Southern Cross University

School of Arts & Social Sciences

Recognition of Prior Learning

Protocol and Application Form



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Produced by the School of Arts & Social Sciences Southern Cross University PO Box 157 Lismore NSW 2480

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Updated January 2007

Part A

Recognition of Prior Learning: Protocol

Introduction

Your First Task

The Recognition of Prior Learning Protocol and Application Form have been provided to you in loose-leaf form. You should immediately purchase a 3-ring binder (approximately 5cm) and insert the form into the binder. The binder will be the vehicle you will use to assemble your application.

Recognition of Prior Learning (RPL)

What is Recognition of Prior Learning?

Recognition of prior learning is a process that enables a person to have his/her existing skills and knowledge assessed and credited towards a recognised credential.

RPL recognises that a person may have already learned from:

- formal training (conducted by industry or educational institutions in Australia or overseas)
- work experience (informal training)
- life experience.

The main focus is on the learning outcomes of these experiences, not how, when or where the learning occurred. Southern Cross University's policy on the recognition of prior learning follows the Guidelines On Recognition Of Prior Learning issued by the Australian Vice-Chancellors' Committee (December 1993).

Students may apply for RPL on the first two criteria mentioned earlier and may NOT include life experience as a basis for their application. The application for RPL may include learning acquired in a "credentialled" context other than a university or TAFE, such as a course offered by a professional body, structured workplace courses, or by other recognised providers and learning acquired in an "uncredentialled" context such as through work experience. Work experience includes "paid" and "unpaid" work.

How Do I Apply for Recognition of Prior Learning?

To be successful with an application for RPL, you will need to substantiate that you already have achieved the learning objectives anticipated for a person successfully completing a unit in the Bachelor of Arts.

The application form is designed to assist you to provide the necessary information about yourself and your work experience as a basis for recognition of prior learning. It is an important preliminary to the processes undertaken to assess the credit you may be granted in the Bachelor of Arts on the basis of RPL.

This protocol contains six sections:

- Section 1 Introduction, including general information on the RPL process.
- Section 2 Learning objectives for each unit in the Bachelor of Social Science where RPL may be claimed.
- Section 3 Job and personal profile of the applicant.
- Section 4 Explanation of how each piece of evidence is relevant to the learning objectives in each unit.
- Section 5 Supervisor's review.
- Section 6 Declaration.

The application form may be completed in neat handwriting or if you wish to complete an electronic copy, the application can be emailed to you.

Section 1

General Information on the RPL Process

If you have decided to apply for RPL, then this form will help you prepare your application. The form has been designed to achieve two aims:

- to help you to organise your thoughts and prepare the portfolio of evidence that will be required; and
- to enable the University to evaluate your application for recognition of prior learning, and to understand and assess your request for RPL to your best advantage.

Unit Coordinators will assess the RPL application. Unit Coordinators will be trained in the assessment of prior learning, and their aim will be to conduct a fair and objective review of your application. If necessary, you may be requested to attend an interview with the unit coordinator and/or to provide additional information.

As you work through this form and develop your portfolio, you will be asked to record details and show evidence of your experience which might be relevant to the learning objectives in each unit in the Bachelor of Arts course.

Remember that the information you collect and submit to the University is the principal information the University will have to make its assessment of your application. It is important therefore that your application includes as much <u>relevant</u> information as possible about your work experience. It will be in your interest to gather all relevant information, including samples of your work, which might assist in proving to the University that you have already achieved the learning objectives in the units you are claiming.

Information supplied in or with this application will be used solely in relation to RPL and for no other purpose. The application will be regarded as confidential following completion.

What is a portfolio?

The development of a portfolio of evidence is a technique widely used by institutions involved in the recognition of prior learning. A portfolio is a 'log book' representing a record of the personal and professional development and learning undertaken, and the achievements gained by a person during their lifetime. The portfolio will contain examples of the applicant's own work, reflections on own practice and indirect evidence from others qualified to comment.

A portfolio will identify relevant connections between learning and the specific credit being sought. It is normally presented in a folder containing the following:

- A complete job and personal profile of the applicant describing career history, experiences and accomplishments.
- Details of the units being claimed by the applicant.
- Evidence of work experience and learning presented in a systematic and structured way that is easy to read and understand.
- Background to the evidence providing the RPL assessor with an explanation of how each piece of evidence is relevant to the unit of being claimed.

Choosing the Evidence: Differentiating between Learning and Experience

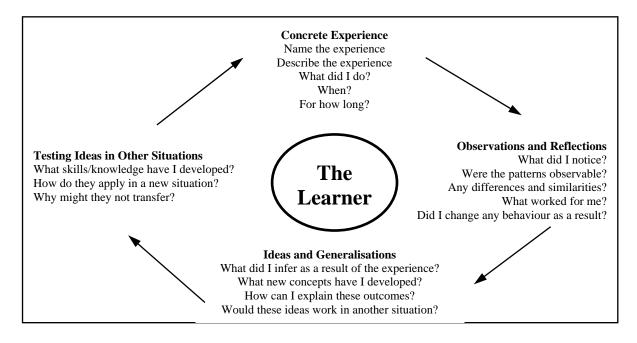
One of the most difficult tasks when developing a portfolio and submitting an application for RPL is differentiating between learning and experience.

It is often misleading to equate the amount of time spent in a position with the learning gained from doing the job. For example, when a person has been ten years in a position, does the time spent represent 10 years' experience, or one year's experience ten times over?

Experience should be regarded as an input, while learning should be regarded as an outcome. Experience by itself, therefore, does not promote learning. It is through reflection upon that experience that learning occurs.

An explanation of how people learn from a particular experience was developed by David Kolb (1984) and is shown below. Note that while a particular experience might generate learning impetus, it is only after engaging in the process of observation and reflection, creating ideas and generalisations, and applying ideas to new situations that an appropriate level of learning is likely to be generated that might count for RPL purposes (AVCC 1994).

(Source: Kolb, 1984)



(Source: Kolb, 1984)

You may find it helpful to analyse your learning in relation to Kolb's cycle as you assemble your evidence. Some examples of the types of evidence which could be deemed reliable are:

- annual appraisal or evaluation reports;
- implementation plans;
- monitoring records;
- work reports and log books or completed projects;
- testimony or reports from your supervisor;
- testimony or reports from team members or clients;
- personal reports of actions, why taken, and what would be done in differing circumstances;
- examples drawn from other contexts, e.g. previous work, or social or voluntary activities;
- specially set assignments.

All of the above are not required to satisfy an assessor; a selection is likely to be sufficient. In cases where you are unsure as to the relevance or sufficiency of your evidence, include it in the portfolio anyway.

Some organisations may be unwilling or unable because of legal or commercial restrictions to agree to release certain documents which you may wish to include in your portfolio as evidence. Should this be the case, the following alternative strategies may be useful:

- Include a detailed testimony from your supervisor that you have met the standard required.
- Include a personal report to show competencies in areas where evidence may not be presented
- Endeavour to gain agreement from the organisation to delete any sensitive information from the document, or to recreate the evidence in a way which would avoid any potential breach.

Evidence Checklist

The following checklist may also be useful when deciding on what evidence to include in your portfolio (Adapted from MCI 1993):

- 1. Is the evidence I am including in my RPL application relevant to the learning objectives I am claiming?
- 2. Is the evidence still current? Does it show that I can meet the learning objectives now?
- 3. Is the evidence clearly mine? Is it clearly linked to my individual performance rather than the team I worked with or the output of my staff?
- 4. Is the evidence verifiable? Can I demonstrate that it is real and not made up?
- 5. Can I demonstrate that the evidence and thinking at the time were right for the context in which I was operating?
- 6. If asked, could I explain the key principles and methods behind what I say I have done?
- 7. If asked, could I state what I would have done if the circumstances had been different?
- 8. Have I produced evidence that covers all the learning objectives?
- 9. Am I satisfied that the evidence I have produced will enable the assessors to make judgements about my ability to operate in a range of settings?
- 10. Have I produced enough evidence drawn from different sources and in a range of forms?
- 11. Does the evidence describe what I can do in a holistic sense have I avoided listing unconnected tasks or activities to demonstrate a learning objective?
- 12. Have I laid out my portfolio so that the assessors, even with only limited knowledge of the technical aspects of my job, can easily see where and how I have met the learning objectives?

Developing a Portfolio and Applying for RPL

There are generally six steps in developing a portfolio and applying for RPL. These are:

		Action	$\mathbf{B}\mathbf{y}$
Step 1	Identification	Review your formal training and workplace experiences to identify potentially creditable learning by completing Section 3 of this form.	You
Step 2	Documentation	Prepare evidence to support your claim for RPL by completing Section 4 of this form and developing a comprehensive portfolio.	You
Step 3	Supervisor Review	Your supervisor will be asked to comment on the degree and level of learning you have achieved by reviewing your application for RPL and completing Section 5.	Your Supervisor
Step 4	Assessment	Submit your application to the University to determine RPL equivalence.	Unit Coordinator
Step 5	Post-assessment	Written feedback to applicant on RPL decision. You may be asked to attend an interview and/or provide additional information.	Southern Cross University
Step 6	Accreditation	Approve credit in Bachelor of Arts course.	Southern Cross University

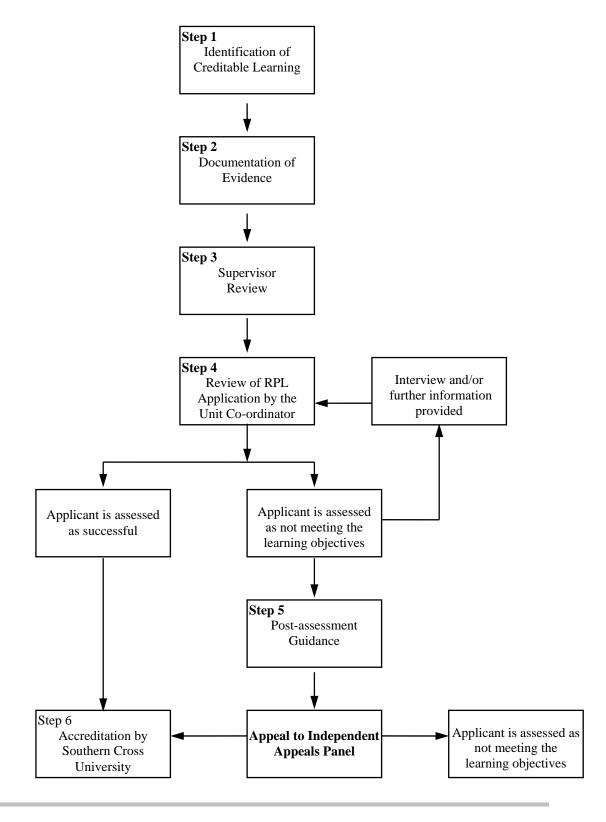
If you have decided to proceed with an application for RPL in the Bachelor of Arts, then begin by reviewing the learning objectives for each unit in the course (see Section 2) and commence development of your portfolio by completing Section 3 of this document.

Appeals

Decisions by the Unit Co-ordinators may be reviewed on appeal by applicants. The appeals panel will comprise of the Course Co-ordinator and another teaching staff member trained in the assessment of prior learning and independent of the original RPL assessor. The decision of the appeals panel is final and there is no recourse to further appeal.

Flow Chart of the RPL Process

The following flow chart illustrates the RPL application process.



Further Advice or Assistance

If you need help with compiling your RPL application or have unanswered questions as you proceed to develop your portfolio, please phone the program contact within the Student Support Team of the School of Arts & Social Sciences

Student Support Team Leader	Margot Howard	02 6620 3603
Bachelor of Arts	Emily O'Connor Diane Williams	02 6620 3342 02 6620 3894
Bachelor of Social Sciences	Samantha Davis Cheryl Brooks	02 6620 3133 02 6620 3945
Bachelor of Media	Diane Williams	02 6620 3997
Bachelor of Visual Arts & Bachelor of Contemporary Arts	Liz Patch	02 6620 3784

Section 2

Learning Objectives for Course Units

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Part B

Recognition of Prior Learning Application Form

Note: This page and the pages preceding that comprise Part A should be removed from the folder when you have completed Section 6 and NOT submitted as part of your RPL application.

CONFIDENTIAL RPL Application Form

School of Arts & Social Sciences

APPLICATION FOR

RECOGNITION OF PRIOR LEARNING

Name:	•••••	•••••	•••••	•••••
Student No:	•••••	•••••	•••••	•••••
Work Address:	•••••	•••••	•••••	•••••
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Phone: (w)	•••••	•••••	•••••	•••••
Phone: (h)	•••••	•••••	•••••	•••••
Phone: (Mobile				
Date:				

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Section 3

Job and Personal Profile of the Applicant

Completion of this section is the first step in the RPL process and often the most difficult, as identifying your prior learning is not easy without a clear structure to start from. Often an RPL application is the first review of a lifetime of activities and achievements.

Therefore, take this opportunity to reflect on your work experiences in order to identify and outline potentially creditable learning. At the end of this section you may decide not to pursue an RPL application.

However, the process of demonstrating personal and professional achievements and gathering evidence about yourself as a learner can have a significant impact on self-awareness, and increase the benefits derived from undertaking a structured educational course.

As an aid to recalling and identifying your potentially creditable learning, this section provides a structure for you to follow so that you might develop a complete and verifiable resumé, including the collection of job descriptions or duty statements. List and describe separately each position you have held (even if the position was with the same employer).

(a) Personal Details

Family Name		
Student No.		
Given Names		
Home Address		
		Postcode
Telephone No.	(w)	(h)
Mobile:		

(b) Work Experience/Employment History

Instructions

Your objective in this part should be to build up a comprehensive picture of your work experience (paid and unpaid) to demonstrate what you have done and the level at which you have performed.

Complete the information requested and provide additional supporting material (e.g. duty statements etc.) for each position immediately following the relevant page. Include all work experience, full-time and part-time, voluntary, paid and unpaid.

Begin with your present position, followed by the next most recent position, and so on. Use one page for each position. You may have to photocopy relevant pages if you have undertaken many different positions. Remove unused pages. You may complete the form in neat printing, or send us a computer disk to have the proforma copied to, and submit your form typed.

Please note that the contact person should be one who can be contacted by the Assessor, where appropriate, for verification of stated achievements.

Present employment Present employer Your current position title Your work phone number Your work facsimile number Your postal address at workPostcode Description of your current job (enclose duty statement, selection criteria or other supporting material immediately following this page if possible).

Previous Employment Organisation Name Postcode Postcode Position Title Description of the job (enclose duty statement, selection criteria or other supporting material immediately following this page if possible). Hours/Week Employed From/.....to/.....to Contact Person Contact's Phone Number

Organisation Name
Address
Postcode
Position Title
Description of the job (enclose duty statement, selection criteria or other supporting material immediately following this page if possible).
Hours/Week Employed From/to/to
Contact Person
Contact's Phone Number

Organisation Name
Address
Postcode
Position Title
Description of the job (enclose duty statement, selection criteria or other supporting material immediately following this page if possible).
Hours/Week Employed From/to/to
Contact Person
Contact's Phone Number

Organisation Name
Address
Postcode
Position Title
Description of the job (enclose duty statement, selection criteria or other supporting material immediately following this page if possible).
Hours/Week Employed From/to/
Contact Person
Contact's Phone Number

Address	Organisation Name	
Position Title	Address	
Description of the job (enclose duty statement, selection criteria or other supporting material immediately following this page if possible). Hours/Week Employed From//to// From/to//		Postcode
Hours/Week Employed From/to//	Position Title	
Hours/Week Employed From/to/ Contact Person	Description of the job (enclimmediately following this p	ose duty statement, selection criteria or other supporting material page if possible).
Hours/Week Employed From/to/ Contact Person		
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Hours/Week Employed From/to/		
Hours/Week Employed From/to/ Contact Person		
Contact Person		
Contact Person		
Contact's Phone Number	Contact Person	
	Contact's Phone Number	

Organisation Name
Address
Postcode
Position Title
Description of the job (enclose duty statement, selection criteria or other supporting material immediately following this page if possible).
Hours/Week Employed From/to/to
Contact Person
Contact's Phone Number

RPL Application Form

(c) Community Involvement

Indicate in the space below any involvement (including official positions, but other than those already listed above) with any team, club, society or community organisation that may be relevant to the Learning Objectives detailed in Section 2.

Activities which might be relevant include coaching of teams (including development and implementation of training plans), team management (management of training functions), and acting as secretary/chairperson of groups (involvement in conflict resolution etc.).

Organisation's name and address
Involvement (title of position/description of involvement)
Period of time — from to
Hours/week involved
Contact person and phone no

Organisation's name and address
Involvement (title of position/description of involvement)
Period of time — from to
Hours/week involved
Contact person and phone no.

Organisation's name and address
Tuesday (1/11
Involvement (title of position/description of involvement)
Period of time — from to
Hours/week involved
Contact person and phone no

Organisation's name and address
Involvement (title of position/description of involvement)
Period of time — from to
Hours/week involved
Contact person and phone no

(d) Formal Tertiary Education/Training Details

Please give details of your formal tertiary education/training below. The courses included here should be relevant to the Learning Objectives detailed in Section 2.

Include **formal tertiary education only:** (i.e. TAFE, University, etc.). Details of other training can be provided in the following section (e).

Year/s	Place (e.g. name of institution)	Details of Studies/Results
For example:		
2002 – 2004	TAFE — Blacktown	Advanced Cert. in Personnel Management — Distinction
2001 - 2002	TAFE — Coffs Harbour	Advanced Cert. in Welfare

Copies of transcripts should be included immediately following this page.

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(e) Additional Studies/Training Courses

Studies or training courses you have undertaken in your workplace or associated with your workplace over the last 10 years (i.e. in-house, adult education, short courses, etc.).

Include courses relevant to the Learning Objectives detailed in Section 2 only.

Year/s	Name of Course	Provider	Duration	Assessed at End of Course? How?	
For example:					
2000	Negotiation Skills	Private Provider	2 days	No	
2004	Counselling	Lifeline	15 days	No	
••••					
••••					
••••					
		•••••			

 (Attach separate sheet if space is insufficient.)

(f) Miscellaneous

Please describe any other relevant experience during the last 10 years from which you think you may have learnt and which has not been included in any of the above categories. The experience must be relevant to the Learning Objectives detailed in Section 2.

For example:	
Conference participation (as a speaker/organiser).	
Publication of any work (journal or magazine paper/article).	
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(Attach separate sheet if space	is insufficient.)

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Section 4

Explanation of how each piece of evidence is relevant to the Learning Objective

Now that you have reviewed and organised your experience into a structured format, it is time to complete the second step in the RPL process and to begin the task of gathering relevant evidence.

This section is designed for you to indicate and explain the relationship between the learning gained through your work experiences and the learning objectives in each of the units for which you intend to apply for RPL.

Instructions

- **Step 1** Read the learning objectives for each of the units for which you are applying for RPL. (Provided with this application.)
- Step 2 Decide on which learning objectives you believe that, given your prior learning, you have already achieved. Where you believe that you have already achieved some or all of the learning objectives, your task is now to document your beliefs and explain how your prior learning has met the learning objectives. You may apply for up to four (4) units. However, you may not apply for part units or modules. You must, therefore, meet all the learning objectives for each unit applied for.
- Step 3 Complete the pages following for each unit for which you are applying for RPL, indicating how you have attained the learning objectives for each unit. Do this by addressing each learning objective for the unit where credit is claimed (attach separate sheets if space is insufficient). Cross-reference to the evidence in your explanation. Discard the pages for units where no RPL is claimed.
- As you compile your evidence, place it in a separate folder for submission with your portfolio. If you are applying for more than one unit please separate the evidence and supporting documents that belong to each unit. Clearly identify each unit because different Unit Coordinators may be assessing each unit. Be sure to clearly identify the folder with your name and address in the event that your folder and your application form become separated.

An example of how you might undertake this process is given on the following page.

EXAMPLE ONLY

UNIT 1

UNIT CODE BHS00161 TITLE Interpersonal Communication

Explain in this section the relationship between your prior learning and the learning objectives for each unit in which you are claiming RPL (ie. how does your experience fulfil the learning objectives?)

Cross-reference your explanation to the evidence you are submitting and highlight points or sections in the explanation which satisfy each learning objective.

The following is provided as a brief example of how you might complete this section to show that your experience meets the individual learning objectives.

Commence by listing the first learning objective for this unit found in Section 2 and then explain how you have met the learning objective.

Learning objectives from Section 2

Objective 1 - "Developed a variety of skills needed to become proficient in effective listening and in responding with empathy and understanding".

Explanation of how the above has been achieved

For the past seven years, I have been working as a voluntary counsellor for a community organisation. During this time, I have conducted over 30 counselling sessions. Effective listening and responding with empathy, understanding are fundamental tools in the counselling process.

I have had training in counselling techniques by local psychologists and social workers and attended a variety of workshops and seminars as follows:

- channels of communication
- the elements of communication
- the 5 processes of communication
- attitudes, values and prejudices within a field of reference
- open and closed questioning
- active and reflective listening
- paraphrasing

These workshops were based on Humanist theory and the work of Egan and Carkuff. I have enclosed outlines of these workshops and proof of attendance.

EXAMPLE (Continued)

Undertaking of these workshops and counselling sessions was a valuable experience which gave me insights into the role of the helping professional and enabled me to reflect upon how my skills as an effective listener might be improved in the future. For example, my supervisor has indicated (see letter enclosed) that my skills in responding appropriately have improved since conducting these sessions.

Note how the above explanation gives the context of the prior learning, the action taken and learning achieved and reflects upon the learning.

Continue with the second learning objective for the unit and then explain how you have met the learning objective and so on.

Objective 2 - "Understand the dynamics that affect interpersonal and work relationships."

Explanation of how the above has been achieved.

My work experience meets these objectives because

Continue for each learning objective in the unit.

(Attach separate sheets where necessary)

<u>UNIT 1</u>
UNIT CODETITLE
Explain in this section the relationship between your prior learning and the learning objectives for each module in which you are claiming RPL (ie how does your experience fulfil the learning objective?)
Cross-reference your explanation to the evidence you are submitting and highlight points or sections in the explanation which satisfy each learning objective.
Commence by listing the first learning objective for this unit found in Section 2, and then explain how you have met the learning objective. Then continue with the second and other learning objectives.

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<u>UNIT 2</u>
UNIT CODETITLE
Explain in this section the relationship between your prior learning and the learning objectives for each module in which you are claiming RPL (ie how does your experience fulfil the learning objective?) Cross-reference your explanation to the evidence you are submitting and highlight points or sections in the explanation which satisfy each learning objective.
Commence by listing the first learning objective for this unit found in Section 2, and then explain how you have met the learning objective. Then continue with the second and other learning objectives.

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<u>UNIT 3</u>	
UNIT CODETITLE	
Explain in this section the relationship between your prior learning and the learning objectives for each module in which you are claiming RPL (ie how does your experience fulfil the learning objective?) Cross-reference your explanation to the evidence you are submitting and highlight points or sections in the explanation which satisfy each learning objective.	
Commence by listing the first learning objective for this unit found in Section 2, and then explain how you have met the learning objective. Then continue with the second and other learning objectives.	

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UNIT 4	
UNIT CODETITLE	
Explain in this section the relationship between your prior learning and the learning objectives for each module in which you are claiming RPL (ie how does your experience fulfil the learning objective?) Cross-reference your explanation to the evidence you are submitting and highlight points or sections in the explanation which satisfy each learning objective. Commence by listing the first learning objective for this unit found in Section 2, and then explain however the learning objective.	r e h
then explain how you have met the learning objective. Then continue with the second and other learning objectives.	a

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Section 5

Supervisor's Review

As part of the process to verify the accuracy of your claims and to assist you to make an objective self-assessment, it is necessary to involve your supervisors in the assessment process. This is the third step in the RPL process. Because you may have applied for RPL in a number of the units in the course, it may be necessary for you to involve a number of your past and/or present supervisors in the review process, in recognition that the learning you are claiming has been built up over a period of time.

It may also be necessary to seek two or more supervisor reviews for one unit where the supervisor does not feel confident of making a judgement for all the learning objectives in a particular unit (and, therefore, gives a qualified report.)

Accordingly, decide who could best review your portfolio and give an accurate assessment of your work experience and learning, and make arrangements for them to examine your portfolio. Photocopy as many additional Supervisor Review Report forms as you need. As the supervisors will be busy in their daily routines, allow plenty of time for them to review your portfolio.

The minute on the next page is provided for you to give to your supervisor(s), to give them some guidance in the review process.



TO:

FROM:

Instructions for Supervisors

Thank you for consenting to act as a reviewer for this applicant for recognition of prior learning (RPL). To begin, it is desirable that you read this protocol to familiarise yourself with the RPL process being used, and to equip yourself to be able to verify, to the extent of your knowledge, that the information provided by the applicant in Sections 3 and 4 is accurate and complete.

As the applicant's supervisor now or in the past, your judgement of the applicant's portfolio (which contains documentation verifying and authenticating the applicant's learning) has a central place in the RPL assessment process. As you would know, there is much prior learning which cannot be easily documented or verified, or the documentation is simply a verification of experience and is of little use in assessing actual learning.

We ask, therefore, that you concentrate on the learning demonstrated by the applicant rather than the experience gained, and base your review on each learning objective claimed. The model described earlier in Section 1 (p.10) of this protocol might assist in differentiating between the applicant's learning and experience.

In many respects, you as a supervisor are in the best position to judge the learning demonstrated by the applicant during the time the applicant was with you. Accordingly, we ask that you review the portfolio using the following criteria:

- Accuracy: Is the evidence presented authentic and accurate, and does it represent the applicant's own work rather than that of a team or the output of other staff?
- **Sufficiency**: Is the evidence presented sufficient and of the right kind to enable the assessors to judge whether the candidate has achieved the learning objectives claimed? The evidence should cover the breadth of activities described in each learning objective.
- Validity: Does the evidence presented confirm that the applicant is able to perform at the level desired?
- **Currency**: Does the evidence presented prove the applicant's current competence to the extent that assessors could judge the applicant's ability to continue to perform to the required standard in differing jobs or contexts?
- **Relevance**: Is the evidence clearly related to the learning objectives in the units claimed?

The learning objectives for each unit in the course where RPL is claimed by the applicant are detailed in Section 2 of this protocol. The applicant should have completed in Section 4 of this protocol an explanation of how each of the learning objectives have been achieved.

What to Watch out for!

While the above criteria are those that should be used to judge the application, there are a few points which a supervisor should be aware of when reviewing an application for RPL. These are:

- Avoid the tendency to be overly critical and to undervalue prior learning. It should be sufficient for the applicant to produce evidence that would qualify him/her for a 'passing grade' only in the unit for which credit is being claimed. That is, the applicant should only have to demonstrate competence and ability to meet the unit objectives, not expertise!
- Consult and negotiate with the applicant about his/her application so that you understand the ability of the applicant to apply knowledge in the relevant context.
- Be aware of potential errors of judgement based on gender or cultural differences.
- Assess applications from different applicants objectively so that the quality and reliability of the review is unquestioned.
- Manage any disagreements with applicants sensitively, and make any differences of opinion explicit in your review report.
- Maintain confidentiality at all times.

Now that you have read the preliminaries to the supervisor's review, please review the applicant's portfolio and complete the attached supervisor's review report.

Thank you once again for agreeing to participate!

School of Arts & Social Sciences Student Support Team Southern Cross University P O Box 157 LISMORE NSW 2480

Phone: (02) 6620 3831 Fax (02) 6622 1683

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Supervisor's Review Report

Name of sup	ervisor	
Current position title		
Current organ	nisation	
Phone number	er ()	
Period of sup	pervision of the applicant from:	(month) 19
	to:	(month) 19
I have read understand t supervisor's below:	the learning objectives for the unit(s) outline he level of learning required to satisfy each of criteria to review the application for each un	d in this RPL application and of the units claimed. Using the it, my judgements are detailed
Units claimed	Unit Name and Number	Applicant meets learning objectives
		(Yes/No)
Unit 1		
Unit 2		
Unit 3		
Unit 4		

Comments:	
I have discussed this review with the applicant.	
Signed	Date

Section 6

Declaration

Now that your supervisor(s) has/have reviewed your application for RPL and you are confident of meeting the learning objectives for each unit in which you are claiming RPL, your application is ready for submission to the University. This is step 4 of the RPL process.

First, complete the minute immediately after this page to indicate clearly to the University the units for which you are claiming RPL and the attachments you are providing in support of your application. Place this minute at the front of your RPL application.

Then send the completed portfolio in this folder, with the accompanying evidence folder, to the address below. Your portfolio may be retained by the University as a record, but the evidence folder will be returned to you.

Please sign and date the declaration on the next page.

Submit this form and supporting documents to:

School of Arts & Social Sciences Student Support Team Southern Cross University P O Box 157 LISMORE NSW 2480

You will be advised in writing of the outcome of your application as soon as practicable.

School of Arts & Social Sciences Student Support Team Southern Cross University P O Box 157 LISMORE NSW 2480

I am claiming RPL in the following modules:
(Insert number and name of unit(s))
Unit 1
Unit 2
Unit 3
Unit 4
Enclosed are Sections 3 to 6 of the Recognition of Prior Learning Protocol which have been completed in accordance with the instructions outlined in the protocol.
Also enclosed are (please list in space below):
•
•
•
•
•
•
•
I declare and certify that the information included in/with this application for recognition of prior learning is correct and complete to the best of my knowledge.
I consent to the University seeking information from my current and previous employers etc. to verify any statements or documents submitted as evidence with this application.
I understand that the University reserves the right to reverse any decision made on the basis of incorrect or incomplete information.
I have not previously been granted credit in any course on the basis of prior learning at any other tertiary institution.
Signature Date