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

CONDUCTING RPL ASSESSMENT

Participant's Workbook

Skills for Inclusive Growth

Contact Person

Farheen Khurrum - Contract Representative
Scope Global
Level 5, 12 Pirie Street, Adelaide, SA, 5000, Australia
Tel: +61 8 7082 1431
Farheen.Khurrum@scopeglobal.com

Version V1.0 (September 2021)

Quality
ISO 9001
SAI GLOBAL

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 recognised currently in the regulated vocational education system.

The Recognition of Prior Learning (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 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 trainer(s) 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 Participants

Dear Participant,

Welcome to the course. As a participant on this course, you will be actively engaged in covering several integral areas covering assessment for Recognition of Prior Learning (RPL).

The training course is scheduled for two full days. The training schedule is as follows:

Day 01

Time	Activity	People
9-10.15am	Welcome and introductions	Participants & Trainers
10.15-10.30am	Morning break	
10.30am-12.30pm	Activities 1 - 5 (M1) 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

Day 02

Time	Activity	People
9-10.15am	Welcome and introductions	Participants & Trainers
10.15-10.30am	Morning break	
10.30am-12.30pm	Activities 13 & 14 (M4) 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 Activities

There are **20 major activities** which range from 5 minutes to 60 minutes. A mixture of training procedures have been included, such as, individual activities, pair activities and mini-group activities. To avoid our participants sitting for great lengths of time, **activities 2, 8, 12 and 14** require you to get out of your 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 you can easily follow the tasks and can successfully reach the training aims set for you. Many of the activities include graphic organisers to ensure that you are able to capture your ideas, thoughts, considerations, approaches, and feedback in a logical and meaningful way. You will find these in activities: **5, 6, 7, 8, 12 and 13**.

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

The use of PowerPoint slides have been kept to a minimum to avoid burn-out. Wherever possible, alternative ways to present key information are designed into training procedures. Profiles of people wishing to apply 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 mini-case study and **activity 16** introduces Rohan's profile and mini-case study.

There are two major role-plays in the training schedule. **Activity 15** takes a multi-staged approach which builds up to a role-play where you can practise your RPL assessment techniques during an interview with a candidate. **Activity 16** builds up to a role-play where RPL assessors give some assessment feedback to a candidate. The trainer(s) will clarify what you need to do and we anticipate your full engagement in these real life scenario role plays.

As expected with any effective training course, a self-evaluation of the your core competencies as a 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 as a post-course activity.

At the end of this workbook, you will find the **RPL Assessors' Tool Kit - Assessment Module**. This can be utilised by trainees/participants to demonstrate the learning that has taken place during this training course. It can also be used as an assessment tool kit to appraise the trainees/participants' learning and assess some of the requisite competencies to function competently as a RPL Assessor.

A certificate of participation will be given to you at the end of the training course.
We wish you every success on this course and hope you find it useful and engaging.

Schedule of Training Activities

Activity number	Activity description	Aim of the activity	Training procedure	Time
MODULE 1 1	Welcome, introduction and procedures	Introduce the trainer, training course schedule and training procedures To break the ice among the participants and trainer(s)	Trainers introduce themselves, they introduce the aims of the course, schedule and procedures for the day	5
2	Icebreaker	To break the ice among the participants and trainer(s)	Engaging in fun introductions	5
3	Exploring definitions of RPL and beliefs about recognition of prior learning	Exploring definitions of RPL and beliefs about recognition of prior learning	Input: compare definitions of RPL Individual activity: exploring your own beliefs	20
4	Glossary of key RPL terms	To familiarise participants with key terms used in the RPL process	Mini-group activity: matching card game	10
5	Core principles of RPL 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	20
MODULE 2 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 3 phases Pair activity: categorise the phases	30
7	Explore the competencies, roles and responsibilities of RPL assessors and RPL facilitators	To highlight the competencies, roles and responsibilities of RPL assessors and RPL facilitators	Individual activity: fill out the Venn diagram Pair activity: pairs discuss answers	30

Activity number	Activity description	Aim of the activity	Training procedure	Time
MODULE 2 8	Points of contact in the RPL process 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	30
9	Important RPL assessment terminology	To activate participants' understanding of RPL terminology	Individual activity: multiple choice quiz	30
MODULE 3 10	Common methods of assessment and tools used for RPL	To explore two overarching RPL assessment methods and assessment tools	Pair activity: discuss questions	20
11	Different types of evidence for RPL assessment purposes	For participants to differentiate between direct, indirect & historical types of evidence used for RPL assessment purposes	Individual activity: categorise using graphic organiser	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	20
MODULE 4 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	20
14	Giving information, advice and guidance to an RPL applicant	To activate participants' schemata of giving advice, information and guidance to RPL applicants	Individual activity: graphic organiser of key steps Mini group activity: practise answering frequently-asked questions	40

Activity number	Activity description	Aim of the activity	Training procedure	Time
MODULE 5 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	60
16	Offering a 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	60
17	Self-evaluation: RPL assessors' competencies profile	For participants to evaluate his/her own competencies as an RPL assessor	Individual activity: self-evaluate	15
18	Round-up: what are your next steps?	For participants to receive ideas on how to create an personal development action plan	Individual activity: reflect on your next steps	20
19	Training course evaluation	Participants evaluate the training course & the trainer(s)	Individual activity: complete a feedback form	10
20	Certificates and closing remarks	Participants receive certificates of participation	Goodbyes	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

MODULE **ONE**

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

Aim	To introduce the trainer(s), training course schedule and training procedures.
Time	**5 minutes**
Instructions	If you have any specific needs during this training course, please inform the trainer as soon as possible.

Activity 2: Icebreaker

Aim	To break the ice among the participants and trainer(s).
Time	**5 minutes**
Instructions	Your trainer will give you some instructions on how to break the ice with other course participants.

Activity 3: Compare Definitions of RPL and Exploring your Beliefs about Recognition of Prior Learning (RPL)

Aim	To compare two definitions of RPL and explore the potential benefits and challenges of RPL from your perspective
Time	**20 minutes**
Instructions	Your trainer will show you two definitions of RPL. Read the two definitions. Which definition do you prefer? Why?
Pair work	In a pair, compare your preferences with each other. Explain the reasons for your preferences.

First 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.

Second 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.

Individual activity: Look at the list below. Prioritise the benefits and challenges of RPL in order of importance from your perspective as an RPL practitioner.

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**	
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	

Benefits of RPL	Order of importance	Challenges of RPL	Order of importance
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 activity: In a pair, compare your perspectives with each other.

Activity 4: Glossary of Key RPL Terms

Aim	To familiarise you with the key terms used in the RPL assessment process
Time	**10 minutes**
Instructions	Your trainer will give you some cards. In your mini-group, match eight RPL terms with the correct definitions.

## Activity 5: Core Principles & Key Beneficiaries of RPL

Aim	To familiarise you with the core principles underpinning RPL and identify potential key beneficiaries of RPL
Time	**20 minutes**

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.
Principle	**Description**
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.

Individual activity: Fill out the graphic organiser and provide your own examples of each RPL principle. Your trainer may ask you to provide an example, so be prepared to offer one.

Time: 10 minutes
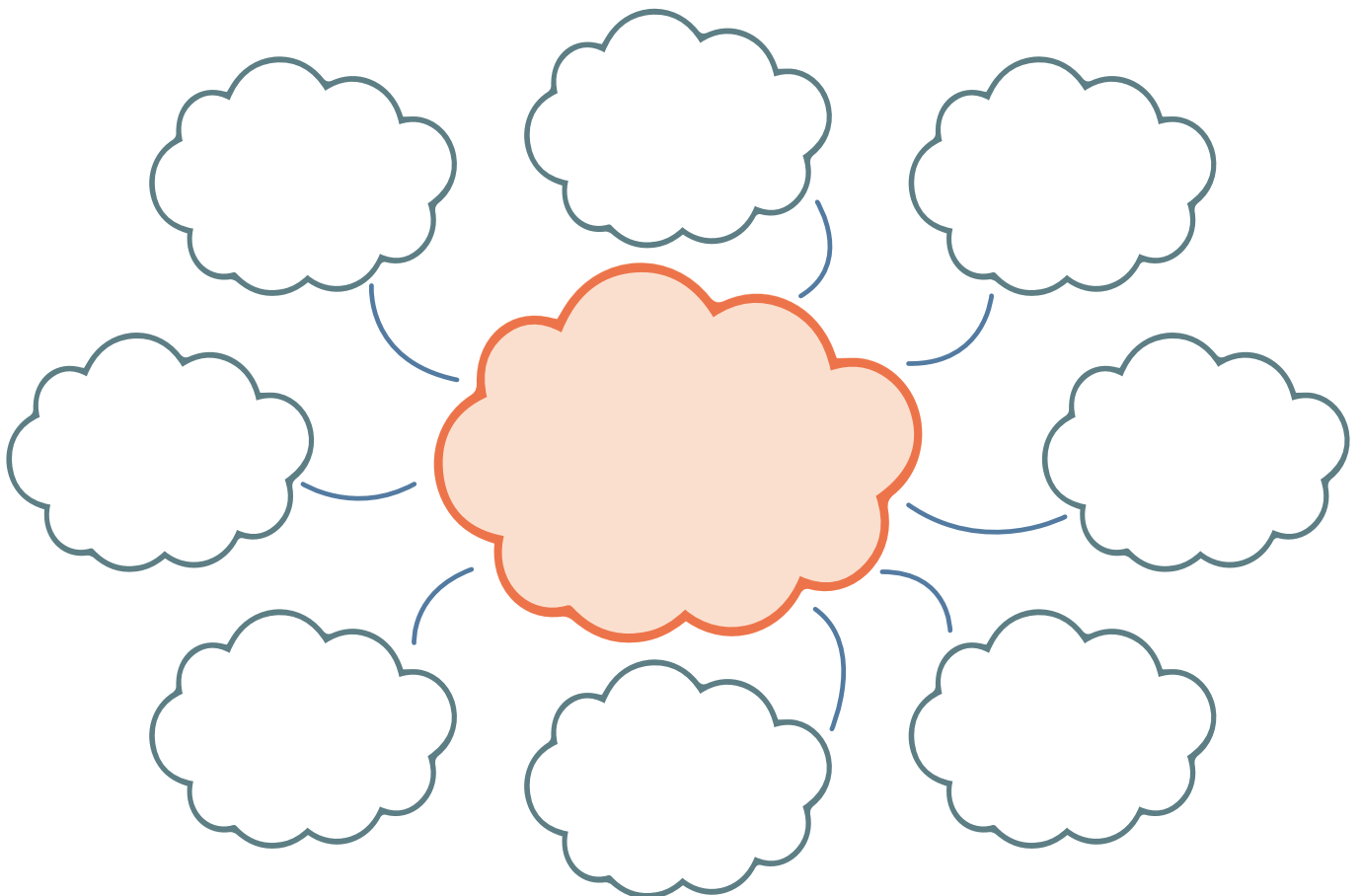
Individual activity: match the profile of potential RPL beneficiaries with reasons **why** they may need or require RPL.

Profile of RPL beneficiary	Why they might need or require RPL
1. A craftsperson, in the formal and/or informal economy	a)...who acquired relevant skills and knowledge on a job and seeks recognition for their competencies, for example, to earn credits towards a degree
2. Any worker in the informal economy	b)...who needs to obtain a formal recognition of competencies in the recipient country, including competencies acquired through non-formal and informal channels
3. An unemployed person	c)...who used to work in an occupation without certification, exited the labour market and now wants to return to formal employment
4. An economically inactive person	d)...who wants to work in the formal economy
5. A caretaker or a person employed in an occupation mainly conducted at home without a qualification (mostly women, often unpaid)	e)...who realises that formal certification is essential to getting a job
6. An employed person who is working in any job where qualification have changed over the years or where qualification requirements differ across countries	f)...who realises they need a qualification to keep working even as self-employed
7. A university student or postgraduate student	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
8. A worker who wishes to continue working after retirement age	h)...and who wants to remain competitive in the labour market
9. A migrant worker or returning migrant worker	i)...who wants to get a job outside of the home and into the labour market

MODULE **TWO**

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

Aim	To outline the RPL process and to identify the three main phases of RPL
Time	**30 minutes**
Instructions	Your trainer will give you a poster showing an RPL process. It is a flowchart. In your mini-group, look at the flowchart and identify the 3 main phases of the RPL process. In the graphic organiser on the next page, write in the 3 main phases in the grey-shaded boxes.

Next, in pairs, for each main phase - count the number of steps there are. Write the number of steps into the graphic organiser on the next page.

Your trainer will show you a PowerPoint slide of the key steps for each phase. Compare your answers with those on the slide. |

…………………..

Steps:

➡

…………………..
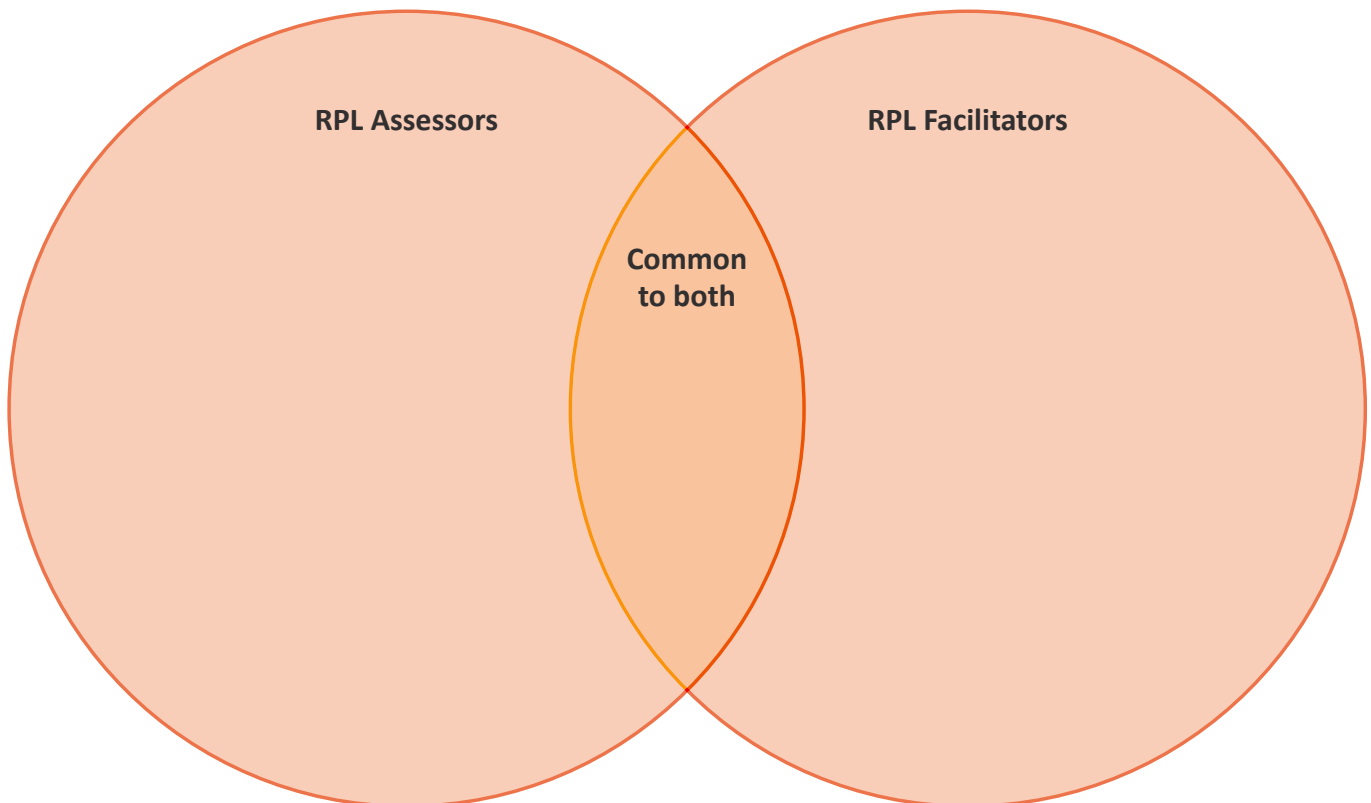
Steps:

➡

…………………..

Steps:

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

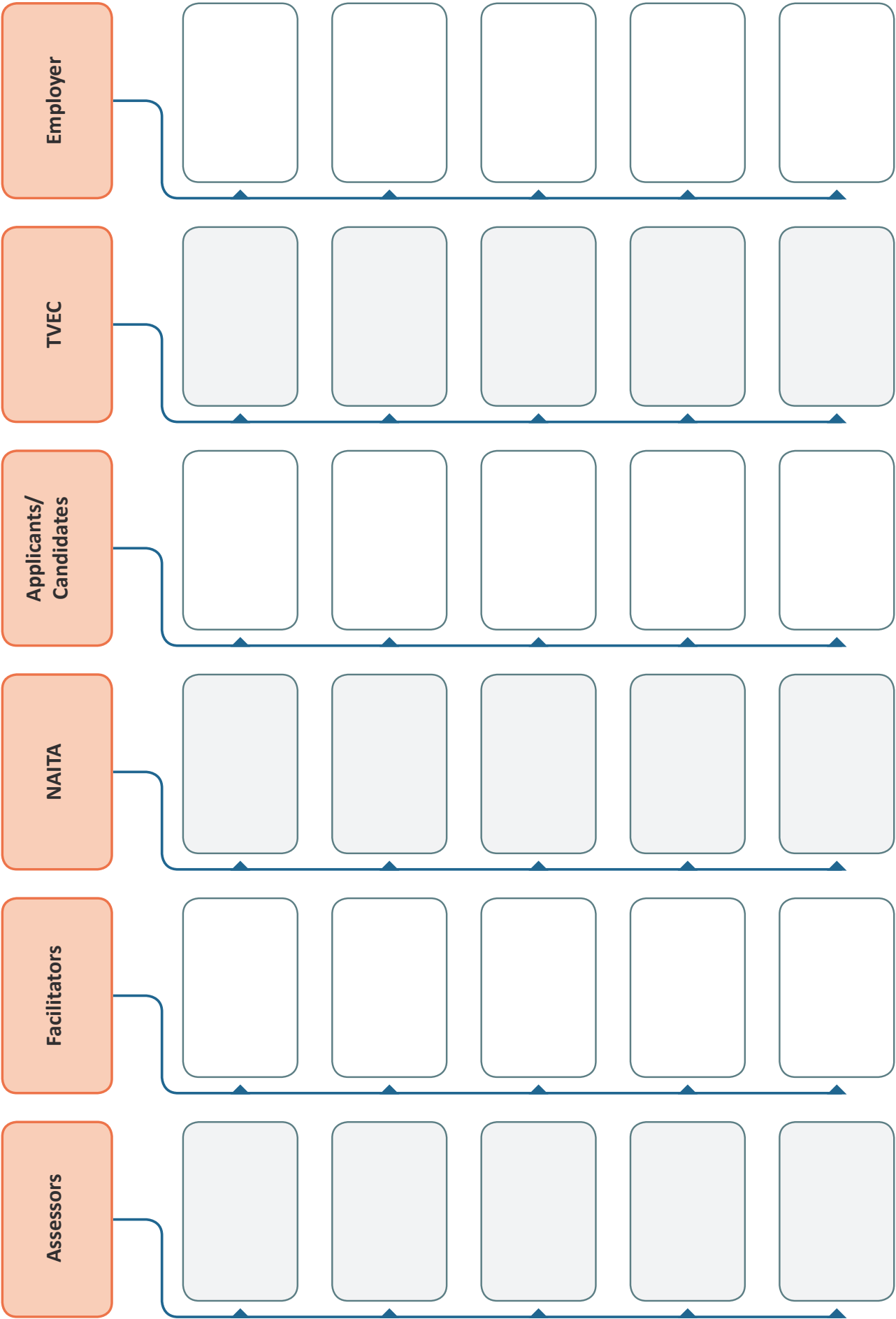| Aim	To highlight the competencies, roles and responsibilities of RPL assessors and RPL facilitators
Time	**30 minutes**
Instructions	Individual activity - fill out the Venn diagram with letters from the list. Write in the letters from the list in the appropriate spaces. When you have finished, discuss your answers and ideas in pairs. Your trainer may ask you to provide an answer, so be prepared to offer one.

RPL Assessors

RPL Facilitators

**Common
to both**

Competencies, roles and responsibilities of a RPL assessor and a RPL facilitator

A) Should fully comprehend the competence standards and assessment/performance criteria and how they can be referenced to learning outcomes	B) Must have the ability to inspire trust and to create a proper psychological setting for the candidate	C) Must have no personal interest in the assessment decision/ outcome (to guarantee impartiality and avoid conflicts of interest)	D) Should support the applicant's preparation for assessment i.e. an assessment plan

E) Must have the ability to offer impartial advice on the RPL assessment process	F) Should appraise the extent and depth of evidence of learning outcomes	G) Must be independent from assessment decision/ outcomes	H) Must operate according to a code of conduct	I) Must be familiar with different learning outcomes for several qualifications
J) Must be competent in upholding core principles of RPL	K) Be competent in carrying out assessment(s)	L) Should have a thorough knowledge of assessment methods & tools	M) Should be the first contact with a potential applicant and answer queries/ request for information	N) Must help to develop the applicant's levels of self-awareness
O) Must guide the candidate after the assessment decision	P) Must be committed to providing feedback on the match between learning outcomes and competency standards	Q) Must have considerable experience in the specific field of work	R) Should explain expectations in terms of applicant's behaviour and provide the applicant with current information	S) Support the candidate if he/ she chooses to appeal (against the assessment decision)

Activity 8: Points of Contact in RPL and Types of Communication

Aim	To highlight the major points of contact in the RPL process and consider different types of communication with specific stakeholders.
Time	**30 minutes**
Instructions	This is a whole group activity. Your trainer has put up some clues on the walls in the training room. Leave your seat, look for the clues and fill out the graphic organiser on the next page. The clues are some of the major actions which typically occur during the RPL process. The clues are numbered and what you need to do is write the number of the clues into the boxes under each point of contact: assessors, facilitators, applicants/candidates, TVEC, NAITA and employers. Your trainer will show you a PowerPoint slide which shows the major points of contact. Compare your answers with those on the slide. In pairs, discuss what types of communication would be appropriate with specific stakeholders in the RPL process. Make a note of this on the graphic organiser. Your trainer may ask you to provide an answer, so be prepared to offer one.

Employer

TVEC

Applicants/
Candidates

NAITA

Facilitators

Assessors

Activity 9: Important RPL Assessment Terminology

Aim	Activate your understanding of important RPL assessment terminology
Time	**30 minutes**
Instructions	Individual activity - you are about to complete a multiple choice quiz which tests your understanding of important RPL assessment terminology. The trainer will show you some RPL assessment terminologies on a PowerPoint slide. The terminologies are listed in alphabetical order. Write the name of the terminology into the blank space (where the underlined gap is) and then circle the best definition. Your trainer might ask you for your answer, so be ready to give one. At the end of the activity, our trainer will check that you have all the correct answers.

Multiple-choice quiz

1. _____
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. _____
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. _____
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. _____
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. _____
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. _____
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. _____
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. _____
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. _____
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. _____
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. _____

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. _____

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. _____

A. specifies the continuum of contexts and conditions to which the assessment or performance criteria apply

A. specifies how well a candidate can function when performing certain key tasks in the context of his/her role at work

14. _____

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. _____

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. _____
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. _____
A. describes a major work function performed in the occupation
B. describes a task a candidate needs to perform in the occupation

18. _____
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. _____
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. _____
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

End of quiz. Count how many answers you got right.

MODULE **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

Aim	For you to reflect on the two overarching assessment methods commonly used in RPL and identified appropriate assessment tools
Time	15 minutes
Instructions	Read the descriptions for each method below.

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.

Pair activity: Discuss the following questions: -

1. When and/or where have you heard of a portfolio being used as an assessment tool for RPL?

2. What do you think is the main purpose of a study portfolio?

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

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

5. What assessment tool would be appropriate?

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

7. Why?

Activity 11: Different Types of Evidence for RPL Assessment Purposes

Aim	For you to differentiate between direct, indirect and historical forms of evidence and to identify suitable and unsuitable types of evidence used in RPL assessment
Time	**15 minutes**
Instructions	Individual activity - read the explanations of direct evidence, indirect evidence and historical evidence.

Direct evidence is material created by the candidate and 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.

Types of evidence used for RPL assessment purposes

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

Individual activity: categorise the types of evidence into the following table.

Direct evidence	Indirect evidence	Historical evidence

Pair work: Compare and contrast your answers from the table.

> Which form of evidence do you think is most likely to appear in a portfolio?

Pair work: Discuss question above. Your trainer may ask you for an answer, so be prepared to give one. At the end of the activity, your trainer will check that you have all the correct answers.
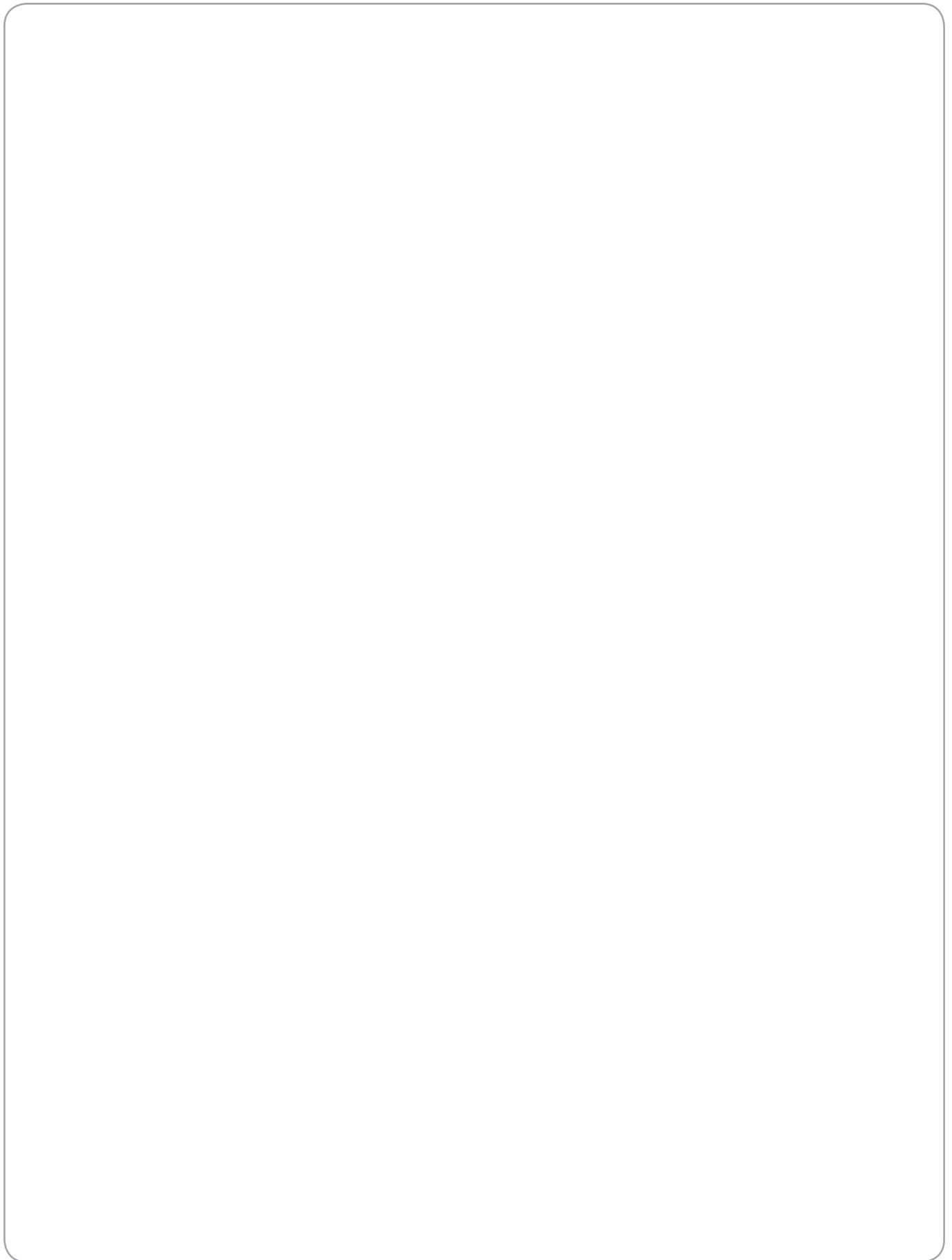
Activity 12: Awareness Raising of RPL Qualifications for Tourism and Hospitality in Sri Lanka

Aim	to help you to devise ways for RPL Assessors and RPL Facilitators to promote RPL in your specific work context. Your trainer will show you an example of an RPL fact sheet to inspire you. The NVQ Framework table below 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/
Time	**20 minutes**
Instructions	Sketch the design of a fact sheet to promote RPL in your specific work context. You have 10 minutes to sketch your design for a fact sheet. Use the information below to help you decide what important information you could include in your fact sheet.

Level	Qualification	Generalised descriptor
01	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.
02	NVQ 2 in Developing Career Skills and NVQ 2 in Basic Competencies for particular professions	Basic work competencies develop an assistant worker able to function effectively under a qualified supervisor.
03	NVQ 3 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.
04	NVQ 4 Certificate in particular occupations	A professional person with competencies to work independently and as a head of a team.

Sketch your design for a fact sheet here:

Once you have sketched your design, work in pairs and look at your partner's fact sheet. Ask him/her a question about their fact sheet.

Your trainer will ask you to place your fact sheet on the desk/chair/table. Next, your trainer will give you a card with an assessment criterion written on it.

You will use the assessment criterion on your card to evaluate and provide feedback about your group members' fact sheets.

Tell each group member your evaluation feedback of their fact sheets. You should do this orally.

Mingle with the participants as much as you can - don't forget to ask each group member for their evaluation feedback of your fact sheet as well!

When the trainer instructs you to do so - get up from your seat, and walk around and look at the other participants' fact sheets in your mini-group. You have 10 minutes.

What evaluation feedback did you receive? Make a note here: -

Name of participant	The evaluation feedback you received

MODULE **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 Recognising Prior Learning in Order to Gain a Recognised Qualification

Aim	To activate your knowledge of selecting appropriate considerations and approaches in order to recognise an applicant's prior learning (during the preparation phase)
Time	**30 minutes**
Instructions	Individual activity - read the profile about a potential applicant, Sumaiya, who is interested in applying for recognition of prior learning to obtain a national vocational qualification as a Trekking/Hiking Guide.

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.

On the next page is an example of the record of the initial interview Sumaiya has with the RPL Facilitator.

Record of initial interview

Candidate name: Sumaiya Siddique Reference number: 0000010 Contact number: 0771234567	Qualification applied for: H55S016Q1L3: Assistant Trekking/Hiking Guide Unit(s) of competency: U01 + U02

Description of candidate's tasks at work, skills, experience and competencies:	

- Worked each major tourist season for the past 3 years
- Some experience of trekking and camping in difficult weather conditions
- Assists in managing the tour group and coordinates the trekking trips
- Usually has 2-6 people on a trek
- Some experience in briefing trekkers
- Arranges accommodation and transport for the tours
- Knows necessary trekking equipment and how to handle it
- Does not have a qualification in first aid but is interested in obtaining one.
- Has completed some health and safety training

Units of competency		

Unit code(s): U01 - Prepare for the trek/hike	Evidence available: Log book of hikes over the last 3 years, which includes details on where, when, weather conditions and number of trekkers. Permission slips from relevant authorities for 8 recent hikes. Route maps and notes detailing shelters, emergency access routes and equipment taken for eight recent hikes.	Additional evidence required: Candidate to obtain a third party report from the tour guide she works for detailing her responsibilities. Suggest oral questions on identifying suitable food and logistic requirements. Candidate to provide action plan documentation per the SOPs.
U02 - Carry out briefing and review	Video recording of candidate briefing trekkers on a recent hike. Feedback cards completed by hikers that specifically mention Sumaiya's hiking skills. Powerpoint slides prepared by candidate for use in briefings	Suggest direct observation / simulation of candidate briefing for a hike, and obtaining feedback afterwards. Optional - attend first aid training
Facilitator signature:		Date:
Candidate signature:		Date:

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		
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**		

Instructions:

Make some notes on your initial thoughts regarding your considerations and approaches when preparing to advise Sumaiya about her potential application for RPL. Use the Competency Standards: H55S022 : Trekking/Hiking Guide to assist you in generating some considerations and approaches.

Your notes: -
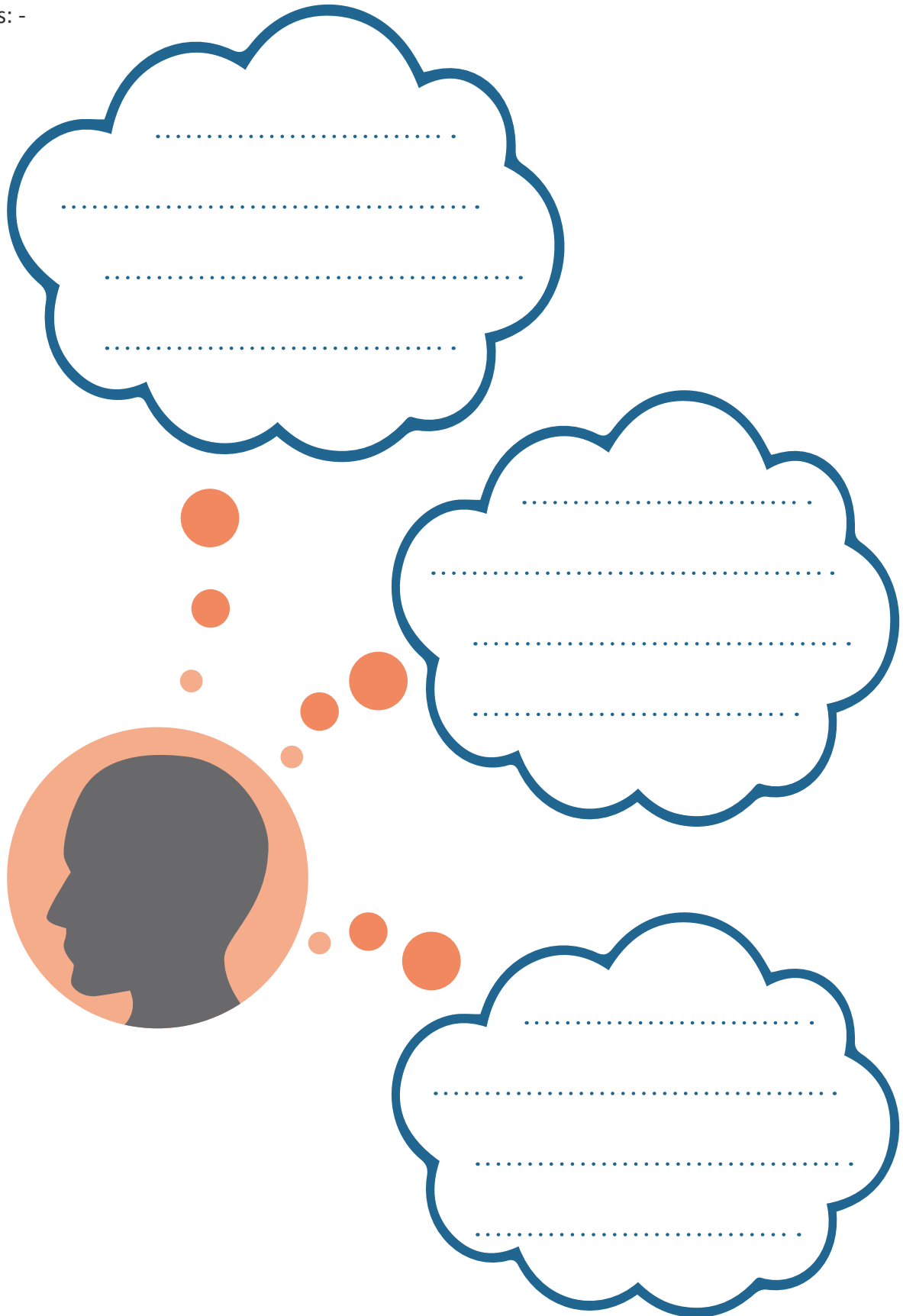
Pair activity: In pairs, tell each other your ideas and thoughts about your considerations and approaches for Sumaiya. Make a note of anything you find useful from your discussion in the ideas bubble. Turn the graphic organiser on its side, so it is landscape.
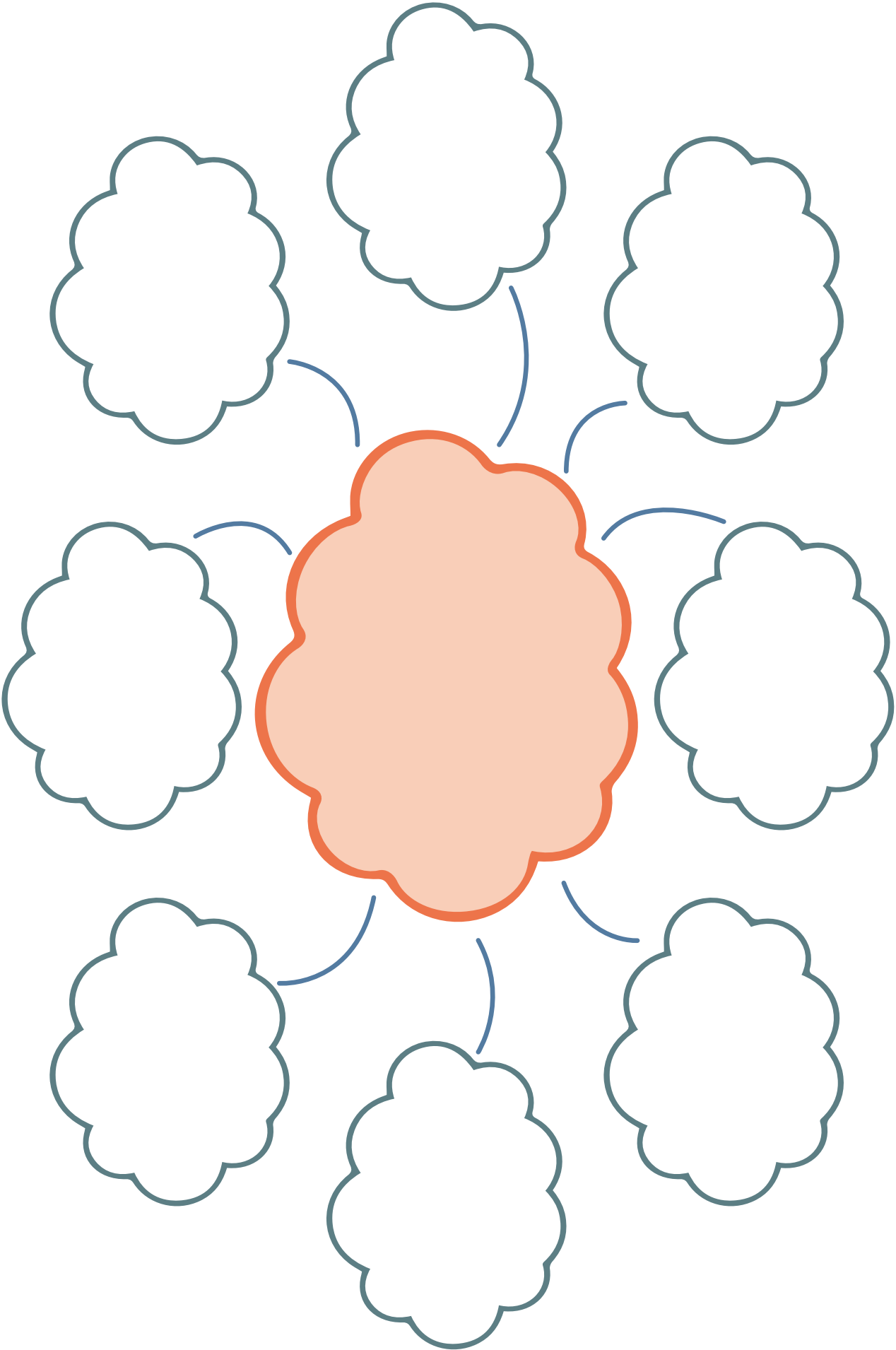
Instructions: Your trainer will ask you to swap partners.

Working with a new partner, listen to each other's considerations and approaches in order to learn something new or different. Don't forget to write what you have learnt in your ideas bubble!

Your trainer might ask you to share what you have learnt with the whole group, so be prepared for this.

Activity 14: Giving Information, Advice and Guidance to a RPL Applicant

Aim	To activate your knowledge of giving information, advice and guidance to a RPL applicant (during the advice phase).
Time	**40 minutes**
Instructions	Read the paragraph explaining the situation about when sSumaiya meets with an RPL facilitator.

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.

Individual activity: Using your considerations and approaches from the previous activity, brainstorm the key steps you would take to:

1. inform Sumaiya of the RPL assessment process and manage her expectations

2. provide Sumaiya with some advice on how to gather evidence to start her RPL application

3. offer Sumaiya some guidance on her next steps in the RPL process

Fill out the 'step ladder' graphic organiser on the next page.

Step 7

Step 6

Step 5

Step 4

Step 3

Step 2

Step 1
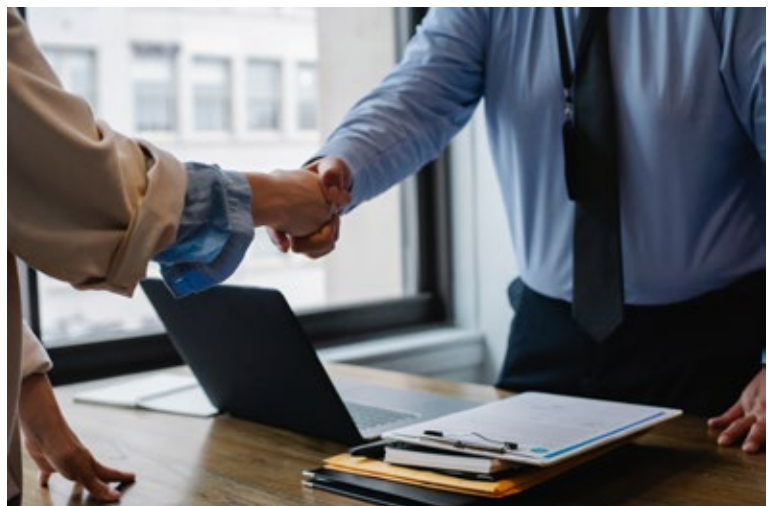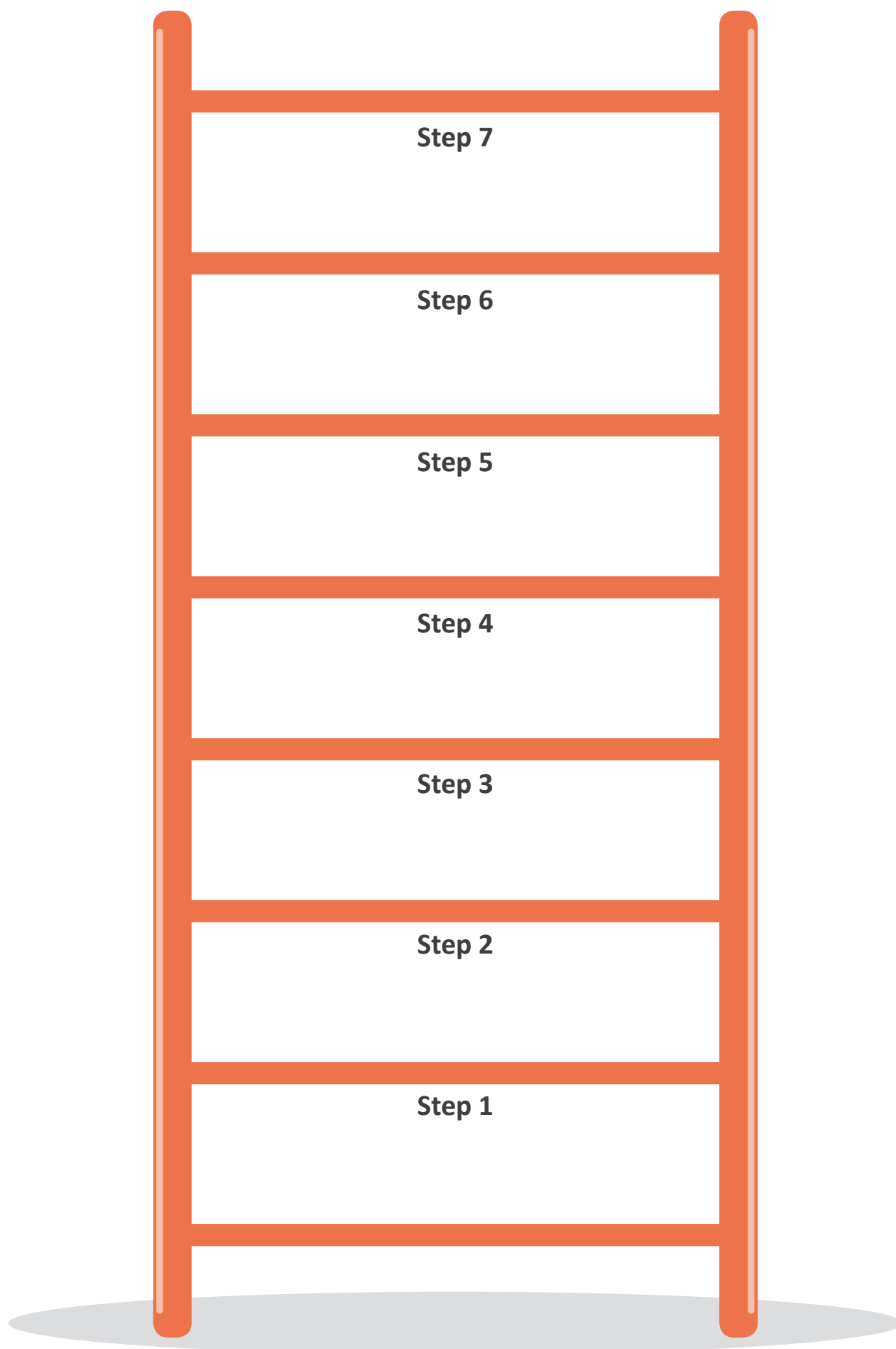
Instructions: Your trainer will give you some instructions about the next activity. Listen carefully and if necessary, ask your trainer for clarification of the instructions.

Frequently-asked questions activity
At the wall poster, read Sumaiya's question. Respond to her question (imagine what you would say to Sumaiya) and practise giving her some information, advice and/or guidance.

Tell the participants (standing next to you at the wall poster) what you would say to Sumaiya. Take it in turns to tell each other. Don't forget to listen to the other participants.
When your trainer asks you to - move to the next wall poster and do the same activity.

MODULE **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
RPL Feedback and Evaluation

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

Aim	For you to practise your RPL assessment techniques during an assessment interview with a candidate.
Time	**60 minutes**

Useful for RPL candidates:

- The STARR method can be used by a RPL candidate to prepare a self-analysis to attach to his/her application for recognition of prior learning.
- The self-analysis can serve as a conclusion to the evidence provided.
- It is recommended that a candidate selects one relevant example from his/her professional experience in order to provide sufficient evidence of the acquisition of each learning outcome.

Useful for RPL assessors:

- The STARR method can also be used by a RPL Assessor or interview panel of assessors during an assessment interview.
- The method can be used to formulate questions (posed to the candidate during the interview) covering: situations, action plans, models, concepts as well as highlighting the strengths and weaknesses of the candidate's application.
- This method requires the RPL Assessor to ask open questions that start with: what, who, how, why, where etc.
- The RPL Assessor/ interview panel of Assessors can determine whether the candidate has acquired, and demonstrated, the required knowledge, skills and competencies for each learning outcome.

The STARR method

S **Situation**: the situation, where the learning was gained (the background, people involved, location, etc.), e.g. description of the place of work or a particular work function.

T **Tasks:** the tasks and roles performed, e.g. role, responsibilities, tasks performed on a regular basis and the person who assigned the tasks.

A **Activities:** the activities and methods, such as, learning new skills and techniques, attending training courses etc.

R **Results:** the analysis of the results: who, how, and on the basis of which assessed the results; what was done with the results. It is best if the explanation is provided on the basis of "then and now" – the candidate can differentiate between previous and current results, describe the difference between the results and show his or her learning development.

R **Reflection:** the candidate's self-evaluation which indicates the links between his/her competencies and the learning outcomes of the course/qualification applied for. The candidate should point out the following areas: when and where significant learning took place, what went well, what didn't go well, and what could have been done differently.

Instructions: individual activity - using the STARR technique, write down some general questions you would ask a candidate during an RPL assessment interview. Your trainer will ask you to cover your workbook and may ask you to tell the group one of your questions. So be prepared to remember your questions!

The STARR method - write in your questions for a candidate in the boxes.

S – **situation**

T – **tasks**

A – **activities**

R – **results**

R – **reflection**

Taking notes during an interview
Taking notes is highly recommended when an interview is used as an assessment tool.

Role-play activity
Role play activities give participants the chance to simulate characters and situations in order to prepare for and practise real decision-making and carrying out actions. Participants perform, observe, interact, reflect, provide and receive feedback, and analyse the case.
The following activity will role-play an assessment interview with a candidate. Your trainer will give you instructions on how to take part in the role-play activity. Listen carefully, and if necessary, ask your trainer for clarification of the instructions.

Activity: A trainer will role-play the candidate and two participants will role-play the RPL Assessors on the interview panel.

The role-play tasks vary depending on the part you play:

- If you are selected to be a **RPL Assessor** on the interview panel - you will ask your questions to the candidate.
- If you are carrying out an **observation (the Observer)** of the role-play, you will observe the role-play and make notes of the candidate's responses.

Your notes of the candidate's responses:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Pair work: In pairs, compare your notes on the candidate's responses. Be prepared to share your notes with the whole group.

In your mini-group, discuss the following questions:

1. Do you consider the STARR method to be a useful technique? Explain your answer.
2. What were the challenges you faced when taking notes?
3. How do you think you can overcome these challenges?

Activity 16: Offering an RPL Candidate some Assessment Feedback (After the RPL Assessment Decision has been Reached)

Aim	Practise giving your colleagues some feedback on their communication skills when informing a RPL candidate of an assessment decisio
Time	**60 minutes**
Instructions	Individual activity - the information below introduces you to Rohan's claim 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: Name: Mr Rohan Perera Reference number: 0000001 Contact number: 076123456	Assessor Information: 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.

Feedback and Future Action:

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 cocktail-making flair.

Make some notes on the approaches you would taken when providing assessment feedback to Rohan:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Role-play activity: The following activity will role-play RPL Assessors offering assessment feedback to a RPL candidate. Your trainer will give you instructions on how to take part in the role-play activity. Listen carefully, and if necessary, ask your trainer for clarification of the instructions.

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 RPL candidate: a trainer will role-play the candidate, Rohan.

★ RPL Assessor: if you are selected to role-play a RPL Assessor, you will take it in turns to give your assessment feedback to the candidate.

★ Senior RPL Assessor: if you are carrying out a direct observation of the assessor, you will listen and observe the role-play and make notes on the assessors' communication skills.

Individual activity:

During the role-play - you will evaluate the participants' (the assessors) communication skills

After the role-play - you will offer the other participants some evaluation feedback about their communication skills.

Use the evaluation criteria on the following page to evaluate the participants' communication skills. Tick the Yes / No boxes and write in some comments. This will help you when you give the participants some **oral** 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			

Your trainer will arrange you into small groups with one of the assessors. Take it in turns to offer the assessor your evaluation of their communication skills. Listen to how other participants' give their evaluation. Do you agree or disagree with their evaluation?

Activity 17: Self-evaluation of your Competencies as RPL Assessors

Aim	For you to evaluate your competencies as an RPL assessor in order to better understand your strengths and weaknesses.
Time	**15 minutes**
Instructions	Individual activity - use the RPL assessors' competency-based profile to evaluate your competencies as an RPL assessor. This information will be useful to you. It will help you to create a personal development action plan.
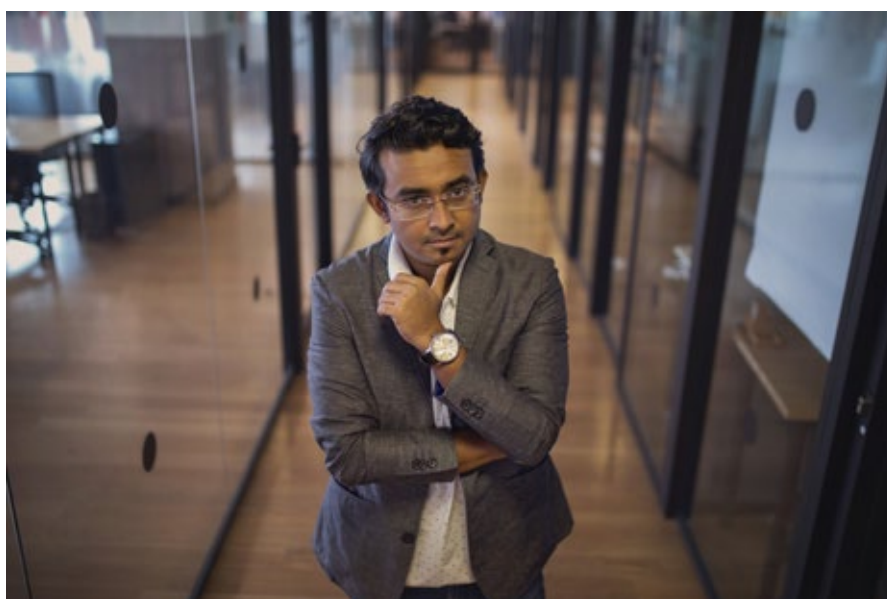
RPL Assessors' competency-based profile

NYC - Not Yet Competent | **C** - Competent - sufficient level of competency

Learning outcome/ Element of Competence	Performance Criteria	Descriptor No.	NYC	C
1. Understands the principles & process of RPL & is familiar with the relevant regulations	Can name the core principles of RPL	1.1		
	Can explain the importance of these principles	1.2		
	Can name the main phases & steps in the RPL process	1.3		
	Can name the key organisations involved in RPL in country and describe the function of each organisation	1.4		
	Can describe the RPL process in their work context	1.5		
	Can explain which education & training system their work as a RPL assessor is based on	1.6		
2. Is familiar with the main components of outcome-based national competency standards supplied by NAITA	Can describe the structural logic of the national competency standards for a range of national vocational qualifications	2.1		
3. Knows and follows the principles of RPL assessment	Is independent and impartial in the assessment	3.1		
	Uses relevant methods and tools of assessment	3.2		
	Applies appropriate & relevant assessment/ performance criteria that are consistent with national competency standards	3.3		
	During the assessment, relies on suitable evidence and asks for additional evidence, if necessary	3.4		
	Carefully examines the evidence and maps the evidence to the candidates' abilities to perform tasks in a range of contexts	3.5		
	Actively considers & assesses candidates' abilities to transfer and apply knowledge, skills and attitudes to new situations and environments	3.6		
	Gives assessment feedback that will support candidates' in their claim for RPL and which promotes lifelong learning	3.7		

Learning outcome/ Element of Competence	Performance Criteria	Descriptor No.	NYC	C
4. Knows the field of the national vocational qualifications framework at compliance level	Can explain the national vocational qualification framework and how it provides for the award of nationally recognised qualifications	4.1		
5. Cooperates with different stakeholders/parties involved in the RPL process	Communicates with candidates, facilitators and if necessary external bodies/parties/key stakeholders	5.1		
	Cooperates with other assessors to reach a unilateral assessment decision	5.2		
6. Expresses themselves clearly and produces accurate & clear documentation	Presents information in a way that is comprehensible to all parties/external bodies/ stakeholders	6.1		
	Fills in documentation related to assessment according to the regulations and requirements of the qualification awarding body	6.2		
7. Identifies and mitigates risks that might affect the quality of assessment	Can anticipate risks to the quality of assessment	7.1		
	Can identify those risks in the assessment process	7.2		
	Can mitigate the risks wherever feasible	7.3		

Adapted from source: Recognition of Prior Learning (RPL): Learning Package; International Labour Office (2018)

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

Aim	For you to receive ideas on how to create a personal development RPL action plan.
Time	**20 minutes**
You will receive	1. RPL Implementation Guide 2. RPL Handbook
Instructions	This activity is a **post-course** activity. When you leave this training, fill out your action plan with ideas/actions for you to develop specific competencies as a RPL practitioner/assessor. You can refer to your self-evaluation of your competencies as a RPL assessor - in activity 17 to generate ideas/actions. Your trainer will highlight some ideas & offer you suggestions about how to use the Implementation Guide and Handbook in order to create a personal development RPL action plan. When you leave this training, review your action plan, follow it up at set points in time, potentially share it (or parts of it) with colleagues and make a commitment to carry out your
Timeline and strategy	My Personal RPL action plan (see next page).

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

Activity 19: Training Course Evaluation

Aim	For you to offer your evaluation of the training course and the trainer(s)
Time	**10 minutes**
Instructions	Your trainer will give you a training feedback form. This should be anonymous - so please do not write your name on it. Please fill out the feedback form and hand to a trainer when you have completed it.

Activity 20: Certificates of Participation and Closing Remarks

Aim	You will receive a certificate of participation
Time	**15 minutes**
Instructions	Please be patient while your trainer hands out the certificates of participation. If you do not receive a certificate, please inform your trainer immediately.

MODULE **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, which 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.

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

2. **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 7 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 TVEC
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 Participant's Workbook - Activity 17. This should have already been completed by the trainee.

Self-reflection of Trainees' Awareness

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

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

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

| Criteria	Comments:
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 is 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
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 his/her 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 his/her own learning.

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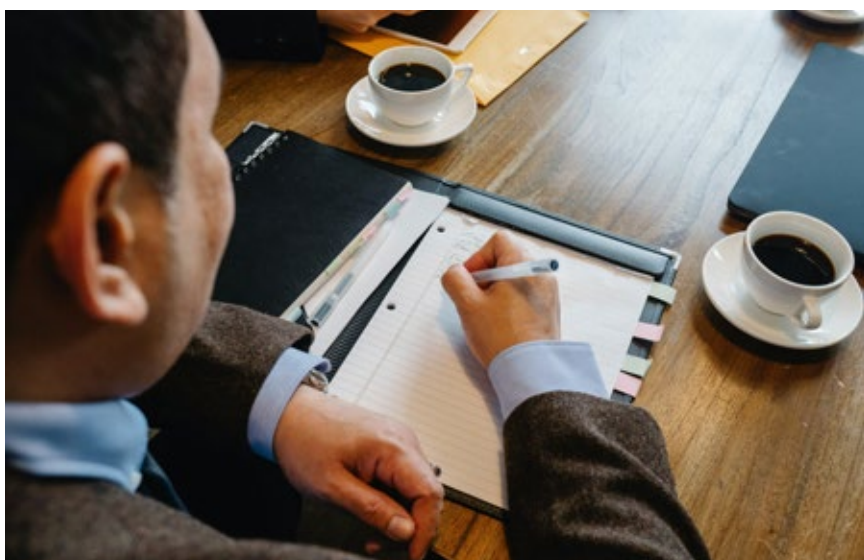
S **Situation**: Describe the training circumstances and where the learning experience took place (for example, description of the training course, the people you were training with, the trainer(s) etc.)

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).