

**SLSWA**

**Recognition of Prior Learning (RPL)**

# **Self Assessment and RPL Guide**

**TRAINING OFFICER**

**TAEDEL301A Provide Work Skill Instruction**

**Australian for life.** 

## SLSWA Recognition of Prior Learning (RPL)

### VERSION CONTROL

This resource is an authorised, version-controlled document. The content provided in this resource reflects organisation policy and procedures, where these exist. This is an authoritative document that replaces all previous Surf Life Saving Western Australia documents associated with this topic, where applicable.

Version Number	Published	Changes/Reason For Change
V1.0 0911	September 2011	New document created to support the replacement of TAADEL301C Provide training through instruction and demonstration of work skills with TAEDEL301A Provide work skill instruction

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## **SLSWA Recognition of Prior Learning (RPL)**

## SLSWA Recognition of Prior Learning (RPL)

### SLSWA Training Officer Module

To provide training within the surf club environment, members are required to hold, the nationally recognised, TAED301A Provide Work Skill Instruction (or equivalent) unit of competency.

This unit is an elective unit from the nationally recognised qualification TAE40110 Certificate IV Training and Assessment.

Once you hold the Training Officer unit, you are then able to obtain the SLS Training Officer Award in the discipline you wish to train i.e. Bronze Training Officer Award, IRB Training Officer Award.

### Self Assessment and RPL Guide

This document has been created to assist members who are interested in becoming a Surf Life Saving Training Officer, to determine whether they are eligible to obtain the required qualification by Recognition of Prior Learning (RPL).

### What is RPL?

Recognition of Prior Learning or "RPL" is a process that allows the skills and knowledge that have been acquired over time through work, life experience and/or informal training to be recognised towards a national qualification or statement of attainment.

### Training Officer Competency

To be successful for RPL for this unit of competency, you must be able to demonstrate relevant and practical experience workplace training by providing quality evidence that shows you can:

- Organise instruction and demonstration within the workplace
- Conduct instruction and demonstration within the workplace
- Check training performance within the workplace
- Review personal training performance and finalise documentation within the workplace

### Training Officer Prerequisite

Minimum 16 years of age at the date of final assessment

Must hold (and be proficient) in the award you wish to train

Be endorsed by your surf club

### RPL Evidence Assessment Requirements

In order for an Assessor to recognise your competency against TAED301A Provide Work Skill Instruction, all evidence that is submitted will be assessed using the Rules of Evidence:

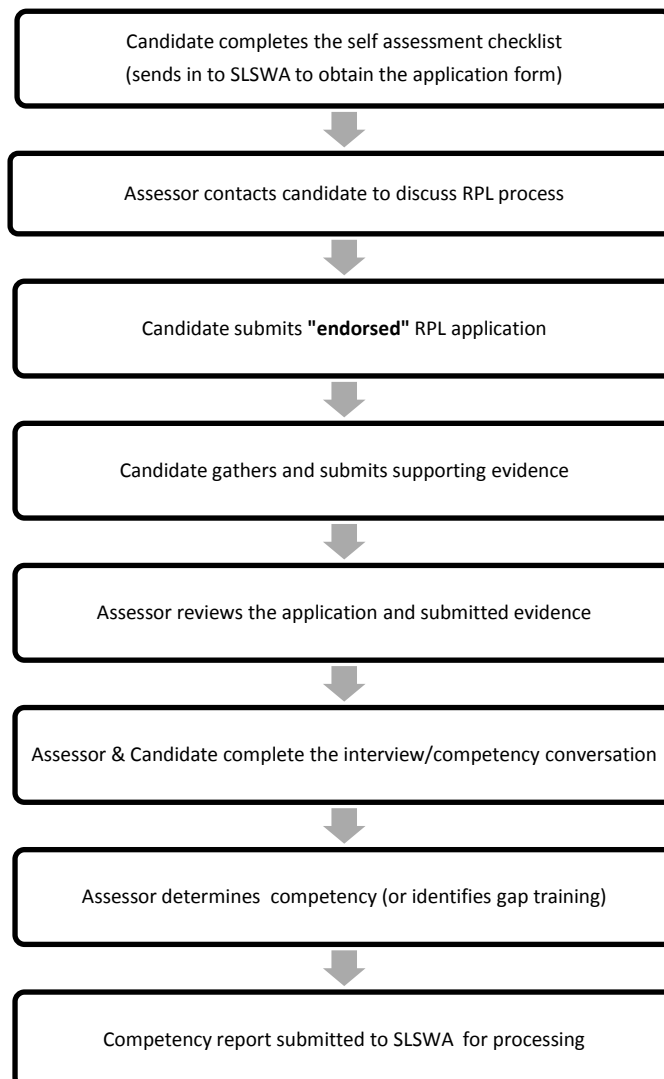
- **Valid**  
*The evidence relates to the competency standard being assessed, and matches the performance being assessed*
- **Sufficient**  
*There is enough evidence to prove competency across all elements according to the performance criteria*
- **Current**  
*The evidence is up-to-date and proves that you are competent "today"*
- **Authentic**  
*The evidence can be verified as "your own" work*

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### The RPL Process

The RPL Assessment is conducted by the following steps:

- first complete the self assessment to determine whether you feel you are eligible to apply for RPL
- once you have completed the self assessment and have decided you would like to proceed, send a copy of the completed self assessment to SLSWA
- SLSWA will send you the RPL Application form , and an Assessor will contact you to discuss:
  - o the RPL process
  - o portfolio of evidence
  - o communication methods
  - o mentoring
  - o required paperwork
- if you wish to continue complete and submit your **“endorsed”** RPL application form,
- you will then be required to gather and submit quality evidence to support your application
- an Assessor will review the application and supporting evidence and contact you to book your competency interview
- the competency interview will be conducted to determine your underpinning knowledge
- once the interview is completed, the Assessor will review all the evidence and determine your competency



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### Training and Evidence Gaps

Training and evidence gaps are often identified through the RPL process. When an Assessor identifies an evidence gap, they will contact you to discuss the evidence that is required. If you are unable to provide the relevant evidence, you may need to participate in a demonstration activity in order to obtain the required evidence. Where an Assessor identifies a training gap, details will be provided in the final report. Any gap training will need to be conducted and any supporting evidence received before you are deemed competent in the unit of competency.

### What is “Quality” Evidence?

The key to being assessed as competent in this unit of competency is providing “quality” evidence to support your application. Your Assessor does not need to see hundreds of documents relating to the same element or performance criteria, they are looking for several pieces of evidence that show competency across a number of elements/performance criteria. You must ensure that the evidence that is supplied meets the critical aspects for assessment and evidence listed in the unit of competency. These requirements will be listed on the application form.

The following table is a guide for the types of evidence that may be supplied to support your application.

Evidence Type	Explanation	Example
Accredited training program	A qualification or statement of attainment including a transcript of units of competency awarded	Statement of Attainment, Certificate or Diploma
Other training programs	Documents that confirm attendance at a formal course of study	Attendance certificate or completion certificate
Work history and training	Documents that demonstrate completion of relevant workplace training and the application of those skills in the workplace	Memos, emails, certificates of attendance, CV, job description
Work samples	Samples of work verified as authentic	Emails, letters, videos, photos, reports, projects
3 <sup>rd</sup> Party reports	Reports from a competent manager, supervisor or colleague that confirm the candidate’s level of knowledge and ability to apply skills in the workplace	Reports from managers, supervisors, clients Performance reviews Feedback sheets

All evidence that is supplied must be verified to determine authenticity. Your Assessor does not need original certificates etc, but any copies that are provided must be certified as true and correct copies.

### Compiling Your Evidence Portfolio

It is important to note that you will have 6 months to complete your evidence portfolio AND have it assessed (this includes providing any additional supplementary evidence) from the date of your RPL Assessor application.

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Being prepared can save you valuable time and hassle and make the recognition process stress free for you.

### Hints and Tips:

- Be prepared to talk about your job roles and work history. This includes volunteer or unpaid work that may relate to the unit of competency
- Consider workplace contacts. Are you in a workplace that would support your goal of obtaining this qualification? Would you feel comfortable for the Assessor to contact your workplace/previous workplace to validate your skills?
- Discuss your application with Trainers or Assessors at your club if you have been involved in training in the last 12 months. The Assessor may need to contact them to confirm evidence that has been supplied. Likewise for any candidates you have trained.
- Collect any certificates or records from in-house training in your workplace or club that you participated in.

**NOTE:** Do not send in original certificates – please supply certified copies and ensure you take a copy of your application and all supporting evidence before submitting.

Applications and evidence portfolios will only be accepted by SLSWA when received:

- By post
- In person (by the applicant) at their office (not on the beach)
- Email (from the applicant)

SLSWA will not accept submissions from third parties.

### Supplementary Evidence

Where the primary evidence portfolio does not satisfy the required competency, you may be able to provide supplementary evidence through opportunities arranged by the Assessor. Supplementary evidence may include:

- Competency interview
- Oral or written questions
- Simulated practical demonstration
- Workplace practical demonstration

### RPL Assessment Fees

Clubs will be charged the \$75.00 Training Officer fee per candidate upon receipt of RPL Application. The Training Officer fee is outlined in the SLSWA Circular – 01, 2011-2012 Member Fees and Charges. All applications **MUST** be endorsed by the club prior to SLSWA acceptance.

### Other Opportunities

Other opportunities to obtain this unit of competency include:

- Credit Transfer
- Learning and Assessment
- Assessment Only

Contact the SLSWA RTO Coordinator to discuss opportunities other than RPL.

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### Appeals

If you are not granted RPL, you can appeal the decision of the Assessor. We suggest that you first discuss your concerns with the Assessor and then if still not satisfied follow the SLSWA Appeals and Complaints procedure listed in the SLSWA Code of Practice: [www.mybeach.com.au/code](http://www.mybeach.com.au/code)

### Further Information

For further information regarding the RPL Process, please contact your regional Training Consultant (contact details are listed on the SLSWA Mybeach website: <http://www.mybeach.com.au/node/93>) or:

Kelly Barker

**SLSWA RTO Coordinator**

P: 9243 9444

E: [kbarker@mybeach.com.au](mailto:kbarker@mybeach.com.au)

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### Self Assessment

Review the statements below and check the boxes according to your ability. Once you have completed the Self Assessment, review your answers and start thinking about the evidence that you will be able to provide to support an RPL application.

You do not need to have “Confidently” ticked against each criteria to be eligible to receive RPL, but you will need to be able to prove competency of each element listed against the unit of competency once you submit your application. Your Assessor will discuss evidence collecting opportunities with you in your initial application conversation.

If you would like to proceed with an RPL application for the Training Officer unit of competency, forward a copy of your completed self assessment to:

Kelly Barker  
 SLSWA RTO Coordinator  
 E: [kbarker@mybeach.com.au](mailto:kbarker@mybeach.com.au)  
 F: 9243 9499  
 P: PO Box 382, North Beach, WA 6920

Once your self assessment is received, you will be sent an RPL application form containing detailed information regarding the unit of competency and the suggested supporting evidence and an Assessor will contact you to conduct the initial application conversation.

<b>Name:</b>			
<b>Email:</b>			
<b>Telephone:</b>		<b>Club:</b>	

<b>Skills &amp; Knowledge</b>	<b>Confidently</b>	<b>Sometimes</b>	<b>Never</b>
I have verbal and non-verbal communication skills that enable me to:			
<ul style="list-style-type: none"> <li>- Ask relevant and appropriate questions</li> <li>- Provide explanations</li> <li>- Demonstrate</li> <li>- Use listening skills</li> <li>- Provide information clearly</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have safety skills that enable me to implement OHS requirements by acting and responding safely in order to:			
<ul style="list-style-type: none"> <li>- Identify hazards</li> <li>- Conduct pre start-up checks if required</li> <li>- Observe and interpret learner behaviour that may put people at risk</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have time management skills that enable me to:			
<ul style="list-style-type: none"> <li>- Ensure all learning objectives are covered</li> <li>- Pace learning</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have reflection skills that enable me to:			
<ul style="list-style-type: none"> <li>- Identify areas for improvement</li> <li>- Maintain personal skill development</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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I have literacy skills that enable me to:			
- Complete and maintain documentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Read and follow learning programs and plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Read and analyse learner information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have technology skills that enable me to:			
- Operate audio-visual and technical equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have interpersonal skills that enable me to:			
- Engage, motivate and connect with learners			
- Provide constructive feedback			
- Maintain appropriate relationships			
- Establish trust			
- Use appropriate body language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Maintain humour			
- Demonstrate tolerance			
- Manage a group			
- Recognise and be sensitive to individual difference and diversity			
I have observation skills that enable me to:			
- Monitor learner acquisition of new skills, knowledge and competency requirements			
- Assess learner communication and skills in interacting with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Identify learner concerns			
- Recognise learner readiness to take on new skills and tasks			
I have the knowledge to recognise and understand:			
- Learner characteristics and needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Content and requirements of the relevant learning program and/or delivery plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Sources and availability of relevant learning resources and learning materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Content of learning resources and learning materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Training techniques that enhance learning and when to use them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Introductory knowledge of learning principles and learning styles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Key OHS issues in the learning environment, including:			
o Roles and responsibilities of key personnel			
o Responsibilities of learners			
o Relevant policies and procedures, including hazard identification, risk assessment, reporting requirements, safe use of equipment and emergency procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o Risk controls for the specific learning environment			

**Comments:** .....

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