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**College of Community Development and Personal Wellbeing**

**Bachelor of**

**Social Services**

**RECOGNITION OF PRIOR LEARNING (RPL)**

**Information Booklet**

**2022**

**Introduction to Recognition of Prior Learning in the BSS Programme (RPL)**

## What is RPL?

RPL is recognising and giving credit for what you have already learned from:

* other qualifications
* life experience
* work experience
* training courses or workshops

It measures what you have already learned against the current requirements of our courses/papers and/or programme. The objective is to give credit for what you already know – and to avoid you having to repeat work already achieved in some other way.

You can be given credit where you can ***satisfactorily demonstrate that your prior learning reaches the standard required for the course***. A successful application means that your level of knowledge has been assessed and meets the same standard as someone who has completed the course.

You can apply for a whole **“Credit”** for a course/paper, or **“Partial Exemption”** for part of the work in a course/paper.

## Why should I apply for RPL?

If you think you have already covered the material in a specific course, you can apply for RPL.

Some of the advantages of applying for RPL may be:

* Working out if your previous experience is similar to that covered in the course is useful in clarifying your level of existing knowledge
* You get acknowledgement for your existing skills and knowledge when you start the course
* Your time may be freed up to concentrate on other parts of the programme
* You only have to study new material rather than going over old material again
* Even though there is a fee to apply for RPL, in many cases it may cost you less in your overall programme fees as you are not repeating courses.

## How does RPL work?

There are **four** ways in which prior learning can be proved:

1. **Credit Transfer:** Credit is given for courses taught elsewhere which are equivalent to the course in which you seek RPL. You will need to provide adequate information about those courses and an official transcript.
2. **Challenge Assessment:** Your prior learning is assessed by a test, which may be practical, written, or oral. This assessment is based on the specific learning outcomes of the course being challenged.
3. **Portfolio:** You compile a portfolio of evidence relating to the outcomes of the course for which you are seeking RPL. This may be based on work experience, life experience or other kinds of learning.
4. **Attestation:** Knowledgeable, trustworthy, and authoritative people usually “attest” to the skills, knowledge, attitudes and experience already gained by you. These are directly related to the course’s specific outcomes.

## How do I apply for RPL?

If you wish to apply for RPL, please follow the below steps:

1. Complete the RPL Evidence Form in **Appendix B** at the end of this document. This form should include detailed evidence that shows how your experience/prior learning meets the various learning outcomes of the BSS courses you are applying for RPL for (see specific Learning Outcomes in **Appendix A** of this document).
2. Once completed, upload the RPL Evidence Form along with your evidence to the RPL entry requirement on your application through the application portal (if you have not applied, you will need to submit an application). You can wait to find out the outcome of your RPL application before completing your application to the programme.
3. Academic Registry will liaise with the relevant BSS Staff. The Staff will assess your eligibility. Academic Registry will advise you of the outcome.
4. Based on the outcome, if you are advised that you will qualify for RPL, and you wish to go ahead with an official RPL application, please print and complete the application form (at the end of this document in **Appendix C**).
5. There is an application fee of $80.00 that must be paid to Customer Services on the ground floor of The Hub in H Block. Please staple the receipt to your application.
6. Your case will be assessed by the Course Coordinator or another assessor who has the expertise in the area. You may need to have an assessment interview.

**Please note**: If your application is complex and combines material or evidence from several sources, then a facilitator may be appointed to assist you. If a facilitator or other assessors are required, there may be an additional fee charged. This is an Otago Polytechnic-wide policy. The fee will be discussed with you at your meeting and will be up to a maximum figure of no more than it would cost to enrol in the course. After the assessment you will be notified of the decision. If you feel the decision is not satisfactory you may make an appeal to the Head of College.

If you are applying for a **Partial Exemption (RPL for a portion of a course/paper)**, you must be enrolled and have paid fees for that course. If the Course Coordinator agrees that your prior learning meets part of the requirements of the course, s/he will discuss with you and confirm the work and assessment(s) for that course which remain to be completed. The application form is then completed with these details and returned to the BSS Administrator. No fee is required. The BSS Assessment Committee considers the Course Coordinator’s recommendation and notifies you of the decision.

## Note for International Students

International students may apply for credit and partial exemption but are *not* required to pay the application fee and are *not* eligible for any refunds as a result of credit being granted. It may not be possible for an international student to enrol in courses in another level from that which they are currently completing, e.g., enrolled in year one but wishing to enrol into a second-year course because of credit granted. In these situations, there are specific issues related to residency and enrolment requirements that must be discussed with the International Office.

## What do I do now?

If you think you might be eligible, or are interested in applying for RPL, you should complete the RPL Evidence Form in Appendix B of this document, gather your supporting evidence, and upload the RPL Evidence Form along with your evidence to the RPL entry requirement on your application through the application portal. If you have any further questions about this process, email academic registry at ebssos@op.ac.nz

***Please note:***

* The Bachelor of Social Services is a taught in-person programme based in Dunedin and it is not offered as a distance option.
* The counselling specialty is a minimum two-year qualification. This is a NZAC requirement.
* Progression through the BSS programme is dependent on meeting the pre-requisite and co-requisite requirements for each course. For example, specialty courses at Level 6 require all Level 5 courses to have been completed (or given RPL/cross-credit). Please see course list below for further details.

***Do you have questions about specific courses?***

If you would like to discuss your application further, please contact Dr Steff Revell, Head, Human and Community Services at Steff.Revell@op.ac.nz

# Appendix A

# Bachelor of Social Services Course Descriptions

## YEAR ONE

## Applied Communication 1

(Corequisite – Personal and Academic Effectiveness)

## SS130101

**Aim**

This course aims to enable students to communicate in effective, safe and professional ways within collaborative relationships in the context of Aotearoa New Zealand.

**Learning Outcomes**

At the successful completion of this course, students will be able to:

1. Apply communication principles to enhance collaborative relationships, within a social services context.
2. Communicate in ways that are boundaried and ethical.
3. Reflect on cultural awareness in communication.

##

## Careers, Specialties and Pathways

## SS130201

**Aim**

This course aims to introduce students to the changing world of work and to career options relevant to social services. Student will explore their own career resources and aspirations and will make informed decisions and plans for their career journeys.

**Learning Outcomes**

At the successful completion of this course, students will be able to:

1. Discuss the evolving meanings of career and investigate career development theory both in general and in social services contexts.
2. Describe the world of work and employment in contemporary settings and explore pathways relevant to the social services sector.
3. Explore and identify career self-knowledge including resources, influences, barriers and aspirations.
4. Utilise career decision making models to make informed decisions and plans for the future.

## Diversity

(Corequisite - Te Tiriti o Waitangi, Ethics and Law)

**SS130301**

**Aim**

This course aims to introduce students to the notion of social construction of self and the concepts of social justice and social change and how this impacts on relating to others.

**Learning Outcomes**

At the successful completion of this course, students will be able to:

1. Identify how people are organised in society and participate in groups, community and/ or society.
2. Describe how societal structures and participation impact on the social construction of self and others.
3. Examine concepts of social change, social justice, inclusivity and diversity.

## Personal and Academic Effectiveness

(Corequisite - Applied Communication 1)

**SS130401**

**Aim**

This course aims to provide students with academic, reflective and self-management skills needed for working as an effective professional in social services.

**Learning Outcomes**

At the successful completion of this course, students will be able to:

1. Implement self-management and study skills in preparation for working as a professional in social services.
2. Apply effective research strategies to locate relevant literature and online resources.
3. Demonstrate effective writing for different academic and professional purposes.
4. Explore personal and professional identity by developing self-awareness and an understanding of personal attitudes, values and beliefs in the context of own cultural background.

## Theories of Human Behaviour

## SS130501

**Aim**

The aim of this course is to introduce students to theories of social psychology and human development, in the context of Aotearoa New Zealand.

**Learning Outcomes**

At the successful completion of this course, students will be able to:

1. Describe key theories of social psychology and human development including Māori approaches.
2. Consider the influence of family and community on social developmental processes.
3. Describe the relevance of a range of psychological and developmental theories to groups and individuals in social service settings.
4. Examine theoretical concepts in the context of cultural practice in social services in Aotearoa New Zealand.

## Te Tiriti o Waitangi, Ethics and Law

(Corequisite – Diversity)

## SS130601

**Aim**

This course aims to provide the learner with opportunities to explore the relationship between Te Tiriti o Waitangi and international, customary and New Zealand law and ethics, through a lens of social justice.

**Learning Outcomes**

At the successful completion of this course, students will be able to:

1. Analyse the context in which He Wakaputanga o te Rangatiratanga o Nu Tireni and Te Tiriti o Waitangi was signed, and the impact of colonisation and decolonisation, with an emphasis on mana whenua stories in relation to social service demographics.

2. Examine historical and current legislation (internationally and in Aotearoa-New Zealand), the system of government, with reference to Māori customary lore and human rights legislation, relevant to social services in Aotearoa-New Zealand.

3. Discuss the ethical responsibilities of a social services practitioner in the context of Aotearoa-New Zealand society.

## YEAR TWO

## Applied Communication 2

(Prerequisites - Applied Communication 1; Personal and Academic Effectiveness)

**SS230101**

**Aim**

This course aims to enable students to integrate group work theory and practice and demonstrate the knowledge and skills required to facilitate groups based on the presenting needs of the group.

**Learning Outcomes**

At the successful completion of this course, students will be able to:

1. Apply group work theory to plan and facilitate a group.
2. Recognise and meet group needs across different contexts.
3. Critically reflect on own process in a group context.

## Addictions, Substance Use and Co-existing Problems

(Prerequisite – Theories of Human Behaviour)

## SS230201

**Aim**

This course aims to provide students with an overview of substance use ‘addictions’ and co-existing problems and assist students in developing useful and culturally appropriate responses for helping people address these problems.

**Learning Outcomes**

At the successful completion of this course, students will be able to:

1. Critically examine the politics of ‘addiction’, substance abuse and co-existing problems across gender, race, class, and ability and consider the effects of this on Aotearoa/New Zealand society.
2. Critically examine and respond to ‘addiction’ and co-existing problems through screening, brief assessment, and treatment planning, collaboration and shared integrated care with other services.
3. Analyse the speciality specific ethical issues that may arise when addressing these problems and consider how this may affect the professional relationship.
4. Assess the effects of ‘addiction,’ substance use and co-existing problems on the individual/family/whānau and be able to refer people onto appropriate services.

## Contemporary Issues in Career Practice

(Prerequisite – Theories of Human Behaviour)

## SS230301

**Aims**

This course provides opportunities for students to investigate and develop expertise in significant and challenging areas of contemporary career practice. Students will broaden their knowledge and helping strategies by examining key issues and their impact on career development.

**Learning Outcomes**

At the successful completion of this course, students will be able to:

1. Investigate contemporary areas of challenge in career practice, such as women’s progress, youth and decision-making, Māori participation and success, mid-life challenges, dual career couples, and older workers and new approaches to retirement.
2. Research, analyse and evaluate relevant literature to formulate appropriate helping responses and strategies.
3. Create a research-based package designed to educate clients and target groups.

## Integrated Practice A (Career Practice)

(Prerequisites – All level 5 courses; Corequisite – Theory for Practice A (Career Practice))

## SS230401

**Aims**

The aim of this course is to provide students with the opportunity to develop skills, knowledge and experience of career practice work, using various models of practice, theories and interventions within an organisational setting.

**Learning Outcomes**

At the successful completion of this course, students will be able to:

1. Describe and demonstrate safe and ethical professional practice, including observing the policies and procedures of a workplace.
2. Critically apply appropriate career development tools and resources.
3. Apply and critique the use of micro counselling skills to support clients to clarify career paths and achieve goals.
4. Evaluate the application of career development theories, models and approaches.
5. Provide targeted and culturally appropriate career development support to diverse groups including Māori and Pasifika peoples.

## Integrated Practice A (Counselling)

(Prerequisites – All level 5 courses; Corequisite – Theory for Practice A (Counselling))

## SS230501

**Aims**

This course aims to prepare students to be safe, professional counselling practitioners working with individuals, organisations and/ or communities.

**Learning Outcomes**

At the successful completion of this course, students will be able to:

1. Utilise culturally relevant engagement, assessment, support and evaluation practices.
2. Employ ethical and professional standards in practices and work within the policies and procedures of a workplace setting.
3. Apply and evaluate relevant theories and approaches in practice.
4. Apply a reflective process to analyse own practice.
5. Locate relevant networks services, supports and resources to support counselling practice.

## Integrated Practice A (Health and Wellbeing Practice)

(Prerequisites – All level 5 courses; Corequisite – Theory for Practice A (Health and Wellbeing Practice))

**SS230601**

**Aims**

The aim of this course is to enable students to become reflective practitioners who are able to provide health and wellbeing support in a way which is values-based, safe, informed and intentional.

**Learning Outcomes**

At the successful completion of this course, students will be able to:

1. Utilise culturally relevant engagement, assessment, support and evaluation practices to build supportive relationships within health and wellbeing practice settings.
2. Apply reflective practice to promote ethical conduct in an organisational context.
3. Employ ethical and professional standards and practices and work within the policies and procedures of a work-place setting
4. Utilise supervision to evaluate safe and reflective practice

**Indicative Content**

* National policy and legislation
* Networks services, supports and resources.
* Organisation policies and procedures
* Professional standards, competencies and ethics
* Role and boundaries
* Health, safety and risk management
* Supervision, self-care and reflective practice
* Diagnostic categories

## Research for Social Services

(Prerequisite – Personal and Academic Effectiveness)

## SS230901

**Aims**

This course aims to enable students to develop an informed understanding of research paradigms and methodologies, and the current uses and practices of research within their chosen specialty area of social services.

**Learning Outcomes**

At the successful completion of this course, students will be able to:

1. Critically analyse a variety of research principles that are used to inform the practices of counselling, career practice, mental health support or disability support.
2. Evaluate the principles and mechanisms used to ensure ethical integrity in research.
3. Analyse the influence of socio-political factors to affect social science/social practice research, including those in Aotearoa New Zealand.

## Safe and Ethical Practitioner

(Prerequisites – Diversity; Te Tiriti o Waitangi, Ethics and Law)

## SS231001

**Aims**

This course aims to enable students to become safe practitioners who understand and recognise abuse and are able to make sound ethical decisions for those at risk.

**Learning Outcomes**

At the successful completion of this course, students will be able to:

1. Critically reflect on policies, procedures and services designed to facilitate the care, protection and safety of people within the social services.
2. Critically analyse the impact of abuse, neglect and violence across gender, race, class and ability.
3. Critically reflect on the relevant structural issues that contribute to abuse, neglect, violence, trauma and prejudice as a societal problem.
4. Construct an ethical decision-making framework in a specialty area, in relation to abuse, neglect, violence, trauma, and prejudice.

## Theory for Practice A (Career Practice)

(Prerequisites – All Level 5 courses; Corequisites – Integrated Practice A (Career Practice))

## SS231101

**Aims**

This course aims to introduce learners to underpinning theories, models and tools relevant to career development practice, enabling them to begin developing a congruent practice framework.

**Learning Outcomes**

At the successful completion of this course, students will be able to:

1. Critically analyse underpinning theories, models, tools and skills relevant to career practice.
2. Apply theory, models, tools and skills that are congruent with professional practice.
3. Analyse and interpret results and outcomes of a range of career assessment instruments.
4. Evaluate the impact of a changing careers environment on career development.

## Theory for Practice A (Counselling)

(Prerequisites – All Level 5 courses; Corequisites – Integrated Practice A (Counselling))

## SS231201

**Aims**

The aim of this course is to equip students to begin the construction of a counselling practice framework by taking into consideration relevant theories, research and approaches that are consistent with practice in Aotearoa New Zealand.

**Learning Outcomes**

At the successful completion of this course, students will be able to:

1. Integrate relevant counselling theories, research and approaches into a framework of counselling practice.
2. Compare and contrast the philosophy and theory of counselling approaches.
3. Demonstrate the process required to form and maintain a therapeutic alliance.
4. Critically reflect on own contribution to the therapeutic relationship.

## Theory for Practice A (Health and Wellbeing Practice)

(Prerequisites – All Level 5 courses; Corequisites – Integrated Practice A (Health and Wellbeing Practice ))

## SS231301

**Aims**

This course aims to enable students to articulate a theoretical value base for their practice, and select and apply models, tools and skills suitable in a range of health and wellbeing contexts, in Aotearoa New Zealand.

**Learning Outcomes**

At the successful completion of this course, students will be able to:

1. Analyse theoretical perspectives in historical and cultural contexts to evaluate the development of health and wellbeing practice.
2. Apply contemporary theory, models and tools in a health and wellbeing context to enhance practice.

**Indicative Content**

* Historical, contemporary and cross-cultural theory, models and tools
* Spiritual perspectives in health and wellbeing
* Psychological perspectives in health and wellbeing practice
* Sociological perspectives in health and wellbeing
* Biological perspectives in health and wellbeing
* Holistic and integrated perspectives in health and wellbeing
* Planned change: engaging, assessment, planning, support, evaluation, closure

## Wānaka

(Prerequisites – Diversity; Te Tiriti o Waitangi, Ethics & Law; Safe & Ethical Practitioner)

## SS231601

**Aims**

This course aims to provide students with knowledge and skills necessary for working with Māori in social service, counselling, career practice, disability support and mental health support contexts.

**Learning Outcomes**

At the successful completion of this course, students will be able to:

1. Demonstrate correct use and pronunciation of Te Reo Māori within the context of Noho Marae.
2. Demonstrate regard and adherence to the kawa (kawa is similar to protocols/rules) for the Kai Tahu context through participation in Noho Marae.
3. Illustrate how to establish relationships with Māori, using Māori models of health, wellbeing, and practice.

Year Three Courses

## Applied Social Issues and Social Policy

(Prerequisites - Addictions & Coexisting Problems/Contemporary Issues in Career Practice

Safe & Ethical Practitioner)

**SS330101**

**Aims**

This course aims to enable students to critically examine how issues are addressed through social policy and social service provision in a New Zealand context.

**Learning Outcomes**

At the successful completion of this course, students will be able to:

1. Examine a range of social issues relevant in the New Zealand context.
2. Critique the role and function of government departments, government agencies and local service providers in addressing and managing social issues.
3. Critically analyse and examine a nominated social issue relevant in the New Zealand context in terms of its implications for individuals, family/whānau, communities and society.

## Communicating with Families/Whānau and Communities

(Prerequisite – Applied Communication 2)

**SS330201**

**Aims**

This course will introduce students to theoretical approaches and their associated models and practical skills for working with families/whānau and communities, especially in the Aotearoa New Zealand context. The influence of family/whānau and community in relation to client work in the practice domains of social service, counselling, career practice, mental health and disability will be explored through reflective and experiential learning.

**Learning Outcomes**

At the successful completion of this course, students will be able to:

1. Critically analyse family/whānau and community as sociological concepts, including diversity of definition.
2. Appraise various approaches to working with families and communities, including historical and cultural and understanding their theoretical origins.
3. Apply key current theoretical approaches and skills for working with families/whānau and communities.
4. Examine and articulate the effects of personal family history on professional work with families/whānau and communities.
5. Critically examine cultural, ethical and privacy considerations when working with families/whānau and communities including family/whānau and community constructs or kinship structures from different cultures.

6. Critically evaluate a range of contemporary policies and principles supporting professional work with families/whānau and community.

## Integrated Practice B (Career Practice)

(Prerequisites – Integrated Practice A (Career Practice) and all year two courses; Corequisite – Theory for Practice B (Career Practice))

**SS330301**

**Aims**

This course aims to provide students an opportunity to engage in supervised career practice with clients and peers within a community placement environment, or as negotiated with an employer in the career practice field, in order to develop into work-ready, professional practitioners.

**Learning Outcomes**

At the successful completion of this course, students will be able to:

1. Practise in an intentional, ethical, safe and professional manner, utilising supervision and critical reflection processes.
2. Construct and articulate an integrated, theory-informed, continuously evolving career development model of practice.
3. Critically reflect on their participation as a member of a team in a professional or organisational setting.
4. Evaluate and apply culturally appropriate strategies for target groups, including Māori and Pasifika people.
5. Demonstrate and articulate appropriate integration of self-awareness and management of personal process in career practice, with reference to their developing personal model of practice.

## Integrated Practice B (Counselling)

(Prerequisites – Integrated Practice A (Counselling) and all year two courses; Corequisite – Theory for Practice B (Counselling))

**SS330401**

**Aims**

This course aims to develop work ready, beginning counselling practitioners able to practice intentionally, informed by theory and research.

**Learning Outcomes**

At the successful completion of this course, students will be able to:

1. Practice intentionally by integrating critical understandings of social, cultural, political, economic, and legislative contexts, and the nature of power.
2. Apply critical reflection to evaluate and inform own developing counselling practice.
3. Utilise supervision to maintain safe, competent practice in the workplace.
4. Integrate ethical and professional standards in practice that are consistent with understandings and responsibilities under Te Tiriti o Waitangi.

## Integrated Practice B (Disability)

(Prerequisites – Integrated Practice A (Disability) and all year two courses; Corequisite – Theory for Practice B (Disability))

**SS330501**

**Aims**

The aim of this course is to enable students to become work ready, apply a robust and integrated practice framework, a critical understanding of contemporary issues and a proactive attitude within a disability support context.

**Learning Outcomes**

At the successful completion of this course, students will be able to:

1. Utilise relevant services, networks, resources, policy and legislation to enhance practice.
2. Integrate ethical, bi-cultural, multi-ethnic and professional standards applicable in the context of Aotearoa NZ.
3. Demonstrate intentional reflective practice, in a workplace.
4. Apply and critically reflect on the application of their own theoretical framework within a disability context.
5. Utilise supervision to maintain safe, competent and ethical practice in the workplace.
6. Critique current issues in the field.

## Integrated Practice B (Mental Health)

(Prerequisites – Integrated Practice A (Mental Health) and all year two courses; Corequisite – Theory for Practice B (Mental Health))

**SS330601**

**Aims**

The aim of this course is to enable students to become work ready, apply a robust and integrated practice framework, a critical understanding of contemporary issues and a proactive attitude within a mental health context.

**Learning Outcomes**

At the successful completion of this course, students will be able to:

1. Utilise relevant services, networks, resources, policy and legislation to enhance practice.
2. Integrate ethical, bi-cultural, multi-ethnic and professional standards applicable in the context of Aotearoa NZ.
3. Demonstrate intentional reflective practice, in a workplace.
4. Apply and critically reflect on the application of own theoretical framework within a mental health context.
5. Utilise supervision to maintain safe, competent and ethical practice in the workplace.
6. Critique current issues in the field.

## Practitioner Inquiry

(Prerequisite – Research Methods for Social Services)

## SS330801

## Aims

This course provides an opportunity for students to undertake a systematic review of and report on a relevant body of research material relevant to their chosen practice discipline.

**Learning Outcomes**

At the successful completion of this course, students will be able to:

1. Systematically review and critically analyse literature about a negotiated topic and explain how it informs model(s) of practice.
2. Synthesise findings into a presentation.

## Socially Responsible Leadership

(Prerequisite - All Level 6 courses)

**SS330901**

**Aims**

This course aims to enable students to develop and consolidate knowledge, skills and strategies that will enable team, community development and leadership in social service contexts.

**Learning Outcomes**

At the successful completion of this course, students will be able to:

1. Examine basic/small business skills in a social service setting.
2. Analyse how the political and economic environment impact on social services.
3. Apply socially responsible leadership skills and professional practice in a community setting.
4. Engage in sustainability in organisational practice.

## Theory for Practice B (Career Practice)

(Prerequisite - Theory for Practice A (Career Practice) and all year two courses; Corequisite – Integrated Practice B (Career Practice))

**SS331001**

**Aims**

This course aims to enable learners to develop and consolidate a robust, congruent and integrated theoretical framework of theory, models, strategies and tools relevant to Career Practice and their application in practice.

**Learning Outcomes**

At the successful completion of this course, students will be able to:

1. Critically evaluate contemporary theory and models relevant to career development and illustrate how they inform own practice.
2. Critically evaluate the features and benefits and disadvantages of a selected theory by applying it to a real or hypothetical case.
3. Investigate a specialist area of practice, critiquing relevant tools, strategies, and international practices for that area.
4. Analyse and critically evaluate career assessment and career management tools and strategies with reference to own experience and intended future area of practice.

## Theory for Practice B (Counselling)

(Prerequisite - Theory for Practice A (Counselling) and all year two courses; Corequisite – Integrated Practice B (Counselling))

**SS331101**

**Aims**

This course aims to enable learners to develop and consolidate a robust, congruent and integrated framework of relevant theories, research and approaches consistent with counselling practice within Aotearoa NZ.

**Learning Outcomes**

At the successful completion of this course, students will be able to:

1. Critically analyse and apply relevant theories, research and counselling approaches demonstrating intentionality in own counselling practice.
2. Assess and respond intentionally to a range of presenting issues/problems and contexts.
3. Critically analyse the role and function of counselling within social services in Aotearoa NZ
4. Critically reflect on self in relationship to professional practice.

## Theory for Practice B (Disability)

(Prerequisite - Theory for Practice A (Disability) and all year two courses; Corequisite – Integrated Practice B (Disability))

**SS331201**

**Aims**

This course aims to enable students to develop and consolidate a robust, congruent and integrated theoretical framework drawing on a range of theory, models and tools which are appropriate for practice in disability support and transferable across the broader social service context of Aotearoa New Zealand.

**Learning Outcomes**

At the successful completion of this course, students will be able to:

1. Critique preferred and contrasting theories and models in terms of their own value base, knowledge base, strategies and application in practice settings.
2. Articulate, synthesise and justify a personal theoretical base for their own practice utilising current literature.
3. Formulate a robust and congruent practice framework integrating their own theoretical base with theory, models and tools appropriate for providing disability support.
4. Critically reflect on the application and transferability of their own framework across the broader social service context of Aotearoa New Zealand.

## Theory for Practice B (Mental Health)

(Prerequisite - Theory for Practice A (Mental Health) and all year two courses; Corequisite – Integrated Practice B (Mental Health))

**SS331301**

**Aims**

This course aims to ensure that students develop and consolidate a robust, congruent and integrated theoretical framework drawing on a range of theory, models and tools which are appropriate for practice in mental health and transferable across the broader social service context of Aotearoa New Zealand.

**Learning Outcomes**

At the successful completion of this course, students will be able to:

1. Critique preferred and contrasting theories and models in terms of own value base, knowledge base, strategies and application in practice settings.
2. Articulate, synthesise and justify a personal theoretical base for own practice and support this with current literature.
3. Formulate a robust and congruent practice framework integrating own theoretical base with theory, models and tools appropriate for mental health recovery work.
4. Critically reflect on the application and transferability of own framework across the broader social service context of Aotearoa New Zealand.

Graduate Diploma in Social Services Courses

## Working as a Dual Practitioner

**SS339901**

**Aims**

The aim of this course is the integration of theory and practice across two professional domains. One domain will be the BSS specialty already undertaken and the second the specialty the student is undertaking in the Graduate Diploma.

**Learning Outcomes**

At the successful completion of this course, students will be able to:

1. Demonstrate integration of theory and practice across two professional domains.
2. Articulate an individual framework of practice which can underpin working as a Dual Practitioner.

## Negotiated Study

**SS231701**

**Aims**

This negotiated study will allow students to carry out research into a topic in the field of social services. Students will acquire and analyse information, understanding and knowledge in a chosen aspect of Social Services through their own self-directed study.

**Learning Outcomes**

At the successful completion of this course, students will be able to:

1. Investigate and analyse a selected specialist topic within social services through self-managed topic study.
2. Critique the application of a range of practice skills to the selected specialist topic.
3. Present an annotated bibliography on the negotiated topic.

**Appendix B**

**BSS Worksheet**

**Recognition of Prior Learning**

**Evidence Form**

**College of Community Development and Personal Wellbeing**

**Bachelor of Social Services: RPL Evidence Form**

**Your Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Contact Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **BSS Course & Learning Objectives:** | **Evidence:** | **Validation:** |
| ***EXAMPLE:******Research for Social Services******SS230901***1. *Critically analyse a variety of research paradigms and associated methodologies that are used to inform the practices of counselling, career practice, mental health support or disability support.*
2. *Evaluate the principles and mechanisms used to ensure ethical integrity in research.*
3. *Analyse the influence of socio-political factors to affect social science/social practice research, including those in Aotearoa New Zealand.*
 | * *Completed a paper at university on research skills and methods*
* *Currently employed as a research assistant so have lots of practical experience*
 | * *Academic Transcript*
* *Print out showing the Learning Objectives of the uni research paper*
* *Job description*
* *Employer statement describing how you meet these outcomes*
* *Personal statement describing how you meet these LO*
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| **BSS Course/Paper Name** | **Evidence:** | **Validation:** |
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**Once completed, please return this form to our College Administrator, Amanda Henson Molloy (****amanda.hensonmolloy@op.ac.nz**

 **or Room H618) to forward on to the relevant BSS course coordinator for checking.**

**Appendix C**

**Otago Polytechnic Academic Policy and Application Form**

**Recognition of Prior Learning**

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| **OTAGO POLYTECHNIC ACADEMIC POLICY** | **Number: AP0501.10** |
| Title: | **Recognition of Prior Learning** |
| Baldrige Criteria: | **3 Customers** |
| Chief Executive Approval: | Approval Date: | **21 March 2017** |  | Effective Date: | **21 March 2017** |
| Previous Policy No: | **na** | Review Date: | **as required** |
| Contact Authority: | **Director: Quality Services** | Status: | **Current** |

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| **Purpose** | This policy describes the nature of recognition of prior learning and the relevant policies for its application and administration, including issues of enrolment, fees, appeals and academic results. |
| **Definitions** | **Target Course**The course for which credit is sought.**Source Course**The course for which the applicant already holds credit. This may be another Otago Polytechnic course, or one from any other provider.**Credit Transfer**Credit for same course is applicable in situations where the Target and Source courses are exactly the same entity. The course may be a local course or a NQF unit standard. Formal evidence must be provided by the learner to indicate that they hold the relevant result.In the case of Credit Transfer for an NZQF unit, no result is sent to NZQA as they must already have it. SMS automatically ensures this, provided the CT option is entered.**Cross Credit**Cross crediting is applicable in situations where the target and source courses are not the same entity. However the material covered is equivalent. For Cross Credit to be awarded, the learning outcomes in the target course must all have been adequately covered in the source course. For example, a pass in a university paper may gain CC for a similar degree course at Otago Polytechnic.Sometimes it may require more than one source course to cover a single target course, eg a learner may need both Psychology 101 and Anthropology 201 to cover the learning outcomes for a single target course in an Otago Polytechnic programme.In the case of cross credit for a target course consisting of an NZQF unit, a result must be sent to NZQA. SMS automatically ensures this, provided the CC option is entered.This may in some cases require a small piece of further assessment to be undertaken. In such cases, once the assessment is complete, a cross credit would be entered.**Assessment of Prior Experiential Learning (APEL)**The applicant must provide evidence that the learning outcomes in the target course have been acquired from relevant experience in the workplace, community or other settings and/or courses that have been completed elsewhere. An APEL assessment would consider the whole of a person’s learning from experience. This may result in a mix of outcomes including cross credits, credit transfer, advanced standing or acomplete qualification assessment and credit where appropriate. |

# Advanced Standing

Advanced Standing is used when, following an assessment of prior learning or qualifications equivalence, it is evident that a learner can enter a programme at an advanced level. The rules for Advanced Standing must be detailed in the approved programme document.

Advanced standing applies where an RPL applicant has been assessed for courses, qualifications and/or an APEL process in which the outcomes equate to at least 60 credits towards an Otago Polytechnic qualification. An exception is the Masters of Professional Practice where Advanced Standing can be awarded for outcomes that equate to at least 30 credits.

Advanced Standing may include cross credits and credit transfers, however these will be indicated separately on transcripts.

Programme regulations will clearly identify how Advanced Standing is determined and what assessment and evaluation processes are to be used.

Advanced Standing will be annotated on transcript documents as indicated in section 7 below.

# Advisor/Facilitator

The advisor /facilitator is the person who gives advice to the applicant on the operation of the APEL process and negotiates with the applicant the particular form of assessment that will be required.

# Assessor

The assessor is the person who makes the assessment judgement on the basis of the evidence provided by the applicant in accord with the assessments agreed between applicant and advisor/facilitator.

In APEL, the **advisor/facilitator and the assessor** are not to be the same person.

# Student Management System (SMS)

The SMS is the electronic student management system in which all learner enrolments and academic records are recorded. It is often referred to by the system name currently EBS or EBS4.

# External Codes

The External Code to be entered in the case of Cross Credit is to be the other provider’s course code for the source course. This will appear on the other provider’s transcript. Cross Credit applications will not be approved unless the other provider’s transcript or results notice is provided.

The name of the source course is also to be as per the other provider’s transcript or results notice. This will enable us to use SMS data as the basis of information to the proposed national cross credit database. External stakeholders must be able to identify the source course on this database, so we must use actual external codes. The SMS is able to provide reports detailing cross credits, recognition of prior learning and advanced standing.

# Verified Documentation

Any record of student achievement presented for use in the RPL process must be the original which was produced by the accredited provider of the result/qualification eg NZQA Record of Learning, University Transcript. Any copies of such original documents must be verified by the accredited provider, or a verified copy signed by a Justice of the Peace.

# Policy 1. Implementation and use of RPL

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| * 1. RPL is to be enabling for potential learners and candidates, rather than a barrier.
	2. Applications for RPL from learners who are intending to enrol in programmes are to be made on the generic application form (Appendix A).
1. **Information to learners**
	1. Information to learners must include information on the nature of RPL, the courses within the programme for which RPL applications may be made, and the application procedures, as detailed in approved programme documents.
2. **Scope**
	1. Credit may be granted under RPL for whole courses only. Credit will not be granted for parts of a course. (NB prior completions of unit standards which form part of a course will be recorded for academic purposes, but this will not result in credit for the course itself until the other units in the course are completed according to the completion requirements for that course. In such cases, the student will still enrol in the full course and pay full fees.
	2. Unit standards based programmes must be structured to allow a fair application of RPL policy. If a majority of learners are likely to have already completed a particular unit, this unit should be left as a course in its own right in the programme schedule of the programme. Failure to structure the programme in this way would mean learners are required to enrol in the full course (and pay the full fee) even if they hold credits for all but one of the units in that course. However, it is recognised that unit standards are assessment tools and should not be the sole driver of the structure of the teaching programme.
	3. RPL including advanced standing applications may be received from learners enrolling in Otago Polytechnic programmes and/or Capable NZ learners seeking assessment for whole or part qualifications.
3. **Fees**
	1. *Application Fee* – this fee is charged to cover costs of initial consideration, administration and recording, and must accompany the RPL application form (Appendix A). The fee must be paid at the time of application regardless of whether the RPL application is granted or declined. For international learners, the fee is included in the fees that they have already paid.
	2. *Assessment Fee* – this fee is calculated for the time and resources required to assess the RPL application.
	3. *Additional Fees* – NZQF credit fees ($1.58 per credit) or NZ Dip Bus paper fees ($10.22 per paper).
	4. Any outstanding fees at year end will result in the inability of a student to graduate and continued non-payment may result in the debt being forwarded to a collection agency.
	5. The **total fee** charged cannot be greater than the fee that would be payable if the applicant enrolled in the target course.
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4.6 The RPL assessment fee is not Loan approvable, however student loans may be available for any courses in which the candidate is required to complete as part of the APEL process subject to meeting student loans eligibility criteria.

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|  | ***Application Fee*** | ***Assessment Fee*** |
| Credit Transfer | Nil | Nil |
| Cross Credit | $80.00 (GST incl) per course/programme | Yes – as determined by HOS |
| APEL | $80.00 (GST incl) per course/programme | Yes – as determined by HOS |
| Advanced Standing | Nil | Nil |

Notes:

* If an application is received for more than one course in a programme at the same time, it will be treated as a single application and will attract a single application fee.
* Where the result of an RPL application requires withdrawal from a course the withdrawal will be enacted (with reference to policy MP0351 Students Withdrawal and Refund Policy for Year XXXX) at the same time as processing the RPL result. This may impact the learners EFTS and financial assistance.
* When discussing RPL with learners the school/college must clarify the result of the RPL on the learners' EFTS as it may affect their entitlement to Student Loans and Allowances. For international learners, granting RPL with the subsequent path of study change may contravene the learner’s visa.

# Refunds

* 1. The amount of any refund of tuition fees will depend on the amount of the assessment fee plus any NZQF fees and the resources consumed and will be determined on recommendation from the Head of School/College.
	2. If RPL is awarded for an International learner the learner will receive a refund of the international fee for that course minus any assessment or equivalence fees that have been calculated in determining the RPL.

# Assessment

Assessments will be conducted by assessors who are experienced in the subject/content areas and are also experienced assessors. All assessors must be trained in RPL assessment methods and processes. Training is available through Capable NZ. All assessments must follow the guidelines indicated in the assessment policies, **AP0908 Moderation of Assessment**, and **AP0900 Assessment**. It is the responsibility of the Head of School/College to ensure that fair, valid and reliable decisions are made in regard to determining equivalence of courses supported by evidence from subject matter/subject experts.

# Results

* 1. All RPL assessment results shown on result notices and academic transcripts will be those taken from the grade table. These may include advanced standing, cross credits, credit transfers, or any other grade table result approved by Academic Board.
	2. For Credit Transfers, the result code will be shown on result notices and academic transcripts as CT.
	3. For Cross Credits, the result code will be shown on result notices and academic transcripts as CC.
	4. For APEL, the result code will be shown on result notices and academic transcripts as either Pass or APEL, except in cases where the target course comprises NZQF unit or multiple NZQF units, in which case the code is passed (as for any NZQF unit).
	5. Where an RPL application is received for a target course, and the result achieved includes evidence of APEL, the final target course level result will be treated as for APEL, not CT or CC.
	6. For Advanced Standing, where the candidate has been assessed for APEL for courses and/or the graduate profile within a qualification of at least 60 credits (for Masters of Professional Practice only at least 30 credits), the result code shown on result notices and academic transcripts is Advanced Standing and will include the amount of credit gained for advanced standing by semester or year, e.g. Advanced standing year 1, 30, 60 or 120 credits.[1](#_bookmark0)

7.6.1 The evidence supporting the award of advanced standing must be entered into the SMS. Where cross credits or credit transfers are used these will be indicated separately.

# Appeal process

**AP0600 Academic Appeal Process for Students requires this RPL policy to have its own appeals section.**

* 1. Appeals against RPL decisions must be made in writing to the Head of School/College within seven working days of receiving the decision. Capable NZ candidates must write to the Head of Capable NZ.
	2. The Head of School/College/Capable NZ will review the decision and notify the applicant of the outcome within seven working days of receipt of appeal. Should the applicant be dissatisfied with the decision they may enter the normal academic appeal process for learners (policy AP600) at step 5, ie by writing to the Director: Quality Services within seven working days of receiving the decision, saying what the decision is, and explaining the grounds for appeal.

# Responsibilities of Heads of School/College

* 1. Determining which courses RPL will not apply to and ensuring this is included in the approved programme documents. The rationale for not allowing RPL in a programme must be clearly articulated in the programme document, for example where external agency requirements place limits on RPL such as those the Nursing Council of New Zealand have in place.
	2. Ensuring moderation processes are in place and are followed, including Capable NZ assessments;

1 Some health programmes require external approval and may have limits on credits offered through RPL.

* 1. Ensuring that sufficient staff in the school/programmes are familiar with RPL and can act as assessors and advisors/facilitators for APEL;
	2. Monitoring, reviewing and revising school RPL processes as necessary and at least annually;
	3. Ensuring schools document the process and outcomes for RPL decisions, inform learners of RPL processes and the outcome of RPL claims and maintain records about RPL.
	4. Providing advice for assessments and moderation for Capable NZ processes.
	5. Providing assessors for RPL assessments.

# Responsibilities of Capable NZ

* 1. Providing facilitation and assessment processes.
	2. Ensuring moderation processes are in place and are followed, in line with school requirements;
	3. Reporting results of assessments
	4. Providing advice and liaising with Heads of School/College in respect of relevant Capable NZ assessments.

# Training for Advisors/Facilitators and Assessors

RPL education is to be included in the ongoing Professional Development Programme of Otago Polytechnic.

# Other Authorities

Where Otago Polytechnic carries out assessments and/or issues qualifications on behalf of an external authority other than NZQA, RPL procedures will be carried out only with the approval of that authority.

# General

* 1. RPL credit at Otago Polytechnic is available only for courses in which Otago Polytechnic is accredited.
	2. Capable NZ candidates may be assessed for qualifications according to Capable NZ RPL processes.

# Review

The Otago Polytechnic Academic Board is responsible for reviewing and revising Otago Polytechnic RPL policies.

# Timing of RPL Applications

* 1. Credit Transfers and Cross Credits. Applications for credit transfer of NZQF units or non NZQF courses should be handled at the time of initial enrolment. Results must be entered in SMS at that time. However, applications can be accepted at any time.
	2. Programme reviews must take into consideration programme/ course flexibility to enable learners to enrol in a target programme at the earliest opportunity. Barriers to access programmes should be minimised as much as possible.

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|  | 15.3 Any final or outstanding RPL applications must be loaded and paid for no later than six weeks before the student's graduation date.**16.** Learners who enrol at Otago Polytechnic in order to gain a qualification are to have an academic record on the SMS which is capable of showing whether or not the approved certification requirements have been met. Learners who gain credit through RPL in any of the courses of that qualification must have the credit entered to the SMS by the approved method, and have the result indicated as the academic result for that course. |
| **Procedures** | 1. Learners complete application form and submit together with appropriate application fee to Head of School. (See Appendix A)
2. The following then applies:

**Credit Transfer**Otago Polytechnic is required to:***Action Responsibility Notes***Identify evidence required HOS/C or delegateVerify documentation HOS/C or delegate For NZQF, official NZQARecord of Learning (ROL)For other, verified HOS/C is responsible for transcripts confirming authenticity ofsource documentation.Record sighting of evidence HOS/C or delegate Evidence to be held in and retain a copy school recordsEnter credit transfer into Results Administrator/s SMS staff responsible for SMS process and trainingNotify student in writing of HOS/C/Programme Manager/School credit transfer granted and Administrator/sadvise of need to enrol if not grantedEnsure the Path of Study HOS/C records the credit transfer |
|  | **Cross Credit**Otago Polytechnic is required to:***Action Responsibility Notes***Identify evidence required HOS/C or delegate Determine equivalence HOS/C or delegateVerify documentation HOS/C or delegate Must use verified/certifiedtranscriptsRecord sighting of evidence HOS/C or delegate and retain a copyEnter cross credit into Student Administrator/s SMS staff responsible for SMS process and trainingNotify student in writing of HOS/C/School whether cross credit granted Administrator/s and advise of need to enrolif not granted |

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| Ensure the Path of Study HOS/C records the credit transferif possible |
| **Advanced Standing**Otago Polytechnic is required to:***Action Responsibility Notes***Identify evidence required HOS/C or delegate Determine equivalence HOS/C or delegateVerify documentation HOS/C or delegate Must use verified/certifiedtranscripts/qualifications/APELRecord sighting of evidence HOS/C or delegate and retain a copyEnter Advanced Standing into Student Administrator/s SMS staff responsible for SMS process and trainingNotify student in writing of HOS/C/School Administrator/s whether Advanced Standing grantedand advise of need to enrol if not granted**APEL**The granting of credit for prior experiential learning is managed either by the School/Programmes or by Capable NZ.*Management of APEL Process*Capable NZ manages applications for whole or part qualification for learners seeking RPL and who are unlikely to enrol in the taught programme other than to achieve balance of learning to complete a qualificationApplications from learners who enrol in taught programmes are dealt with within schools. There will be an application fee of $80 (GST incl) and Heads of School/College are to determine an appropriate assessment fee based on the level of verification, evaluation and recording required. The total fee charged cannot be greater than the fee that would be payable if the applicant enrolled in the course or programme.*APEL Procedure*Otago Polytechnic is required to:***Action Responsibility Notes***Assign an advisor/facilitator HOS/C to applicantDetermine whether APEL is Advisor/Facilitator appropriate for applicantDetermine precise scope of Advisor/Facilitator Identify courses or courseAPEL outcomesDetermine appropriate Advisor/Facilitator assessment method/s to be usedCarry out the assessment Assessor Confirm assessment judgement Assessor andModeratorEnrol student/modify HOS/C/School and Student enrolment to reflect APEL status Administrator/s |

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|  | Enter APEL result into Administrator/s SMS staff responsible SMS process and trainingNotify student in writing of HOS/C/ whether APEL credit granted Administrator/sModify Path of Study HOS/C/delegateComplete withdrawal form Student and HOS/C/delegate Maintain records of APEL HOS/C/delegatejudgements |
| **Related Policy, Forms and Documents** | Rights and Responsibilities of Students at Otago Polytechnic AP0504 Application, Entry and EnrolmentAP0600 Academic Appeal Process for Students AP0602 Student DisciplineAP0607 CheatingAP0901 Students with Disabilities: Circumstances for Assessment AP0903 Grade TablesAP0904 Final Assessment Process in Postgraduate programmesAP0905 Presentation and Submission of Postgraduate Research Thesis or DissertationAP0906 Grading Systems for postgraduate qualifications award AP0907 Impaired Performance/AegrotatAP0908 Moderation of AssessmentAP1005 Results process for Consultancy/Workplace Assessment AP1008 Student ResultsMP0101 Records RetentionMP0351 Student Withdrawal and Refund Policy MP0354 Student FeesMP1100 Intellectual Property**Other Documents**AcQual 163 Best Practice in the Assessment of Unit Standards AcQual 164 Best Practice in the Moderation of Unit Standards NQF Accreditation and Moderation Action Plans |

# Approved by Chief Executive Date: 21 March 2017



