

## RPL application information

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### Introduction

The information in this document aims to assist all learners to determine whether or not to apply for RPL, and if so, how to work through the steps, procedures and documentation required.

RPL is not to be considered an easy option and does require considerable work. Applicants must provide sufficient evidence to demonstrate competence in the requested units. Assessors must determine according to published principles of assessment and rules of evidence, that the applicant is able to meet the competencies prescribed requirements.

### What is RPL

The concept of Recognition of Prior Learning (RPL) is based on the awareness that, through work experience, life experience, education and training (formal and informal, accredited and non-accredited) some people have gained a significant amount of knowledge and skill.

RPL takes into account a person's skills and experiences, to enable people to obtain recognition in a program of study.

### Cost

Please contact DSI on (07) 5353 7180 for the costs associated with RPL, as they vary.

## **The RPL process**

DSI have a digital RPL process that has been designed to provide you with the easiest and fastest method of progressing through your RPL assessment. This system is supported by e-mail and telephone so if you ever get stuck or have any questions, you are more than welcome to give us a call.

You are able to (and it is preferred if you) carry out your entire RPL process, from application to determination notification, digital. One of our assessors will still be contacting you via phone along the way but the on line process will facilitate the fastest and smoothest run.

From the time of payment, you will have one calendar month to gather the evidence required for the RPL assessment. Extensions to this timeline will be assessed on a case by case basis by the DSI Training Delivery Manager and may incur a financial charge.

There are five (5) steps associated with the RPL process:

1. Expression of interest (EOI)
2. Application
3. Submission of assessment items
4. Trainer review and determination
5. Notification of determination.

Each of these steps is further explained in the following sections.

### ***Expression of Interest***

Please complete an Expression of Interest Form and Submit to DSI.

### ***Application***

Once the EOI has been received, DSI will generate an application form. The application form will detail what Performance Criteria you will be assessed on. DSI require you to carefully read these Knowledge, Skills and Critical aspects and if you believe that you are able to demonstrate and/or prove competence in these criteria, tick each of the criteria and complete the application form.

Along with the application form, you will receive an enrolment form. This will also detail the cost of the RPL assessment. If you wish to go ahead with your RPL assessment, please complete the enrolment form and submit to DSI along with your above mentioned application form.

DSI will also provide you with some information on our Policies and Procedures. Please familiarise yourself with these documents. All relevant policies and procedures can be found on our website [www.driverskills.com.au](http://www.driverskills.com.au) or you can call the DSI office for further assistance.

Upon receipt of the Application form, the student enrolment form and the required payment, you will receive a 'confirmation of enrolment', a DSI assessor will be allocated and will contact you within 24 hours and an RPL kit will be sent to you.

### ***Submission of assessment items***

We recommend all RPL be completed electronically as this facilitates your progress through the process. If you are unable to complete the RPL process electronically, please advise DSI and an alternate option will be arranged for you.

Once your Application has been received by DSI, the Training Delivery Manager will assign your file to one of our assessors.

Your assessments could include the following;

- question and answer written test
- formal, professional conversation with a DSI assessor
- completion/submission of some of the below workplace based forms

General employment documents

- brief CV or work history
- position descriptions
- certificates/results of assessment
- details of in house courses, workshops, seminars, orientation or induction sessions
- references/letters from previous employers/supervisors

Workplace documents

- any licenses
- indentures/trade papers
- certificates/results of assessment – interstate/overseas
- certificates/results of assessment – universities
- tickets held eg forklift, crane, etc
- photographs or videos of work undertaken
- diaries/task sheets/job sheets/log books
- site training records
- site competencies held record
- membership of relevant professional associations
- hobbies/interests/special skills outside work
- references/letters from previous employers/supervisors
- industry awards
- any other documentation that may demonstrate industry experience

***Trainer review and determination***

Once your assessment items have been received by DSI, the assessor will determine whether the applicant has demonstrated achievement of the competency.

The assessor will review the application in full, evaluating same against the respective elements and performance criteria of the competency.

The applicant may be required to meet with the assessor a number of times (via telephone is sufficient) to go through the materials and further clarify the evidence provided. The assessor will directly communicate with the applicant to arrange any meetings.

In the event of there being insufficient evidence to make a judgment of competency, the applicant may be asked to submit further evidence.

The assessor may also wish to communicate with the applicant's manager/supervisor or third party evidence suppliers to validate competence.

Assessors will at all times assess the evidence supporting an RPL application in line with the rules of evidence and principles of assessment;

Authenticity

To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the candidate's own work.

Currency

In assessment, currency relates to the age of the evidence presented by a candidate to demonstrate that they are competent. Competency requires demonstration of

current performance, so the evidence collected must be from either the present or the very recent past.

#### Sufficiency

Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competence have been satisfied and that competence can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency

#### Validity

One of the principles of assessment and also one of the rules of evidence. Assessment is valid when the process is sound and assesses what it claims to assess. Validity requires that:

- Assessment against the units of competency must cover the broad range of skills and knowledge that are essential to competent performance
- Assessment of knowledge and skills must be integrated with their practical application
- Judgment of competency must be based on sufficient evidence (that is, evidence gathered on a number of occasions and in a range of contexts using different assessment methods.) The specific evidence requirements of each unit of competency provide advice on sufficiency.

#### Fairness

Fairness in assessment requires consideration of the individual candidate's needs and characteristics, and any reasonable adjustments that need to be applied to take account of them. It requires clear communication between the assessor and the candidate to ensure that the candidate is fully informed about, understands and is able to participate in the assessment process, and agrees that the process is appropriate. It also includes an opportunity for the person being assessed to challenge the result of the assessment and to be reassessed if necessary

#### Flexibility

To be flexible, assessment should;

- reflect the candidate's needs
- provide for recognition of competencies no matter how, where or when they have been acquired
- draw on a range of methods appropriate to the context, competency and the candidate and
- support continuous competency development

#### Reliability

Reliability refers to the degree to which evidence presented for assessment is consistently interpreted and results in consistent assessment outcomes. Reliability requires the assessor to have the required competencies in assessment and relevant vocational competencies (or to assess in conjunction with someone who has the vocational competencies). It can only be achieved when assessors share a common interpretation of the assessment requirements of the unit(s) being assessed

#### Description of depth of knowledge required to grant RPL

Please find below the description of the approximate level of evidence that we will be looking for you to provide. This information is drawn from the Australian Qualifications Framework Second Edition 2013. E.g. RIIVEH201D is a 'level 2' unit.

Qualification type	Certificate I	Certificate II	Certificate III	Certificate IV
Level	Level 1	Level 2	Level 3	Level 4
<b>Purpose</b>	The Certificate I qualifies individuals with basic functional knowledge and skills to undertake work, further learning and community involvement	The Certificate II qualifies individuals to undertake mainly routine work and as a pathway to further learning	The Certificate III qualifies individuals who apply a broad range of knowledge and skills in varied contexts to undertake skilled work and as a pathway for further learning	The Certificate IV qualifies individuals who apply a broad range of specialised knowledge and skills in varied contexts to undertake skilled work and as a pathway for further learning
<b>Knowledge</b>	Graduates of a Certificate I will have basic fundamental knowledge and understanding in a narrow area of work and learning	Graduates of a Certificate II will have basic factual, technical and procedural knowledge in a defined area of work and learning	Graduates of a Certificate III will have factual, technical, procedural and theoretical knowledge in an area of work and learning	Graduates of a Certificate IV will have broad factual, technical and theoretical knowledge in a specialised field of work and learning
<b>Skills</b>	Graduates of a Certificate I will have: <ul style="list-style-type: none"> <li>• basic skills to participate in everyday life and further learning</li> <li>• cognitive and communication skills to receive, pass on and recall information in a narrow range of areas</li> <li>• technical skills involving the use of tools appropriate to the activity and use of basic communication technologies</li> </ul>	Graduates of a Certificate II will have: <ul style="list-style-type: none"> <li>• cognitive skills to access, record and act on a defined range of information from a range of sources</li> <li>• cognitive and communication skills to apply and communicate known solutions to a limited range of predictable problems</li> <li>• technical skills to use a limited range of equipment to complete tasks involving known routines and procedures with a limited range of options</li> </ul>	Graduates of a Certificate III will have: <ul style="list-style-type: none"> <li>• cognitive, technical and communication skills to interpret and act on available information</li> <li>• cognitive and communication skills to apply and communicate known solutions to a variety of predictable problems and to deal with unforeseen contingencies using known solutions</li> <li>• technical and communication skills to provide technical information to a variety of specialist and non-specialist audiences</li> <li>• technical skills to undertake routine and some non-routine tasks in a range of skilled operations</li> </ul>	Graduates of a Certificate IV will have: <ul style="list-style-type: none"> <li>• cognitive skills to identify, analyse, compare and act on information from a range of sources</li> <li>• cognitive, technical and communication skills to apply and communicate technical solutions of a non-routine or contingency nature to a defined range of predictable and unpredictable problems</li> <li>• specialist technical skills to complete routine and non-routine tasks and functions</li> <li>• communication skills to guide activities and provide technical advice in the area of work and learning</li> </ul>
<b>Application of knowledge and skills</b>	Graduates of a Certificate I will demonstrate the application of knowledge and skills: <ul style="list-style-type: none"> <li>• with some autonomy in defined contexts and within established parameters</li> <li>• in contexts that may include preparation for further learning, life activities and/or a variety of initial routine and predictable work-related activities including participation in a team or work group</li> </ul>	Graduates of a Certificate II will demonstrate the application of knowledge and skills: <ul style="list-style-type: none"> <li>• with some accountability for the quality of own outcomes and some responsibility for own outputs in work and learning</li> <li>• with limited autonomy and judgement in the completion of own defined and routine tasks in known and stable contexts</li> <li>• with limited autonomy and judgement to complete routine but variable tasks in collaboration with others in a team environment</li> </ul>	Graduates of a Certificate III will demonstrate the application of knowledge and skills: <ul style="list-style-type: none"> <li>• with discretion and judgement in the selection of equipment, services or contingency measures</li> <li>• to adapt and transfer skills and knowledge within known routines, methods, procedures and time constraints</li> <li>• in contexts that include taking responsibility for own outputs in work and learning including participation in teams and taking limited responsibility for the output of others within established parameters</li> </ul>	Graduates of a Certificate IV will demonstrate the application of knowledge and skills: <ul style="list-style-type: none"> <li>• to specialised tasks or functions in known or changing contexts</li> <li>• with responsibility for own functions and outputs, and may have limited responsibility for organisation of others</li> <li>• with limited responsibility for the quantity and quality of the output of others in a team within limited parameters</li> </ul>
<b>Volume of learning</b>	The volume of learning of a Certificate I is typically 0.5 – 1 year	The volume of learning of a Certificate II is typically 0.5 – 1 year	The volume of learning of a Certificate III is typically 1 - 2 years. Up to 4 years may be required to achieve the learning outcomes through a program of indentured training/employment	The volume of learning of a Certificate IV is typically 0.5 – 2 years. There may be variations between short duration specialist qualifications that build on knowledge and skills already acquired and longer duration qualifications that are designed as entry level requirements for work

### **Notification of determination**

Unless the submission of insufficient evidence warrants further intervention and/or communication, DSI undertakes to have all RPL applications processed within ten (10) working days from the date of receipt of the assessment evidence.

RPL Applicants will be notified in writing of the outcome of their application. A completed and signed RPL Notification of Determination form will be delivered to the applicant, who in turn is required to acknowledge receipt per the RPL Notification of Determination Receipt.

DSI will retain copies of all materials at all times on the learner's file; the materials will be available for such future reference as is necessary.

To start the RPL process please complete the 'RPL EOI form' from the DSI website [www.driverskills.com.au](http://www.driverskills.com.au) or phone DSI on (07) 5353 7179 for more information.

### **DSI RPL Checklist**

- Read the DSI RPL Application Information (this document)
- Complete and submit DSI RPL Expression of Interest (EOI) form (completing and submitting this form and undertaking all of the following tasks on line at [www.driverskills.com.au](http://www.driverskills.com.au) is by far the best method to undertake the DSI RPL assessment)
- Upon receipt of the RPL Application Form from DSI, read, complete and submit the form.
- Complete and submit the Student enrolment form.
- Receive confirmation of enrolment from DSI.
- Submit required payment for RPL assessment
- Receive RPL kit from DSI.
- Submit required assessments.
- Receive notification of determination.
- Make any outstanding payments
- Receive certificate

