RPL IN BANGLADESH
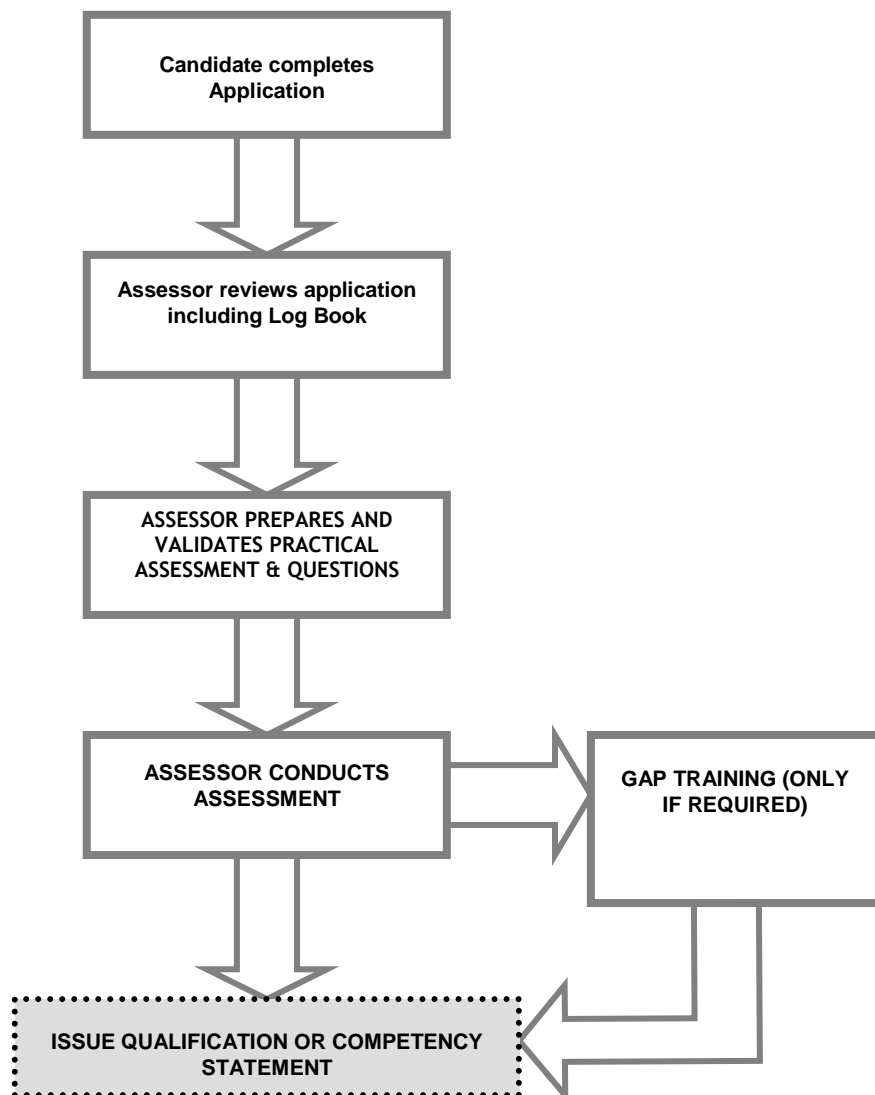
A PATH ON THE JOURNEY OF LIFE LONG LEARNING
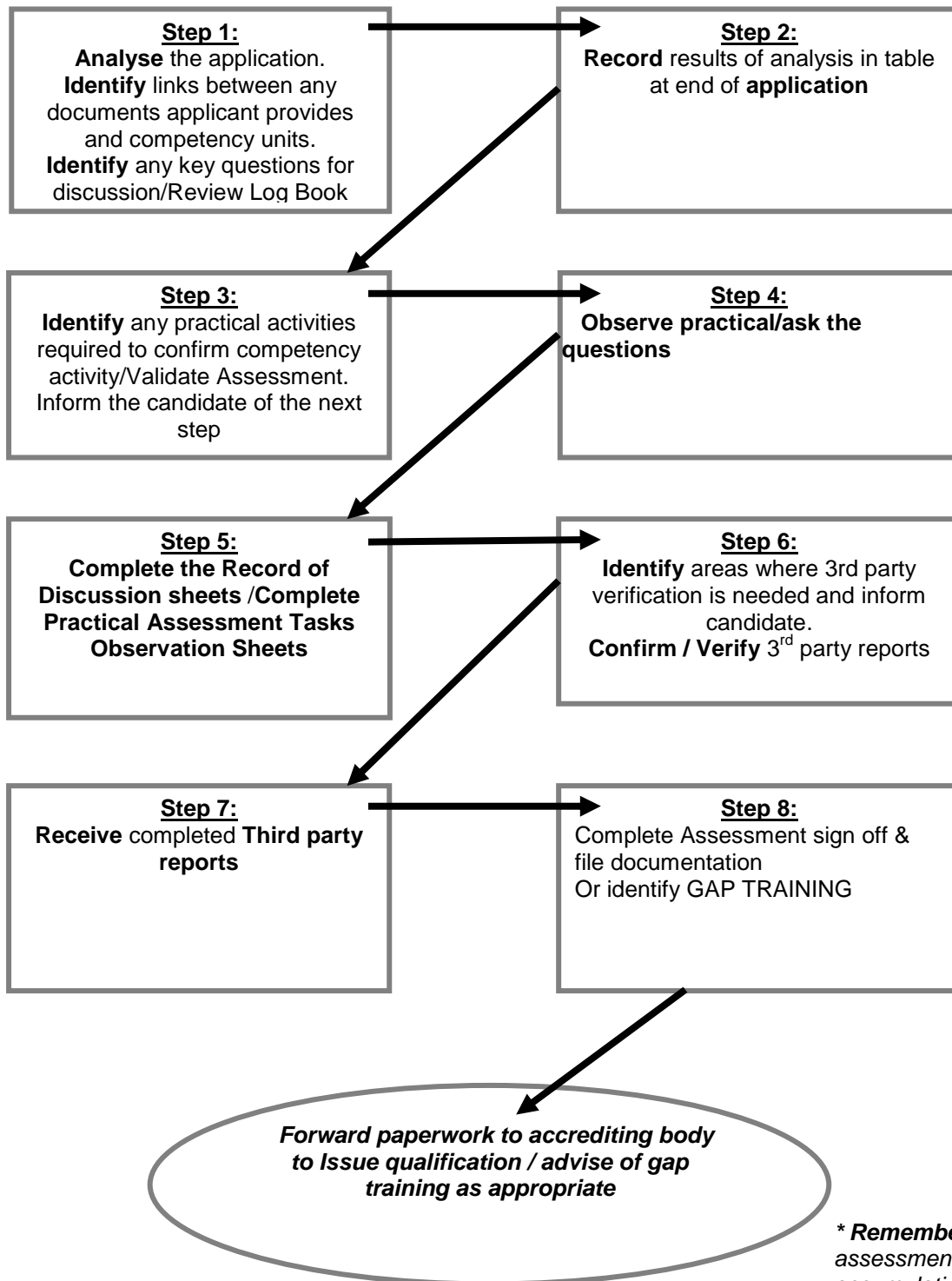

RPL ASSESSOR KIT
Informal/Workplace Evidence

OVERVIEW OF RPL PROCESS

```
┌─────────────────────────┐
│   Candidate completes   │
│       Application       │
└─────────────────────────┘
            ↓
┌─────────────────────────┐
│ Assessor reviews        │
│ application including    │
│ Log Book                │
└─────────────────────────┘
            ↓
┌─────────────────────────┐
│ ASSESSOR PREPARES AND   │
│ VALIDATES PRACTICAL     │
│ ASSESSMENT & QUESTIONS  │
└─────────────────────────┘
            ↓
┌─────────────────────────┐      ┌──────────────────┐
│ ASSESSOR CONDUCTS       │ ───> │ GAP TRAINING      │
│ ASSESSMENT              │      │ (ONLY IF REQUIRED)│
└─────────────────────────┘      └──────────────────┘
            ↓                             │
┌·························┐               │
┊ ISSUE QUALIFICATION OR ┊ <────────────┘
┊ COMPETENCY STATEMENT   ┊
└·························┘
```

INFORMAL RPL ASSESSMENT PROCESS FLOWCHART

Step 1:
Analyse the application.
Identify links between any documents applicant provides and competency units.
Identify any key questions for discussion/Review Log Book

Step 2:
Record results of analysis in table at end of **application**

Step 3:
Identify any practical activities required to confirm competency activity/Validate Assessment. Inform the candidate of the next step

Step 4:
Observe practical/ask the questions

Step 5:
Complete the Record of Discussion sheets /**Complete Practical Assessment Tasks Observation Sheets**

Step 6:
Identify areas where 3rd party verification is needed and inform candidate.
Confirm / Verify 3rd party reports

Step 7:
Receive completed **Third party reports**

Step 8:
Complete Assessment sign off & file documentation
Or identify GAP TRAINING

Forward paperwork to accrediting body to Issue qualification / advise of gap training as appropriate

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

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**

  RPL should be underpinned by quality assurance mechanisms. Moderation of RPL for personal and career development should focus on ensuring that the standards of notional levelling are consistently applied.
  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 more 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);

In Summary

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
- experiences 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:

- any licences
- log book
- brief CV or work history
- certificates/results of assessment
- trade papers
- certificates/results of assessment – interstate/overseas
- results/statement of attendance/certificates – vendor training courses, in-house courses, workshops, seminars
- photographs of work undertaken
- diaries/task sheets/job sheets
- site training records
- site competencies held
- hobbies/interests/special skills outside work
- references/letters from previous employers/supervisors
- any other documentation that may demonstrate industry experience

Depending on the industry you have worked in, you may or may not have documentary evidence available. This should not deter you from seeking RPL as the Assessor will work with you during the RPL process.

You will also need to supply contact details of one or two work referees who can confirm your skills in the industry.
Here are some tips and hints for you:

1. Be prepared to talk about your job roles and your work history. Bring a resume or jot down a few points about where you have worked, either paid or unpaid, and what you did there.

2. Bring any documents relating to your job that will help your Assessor.

3. Are you in a workplace that is supporting your goals to get qualified? Would you feel comfortable to have the assessor contact your workplace or previous workplaces so your skills can be validated?

4. Think about who can confirm your skill level. Think about current or recent supervisors who have seen you work in the past 18 months and will be able to confirm your skills. The assessor will need to contact them. You may also have community contacts or even clients themselves who can vouch for your skills level.

5. Collect any certificates from in-house training or formal training you have done in the past.

6. You can speak with your training organisation about other ways you can show your skills. These could be letters from employers, records of your professional development sessions, employers or clients in related industries or government agencies, acknowledgements, workplace forms (as long as they don't show client details) or other relevant documents.

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

CANDIDATE FORMS

Please submit a copy of your Competency Skills Log Book

APPLICATION – Self Assessment Questionnaire

Qualification Name:

Candidate Name: _____ **Date Completed:** _____

Please identify your level of experience in each competency.

Unit TITLE	Unit Title	I have performed these tasks		
		Frequently	Sometimes	Never
CORE UNITS				
ELECTIVE UNITS				

Unit TITLE	Unit Title	I have performed these tasks		
		Frequently	Sometimes	Never

Candidate Signature: _____ **Date:** _____

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 ☐ / FEMALE ☐
Age	
3. Current Employment	

Are you currently employed? If Yes, in which occupation are you currently employed? Who is your current employer?	YES ☐ / NO ☐ ………………………………………………… ………………………………………………….

4. Further Training	
Have you undertaken any training courses related to the occupation applied for?	YES ☐ / NO ☐
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 COMMITTMENT

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**

APPLICANT EMPLOYMENT HISTORY FORM

Name, Address and Phone number of Employers	Period of Employment (DD/MM/YYYY)		Position Held	Full Time Part-time	Description of Major Duties
	From	To			
1.					
2.					
3.					
4.					

Attach additional sheet if required

If you are including documents in your application, please provide a brief description below

Document Description (e.g. resume, photos, awards etc)	**Office Use Only** – Assessor to use this section to align documents to specific units of competency and identify key questions for competency Discussion

Declaration

I declare that the information contained in this application is true and correct and that all documents are genuine.

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. Begin alignment of documentation and skills to the following qualification:

The candidate will have the opportunity to discuss and identify previous experience with you. 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.

There may be instances where the candidate has little, or no, documentary information of industry experience. This is **not** a barrier to gaining recognition. This will just require you to rely on the questioning, practical assessment and referee validation phases of the RPL process.

Develop questions that you will ask the candidate related to the key aspects of the competency/ies

Review the Competency skills Log Book

Develop any Practical Assessments that need to be conducted

Validate questions and practical tasks

Inform the candidate of the next stage of the RPL process

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 use the question bank and Record of Discussion sheets in this section to document evidence of past experience. It is not intended that every question for all competencies be discussed during the Discussion, only those competencies the initial documentary review has failed to fully address.

Each question has "key points" to look for in responses. You may use the list of key points to formulate questions of your own if you wish, or contextualise or rephrase the suggested question to the candidate's particular work situation. The questions are not intended to be a formal 'script' for the assessor to follow, but to provide guidance in exploring the range of the candidate's skills, knowledge and experience in performing a particular task or function.

The Record of Discussion sheets indicate relevant content that should be sought. Place a tick next to each key point as you hear this topic being discussed during the Discussion. In doing so, you are making a statement of fact about what you hear the candidate say during the competency Discussion. Use the Comments section to provide further detail about the context of the discussion or briefly outline any examples discussed by the candidate. 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

COMPETENCIES TO BE ASSESSED IN THIS RPL PROCESS

CORE UNITS

Unit TITLE	Unit Title	Questions	Practical

Unit TITLE	Unit Title	Questions	Practical

EVIDENCE REVIEW (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.

(Place a tick in the appropriate evidence collection method column for each unit of competency. Place a line through those units not examined as part of this RPL assessment.)

Unit TITLE	Unit Detail (if required)	Questions	Practical	Documents	3rd Party Report	Other evidence

Assessor's Name:

Assessor's Signature:

Date:

3. Observe Practical assessment tasks and prepared questions

It is important that you use both Questioning and Practical Assessment in doing this assessment. The RPL process is a streamlined RPL process which does not rely solely on practical assessment but uses a combination of questioning and practical to provide evidence of candidate competence.

A practical skills test is then conducted by you at the candidate's workplace or another suitable venue. Appropriate permission must be sought before entering workplaces.

This is a further opportunity for candidate to demonstrate competence. It is expected the practical assessment will comprise only those competencies the candidate is still unable to demonstrate knowledge/experience in after documentary review and questioning have been applied. These assessments contain the practical skills and application of knowledge for the qualification. A number of holistic practical assessments are included in this kit to assist you with tasks suitable for observation on the job.

You decide if the response to questions and practical assessment tasks fulfils the requirements of the standard and may choose to pursue the issue further for a determination to be made. The assessment is a Discussion/observation, not an exam, and you are encouraged to assist candidates to focus responses toward relevant issues.

Assessing through observation and questioning, particularly on the job, will speed up and streamline the RPL assessment process.
Questioning the candidate is part in collecting evidence for the RPL process. The questions are designed to enable you to have a "competency discussion" with the candidate to gain evidence of their past experience. The primary focus is to gather information/evidence on the variety of the candidate's experience.

Ensure you have worked out the most important aspects of each question and that relate to the Unit of Competency from the NTVQF.

It is not intended every question for all competencies is asked, only those competencies the initial interview about the candidate's documentary evidence has failed to fully address. The question bank covers most but not all units in the kit. Units without questions are covered in the practical assessment/scenario section.

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Recording sheets for candidate information, questioning and the practical assessments have been included. You may use other recording mechanisms provided these also keep a complete record of assessment *and justification of judgement*. Candidate responses, observations of skills demonstrated and documents presented as evidence must be noted in enough detail so anyone external to the process can read the record and retrace your judgement.

EVIDENCE REVIEW (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)	Questions	Practical	Documents	3rd Party Report	Other evidence

Assessor's Name:

Assessor's Signature:

Date:

QUESTION BANK

Note to Assessors: Refer to "Record of Discussion" sheets

Unit of Competency	Question
UNIT TITLE Unit title	1. x 2. x 3. x 4. x
UNIT TITLE Unit title	5. x 6. x 7. x 8. x
UNIT TITLE Unit title	9. x 10. x 11. x 12 x
UNIT TITLE Unit title	13. x 14. x 15. x

Practical Tasks and Observation Recording Sheets

Candidates are **not** required to complete **all** tasks. The Assessor is to select tasks after considering available evidence collected through previous phases and according to the context and needs of each candidate.
NOTE: The candidates **LOG BOOK** may contain all the evidence that is required for Practical Demonstrations

Unit of Competency	Practical Task
UNIT TITLE Unit title	1. x 2. x 3. x 4. x
UNIT TITLE Unit title	5. x 6. x 7. x 8. x
UNIT TITLE Unit title	9. x 10. x 11. x 12 x
UNIT TITLE Unit title	13. x 14. x 15. x

4. Third Party Verification

<u>Referees Report</u>

(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

5. 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

6. 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

Step 1: **Lodge** an Appeal with the original assessor – stating the grounds for the appeal	**Step 2:** **Result** reviewed by the original Assessor
Step 3: **Candidate** informed of result.	**Step 4:** **If Candidate** still not satisfied they can lodge an appeal with the Appeals Committee – stating the grounds for the appeal
Step 5: **Appeals Committee** reviews the appeal	**Step 6:** **Appeals Committee** Makes decision
Step 7: Candidate and Assessor informed of decision	**Step 8:** **Complete** Assessment sign off & file documentation

Forward paperwork to accrediting body to Issue qualification / advise of gap training as appropriate

* 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	

RECORD OF DISCUSSION
Unit TITLE Unit title

CANDIDATE'S NAME: _____ **ASSESSOR'S NAME:** _____ **DATE:** _____

Questions:

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.
Question			
	A		
	B		
	C		
	D		
	E		
	F		
	G		

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.

	OBSERVATION RECORDING SHEET
	Practical Tasks

CANDIDATE'S NAME: _____ **SIGNATURE:** _____ **DATE:** _____

ASSESSOR'S NAME: _____ **SIGNATURE:** _____ **DATE:** _____

LOCATION: _____

NB: The skills listed below must be verified by a competent assessor through observed demonstration either in the candidate's workplace as part of the candidate's normal work duty OR as part of a practical assessment/demonstration set by the assessor.

Unit and element covered in task	Task No.	Observable behaviours in task	Industry requirements	Assessor's comments	Indicate if behaviour observed	Date assessed

7. Validation of Assessment Tools

The evidence matrix below identifies how each of the questions in the Interview Question Bank and the Practical Tasks demonstrate competence against the elements, performance criteria and critical aspects of evidence, underpinning skills, knowledge, and dimensions of competency (Task Skill – **TS**, Task Management Skill – **TMS**, Contingency Management Skill – **CS**, Job role environment – **JRE**).

Unit Title:				
Element	**Performance criteria**	**Question**	**Practical Tasks**	**Supplementary Evidence**
Element 1			<Insert task dimensions of competency> eg. Task 1 (TS, TMS, JRE)	
Element 2				
Element 3				
Critical aspects of evidence				
Required knowledge				
Required skills				

Unit Title:				
Element	**Performance criteria**	**Question**	**Practical Tasks**	**Supplementary Evidence**
Element 1				
Element 2				
Element 3				
Element 4				
Critical aspects of evidence				
Required knowledge				
Required skills				