

WYNNUM STATE HIGH SCHOOL RPL APPLICATION & NOTIFICATION FORM - VET



Complete the following for each unit of competency

Name: _____

Qualification Name: _____

Unit Of Competency Code	Unit of Competency Name
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SUMMARY OF THE REASONS FOR YOUR APPLICATION – Self Assessment

(Include any additional information you will present as part of your application. Attach extra pages as needed.)

Can I?

-
-
-
-
-
-
-
-
-
-

How could I prove I can?

Candidate to answer questions (yes/no)

- Have the purpose and the consequences of the assessment been explained?
- Have you received copies of the relevant unit(s) of competency?
- Do you understand what evidence is to be collected?
- Have your rights and the appeal system been fully explained?
- Have you discussed any special needs to be considered during assessment?

Applicant's Signature: _____

Date: _____

ASSESSOR'S COMMENTS AND RECOMMENDATION

Name & Signature of Assessor: _____

Date: _____

NOTIFICATION by RTOM

RPL is / is not granted for the Element of Competency/Learning Outcome:

because

RTOM signature: _____

Date: _____

Workplace supervisor summary and confirmation

SECTION 3

Number of days and/or hours the worker/student was in your workplace		
Supervisors comments on the cores skills for work capabilities of the student: <ul style="list-style-type: none"> Understanding — how they link it to their personal experience Skills — how they put their knowledge and understanding into practice in work settings 		
Supervisor regularly gave constructive and practical verbal feedback to the student	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Signed and dated by the supervisor	Signature.	Click here to enter a date.
Supervisor's industry experience and any relevant qualifications		

Assessor confirmation

SECTION 4

Name and signature of assessor. Date.	Signature.	Click here to enter a date.
Instructions to assessor: Wherever possible, the assessor should visit and observe the student in the workplace The assessor must provide advice to the supervisor on how to complete the TPR	<p>This Third Party Report (TPR) can be used to support the assessor's professional judgement in identifying any gaps in the student's progress towards competency or confirming satisfactory or unsatisfactory progress in the program. This report should be filed in the student's evidence file. This report can be used by the assessor to support other evidence, gathered when the student was in a simulated workplace.</p>	
Document identification code	Unique code to identify this TPR document	

Checklist for work experience supervisor and assessor

SECTION 5

Assessor has explained to workplace supervisor how to use the TPR	<input type="checkbox"/>
Workplace supervisor has completed sections 2 and 3	<input type="checkbox"/>
Verbal feedback has been provided to the student (section 3)	<input type="checkbox"/>
Assessor has completed section 4 and 5	<input type="checkbox"/>
Assessor has checked completion of sections 1 to 5	<input type="checkbox"/>
Report has been stored in student's evidence file and profile updated	<input type="checkbox"/>

Learning Journal Log

SECTION 1

Qualification	Qualification code and title		
Units of competency requirements covered	Multiple units -refer to program mapping tool		
Project identification code and name	Unique code for this project – Name of project		
Document identification code	Unique code to identify this journal		
Student Name	Enter student's name		
Assessor Name	Enter assessor's name.		
Training Start Date:	Click on arrow for date	Training End Date:	Click on arrow for date
Student Signature		Assessor Signature	

General instructions for the trainer/assessor and student

SECTION 2

Instructions for Trainer/Assessor and student	<p>What to do</p> <p>Make a record what you did to progressively gain skills and knowledge. The training you will do throughout this course is competency based, that is, it addresses skills, knowledge and attitudes required to work effectively and safely in a manufacturing or related environment. This means that you will be assessed on your ability to DO your job not just on your knowledge of the job.</p> <p>Record what you have done and when you did it. Get your teacher/assessor to sign it off and make sure to put your own name and signature and the job/project number/code on the training journal page.</p> <p><i>Complete as many learning journal pages as needed (make copies of the page below).</i></p> <p>The journal entries can be used as part of your assessment towards competency.</p>
	<p>What you include in your training journal</p> <ul style="list-style-type: none">▪ Your comments on tools and equipment you have used▪ Explanation of what part of the project you worked on▪ Your comments on how effectively you work in a team▪ Things you learned about using technology▪ Useful formulas or diagrams you want to record and make notes on▪ Photographs/pictures of your work in progress and completed jobs along with comments

Checklist for the assessor

SECTION 3

Assessor has completed sections 1 to 4	<input type="checkbox"/>
Student has completed section 1 and 4	<input type="checkbox"/>
Written feedback has been provided to the student in section 4	<input type="checkbox"/>
Verbal feedback has been provided to the student	<input type="checkbox"/>
Assessor has updated student profile records	<input type="checkbox"/>

Student's learning journal

SECTION 4

Qualification code	Student Name ↓	Students initials ↓	Assessor Name ↓	Assessors initials ↓	Project reference # ↓
	Enter student's name		Assessor's signature.		Unique code to identify this journal
DATE ↓ <small>Click on arrow for date</small>	Enter your comments, pictures, diagrams and notes here				
Describe what you did, the tools you used, things you learned, include formulae, sketches or pictures →	<p>Which tools and materials did you use?</p> <p>What did you do with the tools or materials?</p> <p>What safety precautions did you take?</p> <p>What measurements did you take?</p> <p>Who did you talk to about this job?</p>				
Assessor 's comments →	<p>Enter your comments here</p> <p>What help did the student need? Did the student request assistance? Was the student able to implement the advice? What skills were shown?</p>				

Student's learning journal

SECTION 4

Qualification code	Student Name ↓	Students initials ↓	Assessor Name ↓	Assessors initials ↓	Project reference # ↓
	Enter student's name		Assessor's signature.		Unique code to identify this journal
DATE ↓ <small>Click on arrow for date</small>	Enter your comments, pictures, diagrams and notes here				
Describe what you did, the tools you used, things you learned, include formulae, sketches or pictures →	<p>Which tools and materials did you use?</p> <p>What did you do with the tools or materials?</p> <p>What safety precautions did you take?</p> <p>What measurements did you take?</p> <p>Who did you talk to about this job?</p>				
Assessor's comments →	<p>Enter your comments here</p> <p>What help did the student need? Did the student request assistance? Was the student able to implement the advice? What skills were shown?</p>				

DUPLICATE THIS PAGE AS REQUIRED

Direct Questioning Evidence Gathering

Unit of competency	
Key reference documents	
Outcome	<i>Working Towards Competency.</i>
Qualification	

Gathering evidence over a period of time through direct questioning

Instructions to assessor on how to record information

1. Questions may be asked while student is in the workplace role or off the job
2. Industry standard/workplace supervision and interaction must be provided
3. Where significant competency gaps are identified indicate by checking the box
4. Provide options on how to close the gap in the next column
5. If the student closes the gap, check the box in the no more gaps column
6. Where no significant gaps have been identified, confirm in writing in the space below and indicate why the student can progress to the next project/task
7. Indicate the result for the direct questioning by checking a box

Result of direct questioning	Satisfactory	<input type="checkbox"/>
	Unsatisfactory	<input type="checkbox"/>

	What the trainer/assessor expects the student to know while undertaking this project/task	Gaps were identified	How the student can close the gap	No more gaps
1		<input type="checkbox"/>		<input type="checkbox"/>
2		<input type="checkbox"/>		<input type="checkbox"/>
3		<input type="checkbox"/>		<input type="checkbox"/>
4		<input type="checkbox"/>		<input type="checkbox"/>

5		<input type="checkbox"/>		<input type="checkbox"/>
6		<input type="checkbox"/>		<input type="checkbox"/>
7		<input type="checkbox"/>		<input type="checkbox"/>
8		<input type="checkbox"/>		<input type="checkbox"/>
9		<input type="checkbox"/>		<input type="checkbox"/>
10		<input type="checkbox"/>		<input type="checkbox"/>

Direct Observation Evidence Gathering

Unit of Competency	
Key reference documents	
Outcome	<i>Working Towards Competency.</i>
Qualification	

Gathering evidence over a period of time through direct observation

Instructions to assessor on how to record information

1. Observations may be made while student is in the workplace role or off the job
2. Industry standard/workplace supervision and interaction must be provided
3. Where significant competency gaps are identified indicate by checking the box
4. Provide options on how to close the gap in the next column
5. If the student closes the gap, check the box in the no more gaps column
6. Where no significant gaps have been identified, confirm in writing in the space below and indicate why the student can progress to the next project/task
7. Indicate the result for the direct observation by checking a box

Result of direct observation	Satisfactory	<input type="checkbox"/>
	Unsatisfactory	<input type="checkbox"/>

Item	What the trainer/assessor expects to see while the student is undertaking this project/task	Gaps were identified	How the student can close the gap	No more gaps
1		<input type="checkbox"/>		<input type="checkbox"/>
2		<input type="checkbox"/>		<input type="checkbox"/>
3		<input type="checkbox"/>		<input type="checkbox"/>
4		<input type="checkbox"/>		<input type="checkbox"/>

5		<input type="checkbox"/>		<input type="checkbox"/>
6		<input type="checkbox"/>		<input type="checkbox"/>
7		<input type="checkbox"/>		<input type="checkbox"/>
8		<input type="checkbox"/>		<input type="checkbox"/>
9		<input type="checkbox"/>		<input type="checkbox"/>
10		<input type="checkbox"/>		<input type="checkbox"/>

Rules of Evidence Checklist

Complete a separate copy of this form for each unit of competency assessed

Features of good quality evidence	Yes or No	Comments (if required)
Review the evidence provided by the trainee. Is it:		
<ul style="list-style-type: none">Valid – relevant to the units/s of competency?		
<ul style="list-style-type: none">Authentic – are you sure it belongs to the candidate? Documents are originals, signed and dated; can the trainee answer questions about them or explain how the was was done?		
<ul style="list-style-type: none">Current – relevant to the units of competency?		
<ul style="list-style-type: none">Sufficient – relevant to the units of competency?		