



FIRST
INTERVENTION

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Skills Recognition / Subject Exemption Information Kit

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Introduction to Skills Recognition

Skills Recognition. What does this mean? Skills Recognition is the 'umbrella' term used to formally acknowledge the skills, abilities and knowledge obtained by the student through previous study, work or life experience. Skills Recognition is also the assessment process where your skills and prior learning are formally measured against the learning outcomes set for the various nationally recognised courses and/or qualifications listed within the Australian Qualification Framework (AQF).

This assessment process includes:

- **Recognition of Prior Learning (RPL).** RPL acknowledges people learn in many different ways, and that learning may have been through a combination of work experiences, education, training, and/or life experiences. With RPL your skills, training and experiences are assessed against the requirements of the required unit(s) of competency.
- **Recognition of Current Competence (RCC).** RCC applies if a person has previously successfully completed the requirements for a unit(s) of competency, and is required (for example, by a licensing authority) to be reassessed to ensure that competence is being maintained. In this case, no extra competencies or qualifications are awarded.
- **Credit Transfer (CT).** Formal study that a person has already completed can also be used as evidence for Credit Transfer into a new qualification. To be valid, study must have been accredited (for example, a school, university, TAFE or other registered provider of Vocational Education and Training). In some cases where the *Statement of Attainment or Qualification* has expired, the person seeking Credit Transfer will need to re-apply for RPL or RCC.
Note, all evidence documentation must be supplied as certified copies.
- **National Recognition (NR).** NR is unique to the vocational education and training system and is a feature of the Australian Quality Training Framework that allows qualifications and statements of attainment issued by any registered training organisation to be accepted and recognised by all other registered training organisations. Previously referred to as mutual recognition, national recognition is unique to the vocational education and training system.
Note, all evidence documentation must be supplied as certified copies.

Skills Recognition provides acknowledgement of the competencies you have already gained. Through the process of RPL, RCC and CT, you may not be required to undertake training in areas where you have already been deemed as competent. This can save you time and money, and your current skills and abilities will be assessed against the national qualifications.

Subject Exemption by Skills Recognition

Skills and abilities already held by a student can be formally assessed against a unit(s) of competency in the HLT07 Health Training Package, and can be recognised regardless of how, when or where they were first achieved. In a *Subject Exemption by Skills Recognition* process, a student provides current, quality evidence of their competency against the relevant unit(s) of competency.

This process may be directed by the student and verified by an assessor; such as in the compilation of an *Evidence Portfolio*; or directed by an assessor, such as through observation in the workplace or undertaking oral or written assessments. Where the outcome of this process indicates a student is fully competent, structured training will not be required.

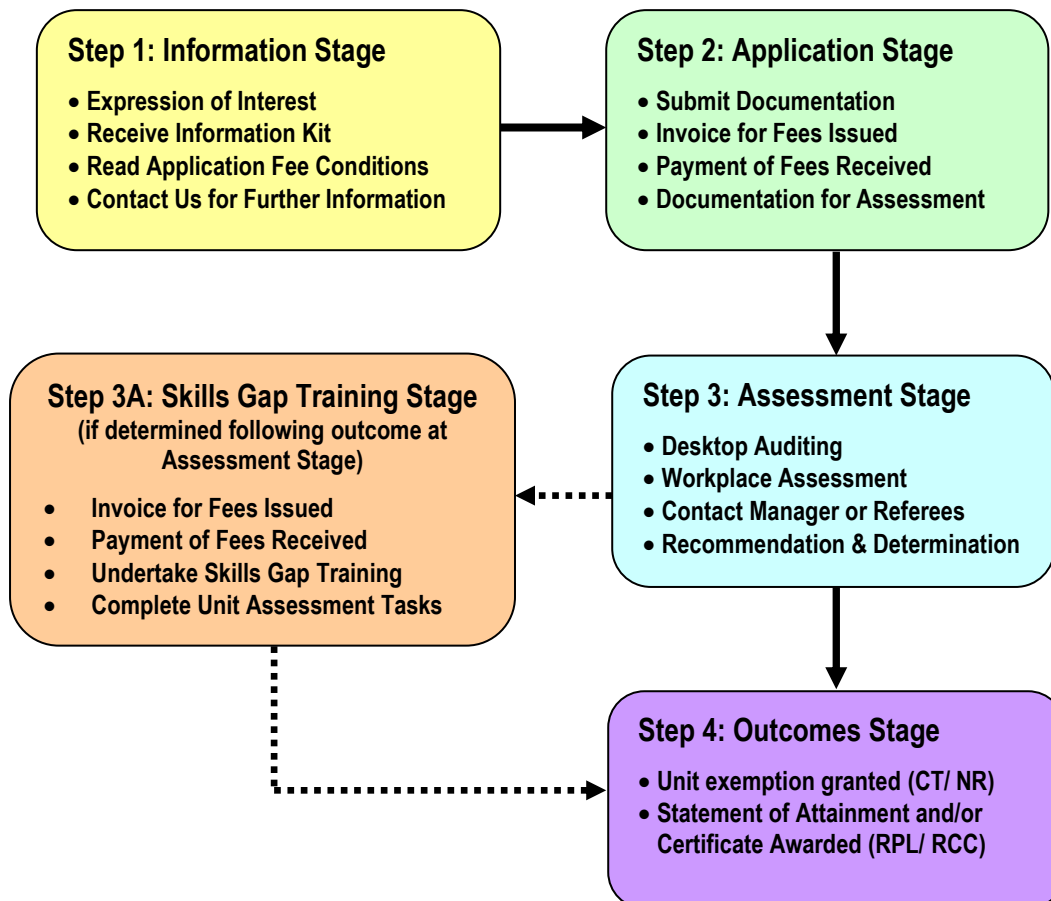
As with all assessments, an assessor *must* be confident that the evidence indicates that a student is *currently* competent against the endorsed unit(s) of competency. This evidence may take a variety of different forms including **certified copies** of certificates, statements of attainment, references from current or past employers, testimonials from clients, or samples of your work. However, the onus and responsibility is on the *student* to provide sufficient evidence to satisfy an assessor.

In judging evidence, an assessor must also ensure that the evidence provided is:

- **Authentic** (the student's own work)
- **Valid** (directly related to the current version of the relevant endorsed unit of competency)
- **Reliable** (shows that the student consistently meets the endorsed unit of competency)
- **Current** (reflects the student's current capacity to perform the work covered by the endorsed unit of competency)
- **Sufficient** (covers the full range of elements in the relevant unit of competency and addresses the four dimensions of competency: i.e. the task, task management, contingency management, and job/role environment skills and abilities)

The Skills Recognition Pathway

At First Intervention we have developed a *Skills Recognition Pathway* aimed at making it a quick, simple and cost effective process. At the same time, we also aim to provide a process that is valid, reliable and authentic. First Intervention invites all students to explore their Skills Recognition options when enrolling in any of our programs. The following flowchart illustrates the step-by-step process that will be implemented at First Intervention when assessing your Skills Recognition application.



Costs / Fees Applicable:

1. Application fees for assessment of prior learning (RPL/ RCC) will be charged at **75%** of the total unit cost for **each unit**.
Note: Assessment of prior learning evidence portfolio will not be carried out until the application fee has been paid.
2. Applications for credit transfer (CT) and national recognition (NR) will incur a charge of **\$25 per unit** and **must be finalised prior to course commencement**.
3. Payment of the application fee in no way guarantees that subject exemption will be granted.

What are Units of Competency?

Units of Competency and competency standards are used by registered training organisations within Australia (such as First Intervention P/L) to conduct nationally recognised training and assessment programs. They describe what each industry has recommended are the *minimum* performance standards for a particular job role or responsibility. These include skills, abilities and knowledge needed to do the various job roles in the pre-hospital care industry. These standards are divided into individual units of competency, and a pre-determined number of Pre-requisite, Compulsory and Elective units make up an individual Qualification.

Units of competency match particular activities that people carry out at work. You could say that your job is made up of several units of competency, and that competencies describe some or all of the parts of the job (for example that of a Patient Transport Officer (PTO) or Ambulance Transport Attendant (ATA)).

Information concerning all nationally accredited qualifications can be found online from the national training website: <http://www.tga.gov.au>

Subject Exemption by Skills Recognition requires an Evidence Portfolio.

What is an Evidence Portfolio?

An *Evidence Portfolio* is a collection of documents such as certificates, statements of attainment, and other material that will be presented to your assessor to demonstrate competence in a particular unit(s) of study. As part of your Skills Recognition assessment for your desired qualification, you will be required to gather documents to prove your current competency in a selection of workplace roles, responsibilities and practical tasks; as described within the units of competency for a particular level of qualification (i.e. Certificate to Advanced Diploma level).

To assist you with this task, a *Subject Exemption by Skills Recognition* application form is included with this kit, where you are required to list the unit(s) of competency that you wish to seek Skills Recognition for. You should use this template to help you gather documents for your Evidence Portfolio prior to submitting them for assessment. However, there are other ways that you can prove you meet the required competency standard. For example, an assessor can observe you in the workplace, or ask you to answer questions related to a relevant topic. Another way can be getting your supervisor to fill out a *Third Party or Managers Report*. Finally, an assessor can ask to review other *Certificates /Statements of Attainment* to determine if there is additional evidence to support an exemption.

Be methodical with your Evidence Portfolio.

Use a folder to store all paper-based documents under logical headings such as individual competency or functional areas. Keep an overall index and cross-reference evidence back to your application form. Include in your folder your position description(s), copies of performance appraisals, or workplace assessments that you have completed including a list of assessors for future reference. Always reference larger pieces of evidence such as projects, reports or production items if these cannot be removed from your workplace.

You need to produce a summary of their content for your Evidence Portfolio, and make a note of their exact whereabouts in your index and application form.

Gathering and Storing Evidence

When searching for evidence ask yourself; *what could I show an assessor to convince them I am able to do this particular task?* Formal education, training and academic transcripts provide proof of attainment, but skills learnt on the job are much harder to demonstrate. In this case, you may need to include and provide evidence of work that has been completed and can testify to your current or previous skills. This type of additional evidence may also take many different forms including:

- Business, Project or Task Plans, Proposals or Reviews
- Presentations to Clients or for Industry Conferences
- Specifications, Designs, Manuals or Test Reports
- Electronic Emails or Internal Office Memos
- Letters, Forms or Minutes of Meetings
- Diary or Work Journal Entries

Assessment Outcomes

We will endeavour to provide you with information and advice about the outcome of your Skills Recognition assessment in a timely manner. Information provided will be about the progress of your application, unit(s) of competency or qualification achieved, and anticipated fee structure for any skills gap training. We will assist you through the process to understand the language used and how you can meet the requirements for a particular unit(s) of competency. The outcomes of the Skills Recognition assessment process will be documented and/or communicated to you in one or more of the following ways:

- Competent (C)

This means that the evidence that you have provided has adequately satisfied all of the learning outcomes of the relevant unit of competency. This unit will appear on your Statement of Attainment, and if the required number of units to satisfy the packaging rules for your desired qualification are achieved, a Certificate will also be awarded.

- Not Yet Competent (NYC)

This means that the evidence that you have provided has not satisfied all of the learning outcomes of the relevant unit of competency. In this case, a Training Plan will be prepared to bridge this skills gap and to help you achieve competency. This unit will appear on your Statement of Attainment, but as the required number of units to satisfy the packaging rules for your desired qualification have not yet been achieved, the Certificate will not be awarded.

Please Note: Additional Fees & Charges may apply when enrolling in Skills Gap Training.
Please contact the General Manager for further details.

Assessment Appeals Process

If you do not agree with outcome of your Skills Recognition assessment, or you wish to ask any question regarding the Skills Recognition process, you should first discuss this issue with the First Intervention General Manager. If a resolution is not reached through this discussion, you will be referred to our assessment appeal process.

Plagiarism & Cheating

Plagiarism means to take and/or use another person's work and to pass this off as your own work by failing to give the appropriate acknowledgements. You are reminded that representing another person's work as your own, or using any material taken from published sources without correct acknowledgements, would be considered as student plagiarism.

Cheating means to seek or obtain an unfair advantage in any examination, written or practical work to be submitted or completed by a student for unit assessment. If this action was not intentional, then a student has committed the lesser misdemeanour of failing to reference a source correctly. If this action is proven as intentional, then the student has committed the more serious offence of cheating and would result in their removal from the Skills Recognition process.

Please Note:

A Justice of the Peace or equivalent must verify all copied documents.

Any uncertified copy of Certificates, Academic Transcripts or Statements of Attainment **cannot and will not be considered** for Skills Recognition.

The information provided in this brochure is intended as a guide for prospective students.
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