

PURPOSE

The purpose of the RPL Self-Assessment Record is to guide students through the Recognition of Prior Learning [RPL] process. Furthermore, this document provides students with an avenue to demonstrate their knowledge and skills for the units of competency in the Certificate IV in Aboriginal and/or Torres Strait Islander primary health care practice.

RPL is a process that recognises the knowledge and skills already held by a student. It involves the assessment of a student's prior formal and informal learning and maps this information against the unit of competency outcomes.

A student's application for RPL will be based on their ability to demonstrate levels of skill and knowledge outlined in each unit of competency applied for. Students must also be able to demonstrate the practical skills required for each unit of competency.

POLICY

It is the policy of Health Industry Training that all students have the opportunity to access the Recognition of Prior Learning (RPL) process. Students are able to access the RPL process on enrolment or during the duration of undertaking their qualification.

PROCEDURE

1. Completion of RPL Self-Assessment Tool

The student completes and submits this RPL Self-Assessment Record and provides relevant evidence to support the RPL application.

Documents that may be available include but are not limited to:

- **Academic Transcripts** – copies of previous certificates awarded through accredited training.
- **Statements/Results** – Statement of Attainment issued upon completion of qualification being granted.
- **Resume** – If using a CV for evidence of positions held or experience please ensure that the authenticity of the information can be validated.
- **Position descriptions** - may provide evidence if supplied on original company letterhead or signed by the previous employer.
- **Job Sheets or Logs** – These documents could provide evidence that you have performed certain skills at specific times or over a period of time. They could provide evidence that you worked in a team or had a variety of roles or responsibilities.

- **Diaries/Journals** – May provide evidence similar to job sheets or logs but are more of personal or private nature – possibly related to pastime activities or after hours experiences. A journal may contain evidence of time management, operational planning, budgeting, reflections, etc.
- **Work Samples** – Examples of work are valid sources of evidence. This can take the form of reports or proposals, session plans, multimedia presentations, internal correspondence, physical objects or any other examples of work that support your claims. Video evidence is a useful means of demonstrating competence.
- **Written Work** – Any documents you created that demonstrate knowledge or skills you have, such as reports, designs, drawings, promotional material, correspondence, policies, procedures you wrote.
- **Photos/Video** – Use to prove that you actually have carried out certain tasks or if you cannot provide original pieces of work. A video sequence can demonstrate how you created something or how you applied manual or communication skills to achieve an outcome.
- **Emails** – Copies of emails might demonstrate that you have specific communication skills or can verify that you carried out an activity for which you claim competence.
- **Any other example of evidence that supports your claims** – Any evidence not listed above that supports your claim to demonstrate competence.

2. Performance Evidence

To be granted RPL for a unit of competency, students must be able to demonstrate the skills and knowledge outlined in the performance evidence for each unit. To demonstrate competency, Third Party Reports are sent to the nominated supervisor. Please note, the Third-Party Reports must be returned prior to the following steps taking place.

3. Interview about candidate's documentary information

The assessor will review the information and evidence provided by the student and arrange a time for further discussion with the student. For each unit, the trainer must complete the RPL Assessment Record

4. Competency Conversation

The final phase in collecting evidence for the RPL process is for the Assessor to complete the RPL Assessment Record used to access evidence and conduct direct questioning for the units RPL has been applied for. The direct questions are designed to enable the assessor to gain direct evidence to support the RPL application. The primary focus of the 'Direct Questions' is on the student's knowledge and practical experience.

5. Gap training

RPL is an assessment process designed to show areas of competence and to identify if a candidate has gaps in skills and knowledge against a whole qualification. Not all candidates will have skill/knowledge gaps.

If a candidate has skills gaps, a pathway to complete training in the outstanding units can be negotiated to assist the client to gain the full qualification.

RPL PROCESS

