# 10757NAT Graduate Certificate in Sandtray Therapy

# Recognition of Prior Learning Package

| | |
|---|---|
| **Candidate full name** | |
| **Tasks / Job Role:** | |

| | | | |
|---|---|---|---|
| **Date of RPL commencement:** | | **Best contact number:** | |
| **Date of RPL completion:** | | **Assessor Name:** | |

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## Information for Assessors and Candidates

In accordance with the requirements of the Standards for Registered Training Organisations, Opengate Institute provides the opportunity for students to apply to have prior learning recognised toward a qualification or units of competence for which they are enrolled.

### What is recognition?

Recognition involves the assessment of previously unrecognised skills and knowledge an individual has achieved outside the formal education and training system. Recognition assesses this unrecognised learning against the requirements of a unit of competence, in respect of both entry requirements and outcomes to be achieved. By removing the need for duplication of learning, recognition encourages an individual to continue upgrading their skills and knowledge through structured education and training towards formal qualifications and improved employment outcomes. This has benefits for the individual and industry. Most importantly, it should be noted that recognition is just another form of assessment and requires the same application of the principles of assessment and the rules of evidence which are applied in any form of competency base assessment.

### Recognition guidelines

The following guidelines are to be followed during the preparation and application for recognition:

‒ Any student is entitled to apply for recognition in a course or qualification in which they are currently enrolled.

‒ Students may not apply for recognition for units of competence or qualification which are not included in Opengate Institute scope of registration.

‒ Whilst students may apply for recognition at any time, they are encouraged to apply before commencing a training program. This will reduce unnecessary training and guide the student down a more efficient path to competence.

‒ Students who are currently enrolled in a training program are eligible to apply for recognition in that program.

‒ Assessment via recognition is to apply the principles of assessment and the rules of evidence.

‒ Recognition may only be awarded for whole units of competence.

**Forms of evidence**

Recognition acknowledges that workplace skills and knowledge may be gained through a variety of ways including both formal and informal learning or through work-based or life experience.

In evaluating assessment evidence, Opengate Institute applies the following rules of evidence:

− Sufficient,

− Valid,

− Authentic, and

− Current.

Like assessment, recognition is a process whereby evidence is collected and a judgement is made by an assessor or assessment team. The judgement is made on evidence provided by candidates of the skills and knowledge that they have previously learnt through work, study, life and other experiences, and that they are currently using. It also includes evidence to confirm a candidate's ability to adapt prior learning or current competence to the context of the intended workplace or industry.

Forms of evidence toward recognition may include:

− Work records;

− Records of workplace training;

− Assessments of current skills;

− Assessments of current knowledge;

− Third party reports from current and previous supervisors or managers;

− Evidence of relevant unpaid or volunteer experience;

− Examples of work products;

− Portfolio of design products;

− Observation by an assessor in the workplace;

− Performance appraisal; or

− Duty statements.

Many of these forms of evidence would not be sufficient evidence on their own. When combined with a number of evidence items, the candidate will start to provide a strong case for competence. Opengate Institute reserves the right to require candidates to undertake practical assessment activities of skills and knowledge in order to satisfy itself of a candidate's current competence.

## Appealing recognition outcomes

If the student is not satisfied with the outcomes of a recognition application, they may appeal the outcome like other assessment decisions. Further information on the appeals process is available within the Student Information Booklet and Opengate Institute policy and procedure manual.

## Unit RPL Evidence Submission and Decision-Making Guide

This RPL assessment kit is supported by evidence submission / review and assessment decision making guides available for each unit of competency. These documents provide appropriate space for candidates to submit specific evidence relating to the requirements of each unit of competency and to review the assessment decision making guide to better understand the type of evidence required to demonstrate competency via RPL. This document also acts as a unit level assessment tool for the assessor to review the evidence in accordance with the unit of competency and the decision-making guide and to record their observations about the candidate's competency. The separate document must be retained for each unit of competency along with the supporting evidence. Please note that final competency decisions are not recorded within the unit level RPL Evidence Submission and Decision-Making Guide. Final assessment decisions must be recorded within the RPL assessment summary at the end of this document.

## Recognition Procedure

The following procedure is applied by Opengate Institute for handling recognition applications:

**Step 1** Provide sufficient information to candidates to inform them of opportunities for alternative pathways via recognition and the recognition process.
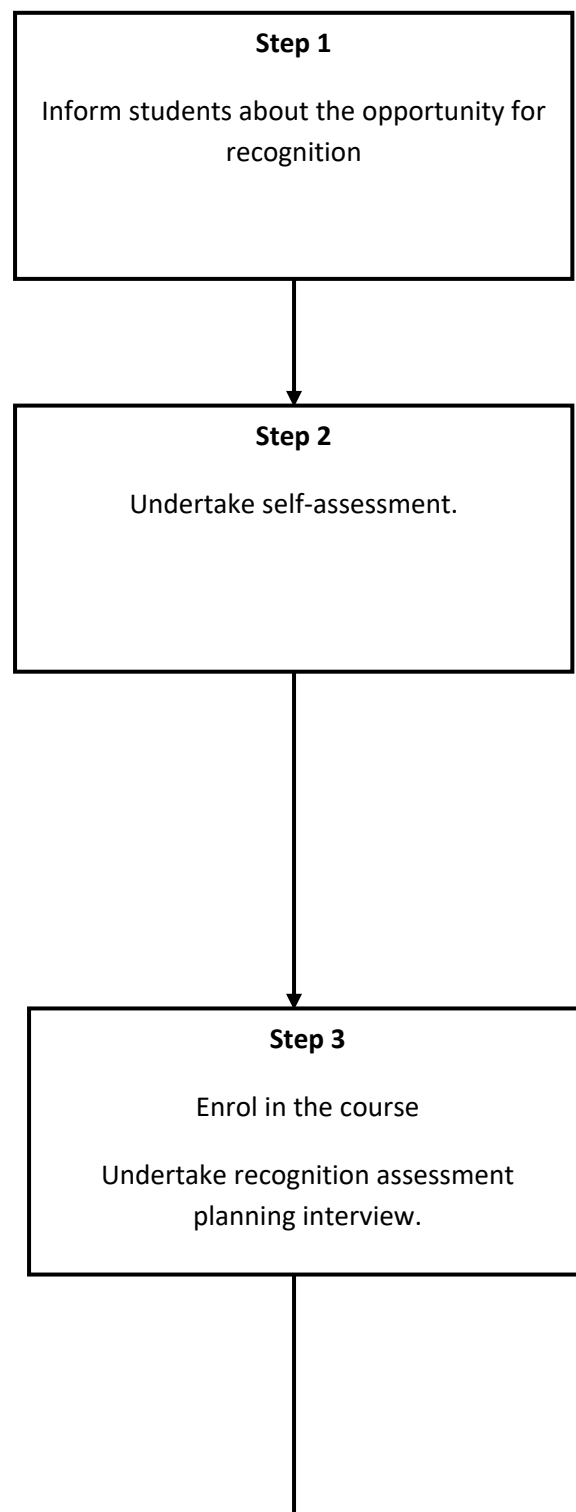
**Step 2** Candidates who request recognition of their current competence are to be invited to carry out a self-assessment to determine their suitability for a recognition application (using the Recognition Self-Assessment Guide). This step is not compulsory but is strongly suggested. The candidate should be provided an electronic version of the RPL application documents.

**Step 3** Undertake a recognition assessment planning interview between the assessor and the candidate (using the Recognition Assessment Plan). This is to include where possible:

Helping the candidate to identify appropriate forms of evidence;

Guiding the candidate on the use of recognition tools; and

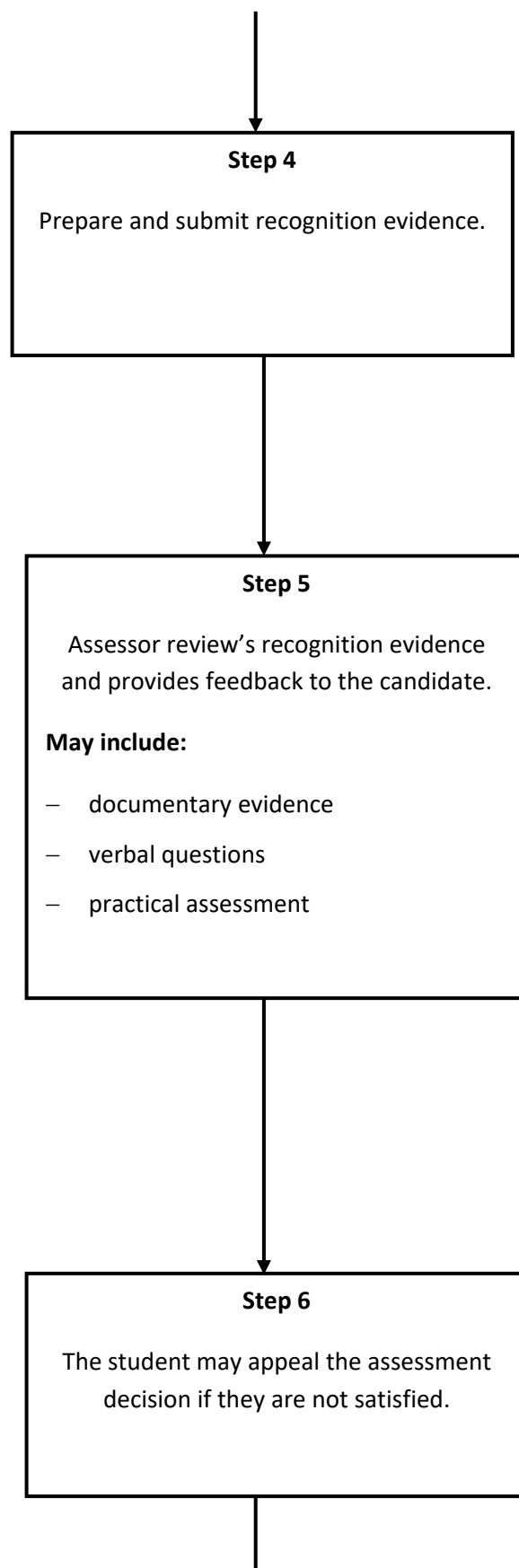Informing the candidate about the assessment process.

**Step 1**

Inform students about the opportunity for recognition

**Step 2**

Undertake self-assessment.

**Step 3**

Enrol in the course

Undertake recognition assessment planning interview.

**Step 4** Students to compile their recognition submission (using a Recognition Evidence Report). This form allows students to record their particular documentary evidence against each unit of competence and to attach this evidence as required.

**Step 5** The Assessor is then to review the assessment evidence and decide on the need for additional evidence on perceived gaps. The Assessor should invite the candidate to undertake a recognition interview to answer verbal questions or a practical assessment.

At the end of the evidence gathering process the Assessor is to provide the candidate with written feedback regarding the assessment outcomes, including the procedure for the candidate to appeal the assessment outcome.

**Step 6** If the student is not satisfied with the outcomes of a recognition application, they may appeal the outcome like other assessment decisions. Further information on the appeals process can be found in the Student Information Booklet or Opengate Institute policy and procedure manual.

**Step 4**

Prepare and submit recognition evidence.

**Step 5**

Assessor review's recognition evidence and provides feedback to the candidate.

**May include:**

– documentary evidence

– verbal questions

– practical assessment

**Step 6**

The student may appeal the assessment decision if they are not satisfied.

**Step 7** When all assessment and appeal processes have concluded, the assessment outcome is to be recorded in the recognition register and issue the candidate with written advice of the outcome. This may include issuing statements of attainment or qualifications awarded through recognition in accordance with Opengate Institute Qualifications Issuance policies and procedures.

**Step 7**

The student is provided with written confirmation of the assessment outcome.
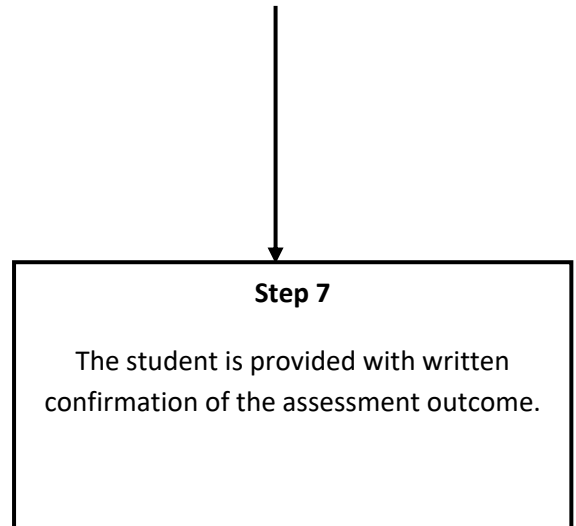
## Units of Competence

The following units of competence are applicable to the recognition of competence towards the

*10757NAT Graduate Certificate in Sandtray Therapy*:

| Unit of Competencies | Core / Elective |
|---|---|
| CHCCSL004 Research and apply personality and development theories | Core |
| STTCST001 Conduct Sandtray therapy sessions | Core |
| STTCMS002 Conclude and monitor sessions | Core |
| STTPPS003 Plan and provide sandtray therapy in a group setting | Core |
| CHCPRP007 Work within a clinical supervision framework | Core |
| CHCPRP003 Reflect on and improve own professional practice | Core |

## Recognition Self-Assessment Form

| Candidate's name: | |
|---|---|
| Tasks / Job Role: | |

The purpose of this self-assessment is to guide you in your decision regarding making a recognition application to Opengate Institute. The outcomes of this self-assessment will inform you in your decision to apply for recognition for all the applicable units, for only some of the units or do not apply. Complete this self-assessment and bring it along to the recognition planning interview. Note that this interview may be conducted over the phone, so you may have to send this completed self-assessment along to the assessor, so you are both discussing the same information.

**Answer the following questions:**

| Unit | I have performed these tasks | | |
|---|---|---|---|
| | Frequently | Sometimes | Never |
| CHCCSL004 Research and apply personality and development theories | | | |
| STTCST001 Conduct Sandtray therapy sessions | | | |
| STTCMS002 Conclude and monitor sessions | | | |
| STTPPS003 Plan and provide sandtray therapy in a group setting | | | |
| CHCPRP007 Work within a clinical supervision framework | | | |
| CHCPRP003 Reflect on and improve own professional practice | | | |
| Can you perform all the work tasks and activities that are covered by the units of competency? | | | |

| | |
|---|---|
| | |
| If not, what parts do you have difficulty with and would benefit from further training? | |
| Do you know and understand all of the things to carry out the workplace activities? | |
| Are there any gaps in your knowledge and understanding where you might benefit from some additional training? | |
| What evidence do you have to support your application for Recognition? | |

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| | |
| Do you consider that you have suitable current competence to apply for RPL? | Yes ☐            No ☐ |

Contact Opengate Institute and discuss your findings before making a decision.

## Recognition Assessment Plan

| Candidate's name: | |
|---|---|
| Assessor's name: | |

**Note: <u>Before this recognition plan can be prepared, the student must be fully enrolled in the course.</u>**

This assessment plan is to be completed with the assessor. It has been designed to help the student identify the type of evidence that will support their application and understand the recognition assessment process. You are to discuss in detail the following:

- Purpose and outcomes of the Recognition process

- Relevant units of competency

- Appeals process

- Confidentiality and security of information

- Special needs/reasonable adjustment

**Complete the following sections with information gathered from the interview:**

| Assessment process outline: | |
|---|---|
| Applicable units of competency: | |

| | |
|---|---|
| | |
| **Types of evidence that may be suitable for your particular circumstances:** | |
| **Planned date for submission:** | |
| **Planned date for assessment:** | |
| **Planned date to report outcomes:** | |

Opengate Institute Representative Initials: _____

Candidate's Initials: _____

## Work History

| | |
|---|---|
| **Full name** | |
| **Tasks / Job Role:** | |
| **Date of submission:** | **Best contact number:** |

| | |
|---|---|
| **List all units of competence for which recognition is sought.**<br><br>**Provide unit code and title. Insert additional lines as required.** | CHCCSL004 Research and apply personality and development theories |
| | STTCST001 Conduct Sandtray therapy sessions |
| | STTCMS002 Conclude and monitor sessions |
| | STTPPS003 Plan and provide sandtray therapy in a group setting |
| | CHCPRP007 Work within a clinical supervision framework |
| | CHCPRP003 Reflect on and improve own professional practice |
| | Add additional lines as required |

| **Current and/or relevant employment history:** |
|---|
| |

## RPL Assessment Summary

| Student name: | |
|---|---|
| Assessor Name: | |
| Date of assessment: | |

**Knowledge Evidence.** The candidate's demonstrated knowledge in accordance with the knowledge evidence specified in each unit of competency:

Satisfactory ☐     Not Satisfactory ☐

**Performance Assessment.** The candidate's demonstrated the performance skills in the completion of designated assessment tasks applicable to each unit of competency:

Satisfactory ☐     Not Satisfactory ☐

**Overall Assessment.** Overall the candidate is assessed as:

| Unit of Competence | C | NYC | N/A |
|---|---|---|---|
| CHCCSL004 Research and apply personality and development theories | | | |
| STTCST001 Conduct Sandtray therapy sessions | | | |
| STTCMS002 Conclude and monitor sessions | | | |
| STTPPS003 Plan and provide sandtray therapy in a group setting | | | |
| CHCPRP007 Work within a clinical supervision framework | | | |
| CHCPRP003 Reflect on and improve own professional practice | | | |

Feedback to the candidate about their results and opportunities for improvement.

Mandatory field

| Student Signature: | | Assessor Signature: |
|---|---|---|
| | | |

**Note**. The Assessor Evaluation of RPL Evidence Tool for each unit of competency must be attached together with the evidence on which the assessment decision is based.