# Recognition of Prior Learning and Experience Tool and how to use it

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| This tool is designed to be downloaded from the website and completed on your own device. The tool can also be printed to A3 paper, or to print to A4 paper you will need to save the tool as a PDF first and then print. |

This tool is to support workers to cross credit their prior learning and experience to the capabilities in the [Family Violence Entry-to-Expert Capability Framework.](https://tepunaaonui.govt.nz/assets/Workforce-Frameworks/Entry-to-Expert-FV-Workforce-Capability-Frameworks-Jan-2023.pdf)

Knowledge and skills can be gained in many ways – formal and informal learning, experiential and workplace learning, and life experience. Recognising prior learning and experience enables organisations and workers to progress in their achievement of E2E capabilities, taking formal and non-formal knowledge and skills along with them, and not having to repeat training for what they already know or can do.

It will provide workers with a picture of what capabilities they have, and what they need to be working to achieve - and provide managers and team leaders clarity about individual and organisational gaps.

There are four worksheets for workers to provide the details of the knowledge and skills they have gained:

* Worksheet One: Life experience.
* Worksheet Two: Work experience and on the job training.
* Worksheet Three: Teaching yourself.
* Worksheet Four: Formal learning.

# How to use this tool

### Tasks for workers

* Use the completed [**Planning and Tracking Completion of Capabilities Tool**](https://tepunaaonui.govt.nz/tools/recognition-of-prior-learning-and-experience-rple-tool/) to establish which capabilities to work towards and identify which capabilities you can cross credit.
* List the relevant capabilities you want onto the relevant Worksheet/s and provide the details and evidence of your prior learning and experience. The Worksheets are available on pages 3 to 6 with instructions on how to complete.
* Once completed, provide your manager, team leader or delegated person with a copy.
* You could complete more than one worksheet if you gained knowledge and skills in several ways, for example:

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|  **Capability** | **Worksheet One** **(Life experience)** | **Worksheet Two** **(Work experience and on the job training)** | **Worksheet Three****(Teaching yourself)** | **Worksheet Four** **(Formal learning)** |
| **Demonstrates ability to explain risk factors post separation and develop interventions to minimise risk.** | Using your experience of supporting someone to leave an abusive partner and noticing the violence and abuse increase post separation. | Using the learning through your current role, working with adults using violence, and the internal training and supervision that has guided your thinking and increased your skills. | Using the example of reading an article that talks about violence post separation, provides case studies and theories about why this happens. | Using a family violence intervention paper that covered statistics on violence post separation, the power and control dynamic and interventions to minimise risk. |

**Tasks for managers, team leaders or delegated person**

* Managers and team leaders can delegate someone to review and discuss requests for recognition of prior learning. This person should be a senior staff member with knowledge and skills in family violence intervention.
* Review the completed request/s, discuss with the worker, and provide feedback of what’s covered and where gaps exist.
* Where possible, provide guidance on how to address any gaps.
* Sign off cross credited capabilities by inserting the date of completion on the workers individual Planning and Tracking Completion of Capabilities Tool, under the **RPLE** column.

# Worksheet One: Life experience

Life experience includes any experiences that have helped you to gain knowledge and skills in family violence intervention. This may include being a parent, supporting whānau, involvement in hapū, iwi, school committees, faith-based groups, clubs or community organisations. Add extra rows if needed and when completing this Worksheet:

* Describe the **things you have done**.
* For example, cared for children, volunteered at a kura or Marae, coached a team or supported someone to leave an abusive relationship.
* When describing people’s personal experiences, change identifiable details to protect people’s privacy.
* Provide information about **when** you had the experiences. This can be broad timeframes or specific dates.
* Describe **what you learned or developed**. Provide details that relate to the capability you are cross crediting.
* For example, building relationships and communications skills learnt while volunteering at a school links to **Demonstrates skill in building rapport**.
* Where you can, provide **evidence.** This could be in the form of a letter from a family member, school, or a community centre. The letter could confirm what you did, hours worked, and value added.
* List the **capabilities** you want to cross credit, or partially credit, with life experience and identify any **gaps**.
* For example, supporting someone to leave an abusive relationship may have increased your understanding of protection and parenting orders which partially meets the Essential Level capability, **Awareness of criminal courts, Family Court, protection orders and parenting orders.** A gap would be gaining awareness of the criminal and Family Courts.

| **Worksheet One: Life experience** |
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| **Things you have done** | **When** | **What you learned or developed** | **Evidence**  | **Capabilities** | **Gaps**  |
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# Worksheet Two: Work experience and on the job training

Work experience and on the job training includes any role you have held that has helped you to gain knowledge and skills in family violence intervention. Work experience can be gained in a range of workplaces including a community centre where you encountered victims of violence, a Community Corrections centre where you supported adults who use violence, or a Women’s Refuge where you provided specialist support and services for victims of family violence.

Add extra rows if needed and when completing this Worksheet:

* Describe the **position/role** and the organisation where you worked.
* Provide information about **when** you had this position. Provide start and finish dates wherever possible.
* Describe **what you learned or developed**. Provide details that relate to the capability you are wanting to cross credit. This could include specific tasks you feel competent in or knowledge and skills you have gained.
* Provide **evidence.** This could include a reference from a team leader, trainer, or supervisor that outlines your role, on the job training you have completed, the knowledge and skills you have gained, certificate/s of training completed, or a staff development record. Training can be internal or external training, conferences or workshops that you attended as part of your role, and can also include online courses, shadowing and observing.
* List the **capabilities** you want to cross credit, or partially credit, with work experience and on the job training and identify any **gaps** when your prior learning and experience only partially meets a capability:
* For example, you may want to credit the knowledge you gained when working at a Refugee centre to the capability, **demonstrates understanding of the distinctive issues related to language, visas, immigration and dependency status that impact on migrants and refugees**, but recognise you have limited understanding of visas and immigration.

| **Worksheet Two: Work experience and on the job training** |
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| **Position/role** | **When** | **What you learned or developed** | **Evidence**  | **Capabilities** | **Gaps**  |
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# Worksheet Three: Teaching yourself

Learning through teaching yourself includes any reading or self-taught skills you have completed that has helped you to gain knowledge and skills in family violence intervention. Teaching yourself can include relevant articles and research you have learnt from, private study and personal work to understand your own triggers and biases.

Add extra rows if needed and when completing this Worksheet:

* List the **things you have done** that have increased your knowledge as relevant to the capability you are crediting**.** This could be the title of a book, article, research or piece of literature you read - or an online video, webinar or training you watched.
* Provide information about **when** you undertook this learning. This can be broad timeframes or specific dates.
* Describe **what you learned or developed**. Provide details that relate to the capability you are wanting to cross credit. This could include specific knowledge you have gained or skills you have learnt.
* When possible, provide **evidence**, this could include a bibliography from a paper or assignment you completed listing the literature you read, a letter from a team leader or supervisor or a certificate or email you received for completing something.
* List the **capabilities** you want to cross credit, or partially credit, with teaching yourself and identify any **gaps** when your prior learning and experience only partially meets a capability:
* For example, you may want to credit the understanding you gained from reading an article about Pākehā paralysis, to evidence the capability, **demonstrates understanding of Te Tiriti o Waitangi in practice**, but want to undertake further learning to better understand the history and context of the signing of Te Tiriti o Waitangi.

| **Worksheet Three: Teaching yourself** |
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| **Things you have done** | **When** | **What you learned or developed** | **Evidence**  | **Capabilities** | **Gaps**  |
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# Worksheet Four: Formal study

Learning through formal study includes papers and qualifications you have successfully completed through tertiary study or a private provider that has helped you gain knowledge and skills in family violence intervention.

Add extra rows if needed and when completing this Worksheet:

* List the **papers and providers.** This should be papers that have been successfully completed and can include papers that do not have a primary focus on family violence intervention but had topics that related to one or more capabilities.
* Provide information about **when** you completed the paper.
* Describe the **topics covered and knowledge and skills gained** that relate to the capability you are wanting to cross credit. .
* Provide **evidence**, in most instances this would be a certificate or letter from the education provider confirming completion - but could also be a letter from you manager or team leader confirming completion.
* List the **capabilities** you want to cross credit, or partially credit, to formal study and identify any **gaps** when your prior learning and experience only partially meets a capability:
* For example, you may want to credit the knowledge you gained from completing a paper with a topic on keeping records and the privacy act, to evidence the capability, **understands the need for clear and accurate recording of information, including the rationale for actions taken to support risk assessment and safety planning**, but the topic didn’t include information about how record keeping can support risk assessment and safety planning.

| **Worksheet Four: Formal study** |
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| **Name of paper and provider** | **When** | **Topics covered and knowledge and skills gained** | **Evidence**  | **Capabilities** | **Gaps**  |
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