

# Recognition (RPL and Credit Transfer) Policy

Fluid First Aid understands it has a responsibility to offer Recognition to learners and is committed to providing up to date and relevant information regarding Recognition of Prior Learning (RPL) and Credit Transfer (CT) to all learners prior to enrolment and whilst enrolled. To this end staff will provide support and guidance regarding Recognition enquiries in a timely manner.

We provide learners with information about RPL and Credit Transfer pre-enrolment on our website, and in our Learner Handbooks. Learners are also reminded of the opportunity for RPL during the training program in our Assessment Tools and by our trainers and assessors.

## Recognition of Prior Learning

*Fluid First Aid* recognises the AQF definition of RPL:

*Recognition of prior learning is a 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.*

## RPL Procedures

To be awarded RPL the candidate must provide evidence of when and how their competency was acquired.

To ensure consistency, fairness and transparency, Fluid First Aid has established a systematic, organisational approach to RPL as follows.

1. Assessment Tools for gathering RPL evidence have been designed to:
  - collect evidence to demonstrate prior achievement of the learning outcomes and assessment requirements for each Training Product on our scope of registration.
  - provide a range of methods against which the learner can provide evidence.
  - be at the same standard as other assessment for the qualification.
  - recognise learning regardless of how, when and where it was acquired providing it is relevant to the learning outcomes in the Training Product.
  - meet the requirements of valid, authentic, current and sufficient assessment.

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- provide a process that is fair, flexible reliable and valid.
  - include reasonable adjustment for the literacy levels, cultural background and experiences of learners.
  - meet the needs of learners from different backgrounds and contexts.
2. The Learner will indicate that they wish to apply for RPL by completing the Application for RPL Form available on our website and from our office. On receipt of the form the learner will be contacted and informed of the fees and put in contact with the assessor.
  3. The learner and the assessor will meet to consider the RPL application and ensure that the learner:
    - understands the RPL process i.e. a formal assessment process leading to a competency decision.
    - has access to copies of the relevant units.
    - understands the requirements of collecting and matching evidence to the requirements of the units.
    - understands the timeframes and costs.
  4. Further meetings will be scheduled with the assessor to assess the evidence provided. Assessors will record the evidence received on the RPL form.
  5. If the assessor finds the learner competent, assessment outcomes are recorded on the Assessment Outcomes Form and a Statement of Attainment or Certificate is issued. If the learner is NYC a meeting will be arranged with the assessor to explain areas requiring further evidence or training.
  6. All relevant documentation including results and evidence of the RPL will be filed in as per the Record Keeping Policy.
  7. The Unit Outcome code recorded in the Learner Management System will be 51 (RPL)

## Credit Transfer

Fluid First Aid recognises the AQF definition of Credit Transfer:

Credit transfer is a process that provides learners with agreed and consistent credit outcomes for components of a qualification based on identified equivalence in content and learning outcomes between matched qualifications.

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## Credit Transfer Procedures

1. Any learner is entitled to apply for credit transfer in a course or qualification in which they are currently enrolled.
2. An applicant will be required to complete the Application for Credit Transfer Form and present their Statement of Attainment or Qualification for examination. These documents will provide the detail of what units of competence the applicant has been previously issued.
3. Applicants must provide satisfactory evidence that the statement of attainment or qualification is theirs and that it has been issued by an RTO (RTO ID and details will be checked on Training.gov). The applicant is required to submit originals for copying and endorsement by RTO staff or copies which are certified as true copies of the original by a Justice of the Peace (or equivalent).
4. If Credit Transfer is being sought for a unit of competence which has a different title or code, then the equivalence between the unit held and the unit being sought will be researched and verified. In many cases this information can be found in mapping documents published in the relevant Training Package or by registering authorities who provide purchasing guidelines or mapping guides and in the AQF Qualifications Pathways Policy.
5. Whilst learners may apply for Credit Transfer at any time, they are encouraged to apply before commencing a training program; this will reduce unnecessary training.
6. The learner does not incur any fees for Credit Transfer.
7. Credit Transfer may only be awarded for whole units of competence that meets the packaging rules of the Qualification they are enrolled in. Where a mapping guide identifies a partial credit, this will not be considered for credit transfer and the applicant will be advised to seek RPL.
8. Credit Transfer will only be issued when the learner's enrolment includes at least one other unit of competence; learner may not enrol only for Credit Transfer.
9. All relevant documentation including certified copies of all Testamurs or Statements of Attainment will be filed in as per the Record keeping Policy.
10. The Unit Outcome code recorded in the Learner Management System will be 60 (CT).

## Evidence

The following will be retained as evidence of compliance with Standard 1, Clause 1.13

Completed Credit Transfer and RPL Applications and associated evidence

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