

RPL GUIDE

CHC42021

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ENTRY REQUIREMENTS & LLN

There are no formal entry requirements for this qualification; however, RTOs are now required to advise learners in advance of LLN requirements to ensure they are not disadvantaged by being enrolled in courses they are not capable of undertaking. Synergy endorses this approach as we try to be good corporate citizens and wish to deliver beneficial products and outcomes to our clients.

For this course, a good understanding of English, sound basic English reading and writing skills, and basic mathematical skills are necessary.

Before your enrolment is accepted, you would need to provide evidence of one of the following:

- Prior completion of a course or undertaking a course that would have needed a similar or greater level of LLN. In this case, such evidence could include proof of the successful completion of a secondary school leaving certificate, a certificate III or higher qualification, or other evidence demonstrating LLN to this level.
- Providing other evidence of your LLN proficiency to this level or higher.

USI (unique student identifier)

(Australian citizens and residents only. Offshore learners do not need a USI.

As of 1 January 2015, all learners need a unique student identifier (USI) to enrol or re-enrol in nationally recognised training courses.

This USI will keep your training records and results together in a single online account and ensure that your training records are not lost.

To obtain a USI, please visit www.usi.gov.au.



Further information on the USI can be found at

<http://usi.gov.au/Training-Organisations/Documents/FactSheet-Student-Information-for-the-USI.pdf>

No USI – No enrolment!

WHAT IS RPL?

RPL stands for recognition of prior learning. In its current use, it compares and maps the recognition of a learner's prior learning, skills, and experience against the requirements of nationally recognised units of competency.

Previously the process now known as RPL was known as the recognition process and included:

Recognition of prior learning	Recognition of prior learning refers to prior learning, be it formal or informal. This may include learning that is equivalent to a unit of competency but is not that unit of competency itself.
Recognition of current competency	Recognition of current competency previously referred to an individual's skills and experience.
Credit/direct credit	Credit/direct credit meant that you already held the unit of competency in question and had achieved it with another training provider, another course, and possibly within another course. Given that the unit of competency may be familiar to both courses, it could be credited, as it was already held and did not need to be redone.

Although these elements are now covered under RPL, the evidence requirements remain unchanged. RPL can only be granted where the applicant has Valid, Sufficient, Current, and Authentic evidence that they meet the unit of competency requirements for which they are applying.

Many individuals do not understand the nature of units of competency and are often mistaken about what evidence does or does not constitute RPL. In a nutshell, an RPL applicant needs to provide proof that meets the components of a unit of competency.

- The elements
- The performance criteria
- Performance and knowledge evidence
- Assessment conditions

If the learner cannot apply evidence that meets all these things, then RPL cannot be granted for that unit.

NOTE: The RPL kit must be fully completed for any RPL claim to be considered.

RTOs are required to report specific data as a condition of registration, and we cannot process the RPL claim if you do not supply this information.

RPL EVIDENCE

RTOs must undertake all assessments, including RPL, in line with:

- The principles of assessment
- The rules of evidence

When assessing RPL evidence, the following applies:

Validity	The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.
Sufficiency	The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner's competency.
Authenticity	The assessor is assured that the evidence presented for assessment is the learner's own work.
Currency	The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

VALIDATION OF EVIDENCE

Any evidence you provide may need to be validated by the RTO to ensure it meets government compliance requirements.

This means:

Certificates	The RTO may need to contact the issuing body to validate the qualification
References	The RTO may need to communicate with the referee to validate the reference
Rosters, duty statements,	The RTO may need to communicate with the organisation to validate the evidence provided
Other documented evidence	The RTO may need to validate the evidence as reasonably possible

In circumstances where the RTO cannot directly validate evidence due to an organisation shutting down, people having moved from positions, records no longer available, et cetera, the RTO will try to accommodate the applicant with practices which may include but not be limited to:

- Ad hoc assessment and competency conversations
- Gap training and/or assessment
- Statutory declarations from the applicant
- Third-party confirmation of the evidence, i.e. a co-worker or other person who can confirm the details

RPL evidence needs to address all of the requirements of the unit of competency, and some basic guidelines on evidence are:

VALIDITY	Saying something is simply not enough! Documents like resumes are merely saying something in writing (statements) that must be backed up by supporting evidence. Anyone can put what they want in a resume, so you need to provide evidence that supports what you claim in your resume. For example, certifications, samples of your work, job descriptions, testimonials, that support what you say in your resume.
HARD EVIDENCE	If it isn't in writing, or it can't be seen, then it doesn't count! All evidence needs to be documented, and may include testimonies, reference letters, samples of your work, job descriptions, etc, as long as they are recorded and validated. You simply typing in a statement that you have the experience, knowledge, skills, et cetera, is not enough. You need to supply real evidence.
CURRENCY	Everything needs to be current (up to date) Just because you hold a qualification it doesn't mean it's acceptable. Things change and the applicant needs to demonstrate how they have maintained currency. You may need to demonstrate that you have been actively involved in industry or gaining experience, undertaken additional training, or provide evidence which shows you have kept up-to-date.
Overseas, non-accredited, and university qualifications	These may not be measurable against Australian Qualifications The trap here is that these qualifications may have different terminology, components, learning outcomes, or elements that we are simply unable to accurately map against the units in a VET course. If we can't map it, we can't award it. If you are seeking to use overseas qualifications as evidence, then it is wise to provide anything which will describe what you did, what was covered, and how you did it.
YOUR OWN WORK	Your evidence needs to demonstrate your own work, experience, knowledge and ability against unit requirements, what your company or another organisation counts may not be enough or correct. As an example, if an association or private organisation issues and accreditation or qualification, it may not count or be usable in RPL if it cannot be mapped to the units.

LET'S MAKE THE PROCESS SIMPLE

Let's simplify things with easy steps:

Complete the enrolment section:

Step 1

- Complete in full as the information is required for compliance and government reporting
- Make sure the information is the same as you provided to the USI website
- Make sure you have a USI number

Complete the self-assessment questionnaire:

Step 2

- Place ticks in the relevant boxes according to:
 - how experienced you are
 - how often you undertake relevant activities
 - where you can provide evidence
- If you can't provide evidence for any of these units, then RPL is not possible. You can refer to the evidence guide at the end of this document.

Your evidence:

Step 3

- Fully complete all fields for relevant units, and not just the tick box
- List relevant evidence against each unit or critical area as shown in the sample
- If an RPL kit is not fully complete, then it will be returned to the applicant for review

Send us your RPL application:

Step 4

- Provide the RPL kit as instructed by your assessor

STEP 3: YOUR EVIDENCE

List any evidence you have that shows your competence in the following:

EVIDENCE YOU CAN PROVIDE AGAINST EACH UNIT

- Records
- Samples provided as evidence must be your work, or materials you have amended/reviewed, etc
- Third party reports must be from appropriately qualified persons
- Other evidence must relate to the unit requirements
- Certificates
- Testimonies and references
- Job descriptions and/or employment contracts

Please note, 1 item of evidence may be relevant to more than one unit, however it only needs to be supplied once as long as you clearly identify the document and list it in each relevant field (i.e. Job description (Document 1))

For more information on evidence, you can refer to "[Understanding evidence](#)" at the rear of this document

SAMPLE

When providing evidence for a unit of competency, you need to address the elements and performance criteria as well as performance and knowledge evidence.

If you are unable to provide sufficient evidence for all areas of a unit, then RPL would not be possible for that unit

SAMPLE 1 - EXAMPLE ONLY

CHCCCS007 Develop and implement service programs	
Types of evidence that may be acceptable	• Resume • Position description • Signed employment letter • Copy of a previously developed business plan • Relevant certification • Relevant statements of attainment • Testimonial/letter of support from a relevant, qualified/experienced person • Relevant workplace documents
CRITERIA	EVIDENCE PROVIDED
What evidence can you provide to show that you have:	
Been involved with or developed a business plan that addresses the goals and objectives of a business or business venture?	• Work reference (document 1) • Job description (document 2) • CIV in Mental Health • Resume • Sample case notes

SAMPLE 2 - EXAMPLE ONLY

SISFFIT001 Provide health screening and fitness orientation	
Types of evidence that may be acceptable	• Resume • Position description • Signed employment letter • Copy of a previously developed business plan • Relevant certification • Relevant statements of attainment • Testimonial/letter of support from a relevant, qualified/experienced person • Relevant workplace documents
CRITERIA	EVIDENCE PROVIDED
What evidence can you provide to show that you have:	
Been involved with or developed a business plan that addresses the goals and objectives of a business or business venture?	• Work reference (document 1) • Job description (document 2) • GEL certificate – Les Mills (Document 3) • Testimony from the client (Document 4) • Sample of completed screening documentation

Third Party Verification

The preferred approach in gaining third party validation is to take the forms in this section to the candidate's previous employers or referees to gain confirmation of the candidate's skills against the required competencies. This would be done during a conversation or interview with these people.

It may be beneficial to make contact with the employers/referees early in the recognition process to make appointments, particularly if you have to travel some distance to visit them. This may be done on the same day as a practical assessment in the workplace if appropriate.

It is recommended that verification be obtained from one or two referees who can confirm the candidate's industry skills in context over time.

UNDERSTANDING EVIDENCE

One of the big problems with RPL is that applicants are given complicated documents with a great deal of useless information, and they really don't know what evidence is required or why. The following table should help you understand the types of evidence that can be used and how much of an impact each may have on an RPL claim, so before you start gathering mountains of evidence that drives you and us crazy, look at the table below, it may just save you and us a lot of unnecessary work.

RTOs do not want to be difficult, but they need ensure any evidence meets the AQTF standard or they can be penalized by their state registering authority. These authorities conduct regular audits of the RTOS, and are extremely particular with RPL evidence.

If the RTO can't see it, they can't approve it!

TYPE OF EVIDENCE	use/strength	comment
Resume/CV	Resumes/CVs are a statement made by you to: • summarise what you believe your skills and experience are • list your education and qualifications • provide a history of your work life	Resumes are only seen as you saying something, and saying something does not make it true: Unless you provide evidence to back up what is stated within the resume. If you say you are good at something, you need to prove it. A resume by itself is all but worthless for RPL.
Certificates/results of assessments	These are normally great evidence that show what competencies you have achieved, and they allow the RTO to measure (MAP) this evidence against the requirements for RPL. It's in the code, not the name.	There are a few areas where people go wrong with this type of evidence, including: • The units/qualifications names sound similar to what is being applied for, but may be quite different. • If units/qualifications are old or superseded. Generally, anything that is 2 or more years old is looked at with a view that it might be out of date. The applicant needs to prove that they have kept up to date or the units/qualifications may not be acceptable for RPL. • The qualifications or statements are non-accredited. This means they were not delivered under the AQF, something that often happens in private enterprise. RTOs are often unable to measure these against the AQF requirements, and also are not able to verify the content, standards, or processes used. It is your responsibility to provide evidence that does this.

certificates/results of assessment /overseas	These often have different names, codes, and elements	Overseas evidence can be difficult for RTOs to measure against local requirements as they have different names, codes, subjects, elements, and may relate to legislation or other requirements that are very different to local conditions and expectations. The words used may sometimes be similar, but unless the content, quality and other data can be accurately measured against AQF requirements, then these might not be considered as anything but basic supporting evidence.
certificates/results of assessment – universities	University degrees may sound the same, but have a different focus and may be very different.	University evidence can be difficult for RTOs to measure against VET requirements as they have different names, codes, subjects, elements, and may relate to very different to conditions and expectations. The words used may sometimes be similar, but unless the content, quality and other data can be accurately measured against VET requirements, then these may not be considered.
results/statement of attendance/ certificates – vendor training courses results/statement of attendance/ certificates – in house courses results/statement of attendance/ certificates – workshops, seminars, symposiums, etc results/statements of attendance/ certificates – club courses e.g. first aid, surf life saving	These may be acceptable as supporting evidence, but rarely as prime evidence They are often useful to show currency	The documents are often non-accredited and cannot accurately be measured against VET requirements: • Results of in-house or non-accredited training only show that you passed a test, exam, or assessment that is not nationally recognised and may not be measurable against (NRT) Nationally Recognised Training. • Statements of attendance show you were present somewhere. They do not show that you achieved anything, learned anything, or were assessed in anything. • Vendor training can demonstrate that you undertook specific training for a specific skill set, and can sometimes be measured against NRT, but are more than likely not to be as they do not address VET requirements under NRT. • Workshops, seminars, and symposiums show professional

		development and the maintenance of industry currency.
industry awards membership of relevant professional associations	These are good as supporting evidence to show industry knowledge and skills, but rarely as prime evidence	Memberships show currency and professional development which are both required for continued VET recognition
minutes of industry network meetings	These show that you understand both certain design aspects as well and relate to VET Units of Competency	Such evidence needs to be about meetings you were in, and must be validated by evidence you attended.
samples of your work from industry	these can show your experience and background and are very valuable as supporting evidence	What is important with samples of your work is to show your knowledge and expertise in a given area, and if providing these as a main source of evidence, you need other evidence to support and demonstrate what you are saying is correct
quality system documents	These show that you understand and relate to VET compliance	Samples need to be your work, or otherwise support your claim.
audit reports and documents	These show that you understand and relate to VET compliance	Samples need to be your work, or otherwise support your claim.
marketing information		Samples need to be your work, or otherwise support your claim.
minutes of meetings where leadership and teamwork are evident		Such evidence needs to be about meetings you were in, and must be validated by evidence you attended.
diaries/task sheets/job sheets/log books	Shows continuous activity and validates other evidence	
feedback forms and comments	Shows activity and interaction with learners	
references/letters from previous employers/supervisors		
hobbies/interests/special skills outside work		
any other documentation that may demonstrate industry experience (list)		