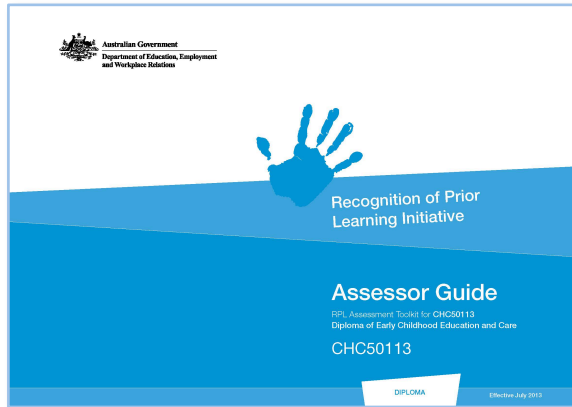# What's in the *Assessor Guide* of the *RPL Assessment Toolkit for CHC50113 Diploma of Early Childhood Education and Care?*

This document summarises the contents of the *Assessor Guide* resource in the *RPL Assessment Toolkit for CHC50113 Diploma of Early Childhood Education and Care*.

The *Assessor Guide* contains five numbered sections and an appendix as described below.

Section 1 provides an introduction to the *RPL Toolkit*—describing its components and the national RPL Initiative to which the suite of resources relates (and how the 2013 *RPL Toolkit* differs from the 2012 version). It provides a brief summary of the RPL processes recommended in the *RPL Toolkit*.

Section 2 provides information on good practice RPL for the Early Childhood Education and Care (ECEC) profession.

It includes tips to support quality outcomes from RPL, and summarises industry drivers and workforce characteristics. Section 2 also covers good practice RPL more broadly, as explored and promoted in a key national RPL initiative—the COAG RPL Program (2006 – 09).

Section 3 provides details of the qualification requirements and unit clustering. Information in this section will assist assessors in determining candidate pathways. Clusters 1 to 5 hold ten units that are also core in the *CHC30113 Certificate III in Early Childhood Education and Care*. Clusters 6 to 10 hold the remaining units.

Section 4 provides a convenient 'road map' of the steps in the RPL process—assessors could use this section to quickly locate information on the requirements of each step.

It includes a table summarising each step, with a brief outline of the responsibilities of those involved—the RPL assessor, the candidate and the workplace representative. The same information is provided in the *Candidate Guide* and the *Workplace Guide*, tailored for those audiences.

Section 4 also contains information on related topics such as group RPL, gaining workplace support, and candidate self-directed activities.

Section 5 should be very useful for assessors who are new to the RPL processes promoted in the *RPL Toolkit*. Assessors could use it as a step-by-step guide to prepare for, or to conduct, RPL processes with a candidate—and of course, once those processes become more familiar it is less likely to be needed as a direct reference during RPL assessment events.

Section 5 also gives detailed information, tips and suggestions on how to conduct the 5 RPL steps:

- ***Step 1: Initial interview, followed by candidate self-evaluation***—this step involves conducting the initial interview and planning for RPL with the candidate, as well as reviewing documentation and preparing the candidate for the next steps

- ***Step 2: Competency conversations***—this step involves preparing for and conducting the competency conversation interviews, and considering evidence from Step 2 processes

- ***Step 3: Workplace assessment tasks***—this step involves preparing for and conducting workplace assessments

- ***Step 4: Third party reporting***—this step involves gathering supplementary information where required

- ***Step 5: Finalising the assessment decision and RPL process***—this step involves finalising the processes, in line with the RTO's policies and procedures.

For each of the steps listed above there are resources to support the assessor. These are in the companion *Forms and Templates* resource—it contains various forms and templates that will be useful during the processes, and all the RPL assessment tools and instruments required for the assessments in the *RPL Toolkit*.

The companion *Forms and Templates* resource is quite lengthy given the number of units required for this qualification. However, candidates who hold the *CHC30113 Certificate III in Early Childhood Education and Care* will gain credits into the Diploma, and fewer assessment tools will be required for those candidates. In addition, all the forms and templates are available as individual Word files, so they can be readily accessed and used for individual candidates as required.

The **Appendix** to the *Assessor Guide* provides some resources and websites, which could provide assessors with a useful starting point for developing their own library of information.