

Recognition of Prior Learning

An outline



 **unepartnerships**
creating professional success

Recognition of Prior Learning



Participants who can demonstrate competence in some or all aspects of a qualification may apply for Recognition of Prior Learning (RPL) – sometimes referred to as Recognition of Current Competence (RCC) – for skills or knowledge gained through formal or informal training and/or learning, work experience or life experience.

What is Recognition of Prior Learning?

RPL is a process to assess evidence and formally recognise an individual's existing skills and knowledge within the qualification framework.

You may already be skilled in some areas that will be covered in the qualification in which you wish to enrol. If so, you may be able to gain recognition for what you already know and can do.

RPL recognises what you have learned in undertaking other courses, from work experience, life experience and any training provided at work that you can still do – and checks it against the competencies in your qualification. If what you have learned is relevant to the qualification you may gain recognition for certain parts of the course.

Who can apply?

You should apply for RPL if you think your prior learning and experience, together with **evidence**, shows that you are already competent against **one or more units of competency** within the qualification.

Participants must enrol before undertaking an RPL pathway.

Each RPL submission is to include a detailed evidence matrix. See page 5 for an example.

What's in it for you?

- It recognises that you already hold many skills at the required level.
- It could mean completing your course much earlier or not having such a heavy course workload.
- It means that you only study units of competency which are new and challenging.

The language of RPL

Unit of Competency (Unit)

Describes a general area of competency (skills and knowledge described in the title of the Unit). Each Unit contains Elements, Performance Criteria, and other information such as a range statement, an evidence guide, and/or a description of required skills and knowledge.

Element of Competency

A sub-set of competency, which describes the outcomes that contribute to a Unit.

Performance Criteria

The level of performance or the standard required to prove competency. The Criteria provide a guide to the assessor in judging a candidate's skills and knowledge.

Evidence

Work achievements, records and statements that show you have applied the competency at work.

Portfolio

All the evidence that has been collected in a prescribed manner ready to be submitted for RPL assessment.

Under the National Framework for the Recognition of Training, the smallest part for which you can gain full recognition is the Unit of Competency.

To make this easier for you to achieve, each Unit is broken down into individual Elements against which your evidence will be assessed.

Each Element is accompanied by a set of Performance Criteria. These show the standard to which you should be displaying your skills and knowledge.

Evidence



To be awarded a qualification or a Statement of Attainment you are required to compile a Portfolio of Evidence to demonstrate your competency in the Unit(s). This could include examples of work you have completed in the workplace and also evidence of other relevant training courses you have attended.

There may be an overlap between some units of competency, and therefore the collected evidence may meet the requirements of several Units or Elements.

Types of evidence include:

- Resume with supporting documents
- Prior qualifications
- Third party reports
- Workplace experience

- Workplace documents/projects (such as records, correspondence, reports)
- Performance reviews and job description
- Any other type of evidence that demonstrates competency.

An assessor will be able to provide guidance on what might be appropriate as evidence to demonstrate your competency.

Some examples of what IS and what IS NOT evidence

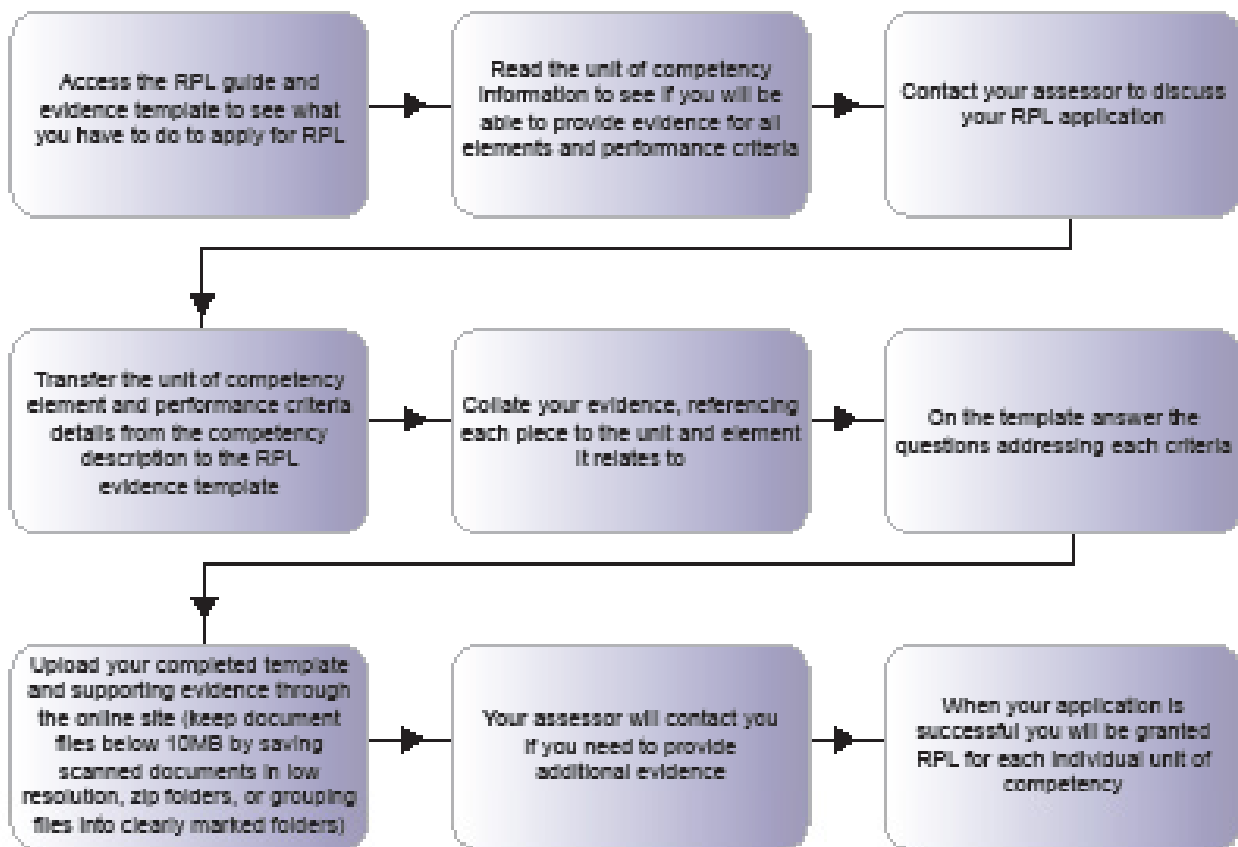
Evidence	Not Evidence
Candidate's detailed explanation of how they demonstrate all or part of the required knowledge and skills	Candidate's verbal assurances that they possess the required knowledge and skills
Specific job-related references to competencies performed, preferably on letterhead, signed and dated by the appropriate person	Job descriptions/position descriptions without associated performance reviews/appraisals or supporting documentation
Performance reviews/appraisals relevant to the competencies being assessed	Journal and diary entries written by the candidate
Emails and minutes of meetings attended by the candidate which provide proof of required knowledge and skills	Emails and minutes of meetings that are not actioned and do not have the candidate's name in attendance
Authenticated and dated photographs, pictures and/or audio/video files of work in progress or completed	Unauthenticated photographs, pictures and/or audio/video files of work in progress or completed
Documents that clearly demonstrate how an organisation's policies and procedures have been or are being implemented by the candidate	Copies of an organisation's policies and procedures
Resume with certified copies of prior qualifications and supporting documents	Candidate's resume with no supporting documentation
	Unauthenticated documents within which the candidate cannot prove their own work
	Evidence by exceptions - 'I must be working safely, I've still got all my fingers!'

The Rules of Evidence

The following Rules of Evidence guide the assessor in judging your competency:

- **Authenticity.** That you are the person who performed the tasks which are being submitted for assessment. You will be asked to verify this.
- **Currency.** That the evidence is current in relation to your competency. Can you still perform the task/activity to the appropriate standard?
- **Validity.** Your evidence must cover the knowledge and skills as specified in the Performance Criteria and evidence guide.
- **Sufficiency.** You must collect enough evidence to satisfy the assessor.
- **Reliability.** Your assessor must also check that the evidence is reliable.

The RPL Process



Applications for RPL must include a completed evidence matrix which clearly documents all supporting evidence. A template for this matrix is available on the online student site. An example is shown on the following pages.

"My recent studies with UNE Partnerships were completed with a significant RPL component. I found this process to be an effective use of my time and a good way of demonstrating my level of competency and knowledge. The whole experience was very positive and well supported by UNE Partnerships."

Bruce Dunlop
Senior BSWAT Consultant
CRS Australia

RPL Evidence Matrix partially completed - Example

Unit of Competency		Manage risk	
Student Name		Student Number	Item number and evidence details
Element & Performance Criteria		Suggested evidence types	Item number and evidence details
Element 1 : Establish risk context			
1.1 Review organisational processes, procedures and requirements for undertaking risk management in accordance with current risk management standards	<ul style="list-style-type: none"> • Risk analysis and planning documentation • Reports, emails, meeting minutes • Policy and/or procedures clarifying scope • Stakeholder analysis • Risk register 		<ul style="list-style-type: none"> • Item 01: Current job description • Item 02: Resume • Item 03: Organizational Risk management register created by myself and approved by the board of management • Item 04: SES qualifications • Item 05: Diploma qualification
1.2 Determine scope for risk management process			
1.3 Identify internal and external stakeholders and their issues	<ul style="list-style-type: none"> • All risk management processes and procedures are a part of the organisations policies, reviewed by the Board and management and thoroughly documented in management plan. • Part of my key tasks and responsibilities in my role as operations manager is to develop and maintain registers including but not limited to Risk, Asset, incidents and complaints. • In addition, my key tasks involve maintaining standards to ensure compliance with WHS and Risk management systems • I have completed the unit Manage legal and ethical compliance as part of my Diploma • I have completed the unit Manage work health and safety as part of my Diploma 		<ul style="list-style-type: none"> • Item 01: Current job description • Item 02: Resume • Item 03: Organizational Risk management register created by myself and approved by the board of management • Item 04: SES qualifications • Item 05: Diploma qualification
1.4 Review political, economic, social, legal, technological and policy context			
1.5 Review strengths and weaknesses of existing arrangements	<ul style="list-style-type: none"> • All risk management processes and procedures are a part of the organisations policies, reviewed by the Board and management and thoroughly documented in management plan. • Part of my key tasks and responsibilities in my role as operations manager is to develop and maintain registers including but not limited to Risk, Asset, incidents and complaints. • In addition, my key tasks involve maintaining standards to ensure compliance with WHS and Risk management systems • I have completed the unit Manage legal and ethical compliance as part of my Diploma • I have completed the unit Manage work health and safety as part of my Diploma 		<ul style="list-style-type: none"> • Item 01: Current job description • Item 02: Resume • Item 03: Organizational Risk management register created by myself and approved by the board of management • Item 04: SES qualifications • Item 05: Diploma qualification
1.6 Document critical success factors, goals or objectives for area included in scope			
1.7 Obtain support for risk management activities	<ul style="list-style-type: none"> • All risk management processes and procedures are a part of the organisations policies, reviewed by the Board and management and thoroughly documented in management plan. • Part of my key tasks and responsibilities in my role as operations manager is to develop and maintain registers including but not limited to Risk, Asset, incidents and complaints. • In addition, my key tasks involve maintaining standards to ensure compliance with WHS and Risk management systems • I have completed the unit Manage legal and ethical compliance as part of my Diploma • I have completed the unit Manage work health and safety as part of my Diploma 		<ul style="list-style-type: none"> • Item 01: Current job description • Item 02: Resume • Item 03: Organizational Risk management register created by myself and approved by the board of management • Item 04: SES qualifications • Item 05: Diploma qualification
1.8 Communicate with relevant parties about the risk management process and invite participation			
Student comments (include context for the evidence that you have provided if required)	<ul style="list-style-type: none"> • All risk management processes and procedures are a part of the organisations policies, reviewed by the Board and management and thoroughly documented in management plan. • Part of my key tasks and responsibilities in my role as operations manager is to develop and maintain registers including but not limited to Risk, Asset, incidents and complaints. • In addition, my key tasks involve maintaining standards to ensure compliance with WHS and Risk management systems • I have completed the unit Manage legal and ethical compliance as part of my Diploma • I have completed the unit Manage work health and safety as part of my Diploma 		<ul style="list-style-type: none"> • Item 01: Current job description • Item 02: Resume • Item 03: Organizational Risk management register created by myself and approved by the board of management • Item 04: SES qualifications • Item 05: Diploma qualification
Assessor comments (please note if S / NS and provide more details if more evidence is required)	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Satisfactory		<input type="checkbox"/>

RPL Evidence Matrix - Example continued

Element 2: Identify risks		
2.1	Invite relevant parties to assist in the identification of risks	<ul style="list-style-type: none"> • Risk register • Details of consultation – meeting minutes, emails, reports • Risk analysis • Risk matrices
2.2	Research risks that may apply to scope	<ul style="list-style-type: none"> • Item 06: SES safety management sheets • Item 07: SES risk management policy • Item 03: Organisation Risk management register created by myself
2.3	Use tools and techniques to generate a list of risks that apply to the scope, in consultation with relevant parties	<ul style="list-style-type: none"> • Risk analysis • Risk matrices
Student comments (include context for the evidence that you have provided if required)		<ul style="list-style-type: none"> • SES risk assessments are always conducted as a team approach ensuring all members are aware of all risks and controls in place. • Risk management sheets from SES for storm, chainsaw-team assisted • I am SES unit controller – Team leader – responsible for safety of every team member and legal paperwork requirements. • It is my responsibility as operations manager to be up to date with all policy and legislation changes and updates and to share that knowledge with my teams and management. This is done through regular staff and board meetings and the risk management plan.
Assessor comments (please note if S / NS and provide more details if more evidence is required)		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Satisfactory

General Information

UNE Partnerships (National ID: 6754) is one of Australia's most progressive Registered Training Organisations (RTO) specialising in vocational training programs that are nationally recognised. UNE Partnerships is the wholly owned education and training company of the University of New England – NSW's second oldest university and Australia's oldest and most experienced distance education provider.

UNE Partnerships is committed to the provision of structured, high quality, industry relevant training to promote increased skills and knowledge. Our emphasis is on practical, accredited, nationally recognised qualifications which can be directly applied to the workplace and provide pathways into higher qualifications to enable a structured career path.

The professional development programs we offer are undertaken by individuals, and by contract to private and public sector organisations, throughout Australia and internationally. Short courses, workshops and in-house training can be designed to meet specific needs and workplace demands and commitments.

UNE Partnerships provides specialised training in Business Administration and Management, Facilities Management, Frontline Management, Government/Public Sector, Project Management and Training and Assessment.

UNE Partnerships adheres to a code of practice and follows all Commonwealth and State legislative regulatory requirements.

Quality Assurance

All course materials provide information on studying with UNE Partnerships (including contact details, learning resources, assessment requirements and submission, Recognition of Prior Learning (RPL) procedures, student support and relevant forms). UNE Partnerships has always prided itself on offering students maximum support services and resources. Our courses provide an online site and regular review of student study status. Telephone, email and facsimile support are also available throughout your study period.

UNE Partnerships abides by the Access and Equity Policy of the University of New England (UNE) and follows its disciplinary, grievance, mediation and welfare mechanisms. Further information can be obtained by contacting UNE Partnerships or visiting UNE's website at www.une.edu.au/current-students/support/student-support/disability-support

Direct Credit Transfer

Not to be confused with RPL, credit transfer assesses the initial course or subject that you use to claim access to, or the award of credit in, a destination course. The assessment determines the extent to which the initial course or subject is equivalent to the required learning outcomes, competency outcomes, or standards in a qualification. This may include credit transfer based on formal learning that is outside the Australian Qualifications Framework (AQF).

Student Support

Throughout their study period students receive ongoing assistance and support from their allocated assessor and program team members via phone or email.

Students are encouraged to contact their assessor with academic questions at any time. All UNE Partnerships' assessors are academically qualified and practising in the marketplace as experts in their field, providing students with practical real life experience.

The student online site provides access to learning resources including course content and useful links. It also enables online submission and marking of RPL applications providing prompt feedback from the assessor.

Fees

- Full RPL – Fees will vary depending on individual requirements.
- Partial RPL – Standard distance delivery enrolment fees apply.

Candidates considering an application for RPL should discuss their intention with a UNE Partnerships staff member from the relevant program team prior to enrolment.



UNE Partnerships staff and consultants are required to keep confidential all information relating to individual and organisational clients to which they are privy. This includes any work documents submitted as evidence which may contain sensitive information.



 **unepartnerships**
creating professional success

1800 066 128

enquiries@unep.edu.au | unep.edu.au