Recognition Policy

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Preamble

This policy will provide guidelines and procedures to ensure ETAS (WA) Pty Ltd and all of its subsidiaries and trading names (referred to as Schrole DEVELOP, Schrole, ETAS Group and Schrole ETAS) continues to meet the requirements of the National Vocational Education and Training – Standards for Registered Training Organisations 2015 in respect to recognition provided to learners.

Purpose and Policy Statement

The objective of the Recognition Policy is to ensure that an individual's prior learning achieved through formal and informal training, work experience or other life experiences is appropriately recognised.

Scope

This policy applies to all training products on the Schrole DEVELOP scope of registration and is applicable to all existing and potential learners.

References and Legislation

- National Vocational Education and Training Regulator Act 2011
  - Standards for Registered Training Organisations 2015
    - Standard One: Clauses 1.8, 1.12 Conduct Effective Assessment and Offer RPL
    - Standard Three: Clauses 3.5 Provide Credit for Prior Studies

Related Documents

- Schrole DEVELOP Client Handbook
- Schrole DEVELOP Training and Assessment Strategies Policy
- Schrole DEVELOP Trainer-Assessor Handbook
- Schrole DEVELOP Records Management Policy
- Schrole DEVELOP Assessment Policy
- Schrole DEVELOP Complaints and Appeals Policy

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Definitions

- <u>Australian Qualifications Framework (AQF)</u> means the framework for regulated qualifications in the Australian education and training system.
- <u>AQF Certification</u> means the set of official documents that confirms that an AQF qualification or statement of attainment has been issued to an individual.
- <u>AQF Qualification</u> means an AQF qualification type endorsed in a training package or accredited in a VET accredited course.
- <u>Credit</u> is the value assigned for the recognition of equivalence in content and learning outcomes between different types of learning and/or qualifications. Credit reduces the amount of learning required to achieve a qualification and may be through credit transfer, articulation, recognition of prior learning or advanced standing.
- <u>Credit Transfer (CT)</u> is a process that provides students with agreed and consistent credit outcomes for components of a qualification based on identified equivalence in content and learning outcomes between matched qualifications for the purposes of this policy, Schrole DEVELOP consider that Credit Transfer means credit granted to a learner for a unit of competency that they have previously successfully completed.
- <u>Assessors</u> are persons who assess a learner's competence in accordance with Clauses 1.13 to 1.16 of the standards for RTO's 2015
- <u>Authenticated VET transcript</u> has the meaning given in the Student Identifiers Act 2014: 'authenticated VET transcript of an individual means a document prepared by the Registrar that sets out information: a) that relates to the VET undertaken by the individual, and, b) that is prescribed by the regulations
- <u>Recognition of Prior Learning (RPL)</u> 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.
- <u>Formal learning</u> 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
- <u>Non-Formal learning</u> 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
- <u>Informal learning</u> refers to learning that results through experience of work-related, social, family, hobby or leisure activities

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Procedures

Advice regarding recognition provided to learners

All learners are made aware of the ability to apply for course credit via RPL/ Credit Transfer application throughout the enrolment and induction process of their nominated course. Schrole DEVELOP make information in relation to recognition available to learners through publication of the Client Handbook on www.schroledevelop.edu.au and through verbal advice provided to prospective learners before, during and after the enrolment process.

Eligibility to Apply

All learners at Schrole DEVELOP are entitled to apply for recognition in the course or qualification in which they are currently or wish to be enrolled in. It is recommended that the application for recognition be made as soon as possible to avoid any fee alterations or unnecessary training.

Application and Assessment

It is preferable that learners seeking RPL or Credit Transfer are identified throughout the enrolment process enrolment forms. These forms have provision for the learner to nominate for either RPL or CT. In the situation where a learner does not nominate for RPL or CT, they will commence a full program – it will be at the discretion of the assessor to determine where an opportunity for RPL or CT exists and to make suitable adjustments in consultation with Administration and the RTO Manager.

Credit Transfer (CT)

As per clause 3.5 of the Standards for RTO's 2015; Schrole DEVELOP will accept and provide credit to learners for units of competency where these are evidenced by either an AQF certification document issued by any other RTO or AQF authorised issuing organisation, or, an authenticated VET transcript issued by the Registrar. Learners must not be required to repeat any unit or module in which they have already been assessed as competent, unless a regulatory requirement or license condition (including industry licensing schemes) requires this. Where a learner provides suitable evidence, they have successfully completed a unit or module at any RTO, Schrole DEVELOP will provide credit for that unit or module, after verification.

Before providing credit on the basis of a qualification, statement of attainment or record of results, Schrole DEVELOP will authenticate the information in the document (e.g. by contacting the organisation that issued the document and confirming the content is valid). This verification process is recommended to be conducted in writing.

When a RTO has a cancelled registration status and can no longer be contacted via email or telephone, verification of the authenticity of the qualification will need to be conducted with the regulator, being either Western Australian Training Accreditation Council (WA TAC) or Australian Skills Quality Authority (ASQA). WA TAC require a Student Record Request Form to be completed by the candidate and ASQA require a Statutory Declaration that the candidate has enrolled with Schrole DEVELOP.

Decisions as to the validity and approval to grant Credit Transfer for a Schrole DEVELOP candidate are to be made by a qualified assessor only.

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Recognition of Prior Learning (RPL)

Recognition of prior learning is simply a form of assessment 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 Schrole DEVELOP). 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 and meets the principles of assessment and rules of evidence (see Schrole DEVELOP Assessment Policy).

Under the Standards for RTO's 2015, Schrole DEVELOP are obligated to make RPL available to all learners.
To ensure consistency, fairness and transparency, Schrole DEVELOP has established a systematic, organisation-wide approach to RPL including policies and procedures that govern implementation.

The RPL process consists of the following stages:
- providing advice to learners about the process
- identify the evidence required
- providing students with sufficient information to enable them to prepare their evidence to meet the standard required for the RPL assessment process
- assessing using appropriate evidence-gathering methods and tools
- recording the outcome, and
- reporting to key internal and external stakeholders.

RPL Assessments at Schrole DEVELOP will be undertaken as per all other assessments, by qualified assessors that possess subject matter expertise.

Appealing application or assessment outcome

As per the Schrole DEVELOP Complaints and Appeals Policy, all Not Satisfactory or Not Yet Competent decisions in relation to assessment items are appealable by the learner, this is extended in this policy to include decisions of Not Yet Competent in relation to RPL and decisions of Not Applicable for CT – please refer to the Complaints and Appeals policy for further advice.

Records Management

The management and retention of records in relation to CT and RPL will be as per the Records Management Policy for retention of learner assessments.

BREACHES OF POLICY

Any person who is found to have breached this policy or the legislation to which this policy applies will be disciplined and may be subject to further criminal prosecution.

Confirmed current as at: 19th August 2020

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