



**Australian Government**

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



## Recognition of Prior Learning Initiative

# Candidate 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 Candidate Guide* is provided in the following five companion documents:

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

This document is the [Candidate Guide](#). It provides candidates with information to assist them to undertake RPL assessments for the *CHC50113 Diploma of Early Childhood Education and Care*.

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

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

## Introduction

### Welcome

Welcome to the *RPL Assessment Toolkit for CHC50113 Diploma of Early Childhood Education and Care Candidate Guide*.

This resource is for you if you are working in early childhood education and care, and would like to have your skills and knowledge recognised against the qualification *CHC50113 Diploma of Early Childhood Education and Care*.

It's called the *Candidate Guide* because people undertaking Recognition of Prior Learning (RPL) are called 'candidates'.

The RPL process requires you to be actively involved, participating in the required steps and undertaking assessment.

By reading this resource, you will get a better understanding of what this might involve.

### What is this resource?

This resource summarises the qualification requirements and the RPL process, including how you can prepare for it.

Your assessor or a Registered Training Organisation (RTO) will have provided you with this resource.

It is important that you read through this resource before your first meeting with an assessor so you can prepare for that meeting. Also, keep it handy in case you need it later. If you have any questions, please ask your assessor or RTO representative.

### What is RPL?

RPL (sometimes called 'Recognition') understands that you might have gained valuable skills in paid or unpaid work, and in activities such as informal training. For example, you might have designed and implemented curriculum in an early childhood service, thus implementing the requirements of an approved learning framework within the requirements of regulations and the National Quality Standard. You might also have supervised others in the workplace.

In summary, RPL involves an assessor matching your skills and knowledge to the requirements of a nationally recognised qualification. If you already hold relevant skills and knowledge you might not have to complete all or part of a training program.

In addition, if you have gained skills and knowledge through *formal* education or training, or have other qualifications, other processes apply. Your assessor will also consider if these can be recognised towards the qualification.

## Gaining workplace support

It's important that you discuss your RPL application with people in your workplace.

Your workplace will be asked to help you to participate in RPL, as described from Page 9 of this resource. For example, a workplace representative will be asked to verify your skills and knowledge, and to assist with workplace assessment and assessor visits.

The workplace representative needs to be someone who has observed your work and who holds higher qualifications—perhaps your employer or workplace supervisor.

Your assessor will give your workplace representative a *Workplace Guide*, and discuss how they can support your RPL participation.

Your workplace representative will also be asked to fill in a *Workplace Representative Form*, giving their details and declaring that the information they provide in verifying your skills is correct.

## What is your assessor's role?

Your RPL assessor will support and guide you through the RPL process, and should go through this document with you to ensure you understand the RPL processes, and how to prepare for them.

Your assessor is required to assess whether or not you hold the required skills and knowledge, based on the requirements of the qualification and the evidence gathered in RPL processes.

## Some terms you may need to understand

As the candidate, you don't really need to know requirements of the qualification or units of competency—that's your assessor's role.

However, RPL does require you to actively participate. This includes self-evaluating and discussing your skills and knowledge, and undertaking some workplace assessment tasks.

If you understand some basics, your RPL could be quicker and more effective.

Some relevant terms and concepts are explained below.

**Qualifications:** The *CHC50113 Diploma of Early Childhood Education and Care* is a nationally recognised qualification from the CHC Community Services Training Package.

**Units of competency:** Units of competency (or 'units') cover the workplace skills, knowledge and attitudes (competencies) people need to perform to the standard expected in the workplace.

Each unit has a code and title—for example, *CHCECE019 Facilitate compliance in an education and care service*. The title is a brief summary of the unit's coverage.

Units include 'elements', 'performance criteria', assessment requirements (including performance evidence—what you must demonstrate you *can do* and knowledge evidence—what you must demonstrate that you *know*) and the conditions for assessment.

Your assessor will ask you to self-evaluate and demonstrate your skills and knowledge based on common workplace tasks (that is, typical work activities, not the full text of the units). Therefore, you do not need to read the units of competency. However, if you wish to, you could view or download them from [www.training.gov.au](http://www.training.gov.au)

**Core and elective units:** The Training Package lists the qualification requirements including the number of units required. These include core units (you *must* complete these) and elective units (you *can choose* these, usually from a wide range of units).

**Competence, competent:** To be awarded a qualification, you must demonstrate that you are competent in all required units of competency.

This means that you must be able to demonstrate that you currently hold the skills and knowledge in the units, and that you can perform tasks to the standard expected in the workplace.

**RPL assessment:** In RPL, a qualified assessor, on behalf of a Registered Training Organisation (RTO), will consider evidence of your competence in applying skills and knowledge you have gained through work and life experiences.

Because the target group for this *RPL Toolkit* is people working in early childhood education and care, workplace assessment of competence is possible and ***is required*** by some units.

Your assessor must make sure the assessment meets the **principles of assessment**—that is, your assessment must be valid, reliable, flexible and fair.

**Evidence:** Your assessor will consider evidence in assessing your competence—evidence can be gathered from workplace documents, discussions with you and others, demonstrations of workplace tasks, testimonials, third party reports and structured assessment tasks. Your assessor will discuss this with you.

Your assessor must be sure that the evidence meets the **rules of evidence**—that is, it must be valid (related to the unit), sufficient (enough to make a decision), current (show that you hold the skills now) and authentic (your own work).

## Qualification and unit requirements

This section covers the qualification requirements and provides a brief summary of the units covered by this resource.

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

You must be assessed as competent in **a total of 28 units of competency**—23 core and 5 electives—to be awarded the *CHC50113 Diploma of Early Childhood Education and Care*.

Your assessor will check if you already hold some of the units that are required for the qualification.

If you have attained the *CHC30113 Certificate III in Early Childhood Education and Care*, you will already hold 11 of the 23 core units of competency required for *CHC50113 Diploma of Early Childhood Education and Care* (as 11 of the required core units are the same for each qualification). Therefore, you will need to be assessed against 17 units of competency only to gain the *CHC50113 Diploma of Early Childhood Education and Care*.

However, if you hold the replaced Children's Services qualifications—*CHC30708/CHC30712 Certificate III in Children's Services*, or *CHC50908 Diploma of Children's Services (Early childhood education and care)*—you will need to be assessed against all 28 units to gain the *CHC50113 Diploma of Early Childhood Education and Care* (as the qualifications are not equivalent) unless you hold any of the specific *CHC50113* units.

If you hold no Early Childhood Education and Care qualifications, or Children's Services qualifications, you will also need to be assessed against 28 units of competency to gain the *CHC50113 Diploma of Early Childhood Education and Care*.

### Units in this resource

This section lists the units covered by this resource, and whether they are core or elective units.

### Do I have to choose the electives in this resource?

You don't have to choose the five electives listed in this resource. Your assessor will support you in considering electives, and you might decide that other electives are more suitable.

### Unit summaries

In this resource, the units are grouped into ten 'clusters' that cover similar workplace tasks—this clustering makes the assessment process more efficient. If you are reading this onscreen or in a coloured copy, you will see that the clusters are colour coded.

The same colours are used in other documents your assessor will give you, such as a form for you to use when evaluating your own skills and knowledge for the clusters of units.

The units are listed in the following tables, showing if they are core or elective and giving a short summary of each unit's content.

**Note:** The units in Clusters 1 to 5 are core units that are the same across both the *CHC50113 Diploma of Early Childhood Education and Care* and the *CHC30113 Certificate III in Early Childhood Education and Care*. As described at left, Clusters 1 to 5 will not apply to you if you hold the *CHC30113 Certificate III in Early Childhood Education and Care* qualification.



*Clusters 1 to 5***Cluster 1—Nutrition and children’s health and safety****CHCECE002 Ensure the health and safety of children** (core unit)

This unit describes the skills and knowledge to ensure the health and safety of children.

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

This unit describes the skills and knowledge required to promote healthy eating and ensure that food and drinks provided are nutritious, appropriate for each child and prepared in a safe and hygienic manner.

**Cluster 2—Workplace practices****CHCCS400C Work within a relevant legal and ethical framework** (core unit)

This unit describes the knowledge and skills required to work within a legal and ethical framework that supports duty of care requirements.

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

This unit describes the skills and knowledge required to enable educators to provide children with opportunities to maximise their potential and develop a foundation for future success.

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

This unit describes the skills and knowledge required to support and protect children and young people who are at risk of harm. This work occurs within legislative and policy frameworks and carries a duty of care responsibility.

**Cluster 3—Relationships with children****CHCECE007 Develop positive and respectful relationships with children** (core unit)

This unit describes the skills and knowledge required by educators working with children to ensure they can develop and maintain effective relationships and promote positive behaviour.

**Cluster 4—Physical and emotional wellbeing****CHCECE003 Provide care for children** (core unit)

This unit describes the skills and knowledge required to ensure children’s physical and emotional wellbeing is maintained and their self-sufficiency is nurtured.

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

This unit describes the skills and knowledge required by educators working with babies and toddlers [birth to 24 months] to ensure that the children’s physical and emotional wellbeing is maintained.

### Cluster 5—Cultural awareness and competence

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

This unit describes the skills and knowledge required to work towards cultural competency and to support participation of all children and families in children's services. This support includes contributing to children's understanding and acceptance of all cultures.

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

This unit describes the communication and work practice skills and knowledge required to work with Aboriginal and Torres Strait Islander people in the health industry context.

### *Clusters 6 to 10*

### Cluster 6—Health, safety and quality

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

The unit describes the skills and knowledge to establish and maintain a safe and healthy environment for children.

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

This unit describes the skills and knowledge required to facilitate legislative, regulatory and National Quality Framework compliance within an education and care service.

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

This unit describes the skills and knowledge required to implement and monitor work health and safety (WHS) policies, procedures and work practices as part of a small work team.

### Cluster 7—Leadership and service management

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

This unit describes the skills and knowledge required to support children to connect with and contribute to their world and embed sustainable practice into service operations.

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

This unit describes the knowledge and skills required to evaluate own work, continuing self-development and effective supervision within an ethical code of practice.

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

This unit describes the knowledge and skills required to undertake supervisory and coordinating activities in work groups in community service organisations.

**Cluster 7—Leadership and service management** *(continued)***CHCORG624E Provide leadership in community services delivery** (elective unit)

This unit describes the knowledge and skills required to apply a leadership role determined and supported by the community. The leadership role includes providing direction and promotion of community services, processes and outcomes and influencing effective industry practice.

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

This unit describes the knowledge and skills required to develop and apply policy initiatives in the workplace.

**Cluster 8—Children’s development and wellbeing****CHCECE017 Foster the holistic development and wellbeing of the child in early childhood** (core unit)

This unit describes the skills and knowledge required to foster and enhance the holistic development and wellbeing of children from birth to 6 years of age.

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

This unit describes the skills and knowledge required to nurture creativity in children.

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

This unit describes the skills and knowledge required to foster and enhance the holistic development and wellbeing of children from 5 to 12 years of age.

**Cluster 9—Program design and implementation****CHCECE022 Promote children’s agency** (core unit)

This unit describes the skills and knowledge required to promote and encourage children’s agency. This unit applies to educators working in a range of education and care services.

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

This unit describes the skills and knowledge required to gather and analyse information about children’s learning, in order to inform practice.

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

This unit describes the skills and knowledge required by educators to design, implement and evaluate the curriculum to foster children’s learning and development.

### Cluster 9—Program design and implementation *(continued)*

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

This unit describes the skills and knowledge required to work in partnership with families to provide appropriate education and care for the child.

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

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

This unit describes the skills and knowledge required to support both individual and group plans for developing cooperative behaviour.

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

This unit describes the skills and knowledge required to support the inclusion of all children and to work with relevant others to plan and implement support strategies where required.

**Note:** The core unit *HLTAID004 Provide an emergency first aid response in an education and care setting* is not provided for in this resource. Your assessor will discuss requirements for this unit with you. You may already hold the unit or its equivalent, for example if you needed it to be employed. If so, your assessor will ask you for evidence such as a Statement of Attainment. If you do not hold the unit, you may need to undertake training and assessment.

**Please remember...** your assessor will ask you to discuss and demonstrate your skills and knowledge based on typical workplace tasks related to the above units of competency. Therefore, you do not really need to read the full content of the units. However, if you wish to do so, ask your assessor, or you could view or download the units from the website [www.training.gov.au](http://www.training.gov.au)

## Summary of RPL-related processes

This section includes tables with summary information on:

- RPL application and preparation
- Summary of steps in the RPL assessment process
- RTO processes for awarding certificates.

You may find this useful as a reference to go back to during the RPL process.

Or, if you are still deciding whether or not to participate in RPL, it could help you to make that decision.

***Please remember... if you are unsure of any requirements, check with your assessor.***

### *RPL enquiry and application*

When you contact a Registered Training Organisation (RTO) to ask about RPL, they should give you information on matters such as RPL processes, fees and charges, and any conditions of enrolment.

You should be given this information before you enrol.

It's a good idea to compare information from more than one RTO, and choose the one that best suits your needs and circumstances.

The following table summarises what could happen **after you apply to participate in RPL and your application is accepted**. Please read the column 'Candidate's responsibilities' (in **bold**) so you know what might be expected of you.

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>Provide person enquiring with information about RPL.</p> <p>If they wish to apply, provide the <i>Candidate Information Form</i>, <i>Candidate Guide</i> and any other RTO-required forms</p> <p>Follow the RTO's procedures such as processing application, advising applicant, and providing the RTO's qualified RPL assessor with the candidate information</p>	<p><b>Read the RTO-provided information and complete any application forms or processes</b></p> <p><b>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</b></p> <p><b>Go through the <i>Candidate Guide</i> (this document) to prepare yourself for Step 1 of the process—the initial interview</b></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>

*Summary of steps in the RPL assessment process*

The following pages summarise steps in the RPL assessment process. The steps are more fully explained in the next section of this resource, with ideas to help you to prepare for RPL.

As with the previous table, please make sure you read the column outlining your likely responsibilities, noting that you will need to prepare for Step 1 **before** your first meeting with your assessor.

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</b>, review <i>Candidate Information Form</i> and any attached documents</p> <p><b>During the interview</b>, 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</p> <p><b>After they are returned</b>, evaluate evidence on completed <i>Candidate Self-evaluation Tools</i>, record findings on tools, and advise candidate of the next steps</p>	<p><b>Before the interview, reflect on your experience and roles, and current skills and knowledge</b></p> <p><b>During the interview, discuss broad details of experience with assessor, select electives, and participate in planning the RPL processes</b></p> <p><b>After the interview:</b></p> <ul style="list-style-type: none"> <li>• <b>complete the <i>Candidate Self-evaluation Tools</i></b></li> <li>• <b>ask the workplace representative to sign <i>Workplace Representative Form</i> and verify your self-evaluation</b></li> <li>• <b>copy forms and return to assessor on date in the <i>RPL Assessment Plan</i> with any agreed evidence</b></li> </ul>	<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</b>, 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)</p> <p><b>During the competency conversation</b>, use the questions to prompt responses by the candidate, record responses on the <i>Competency Conversation Recording Tools</i> and consider evidence gathered</p> <p><b>After the competency conversation</b>, consider evidence gathered, record findings, update <i>RPL Assessment Plan</i> if needed, give candidate feedback</p>	<p><b>Before the competency conversation, prepare by considering work roles and relevant skills and knowledge related to the unit cluster being covered in the session</b></p> <p><b>During the competency conversation, respond to the questions and scenarios provided by your assessor, and discuss your work roles, skills and knowledge. Provide your assessor with direct evidence from the workplace where relevant.</b></p> <p><b>Note: Your responses must include the principles that underpin workplace tasks, not just a description of tasks you undertake.</b></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,</b> 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</p> <p><b>During the demonstration,</b> record observations on the <i>Workplace Assessment Task: Observation Tool</i></p> <p><b>After the demonstration,</b> record findings on the tool or in the <i>RPL Assessment Outcomes Form</i>, and provide candidate with feedback and outcomes</p>	<p><b>Before the demonstration, read the workplace assessment task requirements provided by your assessor, and make any workplace or other preparations</b></p> <p><b>During the demonstration, conduct the workplace assessment task in line with the instructions provided, and as agreed with your assessor in the RPL Assessment Plan</b></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>Determine if any evidence requires further validation by the workplace, and prepare <i>Third Party Report</i> from template</p> <p>Consider completed <i>Third Party Report</i> and any other evidence from workplace</p> <p>Record findings, and advise candidate if required</p>	<p><b>Your assessor may ask you to provide the <i>Third Party Report</i> to workplace representative or another person from the workplace</b></p>	<p>Workplace supervisor, 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
<p><b>Step 5: RPL document finalisation</b></p> <p>a) Assessor finalises RPL assessment decision, RPL documentation</p> <p>b) Assessor gives candidate feedback on outcomes and options</p> <p>c) Assessor completes RTO-required documentation for certification</p>	<p>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</p> <p>Give candidate feedback on outcomes and options</p> <p>Finalise RPL records and files according to the RTO's procedures, and complete RTO internal reporting processes</p>	<p><b>Sign the <i>RPL Assessment Outcomes Form</i> or other RTO-required forms or documentation</b></p> <p><b>Consider feedback on options where provided</b></p>	

### *RTO processes for awarding certificates*

If you are assessed as 'Competent' in all units required for the qualification, the RTO will award you the qualification.

If you do not meet the requirements for the qualification—for example, if you are assessed as 'Not yet Competent' in some units or do not seek RPL for all the required units—the RTO will give you a Statement of Attainment listing any units you have attained.

If you do not gain the full qualification or particular units, your assessor or another person at the RTO should discuss options with you. These may include undertaking a training program for any remaining units of competency.

## Steps in the RPL process

This section gives you more detailed information on the steps in the RPL process—it will help you to prepare for RPL. Some of the steps have boxes you might like to tick off when they are done.

### Before Step 1

- The RTO should give you information about the RTO and the RPL processes
- Complete any RTO-required forms such as the *Candidate Information Form*
- Have a look through this *Candidate Guide*

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

#### *How can I prepare for the initial interview?*

After you are accepted to participate in RPL, the initial interview is the first step in the process.

At the interview, your assessor will begin to gather evidence, and will plan for the next steps by developing an *RPL Assessment Plan*.

Being prepared can save you valuable time, and help to make your RPL as effective as possible.

The following list gives tips on things you might like to do to prepare for the initial interview.

- Consider your relevant experiences:** Go to the unit summary from Page 4 above, and consider how you do the tasks
- Make brief notes about your relevant work roles and experiences:** This will help when you talk with your assessor
- Collect relevant documents:** Think about and collect any documents you have at work or home that show your experience, and take them to the interview—for example:
  - brief Resume or Curriculum Vitae (CV)
  - your position description
  - photos of you at work, or your work examples
  - workplace training or professional development records
  - membership of associations, networks or clubs
  - references, letters, or emails from workplace or clients
  - workplace documents you have added to, or written
  - workplace, industry or other awards
  - records of hobbies, interests or skills outside work

However, don't be put off if you don't have these—your assessor will help you to identify possible evidence later

**Please remember:** Workplace and client information is likely to be confidential—make sure your workplace agrees you can use any workplace documents, and delete identifying information

- Collect any evidence of formal training:** If you have a qualification, Statement of Attainment, or training attendance records, collect these so you can take them to the interview
- Consider referees:** Think about people who have seen your work, ask if they would be willing to confirm your skills and knowledge, and if so, get their correct contact details
- Mark any parts of this *Candidate Guide* that are not clear:** Then, at the interview, you can ask your assessor to explain

### *What is likely to happen in the interview?*

In the initial interview, your assessor will usually:

1. introduce themselves and the RPL processes, and check that you understand what is required
2. discuss the units required for the qualification, helping you to choose suitable electives
3. ask you general questions about your work history and other relevant experiences related to your work in Children's Services
4. look at any documents you bring
5. give you the *Candidate Self-evaluation Tools* (for you to complete **after** the interview) making sure you understand how to do this, and discussing any evidence you might collect
6. advise you that a workplace representative needs to complete parts of the *Candidate Self-evaluation Tools*, and giving you the *Workplace Representative Form* for them to also complete
7. develop the first draft of an *RPL Assessment Plan* with you, setting out the expected processes and dates.

### *What do I need to do after the interview?*

After the initial interview, you need to:

- Complete the *Candidate Self-evaluation Tools*:** Follow the instructions on the tools, complete them to the best of your ability, and label and attach any supporting evidence
- Ask the workplace representative to fill in the *Workplace Representative Form***
- Ask the workplace representative to add to your completed *Candidate Self-evaluation Tools*:** The sections for workplace representatives to complete are marked on the tools
- Make and keep copies:** You should keep copies of your completed *Candidate Self-evaluation Tools* and any attached documents for your own records (this is very important)
- Return forms:** Return the completed tools and documents to your assessor by the date agreed in your *RPL Assessment Plan*

### *What will the assessor do after I return my *Candidate Self-evaluation Tools*?*

Your assessor will:

1. consider the evidence you provided in the initial interview, information on your completed *Candidate Self-evaluation Tools*, and evidence in any other documents you provided
2. arrange with you to conduct Step 2, the 'competency conversations' advising you which unit clusters will be covered.

## Step 2: Competency conversations

In this step, your assessor will involve you in what are called 'competency conversation' interviews.

### *What are 'competency conversations'?*

The interview is given that name because, while it is an assessment process, it is also meant to be a conversation or discussion.

In the competency conversation interview, your assessor will:

1. ask you questions and give you scenarios to respond to that are related to workplace tasks and units of competency
2. encourage you to discuss examples of your work, and the principles, knowledge and theories that guide you in that work
3. make brief notes recording your responses and the examples you provide
4. if appropriate, ask you if you can find relevant documents or other evidence in the workplace.

The process is used to confirm and explore the skills and knowledge you listed in your *Candidate Self-evaluation Tools*.

It gives you an opportunity to discuss your relevant workplace experiences with your assessor. Usually, you will have more than one competency conversation interview.

### *How can I prepare for the competency conversation?*

Your assessor will tell you which cluster of units will be considered, and you will both need to agree to the time and location of each competency conversation. These details should be recorded in your *RPL Assessment Plan*.

You could prepare for your competency conversations by:

- Looking back at workplace tasks in your completed *Candidate Self-evaluation Tools* for the cluster of units to be covered
- Looking at the unit summaries from Page 4 above, and thinking about how you apply skills and knowledge at work (or, if you wish, going to the full unit content at [www.training.gov.au](http://www.training.gov.au))
- Making brief notes you could refer to during the conversation

### *What is likely to happen in the competency conversation?*

During the competency conversation interview, your assessor will ask you questions about workplace activities, prompting you to discuss your skills and knowledge. **Please remember...**

- the questions are discussion starters to help your assessor identify your current knowledge and relevant experience
- when responding to a question, try to think about what you do in the workplace, including the principles that guide your work  
*For example, a task you do at work could require knowledge of children's development—if so, tell your assessor how the work you do relates to the principles of children's development and give examples of how you apply that knowledge at work*
- if something is not clear, ask your assessor to explain it  
*In doing this, you are also demonstrating your communication style, and your ability to seek clarification*
- If you find you can't respond to a question, you may ask your assessor to come back to it later.

### *What will the assessor do after the competency conversation?*

Your assessor will consider the evidence you provided in the competency conversation processes. If this shows you are competent in a unit, your assessor will advise you.

Your assessor will then decide on the next step: workplace assessment task or tasks.

### **Step 3: Workplace assessment tasks**

Your assessor may ask you to undertake one or more workplace assessment tasks. This is your opportunity to demonstrate your competence in a practical way at work.

Before the task:

- Your assessor will advise you which task or tasks are required, agree a date and venue, and add details to your *RPL Assessment Plan*
- Your assessor will organise with your workplace to conduct the assessment task there, or at another suitable location
- Your assessor will give you a document called *Workplace Assessment Tasks: Instructions for the Candidate* setting out the requirements for the tasks, and listing the units involved

On the agreed date, your assessor will observe you in the workplace undertaking the assessment task.

Your assessor will consider your performance of the tasks and advise you on any further steps that are required.

### **Step 4: Third party reporting**

Your assessor might need to confirm a particular aspect of your workplace performance. If so, they could ask a person in your workplace to complete a *Third Party Report* on that aspect. Your assessor will then consider the evidence provided.

### *Development activities during the RPL process*

Your assessor might suggest workplace activities during the RPL process. These might include small developmental activities—but not usually participation in formal training programs.

For example, your assessor could decide that you did not demonstrate knowledge of the principles underpinning your work, or current policies. If so, your assessor could suggest you go to a session on these, or read some resources. Your assessor could then check later that you can apply that knowledge at work. If activities such as this are agreed during the RPL process, your assessor will add the details to your *RPL Assessment Plan*.

### **Step 5: Finalising the RPL documentation**

After the RPL process is finished, your assessor will advise you of the outcomes, and ask you to sign a form detailing these.

- If you are assessed as 'Competent' for all the units required for the qualification, the RTO will issue you with the qualification.
- If you are assessed as 'Not yet Competent' in some of the units required for the qualification, the RTO will issue you with a Statement of Attainment listing the units attained. In that case, your assessor should advise you on your options: these could include attending formal training and being reassessed.

***Best wishes on your RPL journey...***

## Appendix: List of resources

If you wish to undertake some research to improve your knowledge of early childhood education and care national standards and policies, the following resources could provide a starting point.

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

DEEWR *National Quality Framework for Early Childhood Education and Care* (Accessed June 2013) [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* (Accessed June 2013) <http://deewr.gov.au/early-years-learning-framework>

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

DEEWR 2011, *Educator's Guide to the Early Year's Learning Framework for Australia*. (Accessed June 2013) [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)