

UTP26 – Recognition Policy and Procedure

Title: UTP26 - Recognition Policy and Procedure
Published Date: 01/10/2021
Version: 1.1

Contents

1. Policy	2
2. Scope	2
3. Responsibilities	2
4. Definitions	2
A. Provision of information	4
B. Enrolment application	4
C. Professional discussion and recognition evidence	5
D. Evaluation of evidence	5
E. Provision of process feedback	6
F. Validation and moderation	6
5. Procedure	6
Revision History	8

1. Policy

In accordance with the requirements of the Standards for Registered Training Organisations 2015, UTAIT provides the opportunity for students to apply to have prior learning recognised toward a qualification or units of competence for which they are enrolled. The following policy and procedure outlines UTAIT's systematic, robust, rigorous, transparent, fair and flexible *Recognition* process.

2. Scope

This policy and procedure applies to all courses on UTAIT's scope of registration. It also applies to all current and future students of the institute, who wish to apply for recognition of prior learning.

3. Responsibilities

The Recognition policy is the responsibility of the Director - Compliance

4. Definitions

Recognition	A term used that refers to RPL and RCC.
Recognition of Prior Learning (RPL)	RPL as a process of assessing a candidate's formal, informal and other learning and work experiences to determine the level of competence of the student in line with the outcomes contained within any particular Vet qualification.
Recognition of Current Competence (RCC)	RCC applies if a client has previously successfully completed the requirements for a unit of competency or module and is now required (for example by a licensing authority) to be reassessed to ensure that the competence is being maintained. In this case no extra skill or competencies are nationally recognised. (AVETMISS)
Credit Transfer	Assesses the requirements of an initial course or subject that the individual is using to claim access to, or the award of credit in, the destination course. The assessment is used to determine; <ul style="list-style-type: none"> ▪ The extent to which the achievement of the previous qualification is equivalent to the required. ▪ Learning outcomes, competency outcomes, or standards in another qualification. This may include credit transfer based on formal learning that is outside the AQF framework.

5. Content

Recognition is an assessment process aimed at confirming and recognising the competencies students have obtained outside the formal education and training environment. These competencies may have been gained through informal training and/or through work experience. Through an assessment only pathway recognition allows individuals the opportunity to forgo training and move directly to having their competencies assessed

against the requirements of a unit of competence (in respect of both entry requirements and outcomes to be achieved). By removing the need for duplication of learning, recognition encourages an individual to continue upgrading their skills and knowledge through structured education and training towards formal qualifications and improved employment outcomes.

Recognition can be used by UTAIT students in two ways:

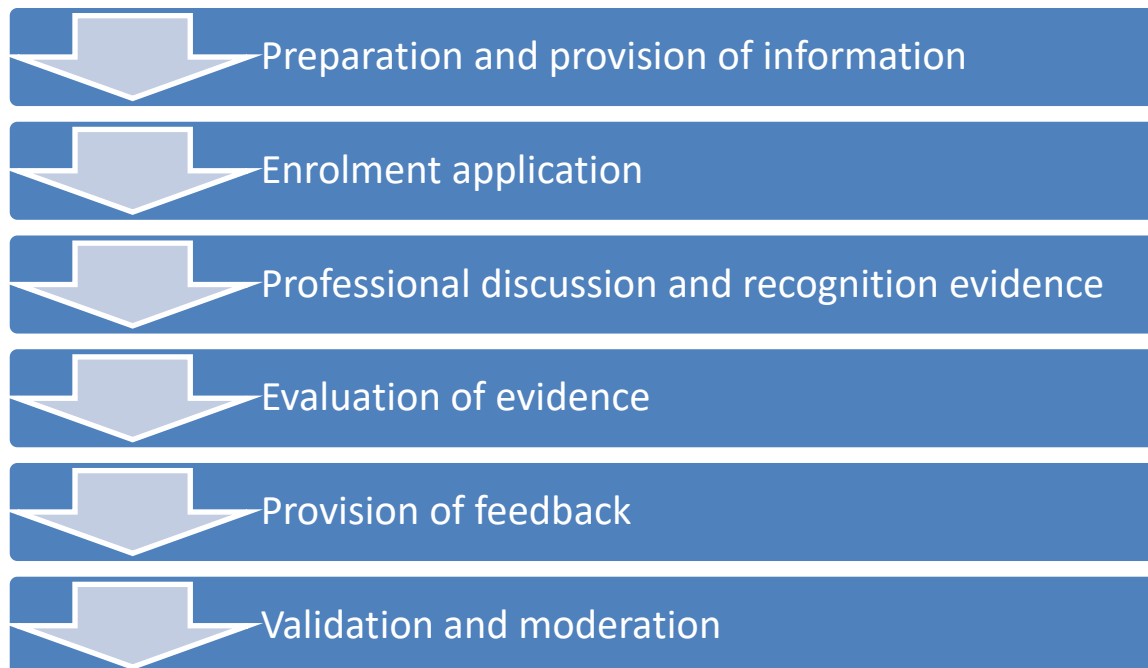
- as an alternative mechanism for gaining access to a course or qualification; and or
- for the award of unit(s) of competency that form part of the qualification, leading to the partial or full completion of the requirements for that course or qualification.

The UTAIT recognition process complies with the broad parameters outlined by the Standards for Registered Training Organisations 2015 ensuring that the quality of recognition assessments matches the quality required of all other assessment procedures - See UTAIT 'UTP36 - Assessment Policy and Procedure'.

General principles for recognition

- Information about recognition is actively promoted and accessible to a diverse audience of students and employers.
- Students must give notice that they are seeking RPL at the time of enrolment.
- Processing of applications must be completed prior to course commencement.
- Recognition recognises learning acquired in any context.
- Recognition assessment is conducted according to the requirements of the Training Package, principles of assessment and the rules of evidence.
- Recognition assessment meets workplace and relevant regulatory requirements
- Recognition processes are timely, transparent and fair.
- Students enrolled in a recognition process have an opportunity to evaluate the process and service provided.
- Recognition decisions are accountable transparent and subject to appeals and review.
- Recognition process is regularly validated and moderated.
- Recognition assessments are structured to minimise the cost to the individual and do not impede the implementation of the recognition process.
- Recognition is considered as part of a wider strategy for appraising and accrediting the skills of those who have been marginalised by the traditional training and assessment model.

UTAIT applies a systematic approach to its recognition. This approach includes:



A. **Provision of information**

Information about recognition is actively promoted and accessible to a diverse audience of student's and employers through a variety of different mediums including but not limited to; information sessions, print and electronic mediums and face to face discussions. The following methods are used to ensure that UTAIT students or prospective students are aware of recognition pathways and that these pathways offer an alternative method for qualification and or unit of competence completion;

- Marketing material (print and web based) outline the possibility of recognition as a methodology for qualification and or unit of competence completion.
- Course information sessions explain and offer recognition as a method of qualification and unit of competence completion.
- Recognition is discussed as part of the orientation/induction process for both students and staff.
- Comprehensive recognition kits provide information to students on the recognition process, rights and responsibilities of students and the organisation, tips for completion and examples of suggested evidence.
- Recognition kits provide the student with an opportunity to self-evaluate their suitability for recognition.
- Staff attend a mandatory training session outlining the UTAIT recognition process to ensure that they are familiar with our processes and actively promote a recognition pathway to their students.

B. **Enrolment application**

All students are required to complete UTF01 - Application for Enrolment Form. The UTAIT application form has several questions / requirements designed to identify possible recognition candidates. Where the application indicates a student may be suitable for recognition, the Trainer /Assessor discusses the recognition process with that student.

c. Professional discussion and recognition evidence

A formal interview is conducted by the Trainer/Assessor to explain the process for recognition, assessment evidence and grievances. The student is provided with a recognition kit for their completion.

At this initial meeting the Trainer /Assessor will conduct a '*Professional Discussion*'. A professional discussion with a Trainer/Assessor is used (in conjunction with UTF01) to ascertain whether the student has the required skills and knowledge to successfully complete recognition and to identify if any gap training will be required.

A professional discussion may comprise of either a series of direct questions or a list of topics for discussion, drawn from the unit of competence required skills and knowledge. The Trainer /Assessor is required to document and map the professional discussion to assess evidence collected against unit of competence requirements.

Recognition evidence

Once the student's verbal and theoretical knowledge is assessed to be at a sufficient standard, the next step is for the student and Trainer /Assessor to plan for the collection of evidence. The process is documented using the RPL kit which is submitted and assessed.

Evidence can be collected in a variety of different ways and may include but are not limited to;

- Observational assessment/ skills test
- Third party reports
- Verbal /written questions/answers
- Work based projects
- Letters/references
- Audio/visual
- Portfolio of work
- Certificates / Course transcripts

Students are supported by their Trainer/Assessor throughout the collection process to optimise successful completion of their qualification ensuring that all evidence submitted is valid, sufficient, current and authentic. A second interview may be required depending on the quality of evidence. The Trainer/Assessor may visit the student at their place of employment and where required, conduct observational assessments on required skills.

d. Evaluation of evidence

Evidence is evaluated based on the fact that it is valid (covers all requirements of the unit of competence), sufficient (enables the assessor to make a decision about competence over time and in different situations), current (competent performance is contemporaneous and authentic, i.e. is the students own work).

An evidence review (part 2 of the RPL kit for each unit is used to demonstrate how units of competence are assessed within the recognition assessment tool. The evidence review validates the assessment process against the qualification/unit of competence requirements. The Trainer/Assessor maps all evidence submitted to the qualification/unit of competence

requirements recording their findings in the student's recognition kit. The Trainer/Assessor must aggregate all the evidence to determine whether it meets the rules of evidence and enables the candidate to demonstrate competence against the unit/s of competency.

E. Provision of process feedback

Feedback is provided to the student both formally and informally throughout the recognition process. Students are encouraged to seek additional feedback if they are unsure of recognition requirements or disagree with a Trainer/Assessor's decision. Students unsatisfied with an assessment decision are encouraged to follow the '*Complaints and Appeals Policy and Procedure*'.

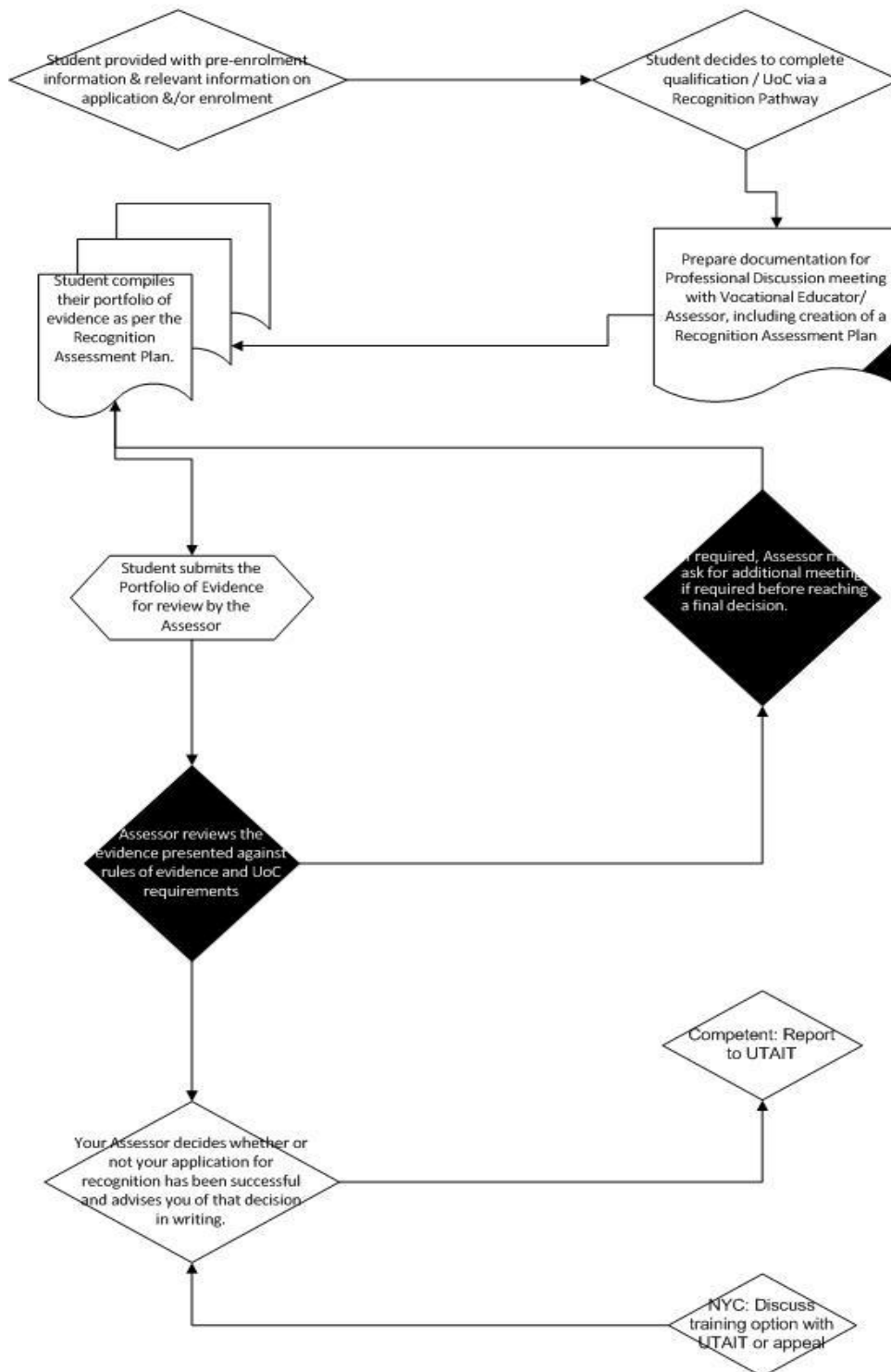
F. Validation and moderation

To ensure the overall quality and consistency of recognition assessment practices they are subjected to the same validation and moderation processes as all other assessments and assessment tools – See *UTP30.17.P02.04 Validation, Moderation and course review process* for more information.

Assessments conducted as part of recognition assessment are moderated alongside other samples of regular assessment processes to ensure consistency and parity of assessment across all instances of assessment, whether undertaken at the end of a course of training or as a result of recognition application.

5. Procedure

RPL PROCEDURE



Revision History

Version	Continuous Improvement Reason	Continuous Improvement Change
1.0	Original document	