
RPL IN BANGLADESH

A PATH ON THE JOURNEY OF LIFE LONG LEARNING

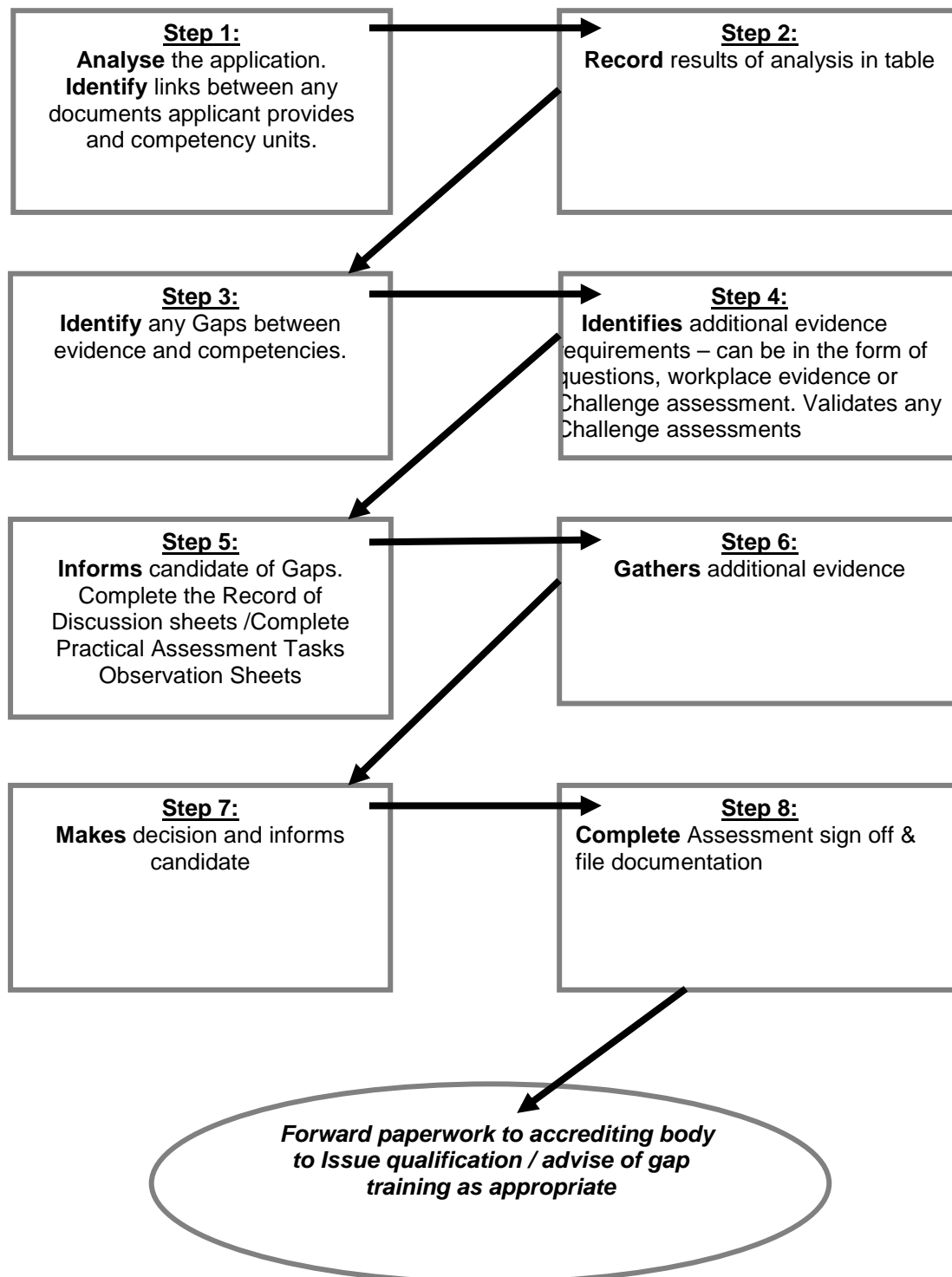


RPL ASSESSOR KIT

For Standard Formal/Credit transfer

Assessment

FORMAL RPL ASSESSMENT PROCESS FLOWCHART



PRINCIPLES FOR THE RECOGNITION OF PRIOR LEARNING (RPL)

Introduction

RPL is defined as:

All prior learning which has not previously been assessed or credit-rated.

This includes prior learning achieved through life and work experiences (paid and voluntary), as well as prior learning gained in non-formal contexts through community-based learning; workplace learning and training; continuing professional development; and independent learning.

The key premise of RPL is that:

- **recognition is given for learning**, not for experience alone;
- **the learning that is recognised should be transferable** and not just context-specific;
- **credit awarded as a result of RPL is of the same value** as credit gained through formal learning.

How RPL can be used

RPL can be undertaken by a learner for **career development**; to **support the transition** between informal and formal learning; or for **gaining credit** (for entry to and/or credit within formal programmes of study).

RPL for personal/career development focuses on **formative** recognition (supporting a continuing learning process through identifying a learning pathway).

Formative recognition may result in a mapping of an individual's learning within the context of the Bangladesh NTVQF as part of an educational guidance or personal development planning process.

Process of RPL

It is important to ensure that a learner clearly understands the process, and possible outcomes, of both RPL routes before making the decision to proceed.

For some learners, the process of formative recognition may be a preparatory stage to summative recognition. The process of identifying learning through reflection and considering how evidence of this learning can be provided is common to both forms of recognition.

Core Principles

Learning/Assessment providers can use a variety of different approaches to RPL to meet the needs and goals of individual learners. These should be:

- **Learner-focussed**

RPL should be a gateway, and not a barrier, to learning. RPL should promote the positive aspects of an individual's learning experience (as opposed to its deficiency). RPL should be a voluntary activity on the part of the learner. The learner's needs and reasons for recognition should be paramount.

- **Accessible**

RPL should be an accessible and inclusive process, applicable to all learners at all levels. Accessibility can be facilitated through:

- Initial information and advice (awareness raising);

- Manageable systems in terms of time and money from the perspective of both learner and learning provider;

- Easy to understand and easy to implement processes;

- **Flexible**

- A range of different approaches to RPL in terms of both support and

assessment should be available to different sectors to address the diversity of learner needs, goals and experiences.

- **Reliability, transparency, validity & consistency**

In managing RPL processes, these are necessary to ensure confidence in the outcomes.

- **Clarity of role definition**

Staff involved in managing and supporting the RPL process should be provided with appropriate training and support.

- **Quality Assured**

Moderation of RPL for credit should be integrated within existing quality assurance processes and should be available for scrutiny by appropriate external quality assurance, for example by an external auditing body.

Key Features of RPL

Providers of RPL need to consider the following key features when developing and operating processes of RPL:

- **Initial guidance** on the RPL process including any fees payable;
- **Supporting learners** in the reflective process, identifying learning through experience (skills, knowledge and understanding), selecting and presenting evidence of that learning, identifying areas for further learning;
 - **Mechanisms for gathering and presenting evidence** of learning;
 - **Recognition process** for RPL claims
 - **Review/discussion with candidate** of the results
 - **Opportunity to resubmit evidence or Appeal the decision**

The Outcomes of RPL

These may be for Personal/Career Development (formative recognition) resulting in:

- **Recognition by self, and by others** (peers; colleagues; employer; community) of the value of strengths and skills gained through prior learning to increase learner self-confidence and motivation;
 - A supported **transition from an informal to a formal learning context** in a college;
 - **Planning of individual learning pathway**; personal/career development plan; or personal learning plan which will build on this learning in order to achieve goals;
 - **Preparation of RPL claims for either general credit or for specific credit** to gain entry to, or credit within, a formal programme of study or qualification.

These may be for Credit (Summative Recognition) resulting in:

- **Gaining of entry to the first level of a programme** (as an alternative to normal entry requirements where the learner can demonstrate appropriate knowledge and skills equivalent to the admissions requirements);

RPL Assessment should

- have information support services which are actively promoted, easy to understand and recognise diversity
 - be based on available evidence, be equitable, culturally inclusive, fair, flexible, valid and reliable
 - be structured to minimise time and costs to the individual
 - recognise learning regardless of how, when and where it was acquired, provided that the learning is relevant to the competency outcomes in a course or qualification
- provide a range of ways for candidates to demonstrate their required skills and knowledge
 - engage the candidate in a competency conversation to gather evidence
 - take place in the candidate's workplace, where possible, observing the application of the candidate's knowledge and skills
 - be based on an evaluation of what the candidate has done in the workplace (or simulated environment) rather than setting exams and tests
 - be customised to the types of evidence most easily accessed by each individual
- be accountable, transparent and subject to appeal and review.

The assessment methods should accommodate by making use of Reasonable Adjustment:

- Low literacy levels
- Cultural and educational backgrounds
- experience of candidates.

This means that consideration should be given to the fact that the candidate may not be able to understand, or relate to, vocational training concepts or jargon.

Candidates should be provided with sufficient information to enable them to prepare for and participate in an RPL process to the standard required for the assessment process. This does not mean that candidates are required to develop specific paper based evidence for the assessment, rather that they can consider the types of evidence that they may have already, and how this evidence may be used for recognition.

RPL assessment methods should provide for a range of ways for candidates to demonstrate that they have the required skills and knowledge for a unit of competency, cluster or qualification. Assessment should take place in the candidate's workplace where possible to allow observation of application of knowledge and skills.

RPL assessment is about gathering evidence in order to make a judgement regarding the competence of the candidate. There is no fixed format for this evidence, nor are there any specific types of evidence required as this depends on the qualification / competencies, the availability of some types of evidence and the circumstances and environment under which the RPL assessment takes place.

A candidate will be deemed either Competent(C) or Not Yet Competent (NYC). If the Assessor finds the candidate is NYC they will be told the specific areas where their evidence was inadequate as well as the areas they met the requirements. They will be given further opportunities to submit their evidence or to Appeal the decision

Remember

RPL Assessment should not require candidates to compile a portfolio of evidence to address each element and performance criteria as part of the RPL application process.

STEPS IN THE RPL PROCESS

1. Candidate Completes application

The candidate completes the application forms. It is important candidates provide as much information of their previous experience that is relevant as is available.

Documents that may be available include but are not limited to:

- brief CV or work history if relevant
- certificates/results of assessment
- trade papers
- certificates/results of assessment – interstate/overseas
- results/statement of attendance/certificates diaries/task sheets/job sheets
- site training records
- site competencies held record
- hobbies/interests/special skills outside work
- references/letters from previous employers/supervisors
- any other documentation that may demonstrate industry experience

The Candidate is to complete as much of the following as you can
CANDIDATE FORMS

APPLICATION

Qualification Name:

Candidate Name: _____ Date Completed: _____

Please identify the units that you are applying for RPL

Unit TITLE	Unit Title	The evidence of previous studies that meet this unit standards		
			y	n
CORE UNITS				
ELECTIVE UNITS				

RPL APPLICATION FORM

Applicant Details:

1. Occupation you are seeking recognition in		
2 Personal Details		
Surname		
Preferred Title (Mr, Mrs, Ms, Miss)		
First Name/s		
Any other name used		
Home Address		
Telephone Numbers	Work:	
	Mobile:	Fax:
Date of Birth	/ /	
Gender	MALE <input type="checkbox"/> / FEMALE <input type="checkbox"/>	
Age		
3. Current Employment		
Are you currently employed?	YES <input type="checkbox"/> / NO <input type="checkbox"/>	
If Yes, in which occupation are you currently employed?	.....
Who is your current employer?	.....

4. Further Training	
Have you undertaken any training courses related to the occupation applied for?	YES <input type="checkbox"/> / NO <input type="checkbox"/>
If Yes	
What occupation were you trained in?	
Training completion Date (month, year)	
Country where you trained	
Name of course and institution (if applicable)	
6. Is there any further information you wish to give in support of your application	
7. Workbased referees	
Name	.....
Position	.....
Organisation	.....
Phone Number	.....
Mobile Number	.....
Email Address	.....
Name	.....
Position	.....
Organisation	.....
Phone Number	.....
Mobile Number	.....
Email Address	.....

CANDIDATE UNDERTAKING AND COMMITMENT

Please read the following, complete and sign

1,.....(Name and Surname)

Undertake to adhere to the terms and conditions laid out in respect of the RPL process and adhere to the timelines agreed to.

I further understand that once I have been signed off as competent:

- I am not automatically entitled to an increase, promotion and or financial compensation
- No expectation has been created in respect of promotion or monetary compensation by my employer

I confirm that should I fail to:

- Submit my Portfolio of Evidence within the agreed time frames
- Fail to undergo assessments as agreed to

I will be held accountable for the costs incurred in respect of the RPL process

.....

RPL Candidate Signature

.....

Date

2. Interview the candidate to review documentary information and prepare questions for the assessment

Review the information provided by the candidate and arrange a time for both you and the candidate to discuss if this is required of alignment of evidence if required.

The candidate will have the opportunity to discuss and identify previous experience with you if there are any gaps. The available documents are step one in collecting information and you will need to determine which units of competency, if any, are fully covered at this stage.

Arrange a suitable time and location for the next stage of the RPL process

Once you have assessed the candidate's documentary information and determined which competencies you still require more information/evidence on you will need to inform the candidate.

The Record of Discussion sheets indicate relevant content that should be sought. You may also use the Comments section to make a brief analysis of the responses or summary judgements about the quality of the candidate's responses in relation to the requirements of the competency standard.

Remember, the notes you take about this Discussion are important evidence and should be retained in the candidate's assessment record.

Complete the attached forms

Additional Evidence required (to be completed by the assessor)

It is expected that this “Evidence Review” summary sheet (or similar) would be attached to each participant’s evidence compiled during the RPL assessment process.

Unit TITLE	Unit Detail (if required)	Other evidence

Assessor’s Name: _____

Assessor’s Signature: _____

Date: _____

3. Third Party Verification – if required

Referee Report

(Date)

To whom it may concern,

RE: _____ skills in/as _____
(insert candidate name) *(insert industry/job title)*

I certify that the above named person has:

worked at _____ for a period of _ years

regularly undertaken the following activities within the workplace since commencing employment with this organisation:

➔ *Initial those skills/ competencies (below) that the candidate has or can successfully perform in the workplace*

— a

— b

— c

— d

— e

— f

— g

— h

If you would like any further information or would like to discuss any of the above, I can be contacted on

Yours sincerely

Signature

Print Name and Position

4. Gap training

RPL is an assessment process designed to show areas of competence and to identify IF a candidate has gaps in skills and knowledge against a whole qualification.

Not all candidates will have skill/knowledge gaps.

If a candidate has skills gaps, a pathway to complete training in the outstanding units can be negotiated to assist the client to gain the full qualification if that is required

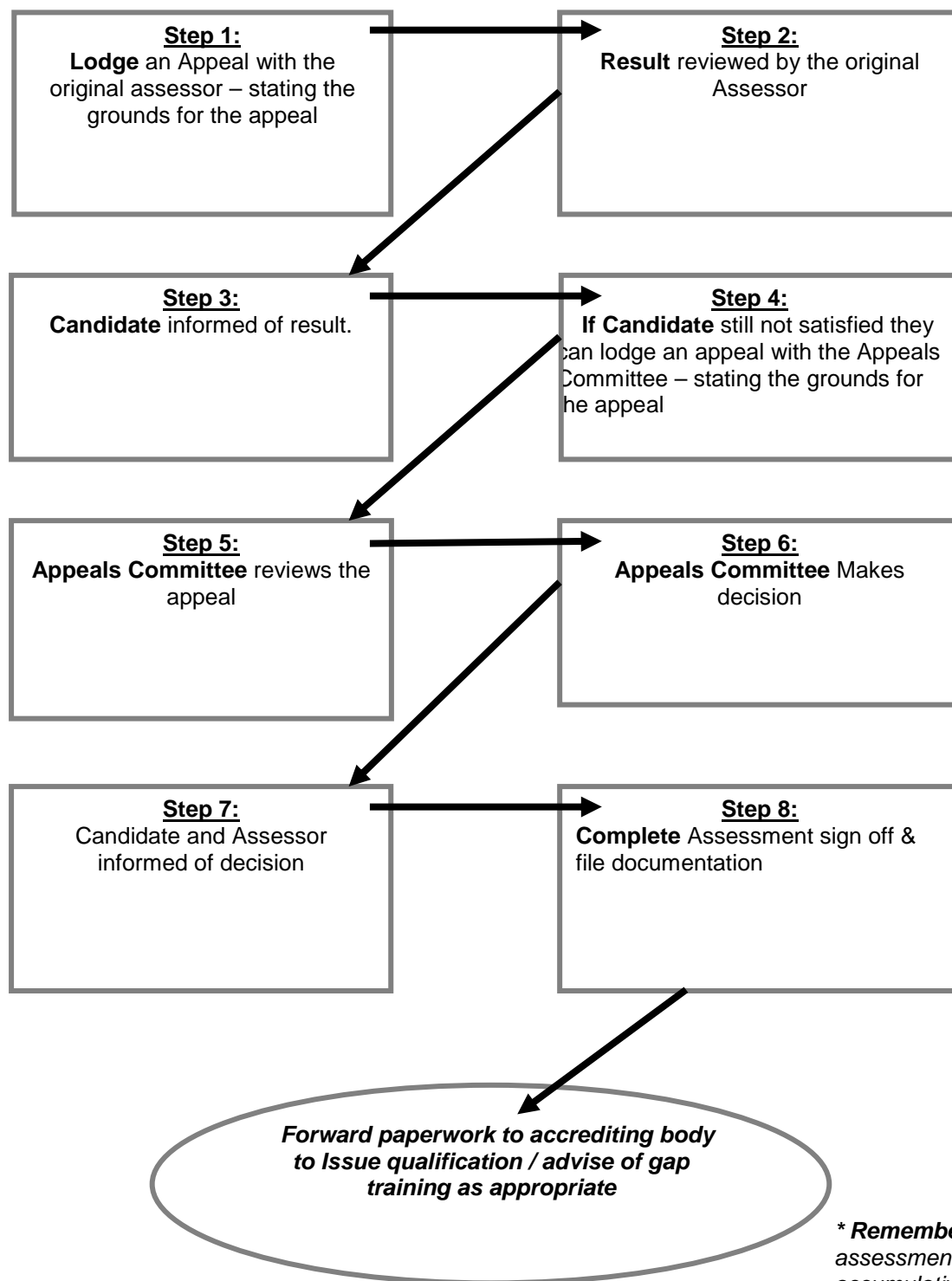
5. Record and submit the result and inform the candidate

Reasonable Adjustment Strategies for Assessment

- meeting candidates special needs without compromising the integrity of the assessment process

Candidates Special Needs	Issue	Strategies (examples only)
Low levels of Literacy Numeracy Formal Education	Reading Writing Calculations	Verbal instructions/questions Demonstrations instead of written material Diagrams More time Support person
Gender	Culture of discrimination against gender	Use same Gender Assessors Ensure assessment tools are not gender specific
Age	Discrimination Confidence Limited Technology skills	Allow more time Support person
Indigenous	Cultural Background Reading Writing Calculations	Ensure assessments not culturally sensitive Use verbal assessments Support person
Disability	Reading Writing Calculations	Use of interpreters Special aids – Braille Scribes Allow more time Support person

RPL ASSESSMENT APPEAL PROCESS FLOWCHART



** Remember RPL assessment is an accumulative process of collecting evidence.*

Appeal Process

Name of Applicant	
Address	
Contact Details	
Names of Appeal Committee	
Outcome of Appeal	
Reason for outcomes	
Date Appeal Lodged	
Date Appeal Outcome determined	
Date Applicant Informed	

Unit TITLE Unit title

Questions:

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KEY POINTS The candidate's response should have covered the following	INDUSTRY REQUIREMENTS These must be evidenced in the candidate's response	Indicate if response addresses KP and IR	CANDIDATES ANSWERS/COMMENTS Record other key points and examples from Discussion. Identify whether a practical assessment is warranted.