

# RTO Recognition Procedure

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## Scope

This procedure applies to all students and Atwea staff involved in recognition of prior qualifications, units and experience for Atwea RTO programs, in all modes and mediums of delivery

## Purpose

This procedure should be read in conjunction with the RTO Recognition Policy.

### ***RTO Recognition Policy***

This procedure facilitates a transparent and consistent approach to how Atwea will assess and grant recognition for study at Atwea regardless of funding streams.

## Definitions

The following words and expressions have the following specific meaning, and where applicable, as in the Standards for Registered Training Organisations (RTOs) 2015.

**AQF certification documentation** is the set of official documents that confirms that an AQF qualification or statement of attainment has been issued to an individual.

**AQF qualification** means an AQF qualification type endorsed in a training package or accredited in a VET accredited course.

**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 required in the workplace, as specified in a training package or VET accredited course.

**Assessment system** is a coordinated set of documented policies and procedures (including assessment materials and tools) that ensure assessments are consistent and are based on the Principles of Assessment contained in Table 1.8-1 and the Rules of Evidence contained in Table 1.8-2.

**Authenticated VET transcript** has the meaning given in the *Student Identifiers Act 2014*.

**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.

**Module** means a group of learning outcomes in a VET accredited course where it can be established that it is not possible to develop an appropriate unit of competency.

**Recognition of Prior Learning (RPL)** 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.

# RTO Recognition Procedure

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- a) formal learning 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 (for example, a certificate, diploma or university degree);
- b) non-formal learning 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 (for example, in-house professional development programs conducted by a business); and
- c) informal learning refers to learning that results through experience of work-related, social, family, hobby or leisure activities (for example the acquisition of interpersonal skills developed through several years as a sales representative).

**Registrar** has the meaning given in the *Student Identifiers Act 2014*.

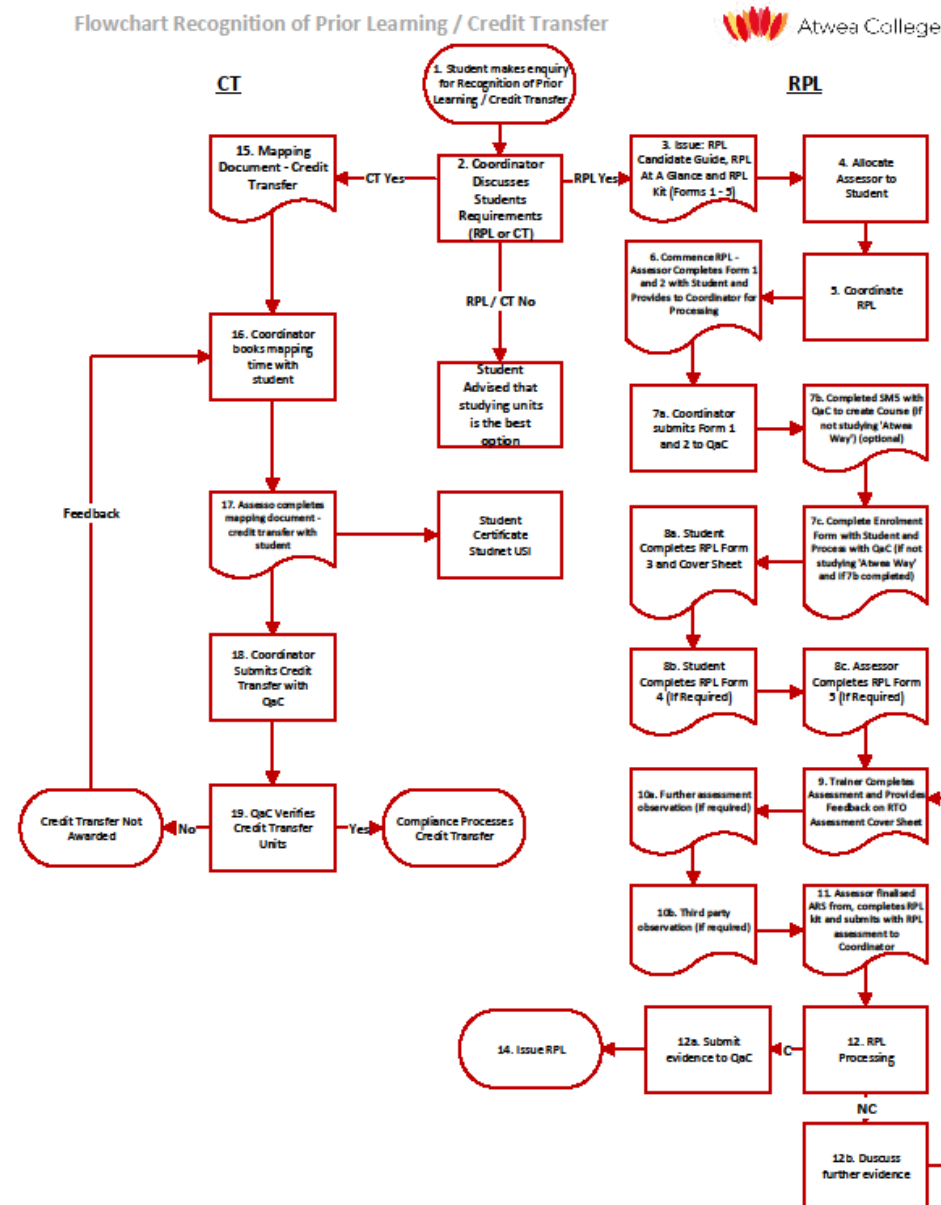
**Statement of attainment** means a statement issued to a person confirming that the person has satisfied the requirements of the unit/s of competency or accredited short course specified in the statement.

**Unit of competency** means the specification of the standards of performance required in the workplace as defined in a training package.

**ACE** - the Adult and Community Education unit responsible for delivering both accredited and non- accredited training.

# RTO Recognition Procedure

## Process Map



## Procedure

This procedure is to be followed for all recognition of prior learning and credit transfers whether the student is enrolled in full qualifications, part qualifications, regardless of funding stream or whether the prospective student is likely to self-fund.

# RTO Recognition Procedure

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*See Recognition Process Flow diagram*

## 1. Enquiry

Student makes an enquiry regarding Recognition.

## 2. Discuss – General

### Coordinator

Credit Transfer Identification:

- Discuss with the Student to determine if the Student already possesses certification documentation relevant to unit/modes from another RTO.
- If Student already has certification documentation relevant to unit/modes from another RTO, refer to Credit Transfer procedure below from Step 13.

RPL Identification:

- Discuss with student to determine if student is likely to have enough evidence / experience for RPL, if yes for to step 3.
- From discussions if it is identified early that a student is likely to not have enough evidence / experience, student is to be advised which units should be studied.

## 3. Issue Documents – RPL

### Coordinator

- Explain the process of RPL and requirements regarding assessment.
- Provide Student with:
  - *Candidate Guide to RPL*
  - *RPL at a Glance*
  - *RPL Application Kit (RPL Forms 1 – 5).*

## 4. Allocate Assessor – RPL

### Coordinator

- Allocate assessor to student wishing to submit RPL

## 5. Coordinate – RPL

### Coordinator / Assessor

- Confirm and book a time for Student to submit *RPL Application Kit (RPL Forms 1 – 5)* with an Assessor.

## 6. Commencement - RPL

### Assessor

- Meet with Student.
- Inform Students assessment requirements, including:
  - Expectations of the Student.

# RTO Recognition Procedure

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- Types of evidence.
- RPL assessment process.
- Principles of assessment.
- Rules of evidence.
- Submission timeframes.
- Confirm the units /modules the Student is seeking to complete as RPL.
- Conduct an assessment briefing session with the Student to confirm assessment requirements for each unit/module/cluster; identifying assessment tasks, specific standards or learning outcomes which apply for units/modules.
- Complete **RPL Form 1 and 2**.
- Provide **RPL Form 1 and 2** to Coordinator for Enrolment processing.

## 7. Initial Processing – RPL

### Coordinator

- Submit to Compliance through ticketing system using [admin@atwea.edu.au](mailto:admin@atwea.edu.au) for processing:
- a. Completed **RPL Form 1 and 2**
- b. Completed the **Course Creation Form (SM5)** to create course (if student is not part of a larger class)
- c. Completed **Enrolment Form (E1)** for student

## 8. RPL Completion

### a. Student

- Student completes with Assessor all assessment requirements for each unit/module/cluster; **RPL Form 3**.
- Student takes and keeps a copy of the completed assessment prior to submission.

### If Required

### b. Student

- Completes workplace Representative Form if required **RPL Form 4**

### c. Assessor

- Completes **RPL Form 5** if required (should assessor believe further evidence is required through competency conversations)

## 9. RPL Assessment

### Assessor

- Assessor reviews submitted evidence within two (2) weeks of receipt.
- Where reasonable, if minor clarification is required from Student to determine a successful outcome, contact the Student by telephone and discuss.
- Make relevant assessment judgement taking into account:
  - Elements and performance criteria for the unit/module.

# RTO Recognition Procedure

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- Assessment requirements.
- Principles of Assessment; and
- Rules of Evidence.
- Competency standard required in the workplace.
- Complete all relevant documentation
- Provide written feedback on assessment on ***RTO Assessment Cover Sheet***, as appropriate.
- Contact/Meet with the Student, providing feedback and assessment outcome, and advise on any further evidence required or training, as appropriate.
- Advise Student of right to appeal.

## 10. Further Assessment (If Required)

Should after RPL assessment, judgment be deemed not satisfactory candidate may be offered further competency conversation and/or observations

### a. Assessor

- Student is provided with '***Assessment Instructions – Candidate***' detailing the workplace observations that will be required.

#### Student

- Completes workplace observation if required.

#### Assessor

- Completes '***Assessment Marketing Guide – Observation of Skills***' if required and provides feedback to the student on the '***Assessment Cover Sheet***'

### b. Workplace Supervisor (If Required)

- Completes an '***Assessment Instrument – Third Party Observation Form***' if required for the assessor.

## 11. Finalised Assessment – RPL

### Assessor

- Complete ***RTO Assessment Results Summary***.
- Forward all assessment documentation to the Coordinator for processing.

## 12. RPL Processing

### Coordinator

#### a. If Assessment judgement is "NC":

- Discuss with trainer to whether student will provide enough evidence for RPL to be granted or should be encouraged to study the units NC.
- Contact Student Support Unit to provide support to the student.
- If RPL further evidence applicable go to step 13.
- If RPL further evidence not applicable process any evidence deemed competent and go to step 12b.

# RTO Recognition Procedure

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b. If Assessment judgement is “C”:

- Check paperwork has been completed correctly.
- Forward to Compliance for processing through ticketing system [admin@atwea.edu.au](mailto:admin@atwea.edu.au).

## 13. RPL Further Study (if applicable)

### Student

- Student completes all assessment requirements for each unit/module/cluster.
- Student takes and keeps a copy of the completed assessment prior to submission.
- Student submits assessment to Assessor for marking.
- Go to step 9 to re-join RPL processing

## 14. Issue RPL

### Compliance

Compliance enters RPL result in Student Management System (SMS).

## 2. Credit Transfer – Discuss General

### Coordinator

- Discuss with the Student to determine if the Student already possesses certification documentation relevant to unit/modes from another RTO.

## 15. Mapping Documentation – Credit Transfer

### Coordinator

- If Student already has certification documentation relevant to unit/modes from another RTO, provide with **Mapping Document – Credit Transfer**.
- If student does not have the same identified unit, then mapping can be considered using the **Mapping Document – Credit Transfer**. (If superseded and equivalent otherwise RPL needs to be discussed).

## 16. Coordinate Mapping Time

### Coordinator

- If student has not provided all evidence for credit transfer, book a convenient time for coordinator/assessor to meet with student to provide evidence required.

## 17. Mapping

### Student

- Student with Assessor or Coordinator completes the **Mapping Document – Credit Transfer**, attaching original copy of certification documentation with application.
- Student takes and keeps a copy of the completed application prior to submission.
- Student/Assessor submits application to Assessor/Coordinator for assessment.

# RTO Recognition Procedure

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## 18. Credit Processing

### Coordinator

- Submit credit application to compliance for processing

## 19. Verification/Completion

### Compliance

- Review **Mapping Document – Credit Transfer**.
- Verify validity with other RTO/USI look up. In the event USI lookup is not available, multiple attempts must be made to verify with the issuing RTO. In the event the issuing RTO does not provide the verification information, credit may be applied anyway in fairness to the student, at the discretion of the ACE Manager or Operations Manager.
- Confirm unit/module codes and equivalence.
- Enter notes into Student records on SMS.

### If Awarded

- Credit transfers confirmed enter result in SMS

### If Not Confirmed/Awarded

- Provide result to Coordinator/Assessor to provide feedback to student.

## Related documents, forms, and legislation

RTO Recognition Policy

RTO Recognition Process Map

Candidate Guide to RPL

RPL at a Glance

RPL Application Kit (RPL Forms 1 – 5)

RTO Course Creation Form

RTO Enrolment Form

RTO Assessment Cover Sheet

RTO Assessment Instructions – Candidate

RTO Assessment Marketing Guide – Observation of Skills

RTO Assessment Instrument – Third Party Observation



# RTO Recognition Procedure

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RTO Assessment Results Summary

RTO Mapping Document – Credit Transfer

## Review

This policy review period is: 2 yearly

## Publication Log

Common (x) Drive	
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<b>Policy Owner</b>	Adult and Community Education Manager		
<b>Review Panel</b>	The Adult and Community Education Manager and Operations Manager		
<b>Approval Authority</b>	Executive Director		
<b>Date of Endorsement</b>	3/07/2023	<b>Next Review Date</b>	3/07/2025
<b>Risk Rating</b>	Insignificant	<b>Version</b>	2.0
<b>Library Location</b>	<a href="#">RTO Recognition Procedure.docx</a>		