Recognition of Prior Learning
Assessment Toolkit Student Guide for
HLT51612 Diploma of Nursing
(Enrolled-Division 2 nursing)
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The Australian Government, Department of Industry, developed the RPL Assessment Toolkit for the HLT51612 Diploma of Nursing (Enrolled – Division 2 nursing) as part of the Council of Australian Governments (COAG) Aged Care Innovation Project. It was based on and significantly adapted from the


The RPL Assessment Toolkit for the HLT51612 Diploma of Nursing (Enrolled - Division 2 nursing) is provided in the following five sections:

Assessor Guide Student/Student Guide Workplace Guide Forms and Templates Unit Mapping

This document is the Student Guide, providing assessors with information to assist in conducting student focussed RPL assessments for the HLT51612 Diploma of Nursing (Enrolled/Division 2 nursing).

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Introduction

Welcome to the RPL Assessment Toolkit for HLT51612 Diploma of Nursing (Enrolled-Division 2 nursing) Student Guide.

This guide is a resource if you are working in aged or acute care or community health and would like to have your skills and knowledge recognised for the HLT51612 Diploma of Nursing (Enrolled-Division 2 nursing).

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

By reading this resource, you will have 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 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’) acknowledges valuable skills gained in paid or unpaid work, and in activities such as informal training. For example, you might have supervised others in the workplace or been a work health and safety representative.

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 in 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 complete 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.

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 Student, you need to know requirements of the qualification and units of competency— your assessor’s will assist you in understanding these.

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 HLT51612 Diploma of Nursing (Enrolled- Division 2 nursing) is a nationally recognised qualification from the Health 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, HLTAP401B Confirm physical health status. The title is a brief summary of the unit’s coverage such as anatomy and physiology.

Units include ‘elements’, ‘performance criteria’, assessment requirements (including performance evidence—what you must demonstrate you are able 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

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: 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.

The target group for this RPL Toolkit is people working or have worked in aged or acute care or community health, 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 may 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.
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 26 units of competency—21 core and 5 electives—to be awarded the HLT51612 Diploma of Nursing (Enrolled - Division 2 nursing).

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

If you have attained the CHC30212 Certificate III in Aged Care, you may already hold 4 of the 21 core and 5 the elective units of competency required for HLT51612 Diploma of Nursing (Enrolled- division 2 nursing). Therefore, you will only need to be assessed against 17 units of competency to gain the HLT51612 Diploma of Nursing (Enrolled- Division 2 nursing).

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 nine ‘clusters’ that cover similar workplace tasks—this clustering makes the assessment process more efficient.

The units are listed in the following tables, indicating whether they are core or elective and provide a short summary of each unit’s content.
Cluster 1—Communication oral & written

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Unit Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTEN502B</td>
<td>Apply effective communication skills in nursing practice</td>
<td>This unit describes the skills and knowledge required for effective communication in complex communication situations and its application to nursing practice; the function and purpose of small groups; meeting procedures; and the dynamics of group work and evaluation as a tool for continuous improvement.</td>
<td>(core unit)</td>
</tr>
<tr>
<td>HLTEN510B</td>
<td>Implement and monitor nursing care for consumers with mental health conditions</td>
<td>This unit describes the skills and knowledge required to contribute to the nursing care and management of consumers with mental illness.</td>
<td>(core unit)</td>
</tr>
<tr>
<td>HLTEN515B</td>
<td>Implement and monitor nursing care for older clients</td>
<td>This unit describes the skills and knowledge required to perform nursing interventions to support the health needs of the older person in both acute care and residential aged care settings.</td>
<td>(core unit)</td>
</tr>
</tbody>
</table>

Cluster 2— Health Care

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Unit Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTEN516B</td>
<td>Apply understanding of the Australian health care system (core unit)</td>
<td>This unit describes the skills and knowledge required to function independently in developing strategies to practice within the current and future health care environment taking into account the Australian health care system.</td>
<td>(core unit)</td>
</tr>
<tr>
<td>HLTEN401B</td>
<td>Work in the nursing profession</td>
<td>This unit describes the skills and knowledge required to practice as a nursing professional with clients across the lifespan in a range of health care environments, such as acute care, community care, mental health, aged care, medical/surgical care.</td>
<td>(core unit)</td>
</tr>
<tr>
<td>HLTEN514B</td>
<td>Apply research skills within a contemporary health environment (elective unit)</td>
<td>This unit describes the skills and knowledge required to perform nursing interventions to support the health needs of the older person in both acute care and residential aged care settings.</td>
<td>(elective unit)</td>
</tr>
</tbody>
</table>
## Cluster 3 — Trans-cultural approaches to nursing

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<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Level</th>
</tr>
</thead>
</table>
| 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. It deals specifically with cross cultural awareness and issues involving working with Aboriginal and Torres Strait Islander individuals, organisations and communities. | (core unit) |
| HLTHIR403C | **Work effectively with culturally diverse clients and co-workers**  
This unit deals with the cultural awareness required for effective communication and cooperation with persons of diverse cultures. | (core unit) |

## Cluster 4 — Anatomy & physiology/ patho-physiology/health terminology

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<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Level</th>
</tr>
</thead>
</table>
| HLTAP501C | **Analyse health information** (Note pre-requ: HLTAP401B)  
This unit of competency describes the application of in-depth level of knowledge of anatomy and physiology required to analyse available health information in relation to specific services to be provided. | (core unit) |
| HLTAP401B | **Confirm physical health status**  
This unit of competency describes a detailed level of knowledge of anatomy and physiology required to confirm physical health status. | (core unit) |
### Cluster 5 — Infection control principles

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Description</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTIN301C</td>
<td>Comply with infection control policies and procedures</td>
<td>This unit of competency describes the skills and knowledge required for workers to comply with infection control policies and procedures.</td>
<td>(core unit)</td>
</tr>
<tr>
<td>HLTEN506B</td>
<td>Apply principles of wound management in the clinical environment</td>
<td>Enrolled/Division 2 nurses apply contemporary wound management principles to the care of clients with varying types of wounds.</td>
<td>(core unit)</td>
</tr>
<tr>
<td>HLTIN403C</td>
<td>Implement and monitor infection control policy and procedures (Note pre-requ: HLTIN301C)</td>
<td>This unit is concerned with infection control responsibilities of employees with supervisory accountability to implement and monitor infection control policy and procedures in a specific work unit or team within an organisation.</td>
<td>(elective unit)</td>
</tr>
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</table>

### Cluster 6 — Support the planning and delivery of health care

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<tr>
<th>Code</th>
<th>Title</th>
<th>Description</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTEN512B</td>
<td>Implement and monitor nursing care for clients with acute health problems</td>
<td>This unit of competency describes the skills and knowledge required of Enrolled/Division 2 nurses to contribute to the care of the person with an acute health problem by performing nursing interventions that support their health care needs and assist them to regain optimal function and lifestyle.</td>
<td>(core unit)</td>
</tr>
<tr>
<td>HLTEN513B</td>
<td>Implement and monitor nursing care for clients with chronic health problems</td>
<td>This unit of competency describes the skills and knowledge required in contributing to the care of the client with a chronic illness by performing nursing interventions that support the client's needs and assist in maintaining an optimal lifestyle.</td>
<td>(core unit)</td>
</tr>
<tr>
<td>Code</td>
<td>Description</td>
<td>Unit Type</td>
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</tr>
<tr>
<td>HLTEN511B</td>
<td><strong>Provide nursing care for clients requiring palliative care</strong>&lt;br&gt; This unit of competency describes the skills and knowledge required in providing palliative care to clients with life-limiting illness and their family</td>
<td>elective unit</td>
<td></td>
</tr>
<tr>
<td>HLTEN608B</td>
<td><strong>Practise in the domiciliary health care environment</strong>&lt;br&gt; This competency unit describes the skills and knowledge required by Enrolled/Division 2 nurses to perform nursing interventions to assist clients in a domiciliary environment</td>
<td>elective unit</td>
<td></td>
</tr>
</tbody>
</table>

**Cluster 7— Legal & ethical frameworks for nursing practice**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Unit Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTEN509B</td>
<td><strong>Apply legal and ethical parameters to nursing</strong>&lt;br&gt; This unit of competency describes the skills and knowledge required for an Enrolled/Division 2 nurse to perform within the legal and ethical parameters of professional practice, supporting client rights and meeting duty of care requirements practice (core unit)</td>
<td>core unit</td>
</tr>
<tr>
<td>HLTWH300A</td>
<td><strong>Contribute to WHS processes</strong>&lt;br&gt; This unit specifies the workplace performance required by a worker to contribute to work health and safety (WHS) processes where there is responsibility for own work outputs and possibly limited responsibility for the work output of others.</td>
<td>core unit</td>
</tr>
</tbody>
</table>
Cluster 8— Nursing interventions and management of care

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Description</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTEN505C</td>
<td>Contribute to the complex nursing care of clients (Note pre-reqs: HLTIN301C, HLTEN507C) This competency unit describes the knowledge, skills and attitudes required to providing nursing care for clients with complex needs</td>
<td>core unit</td>
</tr>
<tr>
<td>HLTEN508B</td>
<td>Apply reflective practice, critical thinking and analysis in health This unit of competency describes the skills and knowledge required of the Enrolled/Division 2 Nurse to demonstrate nursing practice in a contemporary health environment using critical thinking and analysis and reflective practice</td>
<td>core unit</td>
</tr>
<tr>
<td>HLTEN507C</td>
<td>Administer and monitor medications in the work environment (Note pre-reqs: HLTAP501C, HLTEN502B, HLTEN509B) This unit of competency describes the skills and knowledge required of Enrolled/Division 2 nurses to administer and monitor medications and evaluate their effectiveness for clients within a health environment</td>
<td>core unit</td>
</tr>
<tr>
<td>HLTEN519C</td>
<td>Administer and monitor intravenous medication in the nursing environment (Note pre-reqs: HLTWHS300A, HLTIN301C, HLTAP501C, HLTEN505C, HLTEN507C) This unit of competency describes the skills and knowledge required of Enrolled/Division 2 nurses to administer and monitor intravenous medications and their effectiveness for clients within the nursing context</td>
<td>elective unit</td>
</tr>
</tbody>
</table>
Cluster 9— Management of healthcare needs across the life span

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Description</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTEN503B</td>
<td>Contribute to client assessment and developing nursing care plans</td>
<td>(core unit)</td>
</tr>
<tr>
<td>HLTEN504C</td>
<td>Implement and evaluate a plan of nursing care (Note pre-requis: HLTAP401B)</td>
<td>(core unit)</td>
</tr>
<tr>
<td>HLTAID003</td>
<td>Provide first aid</td>
<td>(core unit)</td>
</tr>
</tbody>
</table>

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.

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

<table>
<thead>
<tr>
<th>Enquiry and application</th>
<th>RTO’s responsibilities</th>
<th>Student’s responsibilities</th>
<th>Workplace responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prospective RPL Student makes an enquiry and applies to participate in RPL. If accepted, the Student completes a Student Information Form to assist in Step 1 of the RPL process</td>
<td>Provide person enquiring with information about RPL. If they wish to apply, provide the Student Information Form, Student Guide and any other RTO-required forms Follow the RTO’s procedures such as processing application, advising applicant, and providing the RTO’s qualified RPL assessor with the Student information</td>
<td>Read the RTO-provided information and complete any application forms or processes Complete the Student Information Form and attach CV and any other workplace information as suggested on the form, and return it to the RTO Go through the Student Guide (this document) to prepare yourself for Step 1 of the process—the initial interview</td>
<td>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</td>
</tr>
</tbody>
</table>

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.
<table>
<thead>
<tr>
<th>RPL assessment step</th>
<th>Assessor’s responsibilities</th>
<th>Student’s responsibilities</th>
<th>Workplace responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1: Initial interview, followed by self-evaluation</strong></td>
<td>Before the interview, review Student Information Form and any attached documents. During the interview, go over the Student Guide and discuss broad work roles. Develop the RPL Assessment Plan. Give Student the Student Self-evaluation Tools and Workplace Representative Form, showing them how to complete these. After they are returned, evaluate evidence on completed Student Self-evaluation Tools, record findings on tools, and advise Student of the next steps</td>
<td>Before the interview, reflect on your experience and roles, and current skills and knowledge. During the interview, discuss broad details of experience with assessor, select electives, and participate in planning the RPL processes. After the interview: Complete the Student Self-evaluation Tools ask the workplace representative to sign Workplace Representative Form and verify your self-evaluation copy forms and return to assessor on date in the RPL Assessment Plan with any agreed evidence.</td>
<td>Before the interview, 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. After the Student has completed their self-evaluation, the workplace representative signs the Workplace Representative Form, then verifies Student Performance and provides examples by completing relevant Sections of the Student Self-Evaluation Tools.</td>
</tr>
</tbody>
</table>

a) Assessor and Student participate in an initial interview, planning and initial document review session.
b) Student completes and returns Student self-evaluation Tools after the interview (with workplace verification).
c) Assessor considers evidence from initial interview and verified self-evaluation, and advises Student.
### Step 2: Competency conversations

**a) Assessor and Student participate in competency conversation interviews, using a structured question bank for each unit cluster**

**b) Assessor records Student responses and considers evidence from conversation**

**Note:** The competency conversations would usually be in the workplace, and for most Students the process would involve more than one Session. These sessions could also be used to observe the student in the workplace.

<table>
<thead>
<tr>
<th>RPL assessment step</th>
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<tbody>
<tr>
<td><strong>Step 2: Competency conversations</strong></td>
<td>Before the competency conversation, collate the Competency Conversation Recording Tools for the cluster or clusters that will be covered (print or save files depending on recording method) During the competency conversation, use responses to questions by the Student, record responses on the Competency Conversation Recording Tools and consider evidence gathered After the competency conversation, consider evidence gathered, record findings, update RPL Assessment Plan if needed, give Student feedback</td>
<td>Before the competency conversation, prepare by considering work roles and relevant skills and knowledge related to the unit cluster being covered in the session 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. Note: Your responses must include the principles that underpin workplace tasks, not just a description of tasks you undertake.</td>
<td>Before the competency conversation, prepare a suitable workplace area in which the Student and assessor can comfortably discuss the Student’s work roles and skills and knowledge During the competency conversation, if requested, assist the Student to locate any evidence in the workplace</td>
</tr>
</tbody>
</table>
### Step 3: Workplace assessment tasks

#### a) Student demonstrates workplace assessment task or tasks, observed by the assessor

- Before the demonstration, provide the Student with the relevant Workplace Assessment Task: Instructions for the Student so they are clear on the required assessment task or tasks
- During the demonstration, record observations on the Workplace Assessment Task: Observation Tool
- After the demonstration, record findings on the tool or in the RPL Assessment Outcomes Form, and provide Student with feedback and outcomes

#### b) Assessor considers evidence

*Note: Could involve more than one workplace visit and may involve an assessment task devised by the assessor*

- Before the demonstration, read the workplace assessment Task requirements provided by your assessor, and make any workplace or other preparations
- 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

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</tr>
</thead>
<tbody>
<tr>
<td>Step 3: Workplace assessment tasks</td>
<td>Before the demonstration, provide the Student with the relevant Workplace Assessment Task: Instructions for the Student so they are clear on the required assessment task or tasks During the demonstration, record observations on the Workplace Assessment Task: Observation Tool After the demonstration, record findings on the tool or in the RPL Assessment Outcomes Form, and provide Student with feedback and outcomes</td>
<td>Before the demonstration, read the workplace assessment Task requirements provided by your assessor, and make any workplace or other Preparations 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</td>
<td>Before the demonstration, assist in preparations if required During the demonstration, ensure the Student can complete the tasks, for example by ensuring privacy and appropriate workplace conditions.</td>
</tr>
</tbody>
</table>
### RPL assessment step

<table>
<thead>
<tr>
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</tr>
</thead>
</table>
| **Step 4: Third party reporting**<br>If required:  
a) Workplace representative completes Third Party Report  
b) Assessor considers evidence.  
Note: Could involve current or previous workplace | Determine if any evidence requires further validation by the workplace, and prepare Third Party Report from template  
Consider completed Third Party Report and any other evidence from workplace  
Record findings, and advise | Your assessor may ask you to provide the Third Party Report to workplace representative or another person from the workplace | Workplace supervisor, or other suitable person, completes Third Party Report, attaches any appropriate workplace evidence if requested, and returns to assessor |

### RPL assessment step

<table>
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</table>
| **Step 5: RPL document finalisation**<br>a) Assessor finalises RPL assessment decision, RPL documentation  
b) Assessor gives Student feedback on outcomes and options  
c) Assessor completes RTO-required documentation for certification | Complete all evidence recording for the Student and the RPL Assessment Outcomes Form, providing a ‘Competent’ or ‘Not yet Competent’ outcome for each unit assessed, depending on the RTO’s procedures  
Give Student feedback on outcomes and options  
Finalise RPL records and files according to the RTO’s procedures, and complete RTO internal reporting processes | Sign the RPL Assessment Outcomes Form or other RTO-required forms or documentation  
Consider feedback on options where provided | |

### 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 completed.

Before Step 1

- The RTO should give you information about the RTO and the RPL processes
- Complete any RTO-required forms such as the Student Information Form
- Read this Student 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 you suggestions of information you might like to prepare for the initial interview.

- Consider your relevant experiences: Go to the unit summary 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
  - Workplace training or professional development records
  - Membership of associations, networks or committees
  - 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 confidential, make sure your workplace agrees you could 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 and take 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, ask for their correct contact details

• Mark any parts of this Student Guide that are not clear: Then, at the interview, you could 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 and help you to choose suitable electives.
3. Ask you general questions about your work history and other relevant experiences related to your work in acute, aged and/or community care.
4. Consider any documents you bring.
5. Give you the Student Self-evaluation Tools (for you to complete after the interview) making sure you understand how to complete these, and discussing any evidence you might collect.
6. Advice you that a workplace representative needs to complete parts of the Student Self-evaluation Tools, and give 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 Student 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 Student 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 Student 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 Student Self-evaluation Tools?

Your assessor will:

1. Consider the evidence you provided in the initial interview, information on your completed Student 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. Consider your responses to 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 Student Self-evaluation Tools.

This conversation 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, 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:

- Reflecting on the workplace tasks in your completed Student Self-evaluation Tools for the cluster of units to be covered
- Reflecting on the unit summaries and how you apply skills and knowledge at work (or, if you wish, going to the full unit content at 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.
- 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 may 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 practically 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 Student 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 attend a session on these, or read some resources. Your assessor may then assess your application of 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 outcome, and ask you to sign a form detailing this outcome.

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 further research to improve your knowledge of nursing practice, national standards and policies, the following resources could provide a starting point.

Australian College of Nursing (accessed 15 April 2014)

http://www.acn.edu.au

Australian Nursing and Midwifery Federation (accessed 15 April 2014)

http://anmf.org.au

Nursing and Midwifery Board of Australia (accessed 15 April 2014)

http://www.nursingmidwiferyboard.gov.au

Nursing and Midwifery Board of Australia, Enrolled Nurse Competency Standards 2002 (Accessed 15 April 2014)