



Recognition of Prior Learning and Credit Transfer Policy & Procedure

1. Policy

- 1.1 Melbourne Institute of Vocational Studies (MIVS) employs a fair and equitable policy for Recognition of Prior Learning and Credit Transfer.
- 1.2 This policy aims to provide students with recognition for past experience, skills or qualifications gained. This experience may have been gained from employment, previous formal training undertaken or life experiences.
- 1.3 All students are provided with the opportunity to have their prior learning and experience assessed and gain recognition for this. (Recognition of Prior Learning: RPL).
- 1.4 The RPL process will match a student's experience to the requirements in a unit of competency and assess if recognition can be granted.
- 1.5 MIVS recognises qualifications and statements of attainment issued by other Registered Training Organisations.
- 1.6 Candidates who have successfully completed whole units of competency contained within one of our courses with another RTO can apply for Credit Transfer (CT).
- 1.7 The CEO is responsible for implementing this policy and reviewing its effectiveness in compliance with regulatory guidelines.
- 1.8 This policy is implemented in compliance with the requirements of the Standards of Registered Training Organisations (RTOs) 2015 Standards 1 and 3 and National code of practice 2007 part D standard 12.
- 1.9 Both processes allow the candidate to reduce the time and study load associated with achieving a qualification.

Procedure

2. Recognition of Prior Learning (RPL)

- 2.1 All students are informed of their right to apply for RPL pre enrolment via the Student prospectus, Student handbook and website.
- 2.2 Students may apply for RPL by submitting evidence of competency against the accredited unit or unit of competency performance criteria, knowledge, employability and skills requirements and critical aspects of evidence.

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- 2.3 RPL applications are only accepted for recognition of current competence. Generally evidence should be under two years old to be accepted although this can be extended in appropriate situations. Evidence over five years old cannot be accepted to demonstrate current competence.
- 2.4 The RPL application form and information on the process is available on request from the CEO MIVS or via e-mail to Shiva@mivs.edu.au. The RPL form prompts the applicant to provide evidence as to how they demonstrate competency against the assessment criteria stated in each unit of competency and accredited unit.
- 2.5 Students who apply for RPL are required to complete a Self-Assessment RPL Kit. This tool is utilised to determine whether RPL is suitable for the student for each unit of competency.
- 2.6 The CEO provides advice to students on how to prepare an RPL application and the process of assessment. Guidance on the process, including appropriate methods of assessment and building a portfolio of evidence is provided. Students who undertake units of competency via RPL are supported by their assessor in developing a portfolio of evidence to meet each unit of competency requirements.
- 2.7 The CEO may delegate RPL advice/ assessment to another qualified member of training/ assessment staff team.
- 2.8 RPL applications can only be considered for whole units of competency/ accredited unit. Applications must be accompanied by supporting evidence and/ or the candidate must demonstrate competency for each unit of competency/ accredited unit during the RPL process.
- 2.9 MIVS provides students with information and access to the relevant units of competency to assist them in preparing their application.
- 2.10 A fee is charged for the RPL process. The CEO provides this information to students on receiving an initial enquiry.
- 2.11 Students should submit the RPL application form and supporting documentation to the CEO MIVS or via e-mail to Shiva@mivs.edu.au.
- 2.12 MIVS training and assessment staff assesses the application. If a student can demonstrate competency and provide sufficient, current, valid and authentic evidence of life/ work experience, skills, formal/ informal qualifications or via other evidence, then the learner will be deemed competent in that unit of competency.
- 2.13 MIVS training and assessment staff possesses the appropriate vocational qualifications, experience and a Certificate IV TAE40110 Training and Assessment or equivalent.
- 2.14 The student is informed of the result of the assessment within 20 working days of submitting the application.
- 2.15 Assessment staff record the result and store all documents in accordance with the records management policy and procedure.
- 2.16 The student's course details are amended on the Student Management system (SMS) to indicate RPL granted.
- 2.17 The student's course fees and schedule is amended accordingly.

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2.18 Students have the right to appeal MIVS's assessment decision by accessing the Complaints and Appeals policy.

RPL Assessment process

MIVS staff assesses RPL applications in the following way:

- Students who apply for RPL are required to complete a Self-Assessment RPL Kit. This tool is utilised to determine whether RPL is suitable for the student for each unit of competency
- If suitable the RPL process is communicated to the student
- Access the appropriate unit of competency/ accredited unit from the version control folder
- Access this policy and procedure
- Ensure the student's application form is complete
- Contact the student to verify completeness of application if appropriate
- On confirmation, assess the evidence submitted against the competency standards and/ or perform assessment activities.

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Considerations when assessing evidence:

- Has the learner demonstrated their ability to perform relevant tasks in a variety of workplace situations or accurately simulated workplace situations or in a variety of life experiences
- Has the learner demonstrated their understanding of what they are doing, and why when performing tasks
- Has the learner demonstrated their ability to integrate performance with understanding to show they are able to adapt to different contexts and environments
- Has the applicant's evidence addressed the performance criteria, knowledge, skills requirements and critical aspects of evidence?
- Has the applicant demonstrated they are capable of performing tasks to an acceptable level
- Is the relevance of evidence provided clear and applicable to the respective parts of the unit of competency/ accredited unit?
- Has the applicant provided sufficient evidence for a reliable judgement to be made?
- Has the applicant provided relevant and appropriate evidence? e.g third party reports, meeting minutes, examples of work, videos, performance reviews or other appropriate evidence.
- Has the applicant demonstrated competence when observed?
- Has the applicant demonstrated competency through answering written and/ or verbal questions?
- Does the evidence demonstrate competency across all areas of assessment?
- Is the evidence current and authentic?

Types of appropriate evidence

The types of appropriate evidence accepted to demonstrate competency may vary depending on the unit of competency/ accredited unit. However the following are the generally accepted types of evidence:

- Performance appraisal records from employers
- Completed workplace documentation that demonstrates competency
- Videos of the applicant applying skills and knowledge that demonstrate competency
- Transcripts of formal training undertaken
- Demonstration of competency
- Responses to written and/ or verbal questions
- Third party reports from individuals/ organisations who can verify competence
- The assessor contacts the professional referees and/or person who completed the Third Party report to confirm the information provided, and discuss the workplace competency of the candidate for each unit.
- Records of these conversations are maintained and are referred to on unit sheets where appropriate.

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Principles of assessment

Assessment processes and materials are employed in accordance with the principles of assessment.

Assessment is fair to the individual learner by:

- 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.

Assessment is flexible to the individual learner by:

- 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.

Any assessment decision of the RTO is justified, based on valid evidence of performance of the individual learner. Validity requires:

- 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;
- 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.

The assessment process is reliable.

- the assessment process and materials allow for reliable evidence to be generated on which performance can be assessed against the unit of competence/ accredited unit requirements
- evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

Rules of evidence

Assessment processes and materials are employed in accordance with the rules of evidence.

The assessment process and materials generate valid evidence:

- 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.

The assessment process and materials generate sufficient evidence:

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- The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner's competency.

The assessment process and materials generate authentic evidence:

- The assessor is assured that the evidence presented for assessment is the learner's own work.

The assessment process and materials generate current evidence:

- 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.

Resubmissions

If an application is considered incomplete/ fails to demonstrate competency the assessor will contact the candidate and:

- Provide the candidate with written and verbal feedback on their submission
- May verbally question the applicant to ascertain competency and fill any gaps in the submission. This may be through a meeting or phone call and/ or,
- Ask the candidate to provide written responses to questions and/ or,
- Request further documentation to demonstrate competency and/ or,
- Provide the student another opportunity to demonstrate competency and/ or,
- If a student's resubmission still does not demonstrate competency then the above process is repeated.
- If the third submission does not demonstrate competency then the application for RPL is refused.
- Once the assessor makes a decision about whether RPL will be granted for each unit he/ she advises the candidate of the outcome.

Gap Training

Students may not be able to provide evidence to demonstrate RPL against all of a unit/s requirements. Gap training may have to be arranged for the units where they are unable to demonstrate competency through RPL.

Outcome

Students will be notified of the outcome of their application in writing within 10 working days of the final assessment being made. Reasons for a refusal of application will be provided at this point.

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Recording

Assessors will complete the assessment summary sheets and Unit summary sheet. The results will be recorded in the SMS and the student's course fees and schedule amended accordingly. All RPL evidence will be stored in the student's file.

Certification

If RPL is granted the student will be forwarded a statement of attainment/ qualification within 10 working days.

3. Credit Transfer (CT)

- 3.1 The CT application form is available on request from the Administration Manager. All students are informed of their right to apply for CT pre enrolment via the Student prospectus, Student handbook and website.
- 3.2 CT applications can only be considered for whole units of competency/ accredited units.
- 3.3 The CEO provides advice to students on how to prepare a CT application and the process of assessment.
- 3.4 Students may apply for Credit Transfer by submitting a Credit Transfer application form along with original certificates/ statements of attainment to the CEO MIVS or via e-mail to Shiva@mivs.edu.au
- 3.5 MIVS accepts authenticated AQF documentation issued by another RTO or the Register. The unit code and title on the must match that of the relevant unit on the MIVS scope of registration.
- 3.5 No fee is charged for the CT process.
- 3.6 MIVS Training and assessment staff assesses the application. AQF certification documentation must be issued by another RTO or AQF authorized issuing organization or is verified as being issued by the Register.
- 3.7 MIVS training and assessment staff possess the appropriate vocational qualifications, experience and a Certificate IV TAE40110 Training and Assessment or equivalent.
- 3.8 The student is informed of the result of the assessment within 10 working days of submitting the application.
- 3.9 Assessing staff record the result and store all documents in accordance with the records management policy and procedure.
- 3.10 The student's course details are amended on the SMS to indicate CT granted.
- 3.11 The student's course fees and schedule are amended accordingly.
- 3.12 Students have the right to appeal MIVS decisions by accessing the Complaints and Appeals policy.

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4. RPL Assessment appeals

- 4.1 If a student feels they have been unfairly assessed or there are circumstances that impacted their performance they may appeal the assessment decision.
- 4.2 Students should contact their assessor in this case outlining the reasons for their appeal.
- 4.3 If the assessor feels there are reasonable grounds for the appeal he/ she may decide to re-assess the student.
- 4.4 The assessor documents this process along with the outcome in the complaints and appeals register. All supporting documentation should also be placed in the students file.
- 4.5 If the assessor decides to refuse the student an opportunity for re-assessment, the student may lodge a formal appeal by submitting a complaints and appeal form. The student must provide reasons for the appeal along with any supporting evidence.
- 4.6 Complaints & Appeals forms are to be submitted to: CEO MIVS or via e-mail to Shiva@mivs.edu.au
- 4.7 If the appeal is in relation to the CEO's decision another member of staff will deal with the process.
- 4.8 If the CEO or other staff member handling the process decides that the students appeal be upheld the following will apply.
- 4.9 The assessment in question is marked by a different trainer and the outcome communicated to the student.
- 4.10 The assessor documents this process along with the outcome in the complaints and appeals register. All supporting documentation should also be placed in the students file.
- 4.11 The student will be awarded the grade that gives them the most favourable outcome between the two outcomes.
- 4.12 If the students appeal is refused they will be sent written notification of the outcome within five working days. This will include the outcome including reasons and details for the decision. The letter will also inform the student of their right to access the external appeals process.
- 4.13 Students can only appeal an assessment decision once.
- 4.14 If students are dissatisfied with the outcome of the internal appeals process they may access the external appeals process. Details of how to activate this process are contained in the Complaints & Appeals policy and procedure.
- 4.15 Students must inform MIVS in writing if they are accessing the external appeals process.

Documents to be employed when implementing this policy and procedure:

- Student prospectus
- Student handbook
- Student orientation checklist
- RPL application form

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- CT application form
- RPL tool kit
- Relevant units of competency/ accredited unit
- Complaints and appeals policy and application form (if accessed by the student)
- Student file

Revision history

Creation/ Revision Date	Comment	Created/ Revised by
24/07/2015	Policy and procedure created	CEO

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