

Recognition Pathways Policy Number: TL006

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Policy Name	Recognition Pathways
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Related Policies	TL002 Assessment and Appeals
Supporting Documents	Recognition Strategy; Recognition Guide; Recognition Application Form; Recognition Kit for Individual Qualifications

Definitions

RPL (*Recognition of Prior Learning*): acknowledges skills and knowledge gained through formal training and work experience. The process assesses the evidence of current skills and knowledge of the applicant against the elements of competency standards in the qualification.

CREDIT TRANSFER (CT) (*Mutual or National Recognition*): is a process whereby the national qualifications issued by one Registered Training Organisation are recognised by another for the purposes of providing credit or advanced standing into national qualifications.

RCC (Recognition of Current Competency): this 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 (for example for a licensing body).

Policy

- Recognition of Prior Learning (RPL) is a process that enables people who are seeking a formal qualification from a Nationally Accredited Course or Training Package to gain recognition of competencies they have already acquired through formal or informal training and education, work experience, or general life experience, towards those qualifications. Recognition enables them to avoid unnecessarily duplicating that learning experience.

- The RPL process applies to students wishing to receive advanced standing into an accredited course, to be exempt from prerequisites because of previous work or educational experience, or to combine work experience with formal education to achieve a higher accredited qualification.
- We observe the National Qualifications Framework Principles for Recognition of Prior Learning viz.
 - *Competence*: We focus on the competencies acquired - not how, when or where the learning occurred
 - *Commitment*: We have a demonstrated commitment to the recognition of prior learning
 - *Access*: The process is available to all potential applicants
 - *Fairness*: The process is fair to all parties
 - *Support*: We provide adequate support to potential applicants
- We offer all students in accredited courses the opportunity to seek Recognition through a formal process that adheres to the requirements established by the accrediting authorities.
- The applicant fee is charged for the RPL, CT and RCC process, the fee will range from 30% to 60% of the equivalent training program.
- We endeavour to minimise the duration and cost of our RPL process to applicants and to provide adequate information and support to assist them to gather reliable evidence in support of their claim.
- Recognition of Prior Learning is granted by a duly qualified Assessor who must have a minimum of Certificate IV in Training and Assessment qualifications along with relevant experience in the competencies being assessed.
- The Assessor requires evidence that the candidate is currently competent when assessed against the industry or enterprise competency standards specified in those accredited courses.
- That evidence can take a variety of forms, including:
 - *Completion of previous courses*: Applicants may submit documented evidence, eg; Certified copies of examination results, Certificates demonstrating successful completion of a course with the equivalent learning outcomes and underlying competencies. If this equivalence cannot be clearly identified by the documentation forwarded, further evidence is required.
 - *Other forms of evidence*: Applicant may also forward other forms of evidence to prove competence achieved through informal/formal learning or previous work/life experience, including:
 - An Interview with the Assessor
 - Direct observation (skills test) by the Assessor
 - Discussion with the supervisor/peer where learning was acquired

- Resume/portfolio of evidence /
- Letters of reference from employers / testimonials from past clients
- Project based assessment / Examples of work but must convince the assessor that it is authentic, valid, reliable, current and sufficient.
- The Assessor is responsible for comparing the evidence forwarded against the relevant criteria, but at all times the onus is on the applicant to provide the evidence to support their claim.
- Should an applicant dispute an RPL decision an Assessment Appeals (Policy TL002) process is available.

Procedure

RPL, CT and RCC is offered to all students enrolling in accredited courses at *SkillsLink Training*.

SkillsLink Training supports the recognition of prior learning, recognition of current competence and credit transfers through an accredited standard process, which is fair, transparent and consistent.

SkillsLink Training will recognise current AQF qualifications and statements of attainment issued by other registered training providers where there are a current endorsed alignment/mapping documents through a credit transfer.

The following procedure applies for RPL and RCC CT:

1. RPL is included in the Trainer Induction and in the Trainer Handbook
2. RPL, CT is promoted to all enrolling students via the Handbook, Website and Information Sessions
3. The prospective candidate contacts the Training and Compliance Manager who will provide the candidate with a Recognition Guide.
4. An interview with the Training and Compliance Manager is arranged to discuss the nature of the evidence required and how it might be obtained, including the costs involved in obtaining Recognition.
5. The candidate decides if they have some or all of the required evidence to prove competency.
6. The recognition Application Form is to be completed and fees paid before proceeding.
7. The candidate is provided with a Recognition Kit for the relevant qualification.
8. The candidate will provide evidence that can be used for each criterion to substantiate the claim of competency.

9. An interview may be arranged with the assessor to construct evidence through questioning or observation.
10. The candidate collects all evidence and organises it into a portfolio.
11. The candidate submits the portfolio for assessment.
12. The evidence is reviewed and assessed against the performance criteria
13. The assessor makes a decision about competency and prepares a report outlining the outcome and recommend actions or activities for the student to complete to gain competency for units that were not deemed as competent. This information will be communicated to the candidate and a next step plan will be developed and could include 'gap' training, pathways to other qualifications or an action plan for further skill development.

Appeals against decision

Students not satisfied with the outcome may appeal through the Assessment Appeals Process. Refer to Assessment and Appeals Processes for VET Students TL002.