

# Recognition of Prior Learning

## Assessor Guide



unepartnerships

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## Contents

Recognition of Prior Learning pathway (RPL) .....	4
What is Recognition of Prior Learning? .....	4
Who can apply for RPL? .....	4
Glossary of terms .....	4
Information for assessors .....	5
RPL Eligibility discussion.....	5
RPL process .....	8
Step by step .....	8
Using the RPL / Workplace Evidence template.....	9

## 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 a student's competency—acquired through formal and informal learning—to determine if they 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 RPL?

If a student has considerable professional experience and thinks that they will be able to provide evidence that meets the requirements for one or more units of competency, then they are encouraged to contact UNE Partnerships Course Advisors to discuss their options.

RPL 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.

The student 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 their employer
- a copy of their 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.

## Information for assessors

This document contains the guidelines for the RPL assessment process within UNE Partnerships. As an Assessor, it is important that you apply the same rigor to the RPL process as required for other assessment events. The following information will assist you.

## RPL Eligibility discussion

The 'RPL Eligibility Discussion' is a screening process to improve the chance of success for RPL applicants. It requires the student to upload their current resume or CV and for you to have a brief discussion with them to confirm the likelihood that they will be able to provide suitable RPL evidence.

This is set up as an assessment task but is not compulsory for students. It is only required where a student is interested in pursuing RPL. After the conversation, the mark you provide either prevents the student from pursuing RPL or allows them to choose to either complete the listed tasks or provide evidence for RPL.

## What do you need to do as an Assessor?

The text below repeats the text provided in the 'Sample answers' section of the RPL Eligibility Discussion task. It explains what you need to do. The overarching purpose of this 'discussion' is to screen students and ensure those that apply for RPL are those who are likely to be able to provide appropriate evidence.

You are required to decide, based on the discussion with the student, whether you believe they are a suitable RPL candidate. Factors to consider include:

- Are they performing the tasks in their current job or position? Many students believe they have the skills and knowledge to complete a unit by RPL but when they explain their role, they do not (or have not) actually performed the tasks that are listed in a unit.
- Were they performing the tasks in a recent job or position?
- Are their skills and knowledge current (so within the past five years)?
- Based on the way they can explain their experience, are you satisfied that they will be able to provide the evidence? Some students have performed tasks in the recent past but because they have changed employer or role, they do not have any of the evidence such as emails, reports or meeting minutes etc. that might support their application.



**Please Note:** The purpose of the RPL Eligibility discussion is to screen students to ensure that students who pursue this process have a reasonable chance of success and understand what is involved in RPL. **At the outcome of the discussion, you are not awarding an RPL outcome. You are simply recommending whether you think the student has a good chance of providing sufficient evidence for RPL and determining if the student will have access to the RPL submission or not.**

How do you grade this 'submission'?

- If you decide the student is a suitable RPL candidate, provide a score of 1.
- If you do not consider that the student is a suitable RPL candidate, explain this to them, and provide a score of 0. This will mean the student does not have access to the RPL submission option and must complete the listed assessment tasks.

## What does the student see?

### When they click on the task

*When the student clicks on the 'RPL Eligibility Discussion' task they have this information:*

If you are interested in pursuing the RPL option, you must first have a discussion with your Assessor.

To begin this process, please:

- 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 a discussion to assess your suitability before you are invited to pursue RPL.

Note: This 'submission' uses the same format as for an assessment. However, this does not mean you are committed to the RPL 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.

## Marking Criteria displayed to students

*In the marking guide section, the information displayed to students is as follows:*

Following a discussion between yourself and your Assessor, your Assessor will either:

- Mark this task with a 'Satisfactory'. This means the RPL submission option will become available to you.

or

- Mark this task with a 'Not Satisfactory', meaning you will not have access to submit via RPL and will need to complete the listed Assessment Tasks.

Criterion: Assessor Decision

Description for Students

Following a discussion between yourself and your Assessor, your Assessor will either:

- Mark this task with as 'Satisfactory'. This means the RPL submission option will become available to you, or
- Mark this task with a 'Not Satisfactory', meaning you will not have access to submit via RPL and will need to complete the listed Assessment Tasks.

## What does the Assessor see?

Description for Markers

*You are required to decide, based on the discussion with the student, whether you believe they are a suitable RPL candidate. Factors to consider include:*

*Are they performing the tasks in their current job or position? Many students believe they have the skills and knowledge to complete a unit by RPL but when they explain their role, they do not (or have not) actually performed the tasks that are listed in a unit.*

*Were they performing the tasks in a recent job or position?*

*Are their skills and knowledge current (so within the past 5 years)?*

*Based on the way they can explain their experience, are you satisfied that they will be able to provide the evidence? Some students have performed tasks in the recent past but because they have changed employer or role, they do not have any of the evidence such as emails, reports or meeting minutes etc. that might support their application.*

*Please remember that from this discussion, you are not awarding an RPL outcome, nor promising the student they will be successful. The purpose of this screening process is to ensure that students who pursue this process have a reasonable chance of success and understand what is involved in RPL.*

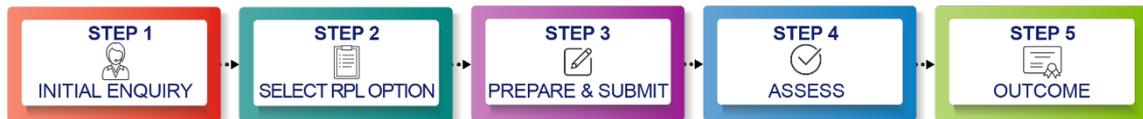
*If you decide the student is a suitable RPL candidate, provide a score of 1.*

*If you do not consider that the student is a suitable RPL candidate, explain this to them, and provide a score of 0. This will mean the student does not have access to the RPL submission option and must complete the listed assessment tasks.*

## RPL process

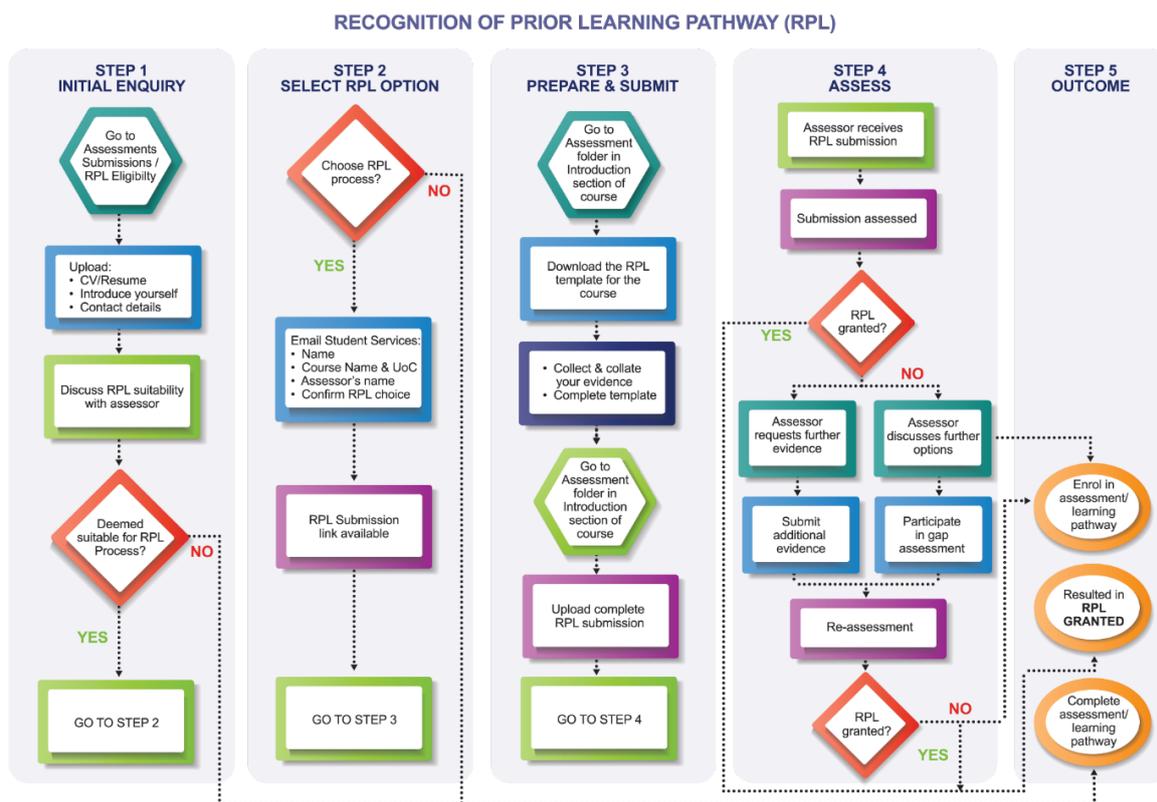
Students who are deemed to be a suitable RPL candidate are provided access to the RPL / Workplace Evidence template for the relevant course. Support documents to assist with the RPL process are also provided.

Each training and assessment provider has its own RPL 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.



## Using the RPL / Workplace Evidence template

- A copy of the RPL / Workplace Evidence template, populated with unit-specific information, is provided in each course.
- The student will complete the RPL / Workplace Evidence template and submit it along with their supporting documentation.
- You are to enter your details in the relevant section of the RPL / Workplace Evidence template.
- You will provide feedback on the student submission in the relevant section of Moodle.