



# **Instruction to Candidates**

## **Recognition of Prior Learning and Assessments**

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## **Australian Federation of Employers and Industries**

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# Welcome

Congratulations on enrolling with AFEI; learning is a life long process and to that end we will support you in your current training and aim to make you time with us enjoyable and rewarding.

Our team of educators and support staff look forward to providing any necessary support and advice throughout your course.

The following information is provided to assist you in undertaking your assessment tasks or applying for Recognition of Prior Learning. Your course trainer will discuss this information with you and if you have any further questions regarding any of this information please do not hesitate to ask any of our training staff during the course or by contacting us on 02 9264 2000

## Competency Based Training and Assessment

The training and assessment methods used throughout AFEI courses are based on competency standards. 'Competency comprises the knowledge, skills and consistent application of that knowledge and skills to the standard of performance required in employment.'

Competency standards (also referred to as national industry/enterprise competency standards) are national standards that set out the work skills and knowledge required for effective performance in the workplace and defined by industry. Competency standards are an endorsed component of training packages or where no training package exists, as the basis for defining the learning outcomes of an accredited course.

In keeping with the principles and practices of competency-based assessment, the competency will be made on an accumulation of evidence, not on isolated activities or events.

**You must provide the evidence to your assessor upon completion of the unit/module to show that you have reached competency.**

Once you have been assessed against the standards you will receive a grade of "C" for Competent or "NYC" for Not Yet Competent. Not yet competent means that you have not met the requirements and will be given another opportunity for re-assessment.

Participants must successfully achieve competence in all units associated with the qualification.

## What do you mean by an Assessment?

The qualifications we offer are delivered off the job and participants are expected to undertake their own reading and research in addition to theory and practical sessions provided by our trainers. Participants will be provided with resources that include notes, readings, practical exercises and assessment tasks.

Assessment tasks are conducted using various methods, but generally take place by way of attending training and completing practical exercises and a workplace based project. Participants may complete the assessment only, which allows candidates to complete a workplace project without attending training; Recognition of Prior Learning and Credit Transfer (Mutual Recognition).

Assessment tasks are designed to assess the appropriate mix of skills and knowledge, allowing candidates to apply theory to practical workplace situations. Where possible an assessment will be designed for completion as work based tasks, giving assessment candidates opportunity to apply their learning in their day to day work situations.

Students will be issued with a course outline containing details of all outcomes to be assessed within a unit of competency or module. Specific assessment plans have been developed for individual courses and will be available from the course trainer.

A student is deemed to be competent when all outcomes have successfully been completed within a unit of competency or module. The stated assessment outcomes in competency based courses are: **Competent** when the student can demonstrate competency in all learning outcomes, **Not Yet Competent** when the student has not yet demonstrated competency in all learning outcomes

A student who fails to demonstrate competency in an assessment task can re-attempt that assessment task once, without having to re-enrol in the course. Such re-attempt shall be organised with the relevant trainer.

Consequently, assessment tasks will measure all necessary competencies. The assessment process will be valid, reliable, flexible and fair. Workplace-based projects must be submitted within two months of attending the course or as agreed with the course trainer

Plagiarism is the act of passing off another person's work as that of your own. Examples include copying the work of another person or summarising the work of another. Any student found plagiarising work will receive a non-completion result in the unit of competency or module attempted. Any person who knowingly aids another person to commit plagiarism shall be dealt with as if they themselves had committed plagiarism.

## What to do if you are not happy with the Assessment outcome

If you are unhappy with your assessment result you are entitled to have your assessment task reviewed. A request for a review of your assessment must be made within fourteen days of receipt of your assessment result. This is how it works:

1. You request a review of the marked project by writing to the AFEI Manager of Compliance seeking a formal review.
2. Once the written request has been received, AFEI will arrange for the assessment task/answer to be reviewed. The Manager – Compliance will consider the application in consultation with the course trainer and an independent person/panel.
3. You will be advised of the result of the assessment review in writing.
4. If, after review, you are still dissatisfied with the assessment task result, you can appeal to the AFEI Director-General Operations for a further review, by making a request in writing. This request must be lodged with AFEI within fourteen days of receiving the results of their first review. The Director will then arrange to review the assessment result (in consultation with another member of staff) and will then advise you of the decision.
5. If you are still not happy with the result you can contact VETAB.

## Mutual Recognition, Recognition of Current Competencies and Recognition of Prior Learning

In the event that a person believes that they already has the knowledge/skill specified for a particular course or against a particular standard, and would like to receive formal recognition, they may apply to move directly to the assessment stage. This is called recognition of prior learning (RPL) or recognition of current competence (RCC). Applications for RPL should be made initially by contacting AFEI to discuss the request, and AFEI will ask you to provide proof from your records or experience. A fee will be applied to carry out the assessment.

**Mutual Recognition** AFEI will recognise and accept Australian Qualifications Framework (AQF) qualifications, and partial qualifications conferred by other Registered Training Organisations (RTOs). Mutual recognition only applies to qualification or units of competency which have the same national qualification title or national unit code as those for which the recognition is sought. Mutual recognition is an automatic process and there is no charge for this service.

**Recognition of current competencies (RCC)** is the acknowledgment of skills and knowledge obtained through formal training, work experience, and/or life experience.

**Recognition of prior learning (RPL)** is a process that allows the competencies you already possess to be recognised, regardless of how you obtained them. These might include skills and knowledge you picked up on the job, paid or unpaid work experience, or from other life experiences that do not necessarily include formal training.

When a applicant applies for recognition, they should compare the things they have learnt with the performance criteria etc of the unit of competency in the Qualification. Recognition of prior learning could provide you with a full or part qualification, and avoid duplication of training.

### **RPL evidence you produce needs to be:**

- **current**, their learning or ability is still current against the competency being assessed.
- **valid**, all evidence must have a direct relationship with the particular element or unit of competency which the evidence has been submitted for Reliability
- **authentic**, the evidence of learning being honest and accurate. This means that documentation of the applicant's learning is genuine and that it represents learning by the applicant rather than someone else. When in doubt, the assessor will conduct an interview or oral tests as a way of exploring the authenticity of an applicant's evidence. RPL applicants will be required to sign a declaration when submitting their work to confirm its authenticity.
- **sufficient**, Applicant must submit sufficient evidence to enable the Master Builders Training Department assessor to make a decision to approve or reject a claim for RPL. To ensure sufficiency, the RPL applicant may need to provide additional evidence, different forms of evidence or undertake further assessment tasks.

### **AFEI will be:**

- **reliable**, refers to the consistency of the RPL assessment process. This means that the same judgement is likely to be made by different assessors on different occasions.
- **fairness**, the Assessment is fair if it does not disadvantage particular individual learners or groups. In formal courses, RPL assessment should not be more rigorous than that given to training participants actually doing the course.

## Types of Evidence

Applicants are able to collect evidence from a range of sources and should consider the following list.

### Accredited training

Qualifications from colleges, private training providers, TAFE and universities who are Registered Training Organisations (RTO)

### Non-accredited training

- In-house training
- Continuing education programs
- Adult education courses that the applicant may have undertaken through community colleges

### Work experiences

- Responsibility for specific organisational functions
- Experience in a particular work role
- Participation in professional development programs
- On the job training
- Observation

### Life experience

- Participation in professional associations
- Organisational roles in the community groups
- Hobbies
- Personal study in specific skills or fields of knowledge
- Volunteer work

### Direct Evidence

Direct evidence is best described as anything that has been created by the applicant. These include any certified and authenticated reports, policies or other documentation such as:

- business plans, budget documents, discussion papers, proposals, training guides or training materials.
- Certificates, or statements of attainment from courses undertaken and/or successfully completed at University, TAFE or any other training provider.

### Indirect Evidence

Indirect evidence is anything reflecting the value of work produced by the applicant or other evidence about the applicant or the role that confirms the applicant's ability to perform in the context of the competencies for which the applicant is seeking credit for in RPL. Examples of workplace documents that can provide indirect evidence include:

- A testimonial statement from supervisor or a senior company executive which identifies and acknowledges the applicant's knowledge, responsibilities or abilities in relation to specific tasks or competencies
- An annual report which identifies the applicant's or team achievements
- A performance review form which identifies the applicant's strengths and achievements
- A published article about the applicant's achievement in the workplace
- A detailed job description of the applicant's current position or a position held previously.
- An attendance certificate for a training activity or other professional development activity aligned to a particular competencies
- Annual subscription as evidence of an active membership of a professional association
- A reference from a recognised person within a professional body
- Minutes from meeting to acknowledge the applicant's effort
- Any personal letters of commendation from professional people within the community.

## Steps in the RPL Application

### Step 1

Receive and read the RPL Kit carefully and make sure you understand the purpose and what is expected

### Step 2

Obtain a copy of the competencies for your particular qualification and review the requirements of each unit. Also refer to the Assessment Guidelines for the Training Package

### Step 3

Prepare a portfolio of evidence - collect as many examples of relevant documents /products /materials. Organise the portfolio in a logical sequence following the structure of the RPL Kit. Number the documents and make an index for easy reference

### Step 4

Complete all sections of the RPL Kit and list the documents you are providing in the portfolio of evidence. Ensure you have linked your responses to the numbered document in the portfolio of evidence

### Step 5

Review and evaluate your responses to all sections to determine if you have provided current, valid, authentic, reliable and sufficient evidence to support all the units comprising the qualification

### Step 6

Discuss the completed Kit with your manager or a colleague. Decide if you are both satisfied it provides sufficient information to establish competence.

### Step 7

If satisfied, sign the declaration in RPL kit

### Step 8

Retain a full copy for your own records

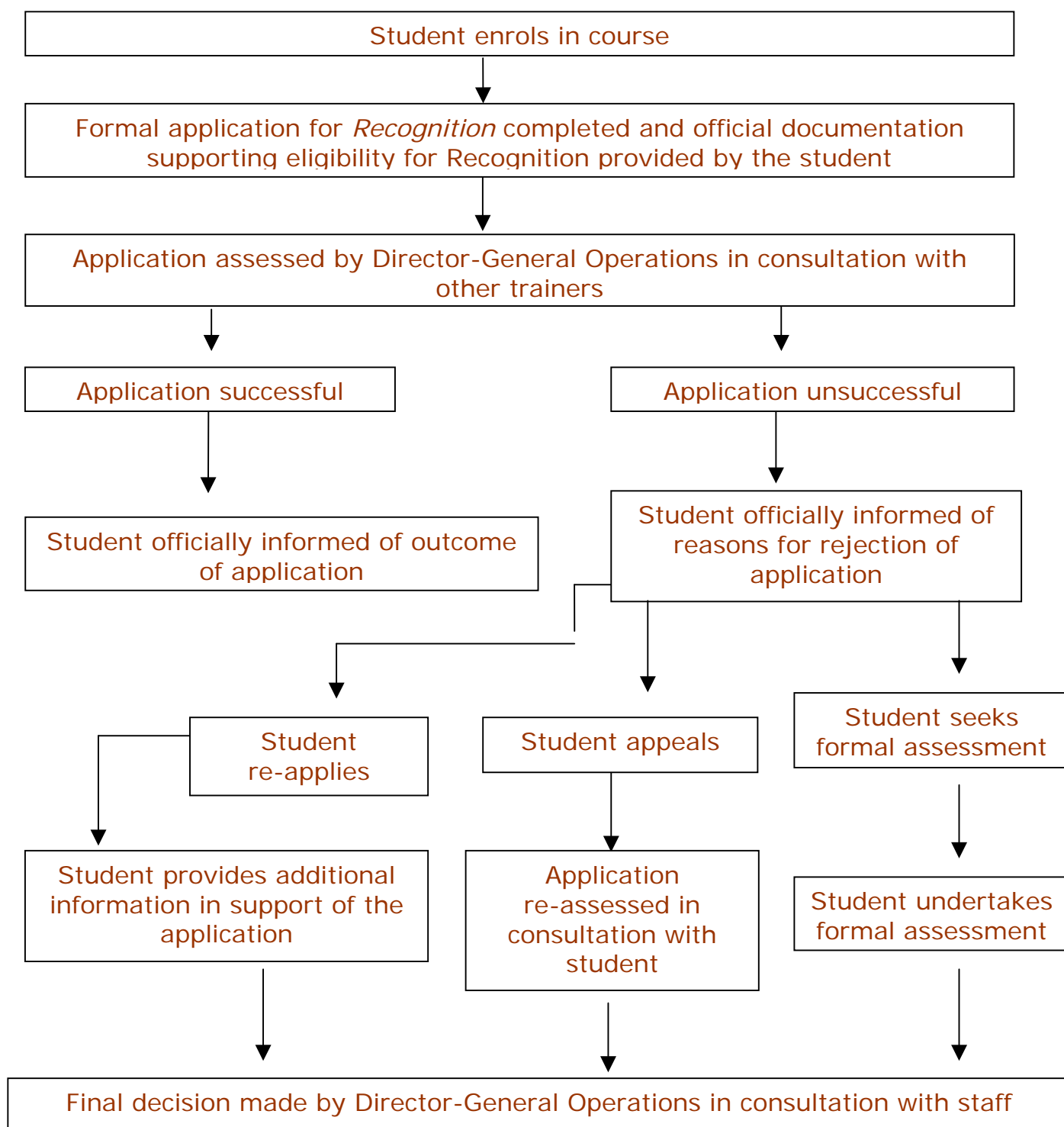
### Step 9

Submit the completed RPL Kit and supporting portfolio of evidence to the AFEI for assessment. When the application has been assessed you will be notified of the outcome. If additional information is required you will be contacted by the Co-ordinator of Training. This step could take 3 to 4 weeks. An RPL evidence checklist will be used to record the assessment.

### Step 10

Assessment completed and feedback provided

## THE RECOGNITION OF PRIOR LEARNING FLOWCHART



### Appealing against an RPL decision

The RPL applicant may appeal against an RPL decision they consider unfair. In such circumstances the RPL applicant will need to state their case with any new evidence to the RPL Assessor, Manager – Compliance and Director-General Operations. The same process as described for reviewing assessments applies.