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## Increasing the confidence of advanced RPL assessors



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## Structure of presentation

1. Introduction
2. Literature review
3. Methods
4. Findings and discussion
  - Overall
  - Re RPL practice
  - Re RPL skills
  - Re professional judgement
  - Re mentoring skills
5. Summary findings and conclusions

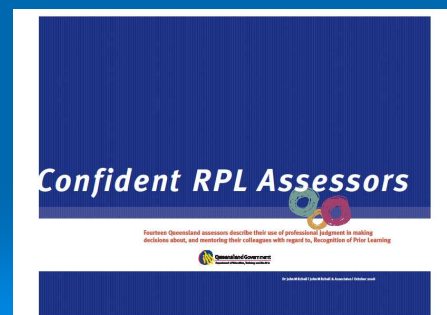


## Introduction to project – “From Compliance to Creativity”

- need
- objective
- action learning approach
- intended outcome
- participants



## Major output from project – from Compliance to Creativity, 2008



## Research questions

- Could experienced assessors increase their confidence and capabilities in conducting RPL ... and that of their colleagues?
- As part of that, could they improve their professional judgment in making RPL decisions?
- And could they learn to mentor better?



## Literature Review, 1

Anne Jones:

- professional judgment (PJ) is essential to assessment
- PJ requires confidence
- confidence can be eroded



## Literature Review, 2

Clutterbuck/Ambrose & Amado:

- reflection is central to professional judgment
- we have less time than ever to reflect at work
- to reflect, we need to create "transitional space"



## Methods

...to monitor and report on the development of confidence in making RPL judgments and mentoring...

...we used surveys, feedback forms, observations, structured interviews, and an analysis of their case studies



## Findings - overall

"For me professionally I began to see what I do in a much deeper kind of way and appreciate the complexity of what I do. And I began to see also that in relation to my peers as well."



## Findings – overall, cont.

"In relation to RPL I think I began to experience a shift in the way I viewed the process and to get a bit of courage to be more creative and see that when I am thinking flexibly and I am thinking a bit creatively, that that's actually quite valuable, that I don't then need to contain that bit of myself in an ice box, but that I do have a skill set that enables me to make a professional judgement, often in diverse complex ways that aren't usually sometimes recognised by a template-driven regime."



## Findings – re RPL practice

"I think I looked at RPL as just an easy thing to do when I first started this and now, doing this project has woken me up to quite a few things."

"With the RPL process, I've got to delve a hell of a lot deeper into the evidence or the type of evidence that people are giving me. It has made me start thinking about looking deeper into what people are giving me instead of just taking it on face value type of thing."



## Findings – re RPL skills

"I'm hoping that as a result of my involvement with this [project] and ongoing conversations with her [my manager] that we set up a network of RPL people within the institute across the different area disciplines, to moderate, to share stories and to begin to develop criteria in regards to best practice and professional judgement that will powerfully affect the institute, increase its RPL rate and decrease the level of angst or uncertainty around the process."



## Findings – re prof judgment

“That was definitely a light bulb moment for me. I’ve not thought of myself as using professional judgment up until that point. They were just things that I did without even thinking about it.

And so now I feel far less pressured to gather a hundred bits of paper evidence from people. I’ve got to remind myself that I do these things as an advanced VET practitioner now, I’m using professional judgment on a regular basis. I’ve learnt about it and I’m also now confident to pass this learning on to my mentee. So that was quite a bit of a light bulb moment for me.”



## Findings – re mentoring

“Putting a structure and a framework to the mentoring process is probably the most important thing.

It’s something that I guess we were all just doing bits and pieces of randomly. Having the methods and resources is like increasing your tools in your toolbox.”



## Findings – success factors

The survey shows that participants took responsibility for their own learning and professional engagement...

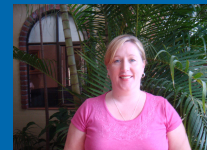
Success factors included:

- participants’ networking
- workshop participation
- own goals
- prior knowledge



## Findings – movement

Over the five workshops, the participants moved from seeking guidance on RPL to seeing that they could tap in better to their existing knowledge, through reflection, and to the knowledge of the participants, through networking.



## Conclusion

The participants moved from a humble position – that they were not worthy to be called advanced practitioners –

to a position at the end of the project where they not only identified their own strengths as advanced practitioners (particularly in their case studies) but committed to using these strengths to assist their colleagues.



## Thank you

