



**Australian Government**

**Department of Education, Employment  
and Workplace Relations**



# Recognition of Prior Learning Initiative

## Assessor Guide

RPL Assessment Toolkit for **CHC50113**  
Diploma of Early Childhood Education and Care

### CHC50113

DIPLOMA

Effective July 2013

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The Australian Government Department of Education, Employment and Workplace Relations (DEEWR) developed the *RPL Assessment Toolkit for CHC50113 Diploma of Early Childhood Education and Care* as part of the national Recognition of Prior Learning (RPL) Initiative. It was based on good practice identified in the 2006–2009 Council of Australian Governments (COAG) RPL Program, including the RPL Assessment Tool Kit developed by the Western Australian Department of Training and Workforce Development under that program.

The *RPL Assessment Toolkit for CHC50113 Diploma of Early Childhood Education and Care* is provided in the following five companion documents:

- [Assessor Guide](#)
- [Candidate Guide](#)
- [Workplace Guide](#)
- [Forms and Templates](#)
- [Unit Mapping](#)

This document is the [Assessor Guide](#). It provides assessors with information to assist them in conducting high quality candidate-focussed RPL assessments for the *CHC50113 Diploma of Early Childhood Education and Care*.

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Editing, structuring and writing components of the *RPL Toolkit* by Cheryl Leary, Quality Training Concepts Pty Ltd, with assistance from Andrew Jones, purple infinity.

# RPL Assessment Toolkit for CHC50113 Diploma of Early Childhood Education and Care *Assessor Guide*

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# RPL Assessment Toolkit for CHC50113 Diploma of Early Childhood Education and Care *Assessor Guide*

## 1. Introduction

### Welcome

Welcome to the *RPL Assessment Toolkit for CHC50113 Diploma of Early Childhood Education and Care*—called the *RPL Toolkit* in this resource. This is the **Assessor Guide**.

This resource provides assessors with information to assist them to conduct high quality Recognition of Prior Learning (RPL)<sup>1</sup> services to educators working in early childhood education and care.

### What is the *RPL Toolkit*?

The *RPL Toolkit* was designed to support the Australian Government's national RPL initiative for the early childhood workforce announced in the 2011–12 Federal Budget.

The RPL Initiative aims to increase the number of educators in the Early Childhood Education and Care (ECEC) profession holding formal early childhood qualifications, and to improve retention of experienced and skilled educators, particularly in rural and remote locations. It provides experienced educators with an opportunity to have their skills and knowledge recognised as meeting all or part of the requirements of a nationally recognised qualification.

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<sup>1</sup> While the term 'RPL' is used in this resource, the process is also referred to as 'Recognition' in some Registered Training Organisations (RTOs) and in some States and Territories.

The *RPL Toolkit* is an important component of the RPL Initiative, providing a comprehensive suite of resources to assist assessors, candidates and workplaces to participate in RPL processes. Its five companion volumes, each designed for a particular audience and purpose, are described from Page 3 of this resource.

### How does this version of the *RPL Toolkit* relate to the 2012 version?

The *RPL Assessment Toolkit for CHC50113 Diploma of Early Childhood Education and Care* is based on the 2012 version—the *RPL Assessment Toolkit for CHC50908 Diploma of Children's Services (Early childhood education and care)*—updated for the replacing qualification.

Users familiar with the 2012 *RPL Toolkit* version will note that some Competency Conversation Recording Tools and Workplace Assessment Tasks now include more specificity under assessment requirements—for example, including minimum volume and frequency. Such unit requirements must be considered and included in the RPL assessment process. An emphasis has also been added to various components that the Self-Evaluation Questions alone are not sufficient to determine competency.

Appendix 1 in the 2012 version of the *RPL Toolkit* is Section 2 in this version, reflecting the importance of good practice in RPL.

Because the *CHC50113 Diploma of Early Childhood Education and Care* qualification includes more units than the replaced qualification (CHC50908), this *RPL Toolkit* is larger than its predecessor. And, because some of the CHC50113 core units are also included in the *CHC30113 Certificate III in Early Childhood Education and Care*, assessors must carefully consider pathways.

The *RPL Toolkit* components applicable to various candidates are explained in Section 3—including candidates with CHC30113, candidates with the replaced Diploma or Certificate III qualifications, and candidates with no qualifications. Assessors should also refer to the CHC Community Services Training Package endorsed components and companion volumes when conducting assessments and determining approaches for candidates.

### RPL approach in the *RPL Toolkit*

The RPL approach promoted in the *RPL Toolkit* involves candidate-focused RPL and holistic assessment. The approach was informed by the COAG RPL Program—a significant national RPL initiative conducted between 2006 and 2009—and is based on good practice identified in that comprehensive program. Section 2 provides details on RPL good practice approaches for the ECEC profession.

The *RPL Toolkit* approach does not rely solely on documentary evidence sourced by the candidate. Instead, it uses a combination of processes by which evidence of competence is progressively gathered—these include an initial interview, self-evaluation, structured competency conversations, workplace assessment tasks, and additional third party reporting if required.

The *RPL Toolkit* approach is fully explained in this *Assessor Guide*.

Go to Section 4 for a summary of the RPL processes in a table, with responsibilities of assessors, candidates and workplaces. Section 5 gives detailed step-by-step instructions that could be particularly useful for assessors when first using the RPL processes and various components of the *RPL Toolkit*.

In summary, the RPL process involves structured steps through which the assessor progressively gathers information on a candidate's competence across unit clusters. Before the RPL process begins, the candidate completes an information form, and is given a *Candidate Guide* to help them to prepare.

- **Step 1** involves an initial interview between the assessor and candidate at which the assessor captures broad information and may suggest specific evidence for some units. An *RPL Assessment Plan* is drafted in this meeting, and the assessor advises the candidates of the next steps. Post-interview, the candidate undertakes a broad self-evaluation, gains workplace verification, and provides the completed forms back to the assessor on an agreed date.
- **Step 2** involves the assessor conducting 'competency conversation' interviews, usually in the workplace, based on a question bank for each unit cluster. Before the first interview, the assessor considers evidence from Step 1 and advises the candidate of the units to be covered. During the interview, the assessor records responses and considers evidence. For most candidates, more than one interview will be required.
- **Step 3** involves the candidate undertaking workplace assessment tasks where practical skills can be demonstrated as required. The *RPL Toolkit* includes one or more assessment tasks for each cluster of units; however, the assessor can adapt the templates for these if other demonstrations are required.

- **Step 4** involves further workplace verification through third party reporting if the assessor considers that additional evidence or verification is needed.
- **Step 5** involves all the processes the assessor and Registered Training Organisation (RTO) undertake to finalise the RPL assessment process for the candidate. This includes actions such as determining final assessment outcomes, providing candidates with feedback and options, completing RTO-required documentation, and awarding candidates with the qualification or a Statement of Attainment.

**Please note:** As the *RPL Toolkit*'s target group is people who are working in ECEC workplaces, workplace observation and assessment by the assessor is possible and **is required**. Some units of competency also specify workplace assessment.

### Can I contextualise the *RPL Toolkit*?

Yes, you may contextualise the *RPL Toolkit* to suit the needs of candidates, employers or enterprises, or to meet RTO procedures. **However, co-badging with an RTO's logo is not allowed.**

Assessors must ensure their RPL assessments meet the required Standards under which the RTO is registered<sup>2</sup>, current Training Package requirements, and any RTO or regulatory requirements. Therefore, assessors are advised to validate relevant components before use, or after any contextualisation or modification is made—for example, by considering the assessment tools in the RTO's scheduled assessment validation processes.

<sup>2</sup> Depending on the RTO's registering body, and at the time of writing, the *Standards for NVR Registered Training Organisations* or the *AQTF Essential Conditions and Standards for Continuing Registration*.

### What is in each component of the *RPL Toolkit*?

The *RPL Toolkit* is in five companion volumes, which provide comprehensive advice and resources for assessors, candidates and workplaces. The five volumes are described below.

- **Assessor Guide:** The *Assessor Guide* (this document) contains introductory information, good practice RPL approaches, and detailed information on the RPL process. Assessors should read this document carefully to ensure they understand the process, and how the various components are used. The Appendix lists resources that could be useful.
- **Candidate Guide:** The *Candidate Guide* is a resource for the candidate, to be provided before the RPL process begins. It provides information on RPL assessment processes and expectations. Candidates may have further questions, and are directed to the assessor to provide them with additional information and support.
- **Workplace Guide:** The *Workplace Guide* is for the candidate's workplace. It provides information on RPL and the role of the workplace representative in verifying the candidate's demonstrated skills and knowledge, and in facilitating workplace visits and activities for RPL assessments as required. The RTO or assessor should provide the *Workplace Guide* to the workplace, preferably before the RPL assessment commences.
- **Forms and Templates:** The *Forms and Templates* resource is for the assessor. It contains assessment instruments and tools for candidate self-evaluation, competency conversations, and workplace assessment tasks, and includes assessor and candidate instructions. It also includes a candidate information form, an RPL assessment plan template, a sign-off form for

workplace representatives, a third party report template, and a form for recording assessment outcomes. The use of each template or form is summarised in the Introduction. Assessors should provide the required forms to the candidate or workplace, and use the assessment tools in conducting RPL.

Assessors may adapt, add to or substitute forms or templates, for example, where the RTO's policies and procedures require this, or where a candidate chooses electives other than those provided for in the RPL Toolkit. Please note that the forms and templates are also available as individual Word files.

Assessors should also note that the criteria for assessment are included in the RPL assessment tools. For example, in the:

- Competency Conversation Recording Tools—under '*Key points to be addressed by the candidate*'
- Instructions for Candidate on Workplace Assessment Tasks—under '*How will I be assessed in this task?*'
- Workplace Task Observation Tools—under '*Description of the Workplace Assessment Task*'.

Assessors can also use the Unit Mapping resource described below as a guide when assessing—the Competency Conversations and Self-Evaluation Questions are mapped to the units of competency.

- **Unit Mapping:** The *Unit Mapping* resource is for the assessor, and may also be of interest to personnel responsible for the RTO's quality assurance and compliance. It provides detailed mapping of unit components to the assessment tools and sources of evidence. Assessors may need to consider the mapping in determining assessment methods for each unit cluster, or in validation processes.

In addition, if a candidate already holds one or more units in a cluster, assessors may consult the mapping to determine assessment methods for single units. The assessor could also use the mapping as a marking reference during assessment, as it contains unit content, thus indicating responses to be addressed by the candidate in assessment.

Given the critical role of assessors, they should be aware of all of the *RPL Toolkit* components. However, the key volumes for assessors to use and understand are the:

- *Assessor Guide*
- *Forms and Templates* resource (and the individual Word files holding the forms and templates for assessment tools)
- *Unit Mapping* resource.

## 2: Good practice RPL for the ECEC profession

### Quality outcomes from RPL

The *RPL Toolkit* resources promote high quality RPL assessment for people working in the Early Childhood Education and Care (ECEC) profession. Industry concerns about the quality of Children's Services qualification outcomes<sup>3</sup> informed the Industry Skills Council in its recent review of the qualifications.

Each assessor must be capable of making sound professional judgements. RPL must strike a balance between on the one hand having sufficient rigour, and on the other hand, not involving over-assessment. Assessors should consider and access mechanisms to continuously improve the quality of their assessment processes—for example, through involvement in professional development, assessor validation processes, Communities of Practice, online activities, and RPL or industry assessor networks.

### RPL good practice points

Assessors should consider the following general RPL good practice points, with some tips for assessors in italics below each.

- **Contemporary RPL processes:** The *RPL Toolkit* promotes candidate-friendly, industry responsive approaches. Candidates should not have to independently determine what is valid evidence, or to navigate what can be complex units of competency: that is the role of the assessor.

<sup>3</sup> The Community Services and Health Industry Skills Council's *Environmental Scan 2010* identified concerns about the quality of outcomes (CSHISC 2010, p. 31).

*When dealing with candidates, use workplace language and job roles, rather than the language of Training Packages and units of competency. Assist candidates to identify appropriate evidence as required—assessors can also do this in a natural setting when conducting RPL assessment processes in the workplace.*

- **Candidate focus:** The individual candidate should be 'front and centre'— RPL is more effective when candidates are fully considered, supported and confident.

*Use plain English in communicating with candidates and guide and support them through the process. Seek candidate information, and consider individual circumstances and needs.*

- **Enterprise and industry business needs:** RPL should contribute to workforce development, enterprise productivity and the bottom line.

*Take steps to ensure your industry knowledge is current so you can engage effectively with workplaces.*

- **Assessor capacity:** Skilled assessors who can confidently make sound RPL professional judgements are critical to the RPL process. They should support and encourage the candidate, assisting them to find natural workplace evidence of competency where possible.

*Take up opportunities for professional development, such as offered under the national RPL Initiative, and access assessor networks or other support mechanisms.*



- **RPL provision:** Candidates should have a smooth provision of RPL services from first contact to RPL outcome. This includes providing candidates with the information they need, ensuring the RTO responds appropriately to enquiries, providing RPL leadership in RTOs, and embedding RPL in RTO processes.

*You may wish to consider how RPL information and support is provided in your RTO, and whether this can be improved.*

## Industry drivers

RPL assessors working with the Early Childhood Education and Care (ECEC) profession should also be aware of current industry drivers for quality assessment such as in the following overview.

- **Focus on quality:** The workforce is moving towards greater professionalism and accountability.

In 2009, the Council of Australian Governments (COAG) agreed to a new National Quality Framework (NQF) for early childhood education and care and school age care, to be implemented from 1 January 2012. The NQF aims to strengthen the focus on quality practice in working with young children. The capacity of the workforce and qualifications in this is critical. RPL assessors must understand relevant aspects such as the National Quality Standard and the national Early Years Learning Framework (EYLF) and how these relate to the work of ECEC educators.

- **New challenges:** Expectations of ECEC educators have changed (and the term 'educators' is now preferred to 'child-care workers'.) Directors and teachers now need to provide pedagogical leadership, and people in contact roles need to understand relevant aspects such as child development, program planning and relationships with families.

Research shows the vital importance of the early childhood years. ECEC educators need to understand how their actions relate to the quality of the child's experience and to children's development, and to be able to coherently convey relevant issues to parents and others within their role context.

- **High skill levels:** Directors and teachers apply a complex and diverse range of skills and knowledge including people skills, management skills and pedagogical leadership. People in contact roles provide direct care and education to children and the skills they require to do this are also complex, and perhaps increasingly so. For some, such as family day care educators, these high level skills are applied under minimal supervision.

## Workforce characteristics

RPL must take account of the needs and circumstances of individuals, and should also consider the workforce characteristics and context. Some points you might need to consider in providing RPL to this diverse workforce are summarised below.

- **Workplace diversity:** Children's services are provided throughout Australia and reflect its wide diversity, both in its settings and in its participant demographics. Almost a million children are provided with early childhood education and care services in Australia. Over half this provision is in long day care centres and 10% involves family day care. This includes many service providers and individuals in diverse settings and locations, and involves private, public and not for profit provision. In all this diversity there is a commonality: 94% of workforce is female.<sup>4</sup> RPL must take account of the diversity of workplaces and participants.

<sup>4</sup> Unless otherwise stated, the statistics in this section are from the 2010 National Early Childhood Education and Care Workforce Census.

- **Qualifications:** Directors and teachers typically hold high-level VET qualifications or Higher Education qualifications, and people in contact roles with children commonly hold either certificate level qualifications or no post high school qualifications. Approximately 22% of long day care educators and 40% of family day care educators do not have an ECEC qualification—this lack of experience with formal education and training could impact on the confidence of candidates to participate in RPL.
- **Workplace expertise:** Given qualifications and experience, directors and teachers in centre-based care, and those coordinating family day care schemes, are likely to hold the skills and knowledge to support ECEC educators in undertaking RPL (and to provide any required third party verifications or workplace gap training activities). RPL assessors should tap into this potential resource.
- **Current experience:** Many individuals in the ECEC workforce are highly experienced, with over a quarter of paid contact staff having had ten or more year's experience. More experienced individuals are more likely to hold ECEC qualifications than those who are less experienced. Some experienced ECEC educators who hold the required skills and knowledge will have the confidence to take on RPL; others might not. Assessors should be aware that all candidates require support in undertaking RPL processes. This may include support in using computers to complete tools such as self-evaluation forms.
- **Centre-based ECEC educators:** Centre-based ECEC educators provide long day care in purpose built settings, employed on a part time, full-time or casual basis. There could be issues for centre-based educators in accessing, and being provided with, time release to participate in RPL. Most are under the age of 40 and 97% are female: some can be assumed to have family responsibilities that might impact on RPL participation. Almost half work full time, and the remainder either work short or long part time shifts, but very few work more than 40 hours per week. Depending on workplace arrangements, some of these individuals may have access to technology in the centres, although this will vary. Assessors must consider issues and opportunities for candidates working in centre-based services, and adjust arrangements accordingly.
- **Family day care educators:** Family day care (FDC) educators provide education and care to children in home settings, usually their own home, under a scheme or coordination unit. Most are self-employed. As such, may not be able to access traineeships and lose income when they do not work. Over 60% of these educators are aged over 40 years and approximately 18% are over 55. Many work long hours, with almost 50% reporting they work over 41 hours each week. FDC educators potentially face issues such as isolation from support and information, difficulties in compiling and presenting evidence, and the range of issues that relate to rural and remote educators (FDC is more prevalent in rural and remote settings). They might also have difficulties in accessing and using technology. FDC coordinators could also be candidates for RPL. Assessors must consider issues for candidates and adjust arrangements accordingly.

- **Indigenous ECEC workforce:** Aboriginal and Torres Strait Islander ECEC educators work both in Indigenous-focussed services dealing exclusively or mainly with Indigenous children, and in mainstream education and care services. Indigenous people make up approximately 1.8% of long day care and 0.8% of family day care ECEC educators. The individual needs and circumstances of Aboriginal and Torres Strait Islander candidates must be considered. Like other people in the ECEC workforce, they may have had negative prior educational experiences, impacting on their confidence to participate.
  - **Rural workforce:** Rural educators may be more isolated from information and training services, and also may not have access to high-speed Internet services and other technology, although this cannot be assumed for all rural candidates. Approaches must be guided by local knowledge and the experience of the RTO in provision for this target group. Depending on the candidate and workplace, this should include workplace site visits, and could also include online information provision, online mentoring, and submission of evidence in e-portfolios.
  - **Candidates from CALD backgrounds:** ECEC educators from cultural and linguistically diverse (CALD) backgrounds can face particular challenges depending on individual circumstances. These may include language and literacy issues, and difficulties in obtaining authenticated evidence of prior experience, particularly if they have been refugees. Without support, given prior educational experiences or possible inaccurate assumptions about RPL, some people from CALD backgrounds may not have the confidence or language skills to take up and participate in RPL.
  - **Candidates with LLN needs:** Some ECEC educators, particularly those in contact roles, have lower level AQF qualifications or no post-school qualifications—factors that can be associated with language, literacy and numeracy (LLN) inadequacies. LLN issues can impact on both the uptake and success of RPL, and must be considered when providing RPL. LLN support may be required before or during the RPL process.
  - **Remote Indigenous community context:** RPL for the remote Indigenous Children’s Services workforce must be carefully considered to ensure it is guided by relevant knowledge and experience, and that it is culturally appropriate including acknowledging Indigenous cultural competencies and contexts. Good practice RPL in remote contexts should be guided by the RTO’s experience with that target group. Implementation challenges could include remote locations, and barriers such as lack of access to technology, lack of skills in using technology, language considerations including the need for local languages, and literacy issues. Social factors such as family obligations, and broader issues such as the seasons and weather may also need to be considered in implementation.
- RPL assessors working with remote Indigenous candidates must be experienced with the target group and capable of tailoring their approaches and assessment tools for remote contexts and the individuals concerned. This could include on-line approaches for those communities where this can be managed. Implementation should tap into existing networks and State or territory support agencies where these exist.

## 3. Qualification requirements and units in this resource

### Training Package

The qualification *CHC50113 Diploma of Early Childhood Education and Care* comes from the CHC Community Services Training Package. Assessors must be very familiar with and follow the requirements of the Training Package, and the requirements set out in the relevant units of competency. The companion volumes should also be consulted. The latest version of the Training Package can be downloaded from [www.training.gov.au](http://www.training.gov.au)

### How many units are required for the qualification?

Candidates must be assessed as competent in **28 units of competency** (23 core units and 5 elective units) to be awarded the *CHC50113 Diploma of Early Childhood Education and Care*.

### What units are in this resource?

This *RPL Toolkit* supports RPL for **27 units of competency** from the *CHC50113 Diploma of Early Childhood Education and Care*—22 of the 23 core units required for the qualification<sup>5</sup> and five elective units. The five elective units in this *RPL Toolkit* are:

- CHCORG428A Reflect on and improve own professional practice
- CHCORG506E Coordinate the work environment

<sup>5</sup> The unit *HLTAID004 Provide an emergency first aid response in an education and care setting* is not included in this *RPL Toolkit*, apart from the capacity to record its attainment on the *RPL Assessment Outcomes Form*.

- CHCORG624E Provide leadership in community services delivery
- CHCPOL504B Develop and implement policy
- CHCSAC005 Foster the holistic development and wellbeing of the child in school age care.

### What if other electives are chosen?

Assessors should not be limited by the electives in this resource, and should assist candidates to carefully select suitable electives that meet the packaging rules and also maximise the candidate's opportunity to gain RPL for the qualification. Assessors should consult the Training Package and suggest elective units that relate directly to the candidate's work roles (such as family day care educator or centre based educator). It is highly recommended that candidates select any units that are compulsory for people working in early childhood education and care in that State or Territory. Assessors should be very familiar with any such requirements.

Where an elective a candidate selects is not in the *RPL Toolkit*, assessors should source or develop assessment tools in line with the RTO's policies and procedures, and will need to adapt the *RPL Toolkit* assessment tools for a cluster if an elective is deleted or added. Alternatively, RTOs could offer an additional elective or electives and give a Statement of Attainment for any units attained beyond the qualification requirements.

The Word versions of the assessment tools in the *Forms and Templates* resource could provide a useful basis for assessment tool development for any additional electives. Assessors could also use their networks to share any assessment tools they develop for any electives not covered in the *RPL Toolkit*.

## Unit clusters

To promote holistic assessment, the units of competency in this *RPL Toolkit* are combined into ten clusters of related units shown in the following pages. If you are reading this onscreen or in a coloured copy, you will see that the clusters are colour-coded—the colours are also used in the companion volumes to help identify components for the cluster.

Clusters 1 to 5 relate to ten of 11 core units in the *CHC50113 Diploma of Early Childhood Education and Care* that are also core in the *CHC30113 Certificate III in Early Education and Care*. Although the units are shared across the two qualifications, please note that Clusters 1, 2, 3 and 5 in this *RPL Toolkit* are **not** the same as in the *RPL Assessment Toolkit for CHC30113 Certificate III in Early Education and Care* (they hold fewer units); however, Cluster 4 in this *RPL Toolkit* is the same as in the *Certificate III RPL Toolkit*.

Clusters 6 to 10 relate to the remaining 12 core units required for the *CHC50113 Diploma of Early Childhood Education and Care* and five elective units.

### *Which clusters and pathways apply to which candidates?*

Candidate pathways into the *CHC50113 Diploma of Early Childhood Education and Care* will vary depending on any relevant units of competency the candidate already holds. Therefore, although there are ten clusters of units in this *RPL Toolkit*, all clusters will not be required for all candidates.

Examples of different pathways into the *CHC50113 Diploma of Early Childhood Education and Care* include (at least) the following.

- Candidates may hold the *CHC30113 Certificate III in Early Childhood Education and Care*. Therefore, they already hold ten of the 23 core units of competency required for *CHC50113*.

**Candidates who provide evidence that they hold the ten core units in *CHC30113 Certificate III in Early Education and Care* that are in Clusters 1 to 5 in this *RPL Toolkit*, should be assessed against the units in Clusters 6 to 10 of this *RPL Toolkit*.**

- Candidates may hold the replaced Children's Services qualifications—*CHC30708/12 Certificate III in Children's Services* and *CHC50908 Diploma of Children's Services (Early childhood education and care)*. Such candidates hold no units equivalent to the units required for *CHC50113* (unless they hold any specific *CHC50113* core units or relevant electives).

**Candidates who hold the replaced Children's Services qualifications (*CHC30708/12, CHC50908*) and none of the *CHC50113* core or relevant electives should be assessed against the units in Clusters 1 to 10 of this *RPL Toolkit*.**

- Candidates may present with no Children's Services or Early Childhood Education and Care qualifications. Such candidates hold none of the units of competency required for *CHC50113*.

**Candidates who do not hold any Children's Services or Early Childhood Education and Care qualifications should be assessed against the units in Clusters 1 to 10 of this *RPL Toolkit*.**

- Note that there may also be candidates who hold relevant individual units of competency that should be considered.

In summary (and in general):

- if the candidate holds the *CHC30113 Certificate III in Early Childhood Education and Care*—the units in **Clusters 6 to 10 in this RPL Toolkit apply**
- if the candidate holds no equivalent qualifications (including CHC30708/12 and CHC50908) or holds no qualifications or units—the units in **Clusters 1 to 10 in this RPL Toolkit apply**.

### Clusters 1 to 5

#### Cluster 1—Nutrition and children’s health and safety

**CHCECE002 Ensure the health and safety of children** (core unit)

**CHCECE004 Promote and provide healthy food and drinks** (core unit)

#### Cluster 2—Workplace practices

**CHCCS400C Work within a relevant legal and ethical framework** (core unit)

**CHCECE009 Use an approved learning framework to guide practice** (core unit)

**CHCPRT001 Identify and respond to children and young people at risk** (core unit)

#### Cluster 3—Relationships with children

**CHCECE007 Develop positive and respectful relationships with children** (core unit)

#### Cluster 4—Physical and emotional wellbeing

**CHCECE003 Provide care for children** (core unit)

**CHCECE005 Provide care for babies and toddlers** (core unit)

#### Cluster 5—Cultural awareness and competence

**CHCECE001 Develop cultural competence** (core unit)

**HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people** (core unit)

### Clusters 6 to 10

#### Cluster 6—Health, safety and quality

**CHCECE016 Establish and maintain a safe and healthy environment for children** (core unit)

**CHCECE019 Facilitate compliance in an education and care service** (core unit)

**HLTWHS003 Maintain work health and safety** (core unit)

### Cluster 7—Leadership and service management

**CHCECE025 Embed sustainable practices in service operations** (core unit)

**CHCORG428A Reflect on and improve own professional practice** (elective unit)

**CHCORG506E Coordinate the work environment** (elective)

**CHCORG624E Provide leadership in community services delivery** (elective unit)

**CHCPOL504B Develop and implement policy** (elective unit)

### Cluster 8—Children’s development and wellbeing

**CHCECE017 Foster the holistic development and wellbeing of the child in early childhood** (core unit)

**CHCECE018 Nurture creativity in children** (core unit)

**CHCSAC005 Foster the holistic development and wellbeing of the child in school age care** (elective unit)

### Cluster 9—Program design and implementation

**CHCECE022 Promote children’s agency** (core unit)

**CHCECE023 Analyse information to inform learning** (core unit)

**CHCECE024 Design and implement the curriculum to foster children’s learning and development** (core unit)

**CHCECE026 Work in partnership with families to provide appropriate education and care for children** (core unit)

### Cluster 10—Children’s behaviour and inclusion

**CHCECE020 Establish and implement plans for developing cooperative behaviour** (core unit)

**CHCECE021 Implement strategies for the inclusion of all children** (core unit)

**Note:** The core unit *HLTAID004 Provide an emergency first aid response in an education and care setting* is not provided for in the *RPL Toolkit*, apart from the capacity to record that it has been attained in the *RPL Assessment Outcomes Form*. Depending on regulatory and workplace requirements, some candidates may hold the unit or its equivalent. If so, candidates could provide evidence such as a Statement of Attainment. If they do not hold the unit, they should be assessed against its requirements.

## Unit versions and current policy, legislative and regulatory requirements

This *RPL Toolkit* is based on Release 1 of the CHC Community Services Training Package. The new qualifications were reviewed and redeveloped to align to the National Quality Framework for Early Childhood Education and Care (the National Quality Framework).

The National Quality Framework applies to long day care, family day care, preschool (or kindergarten) and outside school hours services from 1 January 2012, with key requirements such as qualifications, educator-to-child ratios and other key staffing arrangements being phased in between 2012 and 2020.

The National Quality Framework aims to raise quality and drive continuous improvement and consistency in early childhood education and care services through a national legislative framework, the National Quality Standard, a national quality rating and assessment process, and a national body—the Australian Children’s Education and Care Quality Authority (ACECQA).

ACECQA oversees the National Quality Framework and ensures the consistent and effective implementation of the new system, which replaces existing State and Territory licensing and national quality assurance processes. See information at <http://deewr.gov.au/national-quality-framework-early-childhood-education-and-care>

Assessors should be conversant with current industry trends and requirements, including requirements under Australian Government and State or Territory Government policies, legislation and regulations. In conducting RPL, assessors must ensure that each candidate demonstrates appropriate understanding and application of all relevant current requirements. The Appendix to this document provides links to some sources of information.



## 4. Summary of RPL-related processes

The tables in this Section summarise RPL-related processes—from first enquiry through to RPL assessment and certification.

### Enquiry and RPL application

RTOs should facilitate a seamless transition from first enquiry to contact with an appropriate person—perhaps the RPL coordinator, department head, or assessor—and RPL provision. The first contact would usually involve an enquiry to the RTO from a potential student, or perhaps from their workplace supervisor.

How this contact occurs, and how it is handled, will depend on the individuals involved and the RTO's processes. However, to ensure potential candidates are not deterred, RTO staff members who respond to client enquiries should be informed about RPL and the RTO's processes so they can provide accurate initial information.

Enquiry and application	RTO's responsibilities	Candidate's responsibilities	Workplace responsibilities
<p><b>Prospective RPL candidate makes an enquiry and applies to participate in RPL</b></p> <p><b>If accepted, the candidate completes a <i>Candidate Information Form</i> to assist in Step 1 of the RPL process</b></p>	<p><b>Provide person enquiring with information about RPL.</b></p> <p><b>If they wish to apply, provide the <i>Candidate Information Form</i>, <i>Candidate Guide</i> and any other RTO-required forms</b></p> <p><b>Follow the RTO's procedures such as processing application, advising applicant, and providing the RTO's qualified RPL assessor with the candidate information</b></p>	<p>Read RTO-provided information and complete any RTO-required application forms or processes</p> <p>Complete the <i>Candidate 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 <i>Candidate Guide</i> 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>

## Table summarising the five RPL process steps

The RPL process, as promoted in the *RPL Toolkit*, is summarised below. More detail on how to conduct each step is provided in the next section of this resource (Section 5). In order to come to a professional assessment judgement, assessors need to take the following steps for each candidate until they have evidence of that candidate's competence for all required units of competency. Because the process is cumulative, evidence will be progressively gathered, and some steps may not be needed for some unit clusters and candidates.

For example, an assessor might decide that the rules of evidence are met for a unit at the end of Step 2, the 'competency conversation', especially if this also includes workplace observations (that is, the assessor may find at that point that the evidence is **valid, sufficient, current** and **authentic**). If so, they may not need to include further assessment for that particular unit.

**Important note:** Assessor observation of the candidate demonstrating skills in the workplace **is required** and for most candidates all of the following steps will be required.

RPL assessment step	Assessor's responsibilities	Candidate's responsibilities	Workplace responsibilities
<p><b>Step 1: Initial interview, followed by self-evaluation</b></p> <p>a) Assessor and candidate participate in an initial interview, planning and initial document review session</p> <p>b) Candidate completes and returns <i>Candidate Self-evaluation Tools</i> after the interview (with workplace verification)</p> <p>c) Assessor considers evidence from initial interview and verified self-evaluation, and advises candidate</p>	<p><b>Before the interview, review <i>Candidate Information Form</i> and any attached documents</b></p> <p><b>During the interview, go over the <i>Candidate Guide</i> and discuss broad work roles. Develop the <i>RPL Assessment Plan</i>. Give candidate the <i>Candidate Self-evaluation Tools</i> and <i>Workplace Representative Form</i>, showing them how to complete these</b></p> <p><b>After they are returned, evaluate evidence on completed <i>Candidate Self-evaluation Tools</i>, record findings on tools, and advise candidate of the next steps</b></p>	<p><b>Before the interview</b>, reflect on experience and roles, and current skills and knowledge</p> <p><b>During the interview</b>, discuss broad details of relevant experience with assessor, select electives, and participate in planning the RPL processes</p> <p><b>After the interview</b>, complete the <i>Candidate Self-evaluation Tools</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><b>Before the interview</b>, workplaces could support employees to participate in initial interview processes, such as providing them with leave to attend it, or allowing the interview to take place in the workplace</p> <p><b>After the candidate has completed their self-evaluation</b>, the workplace representative signs the <i>Workplace Representative Form</i>, then verifies candidate performance and provides examples by completing relevant sections of the <i>Candidate Self-evaluation Tools</i></p>

RPL assessment step	Assessor's responsibilities	Candidate's responsibilities	Workplace responsibilities
<p><b>Step 2: Competency conversations</b></p> <p>a) Assessor and candidate participate in competency conversation interviews, using a structured question bank for each unit cluster</p> <p>b) Assessor records candidate responses and considers evidence from conversation</p> <p><b>Note:</b> The competency conversations would usually be in the workplace, and for most candidates the process would involve more than one session. These sessions could also be used to observe the candidate in the workplace.</p>	<p><b>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)</b></p> <p><b>During the competency conversation, use the questions to prompt responses by the candidate, record responses on the <i>Competency Conversation Recording Tools</i> and consider evidence gathered</b></p> <p><b>After the competency conversation, consider evidence gathered, record findings, update <i>RPL Assessment Plan</i> if needed, give candidate feedback</b></p>	<p><b>Before the competency conversation</b>, prepare by considering own work roles and relevant skills and knowledge related to the cluster of units being covered in the session</p> <p><b>During the competency conversation</b>, 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><b>Note:</b> The candidate's responses must include the principles that underpin workplace tasks, not just a description of tasks they undertake.</p>	<p><b>Before the competency conversation</b>, prepare a suitable workplace area in which the candidate and assessor can comfortably discuss the candidate's work roles and skills and knowledge</p> <p><b>During the competency conversation</b>, if requested, assist the candidate to locate any evidence in the workplace</p>

RPL assessment step	Assessor's responsibilities	Candidate's responsibilities	Workplace responsibilities
<p><b>Step 3: Workplace assessment tasks</b></p> <p>a) Candidate demonstrates workplace assessment task or tasks, observed by the assessor</p> <p>b) Assessor considers evidence</p> <p><b>Note:</b> Could involve more than one workplace visit and may involve an assessment task devised by the assessor</p>	<p><b>Before the demonstration, provide the candidate with the relevant <i>Workplace Assessment Task: Instructions for the Candidate</i> so they are clear on the required assessment task or tasks</b></p> <p><b>During the demonstration, record observations on the <i>Workplace Assessment Task: Observation Tool</i></b></p> <p><b>After the demonstration, record findings on the tool or in the <i>RPL Assessment Outcomes Form</i>, and provide candidate with feedback and outcomes</b></p>	<p><b>Before the demonstration</b>, read workplace assessment task requirements provided by the assessor, and make any workplace or other preparations</p> <p><b>During the demonstration</b>, 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><b>Before the demonstration</b>, assist in preparations if required</p> <p><b>During the demonstration</b>, ensure the candidate can complete the tasks, for example by ensuring privacy and appropriate workplace conditions.</p>
<p><b>Step 4: Third party reporting</b></p> <p>If required:</p> <p>a) workplace representative completes <i>Third Party Report</i></p> <p>b) assessor considers evidence.</p> <p><b>Note:</b> Could involve current or previous workplace</p>	<p><b>Determine if any evidence requires further validation by the workplace, and prepare <i>Third Party Report</i> from template</b></p> <p><b>Consider completed <i>Third Party Report</i> and any other evidence from workplace</b></p> <p><b>Record findings, and advise candidate if required</b></p>	<p>May be asked to provide the <i>Third Party Report</i> to 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>

RPL assessment step	Assessor's responsibilities	Candidate's responsibilities	Workplace responsibilities
<b>Step 5: RPL document finalisation</b> a) Assessor finalises RPL assessment decision, RPL documentation b) Assessor gives candidate feedback on outcomes and options c) Assessor completes RTO-required documentation for certification	Complete all evidence recording for the candidate 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  Give candidate feedback on outcomes and options  Finalise RPL records and files according to the RTO's procedures, and complete RTO internal reporting processes	Sign the <i>RPL Assessment Outcomes Form</i> or other RTO-required forms or documentation  Consider feedback on options where provided	

## Recording and certification

Candidates who are assessed 'Competent' in all required units will be awarded the qualification. Candidates who are assessed 'Not yet Competent' in some of the required units will be provided with a Statement of Attainment listing the units they have attained.

Those candidates who do not meet the requirements for the qualification may choose to undertake training and assessment for outstanding units of competency.

## Related issues

### Group RPL

Some components of RPL processes can be conducted with groups of candidates—group RPL can be useful in informing candidates about the RPL processes and in assisting candidates to identify similar evidence. Group RPL can also provide peer support,

especially where work roles or employment experiences have commonality. However, group RPL processes must be conducted in a manner and venue that is culturally appropriate and welcoming to candidates, and may require more than one assessor.

RTOs must provide an effective and rigorous RPL process for each individual candidate and meet the principles of assessment. RPL process decisions, including whether group RPL is suitable at a given point in the process, should be made on that basis.

### Gaining workplace support

In the early stages of the RPL process, assessors and candidates will need to seek the support of the workplace in verifying evidence and facilitating workplace activities and assessor visits.

The assessor should provide the *Workplace Guide* to the workplace representative and discuss it with them and their likely roles and responsibilities in supporting the candidate's application for RPL.

Candidates who are supported by their workplaces and assessors are more likely to complete their RPL assessment process.

The *RPL Toolkit* requires workplace verification of the candidate's demonstrated skills and knowledge by a 'workplace representative'. Such workplace representatives would typically be working with the candidate in a position of responsibility—perhaps their employer or supervisor—hold higher qualifications than the candidate, and have observed their workplace performance.

### *Candidate self-directed gap activities*

An RPL approach that accommodates self-directed developmental activities can increase the likelihood of whole of qualification RPL.

There could be circumstances where an assessor, at any point in the RPL process, decides that a candidate has not demonstrated some required knowledge and that this gap could be addressed by self-directed candidate activities—that is, by independent activity by the candidate, but not by formal training.

For example, an assessor may find a candidate whose knowledge of an aspect such as the national Early Years Learning Framework (EYLF) is not adequate, yet they meet other unit requirements. The candidate could agree to undertake activities such as attending professional development on the EYLF, or undertaking targeted reading, and then applying the knowledge gained in the workplace and documenting their activities.

If development activities such as this are agreed, the assessor could add details of the gap activity and its requirements to the *RPL Assessment Plan* or another document. Once the candidate has completed the activity and applied the required knowledge at work, the assessor could assess this at a subsequent workplace visit, or have the application of the required knowledge verified by the workplace representative, for example in a *Third Party Report*.

Assessors should ensure such approaches fit within their RTO policies and procedures, and any regulatory requirements in relation to RPL, including any reporting requirements and any specific assessment requirements of the units such as volume and frequency requirements.

The Appendix in this resource lists some resources and websites that could be accessed by the candidate to enhance their knowledge.

## 5. Details of the steps in the RPL processes

This section provides assessors with detailed RPL process steps. Assessors could use these step-by-step instructions as a guide when conducting RPL assessments.

### Before Step 1

The RTO should provide the prospective candidate with information about the RTO and the RPL processes, and should process the application in line with its policies and procedures before formal RPL assessment processes begin.

The candidate should be given the *Candidate Guide* and the *Candidate Information Form* (or RTO-required equivalent). The candidate should complete the form **before Step 1**, the initial interview, so the assessor can consider the form and any initial documentary evidence at the initial interview and planning session.

### Step 1: Initial interview, followed by candidate self-evaluation

#### *Conducting the initial interview and planning for the RPL*

The initial interview is part of the RPL assessment process. Therefore, it assumes that the candidate has been accepted for RPL according to the RTO's policies and procedures.

The initial interview could be conducted face-to-face, by phone or even on-line depending on individual circumstances and the RTO's processes—however, the method should be mutually agreed, and must be convenient to the candidate.

**This first step is critical.** It provides an opportunity for assessors to put the candidate at ease, and to review some initial candidate information and begin gathering evidence of competence, including suggesting evidence relevant to that particular candidate.

A possible sequence for conducting the initial interview follows. Remember, this could be the candidate's first encounter with an assessor—assessors should be supportive and encouraging.

1. Introduce yourself and make sure the candidate understands the RPL processes to be undertaken.
2. Ensure the candidate has been provided with, and has a copy of the *Candidate Guide*. Go through it with them, clarifying any aspects of the RPL process if required.
3. Review the *Candidate Information Form*, asking the candidate broad questions about their expectations of the RPL process, work history, and relevant personal circumstances.
4. Discuss the core and elective units required for the qualification, using workplace terminology and examples when discussing the candidate's work roles that might relate to electives. (Note that, while candidates should be able to describe workplace roles, they are not expected to understand units of competency—as the assessor, that is your role.)
5. Depending on the candidate's work history and context, outline electives that could be suitable. Where electives are suited to the candidate's work roles, but are not in this *RPL Toolkit*, use the RTO's assessment tools for those units (or source them).

6. Provide the candidate with the *Candidate Self-evaluation Tools*. Discuss how to complete these. Advise that the completed tools will be part of the evidence you will consider in determining the candidate's competence. Inform the candidate that the RPL process **is not based on documentary evidence only**—that is, while some documents can be attached to the form, they do not need to provide documents as evidence of every skill they claim they hold. Other assessment processes will also be used.
7. Based on work roles and tasks the candidate has undertaken, suggest workplace documents or other evidence they may be able to access—giving them suggestions and showing them how to list evidence on the *Candidate Self-evaluation Tools*.
8. Advise the candidate that a workplace representative is required to verify their self-evaluation on the tools. This should be someone in a position of responsibility who knows their performance and holds higher qualifications—perhaps their employer or supervisor. The workplace representative needs to complete the *Workplace Representative Form*, confirm the candidate's self-evaluation of each task (where they have observed it) and provide examples and comments. Give the candidate the form (it's in the *Forms and Templates* resource).
9. Develop and seek candidate agreement to the *RPL Assessment Plan* (a template is in the *Forms and Templates* resource). Include in the *RPL Assessment Plan* a date for the candidate to return the *Candidate Self-evaluation Tools*, likely time-frame for the RPL, possible dates for workplace assessment visits, and any other responsibilities or expectations. The *RPL Assessment Plan* should reflect the initial agreement based on an expected number of workplace visits and RPL assessments. You should progressively monitor and update it through the RPL process.

### *After the initial interview*

After the initial interview, the candidate should complete and return the *Candidate Self-evaluation Tools* (also completed by the workplace representative) to the assessor along with the signed *Workplace Representative Form* and any other agreed documents.

### *Reviewing Step 1 documentation*

On receipt of all documentation the assessor should consider all evidence from Step 1 processes—the initial interview notes, the candidate and workplace representative's responses on the *Candidate Self-evaluation Tools*, and any documents provided.

**Important note:** Given the specificity of assessment requirements of units, such as specific requirements for volume and frequency, and requirements for workplace assessment, there will not be sufficient evidence to assess candidates as competent at this point. The assessment tools used in the following steps include more specific assessment requirements. Assessors should also consult the training package and associated companion volumes.

The information gathered from the candidate self-evaluation should guide the assessor in determining the focus of the 'competency conversations' and workplace assessment tasks to be undertaken.

The assessor should retain a copy of the completed *Candidate Self-evaluation Tools*, as they will need to be referred to in Step 2.

### *Preparing the candidate for the next steps*

After recording outcomes on the *Candidate Self-evaluation Tools*, assessors should advise the candidate of the outcomes of Step 1, update the *RPL Assessment Plan*, and prepare the candidate for Step 2 as follows:



- refer the candidate to their *Candidate Guide*, which provides an overview of the competency conversation process and a brief summary of unit requirements
- briefly go over the steps, ensuring the candidate understands the process—explain that the competency conversation interview forms an important part of their assessment, that you will be asking a lot of questions, and that you are seeking information on their usual or past workplace activities, including the knowledge they apply when performing those activities
- advise which clusters of units will be covered and that you will also be confirming the broad information they provided in the *Candidate Self-evaluation Tools*.

**Note:** Do not provide the candidate with the *Competency Conversation Recording Tools* during the assessment process.

## Step 2: Competency conversations

The ‘competency conversation’ interviews, usually conducted in the workplace, provide an opportunity for the candidate to confirm their knowledge as identified on their *Candidate Self-evaluation Tools*, and for the assessor to assess the units of competency.

For most candidates, the workplace provides a familiar setting where they may be more comfortable discussing their capabilities, and where natural evidence of workplace competency may also be gathered or demonstrated during the competency conversation. For example, there might be opportunities for the candidate to gather any documents they refer to in the conversation, or to be observed in their workplace setting interacting with others.

The *Competency Conversation Recording Tools* (in the *Forms and Templates* resource) include a question bank for the assessor to use in competency conversation with spaces for recording candidate responses.

### *Preparing for the competency conversation interview*

To prepare for the competency conversation interview:

1. determine the venue with the candidate, and make any arrangements
2. determine which *Competency Conversation Recording Tools* are to be used for the particular interview
3. prepare the correct tools for the interview, for example, by saving the files to a laptop or by printing hard copies, depending on how you will record candidate responses.

Note that the section in the form ‘*Key points to be addressed by the candidate*’ and the ‘Assessor Comments’ box include the key responses you will be seeking from the candidate (criteria for assessment). Therefore, don’t provide the *Competency Conversation Recording Tools* to the candidate during the competency conversation interview. These forms are for the assessor to complete during, or perhaps soon after, the interview.

### *Conducting the competency conversation interview*

The following points should assist you, the assessor, to conduct the competency conversation.

- Remember—this is an assessment process, but it is also a ‘conversation’—you will elicit the best responses from a candidate who feels comfortable. Use a conversational style and look for any cues of discomfort.

- The questions are prompts and discussion starters, and are not necessarily ‘fixed’. You may alter the wording or ask follow-up questions in a conversational style. You could move on if the candidate runs out of responses to a topic, and come back to it later; short breaks might also be useful.
- Each question provides key points you should look for in the candidate’s responses. You may wish to use these points to formulate questions of your own, and contextualise or rephrase questions to suit a candidate’s particular work role. Follow-up questions, building on candidate responses, could be useful.
- In rephrasing, use open-ended questions and reflective questioning techniques to encourage responses and draw out the principles that guide the workplace practices being described by the candidate. Include questions that cannot be answered with a ‘yes’ or ‘no’; questions about what the candidate might do in certain situations; questions about how the candidate feels in certain situations; and questions that explore the values and principles that underpin work practices.

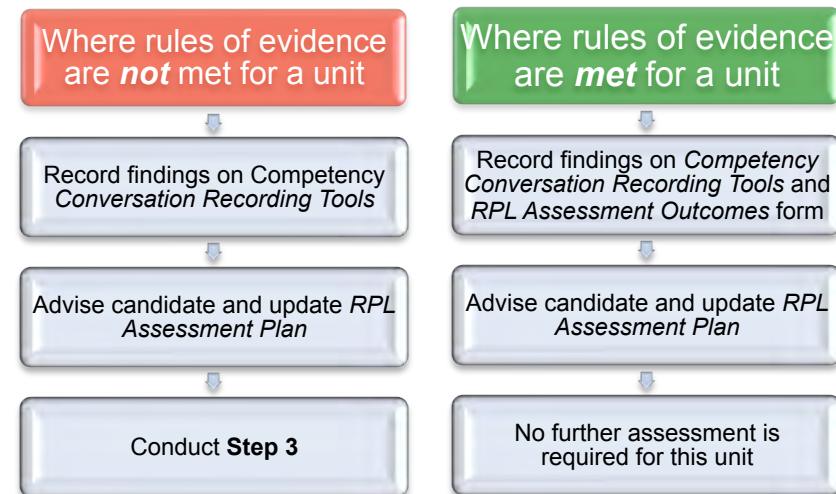
The following points should assist you to record the conversation.

- During the conversation, tick points in the ‘Key points to be addressed by the candidate’ section as the candidate addresses them, and make brief notes in the assessor comments section. Look for any extra criteria in that column. Your notes could include further details about the discussion or other points and examples the candidate has discussed.
- While you conduct the conversation, you could colour code, highlight or otherwise flag points you may wish to come back to—for example, if the conversation stalls on a question or further clarification is needed.

- You are likely to need some quiet time after the conversation to reflect on the candidate’s responses, and to add details to the form. If you do this, it is important to do it as soon after the conversation as possible.

### Considering evidence from Step 2 processes

The assessor should consider all evidence from Step 2—the notes from the competency conversations and any evidence gathered in the workplace—as well as evidence gathered in Step 1, and determine whether or not the rules of evidence are met. Note that the *RPL Toolkit* target group is candidates who are employed: assessors must conduct some workplace assessment.



### Step 3: Workplace assessment tasks

The *Forms and Templates* resource contains assessment tools for a range of workplace assessment tasks, along with instructions for the candidate and assessor, and criteria and conditions for assessment (these are also available in individual Word files).

Assessors should select workplace assessment tasks where further demonstration of competence is required to provide sufficient, valid, current or authentic evidence.

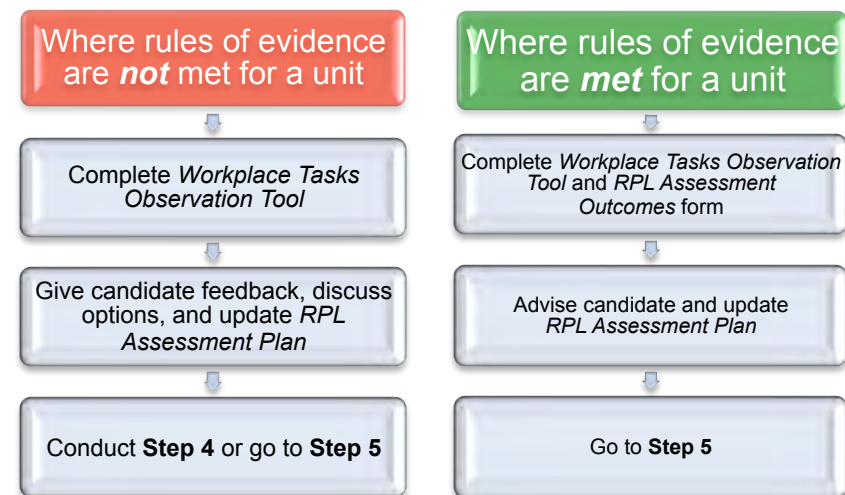
Candidates are not necessarily required to complete the workplace assessment tasks provided in the *RPL Toolkit*. However, if no other workplace assessment of the candidate has been undertaken, one or more workplace assessment tasks will be required.

Assessors may customise the workplace assessment tasks to meet candidate needs or any RTO requirements, and may also combine tasks where applicable. Assessors may also devise other appropriate workplace assessment tasks, for example for a more holistic workplace demonstration of workplace skills. There is a blank tool in the *Forms and Templates* resource that the assessor can adapt if devising other workplace assessment tasks.

In determining whether a workplace assessment task is required for a candidate, assessors should consider not only the candidate's assessment requirements but also whether their workplace is able to accommodate the activity.

Assessors must provide appropriate instructions to the candidate before the task is undertaken, providing reasonable notice of the task. The *Forms and Templates* resource includes *Workplace Assessment Tasks: Instructions for the Candidate* for this purpose (and the instructions include assessment criteria and conditions). Where the assessor has devised a workplace assessment task for a candidate, they should add the requirements to the blank candidate instructions tool and provide that to the candidate. Assessors should also record the required activities in the candidate's *RPL Assessment Plan*.

For each workplace task observed, assessors should record the process and the skills and knowledge demonstrated by the candidate in the *Workplace Assessment Tasks: Observation Tools* including adapting the blank observation tool template for any assessor-devised assessment tasks.



## Step 4: Third party reporting

Where an assessor considers that additional workplace verification is required for any aspect, this can be gathered with a *Third Party Report*. This could be useful where there is a particular skill or body of knowledge on which the assessor requires additional verification. (Noting that this is additional to the workplace representative's verification on the *Candidate Self-evaluation Tools*.)

The blank *Third Party Report* template is in the *Forms and Templates* resource. The assessor should develop a suitable report format from the template, setting out details of the workplace tasks, behaviours or skills and knowledge to be demonstrated, before providing it to the workplace representative. Once it is completed, the assessor should consider the evidence provided. The workplace representative completing the *Third Party Report* should also complete a *Workplace Representative Form*.

## Step 5: Finalising the assessment decision and RPL process

The assessor should come to a professional judgement on whether the candidate is competent or not yet competent in the units being assessed; provide the candidate with feedback on the outcome and their options where required; and complete all RPL- and RTO-required process documentation.

- Where the candidate is assessed as competent for the units required for the qualification, the RTO should undertake its processes to issue the qualification.
- Where the candidate has not met the qualification requirements, the RTO should undertake its processes to issue a Statement of Attainment listing any units attained.

Options should be canvassed with candidates who are not competent in any units required for the qualification, including training and assessment pathway options.

The assessor and RTO should ensure all records of the RPL process and outcomes attained are recorded in line with the RTO's processes and any regulatory or other requirements.

## Appendix: Resources and websites

The following resources and websites could be a starting point for assessors wishing to improve their skills and knowledge about the early childhood education and care profession and RPL.

### Resources

ACECQA October 2011, *Guide to the National Quality Standard*. Accessed 27 May 2013 at [www.acecqa.gov.au/national-quality-framework/the-national-quality-standard](http://www.acecqa.gov.au/national-quality-framework/the-national-quality-standard)

Bretherton T July 2010, *Developing the child care workforce: Understanding 'fight' or 'flight' amongst workers*, Workplace Research Centre University of Sydney, NCVER 2010, Commonwealth of Australia. Accessed 27 May 2013 at [www.ncver.edu.au/publications/2261.html](http://www.ncver.edu.au/publications/2261.html)

Children's Services Central 2013, *Professional Development Training Calendar* (for eligible services in NSW). Accessed 27 May 2013 at <http://nswfdc.org.au/pssp/childrens-services-central-training-calendar>

Community Services and Health Industry Skills Council (CSHISC) 2013, *Environmental Scan 2013*. Accessed 27 May 2013 at [www.cshisc.com.au/learn/research-and-reports/reports/](http://www.cshisc.com.au/learn/research-and-reports/reports/)

CSHISC 2011, *Family Day Care Workforce Development Report*. Accessed 27 May 2013 at [www.cshisc.com.au/learn/cshisc-projects/family-day-care/](http://www.cshisc.com.au/learn/cshisc-projects/family-day-care/)

DEEWR 2009, *Analysis of The Council of Australian Governments Recognition of Prior Learning Program Outcomes*. Accessed 27 May 2013 at [www.innovation.gov.au/Skills/SkillsAssessment/COAGRPLProject](http://www.innovation.gov.au/Skills/SkillsAssessment/COAGRPLProject)

DEEWR, 2009 *Belonging, Being & Becoming The Early Years Learning Framework for Australia*. Accessed 27 May 2013 at <http://deewr.gov.au/early-years-learning-framework>

DEEWR 2011, *Educator's Guide to the Early Year's Learning Framework for Australia*. Accessed 27 May 2013 at [http://foi.deewr.gov.au/system/files/doc/other/educators\\_guide\\_to\\_the\\_early\\_years\\_learning\\_framework\\_for\\_australia.pdf](http://foi.deewr.gov.au/system/files/doc/other/educators_guide_to_the_early_years_learning_framework_for_australia.pdf)

McKenna S, Mitchell J 2006, *RPL Done Well in VET*, Commonwealth of Australia. Accessed 27 May 2013 at [www.voced.edu.au/content/ngv18960](http://www.voced.edu.au/content/ngv18960)

Mitchell J 2008, *Confident RPL Assessors*, Queensland Department of Education, Training and the Arts. Accessed 27 May 2013 at [www.vetpd.qld.gov.au/resources/pdf/tla/rpl/workshops/professional-judgement/prof-judge-rpl.pdf](http://www.vetpd.qld.gov.au/resources/pdf/tla/rpl/workshops/professional-judgement/prof-judge-rpl.pdf)

NCVER 2002. *Maximising confidence in assessment decision-making: Resource kit for assessors*. Accessed 27 May 2013 at [www.ncver.edu.au/publications/780.html](http://www.ncver.edu.au/publications/780.html)

NSW Community Services and Health Industry Training Advisory Body, 2011. *All in a day's work*. Accessed 27 May 2013 at <http://workplaceskills.com.au/moodle>

Productivity Commission 2011, *Early Childhood Development Workforce, Draft Report*. Final report accessed 27 May 2013 [www.pc.gov.au/projects/study/education-workforce/early-childhood/report](http://www.pc.gov.au/projects/study/education-workforce/early-childhood/report)

The Social Research Centre June 2011, 2010 National Early Childhood Education and Care Workforce Census, DEEWR (the source of the statistics in Section 2). Accessed 27 May 2013 at <http://deewr.gov.au/national-early-childhood-education-and-care-workforce-census-2010-results>

Note: A second Early Childhood Education and Care National Workforce Census will be conducted between May and July 2013. See <http://deewr.gov.au/news/2013-early-childhood-education-and-care-national-workforce-census>

## Websites

ACECQA (Australian Children's Education and Care Quality Agency) at [www.acecqa.gov.au](http://www.acecqa.gov.au)

Community Services and Health Industry Skills Council [www.cshisc.com.au](http://www.cshisc.com.au)

Community Services and Health Industry Training Board Inc. (Vic) [www.intraining.org.au](http://www.intraining.org.au)

Community Services, Health and Education Industry Training Council Inc. (WA) [www.csheitc.org.au](http://www.csheitc.org.au)

DEEWR National Quality Framework for Early Childhood Education and Care [www.deewr.gov.au/Earlychildhood/Policy\\_Agenda/Quality/Pages/home.aspx](http://www.deewr.gov.au/Earlychildhood/Policy_Agenda/Quality/Pages/home.aspx)

DEEWR Early Years Learning Framework <http://deewr.gov.au/early-years-learning-framework>

Early Childhood Australia [www.earlychildhoodaustralia.org.au/](http://www.earlychildhoodaustralia.org.au/)

Human Services Training Advisory Council Inc. (NT) [www.hstac.com.au/](http://www.hstac.com.au/)

National Centre for Vocational Education Research (NCVER) [www.ncver.edu.au/](http://www.ncver.edu.au/)

National Professional Support Coordinator (PSC) Alliance [www.pscalliance.org.au/](http://www.pscalliance.org.au/)

NSW Community Services and Health Industry Training Advisory Body [www.csh-itab.com.au/](http://www.csh-itab.com.au/)

NSW Department of Education and Communities Skills Online website [www.training.nsw.gov.au/training\\_providers/resources/skills\\_online/index.html](http://www.training.nsw.gov.au/training_providers/resources/skills_online/index.html)

NSW Skills Recognition website [www.skillsrecognition.nsw.gov.au/](http://www.skillsrecognition.nsw.gov.au/)

SA DFEEST website [www.training.sa.gov.au](http://www.training.sa.gov.au)

SA Health and Community Services Skills Board [www.sahcssb.com.au](http://www.sahcssb.com.au)

Skilling Solutions Queensland [www.skillingsolutions.qld.gov.au](http://www.skillingsolutions.qld.gov.au)

Skills Tasmania [www.skills.tas.gov.au](http://www.skills.tas.gov.au)

Further Education and Training (Victoria) [www.education.vic.gov.au/training/Pages/default.aspx](http://www.education.vic.gov.au/training/Pages/default.aspx)

Training.gov.au (TGA) [www.training.gov.au](http://www.training.gov.au) click on 'Links' to access a wide range of State and Territory and national websites

VETinfoNet (WA) <http://vetinfo.net.dtwd.wa.gov.au/Pages/Home.aspx>

Above websites accessed June 2013.