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**MAYFIELD**  
EDUCATION

## Credit Transfer

Recognition of Prior Learning/  
Recognition of Current Competencies

# **GUIDE FOR STUDENTS**

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## Why read this Guide?

This guide has been produced to help you understand Credit Transfer and Recognition of Prior Learning (RPL)/Recognition of Current Competencies (RCC). After reading this guide you will be able to decide if you think the Credit Transfer or PPL/RCC process is something you wish to undertake.

The process is outlined and the terminology used is explained. The information will assist you to complete your application.

### 1. Before you apply – what you need to know

#### 1.1 Introduction

When you complete a recognised course of study and receive a Certificate it means you have been assessed as competent against a set of performance criteria for that course. Courses are broken up into units – you can think of these as modules or subjects and they logically define the learning requirements for a particular topic.

When you enrol at a course with Mayfield Education you are able to apply for Credit Transfer and/or RPL/RCC for units within a course. Your competence is recognised even if you achieved it before the commencement of the course or external to the Mayfield learning environment. The provision of Credit Transfer, RPL/RCC at the beginning of a course ensures that eligible students do not have to repeat the learning of skills, knowledge or attitudes already achieved elsewhere.

Credit Transfer and RPL/RCC are awarded against specific units or modules of the course not a whole course. In some instances this may allow you to complete the course in a shorter timeframe at a reduced cost.

It is important you consider Credit Transfer and RPL/RCC as soon as possible. This will ensure your application will be processed at the beginning of the course. It is important that you attend all classes while waiting for a decision in case you are not successful in your application.

#### 1.2 What is Credit Transfer?

Credit transfer applies when you have already successfully completed units that are identical to those in the course you are enrolled in. If you have completed a module or unit of competence that is the same or deemed equivalent, through a different course, or at another registered education provider you can be given Credit Transfer for that unit. This means you are exempt from having to re-study the unit.

### 1.3 What is Recognition of Prior Learning (RPL) and Recognition of Current Competencies (RCC)?

RPL/RCC can be granted for previous formal and informal education that is not recognised under the Credit Transfer policy.

RPL recognises the skills and knowledge you have acquired through work and life experiences and various forms of study.

To gain this recognition we need to be assured that your *prior learning* is relevant and that the competency you acquired is still *current* and meets the requirements of the unit/course. RPL and RCC is therefore one process that recognises the skills and knowledge you acquired prior to the course and assesses if it is still current at the time of enrolling in the course.

Competence may have been gained through:

- relevant life experience (e.g. volunteer and community work, being a member of a committee, or though an interest or hobby)
- work experience (on the job training, project work, supervision, teamwork, etc.)
- other courses of study and non-accredited courses (e.g. workplace training courses, short courses, professional development workshops or seminars, conference attendance, self-paced learning booklets etc.)

If you are granted RPL/RCC for a unit then you can be exempted from having to study that unit.

In the RPL/RCC process the critical factors are the quality, relevance and currency of your competence, not how or when it was initially acquired.

The RPL/RCC procedure is not an easy way to get a qualification. You must be committed to supporting your application by locating and providing suitable evidence and documentation to demonstrate your competence against specified criteria. This requires significant time and effort.

### 1.4 What is competence?

We have talked about competence but what is it?

The broad concept of competency covers all aspects of work performance including:

task skills	being able to <b>perform</b> certain tasks at an acceptable level of skill (to an industry specified standard) consistently over time.
task management skills	being able to <b>manage</b> a number of different tasks within the job to an industry specified standard consistently over time.
transfer skills	being able to <b>transfer</b> skills and knowledge to new situations and contexts.
contingency management skills	being able to <b>fix problems</b> that arise. Responding and reacting appropriately to unexpected problems, changes in routine and breakdowns.
job/role environment skills	Being able to fulfil the responsibilities and <b>expectations of the workplace</b> in a range of situations and with a range of other people in the workplace.

In other words competency is using your skills and knowledge to perform tasks and duties appropriately in workplace situations to the standard expected in the workplace and industry consistently over time.

When you apply you will be asked to produce evidence of your competence. This is described later in this guide. We review this evidence against the unit criteria to see if it clearly demonstrates you already have the competence required.

Please note that in some units where Credit Transfer and RPL/RCC is being requested there may be some essential competencies that are specific to the context of the course you are enrolled in. This may mean that some study or assessment must still be undertaken irrespective of past learning and/or achievements in other/similar areas.

### 1.5 What is the best type of evidence to verify competence?

Direct evidence is first hand evidence of what you have either produced yourself or for which you have been primarily responsible. They include your qualifications and Certificates from other courses, and work that you have produced such as reports, plans and/or designs that you have made.

This can be supplemented with indirect evidence (sometimes called supplementary evidence). This is information from somewhere else about what you can do. eg description of work you have undertaken, letters from employers/co-workers or testimonials stating work you have undertaken or skills/knowledge you have displayed.

Direct evidence is usually more valid, but Mayfield will expect to see both types, for example, a photograph of your work plus witness testimony to authenticate this.

## 1.6 How to gather and present evidence for Credit Transfer

The 'Certificate' or 'Statement of Attainment' must be produced as well as the 'Statement of Results' which lists the units you completed. The original document must be sighted by the Mayfield Education Course Coordinator or Director of Education. Copies will be made and the original given back to you.

Alternatively you can have your documents verified by someone who is currently employed from one of the categories listed below. You can NOT verify your own documents, even if you belong to one of the categories listed below.

- a qualified pharmacist
- an accountant - member of the Institute of Chartered Accountants in Australia, or the Australian Society of Certified Practising Accountants, or the National Institute of Accountants, or the Association of Taxation and Management Accountants or Registered Tax Agents
- a bank manager
- a credit union branch manager
- a commissioner for declarations
- a barrister, solicitor or patent attorney
- a police officer in charge of a police station, or of the rank of sergeant and above
- a postal manager
- a principal of an Australian secondary college, high school or primary school.

The person who verifies the documents must sight the originals and have a copy to sign. They must:

- write *'I certify this to be a true copy of the document shown and reported to me as the original'*
- sign, date and print their name, address, contact telephone number, profession or occupation and organisation
- and include the official stamp or seal of the verifier's organisation on the copy, if the organisation has such a stamp.

## 1.7 How to gather and present evidence for RPL/RCC

Listed below is a range of evidence that may be used in support of your application for RPL/RCC. This list should be used as a guide only as you may have other evidence you feel is valuable. You must describe how the evidence relates to the competency required in the unit.

### **1.7.1 Certificates of Qualifications**

Even though the units/topics/modules you studied in another qualification may not be equivalent to the units in the course you are enrolled in (which means you were unable to use them to obtain credit transfer) they may be used as evidence for RPL/RCC. Follow the same requirements as detailed in 1.6 "How to gather and present evidence for Credit Transfer".

### **1.7.2 Non certificate courses and education**

You may have attended relevant conferences, workshop, seminars, short courses or workplace professional development activities and self-directed learning packages. Evidence can include registration documentation, course/workshop outlines, attendance records, marked essays, exams and workbooks, educational achievement awards and assessment reports.

### **1.7.3 Examples of work**

Substantiated work examples are a valid source of evidence. This can take the form of:

- Samples of your work or video or photos of your work
- Plans, letters, reports, proposals, budgets, spreadsheets, log books you have produced
- Internal correspondence such as memos or emails
- Speeches you have written/delivered and/or training you have delivered including session plans, PowerPoint presentations

### **1.7.4 Third Party Reports**

Reports from employers, supervisors, managers, peers, mentors, internal & external clients can be used to substantiate claims. The information needs to be precise so it can be linked to the required performance criteria.

This type of report should not be confused with a reference because its purpose is to help confirm the authenticity of the information in your application and should indicate the level of skill demonstrated by you in your work performance.

The position of the person writing the letter should be clearly indicated and it should detail your duties, experience and responsibilities which are relevant to the competencies of the module. It is important that the letter/report:

- is written by a person who knows you and has direct knowledge of your competence
- clearly states their relationship to you e.g. Supervisor
- is written on official stationery
- gives full details of the activity or work, such as what it was, when it occurred, its duration and the degree of your participation and skill levels demonstrated.

You may also choose to use the Mayfield Education Form called *RPL Third Party Evidence Report*. You can give this to your employer to complete.

### **1.7.5 Workplace Documents**

- Job/position descriptions
- Duty statements
- Performance Appraisal Report
- Procedure Manual
- Minutes of meetings
- Publicity about your work e.g. memo, staff newsletter
- Letters, reports, proposals, budgets, spreadsheets, emails, memos that describe your work
- Plans and/or reports of project you have been involved in

Published works eg operational manuals

- Workplace competency assessment

A combination of these can effectively supplement other evidence. For example a job/position descriptions, duty statements, performance appraisals and procedure manual when viewed together can give an insight into the type and level of work performed.

### **1.7.6 Substantiated Curriculum Vitae (CV) or Résumé**

If using a CV or résumé for evidence of positions held or experience, please ensure that you can validate the authenticity of the information. You can choose to complete the RPL Student Experience Summary if you do not have a CV or résumé.

### **1.7.7 Other evidence**

Other evidence can support your claims such as:

- workbook or journal that contains evidence of time management, operational planning, budgeting, reflections, etc.
- Achievement Awards
- Evidence of committee work
- Magazine/newspaper articles about your work

### **1.7.8 Further option to demonstrate competence**

You can negotiate with the course coordinator to complete the actual assessment for the unit of competence.

## **1.8 How do we evaluate the evidence for RPL/RCC?**

The decision to grant RPL/RCC is based on a number of criteria:

### **1.8.1 Authenticity**

You need to be able to show that your claim of being competent is genuine. Can you verify what you claim? Is your evidence authentic? Is the evidence verifying your own work/performance?

### **1.8.2 Sufficiency**

This relates to the amount of evidence. Is there enough evidence to convince the assessor your skills and knowledge adequately compares with the unit/module performance criteria?

### **1.8.3 Currency**

How recent is your evidence? You should be able to demonstrate that your knowledge and skills are up-to-date and that you can use them NOW if required. Can you perform the skills you may have learned some years ago? Is the knowledge you have about this area still fresh?

### **1.8.4 Relevancy**

The knowledge and skills you are claiming should relate directly to the performance criteria for the relevant unit/module you are claiming RPL for and be at a comparable standard.

### **1.8.5 Quality**

The evidence you provide must be at an acceptable standard. It must be legible and from reputable sources.

### **1.8.6 Transferability**

Can you apply the skills and knowledge you have learned in one situation to another? The knowledge and skills you have demonstrated in the past must be capable of being applied to the situations and contexts described in the unit you are applying for.

### **1.8.7 Validity**

A sound connection must be made between the knowledge, skills and competence you have and the performance criteria of the unit. You must describe how the evidence directly relates to the competency required in the unit.

## 2. How to Apply

### 2.1 Applying for Credit Transfer

#### Step 1 - Consider the process

Read this guide and speak to your Coordinator so you can select which units you may have identical qualifications in.

#### Step 2 - Apply

Complete the Credit Transfer Application Form and lodge the form with the appropriate fee to Student Services (you must be enrolled). The fee covers administration costs for processing and assessing your application and certificate(s). Attach a certified copy of the certificate and transcript of results.

#### Step 3 - Assessment is conducted

The Course Coordinator will review the application and assess if the unit(s) you have previously completed are equivalent to the unit(s) applied for. The Course Coordinator makes a recommendation to the Director of Education.

#### Step 4 – Decision is made

You will receive a letter from the Director of Education indicating the result of your application. Students granted Credit Transfer may receive a pro-rata refund in course fees dependant on the nominal hours required for the unit.

### 2.2 Applying for RPL/RCC

#### Step 1 - Consider the process

Read this Guide and speak to your Coordinator so you can select which units you may be competent in.

#### Step 2 - Apply

Lodge the RPL/RCC Application Form with the fee to Student Services (you must be enrolled). The lodgement fee covers processing of your application, administration costs and the time required for people involved in the assessment of your application to review the evidence.

You will receive the appropriate form(s) to complete that describes the Performance Criteria for the unit(s) you have applied for.

*Do I have to attend class while I am preparing my application and waiting for a decision?*

*Yes. It is important that you do not miss any of the classes in case you are not successful in your application. It is therefore beneficial to complete Step 3 of the process and quickly as possible.*

### **Step 3 – Prepare your evidence**

When you have received the forms to complete read the Performance Criteria for each unit and conduct a self-assessment. Gather/ Collect and prepare your evidence. List your evidence on the form and describe how it provides evidence of competence against the specific criteria. Return the completed form with the evidence attached to the Course Coordinator.

### **Step 4 – Assessment is conducted**

The Course Coordinator and the Director of Education will review your application. Usually applicants will be asked to come in for a meeting so the evidence can be supplemented and substantiated by a verbal discussion. In some cases this may be done over the phone.

Each unit is assessed separately. There are three possible outcomes of the RPL/RCC assessment:

1. RPL/RCC granted
2. RPL/RCC not granted
3. Further evidence is required. This means you will need to provide further evidence and a further assessment will be conducted before a final decision is made.

The time taken to process and review the application will vary depending on the complexity of the unit and the evidence supplied. Mayfield will endeavour to complete the process as quickly as possible.

### **Step 5 – Decision is made**

You will receive a letter from the Director of Education indicating the result of your application. RPL/RCC can only be granted for a full unit. Partial recognition for some of the unit requirements can not be granted.

Even though partial recognition can not be granted if you have evidence for the majority of the unit you may only be required to attend specified sessions and/or undertake the competency assessment(s) for that unit.

Any eligible refund in course fees will be determined. The pro-rata refund in course fees is dependant on the nominal hours required for the unit.

## **3. Appeal Process**

If you are dissatisfied with the outcome of your Credit Transfer or RPL/RCC application, a written appeal may be lodged with the Chief Executive Officer within two weeks of the notification of the decision. A review will be undertaken.

## **4. Still have questions?**

Feel free to contact your Course Coordinator if you have any further questions.

## 5. Glossary of Terms

**Competency:** (also competence) the ability to perform tasks and duties to an expected standard.

**Competency standard:** an industry-determined specification of performance which sets out the skills, knowledge and attitudes required to operate effectively in employment. Competency standards are made up of units of competency, which include performance criteria and an evidence guide.

**Credit transfer:** the granting of credit by a training organisation to students for equivalent units of competency completed at the same or another training organisation.

**Evidence guide:** the part of a competency standard which provides a guide to the interpretation and assessment of the unit of competency, including the aspects which need to be emphasised in assessment, relationships to other units, and the required evidence of competency.

**Performance criteria:** the part of a competency standard specifying the required level of performance in terms of a set of outcomes which need to be achieved in order to be deemed competent.

**Range of variables:** (also called range statement) the part of a competency standard which specifies the range of contexts and conditions to which the performance criteria apply.

**Recognition of current competencies** (or RCC) the acknowledgement of competencies currently held by a person, acquired through training, work or life experience.

**Recognition of prior learning** (or RPL) the acknowledgement of a person's skills and knowledge acquired through previous training, work or life experience.

**Unit of Competency** is a statement of a key function or role in a particular job or occupation. It outline the performance criteria for assessment and the evidence required to assess competence.