



## **APPLICATION FORM**

for

**Recognition of Prior Learning (RPL)**

in the

**Diploma of Finance and Mortgage Broking Management**

FNS50310

**Upgrade Course**

**Qualification**

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# Recognition of Prior Learning (RPL)

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### What is Recognition of Prior Learning (RPL)?

**RPL** is an assessment process that recognises competencies you currently have, regardless of how, when or where the learning occurred. This includes competencies attained through any combination of formal or informal training and education, work experience or general life experience.

In order to apply for RPL, you must provide evidence that addresses and meets the requirements for each unit of competency.

Credit transfers recognise any formal qualifications you have achieved through a Registered Training Organisation or higher education institution eg a TAFE or a university. You will need to provide a JP certified copy of the qualification/s and a list of the units of competency achieved. These must match the units you are seeking exemptions for.

### Rules of Evidence for RPL

The criteria the RPL Assessor will use to match your evidence is:

- \* Currency
- \* Validity
- \* Sufficiency
- \* Authenticity
- \* Quality
- \* Relevance
- \* Transferability

**NB:** All criteria must be met to succeed in your application for RPL.

**Currency:** Relates to the age of collected evidence. Competency requires demonstration of current performance – therefore the evidence collected must be current/very recent. Try to find evidence which shows that you can perform the competency now. If all, or most, of your evidence is over 5 years in the past and you have not been active in recent years then it is usually considered current.

**Validity:** Is when the process assesses what it claims to assess. The evidence must relate clearly and directly to the elements and performance criteria in each unit of competency.

**Sufficiency:** Relates to the amount of evidence collected. With an RPL application the applicant must present enough evidence across all units of competency. The critical aspect of evidence in each unit will indicate what must be submitted.

**Authenticity:** Relates to making sure the evidence is from, or of, the candidate and not another person. The assessor needs to be satisfied that the evidence gathered is the candidate's own work.

**Quality:** Closely related to authenticity. It basically looks at the credibility of the material that you are producing. A qualification that was obtained from a provider accredited by a formal body is going to carry more weight than something awarded by an informal group. This does not mean that material will be excluded; simply that some will not demonstrate quality to the same standard as others and may require additional support.

**Relevance:** The material that is cited is applicable to the qualification that you are seeking. You need to show how it applies.



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**Transferability:** Closely aligned to relevance. This is where you show that the skills and knowledge gained elsewhere are readily applied to the qualification that you are seeking.

### What is evidence?

Evidence (for RPL) is information that provides proof of competency. The term 'evidence' applies to anything you produce to verify your skills, knowledge and experience and must be matched to the elements and performance criteria of a unit of competence. Your assessor will be able to help you decide on the best evidence, but you need to be proactive in putting it together.

The purpose of evidence is to show your RPL assessor that you already have the skills and knowledge to meet competency requirements and industry standards. Evidence can take many forms, including things such as:

- samples, photographs or videos of your work
- a practical on-the-job assessment
- certificates and qualifications from previous study
- a simulation of a work activity
- letters of validation from your employer and/or clients
- your performance management reports
- copies of documents you have completed at work
- a portfolio of workplace documents, eg policies and procedures that you work with

There are 4 broad approaches that your assessor can take in gathering evidence. These are:

- real work/real time activities, including direct observation and third party reports
- structured activities, including simulation, demonstration and activity sheets
- questioning, including oral and written questions
- portfolios that include collections of evidence you compile

Your assessor will choose from these approaches to develop an assessment method that best suits your situation.

### Types of evidence

There are 4 types of evidence that you can collect and present:

1. direct evidence
2. indirect evidence
3. personal statements
4. supplementary evidence

To be safe, you should try to supply all 4 types of evidence to ensure a successful RPL application, but check with your assessor first to find out exactly what he/she requires.



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### 1. Direct evidence

Direct evidence is anything that you have either produced yourself or for which you have been primarily responsible. Usually you need to provide 2 to 4 examples of each type of evidence to show that you have done this type of work over a period of time.

It could include:

- correspondence (letters, memos, fax messages and emails) you have written
- loan applications you have processed
- policies or procedures you have created
- completed job cards for work that you have done during your normal work activities
- plans or documents you have created
- presentations or training courseware you have created to train staff or brokers

This evidence can be supported by personal statements (see the section on personal statements that follows). Your employer should verify this type of evidence as your own work, and your assessor may contact your employer to confirm this.

### 2. Indirect evidence

This is information about you, and could include:

- formal certificates or results of relevant training you have completed
- minutes of meetings which contain information on your participation and performance in specific activities
- letters of appreciation from clients or work colleagues
- references from previous employers or colleagues
- workplace awards, prizes and certificates
- witness testimony or third party reports
- video recordings or photographs of activities you have undertaken which can be verified by a third party

### Witness testimony or third party reports

This is indirect evidence about you, and could include statements from other people to support your claim for RPL. The evidence could come from managers, supervisors, previous employers, customers and colleagues. These reports are **NOT** references: the information contained in this type of statement must be relevant to the learning outcomes and assessment criteria for the units of competency.

Your witnesses may be contacted to verify their reports.



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### 3. Personal statements

A personal statement should be included with every application, but they generally will only be considered as supporting evidence, not as primary evidence.

A personal statement plays two very important roles in helping you prove your competence.

- It gives you the opportunity to explain the evidence that is specific to your own organisation or industry so that the assessor can understand it and match it against the assessment criteria for the course.
- It helps you highlight the knowledge and understanding required to do your job.

It also gives you an opportunity to explain why you did what you did.

The personal statement is a concise description of your work activities and the functions you carry out, and should be related to the course and assessment criteria claimed. It reflects the actions you take, your knowledge and understanding.

Your personal report should include:

- a brief description of the context (situations and circumstances) in which you carried out the work
- details of the activities you undertook
- an explanation of the planning processes used
- an explanation as to why you made certain decisions, and the factors which influenced the outcome; eg: Was it necessary to follow company policy or any specific legislation? What underlying principles were applied? Relate any applicable theories to your evidence
- the decisions regarding follow-up of the outcomes of your activities
- any other similar situations you handled

### 4. Supplementary evidence

In addition to providing evidence, you may be asked to provide answers to oral or written questions to ensure that you have the knowledge and understanding required to perform your work activities.

#### Knowledge

To be consistently effective, you need to understand the theories, models, principles, methods or techniques on which your work activities are based. People with this knowledge and understanding are able to decide and explain what, and how things should be done. The knowledge required for the course is specified in the learning outcomes and assessment criteria.

Specific terms are used in the assessment criteria to indicate the knowledge you require. Look for terms such as:

- describe
- discuss



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**Each applicant must complete this page and send it to the IFS**

Surname: \_\_\_\_\_ Sex:  Male  Female

Given Names: \_\_\_\_\_ Date of Birth: 

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Employer: \_\_\_\_\_

Business Address: \_\_\_\_\_  
\_\_\_\_\_

Daytime Telephone: \_\_\_\_\_ Fax: \_\_\_\_\_

Email Address: \_\_\_\_\_

I declare that the information/evidence that I am submitting with this RPL application is truthful and all copies of documents have been certified by a Justice of the Peace.

I understand that if I am required to undertake some training and assessment to complete any skill/s gap/s identified in the RPL process that additional fees will apply.

Applicant's Signature: \_\_\_\_\_ Date: \_\_\_\_\_















