RPL/RCC (Recognition) Evidence Guide

ICP30205 Certificate III in Printing and Graphic Arts
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1. RPL/RCC

Recognition of Prior Learning (RPL) & Recognition of Current Competency (RCC) are two common terms used in competency based systems to refer to the recognition of relevant competencies a person has gained outside their normal employment. RPL may refer to formal qualifications or learning in other ways (including life experience), while RCC is often used to refer to a person’s current competencies, regardless of any training they may have had. Since learning can fade if it is not practiced regularly, RCC is more important than RPL.

For simplicity, the terms RPL and RCC are combined as recognition.

Who can apply for recognition?

Any person can apply for recognition where they believe they have relevant qualifications or current competency. If approved, the person will be exempted from formal training in the recognised competency and will have their skill records appropriately updated.

Types of recognition

Recognition of current competency can be for:

1. performance criteria within competencies
2. whole competencies, or
3. groups of competencies

1.1. The principles of recognition:

Recognition assesses the skills an individual has attained by:

- Recognising the importance of skills acquired in the workplace
- Ensuring that recognition is not only limited to formal qualifications
- Facilitating skills identification for people from a wide range of backgrounds
- Facilitating skills recognition across vocational areas
- Para-professional, trades, professional areas
- Enabling proper recognition to occur
- Avoiding duplication of unnecessary training
- Increasing training and career options
- Facilitating planned approaches to skills development

1.2. The process of recognition

Firstly, you need to identify the units that you believe you can claim recognition for.

Secondly, you need to request the Recognition of Prior Learning and Current Competency – Part A & Recognition of Prior Learning and Current Competency – Part B Forms and the RPL/RCC Recognition Evidence Guide (this document).

Once you have completed the application, and submitted it along with your application fee, you will be notified of your results.
The results of a successful portfolio assessment will consist of unit credits. These unit credits will entitle you to claim recognition for the specified units.

For Example:
Susan applies for recognition in three units: CHCADMIN4B, CHCCD15B & CHCCOM4B. The portfolio assessment process approves unit credits in two units: CHCADMIN4B & CHCCD15B. Susan must then apply for recognition in those two units, pay a fee, and receive a ‘report’. Her training record records competency for those two units as if she had studied them in the current course.

2. THE PORTFOLIO

The portfolio is a record of your learning related to community welfare work, built up over a period of time from a wide variety of sources in order to support your claim of competence in a given area.

It is a folder or file that contains:

- assessment of your learning related to competencies of the College’s courses
- descriptions of the activities you have undertaken at your place of employment
- any courses, seminars or self-directed study which you have undertaken related to business and
- evidence from supervisors, colleagues and others about your skills and abilities related to business

2.1. Developing your portfolio

One of the most difficult tasks is deciding what to include in your portfolio. The act of building a portfolio is a learning process in itself and usually includes the following stages:

- Familiarisation with, and self-assessment against, the core competencies for which you are seeking credit (review the Evidence Grid)
- A review of your existing abilities and your learning related to the core competencies for which you are seeking credit
- Identifying personal development needs
- Identifying other sources of help and guidance
- Identifying appropriate sources of evidence
- Identifying opportunities to maximise evidence generation
- Planning and organising competencies to be assessed
- Compiling the evidence
• Presenting your portfolio for assessment

2.2. Organising your portfolio

The way in which you organise your portfolio is crucial. The Assessor should find the portfolio easy to follow and should readily be able to identify the evidence that supports your claims for competence.

There should be a ‘Contents Page’ that outlines each section of the portfolio. Each section of the portfolio should represent an outcome and its associated criteria related to the competencies of the training course.

Within each section you should place the evidence collected. This should be complete, signed, dated and appropriately cross-referenced to the ‘Contents Page’ and the ‘Evidence Grid’. This can be done numerically or with any other coding system (eg, colour codes).

The portfolio will enable you to give a comprehensive account of your skills and abilities in relation to the core competencies.

In order to do this it should:

• be structured in a clear and logical way
• be supported by evidence from colleagues and supervisors
• describe your role and the environment in which you work
• be easy to read and understand and
• allow you some freedom of expression

2.3. Where do I begin?

Step 1- Read the RPL/RCC RECOGNITION EVIDENCE GUIDE Book (this document)
Step 2 - Compile documentation for your portfolio and complete the EVIDENCE GRID
Step 3 - Complete the RECOGNITION OF PRIOR LEARNING AND CURRENT COMPETENCY – PART A & RECOGNITION OF PRIOR LEARNING AND CURRENT COMPETENCY – PART B FORMS
Step 4 - Review the CHECKLIST OF PORTFOLIO CONTENT
Step 5 - Review the EVIDENCE CHECKLIST
Step 6 - SUBMIT your documentation, with payment, to the RPL/RCC Facilitator or Campus Manager

3. MAKING JUDGMENTS ABOUT YOUR PORTFOLIO

Establishing that the items of evidence collected are good enough to be taken into account when making an assessment decision requires that Assessors check that the evidence:

• is valid and directly relates to core competencies
• meets each of the specifications outlined within the standards e.g. knowledge component
3.1. Authenticity of the evidence in your portfolio

The Assessor must be sure that all of the evidence is your own work. It may be necessary for the Assessor to ask questions about the evidence you have provided or for you to collect further evidence in order to confirm that the content of your portfolio is authentic.

For example, when looking at a computer generated document, it can be difficult to tell if an item of evidence is entirely your own work or it may be difficult to differentiate your own work from that produced by others in your work team. In these cases, a Verification Letter could confirm the authenticity of your evidence.

3.2. Is the evidence in your portfolio sufficient?

Sufficiency has been achieved if:

- all of the criteria within each of the core competencies have been identified
- your evidence is current and up-to-date
- your performance is consistent and can be demonstrated over a period of time
- you can demonstrate that you have the relevant knowledge and understanding and can apply it in a community welfare environment

Competence is about being able to perform to the professional standard required for the College’s graduates. It would be inaccurate to infer that you meet all of the required competencies solely on the basis of your knowledge and understanding. Your evidence must demonstrate that you can actually apply this knowledge and understanding to work in the Graphic Pre-press sector. As a registered training organisation, the College is required to request, sight and verify such evidence.

The amount of evidence required for each competency will depend on a number of factors. An absolute minimum would be to have one item of evidence, provided this met the performance criteria outlined within the core competency. Generally, however, a single item of evidence is unlikely to demonstrate your competence. A number of items collected over a period of time may be needed to demonstrate this.

3.3. What evidence is required for knowledge and understanding?

Knowledge and understanding are crucial to competent performance. You must be able to demonstrate that you have the appropriate supporting knowledge and understanding related to the core competencies. The Assessor may want to ask you some questions when you submit your portfolio to check out your knowledge and understanding relating to these competencies.

3.4. Is the evidence in your portfolio current?

It is important to recognise that even if your evidence meets the core competencies, it may not demonstrate that you are currently competent if it was produced some years ago.

It is essential that your evidence show current competence. It may be necessary for you to include other sources of evidence in the overall package. For example, letters of verification, certificates, reports, products, etc. related to the core competencies for which you are seeking recognition.
4. GENERAL INFORMATION

4.1. Who will assess my portfolio?

Qualified, unbiased assessors that meet the College’s selection criteria assess all examinations, projects and portfolios submitted to the organisation.

Assessors evaluate each submission according to national standards. Assessment results are randomly audited to ensure that these standards are consistently applied.

4.3. What if I am not satisfied with the assessment of my portfolio?

If you feel that you have not been granted appropriate recognition, the reason is normally due to incomplete or insufficient information provided within the portfolio. During the appeals process it is reasonable for an Assessor to request additional materials, verification letters or to conduct a telephone interview to further help you demonstrate your skills and knowledge in relation to the core competencies.

Applicants have a period of 90 days during which they may appeal the results of their portfolio assessment. Requests must be received in writing and are subject to a non-refundable fee.

4.4. Will my portfolio be returned to me?

If you wish to have your portfolio returned to you, please include a self-addressed and stamped envelope when you submit your portfolio to the Course Coordinator.

Appeals - once the appeal period (90 days) has lapsed, the College will mail your portfolio in the envelope you provided. After a period of time, any portfolio not returned by the organisation will be destroyed to ensure confidentiality.

Although every effort will be made to ensure that your documents are returned safely to you, we recommend that you keep a copy of any irreplaceable documents. The College cannot assume responsibility for documents that become lost or stolen enroute back to you.

4.5. Is there a time limit?

Once your portfolio has been assessed, you will be notified of the unit credits you are eligible for. These unit credits must be claimed within twelve (12) months from the date of notification from the College. If unclaimed, unit credits are void and you will be required to resubmit your portfolio along with another assessment fee in order to be eligible for them.

5. TRIANGULATION OF EVIDENCE

Best practice in the assessment of prior learning dictates that diverse sources of evidence be used to support your claims of competence. For every unit it is important to provide up to three sources of evidence (documentation) to support your request for credit.
RPL/RCC Evidence can be gathered from any or all of the following sources:

- transcripts and outlines from courses related to the business trade
- certificates or parchments
- reports, documents, assignments or tests
- testimonials from employers

Knowledge Evidence can be gathered from any or all of the following sources:

- open written tests
- structured written tests
- projects or assignments
- skill tests

Performance Evidence can be gathered from any or all of the following sources:

- observation in the workplace
- workplace examples
- products, designs
- simulations

6. VERIFICATION LETTERS

Verification letters can provide an indirect, authenticated account of your performance in community welfare, especially as it relates to the outcomes of the core competencies for which you are seeking recognition. They may be collected from colleagues, supervisors or managers, to name a few. Verification letters should:
• be specific to one or more core competencies
• give a brief description of the circumstances and context of the observation
• give a brief description of the background and qualifications of the verifier
• give a brief background to the observed activity and
• identify aspects of the competence demonstrated and how this relates to the College’s core competencies

Verification letters may be used in a variety of ways in attesting to your performance. Sometimes they may simply authenticate a piece of work as having been produced by you. In other cases, they may provide an account of your performance and comment on it in relation to the appropriate core competencies. **It is important that those writing the Verification letters are familiar with the competencies being assessed, and are able to comment authoritatively on your performance/competence in those areas.** Before accepting evidence from Verification letters, the Assessor will need to:

• judge their authenticity and validity
• check that the testimonies are clear about the competencies being covered and
• check that the verifier can be contacted for authentication of their testimony, if necessary

7. SAMPLE VERIFICATION LETTER

1. Declaration:
I have read and understood the course competencies and am able to state that the above candidate can meet the following competencies:

• Competency 1
• Competency 2
• etc

2. Evidence to support the above statement:
I am able to state this because...........

• Evidence 1
• Evidence 2
• etc

3. Details of person writing the Verification Letter

• Name:
• Designation:
• Qualifications:
• Relationship of verifier to candidate:
• Contact address, with telephone number and email:

4. Signatures
• Signature of verifier: Date:
• Candidate's signature: Date:

Please Note: A College representative may contact the author of verification letters for verbal or additional confirmation.

8. CHECKLIST OF PORTFOLIO CONTENT
Your portfolio must contain the following:
• Recognition of Prior Learning and Current Competency – Part A & Recognition of Prior Learning and Current Competency – Part B forms
• Payment of Assessment Fee (or confirmation of)
• 2 page narrative on your involvement in business related to the core competencies
• An up-to-date resume
• Evidence Grid
• Supporting documentation
• Verification letters from supervisors, colleagues, employers and others attesting to your skills and knowledge related to the core competencies

You may choose to provide the following optional evidence:
• Performance appraisals
• Work samples, products and documents produced by you

Note: You may be requested by the Assessor to provide additional evidence to support your claim of competence in relation to any or all of the core competencies.

9. EVIDENCE CHECKLIST
The various methods that might be used to generate evidence toward the requirements needed to achieve recognition have been described. These issues are now summarised in the form of a checklist that you can use to review the content of your portfolio.

• Is the evidence relevant to the College’s courses?
• Does the evidence cover all of the criteria?
• Do you have the necessary supporting knowledge and understanding?
• Is your evidence up-to-date?
• Can you show that the evidence is real and authentic?
- Is the evidence the product of your own work?
- Have you maintained the confidentiality of any sensitive information?
- Have you laid out your evidence in a clear and consistent way?
- Will the Assessor be able to follow the evidence you present in your portfolio?

10. EVIDENCE GRID

This grid provides a comprehensive profile of most of the major skill categories needed for effective work in Graphic Pre-press sector at the AQF3 level. This grid also reflects the core competencies and major learning outcomes of all the College’s courses.

The amount of evidence required will depend on a number of factors. An absolute minimum would be to have one item of evidence that applies to each major learning outcome. Generally, however, a single item of evidence is unlikely to demonstrate your competence. You will need a number of items collected over a period of time to effectively demonstrate your competence.

You should aim to provide at least three different sources of evidence (triangulation of evidence). This will help the Assessor to build a 360-degree view (a total picture) of your skills and abilities.

10.1. Evidence key

The evidence can be categorised in five different types:

A. Certificates/transcripts and corresponding course/program description
B. Course tests, projects or assignments
C. Workplace products or assessments
D. Verification letters
E. Other
To help the Assessor properly evaluate your competence, using the following **Evidence Grid**, please identify the types of evidence provided within your portfolio.

### 10.2. An example of how to use the Evidence Grid

<table>
<thead>
<tr>
<th>CHCAD4A Provide advocacy and representation</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Element:</strong> Establish the representative role and process</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Element:</strong> Participate in decision making forums</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Element:</strong> Negotiate outcomes and liaise with key people</td>
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<tr>
<td><strong>Element:</strong> Evaluate effectiveness of strategies</td>
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</tbody>
</table>

Identified as document ‘1’, the candidate provides a copy of an assignment completed as part of a TAFE/University course taken in 2004.

Identified as document ‘2’, the candidate provides a copy of a work document he/she developed identifying development requirements for his/her job role.
Evidence Grid

Copy this sheet as needed – Use a different Evidence Grid sheet for each Unit

Unit of Competency Name: 

Unit of Competency Descriptor: 


<table>
<thead>
<tr>
<th>Core Competencies (Elements)</th>
<th>Evidence Categories</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>A</td>
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<td>5</td>
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</table>

Comments: (e.g.: other forms of evidence)

Signature: ___________________________ Date: _____________