

VET Recognition of Prior Learning (RPL) and Credit Transfer Assessment Procedure

Policy Code: LT1290

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Purpose

This procedure describes the process for managing all VET Recognition of Prior Learning (RPL), Recognition of Current Competency (RCC) and Credit Transfer applications.

This procedure will ensure compliance with the [VET Assessment Policy](#), Standards for National Vocational Education and Training Regulator (NVR), Standards for Registered Training Organisations (RTOs) 2015 or Australian Quality Training Framework (AQTF) and the Australian Qualifications Framework (AQF).

This procedure should be read in conjunction with the [VET Assessment Procedure](#).

Note: *Recognition of Current Competency (RCC) is a specific form of RPL that only applies to designated units of competency.*

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Scope

This procedure is to be applied to all VET qualifications offered by the University, irrespective of delivery mode or location. This includes programs delivered by partner providers on behalf of the University.

This procedure applies to all students:

- enrolled in courses (including government funded, fee for service, international, and third party provider delivery) leading to a nationally recognised Vocational Education and Training (VET) qualification or statement of attainment; and
- who seek recognition for skills and knowledge previously gained through experience in the workplace, volunteer work, social or domestic duties or through formal and informal studies.
- For both RPL and RCC, there must be no training provided as part of the RPL assessment.

RPL is an assessment process so therefore must adhere to the requirements of assessment: refer to the [VET Assessment Procedure](#).

Assessor Qualification and Competence

Source: Standards for RTO's 2015.

Assessment is only conducted by persons who meet the following requirements:

1. Hold the TAE40110 Certificate IV in Training and Assessment (or its successor) from the TAE Training and Education Training Package, a diploma or higher level qualification in adult education.
2. Training & Assessment qualifications must include the specific LL&N unit (TAELLN411 address adult language, literacy and numeracy skills); by 31 December 2018 all VET teaching staff must also hold one of the following units:
 - TAEASS502 – Design and develop assessment tools
 - TAEASS502A – Design and develop assessment tools
 - TAEASS502B Design and develop assessment tools;
3. Hold relevant vocational competencies at least to the level being delivered or assessed;
4. Meet any specific Training Package / licensing requirements;
5. Demonstrate current industry skills directly relevant to the training / assessment being provided;
6. Through professional development activities, continuously develop and improve their:
 - Vocational Education and Training (VET) knowledge and skills that informs their training and assessment
 - Vocational knowledge and skills relating to their relevant industry, and
 - Trainer/Assessor knowledge and skills
7. Victorian Institute of Teaching (VIT) Registration – for staff delivering VCAL Strand Units;
8. Hold a current WWCC; and
9. Staff delivering any qualification from the TAE training package or its successor must hold:
 - TAE5011 – Diploma of Vocational Education and Training or its successor; or
 - TAE50211 – Diploma of Training Design and Development or its successor; or
 - A higher level qualification in adult education.

Definitions

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These definitions apply specifically to VET assessments. They meet the requirements of the National Vocational Education and Training Act 2011, Standards for Registered Training Organisations (RTOs) 2015 and/or the VRQA Guidelines for VET Providers 2016

Term	Definition
AQF	Australian Qualifications Framework.
AQF qualification	AQF qualification is the result of an accredited complete program of learning that leads to formal certification that a graduate has achieved learning outcomes as described in the AQF.
Assessment	Assessment means the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard expected in the workplace, as specified in a Training Package or VET accredited program and is conducted in accordance with the principles of assessment and the rules of evidence.
Assessment system	Assessment system is a coordinated set of documented policies and procedures (including assessment materials and tools) designed and implemented to ensure that assessment of learners conforms to assessment policy and procedures.
Assessment requirements	Assessment requirements are the endorsed components of a Training Package that underpins assessment and sets out the industry's approach to valid, reliable, flexible and fair assessment.
Assessment tools	Assessment tools include the following components: the context and conditions of assessment, tasks to be administered to the student, an outline of the evidence to be gathered from the candidate and evidence criteria used to judge the quality of performance (i.e. the assessment decision-making rules). Refer to the Assessment Tool Templates
Assessment Appeals	<p>Assessment Appeals refer to the process whereby a student may appeal within 10 working days of official publication of the final grade on any of the following grounds:</p> <ul style="list-style-type: none"> • The unit outline was not explicit i.e. did not detail how many assessment tasks were required to be undertaken, how students will be assessed, and/or when they will be assessed. • The assessor did not fairly and appropriately apply the assessment criteria as specified in the unit outline. • The assessor did not conduct assessment tasks as described in the unit outline. <p>Further information refer to Statute 5.3</p>
Assessor:	A qualified assessor is a person who has the competencies required under the Standards for RTOs and relevant Training Package or Curriculum Qualification who assess a learner's competence.
Cheating	<p>Cheating is the intention to gain an unfair advantage in the assessment of a unit. This may include (but is not limited to):</p> <ul style="list-style-type: none"> • fabrication of data and/or results • colluding with others • allowing another person to complete an assessment on behalf of a student • accessing an advanced copy of a test paper • copying from others in an assessment • bringing into an assessment unauthorised material or information

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Term	Definition
	<ul style="list-style-type: none"> • knowingly helping others to cheat • taking actions which intrude on the ability of others to complete their assessment tasks.
Competency	Competency means the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.
Competency Based Completion (CBC)	Competency Based Completion means the Apprentices are no longer locked into fixed time periods and can complete the apprenticeship at their own rate. The apprentice is completed when the RTO gets employer confirmation of competence in all areas required under the qualification. In some industries, wages are affected at progression points.
Completed student assessment items	Completed student assessment items are the actual piece(s) of work completed by a student or evidence of that work, including evidence collected for an RPL process. An assessor's completed marking guide, criteria, and observation checklist for each student may be sufficient where it is not possible to retain the student's actual work. However, the retained evidence must have enough detail to demonstrate the assessor's judgement of the student's performance against the standard required.
Credit transfer	Credit Transfer relates to institutional recognition of any unit of competency or module a student has successfully completed at any other Registered Training Organisation (RTO). Credit transfer is a process that provides students with agreed and consistent credit outcomes based on identified equivalence in content and learning outcomes between matched qualifications.
Current Industry Skills	<p>Current industry skills are the knowledge, skills and experience required by VET trainers and assessors and those who provide training and assessment under supervision in accordance with national Standards for RTOs to ensure that their training and assessment is based on current industry practices and meets the needs of industry.</p> <p>Current industry skills may be informed by consultation with industry and may include, but are not limited to:</p> <ul style="list-style-type: none"> • having knowledge of an/or experience using the latest techniques and processes • possessing a high level of product knowledge • understanding and knowledge of legislation relevant to the industry and to employment and workplaces • being customer/client orientated • possessing formal industry and training qualifications, and • training content that reflects current industry practice.
Industry engagement	<p>Industry engagement may include, but is not limited to, strategies such as:</p> <ul style="list-style-type: none"> • partnering with local employers, regional/national businesses, relevant industry bodies and/or enterprise RTOs • involving employer nominees in industry advisory committees and/or reference groups • embedding staff within enterprises • networking in an ongoing way with industry networks, peak bodies and/or employers

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Term	Definition
	<ul style="list-style-type: none"> developing networks of relevant employers and industry representatives to participate in assessment validation, and exchanging knowledge, staff and/or resources with employers, networks and industry bodies
Learner	Learner means a person being trained and/or assessed by the RTO for the purpose of issuing AQF certification documentation.
Licensed or regulated outcome	Licensed or regulated outcome means compliance with an eligibility requirement for an occupational license or legislative requirement to hold a particular training product in order to carry out an activity.
Moderation of assessment	Moderation of assessment is the process of bringing assessment judgements and standards into alignment. It is a process that ensures the same standards are applied to all learner assessment results within the same units.
Official Publication of Results	Official Publication of Results refers to when a student's ratified results are entered into the Student Management System and published.
Plagiarism	Plagiarism is the presentation of works of another person / other persons as though they are one's own by failing to properly acknowledge that person / those persons. Proper acknowledgement means to clearly identify which parts of a work originate from a source. Refer Student Plagiarism Policy
Professional Development	Professional development means activities that develop and/or maintain an individual's skills, knowledge, expertise and other characteristics as a trainer or assessor. This includes both formal and informal activities that encompass vocational competencies, currency of industry skills and knowledge and practice of vocational training, learning and assessment, including competency based training and assessment.
Program	Program is a series of courses (units of competency) of vocational education and training, or the modules of a VET accredited course / program that combine to become a qualification from an accredited Training Package or skill set.
Recognition of prior learning (RPL):	Recognition of prior learning (RPL) means an assessment process that assesses an individual's formal, non-formal and in-formal learning to determine the extent to which that individual meets the requirements specified in the Training Package or VET accredited courses.
Recognition of current competency (RCC):	Recognition of Current Competency (RCC) only applies if a learner has successfully completed the requirements previously for a unit of competency or module and is now required to be reassessed to ensure that the competence is being maintained (AVETMISS Standard Edition 2.2 April 2013). In this case no extra skill or competencies are recognised. RCC is an assessment process that may be required for licensing purposes or defined units of competency where skill requirements are regularly updated.
Skill Set	Skill Set means a single unit of competency or a combination of units of competency from a Training Package that link to a licensing or regulatory requirement or a defined industry need.
Statement of attainment	A statement of attainment recognises that one or more accredited units has been achieved.
Third Party (Subcontracting)	Third Party means any party that provides services on behalf of the RTO but does not include a contract of employment between an RTO and its employee.

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Term	Definition
Training Package	Training Package refers to a set of qualifications for a defined industry, occupational area or enterprise endorsed by the Industry and Industry Skills Council or its delegate in accordance with the Standards for Training Packages. The endorsed components of a Training Package are: units of competency; assessment requirements (associated with each unit of competency); qualifications; and credit arrangements.
Unit of competency	Unit of competency is the unit of learning in a VET qualification including assessment requirements and the specification of the standards or performance required in the workplace as defined in a Training Package.
VET accredited course	VET accredited course means a course accredited by the VET regulator in accordance with the Standards of VET Accredited Courses.
Vocational Competencies	Vocational competencies as applied to trainers means broad industry knowledge and experience usually combined with a relevant industry qualification. Vocational Competency is determined on an industry-by-industry basis and with reference to the relevant Training Package or VET accredited program.

Assessment Principles

Assessment Principles as defined in Standards RTOs 2015	
Principle	Definition
Fairness	<p>The individual learner's needs are considered in the assessment process.</p> <p>Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner's needs.</p> <p>The RTO informs the learner about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.</p>
Flexibility	<p>Assessment is flexible to the learner by:</p> <ul style="list-style-type: none"> • reflecting the learner's needs; • assessing competencies held by the learner no matter how or where they have been acquired; and • drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.
Validity	<p>Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner.</p> <p>Validity requires:</p> <ul style="list-style-type: none"> • assessment against the unit/s of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance; • assessment of knowledge and skills is integrated with their practical application; • assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and

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Assessment Principles as defined in Standards RTOs 2015	
	<ul style="list-style-type: none"> judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.
Reliability	Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.
Rules of Evidence	
Validity	The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.
Sufficiency	The assessor is assured that the quality, quantity and relevance of the assessment evidence allows a judgement to be made of a learner's competency.
Authenticity	The assessor is assured that the evidence presented for assessment is the learner's own work.
Currency	The assessor is assured that the assessment evidence demonstrates current competency. this requires the assessment evidence to be from the present or the very recent past.

RPL Actions

The Program Manager / Coordinator in consultation with the Finance department will determine the RPL fees for the program as part of the Course Planning and Budgetary process. Refer to the University's Tuition Fees and Charges website.

RPL Actions Timeframe - There are five stages to complete the RPL Process. A reasonable assessment timeframe to complete all five stages is no longer than five weeks.

- Stage 1 - Pre-Enrolment (Contact and Initial Discussion) - one week
- Stage 2 - Enrolment - one day
- Stage 3 - Plan and gather evidence - one weeks
- Stage 4 - Review and Determine Competency - one week
- Stage 5 - Record and Report - one week

Stage 1 - Pre-Enrolment (Contact and Discussion)

Stage 1: Pre-Enrolment (Contact and Initial Discussion)			
	Steps	Responsibility	Comments
1.1	Provide RPL information to prospective students.	Faculty/Centre/College	Refer to: VET RPL Assessment Tool Kit <ul style="list-style-type: none"> • <i>Part A: Student Guide and Self Assessment</i> • <i>Part B: Student RPL and Evidence Kit</i> • <i>Part C: Assessment Facilitator Guide and Assessment Tasks</i>

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Stage 1: Pre-Enrolment (Contact and Initial Discussion)			
1.2	Undertake initial discussion between Assessor and Applicant on the RPL process.	Assessor	<p>Provide student with <i>Part A, Student Guide and Self Assessment</i> from the <i>VET RPL Assessment Tool Kit</i> available from the Quality Services Resource Page</p> <p>Provide information on impact on course duration for International students studying onshore. (Refer to <i>ESOS Compliance Framework Manual</i>).</p>
1.3	Self-Assessment completed and discussed with Assessor	Assessor and Applicant	<p>Based on completion of the self-assessment, the applicant is advised to either proceed with the application or advised of other pathways such as:</p> <ul style="list-style-type: none"> • Apply for RPL against a lower AQF level qualification • Enrol at the University in the qualification/units • Enrol at the University (or another RTO) in a pathway qualification/units.
1.4	Prepare RPL Assessment Tool	Assessor	<p>Refer:</p> <p><i>RPL Assessment Tool Kit Part C: Assessment Facilitator Guide and Assessment Tasks</i></p> <p>The RPL Assessment Tool that has already been developed for the qualification/units should be customised as appropriate for each student e.g., choice of elective units.</p> <p>Evidence of student participation, at unit level, must be maintained.</p>

Stage 2 - Enrolment

Stage 2: Enrolment			
	Steps	Responsibility	Comments
2.1	Enrol into qualification indicating units for which RPL is being applied.	Education Manager/ Assessor in conjunction with the student	<p>Qualification/units enrolled in as advised by the Assessor.</p> <p>RPL applications can only be accepted from students who are enrolled in the units for which they are seeking RPL.</p>

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Stage 2: Enrolment			
2.2	Provide qualification/unit specific RPL Evidence Kit.	Education Manager/ Assessor	Provide student with <i>Part B, Student RPL Evidence Kit</i> Identify referees/third party reports.

Stage 3 - Plan and Gather Evidence

Stage 3: Plan and gather evidence			
	Steps	Responsibility	Comments
3.1	Portfolio of evidence collated	Student	A guide as to the type of evidence required is included in the <i>Part A & B</i> , of the <i>VET RPL Assessment Tool Kit</i> available from the Quality Services Resource Page
3.2	Referees/third party contacts briefed and provided with report for completion.	Assessor	Third party reports are based on each unit or cluster of units. Please refer to the <i>VET RPL Assessment Tool Kit</i> available from the Quality Services Resource Page , <i>Part B -Student RPL Evidence Kit</i> , for a third party report template.
3.3	Plan the time, place and resources for the student to demonstrate practical task/s (if required)	Assessor	Contact student to confirm time and place for the demonstration of practical tasks.
3.4	Conduct observation of practical tasks (if required).	Assessor	Use Practical task - Assessor observation checklist template in <i>Part B, Student RPL Evidence Kit</i> , from the <i>VET RPL Assessment Tool Kit</i> available from the Quality Services Resource Page
3.5	Review the student's evidence:	Assessor	Check <ul style="list-style-type: none"> • Portfolio of evidence • Demonstration of workplace tasks • Third party reports
3.6	Conduct Interview	Assessor	Interview questions may be based on those developed in the interview template in <i>Part C, Assessment Facilitator Guide and Assessment Tasks - Section2</i> from the <i>VET RPL Assessment Tool Kit</i> available from the Quality Services Resource Page They may also relate to the outcomes of the Portfolio of Evidence, Third Party Reports and Observation of Task.

Stage 4 - Review and Determine Competency

Stage 4: Review and Determine Competency			
	Steps	Responsibility	Comments

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Stage 4: Review and Determine Competency			
4.1	Assessment of all RPL requirements mapped against the unit/s of competency. Assessment decision made competent/not yet competent.	Assessor	Evidence of student performance is to be mapped and recorded on the <i>Tool Kit Part C, Section 2 - RPL Evidence Mapping and Recording Matrix</i> from <i>VET RPL Assessment Tool Kit</i> available from the Quality Services Resource Page

Stage 5 - Record and Report

Stage 5: Record and Report			
	Steps	Responsibility	Comments
5.1	<p>Provide feedback to student on RPL assessment outcome.</p> <p>For RPL, obtain signed acknowledgement from international students studying onshore and forward to International Student Programs Office (ISP).</p>	Assessor	<p>Advise the candidate that either Award of Qualification or a Statement of Attainment will be issued. Students must re-enrol if they wish to complete any units in which they were not granted RPL.</p> <p>International on shore students only: RPL may impact on the student's visa status which they must acknowledge, in writing. A copy of this acknowledgement and advice on change of course duration must be forwarded to the Centre for University Partnerships (CUP) for further action.</p> <p>International off shore students only: If RPL is being offered without the option of gap training this must be clearly stated in the student information.</p>
5.2	Record RPL result directly on Campus Solutions for ratification with all student results.	Assessor	<p>Refer to VET Assessment Procedure.</p> <p>RPL can either be Granted or Not Granted for a unit.</p> <p>RPL</p> <p>RPL Granted:</p> <p>Internal administration code: EX Statement of Results code: CY</p> <p>RPL Not Granted: Internal administration code:</p>

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Stage 5: Record and Report			
			<p>NG Statement of Results code: NG</p> <p>The following result should be entered if RPL documentation has not been submitted by a student:</p> <p>For a unit where a student has applied for RPL, but has not submitted any of the required documentation/evidence for assessment, a WN result should be entered against that unit. An NG result should not be entered.</p>
5.3	Notify the student of RPL result	Assessor	<p>The student will have signed the RPL Assessment Tool Kit Part A, B & C assessments. The assessor must notify the student of the RPL result by email or mail, as soon as the result is assessed. The student can then log onto My Student Centre to view their results and/or follow University Appeals Procedure.</p>
5.4	Retain supporting documents / student evidence.	Assessor	<p>Retain completed student assessment evidence. Retain master copies of RPL Assessment Tools.</p> <p>Refer to General direction: Retention requirements for completed student assessment items.</p>
5.5	RPL not granted – appeal assessment decision	Student	<p>Students may submit a written appeal within 10 days of official publication.</p> <p>Refer to: Regulation 5.3 – Assessment.</p> <p>http://policy.federation.edu.au/university/appealscomplaints/ch01.php</p>
5.6	Re-enrol, if required.	Student	<p>If RPL is not granted the student must re-enrol in units they were not granted RPL if they wish to obtain them through a training pathway. Additional fees and charges will apply.</p>

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Credit Transfer Actions

	Steps	Who is responsible	Comments
	Credit Transfer query for a full AQF qualification	Education Manager	The University reserves the right to ensure that Federation University Australia AQF certification is only granted to a learner whom it has assessed as meeting the requirements of the training product as specified in the relevant training package or VET accredited course. Therefore, a student seeking credit transfers for all units of competency to gain a Federation University Australia certified qualification, with units completed at another RTO, will be required to enrol and complete at least one unit of competency as a student of Federation University Australia, before a full qualification will be granted. Current enrolled students of Federation University, in a qualification transition arrangement will be exempt.
1.	Determine Credit Transfer fees	Director VET	All other funding: Director of VET. Refer Statute 9.2 Fees and Charges (TAFE).
2.	Provide Credit Transfer information to prospective students	Program Staff / Education Manager	Credit Transfer information must be included in marketing materials eg. Course Finder, websites, brochures, student diaries. International on shore students: Granting of a Credit Transfer must be consistent with the requirements of the ESOS Act.
3.	Determine Credit Transfer status and advise all staff who enrol students	Education Manager	To confirm status refer to mapping document in Training Package, curriculum or purchasing guides.
4.	Review copy and file certified copies of Credit Transfer evidence in the Student File	Student	The student must provide an original or certified copy of their Statement of Results as evidence.
5.	Grant Credit Transfer and seek acknowledgement from student (where required)	Assessor	International on shore students only: A granted Credit Transfer may impact on the student's visa status which they must acknowledge in writing. A copy of this acknowledgement and advice on

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	Steps	Who is responsible	Comments
			change of course duration (total number of weeks) must be forwarded to ISP for further action.
6.	Select Credit Transfer on the Unit Selection enrolment choice on Campus Solutions	Assessor	Enrol student in all units of the course and calculate enrolment fees. Print Unit Selection, signed by assessor and student and keep a copy in student file.
7.	Process enrolment and Credit Transfer	Student Services	Process enrolment and Credit Transfer
8.	Enter results onto Campus Solutions and organise official publication of results	Student Services	Credit Transfer Granted. <ul style="list-style-type: none"> • Internal administration code: TR • Statement of results code: CR
9.	Appeal assessment decision	Student	A student may submit a written appeal within 10 days of publication of final results. Refer: Regulation 5.3 Assessment . http://policy.federation.edu.au/university/appealscomplaints/ch01.php

RCC Actions

Recognition of Current Competency (RCC) applies to Fee-For-Service enrolments only, and only applies if a learner has successfully completed the requirements previously for a unit of competency or module and is now required to be reassessed to ensure that current competence is being maintained. (Both the qualification and current competency must be within the past three years, or as stipulated in the regulatory license) In the case of RCC - no extra skill or competencies are recognised.

RCC is an assessment process that may be required for licensing purposes (such as trade license) or defined units of competency where skill requirements are regularly updated (such as some First Aid). The Education Manager / Coordinator in consultation with Finance / Business Manager will determine the RCC fees for the program as part of the Course Planning and Budgetary process.

RCC Actions Timeframe - There are five stages to complete the RCC Process. A reasonable assessment timeframe to complete all five stages is no longer than three weeks.

- Stage 1 - Pre-Enrolment (Contact and Initial Discussion) - one day
- Stage 2 - Enrolment - one day
- Stage 3 - Plan and gather evidence - one week
- Stage 4 - Review and Determine Current Competency - one week
- Stage 5 - Record and Report - one day

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	Steps	Who is responsible?	Comments
1.	Determine RCC fees	Faculty/College/Centre	RCC applies to fee for service funding only. It cannot be granted using profile or other funding sources.
2.	Provide RCC information to prospective students	Program Staff / Education Manager	Program should include RCC information in relevant marketing materials, where applicable units for RCC apply e.g., Program Finder, brochures.
3.	Provide course specific RCC advice	Assessor	<p>Course specific RCC information will include:</p> <ul style="list-style-type: none"> • RCC self assessment via the VET RPL ASSESSMENT Tool Kit Part A -Student Guide and Self-assessment. • Evidence of the qualification being held for the unit in question must be formally cited. The evidence of both the qualification and current competency must be within the past three years. If longer than 3 years - RPL, Gap Training or full enrolment will be required. • Unit content from www.training.gov.au • RCC not granted and gap training options
4.	Enrol for RCC assessment	Student	The RCC assessment cannot be conducted prior to the student enrolling.
5.	Conduct the RCC assessment and record outcomes	Assessor	<p>Refer: <i>VET RPL Assessment Tool Kit</i> available from the Quality Services Resource Page</p> <p>The Assessor can either grant or not grant the RCC.</p>
6.	Enter RCC result	Assessor	<p>RCC Granted</p> <ul style="list-style-type: none"> • Internal Administration code: • Statement of Results code: RG <p>RCC Not Granted</p> <ul style="list-style-type: none"> • Internal Administration code: RN • Statement of Results code: RN
7.	RCC granted, seek acknowledgement from student (where required)	Assessor	<i>International on shore students only:</i>

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	Steps	Who is responsible?	Comments
			<p>Recognition of Current Competency may impact on the student's visa status which they must acknowledge, in writing. A copy of this acknowledgement and advice on change of course duration (total number of weeks) must be forwarded to ISP for further action.</p> <p>Refer: ESOS Compliance Checklist.</p>
8.	RCC not granted - appeal assessment decision	Student	<p>Students may submit a written appeal within 10 days of official publication.</p> <p>Refer to: Regulation 5.3 – Assessment.</p> <p>http://policy.federation.edu.au/university/appealscomplaints/ch01.php</p>
9.	Re-enrol to undertake gap training	Student	<p>Refer: Regulation 5.3 Assessment.</p> <p>If RCC is not granted the student may choose to re-enrol for gap training. As this is a fee for service enrolment they will be required to pay all course fees.</p>

Supporting Documents

Legislative Context

[The Australian Quality Training Framework \(AQTF\)](#)

[Australian Qualifications Framework \(AQF\)](#)

[Victorian Registration and Qualifications Authority \(VRQA\) Guidelines for VET providers](#)

[Standards for Registered Training Organisations \(RTO's\) 2015](#)

ASQA General Direction: Retention requirements for completed student assessment items 2013

[Education Services for Overseas Student \(ESOS\) Act 2000](#)

[Victorian Registration and Qualifications Authority \(VRQA\)](#)

University Statutes and Regulations

[Statute 2.2 - Academic Board](#)

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[Statute 5.1 - Academic Awards and Courses](#)

[Statute 5.2 - Entry Quotas, Admissions and Enrolment](#)

[Statute 9.2 - Fees and Charges](#)

[Regulation 2.2 - Appeals Committee](#)

[Regulation 5.3 - Assessment](#)

[Regulation 5.3.2 - Assessment](#)

University Policy and Procedures

[VET Assessment Policy](#)

[ESOS Compliance Framework Manual](#)

[ESOS Policies, Procedures and Guidelines](#)

[Recognition of Prior Learning and Credit Transfer Policy](#)

[VET Assessment Procedure](#)

VET Assessor Guidelines

[VET Course Delivery Procedure](#)

[VET Teacher Qualifications and Competency Policy](#)

Student References

Forms and Templates

Forms.

- [RPL Vet Brochure 2015](#) (PDF 900.5kb)

Related Web Resources

[Policy Central](#)

[Current Students](#)

[Tuition fees & charges webpage](#)

[VET Information Guide](#)

Implementation and Communication

The procedure will be implemented and communicated throughout the University via:

- Announcement the University's News webpage;

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- Inclusion in the University Policy Library;
- Annual professional development including assessment activities and workshops.

Responsibilities

1. Academic Board is responsible for the scheduled review of this procedure.
2. Chair, Learning and Teaching Committee (L&T) is responsible for maintaining the content of the procedure as delegated by Academic Board.
3. Executive Officer, Academic Secretariat is responsible for the administration support for the maintenance of this procedure as directed by the Chair (L&T).
4. Program Coordinators / Managers are responsible for submitting the adjusted VET Assessment and VET RPL Assessment Tools through the internal School approval/validation process to ensure it meets the required assessment needs of each unit/qualification.
5. Directors are responsible for the operational implementation of this procedure.

Records Management

Title	Location	Responsible Officer	Minimum Retention Period
Master Copy: RPL Assessment Tool	Faculty/Centre/ College	Director / Education Manager	Permanent
RPL Assessment Evidence	Faculty/Centre/ College	Assessor/Education Manager	7 years
RCC Assessment Evidence	Faculty/Centre/ College	Assessor/Education Manager	7 years
Credit Transfer	Faculty/Centre/ College	Assessor/Education Manager	7 years

Records Disposal

University records must only be disposed of in accordance with the University's Records Disposal Process as outlined in the Records Framework Procedure. Authorisation must be obtained from the Director of VET, Records Management Services and the Director of Academic Services or their delegate prior to disposal. Records must not be destroyed where it is known that those records may likely be required in evidence, either now or in the future.

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