

## Policy Purpose

These procedures are designed to provide a framework for the assessment and recognition of various types of prior experience obtained by an individual through formalised training, work experience and / or life experience. This process can be termed direct credit transfer (DCT) or recognition of prior learning (RPL).

No individual should be required to undertake a unit of study in a qualification for which they are able to demonstrate satisfactory ability to the required competency standard or learning outcome for completion of that unit.

The accompanying Policy and these Procedures therefore aim to maximise the recognition of an individual's prior skills and knowledge, whilst at all times maintaining Q Academy's integrity and standards of training.

## Policy Scope

All Students. All trainers. All Campuses, including online learning.

## Policy Statement

All prospective and enrolling students will be informed of RPL via areas such as the Q Academy website and student handbook. Individuals can apply for RPL at time of enrolment or up to one month after enrolment in a unit of competency.

RPL is awarded only for a total unit of competency; no partial RPL of unit of competency will be awarded.

## Direct Credit Transfer Process

To be awarded a 'Direct Credit Transfer' a student must hold a statement of attainment or statement of results that lists unit/s of competency matching those currently contained within the qualification being offered. To be eligible the unit must exactly match and the statement must have been awarded by an RTO with that unit listed of their scope. This will be checked on 'training.gov.au'. The student must provide the original statement for a certified copy to be taken or supply a certified copy.

## Recognition of Prior Learning Process

### Initial interview

The initial interview, or competency conversation, will be provided to all RPL applicants to ensure realistic expectations and eligible units for RPL is understood. In this session a suitable Q Academy representative will identify relevant units and provide information about learning outcomes and assessment criteria.

In this interview RPL applicants must be able to supply documents supporting their claim for competency, in detail sufficient to enable the assessor to decide on legitimacy of elements to be assessed. During this interview Q Academy can provide information to assist the applicant on how to best prove their claim.

Q Academy will also outline acceptable evidence and provide information on how to complete and submit the application.

### Application

On applying for RPL, candidates will be provided with an RPL application form which:

- Collects personal details and details of prior training and experience;
- Outlines possible sources of evidence;
- Outlines fees payable for assessment.

In order to apply for RPL, the RPL applicant must be able to provide current, quality evidence proving their competency against the relevant unit of competency. As with all types of assessment undertaken at Q Academy, the assessor must be confident that the candidate is currently competent against the endorsed unit(s) of competency.

### Submitting the application

Candidates must:

- Pay any applicable fees;
- Complete the RPL application paperwork in full;
- Submit a portfolio of evidence based on previous training or education;
- If applicable, undertake assessment in a classroom environment to demonstrate skills or knowledge;
- If applicable, undertake assessment in a simulated workplace assessment.

### Evidence to be supplied

Evidence may take a number of forms and might include:

- certification and details of training undertaken;
- supporting evidence of material contained within study to assist assessment such as course syllabus or assessments;
- awards, articles or published journals;
- 3<sup>rd</sup> party evidence can also assist such as references from past employers, testimonials from clients and work samples.

*3<sup>rd</sup> party evidence is usually supplementary and supports the validity and currency of information supplied.*

### Sufficiency of evidence

Evidence provided must show how the candidate meets the requirements of all parts of the 'unit of competency' they're applying RPL for. All the units are freely available from <http://training.gov.au/>

The responsibility is on the RPL applicant to provide sufficient evidence to satisfy the assessor that they currently hold the relevant competency. In judging the evidence, the assessor will use the following criteria; Authentic, Valid, Reliable, Current, Sufficient.

### Further assessment

Should the assessor have any reservations or concerns regarding the evidence provided, or the RPL applicant's ability to adequately demonstrate competence, the assessor will request the applicant undertake a skills assessment test in order to demonstrate that the RPL can be confidently granted and with sustainable evidence.

### RPL Assessment process

On receipt of the application, supporting documentation and payment of any fees applicable from the RPL; a suitably qualified staff member will be assigned the tasks of assessing the evidence against the competency standards for the units of competency being applied for.

The assessor will be required:

- To be fair and reasonable during assessment.
- To be experienced and familiar with the modality, with relevant industry standards and with assessment methods and procedures appropriate for RPL assessment.
- To make proper assessment decisions based on explicit evidence of competency.
- To systematically review the evidence provided with the Application form and through interview, workplace assessment, and/or performance test.

The assessor in making and assessment will consider the following:

- The relevance and nature of the evidence provided by the applicant.
- The scope of the subject matter covered by the evidence.

Where the evidence and documentation requires additional information or clarifications the applicant will be contacted with a request for further information to be supplied.

### Fees

A small administration fee is charged for Direct Credit Transfer.

A standard fee is charged for assessment of RPL applications. In the case that an assessment of skills is undertaken, a further fee is charged. In the case that all units of competency are met and a qualification is issued, there is an admin fee for the issuing of certificates.

For up-to-date information on fees and scheduled costs please contact the Q Academy campus you intend to undertake the process with.

### Certification

Where an application is successful, the qualification or statement of attainment will be issued within 21 days. The assessor will record all evidence, assessment outcomes and the competencies confirmed as being recognised.

Where no recognition is granted the applicant must be notified in writing of the outcome including the reason/s for refusal of the RPL application. The applicant will also be advised about appeals provisions.

In all cases, a copy of the RPL documentation and outcome will be kept in the Student Management System and in a secure file.

The assessor will also collect feedback from the RPL applicant on the RPL process and this feedback will be collated to find ways to improve the service.

## Appeals

Q Academy is committed to fair and flexible processes for RPL assessment at all times.

Where an RPL applicant disagrees with the outcome, they are advised to first attempt to resolve the matter informally with the College. Where the outcome remains unresolved following informal discussions the RPL applicant may appeal.

The request for an appeal must be lodged in writing to the College no later than 10 business days from notification of the initial outcome. The appeal can be lodged using the complaint form and supplying sufficient evidence for the basis of the appeal. Any appeals will be reviewed and decision made within 30 business days. This available on the Q Academy website <http://www.qacademy.com.au/Policies.php>

## Definitions

**Qualified assessor** is someone who holds the Certificate IV in Training and Assessment (TAE40110 or TAE40116), or its successor and who has the vocational competencies in the unit against which they are assessing the applicant's competency

**Assessment** is the process of gathering and judging evidence by an assessor in order to decide whether a standard or objective has been met and whether or not a competency has been achieved.

**Competency** is the ability to perform a task to a level as specified by a standard. This can be the demonstration of a skill or knowledge and their application. In addition to task skill and knowledge, task management skills (managing a range of tasks within a job), contingency management skills (dealing with changes and problems) and work environment skills (dealing with responsibilities and expectations).

**Competency Standards** describe the ability to perform distinct activities within an occupation to the standards expected in employment. They are expressed in outcome terms, which enable competency to be assessed.

**Evidence** is proof from which the assessor can make a judgment about competency. In most assessments evidence is gathered from more than one source, in more than one situation and can have many forms. Direct evidence is observation of performance. Indirect evidence can include evaluation of products or services, simulations or skills tests, questioning or reports from others.

- Authentic - the applicant's own work
- Valid. Directly related to the current version of the endorsed unit of competency
- Reliable. Showing that the applicant consistently meets the endorsed unit(s) of competency
- Current. Reflects the applicant's current capacity to perform the aspect of the work covered by the unit(s) of competency
- Sufficient. Covers the full range of elements in the relevant unit of competency and addresses all dimensions of competency

**Registered Training Organisations** or RTOs are organisations which have been formally recognised to conduct assessments and issue qualifications or Statements of Attainment under the AQTF

**Units of Competency (UOC)** is the specification of knowledge and skill, and the application of that knowledge and skill, to the standard of performance expected in the workplace. It can also in some cases outline the evidence that is required in order for an RTO to award that UOC. This could include volumes or learning or specifics of assessment.