

Applying for course credit Policy and Procedure

1. PURPOSE

The purpose of this policy and procedure is to provide for recognition of various types of a candidate's prior and current credentialed and non-credentialed learning for credit towards a JMC Pty Ltd course.

Credit awarded allows exemption from enrolment in one or more unit(s) of competency of a VET qualification as a result of previous study, experience or skills recognition of current competency.

2. SCOPE

This policy and procedure document applies to potential and current students seeking credit for specific for specific units of competency in a particular qualification or other training product on JMC Pty Ltd's scope as an RTO.

3. DEFINITIONS

Credit

Credit is the value assigned for the recognition of equivalence in content and learning outcomes 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.¹

Articulation arrangements enable students to progress from a completed qualification to another with admission and/or credit in a defined pathway.

Credit Transfer is 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.

Recognition of Prior Learning (RPL)

Recognition of prior learning is 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.²

- Formal learning refers to learning that takes place through a structured program of instruction and is linked to the attainment of an AQF qualification or statement of attainment (for example, a certificate, diploma)
- Informal learning refers to learning that results through experience of work-related, social, family, hobby or leisure activities (for example the acquisition of acting, film or stage management skills developed through several years' experience in the industry)
- Non-formal learning refers to learning that takes place through a structured program of instruction but does not lead to the attainment of an AQF qualification or statement of attainment (for example, in-house professional development programs conducted by a business).

¹ AQF 2012 Recognition of Prior Learning: An Explanation, p. 1 from <https://www.aqf.edu.au/sites/aqf/files/rpl-explanation.pdf>

² Ibid., p. 1

For definitions not listed here please refer to *JMC Academy Glossary*.

4. POLICY AND PROCEDURE

4.1 POLICY

- 4.1.1 The granting of Credit will be established and maintained in accordance with the *Standards for RTOs 2015*.
- 4.1.2 JMC Academy RTO's assessment system ensures all VET assessment types comply with the assessment requirements of the relevant training package or VET accredited programs and are conducted in accordance with the Principles of Assessment and the Rules of Evidence contained in Table 1 Principles of Assessment and Table 2 Rules of Evidence, below.
- 4.1.3 The process of applying for credit is rigorous but structured to minimise the cost and time to candidates. Importantly, academic integrity is promoted due to the process being guided by the Principles of Assessment and Rules of Evidence.
- 4.1.4 JMC Pty Ltd RTO ensures any candidate for Credit is provided with:
- 4.1.4.1 The availability of making an application for credit prior to enrolment
 - 4.1.4.2 Specific details about the qualification and the relevant units of competency, along with an RPL Kit to guide each candidate through the process Information about the competencies and performance criteria relevant to the VET qualification
 - 4.1.4.3 Adequate information and support to enable the candidate to gather reliable evidence to support their claim for competency in relation to specific unit/s of competency
 - 4.1.4.4 Opportunities to obtain feedback from JMC Pty Ltd on the evidence they are planning to provide, prior to finalising and submitting their their application.

Principle	Definition
Fairness	The individual learner's needs are considered in the assessment process. Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner's needs. The RTO informs the learner about the assessment process and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.
Flexibility	Assessment is flexible to the learner by: <ul style="list-style-type: none"> • reflecting the learner's needs; assessing competencies held by the learner no matter how or where they have been acquired; and drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.
Validity	Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner. Validity requires: <ul style="list-style-type: none"> • assessment against the unit/s of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance; • assessment of knowledge and skills is integrated with their practical application;

Table 1 PRINCIPLES OF ASSESSMENT	
Principle	Definition
	<ul style="list-style-type: none"> assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.
Reliability	Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

Table 2 RULES OF EVIDENCE	
Validity	The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.
Sufficiency	The assessor is assured that the quality, quantity and relevance of the assessment evidence allows a judgement to be made of a learner's competency.
Authenticity	The assessor is assured that the evidence presented for assessment is the learner's own work.
Currency	The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

4.2 PROCEDURE

(Refer to **Attachment 2**)

- 4.2.1 Candidate **requests and receives RPL Kit/s**
- 4.2.2 Candidate **gathers evidence, as per the instructions in the RPL Kit**
- 4.2.3 During the evidence gathering process, the Candidate can seek advice and/or support from the RTO Supervisor/Trainer and Assessor to clarify requirements and propose evidence
- 4.2.4 Candidate completes and submits their Application
- 4.2.5 Student Services review application for completion
- 4.2.6 **Incomplete applications are returned to the Candidate, requesting outstanding evidence**
- 4.2.7 The Candidate can withdraw their Application, or make modifications as required and re-submit
- 4.2.8 Complete applications are forwarded to the RTO Supervisor/Trainer and Assessor who will review the evidence provided (as per the Guidelines), and make an assessment decision and records decision on candidates file, as per standard operating procedure
- 4.2.9 **The candidate is responsible for providing the evidence required to support their claim for RPL/Credit Transfer, and that the evidence is valid, sufficient, authentic, relevant and current (refer to Attachment 1). The RPL Kit provides**

guidelines as to the evidence required from the Candidate to support their claim. JMC Pty Ltd cannot make a decision based on incomplete evidence, or evidence that does not meet the Rules of Evidence (See Table 2, above)

4.2.10 In reviewing the evidence, the RTO Supervisor/Trainer and Assessor must be satisfied that the evidence provided is:

- Authentic – the candidate’s own work, and genuine qualifications and/or transcripts from registered/accredited education institutions
- Overseas students are responsible for providing certified translations of their documents, including transcripts/course information
- Valid – directly related to the current version of the relevant endorsed unit of competency
- Reliable – shows that the candidate consistently meets the endorsed unit of competency
- Current – reflects the candidate’s current capacity to perform the aspect of the work covered by the endorsed unit of competency, and
- Sufficient – covers the full range of elements in the relevant unit of competency and addresses the four (4) dimensions of competency, namely task skills, task management skills, contingency management skills, and job/role environment skills.

4.2.11 If the evidence provided does not meet evidence requirements, the candidate is invited to submit additional evidence, and/or they may be requested to undertake an assessment task to provide that evidence

4.2.12 Candidate is informed of the assessment decision by Student Services

4.2.13 Candidate can accept decision and proceed/commence studies as per the outcome

4.2.14 Candidate can accept decision and choose to not commence/discontinue their studies

4.2.15 Candidate can appeal assessment decision (Please refer to the Student Complaints and Assessment Appeal policy and procedure)

4.2.16 All documentation, assessment processes and outcomes are placed on the candidate’s/student’s file

4.2.17 After any credit is granted, the student’s record and file are amended accordingly - (for international students, DoHA via PRISMS will be notified if the success of the credit application results in the period of study being shortened and a new CoE issued).

5. COMPLAINTS and APPEALS

To appeal against any decisions made under this policy and procedure document

- Students may access the Student Complaints and Appeals Policy and its associated procedures,
- JMC staff may access the Grievance Handling Policy.

6. POSITIONS RESPONSIBLE FOR IMPLEMENTING POLICY and PROCEDURE

- Student Administration
- Education Team
- Campus Manager
- Head of Department
- Administration

7. RELATED DOCUMENTS

- Tuition Fee Refunds and Removal of FEE-HELP Debts Domestic Student
- JMC RTO Assessment Management Policy
- JMC Academy Glossary

8. RELATED LEGISLATION

This Policy and Procedure supports JMC Academy's compliance with the following legislation:

- Standards for Registered Training Organisations (RTOs) 2015 (Cth)

9. POLICY and PROCEDURE REVIEW DATE

10th September, 2022

10. VERSION CONTROL

Title	<i>Applying for course credit Policy and Procedure</i>			
Maintained By	The Education Team			
Approving Authority	Director of Education and/or The CEO			
Approved Date	04.06.2020			
Version Number	Modified By	Modifications Made	Date Modified	Status
1.1	S Stanford	Ensure currency; review and update Table 1 (Principles of Assessments) and Table 2 (Rules of Evidence)	01.05.2020	Approved

References and Acknowledgments

This policy and procedure document was initially developed with reference to the relevant policies and procedures of the following institutions:

- Federation University Australia and RMIT

Sample Evidence Guidelines

BSBDES201 - Follow a design process

Candidates have to provide evidence (as per the Rules of Evidence) that demonstrates their ability to:

- Collaborate with others when generating ideas, solving problems, and seeking approvals and feedback
- Describe creative thinking techniques that can be used to generate ideas
- Determine project objectives, possible constraints and required support materials
- List potential sources of information for new ideas, relevant to specific context.
- Review work to determine future improvements
- Schedule tasks and create project documentation to support proposed solutions, and
- Summarise the key steps in the design process as a way of thinking and solving problems.

If an candidate cannot provide evidence to support their claim of competency for this specific unit of competency, then their application for credit will not be successful.

Applying for course credit: the process

