Demystifying the RPL Process Workshop

Presented by Skills First
Welcome

• Welcome
• Housekeeping
• What’s on your tables
• Who’s here
• Experience and expectations
Working through today’s activities will develop your understanding of:

- **Types of Recognition**
  (difference between credit transfer and RPL)
- **Good assessment practice**
- **What competency looks like** in the workplace
- **Sources of evidence**
- **How to evaluate evidence**
- **The role of professional judgement**

How to put it all together for a unit of competency
Workshop Overview

- Recognising Competence in today’s work environment
  - AQTF
  - RPL
  - Credit transfer
  - Skills First
- Good Assessment Practice
  - Principles of Assessment
  - Rules of Evidence
  - Dimensions of Competency
- Flexible and Responsive RPL
  - Competency Conversation
  - Putting it all together – evaluating the evidence for a “mystery” RPL candidate
- Where to from here
AQTF 2007 is….

- outcomes focussed - 3 Standards
  - RTO provides quality training and assessment across all operations
  - RTO adheres to principles of access and equity and maximises outcomes for its clients
  - Management systems are responsive to the needs of clients, staff and stakeholders, and the environment in which the RTO operates
As the Assessor you will need to explain:

- How you sourced the evidence
- How you collected/recorded the evidence
- How you made your assessment judgement
Discovering RPL

RPL is part of the RECOGNITION process

- AQTF 2007 defines RPL as an assessment process:
  - that assesses the individual’s non-formal & informal learning
  - to determine the extent to which that individual has achieved the required outcomes, competency outcomes, or standards
  - for entry to, and/or partial or total completion of, a qualification
Credit Transfer

Credit Transfer is part of the RECOGNITION process

- AQTF 2007 explains that credit transfer:
  - Assesses the initial course or subject that an individual is using to claim access to, or the award of credit in, a destination course.
  - The assessment determines the extent to which the client’s 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 AQF.
RECOGNITION

FORMAL LEARNING
Learning that takes place through a structured program of instruction, in a way that can lead to the attainment of a formal qualification or award (for example, Certificate, Diploma or University Degree) (AQTF 2007)
NOTE: This includes past RPL assessments

- VET Including all Australian VET, public, private, schools, universities, interstate
  - Identical units (National Recognition)
  - Equivalence identified:
    - Mapping Guides
    - Equivalence Tables
    - Transition Tables
  - Equivalence yet to be determined:
    - Across Training Package
    - Interstate accredited courses
    - Interstate accredited courses
- Non-VET University
  - Complete or incomplete qualifications
- Non-VET Secondary School
  - Complete QSA subjects
- Non-VET Overseas School, vocational education and training, university
  - Complete or incomplete qualifications
- Non-VET Other Industry, recognition training / assessment
  - Examples may include regulatory licenses, formal courses undertaken through professional organisations

- No assessment required
- Assessment of content required to determine coverage of performance criteria and evidence requirements

NON-FORMAL LEARNING
Learning that takes place through a structured program of instruction but does not lead to the attainment of a qualification or award (for example, in-house professional development programs conducted by a business) (AQTF 2007)

INFORMAL LEARNING
Learning that results from experience of work-related, social, family, hobby or leisure activities (for example, the acquisition of interpersonal skills developed through several years as a sales representative) (AQTF 2007)

NOTE: If the content of the formal learning is not sufficient to cover the performance criteria of the target units, an RPL assessment can be undertaken in the gaps. This is also to be done in cases where the evidence of the formal learning does not cover all the requirements of the performance criteria. Suitably validated cases of recognition should be recorded as RPL. Any assessment of the individual is required if the gaps are involved.

RPL
Assessment of the individual’s knowledge and skills and their application

CT
Assessment of content required to determine coverage of performance criteria and evidence requirements
Why is Queensland focusing on Recognition?

• In 2005,
  – Australia was 18th in 30 OECD countries
  – Qld had the lowest skill profile in Australia
  – Only 69% of Queenslanders have attained up to a Cert III or Year 12
  – Large pool of skilled, unqualified and educationally unengaged workers
Why is Queensland focusing on Recognition?

GROWTH IN AUSTRALIAN WORKING AGE POPULATION

SOURCE: ACCESS ECONOMICS ABS 2005
**Skills First** - Are we making a difference?

![Bar chart showing RPL National Comparison for different states in Australia](image)
What does the client want?

• Client focused service
• Flexible processes
• Straightforward Assessment

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• Where to from here
Process Overview

Evidence Collection
- Application information
- Competency
- Conversation/s
- Practical Demonstration/s
- Third Party Verification

Application  

Decision
Empower yourself

• to apply the principles of assessment in RPL
  – Validity
  – Reliability
  – Flexibility
  – Fairness
Validity

• Are your assessments really assessing what they should?
  – the Unit of competency
  – AQF level
  – Industry standard
Reliability

• Would other assessors make the same judgement?

Find $x$.

Here it is $x = 0$.
Flexibility

• Are you able to ‘bend’ your assessment with flexible tools… without ‘breaking’ it?
Fairness

- Do you ensure your client is being assessed in an equitable manner?
Taking the competency to the workplace

- Develop the picture of competence
- Establish the evidence requirements
- Identify the possible sources of evidence
Tour the Rules of Evidence & Dimensions of Competency
Is the evidence...

- Valid?
  - Are you confident that the evidence meets the required outcome?

"Of course it’s valid, officer...don’t forget, you have to multiply dogs years by seven!"
Is the evidence...

• Authentic?
  – Have you checked the evidence – is it their work?
Is the evidence...

- Current?
  - Does the evidence demonstrate that the candidate has kept up to date with industry practice?
Is the body of evidence...

- Sufficient / Consistent?
  - Is there enough to demonstrate competence over time?

“What choice do we have?
She knows too much.”
Professional Judgement

• All assessment relies on the professional judgement of the assessor in relation to:
  – the unit/s of competency
  – the requirements of industry

• RPL assessment requires the assessor to consider the position of the candidate

• The assessor determines if the evidence provided by the candidate meets the rules of evidence and the dimensions of competency
Dimensions of Competency

• Task Skills
• Task Management
• Contingency Management
• Work Role

- Perform the Task
- Organise the Job
- Solve problems/Transfer knowledge
- Satisfy Enterprise Standards
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Flexible and Responsive RPL
Capturing the Day

- What you need:
  - Activity Two - *Taking the Competency to the Workplace*
  - Unit Descriptor
  - Mystery RPL Character “Box”

Use your professional judgement to evaluate the evidence provided
Skills First RPL Assessor Kits

• The *Skills First* RPL Assessor Kits provide a structured framework for each qualification:
  – to assist gathering evidence and recording outcomes
  – to ensure a flexible client friendly approach to assessment
  – to remove the burden from the client
  – to support AQTF/AVETMISS compliance
Stopovers on our Journey today

• Types of Recognition
• Good assessment practice
• What competency looks like in the workplace
• Sources of evidence
• How to evaluate evidence
• The role of professional judgement
• How to put it all together for a unit of competency
Professional Development pathways for you beyond this workshop:

- Using the RPL Assessor Kits
- Conducting RPL for clusters of units or whole qualifications
- Developing Effective RPL Tools
- Validating assessment
Thanks for your participation