

Diploma of Government for Graduates

Information for Students



unepartnerships

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Contents

Recognition of Prior Learning pathway (RPL)	4
What is Recognition of Prior Learning?	4
Who can apply for Recognition?	4
Glossary of terms	4
Will I gain all of my qualification through RPL?	5
Credit transfer	6
RPL or Recognition process	8
Step by step	8
Collecting and selecting appropriate evidence	12
Using the RPL / Workplace Evidence template	16
Submitting your evidence	17
Contact details	18
RPL outcomes	18
Grading	18

Recognition of Prior Learning pathway (RPL)

What is Recognition of Prior Learning?

Recognition of Prior Learning (RPL or Recognition) is an evidenced-based assessment pathway that assesses your competency—acquired through formal and informal learning—to determine if you meet the requirements for a unit of study or qualification.

The purpose of RPL is to allow for the completion of formal qualifications based on recognition of existing skills, experience and knowledge, rather than through the more traditional study-based learning and assessment process

Who can apply for Recognition?

If you have considerable professional experience and think that you will be able to provide evidence that meets the requirements for one or more units of competency, then you are encouraged to contact UNE Partnerships Course Advisors to discuss your options.

Recognition is available for full qualifications or for individual units within a qualification.

Although the recognition process will potentially shorten the period of enrolment for a course or qualification, the fees for the course remain the same.

You can use a variety of documentation to apply for this recognition. This includes, but is not limited to:

- records of completed training
- assessment items
- assessment records
- declarations from your employer
- a copy of your student records provided by ASQA.

Glossary of terms

Unit of competency

A unit of competency specifies the standards of performance required in the workplace to complete a recognised task or process. Qualifications in the Vocational Education and Training sector are comprised of a number of units of competency. The unit of competency is the basic component of a qualification and is the smallest part for which you can be found competent.

Competency

The consistent application of knowledge and skill at the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.

AQF

The Australian Qualifications Framework (AQF) is the national policy that incorporates quality-assured qualifications from all education sectors in Australia. The AQF defines the graduate outcomes for Senior Certificate of Education (in schools) as well as for Certificate I graduates right through to Doctoral Degree graduates.

Qualification

Formal certification, issued by a relevant approved body, stating that a person has achieved learning outcomes or competencies relevant to identified individual, professional, industry or community needs.

Statement of attainment

A statement given to a person confirming that the person has satisfied the requirements of the unit(s) of competency or modules specified in the statement.

Candidature

The maximum period of time allowable to study and gain a qualification.

Will I gain all of my qualification through RPL?

No, not necessarily. Although the eligibility discussion is aimed to ensure this is likely, it is only when an Assessor reviews the evidence you have provided that a judgement can be made as to whether you have demonstrated competency in all the units in your qualification. If there is insufficient evidence, there are several possible options:

- You will have the opportunity to provide further evidence to allow for reassessment.
- You may need to participate in gap assessment to complete areas for which you have gained partial recognition.
- Your Assessor may find that you do not have the skills and knowledge in one or more areas for a module. You will need to enrol in that module to study and complete assessment tasks in those areas.

How do I determine which units to select?

The Diploma of Government for Graduates qualification is made up of a combination of fixed core and elective units and cannot be changed. There are a number of ways to find information on the units for this qualification:

- Contact UNE Partnerships Course Advisor who can direct you to the information.

Can I select a combination of traditional study and Recognition?

Yes. You may feel that you have the experience, skills and knowledge to provide Recognition evidence for some of the modules in the qualification, but not all. In this case, you may elect to study in those areas where you need to develop your skills and provide Recognition evidence in those areas where

you already have well-developed skills and knowledge. In this qualification, units of competency are grouped into modules. In this case you need to apply for all of the units in a module, you cannot apply for a single unit from the group. Your Course Advisor will assist you with this information.

How long does the Recognition process take?

You will be granted the same candidature as an enrolment to study in the course. However, as this is a recognition approach, the time to gain competency may be much shorter. Actual times will depend on the time it takes you to collect and collate and submit evidence and whether there is a need to provide further evidence.

Credit transfer

Credit Transfer is the process that provides students with agreed and consistent credit outcomes based on identified equivalence in content and learning outcomes of other unit(s) of competency.

Direct Credit Transfer

If you have completed formal studies and have a current Qualification or Statement of Attainment that lists one or more of the units of competency (or equivalent units) that are included in the qualification for which you are seeking recognition, you may be eligible for Direct Credit Transfer (DCT). Please discuss this with a UNE Partnerships Course Advisor if you think this might apply to you.

For example, if you had completed the unit *BSBWHS301 Maintain workplace safety* through prior study with UNE Partnerships or another RTO, provision of a certified copy of your course transcript could allow direct credit of this unit into this qualification.

Credit Transfer from similar or related units

If you hold a Qualification or Statement of Attainment that includes units of competency that have been updated, partial or full credit may be granted for similar but not equivalent units of competency. You may need advice to identify if the older version of a unit is considered current and 'equivalent' to a newer version of the unit for purposes of credit transfer. A comparison of unit outcomes would be made to ensure all unit requirements have been met.

For example: Your qualification includes the unit *BSBPMG522 Undertake project work*:

You completed the unit *BSBPMG522A Undertake project work* 6 years ago.

- *BSBPMG522A Undertake project work* is considered to be equivalent to the updated unit *BSBPMG522A Undertake project work*.
- However, the study was completed more than 5 years ago and so is no longer current.
- You cannot receive credit for this unit.

In some cases, partial credit may be granted. The Recognition feedback from your Assessor will identify where credit has been granted and where additional evidence is required.

Non-accredited courses and Higher Education study

If you wish to seek recognition for units or subjects that were part of a non-accredited course or a higher education qualification, it is your responsibility to obtain from the education provider the learning outcomes that were achieved from that subject, details of where the subject aligns to the AQF and a certified copy of your results. An Academic Transcript, for example, containing just a list of subjects, is not sufficient evidence of specific skills or knowledge and you will need to follow up with the university or education provider for the detailed information required.

International training

If you have qualifications gained internationally and wish to use these as evidence of your competency towards a qualification, you will need to first contact the Overseas Qualifications Unit (OQU) in your relevant state to find out how your overseas qualification compares and is recognised in Australia.

If recognised, you will still be required to provide evidence of learning outcomes for specific subjects or units and demonstrate how these skills are relevant to the role. For further details please refer to the following website: <https://internationaleducation.gov.au/services-and-resources/pages/qualifications-recognition.aspx>.

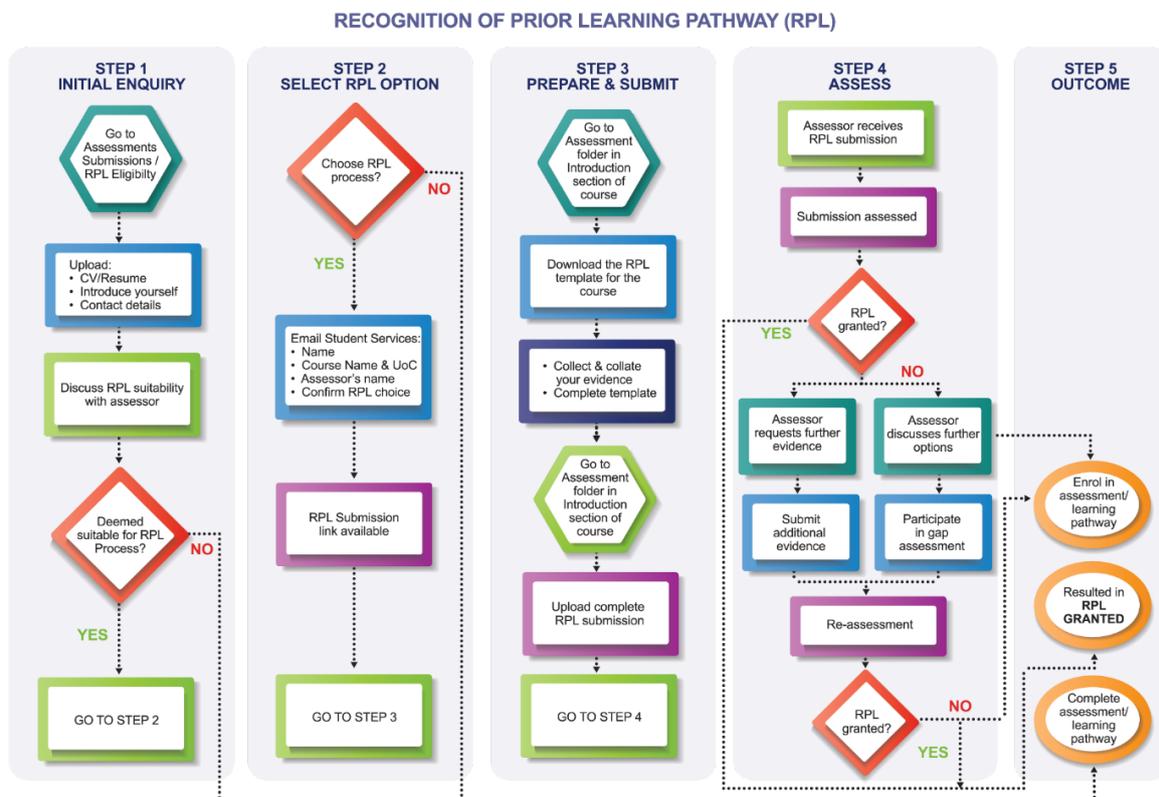
RPL or Recognition process

Each training and assessment provider has its own Recognition process. The following details outline the process adopted by UNE Partnerships.



Step by step

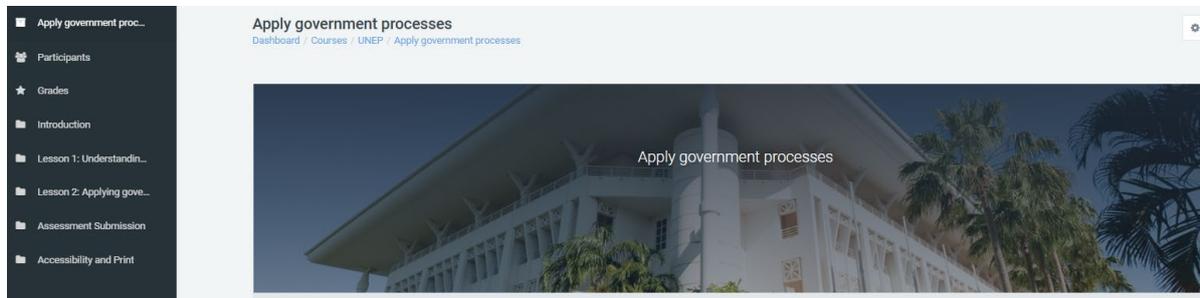
The process associated with each step is shown in the flowchart below, then detailed in the sections that follow.



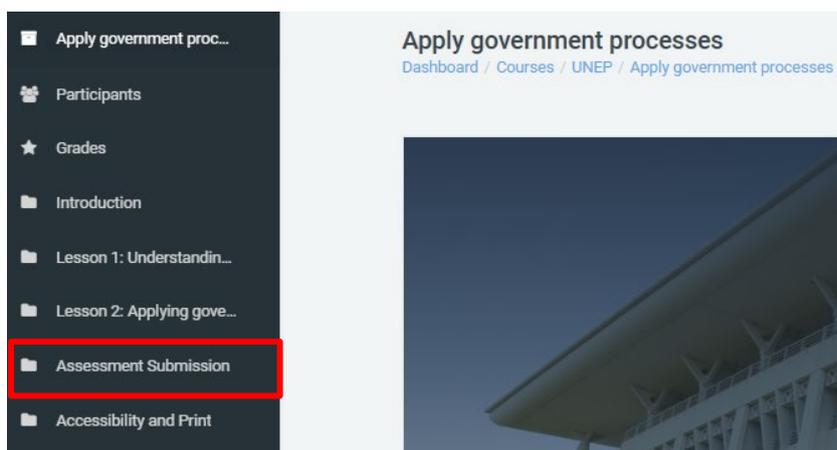
Step 1: Initial enquiry

If you are interested in pursuing the Recognition option, you must first have a discussion with your Assessor to confirm your suitability before you are invited to pursue this option.

1. Make sure you are in the **my.unep** course for which you are seeking Recognition.



2. Go to *Assessment Submission* in the course menu then click on the *RPL Eligibility Discussion* link. You will find information there about the details you need to provide.



Option 2: Recognition of Prior Learning (RPL)

To gain competency for a Unit of Competency through Recognition of Prior Learning (RPL) you submit evidence from previous personal and workplace experience, rather than completing the listed Assessment Tasks. This may include projects and reports, written correspondence such as emails, written statements or testimonials from managers or colleagues and detailed interviews. You will need to be able to provide evidence that you have the required skills and knowledge, just as you do within the listed Assessment Tasks.

If you are interested in RPL you must have a discussion with your assessor to confirm your suitability before you are invited to pursue this option. Many students who believe they have suitable evidence for RPL find their evidence is not sufficient, or not current. The purpose of arranging this discussion is to allow your assessor to help you determine if this is the correct option for you.

Should your assessor confirm that you are a suitable RPL candidate, it does not guarantee that your submission will be granted RPL. It simply confirms your assessor is comfortable that, based on the information you have provided, you are likely to be able to achieve RPL. You will still be able to choose to complete the listed Assessment Tasks if you prefer.

If you are interested in this option, please click on the RPL Eligibility Discussion link below. You will find information there about the details you need to provide. If your Assessor believes you are a suitable RPL candidate, a new RPL Submission link will become available to allow you to upload your evidence.

[RPL Eligibility discussion](#)

Based on the information you have provided, your Assessor feels you are likely to be able to provide suitable evidence through an RPL submission. You now need to decide if you will pursue RPL, or complete the listed assessment tasks. You cannot do both.

3. To begin the consultation process:

- Upload a current copy of your resume or curriculum vitae.
- In the text entry space provide a brief introduction of yourself.
- In the text entry space provide your email and phone contact details.

Your Assessor will arrange a time for an RPL Eligibility Discussion to assess your suitability before you are invited to pursue Recognition. Many students who believe they have suitable evidence for Recognition may be advised that their evidence is not sufficient or not current. The purpose of arranging this discussion is to allow your Assessor to help you determine if this is the correct option for you.

Note: This 'submission' uses the same format as for an assessment, having set marking criteria that need to be met. However, this does not mean that by making this submission you are committed to the Recognition option. At this point, you are still free to change your mind and submit the listed assessment tasks. Submitting this request for the RPL Eligibility Discussion is a formal way of advising your Assessor that you believe you have the capacity to pursue this option, and that you would like to discuss this with them.

Once you have had a discussion with your Assessor regarding your suitability as an RPL candidate, your Assessor will confirm the status of your suitability using the marking guide within the course.

- If they mark the criteria below with a '1', the RPL Submission option will become available and you will be asked to confirm whether you wish to pursue Recognition or complete the assessment tasks.
- If the Assessor is not satisfied you are likely to have suitable evidence, they will provide a mark of 0 and you need to submit via the listed assessment tasks.

This 'task' does not contribute to your assessment and is used only as a tool to ensure access to RPL Submission occurs only when suitable evidence is available.

If your Assessor confirms that you are eligible for Recognition a new link will become available in your online course 'RPL Submission'.

 PSPGEN043 RPL Submission

Please note that there is no guarantee that your submission will be granted RPL. This stage only confirms your Assessor is comfortable that, based on the information you have provided, you are likely to achieve RPL. You will still be able to choose to complete the listed Assessment Tasks if you prefer.

Step 2: Select RPL option

If you decide you will provide evidence of competency through an RPL submission, please email Student Services using the following link:

- enquiries@unep.edu.au

In the email please provide the following details:

- your name
- your qualification
- the course name and the unit/s of competency it covers
- the name of the Assessor with whom you had your eligibility discussion
- confirmation that you will be providing evidence through an RPL submission.

Recognition submissions may be assessed by different Assessors. The student services team needs to know there is a submission waiting so they can make sure the correct Assessor is allocated. If you do not make this communication, there may be a delay in assessing the submitted evidence.

Step 3: Prepare

You now need to access the RPL Evidence template within your online course.

- Go to the Introduction section of the course menu and click on the *RPL Documents* folder link in the *Assessment and Support Documents* section.

Assessment and Support Documents

Please click the folder below to access all Assessment Documents individually or as a whole folder.

Assessment Documents

- Click on the RPL Evidence Template to download the RPL template for the course.

Assessment Folder

Assessment Tasks and Support Documents

All assessment documents for this course are provided below, in

⚠ Please note that there are a number of audio recordings you may need to listen to before

When you are ready to submit your responses to each task, please

- ▼
 - ▶ 1. Assessment Tasks
 - ▶ 2. Assessment Support Documents
 - ▼ 3. RPL Evidence Document
 - {Course name} RPL Evidence Template.docx

- Collect and collate your evidence to complete the template. Make sure you follow any specific instructions contained in the following section *Using the RPL template* (e.g., how to catalogue and submit your evidence).
- When you are ready to submit your application and evidence, return to the Assessment Submission section of your course. Click on the RPL Submission link. for the relevant unit to upload your completed RPL template and your collected evidence.

Unitcode RPL Submission

Step 4: Assess

- Your Assessor will review your evidence.
- You may be asked to submit more evidence or take part in a conversation to clarify some of the content submitted.

Step 5: Outcome

- You will be granted RPL for each unit of competency where your Assessor deems you have provided sufficient and suitable evidence.
- Where such evidence has not been provided, your Assessor will discuss further options with you.

Collecting and selecting appropriate evidence

To ensure your RPL process flows smoothly, it is important that you take the time to collect and collate your evidence and present it to your Assessor in a logical manner.

Valid, sufficient, authentic and current

As with the completion of assessment tasks, your submission of workplace and other evidence (or RPL) will be assessed against the relevant competency standards and must comply with the following Rules of Evidence:

- **Validity:** Your Assessor must be confident that you have the skills, knowledge and attributes described in the unit of competency. This means that the evidence you submit must relate directly to the unit of competency.
- **Sufficiency:** Your evidence will be considered sufficient when your Assessor is confident that the quality, quantity, and relevance of the evidence allows them to make a judgement of your competency.
- **Authenticity:** Your Assessor must be confident that the evidence you present is your own work. Some examples of how you can show evidence of your own work are listed here:
 - Documentary evidence is best when written by yourself and when your name is clearly displayed as the author.
 - Where you contribute to the development of a document or resource as part of a team, clearly explain your contribution and how that supports the requirements of the unit of competency. It may help if this is supported by additional evidence such as notes or emails that arose in the preparation of the document.

- Where you have evidence that was not prepared by yourself, such as meeting minutes that provide details of a task or action you have carried out, ensure you clearly show:
 - your name
 - your contribution
 - relevance to the unit of competency.
- **Currency:** As a general guide, evidence that is current has been completed or performed within the last five years.

This will usually require a variety of examples of the application of the skills and knowledge over time or in different contexts. If the combined evidence that you submit does not achieve this, your Assessor may ask you to provide further evidence.

Remember, where a document or evidence example has not been written or developed entirely by yourself, it is your responsibility to clearly explain your contribution. For example, if a report addresses an aspect of the unit but was written by multiple staff or researchers, providing your own notes or drafts can help to show your contribution to the overall report. Similarly, meeting minutes can provide strong evidence, but typically address actions by a range of staff, so you might need to explain how the minutes help to demonstrate your skills against one or more aspects of the unit requirements.

If you are using prior qualifications as part of your evidence, you must provide certified copies of the relevant documents showing all units attained. For nationally accredited courses this would require a copy of the transcript of units attained. For courses that are not accredited, this would mean a *testamur* from a university, college, or training provider, along with copies of the learning outcomes from the relevant subject/s. It is also your responsibility to align the learning content of your chosen course to your RPL submission. You will need to research the content and show how components of the completed course align to the RPL unit. You need to be able to explain or demonstrate how this supports your claim for prior learning for this unit.

You are encouraged to list and use the same piece of evidence as many times as it relevant.

Confidentiality

Confidentiality is a major workplace responsibility, so be sure that the work documents you wish to use as evidence do not contain sensitive information. If in doubt, talk to your manager about using the materials and to your Assessor about how the materials might be presented with sensitive information redacted. UNE Partnerships staff and consultants are required to keep confidential all information relating to individual and organisational clients.

How do I know what evidence to provide?

To provide guidelines on evidence that might be useful across unit(s), the RPL template includes a *Suggested evidence* section for each element of the unit(s). This will include suggested items of work or other evidence that you should identify and include in support of your RPL application.

These suggestions are prepared in consultation with leading industry professionals and include common documents and processes performed, as well as examples of professional development or external activities in which you might have participated.

In all cases these are suggestions only and it is your responsibility to collect a range of suitable evidence that supports your application and your circumstances.

Types of evidence

There are many types of evidence that you may use to support your RPL application. Examples of evidence that you might include in your submission include:

- your resume
- prior qualifications
- third party reports or testimonials
- workplace documents and projects
- performance reviews and job descriptions
- details of workshops and seminars, professional development participation
- workplace journal and diary entries
- emails and meeting minutes
- presentations and training documents you have prepared or presented
- discussion papers, briefing papers and reports
- video, audio or other audio-visual evidence that demonstrates one or more of the skills required
- completed workplace forms
- hazard and risk identification and analysis forms
- workplace observations
- details of strategies or policies you have developed or implemented
- operational plans you have developed or implemented
- participation in external activities that support the requirements of the unit of competency (e.g., committee membership, financial responsibilities, mentoring and coaching roles, leadership and management of teams).

Assessor support

Regardless of the evidence supplied, it is likely your Assessor will need to have one or more conversations with you. This will allow you to explain the context for the documents and examples you have provided. Your Assessor may also ask for further evidence and suggest appropriate types of additional evidence to support your application.

Your Assessor may also collect direct evidence of your skills and knowledge through a video conference session that allows the sharing of computer screens. This may allow you to demonstrate skills (such as budgeting or planning skills) that are difficult to demonstrate through printed documents. If this occurs, your Assessor will take notes that confirm the skills or knowledge you have demonstrated and these notes will become part of the evidence contributing to your RPL application.

Foundation Skills

As part of the RPL process for some courses, you will be required to demonstrate a range of foundation skills. These refer to core literacy and numeracy skills required for work, such as learning, reading, writing, oral communication and numeracy, as well as employability skills such as navigating the world of work, interacting with others and getting the job done. Foundation skills are considered essential to ensuring that Australia's workforce has the required skills to function in the work environment. The level of foundation skills required varies with the qualification. In many cases, evidence of these skills will be provided through evidence you have submitted, however it is likely you will need to have a number of direct conversations with your Assessor so they can confirm that you have the oral communication skills required by the qualification for which you are applying.

Knowledge questions

In addition to providing evidence of your skills, you will be asked to respond to knowledge questions that are specific to one or more units of competency. If you are submitting RPL evidence for more than one unit, these can be prepared in a single document for submission.

Testimonials or Third-Party Reports

You may find that some evidence is difficult to provide, particularly where it involves reference to client records or other documentation or processes subject to confidentiality or privacy considerations. As an alternative, in some cases you may be able to ask your supervisor/manager for a testimonial (third party report) confirming your skills and experience in a particular area.

If you choose this option, it is suggested that you identify the specific skills you would like acknowledged in the testimonial and ensure that the testimonial is very clearly targeted around those skills, confirming not just that you perform those skills, but including details such as: how well you perform the skills, the frequency with which you perform them, your level of responsibility in regards to those processes and the successful outcomes as a result.

This will provide you with a much more valuable piece of evidence. A generic statement that you are experienced will be unlikely to satisfy your RPL Assessor. You may also find it valuable to provide several testimonials, seeking different industry professionals to provide testament of your skills, based on the way you perform work for, or with them.

How much evidence is enough?

There is no single correct answer to this question. The evidence you provide must be sufficient to demonstrate the required skills and knowledge. However, as a general guide:

- Aim to show evidence that demonstrates the skill used in a number of contexts, or over a number of occasions.
- Provide the most recent evidence that you have to demonstrate currency.

Using the RPL / Workplace Evidence template

Please read through this evidence guide before collecting and collating your evidence.

- You are to enter details in the 'Student input' sections of the RPL / Workplace Evidence template provided.

Collating your RPL evidence

Once you have collected the relevant evidence to support your application, you will need to collate the evidence, note the type of evidence you are submitting in your RPL template and provide an item number for each piece of evidence.

- Provide a master listing of the evidence you are submitting to support your application for RPL for the unit(s) of competency.
- Allocate an item number to each unique piece of evidence you provide and ensure this item number is included in the file name for uploaded items. This achieves two purposes:
 - Firstly, it makes it easier for you to refer to it again in a different section of the template.
 - Secondly, it makes it easier for your Assessor to identify and refer to the relevant evidence item.

An example is provided in the table below.

Table 1: Example use of the master listing of evidence table with item numbers for identification

Item number	Your evidence (document title/identification)
01	Resume
02	Position/role description
03	Transcript for previous qualification Diploma of Management
04	January progress report
05	Project plan for installation of new computer system

Please add or delete as many rows as required for this table, ensuring that each listed item has a new row.

You are to enter details in the *Your evidence* section of the RPL / Workplace Evidence template, using the details for each item included from the master listing you have provided. You are encouraged to list and use the same piece of evidence as many times as it relevant.

You are also required to provide an explanation of the context for each of the items of evidence to which you are referring. You need to make sure that you can explain how your evidence demonstrates your skills or knowledge for these criteria. This is to be provided in each of the tables like the one shown below. Please add or delete as many rows as required for this table, ensuring that each listed item has a new row.

Table 2: Example use of the evidence table with item numbers and brief details of evidence

Item number	Your evidence	Specific examples or explanations if necessary
Item 01	Resume	<i>My Resume outlines my qualifications and specific work history and experience.</i>
Item 02	Position/role description	<i>Details of the duties and responsibilities associated with my job role.</i>
Item 04	January progress report	<i>Item 02 is a progress report for January. I prepared this report, after consulting with all members of the team, and after talking to the two main clients. The report format is based on a template we have to use at our workplace.</i>

When submitted, file names should be something like this, so that it is easy for your Assessor to quickly find and review the relevant item:

- Item01 Resume Student.Name.pdf
- Item04 January progress report.docx

Submitting your evidence

It is your responsibility to collate all your evidence in a clear and logical manner. It is not your Assessor's role to do this.

Your submission must include a completed copy of the RPL / Workplace Evidence template, saved with your student name and as a Word document so that your Assessor can provide feedback as required.

The easiest way to submit your evidence will be to name documents by their item number (as discussed previously) and submit them in a zipped folder, along with the completed RPL / Workplace Evidence template. That way your Assessor has all items, in listed sequence, to review.

The maximum number of documents that can be uploaded in your submission is 20. The recommended way to upload is to create a zip file with all your numbered evidence items, and this will also ensure document identification is not an issue.

In addition to file uploads, you are able to add text (up to 500 words) to provide your current contact details for your Assessor.

You may also make a video recording (of up to 10 minutes) if you wish to communicate with your Assessor to provide additional evidence of your skills or knowledge. The file size of the video must not exceed 50MB. If you plan to make a recording, please record it before finalising your submission and identify this in your evidence list.

When you are ready to upload your evidence, return to the *Assessment Submission* section of your course and click on the *[Unitcode] RPL Submission* link to access the *Add submission* button.

Submission comments

+ Comments (0)

Add submission

You have not made a submission yet

Once you have submitted your RPL application, your Assessor will need to review the evidence and may need to talk to you to confirm or clarify your submission.

Contact details

Before you finalise your submission, make sure you provide appropriate contact details so your Assessor can contact you to discuss your RPL submission. If you have any questions on the progress of your assessment, you can contact your Assessor or UNEP Course Advisor.

RPL outcomes

With competency-based qualifications there are several possible outcomes that can be awarded at the unit of competency level, depending on the evidence the student provides.

Grading

The following grade codes will be used for UNEP courses.

RPL-G – Recognition of Prior Learning – granted	Unit outcome-final Student evidence for RPL has been assessed as sufficient in accordance with the rules of evidence.
RPL-NG – Recognition of Prior Learning – not granted	Unit outcome-final Student evidence for RPL has been assessed as insufficient in accordance with the rules of evidence.
CT – Credit transfer/national recognition (60)	Unit outcome-final Student has been awarded CT after submission of statement of attainment showing completion of the same or equivalent unit of competency. SOA must be verified before CT awarded.
C – Competent (20)	Unit outcome – final Student has successfully completed all assessment tasks required for the unit of competency.
CNA - Competency not achieved/ fail (30)	Unit outcome-final Student has NOT successfully completed all assessment associated with the unit.
W – Withdrawn/ discontinued (40)	Unit outcome – final Student does not wish to or cannot continue study and requests withdrawal from the unit. Where the course fee has been paid in full the student has the option of re-enrolling for up to 12 months for an additional fee. The enrolment SHOULD NOT be reactivated after it has been reported'.