

RISEN STAR COLLEGE OF TECHNOLOGY & BUSINESS



RPL application form

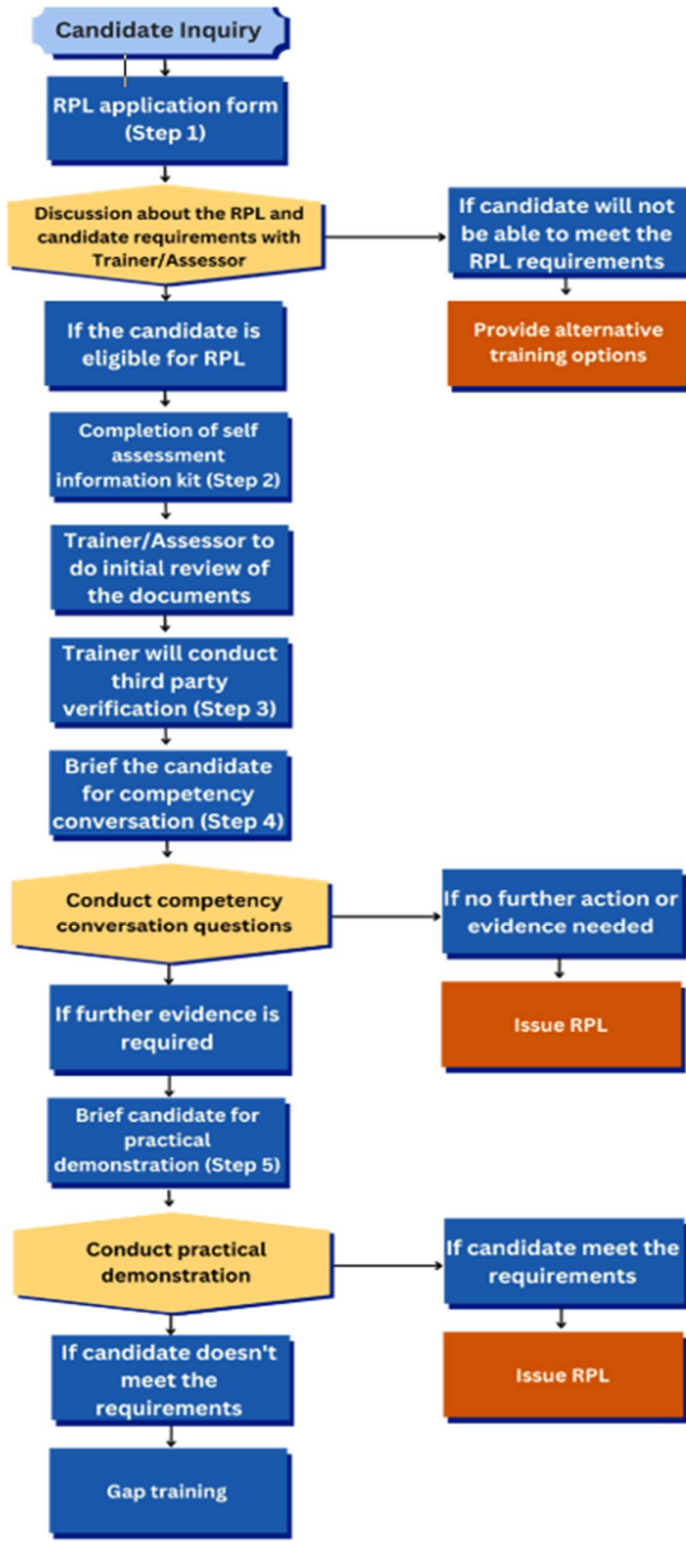
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Welcome Message

Welcome to the Recognition of Prior Learning (RPL) Kit. You can use this kit if you think you have the appropriate competence (skills, knowledge and attitude) contained within course objectives. Having competence means 'the ability to apply your knowledge and skills to perform your job or workplace task effectively'.

Structure of the RPL process



Step 1: Application Form

To initiate the RPL process, candidates should complete the RPL Application Form included in this document. This form is the primary document for providing personal information and details about your previous skills, experience, and qualifications. Candidates must ensure that they accurately and comprehensively fill in their personal information, including full name, contact details, and any required identification numbers. Furthermore, they should carefully identify and specify the units of competency they seek RPL by indicating them on the form. Alongside this, candidates should gather relevant references and evidence to support their application, such as work samples, job descriptions, certificates, or transcripts that showcase their competence in the chosen units of competency. It is vital to meticulously review the completed form to guarantee the accuracy and completeness of all sections before submitting it to RSC (Risen Star College). Should any doubts or inquiries arise during this stage, candidates are encouraged to reach out to RSC for guidance and clarification to ensure the accuracy of their provided information.

Step 2: Self-Assessment

In the second step of the RPL process, candidates will be provided with a self-assessment checklist tailored to the unit of competency for which they are applying for RPL. This checklist serves as a tool to evaluate their proficiency in the required competencies based on their past experiences. The candidate should carefully review the checklist, marking their level of proficiency as "Never," "Sometimes," or "Regularly" for each competency. Providing an accurate self-assessment that aligns with their skills and knowledge is crucial. The information in the checklist should be supported by the evidence submitted in the RPL application. This evidence may include work samples, reports, certificates, or other relevant documentation that demonstrates their competency. Ensuring that the self-assessment and supporting evidence are consistent and accurately reflect the candidate's capabilities is important. The assessor will utilise the self-assessment checklist and evidence to determine the outcome of the RPL application, making it essential to provide an honest and accurate evaluation.

Step 3: Third-Party Evidence or Report

In Step 3 of the RPL process, the assessor may seek third-party evidence by contacting the candidate's supervisor or manager. This step aims to gather additional information and perspectives to assess the candidate's skills and knowledge related to the specific unit of competency being claimed for RPL.

It is important to note that obtaining 'Third-party evidence' is not mandatory in certain circumstances to ensure fairness in the assessment process. These circumstances include:

- Candidate confidentiality: If the candidate does not want their employer to know they are seeking RPL.
- Organisational changes: If the organisation they are working for has been taken over or no longer exists.
- Difficult circumstances: If the candidate may have left their previous employment under challenging conditions.

If the assessor decides to use the 'Third-party evidence', they should do so judiciously, ensuring that they only request evidence from the 'third party' specific to the activities required for the assessor to make their judgment, rather than assessing all requirements of the unit of competency.

The third-party evidence requires the third party to provide various details, including their agreement to participate in the process. It also serves as a reminder that they are not responsible for making the assessment judgment. The 'third party' will confirm that the evidence they provide is a true and accurate reflection of the candidate's skills and knowledge.

The 'Third party evidence' can be completed by the assessor either by email, over the telephone, or face-to-face, based on the most suitable method for both parties.

By incorporating the perspectives of a third party with direct knowledge of the candidate's performance, the assessment process gains credibility and provides a more comprehensive evaluation. The assessor will carefully consider the feedback from the supervisor or manager, along with the other stages of the RPL process, to reach a fair and accurate decision regarding the candidate's competency in the claimed unit.

Step 4: Competency Conversation

During Step 4 of the RPL process, candidates will communicate with the assessor and the conversation takes the form of an interview where the assessor asks questions specifically related to the unit of competency for which the candidate is seeking RPL. In responding to the assessor's questions, the candidate must draw upon their past experiences, skills, and qualifications to provide comprehensive answers. Supporting these answers with multiple examples or instances that demonstrate their competence in the given unit is important. The assessor may also request additional evidence not initially included in the application but relevant to the candidate's responses. The candidate should be prepared to provide the requested evidence or explain its absence in such cases. Following the competency conversation, the assessor will evaluate the candidate's answers and the evidence provided. Based on this assessment, the assessor will provide feedback to the candidate regarding the outcome of their RPL application. If the assessor determines that further assessment is necessary, the candidate will proceed to Step 4, which involves a practical demonstration or assessment. Active participation, thorough responses, and readiness to provide additional evidence are essential throughout the competency conversation stage.

Step 5: Practical Demonstration and Observation

In Step 5 of the RPL process, candidates will undergo a practical demonstration to assess their competency. The assessor will assign a specific task based on the competency conversation (Step 4) and areas where further evidence or clarification is required. It is important to note that candidates are not required to complete all practical tasks but rather focus on the task highlighted by the assessor. The purpose of the practical demonstration is to evaluate the candidate's skills and knowledge in the designated area.

During the practical demonstration, candidates should perform the assigned task, showcasing their abilities and applying their understanding of the relevant competencies. The assessor will carefully observe their performance and assess their competency based on their execution of the task. The practical demonstration serves as additional evidence to support the assessor's decision-making process regarding the candidate's RPL application.

Upon completion of the practical demonstration, the assessor will consider the performance in conjunction with the previous stages of the RPL process. This assessment will contribute to the overall judgment on whether the candidate possesses the necessary skills and knowledge for the unit of competency being claimed for RPL. The assessment outcome will be communicated to the candidate, indicating whether they have been granted RPL for the specific unit of competency or if further assessment or evidence is required.

Candidates should confidently approach the practical demonstration, drawing upon their relevant skills and knowledge to successfully complete the assigned task. The assessor's evaluation during this stage will play a significant role in determining the final decision regarding the RPL outcome for the specific unit of competency.

Step 6: Unit Mapping

In Step 6 of the RPL process, the assessor will use the mapping document to guide the assessment. The mapping document serves as a tool for the assessor to identify the skills, knowledge, and performance criteria that will be assessed during the RPL process.

The assessor will carefully compile the mapping document, clearly indicating each criterion and the tasks or activities relevant to each criterion. This ensures a direct connection between the assessment criteria and the tasks that will be evaluated.

The mapping document will be utilised by the assessor to identify areas where the candidate did not provide the desired evidence or where there are gaps in their competency claim. These areas will be highlighted in the document, providing clear guidance to the assessor on where the candidate needs to focus their efforts to gather additional evidence.

By using the mapping document, the assessor can effectively communicate with the candidate about the identified gaps and the need for further evidence. This information will guide the assessor in determining the requirement for gap training or additional assessment to address the identified areas of deficiency.

Overall, the mapping document serves as a valuable reference for the assessor, highlighting areas where the candidate needs to provide further evidence or undergo gap training to enhance their competency. It ensures a fair and thorough assessment of the candidate's skills and knowledge in the claimed unit of competency.

Gap training

RPL is an assessment process that aims to identify areas of competence and determine if there are any gaps in a candidate's skills and knowledge related to a unit of competency. It is important to note that not all candidates will have skills or knowledge gaps.

If it is determined that there are gaps in the candidate's skills and knowledge, opportunities for closing those gaps will be established through negotiation with the assessor. These opportunities may include attending training and assessment sessions or completing workplace activities. However, it is not mandatory for the candidate to undergo gap training unless it is deemed necessary based on the identified gaps and the requirements of the unit of competency.

The decision to pursue gap training will be made in consultation with the candidate, considering their individual circumstances and learning needs. The purpose of the gap training is to provide the candidate with the opportunity to acquire the necessary skills and knowledge to demonstrate competence in the identified areas.

Ultimately, the candidate has the choice to participate in gap training to address the identified gaps and enhance their competency. It is a collaborative process between the candidate and the assessor to determine the most suitable approach for closing the identified skills and knowledge gaps.

RPL Application Form

Welcome to the Recognition of Prior Learning (RPL) Kit. You can use this kit if you think you have the appropriate competence (skills, knowledge and attitude) contained within course objectives. If you have completed this form, please email it to admin@risenstarcollege.edu.au

RECOGNITION – RPL APPLICATION FORM

Recognition Area

Course applying for recognition?

Professional Referees (relevant to work situation)

NAME

POSITION

ORGANISATION

PHONE NUMBER

MOBILE NUMBER

EMAIL ADDRESS

NAME

POSITION

ORGANISATION

PHONE NUMBER

MOBILE NUMBER

EMAIL ADDRESS

Documented Evidence

If you are including documents in your application, please provide a brief description below.

If you have an Australian Qualification or Statement of Attainment, please attach a verified copy.

Document Description

(e.g. Qualifications, Statement of Attainment, Resume, Photos, Awards, Certificates etc)

Office Use Only – Assessor to use this section to align documents to specific units of competency and identify key questions for competency conversation

Received by? Date received?

Enter date

Application approved by:

Application declined:

Evidence provided:

Student advised:

RPL Enrolment Form

Please use BLOCK LETTERS when filling out this form, and ensure that all sections are completed and appropriate tick boxes marked as applicable. Information collected on this enrolment form is confidential and will not affect you as an individual in your studies.

Personal Details (including full legal name)

Title (Mr, Miss, Ms, Mrs, Other):	<input type="checkbox"/> Male	<input type="checkbox"/> Female
Surname:	(if Single Name only, enter here)	
First Name:	Middle Name(s):	
Preferred Name:	Date of Birth: Enter date	

Your Contact Details

Home Phone:	Mobile Phone:
Email Address:	Work Phone:
Preferred Contact Method: <input type="checkbox"/> via Mobile Phone <input type="checkbox"/> via Email <input type="checkbox"/> via Post (address below) (please tick one)	

Your Emergency Contact

Name:	Relationship:	
Home Phone:	Mobile Phone:	Work Phone:

Your Address Details

USUAL RESIDENTIAL ADDRESS (Not a PO Box)			
Building/ Property name:	Flat/ Unit Number:	Street No:	
Street Name:	City/Town:	State:	Postcode:

POSTAL ADDRESS (please tick if same as usual Residential Address)

Building/ Property name:		Flat/ Unit Number:		Street No:	
PO Box:					
Street Name:		City/Town:		State: Postcode:	

RESIDENTIAL ADDRESS USED WHILE STUDYING (if different to Usual Residential Address)

Building/ Property name:		Flat/ Unit Number:		Street No:	
PO Box:					
Street Name:		City/Town:		State: Postcode:	

WORKPLACE EMPLOYER DETAILS (if applicable)

Trading Name	
Contact Name:	Supervisor Name:
Trading Address:	
Phone:	Employer email:

Language and Cultural Diversity

Are you of Aboriginal/Torres Strait Islander origin?	<input type="checkbox"/> No	<input type="checkbox"/> Yes, Aboriginal
	<input type="checkbox"/> Yes, Torres Strait Islander	<input type="checkbox"/> Yes, Aboriginal & T.S. Islander
In which country were you born?	<input type="checkbox"/> Australia	<input type="checkbox"/> Other (please specify below)
	<input type="checkbox"/> No (English only)	<input type="checkbox"/> Yes (please specify below)
Do you speak a language other than English at home?	<input type="checkbox"/> No (English only)	<input type="checkbox"/> Yes (please specify below)
	<input type="checkbox"/> Very Well	<input type="checkbox"/> Well
If you speak a language other than English at home, how well do you speak English?	<input type="checkbox"/> Not well	<input type="checkbox"/> Not at all

Unique Student Identifier (U)

A Unique Student Identifier (USI) is a reference number made up of numbers and letters that gives students access to their USI account. A USI will allow an individual's USI account to be linked to the National Vocational Education and Training (VET) Data Collection allowing an individual to see all of their training results from all providers including all completed training units and qualifications.

It is a Government requirement that a student needs a USI when enrolling or re-enrolling in nationally recognised training from 1 January 2015. This includes if the student is enrolling for the first time, for example, if they are studying at TAFE or with a private training organisation, completing an apprenticeship or skill set, certificate or diploma course. It also applies to students continuing or completing (re-enrolling) training, including nationally recognised training undertaken in secondary school.

Do you have a USI?

Yes. Enter

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 your USI

OR

No. I give RTO permission to create, view and update a USI on my behalf. Using the personal details entered on the two forms of Identification I have provided RTO.

- Driver's License
- Australian Passport
- Medicare Card
- Visa (with Non-Australian Passport) for international student
- Birth Certificate (Australian)
- Certificate of Registration by Descent
- Citizenship Certificate
- Immi Card

Student Signature: _____ **Date:** Enter date

Education Details

Are you still attending secondary school?

No

Yes

What is your highest COMPLETED school level?

(Not inclusive of higher education)

Tick one box only

Completed Year 12

Completed Year 11

Completed Year 10

Completed Yr. 9 or equivalent

Completed Yr. 8 or lower

Never attended school

In which year did you complete this school level?
(must be answered – even if education was completed overseas)

If still attending school, name of school:

Previous secondary school (if applicable):

Employment Status

Which of the following categories

BEST describes your current employment status?

Tick one box only

- Employed – unpaid worker in a family business.
- Self-employed – not employing others.
- Not employed – not seeking employment
- Unemployed – seeking full time work.
- Unemployed – seeking part time work

- Full time employee
- Part time employee
- Employer

Where are you employed?

How many employees are at your current employer?

Up to 20

Over 20

Occupation

Which of the following classifications BEST describes your current (or recent) occupation?

Tick one box only if you never employed go to next section.

- 1 - Managers
- 2 - Professionals
- 3 – Technicians & Trade Workers
- 4 – Community and Personal Service Workers
- 5 – Clerical & Administrative Workers

- 6 – Sales Workers
- 7 – Machinery Operators & Drivers
- 8 - Labourers
- 9 – Other

Industry of Employment

Which of the following classifications BEST describes the Industry of your current (or recent) Employer?

Tick one box only if you never employed go to next section.

- A – Agriculture, Forestry and Fishing
- B – Mining
- C – Manufacturing
- D – Electricity, Gas, Water & Waste Services
- E – Construction
- F – Wholesale Trade
- G – Retail Trade
- H – Accommodation & Feed Services
- I – Transport, Postal & Warehousing
- J – Information Media & Telecommunications

- K – Financial & Insurance Services
- L – Rental, Hiring & Real Estate Services
- M – Professional, Scientific & Technical Svc's
- N – Administrative Support Services
- O – Public Administration and Safety
- P – Education & Training
- Q – Health Care & Social Assistance
- R – Arts and Recreation Services
- S – Other Services

Disability

Do you consider yourself to have a disability, impairment or long term condition? YES NO

If yes, please indicate the areas of disability, impairment or long term condition. You may indicate more than one.

- Hearing/deaf
- Intellectual
- Mental illness
- Vision
- Other (Please specify):

- Physical
- Acquired brain impairment.
- Learning
- Medical condition

Previous Qualifications/Education

Have you successfully COMPLETED any of the following qualifications? Yes No

If yes, please tick ONE applicable box relating to your prior education at ANY applicable Level as follows:

A = Australian Qualification

E = Australian Equivalent*

I = International

A	E	I		A	E	I	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Bachelor Degree or Higher Degree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Certificate III or Trade Certificate
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Advanced Diploma or Associate Degree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Certificate II
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Diploma or Associate Diploma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Certificate I
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Certificate IV or Advanced Cert/Technician	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other (please specify)

If multiple of one type, use above priority order (A), (E) and then (I).

*To determine 'Australian Equivalent' qualifications, please refer to the Overseas Qualifications Unit (OQU).

Study Reason

Of the following reasons, which BEST describes your main reason for undertaking this course / traineeship / apprenticeship?

Tick one box only

- To get a job
- To develop my existing business
- To start my own business
- To try for a different career
- To get a better job or promotion

- It was a requirement of my job
- I wanted extra skills for my job
- To get into another course of study
- For personal interest or self-development
- Other Reasons

Student Contact

How did you find out about the course you are enrolling in?

Tick one box only

- Job Services
- Staff Member
- Current/Past Student
- Flyer
- Website
- Radio advertising

- Word of mouth
 - Social Media (e.g. Facebook)
 - Apprentice Centre
 - Newspapers
 - Workplace
 - Other (please specify)
-

Student Handbook

The student handbook outlines the following:

- Student fee information
- Refund Policy
- Code of conduct

- Complaints procedure
- Appeals procedure
- Assessment guidelines

- Student welfare and support services
- Recognition of prior learning

I declare that I have read and understood RTO student handbook and their policies & procedures regarding the above.

Signature: _____ Date: Enter date

The Student Handbook can be found on RTO website. www.risenstarcollege.edu.au

Australian Citizenship Status

Australian Citizen

New Zealand Citizen

Permanent Resident

Other (please provide details)

Program / Qualification to be enrolled in. Please write it below

.....

Pre-Training Checklist (Please tick the correct boxes)

<input type="checkbox"/> Delivery Mode discussed.	<input type="checkbox"/> Entry Requirements discussed.
<input type="checkbox"/> Language, Literacy and Numeracy & Digital (LLND) assessment completed by student and attached.	<input type="checkbox"/> Credit Transfer discussed.
<input type="checkbox"/> Pre-course interview done?	<input type="checkbox"/> Location of the course discussed.
<input type="checkbox"/> Recognition of prior learning (RPL) discussed	<input type="checkbox"/> Tuition fees, Concession and Exemption discussed.
<input type="checkbox"/> Refund policy discussed.	<input type="checkbox"/> Student question answered.
<input type="checkbox"/> I have read and understand the student handbook.	<input type="checkbox"/> <input type="checkbox"/> Please indicate any special needs, assistance you may require during the course (e.g Writing assistance)

Acknowledgment of the Privacy Statement, and Declaration of Information Accuracy

Consent for publication of photographs and student work

- Risen Star College occasionally takes photos of students participating in classes for publicity purposes. These photos may be displayed on our website. The names and details of the people in the photos are not released or published. Staff will always identify when they are taking photos so students who don't wish to have their photo taken can be excluded from the photo. If at any time your photo is published on the website and you would like it removed, we will do so within 24 hours of receiving a written request to remove it.
- Do you consent to the use of your photo under these conditions? Please circle one:
Yes
No

- If you indicated **NO** please ensure you advise the staff member at the time the photo is being taken to ensure you are excluded from the photo.

You are required to give permission in writing for any of these discussions or viewing of evidence to occur.

- I will be required to participate in the completion of a National Students Outcomes Survey [NCVER], during the course of my training program.

Declaration of Information Accuracy

I declare that the information I have provided on this enrolment form is true and accurate, and understand that providing false information may affect my eligibility to obtain government funding.

In signing or emailing this form I acknowledge and declare that;

1. I have read and understood and consent to the privacy notice and have completed all questions and details on the enrolment.
2. The information herein provided is to the best of my knowledge true, correct and complete at the time of my enrolment.
3. Arrangements have been made to pay all fees and charges applicable to this enrolment.
4. I have read and understand the Risen Star College RSC's policies and procedures
5. I agree to be bound by the Risen Star College, RSC's policies & procedures whilst I remain an enrolled student.
6. My participation in this course is subject to the right of RSC to cancel or amalgamate courses or classes. I agree to abide by all rules and regulations of RSC.
7. I understand and have been provided with information by RSC in relation to Credit Transfer and Recognition of Prior Learning (RPL).
8. I confirm that I have been informed about the training, assessment and support services to be provided, and about my rights and obligations as a student at RSC.
9. I have also visited RSC's website to review Training and Assessment options available to me including but not limited to duration, location, mode of delivery and work placement (if any), fees, refunds, complaints & appeal policy.
10. I authorise RSC or its agent, in the event of illness or accident during any RSC's organised activity, and where emergency contact next of kin cannot be contacted within reasonable time, to seek ambulance, medical or surgical treatment at my cost.
12. My academic results will be withheld until my debit is fully paid and any property belonging to RSC's has been returned.
13. I acknowledge that from time-to-time RSC may send me information regarding course opportunities and other promotional offers and that I have the ability to opt out.

Signed (Student)	Date: Enter date
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