason for update	Implementation Date
2	Jayne Mark	Replace old policy	10/4/2020



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