

1.7

Title	RECOGNITION POLICY
Organisational Category	Academic
Reference Number	1.7
Approval Authority	Management Committee
Date of Approval	18 August 2009 (Original 1 July 2004)
Date of Amendments	
Review Status	Annual
Information and Contact	Chair, Management Committee
Keywords	RPL, recognition, recognition of prior learning, mutual recognition, credit transfer.
Version Control	V3.9
Previous Reference Number	023

1. RECOGNITION POLICY

1 **Recognising students' skills and experiences.**

1.1 SCBIT uses two processes to allow students to have their current qualifications, knowledge, skills and experience recognised.

- **Recognition of Prior Learning** (4-8)
- **Credit Transfer** (see 2).

1.2 **Recognition of Prior Learning** refers to the assessment of an individual's **non-formal and informal learning** to determine the extent to which the required learning outcomes for a particular module have been achieved. (e.g. relevant workplace experience, courses completed as part of professional development).

1.3 **Credit transfer** refers to recognition of an individual's prior **formal learning**, already completed, to determine the extent to which this counts towards further study (See section 2)

1.4 Credit transfer is related to **Mutual Recognition**. If a student has completed certain competencies of an AQF qualification from another RTO, they will be completely recognised towards the relevant AQF qualification at SCBIT. Because of this Mutual Recognition, competencies gained at another RTO will be dealt with by SCBIT's Credit Transfer systems. (See section 3)

1.5 Because these processes deal with recognition, we have grouped them together in a single policy.

2 What is Credit Transfer?

- 2.1 Credit transfer refers to the assessment of an individual's prior formal learning to determine the extent to which this is equivalent to the learning outcomes, competency outcomes or standards of a module at SCBIT. Formal learning takes place at an accredited institution that is linked to the attainment (or partial attainment) of a formal qualification or award (e.g. Certificate, Diploma etc).
- 2.2 Students must provide evidence that they have met the content area and learning outcomes through previous formal study at an equivalent level. The evidence provided by the applicant must be relevant, current, authentic and sufficient for an assessment to be made. VET students may seek recognition for national units of competency contained in their current course of study which have been completed previously at another institution (See Mutual Recognition – section 3).
- 2.3 For Credit Transfer, the requirements are;
 - a A student must fill *Recognition Application Form*
 - b Certified copies of relevant qualifications and academic transcripts from their previous educational institution.
 - c Course/subject/unit outline showing the content of the unit previously studied. This should clearly demonstrate that the unit of study is equivalent to the SCBIT unit.
 - d Examples of assessments may also be relevant in showing that the course material has been assessed at a comparable level.
- 2.4 For units of competency completed at another Registered Training Organisation which are mutually recognised through AQF (See section 3) the requirement is;
 - a Provide formal documentation. Provide evidence of units of competency completed at another Registered Training Organisation contained within the SCBIT course of study. Statements of Attainment/Transcripts must be certified copies.
- 2.4 Steps required for Credit Transfer are as for RPL, as in sections 7 and 8.
- 2.5 Payment and details of Reduction of course length are in sections 9 and 10.
- 2.6 For details of enrolment of a student applying for Credit Transfer, see clauses 5.12 - 5.17 of Policy 7.7 Student Transfer Policy.

3 **Mutual recognition**

- 3.1 SCBIT has mutual recognition of the AQF qualifications and Statements of Attainment awarded by any other RTO. If a student has completed certain competencies of an AQF qualification from another RTO, they will be completely recognised towards the relevant AQF qualification at SCBIT.
- 3.2 Students who have completed certain subject(s) or unit(s) of competency in an educational institution or RTO may apply for an exemption in that subject(s) or unit(s) of competency. For an exemption to be given, complete proof must be provided that the content, competencies achieved and duration of the prior subject is reasonably similar to a corresponding subject at SCBIT. The request should be made to the Director of Studies through the RPL Application Form that is available from Student Services.
- 3.3 If there is sufficient evidence in the application and supporting documentation, no further assessment may be necessary. If further assessment is required, it may take any practical form consistent with the assessment criteria for the claimed competencies and the principles of validity, reliability, fairness and flexibility. The form of assessment may be discussed with the student and may consist of interview, written assignment, workplace assessment, exam, or other method.
- 3.4 The Recognition Form is used, as for Credit Transfer.

4 **What is Recognition of Prior Learning?**

- 4.1 Recognition of Prior Learning is a process whereby evidence is collected and a judgement is made by an assessor or assessment team against the requirements of one or more endorsed units of competency from a relevant industry Training Package.
- 4.2 Recognition of Prior Learning (RPL) is like other forms of competency based assessment, being based on previous learning and how this contributed to the person's current competence.
- 4.3 The judgement is made on evidence provided by candidates of the skills and knowledge that they have previously learnt through work, study, life and other experiences, and that they are currently using.

This evidence may include:

- work records
- records of workplace training
- assessments of current skills
- assessments of current knowledge
- third party reports from current and previous supervisors, trainers, managers and customers or clients
- previous qualifications

- confirmation of relevant unpaid or volunteer experience
- examples of work products.

5 Types of Evidence

There are different ways of describing and categorising evidence. The most common way of categorising evidence is:

5.1 Direct evidence

Competency is observed/witnessed, eg

- observations of candidates carrying out work activities
- oral questioning of candidates
- demonstration of specific skills needed to complete the task.

5.2 Indirect evidence

Competency is inferred, eg

- assessment of technical qualities of finished product
- written test of underpinning knowledge
- review of previous work performed.

5.3 Supplementary evidence.

Supplementary evidence is additional evidence required by an assessor to support a candidate's claim of competence. This could include:

- testimonials from employers
- reports from colleagues, clients and/or supervisors
- work diaries/journals
- evidence of training
- examples of reports or work documents.

6 Possible evidence Sources

	Source	Explanation	Examples
6.1	Practical Demonstration	Observation of real work or simulation by assessor or agreed third party	<ul style="list-style-type: none"> • Presentation at a meeting • Video of inducting new staff
6.2	Third party reports	<ul style="list-style-type: none"> • Confirmation of consistent performance over time and a range of contexts. • Confirmation of candidate's application and adaptation of complex procedures. • Ability to meet Key Performance Indicators 	Reports from: <ul style="list-style-type: none"> • Supervisor • Manager • Customer • Suppliers • Peers
6.3	Questioning/ structured interview	<ul style="list-style-type: none"> • Confirmation of understanding • Clarification of ethics, values & attitudes • Review of portfolio for relevance, authenticity and sufficiency. • Establish capacity to handle unforeseen situations, predict and evaluate 	<ul style="list-style-type: none"> • Application of enterprise procedures, eg OHS • Handling of critical incidents • Application of business goals in planning and evaluation • Reflection on personal/professional practice

6.4	Personal statement/ resume	<ul style="list-style-type: none"> • Personal statement and self-assessment using relevant examples of performance • Resume that outlines past work experience and qualifications 	<ul style="list-style-type: none"> • Self-assessment against performance criteria • Outline of work experience • Personal development activities • Reflections in diary or journal nominated referees
6.5	Workplace documents	<ul style="list-style-type: none"> • Verified work outputs that are relevant and current 	<ul style="list-style-type: none"> • Job cards, rosters, shift records • Minutes of meetings • Operational plans/ budgets/ processes • Recommendations and reports • Explanations of procedures, manuals. • Calculations, flow charts, project plans
6.6	Training records	<ul style="list-style-type: none"> • Training outcomes mapped to competency standards in the relevant Training Package 	<ul style="list-style-type: none"> • Workplace assessor qualifications • Equipment supplier's certificate • RTO qualification
6.7	Case study	<ul style="list-style-type: none"> • Critical analysis of performance that is mapped to competency standards in the relevant Training Package 	<ul style="list-style-type: none"> • Design and implementation of new procedures • Illustration of ethical practice
6.8	Work project	<ul style="list-style-type: none"> • Completion of a negotiated task to provide evidence of the capacity to analyse, synthesize, predict & evaluate 	<ul style="list-style-type: none"> • Marketing strategy for new product or service • Quality improvement to a process

6.9	Journal/ diary entries	<ul style="list-style-type: none"> Record of work roles, tasks and responsibilities, contributions to team outputs, reflection on personal performance, learning and training opportunities. 	<ul style="list-style-type: none"> Organisation and time management Operational planning, budgeting Analysis of critical incidents and contingency management Reflection on personal performance and development
6.10	Testimonials/ awards	<ul style="list-style-type: none"> Independent confirmation of personal performance Memberships 	<ul style="list-style-type: none"> solicited letters from customers Company/industry awards for innovation, excellence, achievement

7 Steps in RPL- application onshore

- 7.1 Students requesting RPL will receive support from the Director of Studies. They will be interviewed and have the RPL process explained to them.
- 7.2 The student/applicant will need to fill the Recognition Application form (available at Student Services) to indicate that they wish to undertake RPL assessment. The onus is on the applicant to gather all relevant information that will act as evidence for their RPL. The applicant must compare the learning outcomes of the competency/s with proof of his/her experience/knowledge, where and when the applicant gained this experience/knowledge. Every learning outcome in the competency/s must be addressed
- 7.3 Assessment then follows. This may take the form of an examination of all supporting documents/materials of proof, or it may be an actual testing of the skills the applicant wishes to have recognised.
- 7.4 The assessor will use the Recognition Application form (1.7.1), as well as relevant sections from the RPL kit (1.7.4- 1.7.7) for the units which recognition is being sought. The RPL kit is used to record outcomes.
- 7.5 After the assessment by the assessor a decision will be made as to whether RPL will be granted. There will be a post-assessment interview to advise the applicant of the outcome and a written rationale will be provided to the applicant if RPL has not been granted. The applicant will be provided with certification for any skills, competencies or courses for which RPL has been granted, or, the applicant will be provided with information about further action he/she may take if the result is not to their satisfaction.

- 7.6 Should the applicant wish to take further action, they will need to complete an Recognition Appeals Form and submit it along with supporting evidence to the Director of Studies.
- 7.7 The Director of Studies shall review all of the evidence, meet with the assessor, and make a decision regarding the RPL application.
- 7.8 The Director of Studies will meet with the client to discuss the final decision.

8 **Steps in RPL – offshore application**

- 8.1 Students requesting RPL from overseas will be required to contact the main office of SCBIT directly. They will be directed to the Director of Studies who will explain the RPL process to them, or send a guideline to them as well as Recognition application form.
- 8.2 The Director of Studies will ensure that the student's agent is aware of their application and the implications regarding a shorter course, if the application is successful.
- 8.3 The student/applicant will need to fill the Recognition Application form to indicate that they wish to undertake RPL assessment. The onus is on the applicant to gather all relevant information that will act as evidence for their RPL. The applicant must compare the learning outcomes of the competency/s with proof of his/her experience/knowledge, where and when the applicant gained this experience/knowledge. Every learning outcome in the competency/s must be addressed
- 8.4 The student/applicant will provide this information to the agent who will forward this to the College.
- 8.5 Assessment will follow as for 7.3, 7.4, 7.5 and 7.6
- 8.6 If the applicant is successful a tentative RPL will be made. Original documents will need to be viewed by the Director of Studies before full RPL is given. This will be done when the student arrives onshore at the College.
- 8.7 The agent will be informed of the decision and the College will inform the agent if the course should be shortened and fees reduced.

9 **Fee**

- 9.1 A fee of \$200 will be charged for each unit of competency for RPL
- 9.2 Credit Transfer is free.

10 Reduction in course length

- 10.1 If Recognition is granted, then the duration of the course will change. This will be recorded in PRISMS and eBECAS. It will affect fees and students and agents must be notified about changes in their tuition fees.

- 10.2 Student will need to meet with Marketing and Student Services to formalise the Recognition (RPL or Credit Transfer).

- 10.3 Recognition status to be updated on eBECAS by Campus Manager

- 10.4 Finance Department to be notified if any change to fees.

- 10.5 Director of Studies will supervise a study plan for the student – which may be done by DOS. A copy to be placed in student file.

11 Some Theoretical Issues

- 11.1 Since RPL was introduced in the early 1990's, there have been some changes in the definition. Originally RPL was a term used to cover all manner of recognition, both formal and informal. Today, there is a plethora of terms used. Hence the need to have strict definitions. In an earlier theoretical paper, (Batemen, A & Knight B., 2003) this matters have been discussed clearly, so the following section, quotes some of the distinctions.
- 11.2 **RPL** should be seen as a purpose of **assessment** with an important role in the training cycle, especially as a precursor to training. RPL is bound by the same principles and rules of evidence and quality assurance strategies as other assessments. At a training organisation level, RPL should be included within the broader framework of policies and procedures for assessment. (p.3)
- 11.3 The term **credit transfer** should be retained as separate from assessment, as it involves the recognition of formal training previously undertaken, which is deemed equivalent through a set of administrative procedures (p.3).
- 11.4 RPL is granted after an assessment undertaken by the registered training organisation. Credit transfer arrangements, on the other hand, allow status or credit to be given for satisfactory completion of equivalent subjects at another education or training institution, such as some other VET provider or a secondary school, and is essentially an administrative process. (p.10).
- 11.5 Mutual recognition involves the recognition and acceptance of qualifications and statements of attainment by other registered training organisations (RTOs) and it enables individuals to receive national recognition of their achievements; this should be distinct from the other forms of recognition processes (p.3).
- 11.6 Recognition of Current Competency (RCC). Kirkwood and Kearney (1998) consider that it is not a worthwhile debate to try and separate the two definitions of RPL and RCC, and Kenyon et al. (1996) consider that the differences are not really that important. (p.9)

Batemen, A & Knight B., 2003, Giving Credit. A review of RPL and credit transfer in the vocational education and training sector 1995- 2001, ANTA/ NCVER

Kenyon, R 1996, *Recognition of prior learning: Get recognised*, NCVER, Adelaide

Kirkwood, G and Kearney, G 1998, *The Business of recognition, ANTA demonstrating Best Practice in VET project*, Enterprise Design Associates, Tasmania.

Procedures attached

ID	Procedure Name	Comment

Documents attached

ID	Document Name	Comment
1.7.1	Recognition Application Form	
1.7.2	Student information Sheet-Recognition	
1.7.3	Recognition Appeal Notification	
1.7.4	RPL Kit for BSB51107	
1.7.5	RPL Kit for BSB60407	
1.7.6	RPL Kit for ICA50705	
1.7.7	RPL Kit for ICA60105	
1.7.8	Entry requirements for ICA50705 Diploma of Information Technology	
1.7.9	Application for Internal Credit Transfer	

Context

This policy meets the requirements of:	Section
Australian Quality Training Framework 2007	Element(s) 1.2, 1.5 (Specifically RPL), 2.6, 3.2, 3.3
National Code of Practice (2007)	Standard (s) 12 Course Credit
Other relevant legislation	

Revision history

Revision no	Date	Description of modifications
1	8 May 2009	Complete overhaul of original.
2	4 Sept 2009	Jobs transferred from Academic Director to DOS – 5.1, 5.5, 5.6, 5.7. 6.1, 6.2, 7.2
3	7 Dec 2009.	Name change from RPL Policy to Recognition Policy. Part 1 changed. Order changed – Credit Transfer & Mutual Recognition brought forward and rewritten (Sections 2 & 3).
4	15 March 2010	Theoretical issues added, Docs to be updated section.
5	29 March 2010	9.1 “A fee of \$200 will be charged”
6	22 April 2010	Forms 1.7.8 and 1.7.9 added

Documents to be updated after amendments

ID of document	Document Name	Location of document
3.1	Recognition Policy	College Website, Academic Portal, VET Academic (Q) drive, QA Compliance (S) drive, Fileshare (M) Drive
-	College brochure (Key Policies and Procedures)	
7.1.1	Student Handbook	VET Academic (Q) drive; VET Section 12 Handbooks