



TAELLN501

Support the development of adult language, literacy & numeracy skills

Recognition of Prior Learning

RPL Information

Southern Cross International Learning Institute

1M Masthead way
Sanctuary Cove Marine Village
QLD 4212

Phone: (07)5665 8228
Email: info@scili.edu.au
www.scili.edu.au

Overview of the RPL process

Recognition of Prior Learning is the way that the knowledge and skills that you have attained through your work and life experience are recognised, so that you can be issued a nationally recognised qualification.

It is a process of gathering evidence. Your assessor checks the evidence at each stage in the process and once they have sufficient evidence they can assess you as competent.

How to submit an RPL Application

1. Complete SCILI RPL Application for TAELLN501
2. Submit the application.
3. Initial deposit is required to be paid into SCILI bank account or by credit card .
4. Preliminary acceptance or gap training based on on the application will be notified.
5. SCILI will send RPL assessment tasks
6. Gather your evidence to support your application using the documents check list.
7. Your application and evidence will then be assessed upon receiving your deposit.
8. The outcome will be advised. If the evidence submitted is not deemed adequate in terms of Authenticity, Validity, Sufficiency, Reliability or Currency, the assessor may request further evidence or a gap training .
9. If further training is required, SCILI will advise you the cost, The additional fee must be agreed upon in writing before the assessor proceeds any further.
10. The information you provide at the application stage may be sufficient to grant RPL, Then you are not required to have an interview nor provide further evidence.

■ RPL Application Documents

- ◆ Documents must be copied or scanned from the original documents.
- ◆ If the document has text on both side, both sides must be copied.
- ◆ The copies of certificates must be certified by a JP

GATHERING EVIDENCE FOR RPL

The table below lists typical examples of evidence that may be able to be used in your RPL.

TYPES OF EVIDENCE	EXAMPLES OF EVIDENCE
Direct evidence	<ul style="list-style-type: none"> ▪ Workplace observation ▪ Demonstration of skill ▪ Samples of work ▪ Resources developed by the applicant and verified by a third party ▪ Materials or tools you work with ▪ Referees report ▪ Video ▪ Audio ▪ Photos ▪ Published works such as operational manuals
Indirect evidence	<ul style="list-style-type: none"> ▪ Industry Awards ▪ Job specifications or position descriptions ▪ CV or Resume ▪ Rosters or Timesheets ▪ Visual presentations (PPT's) or written speeches ▪ Letters or memos from your workplace ▪ Reference/or letters of support ▪ Evidence of committee work ▪ Reading lists ▪ Workplace training records
Historical evidence	<ul style="list-style-type: none"> ▪ Written references from past employers ▪ Log books and other records of performance ▪ Certificates or qualifications ▪ Letters of support ▪ Assignments, reports and documentation from previous courses undertaken ▪ Past competency based assessments ▪ Record of academic results ▪ Course attendance record ▪ Scrap books ▪ Magazine or newspaper articles about your work

Evidence must be:

Authentic	The documentary evidence you are submitting is your own work.
Valid	Related to the specific competencies for the unit
Sufficient	Demonstrate complete competency against the information that underpins a competency statement
Reliable	How well you can consistently perform a given competency to the required standard
Current	Use recent project that it is still relevant to the skills and knowledge you have.

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ELEMENT	PERFORMANCE CRITERIA
1. Analyse the purpose and context for LLN development	1.1 Analyse the LLN requirements of the training specification or learning situation, using the ACSF 1.2 Analyse the LLN requirements of the training context
2. Determine learners' LLN skill level	2.1 Identify each learner's LLN background 2.2 Identify factors or potential barriers that may affect the learner's development of LLN skills 2.3 Determine the learner's existing LLN skill level, using relevant tools and other approaches, including validated ACSF assessment tasks
3. Design and apply strategies to develop LLN skills	3.1 Analyse the learner's strengths and needs, using the ACSF 3.2 Examine a range of strategies to develop reading, writing, speaking, listening and numeracy skills 3.3 Design training and assessment to build LLN skills, utilising the ACSF to describe the approach 3.4 Access relevant LLN resources 3.5 Modify resources to meet LLN needs, and in relation to context 3.6 Implement the program
4. Review strategies	4.1 Monitor learner progress 4.2 Seek support and feedback from colleagues, and LLN specialists, whenever required 4.3 Review strategies in terms of their effectiveness and the feedback received
5. Develop and extend own and others' LLN practice	5.1 Access, read and analyse current research on adult LLN practice and incorporate knowledge into practice 5.2 Source and access opportunities, to extend own and others' practice 5.3 Propose and implement improvements to LLN practice 5.4 Provide assistance and advice to less experienced trainers, and assessors in relation to LLN practice

Elements and Performance Criteria

Performance Evidence
<ul style="list-style-type: none"> • determining language, literacy and numeracy (LLN) levels using validated tools, including those based on the Australian Core Skills Framework (ACSF), for at least 5 learners • determining the requirements of training, based on the ACSF • planning training and assessment that incorporates LLN support strategies relevant to at least two different learners, or groups of learners, in response the ACSF assessment and learners' goals • reviewing own strategy, and strategies of others, used to support LLN • leading others to extend practice. •
Knowledge Evidence
<ul style="list-style-type: none"> • the current function of LLN skills in Australian society, including how LLN skills impact on an individual's participation in work, education and the community • LLN competence in Australia, according to recent research, such as surveys conducted by the Australian Bureau of Statistics • the ACSF and how it can be used to describe the LLN requirements integral to vocational competence • using the ACSF to design training and assessment programs appropriate to learner needs • a variety of strategies and resources used to build LLN skills appropriate to vocational work • how context affects language use, including: <ul style="list-style-type: none"> ➤ how the choice of linguistic style is affected by roles and relationships ➤ how levels of formality are affected by factors such as age, role and ethnicity ➤ how meaning making relies on linking to context ➤ how people may be more proficient in some contexts and less in others • the variety of ways texts can be approached, depending on purpose of reader, for example skimming, scanning and critical analysis • numeracy and language knowledge to the level of the numeracy and language being taught.