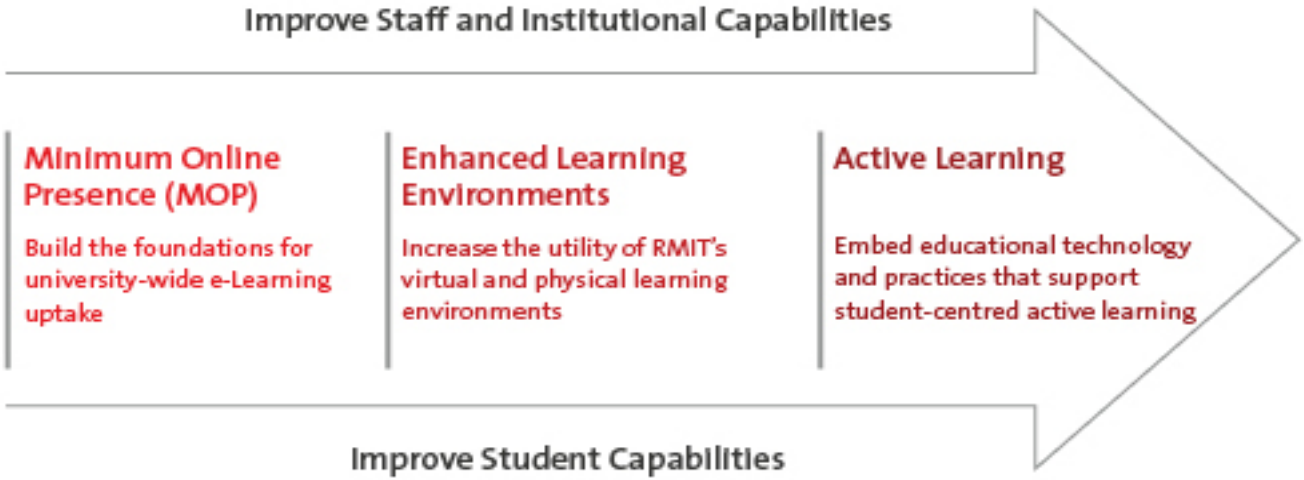
ePortfolios

RMIT UNIVERSITY

RMIT's eLearning Advancement Program



- Systematically introduce ePortfolios to enhance the opportunities for students to evidence formal and informal learning, and position for the transition to graduate employment. The University-wide availability of student ePortfolio capability will provide increased flexibility for the development of assessment practices that are academically robust and independent of time and place.

Overview ePortfolios @ RMIT

- 2007 – LTIF ePortfolio evaluation
- 2008 – Limited trial of PebblePad commenced
- 2009 – 2,200 students using PebblePad across 36 courses, including Vietnam
- 2010 – Alignment with RMIT strategic directions
  - Graduate Attributes
  - Work Integrated Learning
  - Professional Accreditation
  - Recognition of Prior Learning
  - Global positioning (internationalisation)

Built in not bolted on

- Change management process
- Development of organisational capability
  - Academic/ teaching staff professional development
  - Key internal and external networks and partnerships
  - Action learning / action research – iterative change cycles
  - Leadership – organisational and individual commitment and actions
- Use must be:
  - **Embedded**
  - **Purposeful**
  - **Meaningful**
- Introduction in first year preferable at program level
  - Applied Communication
  - Engineering
  - Laboratory Medicine

The case study:

Association of Accounting Technicians (AAT) RPL Project

The Tax Agent Services Bill (2008) was approved by the Senate on 12 March 2009.

- Tax agent services and BAS (Business Activity Statement) services to be registered by the national Tax Practitioners Board.
- To be eligible for registration, providers must meet minimum educational qualifications and relevant experience requirements which would be equivalent to a Certificate IV in Financial Services (Accounting).

Association of Accounting Technicians (AAT) RPL Project

- It was recognised that there were practitioners with long standing work experience who had a great deal of knowledge that could be mapped against competencies offered in the Cert IV in Financial Services (Accounting)
- Recognition of Prior Learning (RPL) will be offered as a a means of assessment against documented evidence provided by each candidate
- This process will identify if applicants are fully or partially competent to units of study required in the Certificate IV in Financial Services (Accounting)

Association of Accounting Technicians (AAT) RPL Project

RPL had to be offered nationally for all applicants:

- How would we deliver a consistent service across Australia?
- What options were there to facilitate RPL?
  - Online or Paper-based self-assessment tools
  - Which of these options was less onerous for applicant and assessor
- How would we make it easy to access and simple to use?
- What questions would we ask of applicants to help them prepare their for RPL?

Association of Accounting Technicians (AAT) RPL Project

- The opportunity came along to trial PebblePad as an ePortfolio portal for members of AAT for the Cert IV in Financial Services (Accounting)
- PebblePad fulfilled the criteria required for the Business TAFE School to offer a flexible means of evidence gathering and assessment.

Association of Accounting Technicians (AAT) RPL Project

- Clustering – we realised the same evidence could be used for a number of competencies so we have grouped these into skills sets to eliminate repetition for the applicant
  - work environment
  - budgets
  - accounting operations A & B
  - law

Association of Accounting Technicians (AAT) RPL Project

The Process – Long format answers

- To describe their work function in relation to a particular competency eg:
  - **BSBFIA301A Maintain Financial Records – we ask:**
    - *Describe the process in which you ensure accounts receivable and payable are always in balance in the general ledger.*
    - *Describe the procedure to ensure that company policy is adhered to in cash handling process.*
- Gives the assessor the ability to determine understanding and application in the workplace.

Association of Accounting Technicians (AAT) RPL Project

The Process – Multiple Choice

- If the response is '*never*', gap training will then be offered to the applicant
- If the response is '*sometimes*' then a combination of partial RPL/gap training will be offered
- A combination of multiple choice and short answer allows for any gaps to be identified in the applicants knowledge.

Association of Accounting Technicians (AAT) RPL Project

The Process – the interview

- Applicants will have one-on-one consultation with an assessor either face-to-face, phone or email to fill in any minor gaps
- With a combination of all three methods, RPL is then offered.
- If gaps are identified in knowledge, then specific gap training is offered.
- Gap training + RPL – qualification offered to applicant.

The Tool: PebblePad

Association of Accounting Technicians (AAT) RPL Project

Implementation -

- Further development of the PebblePad portal against the clustering of competencies based on trial results currently underway.
- Development of another qualification for AAT.

Where to from here?

- All ePortfolio activity runs from www.rmit.edu.au/eportfolio
- Course nominations are made from www.rmit.edu.au/eportfolio/starting
- Contact Meaghan Botterill to talk about how this can be used in your area

ASSOCIATION OF
ACCOUNTING TECHNICIANS

RMIT
UNIVERSITY