Recognition of Prior Learning (RPL)
Assessor's Course and Toolkit

CONDUCTING RPL ASSESSMENT

Skills for Inclusive Growth

Trainer's Notes

Skills for Inclusive Growth

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Contents

Introduction and Background to this Course

Introduction

Research done between 2016 - 2018 showed major skills shortages across the hospitality and tourism workforce. This is particularly evident in rural and remote communities throughout Sri Lanka. Opportunities for the workforce to improve skills are not readily accessible in Sri Lanka which constrains industry productivity, quality and efficient service delivery and product quality. This is a major contributor towards hospitality and tourism sector growth, which constrains gainful employment and income levels. Tourism remains untapped in terms of its potential to raise living standards in Sri Lanka.

The tourism and hospitality sector has a high level of people working in the informal sector - i.e. without formal qualifications. 80% of the industry is micro and small business. Many businesses are not registered as tourism businesses (SLTDA) and are considered informal – but many of these are still registered business entities. However, significant numbers of people have skills in hospitality and tourism that they have acquired through workplace experience, industry short courses and self study, which are not currently recognised in the regulated vocational education system.

The RPL process provides an opportunity to recognise those skilled people, which can enhance the skilled worker base in the sector and create opportunities for the workforce to upskill to higher skills levels. The workforce seeking formal and recognised qualifications creates demand. These are the people that want to progress in the industry or take the skills overseas.

The RPL system currently has limited availability for use in the hospitality and tourism sector. As such, the sector needs qualified industry experienced people to become RPL assessors to support the implementation of RPL across the sector. This applies to other sectors, and the RPL model will support the supply of RPL in those sectors in time.

A course was designed to meet these needs by developing a system and a pool of assessors. The RPL system needs to be consistent and the assessors need to be (re)trained, to differentiate it from the current system. New roles within the system will require the recruitment of RPL facilitators who will in turn support the implementation of a transparent and reliable quality assured RPL system.

About The Training Course

This course is designed for experienced members of the tourism and hospitality industry who wish to become skilled RPL assessors. It also aims to support existing assessors in upgrading their knowledge on the RPL policy, the procedures, and requirements for conducting an RPL assessment. The RPL assessors course is prepared as a modular training with a training toolkit. Experienced trainers can utilise the course materials and resources to deliver this assessor training.

About S4IG

Skills for Inclusive Growth (S4IG) is an initiative of the Australian Government in collaboration with the State Ministry of Skills Development, Vocational Education, Research & Innovations. The S4IG Program delivers skills training to improve the lives of women, men and persons with disabilities in the tourism and hospitality industry in Ampara, Batticaloa, Polonnaruwa and Trincomalee to strengthen the performance of enterprises, improve their quality of services, generate employment and increase incomes.

Background

Skills for Inclusive Growth (S4IG) has been working with public and private tertiary providers to increase the quality of existing training methods and develop comprehensive and targeted programmes, drawing on international and local partners to build industry capacity and generate innovative employment opportunities. These opportunities support engagement with the visitor economy to generate higher incomes. One of the main challenges is growing the skill base and retaining employees within the industry.

There are a number of further challenges in providing the workers with opportunities for formal qualifications that lead to career growth, such as:

- That many workers across the tourism value chain have no formal qualifications
- That the existing workforce is unable to access TVET courses as these are often not available outside working hours.
- That TVET courses are not modular, and are needed for allowing the workforce to accumulate the skills they need to pursue careers in the tourism and hospitality sector.
- New industry relevant training courses are becoming available and existing workers want to be able to pursue these programs to advance their career and income earning prospects.
- There are actually no assessment materials in many tourism qualifications making assessment discretionary and not standardised or transparent.

S4IG recognises the challenge with delivering reliable Recognition of Prior Learning (RPL) assessment in Sri Lanka. Their remit to support skills training, job creation and business growth across the tourism sector sets the frame for S4IG to support the delivery of RPL for the sector. The implementation of the RPL Assessors course enables skilled personnel to access higher level skills development in the tourism and hospitality sector in Sri Lanka.

Welcome Note for Trainers

Dear Trainer,

Welcome to this RPL Assessors' Course - Conducting RPL Assessment. This course has been prepared for delivery over two full days. This training course is accompanied by:

- A PowerPoint file to use during the training (Trainers' Resource Folder)
- PDF or JPEG files for print outs (Trainers' Resource Folder)
- A RPL Implementation Guide
- A RPL Assessors' Handbook

Training Information

Timings

- We have included a rough time frame for the modules which should help to ensure that you stay on track and are able to cover the modules over the two days. Below you will find information on the Activity Timings. We have designed this to support your planning for delivery of the course. We have included some Buffer Time, which accommodates any unexpected activity overruns.

- Please note that the activity timings are rough indicators for how long an activity should last. If the participants are discussing useful ideas with each other then feel free to extend the time. If they have no further comments or you can see an activity is not working then you should move on.

Day 01

Time	Activity	People
9-10.15am	Welcome and introductions	Participants & Trainers
10.15 - 10.30am	Morning break	
10.30am - 11.30pm	Activities 1 - 5 (M1)	Trainers & Participants
11.30am - 12.30pm	Activities 6 & 7 (M2)	Trainers & Participants
12.30 - 1.30pm	Lunch break	
1.30 - 2.30pm	Activities 8 & 9 (M2)	Trainers & Participants
2.30 - 2.45pm	Afternoon tea	
2.45 - 4.30pm	Activities 10 - 12 (M3)	Trainers & Participants
3.45 - 4.30pm	Time needed, in case activities run over time. If you don't need extra time, provide an outline for Day 2 and get feedback from participants about how the day went.	Trainers & Participants

Day 02

Time	Activity	People
9-10.15am	Welcome and introductions	Participants & Trainers
10.15 - 10.30am	Morning break	
10.30am - 11.30pm	Activities 13 & 14 (M4)	Trainers & Participants
11.30am - 12.30pm	Activity 15 (M5)	Trainers & Participants
12.30 - 1.30pm	Lunch break	
1.30 - 2.30pm	Activity 16 (M5)	Trainers & Participants
2.30 - 2.45pm	Afternoon tea	
2.45 - 3.45pm	Activities 17 - 20 (M5)	Trainers & Participants
3.45 - 4.30pm	TVEC / others on Tourism Qualifications / Competency Standards	Participants Representatives from TVEC

Training Delivery

Ensure that activities are participant led as much as possible rather than being too trainer-led. For example, give time for participants to discuss answers to questions in pairs rather than as a whole group with only one person talking.

▪ Keep your instructions clear and uncomplicated as levels of English may vary.

▪ Use flip charts when appropriate so that activities are visual and not only aural.

▪ Do not spend time writing up every answer that participants give as this will waste time.

▪ Avoid going through questions or examples one by one. Use direct question methods to ask participants and to make sure you get an even coverage of answers from the group.

▪ Explain to the participants what he/she is going to do and why.

▪ Hand over Participants' Workbook. Provide pencil/pen etc. if necessary.

▪ Explain that the Participants' Workbook is to be used in the training sessions and they can make notes in it. Encourage them to write their full name inside in case any get lost or left behind.

▪ Explain to the participants the housekeeping rules that they need to follow during the e.g. toilets, fire exits, breaks and lunch-time.

▪ Give time for the participants to ask any questions related to the training.

Training Content

- You are the trainer. You can be flexible with the material and can adapt/ extend / omit as you see fit for your participants.

Training Procedures

There are 5 compulsory training modules and Module 6 is the assessment module. There are **20** major activities that range from 5 minutes to 60 minutes.

Module	Activities
1	1, 2, 3, 4 and 5
2	6, 7, 8 and 9
3	10, 11 and 12
4	13 and 14
5	15, 16, 17, 18, 19 and 20
6	3 assessment tasks

A mixture of training procedures have been included, such as, individual activities, pair activities and mini-group activities. To avoid participants sitting for great lengths of time, **activities 2, 8, 12 and 14** require participants to get out of their seats, move around the training areas and mingle with other participants.

Some of the training activities take a multi-staged approach, where tasks build on top of each other and are scaffolded to ensure that all the participants can easily follow the tasks and can successfully reach the training aims set for them.

Many of the activities include graphic organisers to ensure that participants are able to capture their ideas, thoughts, considerations, approaches, and feedback in a logical and meaningful way. These are used with **activities: 5, 6, 7, 8, 12 and 13**. Please remind participants to use the graphic organisers.

As with most areas dealing with education and training, there are numerous terms, terminologies and corresponding definitions; the field of RPL is no different. **Activities 4 and 9** cover important RPL terms, terminologies and corresponding definitions, which are integral to the participants' breadth and depth of knowledge of RPL. To help participants to process this information in an engaging manner, a card game and a multiple choice quiz have been utilised.

The use of PowerPoint slides have been kept to a minimum to avoid burn-out. Wherever possible, alternative ways to present key information have been designed into training procedures. **Activities 7, 8 and 14** present training content A3 posters and wall clues and wall speech bubbles.

Profiles of Sri Lankan people wishing to make a claim for recognition of prior learning are fictional, but some of the information is based on fact. For instance, the names of the qualifications are factual. **Activities 13 and 14** introduce Sumaiya's profile and her mini-case study and **activity 16** introduces Rohan's profile and his mini-case study.

There are two major role-plays **(activites 15 & 16)** in the training schedule; both of which require 60 minutes each.

Activity 15 takes a multi-staged approach which builds up to a role-play where participants practise their RPL assessment techniques during an interview with a candidate. It is important to point out that a trainer is required to play the part of the candidate. Prompt cards are provided in the Trainer's Resource folder in order to give the trainer and participants some ideas on how to role-play the candidate.

Activity 15 also takes a multi-staged approach which builds up to a role-play where RPL assessors give some assessment feedback to a candidate. Similar to activity 14, a trainer is required to play the part of the candidate. Prompt cards are included in the trainer's materials in order to give the trainer some ideas on how to role-play the candidate.

As expected with any effective training course, a self-evaluation of the participants' core competencies as an RPL assessor has been provided in **activity 17**, followed by **activity 18** with ideas and suggestions for using the accompanying training resources and guides, which concludes with a recommendation to complete a personal development action plan.

Participants' Feedback

- As you go through the modules try to get some feedback from your participants. Give them some time for reflection and suggestions. Ask them what was useful and if there was anything that was unnecessary.

- Please ensure you ask all participants to complete the feedback questionnaire as the final activity so we can capture this data to share how the course can be improved

Preparation Countdown

Timeline	Action
A week before the training:	Print out sets of the Participants' Workbook Print out all the training materials from the Trainers' Resource folder including the Implementation Guide and Handbook Go through the Trainers' Notes and assign timings for each activity to your training plan
Just before the training:	Prepare for the role-play for activity 15 Decide on what your icebreaker is going to be Double check the training schedule Check the number of participants Check who is organising the print-outs of the certificates of participation
At the start of the training:	Find out whether the participants are trainers, RPL assessors, RPL facilitators, industry experts, training provider representatives etc. Make a note of this on Day 1 of the training so that you can better assign the participants to roles in the role-play activities (15 & 16). Make a list of all the participants' full names (to be pulled out of a hat to assign roles during the role-plays in activities 15 & 16)
During the training:	Don't forget to hand out the Implementation Guide and RPL Handbook in activity 18
After the training session:	Read the feedback forms forms and feedback to the project manager

We wish you every success with the delivery of this training.

List of Training Activities

Activity number	Activity description	Aim of the activity	Training procedure	Materials	Time
Module 1 **Activity 1**	Welcome, introduction and procedures	Introduce the trainer, training course schedule and training procedures	Trainers introduce themselves, they introduce the aims of the course, schedule & procedures for the day	PowerPoint slides	5
2	Icebreaker	To break the ice among the participants and trainer	Engaging introductions	None needed	5
3	Exploring RPL practitioners' beliefs about recognition of prior learning	To highlight the potential benefits and challenges of RPL	Input: compare definitions of RPL Individual activity: participants' own beliefs	PowerPoint slide for trainer: definitions of RPL Participants' workbook: order of importance table	20
4	Glossary of key RPL terms	To familiarise participants with key terms used in the RPL process	Mini-group activity: card game	Sets of card games PowerPoint slide for trainers with answers	10
5	Core principles and potential beneficiaries of RPL	To familiarise participants with core principles underpinning RPL and potential beneficiaries of RPL	Individual activity: fill out graphic organiser and provide examples Individual activity: matching exercise	Participants' workbook: graphic organiser and matching exercise	20

Module 2 **Activity 6**	The RPL assessment process & main phases of RPL	To outline the RPL assessment process and to identify the 3 main phases of RPL	Mini-group activity: identify the four phases Pair activity: categorise the phases	Participants' workbook: Copies of posters of the RPL process flowchart	30
7	Explore the competencies, roles and responsibilities of RPL Assessors and RPL Facilitators	To highlight the competencies, roles and responsibilities of RPL Assessors & RPL Facilitators	Individual activity: fill out the Venn diagram Pair activity: pairs discuss answers	Participants' workbook: Venn diagram (graphic organiser) PowerPoint slide for trainers with answers	30
8	Points of contact in RPL and types of communication	Identify major points of contact and consider different types of communication with specific stakeholders	Group activity: fill out graphic organiser by circulating around the room looking for clues	Clue cards on walls: Participants' workbook: graphic organiser PowerPoint slide for trainers with answers	30
9	Important RPL assessment terminology	To activate participants' understanding of RPL terminology	Trainer's input: read out each terminology Individual activity: multiple choice quiz	Participants' workbook- multiple choice quiz PowerPoint slides with terminologies PowerPoint slide for trainers with multiple choice answers	30

Activity number	Activity description	Aim of the activity	Training procedure	Materials	Time
Module 3 **Activity 10**	Common methods of assessment and tools used for RPL	To explore two overarching RPL assessment methods and assessment tools	Pair activity: discuss questions	Participants' workbook- questions PowerPoint slide for trainers with answers	20
11	Different types of evidence for RPL assessment purposes	For participants to differentiate between suitable and unsuitable types of evidence used for RPL assessment purposes	Individual activity: categorise using graphic organiser	Participants' workbook- graphic organiser PowerPoint slide for trainers with answers	20
12	Awareness raising of RPL for qualifications for tourism and hospitality in Sri Lanka	To devise ways for RPL assessors to promote RPL in their work contexts	Individual activity: sketch the design of a fact sheet Pair work: show in pairs Group work: evaluate fact sheets	Participants' workbook- design a fact sheet Assessment criterion cards	20
Module 4 **Activity 13**	Exploring considerations and approaches to recognising prior learning in order to gain a recognised qualification	To activate participants' knowledge of selecting appropriate considerations and approaches in RPL	Pair activity: read the profile, discuss ideas Mini-group activity: share new ideas	Participants' workbook: sumaiya's profile Graphic organiser: ideas bubble	20
14	Giving information, advice and guidance to an RPL applicant	To activate participants' knowledge of giving information, advice and guidance to RPL applicants	Individual activity: graphic organiser of key steps Mini group activity: practise answering frequently-asked questions	Graphic organiser: ladder Wall posters with sumaiya's questions	40

Module 5 **Activity 15**	Conducting an RPL assessment interview with a candidate using the STARR method	For participants to practise their RPL assessment techniques during an interview with a candidate	Individual activity: STARR method to write questions Mini group activity: role-play Individual activity: direct observation Pair activity: reflection	Participants' workbook- notes, challenges and ways to overcome challenges Training room: arrange a desk and chairs for an interview Trainers' notes- instructions on how to set up the role-play & facilitate the activities	60
16	Offering an RPL candidate some assessment feedback	For participants to evaluate each other's communication skills when giving feedback to an RPL candidate	Individual activity: ideas on feedback Mini group activity: role-play Mini group activity: offering evaluation feedback	Participants' workbook - criteria to evaluate communication skills Training room: arrange a desk and chairs for an interview	60
17	Self-evaluation: RPL assessors' competencies profile	For participants to evaluate their own competencies as an RPL assessor	Individual activity: self-evaluate	Participants' workbook- competencies checklist	15
18	Round-up: what are your next steps?	For participants to receive ideas on how to form a personal development action plan	Trainer input: highlight ideas & offer suggestions on how to use the Implementation Guide and the RPL Handbook	Participants' workbook: individual action plan Training Resources: RPL handbook & Implementation Guide	20

Activity number	Activity description	Aim of the activity	Training procedure	Materials	Time
Module 5 Activity 19	Training course evaluation	Participants evaluate the training course and the trainers	Participants fill out a training course evaluation form	Copies of training course evaluation forms	10
20	Certificates and closing remarks	Participants receive certificates of participation	Trainer: hands out certificates Trainer: offers closing remarks	Certificates of participation	15

Abbreviations

NAITA	National Apprenticeship and Industrial Training Authority
NCS	National Competency Standards
NVQ	National Vocational Qualification
NVQF	National Vocational Qualifications Framework
RoA	Record of Achievement
RPL	Recognition of Prior Learning
SSDP	Sector Skills Development Programme
TVE	Technical and Vocational Education
TVEC	Tertiary and Vocational Education Commission
TVET	Technical and Vocational Education and Training
UNIVOTEC	University of Vocational Technology
VTA	Vocational Training Authority

Definitions

Applicant is an individual who is interested in the RPL process and makes an application.

Assessment is the process by which evidence of a candidate's work is collected and judged to decide whether an individual meets the predefined criteria for obtaining formal recognition. This could be credits, exemption of academic prerequisites, a part or full qualification or any other award. In an RPL assessment, the competence level of the candidate is judged against the specified National Competency Standards .

Assessor is a person who is registered by the relevant body in accordance with established criteria to conduct assessments for registered occupational qualifications and part qualifications.

Candidate is an applicant who has been accepted to undergo RPL assessment. They are assessed by an assessor registered with the relevant institution.

Credit is the value given within a learning programme for achieved learning.

Competencies refer to the knowledge, skill and understanding learned and mastered in a specific context.

Formal learning occurs in an organised and structured environment, such as a school, university or workplace. Formal learning is structured and has precise learning outcomes. It follows a given syllabus designed to achieve the desired competencies. It usually leads to the awarding of a qualification or part qualification. Formal learning is intentional.

Formative Assessment is an on-going (continuous) assessment. They are the pieces of evidence a candidate collects over a period of time.

Informal learning is at the opposite end of the learning continuum to formal learning. It is not organised according to a structured program or a curriculum. Informal learning results from everyday activities related to the workplace, family life, leisure or in the community. It usually occurs without the individual's awareness or deliberate intention. It is sometimes called 'experiential learning' or simply 'experience'. Through learning outcomes, informal learning can be made visible and used to qualify skills.

Learning is the acquisition of knowledge, skills, values and attitudes in a particular occupation or trade.

Learning outcomes are statements of what a learner is expected to know and/or be able to do. This is irrespective of the mode of learning. Learning outcomes are used in an RPL process to guide evidence collection and assessments.

Non formal learning takes place in activities not exclusively designated as learning activities but which contain very important learning outcomes. Non formal learning can be located anywhere in the spectrum between formal and informal learning. It usually refers to short courses of education and training that are intentional but not fully formalised.

Record of Achievement (RoA) is a certificate awarded for successful completion of a unit of competency. It is provided to the candidate in cases where they are competent in one (or more) units, but not the full NCS.

Portfolio is a collection of drawings, designs, or other papers that represent a person's work.

Prior Learning refers to competences (knowledge, skills, attitudes) that are acquired prior to an assessment and/or recognition process through work, earlier study or experience. Prior learning typically comes from non formal and informal learning (but in some cases could be an uncompleted period of formal learning).

Qualification (also referred to as certification), is the final outcome of a successful assessment process. This could be a full qualification, credits or exemptions. It is the official recognition of learning. A qualification confers official recognition by the authority that awards it.

Recognition of Prior Learning (RPL) is the principles and process through which the prior knowledge and/or skills of an individual are given a value. It is a means to formally identify, assess and validate existing learning for the purpose of certification, alternative admission and future learning and development.

The two key terms associated with RPL are:

- prior: learning already achieved, and
- process: the distinct stages of identification, assessment and certification.

In some quarters RPL is referred to (perhaps more accurately) as RLO - Recognition of Learning Outcomes.

RPL Practitioner is a person that functions in one or more aspects of RPL provision. This includes: policy development, advice, portfolio course design and facilitation, assessment and moderation, administration, monitoring and evaluation, research and development.

RPL Providers are bodies that deliver learning programmes which culminate in specified registered NQF occupational standards and qualifications and part qualifications and manages the internal assessment thereof. In Sri Lanka, NAITA and VTA are the main RPL providers.

Summative assessment refers to an assessment conducted collectively at the end of a unit or set of units.

Unit of Competency is the specification of knowledge and skill, and the application of that knowledge and skill, to the standard of performance expected in the workplace. A unit of competency is the smallest unit that can be assessed and recognised.

RPL Beliefs, Core Principles and Potential RPL Beneficiaries

By the end of this module, you will have:

01 Introduced yourself and the training course
02 Conducted an icebreaker
03 Run through two definitions of RPL and set up the activity to explore participants' beliefs
04 Set up the card game activity to familiarise participants with key terms in a RPL process
05 Got participants thinking about examples of the core principles used in a RPL process and identified potential key beneficiaries of RPL

Module One
RPL Beliefs, Core Principles and Potential RPL Beneficiaries

Activity 1: Welcome, Introduction & Training Procedures

Time	5 minutes
Aim	Introduce the trainer(s), training course schedule and training procedures
Procedure	Trainers introduce themselves, they introduce the aims of the course, schedule & procedures for the day
Materials	PowerPoint slides

Activity 2: Icebreaker

Time	5 minutes
Aim	To break the ice among the participants and trainers
Procedure	Trainer(s) forms participants into inner circle and outer circle to introduce themselves, switch directions, and move from inner to outer circle
Materials	None needed

Activity 3: Comparing Definitions of RPL and Exploring RPL Facilitators' and Assessors' Beliefs about Recognition of Prior Learning

Time	20 minutes
Aim	To highlight the definitions of RPL and potential benefits and challenges of RPL
Procedure	Trainer's input - introduce two definitions of RPL and explain the instructions. Individual activity - participants read the two definitions. They are asked to choose a definition they prefer and think of reasons to explain their preference.
Materials	PowerPoint slide - definitions of RPL Participants' workbook - individual activity on benefits & challenges of RPL

1st definition

People acquire knowledge and skills by formal, non-formal and informal learning. RPL is a process of identifying, documenting, assessing and certifying such learning outcomes against standards used in formal education and training. Thus, RPL provides an opportunity for individuals to acquire a qualification or credits towards a qualification or exemptions without going through a formal education or training programme.

2nd definition

RPL is the principles and process through which the prior knowledge and/or skills of an individual are given a value. It is a means to formally identify, assess and validate existing learning for the purpose of certification, alternative admission and future learning and development. The two key terms associated with RPL are:

- prior: learning already achieved, and
- process: the distinct stages of advice, assessment, and certification.

Pair work: In a pair, participants compare their preferences with each other. They explain their reasons for their preferences.

Individual activity: Participants prioritise the benefits & challenges of RPL in order of importance (from the participant's perspective) from 1 to 20.

1 = extremely important   20 = not at all important

Benefits of RPL	Order of importance	Challenges of RPL	Order of importance
Receive qualifications based on existing knowledge and competencies		The RPL assessment process is **not** impartial	
Psychological benefits of increased confidence and self-esteem		There is **insufficient** awareness and understanding of how the RPL assessment process works	
Reduced cost of education, including time commitment		There is **no** code of conduct for RPL assessment	
Increased earnings potential and access to the jobs market		The RPL assessment process is **not transparent**	
Receive a nationally and internally recognised qualification		The validity and reliability of the RPL assessment process is **not credible**	

Benefits of RPL	Order of importance	Challenges of RPL	Order of importance
Upgrade employees from unskilled to skilled		There is a **lack** of quality assurance regarding the RPL assessment process	
Reliable qualifications designed in collaboration with industry, focussed on relevant skills for the workplace		There is **insufficient** access for the applicant to RPL advisory and counselling services	
Stronger qualifications system that bridges the formal and informal economy		There is an **over-reliance** on one RPL assessment method	
Access to formal education and training becomes more accessible with reduced cost and time commitments		The RPL assessment process **excludes** people from disadvantaged backgrounds	
Improved labour market mobility, with more opportunity for employees to change career and employer		There is **insufficient** information on how a candidate can appeal a RPL assessment decision	
Expanded opportunity for movement from rural to urban areas and overseas		The RPL assessment process is **too** complex for people with little formal education	
Enhanced ability to empower disadvantaged groups and recognise competencies gained in volunteering and unpaid work		The link between national vocational qualifications, national competence standards and the RPL assessment process is **unclear**	
Increase the size of the skilled workforce in the country		Assessment of RPL is **not** based on specified assessment / performance criteria	

Pair work: In a pair, participants compare/discuss their perspectives with each other.

Activity 4: **Glossary of Key RPL Terms**

Time	10 minutes
Aim	To familiarise participants with key terms used in the RPL process
Procedure	Trainer's input - explain the instructions for the activity Mini-group activity - participants play a card game to match 8 RPL terms with 8 correct definitions
Materials	CUT UPS in Trainers' Resources Folder: Sets of card games with glossary of terms below

Formal learning	Consists of learning that occurs within an organised and structured context in an educational setting, typically a school or other institute of education. This type of learning is systematic, with specific learning outcomes, learning time and learning support, and leads to a diploma or certificate.
Experiential learning	Is the process of learning through experience, and is more specifically defined as "learning through reflection on doing".
Informal learning	Learning resulting from activities undertaken daily at work, in the family or in leisure activities.
Non-formal learning	Learning takes place in activities not exclusively designated as learning activities, yet which contain an important learning element.
Formal training	Instruction given in education and training institutions or specially designed training areas, including in enterprises in formal apprenticeship schemes. Training is structured and has specific learning outcomes.
Non-formal training	Organised and systematic training in an informal setting that can be adapted to individuals' needs. It emphasises activities directly associated with work and often appeals to workers who have limited resources and few opportunities to undergo formal training.
Validation of non-formal or informal learning	The process of verifying that the skills, knowledge and competencies that an individual has learnt in education, at work or in leisure activities meet certain standards.
Lifelong learning and training	A process that encompasses all learning and training activities undertaken throughout life for the development of competencies & obtaining qualifications

Activity 5: Core Principles & Key Beneficiaries of RPL

Time	20 minutes
Aim	To familiarise participants with the core principles underpinning RPL and the potential key beneficiaries of RPL
Procedure	Trainer's input - explain the instructions for the activity Core principles - Individual activity - participants fill out the graphic organiser and provide their own examples of each principle from their work context.
Materials	Participants' workbook - graphic organiser

Principle	Description
Flexible	Individuals who come to the RPL process will have a diverse range of backgrounds, experience, abilities and come from different occupations and industries. The RPL system must be flexible to accommodate and adapt to their wide range of needs, goals and experiences of the major stakeholders.
Accessible	RPL is an inclusive and accessible process. It applies to learners of all ages and levels of experience, including vulnerable and disadvantaged groups. RPL should be a gateway to learning, not a barrier to entry. Applicants and candidates should be supported and encouraged in the process.
Reliable	The RPL system ensures that candidates' learning outcomes and assessment procedures comply with all regulatory requirements to award credit or a qualification. An assessment process is reliable when there is consistency in results between assessors. That is, when two or more assessors give the same result based upon the same evidence.
Fair and inclusive	RPL applies to learners of all ages and levels of experience, including vulnerable or disadvantaged groups. It should be equitable and sensitive to the social context of applicants, and take into consideration personal factors of the candidate, such as informal learning backgrounds, historical disadvantages and barriers to education.
Transparent	Candidates shall be aware of how they shall be assessed, when and by whom, what the national competency standards are and what they will be assessed against.
Valid	Assessment methods for RPL must be of equal rigour as other assessment methods such as formal education. They must be fit for purpose and relate to the evidence of learning.
Quality assured	Procedures, documentation, record keeping and system verification should be detailed and available for scrutiny.
Learner focussed	RPL must promote and recognise the positive aspects of an individual's learning, rather than their deficiencies. RPL is a learner centric system and the needs of the applicant / candidate should be paramount.

Instructions: Key beneficiaries - Individual activity - participants match the profile of beneficiaries with reasons why they may need RPL

Trainer(s) monitors the participants to check they are on task
Trainer(s) elicits several examples from several participants

Key beneficiaries of RPL - Individual activity - participants match the profile of beneficiaries with reasons why they may need RPL. Trainer checks the answers.

Summary of answers:

1. g	2. d
3. e	4. c
5. i	6. h
7. a	8. f
9. b	

Profile of RPL beneficiary	Why they might need RPL
1. A craftsperson, in the formal and/or informal economy	g)...who acquired competencies informally in the first place, or furthered skills on the job, but does not hold any qualification, or holds one that is not recognised, or holds a qualification for a lower skill
2. Any worker in the informal economy	d)...who wants to work in the formal economy
3. An unemployed person	e)...who realises that formal certification is essential to getting a job
4. An economically inactive person	c)...who used to work in an occupation without certification, exited the labour market and now wants to return to formal employment
5. A caretaker or a person employed in an occupation mainly conducted at home without a qualification (mostly women, often unpaid)	i)...who wants to get a job outside of the home and into the labour market

Profile of RPL beneficiary	Why they might need RPL
6. An employed person who is working in any job where qualification have changed over the years or where qualification requirements differ across countries	h)...and who wants to remain competitive in the labour market
7. A university student or postgraduate student	a)...who acquired relevant skills and knowledge on a job and seeks recognition for their competencies, for example, to earn credits towards a degree
8. A worker who wishes to continue working after retirement age	f)...who realises they need a qualification to keep working even as self-employed
9. A migrant worker or returning migrant worker	b)...who needs to obtain a formal recognition of competencies in the recipient country, including competencies acquired through non-formal and informal channels

The RPL Process, Main Phases and Major Points of Contact

By the end of this module, you will have:

01 Handed out the RPL flowchart poster and checked the 3 main phases have been correctly identified

02 Set up the Venn diagram activity and elicited participants' ideas of core competencies of RPL practitioners

03 Set up the wall clues activity and presented answers on the major points of contact involved in a RPL process and types of communication needed

04 Read out key RPL terminologies and checked answers for the multiple choice quiz

Module Two

The RPL Process, Main Phases and Major Points of Contact

Activity 6: The RPL Process and Main Phases of RPL

Time	30 minutes
Aim	To outline the RPL process and to identify the three main phases of RPL
Procedure	Trainer's input - explain the instructions for the activity and place the RPL process (flowchart) posters on desks/tables (1 poster per group)
Materials	Copies of A3 posters of the RPL process flowchart Participants' Workbook - graphic organiser

Phase 1	Phase 2	Phase 3

STAGE ONE: ADVICE

Potential candidates seek further information on RPL. RPL facilitator talks to them about their competencies, guides them on the RPL process. Application begins.

▼

STAGE TWO: COUNSELLING AND FACILITATION

Applicant receives personalised advice and counselling from the RPL facilitator. Facilitator prepares the Assessment Plan, advises on the nature of prior learning and answers questions.

▼

STAGE THREE: EVIDENCE GATHERING

Candidate gathers evidence and submits it with the full RPL application.

▼

STAGE FOUR: EVIDENCE REVIEW

Assessor reviews the Assessment Plan and evidence submitted by the candidate. Assessor commences assessment of the candidate's submission.

Candidate obtains the further evidence required — Yes → Is the evidence sufficient to declare the candidate competent in all relevant units? — Yes → Continue to assessment decision

No ↓

ssessor informs candidate of the requirements for additional evidence. Assessor and candidate agree on the tool(s).
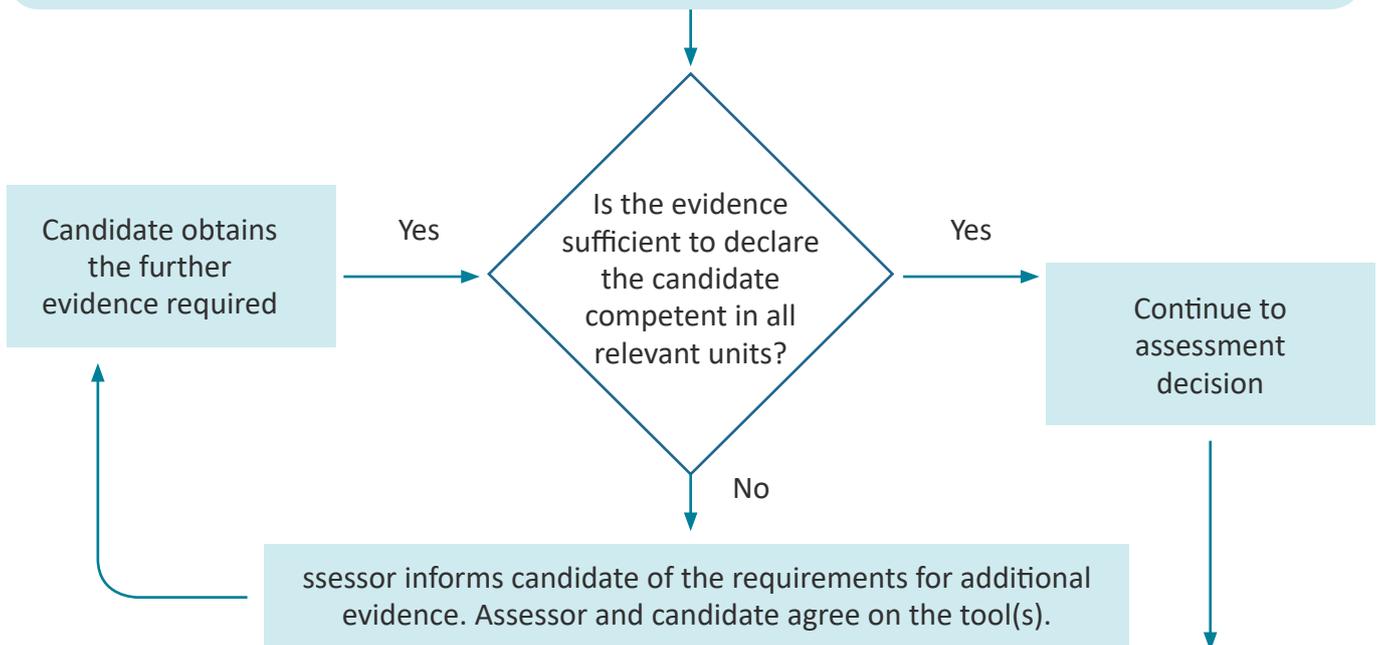
STAGE FIVE: ASSESSMENT DECISION

Assessor makes final decision on the assessment. Completes Assessment Decision Report and Assessment Decision Summary.

▼

STAGE SIX: FEEDBACK

Assessor informs candidate of their RPL progress, including detailed feedback.

▼

STAGE SEVEN: CERTIFICATION

The appropriate certification / qualification is issued.

Mini-group activity: Participants discuss and identify the 3 main phases of the RPL process
Trainer(s) monitors the participants to check they are on task
Trainer's show the PowerPoint slide with answers of the 3 main phases

The three main phases of RPL process:

1. Advice
2. Assessment
3. Feedback

Trainer(s) requests the participants to write the 3 main phases into their Participants' Workbook

Pair activity: Together participants discuss and then categorise the steps of the RPL process under the 3 main phases

The RPL process is broken down into three phases: advice, assessment, feedback. Within these phases, there are 7 steps

Answers: Trainer's PowerPoint slide with answers below

Phase	Step	Description
Phase One: Advice	1	**Initial contact.** Applicant contacts RPL provider to receive information.
	2	**Counselling and facilitation.** RPL facilitator guides the candidate and maps their experience against the units of competency. The evidence requirements are identified.
	3	**Evidence gathering.** The gathers evidence and submits it with the RPL application.
Phase Two: Assessment	4	**Evidence review.** RPL assessor reviews evidence against specific competency standards.
	5	**Assessment decision.** RPL assessor makes the assessment decision.
Phase Three: Feedback	6	**Feedback.** Assessor provides feedback to the candidate.
	7	**Certification.** The appropriate certificate is issued

Activity 7: Explore the Competencies, Roles and Responsibilities of RPL Assessors and RPL Facilitators

| Time	30 minutes
Aim	To highlight the competencies, roles and responsibilities of RPL assessors & RPL facilitators
Procedure	Trainer's input - explain the instructions for the activity Individual activity - participants fill out the Venn diagram in the workbook. Below are possible answers. It's fine if participants' answers differ because of the different processes used in Sri Lanka.
Pair activity	In pairs, participants discuss their ideas/answers Trainer(s) elicits answers/ideas from the participant
Materials	Participants' workbook- Venn diagram (graphic organiser) Trainer's PowerPoint slide with Venn diagram and possible answers

RPL Assessors

A F K
L P Q

B C
V H
I J
N

RPL Facilitators

C D E
G M O
R S
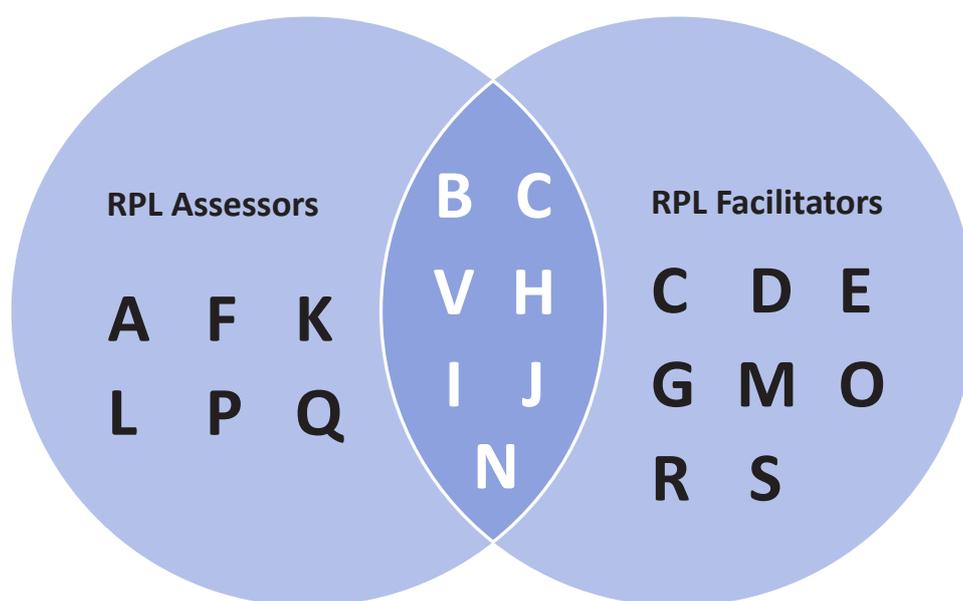
Activity 8: Points of Contact in RPL and Types of Communication

Time	30 minutes
Aim	To highlight the major points of contact in the RPL process when stakeholders need to be informed
Procedure	Trainer's input - explain the instructions for the activity. There are cut-ups in the Trainers' Resource Folder. Each cut-up is a wall clue which has a letter and an action. The letters have been assigned randomly, but if you want, you can stick the clues up on the wall in alphabetical order or randomly.
Materials	Clue cards stuck on walls/doors with sticky tape/white tack Participants' workbook- graphic organiser Trainer's PowerPoint slide with answers of the major points of contact
Group activity	participants fill out the graphic organiser by circulating around the training room looking for clues. The clues are the actions taken during the RPL process. The clues have letters and all that participants need to do is write the letter(s) of the clues into the boxes under each point of contact. Trainer(s) monitors the participants to check they are on task.

Answers to points of contact and actions taken

Stakeholder	Actions
RPL Applicants / Candidates	J, G, L, D, Y, E
RPL Facilitator	T, Z, V, O, X, K
RPL Assessor	B, F, H, W, M, S, A
NAITA	U, P, R, C,
TVEC	WW, N, YY
Employer	HH, Q, I

Pair activity: In pairs, participants discuss what types of communication would be appropriate with specific stakeholders in the RPL process.

Assessors	Facilitators	NAITA	Applicants/ Candidates	TVEC	Employer
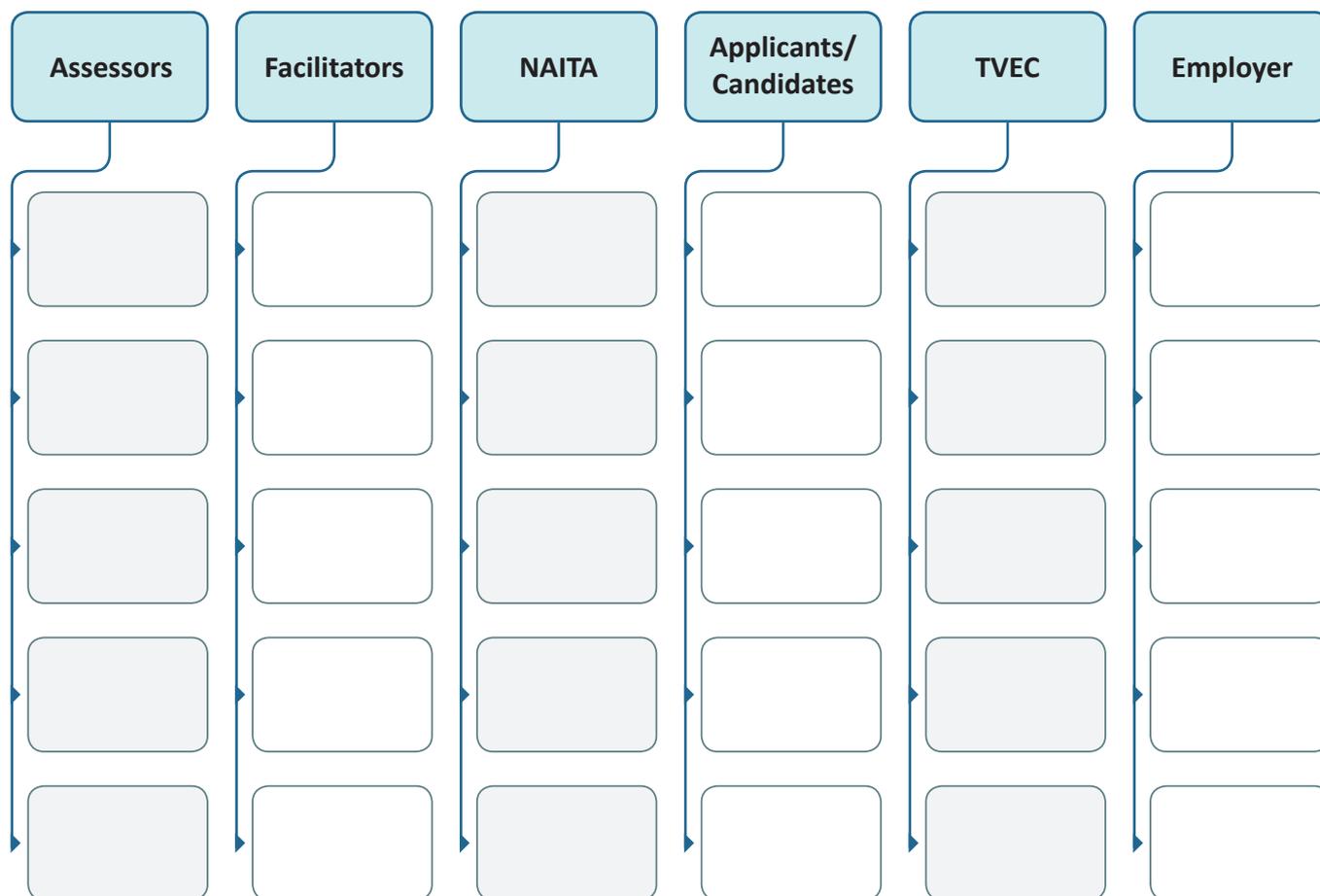
Activity 9: Important RPL Assessment Terminology

Time	30 minutes
Aim	Activate participants' understanding of important RPL assessment terminology
Procedure	Trainer's input - explain the instructions for the activity and show the PowerPoint slide of each terminology and read each one out loud. Don't let the participants race ahead. Control this by using the PowerPoint- each terminology should appear one by one. Give them a bit of time to choose their answer before moving onto the next terminology. Trainer(s) elicits answers from participants and then shows correct answer on PowerPoint slide Individual activity - look at terminology on PowerPoint and decide on best answer in the multiple choice quiz in the participant's workbook
Materials	Participants' workbook - multiple choice questions PowerPoint slides of each terminology PowerPoint slides of each multiple choice answer

Summary of answers

1. A	2. A	3. B	4. A
5. A	6. B	7. A	8. B
9. A	10. B	11. A	12. B
13. A	14. B	15. A	16. A
17. A	18. A	19. B	20. A

The **bold** answers are the correct answers.

1. Academic credit(s)
   A. represent the value given within a learning programme for achieved learning and is based on an estimated notional amount of learning hours
   B. measure learning in a systematic way and which places a value on the recognition of prior learning

2. Assessment package
   A. assists both assessors and candidates to identify the crucial aspects of evidence to be collected, submitted and performed for assessment purposes
   B. provides a toolkit and templates for assessors and candidates to use in the design and review of valid reliable and equitable assessments to enhance recognition of prior learning

3. Assessment or performance criteria
   A. are detailed descriptors of the mark/grade a candidate receives which illustrate how well the candidate has done
   B. are evaluative statements that specify what is to be assessed and the required level of performance

4. Competencies
   A. covers the knowledge, skills and know-how applied and mastered in a specific context
   B. demonstrates how well a person can carry out their day-to-day tasks/duties at work

5. Elements of competence
   A. are all the tasks required to perform the major function described in the unit
   B. relates to a general area of skill and is typically expressed as a learning outcome, function or task

6. Learning outcomes
   A. are statements explaining what a learner is expected to know and/or be able to do in a specific context
   B. are statements that describe significant and essential learning that learners have achieved, and can reliably demonstrate

7. Module of learning
   A. is a self-contained, formally structured unit of learning with an explicit set of learning outcomes and assessment criteria
   B. provides self-access to course materials and guides learners through the syllabus and assessments

8. National Competency Standards
    A. specify the standards of performance of a competent worker and the various contexts in which work may take place
    B. specify the knowledge, skills and attitudes needed to perform in a particular occupation

9. National vocational qualifications level
    A. are based on the standards of knowledge, skill and competence required for each qualification demonstrate the attainment level of learning
    B. are indicators of the relative level of complexity, intellectual demand, depth of learning required to be awarded a qualification

10. Occupational / professional standards
    A. set the standards for, and regulate entry into a particular profession(s)
    B. are detailed written descriptions of what an employee is expected to know and do in his/her work role

11. Portfolio-type assessment
    A. includes the evidence of a learner's achievement and are linked to the competencies the learner has acquired
    B. includes all of a candidate's assessment outcomes that have been evaluated by an RPL Assessor

12. Qualification standards
    A. are based on pedagogic principles which build a strong foundation for lifelong learning
    B. provide clear points of reference at each qualification level and describe outcomes that cover the great majority of existing qualifications

13. Range of variables
    A. specifies the continuum of contexts and conditions to which the assessment or performance criteria apply
    B. specifies how well a candidate can function when performing certain key tasks in the context of his/her role at work

14. Record of Achievement
    A. is a record of the candidates' assessment grades/marks of all of the units of competence forming a National Certificate or National Diploma
    B. is awarded to candidates who demonstrate competency in some but not all of the units of competence forming a National Certificate or National Diploma

15. Self-analysis of learning
    A. is a learner's reflection of learning from his/her experience which indicates the links between the applicant's competencies and the learning outcomes of the qualification applied for
    B. is a learner's critique of his/her strengths and weaknesses and demonstrates the extent to which a learner can accurately evaluate his/her own learning

16. Standards
    A. describe what people should know and be able to do in relation to established criteria
    B. describe the level of learning that people should obtain in order to be awarded a qualification

17. Unit title
    A. describes a major work function or work skill performed in the occupation
    B. describes a task a candidate needs to perform in the occupation

18. Unit descriptor
    A. gives additional information and identifies relevant links to other units
    B. describes the units of evidence a candidate needs to submit in order to make a claim for recognition of prior learning

19. Verification-type assessment
    A. is a type of assessment used to verify the value of a candidate's prior learning to which credit can be awarded
    B. is especially useful for assessing a candidate's specific skills and/or specific sets of knowledge on a particular subject/topic

20. Evidence
    A. is the proof that a candidate presents in their claim for RPL
    B. Is the assessor's judgement that the candidate can do and behave in a manner which meets the required learning outcomes

SECTION **THREE**

Assessor's Approaches to RPL Assessment

By the end of this module, you will have:

01 Introduced two overarching RPL assessment methods and common assessment tools

02 Set up the activity for direct and indirect forms of evidence, and suitable and unsuitable types of evidence and elicited answers

03 Facilitated participants' awareness raising of RPL in their work contexts and practise giving their evaluation of each other's fact sheets

Module Three

Assessor's Approaches to RPL Assessment

Activity 10: RPL Assessment Methods and Tools

Time	20 minutes
Aim	For participants to reflect on the two overarching assessment methods commonly used in RPL and identified appropriate assessment tools
Procedure	Trainer's input - explain the instructions for the activity. Participants read the explanations of the verification method and the portfolio method and in pairs discuss the questions. Go through the questions with participants and elicit answers before showing them the PowerPoint slide with the answers
Materials	PowerPoint slides

Verification method	Portfolio method
The Verification method is especially useful to the assessor when he/she needs to assess specific skills, competencies and/or a specific set of knowledge on a subject.	The Portfolio method includes evidence of the candidate's achievements, the analysis of learning from their experiences (i.e self-analysis), and other evidence the candidate links to make competencies in order to make a claim for RPL.

Answers in bold

1. When and/or where have you heard of a portfolio being used as an assessment tool for RPL?
   Participants' own answers or previously in the multiple-choice quiz (no. 11)

2. What do you think is the main purpose of a study portfolio? **It allows a candidate to make a claim for RPL**

3. Who is responsible for collating evidence to go into a study portfolio? **The candidate**

4. Which method do you think would be most suitable for assessing transferable skills or competencies in various work contexts? **Verification method**

5. What assessment tool would be appropriate? **A direct observation can be used to assess particular skills or competencies or attitudes**

6. Which method would best categorise a written test on a subject? **Verification method**

7. Why? **The test can be used to check subject knowledge inc. set rules, regulations and procedures**

Activity 11: Different Types of Evidence for RPL Assessment Purposes

Time	20 minutes
Aim	For participants to differentiate between direct, indirect and historical types of evidence used in RPL assessment
Procedure	Trainer's input - explain the instructions for the activity. Participants read the explanations of direct evidence, indirect evidence and historical evidence and fill out the table provided in the workbook.

Direct evidence is material created by the candidate that can be used as proof of the relevant competencies, skills and knowledge. Physical items, including some documents and texts, can be examples of direct evidence. Videos and audio recordings of activities requiring the competency can be deemed to be a combination of direct evidence and observation.

Indirect evidence is information that a third party has supplied about the candidate's competencies, skills and knowledge. It includes the types of documents proving the existence of competencies, skills and knowledge acquired through formal and non-formal learning as well as opinions and assessments regarding the candidate's competencies (e.g. feedback from clients/customers and assessment from the direct supervisor).

Historical evidence is information that a candidate can supply which proves his/her curriculum vitae or resume. Examples include: certificates of attendance/achievement, industry awards, verified attestations from employers and/or voluntary organisations. Employers' service certificates can also be considered as historical evidence.

Individual activity: Participants categorise different types of evidence into direct evidence, indirect evidence and historical evidence

Pair work: Participants compare and contrast their answers

Pair work: Participants discuss the following question: **Which form of evidence would most likely appear in a portfolio?**
Trainer(s) monitors the participants to check they are on task
Trainer(s) elicits answers/ideas from the participants before showing the answers
Trainer shows PowerPoint slides with answers

Materials:

Types of evidence:

demonstration of skill(s)	audio files	letters supporting committee work	past competency based assessments	industry awards
samples of work	the materials or tools with which the candidate works	record/transcript of academic results	videos	visual presentations or written speeches
letters, emails or memos from the workplace	referee or supervisors' reports	photos	record of achievement	job specifications or position descriptions
workplace training record	rosters/ timesheets	log book & other records of performance	workplace observation	certificates or qualifications

Participants' workbook - graphic organiser table - answers below: PowerPoint slide with answers on it

Direct evidence	Indirect evidence	Historical evidence
workplace observation	record of achievement	rosters/timesheet
demonstration of skill(s)	referee or supervisors' reports	log book & other records of performance
samples of work	past competency-based assessments	certificates or qualifications
the materials or tools with which the candidate works	workplace training record	job specifications or position descriptions
videos	letters supporting committee work	record/transcript of academic results
audio files		industry awards
photos		
visual presentations or written speeches		
letters, emails or memos from the workplace		

Activity 12: Awareness Raising of RPL for Qualifications for Tourism and Hospitality in Sri Lanka

Time	20 minutes
Aim	To devise ways for RPL practitioners to promote RPL in their work contexts
Procedure	Trainer's input - explain the instructions for the activity. In the PowerPoint slide, show the example of a fact sheet from Bangladesh. Elicit some responses about the design of the Bangladesh RPL fact sheet. Choose 3 to 4 to elicit their responses.

This is the complete list of the evaluation criteria: -

- Ability to Stand Alone
- Balance
- Overall Visual Appeal
- Legibility
- Quality of Graphics
- Conciseness
- Flow
- Appropriate, Accurate and Relevant Content
- Grammar/Spelling
- Attributions

Individual activity: participants sketch the design of a one-sided fact sheet to promote RPL (to gain a qualification) in their specific work context (10 mins). Try to encourage participants to use their creative skills.

Participants can refer to the NVQ Framework table which offers some information about the qualification levels in Sri Lanka, and is available from the Sector Skills Development Programme website: http://ssdd. skillsmin.gov.lk/nvq-framework/

NVQ Framework - Levels 1 - 4

Level	Qualification	Generalised Descriptor
1	NVQ 1 in Building Career Skills	Introduces people to soft skills which will facilitate employment. These include communication skills, cognitive skills and social attitudes that will enable candidates to work together with others.
2	NVQ2 in Developing Career Skills and NVQ2 in Basic Competencies for particular professions	Basic work competencies develop an assistant worker able to function effectively under a qualified supervisor
3	NVQ3 Certificate introducing students to particular sectors and competencies in a range of occupations for productive employability	Develops understanding of basic requirements for a career in particular fields. Candidate possesses knowledge of the fundamentals and positive attitude towards career development.
4	NVQ4 Certificate in particular occupations	A professional person with competencies to work independently and as a head of a team.

Materials: Participants' workbook - activity to design a RPL fact sheet
Pencils and erasers
Cut-ups of cards with different evaluation criterion

Pair work: Participants show each other their fact sheets and ask questions about each other's fact sheets

Mini-group work: (10 mins)

1. In their groups, participants place their fact sheets on the desk/chair/table
2. Each participant is given ONE evaluation criterion (cut-up)
3. Participants evaluate each other's fact sheets (according to the evaluation criterion they received)
4. Participants offer each other feedback on their fact sheets
5. Trainer(s) monitor the participants to check they are on task

SECTION **FOUR**

Offering RPL Candidates Advice, Assessing them, and Providing Feedback

By the end of this module, you will have:

01 Introduced Sumaiya's profile, and elicited ideas about considerations and approaches to advise Sumaiya

02 Set up the wall poster role-play activity for participants to practise responding to frequently-asked questions

Module Four

Offering RPL Candidates Advice, Assessing them, and Providing Feedback

Activity 13: Exploring Considerations and Approaches to RPL in Order to Gain a Recognised Qualification

Time	20 minutes
Aim	To activate participants' knowledge of selecting appropriate considerations and approaches in order to recognise an applicant's prior learning (in the preparation phase)
Procedure	Trainer's input - explain the instructions for the activity and pair up participants. Ask the participants to read the profile about a potential applicant, sumaiya, who is interested in applying for recognition of prior learning to obtain a national vocational qualification - Trekking/Hiking Guide. Ask participants to make some notes on their initial thoughts regarding their considerations and approaches when preparing to advise sumaiya about her potential application for RPL. They should refer to the Competency Standards: H55S022 : Trekking/Hiking Guide to assist them in generating some considerations and approaches. Trainer(s) monitors the participants to check they are on task. Pair activity - pairs share their ideas and thoughts about the considerations and approaches Mini-group activity - ask participants to swap partners. Working with the new partner, they listen to each other's considerations and approaches in order to learn something new or different. Remind participants to write what they have learnt in the ideas bubble. Elicit from participants what they have learnt with the whole group.
Materials	Participants' workbook - graphic organiser: consideration & approaches Participants' workbook - graphic organiser: mind bubble

Profile of a potential RPL applicant - Ms Sumaiya Siddique:

- Sumaiya is from Ampara. She is working as an assistant to an experienced and qualified tour guide who specialises in taking small groups of tourists into the mountain ranges in Sri Lanka.
- Sumaiya loves trekking and camping outdoors in the mountains and wants to become a qualified guide, who is certified to take tourists on trekking trips/holidays in the mountains.
- She wants to apply for a qualification as an Assistant Trekking / Hiking Guide.

Below is an example of the record of the initial interview Sumaiya has with her RPL facilitator.

Tertiary & Vocational Education Commission (Sri Lanka)
Competency Standards: H55S022 : **Trekking/Hiking Guide**

Qualification package	Description	Package level	Units for package
H55S022Q1L3	Assistant Trekking/ Hiking Guide	L3	U01 + U02
H55S022Q2L4	Hiking Guide	L4	U01 - U07
H55S022Q3L4	Trekking Guide	L4	U01 - U08
Compulsory Units			
1	Prepare for the trek/hike		
2	Carry out briefing & review		
3	Practice health & safety measures		
4	Carry out navigation activities		

Compulsory Units		
5	Handle necessary gear	
6	Perform survival techniques	
7	Perform casualty evacuation procedures	
8	Perform camping during the trek	
Optional Units	Career Skills 1 and Career Skills 2	

Participants' workbook - graphic organiser: consideration & approaches

Participants' workbook - graphic organiser: mind bubble
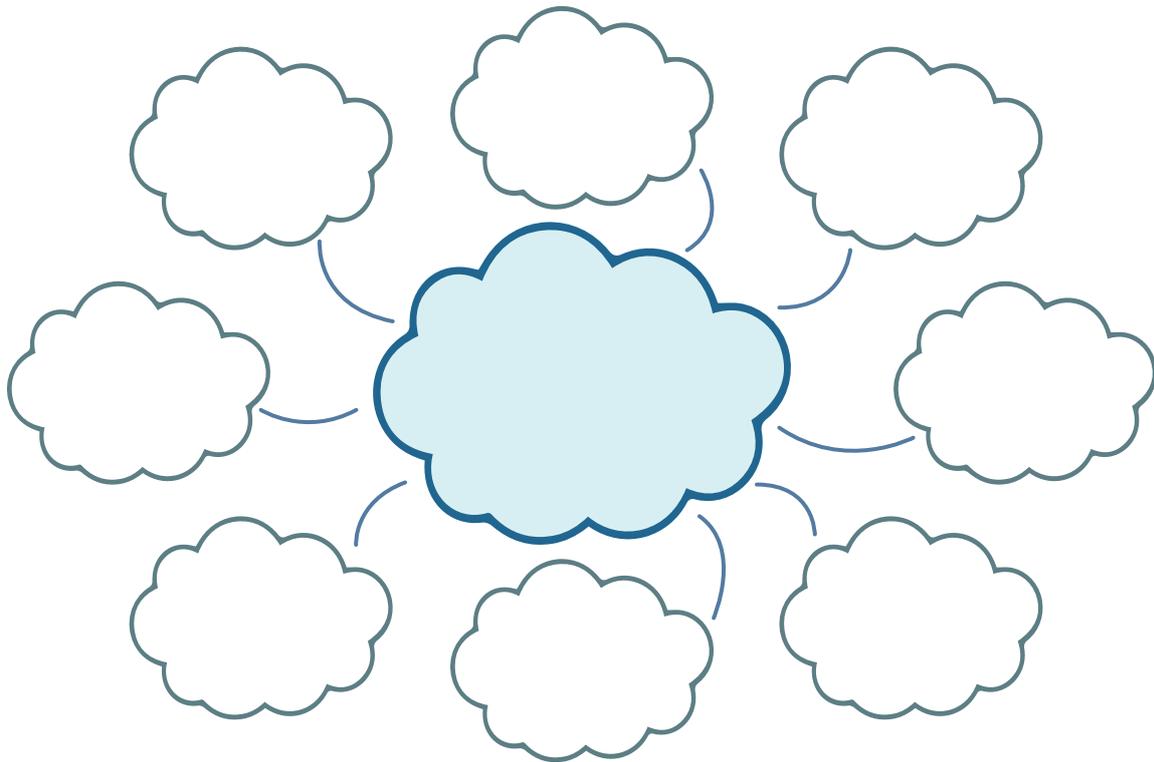
Activity 14: Giving Information, Advice and Guidance to an RPL Applicant

Time	40 minutes
Aim	To activate participants' knowledge of giving information, advice and guidance to an RPL applicant (during the advice phase)
Procedure	Trainer's input - explain the instructions for the activity. Ask participants to look back at the considerations and approaches from the previous activity and use the 'step ladder' graphic organiser in the workbook to brainstorm the key steps they would take to: 1. inform Sumaiya of the RPL assessment process and expectations 2. provide Sumaiya with some advice on how to gather evidence for recognition of her prior learning 3. offer Sumaiya guidance on her next steps in the RPL process

Step 7

Step 6

Step 5

Step 4

Step 3

Step 2

Step 1
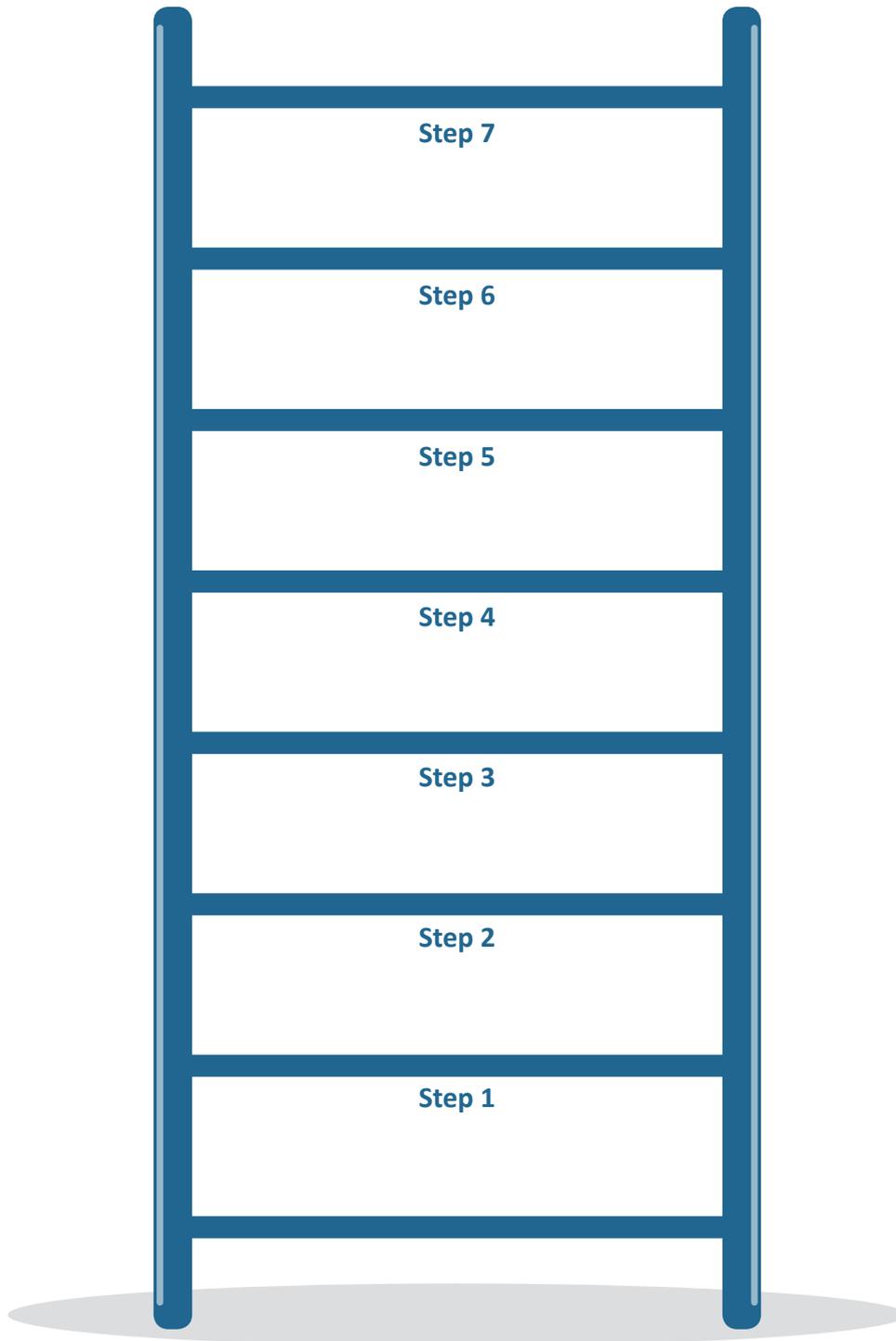
The situation - Sumaiya has booked an appointment to meet with a RPL facilitator. She arrives ten minutes early for her appointment. When she first meets the RPL facilitator, she appears shy and a little nervous. Although she has brought some documents with her, she seems reluctant to show them to the RPL facilitator. She is curious about what starting an application for RPL will involve. As she becomes more comfortable with the RPL Facilitator, she starts to become chattier. Eventually, she asks if it is okay to ask some questions about the RPL process and procedures.

Instructions: Print out one speech bubble question on A4 sized paper. Stick the speech bubble posters on the walls around the training area. They don't have to be in any particular order.

Give participants each a number: 1,2,3 or 1-14 and allocate them to a station, which are speech bubbles with questions on them. These are lettered A,B,C, D or A - N.

Participants read a question that Sumaiya has asked during the appointment with the RPL Facilitator. Participants respond to the question (i.e. what would you say?) and practise giving information, advice and/or guidance.

Trainer times each station - three minutes maximum per station. Participants move in a clockwise direction to the next station.

Keep going until participants have moved between three to four stations. Trainer asks participants to move to the next wall station and the same procedure is followed.

Trainer requests participants to sit down again.

Trainer(s) monitors the participants to check they are on task (also clarify instructions and offer encouragement to the participants, if required).

Participants' answers will vary - if you have time at the end, you can elicit some answers as a point for discussion or comparison.

Materials: Speech bubble wall posters with Sumaiya's frequently-asked questions (14 posters)
Blue tack or sticky tape
Participants' workbook - step ladder graphic organiser

SECTION **FIVE**

RPL Feedback and Evaluation

By the end of this module, you will have:

01 Run through the STARR method and conducted the role-play of an assessment interview with a candidate

02 Introduced Rohan's case study and conducted the role-play of RPL Assessors offering assessment feedback to a candidate

03 Encouraged participants to reflect on their competencies as a RPL Assessor

04 Highlighted ideas & suggestions to create a personal development action plan and handed out the Implementation Guide and Resource Book

05 Handed out the course evaluation forms for participants to complete

06 Given out the certificates of participation and closing remarks to conclude the training

Module Five
Offering RPL Candidates Advice, Assessing them, and Providing Feedback

Activity 15: Conducting an RPL Assessment Interview with a Candidate using the STARR Method

Time	60 minutes
Aim	For participants to practise their RPL assessment techniques during an interview with a candidate
Procedure	Trainer's input - explain the instructions for the activity Individual activity - participants use the STARR technique to write questions they would ask the candidate Trainer(s) request participants to close their workbook and elicit STARR questions from several participants
Materials	Participants' Workbook - the STARR technique to write questions, section to take notes, section to list challenges, section to make notes on ways to overcome these challenges Ideas for the trainer who is doing the role-play: see Trainers' Resource Folder for ideas on how to role-play the candidate
Training room	Arrange a desk and chairs for an interview Whiteboard/flip chart paper & marker pens
Role play activity	Role-play the assessment interview Trainer role-plays the candidate - see Trainers' Resource Folder for ideas on how to role-play the candidate Two participants are selected to role-play being RPL assessors on an interview panel - they ask their STARR questions by taking turns The participants, who are not playing assessors in the role-play, carry out an observation **(the observer)** of the interview. They observe the role-play and make notes of the candidate's responses. The other trainer monitors the participants to check they are on task

Mini-group activity	In small groups, ask participants to discuss these questions below: I. Do you consider the STARR method to be a useful technique? Explain your answer. II. What were the challenges you faced when taking notes of the candidate's responses? III. How do you think you can overcome these challenges? The other trainer elicits, from the entire group, some of the challenges the participants faced when taking notes & brainstorms ways to overcome these challenges. The trainer should write these on a whiteboard/ flip chart paper.

Activity 16: Offering a RPL Candidate Assessment Feedback After the RPL Assessment Decision has been Reached

Time	60 minutes
Aim	For participants to evaluate each other's communication skills when giving assessment feedback to an RPL candidate
Procedure	Trainer explains the instructions for the activity (PowerPoint slide) - real-life scenario with a senior RPL Assessor observing the RPL Assessor giving feedback to a candidate Individual activity - in the workbook, participants read the information about an assessment decision of a candidate's claim for recognition of prior learning.
Materials	Participants' Workbook - assessment decision of a candidate's claim for recognition of prior learning, section to make notes, criteria to evaluate the role-play participants' communication skills Trainer - role-play card (in Trainers' Resource Folder) - gives the trainer some points to act when receiving the assessment feedback Individual cut-ups of the names of participants put in a hat or a bag (trainer to make own) PowerPoint slide - information of the real-life scenario with a senior RPL Assessor
Training room	Arrange a desk and 4 chairs for the role-play

Rohan's case study for recognition of prior learning:

Mr Rohan Perera

- Rohan has been working in a hotel in Dubai, UAE as a Barista and Bar Steward for the past five years. He loves serving people. He returned to Sri Lanka and wants to get a job as a bartender at a hotel resort in Pasikuda.

- He submitted a claim for recognition of prior learning towards a Bartender - Food and Beverage Service NVQ Level 4.

- He submitted an evidence portfolio and underwent direct observation at an assessment centre.

- He is awaiting the assessment decision of his claim for RPL to gain the qualification.

Assessment Decision Summary

Candidate Information:	Assessor Information:
Name: Mr Rohan Perera Reference number: 0000001 Contact number: 0761234567	Name: Mr A Example Assessment Date: 20 Sept 2020 Assessment Location: Training Center A

Qualification applied for: H55S005Q4L4 Bartender - Food and Beverage Service NVQ Level 4 Units for package: U01, U03, U05, U06, U07, U08

Unit(s) of competency assessed:			
Unit code: U01	Unit title: Carry out mise-en place for food and beverage	Competent Not yet competent	√ ☐
Unit code: U03	Unit title: Provide table service for wine	Competent Not yet competent	☐ √
Unit Code: U05	Unit title: Maintain, personnel grooming, hygiene and workplace safety	Competent Not yet competent	√ ☐
Unit code: U06	Unit title: Serve alcoholic beverages in a bar	Competent Not yet competent	√ ☐
Unit code: U07	Unit title: Perform activities related to bar operation	Competent Not yet competent	√ ☐
Unit code: U08	Unit title: Prepare and serve cocktails	Competent Not yet competent	☐ √

Assessment Decision:	
Competent ☐ Record of Achievement can be issued for U01, U05, U06, U07.	Not yet competent √

Feedback and Future Action:

Gaps in competencies:
U03 - Competent in some areas but not all. Satisfactory at noting guests' preferences for future reference/visits, but some evidence was missing: guests' satisfaction was not verified verbally or using comment cards and guests were not explicitly thanked for their custom. However, guests were bid farewell but not invited to revisit.
U08 - Candidate demonstrated the ability to make 4 different types of cocktails, but did not serve them in the correct glasses or with the correct amount of ice. Working with flair was not evident.

Strategies for further improvement:
Develop competencies around the end of the bar experience for guests. Specifically how to politely ask guests about their satisfaction levels, how to request they complete comment/feedback cards, and how to thank and say goodbye to guests while encouraging them to revisit.

Any other recommendations:
The candidate should consider attending a bartender course in mixology and/or working flair.

Individual activity: Participants make some notes on the approaches he/she would take when providing assessment feedback to Rohan

Role-play activity: The following role-play activity anticipates a potential real-life scenario.
The scenario - a senior RPL assessor would like to carry out a direct observation of RPL Assessors giving their assessment feedback to a RPL candidate.
The candidate: a trainer will role-play the candidate, Rohan. These points are also in the Trainers' Resource Folder.

TRAINER: You are Rohan.

Points to act during the role-play:

- You show your disappointment.
- You were really hoping to be awarded the qualification.
- You are eager to learn how you can rectify the situation as soon as possible.
- You explain to the assessor(s) that the deadline to apply for the bartender job at the resort in Passikuda is next week.
- You want to know if you can receive a record of achievement to show the competencies you currently do have.

Trainer selects 3 participants' names from out of a hat - these participants will take it in turns to offer their assessment feedback to the candidate in the role of RPL Assessor.
Trainer explains the instructions for the activity, sets up the role play with the 3 participants, clarifies what they need to do and how to do it.
The other trainer talks to the rest of the participants - explains the instructions for their activity, they have to evaluate the communication skills of the 3 assessors in the role-play.
The trainer arranges participants into small groups with one of the assessors from the role-play. Participants take it in turns to offer the assessor his/her evaluation of the assessor's communication skills.

Individual activity: The rest of the participants use the criteria in the workbook to evaluate

1) evaluate the RPL Assessors' communication skills and

2) offer the Assessor some evaluation feedback

Evaluation Criteria:

NAME OF RPL ASSESSOR: _____

Criteria	Yes	No	Comments
Communication was clear			
Communication was concise			
Communication was constructive			
Communication checked candidates' understanding			
Communication was sensitive to the candidate's situation			

Activity 17: Self-evaluation of RPL Assessors' Competencies

Time	15 minutes
Aim	For participants to evaluate their competencies as an RPL assessor in order to better understand their strengths and weaknesses
Procedure	Trainer's input - explain the instructions for the activity Individual activity: participants use the checklist to self-evaluate their competencies as an RPL assessor
Materials	Participants' workbook - checklist to self-evaluate A copy of the checklist is in the Trainers Resources

Activity 18: Training Round-up: What are your Next Steps?

Time	10 minutes
Aim	For participants to receive ideas on how to form an personal development action plan
Procedure	Trainer's input - highlight ideas & offer suggestions on how to use the RPL Implementation Guide and the RPL Handbook and how to create a personal development action plan (post-course activity).
Materials	Copies of the Implementation Guide Copies of the RPL Handbook Participants' Workbook - graphic organiser of a personal development action plan (post-course activity) PowerPoint slide - ideas & offer suggestions

Timeframe	What?	With whom	How?	Goal!
Immediate				
3 months				
6 months				
1 year				

Activity 19: Training Course Evaluation

Time	10 minutes
Aim	For participants to evaluate the training course and the trainers
Procedure	Trainers explain instructions to fill out the training course evaluation form Participants fill out the training feedback form
Materials	Copies of the training feedback forms to hand out are in the Trainer's Resources Folder.

Activity 20: Certificates and Closing Remarks

Time	15 minutes
Aim	For participants to receive certificates of participation
Procedure	Trainer(s) hands out certificates of participation Trainer offers his/her closing remarks and concludes the training course
Materials	Individual certificates of participation

SECTION **SIX**

RPL Assessment Toolkit
- Assessment Module

This module is for self-access after the training course has finished. This module is not part of the training course. It is listed here to show the trainer what is inside the participant's workbook.

Module Six

RPL Assessors' Tool Kit - Assessment Module

In this assessment module, there is a tool kit for participants' to complete after the training course. The tool kit comprises of three assessment tools: -

1. **Self-evaluation of competencies** - a trainee uses the RPL Assessors' competency-based profile to evaluate his/her current competencies as a RPL Assessor.

2. **Self-reflection of trainees' awareness** of identifying and mitigating the risks which might affect the quality of assessment for RPL.

3. **Self-analysis of learning** - is a trainee's analysis of his/her learning, which has taken place during the duration of the training course. Importantly, the trainee must demonstrate the extent to which he/she can accurately appraise his/her own learning.

Self-evaluation of RPL Assessors' Competencies

There are seven learning outcomes/elements of competence in the self-evaluation tool. These are as follows:

1. Understands the principles & process of RPL and is familiar with the relevant regulations
2. Is familiar with the main components of outcome-based national competency standards supplied by NAITA
3. Knows and follows the principles of RPL assessment
4. Knows the field of the national vocational qualifications framework at compliance level
5. Cooperates with different stakeholders/parties involved in the RPL process
6. Expresses themselves clearly and produces accurate & clear documentation
7. Identifies and mitigates risks that might affect the quality of assessment

The self-evaluation tool can be located in the Participants' Workbook - Activity 17.

Self-reflection of Trainees' Awareness

This tool requires the trainee to provide evidence regarding the trainee's awareness of risks that may affect the quality of RPL assessment. This tool specifically addresses the learning outcome/element of competence - No. 7.

TASK: For each situation, first specify what this risk is, and secondly, explain how the risk may affect the quality of RPL assessment.

There is **no** code of conduct for RPL assessment	There is **insufficient** access for the applicant to RPL advisory and counselling services
There is an **over-reliance** on one RPL assessment method	There is insufficient information on how a candidate can appeal a RPL assessment decision
The link between national vocational qualifications, national competence standards and the RPL assessment process is **unclear**	
There is **insufficient** awareness and understanding of how the RPL assessment process works	The RPL assessment process **excludes** people from disadvantaged backgrounds
The RPL assessment process is **not transparent**	There is a **lack** of quality assurance regarding the RPL assessment process
The RPL assessment process is **not** impartial	The validity and reliability of the RPL assessment process is **not credible**

TASK: The trainee is required to write short responses outlining how they would mitigate the risks which might affect the quality of assessment for RPL.

A workplace portfolio	An assessment interview
Risk 1: Candidate has received a lack of guidance in preparing the workplace portfolio	Risk 7: The candidate directs the question topics towards the ones he/she prefers or to one where he/she demonstrates more confidence
Risk 2: The candidate is unable to compile a portfolio, saying either: it is too complex, too time-consuming or too overwhelming for candidates with little formal education	Risk 8: The assessor did not take sufficient notes of the candidate's responses
Risk 3: The candidate has submitted a lack of demonstrable evidence in the portfolio	Risk 9: The assessor doesn't adhere to the predetermined interview questions
Risk 4: The candidate explains that the costs and difficulty of translating paperwork (i.e. foreign paperwork for returning migrants) is a barrier to submitting a portfolio	Risk 10: The candidate doesn't possess adequate language skills to take part in the interview

A workplace portfolio	An assessment interview
Risk 5: The assessor identifies there is questionable authorship of the portfolio or of the evidence contained inside	Risk 11: The assessor personally knows the candidate
Risk 6: The assessor identifies that all, or some, of the evidence submitted is not current	Risk 12: The assessor's evaluation of the evidence is not linked to learning outcomes/ elements of competence and is not related to the performance criteria

Self-analysis of Learning

This tool requires the trainee to write an analysis of their learning, which has taken place during the duration of the training course. In the analysis, and very importantly, the trainee should demonstrate the extent to which the trainee can accurately appraise their own learning.

The trainee is required to focus solely on learning outcome/element of competency No. 3 - 'Knows and follows the principles of RPL assessment'.

The trainee must firstly map his/her learning to the performance criteria: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 and 3.7

The trainee can use the STARR method to write the self-analysis of his/her learning while taking part in the training course. The trainee should revisit and reflect on his/her learning from the following training activities and tasks: 12, 13, 14, 15 and 16.

S   **Situation**: Describe the training circumstances and where the learning experience took place (for example, description of the training course, the people you were training with, the trainer(s) etc.)

T   **Tasks:** Describe the training aims set for you and which were completed during the training activities: 12, 13, 14, 15 and 16.

Map the aims to performance criteria: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 and 3.7

Introduce the learning focus or training aspect that you will be paying further attention to in your analysis.

A   **Activities:** Describe the activities, methods, tools that were used (techniques, preparation, and principles for taking part in the training activities).

When describing activities, please write so the reader can understand what you did, how you did it, and what kind of skills and attitudes you employed to further your learning.

R   **Results:** Try to write about the best and most surprising outcomes that made you analyse and change your attitude/behaviours.

Who was involved, how you noticed your learning had taken place, and what reference points did you use to measure your learning i.e. between "then" and "now".

List some personal recommendations for yourself explaining what you are able to do or will do with the learning you gained.

R   **Reflection:** Make reference to the actual competencies you consider you have developed.

Refer to the areas (3.1, 3.2, 3.3, 3.4, 3.5, 3.6 and 3.7) that require some improvement / development; to do this, you could reflect on your RPL assessor personal action plan (see activity 18 in Participant's Workbook).

Trainer's Resources

List of Resources

Activity No.	Description	Size	How to use these resources
PowerPoint File	Slides		Use a projector to show the PowerPoint slides
4	RPL terms and definitions	B5	Cut-ups for card game
6	Poster of RPL process	A3 Colour	Place on tables, stick on walls, give away as prizes
7	Venn diagram (empty) Venn diagram with answers	A5	Show on projector/put into a PowerPoint slide
8	Lettered wall clues of actions	A5	Stick on walls
12	Fact sheet evaluation criteria	A4	Cut-ups
13	Thought bubble graphic organiser	A4	Show on projector/put into a PowerPoint slide
14	Speech bubble wall posters	A4	Stick on walls
15	Role-play card for the trainer	A5	Print out
16	Role-play cards for the assessor(s) and trainer	A5	Print out and show on projector/ put into a PowerPoint slide
17	RPL assessors competency-based profileA4 double-sided	A4 double-sided	Put into a PowerPoint slide
18	RPL individual action plan	A5	Put into a PowerPoint slide
19	Participants' feedback form	A4 double-sided	