Recognition

Frequently Asked Questions

A document for use by TAFE Queensland personnel

September 2010

Questions or comments about this document should be forwarded by email to the Queensland VET Development Centre mailbox on the Global Address List.
**Acronyms and Abbreviations**

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tr>
<td>AQF</td>
<td>Australian Qualifications Framework</td>
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<td>AQTF</td>
<td>Australian Quality Training Framework</td>
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<td>AVETMISS</td>
<td>Australian Vocational Education and Training Management Information Statistical Standard</td>
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<td>DETE</td>
<td>Department of Education, Training and Employment</td>
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<tr>
<td>FAQ</td>
<td>Frequently Asked Questions</td>
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<tr>
<td>ISAS</td>
<td>Institutes’ Student Administration System (TAFE Queensland)</td>
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<tr>
<td>MOU</td>
<td>Memorandum of Understanding</td>
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<td>MRA</td>
<td>Mutual Recognition Agreement</td>
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<td>NAATI</td>
<td>National Accreditation Authority for Translators and Interpreters</td>
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<td>NTIS</td>
<td>National Training Information System</td>
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<td>PLA</td>
<td>Performance Level Assessment</td>
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<td>QSP</td>
<td>Queensland Skills Plan</td>
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<td>RCC</td>
<td>Recognition of Current Competency</td>
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<td>RPL</td>
<td>Recognition of Prior Learning</td>
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<td>RTO</td>
<td>Registered Training Organisation</td>
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<td>TAA</td>
<td>Training and Assessment</td>
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<td>TAE</td>
<td>Training and Education</td>
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<tr>
<td>TTMRA</td>
<td>Trans-Tasman Mutual Recognition Arrangement</td>
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<tr>
<td>VET</td>
<td>Vocational Education and Training</td>
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</table>
Overview of Recognition

Introduction

The acceleration of training through recognition of existing skills is an important strategy to address the national skills shortage.

Under the Queensland Skills Plan (QSP) recognition of existing knowledge and experience is a key part of Government policy aimed at minimising time in training and accelerating up-skilling of the workforce.

Previous formal (assessed) studies are *prima facie* evidence of knowledge and skills. If they are sufficiently relevant to the new studies, and the documents provide sufficient evidence that the previous learning covers or exceeds the requirements of the target unit or qualification, further training and assessment is unnecessary.

Two processes are therefore used to provide recognition. They are:

- credit transfer
- recognition of prior learning (RPL).

The difference between credit transfer and RPL

**Credit transfer** recognises the learning outcomes of past *formal* study. The focus is on the documented evidence of the past study and how it relates to the learning outcomes of the target units or qualification. In other words, it is the evidence provided relating to the intended learning outcomes of the *past formal* learning that is assessed, not the individual.

**RPL** assesses and recognises the results of past *non-formal and informal* learning, no matter how, when or where the learning occurred. It is the recognition of an individual’s current skills and knowledge.

Table 1: Recognition Summary Flowchart (p.5) provides an overview of recognition, the three types of learning (formal, non-formal and informal) and the distinction between credit transfer and RPL.

Understanding the three types of learning (formal, non-formal, and informal) will assist users of this guide in the recognition process. See Appendix 1: Definitions and Terminology, under ‘Learning’.
Types of credit transfer

Credit transfer can be categorised into the following three processes.

**Automatic**

Credit transfers granted where no mapping/evaluation of the past study is required.

Automatic credit transfers include:

- identical units of competency
- units of competency where equivalence has been pre-determined and identified in a:
  - Queensland Transition/Mapping Guide
  - Training Package Mapping Table
  - Accredited Course Transition Table

Automatic credit transfer is an automatic process as no mapping/evaluation of the evidence is required by an assessor.

**Negotiated Agreement**

Credit transfer granted as a result of an agreement/MOU between two approving organisations. A statement of equivalence between particular studies is incorporated in this agreement/MOU. Once the agreement/MOU is in place, the granting of credit transfers is an automatic process as no further evaluation of evidence is required by an assessor.

**Manual**

Credit transfer that requires an assessor to undertake mapping to determine coverage of the evidence requirements of the target units.

**National Recognition**

National Recognition (previously ‘Mutual Recognition’) is the recognition by an RTO of an Australian Qualifications Framework (AQF) qualification and/or a statement of attainment issued by all other Australian RTOs and is an Australian Quality Training Framework (AQTF) registration requirement.

The intention of this is that it should make no difference where a student has completed a particular unit for the purpose of the final award of a qualification. Hence if a unit from another RTO falls under the qualification rules (including transitional arrangements) credit must be granted.

National Recognition and mapping guides/transition tables apply to units individually. You must apply them regardless of when, where, or in what context the unit was originally undertaken. In particular you cannot refuse credit because the unit was taken as part of a qualification at a different AQF level, or in a different industry from the target qualification.
Mixed recognition

In practice, clients rarely present with only one type of evidence of past learning. Clients will typically have a mixture of past formal studies, evidence of learning from informal and non-formal sources, and evidence of relevant experiences.

The aim of all recognition policies, including national recognition, is to avoid unnecessary training and assessment, both for the client and for the national system.

Accordingly, VET system clients should receive the maximum amount of credit transfer to which they are entitled. They should not be required to undertake assessments in which they have demonstrably already succeeded.

However, in some cases, the past formal studies presented will not directly correspond to the requirements of the target unit(s) of the destination qualification. This applies particularly to formal studies from outside the VET sector.

In these cases additional RPL (assessment) processes may have to be used to determine whether competency should be recognised in the incompletely covered target unit(s).

These situations are considered to be mixed cases of recognition and are recorded as RPL.

Note: A mixed case of recognition only occurs if the applicant presents with evidence of:

- Past formal learning (which has been determined by an assessor to be ‘insufficient’ to grant a credit transfer); and

- Non-formal and/or informal learning relevant to the ‘target’ units that need to be assessed to finalise the recognition decision.

Gap Training

Gap training occurs when a gap in the student’s knowledge and skills has been identified through the recognition process, and the student is directed to undertake a training and assessment pathway. Gap training is recorded as training.
Table 1: Recognition Summary Flowchart

Recognition Flowchart

FORMAL LEARNING
Learning that takes place through a structured program of instruction and is linked to the attainment of a formal qualification or award (for example, a certificate, diploma or university degree). (AQTF 2007)

VET
Including all Australian RTQs:
- public
- private
- schools
- universities
- interstate

Non-VET
University

Non-VET
Secondary School

Non-VET
Overseas - school, vocational education and training, university

Non-VET
Other - industry recognised training / credentials

IDENTICAL UNITS
(National Recognition)

Equivalence identified:
- Mapping Guides
- Equivalence Tables
- Transition Tables

No mapping required

CT
(Automatic)

Equivalence to be determined:
- Across training package
- Across State accredited courses
- State accredited course to training package (or vice versa)

Complete or incomplete qualifications

Mapping/evaluation of content required to determine coverage of evidence requirements

CT
(Manual)

NOTE: If the content of the formal learning is not sufficient to cover the evidence requirements of the target units, an RPL assessment can be undertaken in the gaps. This is also to be done in cases where the evidence of the formal learning is insufficient to determine coverage of the evidence requirements. Such mixed cases of recognition should be recorded as RPL as an assessment of an individual’s skills is involved.

NON-FORMAL LEARNING
Learning that takes place through a structured program of instruction but does not lead to the attainment of a qualification or award (for example, in-house professional development programs conducted by a business). (AQTF 2007)

Assessment of the individual’s knowledge and skills and their application

INFORMAL LEARNING
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). (AQTF 2007)
Section A: Recognition FAQs
(applicable to both credit transfer and RPL)

1. Can a RTO have a policy which states a timeframe on when applications for recognition must be submitted by?

**No.** Prospective recognition applicants have the right to submit a recognition application at any time.

**Exception:** In cases where a student has enrolled and commenced training delivered by a RTO and then decides to make an application for recognition, it is reasonable for a RTO to have guidelines to manage these situations. Suggested considerations include:

- Was the student adequately informed of the RTO’s recognition options prior to enrolment?
- Did the student fail to act on the information provided in a timely manner?
- Is the student likely to be successful at their recognition application?

2. Is there an ‘official’ timeline that RTOs must adhere to, from when the recognition application is received to when a decision is made?

**No.** However, the recognition process should be completed in a prompt and timely manner to be of most benefit to the applicant.

3. How are recognition decisions reported?

All training providers must record and report recognition decisions to AVETMISS. The *AVETMISS Recording Flowchart* (Appendix 3) shows the types of decisions made as part of the recognition process and the AVETMISS codes appropriate to each result.

Appendix 4: *Recording RPL Assessment Outcomes,* provides information about result codes that are applicable outcomes for RPL.

4. Is enrolment in the qualification or unit of competency required for each recognition process?

Different administrative processes will be undertaken depending on the type of recognition being sought. These variations are summarised in the table on the next page.
### Administration process

<table>
<thead>
<tr>
<th>Qualification enrolment required</th>
<th>Yes</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit of competency enrolment required</td>
<td>*No</td>
<td>Yes</td>
</tr>
<tr>
<td>Fees payable</td>
<td>#No</td>
<td>**Yes</td>
</tr>
<tr>
<td>Material fees payable</td>
<td>No</td>
<td>^No</td>
</tr>
</tbody>
</table>

* This only applies to units where Credit Transfer is successful. Enrolment is necessary in all other units required to achieve the qualification.

**Applicants are advised that fees are payable on RPL enrolment to pay for the assessor’s judgement and time.

^Material fees may only be charged where resources are required for a practical assessment occurring within a simulated work environment.

#No fees are payable for credit transfer, however the applicant must be enrolled in the qualification. Applicants are not enrolled in a unit of competency where credit transfer applies. A full qualification cannot be obtained through credit transfer.

### Note:

Gap training and accelerated training are not methods of recognition, but are often used as part of the recognition process to provide a pathway for the student to complete studies in the shortest time possible.

<table>
<thead>
<tr>
<th>Administration Process</th>
<th>Gap training</th>
<th>Accelerated training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualification enrolment required</td>
<td>Yes</td>
<td>Yes</td>
</tr>
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<td>Yes</td>
</tr>
<tr>
<td>Material fees payable</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>
5. Should students who have applied for recognition appear on the class roll?

**Credit transfer**

**No.** It is recommended practice that decisions regarding applications for credit transfer are made and processed prior to a student enrolling in the unit of competency.

In cases where a student has enrolled and appears on a class roll and then is successful with their credit transfer application, the student will be removed from the class roll, a credit transfer processed and fees refunded.

**RPL**

**No.** RPL applicants will not appear on a class roll, as participation is not measured for RPL assessment. In the case where a student is enrolled in a training and assessment pathway and subsequently changes to a RPL pathway, this should be noted on the class roll and the appropriate Institutes’ Student Administration System (ISAS) amendment processed. The applicant should not continue to attend class.

6. Can Performance Level Assessment (PLA) be applied to RPL or credit transfer?

**No.** In Queensland, PLA cannot be applied to an RPL assessment as the determination only extends to whether competency is met.

PLA cannot be applied to credit transfer as there has been no opportunity for an assessment against agreed relevant PLA criteria.

7. How is a mixed case of recognition reported?

Mixed cases of recognition are reported as RPL.
Section B: Credit Transfer Specific FAQs

8. When must a credit transfer be granted?

Credit transfer must be granted where:

- an applicant presents with a Statement of Attainment stating that they have completed a unit of competency required in the target qualification
- coverage has been substantiated by a:
  - Queensland Transition/Mapping Guide
  - Training Package Mapping Table
  - Accredited Course Transition Table
  - statement of equivalence in an agreement/MOU between two approving organisations

**NOTE:** A credit transfer can also be granted when it can be determined that the previous assessment criteria cover or exceed the evidence requirements of the target unit(s). This is determined by an appropriately qualified assessor undertaking a mapping of the two unit outcomes.

9. Can a credit transfer be granted if:

- the previous study the applicant completed was some time ago? (e.g. module)
- the applicant has not been working in the industry?

**Yes.** Irrespective of when and where the previous study was undertaken, if it has been established that the previous learning outcomes covers, or exceeds, the evidence requirements of the target unit, a credit transfer can be granted.

The fact that the applicant has been working or not working in the industry consistently has no bearing on the decision regarding credit transfer. It is the documented evidence relating to the learning outcomes of the past formal learning that is being assessed, not the individual.

**Note:** In the case of manual credit transfers, if the content of the past study is dated, it will show up in the equivalency process.

10. Can a credit transfer be processed prior to a student enrolling in a qualification or unit?

**No for a qualification.** Students must enrol in a qualification and at least one unit of competency before a credit transfer can be processed.

**Yes for a unit.** It is recommended practice that decisions around credit transfer applications are made prior to the student enrolling in, and consequently paying for the unit. Should this not occur the organisation has the extra administrative costs of amending the enrolment, and refunding the student.
11. Can a Queensland accredited course award be automatically granted through credit transfer where someone presents a similar course award from another state?

No. State-based accredited courses are structured differently and have different requirements from state to state. Mapping against individual units will need to be completed to establish what credit is able to be granted.

12. Can you grant a credit transfer if some of the elements are only partially covered?

No. A credit transfer can only be granted if the previous assessment criteria cover or exceed all of the evidence requirements of the target unit(s).

Note: In cases where full coverage of the unit is not determined, the past formal learning outcomes may be used within an alternative assessment pathway e.g. RPL.

13. Can a credit transfer be granted for units in a qualification that is no longer current?

No. Credit transfer can only be granted for units which the applicant requires for a current qualification, accredited course, or skill set.

14. Can a credit transfer be granted where a credit transfer has previously been granted for a unit?

A credit transfer should never be granted automatically for a unit when a credit transfer has previously been granted to achieve that unit. In some cases, a second credit transfer may be justified and in other cases, not justified. In most cases, the RTO will need to evaluate the evidence from the original learning and assessment (if available), and apply professional judgement.

It is recommended that RTOs develop a policy and/or strategy to evaluate applications taking into consideration the degree of business risk to the RTO and the interests of the applicant.

15. Is it mandatory for a previous credit transfer decision to be applied to another identical credit transfer application?

Yes. If a decision is made within an organisation to recognise a unit as equivalent to another unit then this must be recorded/documentated and applied to all clients possessing that same unit. A RTO could reasonably use the decision to resolve all like cases since it is a decision about the documentary evidence and not the person’s current skills.

There is no need for further evaluation of a client’s credentials other than authentication of documents (i.e. JP signed) if other clients with the same credentials have already been assessed.
16. Can a RTO decide not to grant a credit transfer?

Yes. A credit transfer should **not** be granted in the following situations:

- The learning outcomes of past studies/assessment do not cover the evidence requirements of the target unit.
- The documentation provided does not provide sufficient information to determine if a credit transfer is due.
- There is doubt as to the authenticity of the documentation provided.
- There is reservation about the consistency of assessment processes used by the previous education/training institution and its relationship to outcomes of competency based assessment. (**Note:** Given the requirements of National Recognition this can only apply to non-VET teaching in schools or universities or to overseas institutions).

17. What documentation is required to be kept by the RTO?

The decision regarding record keeping around credit transfer is at the discretion of the RTO and should be documented through their QA system. However, the following points may be of assistance:

- In cases where the applicant achieved the previous unit(s) at the same RTO, a record of the credit transfer through the student management system will suffice.
- In cases where the applicant achieved the unit(s) at another RTO, a written record of this, e.g. a Statement of Attainment is recommended.
- In cases of automatic credit transfer, the relevant page from the Training Package/mapping guide/accredited course transition table is sufficient.
- In cases of manual credit transfer applications, a written record of how and why the assessor came to that decision should be attached to the application form.

**Note:** The RTO that undertakes the original assessment has the responsibility for determining the competence of the individual. If an issue of competence arises in the future, it will be the original provider that will be called to show how they assessed and determined competency.

The RTO granting the credit transfer is not responsible for determining the competence of the individual, only the decision to recognise equivalence between the two units. That is why a written record of how equivalence was established between the two units is important for potential future situations.
18. **What documentation should be provided by the applicant to support a credit transfer application?**

Credit transfer is a documentary process. The documentation provided by the applicant must be sufficient to:

- ascertain the applicant succeeded in an assessment
- determine that the assessing body is a recognised body
- establish that the assessment previously undertaken demonstrates competence equivalent to (or greater than) the target units.

Depending on where the previous assessment was achieved the documentation required may vary.

19. **Who is responsible for gathering the documentation for credit transfer applications?**

It is the responsibility of the applicant to provide all the required documentation relating to their past learning and assessment.

It is the responsibility of the RTO to assist with this process where feasible.
Section C:  
Recognition of Prior Learning Specific FAQs

20. What is the difference between RPL and RCC?

Recognition of Prior Learning (RPL)

Recognition of prior learning (RPL) involves the assessment of previously unrecognised skills and knowledge an individual has achieved outside the formal education and training system. RPL is an assessment process that assesses the individual's non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes or competency outcomes.

Recognition of Current Competency (RCC)

Recognition of current competency (RCC) applies if a client has previously successfully completed the requirements for a unit of competency or module and is now required to be reassessed to ensure that the competence is being maintained. In this case no extra skill or competencies are nationally recognised.

(NCVER's AVETMISS Data Element Definitions: Edition 2)

Note:
The use of RCC is generally discouraged because it is:
• not referred to, or a requirement of, the AQTF
• limited to assessment that requires renewal under legislation.

RPL encompasses both the recognition of prior learning and current skills and is therefore the preferred term.

21. Can a RTO apply a time limit on the currency of the evidence provided to support an RPL application?

No. A stipulated cut-off period may potentially prevent a prospective applicant from applying for RPL. However, as part of the initial RPL assessment, an assessor will need to determine if the evidence provided demonstrates that the person is competent to the current industry practice for the qualification level.

22. Can a whole qualification be attained via RPL?

Yes. A candidate can receive RPL for an entire qualification if the assessor believes they are competent in all the units/modules required under the qualification packaging rules. There are funding implications however, for qualifications under User Choice. RTOs should refer to the relevant section of their User Choice contract or contact their User Choice contract manager.
23. Are RTOs required to validate RPL assessor judgements?

Yes. RTOs are required under the AQTF to ensure all assessment judgements are valid, and moderation activities may be part of this process. Consultation with other assessors within your own RTO, other RTOs, and industry ensures that consistent judgements are being made by assessors. Validation of assessor judgements should be undertaken on a regular basis and documented, recorded and action plans developed to ensure continuous improvement occurs.

The AQTF Users’ Guide to the Essential Conditions and Standards for Continuing Registration is helpful for RTOs wanting to know more about validation of assessment.

24. Do the principles of assessment apply to RPL?

Yes. The principles for RPL assessment are the same as for any form of assessment. (See definition for Principles of Assessment in Appendix 1)

In addition, RPL assessment should be of similar rigour to that required for a training and assessment pathway. It must be evidence based, transparent, and culturally inclusive. RPL is subject to the same Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) and AQTF requirements as all other assessment.

25. Are RTOs required to apply the Rules of Evidence to all RPL applications?

Yes. The Rules of Evidence must be applied to each piece of evidence. (See definition for Rules of Evidence in Appendix 1)

26. How should the evidence collected as part of the RPL assessment be recorded?

The assessor is required to align the evidence collected as part of the RPL assessment with the requirements of the unit/qualification, by recording how and why the evidence supports the assessor’s judgement of competence.

The nature of RPL assessment means that assessors may be presented with a whole range of evidence to consider. It must be clear and documented how that determination was made.

27. Should a student be enrolled in training if there are elements still not met through the RPL process?

Yes. Where skills and knowledge gaps are identified in the RPL process, the applicant should be directed to enrol in a training and assessment pathway. This is referred to as gap training and recorded as training.

Note: In cases where a gap in evidence has been identified in the RPL assessment process, an applicant can be provided with the opportunity to engage in further research or workplace training to build upon their knowledge and experience to fill an evidence gap identified.
An example of this is where an applicant does not have the knowledge of the current legislation, and it is a requirement for the unit, the applicant can be directed to independently acquire that knowledge.

In these cases the gap may be identified by the assessor as part of the RPL assessment, however it is the responsibility of the applicant alone to seek the additional knowledge and skills (i.e. to fill the evidence gap) by themselves. No training is involved, as it is part of the recognition and assessment only pathway and is recorded as RPL. The applicant can be reassessed in this area at a later date to see if they can now meet the unit requirements.

**NOTE:** In situations where training is required to be undertaken by the RTO in order to assist the student to meet the full requirements of the competency, enrolment in training is required.

As the evidence provided through the RPL assessment has demonstrated the applicant meets a majority of the requirements of unit, accelerated training is recommended.

28. **Should prerequisite units be assessed as part of an RPL process?**

Yes. Where prerequisites exist for units of competency within a qualification (as determined in the relevant Training Package), the applicant must be enrolled and assessed against these units prior to undertaking an RPL assessment for the unit(s) requiring the prerequisite. In some instances it may be appropriate to assess prerequisite unit(s) and the specific unit(s) concurrently.

29. **Does an assessor require a particular qualification to undertake an RPL assessment?**

For all information relating to the training and assessment competencies to be held by trainers and assessors, please refer to Appendices 2 and 3 of the AQTF Users’ Guide to the Essential Conditions and Standards for Continuing Registration. For TAA Assessors please refer to the TAA04 Training Package – Assessment Guidelines - TAA Assessors – Requirements and Responsibilities. For TAE Assessors please refer to the TAE10 Training Package – Assessment Guidelines – Australian Quality Training Framework Assessment Requirements.

30. **In cases where a student is disadvantaged with respect to accessing the RPL process, is a RTO required to provide for reasonable adjustment?**

Yes. Standard 2, Element 2.5 of the AQTF Essential Conditions and Standards for Continuing Registration states: Learners receive training, assessment and support services that meet their individual needs.

RTOs must have policies and procedures that incorporate access and equity principles, and have delivery modes and assessment strategies that are equitable, culturally inclusive, fair, flexible, valid and reliable to meet the needs of a diverse range of clients.
The same standards apply to RPL assessment as to any other form of assessment. RPL allows for maximum flexibility and therefore takes into account the need for reasonable adjustment.

For example, if an applicant is disadvantaged with respect to accessing the RPL process, such as requiring interpreters (e.g. language or sign), scribes or note takers, the RTO will bear these costs in addition to costs incurred in the production of materials that allow access to the RPL process. These services should be provided on an as needs basis to meet identified individual requirements.

Applicants should be advised that a friend, colleague or supervisor can be present during an interview (should an interview be necessary) to assist with the applicant’s understanding of what is being asked. Any costs which may be incurred as a result of using such a person (outside of support negotiated with the RTO) will be met by the applicant.

Reasonable adjustment should ensure that assessment strategies are accessible, appropriate and adjusted to meet individual needs. The critical measure of the ‘reasonableness’ of the adjustment is that the applicant must still meet the requirement of the unit of competency.

**Note:** Adjustment cannot be such that it alters or lessens the standard of performance required.

### 31. In the case of trade qualifications, can the applicant be offered a Trade Recognition Pathway only?

**No.** As a result of the closure of the Trade Recognition program in Queensland on 31 March 2008, the only way for Queensland residents to have their trade skills recognised outside of an apprenticeship pathway is through a qualification pathway. Clients who want their trade skills recognised will need to undertake an RPL assessment.

The RPL process may identify evidence gaps and advice on gap training options should be provided to the applicant. Upon successful completion of the Certificate III, applicants will be recognised as being trade qualified. Only indentured apprentices can receive a Certificate of Completion (Trade Certificate).

**NOTE:**

- Trade Recognition Australia (TRA) will continue to offer a trade recognition only pathway for Australian residents with skills in the metals, engineering or electrical trades. Successful applicants will receive an Australian Recognised Trade Certificate which will provide them with national recognition.
## Appendix 1
### Definitions and Terminology

The following definitions and terminology have been used throughout this guide.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td><strong>Accelerated Training</strong></td>
<td>This is the progression through an education or training program at a faster rate than usual as negotiated between the student and the assessor. No special applications or processes are required. All activities are recorded as part of the standard training delivery and assessment and the result processed at the completion of assessment. Completion of all designated assessment is required.</td>
</tr>
<tr>
<td><strong>Accredited Course</strong></td>
<td>Refers to state-based accredited course. The term qualification can be used for both a national Training Package or state based accredited course (See definition of qualification provided by AQTF 2010).</td>
</tr>
<tr>
<td><strong>Applicant</strong></td>
<td>The person applying for recognition (credit transfer or RPL).</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>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 expressed by the relevant endorsed industry/enterprise competency of a Training Package or by the learning outcomes of an accredited course. (AQTF 2010)</td>
</tr>
<tr>
<td><strong>Competency</strong></td>
<td>The broad concept of industry competency concerns the ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency requires the application of specified skills and knowledge relevant to effective participation in an industry, industry sector or enterprise. (AQTF 2010)</td>
</tr>
<tr>
<td><strong>Credential</strong></td>
<td>An official document acknowledging completion of a qualification or course of study.</td>
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<tr>
<td><strong>Credit transfer</strong></td>
<td>Credit transfer assesses the initial course or subject that an individual is using to claim access to, or the award of credit in, a destination course. The assessment determines the extent to which the client’s initial course or subject is equivalent to the required learning outcomes, competency outcomes, or standards in a qualification. This may include credit transfer based on formal learning that is outside the AQF. (AQTF 2010)</td>
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</tbody>
</table>
| **Education/ training organisation** | An organisation that is recognised by:  
| | a) a government authority  
| | b) an industry peak body  
| | either in Australia or overseas, to deliver industry relevant education and/or training and assessment.  
| | Such organisations include, but are not limited to:  
| | • an accredited education organisation (e.g. school, university)  
| | • a registered training organisation (eg. RTOs)  
| | • a community based organisation  
| | • an industry peak body/regulatory body  
| | • a professional body  
| | • a proprietary training organisation. |

| **Element of competency** | Any of the basic building blocks of a unit of competency which describe the key activities or elements of the work covered by the unit. |

| **Gap Training** | *Gap training* occurs when a gap in the student’s knowledge and skills has been identified through the recognition process, and the student is directed to undertake a training and assessment pathway. Gap training is recorded as training. |

| **Industry regulatory authority** | Industry regulatory authorities are organisations recognised by the relevant local, state or federal government as having the mandate to issue industry related licence/certificate/ticket/permit. |

| **Learning** | The process followed by a learner.  
| | **a) Formal learning** refers to learning that takes place through a structured program of instruction and is linked to the attainment of a formal qualification or award (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 a formal qualification or award (for example, in-house professional development programs conducted by a business).  
<p>| | <strong>c) Informal learning</strong> 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 years as a sales representative). (AQTF 2007) |</p>
<table>
<thead>
<tr>
<th><strong>Learning outcomes</strong></th>
<th>Learning outcomes is the formal expression of the results of a learning process. These take different names and forms in the different educational sectors in Australia and different forms again overseas. Within Australian VET they are normally summarised in units of competency but older accredited courses use the terminology of modules and learning outcomes.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mapping</strong></td>
<td>Mapping is the process of analysing the learning outcomes of the past study, determining their relationship with the learning outcomes of the target unit(s) and documenting this relationship.</td>
</tr>
</tbody>
</table>
| **Mixed recognition** | In some cases an applicant has past studies which are substantially but not fully equivalent to those units or modules for which they request recognition. In mixed cases of recognition, an RPL assessment may be used to supplement credit transfer. The quality requirements for credit transfer and RPL will then apply separately to the two processes – assessment of the past studies and assessment of the individual’s skills and knowledge.  

The result of mixed recognition is to be reported as RPL.  

A mixed case of recognition only occurs if the applicant presents with evidence of both:  
- past formal learning (which has been determined by an assessor to be ‘insufficient’ to grant a credit transfer)  
- non-formal and/or informal learning relevant to the target units. |
| **National Recognition** | a) Recognition by an RTO of the AQF qualifications and statements of attainment issued by all other RTOs, thereby enabling national recognition of the qualifications and statements of attainment issued to any person.  

b) Recognition by each state and territory’s registering body of the training organisations registered by any other state or territory’s registering body and of its registration decisions.  

c) Recognition by all state and territory course-accrediting bodies and registering bodies of the courses accredited by each state or territory’s course-accrediting body and of its accreditation decisions. (AQTF 2010) |
| **Performance Criteria** | Part of a competency standard specifying the required level of performance in terms of a set of outcomes which need to be achieved in order to be deemed competent. |
| **Performance Level Assessment** | A supplementary evidence system for competency-based assessment used across TAFE Queensland. |
| **Principles of Assessment** | To ensure quality outcomes, assessment should be:  
- fair – free from bias  
- flexible – considers needs of candidates and other parties involved  
- valid – assesses the requirements of a unit in a method acceptable to industry and at the correct AQF level  
- reliable - produces consistent outcomes  
- sufficient (AQTF 2010) |
| **Qualification** | Formal certification in the VET sector by an RTO that a person has satisfied all requirements of the units of competency or modules that comprise an AQF qualification, as specified by:  
(a) a nationally endorsed Training Package  
(b) an accredited course that provides training for that qualification |
| **Queensland Transition Guide** | A state-developed document to assist RTOs with the implementation of a new or reviewed Training Package. Prior to April 2008, they were published as a Queensland Mapping Guide. |
| **Reasonable Adjustment** | A reasonable adjustment is a measure or action taken in the areas of enrolment, participation, facilities or services, to assist a learner with a disability to participate on the same basis as learners without a disability. |
| **Recognition of Prior Learning (RPL)** | An assessment process that assesses an individual’s non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial completion of, a qualification. (AQTF 2010) |
### Rules of Evidence

These are closely linked to the principles of assessment and provide guidance on the collection of evidence to ensure that it is valid, authentic and current.

- **Valid** – does it provide evidence of what it claims to assess?
- **Authentic** – the evidence is verified as being linked to the applicant
- **Current** – the evidence matches current industry standards
- **Sufficient** - there must be evidence to satisfy the above three rules to determine that competency can be repeatedly demonstrated.

### Target unit(s)/qualification

The units of competency/qualification that the applicant wishes to achieve through a recognition process or the units/qualification that the RTO is considering for award through recognition.

### Trainer/Assessor

An individual or team satisfying the requirements of Appendix 2 'Training and assessment competencies to be held by trainers and assessors' of the AQTF 2010.

### Training Package Mapping Table

The mapping table included in a national Training Package showing the relationship of units of competency in the new package with those from the superseded package.

### Unit of competency

Include units of competency, modules, and subjects.

### User Choice

User Choice is the name used throughout Australia for the system that allows "users" (apprentices, trainees and employers) to select the Registered Training Provider (RTO) of their choice to deliver apprenticeship or traineeship training.
Appendix 2

References and Related Documents

The following publications may be useful resources.

**Australian Qualifications Framework**

- **Implementation Handbook**
  

- **National Guidelines on Cross-Sector Qualification Linkages**
  

- **National Principles and Operational Guidelines for Recognition of Prior Learning (RPL)**
  

- **Good Practice Principles for Credit Transfer and Articulation from VET to Higher Education (adopted by MCEETYA on 13 May 2005)**
  
  Available at: [http://www.mceecdy.a.edu.au/mceecdy/report_of_the_national_study_on_credit_transfer,11910.html](http://www.mceecdy.a.edu.au/mceecdy/report_of_the_national_study_on_credit_transfer,11910.html)

- **Principles for Good Practice Information Provision on Credit Transfer and Articulation from Vocational Training and Education to Higher Education**
  

**Australian Quality Training Framework**

- **Essential Conditions and Standards for Initial and Continuing Registration**

- **Users Guide to the Essential Conditions and Standards for Initial and Continuing Registration (AQTF 2010)**
  

- **AQTF 2007 Essential Standards for Registration**


**Guidelines for making reasonable adjustment for learners with a disability**

- **Fact sheets:** A series of fact sheets have been developed by the DETE to assist training providers in understanding their obligations under the *Disability Discrimination Act (DDA) Standards for Education 2005*.

  The fact sheets cover the areas of reasonable adjustment, enrolment, participation, curriculum, support services and harassment.


**Recognition of prior learning resources**

- **Resources:** A number of resources have been produced to assist RTOs to promote and develop quality RPL assessment services.


**TAFE Queensland resources:**

**TAFE Queensland Recognition Policy**


**Other:**

- NCVER’s AVETMISS Data Element Definitions: Edition 2

- **TAA04 Training Package**
  Available at: [www.ntis.gov.au](http://www.ntis.gov.au)

- **TAE10 Training Package**
  Available at: [www.ntis.gov.au](http://www.ntis.gov.au)

- Trade Recognition Australia and Australian Recognised Trade Certificates
  Available at: [http://www.deewr.gov.au/Skills/Programs/SkillsAssess/TRA/Pages/default.aspx](http://www.deewr.gov.au/Skills/Programs/SkillsAssess/TRA/Pages/default.aspx)
Appendix 3

The AVETMISS Recording Flowchart

Does the formal learning relate to assessment requirements?

Yes

No

Is it the current accredited competency? (nationally recognised)

Yes

No reporting applicable

No

Is it mapped as equivalent against current competency or competencies?

Yes

Report as credit transfer CT 60

No

Is it able to be judged as equivalent against current industry standards? (by agreement)

Yes

Report as credit transfer CT 60

No

Consider relevance of the formal learning as part of RPL application.

Do the informal learning and current skills relate to assessment requirements?

Yes

Is there sufficient, valid, authentic evidence collected through combination of observations, questioning testimonials, documentation and formal learning to award competence?

Yes

Report as RPL 51

No

Does additional information from assessment tasks additional questioning, documentation and/or observation provide sufficient, valid evidence to award competence?

Yes

Report as RPL 51

No

Report as RPL 52

If gap training is undertaken, report as training delivery

Uncontrolled copy. Refer to the Department of Education, Training and Employment Policy and Procedure Register at http://ppr.det.qld.gov.au to ensure you have the most current version of this document.
## Appendix 4

### Recording RPL Assessment Outcomes

<table>
<thead>
<tr>
<th>Assessment Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Successful RPL</strong></td>
</tr>
<tr>
<td>The student has undertaken a RPL assessment process and has satisfied all the requirements of the competency.</td>
</tr>
<tr>
<td>If student has a Note ID of RPL.</td>
</tr>
<tr>
<td>TAFE QLD Result</td>
</tr>
<tr>
<td>J</td>
</tr>
</tbody>
</table>

| **Unsuccessful RPL** |
| The student has undertaken a reasonable RPL assessment process, as would occur for a successful RPL, however the response/evidence provided by the individual was insufficient to deem that individual competent. |
| If student has a Note ID of RPL. |
| TAFE QLD Result | AVETMISS Code | ISAS Code |
| M | 52 | - |

| **Withdrawn RPL (with participation)** |
| The student has withdrawn in writing before completing the RPL assessment process. |
| If student has a Note ID of RPL. |
| TAFE QLD Result | AVETMISS Code | ISAS Code |
| AW | - | 55 |

| **Withdrawn RPL (with participation)** |
| The student has participated in the RPL assessment process but not completed the required assessment to be issued an M result. |
| If student has a Note ID of RPL. |
| TAFE QLD Result | AVETMISS Code | ISAS Code |
| MI | - | 55 |

*Note: Please consult your institute business rules before using this code. This code may no longer be used by some institutes.*