



Course Credit and RPL Policy and Procedure

1. Purpose

The Purpose of the Course Credit and Recognition for Prior Learning Policy is to ensure that Empyrean Education Institute has a procedure and are able to conduct any student's application for course credit/RPL and document any results, including student verification of the outcome. This will enable that all students are notified of the outcome of their application and that records of this decision are documented and retained.

This will ensure that all students, trainers and any other stakeholders are aware of the Course Credit/RPL process and are dealt with in the same manner.

This policy has been established by Empyrean Education Institute in accordance with AQTF 2007 Essential Standards of Registration. This policy provides a framework and outlines responsibilities for the operation of Empyrean Education Institute in regards to course credit and recognition of prior learning.

2. Definitions

a. Credit Transfer (CT)

The granting of exemption or credit by EEI to students for units of competency completed under nationally recognised training. These unit codes must identically match the units that you are applying for credit.

b. Recognition of prior learning (RPL)

The acknowledgment of skills and knowledge that have been gained through training, work, or life experiences into formal competencies. The assessment of RPL is made from the evidence provided against the units of competency (elements and performance criteria) as described in the relevant endorsed Training Package. To support this type of application, evidence must include description of where and how the skills were obtained.

3. Procedure for Credit Transfer and Recognition of Prior Learning

a. Key Requirements

- Students can apply for course credit at the time of enrolment or two weeks prior commencement of the course.
- Students whom apply for credit transfer from another provider at the time of enrolment, will be eligible for fee reduction of the units credited which are calculated on a price per unit.
- Students whom apply for credits two weeks prior to course will receive credit exemption for units but no fee reduction
- Students whom apply for credit once course has commenced are not eligible for credit transfer
- Students whom have received credit transfer must still meet student visa obligations
- Students whom are seeking Recognition of Prior Learning. RPL are required to submit their applications at the EEI student admissions as part of the enrolment procedure.



- Students must attach the certified copies of relevant documents with their application. Alternatively, students can bring their original documents to EEI which will be copied and signed as sighted. Only completed applications will be processed.
- b. Examples of documents may be required include but not limited to:
 - Verified transcript(s) of past academic record(s) indicating the course(s) completed, year completed and grade obtained (including details of the grading system)
 - Supporting documentation must be a certified copy and translated in English if applicable
 - A copy of the course description, including the syllabus or handbook outline; and
 - Any other information required by the Course Manager
 - Transcripts from universities cannot be accepted for credit transfer for VET courses / units
 - Transcripts from overseas institutions must be in English and will be considered on merit
- c. EEI endeavours to complete the application assessment process within 14 working days of receiving an application or as soon as practical
- d. Records of all applications and outcomes will be placed on the student's file

4. Course Credit and RPL process

A Course credit and recognition of prior learning process is a planned, co-ordinated set of policies and procedures that enable students, staff and all other stakeholders to achieve a fair outcome in regards to Course Credit, Credit Transfer and RPL.

- a. EEI Credit Transfer and RPL Process seeks to ensure that:
 - It follows the process which supports staff and student services and meets accountability requirements and AQTF standards
 - All proceedings and results of Course credit, Credit transfer and RPL are recorded and documented for future reference.
 - Allows students the opportunity to apply for Course credit, Credit transfer and RPL with a timely response and confirmation of the outcome achieved communicated directly to the student.
- b. Credit Transfer Procedure:

Students who have completed a Nationally Recognised qualification / unit that have the exact same code as a unit currently enrolled will be eligible for credit transfer for the unit(s). Student must provide the original certificate to be sighted by the College staff or certified copied of original document to verify the Credit Transfer.

- c. RPL Procedure

Where RPL is being applied for the students must include all relevant evidence of work experience and where learning has occurred. A detailed statement of attainment indicating the units successfully



completed including unit codes and titles and dates of completion.

5. Course Credit and RPL Procedure

Step 1 Self Evaluation completed by candidate

- Upon first applying for RPL, the candidate is supplied with a self-evaluation checklist with questions/criteria based upon real job tasks, as interpreted from the Training Package unit/s of competency, and written in plain English (not Training Package terminology). The self-evaluation checklist provides an opportunity for the candidate to self-determine their level of experience and knowledge in the relevant industry.
- It also provides an overview of the level of the candidate's background experience to assist the assessor to determine if the candidate is likely to be a successful candidate for RPL. It is also an important first step in identifying where the candidate may have gaps in training skills and knowledge. For information on sample/example self-evaluation tools go to the link: <http://vetinonet.det.wa.edu.au/progDev/resources>
- If a written self-evaluation form is not appropriate to the task, or does not suit the particular needs of the candidate, they should be given the option of providing a verbal self-evaluation before a qualified assessor. In some cases, a support person may also be used.

Step 2 Interview with assessor

- According to the information provided by the self-evaluation, the candidate demonstrates potential for recognition of prior learning; the next stage involves undergoing further evidence gathering via an interview. The purpose of the interview step is to determine that the candidate is in fact entitled to skip the training process and is ready to be assessed.
- This component of the RPL assessment process provides an opportunity for the candidate and the assessor to have a professional conversation about the candidate's required knowledge and skills. It may comprise a series of direct questions or could be a list of topics for discussion drawn from the list of required skills and knowledge. Discussion around topics may provide an opportunity for candidates to demonstrate a broader area of knowledge and experience and may elicit more information than direct questioning. Appropriate responses to questions or topics that should be covered in the conversation should be included as these will support the assessor in probing for more specific information.
- All interviews will be conducted at Empyrean Education Institute by being in a workplace or work-related environment, the candidate is able to refer to examples or draw upon their environment to further support the verbal expression of their competency.
- Assessor instructions should indicate which questions/topics are critical to the assessment. An appropriate recording mechanism should be included; such as a purpose-built form and/or a digital recorder—to create a reliable record of the interview for later reference. For information on sample/example Interview Question records tools go to the link: <http://vetinonet.det.wa.edu.au/progDev/resources>

Step 3 Demonstration/Observation

- If the interview demonstrates the candidate's verbal and theoretical knowledge to a sufficient standard, the next stage is to observe and assess the candidate's performance in practice, through the observation of practical tasks performed either in the workplace or simulated workplace environment.
- Practical tasks provide the opportunity for the candidate to demonstrate the application of skills and



knowledge of a qualification. These practical assessments must be designed to reflect job tasks and be developed using the elements extracted from the units of competency. Developers will need to refer to the Training Package for specific industry requirements.

- Observation and questioning on the job will speed up and streamline the assessment process. In some cases it might be more effective to group separate competencies into certain task-based clusters. For example, in assessing a candidate for the hospitality package, the assessor might cluster the following competencies into a single, multi-stage task such as; work with colleagues and customers; work in a socially diverse environment; follow health, safety and security procedures; follow workplace hygiene procedures etc.
- Observation checklists should be used to provide a record of the practical assessment. The checklists must provide opportunity for sufficient detail of the on the job assessment to be recorded. This documentary evidence provides sources of evidence to external sources, (e.g. auditor, fellow assessors) that support the assessor judgement. For information on sample/example demonstration/observation tools go to the link: <http://vetinfo.net.det.wa.edu.au/progDev/resources>

Step 4 Provision of further evidence

To complement the record of steps 1-3, the candidate might provide further documentary evidence to support their competency profile as demonstrated in the prior stages of assessment. The types of documentary evidence that may be provided to further support the candidate's claim to competency are;

- Licences
- Brief CV or work history
- Certificates/results of assessment
- Tickets held e.g. forklift, crane, RSA etc.
- Photographs of work undertaken
- Diaries
- Task sheets/job sheets
- log books
- Site training records
- pay slips
- Membership of relevant professional associations
- References/letters/third party verification reports from previous employers/supervisors
- Performance appraisals
- Industry awards

For information on useful templates go to the link: <http://vetinfo.net.det.wa.edu.au/progDev/resources>

Step 5 Documentation/evidence gathering

- An evidence matrix may be developed to demonstrate how units of competency are assessed within the RPL assessment tool. The components of the units of competency are to be cross-matched in this table with the corresponding component of the assessment tool (self-evaluation if appropriate, interview questions, practical tasks and supporting evidence).
- The evidence matrix validates the assessment process against the qualification. For information on sample/example evidence matrix go to the link: <http://vetinfo.net.det.wa.edu.au/progDev/resources>
- Assessors are to include records as required to provide evidence of the assessment process and a written outcome documented and sent to the candidate. Copies of these are to be placed in the student's individual file.



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6. Outcome of the Procedure

- a. The completed application is then forwarded to the Training & Compliance Manager for assessment and outcomes determination
- b. Once the assessment is made, Training & Compliance Manager informs the student services of the outcome
- c. The outcome is noted on the document “Confirming Outcome of Credit Application” This document is forwarded to the student so that they can indicate their decision of accepting or rejecting the outcome
- d. Where student accepts the outcome and course duration/ Confirmation of Enrolment (eCoE) is reduced as a result of course credits
- e. Students who are not satisfied with the outcome of their application can appeal the decision using the procedure as detailed in Empyrean Education Institute Complaints and Appeals policy.

7. Regulatory and Legislative Requirements

This policy supports the government legislation standards of *AQTF 2007*, *National Code 2007*, *National Vocational Education and Training Regulator Act 2011*, *Education Services for Overseas Students Act 2000*, *Standards for Registered Training Organisations (RTOs) 2015*

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