

Recognition and Credit Policy

1. Purpose

The objective of the Recognition and Credit Policy is to ensure that an individual's prior learning achieved through formal and informal training, work experience or other life experiences is appropriately recognised. This policy and the corresponding procedure provide a process for assessing and recognition of prior learning and credit transfers and granting and recording of the subsequent course credits, whilst preserving the integrity of the award and complying with the underpinning requirements of the course/award to which it applies.

2. Scope

Applicants, whether they are current or prospective students, will be offered an outcome to meet their specific circumstances within Glen Institute 's Scope of Registration, subject to the fees and charges outlined below (subject to change and review annually).

3. Definitions

Credit Transfer	<p>A process of the RTO accepting and acknowledging credit for units of competency that are:</p> <ul style="list-style-type: none"> • AQF certification documentation issued by another RTO. • AQF authorised issuing organisation such as University. • Authenticated VET transcripts issued by a Registrar.
Recognition of Prior Learning (RPL)	<p>A means to receiving recognition of a competency (or competencies) because of any previous learning acquired, regardless of where or how the learning was acquired.</p> <p>The RPL assessment process may assess a student's 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.</p>
Formal learning	<p>Any learning that occurs place through a structured program of instruction and is linked to the attainment of a formal qualification or award, such as certificates, diplomas, or higher education degree.</p>
Non-formal learning	<p>Any learning that occurs through a structured program of instructions without resulting in a formal qualification or award such as in-house training and business-run professional development or on-the-job training</p>

Informal learning	Any learning results through experience of work-related, social, hobby or community work such as cash handling skills through several years as a treasurer of a club.
Course Credit	Any exemption from enrolment and study in a particular part of a course due to Credit Transfer or RPL.

4. Policy Statement

Students are required to submit the Credit Transfer or RPL Application to have the Course Credit formerly assessed.

4.1 Assessment of RPL Applications

- The RPL Policy is to be consistent with the Access and Equity Policy.
- Only accredited assessors will conduct RPL assessments on behalf of Glen Institute . All RPL assessments are to comply with the requirements detailed in the training product documentation (or as per VET accredited course where applicable).
- RPL Applications are available from Glen Institute. RPL and Credit transfer options are detailed to the prospective student and options for these are explored during the recruiting pre-enrolment process (see Engagement Prior to Enrolment Policy). (2.1.1)
- The general principle to be observed is that “As the level of risk increases, there should be a corresponding increase in the rigor of the RPL processes”.
- Glen Institute ‘s RPL Policy is based on National Assessment Principles.
- Glen Institute assessment process shall provide for the recognition of prior learning regardless of where this was acquired.

4.2 Assessment Process Requirements

The assessment process will cover the following:

- a) 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 course where applicable).
- b) Assessment processes should cover the broad range of skills and knowledge needed to demonstrate competency.
- c) Assessment of competency should be a process that integrates knowledge and skills with their practical application.

- d) During assessment, judgments to determine an individual's competency, wherever practicable, are based on evidence gathered on several occasions and in a variety of contexts or situations, including the validation of evidence.
- e) Assessment processes should be monitored and reviewed to ensure that there is consistency in the interpretation of evidence.
- f) Assessment should cover both on and off the job components of training.
- g) Assessment processes should provide for the recognition of competencies no matter how, where or when they have been acquired.
- h) Assessment processes should be made accessible to individuals so that they can proceed readily from one competency standard to another.
- i) Assessment practices must be equitable to all groups or individuals.
- j) Assessment procedures and the criteria for judging performance must be made clear to all individuals seeking assessment.
- k) The assessment approach should be participatory – the process of assessment should be jointly developed / agreed between the assessor and the candidate.
- l) The assessment evaluation will include the verification of the currency, relevance and authenticity of the documents submitted. A referee check will be conducted where required to confirm the authenticity of evidence and conferring institutions be contacted to validate the document/s presented.
- m) Opportunities must be provided to allow individuals to challenge assessments and provision must be made for reassessment in accordance with the Complaints and Appeals Policy, Code of Staff Handbook and Student Handbook.

4.3 AQF Qualification Recognition

- As required by the SRT0 2015 Glen Institute as an RTO must accept and mutually recognise the decisions and outcomes of any RTO or body in partnership with an RTO, thereby ensuring mutual acceptance throughout Australia of the qualifications and Statements of Attainment awarded by RTO's.
- Glen Institute Assessors must accept and recognise Statements of Attainment and AQF qualifications gained from other RTO's where Nationally Recognised Training, Australian Qualifications Framework or State logos are justifiably used, and competency is determined to be current and relevant. Assessment or re-assessment in such cases infringes an applicant's recognition rights and is non-compliant with the Standards for RTOs 2015.

- In the event a client / stakeholder wishes to undertake training in a recognised training program for refresher purposes, then they will be advised that the assessment at the learning level will not be necessary, however, may be offered as an option.
- Where the recognised AQF qualification forms part of another AQF qualification, the client / stakeholder will be enrolled in the additional units only.
- Clients / Stakeholders with part AQF qualifications will be required to provide documented evidence of their qualifications.
- An applicant, who has undertaken a course that is not competency based, can gain credit transfer into a competency-based course if the mapping of qualifications can be justified.

4.4 Granting of Recognition and Credit

- Where RPL or course credit that reduces the overseas student's course length, Glen Institute will inform the student of the reduced course duration following granting of RPL and ensure the confirmation of enrolment (CoE) is issued only for the reduced duration of the course.
- When granting RPL or course credit to an overseas student, Glen Institute must give a letter of notification of the decision to the overseas student to accept and retain. The written record of acceptance must be retained by Glen Institute for two years after the overseas student ceases to be an accepted student.
- Where Credit Transfer or RPL is granted before the issue of a visa, the course duration will be indicated on the Confirmation of Enrolment (CoE).
- Where Credit Transfer or RPL is granted after the issue of a VISA, the amended course duration will be reported via PRISMS within 14 working days and a new COE will be issued.

4.5 Recognition Fees

The fees for RPL are as follows:

- Recognition for qualifications up to and including Certificate III will incur a cost as per unit cost chart.
- Recognition for Certificate IV will incur a cost per unit cost chart.
- Recognition for Diploma and Higher will incur a cost per unit cost chart.
- There is no associated cost for AQF Qualification Recognition unless a mapping document must be developed in this case a fee would apply per unit cost chart.

Certificates or Statements of Attainment will not be issued until all fees are paid and the student has a current USI number.

5. Responsibilities

Role within RTO	Area of responsibility
CEO	Approval Authority
RTO Manager / Compliance Coordinator	Development/Review
Training Coordinator	Monitoring and Evaluation
Student Support Officer(s) / Admin Officers	Compliance
Training Coordinator	Implementation

6. Related Legislation and Regulations

The related legislation and regulations of Recognition and Credit Policy are as below at Glen Institute:

- The National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2018, known as ‘the National Code 2018’ Standard 2
- Standards Registered Training Organisations (RTOs) 2015 – Standards 3.5, 4.1 and 5.1
- Education Services for Overseas Students Act 2000
- Education Services for Overseas Students Regulations 2001.

7. Related Policies, Procedures and Documents

The related policies, procedures and documents of Recognition and Credit Policy are as below at Glen Institute:

- Recognition and Credit Procedures
- Formalisation of Enrolment and Written Agreements Policy
- Engagement Prior to Enrolment Policy
- RPL Application Form
- Credit Transfer Application Form
- Letter of Offer and Acceptance of Offer.