

Australian English Learning Centre & Sydney Higher Education Institute

10773NAT Certificate IV in TESOL



RPL KIT

Information for students applying for assessment in units in the **10773NAT Certificate IV in TESOL** via **Recognition of Prior Learning (RPL)**.



Recognition of Prior Learning (RPL) Kit for 10773NAT Certificate IV in TESOL: (Teaching English to Speakers of other Languages)

RPL: a summary

The **10773NAT Certificate IV in TESOL**, delivered by *Sydney Higher Education Institute Pty Ltd* and *Australian English Learning Centre Pty Ltd* (together referred to as 'we' and 'us' in this RPL kit), consists of 12 units (each called a *unit of competency*).

If you already have the required skills and knowledge of a particular unit and can demonstrate this to us with satisfactory evidence, we can make an assessment of your competency based on this evidence. So in other words, instead of doing the coursework and the assessment tasks, you can gain some or all of the 12 units of the 10773NAT Certificate IV in TESOL by submitting evidence such as:

- certificates showing successful completion of training,
- references from employers and colleagues,
- documents or other material you have created and used at work
- video or audio recordings of you demonstrating these required skills and knowledge

As long as the evidence is valid, meets the requirements of the unit, and can be verified as true, it can be used to demonstrate your competence in this unit so you can be assessed as such. This RPL kit has been compiled to help you to:

- choose which units you will apply for RPL in, and
- compile and submit evidence of sufficient quality for each unit.

In order to be awarded the full qualification you will need to be assessed as competent in all of the 12 units. If only some units can be awarded through RPL, you will need to do regular coursework and assessment tasks for the remaining ones. This is called gap training.

So that is how it works. In summary, RPL is a form of assessment that acknowledges skills and knowledge gained through:

- formal training conducted by industry or industry-related organisations
- formal education in institutions like TAFE or university
- training you've undertaken out of interest, such as online courses without accredited certificates
- work experience, including volunteering
- life experience

This RPL kit will provide a systematic and orderly arrangement of your RPL application and the evidence you are supplying. It will be used by us also to demonstrate (to the *Australian Skills Quality Authority*) that we have had a reasonable basis in awarding you competency in each of the units we do so.

That is it in a nutshell. The next couple of pages provide a few more details and address specific questions you might have

RPL: Questions and answers

How much RPL can I apply for?

- You can claim RPL for as many units as you can provide evidence for. If you submit appropriate and sufficient evidence for all of the units, and our assessor considers that the evidence meets the requirements, then RPL can be granted for the full 10773NAT Certificate IV in TESOL.
- If you are not able to receive full RPL because some areas are not sufficiently addressed you will be advised of what 'gap' training and assessment is needed in order for you to receive the full 10773NAT Certificate IV in TESOL.
- If we grant you RPL for some units, we will advise you to complete the course (do the assessment tasks for the other units) without the need to do those units we've granted you RPL in.

How long will the RPL process take?

Generally, this depends on how long it takes you to gather and submit the evidence, and how easy it is for our assessor to confirm that your evidence meets the units' requirements. The more thoroughly you complete the relevant sections of this RPL kit, and the more clearly you link the evidence to the relevant units, the faster the assessment process will be.

What evidence will I need?

We need evidence that clearly demonstrates your competence. This could be:

- **Past Studies**
 - copies of qualifications you have received and academic transcripts showing exact subjects or topics and results
 - actual work you completed for past studies (e.g. essays or assignments)
- **Workplace Documents** produced by you (in paid or voluntary work)
 - lesson plans or training plans we have created or adapted for work as a teacher
 - training programs or other records of training you've received (this is also commonly called 'professional development')
 - learning materials you've created or adapted for use at work
 - assessment tools you've created or adapted for use at work
 - assessment reports/ grades you've written
- **Audio/Video Recordings**
 - e.g. of you teaching or assessing
- **Third Party Reports**
 - references from your employers
 - supervisor reports
 - student testimonials
 - peer/colleague testimonials
 - supervisor/ peer observation feedback
- **Any Other Evidence**
 - documents from workshops, seminars and conferences
 - academic papers or reports you've written

This RPL kit will give you suggestions of what can be submitted for each unit.

RPL can only be given to a person where they have provided **evidence** that is:

- **Valid** – the evidence represents and matches the unit's requirements
- **Sufficient** – the evidence is enough to show that you are competent in all of the requirements of the unit
- **Authentic** – it can be verified that the evidence you have submitted is genuinely your own work, qualifications, experience, etc.
- **Current** – the evidence shows your current ability and how it meets current industry standards

How much does RPL cost or save?

Receiving RPL in some or all units means that you can receive your Certificate IV in TESOL at a discount to the cost of our full 4 week face-to-face course, because you don't need to attend all, or sometimes any, face-to-face sessions. Most of the time we will not know exactly how much discount to apply until we see your application and have given it an initial review.

We can give you an estimate of your discount if you send us an RPL enquiry email, stating clearly your experience and education to date, and which units you'd like to be assessed via RPL. Just send the email to info@australianenglishcentre.com. Your email should include your current resume and contain any other information which you think is relevant. Shortly after, we may contact you to arrange a time and method (phone, skype/ facetime, face-to-face) to discuss your prior learning, which will help us to determine the estimated price that you will pay to be assessed via RPL.

The estimate we provide to you will be based on the information that you provide to us. Generally the estimate will be accurate, but if the understanding we gained from you in this process turns out to be different from that you then provide in your RPL evidence, we may need to make an adjustment to the discount applied. This is rare when students have submitted accurate and reliable initial evidence.

When you apply for RPL and choose to do any any gap training via our fully online course, the standard online course fee applies. In other words, there is no discount from the already discounted online course fee.

So, in summary, when you apply for RPL for some or all units of the course, your course fee will be the standard online course fee, or somewhere between it and the full 4 week face-to-face course fee, depending on how many units of RPL you can be granted. You can see our course fees on our website or on our promotional material.

To be assessed via RPL you must first enrol in the course

You can enrol online through our website. You will either pay the online course fee or pay the estimate we have provided you (which was a discount to the face-to-face course fee). You will also need to provide evidence that you meet the English language proficiency requirements of enrolling in the course. These requirements are specified on our Enrolment Form.

After you enrol and pay, we will send you an email with access to our online *Learning Management System* to access our course materials. This course content will help you by:

- giving you a good understanding of the course content (theory/ research/ knowledge) which will help you to gather suitable evidence for your RPL submission
- help you understand the requirements of the course, helping you to demonstrate your competency with your assessor (in written work, in the phone or video interviews)
- giving you your content and assessment tasks for your gap training assessment (which were the units you did not receive RPL for.

What is the process for obtaining my certificate via RPL?

1. Contact us if you want to do the course partially or fully face-to-face and want to enquire about the discount for RPL. We'll give you an estimate of the discount you'll receive and an initial idea of what units you can be granted RPL in. You'll complete the rest of the course like a regular course participant. If you want to enrol in the online course, you don't need to contact us for this discount as the online course has the same cost when some or all units are assessed via RPL.
2. Enrol in the course by completing our enrolment form. In the form you will choose your delivery method (either via face-to-face, blended or online only) and nominate which units you'd like to be assessed in via RPL.
3. We'll contact you to arrange a phone, Skype or FaceTime interview which will take around 15 minutes where we will discuss your experience with you and advise you on units you appear to be eligible to apply for RPL in, and what evidence you will need to supply. This evidence will be based on that suggested for each unit in the RPL kit (pages 10-21 of this kit)
4. Gather your evidence for RPL. Send it to us with the completed forms in this RPL kit, making sure you clearly link the evidence with each of the units by filling in the forms clearly and thoroughly.,
5. One of our assessors will conduct an initial assessment of your submission.
6. We will give you feedback about your submission. We may ask you to provide more evidence. We'll request this by email. If this is the case, you will send us further evidence. In some cases we may also invite you to participate (face-to-face, over the phone or via Skype/ Facetime) in a 'competency conversation' in which we will ask you questions about your skills and knowledge, experience. Your answers to these questions can provide evidence that you do have the knowledge and skills necessary for RPL to be granted.
7. We will send you an email to confirm what units you can be granted RPL in and what units you will need to complete gap training in. You will need to complete and submit the assessment tasks for these gap training units, just like regular students do. We'll assess your competency in these units based on your submitted tasks.
8. When we assess you as competent in all of the units, either by RPL or by regular assessment, we'll send you your Australian Government accredited 10773NAT Certificate IV in TESOL.

Providing information about your skills and experience for RPL

Complete the attached forms and provide as much information of your previous experience in the Industry as you can. This is your first opportunity (and not the last) to provide proof of your variety of experience in the industry. Here you can supply examples of your work history which could include:

Preferred documents to be deemed by us to be **Quality evidence** are:

- Current resume
- Current or most recent job description from the employer
- Signed testimonial by your current or recent employer
- Third party reports or supervisor reports (again from current or recent employment)
- Internal training records (from current or recent employment)
- Certificates from accredited bodies (universities and vocational training institutes)
- Certificates from workshops or non-accredited training

No less than 3 documents from above to be deemed sufficient evidence

Other documents that may be valid evidence to support the quality evidence include but are not limited to:

- Lesson plans you have created or adapted for use in teaching English
- any licences you hold/ have held recently
- results/statement of attendance/certificates – vendor training courses, in-house courses, workshops, seminars, symposiums, conferences
- results/statements of attendance/ certificates – club courses e.g. first aid, officials, surf life saving, etc
- photographs of work undertaken
- site training records
- memberships of professional associations
- references/ letters from previous employers/ supervisors (older than 2 years ago but not older than 5 years ago)
- industry awards or recognition you've received
- any other documentation that may demonstrate industry experience

As an RPL candidate, you will also need to provide contact details for one or two referees who can confirm your industry skills in context and over time. (Ideally workplace supervisors)

You will also need to supply contact details of one or two work referees (not your supervisors) who can confirm your skills in the industry.

Further tips on providing your evidence for RPL

To have skills formally recognised in the Australian national system, called the *Australian Qualifications Framework*, assessors must make sure you have the skills and knowledge to meet the industry standard. This means you must be involved in a careful and comprehensive process that covers the content of all unit/s or qualification/s you can be recognised for.

Assessment happens in a variety of ways. Being prepared can save you valuable time and hassle and make the recognition process stress-free for you. Here are some tips and hints for you:

1. In your conversations with us, be prepared to talk about your job roles and your work history. Bring a resume or jot down a few points about where you have worked, either paid or unpaid, and what you did there.
2. In your conversations with us, bring your position description and any performance appraisals you have from any previous facilities you have worked in within the Industry.
3. Consider your need for evidence from, and our assessors possible need for to contact, your present and past supervisors. Are you in a workplace that is supporting your goals to get qualified? Are you comfortable to have our assessor contact your workplace or previous workplaces so your skills can be validated? Certainly you will need to contact them first so they are not surprised if we contact them.
4. Think about who can confirm your skill level. Think about current or recent supervisors who have seen you work in the past 18 months and will be able to confirm your skills. The assessor will possibly need to contact them. You may also have community contacts or even clients themselves who can vouch for your skills level.
5. Collect any certificates from in-house training or formal training or education you have done in the past. Any certificates you can't find will need to be replaced. Contact the training organisation or educational institution as this may also take some weeks for you to receive copies.
6. You can speak with your training organisation about other ways you can show your skills in the Industry. These could be letters from employers, records of your professional development sessions, employers or clients in related industries or government agencies, acknowledgements, workplace forms (as long as they don't show client or other confidential or sensitive details) or other relevant documents. For instance, a learner you've worked with in the past with a learning disability would not want you to submit their needs analysis form, training plans and lesson plans with their name on it. You can just black their names out.
7. Start copying your lesson plans and materials you use at work, making sure you name them and file them in some sort of use-friendly system so our assessor can easily locate them amongst all of the files you send us. For instance, in court cases, evidence is often labelled as Exhibit A, or Exhibit B. Why not use the same system and refer to it in the documents you submit in the RPL kit, along with the file names. Eg. 'Exhibit A Third Party Report.docx'
8. Get your documents certified and scanned. Start asking your supervisor, colleagues, or those in your previous workplaces to prepare the documents you'll use as evidence as soon as you can. They may be busy and it may take some weeks to get them. It may also take time to find those people. You will generally need to submit all or the bulk of your evidence at the same time, so waiting for one piece of evidence is not much fun when you are otherwise ready to submit.

APPLICATION – Self Assessment Questionnaire 10773NAT Certificate IV in TESOL

Candidate Name: _____ **Date Completed:** _____

Please identify your level of experience in each competency.

Unit Code	Unit Title	I have performed these tasks		
		Frequently	Sometimes	Never
Core Units (11)				
TESCUL401A	Develop and apply knowledge of cultural factors affecting TESOL teachers			
TAEDEL401A	Plan, organise and deliver group-based learning			
TESPRN402A	Assist learners to improve pronunciation and speech			
TESGRM403A	Assist learners to learn or improve grammar			
TESRES404A	Source and develop resources to support learning			
TESRED405A	Assist learners develop reading and writing skills			
TESSPK406A	Assist learners develop speaking and listening skills			
TESASS407A	Assess language learning			
TESMTH408A	Apply a range of TESOL methodologies			
TESTST409A	Assist learners prepare for English language tests			
TESCAL410A	Use Computer assisted language learning to assist learners			
Elective Units (1)				
TESCHD412A	Use creative strategies to assist children to learn English			

Candidate Signature: _____ **Date:** _____

10773NAT Certificate IV in TESOL RPL application

(please tick the ones that you wish to apply for RPL for)

<input type="checkbox"/>	TESCUL401A Develop and apply knowledge of cultural factors affecting TESOL teachers
<input type="checkbox"/>	TAEDEL401A Plan, organise and deliver group- based learning
<input type="checkbox"/>	TESPRN402A Assist learners to improve pronunciation and speech
<input type="checkbox"/>	TESGRM403A Assist learners to learn and improve grammar
<input type="checkbox"/>	TESRES404A Source and develop resources to support learning
<input type="checkbox"/>	TESRED405A Assist learners develop reading and writing skills
<input type="checkbox"/>	TESSPK406 Assist learners develop speaking and listening skills
<input type="checkbox"/>	TESASS407A Assess language learning
<input type="checkbox"/>	TESMTH408A Apply a range of TESOL methodologies
<input type="checkbox"/>	TESTST409A Assist learners prepare for English language tests
<input type="checkbox"/>	TESCAL410A Use computer assisted language learning to assist learners
<input type="checkbox"/>	TESCHD412A Use creative strategies to assist children to learn English

Name:	
Email:	
Mobile phone:	
Work phone: (if okay to call)	

On the following pages, please indicate what evidence you can provide for each unit you would like to apply for RPL in

Unit Code & Name	Unit Description	Evidence of the following to be collected: <i>RPL Assessor to tick (✓) any of that apply and supply with your RPL Application.</i>	Evidence that you can provide: <i>RPL Applicant to tick (✓) any of that apply and supply with your RPL Application.</i>
TESCUL401A Develop and apply knowledge of cultural factors affecting TESOL teachers	This unit of competency involves analysing personal cultural assumptions and developing a basic understanding of different cultural backgrounds. It provides participants with skills, attitudes and knowledge to interact with different cultural groups with sensitivity, to identify individual differences and the needs of learners, to communicate effectively and to be prepared for cultural integration.	<p>Knowledge of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> cultural and individual differences where they exist <input type="checkbox"/> difficulties associated with cultural factors, especially where personal attributes or culture may cause misunderstanding or conflict <input type="checkbox"/> cultural attitudes regarding the relationships between teachers and students. <p>Ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Examine and revise personal perceptions, attitudes and expectations about culture to improve communication and professionalism. <input type="checkbox"/> Develop strategies to overcome cultural misunderstandings and conflict in a TESOL classroom. <input type="checkbox"/> Use culturally sensitive verbal and non-verbal communication to communicate effectively. <input type="checkbox"/> Research, discuss and document acceptable behaviour in a cross-cultural context 	<ul style="list-style-type: none"> <input type="checkbox"/> Essays or reports you have prepared on learning and communication styles across different cultures, especially comparing different cultures (eg using Hofstede and other theories/ tools) <input type="checkbox"/> Report you have prepared on conflict management within a classroom group, including how you improved this <input type="checkbox"/> Presentations or reports you have produced on culture's influence on communication style <input type="checkbox"/> Lesson plans you have produced whose primary of secondary aim was teambuilding/ cohesion within a culturally diverse group <input type="checkbox"/> Lessons plans you have produced which allow for language, cultural and learning diversity <input type="checkbox"/> Student testimonials on your management of culturally diverse learning groups <input type="checkbox"/> Relevant qualifications <input type="checkbox"/> References from employment <input type="checkbox"/> Colleague Testimonial Form <input type="checkbox"/> Supervisor Testimonial Form <input type="checkbox"/> Other (please list below): <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

Assessor - The evidence provided is:

- Valid
 Sufficient
 Authentic
 Reliable

Assessor Comments are attached (please tick if attached) **or as follows:**

Unit Code & Name	Unit Description	Evidence of the following to be collected: <i>RPL Assessor to tick (✓) any of that apply and supply with your RPL Application.</i>	Evidence that you can provide: <i>RPL Applicant to tick (✓) any of that apply and supply with your RPL Application.</i>
TAEDEL401A Plan, organise and deliver group based learning	This unit describes the skills and knowledge required to plan, organise and deliver training for individuals within a group.	<p>Knowledge of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> learning principles and theories to generate ideas for managing session delivery <input type="checkbox"/> how diversity can influence learning and communication and how this diversity can be used to optimise group learning outcomes <input type="checkbox"/> organisational requirements for record keeping for internal and external compliance <input type="checkbox"/> personal obligations regarding records and reporting <p>Ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> facilitate group-based learning by preparing and delivering at least two consecutive training sessions that follow one of the learning program designs <input type="checkbox"/> Contextualise existing learning materials to meet the needs of the specific learner group <input type="checkbox"/> Finalise learning materials and organise facility, technology and equipment needs in time for delivery of learning sessions <input type="checkbox"/> Employ a range of delivery methods as training aids to optimise learner experiences <input type="checkbox"/> Manage conflict and inappropriate behaviour in learning groups 	<ul style="list-style-type: none"> <input type="checkbox"/> Lesson plans you have produced for group-based learning <input type="checkbox"/> Written documents analysing cultural and other diversity that you have produced. <input type="checkbox"/> Lesson plans in response to learning program <input type="checkbox"/> Adjustments to session plans used previously where you have adapted them to specific group needs <input type="checkbox"/> Term reports for individual learners within a group where their individual needs are identified and suggestions for improvement made <input type="checkbox"/> Report you have produced concerning your management of conflict or inappropriate behaviour within a learning group <input type="checkbox"/> Relevant qualifications <input type="checkbox"/> References from employment <input type="checkbox"/> Colleague Testimonial Form <input type="checkbox"/> Supervisor Testimonial Form <input type="checkbox"/> Other (please list below): <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

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TESPRN402A Assist learners to improve pronunciation and speech	This unit of competency provides a basic knowledge of phonetics and the International Phonetic Alphabet. It includes knowledge and understanding of intonation, rhythm and stress in the English language. It also includes the skills needed to identify vowel sounds and consonant blends that are likely to cause difficulty for learners and apply techniques to overcome learners' difficulties.	Knowledge of: <ul style="list-style-type: none"> <input type="checkbox"/> principles of pronunciation <input type="checkbox"/> how sound is produced <input type="checkbox"/> the International Phonetic Alphabet (IPA) <input type="checkbox"/> difficulties and problems encountered by EFL/ESL learners <input type="checkbox"/> stress and intonation and their effect on message interpretation Ability to: <ul style="list-style-type: none"> <input type="checkbox"/> Access, highlight and make explicit to students information about sound-spelling relationships <input type="checkbox"/> Access, highlight and make explicit to students information about rhythm, stress and intonation <input type="checkbox"/> Plan and implement activities to develop specific pronunciation skills <input type="checkbox"/> speak English clearly and correctly <input type="checkbox"/> use pronunciation terms accurately in lesson planning and classroom delivery <input type="checkbox"/> identify and correct pronunciation errors and explain corrections 	<ul style="list-style-type: none"> <input type="checkbox"/> Lesson plans that you have produced to teach pronunciation (including the use of IPA). <input type="checkbox"/> Description of tasks you use to teach pronunciation (including the use of IPA). <input type="checkbox"/> Student testimonials of your ability to teach pronunciation (including the use of IPA). <input type="checkbox"/> Relevant qualifications <input type="checkbox"/> References from employment <input type="checkbox"/> Colleague Testimonial Form <input type="checkbox"/> Supervisor Testimonial Form <input type="checkbox"/> Other (please list below): <p>.....</p> <p>.....</p> <p>.....</p>

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TESGRM403A Assist Learners to learn and improve grammar	This unit of competency involves explaining language in grammatical terms, and recognising and correcting grammatical errors. It also addresses the skills required to apply the basic terminology of traditional grammar as detailed in grammar textbooks and/or websites.	<p>Knowledge of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The functional nature of language use in relation to speech and grammatical concepts <input type="checkbox"/> Literacy required to transcribe and analyse spoken or written texts and to prepare learning activities and worksheets <p>Ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify and evaluate speech and grammatical concepts appropriate for particular students <input type="checkbox"/> Analyse texts for parts of speech and grammatical concepts <input type="checkbox"/> Highlight and make explicit to students the parts of speech and grammatical concepts used for completion of specific tasks <input type="checkbox"/> Plan and implement activities to develop specific parts of speech and grammatical concepts 	<ul style="list-style-type: none"> <input type="checkbox"/> Lesson plans that you have produced to teach English grammar (which identify and evaluate speech and grammatical concepts) <input type="checkbox"/> Text analysis that you have done <input type="checkbox"/> Student testimonials of your ability to teach English grammar <input type="checkbox"/> Relevant qualifications <input type="checkbox"/> References from employment <input type="checkbox"/> Colleague Testimonial Form <input type="checkbox"/> Supervisor Testimonial Form <input type="checkbox"/> Other (please list below): <p>.....</p> <p>.....</p> <p>.....</p>

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TESRES404A Source and develop resources to support learning	This unit specifies the competency required to design, develop, implement and review resources to support EFL/ ESL learning for different target groups of learners, including different language levels (beginner, intermediate and advanced) and different age groups. Learning resources are defined as any materials that have been designed and developed to address a particular area of English language learning.	<p>Knowledge of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Where to access grammar reference and teaching materials <input type="checkbox"/> Where to access topic-based materials <input type="checkbox"/> Where to access materials aimed at different levels <input type="checkbox"/> Where to access skill-based materials <p>Ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify a target audience and learning environment, and the characteristics of the learners <input type="checkbox"/> Design learning resources or modify existing ones to be more suitable for learner needs <input type="checkbox"/> Source, modify or develop content in accordance with agreed scope and ensure that it is clear, concise, grammatically correct and appropriate for the target audience <input type="checkbox"/> Effectively use the learning resource, and associated technology to support learning <input type="checkbox"/> Reflect on learning resources and identify areas for improvement, documenting this for future reference 	<ul style="list-style-type: none"> <input type="checkbox"/> A list of criteria that you have developed for selecting materials <input type="checkbox"/> A portfolio of materials and resources filed according to grammar, topic, ESL student level and skills accompanied by a description of how the materials were categorised and filed. <input type="checkbox"/> Modifications made to learning resources, or suggestions regarding how they should be modified <input type="checkbox"/> Relevant qualifications <input type="checkbox"/> References from employment <input type="checkbox"/> Colleague Testimonial Form <input type="checkbox"/> Supervisor Testimonial Form <input type="checkbox"/> Other (please list below): <p>.....</p> <p>.....</p> <p>.....</p>

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TESRED45A Assist learners to develop reading and writing skills	This unit specifies the competency required to assist learners develop reading and writing skills. It involves organising and teaching English language skills. It develops skills in assessing learners' reading, writing, speaking and listening skills, identifying common difficulties and problems encountered by English language learners and developing strategies to address these issues	<p>Knowledge of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The functional nature of language use in relation to reading tasks and in written tasks <input type="checkbox"/> The difficulties experienced by language learners in reading tasks and in written tasks <input type="checkbox"/> Literacy skills required to transcribe and analyse reading texts and written texts and to prepare learning activities and worksheets <input type="checkbox"/> Knowledge and understanding of writing genres <input type="checkbox"/> Knowledge and understanding of feedback and correction strategies and techniques <p>Ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyse text for social purpose <input type="checkbox"/> Analyse tasks for reading strategies <input type="checkbox"/> Identify and evaluate texts appropriate for particular students <input type="checkbox"/> Analyse, evaluate and adapt written texts <input type="checkbox"/> Plan and implement activities to develop specific reading strategies <input type="checkbox"/> Plan and implement activities to develop specific writing skills 	<ul style="list-style-type: none"> <input type="checkbox"/> Lesson plans that you have produced to teach reading (including learning activities) <input type="checkbox"/> Lesson plans that you have produced to teach writing (including learning activities) <input type="checkbox"/> List of texts you use to teach reading. <input type="checkbox"/> Description of tasks you use to teach writing. <input type="checkbox"/> Any written texts that you have evaluated <input type="checkbox"/> Student testimonials of your ability to teach writing <input type="checkbox"/> Student testimonials of your ability to teach reading <input type="checkbox"/> Relevant qualifications <input type="checkbox"/> References from employment <input type="checkbox"/> Colleague Testimonial Form <input type="checkbox"/> Supervisor Testimonial Form <input type="checkbox"/> Other (please list below):

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TESSPK406 Assist learners develop speaking and listening skills	This unit specifies the competency required to assist learners develop speaking and listening skills. It develops skills in assessing skills, identifying common difficulties and problems encountered by English language learners and developing strategies to address these issues.	Knowledge of: <ul style="list-style-type: none"> <input type="checkbox"/> The functional nature of language use in relation to speaking tasks and in relation to listening tasks <input type="checkbox"/> Difficulties experienced by language learners in speaking tasks and in listening tasks <input type="checkbox"/> Literacy required to transcribe and analyse spoken texts and to prepare learning activities and worksheets. <input type="checkbox"/> Literacy required to transcribe and analyse appropriate listening texts and to prepare learning activities and worksheets Ability to: <ul style="list-style-type: none"> <input type="checkbox"/> Analyse spoken texts and tasks, and listening texts and tasks, for social purpose or function <input type="checkbox"/> Analyse tasks for speaking strategies used <input type="checkbox"/> Analyse tasks for listening strategies used <input type="checkbox"/> Highlight and make explicit to students the spoken strategies used for completion of specific tasks <input type="checkbox"/> Highlight and make explicit to students the listening strategies used for completion of specific tasks <input type="checkbox"/> Plan and implement activities to develop specific speaking strategies and specific listening strategies 	<ul style="list-style-type: none"> <input type="checkbox"/> Lesson plans that you have produced to teach speaking (including learning activities). <input type="checkbox"/> Lesson plans that you have produced to teach listening (including learning activities) <input type="checkbox"/> Collection of model texts you use to teach speaking. <input type="checkbox"/> Collection of tasks you use to teach listening. <input type="checkbox"/> Student testimonials of your ability to teach speaking <input type="checkbox"/> Student testimonials of your ability to teach listening <input type="checkbox"/> Relevant qualifications <input type="checkbox"/> References from employment <input type="checkbox"/> Colleague Testimonial Form <input type="checkbox"/> Supervisor Testimonial Form <input type="checkbox"/> Other (please list below): <p>.....</p> <p>.....</p> <p>.....</p>

Assessor - The evidence provided is:

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TESSASS407A Assess language learning	This unit of competency addresses the skills and knowledge required to develop and implement tests and activities to assess language learning. It also addresses the skills required to interpret results of activities and tests and utilise these results to plan future learning activities..	Knowledge of: <ul style="list-style-type: none"> <input type="checkbox"/> The various types of assessment and the purpose of each <input type="checkbox"/> How the assessment environment affects learners' assessment results <input type="checkbox"/> Different assessment tools that can be used in assessment and how to adjust them for specific learner needs Ability to: <ul style="list-style-type: none"> <input type="checkbox"/> Identify testing requirements <input type="checkbox"/> Source suitable activities or tests to assess language competency <input type="checkbox"/> Create suitable assessment tools to assess language competency <input type="checkbox"/> Conduct tests and other assessments and ensure accurate results are obtained, adjusting environment if necessary <input type="checkbox"/> Interpret assessment tool results and give adequate feedback to learners <input type="checkbox"/> Use assessment results to identify further learning needs 	<ul style="list-style-type: none"> <input type="checkbox"/> Lesson plans that you have produced which incorporate informal assessment <input type="checkbox"/> Tests you have created for to assess specific areas <input type="checkbox"/> Assessment tools and tasks you have created with assess specific areas <input type="checkbox"/> Collection of learners' written work with your grade and feedback <input type="checkbox"/> Collection of learners' presentations with your grade and feedback <input type="checkbox"/> Collection of tasks you have used to address needs identified in learners' assessment results <input type="checkbox"/> Student testimonials of your ability to teach speaking <input type="checkbox"/> Student testimonials of your ability to teach listening <input type="checkbox"/> Relevant qualifications <input type="checkbox"/> References from employment <input type="checkbox"/> Colleague Testimonial Form <input type="checkbox"/> Supervisor Testimonial Form <input type="checkbox"/> Other (please list below): <p>.....</p> <p>.....</p> <p>.....</p>

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TESMTH408A Apply a range of TESOL methodologies	This unit of competency involves planning English language skills development to meet the needs of the EFL/ESL learner, selecting delivery methods and approaches based on second language acquisition theories and planning learning activities based on learners' profiles, characteristics, stage of language acquisition and learning goals.	Knowledge of: <ul style="list-style-type: none"> <input type="checkbox"/> a range of second language acquisition theories <input type="checkbox"/> a range of methods and approaches to language teaching <input type="checkbox"/> learning styles and learner characteristics <input type="checkbox"/> teaching styles and roles of teachers Ability to: <ul style="list-style-type: none"> <input type="checkbox"/> Analyse records of initial assessment to establish needs of learners <input type="checkbox"/> Plan structured learning activities based on learners' characteristics, interests, stage of language acquisition and learning goals, and in line with curriculum documents. <input type="checkbox"/> Identify and describe a range of teaching styles <input type="checkbox"/> Reflect on own personal teaching style and identify strengths and weaknesses, and identify strategies to improve <input type="checkbox"/> Reflect knowledge and understanding of second language acquisition theories in selection of appropriate delivery methods and approaches to meet the needs of learners. 	<ul style="list-style-type: none"> <input type="checkbox"/> A collection of test results you have interpreted to understand learner needs <input type="checkbox"/> Commentary on your lesson plans where you explained why specific activities or aims were chosen with respect to theory and learner needs <input type="checkbox"/> Video evidence of you delivering sessions where you adopt different teaching styles in different situations, and commentary on why and how this was done, as well as reflection on its success. <input type="checkbox"/> Analysis and interpretation of initial assessment and production of a training programme plan <input type="checkbox"/> Student testimonials about how you successfully addressed their individual learning needs <input type="checkbox"/> Relevant qualifications <input type="checkbox"/> References from employment <input type="checkbox"/> Colleague Testimonial Form <input type="checkbox"/> Supervisor Testimonial Form <input type="checkbox"/> Other (please list below): <p>.....</p> <p>.....</p> <p>.....</p>

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TESTST409A Assist learners prepare for English language tests	This unit of competency addresses the skills and knowledge required to understand the features, strengths and requirements of a range of extensively used English language tests in order to assist learners to prepare for the relevant test to meet their needs.	<p>Knowledge of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> features of various English language tests and how they are scored <input type="checkbox"/> IELTS testing and grading bands <input type="checkbox"/> how to conduct practice tests. <p>Ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evaluate, compare and contrast a range of English language tests to establish their purpose, features and strengths and assist learners to choose the most appropriate one for their needs <input type="checkbox"/> Source or develop structured learning activities to prepare learners for practice tests. Identify and describe a range of teaching styles <input type="checkbox"/> Source practice tests that score learners' reading, writing, speaking and listening skills. <input type="checkbox"/> Administer practice tests under test conditions. <input type="checkbox"/> Grade learners tests according to specific exam grading criteria, and give feedback according to this criteria 	<ul style="list-style-type: none"> <input type="checkbox"/> Your own results from a practice general IELTS, with self-reflection on difficulties that learners may face in this exam (conditions, ambiguity, time pressures, etc) <input type="checkbox"/> Grading of IELTS general writing and speaking exams for a number of learners, with detailed feedback on performance and advice on how to improve. <input type="checkbox"/> A training plan you have created for a learner to address their learning needs you have identified from their IELTS test results <input type="checkbox"/> Assessment tools you have created which simulate specific tasks in the IELTS exam, and grading and feedback given to learners after sitting your test simulations <input type="checkbox"/> Collection of tasks you have used to address needs identified in learners' assessment results <input type="checkbox"/> Student testimonials of your ability to assist learners prepare for English language tests <input type="checkbox"/> Relevant qualifications <input type="checkbox"/> References from employment <input type="checkbox"/> Colleague Testimonial Form <input type="checkbox"/> Supervisor Testimonial Form <input type="checkbox"/> Other (please list below): <p>.....</p> <p>.....</p> <p>.....</p>

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TESCAL410A Use computer assisted language learning to assist learners	This unit of competency involves using Computer Assisted Language Learning (CALL) to assist learners. This may involve using specially developed software or readily available resources.	<p>Knowledge of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> CAL resources available and their strengths and weakness in various learning environments <input type="checkbox"/> the advantages of using CALL to improve language skills <input type="checkbox"/> credible research into efficacy of CALL for different learner types and characteristics to improve language skills <p>Ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify characteristics of target learners and assess suitability for CALL. <input type="checkbox"/> Identify a range of resources or tools that could be utilised to support CALL. <input type="checkbox"/> Conduct research to locate readily available resources to assist learners with sound production, grammar and/or vocabulary <input type="checkbox"/> Assess the value of using CALL to assist learners with sound production, grammar, writing skills and/or vocabulary. 	<ul style="list-style-type: none"> <input type="checkbox"/> Lesson plans you have produced which incorporate CALL to assist in the achievement of specific aims <input type="checkbox"/> A list of free and readily accessible websites, apps and other technology-centred tools that can be used for in lessons to achieve specific aims <input type="checkbox"/> A portfolio of examples of your communication on communication software (eg whatsapp, email, LMS) and social media (facebook, twitter) with learners and learning groups, using these tools to assist in the achievement of learning outcomes <input type="checkbox"/> Student testimonials of your ability to teach using CALL <input type="checkbox"/> Relevant qualifications <input type="checkbox"/> References from employment <input type="checkbox"/> Colleague Testimonial Form <input type="checkbox"/> Supervisor Testimonial Form <input type="checkbox"/> Other (please list below): <p>.....</p> <p>.....</p> <p>.....</p>

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TESCHD412A Use creative strategies to assist children to learn English	This unit specifies the competency required to assist children learn English through the use of creative strategies involving music, drama and story telling, games, sports, arts and craft, and/or media.	<p>Knowledge of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Characteristics of children learners, at different ages <input type="checkbox"/> Sources/ location of material to assist children learners <input type="checkbox"/> Where to access creative materials aimed at different levels and children's ages <p>Ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify and correct grammatical errors and explain corrections <input type="checkbox"/> assess learners' skills <input type="checkbox"/> choose examples and activities for improving skills <input type="checkbox"/> adjust teacher talk to English language level of learner <input type="checkbox"/> clearly respond to learner questions and provide constructive feedback 	<ul style="list-style-type: none"> <input type="checkbox"/> Lesson plans that you have produced to teach children (including learning activities) <input type="checkbox"/> Description of tasks you use to teach grammar, vocabulary or other area of language learning to children of certain ages. <input type="checkbox"/> Student testimonials of your ability to teach children <input type="checkbox"/> Relevant qualifications <input type="checkbox"/> References from employment <input type="checkbox"/> Colleague Testimonial Form <input type="checkbox"/> Supervisor Testimonial Form <input type="checkbox"/> Other (please list below): <p>.....</p> <p>.....</p> <p>.....</p>

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Referee testimonial

Date: _____

To whom it may concern,

RE: _____ skills in teaching English to speakers of other languages
(insert candidate name)

I certify that the above named person has worked at: _____

for a period of _____ years and regularly undertaken the following activities within the workplace since commencing employment with this organisation:

- **Communication** that contributes to productive and harmonious relations between employees and customers
- **Team work** that contributes to productive working relationships and outcomes
- **Problem-solving** that contributes to productive outcomes
- **Initiative and enterprise** that contribute to innovative outcomes
- **Planning and organising** that contribute to long-term and short-term strategic planning;
- **Self-management** that contributes to employee satisfaction and growth
- **Learning** that contributes to employee satisfaction and growth
- **Technology** that contributes to effective execution of tasks

If you would like any further information or would like to discuss any of the above, I can be contacted on _____

Yours sincerely

Signature
Print Name and Position

RPL Colleague testimonial

10773NAT Certificate IV in TESOL

To whom it may concern:

The person named below is applying for Recognition of Prior Learning for the 10773NAT Certificate IV in TESOL (Teaching English to Speakers of Other Languages). Your testimonial may assist them (the RPL Candidate) in providing evidence to us that relates to this qualification. You may be currently working with the candidate, or this may have occurred in the past.

Name of RPL

Candidate: _____

Name of

Colleague: _____

Email

Address: _____

Phone

Number(s): _____

Organisation in which the colleague worked with the candidate:

Website: _____

Period(s) of time that the candidate worked with the colleague (approximate dates):

Colleague's role / job title / position in the organisation while working with the candidate:

TESOL qualifications and experience of colleague (please write below or provide resume):

Colleague to complete the following with respect to the candidate:

I verify that this candidate **(please tick ✓ if applicable)**:

- is able to identify and address cultural concepts embedded in language
- fosters and promotes an inclusive learning culture especially regarding the teacher and student roles
- is able to identify the structural and language features of various genres and teach appropriately
- implements speaking activities to assist accuracy and practice for fluency
- uses listening texts based on authentic listening texts and real life situations
- teaches fundamental reading skills, conventions and strategies
- implements sessions that develop written language skills for producing texts for specific or social purposes
- monitors and provides feedback to students in a positive manner
- understands and teaches basic sentence structures, cohesive devices, punctuation and various grammar points
- implements spelling and pronunciation strategies to assist accuracy and fluency
- provides learning through instruction and demonstration of the English language
- is able to analyse student needs and design and develop lessons to meet those needs
- plans and organises group-based learning
- facilitates group based learning
- selects and designs effective teaching materials for various topics, grammar points, skills and levels of ability
- manages classroom logistics

Please write any further comments about the candidate's ability to teach English to speakers of other languages. Please use the space below, or attach another document. Thank you for assisting this person with their application process.

RPL Supervisor Testimonial Form

10773NAT Certificate IV in TESOL

To whom it may concern: The person named below is applying for Recognition of Prior Learning for the 10773NAT Certificate IV in TESOL (Teaching English to Speakers of Other Languages). Your testimonial may assist them (the RPL Candidate) in providing evidence to us that relates to this qualification. You may be currently working with the candidate, or this may have occurred in the past.

Name of RPL Candidate: _____

Name of Supervisor: _____

Email Address: _____

Phone Number(s): _____

Organisation in which the supervisor worked with the candidate:

Website: _____

Period(s) of time that the supervisor worked with the colleague (approximate dates):

Supervisor's role / job title / position in the organisation while working with the candidate:

TESOL qualifications and experience of supervisor (please write below or provide resume):

Supervisor to complete the following with respect to the candidate:

CANDIDATE:

I verify that this candidate **(please tick ✓ if applicable)**:

- is able to identify and address cultural concepts embedded in language
- fosters and promotes an inclusive learning culture especially regarding the teacher and student roles
- is able to identify the structural and language features of various genres and teach appropriately
- implements speaking activities to assist accuracy and practice for fluency
- uses listening texts based on authentic listening texts and real-life situations
- teaches fundamental reading skills, conventions and strategies
- implements sessions that develop written language skills for producing texts for specific or social purposes
- monitors and provides feedback to students in a positive manner
- understands and teaches basic sentence structures, cohesive devices, punctuation and various grammar points
- implements spelling and pronunciation strategies to assist accuracy and fluency
- provides learning through instruction and demonstration of the English language
- is able to analyse student needs and design and develop lessons to meet those needs
- plans and organises group-based learning
- facilitates group based learning
- selects and designs effective teaching materials for various topics, grammar points, skills and levels of ability
- manages classroom logistics

Please write any further comments about the candidate's ability to teach English to speakers of other languages. Please use the space below, or attach another document. Thank you for assisting this person with their application process.

RPL Evidence summary form 10773NAT Certificate IV in TESOL

You can use the following table to summarise the evidence you are providing.

Name: _____

Evidence	Tick the items you have provided	Year(s) completed or applicable	Unit(s) of the TESOL course to which this evidence applies
Past Studies			
Copies of qualifications			
Academic transcripts showing exact subjects or topics and results			
Actual work completed for past studies (e.g. essays or assignments)			
Other:			
Workplace Documents (produced in paid or voluntary capacity):			
Lesson plans and other teaching documentation (eg training plans, needs analysis)			
Learning and resources created or adapted			
Student assessment resources created or adapted			
Student assessment (grading/ feedback)			
Audio/Video Recordings			
Of your teaching or assessing			
Other:			

Evidence	Tick the items you have provided	Year(s) completed or applicable	Unit(s) of the TESOL course to which this evidence applies
Third Party Reports			
References from employers			
Colleague Testimonial			
Supervisor Testimonial			
Letters of thanks from satisfied students			
Other:			
Any Other Evidence			
For example: Documents from workshops, seminars and conferences			
For example: Industry awards			
For example: Membership of relevant professional associations			

Use as many additional pages as necessary

