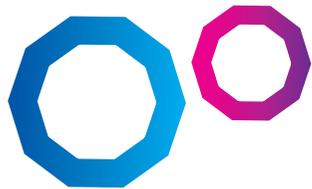




Recognition of Prior Learning Assessment Toolkit

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

Workplace Guide



Australian
Nursing &
Midwifery
Federation



Community Services & Health
Industry Skills Council



Australian Government
Department of Industry

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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 document is the *Workplace Guide*, providing employers, workplace supervisors, or other workplace representatives supporting a person in the workplace to undertake RPL assessments for *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) Workplace Guide

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Introduction

Welcome

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

This resource is for employers, workplace supervisors, or other workplace representatives supporting a person in the workplace to undertake Recognition of Prior Learning (RPL) for the qualification *for HLT51612 Diploma of Nursing (Enrolled-Division 2 nursing)*.

An Assessor or a Registered Training Organisation (RTO) will have provided you with this resource.

What is this resource?

This resource explains Recognition of Prior Learning (RPL) and the qualification requirements. It also gives a summary of the steps in the RPL process, including how workplaces can be involved.

The RPL process requires students to be actively involved, participating in the required steps and undertaking assessment. By reading this resource, you will gain a better understanding of what this might involve for the workplace, and how your workplace may support a student to undertake RPL.

It is important that you read through this resource before the student begins the RPL process. If you have any questions, please ask the Assessor or RTO representative.

What is RPL?

RPL acknowledges that people gain skills and knowledge in paid and unpaid working roles, as well as in activities such as informal training, hobbies or volunteer work.

RPL involves an Assessor matching a student's skills and knowledge to the requirements of a nationally recognised qualification. If that process shows they already hold relevant skills and knowledge, they might not be required to complete some units of competency of a training program.

For example, a person working as a Community Coordinator might have managed or supervised carers providing services to the aged. They could also have undertaken some informal training. RPL may be used to recognise that person's currently held relevant workplace skills against the qualification requirements.

RPL requires workplace support

Students applying for RPL should be supported and encouraged in their RPL process to achieve the best outcomes. RPL may boost an employee's confidence and skills, as well as providing for nationally recognised qualification outcomes.

Workplace roles and responsibilities

In the early stages of the RPL process, a representative from your workplace will be asked to verify the student's currently held skills and knowledge for some common workplace tasks.

This would typically be a person working with the student in a position of responsibility, perhaps their employer or supervisor. They should hold higher qualifications than the student and have observed the student's workplace performance. Workplaces will also be asked to host workplace assessment activities (as some assessment in the workplace is required) and may also be asked to complete a report verifying specific workplace skills or knowledge.

Verifying a student's competence is an important task, and one that comes with responsibilities. People who verify a student's skills will also be asked to complete a *Workplace Representative Form* providing details on their qualifications and working role with the student, and declaring that the information they give is correct.

The steps in the RPL process, with suggested workplace roles, are summarised in this resource.

What is the Assessor's role?

The RPL Assessor is required to make a professional judgement as to whether or not a student holds the required competencies, based on the qualification requirements and evidence gathered. Assessors should also support and guide students through the RPL process.

Some terms you may need to understand

Workplace representatives don't have to interpret qualification requirements or units of competency—that's the Assessor's role. However, it might help if you understand some basics.

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 tasks to the standard expected in the workplace.

Each unit has a unique code and title—for example, *HLTEN401B Work in the nursing profession*. HLT is the code for the Health Training Package, EN meaning enrolled nurse, 4 the level of the unit and 01B, code for the unit. The title gives a brief summary of the unit’s coverage.

Units include ‘elements’, ‘performance criteria’, assessment requirements (including performance evidence; what you must demonstrate you *can do* and knowledge evidence; what you must demonstrate that you *know*) and the conditions for assessment.

The Assessor will ask the student to self-evaluate and demonstrate skills and knowledge based on common workplace tasks (that is, typical work activities, not the full text of the units).

While workplace representatives will be asked to verify the student’s performance of work tasks, you may wish may view or download the units 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 (these *must* be completed) and elective units (a student may choose, usually from a number of units).

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

This means they must be able to demonstrate they currently hold the skills and knowledge in the unit, and are able to perform tasks to the standard expected in the workplace.

RPL assessment: A qualified Assessor, on behalf of a Registered Training Organisation (RTO), will consider evidence of the student’s competence in applying skills and knowledge gained through work and life experiences.

Given the target group for this *RPL Toolkit* is people who are already working in acute, community and aged care, workplace assessment of competence is possible and *is required* for some units.

The required number of Professional Experience Placement hours is determined by the regulatory body for nurses and midwives in Australia, the Nursing and Midwifery Board of Australia. The Assessor will be aware of these requirements and should be contacted if clarification is required regarding Professional Experience Placement hours.

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

Evidence: The Assessor will consider evidence in assessing competence—evidence may be gathered from workplace documents, discussions with the student and others, workplace task demonstrations, testimonials, third party reports and structured assessment tasks.

The 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 the student holds the skills now) and authentic (the student’s own work).

Qualification and unit requirements

This section summarises the qualification requirements and units of competency in which the student may be enrolled.

How many units are needed for the qualification?

Students 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)*.

The Assessor will check to determine if the student already holds some of the units required for the qualification.

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

The cluster tables list the units covered by this resource, and whether they are core units or elective units.

Do students have to choose the electives in this resource?

Students do not have to choose the electives listed in this resource. The Assessor and student may decide that other electives are more suitable.

Unit summaries

In this resource, the units are grouped into nine 'clusters' which 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 units and providing 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)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>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	Implement and monitor nursing care for clients with acute health problems (core unit) 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.
HLTEN513B	Implement and monitor nursing care for clients with chronic health problems (core unit) 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.
CHCOHC401A	Inform and encourage clients and groups to understand and achieve good oral health (elective unit) 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.
CHCOHC402A	Support clients and groups to learn practical aspects of oral health care (elective unit) 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.
CHCOHC404A	Recognise and respond to signs and symptoms that may indicate oral health issues (elective unit) 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.
CHCOHC406A	Provide or assist with oral hygiene (elective unit) 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.
CHCOHC407B	Apply and manage use of basic oral health products (elective unit) 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.
HLTEN511B	Provide nursing care for clients requiring palliative care (elective unit) This unit of competency describes the skills and knowledge required in providing palliative care to clients with life-limiting illness and their family.
HLTEN608B	Practise in the domiciliary health care environment (elective unit) 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.

Cluster 7 - Legal and ethical frameworks for nursing practice	
HLTEN509B	<p>Apply legal and ethical parameters to nursing (core unit)</p> <p>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.</p>
HLTWHS300A	<p>Contribute to WHS processes (core unit)</p> <p>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.</p>
HLTWHS401A	<p>Maintain workplace WHS processes (elective unit)</p> <p>This unit specifies the workplace performance required by a worker with supervisory responsibilities to maintain organisation work health and safety (WHS) processes.</p>

Cluster 8 - Nursing interventions and management of client care	
HLTEN505C	<p>Contribute to the complex nursing care of clients (core unit)</p> <p>This competency unit describes the knowledge, skills and attitudes required to providing nursing care for clients with complex needs.</p>
HLTEN507C	<p>Administer and monitor medications in the work environment (core unit)</p> <p>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.</p>
HLTEN508B	<p>Apply reflective practice, critical thinking and analysis in health (core 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 critical thinking and analysis and reflective practice.</p>
HLTEN515B	<p>Implement and monitor nursing care for older clients (core unit)</p> <p>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.</p>
HLTEN519C	<p>Administer and monitor intravenous medication in the nursing environment (elective unit)</p> <p>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.</p>

Cluster 9 - Management of health care needs across the lifespan	
HLTEN503B	<p>Contribute to client assessment and developing nursing care plans (core unit)</p> <p>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.</p>
HLTEN504C	<p>Implement and evaluate a plan of nursing care (core unit)</p> <p>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.</p>
HLTAID003	<p>Provide first aid (core unit)</p> <p>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.</p>
HLTAID006	<p>Provide advanced first aid (elective unit)</p> <p>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.</p> <p>This unit builds on HLTAID003: Provide first aid to include additional skills and use of a range of equipment.</p>
HLTRAH302C	<p>Undertake home visits (elective unit)</p> <p>This competency unit describes the skills and knowledge required to make a home visit to assess needs and/or deliver services.</p>
HLTEN520B	<p>Contribute to the care of mothers and babies (elective unit)</p> <p>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.</p>

If you require more information on the units... you may view or download them at the website www.training.gov.au

Summary of RPL related processes

This section provides information on:

- RPL application and preparation
- Steps in the RPL process
- Overview of workplace involvement in RPL steps

Note that the processes might vary, depending on the RTO's policies and procedures.

Please remember, if you are unsure of ways in which the workplace may support the student, check with the Assessor or RTO representative.

RPL application and preparation

The following table summarises what may happen after a student's application to participate in RPL is accepted.

Possible responsibilities of a workplace representative are summarised in **bold** under 'Workplace responsibilities'—please read that column to assist in the RPL process.

Enquiry and application	RTO's responsibilities	Students responsibilities	Workplace responsibilities
<p>Prospective student makes an enquiry and applies to participate in RPL.</p> <p>If accepted, the student completes an information form to assist in Step 1 of the RPL process.</p>	<p>Provide person enquiring with relevant information.</p> <p>If they wish to proceed, provide the student with the Student Guide, Student Information Form and any other RTO-required forms.</p> <p>Follow the RTO's procedures such as processing application, advising applicant, and providing student information to the RPL Assessor.</p>	<p>Read RTO-provided information and complete any RTO-required 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 Student Guide to prepare 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>

Steps in the RPL assessment process

The table in the following pages summarises the steps in the RPL process.

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> for each unit cluster.</p> <p>c. Assessor considers evidence from initial interview and verified self-evaluation, and advises student.</p>	<p>Before the interview, review <i>Student Information Form</i> and any attached documents.</p> <p>During the interview, go over the <i>Student Guide</i> and discuss broad work roles. Develop the <i>RPL Assessment Plan</i>. Give student the <i>Student Self-Check of Essential Knowledge and Skills</i> and <i>Workplace Representative Form</i>, showing them how to complete these.</p> <p>After the interview, evaluate evidence on completed <i>Student Self-Check of Essential Knowledge and Skills</i>, record findings on tools, and advise student of the next steps.</p>	<p>Before the interview, reflect on experience and roles, and current skills and knowledge.</p> <p>During the interview, discuss broad details of relevant experience with Assessor, select electives, and participate in planning the RPL processes.</p> <p>After the interview, complete the <i>Student Self-Check of Essential Knowledge and Skills</i>; ask the workplace representative to sign <i>Workplace Representative Form</i> and verify the self-evaluation; copy forms and return to Assessor on the date in the <i>RPL Assessment Plan</i> with any agreed documentary evidence.</p>	<p>Before the interview, workplaces could support employees to participate in initial interview processes, e.g. providing them with leave to attend 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 <i>Workplace Representative Form</i>, then verifies student performance and provides examples by completing relevant sections of the <i>Student Self-Check of Essential Knowledge and Skills</i>.</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 student <i>Self-Check of Essential Knowledge and Skills for each cluster</i>.</p> <p>b. Assessor records student responses and 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 the student questions to prompt responses by the student, record responses on the <i>Competency Conversation section of the Student Self-Check of Essential Knowledge and Skills</i> consider evidence gathered.</p> <p>After the Competency Conversation, consider evidence gathered, record findings, update <i>RPL Assessment Plan</i> if needed, give student feedback.</p>	<p>Before the Competency Conversation, complete <i>Student Self-Check of Essential Knowledge and Skills for each cluster</i>.</p> <p>During the Competency Conversation, respond to the questions and scenarios provided by the Assessor, discussing work roles, skills and knowledge. Provide the Assessor with direct evidence from the workplace where relevant.</p> <p>Note: The student's responses must include the principles that underpin workplace tasks, not just a description of tasks they undertake.</p>	<p>Before the Competency Conversation, prepare a suitable workplace area in which the student and Assessor may 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 tasks

RPL assessment step	Assessors responsibilities	Students responsibilities	Workplace responsibilities
<p>a. Student demonstrates workplace assessment task or tasks, 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 task devised by the Assessor.</p>	<p>Before the demonstration, provide the student with the relevant cluster of <i>Essential Knowledge and Skills</i> so they are clear on the required assessment task or tasks.</p> <p>During the demonstration, record observations the on cluster of <i>Essential Knowledge and Skills</i> after the demonstration in the Competency Conversation and provide student with feedback and outcomes.</p>	<p>Before the demonstration, read workplace assessment task requirements provided by the Assessor, and make any workplace or other preparations.</p> <p>During the demonstration, conduct the workplace assessment task in line with the instructions provided, and as agreed with the 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 is able to complete the tasks, 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> <p>a. Workplace representative completes <i>Third Party Report</i>.</p> <p>b. Assessor considers evidence.</p> <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>Students may be asked to provide the <i>Third Party Report</i> to the identified workplace representative or another person from the workplace.</p>	<p>Workplace representative, 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
<p>a. Assessor finalises RPL assessment decision, RPL documentation.</p> <p>b. Assessor gives student feedback on outcomes and options.</p> <p>c. Assessor completes RTO-required documentation for certification.</p>	<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>	<p>You might wish to offer your congratulations on what the student has achieved—the student should finish their 'RPL journey' at this step.</p>

Overview of workplace involvement in RPL steps

The previous tables indicate how and when, the workplace representative could be involved in the RPL steps and processes.

The following points give more detail on how your workplace will, or may, be asked to participate.

Step 1: Initial RPL interview, followed by self-evaluation

- At an initial interview, the student will be given *Student Self-Check of Essential Knowledge and Skills* and asked to complete a self-evaluation within an agreed timeframe. They will also be given a *Workplace Representative Form*.
- The student will be asked to complete the *Student Self-Check of Essential Knowledge and Skills* (broadly identifying whether they can, or don't think they can, perform some specified workplace tasks). You will be asked to add details to the self-evaluation confirming any workplace tasks you've seen the student demonstrate. You will also be asked to fill in the *Workplace Representative Form*.
- The student will then return the completed tools, form and any documents they have gathered to the Assessor to consider.

Step 2: Competency conversations

- You will be asked to allow one or more Competency Conversations to be conducted in your workplace. RPL will usually involve more than one workplace Assessor visit.
- By hosting that interview in the workplace, this may assist the student to be more comfortable in discussing their workplace skills and knowledge. They might also be able to locate natural evidence in the workplace during the interview.

Step 3: Workplace assessment tasks

- For any workplace assessment tasks that are required, you will be asked to allow these to be conducted and observed in the workplace. Note that some workplace assessment is required.

Step 4: Third party reporting

- If the Assessor needs further verification of a skill or application of knowledge, you may be asked to complete a Third Party Report, confirming that the student currently holds specific workplace-required skills and knowledge.
- In addition, if small gaps in a student's knowledge are identified, you may be asked to support the student in undertaking some self-directed activities in the workplace or informal development activities.

Step 5: RPL document finalisation

- Students who are assessed as 'Competent' in specific units of competency, the RTO will provide a statement of attainment for the specified units. Those students who do not meet requirements for specific units might seek your continuing support while they complete their qualification, usually by participating in a training program.

Thank you for supporting the student on their 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.