Department		
Retail Institute – RTO (ID4049)		
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RI_RTO_006	Credit Transfer – Policy and Procedures	January 2015
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Associated Instrument/s	Credit Transfer Form (Template)	
Approved by	**Next Review**	Once printed, this document is not controlled.
Aaron Hines	July 2023	
Director, ARA Retail Institute		
Reason for change	General review of the content and improvement	

1. Policy objective

1.1. The objective of this Policy and procedure is to ensure that the ARA, via its training division, the ARARI, comply with the responsibilities set by law as a nationally recognised RTO.

1.2. This Policy ensures compliance with ASQA and the Standards for RTOs for RTOs 2015 (Clause 33.5 – Accept and provide credit to students) and how it administers CT.

1.3. The RTO, through the application of this Policy, will:

1.3.1. Ensure that all students enrolling into a nationally recognised training listed in the Scope of the Registration for ARA follow the procedures required to recognise a prospective student before documented AQF qualifications and attainment issued by any other RTO.

1.3.2. Ensure that ARARI adheres to the underlying principle of NRT that students do not have to repeat training and assessment once they have already achieved competency outcomes.

1.3.3. Outline the CT process and procedures:

- to request a CT
- assessment
- granting a CT

2. Definitions

2.1. For the purpose of this Policy, and associated Procedures, the following definitions apply:

2.1.1. CT – Credit transfer is a process that requires an informal assessment of a student's completed competencies obtained via previous studies so they can reduce the work they need to do in a training course they are enrolling in.

- It *is not* a diagnostic assessment.
- It *does assess* the extent to which the client's initial training course subject is equivalent to the required learning outcomes, competency outcomes, or standards in a qualification. It may include CT based on formal learning outside the AQF.

- The definition of credit under the VET system includes studies completed at a university level. It involves looking at the high-level skills units in the training course the learner is enrolling into, comparing the university's subject outline, and determining equivalence.

2.1.2. Training course – is defined as a pathway to achieving a nationally recognised qualification or skill set from an NRT package as listed on the ARA's Scope of Registration.

2.1.3. AQF – the Australian Qualifications Framework

2.1.2. ASQA – Australian Skills Quality Authority, the national VET Regulator for RTOs, enforces the National VET Regulator Act 2011.

2.1.4. RTO – Registered Training Organisation

2.1.5. VET – Vocational Education and Training

2.1.6. NRT – Nationally Recognised Training, training that consists of training packages, qualifications, units of competency, accredited courses, and Skill Sets

- For more information, go to the website: training.gov.au - About

2.1.7. ARA – Australian Retailers Association

2.1.8. ARARI – ARA Retail Institute, the entity responsible for administering the ARA's RTO

2.1.9. USI – the Unique Student Identifier scheme administrated by the USI Registrar.

2.1.10. PII – Personally, Identifiable Information

2.1.11. SOO - Service Skills Organisation

2.1.12. UoC - Unit of Competency (UoC)

2.1.13. CoA - Certificate of Qualification (CoQ)

2.1.14. SoA - Statement of Attainment (SoA)

3. **Scope**
   3.1. This Policy applies to all individuals who must ensure the ARARI complies with the Standards for RTOs and other laws and conforms to its conditional arrangements with other interested parties critical to the operations of the ARARI. Including:

- any student enrolled and participating in a nationally recognised training course within ARA's Scope of Registration,

- all ARARI staff and or other persons ("other" individuals engaged by the ARA) who facilitate student enrolment,

- all ARA Partners ("Partners" Third Party Arrangements/Agents and staff), and

- all ARARI Directors and the ARA CEO.

4. **Related Documents**

   Enrolment and Admission – Policy and Procedures

   Record Management – Policy and Procedures

Student Information Handling – Policy and procedures

Participants Handbook

Credit Transfer Application Form

5. Policy

5.1. The ARARI's implementation of the CT process must comply with:

5.1.1. National VET Regulator Act 2011 and related Standards for RTOs 2015 (Clause 33.5 – Accept and provide credit to students)

5.2. The ARARI is obliged to offer CT at the time of a prospective student's enrolment.

5.3. The ARARI must advise the prospective student that an assessment, not a formal written assessment, will be conducted to authenticate any request for transfer of credits for the training course they are enrolling in.

5.4. The ARARI must advise prospective students that authenticating evidence offered when applying for a CT will require the ARARI to access PII via the USI Registrar.

5.5. The ARA must securely archive evidence gathered and used solely to authenticate a CT following the ARARI's student information handling and record management processes.

5.6. The ARA RI will only grant credit where the unit has been deemed equivalent by the NRT Package or accepted as equivalent by the ARA RI after consultation with a retail SOO.

5.7. The ARARI will accept and provides credit to students for a UoC within a Qualification of Skill-set *unless* licensing or regulatory requirements prevent this.

5.8. There are three potential scenarios for assessing a CT.

5.8.1. A learner holds the same unit in the training course they are enrolling in.

5.8.2. A learner who holds an old (superseded) unit is deemed equivalent (by Training Package) to the new UoC in the training course they are enrolling in.

5.8.3. A learner holds related qualifications for units outside the VET system and AQF; the ARARI will determine whether they are equivalent. Therefore, the ARARI may not be able to issue credits in this scenario.

5.9. CT information will be maintained and updated on the ARARI policies and procedures pages of the ARA website.

5.10. Changes to this Policy will be made at the time of review or when there are changes to the standards for RTOs as directed by the AQSA.
Prospective Students

5.11. Prospective students must provide evidence to support their application for a CT, such as:

- A CoQ or SoA from an NRT package.

- Testamur Certificate (a certificate of examination held primarily by a university) and record of results.

5.12. While students can apply for a CT in the Training course at any time, they are encouraged to apply before commencing a training program.

5.13. Students must acknowledge that the ARARI will be required to acquire personally identifiable information (PII) from the Unique Student Identifiers Registrar to authenticate previous AQF studies.

5.14. The ARARI will attempt to advise students of an outcome in writing no less than 15 business days after completing an assessment.

    5.14.1. If CT is granted - the ARARI will issue an SoA for the Training course and any Training Plan (if applicable) accordingly.

    5.14.2. If CT Is not granted - written communication to the student includes a reason for refusal (where applicable).

5.15. In all cases, a copy of the documentation used to authenticate the application for a CT will be kept in the learner's student file and archived in line with the ARARI student record management procedures.

    5.15.1. The ARARI must ensure it follows its student information handling and record management processes to ensure the security of a student's PII.

    5.15.2. Handling student information and records management policy documents will be maintained and updated on the ARARI policies and procedures pages of the ARA website.

6. Procedure

Application for CT	Responsibility

6.1. Students must follow the process outlined below to apply for a CT:
 	
    7.1.1. Complete a CT Application Form
 	
    • The CT Application and its' requirements will be maintained and updated on the ARA website and related RTO policy and procedures pages.
 	
    7.1.2. Provide supporting evidence that identifies <u>the same</u> code and title as those in the application, such as:
 	
    • A CoQ or SoA from a Nationally Recognised Training Package qualification; or
    • A Testamur Certificate (a certificate of examination held primarily by a university) and a record of results.
    <u>Apply to</u>:
 	
    ARA RI RTO Student Services by email:
 	
    Prospective students: training@retail.org.au
    Current students: students@retail.org.au
	Student

ARARI Assessment of application for a CT
 	
5.2. ARARI RTO administrators are to follow the following procedure to assess an application for a student CT
 	
5.3. Check the scenario for granting a CT
 	
    7.2.3. The student holds the same unit included in the Training course they are enrolling in.
    7.2.4. The student holds a superseded unit that is deemed equivalent (by Training Package) to the new UoC in the Training course they are enrolling in.
 	
    7.2.5. The student holds a Testamur Certificate (a certificate of examination held primarily by a university) and a record of results, including qualifications outside the AQF.
 	
5.4. Authenticate the evidence provided by the student:
	ARARI RTO Administrators

- Directly access the student's USI t online at www (www.usi.gov.au)
- Also, by checking training.gov.au for credit arrangements for the Training Package

5.5. If the request is related to the third scenario, seek support from a retail SOO[i] where possible.

5.6. Advise the student of the outcome in writing.

5.7. Document the CT outcome within the appropriate section on the original (hardcopy) CT application form.

5.8. Update the learner's student file by placing a record on both the student management system and their hardcopy file.

5.9. Discuss any necessary adjustments to a student's Training Plan (if applicable) and advise their designated Trainer/Assessor.

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[i] Skills Service Organisations (SSOs) are independent, professional organisations that support Industry Reference Committees (IRCs) in their work developing and reviewing training packages. The SSOs have a unique understanding of the VET system, its evolution and dynamics, and the relationships between stakeholders across the skills ecosystem.