ANC RPL/RCC Policy

1. RPL/RCC

Recognition of Prior Learning (RPL) & Recognition of Current Competency (RCC) are two common terms used in competency based systems to refer to the recognition of relevant competencies a person has gained. RPL may refer to formal qualifications or learning in other ways (including life experience), while RCC is often used to refer to a person’s current competencies, regardless of any training they may have had. Since learning can fade it is not practiced regularly, RCC can be more important that RPL.

For simplicity, the terms RPL and RCC will be combined as recognition.

Recognition involves the formal acknowledgment of individual people's skills, irrespective of how and where the skills were acquired. The process involves identifying people's skills and knowledge acquired through formal and informal training and education, work and life experience and matching them to course competencies.

Recognition then allows individuals to learn new skills, build on existing skills, or have extra time to devote to the remaining subjects.

The College seeks to make the Recognition process comfortable and supportive for the candidate.

Purpose

- To acknowledge a candidate's current knowledge and skills
- To establish quality procedures within the College
- To minimise time and cost to applicants
- To accelerate completion of a candidate’s qualification
- To increase the confidence of the candidate in undertaking training

Definitions

RPL & RCC

Recognition of Prior Learning and Recognition of Current Competency (RPL & RCC) is the process by which a person
can demonstrate whether or not they already possess the skills or competencies taught in a particular module, unit of competence or course and that their experience and competence is current.

If a person already has the skills and knowledge that a course of study would teach them, then they do not have to repeat that part of the course i.e.: a person does not have to relearn the skills they already have.

**Credit Transfer (CT)**

Credit Transfer refers to credit that is awarded on the basis of prior formal learning or study. Credit will be given for modules or units of competency for which an original, official Qualification or Statement of Attainment is produced from a registered training organisation, university or accredited training provider. Refer Credit Transfer Policy.

**National Recognition**

National recognition means that all registered training organisations will recognise qualifications and statements of attainment issued by any other registered training organisation in Australia. This allows a person to automatically gain credit for units of competency that they have successfully completed with another registered training organisation. A Statement of Attainment from a registered training organisation that contributes to a Qualification is reported as a form of Credit Transfer.

**Competency Based Training (CBT)**

Is unlike other forms of training which require a person to sit tests, or examinations, competency based learning is about demonstrating that they can perform a particular task or job to a standard required in the workplace. It is all about applying what they know and have learned to a specific task, in a specific job. Assessment is based on industry determined competency standards.
National Training Framework

The National Training Framework identifies the key components of the vocational education and training system at the national level, the relationships between those components, as well as the quality assurance and recognition arrangements of the Australian Quality Training Framework (AQTF) that allow individuals to gain national recognition.

Benchmarks

Benchmarks are the standards against which an individual's prior learning is assessed. The scope of this policy covers the use of national competency standards from Training Packages or learning outcomes from nationally accredited courses as benchmarks.

Competency Standards

National standards outline the competencies required for effective performance in the workplace. A competency specifies the knowledge and skill and the application of that knowledge and skill at an industry level, to the standard of performance required in the workplace.

Training Package

A Training Package is a set of nationally-endorsed standards, guidelines and qualifications used to recognise and assess the skills and knowledge people need to perform effectively in the workplace. Training Packages are developed by industry to meet the training needs of an industry or group of industries. Training Packages are a key resource for registered training organisations in the delivery of structured, accredited training.

Learning Outcomes

Learning outcomes are an essential part of any unit outline. A learning outcome is a clear statement of what a learner is expected to be able to do, know about and/or value at the completion of a unit of study and how well they should be expected to achieve those outcomes. It states both the substance of learning and how its attainment is to be demonstrated.
Nationally Accredited Course

An accredited course is a ‘training program’ which is accredited by a state/territory training authority and as a consequence is recognised nationally. On the successful completion of an accredited course, a registered training organisation can issue a nationally recognised Qualification and on partial completion, a Statement of Attainment.

Benchmark Specialist

The Benchmark Specialist evaluates the applicant's evidence of prior and current learning against the benchmarks and makes a decision as to whether to grant or deny Recognition. The Benchmark Specialist must demonstrate competency in the area to be assessed, at least to the level specified in the benchmarks.

RPL/RCC Facilitator

The RRPL/RCC Facilitator overseas the Recognition process to ensure that it is conducted in a valid, reliable, flexible, fair and supportive manner and in accordance with the College's procedures for Recognition. The RRPL/RCC Facilitator must demonstrate competency in the area to be assessed. The Benchmark Specialist and the RPL/RCC Facilitator can be the same person.
Context

Recognition is a feature of the National Training Reform Agenda that enables efficient and effective use of training to enhance skill development and multi-skilling, without being repetitious and time wasting. With the introduction of CBT and the move away from 'Time Serving', RPL facilitates knowledge recognition in courses so that individuals may better use their time to diversify or build upon their skills.

Guiding Principles

The Recognition framework is based upon a number of guiding principles:

| Competence | RPL/RCC Facilitator and Benchmark Expert |
| Commitment | Commitment to the Recognition process and the applicant |
| Access | Well publicised and open to all |
| Fairness | Equitable and credible process with Appeals being genuinely available |
| Support | Applicant will be given support from the RPL/RCC Facilitator |
| National Recognition | The College recognises AQF Qualification and Statements of Attainment issued by other RTOs |
| Evidence | The RPL/RCC Facilitator ensures that the evidence is authentic, valid, reliable, current (RCC) and sufficient |

Implementing Strategies

- Recognition will be made available to all trainees commencing courses at the College
- Recognition assessments will be conducted by trained RPL/RCC Facilitators
- Recognition framework will be followed, as defined in the procedures
- Recognition applicant information will remain confidential
- Information/Induction Sessions will encompass information about Recognition, and course competencies
- Recognition should ideally be sought prior to commencing a course
- Further curriculum or projects will be designed for trainees who wish to further their studies in other areas
- The Recognition framework shall be adopted as the acceptable procedure
The Recognition Process

Stage 1 - Information

Potential applicants need information, advice and support on all aspects of Recognition at this stage. Support is given through:

- A meeting/session with the Course Coordinator
- Recognition information in the College’s Student Handbook

Stage 2 - Initial Support and Counselling

Potential applicants need support on all aspects of Recognition. All course documents should be readily available and written in plain simple language. Further support is given through:

- Access to trained counsellors/assessors
- Access to RPL/RCC Facilitators

Stage 3 - Application and Portfolio Completion

- The candidate must obtain an RPL & RCC & Credit Transfer Request form if they intend to apply for Recognition
- Form is available from the Campus Officer and/or Course Coordinator and also from the ANC website.
- The application form, when completed, should be returned to the nominated RPL/RCC Facilitator with supporting documentation. Students interested in RPL/RCC are provided with RPL/RCC Evidence Guide.
- Using the learning outcomes and assessment criteria provided, the candidate must initiate a self-assessment process to match their supportive evidence to the competencies related to the module/s for which they are seeking Recognition. They will be given an RPL/RCC Recognition Evidence Guide to help them through the process
- Gathering supportive evidence
  - Copies of any statements, references or articles about employment etc.
  - Copies of school reports, certificates or statements about education and training
  - Relevant work samples such as completed work products, memos, essays
  - Outlines of any courses attended, including in-house training
  - Any information that might aid the assessment of a request
- The candidate must lodge their documentation with the RPL/RCC Facilitator and arrange an interview time
Stage 4 - Assessment

An interview is conducted to enable the student to demonstrate or provide evidence in support to their claim for Recognition. The interview is conducted by the RPL/RCC Facilitator:

The decision will be based on whether or not the evidence supports the claim. There are three possibilities:

- Grant Recognition
- Deny Recognition
- Further assessment required

Stage 5 - Post-Assessment Guidance

The student is informed about the outcome of the recognition process in the following way:

- **Approved**
  If the students application is approved he/she has to attend a meeting with RPL/RCC Facilitator. Student has to sign on the RPL & RCC & Credit Transfer form under outcome section to confirm the outcome of the application

- **Rejected**
  If the student's application is rejected, he/she is sent a letter advising of the outcome and providing information on ANC appeals process if the student wants to appeal against the decision

Under all the above situation, a copy of RPL/RCC Request form along with supporting documentation is kept on the file.
Translation and Interpreting Service  
Department of Immigration and Citizenship  
Phone: 131 450  
Web Site: www.immi.gov.au

Overseas Qualifications Assessment  
Phone: 9655 6522

Office of Training and Tertiary Education (OTTE) General Inquiries  
Phone: 9637 2333  
Web Site: www.otte.vic.gov.au

  Overseas Trade Qualifications  
  Phone: 9637 2333

  Apprenticeships/Traineeships  
  Phone: 9412-6600

  Office for Youth  
  Phone: 9637 3164

  Victorian Qualifications Authority  
  Phone: 9637 2333

Council of Adult Education  
Phone: 9652 0611
Guidelines for RPL/RCC Facilitator

Many applicants have difficulty in gathering evidence to support their Recognition application. It is therefore important that the applicant is clear on what they may use as evidence to support their claims.

- Encourage candidates to arrange translation of their documents if required
- Give candidates an RPL/RCC Recognition Evidence Guide
- Encourage candidates to prepare a file of relevant information which could be used to support the application
- Provide samples of Statutory Declarations which may be used as evidence - encourage detail
- Emphasise the wide range of material which may be used as evidence

Filling out a Recognition application

- Discuss the Learning Outcomes with the candidate prior to completing the application form
- Instruct the candidate to meet the learning outcomes through experience, and list these in the relevant areas on their application form
- Use sample Recognition forms to show candidates how the form should be filled out

Preparing for a Recognition assessment

It is important that the candidate feels comfortable with the assessment method. The method could involve an interview, practical assessment task or assignment. RPL/RCC Facilitator and candidate must discuss the most appropriate method of assessments that will differ depending on the competencies. Be sure that the candidate is aware of the following:

- Recognition interview and job interviews have things in common, but the main difference is that Recognition is not a competitive process.
- Encourage candidate to best use the facilities available to them such as audio tapes to avoid the nerves of an interview
- Discuss the use and role of a support person
- Discuss the differences between job and Recognition interview
- Discuss using an Interpreter if required
Recognition Criteria for decision making

The final decision for the RPL/RCC Facilitator is whether or not an applicant is successful in their Recognition claim. This will be based on the following assessment principles:

VALIDITY

Is it relevant?

Evidence must cover the broad range of knowledge and skills required to demonstrate competence. RPL/RCC Facilitators need to ensure that the evidence meets the specified criteria of the outcomes. To be able to do this the RPL/RCC Facilitator must be clear about what is meant by the criteria and be sufficiently skilled in the areas they are assessing.

The evidence required should therefore seek to match or reflect the type of performance which is being assessed.

It may be difficult for an RPL/RCC Facilitator to determine that an assessee is competent if the evidence is only gathered on one occasion.

RELIABILITY

Is it consistent with other evidence? How accurate does it have to be?

The RPL/RCC Facilitator needs to make sure that the monitoring and review of assessment practices actually occurs.

One way of checking that the judgements being made by RPL/RCC Facilitators are consistent is 'moderation' in which groups of RPL/RCC Facilitators/Assessors compare examples of evidence which meet, or fail to meet competency.

Another way is to ask a second RPL/RCC Facilitator to confirm the assessment decisions from time to time.

All RPL/RCC Facilitators are competent in terms of the national competency standards for assessment.

FLEXIBILITY

Is it meeting the needs of the candidate?

Assessment will cover both the on and off-the-job components of training. Assessment procedures will provide for the recognition of competencies no matter how, where or when they have been acquired. Assessment procedures will be made accessible to learners so that they can proceed readily from one competency standard to another.

FAIRNESS

Is it equitable and participatory?

Assessment practices and methods will be equitable to all groups of learners. Assessment procedures and the criteria for judging performance will be made clear to all candidates seeking assessment. There will be a participatory approach to assessment. The process of assessment will be jointly developed between the RPL/RCC Facilitator and the assessee. Opportunities will be provided to allow candidates to challenge assessments and provision will be allowed for re-assessment.
AUTHENTICITY

Is it the assessee's work?

RPL/RCC Facilitators need to satisfy themselves that the evidence gathered is the assessee's own work. This will usually mean that it was compiled by the assessee alone, although in some circumstances evidence prepared by a group may be legitimate. For example, if a competency requires the project team to prepare a report about a project, the RPL/RCC Facilitator will need supplementary evidence about the assessee's actual contribution to the report.

CURRENCY

Is it up-to-date?

The evidence provided should be suitable to support a claim for current competency. A person who worked as an accountant 15 years ago may have considerable difficulty providing evidence to show that they are still competent in terms of today's outcomes and criteria. The RPL/RCC Facilitator needs to check if the assessee is still able to perform the skill to the current competency level.

SUFFICIENCY

Is it enough?

There must be sufficient evidence for an RPL/RCC Facilitator to make a judgement about competence. As an RPL/RCC Facilitator you will often have to decide how much is sufficient. Sometimes assesses' do not provide enough evidence. This may be because they do not have sufficient knowledge to complete a demonstration or a written test to the required standard. If so, an assessor should provide guidance on what is required for a subsequent attempt.

Occasionally, especially where assesses' submit portfolios of work, they may submit much more evidence that is required to demonstrate competency. This is where effective communication between RPL/RCC Facilitator and assessee can stop or reduce 'evidence overload'. An RPL/RCC Facilitator who has discussed the evidence required with an assessee is less likely to be faced with a large amount of unnecessary evidence.

CONSISTENCY

Is it transferable?

Evidence that the outcomes can be achieved on more than one occasion helps support the idea of transferability of skills and knowledge.

EFFICIENCY

Time and cost?

The strategy used for assessment needs to be efficient in terms of time and cost requirements.
Recognition – Accepted evidence and assessment methods

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<th>Evidence</th>
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<tr>
<td>• Work diary or journal</td>
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<td>• Samples of work</td>
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<tr>
<td>• Newspaper/magazine clippings</td>
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<tr>
<td>• Photographs of work</td>
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<tr>
<td>• Audio or video tape - demonstration of a skill</td>
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<td>• Certificates for in-house training</td>
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<td>• Work reference references</td>
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<td>• Referees</td>
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<td>• Letter from employer</td>
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<td>• Pay slips</td>
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<td>• Practical demonstrations</td>
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<td>• Statutory declaration</td>
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If the College grants the student course credit via RPL/RCC which leads to a shortening of the student's course, the College will:

- if the course credit is granted before the student visa grant, indicate the actual net course duration (as reduced by course credit) in the confirmation of enrolment issued for that student for that course, or
- If the course credit is granted after the student visa grant, report the change of course duration via PRISMS under Section 19 of the ESOS Act within 2 weeks of the event.

RRL/RCC Evaluation Form

At the completion of the Recognition process, Trainees are asked to complete an RPL/RCC Evaluation Form and hand it into the Course Coordinator or Campus Officer.

The RPL/RCC Evaluation Form responses will be analysed to ensure the Recognition process is equitable for all trainees. The RPL/RCC Evaluation process will also form part of the College’s continuous improvement strategy.