

VOCATIONAL EDUCATION AND TRAINING

Information about the Australian Qualifications

Key Points:

Qualifications studied under the Australian Vocational Education and Training system are nationally-accredited qualifications, providing a certificate or diploma which is recognised anywhere throughout Australia and, these days, in many parts of the world.

The Australian Qualifications Framework provides:

1. Qualifications which are consistent Australia-wide
2. Courses are accredited as:
 - Certificate I
 - Certificate II
 - Certificate III
 - Certificate IV
 - Certificate V (also known as Diploma)
 - Certificate VI (also known as Advanced Diploma) – highest level
3. Statements of Attainment: Students who do not complete a full qualification may be issued with a ‘Statement of Attainment’ which recognises the number of modules of study completed.
4. Workplace Awards are tied to these levels of training.
5. A person employed in a very ‘Junior’ position would be expected to have training at minimum of Certificate I level

Generally, a person with a qualification at Diploma or Advanced Diploma level can articulate directly into an Australian university with a number of credit points. Each case will be considered individually by the relevant university.

Recognition of Prior Learning

What is Recognition of Prior Learning?

Participants undertaking certain Illawarra Business College courses are able to apply for recognition of prior learning (RPL). RPL takes into account a participant's skills and experiences, no matter where these were gained, to obtain credit in a course of study. Each course module has a set of learning outcomes (and associated assessment criteria) that must be achieved before a participant can be deemed to be competent in that module.

The process of RPL involves matching the participants’ knowledge and skills with the learning outcomes of the course. If a participant can show that the learning outcomes have already been attained for one or more modules, then the participant can be given credit and will be exempt from undertaking these modules. In this way, RPL enables participants to focus on developing skills and knowledge in new areas, rather than re-learning skills and knowledge already gained. If a participant can show that all of the learning outcomes for a module have already been attained, then credit can be granted for that module. Even if an application for RPL is not successful, the process of RPL can still help to clarify skills held and not held, so that the learning program can be tailored accordingly.

Experience Gained

As a participant works through the RPL process, the following questions are addressed:

- What experience has been gained that has developed the knowledge and skills of the participant?

- Which aspects of that experience are relevant to the assessment criteria of the course?
- How can the participant prove that the assessment criteria can be met?
- What evidence can be presented?

Evidence

Any evidence that can be provided as proof should be submitted as part of the RPL application. It can include:

- examples of one-to-one training in the workplace
- written feedback from clients or employees
- written reports on workplace assessment
- brief details of projects worked on in relation to training
- examples of promotion of training
- written evidence of ongoing work
- performance appraisal reports that relate to training or assessment
- performance awards
- courses or training programs relevant to the competencies completed successfully
- work reports
- testimonials
- documentation relating to courses attended

Participants should consider the experience gained in each of the three categories listed below:

- Work experience including paid and unpaid, full-time and part-time
- Education and Training including accredited and informal, training gained through work
- Life Experience including leisure, recreation and hobbies

All information should be documented and participants should be able to verify that any documents submitted are their own. This may require supporting documentation from another person.

Any experience that has enabled the participant to develop knowledge and skills which relate to the assessment criteria should be considered, as it could be relevant to the application.

What matters is whether the knowledge and skills gained help meet the assessment criteria, not where or how they were gained.

Competency Based Training

What is Competency?

Being competent is having the knowledge, skills and attributes to be able to do something.

Workplace Competency

- Focuses on what is expected of an employee in the workplace rather than on the learning process
- Embodies the ability to transfer and apply skills and knowledge to new situations and environments

Competency is a broad concept that includes all aspects of work performance.