Recognition of Prior Learning and Credit Transfer Policy & Procedure

1. Policy

1.1   Ashton College implements a fair and equitable policy for Recognition of Prior Learning and Credit Transfer.

1.2   This policy aims to provide international students with recognition for experience, skills or qualifications gained. This experience may have been gained from employment, previous formal training undertaken or life experiences.

1.3   All students are provided with the opportunity to have their prior learning and experience assessed and gain recognition for this. (Recognition of Prior Learning: RPL).

1.4   The RPL process will match a student's experience to the requirements in a unit of competence and assess if recognition can be granted.

1.5   Ashton College recognises qualifications and statements of attainment issued by other Registered Training Organisations.

1.6   Candidates who have successfully completed whole units of competence contained within one of our courses with another RTO can apply for Credit Transfer (CT).

1.7   The Academic Director is responsible for implementing this policy and reviewing its effectiveness in compliance with regulatory guidelines.

1.8   This policy is implemented in compliance with the requirements of the Standards of Registered Training Organisations (RTOs) 2015 standards 1 and 3 and the National code 2018 Part B standard 2.

1.9   Both processes allow the candidate to reduce the time and study load associated with achieving a qualification.

Procedure

2. Recognition of Prior Learning (RPL)

2.1   All students are informed of their right to apply for RPL pre-enrolment via the International student handbook, marketing flyers and website. Students are informed of the impact of being granted RPL for one or more units of competency on the course duration, CoE and student visa prior to processing the application.

2.2   Students may apply for RPL by submitting evidence of competence against the accredited unit or unit of competence performance criteria, knowledge, employability and skills requirements and critical aspects of evidence.

2.3   RPL applications are only accepted for recognition of current competence. Generally, evidence should be under two years old to be accepted although this can be extended in appropriate situations. Evidence over five years old cannot be accepted to demonstrate current competence.

2.4   The RPL application form and information on the process is available on request from the admin department at Ashton College or via e-mail to info@ashtoncollege.edu.au . The RPL form prompts the applicant to provide evidence as to how they demonstrate competence against the assessment criteria stated in each unit of competence and accredited unit.

2.5   Students who apply for RPL are required to complete a Self-Assessment in the Candidate RPL Tool. This tool is utilised to determine whether RPL is suitable for the student for each unit of competence.

2.6　The admin department provides advice to students on how to prepare an RPL application and the process of assessment.　Guidance on the process, including building a portfolio of evidence is provided.　Students who undertake units of competence via RPL are supported by their assessor in developing a portfolio of evidence to meet each unit of competence requirements.

2.7　The admin department will delegate RPL advice/ assessment to a qualified member of training/ assessment staff team.

2.8　RPL applications can only be considered for whole units of competence/ accredited unit. Applications must be accompanied by supporting evidence and/ or the candidate must demonstrate competence for each unit of competence/ accredited unit during the RPL process.

2.9　Ashton College provides students with information and access to the relevant units of competence to assist them in preparing their application.

2.10　A fee is charged for the RPL process.　The admin department provides this information to students on receiving an initial enquiry.

2.11　Students should submit the RPL application form and supporting documentation to the admin department at main campus or via e-mail to admin@ashtoncollege.edu.au .

2.12　Ashton College training and assessment staff assesses the application.　If a student can demonstrate competence and provide sufficient, current, valid and authentic evidence of life/ work experience, skills, formal/ informal qualifications or via other evidence, then the learner will be deemed competent in that unit of competence.

2.13　Ashton College training and assessment staff possesses the appropriate vocational qualifications, experience and a TAE40116 Certificate IV Training and Assessment or equivalent.

2.14　The student is informed of the result of the assessment within 20 working days of submitting the application.

2.15　Assessment staff record the result and store all documents in accordance with the records management policy and procedure.

2.16　The student's course details are amended on the Student Management System to indicate RPL granted.

2.17　Where RPL is granted, the student's course fees and course schedule/ duration are amended accordingly. If the RPL is granted before the student has been granted a visa, the CoE will indicate the actual net course duration.　If the course credit is granted after the student visa has been granted, Ashton College will report the change of course duration via PRISMS and issue a new CoE that reflects the actual course duration.

2.18　Students have the right to appeal Ashton College's assessment decision by accessing the Complaints and Appeals policy.

3.　RPL Assessment process

3.1　Ashton College assess RPL applications in the following way:

Part one

1.　Candidates have a conversation with Ashton College assessor. Candidates who are deemed suitable to undertake unit/s via RPL are supplied with the Candidate Australian Industry and Skills Committee.

2.　Candidate completes Self-Assessment checklist/ s and Personal details form and return it to Ashton College.

3.　Based on the results of their Self-Assessment candidates indicate in the table provided the unit/ s of competency they wish to include in the RPL application.

4. Ashton College will review the Self-Assessment documentation and inform the candidate if they are suitable for RPL.

Part two

1. If the results of the Self-Assessment indicate that the candidate is suitable for RPL then the second part of the process is undertaken.

2. If the results of the Self-Assessment indicate that the candidate is not suitable for RPL then the candidate will be advised to undertake Gap Training.

3. Candidates meet with an assessor to discuss how to complete the second part of the RPL process.

4. Candidates prepare their RPL evidence portfolio and submit this to their assessor.

5. Ashton College will review the RPL evidence portfolio and inform the candidate if they have address all the requirements.

6. If there are gaps in the portfolio the candidate is provided guidance on how to address the gaps. This may include having a conversation with the assessor and the candidate answering verbal questions and/ or clarifying how evidence submitted addresses the assessment requirements or the candidate identifying further pieces of evidence that may address the gaps.

7. Candidates resubmit evidence to address the gaps in the evidence portfolio.

8. Ashton College will review the RPL evidence portfolio and inform the candidate if they have addressed all the unit of competency requirements.

9. Candidates will be informed they have addressed the assessment requirements or advised to submit more evidence or advised to undertake gap training.

10. Candidates submit further evidence or undertakes gap training.

11. Ashton College reviews candidate evidence and informs candidate of RPL application outcome. Candidates sign and date the RPL assessment record to indicate their acceptance of the assessment decision.

12. If appropriate candidate receives certification documentation for RPL granted.

3.2 Ashton College consider the following when RPL portfolio evidence:
   ➢ Has the learner demonstrated their ability to perform relevant tasks in a variety of workplace situations or accurately simulated workplace situations or in a variety of life experiences?
   ➢ Has the learner demonstrated their understanding of what they are doing, and why when performing tasks?
   ➢ Has the learner demonstrated their ability to integrate performance with understanding to show they can adapt to different contexts and environments?
   ➢ Has the applicant's evidence addressed the performance criteria, knowledge, skills requirements and critical aspects of evidence?
   ➢ Has the applicant demonstrated they are capable of performing tasks to an acceptable level?
   ➢ Is the relevance of evidence provided clear and applicable to the respective parts of the unit of competence/ accredited unit?
   ➢ Has the applicant provided sufficient evidence for a reliable judgement to be made?
   ➢ Has the applicant provided relevant and appropriate evidence? e.g. third-party reports, meeting minutes, examples of work, videos, performance reviews or other appropriate evidence?

> ➢ Has the applicant demonstrated competence when observed?
> ➢ Has the applicant demonstrated competence through answering written and/ or verbal questions?
> ➢ Does the evidence demonstrate competence across all areas of assessment?
> ➢ Is the evidence current and authentic?

3.3   The types of appropriate evidence accepted to demonstrate competence may vary depending on the unit of competence/ accredited unit. However, the following are the generally accepted types of evidence:
> ➢ Performance appraisal records from employers
> ➢ Completed workplace documentation that demonstrates competence
> ➢ Videos of the applicant applying skills and knowledge that demonstrate competence
> ➢ Transcripts of formal training undertaken
> ➢ Demonstration of competence
> ➢ Responses to written and/ or verbal questions
> ➢ Third party reports from individuals/ organisations who can verify competence
> ➢ The assessor contacts the professional referees and/or person who completed the Third-Party report to confirm the information provided and discuss the workplace competence of the candidate for each unit.
> ➢ Records of these conversations are maintained and are referred to on unit sheets where appropriate.

3.4   Ashton College assesses RPL portfolio evidence in accordance with the principles of assessment. This includes ensuring:

   Assessment is fair to the individual learner:
> ➢ the individual learner's needs are considered in the assessment process
> ➢ where appropriate, reasonable adjustments are applied by the Ashton College to consider the individual learner's needs
> ➢ Ashton College 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.

   Assessment is flexible to the individual learner:
> ➢ 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 competence and associated assessment requirements, and the individual.

   Any Ashton College assessment decision is justified, based on valid evidence of performance of the individual learner. Validity requires:
> ➢ assessment against the unit/s of competence 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
> ➢ judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competence and associated assessment requirements.

The assessment process is reliable.

- ➤ the assessment process and materials allow for reliable evidence to be generated on which performance can be assessed against the unit of competence/ accredited unit requirements
- ➤ evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

3.5 Ashton College assesses RPL portfolio evidence in accordance with the rules of evidence. This includes ensuring:

The assessment process and materials generate valid evidence:

- ➤ The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competence and associated assessment requirements.

The assessment process and materials generate sufficient evidence:

- ➤ The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner's competence.

The assessment process and materials generate authentic evidence:

- ➤ The assessor is assured that the evidence presented for assessment is the learner's own work.

The assessment process and materials generate current evidence:

- ➤ The assessor is assured that the assessment evidence demonstrates current competence. This requires the assessment evidence to be from the present or the very recent past.

3.6 If an RPL portfolio submission is considered incomplete/ fails to address unit of competence/s requirements the assessor will contact the candidate and:

- ➤ Provide the candidate with written and verbal feedback on their submission
- ➤ May verbally question the applicant to ascertain competence and fill any gaps in the submission. This may be through a meeting or phone call and/ or,
- ➤ Ask the candidate to provide written responses to questions and/ or,
- ➤ Request further documentation to demonstrate competence and/ or,
- ➤ Provide the student another opportunity to demonstrate competence and/ or,
- ➤ If a student's resubmission still does not demonstrate competence, then the above process is repeated.
- ➤ If the third submission does not demonstrate competence, then the application for RPL is refused.
- ➤ Once the assessor decides about whether RPL will be granted for each unit he/ she advises the candidate of the outcome.

3.7 Students may not be able to provide evidence to demonstrate RPL against all unit of competence requirements. Gap training can be arranged for the unit/ s that students are unable to demonstrate competence through RPL.

3.8 Students will be notified of the outcome of their RPL application in writing within 10 working days of the final assessment decision being made. Reasons for a refusal of application will be provided at this point.

3.9 Assessors will complete the assessment result documentation in the RPL Tool. The results will be recorded in the SMS. All RPL portfolio evidence is stored in the student's file. Student course fees and schedule are amended accordingly if RPL has been granted for one or more units of competency.

3.10 If RPL is granted for one or more unit/s of competency, the student will be forwarded a Statement of attainment indicating the units for which RPL has been granted. The Statement of attainment will be forwarded to the student within 10 working days of the final assessment decision being made.

3.11 The communication outlined in clause 3.10 includes a letter with a section to be completed by the student and returned to (Ashton College). This section is to inform Ashton College that the student accepts the RPL assessment decision. Students are advised to retain the Statement of attainment in a safe place.

3.12 Ashton College retains the written record of acceptance identified in clause 3.11 for two years after the overseas student ceases to be an accepted student.

4. Credit Transfer (CT)

4.1 The Credit Transfer (CT) application form is available on request via e-mail info@ashtoncollege.edu.au. All students are informed of their right to apply for credit transfer pre-enrolment via the International student handbook, marketing flyers and/or website.

4.2 CT applications are only considered for whole units of competence/ accredited units.

4.3 The admin department provides advice to students on how to prepare a CT application and the process of assessment.

4.4 Students may apply for Credit Transfer by submitting a Credit Transfer application form along with original certificates/ statements of attainment to the admin department at Ashton College or via e-mail to admin@ashtoncollege.edu.au.

4.5 Ashton College accepts authenticated AQF documentation issued by another RTO or the Register. The unit code and title on the must match that of the relevant unit on the Ashton College scope of registration.

4.5 No additional fee is charged for CT application.

4.6 The trainer/assessor processes the CT application. AQF certification documentation must be issued by another Australian Registered Training Organisation or AQF authorised issuing organisation or is verified as being issued by the National Register.

4.8 The student is informed of the result of the assessment within 10 working days of submitting the application. Students are requested to acknowledge the receipt of credit transfer granted by return of e-mail.

4.9 Assessing staff record the result and store all documents in accordance with the Records management policy and procedure.

4.10 The student's course details are amended on the SMS to indicate CT granted.

4.11 Where CT is granted, the student's course fees and schedule/ duration are amended accordingly. If the CT is granted before the student has been granted a visa, the CoE will indicate the actual net course duration. If the course credit is granted after the student visa has been granted, Ashton College will report the change of course duration via PRISMS and issue a new CoE that reflects the actual course duration.

4.12 Students have the right to appeal Ashton College decisions by accessing the Complaints and Appeals policy.

4. RPL Assessment appeals

4.1 If a student feels they have been unfairly assessed or there are circumstances that impacted their performance they may appeal the assessment decision.

4.2 Students should contact their assessor in this case outlining the reasons for their appeal.

4.3 If the assessor feels there are reasonable grounds for the appeal he/ she may decide to re-assess the student.

4.4 The assessor documents this process along with the outcome in the complaints and appeals register. All supporting documentation should also be placed in the students file.

4.5 If the assessor decides to refuse the student an opportunity for re-assessment, the student may lodge a formal appeal by submitting a complaints and appeal form. The student must provide reasons for the appeal along with any supporting evidence.

4.6 Complaints & Appeals forms are to be submitted to: Academic Director Ashton College or via e-mail to feedback@ashtoncollege.edu.au .

4.7 If the appeal is in relation to the Academic Director 's decision another member of staff will deal with the process.

4.8 If the Academic Director or other staff member handling the process decides that the students appeal be upheld the following will apply.

4.9 The assessment in question is marked by a different trainer and the outcome communicated to the student.

4.10 The assessor documents this process along with the outcome in the complaints and appeals register. All supporting documentation should also be placed in the students file.

4.11 The student will be awarded the grade that gives them the most favorable outcome between the two outcomes.

4.12 If the students appeal is refused they will be sent written notification of the outcome within five working days. This will include the outcome including reasons and details for the decision. The letter will also inform the student of their right to access the external appeals process.

4.13 Students can only appeal an assessment decision once.

4.14 If students are dissatisfied with the outcome of the internal appeals process they may access the external appeals process. Details of how to activate this process are contained in the Complaints & Appeals policy and procedure.

4.15 Students must inform Ashton College in writing if they are accessing the external appeals process.

Documents to be employed when implementing this policy and procedure:

- ➢ International student handbook
- ➢ Student orientation checklist
- ➢ RPL application form
- ➢ CT application form
- ➢ RPL Assessment Tool
- ➢ Relevant units of competence/ accredited unit
- ➢ Complaints and appeals policy and application form (if accessed by the student)
- ➢ Student file

Revision history

Creation/ Revision Date	Comment	Created/ Revised by
1/1/18	Policy and procedure updated	CEO