



THE REDCLIFFE AERO CLUB

RECOGNITION OF PRIOR LEARNING (RPL)

2018 STUDENT GUIDE

Student name: _____

Student number: _____

Including:

Recognition of Prior learning (RPL) Process and Guidelines
Recognition of Prior learning (RPL) Application form
Capability statement
Evidence Portfolio

STUDENT RECOGNITION OF PRIOR LEARNING (RPL) PROCESS AND GUIDELINES 2018

Recognition of Prior Learning (RPL) Process and Guidelines

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Forms of prior learning recognised

Redcliffe Aero Club recognises that some students bring substantial knowledge, skills and experience to their Aviation study. The Recognition of Prior Learning 2018 Student Guide allow for the recognition of prior formal and informal learning (gained through an accredited qualification or course), and equally:

- ❑ non-formal learning is learning that took place through a non-accredited course, seminar or program of professional development; and
- ❑ Informal learning that takes place through professional standing, paid or voluntary work, or community, leisure or domestic activities.

What do I need to know?

This information (if applicable) will assist you to complete the RPL application Form, capability statement, Recognition of Prior learning Evidence portfolio.

- a. list units (subjects) in your Redcliffe Aero Club course that have content (topics) and learning outcomes for which credit may be sought;
- b. describes the knowledge, skills and experience you currently hold for each learning outcome, as a result of your prior non-formal and/or informal learning;
- c. Create a Recognition of Prior Learning evidence portfolio, gathering a range of evidence (supporting documents) to verify your claims and support your application for Recognition of Prior learning, in order to have your prior learning recognised.

Recognition of prior learning (RPL) is an assessment process where it is possible for a student to be given credit for formal or informal training previously undertaken or experience gathered through work and life experiences, where it relates to the course they are enrolling in.

General Information

This Recognition of Prior learning (RPL) application is designed to help you put together evidence through a recognition process to achieve a nationally accredited qualification.

As a Registered Training Organisation (RTO), Redcliffe Aero Club is obliged to recognise Australian Quality Framework Statements of Attainments issued by other Registered Training organisations which can be used as part of your RPL application. This can include primary and secondary evidence.

An RPL application could also be available where a student holds a CASA industry licence or Instrument rating and can successfully demonstrate competence against the assessment requirements and performance criteria of a unit of competency.

Recognition of prior learning (RPL), is a process for potential students to gain credit for their skills, knowledge, abilities and experience gained through working and learning. It can be gained at any stage, through formal and informal learning, in Australia or overseas or through other activities such as volunteering.

Recognition of prior learning applications will only be successful when a potential student has provided adequate evidence to support the training package requirements for all aspects of that unit of competency.

Further information regarding units of competency, required skills and knowledge can be found at www.training.gov.au

What types of supporting documents should I provide?

The Redcliffe Aero Club has created this Recognition of Prior Learning (RPL) 2018 Student Guide which will assist you in successfully completing their RPL evidence portfolio.

A range of supporting documents (evidence) must be submitted with your application, we would suggest checking the **Recognition of Prior Learning Evidence checklist** for further assistance. You will as a minimum need to submit:

- ☐ Completed RPL Application form
- ☐ Capability statement
- ☐ Completed RPL Portfolio of Evidence (including a range of primary and secondary evidence)
- ☐ Current resume

If your statements and evidence are sufficient and your experience is proficient and current, credit is likely to be awarded.

Do supporting documents need to be certified or translated?

Yes, in most circumstances you may need to provide certified copies as part of your application. All non-English document must be accompanied by an authorised English translation.

Format of the RPL Portfolio Evidence Form?

The RPL Application Evidence provides:

- ☐ fields to record your name, contact details, student ID and the Redcliffe Aero Club course relevant to the unit/s for which RPL is sought;
- ☐ a checklist and applicant declaration;
- ☐ textbox to list your Supporting Documents as Appendices;
- ☐ space for unit content (topics) and learning outcomes to be included; and
- ☐ textboxes that accommodate statements evidencing how, when and where the learning outcomes have been achieved and remain current. Unless otherwise stated in the Course Specific RPL

Capability statement

Students are required to submit a capability statement with their RPL application, which is a sample statement describing your capabilities. You should address the units of competency topics associated with the learning outcomes.

Complete and submit the application, form and evidence

The Redcliffe Aero Club strongly recommends that students prepare and submit their (Recognition of Prior Learning - RPL) application, prior to commencement of your chosen qualification, the Redcliffe Aero club recommends submitting your application at least one month before commencement of course commencement.

or alternatively you should arrange with the Redcliffe Aero club RTO Coordinator or Flight Instructor to attend a Recognition of Prior Learning (RPL) Classes/ Lessons prior to enrolment to receive and commence work on your application. The Redcliffe Aero Club estimates that students should allow approximately 1-2 days per unit of competency they wish to apply Recognition of Prior Learning (RPL) for. We also suggest that students complete this onsite so that they have assistance on hand if needed.

Once you have completed your Recognition of Prior Learning Application please submit the below to the email address provided.

- ❑ Recognition of Prior learning (RPL) Application form
- ❑ Capability statement
- ❑ Evidence Portfolio
- ❑ info@redcliffeaeroclub.com.au

How will my application be acknowledged?

- ❑ Your application will be acknowledged by the RTO Coordinator within 5 business days (excluding weekends), you will receive an acknowledgement email from the Redcliffe Aero Club admin team.
- ❑ A quality check will be conducted on your Recognition of Prior Learning (RPL) application by the RTO Coordinator and if any additional clarification is needed then an email request will be sent to the individual student.

Assessor evaluates your evidence

Your assessor will evaluate your evidence and begin mapping your evidence to the training package rules for the units of competency you are applying for. The assessor will then determine if the evidence that you submitted is enough to be deemed component in that unit of competency. Your assessor will likely contact you to set up an interview to discuss his/ her findings and determine if any gap assessment training is needed for that unit.

Interview with Assessor

Your RPL application interview may be a combination of a face-to-face interview with your assessor or a phone interview depending on student's location and other such factors.

The interview should take approximately 60 - 90 minutes and will normally take place at the Redcliffe Aero Club head office.

The interview will provide an opportunity for both you and the assessor to clarify any unclear evidence, and for the assessor to sight and sign-off on any documentation you have submitted to illustrate your competence.

Questions posed at the assessment interview will be individually tailored to clarify information in your supporting documentation or address gaps in your competency levels. Questions may relate directly to your experience in the workplace but may also include scenario-based questions as an opportunity for you to demonstrate your skills and knowledge.

Your assessor / trainer may request for you and him/ her to have more than one phone interview session depending on the number of units of competency that you are applying for.

Your assessor may also determine that he/she requires video evidence of your skill set to finalise your Recognition of Prior Learning application. This may be completed at the time of the Recognition of Prior learning at the expense of the student. Or it may be deemed that this can be conducted and documented throughout the first phase of your Qualification, and the Recognition of Prior Learning application maybe deemed successful by the end of stage 1 that you are studying on a fulltime basis.

However, should a student not be deemed competent in their RPL application they must cease training at the end of phase 1 until they are deemed competent, discussions about their Vet student loan requirements, training plan and training options.

If such a situation occurs where a student cannot be deemed competent in their Recognition of Prior Learning application, then they will be required to:

- a) Be retrained in a portion of the course (this could be one or multiple stages of the qualification and will be based on the students individual training plan) this is at a Fee for service rate billed to the individual student for pay as you go arrangement.
- b) Suspend their enrolment – which would require an amendment to their training plan and Vet student loan application.
- c) Cancel their enrolment and permanently withdraw from the course.

Award of qualification/ unit of competency

Once all the steps have been completed and the assessment of your RPL application and evidence has met the training package and competency requirements of the unit of competency, the CFI Chief Flight Instructor (CFI) will award you the units of competency, as successfully graded by RPL.

In the event that you have been assessed as competent in more than one unit of competency then this will also be documented on your training plan, and it will be amended to reflect this.

In the event that your RPL evidence is deemed 'not yet competent' against any of the performance criteria (and therefore, element of competency) you will be given an opportunity to resubmit further evidence for consideration.

Examples of additional evidence can be discussed with your assessor / trainer and may include: further documentation, completion of a take home assignment, provision of a report from your supervisor or evidence of satisfactory completion of training.

If you are not satisfied with an assessment decision, you may apply to have it reviewed in accordance with our policy on appeals. A copy of this policy is available on our website.

Training plan amendments

Once you have successfully been deemed competent in a unit/s of competency, the Chief Flight Instructor (CFI) will advise the RTO Coordinator of your successful application. Any units of competency that you have been deemed competent through an RPL application or a Credit transfer application will be reflected on your training plan for the course that you have enrolled in which would be one of the below courses.

- ☐ AVI50415 Diploma of Aviation (Instrument rating)
- ☐ AVI50215 Diploma of Aviation (Commercial Pilot Licence – Aeroplane)
- ☐ AVI50516 Diploma of Aviation (Flight Instructor)

Once the unit has been deemed a successful Recognition of Prior Learning result you will not have to complete that unit, the number of units you have been approved will alter the course duration and course cost for the course.

Once you receive your amended training plan, this will outline the units of competency you have remaining as well as the required time frames to attend classes.

STUDENT RECOGNITION OF PRIOR LEARNING (RPL) APPLICATION FORM

Student name: _____

Student number: _____

2018



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RTO Number: 40971
1 Werriwa Drive, Kippa Ring, QLD, Australia, 4021
Email: info@redcliffeaeroclub.com.au
RPL Application doc V3.2018

ABN: 74009 819 792
Office: (61 7) 3203 1777
Author: RTO Coordinator_ Lauree Skene-Gordon
AQTF Ref 1.5

Recognition of Prior Learning (RPL) Application form

What is a Recognition of Prior Learning?

Recognition of prior learning (RPL) is an assessment process where it is possible for a person to be given credit for formal or informal training previously undertaken or experience gathered through work and life experiences, where it relates to the course they are enrolling in.

General Information

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An RPL application could also be available where a student holds a CASA industry licence or Instrument rating and can successfully demonstrate competence against the units of competency.

Recognition of prior learning (RPL), is a process for potential students to gain credit for their skills, knowledge, abilities and experience gained through working and learning. It can be gained at any stage, through formal and informal learning, in Australia or overseas or through other activities such as volunteering.

Recognition of prior learning application will only be successful when a potential student has provided adequate evidence to support the training package requirements for that unit of competency.

Further information regarding units of competency, required skills and knowledge can be found at www.training.gov.au

Personal Details

Please print clearly and neatly, your full legal name exactly as it appears on your identity documentation

Given Name: (First name)	Middle name: (Second name)
Surname: (Last name)	Additional name: (Maiden name)
Date of Birth:	Gender: <input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> Other
Home Phone:	Mobile Phone:
Email:	
Residential Address:	
Suburb / town:	State / Territory:



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Course information

Which course are you interested in enrolling in? Please tick ✓

<input type="checkbox"/>	AVI50415 Diploma of Aviation (Instrument Rating)
<input type="checkbox"/>	AVI50215 Diploma of Aviation (Commercial Pilot Licence - Aeroplane)
<input type="checkbox"/>	AVI50516 Diploma of Aviation (Flight Instructor)

Application for RPL

Student number (if applicable) _____

Date of application _____

Some of the evidence you should consider collecting to support your application would be a combination of primary and secondary evidence. These will be explained in further detail in the Evidence portfolio section of this guide.

Below are the standard rules that apply to the evidence you provide to your trainer / assessor to ensure that the evidence you are submitting is of good quality.

- ☐ Currency – can the assessor be confident that you can perform to the standard demonstrated by the evidence, now?
- ☐ Authenticity – can the assessor be confident that you have provided your own work?
- ☐ Validity – is the evidence sufficiently relevant to the competencies being assessed and current workplace practices?
- ☐ Sufficiency – have you provided enough evidence to cover all components of competency – task skills, task management skills, contingency skills and job/role environment skills – as well as provide evidence of competent performance over time?

Record your evidence in the following boxes.

Employment History (Aviation industry only)

Employer's name	Period of Employment	Duties / tasks

Nationally Accredited qualifications / units of competency

Please attach supporting evidence to your application or if insufficient space in the boxes provided.



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Previous Courses / Study

Course name / code	Institute	From / To	Completion Y / N

Note:

- **Evidence must consist of a JP certified true copy of the qualification or statement of attainment. No non-certified photocopies will not be accepted.**
- **If providing a qualification, you must also provide a copy of the supporting document or transcript, of the units of competency / modules which made up the qualification.**

Authenticity statement

I declare that all evidence submitted in support of this RPL application is authentic and honest.

Student name:	Student signature	Date:
Witness name:	Witness signature	

I have read all the Redcliffe Aero club Recognition of Prior Learning application process and guidelines and am aware that may be additional fees outside of the fee of \$375.00 per unit for units that are deemed competent.

I acknowledge that there may be additional charges for Dual flights to video record my skill set while flying.

I also acknowledge that should my Recognition of prior learning not be deemed competent then I will be required to re train in those phase period of the course and will be liable for the financial obligations of those phases at the time of study if I do not have adequate Vet student loan funding available to me.

I declare that I have read and understood all financial obligations associated with my Recognition of prior learning application and agree to the requirements set out by the Redcliffe Aero club.

Student name:	Student signature	Date:

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Capability Statement

Student name: _____

Student number: _____

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The Redcliffe Aero Club has intentionally inserted a text after each potential units of competency. Mapping can be conducted periodically through your Capability statement, please ensure that you have a text box after each paragraph.

Please complete your Capability statement below: Write unit of competency you are discussing in the line provided.

Unit of competency: _____

Unit of competency: _____



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Unit of competency: _____

Unit of competency: _____

Unit of competency: _____



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Unit of competency: _____

Unit of competency: _____

Unit of competency: _____



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STUDENT RECOGNITION OF PRIOR LEARNING (RPL)

Evidence Portfolio Checklist

- ❑ **Job Descriptions (Aviation industry currency only)**
- ❑ **Evaluations from supervisors (Supervisor performance appraisals)**
- ❑ **Videos evidence of flying including Flight checks / Ground School etc**
- ❑ **References from employers outlining your responsibilities**
- ❑ **Certificates of completion of Nationally accredited qualifications**
- ❑ **Proficiency check**
- ❑ **Flight Review**
- ❑ **Resources developed (MOS) - briefs**
- ❑ **Charter projects**
- ❑ **Pilot flight logs**
- ❑ **Licences / endorsements (CASA)**
- ❑ **Fuel inspection documentation – Journey log**
- ❑ **Training schedules**



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STUDENT RECOGNITION OF PRIOR LEARNING (RPL) Evidence Portfolio

Student name: _____

Student number: _____

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Instructions for students completing the Evidence portfolio:

- 1) Read through the sample evidence table provided in this template, it will provide you with some examples of how to complete the Evidence portfolio that is relevant for the course that you intend to enrol into.
- 2) Turn to the Evidence portfolio that is for your course, then complete the summary of Evidence included in portfolio **“Summary table”**
- 3) In the Evidence table complete the columns named **“Evidence to support my achievement of competence”** (Remember that you can use the same piece of evidence for more than one unit of competency, and for different performance criteria. As long as you have clearly mapped your evidence correctly).
- 4) Ensure that you have at least one piece of evidence for each performance criteria, and that you meet the requirements for evidence.
- 5) Sign and date the template in the box provided (including making declarations)
- 6) Add your complete Evidence portfolio to your completed RPL Application form, Capability statement and evidence check list, conduct check to ensure you have completed all documentation completely.
- 7) Talk to your Redcliffe Aero club Instructor or RTO Coordinator if you need any assistance.
- 8) Scan all your documentation in colour then scan and email to info@redcliffeaeroclub.com.au

There is more than one Evidence Portfolio, which one do I complete?

If you are enrolling into the qualification AVI50215 – Diploma of Aviation (Commercial Pilot Licence) then you complete the

AVI50215 – Diploma of Aviation (Commercial Pilot Licence Aeroplane) – Bronze course - Evidence Guide

And you already hold your CASA Private Pilot licence then you would more than likely be applying for Recognition of Prior Learning for 8 units of competency out of the 26 units of competency, those 8 units are outlined below:

AVIE4001	Maintain aircraft radio communications	Core
AVIF0011	Manage aircraft passengers and cargo	Core
AVIW4001	Manage pre- and post-flight actions	Core
AVIY4001	Control Aeroplane on the ground	Core
AVIY4002	Take off Aeroplane	Core
AVIY4003	Control Aeroplane in normal flight	Core
AVIY4004	Land Aeroplane	Core
AVIY4007	Manage aircraft fuel	Core



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RAC_ Student Recognition of Prior Learning Evidence portfolio(RPL).V2.2018.Part 1

AQTF Ref 1.5

If you are enrolling into the qualification AVI50415 – Diploma of Aviation (Instrument Rating) then you complete the

AVI50415 – Diploma of Aviation (Instrument Rating) – Silver course - Evidence Guide

And you already hold your CASA Private Pilot licence and your CASA Commercial Pilot Licence then you would more than likely be applying for Recognition of Prior Learning for 4 units out of the 13 units of competency, those 4 units are outlined below:

AVIF0007	Implement threat and error management strategies	Core
AVIF0008	Manage safe flight operations	Core
AVIW5018	Operate and manage aircraft systems	Core
AVIY0001	Operate aircraft using aircraft flight instruments	Core

If you are enrolling into the qualification AVI50415 – Diploma of Aviation (Instrument Rating) then you complete the

AVI50516 – Diploma of Aviation (Flight Instructor) – Gold course - Evidence Guide

And you already hold your CASA Private Pilot licence, CASA Commercial Pilot Licence and Multi Engine Instrument Rating then you would more than likely be applying for Recognition of Prior Learning for 3 units out of the 16 units of competency, those 3 units are outlined below:

AVIF0007	Implement threat and error management strategies	Core
AVIF0004	Implement aviation risk management processes	Core
AVIF0005	Implement aviation fatigue risk management processes	Core



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Below is an example template on how the Queensland Government recommends you complete your Summary of Evidence portfolio, to meet all Government and training requirements. The below example is based on the unit of competency CHCCOM2B Communicate appropriately with clients and colleagues, which is a unit of competency from the qualification 30210 Certificate III in Education.

Although this example is not relevant to the Aviation industry the concept of how to map and document your evidence remains the same.

Element	Performance Criteria	Evidence to support my achievement of competence	
		Current and Recent evidence	Historical evidence (more than 2-3 years old)
01 Exercise effective communication techniques	<p>1.1 All forms of communication with clients and colleagues reflect an understanding and respect for individual differences and needs.</p> <p>1.2 Self-introduction occurs appropriately.</p> <p>1.3 Communication is clear and relevant to situation/activities undertaken.</p> <p>1.4 Touch and other non-verbal means of communication are used as appropriate.</p> <p>1.5 Advice about communication difficulties with clients or colleagues is sought and obtained from supervisor/appropriate person and implemented.</p>	<p>General evidence:</p> <p><input type="checkbox"/> Portfolio of verified examples of communication strategies/activities you use to support students at various verbal and non-verbal communication levels. (PC 1.1, 1.3)</p> <p><input type="checkbox"/> Verified samples of teaching resources you have prepared, e.g. a laminated chart introducing yourself to non-verbal students. (PC 1.1, 1.2, 1.3)</p> <p><input type="checkbox"/> Samples of pictorial teaching aids prepared and used by you as a learning/communication tool with students, e.g. a communication book. (PC 1.3, 1.4)</p> <p><input type="checkbox"/> Signed and dated letter from a parent attesting to your use of effective communication with their child. (PC 1.1, 1.2, 1.3, 1.4, 1.5)</p> <p><input type="checkbox"/> Video or statement (including annotated notes), verified by your supervisor, documenting your work with non-verbal students. (PC 1.3, 1.4)</p> <p>A written statement, verified by a supervisor:</p> <p><input type="checkbox"/> Attesting to your communication skills with parents and students in an educational setting. (PC 1.1, 1.2)</p>	<p><input type="checkbox"/> Photographs of teaching resources prepared by you, and verified by a previous supervisor, e.g. word cards, pictorial aids. (PC 1.1, 1.2, 1.3, 1.4, 1.5)</p> <p><input type="checkbox"/> Proof of completion of an Augmentative Communication module from Certificate III in Disability Studies, or attendance at an Augmentative/Alternative Communication workshop, e.g. covering Basic Makaton, or Auslan. (PC 1.1, 1.2, 1.3, 1.4, 1.5)</p> <p><input type="checkbox"/> Proof of completion of units of study in communication skills from specific courses, e.g. Certificates in Disability Studies, Child Care, or Teacher Aide. (PC 1.1, 1.2, 1.3, 1.4, 1.5)</p>



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		<input type="checkbox"/> Outlining your role in implementing a program with students with communication difficulties. (PC 1.1, 1.3, 1.5, 2.1, 2.2, 2.3) <input type="checkbox"/> Outlining your daily interactions with a range of students in your work environment, and noting examples of the communication difficulties the students have. Confidentiality must be maintained by deleting identifying information. (PC 1.1, 1.2, 1.3, 1.4, 1.5) Other evidence (list here any other evidence that shows your skills in this area): <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> Statement of attendance at a workshop on communication issues for students with no verbal skills, or those with limited verbal communication, and aids to support students in those circumstances. (PC 1.1, 1.2, 1.3, 1.4, 1.5) <input type="checkbox"/> Evidence of participation in staff development by the Low Incidence Unit, Education Queensland. (PC 1.5, 2.2, 2.3)
02 Follow routine instructions	2.1 Workplace instructions are carried out within agreed time frames. 2.2 Clarification in understanding work instructions is sought, when required. 2.3 Difficulties in carrying out instructions are referred to supervisor or appropriate person.	General evidence: <input type="checkbox"/> Verified examples of a teacher and teacher aide communication book outlining your weekly tasks, and how you complete these on a regular basis. (PC 2.1, 2.2, 2.3) <input type="checkbox"/> Photographs or other records of an event you organised, for example: <ul style="list-style-type: none"> • a display for Library Week • the school fete • a Parent and Teacher Evening. (PC 2.1, 2.2, 2.3)	<input type="checkbox"/> References from past employers describing your communication skills and teamwork. (PC 1.3, 1.5, 2.1, 2.3)



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		<p>A written statement, verified by a supervisor:</p> <p><input type="checkbox"/> Providing examples of a range of workplace tasks you have completed within specified timeframes, e.g. resource preparation. (PC 2.1, 2.2, 2.3)</p> <p>Other evidence (list here any other evidence that shows your skills in this area):</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	
03 Complete reports as required	<p>3.1 Reports are completed to the standard expected in the workplace.</p> <p>3.2 Reports are completed within identified time frames.</p> <p>3.3 Reports are clear and accurate.</p>	<p>General evidence:</p> <p><input type="checkbox"/> Examples of observation records taken by you, of students across the developmental domains, and verified by your supervisor. Ensure confidentiality is maintained. Records could include:</p> <ul style="list-style-type: none"> • running records • anecdotal records • time and event samples. <p>(PC 3.1, 3.2, 3.3)</p> <p><input type="checkbox"/> Reports or checklists completed by you, and verified by your supervising teacher, which are relevant to students' participation and achievement in curriculum areas. Ensure confidentiality is maintained by deleting identifying information. (PC 3.1, 3.2, 3.3)</p>	<p><input type="checkbox"/> Verified samples of reports produced by you in a volunteer or paid role, for example:</p> <ul style="list-style-type: none"> • reports to a volunteer committee • work reports on completed tasks • articles in newsletters. <p>(PC 3.1, 3.3)</p>



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		<input type="checkbox"/> Verified examples of documents (with due regard for privacy), which you have completed in your workplace, for example: <ul style="list-style-type: none"> • incident reports • letters/reports to parents • accident reports • Individual Education Program forms. <p style="text-align: right;">(PC 3.1, 3.3)</p> <p>Other evidence (list here any other evidence that shows your skills in this area):</p> <input type="checkbox"/> <input type="checkbox"/>	
--	--	---	--

Source <http://education.qld.gov.au/staff/development/pdfs/chccom2b.pdf>

In the above example the information in the first and second column are identified as Elements and Performance criteria these are set out by the Government and are set out in the units training package rules these can be found on the www.training.gov.au website.

The third and fourth column is allocated for you to provide your examples of evidence, to assist you in making mapping your evidence easier for you and the Recognition of Prior Learning Assessor, we would recommend that you write some basic tracking information in these columns including a Identification source so that you can map it accordingly.



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Here is a example break down for you:

02 Follow routine instructions	2.1 Workplace instructions are carried out within agreed time frames.	<p>General evidence:</p> <p>Evidence doc 1. – teacher aid and teacher communication book</p> <p>Evidence doc 2. -teacher aid weekly and monthly task schedule</p> <p>Evidence doc 3. Teacher aid and student’s instruction and procedure manuals (PC 2.1, 2.2, 2.3)</p>	Evidence doc 4 – Mr. Brown ABC School References (PC 1.3, 1.5, 2.1, 2.3)
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Then on the corresponding document you would type or write in clear Black or Blue pen “evidence doc 1” and so on. This enables you to keep track of your evidence and ensure at the end of the process all evidence has been entered into the “summary table”

You may chose to map your evidence as you go (document it as you add each piece of evidence) or you may choose to complete your mapping at the end of each unit of competency either of these options would be benefical to the student. Maping a number of units of competency at the same time would not be recommended for students who do not have extensive expereicne in completing Nationally Accredited Recognition of Prior learning applications at a Diploma level.

Once you have added your current, recent and historical evidence then you should begin mapping, you will need to have all units of competency training package requirements and assessment requirements. The Redcliffe Aero Club RTO Coorinator will provide these for you, upon request. These can be found on the www.training.gov.au website.

Then you would determine which corresponding element and performance criteria closely aligns your evidence then you would write or type the corresponding number.

Mapping the elements and performance criteria for each unit of competency, can take appropriately 1-2 business days depending on your knowledge of the process and industry currency, so you will need to allow adequate time to complete your application prior to enrolment.

If you have difficulty in completing yoru Recognition of prior learning application, evidence or mapping then you should discuss your difficulties with your Instructor/ Trainer/ Assessor and/or RTO Coordinator who will facilitate some additional assistance for you at a mutual conveneient time.



THE REDCLIFFE AERO CLUB

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RAC_ Student Recognition of Prior Learning Evidence portfolio(RPL).V2.2018.Part 1

Redcliffe Aero Club

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