Recognition Procedures

Key Points

- RPL and Credit Transfer is offered to all students.
- RPL assessment is conducted in accordance with the Principles of Assessment and Rules of Evidence.
- Students undertaking RPL are to be provided with adequate information and support throughout the process.
- The onus for gathering and presenting evidence to support a claim for RPL or Credit Transfer rests with the student.
- All evidence presented for RPL will be maintained in the student file in VETtrak regardless of the outcome (C or NYC).
- Assessors should aim to have the RPL process completed within 6 months of the student's enrolment.
- Evidence presented for Credit Transfer must be the original certification issued to the student or certified copies.
- Credit is only able to be provided through Credit Transfer when the student holds the same unit (code and title) as the unit being delivered or the unit held by the student can be mapped as equivalent in training.gov.au to the unit being delivered.
- Original documentation provided by a student will be copied and the copy marked as "Verified".
- Original documents are to be returned to the student.
- All evidence presented for Credit Transfer will be maintained in the student file in VETtrak.

Recognition of Prior Learning / Current competency

Recognition is a method of assessing if a student has evidence of competence for a unit of competency developed over time, regardless of how, when or where the competency was developed. Recognition is an assessment process not an assumption of competence.

STEP 1 – Initial Enquiry and Application

Who	Actions
Student	• Student makes an enquiry regarding RPL.

RTO Manager or Admin	• Provide student with an overview of the RPL assessment process and evidence gathering requirements.
	• Identify the Units of Competency the student believes they can claim RPL for.
	  ○ Provide the student an overview of the Unit content; Elements, Performance Criteria, Knowledge Evidence, and evidence requirements.
	  ○ If the student decides to proceed with RPL, provide the student with the **RPL Application Form** and schedule a time to meet with the assessor for initial interview (allow 2 weeks for initial evidence collection).
	  ○ Provide the student with copies of the Units of Competency to assist them in the initial evidence collection and preparation for Assessor interview.

Student	• Read the information provided and complete the RPL Application Form • Collate, prepare and present supporting evidence. • Submit the RPL Application Form and supporting evidence to Assessor prior to interview.
STEP 2 – Initial Interview and Self Evaluation	
Who	**Actions**
Student	**Prior to Interview** • Reflect on experience, roles held and current skills and knowledge relevant to the application. **During the Interview** • Discuss broad details of relevant experiences with the Assessor. • Discuss units chosen for RPL. • Participate in planning the RPL process and actions required. **After the Interview** • From the discussion with the Assessor and in accordance with the agreed plan, complete any necessary form, gather supporting evidence including any workplace or third-party evidence from employers or supervisors.
Assessor	**Prior to Interview** • Review the RPL Application Form and initial evidence provided by the student. • Prepare interview questions for the student based on the units selected. **During the Interview** • Go through the student's initial evidence and discuss broad details of relevant experiences. • Develop an RPL Assessment Plan for the student, including actions required for further evidence. **After the Interview** • Review the student's evidence and commence making recordings against unit requirements. • Provide the student with any additional feedback based on the evidence review and confirm a time for the Competency Conversation.
STEP 3 – Competency Conversation	
Note:	The Competency Conversion should be held in the workplace (where possible). For most students more than one conversion will be required depending on the number of units in the application. The Competency Conversation is also a good opportunity to observe the student in the workplace.
Student	**Prior to the Conversation**

	• Prepare all evidence requirements as per the RPL Assessment Plan and submit to the Assessor prior to meeting. • If the Competency Conversation is being conducted in the workplace, identify any relevant tasks that may be able to be undertaken and observed by the Assessor. **During the Conversation** • Respond to questions and scenarios provided by the Assessor. • Discuss work roles and knowledge. • Provide direct evidence from the workplace where relevant. • Responses must include the principles that underpin workplace tasks, not just provide a description of the task.
Assessor	**Prior to the Conversation** • Review submitted student evidence. • Gather all documents and equipment required for recording the Competency Conversation responses. • Ensure questions and scenarios cover the requirements of the units and are relevant to the workplace. • If the Competency Conversation is to be conducted in the workplace, discuss with the student any relevant tasks that may be undertaken and observed. **During the Conversation** • Work through the student questions and prompt for responses. • Record responses and consider based on the evidence gathered. • If previously identified and agreed, observe any workplace tasks. **After the Conversation** • Consider the evidence gathered including responses to questions and any observations. • Record finding against unit outcomes. • If required, update the RPL Assessment Plan. • Provide feedback to the student.
STEP 4 – Practical Observation	
Note:	If workplace tasks were not observed during the Competency Conversation, this step provides an opportunity to for the Student to demonstrate their practical skills and knowledge, particularly in areas where the documented evidence or conversation responses did not meet the requirements for the units being assessed. Practical observations may involve more than one visit depending upon the task and may involve tasks devised by the Assessor.
Student	**Prior to Demonstration** • Read the workplace assessment task requirements provided by the Assessor and make any necessary workplace preparations. **During the Demonstration**

	• Conduct the workplace assessment tasks in line with the instructions provided and as agreed in the RPL Assessment Plan.
Assessor	**Prior to Demonstration** • Provide the student with details of the essential knowledge and skills so they are clear on the required assessment task or tasks. **During the Demonstration** • Provide the student with clear instruction of the tasks to be performed. • Record observations on the Assessment instrument. • Provide feedback to the student of outcomes. • If the Student is deemed Competent (C), gather all evidence for review and filing.
STEP 5 – Gap Training (Optional Step)	
Assessor	• If the student is found to be NYC following the Competency Conversation and Practical Observation, provide the student a documented overview of where the “Gaps” in their competence exist. • Identify any training or additional evidence the student may need to undertake or present to fill the gaps. • Agree on the preferred course of action for the student and provide ongoing assistance as required. • If the student chooses to not continue with the RPL Application, advise them of the gap training opportunities that are available for them. • Gather all evidence for review and filing.
Student	• If the result has been recorded as NYC, discuss the gaps and any potential training or additional evidence requirements. • Determine the preferred course of action and advise the Assessor.
STEP 6 – Recording Results	
RTO Manager	• Review all evidence gathered by Assessor against the Rules of Evidence and the documented RPL Assessment Plan. • If evidence meets the assessment requirement for the unit confirm the outcome and forward to Admin for filing within VETtrak • If evidence does not meet the assessment requirements for the unit provide feedback to the Assessor and determine appropriate rectification action.
Admin	• On receipt of Assessment Evidence, record result and file evidence into Student File in VETtrak. • If the student has been assessed as Competent, issue the Statement of Attainment or qualification as per procedure.

Credit Transfer – with Certification Documentation from another RTO
Any previously completed unit(s) can count toward a student's current course or qualification when a Qualification, Statement of Attainment or verified Transcript from the Registrar is provided and has the same national competency codes as those for the course that they are enrolled in or intend to enrol in. Students that are granted Credit Transfer are not required to undertake learning in the unit/s again. When reviewing evidence for Credit Transfer: • TITEB will recognise AQF certification documentation from other RTOs, and authenticated VET transcripts issued by the Registrar. After review and verification of validity TITEB will apply a credit to all relevant units of competency/modules. • TITEB will apply a credit when the certification documentation provided by the client contains the same national competency code as those that form part of the training program offered by TITEB. • Certification documentation must be presented as either originals or certified copies of an original. Certified copies must be signed by an authorised signatory. Original Certification documentation will be returned to the applicant. • TITEB will not issue an AQF qualification or Statement of Attainment that is achieved wholly through recognition of units completed at another RTO or RTOs. (ie; a client cannot complete all their learning and assessment with another RTO and request TITEB to issue the qualification under Credit Transfer). The maximum amount of credit that will be awarded toward issuing an AQF qualification or Statement of Attainment is 50% of the units identified within the programs packaging rules. • The application for Credit Transfer should be made prior to commencement of the course.

STEP 1 – Initial Enquiry and Application	
Who	**Actions**
Student	• Student makes an enquiry regarding Credit Transfer.
RTO Manager or Admin	• Determine if the student already has certification documentation relevant to unit/s from another RTO, relevant to the current program. • If yes, provide the student with the **'Credit Transfer Application Form'** • Explain the process for Credit transfer with the student and advise of the evidence requirements.
Student	• Student completes the 'Credit Transfer Application Form'; attaching original certification documentation with the application. • Student keeps a copy of the evidence presented. • Student submits assessment to Admin for assessment.

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<tr><th colspan="2">STEP 2 – Assessing Evidence</th></tr>
<tr><th>Who</th><th>Actions</th></tr>
<tr><td>Admin and Assessor</td><td>

The evidence presented is checked to confirm the unit/s being claimed have the same title and code as that within the course the student is enrolled. If the title and code do not directly match, check training.gov.au to review the unit history and mapping to determine if the student holds a different but equivalent unit.
If the unit being claimed by the student is eligible for Credit Transfer:

The evidence presented by the student is authenticated to confirm its legitimacy.
Authentication will occur by

The student will need to provide permission to authenticate the information by directly accessing the USI transcript online. This process requires the student to log on to their USI portal and allow TITEB permission to view a USI transcript.
Without permission provided by the student, TITEB will not be able to authenticate qualifications / transcripts through the USI portal; or
If the USI portal does not reflect the transcript provided by the student, TITEB will contact the issuing organisation to confirm the content is valid.

If the evidence is confirmed as valid, copy all student evidence and place in the Student File in VETtrak.
Enter the result into VETtrak.
If appropriate, issue the Statement of Attainment or qualification to the student as per the VETtrak procedure.
Return the students original evidence and advise of the outcome.

Note: See below for details on how students grant access to view their USI Transcript.
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<tr><th colspan="2">STEP 3 – Alternative Credit Transfer Opportunities</th></tr>
<tr><td>RTO Manager and Trainer / Assessor</td><td>

In the event TITEB are unable to authenticate a qualification or transcript provided by a student, Credit Transfer will not be awarded.
If possible, work with the student to determine if an alternative recognition pathway is viable.

If a student applies for Credit Transfer for a unit that is not listed in the units on offer for the course they are enrolled in, determine the suitability to have a unit recognised as an imported elective, on the proviso the unit is relevant to the vocational (work) outcome of the learning program.
For units that do not have an equivalent outcome, however components of a unit are corresponding, recommendations for partial recognition may be considered. The student may be offered gap training and

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	assessment or an RPL pathway. The Trainer Assessor is to develop a learning plan in consultation with the student.
Granting Permission to Access USI Transcript On Line	
To enable TITEB to view a student's USI Transcript they will need to set up a "Permission" in their USI account as per the steps below.	
Student	• Go to www.usi.gov.au • Select 'Student Login'. • Agree to Terms and Conditions and Login. • Select 'Provide your USI'. • Select 'Set up access to your USI Account/ Permissions. • Search Details by entering the Training Organisation code or name in the appropriate field. • Select 'Search' • Once you have found your Training Organisation, select 'Add'. • Select the permission you want to grant your Training Organisation and the expiry date. • Select 'Save'. The student has the option to grant TITEB with the following permissions. • View their transcript. • View their account details. • Update their account details. Also ensure the expiry date the student sets to allow access is sufficient to enable the verification to occur.