

Recognition of Prior Learning (RPL) Application Kit

Introduction

The Collarts RPL Application Kit is designed to provide students with information and the form required to apply for a nationally recognised qualification through Recognition of Prior Learning (RPL). This application kit will guide you through Collarts requirements for any student undertaking the RPL process for any national competency or full qualification in the Creative Arts and Culture training package.

Please note: If you are considering RPL for one of the trainers at your organization and your organization already delivers and assesses the relevant qualification(that is not being the Collarts qualification being delivered) , you may wish to simply enroll the trainer in the course and put them through the assessment process rather than going through an RPL application.

RPL enables trainers, teachers, students and industry professionals to have the skills and knowledge that they have obtained through training, work experience and/or life experience to be formally recognised.

RPL gives the thousands of people working in the creative arts industries the opportunity to have their skills and knowledge validated within the Australian Qualifications Framework (AQF).

Applying and receiving RPL through Collarts is a simple, cost-effective process. It is designed to reflect the nature of our industry and its teachers and trainers. The process involves four phases - the Request, the Collection of the Evidence, the Assessment and the Review.

It is important to acknowledge that receiving a qualification via RPL is not a 'soft' option. You will be expected to demonstrate the same level of competence as any candidate undertaking the course work for the qualification. The competency standards are the same - the process of having achieved those standards is different.

What is Recognition of Prior Learning (or RPL)?

Recognition of Prior Learning (or RPL) is the acknowledgment of skills and knowledge obtained through:

- Formal training (conducted by industry or education)
- Work experience (including informal training)
- Life experience

The main focus of RPL is the learning outcomes and their assessment requirements, not how or where the learning occurred. This is a crucial underlying principle of RPL - it makes the distinction between formal and informal training unnecessary by focusing on the outcomes rather than the location and the process of learning.

For example, you could accumulate skills in lighting in the circus or the concert hall, in the classroom, or on-line with work placements. Some students could take 30 hours to complete a competency/study unit; others may take 3 hours - it doesn't matter as long as the final outcome is achieved.

RPL offers a number of potential advantages, in particular:

- The completion of formal education studies in a shorter period of time
- The elimination or reduction of duplication in learning already acquired
- An efficient response to industry skill shortages
- A fairer access to studies, which the individual may wish to undertake
- Increasing career and education options through mobility of training and credentials
- Stronger links between industry and education
- Greater understanding and recognition of workplace training needs
- A cost reduction in education/training provision for industry, education and the individual

The RPL process requires the applicant to demonstrate currency of skills and knowledge and to 'map' their skills and knowledge to the requirements of national units of competency.

The Process

The process involves four phases: Application, Collecting the Evidence, Assessment and Review.

Phase 1: Application

Complete and submit a Collarts 'RTO Application for RPL' form. The form requires each applicant to indicate which national competency unit(s) and full qualification they wish to apply for.

❗ Where can I access an 'RTO Application for RPL' Form?

An 'RTO Application for RPL' form is included as part of this kit, you will find it on page 8.

Along with the application form, you must complete an 'RPL Assessment Matrix form' for each unit of competency for which you are seeking recognition. A sample is shown on page 7 and there is a blank one in the RPL Application Form on page 9. Additional copies can be downloaded via the VETDSS trainer hub on canvas (if you already have an account) or contact Vet support at vet.support@collarts.edu.au

❗ Where can I find the requirements of the unit of competency?

All training package qualifications are made up of a number of core and elective units of competency. You must complete a minimum number of units to meet the requirements of the qualification. The requirements for each qualification within the CUA Creative Arts and Culture Training Package can be viewed at: <http://training.gov.au/Training/Details/CUA>.

Within each qualification, each unit of competency has its own requirements. The training.gov.au website provides two documents outlining the requirements for each unit. One document is the unit itself, the other outlines the assessment requirements. These can be downloaded as MSWord or PDF files from the Content section. To find the requirements of a unit for which you are seeking recognition, click on the qualification link below and locate the unit of competency. Scroll down to the section titled 'Content' where you can download the requirements documents. If you know the unit name or code, you can search for it [here](#).

- [CUA20620 Certificate II in Music](#)
- [CUA30920 Certificate III in Music](#)
- [CUA40920 Certificate IV in Music](#)
- [CUA31020 Certificate III in Screen & Media](#)

❗ Where can I get help to complete my application?

Collarts can advise applicants on selecting appropriate units. Specializations are available in some qualifications and these require specific unit choices. If you have any questions in relation to your application, please contact the Collarts VET Manager on 1300 818 777 or via email to vet.support@collarts.edu.au

Phase 2: Collecting the Evidence

You must meet the requirements of the **whole** unit of competency. Each unit is assessed according to the performance criteria, the performance and knowledge evidence and the assessment conditions stipulated in the National Training Package. The 'Assessment Matrix' section of the 'RTO Application for RPL' form can help applicants identify the evidence required to demonstrate competence.

❗ **What Sort of Evidence Do I Need to Provide?**

Evidence could include, but is not limited to:

- Certified transcripts of formal qualifications, with details of the subjects completed and the institution
- Support letters from professionals confirming they have observed you demonstrating the skills and knowledge (preferably on more than one occasion and in different contexts)
- Published works, media clippings
- Concert programs showing the applicant's role in the event e.g. *Lighting design and operation by John Citizen*
- Letter from the Director or Principal of an education Institution, confirming the applicant's ability to manage the faculty, the finances, the human resources, the instruments etc.
- Letters from fellow staff members confirming competencies in event management, communication etc.
- A First Aid Certificate
- Letters from musicians confirming tour management skills
- Videos of performances or practical demonstrations by the applicant
- CD with credits as the Producer, or Sound Engineer
- Reports from workplace Supervisors
- Projects/portfolios
- Questioning, interviewing, oral presentations. These can even take place as telephone conversations

❗ **How should I present the evidence?**

It is crucial that your evidence is presented in a clear and concise way, and that the authenticity can be established. All copies of official documents should be certified (do not provide originals, they cannot be returned).

- Each item presented as evidence must be clearly marked.
- You may use the same evidence for a number of assessment criteria but it must be clearly marked or linked.
- Where possible, it is preferable that your evidence is submitted in an electronic format either on a USB, DVD or as attachments if submitting by email.

As a guide, a sample *Assessment Matrix* is provided on page 7.

Remember, together with your application, you must complete an 'RPL Assessment Matrix' **for each unit** of competency for which you seek recognition. If you have any questions about your evidence, please contact the Collarts VET Manager on 1300 818 777 or via email to vet.support@collarts.edu.au.

Phase 2: Collecting the Evidence (cont'd)

❗ **What if I can't prove some areas in the Assessment Matrix?**

The 'Assessment Matrix' section of the 'RTO Application for RPL' form outlines all the elements of the unit of competency that you have applied for. Methodically considering all elements of the unit allows you to determine how well your skills and knowledge satisfy the units requirements.

There will be some areas you simply don't have evidence for, just leave them blank. The assessor will be using a 'holistic' assessment approach and may be able to identify linkages between your evidence and the requirements that you have not noticed.

❗ **What do I do once I've collected all the evidence?**

Once all your evidence is collected, send your completed application with the relevant evidence to Collarts using one of the means below:

Email: vet.support@collarts.edu.au with the subject line "RPLApplication" Collarts, VET
Post: Manager, 208 Wellington Street, Collingwood VIC 3066 In Collarts, 208 Wellington Street, Collingwood VIC 3066
Person:

All documentation is filed as evidence of competence and held at Collarts. You should retain a copy of your RPL application and supporting evidence, for your own records.

Phase 3: The Assessment

On receipt, Collarts will check your application for completeness and begin the process of assessment.

Your application and evidence will be assessed by one or more qualified assessors with specialist industry skills in performance, music business, technology and/or entertainment.

Where an application is deemed to be incomplete, Collarts will contact you to discuss what additional information is required before assessment can commence.

The process of assessment can take four weeks from receipt of a completed application.

Phase 4: The Review

Where there have been difficulties in deciding whether to grant RPL, the applicant will receive an 'RPL Assessment Report' from Collarts indicating where competencies still need to be completed and suggesting options for how to gain these competencies.

❗ **What happens if I don't meet every competency?**

There are opportunities for alternative assessment procedures such as phone interviews, panel interviews or working with a Workplace Supervisor. Collarts will advise you of the options for alternative assessment and/or how to gain the missing competencies.

❗ **What if I would like to make a complaint or appeal the Assessment Decision?**

Any grievances in relation to the RPL process will be dealt with in accordance with the college RTO Complaints & Appeals Policy. Any applicant wishing to lodge a grievance or an appeal should refer to the college '**Complaints & Appeals Policy**' which can be accessed via the VETDSS Portal at <https://collarts.edu.au/vetis/-resources> or from the RPL section of the Trainer Hub of the Collarts Canvas site (if you already have an account).

Principles of Assessment

Fairness:	<p>The individual learner's needs are considered in the assessment process.</p> <p>Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner's needs.</p> <p>The RTO informs the learner about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.</p>
Flexibility:	<p>Assessment is flexible to the individual learner by:</p> <ul style="list-style-type: none"> ▪ reflecting the learner's needs; ▪ assessing competencies held by the learner no matter how or where they have been acquired; and ▪ drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.
Validity:	<p>Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner.</p> <p>Validity requires:</p> <ul style="list-style-type: none"> ▪ Assessment against the unit/s of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance; ▪ Assessment of knowledge and skills is integrated with their practical application; ▪ Assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and ▪ Judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.
Reliability:	<p>Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.</p>

Rules of Evidence

Validity:	<p>The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.</p>
Sufficiency:	<p>The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner's competency</p>
Authenticity:	<p>The assessor is assured that the evidence presented for assessment is the learner's own work.</p>
Currency:	<p>The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.</p>

Assessment Matrix



Qualification:	Certificate III in Music Industry	Unit of Competency:	CUAMPF301 Develop technical skills in performance
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Elements & Performance Criteria	How have you done this?	Evidence to Support This	Location of the Evidence
<p>1. Explore the range of instrument or voice</p> <p>1.1 Develop control of the physical characteristics of instrument or voice and apply to performance</p> <p>1.2 Extend control over the range and scope of instrument or voice during performance</p> <p>1.3 Explore capability of instrument and voice in line with repertoire requirements</p>	<p>Technical exercises immediately prior to rehearsal(s)</p> <p>Solo practice of challenging aspects of contribution to ensemble repertoire</p> <p>Sound-check and line-check prior to performance</p> <p>Regular and ongoing professional performances</p> <p>Formal tertiary music study</p>	<p>Video recordings of performances</p> <p>Professional CV showing music performance experience</p> <p>BA Music Performance, Victoria University (2009)</p>	<p>Appendix B - Technical Skills Professional CV</p> <p>BA Qualification and Statement of Results</p>
<p>2. Maintain and care for instrument</p> <p>2.1 Use appropriate methods and cleaning products to care for, move and store instruments and accessories</p> <p>2.2 Set up and/or warm up the instrument or voice as required</p> <p>2.3 Tune the instrument appropriately to the required standard and in line with tuning conventions</p>	<p>Appropriate care of musical instruments over many years as a professional musician.</p> <p>Use of a number of technical warm up exercises prior to rehearsals and performances.</p> <p>Own and operate electronic tuners prior to rehearsal. Use of a variety of tuning conventions as determined by the repertoire.</p>	<p>Photographs</p> <p>Video recordings of performances</p> <p>Professional CV showing music performance experience</p>	<p>Portfolio 5 attached</p> <p>Professional CV</p>


Qualification:	Certificate III in Music Industry	Unit of Competency:	CUAMPF301 Develop technical skills in
Performance evidence	How have you done this?	Evidence to Support This	Location of the Evidence
<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> practise and play or sing a selected set of exercises and/or studies perform at least three pieces in selected area of specialisation that demonstrate mastery of technical requirements of performance repertoire, including control of agreed tempi and musical markings, intonation, rhythm and appropriate sound colour implement practical plans to improve own performance incorporate feedback from others and own evaluations into development of performance skills. <p>Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.</p>	<p>Many years of professional practice and performance.</p> <p>Lessons and masterclasses from teachers.</p>	<p>Commercially released recordings</p> <p>Concert programs</p> <p>Certified copy of a sample written practice routine</p>	<p>Sample CD</p> <p>USB drive</p>
Knowledge evidence	How have you done this?	Evidence to Support This	Location of the Evidence
<p>To complete the unit requirements safely and effectively, the individual must:</p> <ul style="list-style-type: none"> describe instrument or voice parts, physical characteristics, applications, range and capabilities outline how to care for voice or instrument, and describe work health and safety principles as they apply to performance practice describe technical skills relevant to voice or instrument. 	<p>Taught instrumental music to year 7-12, for 5 years.</p>	<p>Certified copies of sample lesson plans</p>	<p>USB drive</p>

RTO Application for RPL

Student (Applicant) Details		
Given Name(s):	Family Name:	Date of Birth (dd/mm/yyyy):
Address:	Student Number (if applicable):	Title:
	Email Address:	Contact Telephone Number:
School Name:		

Qualification & Unit Details
The qualification for which you are seeking recognition:
The unit of competency in this qualification for which you are seeking recognition: (Attach a list if more than one. <i>Note well: You must complete a separate assessment matrix for each unit of competency</i>)

Application & Evidence:
<p>STEP 1: Download the requirements of the unit(s) of competency for which you are seeking recognition</p> <p>Your qualification is made up of a number of core and elective units of competency and each unit has its own requirements. The training.gov.au website provides 2 documents for each unit. One outlining the content and performance criteria, the other, specifying the assessment requirements. These can be downloaded in MSWord or PDF file format from the section titled <i>Content</i>. To find the requirements of the unit of competency for which you are seeking recognition, click on the qualification link below and locate the relevant unit. Scroll down to the '<i>Content</i>' section and download the two documents in your preferred file format:</p> <ul style="list-style-type: none"> ▪ CUA20615 Certificate II in Music Industry ▪ CUA30915 Certificate III in Music Industry ▪ CUA40915 Certificate IV in Music Industry ▪ CUA31015 Certificate III in Screen & Media <p>If you know the unit name or code, you can search for it here.</p>
<p>STEP 2: Review the requirements of the unit of competency and map your knowledge/experience</p> <p>Once you have downloaded the relevant document(s) as outlined in Step 1, you are ready to map your knowledge and experience against the requirements of the unit(s) of competency as listed in the section titled 'Elements and Performance Criteria'. This is a crucial planning step which will help you plan your application and gather the necessary evidence to demonstrate how and why you have met the requirements of the particular unit. Once you have mapped (planned) your answer and gathered the necessary evidence to support your application, you can move to Step 3 and fill in the 'Assessment Matrix' section of this form.</p> <p>You should also read the examples and suggestions for evidence listed on page 3 above.</p>
<p>STEP 3: Complete the Assessment Matrix section of this application form</p> <p>Once you have mapped your answer and gathered your evidence, complete the <i>Assessment Matrix</i> section on the following pages and attach your evidence. As a guide a sample Assessment Matrix is provided on page 7 above. NOTE: You must complete a separate assessment matrix for each unit of competency for which you seek recognition. As well as the copy below, a separate RPL Unit Assessment Matrix PDF is available via the VETDSS Portal at https://collarts.edu.au/vetdss/ - resources or from the RPL section of the Trainer hub of the Collarts Canvas site (if you already have an account).</p>
<p>STEP 4: Submit your completed Application Form with evidence for assessment</p> <p>Submit your completed '<i>RTO Application for RPL</i>' with attached evidence via email to vet.support@collarts.edu.au or mail (or in person) to Collarts, 208 Wellington street Collingwood VIC 3066.</p>

Student (Applicant) Declaration	
<p>Is your application complete? Use the list below to do one final check:</p> <ul style="list-style-type: none"> I have read the requirements of the unit(s) of competency including the separate assessment requirements I have attached and clearly identified my evidence to support my application <p>ⓘ Please note your application will not be deemed complete or assessed unless the necessary evidence is attached and clearly identified.</p> <p>I declare that the information provided by me is true and correct.</p>	
	Date Signed (dd/mm/yyyy):

RPL Assessment Matrix

ⓘ NOTE: You must complete a separate assessment matrix for each unit of competency for which you seek recognition. Attach additional pages if necessary.

Student (Applicant) Name:	Given Name(s):	Family Name:	Student Number:
Qualification:	Unit of Competency:		

Elements & Performance Criteria	How have you done this?	Evidence to Support This	Location of the Evidence

RPL Assessment Matrix (cont'd)


Student (Applicant) Name:	Given Name(s):	Family Name:	Student Number:
Qualification:		Unit of Competency:	

Elements & Performance Criteria	How have you done this?	Evidence to Support This	Location of the Evidence

RPL Assessment Matrix (cont'd)

Student (Applicant) Name:	Given Name(s):	Family Name:	Student Number:	
Qualification:		Unit of Competency:		

Performance evidence	How have you done this?	Evidence to Support This	Location of the Evidence
Knowledge evidence	How have you done this?	Evidence to Support This	Location of the Evidence



 Collarts Use Only:

RTO Application for RPL

Student (Applicant) Name:	Given Name(s):	Family Name:	Student Number:
Qualification:		Unit of Competency:	

<input type="checkbox"/> Application as submitted Approved Assessor Notes (if applicable): 	<input checked="" type="checkbox"/> Application as submitted Not Approved Assessor Recommendations:
<input checked="" type="checkbox"/> Date Approved :	2. Date Denied :

3. Written 'Approval Notification' sent	<input type="checkbox"/> Date Sent:	<input type="checkbox"/> Written 'RPL Assessment Report' sent	<input type="checkbox"/> Date Sent:
<input type="checkbox"/> Scanned and Saved to File	<input type="checkbox"/> Date Saved:	<input type="checkbox"/> Scanned and Saved to File	<input type="checkbox"/> Date Saved :
Any Comments:		Any Comments:	

 Signature of Assessor:	Print Name of Assessor:	Date Signed (dd/mm/yyyy):
 Final signature on behalf of Collarts:	Print Name:	Date Signed (dd/mm/yyyy):