

## STEP

# 1

### INTERVIEW FOR RPL

GO TO <https://connectskillsinstitute.edu.au/student-information/recognition-of-prior-learning-rpl/> TO ARRANGE A 10-30 MINUTE INTERVIEW FOR RPL



## STEP

# 2

### SELF ASSESSMENT

DO THE SELF ASSESSMENT COMMENTS TABLE



## STEP

# 3

### RPL APPLICATION

FILL OUT THE RECOGNITION OF PRIOR LEARNING APPLICATION FORM



## STEP

# 4

### PROVIDE YOUR EVIDENCE

GATHER AND PROVIDE SAMPLES OF EVIDENCE AGAINST EACH OF THE UNITS OF LEARNING CHOSEN



## STEP

# 5

### SUBMIT YOUR RPL APPLICATION

SIGN THE LEGAL DECLARATION AND SUBMIT YOUR RPL APPLICATION, EVIDENCE TO CSI - RPL ASSESSMENT STARTS



## FAIRNESS

The individual learner's needs are considered in the assessment process.

Where appropriate, reasonable adjustments are applied by Connect Skills Institute to take into account the individual learner's needs. Connect Skills Institute will inform you about the assessment process and will provide you with the opportunity to challenge the result of the assessment and be reassessed if necessary.

## FLEXIBILITY

Assessment is flexible to the individual learner by:

- Reflecting the learner's needs;
- Assessing competencies held by the learner no matter how or where they have been acquired;
- Drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.

## VALIDITY

Any assessment decision of Connect Skills Institute is justified, based on the evidence of performance of the individual learner. Validity requires:

- Assessment against the unit/s of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance;
- Assessment of knowledge and skills is integrated with their practical application;
- Assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations;
- Judgement of competence is based on evidence of learner performance that is aligned to the unit(s) of competency and associated assessment requirements.

## RELIABILITY

Evidence presented for assessment will be consistently evaluated. Assessment results will be comparable irrespective of the assessor conducting the assessment.

In case your interested?

## YOUR RPL EVIDENCE & PRIVACY OF THAT INFORMATION

CSI are bound by the privacy principles. Your submitting documents that contain information from other people. We are wanting to see examples and real evidence so its impossible not to release that information. We undertake the principal that we will use the evidence for the purpose of assessing RPL and for no other purpose. It will sit on our secure cloud servers. After course completion your files will be retained to meet retention of records compliance laws. The interest in your files is zero and will not be viewed again unless we are audited by ASQA or government body and in that case they follow the same privacy laws.

## VALID

The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.

## SUFFICIENT

The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner's competency.

## AUTHENTIC

The assessor is assured that the evidence presented for assessment is the learner's own work.

## CURRENT

The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

# RPL EVIDENCE GUIDE

We have provided some information on types of evidence and how they are viewed by Connect Skills Institute for RPL claims.

## UNDERSTANDING EVIDENCE

Assessors must collect and consider a range of evidence from a variety of sources. This evidence can include third-party reports provided by supervisors, trainers, team members, clients or consumers who can report what they see or hear to the assessor.

Evidence may be:

- Direct (such as observation of workplace performance in person or via streaming or video file)
- Indirect (such as a portfolio of evidence about you and from your workplace such as a listing kit)
- Supplementary (supervisor reports, testimonials, testamurs, awards and editorials)

## LOG BOOK/DIARY/PORTFOLIO & WORK EXPERIENCE

You may use a log book, diary or portfolio to show evidence of your hours and experiences on the job. This can help support your evidence for RPL when completed.

### HARD EVIDENCE

All evidence needs to be documented and may include but not be limited to samples of work, pictures, videos, testimonies, reference letters, marketing material, copies of contracts and other forms of material as long as it is recorded and validated.

## OVERSEAS, NON-ACCREDITED AND UNIVERSITY QUALIFICATIONS

These may not be measurable against Australian Qualifications.

These qualifications may have different terminology, components, learning outcomes, or elements that we are simply unable to accurately map against the units in a Vocational Education Training course. If we can't map it, we can't award it.

### YOUR OWN WORK

Your evidence needs to be yours, your photo or your handwriting or you were significantly involved in the actions.

### TIME

Your logbook, diary or portfolio of evidence needs to be spread over time, no older than three years.

### MAKING A DECISION

If you're finding it difficult to decide on a particular unit of learning, you're better off undertaking that unit of assessment. For example, if you haven't worked in property management, it's clear that those units will need to be completed.

### UNDERSTANDING EVIDENCE

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

We don't want this to be difficult for you, but applicants need to ensure all evidence meets the AQF standard or they can be penalised by their state and federal registering authority. These authorities conduct regular audits of Registered Training Organisations (RTOs) and are extremely particular with RPL evidence.

TYPE OF EVIDENCE	USE / STRENGTH	COMMENT
<p><b>Resume or CV</b></p>	<p>Resumes or CVs are a statement made by you to:</p> <ul style="list-style-type: none"> <li>• Summarise what you believe your skills and experience is;</li> <li>• List your education and qualifications;</li> <li>• Provide a history of your work life.</li> </ul>	<ul style="list-style-type: none"> <li>• A resume by itself is all but worthless for RPL.</li> <li>• Resumes are only seen as you saying something, and saying something does not make it true.</li> <li>• You must provide evidence to back up what is stated within the resume.</li> <li>• If you say you are good at something, you need to prove it.</li> </ul>
<p><b>Certificates or results of assessment</b></p>	<p>Usually produces great evidence that shows what competencies you have achieved. They allow the RTO to measure (MAP) this evidence against the requirements for RPL.</p>	<p>There are a few areas where people go wrong with this type of evidence, including:</p> <ul style="list-style-type: none"> <li>• The units/qualification names sound similar to what is being applied for, but may be quite different.</li> <li>• The units/qualifications are old or superseded. Generally, anything that is two or more years old is looked at with a view that it might be out of date. The applicant needs to prove that they have kept up to date or the units/qualifications may not be acceptable for RPL.</li> <li>• The qualifications or statements are non-accredited. This means they were not delivered under the Australian Quality Training Framework (AQTF), something that often happens in private enterprise. RTOs are often unable to measure these against the AQTF requirements and are not able to verify the content, standards or processes used.</li> </ul>
<p><b>Overseas certificate or results of assessment</b></p>	<p>Difficult to measure. These often have different names, codes, and elements.</p>	<ul style="list-style-type: none"> <li>• Overseas evidence can be difficult for RTOs to measure against local requirements as they have different names, codes, subjects, elements, and may relate to legislation or other requirements that are very different to local conditions and expectations.</li> <li>• The words used may sometimes be similar, but unless the content, quality and other data can be accurately measured against AQTF requirements, these may not be considered.</li> </ul>

TYPE OF EVIDENCE	USE / STRENGTH	COMMENT
<p><b>University Certificates or results of assessment</b></p>	<p>University degrees may sound the same, but have a different focus and may be very different. BUT, The benefit of providing these outcomes, it builds a picture of who you are and background knowledge and skills you have from completing these courses can relate to units such as property, finance, marketing, communication, legislation etc..</p>	<p>University evidence can be difficult for RTOs to measure against Vocational Education Training (VET) requirements as they have different names, codes, subjects, elements, and may relate to very different to local conditions and expectations. The words used may sometimes be similar, but unless the content, quality and other data can be accurately measured against VET requirements, then these may not be considered.</p>
<p><b>Industry awards or Membership of relevant professional associations</b></p>	<p>These are good as supporting evidence to show industry knowledge and skills, but rarely used as primary evidence.</p>	<p>Memberships show currency and professional development which are both required for continued VET recognition.</p>
<p><b>Results, statement of attendance, certificates:</b></p> <ul style="list-style-type: none"> <li>• <b>Vendor training courses</b></li> <li>• <b>In house courses</b></li> <li>• <b>Workshops, seminars, symposiums</b></li> <li>• <b>Club courses e.g. First aid, communication skills</b></li> </ul>	<p>These are often useful to show currency. They may be acceptable as supporting evidence but rarely used as prime evidence.</p>	<p>These documents are often non-accredited and cannot accurately be measured against VET requirements.</p> <p>Results of in-house or non-accredited training only show that you passed a test, exam, or assessment that is not nationally recognised and may not be measurable against Nationally Recognised Training (NRT).</p> <ul style="list-style-type: none"> <li>• Statements of attendance show you were present somewhere. They do not show that you achieved, learned or were assessed in anything.</li> <li>• Vendor training can demonstrate that you undertook specific training for a particular skill set, and can sometimes be measured against NRT. Most of the time, however, they will not address VET requirements under NRT.</li> <li>• Workshops, seminars, and symposiums show professional development and the maintenance of industry currency.</li> </ul>

TYPE OF EVIDENCE	USE / STRENGTH	COMMENT
<b>Minutes of industry network meetings</b>	These show that you understand both certain design aspects and relate to VET Units of Competency.	Such evidence needs to be about meetings you were in, and must be validated by evidence that you attended.
<b>Samples of your work from industry</b>	<p>These can show your experience and background and are very valuable as supporting evidence.</p> <ul style="list-style-type: none"> <li>• Inspection reports and analysis</li> <li>• Proposals</li> <li>• Written authorities and client agreements</li> <li>• Marketing plans</li> <li>• Examples of marketing</li> <li>• Listing kits</li> <li>• Business cards</li> <li>• Photos</li> <li>• Videos</li> <li>• Independently generated statistics about you</li> <li>• Sale contracts</li> <li>• Employment contracts</li> <li>• Commission statements</li> <li>• Key performance indicators</li> <li>• Key performance reviews</li> <li>• Client database</li> <li>• Continuous professional development</li> <li>• Diary notes</li> <li>• Client and Customer Testimonials</li> </ul>	Such evidence will be of your own handwriting, name and signature. They can be written by you, showing you were involved in the preparation and use of these documents.
<b>Quality system documents</b>	<p>These show that you understand and relate to:</p> <ul style="list-style-type: none"> <li>• VET compliance</li> <li>• Client Files</li> <li>• Checklists</li> <li>• Policy documents developed and produced</li> <li>• Operates a trust account via software</li> <li>• Business and financial plans</li> </ul>	Samples need to be your work, or otherwise support your claim.
<b>Audit reports and documents</b>	<p>These show that you understand and relate to</p> <ul style="list-style-type: none"> <li>• VET compliance</li> <li>• Trust account</li> </ul>	Samples need to be your work, or otherwise support your claim.
<b>Marketing information</b>	<ul style="list-style-type: none"> <li>• Business card</li> <li>• Photos and videos</li> <li>• Flyers</li> <li>• Examples of marketing</li> <li>• Marketing plan</li> </ul>	Samples need to be your work, or otherwise support your claim.
<b>Minutes of meetings where leadership and teamwork are evident</b>	Significant interaction in preparing or mentioned in them for the role you played in a meeting.	Such evidence needs to be about meetings you were in, and must be validated by evidence you attended.

TYPE OF EVIDENCE	USE / STRENGTH	COMMENT
<b>Diaries/task sheets/job sheets/log books</b>	Shows continuous activity and validates other evidence.	Completing a task many times over a period of times is good evidence to demonstrate a persistent and consistent approach to the job.
<b>Feedback forms and comments</b>	Shows activity and interaction with clients and customers.	Competency in any practice is realised by the agency, clients and customers providing you feedback that validates your ethics and manner in which you operate as an agent.
<b>References/letters from previous employers/supervisors</b>	These are supportive and they demonstrate that you have displayed behaviour over time.	Its more important that the evidence is independent of your current influence over the person and all about your factual results in the past.
<b>Hobbies/interests</b>	They can support and validate a persons character and how others perceive you, but the evidence is supplementary only.	For example you may have past community involvement, you're a great speaker/debator, professional chess player or administrator for your local club for 30 years. These activities can shape a person to become even better in their chosen field (leadership and team roles).
<b>Special skills outside work</b>	Can be influential and supportive evidence only.	Special skills don't usually relate all that well to the units in the course, but can support overall an RPL application.
<b>Any other documentation that may demonstrate industry experience (list)</b>	Sometimes you may supply too much of the same types of evidence. Whatever you may have that relates, submit it.	The evidence has to speak for itself, and it must relate to the units in the course undertaken. Do your best to provide factual evidence within the last three years. It's important not to discount anything because people measure things differently. Leave it up to the assessor to decide.
<b>What to collect first?</b>	<ol style="list-style-type: none"> <li>1. Business card or cards from various roles</li> <li>2. Resume that's up to date</li> <li>3. Continuing professional development Certificates</li> <li>4. Employment agreement</li> <li>5. Job role description / employ agreement</li> <li>6. Assistant agent certificate from the NSW regulator</li> <li>7. Statement of attainment from the training company which notes what units I have completed</li> </ol>	<ol style="list-style-type: none"> <li>8. Sales evidence such as Appraisals including inspection, analysis and proposal Listing kit - Marketing plans</li> <li>Private treaty and auction or tender Commercial and residential</li> <li>Established and new homes</li> <li>Units off the plan sales, Marketing prop</li> <li>Client agreements, disclosures</li> <li>Emails introducing yourself to a client, servicing a client, negotiating with a client and overcoming a complaint or roadblocks</li> </ol>
<b>What to collect next?</b>	Do a video of yourself introducing you and your education then your career and then focus on the property highlights. Talk about sales, PM, and other. This is easily done on your mobile and messaged by email or dropbox to <a href="mailto:rpl@connectskillsinstitute.edu.au">rpl@connectskillsinstitute.edu.au</a>	<ol style="list-style-type: none"> <li>9. PM evidence such as Appraisals, condition reports and management agreements</li> <li>Advertising and open house records</li> <li>Tenant applications and approvals</li> <li>Leases signed and ongoing reports</li> <li>ongoing maintenance schedules and routine inspections including emails, letters or arrears and tribunal cases, reports from software</li> </ol>