

9 Developing Recognition Statements Against the Library Industry Competency Standards

A draft form which may provide a starting point for the applicant

The following list of competencies relates to library assistant and library technician levels. The competencies have been arranged into blocks according to ASF (Australian Standards Framework). A definition of each of the relevant levels is given below (Library Assistant level is proposed at ASF3; Library Technician level at ASF5).

Industry Competency Level	Definition
ASF2	A level where application of skills is to a range of tasks, with defined procedures and methods, and generally under supervision, eg through intermittent checking. Choice of actions is usually clear but some judgement is needed, eg about appropriate procedures.
ASF3	A level where depth of knowledge and a broad range of skills is applied in a particular area, and/or knowledge and skills are applied to a range of tasks, under limited guidance. While work is within established systems, procedures and methods, some judgement is required to determine the extent and choice of actions required. Responsibility for coordination of a work area and/or group, and/or of a small budget may be required.
ASF4	A level where there is application of knowledge with depth in some areas and a broad range of skills applied in a variety of contexts. Judgement is required to determine between a range of alternatives, and only general guidance is provided. There is often responsibility for a work area, with or without responsibility for the coordination of work of or with other and/or a budget to administer.
ASF5	A level where there is self-directed application of a range of knowledge and skills, within broad policy, in both varied and highly specific contexts and/or a range of substantial knowledge and skills are applied across a broad number of areas. Significant judgement is required in planning systems and services within work areas. Responsibility for organising and leading in a work area may be involved.

The following list of competencies states ALL competencies for ASF levels 2-5. You do not need all these to be judged as competent in the workplace. The asterisked (*) ones are common (ie core) competencies. Additional competencies will be required for specific workplaces for assessment at the ASF levels, and for completion of the Certificate III in Library and Information Studies and the Diploma of Library and Information Studies.

Against those competencies for which you believe you have sufficient knowledge, skills and other attributes to work successfully in a library or information agency, list the type of evidence you can provide (examples of work, portfolio, etc) and tick the boxes marked V (verified) if you have evidence from a supervisor, employer, etc about your skills and knowledge in this area. In using this draft form, your mentor may wish to tick the A (authorised) column where they agree that sufficient evidence has been provided.

Working with Clients — Providing Direct Services and Keeping the Client Informed

ASF Level & No	Unit	Key elements	Evidence (list type of evidence provided)	V	A	Comments (includes related modules)
ASF2 Unit 1	Assist clients to access library's services and facilities	<ol style="list-style-type: none"> 1. assisting clients 2. providing information about services & facilities 3. dealing with client comments & suggestions 				see 17, 28
Unit 2	Assist with circulation services	<ol style="list-style-type: none"> 1. providing information 2. processing loans 3. implementing security procedures 4. processing financial transactions 				
Unit 3	Assist with programs, activities & promotion	<ol style="list-style-type: none"> 1. set up and maintain displays 2. assist with display preparation 3. assist with programs 				see 11, 18, 31
ASF3 Unit 10	Respond to requests from other information providers for material	<ol style="list-style-type: none"> 1. determine details needed 2. locate & retrieve information 3. provide information 4. undertake financial & administrative procedures 				see 16
Unit 11	Contribute to promotion & programs & activities for clients	<ol style="list-style-type: none"> 1. assist in preparation of programs & activities 2. participate in activity and follow up 				see 3, 18, 31
ASF3/4 Unit 12*	Deliver training	<ol style="list-style-type: none"> 1. prepare trainees 2. instruct trainees 3. review training 4. provide practice 5. confirm standards 				see 29
ASF4 Unit 16	Obtain material from remote sources for clients	<ol style="list-style-type: none"> 1. determine details required 2. locate information 3. obtain and return information 4. undertake financial & administrative procedures 				see 10
Unit 17	Contribute to client to access information	<ol style="list-style-type: none"> 1. determine client requirements 2. provide information or refer 3. assist clients to access reserves & remote sources 4. assist clients to access information directly 				see 1, 28, 49

ASF Level & No	Unit	Key elements	Evidence (list type of evidence provided)	V	A	Comments (includes related modules)
Unit 18	Provide promotion & programs and activities for clients	<ol style="list-style-type: none"> 1. identify the need for and feasibility of programs/ activities 2. plan programs/activities 3. organise resources 4. conduct programs/ activities 5. evaluate programs/ activities 6. complete administration & reporting 				see 3, 11, 31
ASF5 Unit 28	Provide clients with access to required information	<ol style="list-style-type: none"> 1. determine client information requirements 2. determine assistance & search strategy 3. use information sources to meet requirements 4. assist clients to access required information 5. package information 				see 1, 17
Unit 29*	Provide training	<ol style="list-style-type: none"> 1. prepare for training 2. deliver training 3. review training 4. maintain records 				see 12
Unit 30	Establish & maintain consultation with client groups	<ol style="list-style-type: none"> 1. plan client community links 2. establish and maintain links 3. respond to client comments & complaints 				
Unit 31	Promote the library and library services	<ol style="list-style-type: none"> 1. develop public/client community networks 2. represent the library to the client community 3. organise special promotions 4. organise and coordinate the production of promotion displays & materials 				see 3, 11, 18
Unit 32	Provide client education	<ol style="list-style-type: none"> 1. identify target client groups & education needs 2. plan for client education activity 3. deliver activity 4. review & evaluate 				

Working with Information — Acquire, Organise, Maintain Information in a Suitable Environment

ASF Level & No	Unit	Key elements	Evidence (list type of evidence provided)	V	A	Comments
ASF2 Unit 4	Assist in making information accessible for clients	1. maintain client focus 2. work with databases				see 21, 38
Unit 5	Process & prepare information for access	1. prepare newly acquired material 2. undertake basic processing of information 3. repair material				
Unit 6	Assist with maintenance of service area	1. maintain attractive & pleasant environment 2. arrange material to classification used 3. contribute to maintenance of equipment 4. maintain materials & supplies 5. assist with maintenance of security & behaviour requirements				see 22, 40
ASF2/3 Unit 7*	Assist in the provision of a safe library environment	1. recognise & report unsafe/unsatisfactory work conditions 2. respond appropriately to incidents concerning staff & clients				
ASF3 Unit 13	Contribute to the acquisition of information	1. determine details required & suppliers 2. order material				see 19
Unit 14	Access & process information	1. accession material 2. contribute to information processing				see 19
ASF4 Unit 19	Acquire and process information for access	1. determine acquisition details 2. acquire information 3. maintain relationship & arrangements with suppliers 4. resolve problems/issues 5. carry out administrative procedures 6. accession information				see 13, 27, 33

ASF Level & No	Unit	Key elements	Evidence (list type of evidence provided)	V	A	Comments
Unit 20	Undertake cataloguing activities	1. undertake cataloguing/ classification of material 2. provide cataloguing support				see 36
Unit 21*	Maintain accessibility of information	1. maintain client service 2. make effective use of equipment & technology				see 4, 38
Unit 22	Maintain service area environment, resources & equipment	1. maintain service area requirements 2. maintain physical requirements of service area 3. maintain facilities for storage & display 4. implement & monitor maintenance of equipment operation & functions 5. maintain requirements for acceptable behaviour 6. implement & monitor security processes				see 6, 40
ASF5 Unit 33	Coordinate selection and acquisition of information	1. contribute to library's policies 2. collate and review proposals for acquisition 3. propose and/or act on selections				see 34
Unit 34	Contribute to collection development	1. identify information required 2. review information available for access 3. identify & assess options for obtaining information 4. contribute to review of collection 5. recommend or act on information acquisition or disposal				
Unit 35	Organise information for client access	1. anticipate need & organise required information 2. develop & maintain simple database 3. contribute to maintenance & improvement of databases 4. contribute to review of new systems				
Unit 36	Catalogue & classify material	1. analyse material 2. catalogue material 3. classify material 4. contribute to maintenance & development of cataloguing practices				see 20
Unit 37	Analyse & describe material	1. identify requirements for description 2. analyse material 3. describe material and format 4. monitor & review practices & procedures				see 36

ASF Level & No	Unit	Key elements	Evidence (list type of evidence provided)	V	A	Comments
Unit 38*	Improve accessibility of information	<ol style="list-style-type: none"> 1. respond to requests for assistance 2. increase awareness of services & sources of networked information 3. contribute to development of policy and processes 4. make effective use of tools & methods 				see 4, 21
Unit 39	Initiate & carry out projects	<ol style="list-style-type: none"> 1. propose project 2. identify methodology 3. determine resources & timescale 4. undertake project 5. evaluate project 				
Unit 40	Manage maintenance of library environment	<ol style="list-style-type: none"> 1. evaluate maintenance requirements, costs, etc 2. provide for maintenance & repair 3. implement purchase processes 4. organise & coordinate installation of equipment, fitting, furniture 5. minimise consumption rates & energy usage 				see 6, 22
Unit 41	Maintain & modify technological applications	<ol style="list-style-type: none"> 1. maintain processes relevant to technology 2. monitor & evaluate application use 3. identify & rectify bugs 4. effect installation of hardware & software 5. modify applications 6. assist & train users 				
Unit 42	Contribute to planning & acquisition of computer systems	<ol style="list-style-type: none"> 1. determine functional requirements 2. determine other requirements 3. assess the ability of relevant existing systems to meet needs 4. recommend action 				

Working with Others — Working in a Service Environment; Being Effective in a Changing Environment

ASF Level & No	Unit	Key elements	Evidence (list type of evidence provided)	V	A	Comments
ASF2/3 Unit 8*	Work with others	<ol style="list-style-type: none"> 1. participate in work group/process 2. contribute to the flow of work information & ideas 3. contribute to maintenance & improvement of work communication 4. deal with work issues, problems & conflicts 				see 23
Unit 9*	Contribute to own work performance & learning	<ol style="list-style-type: none"> 1. accept responsibility for own work 2. contribute to service 3. monitor & maintain acceptable work performance 4. make efficient use of equipment & systems 5. participate in identifying & meeting own learning needs 6. participate in workplace change & development 				see 24, 44
Unit 15	Coordinate activities of a small area or small work group	<ol style="list-style-type: none"> 1. organise work in a small area and/or oversee work of a small group 2. maintain safe working practices 3. compile & maintain records 				see 25, 26, 43
ASF 4/5 Unit 23*	Contribute to effective working relationships	<ol style="list-style-type: none"> 1. contribute to effective working groups & processes 2. conduct meetings 3. facilitate group discussions 4. maintain & improve work communication 5. negotiate with others 				see 8
ASF4 Unit 24	Maintain own work, work performance & learning	<ol style="list-style-type: none"> 1. organise own work 2. maintain acceptable standard of work 3. address areas for development & learning 4. contribute to workplace change & development 				see 9, 44
Unit 25	Organise & coordinate work activities	<ol style="list-style-type: none"> 1. implement policies & procedures 2. organise & coordinate resources 3. contribute to review, acquisition, use of equipment 4. establish & maintain interaction with others 5. contribute to workplace change & development 				see 15, 26, 43

ASF Level & No	Unit	Key elements	Evidence (list type of evidence provided)	V	A	Comments
Unit 26	Organise & coordinate the work of others	<ol style="list-style-type: none"> 1. provide information, advice & support to staff 2. contribute to the monitoring & maintenance of effective work performance 3. contribute to the identification & development of staff potential 4. contribute to implementation & monitoring of relevant legislative & work requirements 5. contribute to staff selection & recruitment 6. compile & maintain staff records 				see 15, 25, 43
Unit 27	Provide research assistance	<ol style="list-style-type: none"> 1. confirm research objectives & required outcomes 2. collect & analyse information 3. present findings 				see 45
Unit 43	Lead a team	<ol style="list-style-type: none"> 1. contribute to development of team objectives & priorities 2. develop & maintain team approach 3. contribute to development & maintenance of cooperative & effective team working processes 4. contribute to development & application of team & work competencies 5. contribute to achievement of legislative & work requirements 6. contribute to staff recruitment & selection 				see 15, 25, 26
Unit 44*	Manage own work, development & learning	<ol style="list-style-type: none"> 1. develop & maintain relevant knowledge base/framework in a changing environment 2. manage own work 3. address areas for development & learning 4. contribute to change & development 				see 9, 24
Unit 45	Collect, analyse & evaluate information for research	<ol style="list-style-type: none"> 1. identify sources & availability of information 2. collect information to achieve research objectives 3. analyse & evaluate research information 4. report the results of research 				see 27

Developing Recognition Statements Against the Modules in the Diploma in Library and Information Studies

A draft form which may provide a starting point for a person seeking to join a study program

The following statements are provided to assist you to prepare information for assessment against the learning outcomes of modules in the Certificate III in Library and Information Studies and the Diploma in Library and Information Studies. You should consult Guide B and the full course documentation for further details.

Against those modules and learning outcomes for which you believe you have sufficient knowledge, skills and other attributes to work successfully in a library or information agency, list the type of evidence you can provide (examples of work, portfolio, etc) and tick the boxes marked V (verified) if you have evidence from a supervisor, employer, etc about your skills and knowledge in this area. The A (authorised) column could be used by your mentor or other person to indicate they agree that your proposed evidence could be sufficient.

Cert. III	Module	Summarised Learning Outcomes	Evidence (list type of evidence provided)	V	A	Comments
LIS 001	The Information Industry	<ul style="list-style-type: none"> • characterise the information industry • examine clients & service expectations • compare services & facilities 				Evidence of work in at least 2 different types of libraries; Examples of client service
LIS 002	Information Literacy	<ul style="list-style-type: none"> • analyse own information needs • locate information • use information efficiently & effectively • package information 				Evidence of logical approach to locating information; Examples (eg bibliographies)
LIS 003	Information as a Product	<ul style="list-style-type: none"> • characterise nature & uses of information • compare information packages • select & use standard elements of description • discuss legal, ethical & procedural issues in using information 				Examples of use of information packages; knowledge of legal and ethical issues

Cert. III	Module	Summarised Learning Outcomes	Evidence (list type of evidence provided)	V A	Comments
LIS 004	Collection Maintenance	<ul style="list-style-type: none"> • identify suitable housing & storage facilities • identify preventive measures to avoid damage • assess & repair items • process items • shelve materials • perform routine stocktakes 			Examples of repair & damage prevention work; knowledge of classification arrangements
LIS 005	Lending Services I	<ul style="list-style-type: none"> • explain principles & procedures in operating circulation systems • undertake lending activities • maintain a closed reserve system • undertake interlibrary loan activities • maintain financial records • operate a serials circulation system 			Evidence of circulation work, using both manual & automated systems; knowledge of interlibrary loan activities
LIS 006	Bibliographical Control	<ul style="list-style-type: none"> • retrieve bibliographic data • explain bibliographic control • use standards to locate, retrieve and transfer bibliographic records • use authority data 			skills in using S ISBD & MARC coding; in retrieving and using bibliographical & authority information
LIS 007	Materials Receipt	<ul style="list-style-type: none"> • receive newly purchased items • record receipt • identify & handle receipt problems 			Examples of receipt problems
LIS 008	Library Ordering Procedures	<ul style="list-style-type: none"> • explain acquisition process • order materials • manage all records 			Examples of work in acquisitions area
LIS 009	Library Promotion & Display 1	<ul style="list-style-type: none"> • outline role of promotion & publicity • create display & promotional materials • amend, maintain, update displays & signage 			Examples of promotional strategies you devised; samples of display work
LIS 010	Multimedia Equipment & Usage	<ul style="list-style-type: none"> • demonstrate OH&S issues • set up & operate multimedia & AV equipment • monitor equipment use • propose purchases 			Demonstration of use & control of multimedia & AV equipment

Cert. III	Module	Summarised Learning Outcomes	Evidence (list type of evidence provided)	V	A	Comments
ABD 507	OH&S in the Library Industry	<ul style="list-style-type: none"> • describe relevant OH&S laws & practices • plan & conduct a hazard inspection • identify safe work practices & emergency procedures • describe occupational welfare structure & services 				Example of checklist used for hazard inspection; copy of accident report completed by applicant
NCS 004	Work Team Communication	<ul style="list-style-type: none"> • participate in small group discussion to reach agreement • cooperate with team to plan & prepare simple presentation • make a job related presentation 				Examples of group presentation or similar (using 2 types of media)
NG MS 106	Managing Effective Working Relations	<ul style="list-style-type: none"> • establish & maintain trust & support of subordinates • establish & maintain trust & support of immediate manager • establish & maintain effective work relationships with peers 				Examples of successful strategies in a team situation
NCS 018	Dealing with Customers & Clients	<ul style="list-style-type: none"> • use communication skills to effectively interact with customers & clients • use communication skills effectively to deal with difficult situations 				Examples of management of a difficult client
NCS 005	Dealing with Conflict	<ul style="list-style-type: none"> • identify signs, stages & possible causes of conflict in workplace • propose strategies to deal with workplace conflict • use communication skills that facilitate constructive responses to workplace conflict 				Examples of strategies used to handle conflict in a work environment
LIS 011	Introduction to Instruction in Library Use	<ul style="list-style-type: none"> • prepare for instruction • formulate an instruction session • deliver & evaluate 				Samples of materials developed by applicant for training sessions, eg learning plans, evaluation sheets
LIS 012	Working in the Information Industry	<ul style="list-style-type: none"> • investigate career paths • investigate education & training • apply for a job to suit your career path • participate in job interview & critically review 				Copy of recent application written by applicant

Cert. III	Module	Summarised Learning Outcomes	Evidence (list type of evidence provided)	V	A	Comments
ITF 304	Word Processing - Operations	<ul style="list-style-type: none"> • use paragraph formatting commands • use wp tools (find search & replace, spell checker, grammar checker, etc) • use page formatting options • manage electronic files 				Examples of word processed documents
ITF 305	Spreadsheet Operations	<ul style="list-style-type: none"> • create & modify worksheets incorporating mathematical, statistical, financial, date & logical functions • create, save, print graphs • create & edit spreadsheets with absolute & relative cell references • design worksheets 				Examples of spreadsheets compiled by applicant
ITC 301	Computer System Basics	<ul style="list-style-type: none"> • identify & describe major components of computer • assemble microcomputer • install operating system & applications software • analyse & compare measurement of performance 				No specific documentation
LIS 013	Database Searching & Retrieval	<ul style="list-style-type: none"> • explain reasons for selection of databases • search a range of databases • record & transmit information electronically 				Samples of data retrieved from database searches for specific client requests
LIS 014	Industry Placement I	<ul style="list-style-type: none"> • work effectively as part of a team • work in accordance with OH&S procedures & EO practices • deliver instruction • demonstrate appropriate level of technical skills 				Evidence of significant period of library/ information agency work
LIS 015 (E)	Library Promotion & Display 2	<ul style="list-style-type: none"> • propose promotional activities inside & outside library • plan a special promotion or activity • prepare, implement & evaluate 				Written plan for a special promotion or activity, with costings, timelines & evaluation
LIS 016 (E)	Literature & the Library User	<ul style="list-style-type: none"> • explain the role of literature in libraries • develop & use a frame work for handling clients' literature requests • locate literary information 				

Cert. III	Module	Summarised Learning Outcomes	Evidence (list type of evidence provided)	V	A	Comments
LIS 017 (E)	Community Information & Networking	<ul style="list-style-type: none"> • develop strategies to locate & access alternate sources of information in a community • develop network of information providers • document referral & networking techniques 				
LIS 018 (E)	Client Groups & Information Needs	<ul style="list-style-type: none"> • respond, with respect, to requests for information from a range of client groups • assess their information needs • develop & evaluate strategies to satisfy their information needs 				
NCS 006 (E)	Writing Workplace Documents	<ul style="list-style-type: none"> • plan complex workplace documents • write complex workplace documents 				submission of at least 2 complex documents needed
LIS 019 (E)	Australian Political Processes & Information	<ul style="list-style-type: none"> • characterise roles & responsibilities of three levels of Australian government • summarise political, legal and administrative processes of government • examine impact of legislation on management of information 				

Dip loma	Module	Summarised Learning Outcomes	Evidence (list type of evidence provided)	V	A	Comments
LIS 020	Basic Reference Skills	<ul style="list-style-type: none"> • use appropriate ready reference resources to locate & provide information • determine & implement appropriate search strategies to answer ready reference questions • communicate with clients & interpret needs • maintain records appropriate to the reference environment • apply standards, procedures, legal & ethical requirements, etc in receipt of information 				Examples of strategies used to fulfil client requests; examples of completed results
LIS 021	Research Sources & Strategies	<ul style="list-style-type: none"> • identify potential information sources to satisfy client needs • evaluate information sources of reliability, currency, validity & relevance • conduct reference interview to determine the information needs of the client • undertake search strategies using a range of sources • package information to suit client needs 				Examples of material compiled in response to requests; examples of research strategies
LIS 022	Lending Services 2	<ul style="list-style-type: none"> • explain local, national & international policies for interlibrary lending • select sources for interlibrary lending & document delivery • generate & dispatch interlibrary loan & document delivery requests • undertake financial transactions • manage incoming ILL & document supply materials 				no specific documentation
LIS 023	Biblio- graphical Description & Access	<ul style="list-style-type: none"> • construct bibliographical descriptions with access points adapting nationally accepted standards to suit client needs • create & maintain name authority records • undertake catalogue support & maintenance activities 				Examples of cataloguing activity

Dip Ioma	Module	Summarised Learning Outcomes	Evidence (list type of evidence provided)	V	A	Comments
LIS 024	Library Classificat- ion	<ul style="list-style-type: none"> • classify standard library materials • demonstrate classification procedures for nonstandard library materials 				Examples of cataloguing activity
LIS 025	Subject Access	<ul style="list-style-type: none"> • explain subject access & control • provide subject access to standard library materials • implement authority control procedures 				Examples of cataloguing activity
LIS 026	Cataloguing Procedures	<ul style="list-style-type: none"> • establish & maintain cataloguing procedures to suit need of client group • copy catalogue a range of materials • encode bibliographic records using standard communications format • compile/create full bibliographic records for a range of materials 				Examples of cataloguing activity
LIS 027	Library Acquisitions	<ul style="list-style-type: none"> • acquire material for a library collection • match methods of acquisition to categories of library materials • monitor supplier performance • manage the financial records relating to acquisition 				see LIS007 & LIS008; Sample procedures followed
LIS 028	Collection Develop- ment	<ul style="list-style-type: none"> • investigate the role of a collection development policy • prepare a selection & disposal proposal 				see LIS027; Sample collection development policy used; copy of selection & disposal proposal
LIS 029	Managing an Information Agency Environm't	<ul style="list-style-type: none"> • plan & allocate work activities to meet library objectives • establish standards, measurements & controls to monitor assessment of the work of operatives • contribute to review, evaluation & acquisition of equipment, fittings & furniture 				Written recommendations or proposals; individual/group work goals; individual/group work plans developed by applicant

Dip Ioma	Module	Summarised Learning Outcomes	Evidence (list type of evidence provided)	V	A	Comments
LIS 030	Information Access for Client Groups	<ul style="list-style-type: none"> • identify existing services for a range of client groups • evaluate existing library services for selected client groups • recommend ways to address selected client needs in a library's overall policy & planning strategies 				see LIS020; Recommendation or proposal to address client needs
NG MS 105	Managing Operations - Change	<ul style="list-style-type: none"> • identify impact of, & obstacles to change, & evaluate & recommend effective processes for change 				Documentation used in implementation of a change process
NG MS 209	Managing Self	<ul style="list-style-type: none"> • identify current competencies & areas for development against agreed criteria • identify strategies & engage in actions to extend & enhance personal competence 				A current personal development plan
LIS 031	Client Education & Training	<ul style="list-style-type: none"> • identify client groups & their training needs • prepare & delivery an educational/instruction session to meet client needs • review & evaluate client instruction sessions 				see LIS011; Documentation identifying training role; examples of materials produced by applicant
ABD 569	OH&S Management in the Library Industry	<ul style="list-style-type: none"> • identify & describe incentives to improve OH&S performance in the workplace • outline the development of hazard management strategies for your workplace • describe elements of an effective OH&S management system • develop a plan for the implementation of an OH&S management system • examine program evaluation 				Written plan developed by applicant for implementing an OH&S management system in workplace; examples of codes, standards, etc used.
NCS 011	Client Interaction	<ul style="list-style-type: none"> • plan for establishing and maintaining a working relationship with clients • establish a working relationship with a client 				see NCS004,005 Written plan (eg memo to supervisor proposing strategies; timeline diagram, etc

Dip loma	Module	Summarised Learning Outcomes	Evidence (list type of evidence provided)	V	A	Comments
ITG 401	Data Communications Applications	<ul style="list-style-type: none"> • define common terms • use selected data communications systems • describe role of communications hardware components • outline communications services available • explain functions & operation of LAN 				
LIS 032	Industry Placement 2	<ul style="list-style-type: none"> • develop a project plan • refine the project parameters • execute the project plan & analyse the outcomes • communicate the project outcomes 				Submission of project relating to workplace activities
LIS 033	Research Project	<ul style="list-style-type: none"> • develop an overall plan for research project • research information to support a client's information needs • assemble & provide information to satisfy client's needs 				see LIS021 Submission of research project
LIS 034	Specialist Information Resource Developm't & Access	<ul style="list-style-type: none"> • investigate & evaluate selected specialised collections against library policies in relation to their development, organisation, control & ease of access • investigate & evaluate options for improved collection development & control of a specialised library collection • evaluate client access to, and use of, specialised collections 				see LIS027 Written evaluation of a specialised library collection with recommendations
LIS 035 (E)	Promoting an Information Agency	<ul style="list-style-type: none"> • examine the scope & importance of promotion for a selected agency • relate the principles of information agency promotion & marketing to selected information agencies • organise, coordinate & evaluate the production of promotion displays & materials for a selected information agency 				see LIS015; Evidence of organisation and mounting of promotional activities

Dip Ioma	Module	Summarised Learning Outcomes	Evidence (list type of evidence provided)	V	A	Comments
LIS 036 (E)	Preservation of Materials	<ul style="list-style-type: none"> • identify preventive measures to avoid or alleviate damage to library materials caused by environmental factors • identify problems associated with storage, housing & use of library materials & undertake remedial action • assist in the implementation of a disaster management/ recovery program 				see LIS004
LIS - 37 (E)	Indexing & Abstracting	<ul style="list-style-type: none"> • explain indexing & abstracting purposes & techniques • prepare indexes to selected materials • prepare abstracts from a range of materials 				see LIS025 Samples of work
ITB 415	User Needs Analysis	<ul style="list-style-type: none"> • describe the role of the user & user request in developing an information system • document user's information processing requirements • document potential solutions to satisfy user's requirements • conduct a user needs analysis & document findings & recommendations 				User needs analysis documentation developed by applicant

Recognition Preparation Checklist Against Modules

optional form to use when developing claims for recognition against modules

APPLICANT'S NAME: MODULE NAME: NO:

Using the learning outcomes from the modules, provide evidence of your training and/or experience which relates to each module (use separate sheets for each module; remember that recognition will only be considered for a full module, not part of it)

Learning Outcomes of Module for which each RPL is being sought **Please tick the appropriate box below indicating type of evidence submitted in respect of learning outcome**

No.	Description	Courses Attended	Certificate	Employer Statement	Work History	Work Samples	Life Experience	Other

Recognition Preparation Checklist Competency Units

optional form to use when developing claims for recognition against modules

APPLICANT'S NAME: MODULE NAME: NO:

Using the learning outcomes from the modules, provide evidence of your training and/or experience which relates to each module (use separate sheets for each module; remember that recognition will only be considered for a full module, not part of it)

Learning Outcomes of Module for which each RPL is being sought **Please tick the appropriate box below indicating type of evidence submitted in respect of learning outcome**

No.	Description	Courses Attended	Certificate	Employer Statement	Work History	Work Samples	Life Experience	Other

10 Bibliography on Recognition

*compiled by Roberta Talbot, Launceston Institute of TAFE
as part of the ALIA/DEETYA project, Development of an RPL Strategy for the
Library Industry*

*The A to Z of RPL : An introduction to the recognition of prior learning (and the
recognition of current competencies) for the human resource managers, trainers, union
officers and the people they work with 1992, by Ashenden Milligan Education and
Training Consultants, Ashenden Milligan, Subiaco, WA.*

Assessment Centre for Vocational Education 1994, *Recognition awareness, module
no.1*, NSW TAFE Commission, Sydney.

Assessment Centre for Vocational Education 1994, *Assessing for recognition, module
no.2*, NSW TAFE Commission, Sydney.

Assessment Centre for Vocational Education 1994, *Managing the recognition process,
module no. 3*, NSW TAFE Commission, Sydney.

*Assessment of prior learning: Guidelines for assessors of prior learning in Tasmania 1994,
endorsed by the Training Authority of Tasmania, Tasmanian State Training
Authority (TASTA), Hobart, Tas.*

*Awards/qualifications information package : For the use of all staff associated with teaching
and awards/qualification procedures at the Launceston Institute of TAFE. 1995,
Launceston Institute of TAFE, Launceston, Tas.*

Baker, B 1991, 'MCI management competencies and APL : The way forward for
management education, training and development?', *Journal of Industrial Training*,
vol.15, no.9, pp.17-26.

Ball, S 1995, 'Recognition of vocational education and training', *Recognition Forum*,
24/25 May 1995, TAFE NSW, Sydney.

Banks, Sarah 198?, 'Accrediting prior learning for a professional qualification :
lessons from community work', *Adults Learning (England)*, vol.5, no.2, pp.399-41.

Barnes, G 1995. 'Industry case study recognition', *Recognition Forum*, 24/25 May
1995, TAFE NSW, Sydney.

Bernard, Marilyn 1995, *Non-standard exemptions : Review of the implementation in
TAFE NSW*, Assessment Centre for Vocational Education, St Leonards, NSW.

Blakely, J 1996, *The 'E' in vocational education and training*, paper delivered at the 5th
NCVER/University of Tasmania VET Conference/Workshop, NCVER, Launceston,
Tas.

Bloch, B 1996, *Integrated assessment - a panacea for all?* paper presented at National
Centre for Vocational Education Research Conference, June 4-6, 1996, NCVER,
Perth, WA.

Bloch, B & Thomson, P 1994, *Working towards best practice in assessment : A case study
approach to some issues concerning competency-based assessment in the vocational
education and training sector*, NCVER, Leabrook, SA.

- Bloor, M & Butterworth, C 1991, 'The accreditation of prior learning on in-service education courses for teachers,' in *Aspects of educational and training technology, volume XXIV : Realizing human potential*, ed R Winterburn, Kogan Page, London.
- Boud, D, Keogh, R & Walker, D (eds), 1985, *Reflection : Turning experience into learning*, Kogan Page, London.
- Boud, D & Walker, D (eds), 1991, *Experience and learning : Reflection at work*, Kogan Page, London.
- Bray, A 1995, 'Information technology issues and recognition', *Recognition Forum 24/25 May 1995*, TAFE NSW, Sydney.
- Broadmeadows College of TAFE 1991, *Recognition of prior learning (RPL) (Ford/TAFE articulation project) : Training and application manual for education, 2nd ed*, Broadmeadows College of TAFE, Broadmeadows, Vic.
- Broadmeadows College of TAFE, Recognition and Assessment Centre 1992, *Recognition of prior learning: implications for women*, Department of Employment, Education and Training and the Recognition and Assessment Centre, Broadmeadows, Vic.
- Broadmeadows College of TAFE, Recognition and Assessment Centre 1994, *RPL : The currency of the future : Policy, practice and directions, conference papers*, Victorian RPL Network, Broadmeadows, Vic.
- Brown, A 1990?, *Valuing skills: recognition of prior learning*, [n.p.]
- Butterworth, Christine & Edwards, Richard 1993, 'Accrediting prior learning at a distance', *Open Learning*, vol.8, no.3, pp.36-43.
- Clayton, B 1995, *Focussing on assessment : Strategies for off-job teachers and trainers*, NCVET, Leabrook, SA.
- Cohen, R, Flowers, R, McDonald, R, & Schaafsma, H, (1993). *Learning from experience counts : Recognition of prior learning in Australian universities*, University of Technology, Sydney.
- Coleman, J S 1976, 'Differences between experiential and classroom learning', in Keeton, M T (ed), *Experiential learning : Rationale, characteristics and assessment*, Jossey-Bass, San Francisco.
- Cseti, D & Nissen, D 1996, *Using the competency standards for assessment*, paper presented at the National Centre for Vocational Education Research Conference, June 4-6, 1996, NCVET, Leabrook, SA.
- Dale, G 1995, 'Recognition of trade skills, NSW Vocational Training Board', *Recognition Forum, 24/25 May 1995*, TAFE NSW, Sydney.
- Dressel, P L 1990, 'Model for evaluating individual achievement', *Journal of Higher Education*, vol.51, no.2, pp.194-206.
- Droegkamp, Jan & Taylor, Kathleen 1995, 'Prior learning assessment, critical self-reflection, and re-entry women's development', *New Directions for Adult and Continuing Education*, no.65, pp.29-36.

- Dyson, Chloe, Webster, Margery & Travers, Bronwyn 1994, *Making skills count : Recognition of prior learning for non-English speaking background applicants*, Australian Office of Multicultural Affairs and Broadmeadows College of TAFE, Recognition and Assessment Centre, Broadmeadows, Vic
- Ekstrom, R B 1983, 'Assessing prior learning experiences', in Ekstrom, R B (ed), *Measurement, technology and individuality in education*, New Directions for Testing and Measurements, no. 17, Jossey-Bass, San Francisco.
- Employment and Skills Formation Council 1990, *The recognition of vocational training and learning*, Commissioned Report no. 1, AGPS, Canberra.
- Erkamp, A, 1981, *Ervaringsleren*, De Hostink, Amersfoort.
- Evans, N 1987, *Assessing experiential learning : A review of progress and practice*, Longman for FEU, London.
- Fletcher, S 1990, 'Accreditation of prior learning : A contribution to national economic objectives', *Journal of European Industrial Training*, vol.14, no.9, pp.8-11.
- Further Education Unit 1992, *The assessment of prior learning and learner services*, Further Education Unit, London.
- Gilchrist, M 1996, *Evaluating workplace assessment and its integration with off-the-job training and assessment*, paper presented at National Centre for Vocational Education Research Conference, June 4-6, 1996, NCVER, Leabrook, SA.
- Gilkes, Brian, Webster, Margery, Dyson, Chloe & Travers, Bronwyn 1994, *New place - same skills : Recognition of prior learning*, Australian Office of Multicultural Affairs and Broadmeadows College of TAFE, Recognition and Assessment Centre, Melbourne, Vic.
- Goleby, A & Rivers, J 1995, 'RPL initiatives at the Canberra Institute of Technology', *Recognition Forum 24/25 May 1995*, TAFE NSW, Sydney.
- Golding, B 1995, [Untitled paper] *Recognition Forum 24/25 May 1995*, TAFE NSW, Sydney.
- Greening, D 1995, 'Establishing effective recognition issues in the building and construction industry', *Recognition Forum 24/25 May 1995*, TAFE NSW, Sydney.
- A guide to the recognition of prior learning implementation workshop 1995*, Department for Employment, Training and Further Education, Adelaide.
- Hagar, P 1994, *On-the-job and off-the-job assessment : An issues paper*, NSW Assessment Centre for Vocational Education, Sydney.
- Hall, W C (ed.), 1995, *Key aspects of competency-based assessment*, NCVER, Leabrook, SA.
- Harper, G 1996, *Some outcomes from a study of competency based training as a change in vocational education (competency based training and classroom practice)*, paper delivered at the 5th NCVER/University of Tasmania VET Conference/ Workshop, NCVER, Leabrook, SA.
- Harrison, C 1995, 'From TAFE to Uni and back again : The seamless web of lifelong learning and education', *Recognition Forum 24/25 May 1995*, TAFE NSW, Sydney.

- Harrison, L 1996, *The value of lifelong learning enabling skills gained in the workplace*, paper delivered at the 5th NCVET/University of Tasmania VET Conference/Workshop, NCVET, Leabrook, SA.
- Haydon, A 1994, *Credit transfer and recognition of prior learning in Australian universities*, Higher Education Series, occasional paper no. 10, AVCC, Canberra.
- Haydon, A 1995, 'Recognition in the higher education sector : Developments and issues', *Recognition Forum 24/25 May 1995*, TAFE NSW, Sydney.
- Higher Education Council (Australia), National Board of Employment, Education and Training 1992, *The quality of higher education : Discussion papers*, Australian Government Publishing Service, Canberra.
- Holland, S 1995, 'Recognition : Paradigms, practices, policies', *Recognition Forum 24/25 May 1995*, TAFE NSW, Sydney.
- Hubert, Gordon 1989, 'Mixed mode study : has it got a future?' *Studies in Higher Education*, vol.14, no.2, pp.219-29.
- Hughes, C, McLean, J, Ryan, G & Toohey, S 1994, 'Credentialling competency based education and training : A review of the literature', *Studies in Continuing Education*, vol.16, no.1, pp.52-71.
- Illawarra Institute of Technology 1995, 'Recognition pilot program', *Recognition Forum 24/25 May 1995*, TAFE NSW, Sydney.
- Jeffs, T & Smith, M (eds), 1990, *Using informal education : An alternative to casework, teaching and control?* Open University Press, Milton Keynes, UK.
- Kearney, P (scriptwriter) 1996, *Assessing competence* (videocassette), Infochannel, Hobart. (Three videocassettes (120 min. each) Program 1 : Why assess? The purpose and uses of assessment. Program 2 : The processes. Program 3 : Assessment systems)
- Keeton, M T & Associates 1976, *Experiential learning : Rationale, characteristics and assessment*, Jossey -Bass Series in Higher Education, Jossey-Bass, San Francisco.
- Keeton, M T & Tate, P J 1978, 'What next in experiential learning?' *Learning by experience, what, why, how*, New directions for experiential learning, no.1, Jossey-Bass, San Francisco.
- Kolb, D A 1984, *Experiential learning*, Prentice-Hall, Englewood Cliffs, NJ.
- Cooke, R, Strachan, G & Gunton, R 1995, 'An enterprise view of recognition', *Recognition Forum, 24/25 May 1995*, TAFE NSW, Sydney.
- Komarynsky, C 1995, 'Recognising overseas qualifications skills and training in TAFE NSW', *Recognition Forum 24/25 May 1995*, TAFE NSW, Sydney.
- Lewis, D 1995, 'Admission, recognition and university performance', *Recognition Forum 24/25 May 1995*, TAFE NSW, Sydney.
- Lilly, M 1994, 'The relationship between RPL and workplace assessment', in Broadmeadows College of TAFE, Recognition and Assessment Centre 1994, *RPL : The currency of the future : Policy, practice and directions, conference papers*, Victorian RPL Network, Broadmeadows, Vic. (unpaginated)

- Love, F 1995, 'The recognition process between schools and TAFE NSW', *Recognition Forum 24/25 May 1995*, TAFE NSW, Sydney.
- Lundberg, David 1994, *Where are we?* NCVER, Leabrook, SA.
- Making assessment count* (videocassette) 1996, Recognition and Assessment Centre, Kangan Institute of TAFE, Dallas, Vic. (14 min.)
- Marsick, V & Watkins, K 1990, *Informal and incidental learning in the workplace*, Routledge, London.
- McCormick, Donald W, 1993, 'College-level learning and prior experiential learning assessment', *Adult Learning*, vol.4, no.3, pp.20-22.
- McGill, M 1996, *Looking at what we say : Some tools for analysing communication patterns in teaching*, paper delivered at the 5th NCVER/University of Tasmania VET Conference/Workshop, NCVER, Leabrook, SA.
- Metcalf, J & O'Malley, G 1994, *Recognition of prior learning : A guide to providing the service*, Department of Employment Training and Further Education, Adelaide.
- Misko, J & Guthrie, H 1996, *Integrating off-and on-the job training and assessment*, paper presented at National Centre for Vocational Education Research Conference June 4-6, 1996, NCVER, Leabrook, SA.
- Moore, A 1995, 'Recognition in adult and community education - implementation issues', *Recognition Forum 24/25 May 1995*, TAFE NSW, Sydney.
- National Training Board 1991, *Progress and prospects in improved skills recognition*, Commissioned Report no. 10, AGPS, Canberra.
- National Training Board 1992, *National competency standards : Policy and guidelines*, 2nd ed, National Training Board, Canberra.
- Parkinson, C 1995, 'Memorandum of understanding' (between the TAFE NSW and the, NSW TCF Industry Training Board), *Recognition Forum 24/25 May 1995*, TAFE NSW, Sydney.
- Peinovich, Paula E 1994, 'The time is now : quality for a new paradigm', *CAEL Forum and News*, vol. 17, no. 2, pp. 15-18, 35.
- Poole, M, Nielsen, SW & Langan-Fox, J 1994, 'Professional and managerial women's perceptions of schooling and current and future training needs,' *Australian and New Zealand Journal of Vocational Education Research*, vol 2, no.1, pp. 83-101.
- Race, P 1991, 'Realizing human competence,' in *Aspects of educational and training technology, volume XXIV : Realizing human potential*, ed R Winterburn, Kogan Page, London.
- Ramsey, G 1995, 'Opening address', *Recognition Forum 24/25 May 1995*, TAFE NSW, Sydney.
- Recognition for prior learning : A bridge between learning and life* (videocassette) 1991, Moving Images and Express Australia for VEF, Broadmeadows TAFE (20 min.)
- 'Recognition in TAFE NSW', 1995, *Recognition Forum 24/25 May 1995*, TAFE NSW, Sydney.

Saad, D 1992, *Recognition of prior learning : A practical guide for women*, Department of Employment, Education and Training, Melbourne.

Sefton, R & Waterhouse, P 1996, *Workplace learning and change : Reflections upon an investigation of workplaces as learning environments*, paper delivered at the 5th NCVER/University of Tasmania VET Conference/Workshop, NCVER, Leabrook, SA.

Shelton, Sue E & Armistead, L Pendleton 1989, 'The practice of awarding credit for prior learning in the community college', *Community/Junior Quarterly of Research and Practice*, vol.13, no.1, pp.23-31.

Simmons, F 1996, *Integration of assessment : Removing the on-the-job / off-the-job gap : the role of the evidence guide in assessment*, paper presented at National Centre for Vocational Education Research Conference, June 4-6, 1996, NCVER, Leabrook, SA.

Simosko, S 1991, *APL, accreditation of prior learning : A practical guide for professionals*, Kogan Page, London.

Simosko, S 1988, 'Assessing experiential learning', *New Directions for Teaching and Learning*, no.34, pp.61-70.

Simosko, S & Associates 1988, *Assessing learning : A CAEL handbook for Faculty*, Council for Adult and Experiential Learning, Philadelphia.

Smith, Alison & Preston, Diane 1993, 'APL : The relationship between rhetoric and reality', *Management Education and Development*, vol.24, no.4, pp.395-405.

Smith, K E & McCormick, D W 1992, 'Translating experience into learning: facilitating the process for adult students', *Adult Learning*, vol.3, no.5, pp.22-25.

Strain, John 1989, 'Policies in American external study : Credit for extra-institutional learning', *Distance Education*, vol.10, no.2, pp.230-41.

Swift, John S 1985, 'Increase institutional income by granting college credit for life experiences : A case study', *Journal of Education Finance*, vol. 11, no. 2, pp.205-18.

Thomas, S 1995, 'Recognition in the adult and community education [ACE] sector.' *Recognition Forum 24/25 May 1995*, TAFE NSW, Sydney.

Thomson, P 1992, *Assessing prior achievement : Methods for recognising learning gained through experience*, NCVER, Leabrook, SA.

Thomson, P 1996, *Winds of change and their consequences for assessment*, paper presented at National Centre for Vocational Education Research Conference, June 4-6, 1996, NCVER, Leabrook, SA.

Tiernan, Kathy 1992, 'Taking credit for voluntary work : A new RSA diploma', *Adults Learning (England)*, vol.4, no.2, pp.38-39.

Topley, John & Clinch, Graham 1992, *Recognition of prior learning in Australian universities : Australian Vice-Chancellors' Committee Credit Transfer Project*, Australian Government Publishing Service, Canberra.

Training Authority of Tasmania 1993, *Recognition of prior learning : Policy guidelines*, Training Authority of Tasmania, Hobart.

Van Berkel, C 1996, *Assessment*, paper presented at National Centre for Vocational Education Research Conference, June 4-6, 1996, NCVER, Leabrook, SA.

Vocational Education, Employment & Training Advisory Committee 1993, *Arrangements for the recognition of prior learning in Australia*, VEETAC, Melbourne.

Wagemans, L & Dochy, F 1981, 'Principles in the use of experiential learning as a source of prior knowledge', *Distance Education*, vol.12, no.1, pp.85-108.

Walker, G 1996, *The impact of proposed post compulsory change on secondary schools in the Cairns region: Conference paper 14*, VET Conference/Workshop, July 9-12, 1996, NCVET, Leabrook, SA.

Weller, S 1995, 'Current issues and practice in recognition : A national forum', *Recognition Forum 24/25 May 1995*, TAFE NSW, Sydney.

Whitaker, U 1989, *Assessing learning : Standards, principles, and procedures*, Council for Adult Experiential Learning, Philadelphia.

Williams, C 1996, *Integrating assessment : Problems and possibilities*, paper presented at National Centre for Vocational Education Research Conference, June 4-6, 1996, NCVET, Leabrook, SA.

Winterburn, R (ed), 1991, *Aspects of educational and training technology, volume XXIV : Realizing human potential*, Kogan Page, London.

Wood, G & Chapman, G 1995, 'Recognition issues from TAFE and university perspectives', *Recognition Forum 24/25 May 1995*, TAFE NSW, Sydney.

Roberta Talbot is the Course Coordinator for the Library Studies Program at the Launceston Institute of TAFE, and was the Project Officer for the Development of an RPL Strategy for the Library Industry (ASF2-5 levels)

Definitions relating to Recognition and RPL

compiled by Roberta Talbot, Launceston Institute of TAFE
(Full citations are located in the Bibliography)

Accreditation

is a process of giving official recognition or approval to a course, a program, or a provider of courses/programs (but increasingly to courses/programs, not providers). (*A to Z of RPL*, 1992)

Accreditation

Recognition and acceptance of the academic standards of a course or program of study by an outside accrediting agency, association or body. Accreditation relates to approval.

(Broadmeadows College of TAFE, 1991)

Accreditation of prior learning

is a process that enables people of all ages, backgrounds and attitudes to receive formal recognition for skills and knowledge they already possess. It is built on the premise that people can and do learn throughout their entire lives and that much of this informal and uncertificated learning can be equated with the skills and knowledge expected of learners completing more traditional and formal learning programs. (Simosko, 1991, p.11)

Accredited course

A program of study, which has been recognised or accepted by an accrediting agency as meeting the standards of the award to which it leads, and as adopting methods of delivery likely to achieve the specified outcomes.

(Broadmeadows College of TAFE, 1991)

Advanced standing

An arrangement to recognise credits in a course before the course begins.

(Broadmeadows College of TAFE, 1991)

refers to the amount of exemption from a unit or units of an educational program granted to a student on the basis of previous study, relevant work experience or like skills.

(National Board of Employment, Education and Training, 1989)

Articulation

is the arrangement of study/training programs to allow or encourage individuals to move from one to the other, either horizontally (ie to move from one field or specialisation to another) or vertically (ie to move through a hierarchy of qualifications).

(*A to Z of RPL*, 1992)

The linking of different courses so that a person can move from one to another without unnecessarily repeating previously learned material. For this project, it includes those skills and experiences that are gained outside a formal course environment, but which can be assessed for purposes of formal recognition.

Articulation relates to access.

(Broadmeadows College of TAFE, 1991)

refers to the specific design of education and training programs which facilitate and maximise opportunities for credit transfer.

(National Board of Employment, Education and Training, 1989)

Assessment

is a process of forming a judgement (formal or informal) using evidence about a performance or product against a benchmark.

(*A to Z of RPL*, 1992)

Assessment of informal learning

is the assessment of what individuals have learned outside a formal course of study or training.

Assessment of prior learning

is assessment of what individuals know or can do before and/or via a formal course of study or training. (*A to Z of RPL*, 1992)

Award

an officially recognised qualification. (*A to Z of RPL*, 1992)

Benchmark

is what we assess against, the basis of comparison. An implicit or explicit picture or profile of what is required.

An acknowledged level of achievement which can be used as a reference point. In RPL terms a benchmark is an established standard against which a person's prior learning can be measured or judged.

(Broadmeadows College of TAFE, 1991)

Broadbanding

The grouping together of related work functions into broader categories to reduce the level of demarcation.

(Broadmeadows College of TAFE, 1991)

College-level learning

is generalizable, conceptual, and contains an appropriate mix of theoretical and practical knowledge.

- 1) The student identifies experiences that have occurred since high school that probably included (or led to) learning.
- 2) The student is assisted in translating the experiences into one or more potential college level learning's.
- 3) The student is assisted in articulating and documenting the college-level learning (usually in the form of a paper or an oral examination accompanied by an extended outline.
- 4) A qualified evaluator evaluates the documentation of the learning, and recommends the awarding of credit (if warranted).
- 5) The college awards college credit for the documented learning.

(Smith & McCormick 1992)

Competency

is the ability to perform the activities within an occupation, function or role to the standard required in employment.

(*A to Z of RPL*, 1992)

Refers to the standards and levels at which skills or tasks are performed.

(Broadmeadows College of TAFE, 1991)

Credential

is a formal record of completion of a formal program of study or learning, not necessarily to qualify for entry to a particular occupation.

(*A to Z of RPL, 1992*)

Credit

is a formal record of 'points' toward a qualification or credential.

(*A to Z of RPL, 1992*)

The value given within a course for relevant work or previous study, which replaces study that would otherwise have to be undertaken.

(Broadmeadows College of TAFE, 1991)

Credit transfer

is an acceptance of a credit earned in one program, institution or system by other programs, institutions or systems.

(*A to Z of RPL, 1992*)

is the granting of advanced standing by institutions to students on the basis of previous study undertaken in another institution.

(National Board of Employment, Education and Training, 1989)

Criteria

The elements or measures which should be used to judge the worth of accumulated knowledge and experience. These measures may vary. Depending on the skills, knowledge or attitude to be assessed.

(Broadmeadows College of TAFE, 1991)

Formal industry training

The training of employees in industry where the roles and responsibilities of trainers and learners can be defined. Normally it implies a structure which provides a continuing progression through a unit or course of study specifically applicable to the needs of an individual company. It may include both on and off-the-job training components. In many companies, this would be classified as formal off-the-job training and defined on-the-job training.

(Broadmeadows College of TAFE, 1991)

Informal industry training

The training of employees, in industry, where the trainer may be any person who is able to impart the necessary skills and knowledge at a time and place relevant to the immediate needs of the learner. In many companies this would be classified as undefined on-the-job experience.

(Broadmeadows College of TAFE, 1991)

Integrated off-and on-the-job training and assessment programs

are those in which off-the-job training providers collaborate with on-the-job training providers to produce comprehensive knowledge, skills and attitude development required for competent performance.

(Misko & Guthrie, 1996)

Learning outcomes

The skills and knowledge gained from a unit, module or course. The learning outcomes reflect the competencies required. In RPL terms, the learning outcomes are the benchmark against which a person's prior learning is measured.

(Broadmeadows College of TAFE, 1991)

Life experience

The set of experiences which a person accumulates through interacting within the prevailing social environment. Normally it implies development of a set of skills which assist this interaction, such as occupational, communication, problem-solving, decision-making and social skills. For this project, it is those skills, areas of knowledge and attitudes which can be translated into a direct relationship with industry and vocational training.

(Broadmeadows College of TAFE, 1991)

Model

This can be defined as a style of structure or design to be followed. In RPL terms, the word Model encompasses the various components of structure, detail and principle which together provide guidance for recognising the worth of training and experience. (Broadmeadows College of TAFE, 1991)

Multi-skilling

The process by which individuals gain additional broad or specific skills.

(Broadmeadows College of TAFE, 1991)

Prior knowledge:

- This can mean that people sometimes possess qualifications that are comparable to particular educational qualifications, without being really aware of it.
- The concept of experience as a source of prior knowledge.
- The contemporary educational system is often confronted with people who, in one way or another, have a great deal of know-how and experience accumulated by means of previous study, work experience or experience of life itself.
- People do learn from their experience, and the results of that learning can be reliably assessed and certified for college credit (Kolb, 1984).
- Learning from ... experience may be called experiential learning. It is a series of activities and events in which a person makes concrete experience, skills and insights in his own (Erkamp, 1981).
- Experiential learning is defined as learning in which the learner is directly in touch with the realities being studied. It is contrasted with learning in which the learner only reads about, hears about, talks about, or writes about these realities, but never comes in contact with them as part of the learning process. (Keeton and Tate 1978).
- Regardless of where learning occurs it is considered experiential if the person has learned by carrying out actions in a work, leisure or family setting; seeing the effects of those actions, arriving at an understanding of a general principle; and applying this principle in new circumstances. (Coleman, 1976).
- Prior experiential learning (unsponsored learning), which includes both intentional learning, such as self-directed study or non-credit courses, and incidental learning, from paid or unpaid work as well as other life experiences. (Ekstrom, 1983)
- Sponsored experiential learning such as field work and internship, which takes place away from the classroom but is planned and/or supervised by a faculty member. (Ekstrom, 1983)

Recognition

refers to any process of **accreditation**, **credit transfer**, **assessment** or registration which is used to attest to the acquisition of competencies by individuals.

(National Training Board, 1992)

Recognition of Prior Learning or RPL

gives people a chance to have their knowledge or skill assessed — no matter where or when or how the learning was done. (*A to Z of RPL*, 1992)

gives formal recognition or 'credit' for assessed knowledge or skill.
(*A to Z of RPL*, 1992)

is the acknowledgment of the full range of an individual's skills and knowledge — irrespective of how it has been acquired.
(Broadmeadows College of TAFE, 1991)

is the acknowledgment of skills and knowledge obtained through:

- * formal training (conducted by industry or education)
- * work experience (including informal training)
- * life experience

(Broadmeadows College of TAFE, 1991)

recognises what you have already learned from other courses, from life experiences, from work experience and from any training provided at work, and measures it against the course you or want to do. If what you have learned at work or elsewhere is relevant to the course, you may not have to do those parts of the course again. (Broadmeadows College of TAFE, 1991)

The acknowledgment of skills and knowledge obtained through formal training (industry and education), work experience and/or life experience.
(Broadmeadows College of TAFE, 1991)

refers to the acknowledgment of skills and knowledge held as a result of formal training, work experience and/or life experience.
(National Framework for the Recognition of Training)

refers to determination on an individual basis of the competencies obtained by a person through previous formal or in-formal training, work experience and/or life experiences. It can lead to **advanced standing** that a learner is entitled to in relation to a training course.
(National Training Board, 1992)

'is grounded in the assumption that the student can

- 1) demonstrate that learning occurred,
- 2) demonstrate that the learning is at college-level,
- 3) articulate the nature and extent of the learning to the satisfaction of a qualified evaluator.'

(Smith & McCormick, 1992)

Skills audit

is a process of developing a description/analysis of skills held in a workplace, a firm, or an industry. (*A to Z of RPL*, 1992)

The identification of skills held by employees.
(Broadmeadows College of TAFE, 1991)

Standard

is a statement of the kind and level of performance and/or knowledge required.
(*A to Z of RPL*, 1992)

Work experience

Work activities undertaken in the workplace; acquisition of skills, knowledge and attitudes is related to tasks, processes and the work environment. It may include informal industry training self-directed learning by doing.

(Broadmeadows College of TAFE, 1991)