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Taking assessment into the workplace - Cheryl Russell



This case study on recognition of prior learning (RPL) focuses on a group of managers who had degrees in specialist fields but no qualifications in management.

Background

I work for a large metropolitan institute. We provided 45 places for a targeted group of services managers to complete recognition of prior learning (RPL) in the Diploma of Community Services Management between April and June 2006, including gap training. The group was identified by the Community Services and Health Industry Workforce Council (WFC) as having bachelor degrees in social sciences, social work and other related areas, but were lacking qualifications in management.

The initial model for delivery included the following phases:

- information sessions
- RPL workshop meetings
- individual workplace visits
- three-day gap training based on common needs identified by students.

Information sessions

We initially held three information sessions of two hours each for students who had been working in Community Services Management positions and had submitted an expression of interest. WFC assessed and accepted each of these students prior to their attendance, based on their previous education, position in their organisation and length of time in industry. A fourth information session was conducted for participants unable to attend previous sessions.

The information sessions included an explanation of the qualification and units of competency and the RPL process and program plan. An emphasis was placed on the program plan/duration due to the commitment required of students to complete the program in the allocated time frame. Students were asked to indicate their willingness to participate at the information sessions. While some potential students chose not to attend the information sessions, one declined the offer of participating in these sessions due to time constraints.

Student details were collected and a database was developed to provide easy access to details and to create better ways to communicate with all students. The database also contained vital information which contributed to the evaluation of the project and informed the final report.

On completion of the information sessions, a total of 42 students enrolled in the Diploma of Community Services Management.

RPL workshop meetings

The RPL workshops were fundamental in preparing the students for the RPL process. The workshops enabled the establishment of a trusting relationship and created an appropriate amount of time to make a 'soft' contract with all participants around roles and responsibilities.

A needs analysis was completed initially to allow planning for the gap training workshops and to identify which participants needed to complete various units of competency through work based projects, flexible delivery or workbooks.

The process for RPL consisted of students generating the evidence required to show current competence in the workplace. The RPL workbook contained RPL tools to assist participants to detail the relevant evidence supplied for each competency. A list of suitable evidence was supplied to assist the students to determine what would be accepted. The workbook was available on CD as well to provide students with the flexibility to complete according to their learning styles and preferences. Around half the students took advantage of the CD to record their list of evidence.

As another method of providing new and current information readings for each unit of competency were posted on the online system Blackboard and provided on CD, on request, as an extra resource for students to use. While a few students had difficulty accessing Blackboard the majority of students found Blackboard easy to access.

Methods of assessment included:

- practical/ observation
- professional conversation
- other workplace evidence
- referees
- third party evidence
- resume
- qualifications
- professional development
- questioning.

Anecdotal evidence indicated that students were initially overwhelmed by the task and the timeframe, however they felt more at ease and better equipped to complete their RPL when they completed the RPL workshop meetings.

Individual workplace visits

Students made their appointments for industry visits at the RPL workshop meetings, which allowed some degree of time management and coordination on the part of assessors. The variables here included unplanned events in industry, the short time frame of the project, demands of the work roles, and students' ability to gather beforehand the relevant information needed for the industry visits.

It was envisaged that the students who booked their industry appointments early would not have progressed very far with their collection of evidence and that these students would need an extra visit to complete.

Industry visits were organised between two assessors, who ensured the appropriateness of who visited a particular workplace. For example, a male assessor could not visit a women's organisation to assess a domestic violence worker.

One industry visit was attended by two assessors as there were three participants at the site and a need to moderate the process and benchmarks.

In this phase of the program, constant communication between the two assessors proved to be a vital component of moderation and consistency in methods.

During industry visits students received support in:

- what evidence was appropriate for RPL
- how to collate/demonstrate the evidence to show their competence in each unit
- how to utilise electronic resources
- how to access Blackboard
- how to arrange face to face access to assessors for information and support

Students were also assisted during the industry visits by professional conversations with the assessors and by participation in practical assessment involving observation of demonstrated skills in the workplace.

Some students found the process easy to navigate through and were prepared when the assessors arrived. Many of the students found that industry demands did not allow for time to do a lot of work on their RPL prior to industry visits. These students required extra support during their industry visit.

The assessor's role included:

- development and delivery of project
- frequent phone calls / emails to monitor students' progress and offer support when needed
- delivery of flexible learning material
- administrative duties
- gap training coordination
- industry / RPL assessment
- student and institute feedback
- reporting.

Gap training

Gap training was organised for students who identified through the needs analysis they needed extra training in certain areas of the Diploma. Some students self identified that rather than generating evidence for RPL for some units they would benefit from gaining new information and they also participated in gap training.

An initial assessment of the needs analysis indicated that not all students needed training in the same units and following assessment in the workplace, many students were able to provide evidence for units initially identified for gap training. So the gap training program was modified.

Those who did require gap training were a diverse group that required equal diversity in gap units and training methods. so workshops were delivered by facilitators external to the project, to provide specialist content and provide access to a variety of assessors and assessment methods.

Program evaluation feedback and results

The evaluation process was planned at the beginning of the project. The 'training needs analysis' provided initial information on each participant's level of skill and knowledge in the qualification and informed some aspects of delivery. Clear records were kept through every step of the project so that the information could be analysed for the report compiled for the funding body and our institute.

The final two weeks of the project were put aside for moderating evidence decisions, feedback and project finalisation. Three full days were allocated to evaluating evidence with assessors working together to ensure consistency.

The time the assessors allocated for each student totalled 45 hours. This gave the assessors the opportunity to contact students for further information if it was required and provide feedback to students regarding their results.

The process for feedback was to forward it via email with a request for a reply acknowledging the student's receipt of the feedback. All students replied. Anecdotal feedback was also considered valuable as it was often about participants speaking freely about their RPL experience.

Students were given a more in-depth evaluation form to fill in and return via normal mail and invited to attend the graduation ceremony. Seven students attended.

The most positive aspects of the project included the following:

- Students all felt that a course that was paid for by the Industry Skills Council was an excellent opportunity to complete a qualification through the RPL process.
- Students stated that it also gave them an opportunity to update their work practices as they progressed through it.
- A couple of students stated that the course provided them with a structure for the role they were doing and reinforced some duties that were otherwise undefined.
- RPL was a preferred method of delivery for these students as they are very busy with their work schedules and it provided them with the flexibility to identify and collect evidence, when they had spare time.
- The system used to assess workers was user friendly.
- The support that was provided by the assessors was highly valued.

Least positive aspects of the project included:

- The students' main concern was the time frame allowed to complete their qualification.
- Some individual students would have appreciated some more face-to-face training, in different units of competency.

Recommendations for future projects included:

- improve RPL tools to reduce overlap by clustering more units
- improve access to electronic materials
- allow more time for completion
- further improve enrolment and results process.

Further reflections

By completing this project I learned that RPL was a preferred method for experienced people to gain a qualification. This opened up a whole new perspective of RPL for me. I suddenly became a business development officer and a contract manager as more groups requesting RPL enrolled.

By evaluating this project as it unfolded I was able to develop a quality process and a framework to continually improve the product for participants and meet AQTF requirements. I developed my skills in industry assessment and continue to do so.

This experience also highlighted for me the importance of taking training and assessment into industry.

Anecdotal evidence indicated that students were initially overwhelmed by the task and the timeframe, however they felt more at ease and better equipped to complete their RPL when they completed the RPL workshop meetings.

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Mentoring colleagues in RPL

- *Teressa Schmidt*



This case study focuses on a recognition of prior learning (RPL) application and assessment process that was memorable to me in terms of the opportunities for team mentoring and provision of excellent customer service.

Background

I was working in the Fashion Department of an RTO, and had recently engaged a number of team members who had excellent industry knowledge, but varying degrees of teaching experience, and very limited knowledge or experience of RPL.

I initially received an RPL application for the Certificate IV in Clothing Production. I rang the applicant and had a conversation with her regarding her previous experience and study as well as future goals and suspected that she may actually be eligible for a Diploma or even an Advanced Diploma.

An interview was set up with the candidate and I invited another member of the team to attend. The team member was relatively new to the Institute and inexperienced in RPL assessment, but had content knowledge and knowledge of the Training Package in areas that were not my specialisation. The purpose of the interview was to discuss the applicant's experience and view some documentary evidence before determining an appropriate enrolment that would produce at least a Certificate IV outcome. As previously stated though, I thought that perhaps a Diploma or Advanced Diploma may also be an option.

The interview was conducted, and the team member that I invited to the meeting had invaluable feedback to provide on the assessment requirements and industry relatedness for a number of specific Units within the Training Package. Using this feedback and the evidence and information gathered from the interview, we decided that the applicant may indeed be eligible for a higher level award than initially applied for. When asked if this would be an acceptable option, the student agreed.

The next step was to plan the most appropriate pathway for Diploma and possibly Advanced Diploma from the Training Package Units. This was a complex task due to the complexity of the packaging rules and the variety of Units that may be used to achieve the qualification.

I worked through this process with the teacher that attended the interview, and we decided that it would be a great experience for other teachers within the team to get involved in the RPL as a learning experience, and to provide opportunity for moderation of assessment judgements. We took this proposal to the next team meeting. The team agreed the shared allocation of the RPL assessment tasks, and the plan for this to happen was developed.

Challenges

The main challenges that presented in this task related to the fact that I was working with a team of teachers who had excellent industry knowledge, but who were relatively new to the Institute and the Training Package.

The Training Package itself presented some challenges also due to the complexity of the packaging rules and the variety of Units that could be used to satisfy the award requirements.

Responses

The challenge of inexperienced assessors was overcome by viewing the activity as a mentoring and developmental activity. I worked with each of them individually and as a team to explain the process and the recording requirements. I also provided examples of completed RPL assessment applications and we discussed 'best practice' and the variety of methods that may be used to collect the required evidence.

We worked individually and in pairs, but also discussed the assessment's progress and moderated the assessment judgements as a team.

The challenge provided by the complex nature of the Training Package's packaging rules was easily overcome because I was very familiar with them, but this situation provided an opportunity for other members of the team to develop their knowledge of the packaging rules and the variety of Training Package Units.

Benefits

There were a range of benefits provided by this RPL assessment opportunity. For the student, an application for a Certificate IV level qualification subsequently became an Advanced Diploma due to her extensive level of knowledge, skills and experience in the industry as well as formal study previously undertaken.

For the assessors, this application provided a wonderful opportunity for action learning and the development of higher level VET skills such as those required for RPL assessment. The process also increased their collective and individual knowledge on the Training Package content and packaging rules.

There were benefits to the organisation in terms of increasing the collective and individual skills of this teaching team. The excellent customer service provided to this applicant will also have benefits that may not be tangible or immediately measurable, but valuable nonetheless.

From my own perspective, the opportunity to mentor others in the RPL process developed my skills not only in mentoring, but in enabling team work and coordinating a team process. I also gained valuable insight into Units and content from the Training Package and industry that I might not have had readily accessible prior to this activity.

Further reflections

RPL assessment requires the application of advanced assessment skills, as well as excellent knowledge of the industry and confidence to apply the skills and knowledge required to the assessment process. I had developed these skills through experience in training and assessment, but the inexperience of my team members meant that while they had the skills and knowledge required in terms of industry requirements and training package content in specific areas, they hadn't yet had the chance to develop the confidence to apply these attributes, or the depth of knowledge about the processes involved in assessment and recording of RPL outcomes to complete the task. The opportunity provided to this team in terms of developing individual and team capacity was invaluable, with identifiable benefits to the teachers involved, the student, the Institute, and myself as the mentor.

Mentoring others in the RPL process and organising the group discussions, meetings and moderation meant that the application took longer than it would have had I completed it myself, however the benefits gained in terms of staff development far outweighed this cost. Having had the opportunity to participate in this process and see the benefits, I would recommend that anybody who is new to RPL assessment be assigned a mentor who can help them to apply professional judgement with confidence and competence.

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Assessing university-qualified candidates - *Stephen Ward*



The thought of needing to either obtain recognition and therefore a VET qualification or to up-skill is often considered a professional insult to university-trained staff.

Background

As VET continues to extend its reach into more traditional educational domains there is an increasing demand for educational professionals to hold qualifications commensurate with Training Package requirements. There is considerable opposition to VET in some educational sectors as it is seen as a trade area or a soft option for students who are not so academic.

Within this context the TAFE institute was approached to see if teachers with an educational degree who were currently delivering VET subjects could be eligible for RPL based on their qualifications and current experience. This RPL process was to cater for groups of up to twenty clients who had release from work to attend RPL workshops as a part of their professional development agenda. They were to come from a range of disparate educational settings to meet together on what was often foreign ground for many of them.

The process was conducted from the TAFE site at different locations around Brisbane ranging from Beenleigh to Albany Creek during days and times nominated by the client.

Challenges

The challenges for the TAFE staff were to develop evidence gathering tools that coped with large numbers of clients at the same time while allowing for individual differences to be recognised and to present the process as one of professional recognition rather than one of needing to gain a qualification at a lower AQF level. Time was short as it was expensive to backfill positions while the clients were in the workshops.

As there was travelling involved and some groups worked till after six o'clock in the evening, staff involved in delivery needed to be flexible and committed to the process.

To gather evidence that covered all of the requirements of the course meant liaising with VET coordinators as well as with delivery and assessment staff to decide the most effective and flexible way to achieve demonstration of competency. It was decided to use work books for gathering evidence of underpinning knowledge, a collection of resources/evidence provided by each client to demonstrate skills and a third party report which covered all areas of the course to be signed off by their VET coordinator or supervisor. This process proved to be very time efficient and evaluation documents consistently recorded high levels of satisfaction across all areas of the process.

With regard to the oppositional behaviour that was often demonstrated by this cohort, the VET facilitators needed to be flexible in their approach to the collection of evidence and able to articulate respect for the existing skill set of the clients while not taking offence at the often aggressive nature of the questions during the initial induction process. Very clear positive-focussed language was used and a healthy sense of humour was essential.

While being flexible was important, it was also important to recognise that some clients could not qualify for RPL because of their lack of experience in VET. To communicate this news and to provide accessible pathways was sometimes a challenge. Clients needed to be shown clearly the areas they had no experience in and to be encouraged to explore ways to upskill, with the RPL assessors providing coaching and support.

Benefits

Benefits for the clients on an organisational level included meeting AQTF compliance regarding staff qualifications as well as improved teacher morale. Increased engagement by staff who experienced the RPL process with the VET subjects being taught was also mentioned by VET coordinators who had shared responsibility for the process.

Many clients found the process informed their own RPL practice and it helped them to reflect on their RPL tools and evidence gathering techniques and to take with them a range of alternatives that they could trial in their situations.

Clients also expressed a sense of satisfaction and reward at having their professionalism recognised in a formal way and enjoyed the chance to collaborate with other professionals from organisations different from their own.

For TAFE the benefits included exposure to the market place in a growing VET sector, personal development for staff involved in the process in regard to their being innovative and flexible and a renewed focus in both sectors in relation to the RPL process being seen and presented as a credible assessment pathway.

Clients and their supervisors also found that the process of collecting the necessary evidence for the RPL process mirrored what was required of them for the AQTF audit. They were encouraged by the process.

Further reflections

The project is still ongoing and over the last year has undergone moderation and refinement. The strong and positive links forged between TAFE and other educational institutions has led to a clearer understanding of VET within the public sector which has given educators more experience and understanding of the benefits of VET and this has directly translated into student retention and engagement with VET subjects.

In relation to the RPL process this project has highlighted the need for a flexible, innovative and positive approach by VET practitioners. The success of the project was directly related to the facilitators recognising the professional distress experienced by the client group and acknowledging the clients' existing skill set.

This project has highlighted the need for a flexible, innovative and positive approach by VET practitioners.

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Solving problems in complex industries - Lesley Wemyss



This case study addresses the following question. How can the complex industries increase the use of RPL assessment to bring about a more efficient delivery of safety competencies?

Background

Industry has never been more “under the pump”. Skills shortages and a global resources boom are pressuring industry like never before. John Smith, CEO BHP Mitsubishi Alliance, says “the more we mine, the more need...and the strain is starting to show”. These industries require alert and competent workers, who can handle expensive equipment in potentially dangerous situations in remote areas where rosters are generally not family friendly. Also, like many industries there is an ageing workforce.

Trainers in these complex industries are always under pressure to meet the demands of their industry, and now these pressures have quadrupled because of the boom and skills shortages. One organisation in mining declares that they now spend an average of \$5500 per person per year on training, much of which is focused on safety-related competencies.

Challenges

Aside from the resources boom and skills shortages, industry trainers are under pressure from another source. In industry traditionally trainers gain their training qualification then get little or no opportunity for professional development to enhance their VET skills. This often results in a traditionally-based delivery model of training and assessment.

Yet another challenge is that often industry itself does not trust anything except face-to-face delivery. RPL is used irregularly again due to lack of trust in the process, and because people making decisions regarding training and assessment are sometimes managers who do not have training qualifications.

The Resources and Infrastructure Industry Skills Council Report (2005) summarises as follows the drivers of mining industry skills needs and skills issues that effect VET delivery:

- worker attraction and retention
- technological advancements
- globalisation
- regulatory compliance
- demographic changes
- employment arrangements

- insurance
- health and safety issues
- customer demands
- competitiveness and productivity demands
- market expansion
- e-business trends.

So for VET practitioners working within these industries, the challenges can be summarised as follows:

- the need to use a more flexible and innovative approach to training and assessment
- the need for professional development in high level assessment skills for industry trainers
- the greater use of RPL techniques to reduce the amount of training delivered to those who already have the skills and knowledge
- the greater use of a blended solution to training, including a range of techniques and solutions, to address industries’ drivers.

Figure 1: Modification of the Johari Window (adapted from Brian Spencer's diagram in *RPL - Done Well in VET*, Reframing the Future 2006, p.32)

Responses

'We have a dream... in 2010 RPL is completely integrated into a workforce development strategy which reflects the skills, needs and demands of the economy. Industry, learners and providers are active supporters and participants in the RPL process.' A quote from participants in a 2006 Reframing the Future Forum (in *RPL - Done Well in VET*).

The complex industries need to develop 'trust' in the myriad changes that are occurring in VET. To achieve this VET practitioners working with industry need to become much better change agents and marketeers. The solutions need to be simple in structure and rigorous enough to meet the many compliance requirements of the sector.

How can we understand and assess the skills of the experienced worker in the complex industries, as these are often complex? A variation of the Johari Window - as shown below - provides a way to explore what someone may know, and what skills they may have. It is also a simple visual way to describe/explain to candidates the RPL process and what needs to be achieved.



From the diagram, the quadrant where an assessor needs to do much more work in general is the **Unknown Competency**, where the assessor needs to build a rapport with the person, and be confident and practiced at drawing out these competencies.

There are opportunities to set up blended solutions to RPL with the use of tools such as challenge tests to confirm the unknown competencies, and provide evidence that would meet the compliance requirements. However closer cooperation between industry sectors to recognise each others' training is the overall goal that needs to be addressed. At the moment there is little or no recognition of another company's training in the same competencies.

E-learning can also play a part in the blended delivery model, where the e-learning tool can be used as a refresher, challenge test or to build underpinning knowledge and identify for the learner what gaps they have in their knowledge and now need to be trained in.

Benefits and further reflections

While the solutions to training and assessment in the complex industries require some thought, they are possible to design. We just need to make sure that as VET practitioners when representing solutions to industry regarding RPL and other innovative training methods, we are very sure that the solutions meet industry's drivers and exceed industry's expectations.

There are opportunities to set up blended solutions to RPL with the use of tools such as challenge tests to confirm the unknown competencies, and provide evidence that would meet the compliance requirements.

This section contains some conclusions that are equally relevant for individual practitioners, training providers and the VET system.

Conclusions

Creating a ripple effect

The quality of the case studies in this publication provides support for targeted investment of funding on building the capabilities of leading assessors who already are advanced VET practitioners. While investment in new or less experienced practitioners is of course always important, there are occasions or contexts where it is wise to invest in advanced practitioners. Given the complexities that arise sometimes with the provision of RPL - such as the diversity of the potential pool of candidates, from university graduates to employees on remote farms - it is defensible to assist with the development of those practitioners at the leading edge of RPL practice. Less experienced practitioners can then learn from those advanced practitioners.

A ripple effect is evident in many of the case studies in this publication. Each of the fourteen case studies shows that these advanced practitioners have the potential to influence many other practitioners across whole departments and whole organisations and in some instances across large parts of their industry. In many of the case studies, this ripple effect is already identifiable.

Stretching participants to build capability

The Compliance to Creativity project was ambitious, in requiring participants to be part of a workbased learning program where they examined RPL in the light of advanced practice, professional judgment and mentoring. Participants were also asked to undertake case study research.

The case studies in this publication show that leading and advanced practitioners can further develop their capability by undertaking research and the associated deep reflection required when they are the author of, and key player in, that case study. Stretching advanced practitioners leads to even more advanced practice.

Improving practice through mirroring

The Compliance to Creativity project involved the facilitator tapping into, highlighting and mirroring back to the participants the fact that they are advanced VET practitioners. In the project, the participants interrogated the concept of advanced practice and examined the characteristics and attributes of advanced practitioners. Over the course of the project the participants moved from a humble position at the start of the project that they were not worthy to be called advanced practitioners to a position at the end of the project where they not only identified their own strengths as an advanced practitioner - particularly through their case studies - but committed to using these strengths to assist their colleagues. The participants moved from shyness to a calm confidence in their capabilities.

Provided that holding up a mirror to advanced VET practitioners is conducted in an environment where both the challenges and satisfactions of advanced practice are acknowledged, this mirroring will result in participants developing increased pride in their skills and knowledge. They will also re-affirm their determination to assist both their colleagues and their external clients.

A participant reflected on the multiple benefits of the C2C project in making more VET practitioners confident about their practice:

RPL assessment requires the application of advanced assessment skills, as well as excellent knowledge of the industry and confidence to apply the skills and knowledge required to the assessment process. I had developed these skills through experience in training and assessment, but the inexperience of my team members meant that while they had the skills and knowledge required in terms of industry requirements and training package content in specific areas, they hadn't yet had the chance to develop the confidence to apply these attributes, or the depth of knowledge about the processes involved in assessment and recording of RPL outcomes to complete the task. The opportunity provided to this team in terms of developing individual and team capacity was invaluable, with identifiable benefits to the teachers involved, the student, the Institute, and myself as the mentor.

Locating RPL within a richer landscape

RPL is challenging: it requires the assessor to draw on sometimes subtle and complex aspects of VET rules and practice. Hence it is tempting to focus narrowly on RPL as a special, detached field.

This Compliance to Creativity project has not focused on RPL on its own, disconnected from other aspects of VET practice such as teaching and learning and consulting and liaising with external clients. The project located RPL within the wider and richer landscape of advanced VET practice - a practice which includes dimensions such as pedagogy, product development, client relationships and workforce development.

The case studies in this publication demonstrate that an advanced RPL assessor requires exceptional knowledge of and skills related to VET pedagogy, VET clients and VET rules. This set of case studies is a tribute to the exceptional knowledge and skills of their authors. The case studies are a celebration of advanced VET practice that includes but goes beyond the conducting of RPL.

Appendix 1. Case study authors

Case study authors

Audra Broughton, Teacher & Faculty RPL Co-ordinator, Tourism and Hospitality, Gold Coast Institute of TAFE

Bob Kelly, Training & Assessment Consultant, Metal Fabrication & Welding, Mackay Campus, Central Queensland Institute of TAFE

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Cheryl Russell, Senior Project Officer, Training Quality and Regulation, Department of Education, Training and the Arts; on leave from her role as Workplace Training Officer, Southbank Institute of Technology

Christine Clayton, Teacher/RPL Consultant, Community Studies Team, The Bremer Institute of TAFE

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Stephen Ward, Lead Vocational Teacher, Metropolitan South Institute of TAFE

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Appendix 2. Framework for the case studies

Participants in the C2C program were assisted in developing descriptive case studies which showcase their learning and achievements and which could be useful for the colleagues they subsequently mentor.

With regard to assisting participants to develop descriptive case studies which showcase their learning and achievements and which could be useful for the colleagues they subsequently mentor, the project facilitator Dr John Mitchell followed good practice in using and advocating the model for case study development developed by Yin (2003). The model follows this sequence of activities:

- designing
- conducting
- analysis of data
- development of written summary.

Layered over this sequence of steps, he encouraged participants to use familiar topics when they prepared their written accounts; topics which were easily accessible by VET readers, such as:

- background: the background for the use of RPL by the participants including the student cohorts, the program and location involved.
- challenges: specific challenges the participants in implementing RPL. For example, RPL candidates can only be assessed remotely; or candidates may not speak English as their first language.

- responses: a description of the responses to the challenges taken by the participants. For example, the participant redesigned RPL resources, or developed partnerships to provide RPL, or used technology innovatively as part of the RPL process.
- benefits: a summary of the benefits for participants and the RTO, as a result of the innovative approach taken by the participants. For instance, participants saved time or effort and the organisation saved on resources.
- reflective comments: throughout the written accounts, participants will be encouraged to include reflective comments such as what was expected and unexpected, difficult and straightforward.

Participants were encouraged to include associated reflections on professional judgement in their discussion of their RPL experiences.



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