



Recognition of Prior Learning Assessment Toolkit

for HLT51612 Diploma of Nursing
(Enrolled-Division 2 nursing)

Student Guide



Australian
Nursing &
Midwifery
Federation



Community Services & Health
Industry Skills Council



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The RPL Toolkit is provided in the following five sections:

[Assessor Guide](#)

[Student Guide](#)

[Workplace Guide](#)

[Forms and Templates](#)

[Unit Mapping](#)

This is the [Student Guide](#), providing Students with information to assist in applying for RPL for the *HLT51612 Diploma of Nursing (Enrolled-Division 2 nursing)*.

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Recognition of Prior Learning Assessment Toolkit

for HLT51612 Diploma of Nursing (Enrolled-Division 2 nursing) Student Guide

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Introduction

Welcome to the *Recognition of Prior Learning Assessment Toolkit for HLT51612 Diploma of Nursing (Enrolled-Division 2 nursing)* **Student Guide**.

This guide is a resource for students of the *HLT51612 Diploma of Nursing (Enrolled-Division 2 nursing)* program and who may be working in aged or acute care or community health and are applying to have skills and knowledge recognised.

The RPL process requires you to be actively involved in the required steps and undertaking assessment. By reading this resource, you will have a better understanding of what this might involve.

What is this resource?

This resource summarises the qualification requirements and the RPL process, including how to prepare for each step. Your Assessor or a Registered Training Organisation (RTO) will have provided you with this resource.

It is important you read through this resource before your first meeting with an Assessor to prepare for that meeting. Also, keep it handy in case you need it later. If you have any questions, please ask your Assessor or RTO representative.

What is RPL?

Recognition of Prior Learning or RPL acknowledges valuable skills gained in paid or unpaid work, and in activities such as informal training. For example, you might have supervised others in the workplace or been a work health and safety representative.

In summary, RPL involves an Assessor matching your skills and knowledge to the requirements of a nationally recognised qualification. If you already hold relevant skills and knowledge you might not have to complete some of the units of competency of the training program.

In addition, if you have gained skills and knowledge through *formal* education or training, or have other qualifications, other processes apply. Your Assessor will also consider if these may be recognised towards the qualification.

Gaining workplace support

It's 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 described in this resource. For example, a workplace representative will be asked to verify your skills and knowledge, and to assist with workplace assessment and Assessor visits.

The workplace representative needs to be someone who has observed your work and who holds higher qualifications than the course you are applying for, such as a Registered Nurse or workplace supervisor.

Your Assessor will give your workplace representative a *Workplace Guide*, and discuss how they can support your RPL participation.

Your workplace representative will also be asked to complete a *Workplace Representative Form*, giving their details and declaring, the information they provide in verifying your skills is correct.

What is your Assessor's 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 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 functions.

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

Some relevant terms and concepts are explained below.

Qualifications: The HLT51612 Diploma of Nursing (Enrolled-Division 2 nursing) is a nationally recognised qualification from the Health Training Package.

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

Each unit has a code and title—for example, HLTAP401B Confirm Physical Health Status. The title is a brief summary of the unit’s coverage such as anatomy and physiology.

Units include ‘elements’, ‘performance criteria’, assessment requirements (including performance evidence—what you must demonstrate you are able to do and knowledge evidence—what you must demonstrate that you know) and the conditions for assessment.

Your Assessor will ask you to self-evaluate and demonstrate your skills and knowledge based on common workplace functions (that is, typical work activities, not the full text of the units). You may wish to view or download the individual units of competency from www.training.gov.au.

Core and elective units: The Training Package lists the qualification requirements including the number of units required. These include core units (you *must* complete these) and elective units (you *can choose* these, usually from a wide range of 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 in 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), will consider evidence of your competence in applying skills and knowledge you have gained through work and life experiences.

The target group for this RPL Toolkit is people working or have worked in aged or acute care or community health, workplace assessment of competence is possible and is required in some units.

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

Evidence: Your Assessor will consider evidence in assessing your competence—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 that 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 section covers the qualification requirements and provides a brief summary of the units covered by this resource.

How many units are needed for the qualification?

You must be assessed as competent in a **total of 26 units of competency**—21 core and 5 electives—to be awarded the *HLT51612 Diploma of Nursing (Enrolled-Division 2 nursing)*.

Your Assessor will check whether you already hold the units that are required for the qualification.

If you have attained the *CHC30212 Certificate III in Aged Care*, you may already hold 4 of the 21 core and the 5 elective units of competency required for *HLT51612 Diploma of Nursing (Enrolled-Division 2 nursing)*. Therefore, you will only need to be assessed against 17 units of competency to gain the *HLT51612 Diploma of Nursing (Enrolled-Division 2 nursing)*.

Units in this resource

This section lists the units covered by this resource, and whether they are core or elective units.

Do I have to choose the electives in this resource?

You don't have to choose the five electives listed in this resource. Your Assessor will support you in considering electives, and as you might decide that other electives are more suitable.

Unit summaries

In this resource, the units are grouped into nine 'clusters' that cover similar workplace functions—this clustering makes the assessment process more efficient.

The units are listed in the following tables, indicating whether they are core or elective and provide a short summary of each unit's content.

| Cluster 1 - Communication oral and written | |
|--|--|
| HLTEN502B | <p>Apply effective communication skills in nursing practice (core unit)</p> <p>This unit describes the skills and knowledge required for effective communication in complex communication situations and its application to nursing practice; the function and purpose of small groups; meeting procedures; and the dynamics of group work and evaluation as a tool for continuous improvement.</p> |
| HLTEN510B | <p>Implement and monitor nursing care for consumers with mental health conditions (core unit)</p> <p>This unit describes the skills and knowledge required to contribute to the nursing care and management of consumers with mental illness.</p> |

| Cluster 2 - Health care systems | |
|---------------------------------|---|
| HLTEN516B | <p>Apply understanding of the Australian health care system (core unit)</p> <p>This unit describes the skills and knowledge required to function independently in developing strategies to practice within the current and future health care environment taking into account the Australian health care system.</p> |
| HLTEN401B | <p>Work in the nursing profession (core unit)</p> <p>This unit describes the skills and knowledge required to practice as a nursing professional with clients across the lifespan in a range of health care environments, such as acute care, community care, mental health, aged care, medical/surgical care.</p> |
| HLTEN514B | <p>Apply research skills within a contemporary health environment (elective unit)</p> <p>This unit of competency describes the skills and knowledge required of the Enrolled-Division 2 nurse to demonstrate nursing practice in a contemporary health environment using research skills.</p> |
| BSBWOR402A | <p>Promote team effectiveness (elective unit)</p> <p>This unit describes the performance outcomes, skills and knowledge required to promote teamwork. It involves developing team plans to meet expected outcomes, leading the work team, and proactively working with the management of the organisation.</p> |
| CHCCS427B | <p>Facilitate adult learning and development (elective unit)</p> <p>This unit describes the skills and knowledge required to facilitate individual learning by adults through a collaborative learning relationship. Identifying which learners and learning contexts may benefit from individual learning forms part of this unit. Interpersonal and communication skills to create the conditions necessary for effective individual learning and to advise, guide, support and respond to the needs of the individual learner, and so establish an appropriate relationship, are critical. The unit provides the skills and knowledge to do this, and to work with a supervisor in facilitating adult learning and development.</p> |
| CHCORG405E | <p>Maintain an effective work environment (elective unit)</p> <p>This unit describes the knowledge and skills required to meet individual responsibilities within a work group.</p> |
| CHCORG506E | <p>Coordinate the work environment (elective unit)</p> <p>This unit describes the knowledge and skills required to undertake supervisory and coordinating activities in work groups in community service organisations.</p> |
| CHCORG627B | <p>Provide mentoring support to colleagues (elective unit)</p> <p>This unit describes the knowledge and skills required to act as a mentor to other individuals in the industry or workplace.</p> |
| TAEDEL401A | <p>Plan, organise and deliver group-based learning (elective unit)</p> <p>This unit describes the performance outcomes, skills and knowledge required to plan, organise and deliver training for individuals within a group.</p> |

| Cluster 3 - Trans-cultural approaches to nursing | |
|--|---|
| HLTHIR404D | <p>Work effectively with Aboriginal and/or Torres Strait Islander people (core unit) This unit describes the communication and work practice skills and knowledge required to work with Aboriginal and Torres Strait Islander people in the health industry context. It deals specifically with cross-cultural awareness and issues involving working with Aboriginal and Torres Strait Islander individuals, organisations and communities.</p> |
| HLTHIR403C | <p>Work effectively with culturally diverse clients and co-workers (core unit) This unit deals with the cultural awareness required for effective communication and cooperation with persons of diverse cultures.</p> |
| CHCLLN403A | <p>Identify clients with language, literacy and numeracy needs and respond effectively (elective unit) This unit describes the skills and knowledge required to identify when clients' language, literacy and numeracy (LLN) are impeding their access to the service being provided, to adjust service delivery where required to accommodate client LLN skills, and to refer appropriately in order to improve client outcomes.</p> |

| Cluster 4 - Anatomy and physiology/patho-physiology/health terminology | |
|--|---|
| HLTAP501C | <p>Analyse health information (core unit) This unit of competency describes the application of in-depth level of knowledge of anatomy and physiology required to analyse available health information in relation to specific services to be provided.</p> |
| HLTAP401B | <p>Confirm physical health status (core unit) This unit of competency describes a detailed level of knowledge of anatomy and physiology required to confirm physical health status.</p> |

| Cluster 5 - Infection control principles | |
|--|--|
| HLTIN301C | <p>Comply with infection control policies and procedures (core unit) This unit of competency describes the skills and knowledge required for workers to comply with infection control policies and procedures.</p> |
| HLTEN506B | <p>Apply principles of wound management in the clinical environment (core unit) Enrolled-Division 2 nurses apply contemporary wound management principles to the care of clients with varying types of wounds.</p> |
| HLTIN403C | <p>Implement and monitor infection control policy and procedures (elective unit) This unit is concerned with infection control responsibilities of employees with supervisory accountability to implement and monitor infection control policy and procedures in a specific work unit or team within an organisation.</p> |

| Cluster 6 - Support the planning and delivery of health care | |
|--|---|
| HLTEN512B | <p>Implement and monitor nursing care for clients with acute health problems (core unit)</p> <p>This unit of competency describes the skills and knowledge required of Enrolled-Division 2 nurses to contribute to the care of the person with an acute health problem by performing nursing interventions that support their health care needs and assist them to regain optimal function and lifestyle.</p> |
| HLTEN513B | <p>Implement and monitor nursing care for clients with chronic health problems (core unit)</p> <p>This unit of competency describes the skills and knowledge required in contributing to the care of the client with a chronic illness by performing nursing interventions that support the client's needs and assist in maintaining an optimal lifestyle.</p> |
| CHCOHC401A | <p>Inform and encourage clients and groups to understand and achieve good oral health (elective unit)</p> <p>This unit describes the skills and knowledge required by workers to provide educational and motivational information that promotes oral health care in a way that encourages clients to take action to improve and maintain their own oral health as a contributing factor to general health.</p> |
| CHCOHC402A | <p>Support clients and groups to learn practical aspects of oral health care (elective unit)</p> <p>This unit describes the skills and knowledge required by workers to provide practical information and instruction to clients and groups in relevant aspects of oral health self-care.</p> |
| CHCOHC404A | <p>Recognise and respond to signs and symptoms that may indicate oral health issues (elective unit)</p> <p>This unit describes the skills and knowledge required to recognise and respond appropriately to signs and symptoms that may indicate a potential for oral health issues in clients.</p> |
| CHCOHC406A | <p>Provide or assist with oral hygiene (elective unit)</p> <p>This unit describes the skills and knowledge required by workers to provide or assist a client with their oral hygiene needs within the framework of an individualised care support plan and within their designated role and responsibilities.</p> |
| CHCOHC407B | <p>Apply and manage use of basic oral health products (elective unit)</p> <p>This unit describes the skills and knowledge required by workers to apply and manage use of basic oral health products and provide assistance to clients in the use of those products for oral health care as identified in an individualised oral health care plan and where approved within their designated role.</p> |
| HLTEN511B | <p>Provide nursing care for clients requiring palliative care (elective unit)</p> <p>This unit of competency describes the skills and knowledge required in providing palliative care to clients with life-limiting illness and their family.</p> |
| HLTEN608B | <p>Practise in the domiciliary health care environment (elective unit)</p> <p>This competency unit describes the skills and knowledge required by Enrolled-Division 2 nurses to perform nursing interventions to assist clients in a domiciliary environment.</p> |

Cluster 7 - Legal and ethical frameworks for nursing practice

| | |
|-------------------|--|
| HLTEN509B | Apply legal and ethical parameters to nursing (core unit) This unit of competency describes the skills and knowledge required for an Enrolled-Division 2 nurse to perform within the legal and ethical parameters of professional practice, supporting client rights and meeting duty of care requirements practice. |
| HLTWHS300A | Contribute to WHS processes (core unit) This unit specifies the workplace performance required by a worker to contribute to work health and safety (WHS) processes where there is responsibility for own work outputs and possibly limited responsibility for the work output of others. |
| HLTWHS401A | Maintain workplace WHS processes (elective unit) This unit specifies the workplace performance required by a worker with supervisory responsibilities to maintain organisation work health and safety (WHS) processes. |

Cluster 8 - Nursing interventions and management of client care

| | |
|------------------|---|
| HLTEN505C | Contribute to the complex nursing care of clients (core unit) This competency unit describes the knowledge, skills and attitudes required to providing nursing care for clients with complex needs. |
| HLTEN508B | Apply reflective practice, critical thinking and analysis in health (core unit) This unit of competency describes the skills and knowledge required of the Enrolled-Division 2 nurse to demonstrate nursing practice in a contemporary health environment using critical thinking and analysis and reflective practice. |
| HLTEN507C | Administer and monitor medications in the work environment (core unit) This unit of competency describes the skills and knowledge required of Enrolled-Division 2 nurses to administer and monitor medications and evaluate their effectiveness for clients within a health environment. |
| HLTEN515B | Implement and monitor nursing care for older clients (core unit) This unit describes the skills and knowledge required to perform nursing interventions to support the health needs of the older person in both acute care and residential aged care settings. |
| HLTEN519C | Administer and monitor intravenous medication in the nursing environment (elective unit) This unit of competency describes the skills and knowledge required of Enrolled-Division 2 nurses to administer and monitor intravenous medications and their effectiveness for clients within the nursing context. |

| Cluster 9 - Management of health care needs across the lifespan | |
|---|--|
| HLTEN503B | Contribute to client assessment and developing nursing care plans (core unit) This unit of competency describes the skills and knowledge required of an Enrolled-Division 2 nurse in contributing to the development of individualised health care plans by collection of data captured during a client's preliminary and ongoing health assessments. Assessment is based on a lifespan approach. |
| HLTEN504C | Implement and evaluate a plan of nursing care (core unit) This competency unit describes the knowledge and skills required to implement nursing care plans for individual clients and evaluate the care provided in a range of health environments. |
| HLTAID003 | Provide first aid (core unit) This unit of competency describes the skills and knowledge required to provide first aid response, life support, management of casualty(s), the incident and other first aiders, until the arrival of medical or other assistance. |
| HLTAID006 | Provide advanced first aid (elective unit) This unit deals with the provision of advanced first aid response, life support, management of casualty(s), the incident and other first aiders, until the arrival of medical or other assistance, and provision of support to other providers. This unit builds on HLTF311A: Apply first aid to include additional skills and use of a range of equipment. |
| HLTRAH302C | Undertake home visits (elective unit) This competency unit describes the skills and knowledge required to make a home visit to assess needs and/or deliver services. |
| HLTEN520B | Contribute to the care of mothers and babies (elective unit) The competency unit describes the knowledge and skills required by an Enrolled-Division 2 nurse working in the area of providing care to mothers and babies in a range of settings, such as postnatal, low risk nursery, child and family health and paediatric settings. |

Please remember... your Assessor will ask you to discuss and demonstrate your skills and knowledge based on typical workplace functions related to the above units of competency.

Summary of RPL-related processes

This section includes tables with summary information on:

- RPL application and preparation
- Summary of steps in the RPL assessment process
- RTO processes for awarding certificates

You may find this useful as a reference during the RPL process. Or, if you are still deciding whether or not to participate in RPL, it could help you to make that decision.

Please remember... if you are unsure of any requirements, check with your Assessor.

RPL enquiry and application

When you contact a Registered Training Organisation (RTO) to ask about RPL, they should give you information on matters such as RPL processes, fees and charges, and any conditions of enrolment.

You should be given this information before you enrol.

The following table summarises what could happen **after you apply to participate in RPL and your application is accepted**. Please read the column ‘Student’s responsibilities’ (in **bold**) so you know what might be expected of you.

| Enquiry and application | RTO’s responsibilities | Students responsibilities | Workplace responsibilities |
|--|---|---|--|
| <p>Prospective RPL student makes an enquiry and applies to participate in RPL.</p> <p>If accepted, the student completes a <i>Student Information Form</i> to assist in Step 1 of the RPL process.</p> | <p>Provide person enquiring with information about RPL.</p> <p>If they wish to apply, provide the <i>Student Information Form</i>, <i>Student Guide</i> and any other RTO-required forms.</p> <p>Follow the RTO’s procedures such as processing application, advising applicant, and providing the RTO’s qualified RPL Assessor with the student information.</p> | <p>Read the RTO-provided information and complete any application forms or processes.</p> <p>Complete the <i>Student Information Form</i> and attach CV and any other workplace information as suggested on the form, and return it the RTO.</p> <p>Go through the <i>Student Guide</i> (this document) to prepare yourself for Step 1 of the process—the initial interview.</p> | <p>Workplace representatives could support employees in their application to participate in RPL, such as assisting them to make the first contact with an RTO, and assisting them to complete application forms.</p> |

Summary of steps in the RPL assessment process

The following pages summarise steps in the RPL assessment process. The steps are more fully explained in the next section of this resource, with ideas to help you to prepare for RPL.

As with the previous table, please make sure you read the column outlining your likely responsibilities, noting that you will need to prepare for Step 1 **before** your first meeting with your Assessor.

Step 1: Initial interview, followed by self-evaluation

| RPL assessment step | Assessors responsibilities | Students responsibilities | Workplace responsibilities |
|--|---|--|---|
| <p>a. Assessor and student participate in an initial interview, planning and initial document review session.</p> <p>b. Student completes and returns <i>Student Self-Check of Essential Knowledge and Skills</i> after the interview.</p> <p>c. Assessor considers evidence from initial interview and verified self-evaluation, and advises student.</p> | <p>Before the interview, review Student Information Form and any attached documents.</p> <p>During the interview, go over the <i>Student Guide</i> and discuss broad work roles. Develop the RPL Assessment Plan. Give student the <i>Student Self-Check of Essential Knowledge and Skill</i> clusters and Workplace Representative Form, showing them how to complete these.</p> <p>After they are returned, evaluate evidence on completed <i>Student Self-Check of Essential Knowledge and Skills</i>, and advise student of the next steps.</p> | <p>Before the interview, reflect on your experience and roles, and current skills and knowledge.</p> <p>During the interview, discuss broad details of experience with Assessor, select electives, and participate in planning the RPL processes.</p> <p>After the interview:</p> <ul style="list-style-type: none"> • Complete the Student Self-Check of Essential Knowledge and Skills. • Ask the workplace representative to sign workplace representative form and verify your self-evaluation. • Copy forms and return to assessor on date in the RPL assessment plan with any agreed evidence. | <p>Before the interview, workplaces could support employees to participate in initial interview processes, such as providing them with leave to attend it, or allowing the interview to take place in the workplace.</p> <p>After the student has completed their self-evaluation, the workplace representative signs the Workplace Representative Form, then verifies student performance and provides examples by completing relevant sections of the <i>Student Self-Check of Essential Knowledge and Skills</i> Tool.</p> |

Step 2: Competency Conversations

| RPL assessment step | Assessors responsibilities | Students responsibilities | Workplace responsibilities |
|---|--|---|--|
| <p>a. Assessor and student participate in Competency Conversation interviews, using a <i>Self-Check Essential Knowledge and Skills</i> for each unit cluster.</p> <p>b. Assessor considers evidence from the Conversation.</p> <p>Note: The Competency Conversations would usually be in the workplace, and for most students the process would involve more than one session. These sessions could also be used to observe the student in the workplace.</p> | <p>Before the Competency Conversation, collate the <i>Competency Conversation Recording Tools</i> for the cluster or clusters that will be covered (print or save files depending on recording method).</p> <p>During the Competency Conversation, use responses to questions by the student, record responses on the <i>Competency Conversation Recording</i> section of the <i>Student Self-Check of Essential Knowledge and Skills</i> and consider evidence gathered.</p> <p>After the Competency Conversation, consider evidence gathered, record findings, update <i>RPL Assessment Plan</i> if needed and give student feedback.</p> | <p>Before the Competency Conversation, prepare by considering work roles and relevant skills and knowledge related to the unit cluster being covered in the session.</p> <p>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.</p> <p>Note: Your responses must include the principles that underpin workplace functions, not just a description of functions you undertake.</p> | <p>Before the Competency Conversation, prepare a suitable workplace area in which the student and Assessor can comfortably discuss the student's work roles and skills and knowledge.</p> <p>During the Competency Conversation, if requested, assist the student to locate any evidence in the workplace.</p> |

Step 3: Workplace assessment functions

| RPL assessment step | Assessors responsibilities | Students responsibilities | Workplace responsibilities |
|--|--|---|--|
| <p>a. Student demonstrates workplace assessment functions, observed by the Assessor.</p> <p>b. Assessor considers evidence.</p> <p>Note: Could involve more than one workplace visit and may involve an assessment function devised by the Assessor.</p> | <p>Before the demonstration, provide the student with the relevant instructions so they are clear on the required assessment function or functions.</p> <p>During the demonstration, record observations on designated RTO form.</p> <p>After the demonstration, record findings on the tool or in the <i>RPL Assessment Outcomes Form</i>, and provide student with feedback and outcomes.</p> | <p>Before the demonstration, read the workplace assessment instructions provided by your Assessor, and make any workplace or other preparations.</p> <p>During the demonstration, conduct the workplace assessment function in line with the instructions provided, and as agreed with your Assessor in the <i>RPL Assessment Plan</i>.</p> | <p>Before the demonstration, assist in preparations if required.</p> <p>During the demonstration, ensure the student can complete the functions, for example by ensuring privacy and appropriate workplace conditions.</p> |

Step 4: Third party reporting

| RPL assessment step | Assessors responsibilities | Students responsibilities | Workplace responsibilities |
|---|--|--|--|
| <p>If required:</p> <ol style="list-style-type: none"> Workplace representative completes <i>Third Party Report</i>. Assessor considers evidence. <p>Note: Could involve current or previous workplace.</p> | <p>Determine if any evidence requires further validation by the workplace, and prepare <i>Third Party Report</i> from template.</p> <p>Consider completed <i>Third Party Report</i> and any other evidence from workplace.</p> <p>Record findings, and advise student if required.</p> | <p>Your Assessor may ask you to provide the <i>Third Party Report</i> to workplace representative or another person from the workplace.</p> | <p>Workplace supervisor, or other suitable person, completes <i>Third Party Report</i>, attaches any appropriate workplace evidence if requested, and returns to Assessor.</p> |

Step 5: RPL document finalisation

| RPL assessment step | Assessors responsibilities | Students responsibilities | Workplace responsibilities |
|--|---|---|----------------------------|
| <ol style="list-style-type: none"> Assessor finalises RPL assessment decision, RPL documentation. Assessor gives student feedback on outcomes and options. Assessor completes RTO-required documentation for certification. | <p>Complete all evidence recording for the student and the <i>RPL Assessment Outcomes Form</i>, providing a 'Competent' or 'Not Yet Competent' outcome for each unit assessed, depending on the RTO's procedures.</p> <p>Give student feedback on outcomes and options.</p> <p>Finalise RPL records and files according to the RTO's procedures, and complete RTO internal reporting processes.</p> | <p>Sign the <i>RPL Assessment Outcomes Form</i> or other RTO-required forms or documentation.</p> <p>Consider feedback on options where provided.</p> | |

RTO processes for awarding certificates

If you are assessed as 'Competent' in specific units of assessment, the RTO will give you a Statement of Attainment listing any units you have attained. If you are assessed as not yet competent your Assessor or another person at the RTO should discuss options with you.

Steps in the RPL process

This section gives you more detailed information on the steps in the RPL process—it will help you to prepare for RPL. Some of the steps have boxes you might like to tick off when they are completed.

Before Step 1

- The RTO should give you information about the RTO and the RPL processes.
- Complete any RTO-required forms such as the *Student Information Form*.
- Read this *Student Guide*.

Step 1: Initial interview followed by self-evaluation

How can I prepare for the initial interview?

After you are accepted to participate in RPL, the initial interview is the first step in the process.

At the interview, your Assessor will begin to gather evidence, and will plan for the next steps by developing an *RPL Assessment Plan*.

Being prepared can save you valuable time, and help to make your RPL as effective as possible.

The following list gives you suggestions of information you might like to prepare for the initial interview.

- Consider your relevant experiences: **Go to the unit summary and consider how you complete these functions.**
- Make brief notes about your relevant work roles and experiences: This will help when you talk with your Assessor.
- Collect relevant documents: Think about and collect any documents you have at work or home that show your experience, and take them to the interview—for example:
 - Brief resume or 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

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

Please remember: Workplace and client information is confidential, make sure your workplace agrees you could use any workplace documents, and delete identifying information.
- Collect any evidence of formal training: If you have a qualification, Statement of Attainment, or training attendance records, collect these and take to the interview.
- Consider referees: Think about people who have seen your work, ask if they would be willing to confirm your skills and knowledge, and if so, ask for their correct contact details.
- Mark any parts of this *Student Guide* that are not clear: Then, at the interview, you could ask your Assessor to explain.

What is likely to happen in the interview?

In the initial interview, your Assessor will usually:

1. Introduce themselves and the RPL processes, and check that you understand what is required.
2. Discuss the units required for the qualification and help you to choose suitable electives.
3. Ask you general questions about your work history and other relevant experiences related to your work in acute, aged and/or community care.
4. Consider any documents you bring.
5. Give you the *Student Self-Check Essential Knowledge and Skills clusters* (for you to complete **after** the interview) making sure you understand how to complete these, and discussing any evidence you might collect.
6. Give you the *Workplace Representative Form* for them complete.
7. Develop the first draft of an *RPL Assessment Plan* with you, setting out the expected processes and dates.

What do I need to do after the interview?

After the initial interview, you need to:

- Complete the *Student Self-Check Essential Knowledge and Skills*: Follow the instructions on the tools, complete them to the best of your ability, and label and attach any supporting evidence.
- Ask the workplace representative to fill in the *Workplace Representative Form*.
- Ask the workplace representative to add to your completed *Student Self-Check Essential Knowledge and Skills*.
- Make and keep copies: You should keep copies of your completed *Student Self-Check Essential Knowledge and Skills* and any attached documents for your own records (this is very important).
- Return forms: Return the completed tools and documents to your Assessor by the date agreed in your *RPL Assessment Plan*.

What will the Assessor do after I return my Student Self-evaluation Tools?

Your Assessor will:

1. Consider the evidence you provided in the initial interview, information on your completed *Student Self-Check Essential Knowledge and Skills*, and evidence in any other documents you provided.
2. Arrange with you to conduct Step 2, the Competency Conversations advising you which unit clusters will be covered.

Step 2: Competency Conversations

In this step, your Assessor will involve you in what are called 'Competency Conversation' interviews.

What are Competency Conversations?

The interview is given that name because, while it is an assessment process, it is also meant to be a conversation or discussion. In the Competency Conversation interview, your Assessor will:

1. Consider your responses your *Student Self-Check Essential Knowledge and Skills* and give you scenarios to respond to that are related to workplace functions and units of competency.
2. Encourage you to discuss examples of your work, and the principles, knowledge and theories that guide you in that work.
3. Make brief notes recording your responses and the examples you provide.
4. If appropriate, ask you if you can find relevant documents or other evidence in the workplace.

The process is used to confirm and explore the skills and knowledge you listed in your *Student Self-Check Essential Knowledge and Skills clusters*.

This Conversation gives you an opportunity to discuss your relevant workplace experiences with your Assessor. Usually, you will have more than one Competency Conversation interview.

How can I prepare for the Competency Conversation?

Your Assessor will tell you which cluster of units will be considered, you will both need to agree to the time and location of each Competency Conversation. These details should be recorded in your *RPL Assessment Plan*.

You could prepare for your Competency Conversations by:

- Reflecting on the workplace functions in your completed *Student Self-Check Essential Knowledge and Skills* for the cluster of units to be covered.**
- Reflecting on the unit summaries and how you apply skills and knowledge at work (or, if you wish, going to the full unit content at www.training.gov.au).
- Making brief notes you could refer to during the conversation.

What is likely to happen in the Competency Conversation?

During the Competency Conversation interview, your Assessor will ask you questions about workplace activities, prompting you to discuss your skills and knowledge.

Please remember...

- The questions are discussion starters to help your Assessor identify your current knowledge and relevant experience.
- When responding to a question, try to think about what you do in the workplace, including the principles that guide your work.
- If something is not clear, ask your Assessor to explain it - *In doing this, you are also demonstrating your communication style, and your ability to seek clarification.*
- If you find you can't respond to a question, you may ask your Assessor to come back to it later.

What will the Assessor do after the Competency Conversation?

Your Assessor will consider the evidence you provided in the Competency Conversation processes. If this shows you are competent in a unit, your Assessor will advise you.

Your Assessor may then decide on the next step: workplace assessment function or functions.

Step 3: Workplace assessment functions

Your Assessor may ask you to undertake one or more workplace assessment functions. This is your opportunity to demonstrate your competence practically at work.

Before the function:

- Your Assessor will advise you which functions are required, agree a date and venue, and add details to your *RPL Assessment Plan*.
- Your Assessor will organise with your workplace to conduct the assessment function there, or at another suitable location.
- Your Assessor will provide you with instructions setting out the requirements for the functions, and listing the units involved.

On the agreed date, your Assessor will observe you in the workplace undertaking the assessment function.

Your Assessor will consider your performance of the functions and advise you on any further steps that are required.

Step 4: Third party reporting

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* on that aspect. Your Assessor will then consider the evidence provided.

Development activities during the RPL process

Your Assessor might suggest workplace activities during the RPL process. These might include small developmental activities—but not usually participation in formal training programs.

For example, your Assessor could decide that you did not demonstrate knowledge of the principles underpinning your work, or current policies. If so, your Assessor could suggest you attend a session on these, or read some resources. Your Assessor may then assess your application of that knowledge at work. If activities such as this are agreed during the RPL process, your Assessor will add the details to your *RPL Assessment Plan*.

Step 5: Finalising the RPL documentation

After the RPL process is finished, your Assessor will advise you of the outcome, and ask you to sign a form detailing this outcome.

- If you are assessed as 'Competent' for specific units the RTO will issue you with a Statement of Attainment listing the units attained.
- If you are assessed as 'Not Yet Competent' your Assessor should advise you on your options.

Best wishes on your RPL journey...

Appendix

References

Australian Government Department of Education (2013) RPL Assessment Toolkit for CHC50113 - Diploma of Early Childhood Education and Care. Accessed 17 January 2014 https://docs.education.gov.au/system/files/doc/other/chc50113_assessor_aug.pdf

Conroy, J. 2012. *Compulsory Competencies RPL Assessment: Matrices of clustered essential knowledge and essential skills mapped to individual core units of competency HLT51607 (Enrolled/Division2 nursing)*, Community Services and Health program TAFE SA.

List of resources

If you wish to undertake further research to improve your knowledge of nursing practice, national standards and policies, the following resources could provide a starting point.

Australian College of Nursing (accessed 15 April 2014) <http://www.acn.edu.au>

Australian Nursing and Midwifery Federation (accessed 15 April 2014) <http://anmf.org.au>

Nursing and Midwifery Board of Australia (accessed 15 April 2014) <http://www.nursingmidwiferyboard.gov.au>

Nursing and Midwifery Board of Australia, Enrolled Nurse Competency Standards 2002 (Accessed 15 April 2014) <http://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Codes-Guidelines.aspx> - competencystandards