



Developing Personnel Training & Consultancy

Recognition of Prior Learning

Student Guide

Contents

Introduction	3
What is RPL?	3
Gaining workplace support	3
Third-party information	3
RPL Process.....	4
What is your Assessors role?	5
Qualification and unit requirements	6
RPL enquiry and application	7
Summary of RPL related processes	7
Step 1: Initial interview and self-assessment.....	7
Step 2: Employment history	7
Step 3: Competency Conversations	8
Step 4: Third party report	8
Step 5: Portfolio of evidence	8
Step 6: Evidence and assessment mapping.....	8
Step 7: RPL finalization and feedback.....	9
RTO process for awarding certificates.....	9

Introduction

Welcome to the *Recognition of Prior Learning (RPL) Assessment Toolkit Student Guide*.

This guide is a resource for individuals who are existing workers in community services or health sectors, and looking to have their skills, knowledge and work experience formally recognised.

It is important that you read through this resource before your first appointment with an Assessor to ensure that you understand the assessment process and raise any concerns you may have.

What is RPL?

Recognition of Prior Learning (RPL) means an assessment process that assesses the competency/s of an individual that may have been acquired through formal, non-formal and informal learning to determine the extent to which that individual meets the requirements specified in the training package or VET accredited courses.

- formal learning refers to learning that takes place through a structured program of instruction and is linked to the attainment of an AQF qualification or statement of attainment (for example, a certificate, diploma or university degree);
- non-formal learning refers to learning that takes place through a structured program of instruction, but does not lead to the attainment of an AQF qualification or statement of attainment (for example, in-house professional development programs conducted by a business); and
- informal learning refers to learning that results through experience of work-related, social, family, hobby or leisure activities (for example the acquisition of interpersonal skills developed through several years as a sales representative).

The Standards for Registered Training Organisations 2015 require all Registered Training Organisations (RTO) to offer RPL to learners. DP Training offers RPL in all nationally recognised qualifications that are on our scope of registration, to all our potential students.

Gaining workplace support

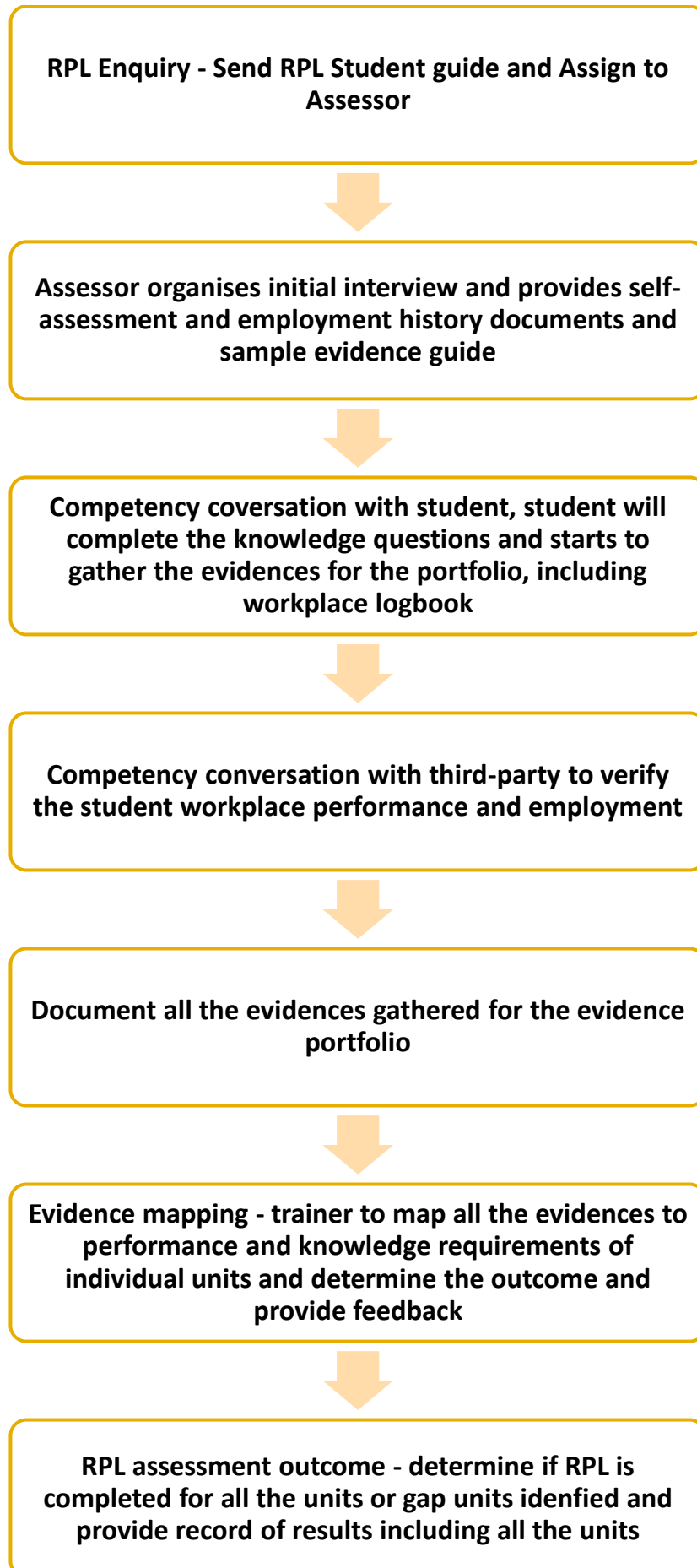
It is important that you discuss your RPL application with people in your workplace. Your workplace will be asked to assist you to participate in RPL, as a third-party. For example, a workplace representative will be asked to verify your skills and knowledge and to assist with workplace assessment and possible Assessor visits, telephone calls or ZOOM sessions.

The workplace representative needs to be someone who has observed your work and who holds a supervisory or a team leader role.

Third-party information

- Workplace representatives could support their employees in their application to participate in RPL by providing a permit to the Assessor to attend the student's workplace for initial interview.
- The workplace representative signs the *Workplace Representative Form*, then verifies student performance and knowledge.
- Provide access to the relevant workplace policies and procedure and other documents ensuring the sensitive or confidential information is redacted.
- Workplace representative completes the *Third Party Report*, and is willing to participate in a conversation with the assessor to verify and confirm the knowledge and performance of the student in workplace conditions, and provide valuable feedback.

RPL Process



What is your Assessors role?

Your RPL Assessor will support and guide you through the RPL process and should go through this document with you to ensure you understand the RPL processes.

Your Assessor is required to assess whether or not you hold the required skills and knowledge, based on the requirements of the qualification and the evidence gathered in RPL processes.

Some terms you may need to understand

As the student, you need to know the requirements of the qualification and units of competency – your Assessor’s will assist you in understanding these.

RPL does require you to actively participate. This includes self-evaluating and discussing your skills and knowledge and undertaking some workplace assessment tasks.

If you understand some basics, your RPL could be quicker and more effective.

Some relevant terms and concepts are explained below:

Qualifications: This is a nationally recognised qualification from the Community Services Training Package *e.g.* *CHC33021 Certificate III in Individual Support*

Units of competency: or ‘units’: cover the workplace skills, knowledge and attitudes (competencies) people need to perform tasks to the standard expected in the workplace.

Each unit has a unique code and title – Units include ‘elements’, ‘performance criteria’, assessment requirements (including performance evidence; what you must demonstrate and knowledge evidence) and the conditions for assessment.

You may wish to view or download the individual units of competency from <https://training.gov.au/>

Core and elective units: The qualification requirements including the number of units required. These include core units (mandatory) and elective units.

Competence, competent: To be awarded a qualification, you must demonstrate that you are competent in all required units of competency.

This means that you must be able to demonstrate that you currently hold the skills and knowledge of the units and that you can perform functions to the standard expected in the workplace.

RPL Assessment: A qualified Assessor, on behalf of a Registered Training Organisation (RTO) DP Training, will consider evidence of your competence in applying skills and knowledge gained through work and life experiences.

Your Assessor must make sure the assessment meets the principles of assessment – that is, the assessment must be valid, reliable, flexible and fair.

Evidence: Evidence may be gathered from workplace documents, discussions with you and others, demonstrations of workplace functions. testimonials, third party reports and structured assessment functions. Your Assessor will discuss this with you.

Your Assessor must be sure the evidence meets the rules of evidence – that is, it must be valid (related to the unit), sufficient (enough to make a decision), current (show that you hold the skills now) and authentic (your own work).

Qualification and unit requirements

This qualification reflects the role of individuals in the community, home or residential care setting who work under supervision and delegation as a part of a multi-disciplinary team, following an individualised plan to provide person-centred support to people who may require support due to ageing, disability or some other reason.

These individuals take responsibility for their own outputs within the scope of their job role and delegation. Workers have a range of factual, technical and procedural knowledge, as well as some theoretical knowledge of the concepts and practices required to provide person-centred support.

To receive the qualification award, you are required to attain successful outcome in all the listed *Core and Elective units* related to that particular qualification.

Listed below are some examples of units you may have to complete, but are not limited to these

UNITS OF COMPETENCY		
Unit Code	Unit Title	Unit Description
CHCCCS031	Provide individualised support	This unit describes the performance outcomes, skills and knowledge required to organise, provide and monitor personal support services for a person within the limits established by an individualised plan.
CHCCCS038	Facilitate the empowerment of people receiving support	This unit describes the performance outcomes, skills and knowledge required to facilitate the empowerment of people receiving support, and to deliver rights-based services using a person-centred approach. It should be carried out in conjunction with individualised plans. This unit applies to workers in varied care and support contexts.
CHCCCS040	Support independence and wellbeing	This unit describes the skills and knowledge required to provide individualised services in ways that support independence, as well as physical and emotional wellbeing.
CHCCCS041	Recognise healthy body systems	This unit describes the performance outcomes, skills and knowledge required to work with basic information about healthy body systems and the impacts of ageing and disability. It includes recognising and reporting any changes in healthy bodies involving people who are ageing or living with disability. Any identified issues of concern to be reported to the supervisor or professional health staff.
CHCCOM005	Communicate and work in health or community services	This unit describes the skills and knowledge required to communicate effectively with clients, colleagues, management and other industry providers.

- Please note that the *elective* units selected are based on general industry outcome and the DP Training scope of registration.
- If you wish to select different electives for specific industry/ employment outcome, please have a chat with your Assessor.
- If you require different electives, these can only be offered as a 'Credit Transfer' from your previous qualification, provided they are part of the training package rules.

RPL enquiry and application

When you contact DP Training, to ask about RPL, they will give you information on matters such as RPL processes, fees and charges and any conditions of enrolment and provide you with 'Student RPL guide'.

Summary of RPL related processes

Step 1: Initial interview and self-assessment

Once you have completed the enrolment process your assigned Assessor will contact you and organize a time for an initial interview, planning and initial document review session.

Before the interview: reflect on your experience and roles and current skills and knowledge, make brief notes about your relevant work roles and experiences. Being prepared can save you valuable time and help to make your RPL as effective as possible.

- Collect relevant documents: Think about and collect any documents you have at work or home that show your experience and prepare them for the interview – for example:
 - Brief resume of curriculum vitae (CV)
 - Your position description
 - Workplace training or professional development records
 - Membership of associations, networks or committees
 - References, letters, or emails from workplace or clients
 - Workplace documents you have added to, or written
 - Workplace, industry or other awards
 - Records of hobbies, interests or skills outside work
 - Collect any evidence of formal training such as previous relevant qualification, Statement of Attainment, or training records.
 - Consider third-parties: Think about people who your work with, ask if they would be willing to confirm your skills and knowledge and be your third-party reference.

However, don't be put off if you don't have these, your Assessor will assist you to identify possible evidence.

During the interview: Assessor will discuss broad details of relevant experience, the units and develop a *RPL Assessment Plan* with you, setting out the expectations and schedule dates in the RPL processes. They will also provide you the *Student Self-Assessment and employment history* for you to complete, making sure you understand how to complete these and discussing any evidence you might collect and give you the *Workplace Representative Form* for your third-party to complete.

After the interview:

- Complete the *Student Self-assessment of Knowledge and Skills and employment history form*.
- Ask your identified third-party to sign *Workplace Representative Form*.
- Make copies of the forms you have completed and return them to your Assessor on a date as agreed in *RPL Assessment Plan* with any agreed documentary evidence.
- Assessor considers evidence from initial interview and verified self-evaluation and advises student.

Step 2: Employment history

Record the details of your employment history. This could include a detailed resume and employment documentation such as your letters of offer, position descriptions or workplace references. The RPL process includes your current and previous work experience, look at your current role, and those inclusive of 5 years prior.

Step 3: Competency Conversations

The process is used to confirm and explore the skills and knowledge you listed in your *self-assessment*.

The Assessor may provide you with a series of knowledge questions and you will be required to answer them prior to your 'competency conversation' appointment.

The Competency Conversations may be in the workplace and/or via telephone and/or virtually via ZOOM sessions and for most students the process would involve more than one session. The sessions could also be used to observe the student in the workplace.

Your Assessor will let you know which cluster of units will be considered according to your assessment plan, and the time and method of the Competency Conversation.

Before the Competency Conversation: prepare by considering your work roles and relevant skills and knowledge related to the unit cluster being covered in the session. Answer all the knowledge questions provided.

During the Competency Conversation: respond to the questions and scenarios provided by your Assessor and discuss your work roles, skills and knowledge. Provide your Assessor with direct evidence from the workplace where relevant.

Note: Your responses **must** include the principles that underpin workplace tasks, try to think about what you do in the workplace, and not just a description of functions you undertake.

Step 4: Third party report

Workplace representative completes *Third Part Report*.

Assessor considers evidence: Determine if any evidence requires further validation by the workplace and prepare *Third Party Report* from template.

Your Assessor might need to confirm a particular aspect of your workplace performance. If so, they could ask a person in your workplace to complete a *Third-Party Report*. Your Assessor will then consider the evidence provided and record findings and advise student if required.

Assessor will organize a competency conversation with your nominated third party, and will document it as part of your assessment evidence.

Note: Could involve current or previous workplace.

Step 5: Portfolio of evidence

You will be required to record a list of work based evidence that you will provide as your portfolio. Your portfolio will support the knowledge and skills you demonstrate in the workplace. The portfolio can include items such as; timesheets, work based forms, photographs or videos

Please remember: Workplace and client information is confidential, make sure your workplace agrees you could use any workplace documents and delete identifying information

Step 6: Evidence and assessment mapping

Your assessor will review all of the items submitted during steps 1-5 and map them against each unit of competency for the qualification in which you have applied. The assessor will carefully assess how the evidence aligns to the units of competency required to gain the qualification.

Step 7: RPL finalisation and feedback

Assessor finalizes RPL assessment decision, RPL documentation.

Complete all evidence recording for the student and the *RPL Assessment Outcomes Form*, providing a 'Competent' or 'Not yet Competent' outcome for each unit assessed, depending on the RTOs procedures.

Assessor gives student feedback on outcomes and options

Give student feedback on outcomes and options.

Finalise RPL records and files according to the RTO's procedures and complete RTO internal reporting processes.

Assessor completes RTO-required documentation for certification

RTO process for awarding certificates

If you are assessed as 'Competent' in specific units of assessment, the RTO (DP Training) will give you a Statement of Attainment listing any unit you have attained. If you are assessed as not yet competent your Assessor or another RTO representative will discuss other options with you.