



Policy Document

Recognition of Prior Learning Policy and Toolkit

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Next review date: 05/09/2019

Read Dance and Theatre College – RPL Policy and Toolkit

List of competencies in this RPL Assessor Kit

Unit code	Unit title
Unit code	Unit title
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Section A

Information for Assessors

How to use this Assessor Kit

This Assessor Kit is divided into sections to allow you to easily access only those sections you require at any given time. These sections are:

SECTION A Assessor Information

You need to read this information before conducting an assessment. It outlines the intent and processes surrounding this RPL assessment and how it differs from assessment undertaken following formal training.

SECTION B Candidate Information and Forms

You give this information to the candidate. It tells them about the assessment process as well as containing simple forms for the applicant to fill out. From the information provided by the candidate on these forms, you will be able to gain a general understanding of the skills and experience the candidate may have, as well as potential referee contacts.

SECTION C Question Recording Sheets

You use this section to determine and record candidate competency via a competence conversation. In other words, these questions guide your conversation with the applicant and assist in your assessment of their competence. The notes you take about this conversation are important evidence for assessment.

SECTION D Practical Tasks and Observation Recording Sheets

You use this section to assess competencies through a practical demonstration of the candidate's skills. It contains practical tasks/scenarios on the outcomes required to determine competency and a place to record your observation. The notes you take are important evidence for assessment.

SECTION E Resources for Practical Tasks

You use this section to access required resources for performing practical tasks and scenarios.

SECTION F Third Party Verification

You give this section to the referees to confirm the candidate's skills and experience in this qualification/occupation. The referees may fill out the appropriate form and return to you to confirm your judgement. You may be able to complete this part of evidence gathering in person while at the workplace.

SECTION G Assessment Tables

You use this table as a reference tool to see at a glance how units/elements of competency are assessed within the tool. All the elements and performance criteria within the competency units are cross-matched in this table with a corresponding assessment question/task/scenario. This allows you to validate the assessment process against the qualification.

Introduction

This RPL Assessor Kit streamlines the RPL assessment process by taking a practical approach to RPL and increasing the use of on-site questioning and observation. This will assist in developing a “picture of the candidate’s skills and knowledge”. This picture can then be compared with industry standards enabling a determination of whether the candidate has achieved the required outcomes.

Important aspects to remember

A sound knowledge of assessment and the qualification is essential

It is important to have a good understanding of the competencies and qualification/s appropriate to the candidate’s goals.

Assessing a single unit of competency is rarely cost or time effective. Where possible, effort should be made to assess several units at the same time taking advantage of any commonality in content. This means looking at the whole picture of a particular job role as it happens in industry and assessing holistically. This saves valuable time in the assessment process.

Assessment involves judgement

This tool encourages the use of a “*competence conversation*” to maximise the candidate’s opportunities to demonstrate competence. This is NOT an oral exam. It is about using the two or three holistic questions provided to start a conversation with the candidate which draws out their actual individual experiences and relevant skills. In other words, it is about the assessor probing the candidate through a conversation to draw out further information on the candidate’s experience which may not be forthcoming due to nerves or confusion over technical terminology.

The tool also provides observable tasks to allow candidates to demonstrate skills.

Authentication/verification is integral to RPL assessment

It is critical information gleaned from the interview and observation be confirmed with those who can vouch for the candidate’s skill over time. Supervisors would generally perform this role. Authentication may also be done through conversation but it cannot be stressed enough that it is essential assessors **take careful notes** to back up and record their judgement.

Recording assessment is critical

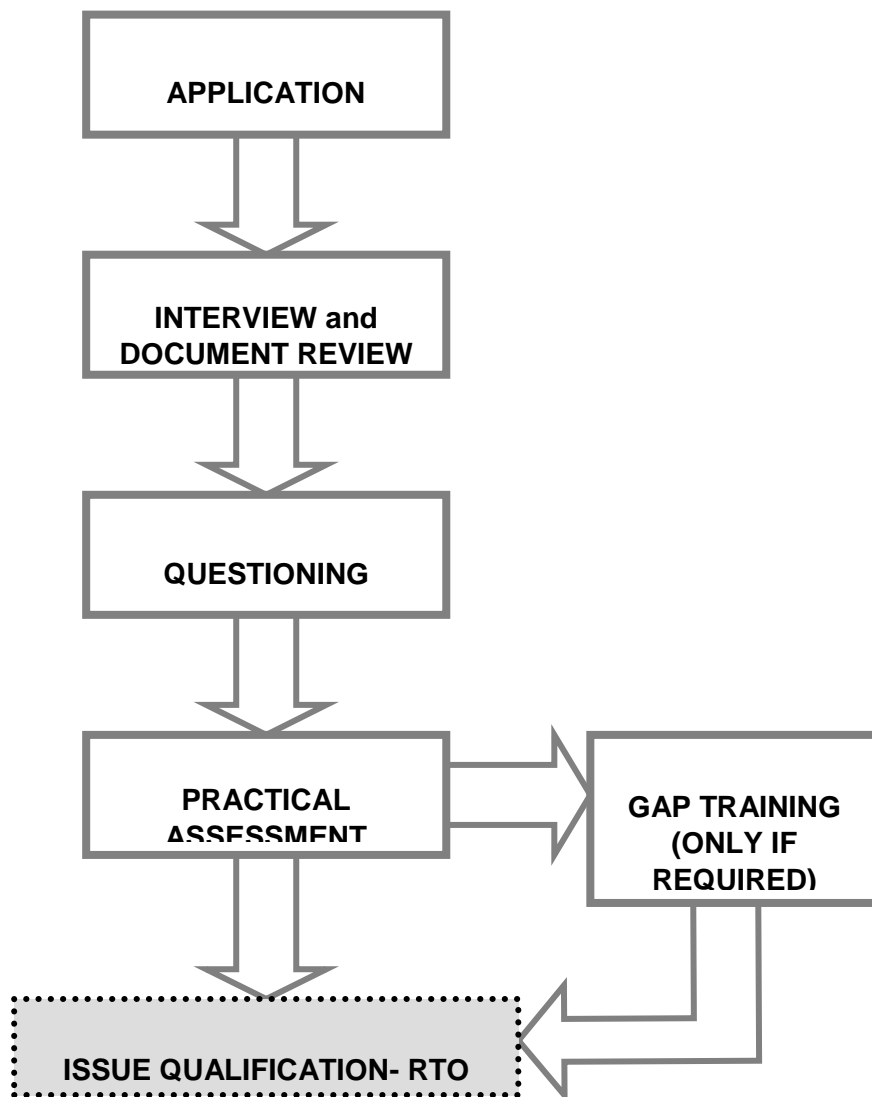
Keep careful records of all aspects of conversations, skills demonstration or documentation viewed that support the claim of prior learning. Remember – the record is the document that makes sense of the assessment and why a particular judgment was made. Keeping **detailed notes** about the candidate’s response is vital, as is the **rationale** for judgement.

The assessment record is a **legal document** and must be signed, dated and stored according to requirements of the State Training Authority and the *AQTF Standards for Registered Training Organisations*.

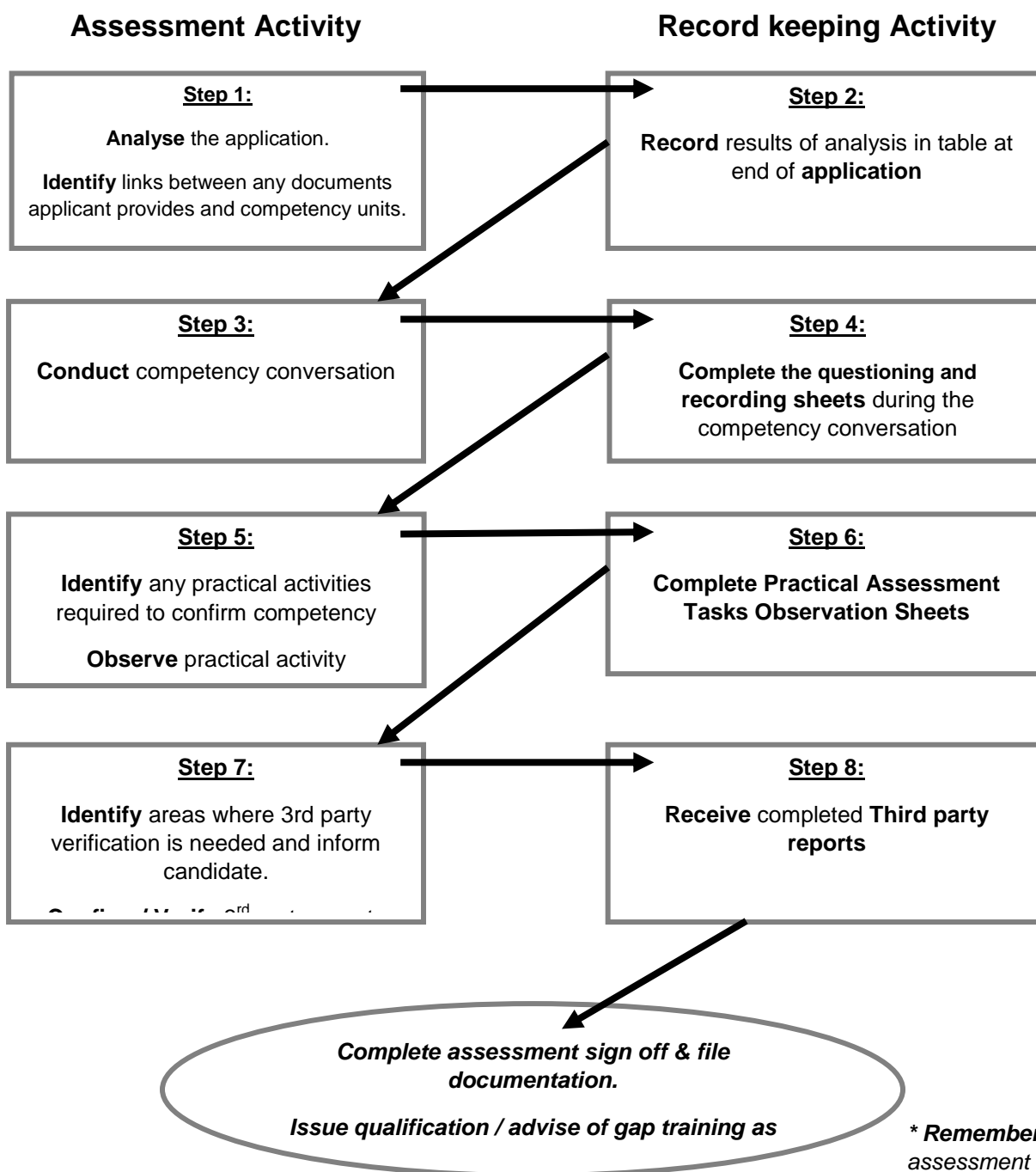
Assessor summaries and other quality assurance documentation from your own Registered Training Organisation will also be required.

Overview of the recognition process

This kit has been developed to streamline the application for recognition of prior learning.



RPL Assessment process flowchart for assessors



** Remember RPL assessment is an accumulative process of collecting evidence.*

Steps in the RPL process

STEP 1 Complete application

The candidate completes the application forms in **SECTION B**. It is important candidates provide as much information of their previous experience in the industry as is available.

Documents that may be available include but are not limited to:

- any licences
- brief CV or work history
- certificates/results of assessment
- tickets held eg forklift, crane, etc
- photographs of work undertaken
- diaries/task sheets/job sheets/log books
- site training records
- site competencies held record
- membership of relevant professional associations
- hobbies/interests/special skills outside work
- references/letters from previous employers/supervisors
- industry awards
- any other documentation that may demonstrate industry experience

Candidates also need to provide contact details for two referees who can confirm their industry skills in context and over time.

To have skills formally recognised under the Australian Qualifications Framework, you must ensure the candidate's skills meet industry standards.

STEP 2 Interview about candidate's documentary information

Review the information provided by the candidate and arrange a time for both you and the candidate to discuss. The candidate will have the opportunity to discuss and identify previous experience with you. The available documents are step one in collecting information and you will need to determine which units of competency, if any, are fully covered at this stage. You use your own or your RTO's assessment recording forms to record this stage of the assessment.

There may be instances where the candidate has little, or no, documentary information of industry experience. This is **not** a barrier to gaining recognition. This will just require you to rely on the questioning, practical assessment and referee validation phases of the RPL process.

STEP 3 Questions for the Competence Conversation

The bank of questions in **SECTION C** is the next phase in collecting evidence for the RPL process. The questions are designed to enable you to have a "competence conversation" with the candidate to further gain evidence of their past experience. **REMEMBER**, the primary focus is on the candidate's experience.

Each question has "key points" to look for in responses. You may use the list of key points to formulate questions of your own if you wish. Each question recording sheet

indicates relevant content that should be sought. You should read the “industry requirements” of each competency before the candidate answers the questions posed. You may also target the assessment to those aspects that present the *greatest risk* in the industry. Questions are aligned with the relevant unit/s of competency in **SECTION G**.

It is not intended every question for all competencies is asked, only those competencies the initial interview about the candidate’s documentary evidence has failed to **fully** address.

STEP 4 Practical assessment tasks

It is important that you use both Steps 3 (Questioning) and 4 (Practical Assessment) in doing this assessment. The RPL process is a streamlined RPL process which **does not** rely solely on practical assessment but uses a combination of questioning and practical to provide evidence of candidate competence. This is the third phase in collecting evidence. A practical skills test is then conducted by you at the candidate’s workplace or another suitable venue. Appropriate permission must be sought before entering workplaces. This is a further opportunity for candidate to demonstrate competence. It is expected the practical assessment will comprise **only those competencies** the candidate is still unable to demonstrate knowledge/experience in after documentary review and questioning have been applied. These assessments contain the practical skills and application of knowledge for the qualification. A number of holistic practical assessments are included in this kit (**SECTION D**) to assist you with tasks suitable for observation on the job.

You decide if the response to questions and practical assessment tasks fulfils the requirements of the standard and may choose to pursue the issue further for a determination to be made. The assessment is a conversation/observation, not an exam, and you are encouraged to assist candidates to focus responses toward relevant issues.

Assessing through observation and questioning, particularly on the job, will speed up and streamline the RPL assessment process. Where candidate’s documentation and questions meet the assessment requirement, it is still strongly recommended the candidate undertake one practical assessment so you are confident in making a judgement of “competent”. The practical assessment selection should be negotiated between you and the candidate.

Recording sheets for candidate information, questioning and the practical assessments have been included in **SECTION D**. You may use other recording mechanisms provided these also keep a complete record of assessment *and justification of judgement*. Candidate responses, observations of skills demonstrated and documents presented as evidence must be noted in enough detail so anyone external to the process (e.g. a fellow assessor, auditor, lawyer, etc) can read the record and retrace your judgement.

STEP 5 Gap training

RPL is an assessment process designed to show areas of competence and to identify IF a candidate has gaps in skills and knowledge against a whole qualification. Not all candidates will have skill/knowledge gaps. If a candidate has skills gaps, a pathway to complete training in the outstanding units can be negotiated to assist the client to gain the full qualification.

Evidence Review

The assessor completes this table during the assessment to record the evidence collected.

(Place a tick in the appropriate evidence collection method column for each unit of competence. Place a line through those units not examined as part of this RPL assessment.)

Competency Code	Competency Name	Questions	Practical	Documents	3 rd Party Report

Assessor's Name: _____

Assessor's Signature: _____

Date: _____

Section B

Information for Candidates

How to prepare for RPL Assessment

To have skills formally recognised in the national system, assessors must make sure you have the skills and knowledge to meet the industry standard. This means you must be involved in a careful and comprehensive process that covers the content of all unit/s or qualification/s you can be recognised for.

Assessment happens in a variety of ways. Being prepared can save you valuable time and hassle and make the recognition process stress-free for you.

Here are some tips and hints for you:

1. Be prepared to talk about your job roles and your work history. Bring a resume or jot down a few points about where you have worked, either paid or unpaid, and what you did there.
2. Bring your position description and any performance appraisals you have from any industry related shops/offices/facilities you have worked in.
3. Consider the possibilities for workplace contact. Are you in a workplace that is supporting your goal to get qualified? Would you feel comfortable to have the assessor contact your workplace or previous workplaces so your skills can be validated?
4. Think about who can confirm your skill level. Think about current or recent supervisors who have seen you work in the past 18 months and will be able to confirm your skills. The assessor will need to contact them. You may also have community contacts or even clients themselves who can vouch for your skill level.
5. Collect any certificates from in-house training or formal training you have done in the past.
6. You can speak with training organisation about other ways you can show your skills in the industry. These could be letters from employers, records of your professional development sessions, employers or clients in related industries or government agencies, acknowledgements, workplace forms (as long as they don't show client details) or other relevant documents.

Steps in the RPL Assessment Process

Step 1 Provide information of your skills and experience

Tips for developer:

Each industry has unique documents that are essential to prove competency within that industry. It is vital you include all of these natural documents in this documentary evidence listing to ensure the candidates are well prepared and are bringing as much

Complete the attached forms and provide as much information of your previous in the insert industry as you can. This is your first opportunity (and not the last) to of of your variety of experience in the industry. Here you can supply examples of history which could include:

- any licences
- brief CV or work history
- certificates/results of assessment
- tickets held eg forklift, crane, etc
- photographs of work undertaken
- diaries/task sheets/job sheets/log books

ns to the activities of Read Dance and Theatre College (READ College), Company Number 07663677 and

- site training records
- site competencies held record
- membership of relevant professional associations
- hobbies/interests/special skills outside work
- references/letters from previous employers/supervisors
- industry awards
- any other documentation that may demonstrate industry experience

Depending on the industry you have worked in, you may or may not have documentary evidence available. This should not deter you from seeking RPL as the Assessor will work with you during the RPL process.

You will also need to supply contact details of two work referees who can confirm your skills in the industry.

Step 2 Conversation with Assessor

An assessor will review the information you have provided (usually with you) and begin to match up your skills to the units/subjects in the qualification. At this point, you will have the opportunity to discuss and identify your previous experience with the assessor who will understand your industry experience and conduct a competency conversation with you. You will be required to answer questions related to the industry area to identify your current skills.

Step 3 Practical demonstration of your skills

The assessor will conduct a practical skills test at your workplace (if appropriate) or at another suitable venue. This, again, is an opportunity to demonstrate your level of competence. This assessment will be focussed on skills that are required in the qualification. Your assessor will identify the skills that he/she will want you to demonstrate.

Further steps

After the assessment, your assessor will give you information about the skills that have been recognised and whether you have gained the full qualification. If you do have skill gaps, these may be addressed through flexible training.

Self Assessment Questionnaire

Candidate Name: _____ Date Completed: _____

Please identify your level of experience in each competency/task

Task	I have performed these tasks		
	Frequently	Sometimes	Never
	<p><u>Tips for developer:</u> Insert the tasks/competencies for this Assessment tool.</p>		

Candidate Signature: _____ Date: _____

Application for RPL Assessment

Tips for developer:

Insert your RTO "RPL Application Form" here

Section C

Question Recording Sheets

Tips for developer:

Suggested samples of six Question Recording Sheets follow. Choose the one that best suits your organisation, industry requirement or preference. Delete the other 5 recording sheets.

Candidate Name: _____

Date of Assessment: _____

Assessor's Name: _____

Assessor's Signature: _____

Unit Code Unit title

Questions	Key response to be addressed by the candidate:
Question 1: type in Question 1 here	<input type="checkbox"/> type the expected response here <input type="checkbox"/> type the expected response here <input type="checkbox"/> type the expected response here <input type="checkbox"/> type the expected response here
Question 2: type in Question 2 here	<input type="checkbox"/> type the expected response here <input type="checkbox"/> type the expected response here <input type="checkbox"/> type the expected response here <input type="checkbox"/> type the expected response here
Question 3: type in Question 3 here	<input type="checkbox"/> type the expected response here <input type="checkbox"/> type the expected response here <input type="checkbox"/> type the expected response here <input type="checkbox"/> type the expected response here
Question 4: type in Question 4 here	<input type="checkbox"/> type the expected response here <input type="checkbox"/> type the expected response here <input type="checkbox"/> type the expected response here <input type="checkbox"/> type the expected response here
Question 5: type in Question 5 here	<input type="checkbox"/> type the expected response here <input type="checkbox"/> type the expected response here <input type="checkbox"/> type the expected response here <input type="checkbox"/> type the expected response here

Additional notes of conversation:

Unit Code Unit title

Question 1: type in Question 1 here	
Key points to be addressed by the candidate: <ul style="list-style-type: none"> <input type="checkbox"/> type the expected response here <input type="checkbox"/> type the expected response here <input type="checkbox"/> type the expected response here <input type="checkbox"/> type the expected response here <input type="checkbox"/> type the expected response here <input type="checkbox"/> type the expected response here <input type="checkbox"/> type the expected response here 	Assessor's notes:

Question 2: type in Question 2 here	
Key points to be addressed by the candidate: <ul style="list-style-type: none"> <input type="checkbox"/> type the expected response here <input type="checkbox"/> type the expected response here <input type="checkbox"/> type the expected response here <input type="checkbox"/> type the expected response here <input type="checkbox"/> type the expected response here <input type="checkbox"/> type the expected response here <input type="checkbox"/> type the expected response here 	Assessor's notes:

Question 3: type in Question 3 here	
Key points to be addressed by the candidate: <ul style="list-style-type: none"> <input type="checkbox"/> type the expected response here <input type="checkbox"/> type the expected response here <input type="checkbox"/> type the expected response here <input type="checkbox"/> type the expected response here <input type="checkbox"/> type the expected response here <input type="checkbox"/> type the expected response here <input type="checkbox"/> type the expected response here 	Assessor's notes:

Unit Code Unit title

Question 1: type in Question 1 here	
Key points:	<input type="checkbox"/> type the expected response here <input type="checkbox"/> type the expected response here <input type="checkbox"/> type the expected response here <input type="checkbox"/> type the expected response here <input type="checkbox"/> type the expected response here <input type="checkbox"/> type the expected response here <input type="checkbox"/> type the expected response here
Assessor's notes:	

Question 2: type in Question 2 here	
Key points:	<input type="checkbox"/> type the expected response here <input type="checkbox"/> type the expected response here <input type="checkbox"/> type the expected response here <input type="checkbox"/> type the expected response here <input type="checkbox"/> type the expected response here <input type="checkbox"/> type the expected response here <input type="checkbox"/> type the expected response here
Assessor's notes:	

Unit Code Unit title

Question 1: type in Question 1 here

Key Points:

- type expected response here
- type expected response here
- type expected response here
- type expected response here
- type expected response here
- type expected response here
- type expected response here

Assessor's Notes:

Question 2: type in Question 2 here

Key Points:

- type expected response here
- type expected response here
- type expected response here
- type expected response here
- type expected response here
- type expected response here
- type expected response here

Assessor's Notes:

Question 3: type in Question 3 here

Key Points:

- type expected response here
- type expected response here
- type expected response here
- type expected response here
- type expected response here
- type expected response here
- type expected response here

Assessor's Notes:

Unit Code Unit title

Question 1: type in Question 1 here

Assessor's notes:

Question 2: type in Question 2 here

Assessor's notes:

Question 3: type in Question 3 here

Assessor's notes:

Unit Code Unit title

Question 1:	Type in Question 1 here
	<p>Key points:</p> <ul style="list-style-type: none"> <input type="checkbox"/> type the expected response here <input type="checkbox"/> type the expected response here <input type="checkbox"/> type the expected response here <input type="checkbox"/> type the expected response here <input type="checkbox"/> type the expected response here
	Assessor's comments:
Question 2:	Type in Question 2 here
	<p>Key points:</p> <ul style="list-style-type: none"> <input type="checkbox"/> type the expected response here <input type="checkbox"/> type the expected response here <input type="checkbox"/> type the expected response here <input type="checkbox"/> type the expected response here <input type="checkbox"/> type the expected response here
	Assessor's comments:
Question 3:	Type in Question 3 here
	<p>Key points:</p> <ul style="list-style-type: none"> <input type="checkbox"/> type the expected response here <input type="checkbox"/> type the expected response here <input type="checkbox"/> type the expected response here <input type="checkbox"/> type the expected response here <input type="checkbox"/> type the expected response here
	Assessor's comments:

Section D

Practical Assessment Tasks and Recording Sheets

Candidate Name: _____

Date of Assessment: _____

Assessor's Name: _____

Assessor's Signature: _____

Unit Code Unit title

Outline the task

Unit Code Unit title

Outline the task

Unit Code Unit title

Outline the task

Unit Code Unit title

Outline the task

Task 1

Observable behaviours

- insert observable behaviour 1
- insert observable behaviour 2
- insert observable behaviour 3
- insert observable behaviour 4
- insert observable behaviour 5
- insert observable behaviour 6
- insert observable behaviour 7
- insert observable behaviour 8
- insert observable behaviour 9

Assessor's Notes:

Section E

Resources for Assessment Tasks

Tips for developer:

Use this section to include any written materials to support Practical Assessment tasks, eg. ledger paper to perform journal postings, ruled paper for written responses to scenarios etc

Section F

Third Party Report

(Date)

To whom it may concern,

RE: _____ skills in/as _____
(insert candidate name) *(insert industry/job title)*

I certify that the above named person has:

worked at _____ for a period of _____ years

regularly undertaken the following activities within the workplace since commencing employment with this organisation:

➔ *Initial those skills/ competencies (below) that the candidate has or can successfully perform in the workplace*

— a

— b

— c

— d

— e

— f

— g

— h

If you would like any further information or would like to discuss any of the above, I can be contacted on _____

Yours sincerely

Signature
Print Name and Position

Section G

Assessment Tables

Tips for developer:

Use this section to map each Question in **SECTION C** and each Practical Task in **SECTION D** to each performance criteria in the unit of competency.

Alternatively, you may generate some other form of alignment which includes a

Element	Performance Criteria	Question	Practical Task
Unit code and title			
Element 1	Performance criteria 1.1 Performance criteria 1.2 Performance criteria 1.3 Performance criteria 1.4 Performance criteria 1.5		
Element 2	Performance criteria 2.1 Performance criteria 2.2		
Unit code and title			
Element 1	Performance criteria 1.1 Performance criteria 1.2 Performance criteria 1.3 Performance criteria 1.4 Performance criteria 1.5		
Element 2	Performance criteria 2.1 Performance criteria 2.2		
Unit code and title			
Element 1	Performance criteria 1.1 Performance criteria 1.2 Performance criteria 1.3 Performance criteria 1.4 Performance criteria 1.5		
Element 2	Performance criteria 2.1 Performance criteria 2.2		
Unit code and title			
Element 1	Performance criteria 1.1 Performance criteria 1.2 Performance criteria 1.3 Performance criteria 1.4 Performance criteria 1.5		
Element 2	Performance criteria 2.1 Performance criteria 2.2		