

1. Introduction:

- 1.1 The aim of this kit is to provide you with an understanding of the Recognition of Prior Learning (RPL) process and assist you to gather your portfolio of evidence for the qualifications or units (subjects) which you are applying for RPL.

2. What is competency?

- 2.1 Competency is the capability to apply or use the set of related knowledge, skills, and abilities required to successfully perform 'critical work functions' or tasks in a defined work setting.
- 2.2 Competencies often serve as the basis for skill standards that specify the level of knowledge, skills, and abilities required for success in the workplace as well as potential measurement criteria for assessing competency attainment.
- 2.3 Competence is a measure of both proven skills and proven knowledge.

3. How is competency assessed or verified?

- 3.1 Assessment is the formal process of collecting evidence of the competencies (skills and knowledge) a worker has developed through:

- A structured learning environment,
- On-the-job training,
- Off-the-job training, or
- Other relevant workplace experience.

- 3.2 Verification of competency (VOC) should be evidence based and verified before work commences. Competency may be verified by:

- Recognition of prior learning (RPL);
- On-site recognition of current competency (RCC); or
- The operation's training and development program.

- 3.3 All verification methods must include a documented assessment.

- 3.4 Theoretical knowledge is normally assessed in a training room but may also be conducted on the job (e.g. through documented verbal questioning).

- 3.5 Skills assessments are usually conducted on the job using a practical test or simulation.

4. Assessment by Recognition of Prior Learning (RPL)

- 4.1 Recognition of prior learning is an assessment process that involves assessment of an individual's relevant prior learning (including formal, informal and non-formal learning) to determine the credit outcomes of an individual application for credit.
- 4.2 Assessment conducted through RPL allows you to receive skills recognition and accredited qualification or statement of attainment for the knowledge, experience and skills you have gained from previous learning courses, workshops or previous study.
- 4.3 Assessors will assess your current understanding and practical application against the required unit(s) of competency. Theoretical and practical assessments are carried out without training or assistance, however, you will be provided with the assessment criteria used to assess your competency.

5. Assessment by Recognition of Current Competency (RCC)

- 5.1 Recognition of current competency is an assessment pathway for learners who have previously completed a workplace assessment, been deemed competent undertaking the practical and theoretical tasks of a job, and either are or may now be required to be assessed or reassessed to ensure that competence has been maintained.
- For example, a worker previously been assessed as competent for issuing work permits on a company's mine site, may be assessed by RCC when they start work on another mine site of the same company using an identical work permit system.
- 5.2 What matters in the skills recognition process is that the knowledge and skills you have previously gained to meet the learning outcomes and assessment criteria of the qualification for which you are seeking skills recognition. Recognition assessment can result in a full qualification or a statement of attainment for partial completion.
- 5.3 If you have experience gained from on the job experience, this is a way for you to gain your qualifications where you could be granted a full or part qualification, saving you both valuable time and money. The skills and knowledge gained from their range of experiences must be relevant within the past 24 months.
- 5.4 Assessors will assess your current understanding and practical application against the required unit(s) of competency. Theoretical and practical assessments are carried out without training or assistance, however, you will be provided with the assessment criteria used to assess your competency.

6. Recognition of units from other Registered Training Organisations – Credit Transfers

- 6.1 Core Quality Management Consultants recognises qualifications and statements of attainment issued by any other registered provider for nationally recognised training.
- 6.2 Where units of competency have the same national code but were awarded by another RTO, ADITC will recognise these to assist you in completing the qualification you enrol in. Simply present your original documentation to ADITC for verification. Once verified we will add a copy to your file for later reference and issue you with a "credit transfer" for that/those units.
- 6.3 The provision of proof of evidence will be required to be undertaken and may take some time to facilitate.

7. What are the benefits of applying for skills recognition via RPL?

- 7.1 You may seek recognition to demonstrate competence for an appointment to a workplace position or an industry classification or seek a qualification or statement of attainment for knowledge, skills and competences.
- 7.2 Organisations may use skills recognition to recruit or promote staff and place them in appropriate positions and skills classifications.

8. Who can apply for recognition?

- 8.1 Any person who believes they have the skills and knowledge identified in the outcomes of a full qualification or units (subjects) is encouraged to apply for skills recognition. The following factors may help you in deciding whether an application will be successful:
- Do you have the underpinning knowledge required in the qualification or unit (subject)?
 - Can you demonstrate the skills required in the qualification or unit (subject)?

- Can you apply the knowledge and skills in a work situation?
- Can you apply the knowledge and skills in a range of work situations?
- Are your knowledge and skills current?
- Can you provide evidence of your skills and knowledge?

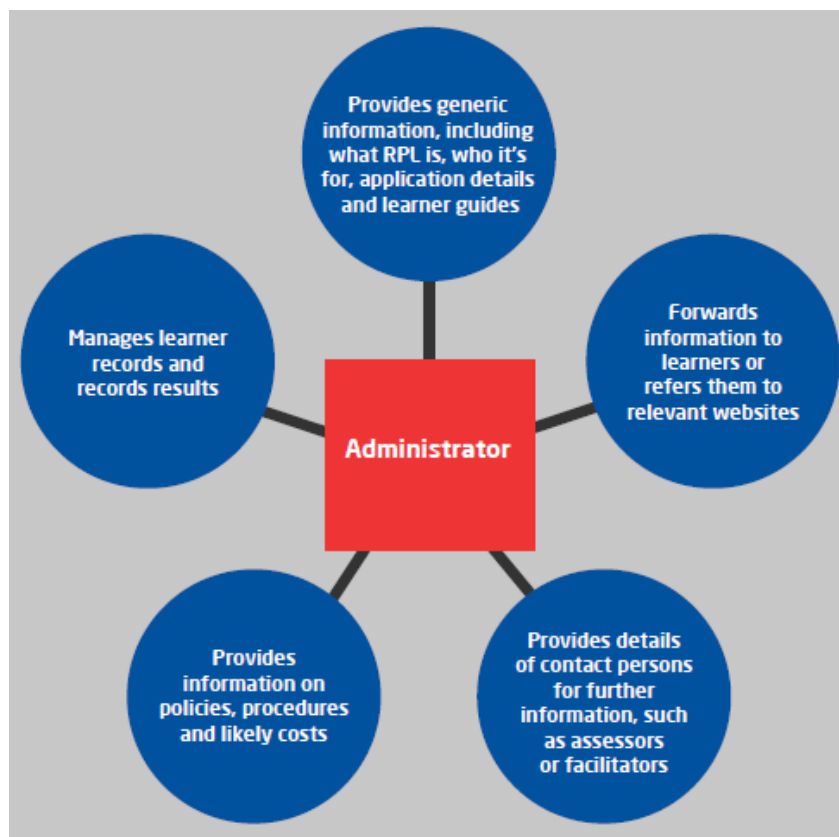
9. What can an assessment by recognition of prior learning cost?

- 9.1 Costs for RPL and RCC can be found on our website, and indicative of a minimum charge and not a firm fixed price as every application is different and cannot always be duplicated.
- 9.2 In some circumstances, the assessor conducting the assessment may recommend an assessment event such as an examination, workplace observation or project to confirm the applicant's competence.
- 9.3 These costs may include a standard administrative charge and then an hourly rate for the work done by CQMC assessor based on a cost per individual unit being assessed for the RPL. This cost can vary due to the number of units being assessed and therefore costs will be negotiated with each student at the time of enrolment.

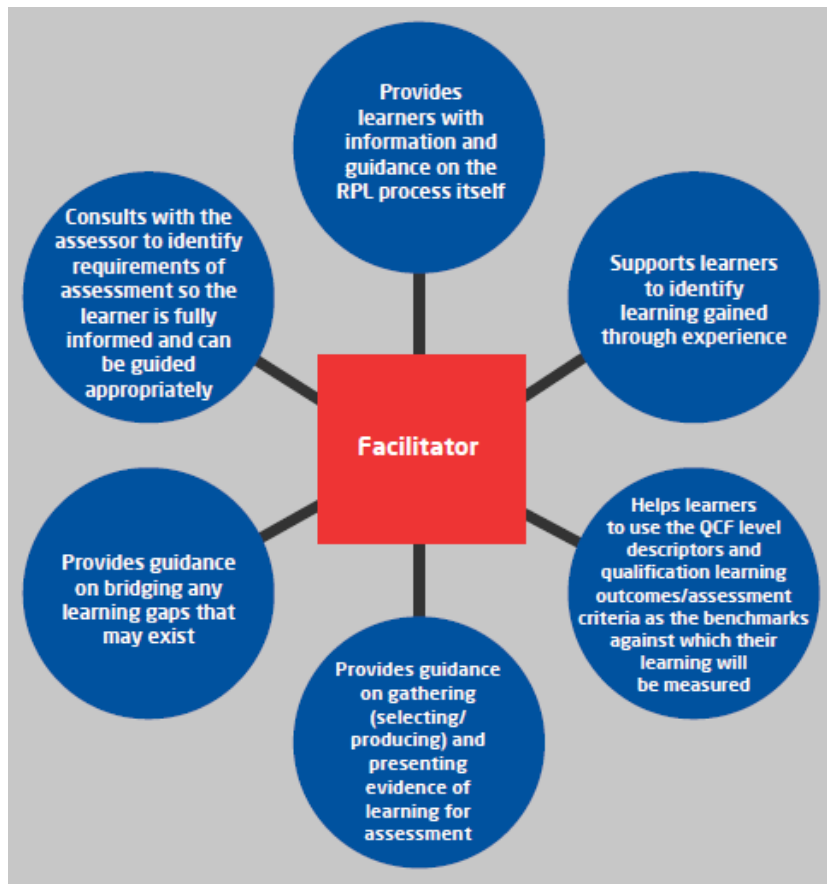
10. What support is available?

- 10.1 Learners wishing to use RPL will normally require support to identify how their learning links with the programme of learning or qualification against which they are seeking recognition.
- 10.2 The three key workforce roles we believe relevant are those of the administrator, RPL facilitator and RPL assessor.

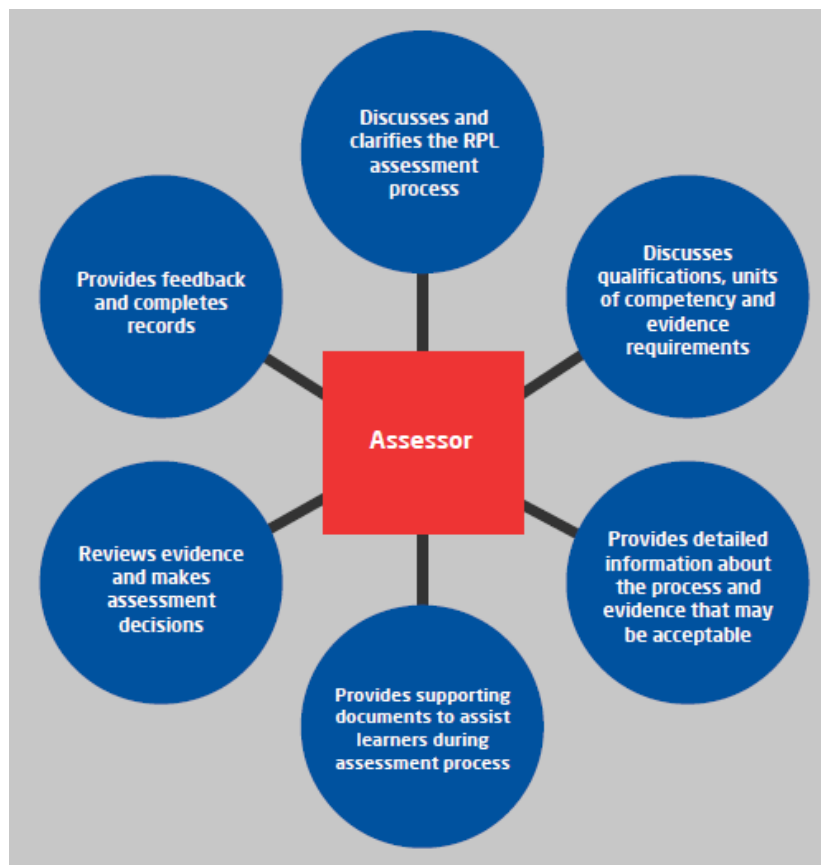
Administrator



Facilitator



Assessor



- 10.3 An assessor will work with you to identify appropriate and necessary evidence throughout the recognition process. It is your responsibility to gather the evidence and present it for assessment. When you have your plan meeting or video conference meeting or phone interview with your assessor, you will be guided on how to present the evidence and discuss the critical aspects of evidence.
- 10.4 To ensure that training and assessments are conducted fairly, CQMC provides support to students and assessment candidates. If you require support with reading and writing, translation or with the provision of any aids, please advise us when you enrol so that services can be tailored to your specific requirements.
- 10.5 Any questions regarding recognition and support should be directed in the first instance to:
- Address: U8/321 Abernethy Road, Belmont, WA 6104
 - Telephone: (08) 6336 8080
 - Email: admin@cqmc.com.au

11. People with Special Needs

- 11.1 If you are seeking RPL and you have special needs, reasonable adjustments can be made in the assessment process. If you have a disability, experience difficulties with language or numeracy, or if you are from a non-English speaking background, please discuss your needs with the Training Manager. You may also wish to bring a friend, colleague or supervisor to support you during any interview you may need to attend as part of the application process.

12. Qualifications available

- 12.1 Core Quality Management Consultants offers an assessment service providing Recognition of Prior Learning (RPL) for the following qualifications listed under our scope through the National Training Register web site, <http://www.training.gov.au> (Our RTO provider number is: 52634)

Qualification Code	Qualification title
BSB42015	Certificate IV in Leadership and Management
CPP40707	Certificate IV in Security and Risk Management
CPP30411	Certificate III in Security Operations
CPP20212	Certificate II in Security Operations
CPP10107	Certificate I in Security Operations (Screening operations)

13. Initial Interview

- 13.1 An initial interview will be conducted with you to discuss your application. The interview can be conducted either face to face or by telephone. It will involve a discussion of your previous and current work history and any formal qualifications you already hold. The interview will focus on the unit/s of competency, in particular the performance and knowledge evidence.
- 13.2 You will need to compare the skills you believe you have with the competency units in order to decide which units you can apply to receive RPL for. This may range from one or two competencies to a whole qualification depending on the extent of your existing skills,

knowledge and experience. You can go through the full unit of competency for self-assessment purposes; they can be downloaded at www.training.gov.au.

13.3 It is recommended that you provide evidence at the interview that will give the assessor some idea of your needs. If the assessor believes RPL or RCC is an appropriate course of action for you, then the process continues.

13.4 During the initial interview you will also discuss how your skills can be assessed. Assessments may involve further interviews, observation and questioning, work samples or presenting other documentation. Ideally combinations of assessment types are used for an RPL and RCC assessment.

14. Collect and Collate Evidence

14.1 You will need to collate an RPL Portfolio (Attachment Two) which addresses the Elements and Performance and Knowledge Evidence of the unit/s and submit all documentation necessary to have your RPL application assessed including all evidence.

14.2 You will need to collect evidence for each of the performance criteria or learning outcomes. You will then need to complete an Evidence Record Template (Attachment Two) to help you organise the evidence.

14.3 Quality evidence is valid, reliable, sufficient, authentic and current. Evidence is comprised of examples of work that best shows your achievements and learning that matches the selected units of competency/modules.

14.4 Examples of evidence might include documents like:

- Resume;
- Log books;
- Details of informal training programs, seminars, conferences and workshops you have attended and are relevant to your application;
- References and referees;
- Third party confirmation reports;
- Performance reviews;
- Position descriptions;
- Administration documents;
- Examples of work or resources you have produced;
- Recordings and photographs of your work activities;
- Reports;
- Diary or journal entries;
- Budgets developed by you;
- Operational plans developed by you;
- Policy documents and procedures which you have produced;
- Business documents/correspondence;
- Qualifications/awards/formal statements of results; and
- Certificates of participation/awards/achievements/letters of commendation.

14.5 This list is a guide only. You can add other examples to support your application.

15. Do not submit original documents

15.1 All copies of originals will need to be certified by either a Justice of the Peace or a CQMC staff member. CQMC will conduct checks on your documentation to ensure they are valid and current. This may include contacting the issuing office or previous or current employer.

16. Compiling your assessment portfolio

16.1 Using this portfolio you will gather evidence from past and present workplace experiences or by engaging in development activities, and provide these to a workplace assessor.

16.2 The following table summarises some types of evidence and examples of each. You may need to provide several types of evidence for each unit of competency assessed or claimed to satisfy the assessor. You should discuss evidence required with your assessor during the initial interview.

Evidence Type	Explanation	Examples
Accredited training program	A qualification or statement of attainment including a transcript of units of competency awarded	Statement of attainment, Certificate or Diploma (has to be certified true copies or originals)
Other training programs	Documents that confirm attendance at a formal course of study	Non-accredited course or a University course, or workshops
Work history	Documents that demonstrate completion of relevant workplace training and the capacity to apply the skills in the workplace	Memos, emails, course completion certificates etc.
Work product	Samples of work verified as authentic	Emails, letters etc.
3 rd Party reports	Report from a competent supervisor or colleague that confirms the candidate's level of knowledge and ability to apply skills in the workplace.	Reports from managers, supervisors and clients
Interview / questioning	Confirms the candidate's knowledge of the legislation policy and procedures that underpin the assessing process	Responses to scenarios, knowledge of policy and processes
Workplace documents	Workplace documents that have been produced by the candidate that are relevant to his/her claim	Written communications
Practical demonstration	Observation by the assessor of the candidate actually performing the tasks in the workplace or in a simulated workplace environment	Conduct a simulated assessing interview

16.3 Your portfolio will be examined by an assessor. Assessment is a process of confirming you have achieved competency. To be certain the final decision of competent / yet to demonstrate competence is accurate, your evidence must be examined to ensure it is valid, reliable, sufficient, authentic and current.

16.4 The focus of the assessor will be “can the candidate do this now?” They will make this decision based on the evidence you present and any discussions you may have. Additionally, the assessor will need to determine whether the evidence, as a whole, matches your claims. They will do this by comparing and contrasting the documents with the competency standards. If there is something the assessor cannot reasonably infer from the evidence, they will either ask you a specific question about this at interview or request further documentary evidence.

16.5 Although documentary evidence is the key to a portfolio assessment, you will also need to meet with the assessor. This provides an opportunity for you to flesh out the evidence you have presented and for the assessor and/or subject matter expert to satisfy themselves regarding any concerns about gaps in your skills and/or knowledge they may not be able to infer from work documents alone. You will usually be asked “what if ...” type questions by the assessor so they can be sure you are able to apply your skills and knowledge to real life situations.

17. Who will have access to my portfolio?

17.1 In accordance with the AQTF and/or Standards for Registered Training Organisations, CQMC confirms your portfolio will be treated in confidence and only shown to individuals who have a genuine need to see the portfolio in order to conduct the assessment. Where you feel the need to use sensitive documents as evidence, it is recommended that your third party reports refer to the documents and you do not include them in your portfolio.

18. Assessment Interview

18.1 The purpose of this second interview is to participate in competency conversations using a structured question bank for each unit cluster. The assessor will record your responses and consider evidence from the conversation.

18.2 The interviews may be conducted in the workplace if required and may involve more than one session. In the interview, your assessor will:

- Consider your responses to questions and give you scenarios to respond to situations that are related to a workplace and the unit of competency;
- Encourage you to discuss examples of your work, and the principles, knowledge and theories that guide you in your work;
- Make brief notes recording your responses and the examples you provide; and
- If appropriate, ask you if you can find relevant documents or other evidence in the workplace.

18.3 This interview gives you an opportunity to discuss your relevant experiences with your assessor. You can prepare for the interview by:

- Reflecting on your workplace experience and its link to the unit,
- Reflecting on the unit summaries and how you apply your skills and knowledge to them, and
- Making brief notes you can refer to during the conversation.

18.4 During the interview your assessor will ask you questions about workplace activities, prompting you to discuss your skills and knowledge. Please remember:

- The questions are discussion starters to help your assessor identify your current knowledge and relevant experience;

- When responding to a question, try to think about what you do in the workplace, including the principles that guide your work;
- If something is not clear, ask your assessor to explain it;
- In doing this, you are also demonstrating your communication style, and your ability to seek clarification; and
- If you find you can't respond to a question, you may ask your assessor to come back to it later.

19. Assessment

19.1 The length of an assessment will vary depending on a number of factors, such as what is being assessed, the strategies being used to gather evidence, how many tasks you are being assessed against, the type of evidence you present, the availability of assessors and / or subject matter experts, etc.

19.2 As a guide an assessment will usually involve:

- A meeting or video conference or phone discussion whereby an assessor will explain the assessment process to you and work with you to determine the most appropriate way of gathering evidence;
- A period of time for you to gather evidence;
- A meeting with the assessor where you will either be presenting your evidence or the assessor will be observing you in the workplace;
- If necessary, some time to find additional evidence and a follow up meeting to discuss that evidence; and
- A final meeting to provide feedback to you on your performance, to advise the final assessment decision and to allow you to sign the assessment report. This is also an opportunity for you to provide feedback to the assessor on the conduct of the assessment process.

20. Understanding how evidence is assessed

20.1 There are a number of criteria that underpin decision-making in RPL or in undertaking an assessment of current competence. These criteria help the assessor in determining whether or not the skills you have can be matched to the competency/module.

20.2 Evidence plays a critical role in the assessment process. It is important your evidence is:

- **Authenticity** – do you actually have the skill? Do you have evidence to prove this?
- **Currency** – do you still have the skills? Are these skills current? Is the evidence recent?
- **Quality** – can you perform these skills to the right standard?
- **Relevance** – are the skills you learned elsewhere relevant to your current workplace? Is evidence you are providing appropriate to the unit of competency being claimed?
- **Sufficient** – is there sufficient evidence to prove you are competent?
- **Transferability** – is the skill able to be transferred? Can the skill, which you have acquired, be applied in more than one situation?
- **Validity** – can you demonstrate the skills required? Can you provide evidence that you have these skills?

21. If further evidence is required

21.1 If the evidence is inadequate for any particular performance criteria or learning outcome, you will be given the opportunity to gather further evidence. The assessor will give you some direction at the assessment interview about suitable evidence you will need.

22. Finalising the assessment decision

22.1 Your assessor will come to a professional judgement on whether you are competent or not yet competent in the units being assessed. They will provide feedback to you on the outcome and any options required.

23. Partial RPL is achieved

23.1 Your assessor may develop an individual learning plan for you where partial RPL has been achieved. This may include:

- You not having to attend face to face classes but still need to submit assessment tasks, or
- A combination of class work and assessment tasks to achieve full competency for the unit/module.

24. Appeals

24.1 If you are not satisfied with the outcome of the RPL you may appeal the process by contacting the Training Manager. They will advise you of the re-evaluation and appeals process including any fees that may be applicable.

RPL Process Flow

