P03
Credit Transfer and RPL Policy and Procedure

HCR Constructions Pty Ltd t/a SITS College

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Purpose

The purpose of this policy and procedure is to outline the approach taken by SITS College in provision of recognition of learning previously undertaken by students, including Recognition of Prior Learning and Credit Transfer, that:

- meets the requirements of nationally recognised training products
- is responsive to learner and industry needs and expectations, and
- complies with the Outcome Standards for Registered Training Organisations 2025, the Credential Policy, the ESOS Act, and all other applicable legislative and accreditation requirements.

This policy and procedure applies to:

- all nationally recognised qualifications, skill sets and units of competency on SITS' scope of registration
- all domestic and overseas students (CRICOS), at all campuses and delivery locations
- all SITS staff involved in training, assessment, and RPL and CT processes
- any training and assessment delivered under third party arrangements (where applicable).

Definitions

Assessor	A person who determines a VET student's competency for, or on behalf of, an NVR registered training organisation.
AQF (Australian Qualifications Framework)	The framework for regulated qualifications in the Australian education and training system.
ASQA (Australian Skills Quality Authority)	ASQA is the national VET regulator that registers and monitors RTOs, and many CRICOS and ELICOS providers, for compliance with the Standards for RTOs and related legislation.
Credit	Credit is an exemption from enrolment in a particular part of the course as a result of previous study, experience or recognition of a competency currently held, including academic credit and recognition of prior learning; also referred to as course credit.
Credit Transfer (CT)	Credit Transfer (CT) is recognition of previously completed formal training where the same or equivalent unit of competency has already been achieved with another RTO.
Informal Learning	Informal learning refers to learning occurring through experience of work-related, social, family, hobby or leisure activities, without being part of a structured program of study.
Principles of Assessment	Principles of assessment are fairness, flexibility, validity and reliability.

Commented [GD1]: I suggest organising the definitions in alphabetical order.

Commented [M32R1]: Yes

Recognition of Prior Learning (RPL)	RPL is an assessment process that assesses a person's skills and knowledge gained through formal, non-formal and informal learning to determine the extent to which they meet the requirements of a training product.
Rules of Evidence	Rules of evidence are validity, sufficiency, authenticity and currency
Self-assessment	Self-assessment involves the candidate documenting skills, knowledge and experience in the relevant unit(s) of competence for which credit is being applied.
Statement of Attainment	Statement of Attainment confirms that one or more nationally recognised units or modules have been achieved by an individual but is only used where there has been partial completion of a qualification or VET accredited course.
Standards for RTOs (2025)	The Standards for Registered Training Organisations (2025) set out the outcomes and obligations RTOs must meet to be registered and deliver nationally recognised VET from 2025, including the Outcome Standards, Fit and Proper Person Requirements and Credential Policy.
Testamur	Testamur is an official certification document that confirms that an AQF qualification has been awarded to an individual. This may be called an 'award', 'qualification' 'parchment', or 'certificate'.
Training and Assessment Strategy	Training and Assessment Strategy (TAS) is the documented plan that describes how training and assessment will be delivered and assessed for a particular target cohort and mode.
Unit of Competency	A unit of competency is the specification of the standards of performance required in the workplace as defined in the training package.

Policy

SITS is committed to delivering training and assessment that is compliant, high quality and centred on real outcomes for learners and employers. Training and assessment must be:

- aligned to nationally endorsed training products and the Outcome Standards
- informed by industry consultation and changing workplace practice
- accessible and equitable for different learner cohorts, including overseas students and learners with additional support needs
- supported by sufficient and appropriate facilities, equipment and resources
- delivered and assessed by suitably qualified, current and supported trainers and assessors
- monitored and improved through systematic validation, data analysis and continuous improvement.

SITS recognises that learners bring existing skills, knowledge and qualifications to their study. Recognition processes are designed to:

- avoid unnecessary duplication of training and assessment
- acknowledge and value prior learning and workplace experience
- uphold the integrity of qualifications and units, and

- ensure that all recognition decisions are valid, reliable and defensible.

Recognition processes must align with the principles of assessment and rules of evidence. Decisions are documented clearly and consistently, and learners are informed of their rights, responsibilities and options at each stage.

RPL and CT are available for all courses on SITS scope of registration, subject to any specific licensing, regulatory or contractual limitations. SITS College will offer and accept applications for RPL and CT to ensure that students are not required to repeat any unit or module in which they have already been assessed as competent, unless a regulatory requirement or licence condition (including an industry licensing scheme) requires this.

Requirements

Recognition of Prior Learning (RPL)

RPL is the formal acknowledgement of an individual's skills and knowledge, regardless of how or where they were acquired. This may include informal or non-formal training, paid or unpaid work experience, voluntary service, and life experience. RPL is a form of assessment and under the Standards for RTOs must:

- Align with the requirements of the relevant Training Package or accredited course
- be conducted in accordance with the principles of assessment and the rules of evidence; and
- meet workplace and, where relevant, regulatory requirements.

The underlying principle of Recognition of Prior Learning (RPL) is that no student should be required to undertake a unit of study if they can demonstrate achievement of the required competency standard or learning outcome for entry into, or partial/total completion of, a qualification.

Credit Transfers (CT)

The credit transfer process involves:

- Mapping, comparing, and evaluating the equivalence of learning outcomes, discipline content, and assessment requirements between qualifications.
- Determining the appropriate credit to be assigned.

Credit outcomes may include block, specified or unspecified credit.

Access and information

Learners are informed about RPL and CT:

- on the SITS website and marketing material
- in pre-enrolment information and course brochures
- as part of the enrolment and orientation process
- during training and assessment, where prior learning or experience becomes apparent.

Information includes what recognition is, who may be eligible, how to apply, timeframes, costs, evidence expectations and how recognition may affect course duration, funding arrangements and, for CRICOS learners, their Confirmation of Enrolment (CoE) and visa conditions.

Eligibility considerations

Recognition options are applied according to eligibility criteria.

RPL may be suitable where the learner has substantial prior learning or experience that may meet some or all the requirements of the relevant unit or qualification, but where the student does not hold the same or equivalent unit on a formal transcript.

CT is used where the learner can provide formal evidence that the same or an equivalent unit has been successfully completed with an RTO or other authorised issuing body and where granting credit will not compromise key design learning outcomes, integrated project requirements or course integrity.

The assessor, in discussion with the learner, will identify the most appropriate recognition option or combination of options.

Fees and timeframes

SITS may charge fees for RPL, in line with the current Fee Schedule. Fees, if applicable, are provided in writing before the learner decides to proceed with an application.

Credit Transfer does not attract an additional assessment fee.

RPL and CT applications are processed within reasonable timeframes. SITS aims to:

- acknowledge applications promptly
- confirm any additional information or evidence required
- finalise and communicate outcomes within the advised timeframe, taking into account the complexity of the application and the evidence supplied.

Impact on training plans, duration and funding

Recognition outcomes may change a learner's training plan, number of units to be studied, course duration, timetable and, in some cases, eligibility under particular funding programs.

For CRICOS learners, substantial RPL or CT may shorten the expected course duration and require SITS to update the CoE and report changes in line with ESOS and National Code requirements.

Before finalising recognition, SITS will discuss with the learner:

- any impact on course structure, duration or attendance
- implications for payment arrangements or funding eligibility
- any requirements that cannot be met through recognition, for example specific placement hours that must be undertaken during the Course.

Agreed changes are documented in the learner's training plan and in the student management system.

Quality assurance

Recognition processes are part of SITS overall assessment system. RPL and CT decisions:

- use the same standards of evidence and decision making as other forms of assessment, including systematic evaluation of evidence against the requirements of the relevant training product
- are documented clearly at the unit level in the Student Management System (SMS) and on relevant forms
- are included in assessment validation activities, using risk-based sampling
- feed into the Continuous Improvement Register where systemic issues, risks or opportunities for improvement are identified.

All RPL applications must be assessed by a qualified assessor holding Certificate IV in Training and Assessment (TAE40122) or equivalent, with vocational competencies in the relevant unit.

RPL is strictly an assessment process; no training is provided as part of RPL.

Evidence typically includes a portfolio containing materials that demonstrate achievement of learning outcomes, such as:

- Curriculum vitae
- Essays or reports
- Certified copies of professional references or industry awards
- Workplace documentation, such as position description, third party reports (performance, plan and reports)
- Work samples and records of professional development activities.
- Authenticated VET transcript or USI transcript
- Statement of Attainment

Mixed cases of recognition:

Where a student holds a Statement of Attainment for units not fully equivalent to those in the training plan:

- Recognition may be requested for the relevant units, with competency gaps assessed.
- RPL assessment may supplement credit transfer.
- Quality requirements for credit transfer and RPL apply separately to each process.
- Outcomes of mixed recognition are reported as RPL.

AQF Qualifications

Applicants must provide AQF qualifications that clearly identify:

- Nationally recognised training
- Name and provider number of the issuing RTO
- Recipient's full name
- Qualification title
- Record of results identifying the units of competency attained
- Confirmation that the issuing RTO is registered to provide certification under the relevant Training Package.

Minimum trainer/assessor credentials

As outlined under the Credential Policy, training and assessment, including decisions on RPL and CT, may only be delivered by trainers and assessors who have:

- vocational competencies at least to the level being delivered/assessed
- current industry skills directly relevant to the training/assessment being provided
- current knowledge and skills in vocational training/learning that informs their training and assessment

In addition, the training and assessment may only be delivered by persons who have:

- Certificate IV in Training and Assessment (TAE40110 or TAE40116), or its successor (as per the Credential Policy), or
- a diploma or higher-level qualification in adult education, or
- any other combination of qualification and Training and Assessment skillsets accepted under the Credential Policy.

SITS maintains a Trainer and Assessor Matrix that records vocational competencies, industry currency, training and assessment qualifications and allocated units for each person. Where supervision

arrangements are used, these are documented and managed in line with relevant standards and SITS staff policies.

Procedure

Application

Students will be offered the opportunity to apply for Credit as part of the enrolment process. To apply for credit, a student should fill in the Course Credit and RPL Application and supply certified copies of their relevant transcripts.

Administration will receive the completed and signed CT/RPL Application form and, if the form has not been completed correctly, they will return it to the student for completion and resubmission.

Administration will also be responsible for checking the presence/quality of supporting evidence provided as listed in the application.

Where original documentation has been provided, administrative officers are directed to sight originals, create colour copies (signed and dated as 'Original Sighted'), and return originals to the student.

Review

Once a CT/RPL Application and evidence have been received and checked for completeness, the authorised officer reviews the documentation for authenticity and relevance to the student's current course.

The review must, at a minimum, consider:

- whether the transcript or certificate appears to be valid AQF certification (issuing institution, code, full student name, qualification and unit codes/titles)
- whether copies have been correctly certified
- whether the units/modules are relevant to the enrolled course.

If the prior units are clearly not relevant, the application does not proceed and the student is advised in writing that no credit has been granted.

Where units are relevant, the issuing provider is contacted or any available QR code or online verification process is used to confirm authenticity. Once authenticity and relevance are established, the reviewer determines whether there is a direct unit match or an equivalent unit as identified in the training package. Credit may then be granted for those units, with the reasons for each credit decision recorded on the application or other appropriate record.

The overall effect of any granted credit on the student's training plan, course duration and fees is then considered so that the student can be appropriately advised.

Assessment: Credit Transfer (CT) Assessment

Credit Transfer applies where a student has already completed units with another RTO or TAFE that are the same as, or formally equivalent to, units in their SITS course and where granting credit will not compromise key design learning outcomes or capstone integrity.

CT will only be granted where:

- the prior unit code and title are identical, or
- the prior unit is shown as equivalent to the current unit in the training package on training.gov.au.

Acceptable evidence for CT includes:

- an original or certified copy of a qualification testamur or Statement of Attainment, or
- permission for SITS to access the student's USI record (for example, by completing F23 Verification of Qualifications) or USI transcript.

Authenticity is verified by one or more of the following, with a brief file note made of the method and date:

- contacting the issuing provider to confirm the document
- using any QR code or verification link printed on the certificate or SoA
- accessing the student's USI record or transcript and confirming the details.

Once equivalence and authenticity are confirmed, CT is granted for the relevant units and recorded in the student management system at unit level.

Assessment: Recognition of Prior Learning (RPL)

Discuss RPL and provide self-assessment

All students are made aware that RPL is available. When a student enquires, a trainer or assessor discusses their prior formal, non-formal and informal learning in relation to the units in their program and gives an initial view on whether RPL appears suitable. The decision to proceed remains with the student. If they wish to go ahead, they are provided with the RPL Self-Assessment tool and instructions.

Candidate completes self-assessment

The candidate completes the RPL Self-Assessment against the units or qualification they are seeking recognition for, using the instructions in the tool. They may contact a trainer or assessor if they need clarification. The completed self-assessment, RPL Application Form, CV and any certified copies of relevant qualifications or other key documents are then returned to SITS.

Assessor reviews self-assessment

An assessor reviews the self-assessment, CV and supporting documents and contacts the candidate to discuss:

- their work history and professional development
- areas they have marked as confident or not confident
- proposed evidence (including third-party referees).

These discussions are recorded in the RPL Assessor Record. The assessor then decides whether the candidate is suitable to proceed with RPL for each unit. Units approved to proceed are noted in the RPL Assessor Record and RPL Third Party Report. Where RPL is not suitable, the assessor provides information about formal training options so the candidate can decide whether to enrol instead.

Application fee and enrolment processed

For candidates proceeding with RPL, enrolment and fee arrangements are confirmed. The candidate receives:

- a written agreement (if not already enrolled)
- an invoice for any RPL assessment fees (and adjusted payment plan, if applicable)
- the RPL Evidence Tool
- the RPL Third Party Report with units clearly indicated.
- RPL is the formal acknowledgement of an

Initial support call

The assessor contacts the candidate to explain how to complete the RPL Evidence Tool, the type and quality of evidence required, and any planned workplace observations. Where observations are needed, arrangements are discussed with the candidate and, if relevant, their workplace supervisor.

Gather evidence for RPL

The candidate completes and submits the RPL Evidence Tool and, where applicable, the RPL Third Party Report. The assessor may also:

- visit the workplace to observe practical tasks
- conduct verbal questioning (in person, by phone or via video conference)
- request additional documents where needed.

Conduct assessment of each unit of competency

For each unit, the assessor reviews all evidence against the unit requirements, records findings and decisions in the RPL Assessor Record and summarises outcomes in the Assessment Outcome Summary. Where clarification is needed, the assessor may contact the third-party referee or other professional referees.

Any required gap training is identified and arranged separately.

On completion of the RPL process, the following are filed on the candidate's record:

- RPL Assessor Record
- RPL Self-Assessment
- RPL Evidence Tool and all submitted evidence
- RPL Third Party Report (if used).

Where competence has been demonstrated, SITS issues the appropriate qualification or Statement of Attainment and records each unit outcome in the student management system.

Credit application outcomes

Students are advised in writing of the outcome of their credit application, including which units have been granted CT or RPL and which remain to be completed. Students must confirm their acceptance of any credit awarded in writing and this acceptance is retained on file.

Where significant credit is granted, any resulting changes to course fees and duration are calculated and communicated at the same time, and the student's training plan and timetable are updated accordingly.

For international students, where credit or RPL granted after acceptance or after commencement affects course duration, SITS records the change in PRISMS, issues a revised Confirmation of Enrolment (CoE) and retains written acceptance of the revised duration for at least two years.

All credit outcomes are recorded in the student management system at unit level and student records are updated to reflect the final result. Students who disagree with a decision may appeal under the Complaints and Appeals Policy and Procedure.

Record keeping

SITS keeps complete and accurate records of enrolment, training and assessment, RPL and CT decisions, support and intervention strategies and quality activities. Assessment records, including completed assessment tools and evidence, are retained in line with legal requirements.

Data collection and reporting processes support SITS obligations under the National VET Data Policy and Data Provision Requirements 2020, including AVETMISS reporting and quality indicator data.

Details of retention periods and storage arrangements are set out in the Data Management, USI and Record Keeping Policy.

Feedback, validation and continuous improvement

Feedback and evidence about training and assessment quality are collected from learners, trainers, employers, industry, validation activities, regulatory activities and SITS self-assurance activities. These inputs are captured in the Continuous Improvement Register. Actions arising from these findings may result in changes to TAS documents, resources, assessment tools, trainer development, RPL and CT processes or student support arrangements.

Validation of assessment is planned and conducted in line with the Outcome Standards and ASQA guidance, using risk-based sampling and statistically valid sample sizes where required. Credit Transfer and Recognition of Prior Learning Decisions are included in Validation activities. Further information on how SITS organises and conducts validations can be found in SITS Validation Policy and Procedure.

Complaints and Appeals

A student may appeal against a decision made in relation to course credit transfer and/or recognition of prior learning and the appeal needs be lodged in writing according to the processes for appeals as detailed in the Complaints and Appeals Policy and Procedure (available on SITS College's website).