

SKILLS RECOGNITION AND CREDIT

1. PURPOSE

ICG Training and Consultancy Services Pty Ltd (ICG) is committed to providing quality training and assessment services in accordance with the Standards for Registered Training Organisations 2015. As such, this document describes our obligation to support the recognition of skills and competencies previously attained by our students.

2. SCOPE

This policy forms part of ICG's Quality Management System and applies to all nationally recognised training products on our scope of registration.

3. POLICY STATEMENT

Recognising the existing skills and competencies enables and encourages students to enter or continue with formal training and avoids duplication of relevant previous learning. It supports equity and fairness in access to, and participation in, education and training. As such, ICG offers recognition and credit to all students and implements an assessment system that ensures that recognition assessment complies with assessment requirements of Training Packages, the Principles of Assessment and Rules of Evidence.

Recognition of Prior Learning (RPL) and Credit Transfer (CT) are credit arrangements that are an essential feature of the Australian Qualifications Framework (AQF). ICG is committed to providing effective processes for skills recognition and credit options to all current and prospective students by:

- Implementing an assessment system that ensures RPL assessments comply with assessment requirements of relevant training packages.
- Conducting RPL assessment in accordance with the Principles of Assessment and the Rules of Evidence.
- Offering recognition to all students at the time of enrolment.
- Providing adequate information and support to students in understanding the process and gathering reliable evidence to support their claim.
- Processing all Recognition applications in accordance with the **Assessment and Evidence Collection Policy Procedure** for.
- Giving appropriate recognition to AQF Certification documentation issued by other RTOs.

ICG is committed to implementing and actioning the AQF definition of credit which is the value assigned for the recognition of equivalence in content and learning outcomes

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between different types of learning and/or qualifications. Credit reduces the amount of learning required to achieve a qualification and may be through credit transfer, articulation, recognition of prior learning or advanced standing.

Recognition of Prior Learning

Recognition of prior learning (RPL) is defined in the AQF as an assessment process that involves assessment of an individual’s relevant prior learning (including formal, informal, and non-formal learning) to determine the credit outcomes of an individual application for credit.

Credit Transfer

Credit transfer is defined in the AQF as a process that provides students with agreed and consistent credit outcomes for components of a qualification based on identified equivalence in content and learning outcomes between matched qualifications.

4. PROCEDURES

4.1 Credit Transfer Procedures

- a) Any student wishing to apply for credit transfer in a course or qualification in which they are currently enrolled must complete a Skills Recognition and Credit Application and present their Nationally Recognised AQF Statement of Attainment, Qualification Certificate and Testamur; or a USI Transcript for examination. These documents will provide the detail of the units of competence the student has been previously issued.
- b) Whilst students may apply for credit transfer at any time, they are encouraged to apply before commencing a training program as this will reduce unnecessary training and will incur a fee reduction.
- c) The student’s AQF certification must be verified as being true and correct and copies must be taken from sighted originals and endorsed by staff.
- d) If credit transfer is being sought for a unit of competence which has a different title or code, then the equivalence between the unit held and the unit being sought will be mapped using the Unit of Competency Equivalency Mapping template. In many cases this information can be found in mapping documents published in the relevant training package or by registering authorities who provide purchasing guidelines or mapping guides and in the AQF Qualifications Pathways Policy.
- e) Credit transfer may only be awarded for whole units of competence that meet the packaging rules of the qualification for which a student is enrolled. Where a mapping guide identifies a partial credit, this will not be considered for credit transfer and the applicant will be advised to seek recognition.

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- f) Credit transfer will only be issued when the student’s enrolment includes at least one other unit of competence; student may not enrol only for credit transfer.
- g) The student does not incur any fees for credit transfer.

4.2 Preparing for Recognition Assessment

- a) The student will indicate that they wish to apply for RPL by submitting a Skills Recognition and Credit Application. This form is to be issued to the relevant assessor who will assess the application and inform the student of acceptance of the application and the fees that may be relevant.
- b) The student and the assessor will meet to consider the application and to ensure that the student:
 - i. Understands the RPL process i.e., a formal assessment process leading to a competency decision.
 - ii. Has access to copies of the relevant units of competency.
 - iii. Understands the requirements of collecting and matching evidence to the requirements of the units.
 - iv. Understands the timeframes and costs.
- c) Further meetings will be scheduled with the assessor to progress through evidence collection. Assessors will record the evidence received on the RPL Kit.
- d) On completion of the evidence collection process, If the assessor determines the student competent, assessment outcomes are recorded according to the Assessment and Evidence Collection Policy Procedure. If the student is determined to be not yet competent, a meeting will be arranged with the assessor to explain areas requiring further evidence or training.
- e) All relevant documentation including results and evidence of the RPL will be filed in accordance with the Management of Records Policy Procedure.

4.3 RPL Kits

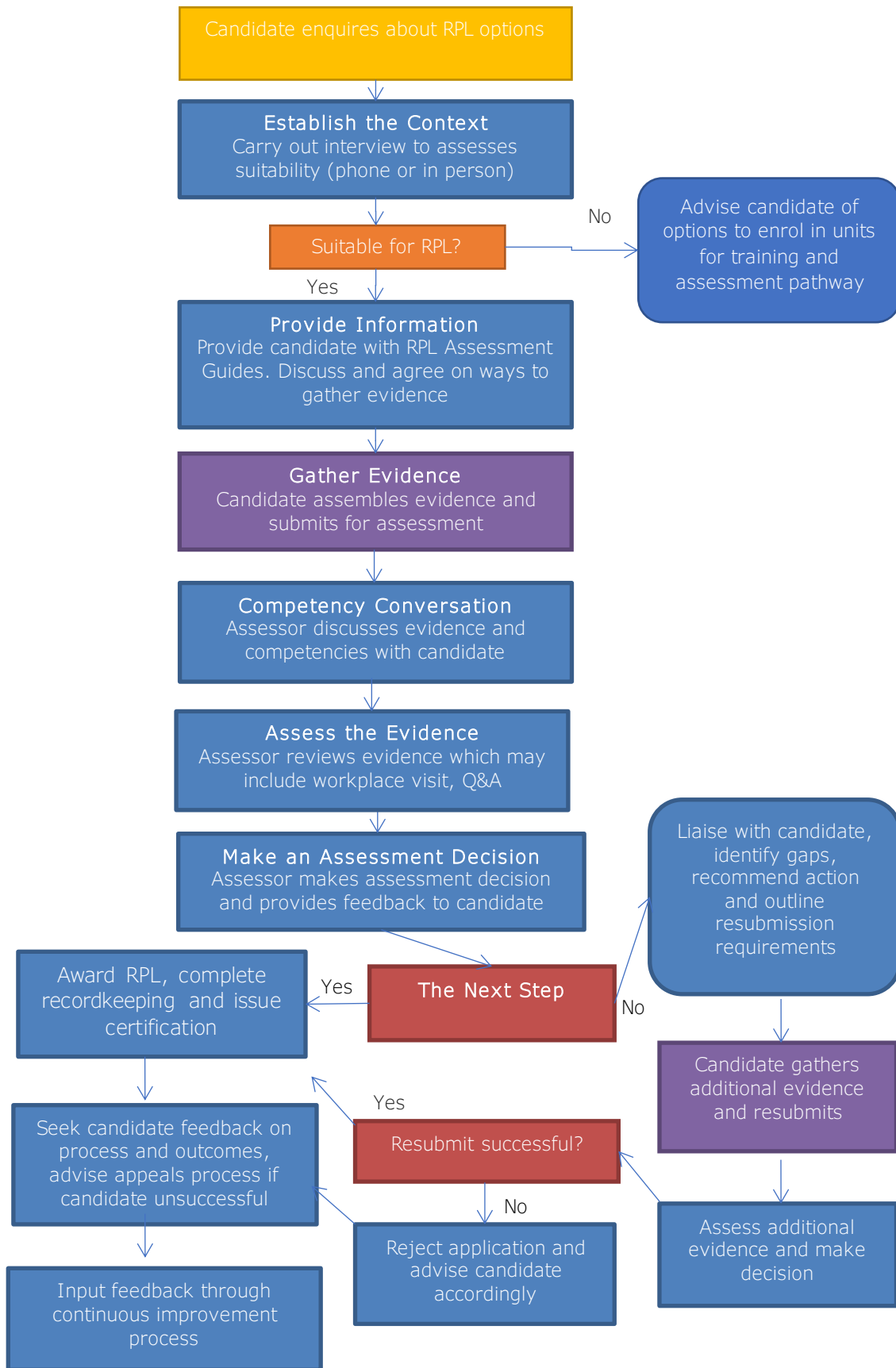
- a) RPL Kits are available for each qualification on our scope of registration. These assessment tools are to be used to guide the collection of RPL evidence. They have been designed to:

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- i. Collect evidence to demonstrate prior achievement of the learning outcomes and assessment requirements for each Training Product on our scope of registration.
- ii. Provide a range of methods against which the student can provide evidence.
- iii. Be at the same standard as other assessment for the qualification.
- iv. Recognise learning regardless of how, when and where it was acquired providing it is relevant to the learning outcomes in the Training Product.
- v. Meet the requirements of valid, authentic, current, and sufficient evidence.
- vi. Provide a process that is fair, flexible, reliable, and valid.
- vii. Include reasonable adjustment for the literacy levels, cultural background, and experiences of students.
- viii. Meet the needs of students from different background and contexts.

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4.4 Recognition Process Overview



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4.5 Issuing Credentials

- a) Once the assessment decision has been made, the student will be issued with a credential as appropriate and in accordance with the Issuing Certification Policy Procedure. Record keeping and archiving processes will follow.

5. VARIATIONS

ICG reserves the right to vary, replace or terminate this policy from time to time.

6. DEFINITIONS

As defined in the Quality Management Strategy.

7. RELATED DOCUMENTS

- Access Equity Policy Procedure.
- Assessment and Evidence Collection Policy Procedure.
- Complaints Handling Policy Procedure.
- Assessment Appeals Policy Procedure.
- Skills Recognition Kits.
- Management of Records Policy Procedure.
- Issuing Certification Policy Procedure.

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