Language Training Institute
Language Teaching and Teacher Training
National Registered Training Organisation (Australia) Provider Code: 30173

Recognition of Prior Learning (RPL) Guide

Introduction

The LTi 10688NAT - Diploma of TESOL (Teaching English to Speakers of Other Languages) consists of:
- Nine (9) Core Units
- Five (5) Specialisation Units
- Practice Teaching (minimum of 20 hours comprising a minimum of 10 hours of supervised teaching + up to 10 hours of observation of experienced TESOL teaching)

In order to be awarded the full qualification you will need to be assessed as competent in all of the above. Your competency can be assessed through evidence you provide for RPL or through the completion of assessment items (gap training).

To complete this guide

Read the information provided in this guide as well as the unit descriptions and examples of evidence information for each unit.

Complete the Student sections (green sections) of the Unit RPL Assessment Records, for each unit that you are applying for RPL for. Remember to save your document regularly!

Gather your evidence and when you are ready to submit, email your completed RPL Guide and associated evidence to your Trainer. Note: some people choose to use cloud storage solutions (e.g. Google Drive or Dropbox) to do this.

Your Trainer will review your completed guide and assess the evidence you have provided. They will complete the Assessor sections (blue sections) of this guide and you will be advised of the assessment outcome.

RPL Assessment Method and Description

The Course and assessment is competency based. This means that you will be graded as 'satisfactory' or 'not yet satisfactory' in individual tasks or unit requirements and 'competent' or 'not yet competent' for a unit as a whole. You need to be assessed as 'satisfactory' in all of the aspects of a unit in order to be deemed 'competent' for the unit. If a you are graded 'not yet satisfactory' or 'not yet competent' you will be given another opportunity to supply additional evidence or forr reassessment and will be provided with specific feedback on areas needing improvement. All students have the right to appeal any assessment decision. See the Student Handbook for more information on appeals.

All RPL evidence and any required assessment tasks (if needed to address gaps in competency) will be retained by LTI. If you wish to keep a copy of the RPL Guide or gap assessment tasks then make sure to keep a copy for your records.

You must provide clear, concise and reasonable answers / submissions for all of the assessment tasks (including RPL documents) within a unit. The purpose of the assessment is to see that you:

- can understand and apply knowledge and skills you have learnt
- can demonstrate and communicate understanding, knowledge and skills of unit the content

Frequently Asked Questions (FAQs)

WHAT IS RPL?

Recognition of Prior Learning (RPL) is the formal acknowledgment of knowledge and skills obtained through activities such as:

- formal courses and training programs e.g. at University or College
- informal courses or training e.g. in preparation for volunteer work
- private study e.g. done for enjoyment via the internet
- employment e.g. skills and knowledge gained through employment
- life experience e.g. as a result of experience in overseas travel

The term "RPL" is the term used to include or be equivalent to credit".   RPL is "credit" given as a result of past studies, and past or current experience.

RPL can only be given to a person where they have 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 RPL CAN I APPLY FOR?

You can claim RPL for as many units as you can provide evidence for. If you submit appropriate evidence for all of the units, and an assessor deems that the evidence does show you are competent, then RPL can be granted for the full 10695NAT - Certificate IV in TESOL (Teaching English to Speakers of Other Languages) or 10688NAT - Diploma of TESOL (Teaching English to Speakers of Other Languages).

If you are not able to receive full RPL, you will be advised of what 'gap' training and assessment is needed in order for you to receive the full qualification.

HOW LONG DOES THE RPL PROCESS TAKE?

Generally this will depend on how long it takes for you to gather and provide the evidence, and how easy it is for the assessor to confirm that the evidence is valid, sufficient, authentic and current. It will also depend on how much (if any) gap training is required.

WHAT SORT OF EVIDENCE DO I NEED?

The evidence you will need to provide will depend on the unit of competency. Some examples of evidence include:

- **Past Studies**
  - copies of qualifications you have received and academic transcripts showing exact subjects or topics
  - actual work you completed for past studies (e.g. essays or assignments)
- **Workplace Documents** produced by you (in paid or voluntary capacity)
  - training session plans and work programs
  - learning materials
  - assessment tools
- **Audio/Video Recordings**
  - E.g. of you teaching or assessing
- **Third Party Reports**
  - references from your employers
  - supervisors' reports
  - student testimonials
  - peer/colleague testimonials
- **Any Other Evidence**
  - E.g. documents from workshops, seminars and conferences

Please refer to the Unit Evidence Records for suggested evidence for different units of competency. Please note: the column on the far right is for assessor use only.

HOW DO I ENROL?

You can enrol online. Generally a person seeking RPL enrols via distance education, however you can also enrol in one of the class locations (if partial RPL). **Click to enrol online.**

HOW DO I APPLY FOR RPL?

1. Enrol in the Course.
2. Read and complete the RPL Guide (this document).
3. Gather any applicable documents and evidence of your prior learning.
4. Send it to LTi for assessing.

WHAT HAPPENS AFTER I SEND IN MY INITIAL RPL APPLICATION?

1. An assessor will do an initial assessment of your evidence and if needed will contact you to discuss your submission. *Please note that the process of assessing your evidence provided, verifying its authenticity, speaking to supervisors or referee's, etc. can take a number of weeks.*

2. Your assessor will keep you informed throughout the process and will let you know of the level of RPL you are likely to receive, what gap training is required (if any). They will then check if you are happy to proceed with the course.

3. If you are happy to proceed you will need to either pay your course fees upfront or agree to a payment plan.

4. You will then be given access to online TESOL resources and will be formally assessed. At this stage, you may be required to supply additional documentation or complete gap training.

5. Once you have been assessed as competent in all of the units, you will be sent your nationally accredited 10695NAT - Certificate IV in TESOL (Teaching English to Speakers of Other Languages) or 10688NAT - Diploma of TESOL (Teaching English to Speakers of Other Languages) Certificate and Competency Transcript

CAN I FIND OUT HOW MANY UNITS I CAN GET BEFORE I ENROL?

The best way to find out how many units you can get RPL for is to read through the RPL Guide and have a look at the examples of evidence section and the 'Evidence of the following to be collected:' column for each unit. This will give you an idea of the existing skills or knowledge that you need to have and what sort of evidence you'll need to be able to produce/collect.

If you find that there are a lot of units that you don't have the experience or evidence for, you may want to look at doing the course via distance education or in one of our class locations.

If you would like to discuss Recognition of Prior Learning, please contact us.

Unit RPL Evidence Record

Core unit: TESCIE001 – Create a culturally inclusive learning environment

This unit of competency describes the skills and knowledge required to deal with the relationships between culture and ESL learning. It includes managing the impact these dynamics have on the ESL classroom and how to facilitate an inclusive, respectful environment while teaching ESL.

Examples of evidence demonstrating competency in this units may include, but not be limited to:

- Completion of previous LTi unit TESACL401A - Analyse Culture and Learning
- Completion of previous LTi unit QLD244LCL01B - Analyse language, culture and learning
- Completion of previous LTi unit TEL001 - Teach students from diverse language, culture and educational backgrounds
- Lesson plans that you have produced which allow for language, cultural and learning diversity
- Relevant qualifications
- References from employment
- Colleague Testimonial Form
- Supervisor Testimonial Form

Student Name:			
Skill or Knowledge to be demonstrated:	**Description of Evidence that can be provided:** Please leave blank where not applicable.	**Year** that the evidence is from	**Assessor's Judgement – valid or not valid?** i.e. to be valid the evidence provided must demonstrate the skill or knowledge identified
awareness and knowledge of own culture			
ability to recognise the differences between your own culture and another culture, and the impact this has on communication			
interpreted the meaning of at least three different cultural concepts in communication (both written and spoken)			
identified the perceived roles and responsibilities of both teachers and students for at least two different cultures			
supported the learning of a student from another culture and created a culturally inclusive learning environment			
awareness of own learning style/s			
sourced or created at least one activity which incorporates different learning styles			

Assessor Name:	
Is the evidence provided sufficient? I.e. is there evidence to show that the student is competent in **all** of the skills and knowledge identified in the above table?	
Currency – Is the evidence provided from the present or the recent past?	
Authenticity – What steps have been taken to verify that the evidence submitted is genuinely the students own work, qualifications, experience, etc?	
RPL Assessment Outcome: (RPL granted, gap training required, requested further evidence, etc.)	
Assessor Signature*:	
Date of Assessment:	

*Typed name may be used in place of your signature if you use your own account / login details for storing this document (e.g. emailing to LTi Head Office or adding to aXcelerate or TOSS using your own account).

Unit RPL Evidence Record

Core unit: TESGAE001 - Use the Genre approach to teach English

This unit describes the skills and knowledge required to analyse nature of the English language and apply the genre-based approach to teaching it. It includes knowledge of the language choices that are associated with a variety of social purposes, and the ability to apply the genre-based approach to specific learning goals.

Examples of evidence demonstrating competency in this units may include, but not be limited to:

- Completion of previous LTi units TESATE401A - Analyse & teach English language **and** TESTEG402A - Teach English grammar
- Completion of previous LTi units QLD244AEL01B - Analyse the English language **and** QLD244AMT01B - Apply approaches and methods in TESOL
- Completion of previous LTi units TEL002 Analyse language **and** TEL013 Evaluate TESOL methodologies
- Lesson plans you have produced in relation to analysing the English language.
- Written documents analysing language that you have produced.
- Relevant qualifications
- References from employment
- Colleague Testimonial Form
- Supervisor Testimonial Form

Student Name:			
Skill or Knowledge to be demonstrated:	**Description of Evidence that can be provided:** Please leave blank where not applicable.	**Year** that the evidence is from	**Assessor's Judgement – valid** or **not valid**? i.e. to be valid the evidence provided must demonstrate the skill or knowledge identified
Analysed at least one spoken text and at least one written text, and identified the following for each: • social purpose • structural features • language features • field, tenor and mode			
sourced or created at least one activity to teach each of the following: • social purpose • structural features • language features			
knowledge of the genre approach and understanding of its distinctive characteristics			
applied the genre approach to ESL learning goals at least once			

Assessor Name:	

Is the evidence provided sufficient? I.e. is there evidence to show that the student is competent in **all** of the skills and knowledge identified in the above table?		
Currency – Is the evidence provided from the present or the recent past?		
Authenticity – What steps have been taken to verify that the evidence submitted is genuinely the students own work, qualifications, experience, etc?		
RPL Assessment Outcome: (RPL granted, gap training required, requested further evidence, etc.)		
Assessor Signature*:		
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Unit RPL Evidence Record

Core unit: TESTEG001 - Teach English grammar

This unit of competency describes the skills and knowledge required to communicate specific aspects of English grammar. It includes practical techniques to familiarise ESL students with a variety of grammatical concepts.

Examples of evidence demonstrating competency in this units may include, but not be limited to:

- Completion of previous LTi units TESATE401A – Analyse and teach English language **and** TESTEG402A - Teach English Grammar
- Completion of previous LTi unit QLD244TEG01B - Teach English grammar
- Completion of previous LTi unit TEL007 - Teach English grammar
- Lesson plans that you have produced to teach English grammar (which identify and evaluate speech and grammatical concepts)
- Text analysis that you have done
- Student testimonials of your ability to teach English grammar
- Relevant qualifications
- References from employment
- Colleague Testimonial Form
- Supervisor Testimonial Form

Student Name:			
Skill or Knowledge to be demonstrated:	**Description of Evidence that can be provided:** Please leave blank where not applicable.	**Year** that the evidence is from	**Assessor's Judgement – valid or not valid?** i.e. to be valid the evidence provided must demonstrate the skill or knowledge identified
created at least one lesson plan to clearly communicate each of the following: • verb formation and usage • conditional clauses • sentence structure patterns • cohesive devices • punctuation			
knowledge of language and grammatical features common to at least two different genres			
identified grammar points relevant to at least one student's learning goals			
planned and delivered at least one English lesson relating to grammar, with a minimum lesson duration of 20 minutes			
clearly communicated information and instructions to students on at least one occasion			
On at least one occasion, used the following classroom management strategies:			

• seated or grouped students in a way that allowed for the delivery of the lesson and student participation in activities • ensured that all students were engaged or on task • used extension activities with students who finished early or were more advanced • applied safe operating procedures with all equipment			
sourced or created and used an ESL activity for practising accuracy at least once			
sourced or created and used an ESL activity for practising fluency at least once			
evaluated at least one student's performance and provided clear feedback			
suggested at least one strategy which could be used to strengthen student performance			
reflected on own teaching performance and identified areas for improvement			

Assessor Name:	
Is the evidence provided sufficient? I.e. is there evidence to show that the student is competent in **all** of the skills and knowledge identified in the above table?	
Currency – Is the evidence provided from the present or the recent past?	
Authenticity – What steps have been taken to verify that the evidence submitted is genuinely the students own work, qualifications, experience, etc?	
RPL Assessment Outcome: (RPL granted, gap training required, requested further evidence, etc.)	
Assessor Signature*:	
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Unit RPL Evidence Record

Core unit: TESTSP001 - Teach spelling and pronunciation

This unit of competency describes the skills and knowledge required to teach English sound-spelling, spelling rules, pronunciation, rhythm, stress and intonation.

Examples of evidence demonstrating competency in this units may include, but not be limited to:

- Completion of previous LTi unit TESTSP402A -Teach spelling & pronunciation
- Completion of previous LTi unit QLD244TSP01B - Teach spelling and pronunciation
- Completion of previous LTi unit TEL008 - Teach spelling and pronunciation
- Lesson plans that you have produced to teach spelling and pronunciation (including the use of IPA).
- Description of tasks you use to teach spelling and pronunciation (including the use of IPA).
- Student testimonials of your ability to teach spelling and pronunciation (including the use of IPA).
- Relevant qualifications
- References from employment
- Colleague Testimonial Form
- Supervisor Testimonial Form

Student Name:			
Skill or Knowledge to be demonstrated:	**Description of Evidence that can be provided:** Please leave blank where not applicable.	**Year** that the evidence is from	**Assessor's Judgement – valid or not valid?** i.e. to be valid the evidence provided must demonstrate the skill or knowledge identified
wrote at least two phrases in the International Phonetic Alphabet (IPA)			
interpreted at least two IPA sentences into written English			
decided when it was appropriate to use IPA			
planned and delivered at least one English lesson relating to spelling, with a total minimum lesson duration of 20 minutes, AND did the following during that lesson: • explained / taught a spelling rule commonly used in English • sourced or created at least one activity to teach a spelling rule commonly used in English			
suggested a strategy to overcome learner pronunciation difficulties at least once			
planned and delivered at least one English lesson related to pronunciation, with a total minimum lesson duration of 20 minutes, AND did the following during that lesson:			

• explained the mechanics needed to produce a sound commonly used in English sourced or created at least one activity to practice the pronunciation of a specific sound			
used at least one strategy for communicating the impact of rhythm, stress and intonation			
sourced or created at least one activity to practice correct rhythm, stress and intonation			

Assessor Name:	
Is the evidence provided sufficient? I.e. is there evidence to show that the student is competent in **all** of the skills and knowledge identified in the above table?	
Currency – Is the evidence provided from the present or the recent past?	
Authenticity – What steps have been taken to verify that the evidence submitted is genuinely the students own work, qualifications, experience, etc?	
RPL Assessment Outcome: (RPL granted, gap training required, requested further evidence, etc.)	
Assessor Signature*:	
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Unit RPL Evidence Record

Core Unit: TESTSE001 - Teach speaking

This unit of competency describes the skills and knowledge required to teach English sound-spelling, spelling rules, pronunciation, rhythm, stress and intonation.

Examples of evidence demonstrating competency in this units may include, but not be limited to:

- Completion of previous LTi unit TESTSE402A - Teach speaking
- Completion of previous LTi units QLD244TSE01B - Teach speaking **and** QLD244DSP01B – Design ESL syllabus and plan lessons
- Completion of previous LTi units TEL003 - Teach speaking **and** TAADEL401A - Plan and organise group-based delivery.
- Lesson plans that you have produced to teach speaking (including learning activities).
- Collection of model texts you use to teach speaking.
- Student testimonials of your ability to teach speaking
- Relevant qualifications
- References from employment
- Colleague Testimonial Form
- Supervisor Testimonial Form

Student Name:			
Skill or Knowledge to be demonstrated:	**Description of Evidence that can be provided:** Please leave blank where not applicable.	**Year** that the evidence is from	**Assessor's Judgement – valid or not valid?** i.e. to be valid the evidence provided must demonstrate the skill or knowledge identified
reviewed an ESL student (or a group of ESL students) and determined the following: • learning goals • speaking needs • genre to meet speaking needs and learning goals • texts that model selected genre			
analysed at least one speaking text and correctly identified the text structure, language functions and social purpose			
planned and delivered at least one English lesson to teach speaking, which had a minimum lesson duration of 40 minutes, AND included the following: • identified learning outcomes • used at least one controlled activity for accuracy which addressed at least one of the learning outcomes			

• used at least one communicative activity for fluency which addressed at least one of the learning outcomes listed resources for the lesson			
clearly communicated information and instructions to students on at least one occasion			
on at least one occasion, used the following classroom management strategies: • sequenced activities from controlled to uncontrolled • allocated timeframes for activities • seated or grouped students in a way that allowed for the delivery of the lesson and student participation in activities • ensured that all students were engaged or on task • used extension activities with students who finished early or were more advanced • applied safe operating procedures with all equipment			
evaluated at least one student's performance and provided clear feedback			
suggested at least one strategy which could be used to strengthen student performance			
reflected on own teaching performance and identified areas for improvement			

Assessor Name:	
Is the evidence provided sufficient? I.e. is there evidence to show that the student is competent in **all** of the skills and knowledge identified in the above table?	
Currency – Is the evidence provided from the present or the recent past?	
Authenticity – What steps have been taken to verify that the evidence submitted is genuinely the students own work, qualifications, experience, etc?	
RPL Assessment Outcome: (RPL granted, gap training required, requested further evidence, etc.)	

Assessor Signature*:	
Date of Assessment:	

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Unit RPL Evidence Record

Core Unit: TESTLE001 - Teach listening

This unit describes the skills and knowledge required to teach the social purpose and communicative nature of language use. It includes the skills to plan and deliver a listening lesson which incorporates practical techniques for developing the English listening skills of ESL learners. It requires the ability to assist ESL learners in the development of a range of listening strategies.

Examples of evidence demonstrating competency in this units may include, but not be limited to:

- Completion of previous LTi unit TESTLE402A – Teach listening
- Completion of previous LTi units QLD244TLE01B - Teach listening **and** QLD244DSP01B - Design ESL syllabus and plan lessons
- Completion of previous LTi units TEL004 - Teach listening **and** TAADEL401A - Plan and organise group-based delivery
- Lesson plans that you have produced to teach listening (including learning activities)
- Collection of tasks you use to teach listening.
- Student testimonials of your ability to teach listening
- Evidence of analysis of text
- Relevant qualifications
- References from employment
- Colleague Testimonial Form
- Supervisor Testimonial Form

Student Name:			
Skill or Knowledge to be demonstrated:	**Description of Evidence that can be provided:** Please leave blank where not applicable.	**Year** that the evidence is from	**Assessor's Judgement – valid or not valid?** i.e. to be valid the evidence provided must demonstrate the skill or knowledge identified
reviewed an ESL student (or a group of ESL students) and determined the following: • learning goals • listening needs • genres to meet listening needs and learning goals • texts that model selected genre • listening strategies to meet listening needs			
analysed at least one listening text and correctly identified the text structure, language features and social purpose			
planned and delivered at least one English lesson to teach listening, which had a minimum lesson duration of 40 minutes, AND included the following: • identified learning outcomes			

• used at least one controlled activity for accuracy which addressed at least one of the learning outcomes • used at least one communicative activity for fluency which addressed at least one of the learning outcomes • listed resources for the lesson			
clearly communicated information and instructions to students on at least one occasion			
on at least one occasion, used the following classroom management strategies: • sequenced activities from controlled to uncontrolled • allocated timeframes for activities • seated or grouped students in a way that allowed for the delivery of the lesson and student participation in activities • ensured that all students were engaged or on task • used extension activities with students who finished early or were more advanced • applied safe operating procedures with all equipment			
evaluated at least one student's performance and provided clear feedback			
suggested at least one strategy which could be used to strengthen student performance			
reflected on own teaching performance and identified areas for improvement			

Assessor Name:	
Is the evidence provided sufficient? I.e. is there evidence to show that the student is competent in **all** of the skills and knowledge identified in the above table?	
Currency – Is the evidence provided from the present or the recent past?	
Authenticity – What steps have been taken to verify that the evidence submitted is genuinely the students own work, qualifications, experience, etc?	

RPL Assessment Outcome: (RPL granted, gap training required, requested further evidence, etc.)	
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Unit RPL Evidence Record

Core Unit: TESTRE001 - Teach reading

This unit describes the skills and knowledge required to teach the functional and communicative nature of language use. It includes the skills to plan and deliver a reading lesson which incorporates practical techniques for developing the English reading skills of ESL learners, including recognition of the symbols/letters used to represent English words. It requires the ability to assist ESL learners in the development of a range of reading strategies.

Examples of evidence demonstrating competency in this units may include, but not be limited to:

- Completion of previous LTi unit TESTRE402A - Teach reading
- Completion of previous LTi units QLD244TRE - Teach reading **and** QLD244DSP01B – Design ESL syllabus and plan lessons
- Completion of previous LTi units TEL005 - Teach reading **and** TAADEL401A - Plan and organise group-based delivery
- Lesson plans that you have produced to teach reading (including learning activities)
- List of texts you use to teach reading.
- Student testimonials of your ability to teach reading
- Relevant qualifications
- References from employment
- Colleague Testimonial Form
- Supervisor Testimonial Form

Student Name:			
Skill or Knowledge to be demonstrated:	**Description of Evidence that can be provided:** Please leave blank where not applicable.	**Year** that the evidence is from	**Assessor's Judgement – valid or not valid?** i.e. to be valid the evidence provided must demonstrate the skill or knowledge identified
reviewed an ESL student (or a group of ESL students) and determined the following: • learning goals • reading needs • genre to meet reading needs and learning goals • texts that model selected genre • reading strategies to meet reading needs			
analysed at least one reading text and correctly identified the text structure, language features and social purpose			
planned and delivered at least one English lesson to teach reading, which had a minimum lesson duration of 40 minutes, AND included the following: • identified learning outcomes • used at least one controlled activity for accuracy which			

addressed at least one of the learning outcomes • used at least one communicative activity for fluency which addressed at least one of the learning outcomes • listed resources for the lesson			
clearly communicated information and instructions to students on at least one occasion			
on at least one occasion, used the following classroom management strategies: • sequenced activities from controlled to uncontrolled • allocated timeframes for activities • seated or grouped students in a way that allowed for the delivery of the lesson and student participation in activities • ensured that all students were engaged or on task • used extension activities with students who finished early or were more advanced • applied safe operating procedures with all equipment			
evaluated at least one student's performance and provided clear feedback			
suggested at least one strategy which could be used to strengthen student performance			
reflected on own teaching performance and identified areas for improvement			

Assessor Name:	
Is the evidence provided sufficient? I.e. is there evidence to show that the student is competent in **all** of the skills and knowledge identified in the above table?	
Currency – Is the evidence provided from the present or the recent past?	
Authenticity – What steps have been taken to verify that the evidence submitted is genuinely the students own work, qualifications, experience, etc?	
RPL Assessment Outcome:	

(RPL granted, gap training required, requested further evidence, etc.)	
Assessor Signature*:	
Date of Assessment:	

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Unit RPL Evidence Record

Core Unit: TESTWE001 - Teach writing

This unit describes the skills and knowledge required to teach the communicative nature of language use. It includes the skills to plan and deliver a writing lesson which incorporates practical techniques for developing the written English skills of ESL learners. It requires the ability to assist ESL learners in the production of symbols/letters used to represent English words.

Examples of evidence demonstrating competency in this units may include, but not be limited to:

- Completion of previous LTi unit TESTWE402A – Teach Writing
- Completion of previous LTi units QLD244TWE01B - Teach writing **and** QLD244DSP01B - Design syllabus and plan lessons
- Completion of previous LTi units TEL006 - Teach writing **and** TAADEL401A - Plan and organise group-based delivery
- Lesson plans that you have produced to teach writing (including learning activities)
- Description of tasks you use to teach writing.
- Student testimonials of your ability to teach writing
- Any written texts that you have evaluated
- Relevant qualifications
- References from employment
- Colleague Testimonial Form
- Supervisor Testimonial Form

Student Name:			
Skill or Knowledge to be demonstrated:	**Description of Evidence that can be provided:** Please leave blank where not applicable.	**Year** that the evidence is from	**Assessor's Judgement – valid or not valid?** i.e. to be valid the evidence provided must demonstrate the skill or knowledge identified
reviewed an ESL student (or a group of ESL students) and determined the following: • learning goals • writing needs • genre to meet writing needs and learning goals • texts that model selected genre			
analysed at least one writing text and correctly identified the text structure, language features and social purpose			
sourced or created at least one writing activity which developed skills to communicate social purpose, structure and language features			
sourced or created at least one activity which developed lexical fields relevant to writing needs			

sourced or created at least one activity which modeled the construction of a text in the selected genre			
sourced or created at least one supported activity for accuracy, and one activity for fluency			
planned and delivered at least one English lesson to teach writing, which had a minimum lesson duration of 40 minutes, AND included the following: • identified learning outcomes • identified and implemented at least one writing activity for at least one of the learning outcomes • listed resources for the lesson			
clearly communicated information and instructions to students on at least one occasion			
on at least one occasion, used the following classroom management strategies: • sequenced activities from controlled to uncontrolled • allocated timeframes for activities • seated or grouped students in a way that allowed for the delivery of the lesson and student participation in activities • ensured that all students were engaged or on task • used extension activities with students who finished early or were more advanced • applied safe operating procedures with all equipment			
evaluated at least one student's performance and provided clear feedback			
suggested at least one strategy which could be used to strengthen student performance			
reflected on own teaching performance and identified areas for improvement			

Assessor Name:	
Is the evidence provided sufficient? I.e. is there evidence to show that the student is competent in **all** of the skills and knowledge identified in the above table?	
Currency – Is the evidence provided from the present or the recent past?	
Authenticity – What steps have been taken to verify that the evidence submitted is genuinely the students own work, qualifications, experience, etc?	
RPL Assessment Outcome: (RPL granted, gap training required, requested further evidence, etc.)	
Assessor Signature*:	
Date of Assessment:	

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Unit RPL Evidence Record

Core Unit: TESDRF001 - Develop resource files

This unit describes the skills and knowledge required to develop a file of resources. It includes practical techniques required to organise materials and/or resources around grammar points, topics, ESL student levels and communicative purposes.

Examples of evidence demonstrating competency in this units may include, but not be limited to:

- Completion of previous LTi unit TESDRF402A - Develop resource files
- Completion of previous LTi QLD244DRF01B - Develop resource files
- Completion of previous LTi TEL012 - Develop resource files
- A list of criteria that you have developed for selecting materials
- 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.
- Relevant qualifications
- References from employment
- Colleague Testimonial Form
- Supervisor Testimonial Form

Student Name:			
Skill or Knowledge to be demonstrated:	**Description of Evidence that can be provided:** Please leave blank where not applicable.	**Year** that the evidence is from	**Assessor's Judgement – valid or not valid?** i.e. to be valid the evidence provided must demonstrate the skill or knowledge identified
reviewed at least one published ESL resource and determined the following: • ESL level • topic • skill development			
reviewed at least one internet-based ESL resource and determined the following: • ESL level • topic • skill development			
collected and reviewed at least one of each of the following: • TESOL grammar reference material; AND • TESOL grammar teaching material			
sourced and listed at least four grammar teaching resources according to English proficiency levels			

sourced and listed at least <u>two</u> grammar teaching resources according to grammar point			
sourced or created TESOL resources suitable for students from at least <u>two</u> different cultural backgrounds			
sourced or created TESOL resources with suitable content and layout for each of the following ESL levels: • beginner • elementary • intermediate • advanced			

Assessor Name:	
Is the evidence provided sufficient? I.e. is there evidence to show that the student is competent in **<u>all</u>** of the skills and knowledge identified in the above table?	
Currency – Is the evidence provided from the present or the recent past?	
Authenticity – What steps have been taken to verify that the evidence submitted is genuinely the students own work, qualifications, experience, etc?	
RPL Assessment Outcome: (RPL granted, gap training required, requested further evidence, etc.)	
Assessor Signature*:	
Date of Assessment:	

*Typed name may be used in place of your signature if you use your own account / login details for storing this document (e.g. emailing to LTi Head Office or adding to aXcelerate or TOSS using your own account).

Unit RPL Evidence Record

Specialisation Unit: TESAMT001 - Apply approaches and methods in TESOL

This unit of competency describes the skills and knowledge required to evaluate strengths and weaknesses of various TESOL methodologies and subsequently select and apply appropriate methodologies in response to different learning needs and situations.

Examples of evidence demonstrating competency in this units may include, but not be limited to:

- Completion of previous LTi unit TESAMT501A - Apply approaches and methods in TESOL
- Completion of previous LTi unit QLD244AMT01B - Apply approaches and methods in TESOL **and** demonstrated knowledge of Communicative Language Teaching and Genre / Text Type TESOL methodology
- Completion of previous LTi unit TEL013 - Evaluate TESOL methodologies **and** demonstrated knowledge of Communicative Language Teaching and Genre / Text Type TESOL methodology
- Any information you have produced in relation to TESOL methodologies
- Any evidence of training you have had in relation to teaching TESOL methodologies
- Lesson plans that you have produced demonstrating different TESOL methodologies
- Relevant qualifications
- References from employment
- Colleague Testimonial Form
- Supervisor Testimonial Form

Student Name:			
Skill or Knowledge to be demonstrated:	**Description of Evidence that can be provided:** Please leave blank where not applicable.	**Year** that the evidence is from	**Assessor's Judgement – valid or not valid?** i.e. to be valid the evidence provided must demonstrate the skill or knowledge identified
reviewed a minimum of six TESOL methodologies and determined distinctive characteristics			
selected TESOL methodology suited to at least <u>three</u> different learning goals			
considered the role of the teacher and the role of the student for the application of at least <u>two</u> different TESOL methodologies			
considered the strengths of at least <u>three</u> TESOL methodologies			
considered the weaknesses of at least <u>three</u> TESOL methodologies			
selected and reviewed a TESOL methodology currently used in ESL classrooms			
selected and reviewed TESOL methodologies suitable to learning goals and learning styles of at least			

three different learners from a variety of cultural backgrounds			
used a TESOL methodology in response to learning goals, learning style and cultural perceptions			

Assessor Name:	

✓	**LTi Assessor to verify - the evidence provided is:**
	Valid - the evidence represents and matches the unit's requirements
	Sufficient - the evidence is enough to show that the student is competent in **all** of the requirements of the unit
	Authentic - it can be verified that the evidence submitted is genuinely the students own work, qualifications, experience, etc.
	Current - the evidence shows current competency and is from the present or the very recent past.

RPL Assessment Outcome: (RPL granted, gap training required, requested further evidence, etc.)	
Assessor Signature*:	
Date of Assessment:	

*Typed name may be used in place of your signature if you use your own account / login details for storing this document (e.g. emailing to LTi Head Office or adding to aXcelerate or TOSS using your own account).

Unit RPL Evidence Record

Specialisation Unit: TESDTS001 - Design and teach ESL syllabus

This unit describes the skills and knowledge require to plan and deliver a series of lessons for a group ESL learning environment. It includes practical techniques required to plan and teach a series of lessons which have been contextualised to meet the ESL students' goals and learning needs.

Examples of evidence demonstrating competency in this units may include, but not be limited to:

- Completion of previous LTi unit TESDES502A – Design ESL syllabus
- Completion of previous LTi unit QLD244DSP01B - Design ESL syllabus and lesson plans and additional evidence from sources outlined below
- Completion of previous LTi unit TAADEL401A - Plan and organise group-based delivery and additional evidence from sources outlined below
- A training and assessment strategy you have created which identifies learning goals and learner needs in a TESOL context
- Syllabus/curriculum that you have developed for ESL training
- Lessons plans you have created for teaching speaking, listening, reading, writing and grammar
- Lesson plans which involve the use of learning activities and materials
- Evidence of peer review, moderation or validation of your lesson plans/syllabus
- Improvements made to your lesson plans/syllabus
- A copy of modified/contextualised learning resources and learning materials
- Third part report on your ability to design syllabus and plan lessons
- Training (formal or informal about learner styles)
- Relevant qualifications
- References from employment
- Colleague Testimonial Form
- Supervisor Testimonial Form

Student Name:			
Skill or Knowledge to be demonstrated:	**Description of Evidence that can be provided:** Please leave blank where not applicable.	**Year** that the evidence is from	**Assessor's Judgement – valid or not valid?** i.e. to be valid the evidence provided must demonstrate the skill or knowledge identified
Considered a learner group and determined: • learner profile information • speaking, listening, reading and writing needs • grammar and vocabulary needs			
determined learning outcomes, performance criteria and syllabus type for a learner group			
created and used an ESL syllabus which was responsive to the learning needs of a learner group and determined genres, learning resources and activities for that learner group			

planned and delivered a series of at least <u>four</u> cohesive lessons which were sequenced in a logical order and were in accordance with a syllabus document			
considered feedback from a stakeholder about an ESL syllabus, made improvements and documented them			

Assessor Name:		
✓	**LTi Assessor to verify - the evidence provided is:**	
	Valid - the evidence represents and matches the unit's requirements	
	Sufficient - the evidence is enough to show that the student is competent in **all** of the requirements of the unit	
	Authentic - it can be verified that the evidence submitted is genuinely the students own work, qualifications, experience, etc.	
	Current - the evidence shows current competency and is from the present or the very recent past.	
RPL Assessment Outcome: (RPL granted, gap training required, requested further evidence, etc.)		
Assessor Signature*:		
Date of Assessment:		

*Typed name may be used in place of your signature if you use your own account / login details for storing this document (e.g. emailing to LTi Head Office or adding to aXcelerate or TOSS using your own account).

Unit RPL Evidence Record

Specialisation Unit: TESAEL001 - Assess ESL learning

This unit of competency describes the skills and knowledge required to select assessment methods and develop assessment tools in an ESL context. It includes knowledge of assessment methods and procedures used to collect evidence of student performance. It also includes practical techniques to assess an ESL learner's skills and knowledge against both national and international English language proficiency test standards.

Examples of evidence demonstrating competency in this units may include, but not be limited to:

- Completion of previous LTi unit TESAEL502A - Assess ESL learning
- Completion of previous LTi unit QLD244AEL02B - Assess ESL learning
- Completion of previous LTi units TAAASS402A - Assess competence **and** TAAASS403A - Develop assessment tools
- Assessment tools that you have developed
- Assessment processes that you have developed
- Assessment feedback that you have given students
- Student testimonials about your assessment conduct and manner
- Relevant qualifications
- References from employment
- Colleague Testimonial Form
- Supervisor Testimonial Form

Student Name:			
Skill or Knowledge to be demonstrated:	**Description of Evidence that can be provided:** Please leave blank where not applicable.	**Year** that the evidence is from	**Assessor's Judgement – valid or not valid?** i.e. to be valid the evidence provided must demonstrate the skill or knowledge identified
considered the role of formative and summative assessment			
listed features of criterion based assessment			
described the role of assessments in structuring learning			
considered factors that can influence assessment and the impact that the factors can have on assessment outcomes			
responded to the needs of ESL students by determining: • context and purpose of assessment • form of assessment • administration of assessment tools			
clearly communicated assessment instructions, conditions and performance criteria			

administered an assessment tool in an effective manner to a minimum of <u>five</u> students			
made an assessment decision against the performance criteria and recorded the assessment outcome and feedback for at least <u>five</u> students			
considered stakeholder feedback on an assessment tool and evaluated that assessment tool for clarity and ease of administration			
reviewed two different English proficiency tests and determined: • features and application • similarities and differences			

Assessor Name:	
✓ **LTi Assessor to verify - the evidence provided is:**	
Valid - the evidence represents and matches the unit's requirements	
Sufficient - the evidence is enough to show that the student is competent in **<u>all</u>** of the requirements of the unit	
Authentic - it can be verified that the evidence submitted is genuinely the students own work, qualifications, experience, etc.	
Current - the evidence shows current competency and is from the present or the very recent past.	
RPL Assessment Outcome: (RPL granted, gap training required, requested further evidence, etc.)	
Assessor Signature*:	
Date of Assessment:	

*Typed name may be used in place of your signature if you use your own account / login details for storing this document (e.g. emailing to LTi Head Office or adding to aXcelerate or TOSS using your own account).

Unit RPL Evidence Record

Specialisation Unit: TESEAP001 - Teach English for academic purposes

This unit of competency describes the skills and knowledge required to plan for teaching a range of English language skills necessary for successful studies in academic contexts. It also includes the ability to break down academic tasks to identify the English language skills required to complete the academic task successfully.

Examples of evidence demonstrating competency in this units may include, but not be limited to:

- Completion of previous LTi unit TESEAP502A – Teach English for academic purposes
- Completion of previous LTi unit TEL014 - Teach English for academic purposes **and** additional evidence from sources outlined below
- Lesson plans that you have produced to teach English for academic purposes
- Description of tasks you use to teach English for academic purposes
- Student testimonials of your ability to teach English for academic purposes
- Relevant qualifications
- References from employment
- Colleague Testimonial Form
- Supervisor Testimonial Form

Student Name:			
Skill or Knowledge to be demonstrated:	**Description of Evidence that can be provided:** Please leave blank where not applicable.	**Year** that the evidence is from	**Assessor's Judgement – valid or not valid?** i.e. to be valid the evidence provided must demonstrate the skill or knowledge identified
selected or created activities for development of each of the following academic listening skills: • listening to lectures • listening in discussions and tutorials • note-taking strategies			
selected or created activities for development of each of the following academic speaking skills: • participation in discussions • delivering oral presentations • asking and answering questions			
selected or created activities for development of each of the following academic reading skills: • scanning and skimming • critical literacy • awareness of coherence, cohesion and text structure • note-taking from academic texts • research			

analysed text structure of at least <u>six</u> academic written genres			
selected or created activities for development of each of the following academic writing skills: • grammar, syntax and cohesion • structuring texts			

Assessor Name:	

✓	**LTi Assessor to verify - the evidence provided is:**
	Valid - the evidence represents and matches the unit's requirements
	Sufficient - the evidence is enough to show that the student is competent in **<u>all</u>** of the requirements of the unit
	Authentic - it can be verified that the evidence submitted is genuinely the students own work, qualifications, experience, etc.
	Current - the evidence shows current competency and is from the present or the very recent past.

RPL Assessment Outcome: (RPL granted, gap training required, requested further evidence, etc.)	
Assessor Signature*:	
Date of Assessment:	

*Typed name may be used in place of your signature if you use your own account / login details for storing this document (e.g. emailing to LTi Head Office or adding to aXcelerate or TOSS using your own account).

Unit RPL Evidence Record

Specialisation Unit: TESESP001 - Teach English for specific purposes

This unit of competency describes the skills and knowledge required to successfully plan for teaching English in a variety of specific contexts. It requires the ability to break down tasks involving language and identify aspects of language that will need development in order to communicate successfully in a particular vocation or for a specific purpose (e.g. medicine; business; law; hospitality, construction, etc.)

Examples of evidence demonstrating competency in this units may include, but not be limited to:

- Completion of previous LTi unit TESESP502A – Teach English for specific purposes
- Completion of previous LTi unit QLD245ESP01B - Teach English for specific purposes **and** additional evidence from sources outlined below
- Lesson plans that you have produced to teach English for specific purposes
- Description of tasks you use to teach English for specific purposes
- Student testimonials of your ability to teach English for specific purposes
- Relevant qualifications
- References from employment
- Colleague Testimonial Form
- Supervisor Testimonial Form

Student Name:			
Skill or Knowledge to be demonstrated:	**Description of Evidence that can be provided:** Please leave blank where not applicable.	**Year** that the evidence is from	**Assessor's Judgement – valid or not valid?** i.e. to be valid the evidence provided must demonstrate the skill or knowledge identified
considered a specific purpose for English use and determined the following for that specific purpose: • learning needs • key topics • social context • genres • language features and vocabulary • relevant macroskills • relevant performance criteria			
determined learning outcomes for a specific purpose			
sequenced learning outcomes to ensure progression and allocated timeframes for at least one learning program			
selected or created an activity to develop English skills for a specific purpose AND selected or created a resource for use with that activity			

selected a strategy to monitor learner progress			
reviewed a syllabus based on feedback from a stakeholder then made improvements AND documented them			

Assessor Name:	

✓	**LTi Assessor to verify - the evidence provided is:**
	Valid - the evidence represents and matches the unit's requirements
	Sufficient - the evidence is enough to show that the student is competent in **<u>all</u>** of the requirements of the unit
	Authentic - it can be verified that the evidence submitted is genuinely the students own work, qualifications, experience, etc.
	Current - the evidence shows current competency and is from the present or the very recent past.

RPL Assessment Outcome: (RPL granted, gap training required, requested further evidence, etc.)	
Assessor Signature*:	
Date of Assessment:	

*Typed name may be used in place of your signature if you use your own account / login details for storing this document (e.g. emailing to LTi Head Office or adding to aXcelerate or TOSS using your own account).

-- Read before proceeding --

RPL FORMS

The forms on the following pages are for use when needed during the RPL Process.

Student complete the green sections

Supervisors, peers / colleagues, referees complete the yellow sections

Assessor complete the blue sections

-- Thank you! --

RPL SELF ASSESSMENT FORM

10688NAT – Diploma of TESOL (Teaching English to Speakers of Other Languages)

Student Name:			

Task	I have performed these tasks (✓)		
	Often	**Sometimes**	**Never**
Teach students from diverse languages and cultures			
Use the Genre approach to teach English			
Teach English grammar English to non-native speakers			
Teach Spelling and Pronunciation English to non-native speakers			
Teach speaking English to non-native speakers			
Teach listening English to non-native speakers			
Teach reading English to non-native speakers			
Teach writing English to non-native speakers			
Plan lessons for English as a second language learning			
Develop resource files for English as a second language learning			
Teach English as a second language to early childhood learners			
Teach English as a second language to primary school aged children			
Teach English as a second language to teenage learners			
Use music, art and drama while teaching English as a second language			
Use technology to assist ESL learners			
Work with volunteers in ESL contexts			
Establish community-based English classes			
Use various approaches and methods in TESOL			
Analyse ESL training requirements			
Develop an ESL syllabus plan			
Design ESL leaning and assessment strategies			
Develop a series of ESL lessons			
Review and evaluate ESL syllabus and lessons			
Design and create assessment tools			

Task	I have performed these tasks (✓)		
	Often	**Sometimes**	**Never**
Implement assessment, make assessment decisions, record assessment outcomes and provide feedback to ESL students			
Evaluate effectiveness of assessment tools			
Develop speaking, listening, reading and writing skills necessary for participation in academic contexts			
Research and analyse structural and language features of relevant academic texts			
Research a specific purpose for English			
Apply syllabus design techniques to create an outline for a series of cohesive English lessons			
Monitor and review English learning progress in a specific context			

SUBMISSION DECLARATION

By typing your name below and emailing your completed RPL Self-assessment Form to your Trainer, you agree that you have responded honestly and accurately to the best of your ability.

Student Name / Signature:	
Date:	

RPL COLLEAGUE TESTIMONIAL FORM

10688NAT – Diploma of TESOL (Teaching English to Speakers of Other Languages)

To whom it may concern: The person named below is applying for Recognition of Prior Learning for the LTi Diploma of TESOL (Teaching English to Speakers of Other Languages). Your testimonial may assist them (the RPL Candidate / Student) 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):	
Name of Organisation in which the colleague worked with the candidate:	
Website of Organisation:	
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 and teach the structural and language features of various genrés
	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

Name of RPL Candidate:	

	manages classroom logistics
	develops resources to meet specific learning outcomes
	uses appropriate TESOL methodologies for different situations and specific learning goals
	analyses ESL students' learning needs
	develops ESL syllabus plans to meed identified training needs
	designs and develops a series of cohesive ESL lessons
	designs and implements ESL assessment items, and records results from same
	reviews and evaluates syllabus documents, own lessons, and assessment items
	develops listening, speaking, reading and writing skills for participation in academic contexts, e.g. university, TAFE, etc
	designs syllabus documents and creates a series of lessons to teach English for a specific purpose, e.g. for people in a specific work setting such as nursing, law, aviation, etc; or a specific social context, e.g. politics, religion, etc.
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.	

SUBMISSION DECLARATION

By typing your name below you agree that you have responded honestly and accurately to the best of your ability and understand that you may be contacted to verify the information provided.

Colleague Name / Signature:	
Date:	

RPL SUPERVISOR TESTIMONIAL FORM

10688NAT – Diploma of TESOL (Teaching English to Speakers of Other Languages)

To whom it may concern: The person named below is applying for Recognition of Prior Learning for the LTi Diploma of TESOL (Teaching English to Speakers of Other Languages). Your testimonial may assist them (the RPL Candidate / Student) 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):	
Name of Organisation in which the Supervisor worked with the candidate:	
Website of Organisation:	
Period(s) of time that the candidate worked with the Supervisor (approximate dates):	
Supervisor'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):	

✓	**SUPERVISOR 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 and teach the structural and language features of various genrés
	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

Name of RPL Candidate:	

	manages classroom logistics
	develops resources to meet specific learning outcomes
	uses appropriate TESOL methodologies for different situations and specific learning goals
	analyses ESL students' learning needs
	develops ESL syllabus plans to meed identified training needs
	designs and develops a series of cohesive ESL lessons
	designs and implements ESL assessment items, and records results from same
	reviews and evaluates syllabus documents, own lessons, and assessment items
	develops listening, speaking, reading and writing skills for participation in academic contexts, e.g. university, TAFE, etc
	designs syllabus documents and creates a series of lessons to teach English for a specific purpose, e.g. for people in a specific work setting such as nursing, law, aviation, etc; or a specific social context, e.g. politics, religion, etc.
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.	

SUBMISSION DECLARATION

By typing your name below you agree that you have responded honestly and accurately to the best of your ability and understand that you may be contacted to verify the information provided.

Supervisor Name / Signature:	
Date:	

RPL Submission Overview

Student Name:	
Mobile phone:	
Email:	
Work phone (if ok to call):	

RPL Evidence Summary

Please use the following table to summarise the evidence provided.

Evidence	Please tick (✓) if applicable:	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):			
Training session/lesson plans and work programs			
Learning resources			
Student assessment			
Other:			
Audio/Video Recordings			
Of your teaching or assessing			
Other:			
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			

Please add as many rows or pages as necessary.

Overview of Units of Competency

To achieve the qualification 10688NAT - Diploma of TESOL (Teaching English to Speakers of Other Languages) the learner must complete all 9 core units and 5 specialisation units.

RPL-G = Recognition of prior learning – granted   **RPL-NG** = Recognition of prior learning - not granted

Unit code	Unit title	Seeking RPL for? (yes or no)	RPL Assessment Outcome (RPL-G or RPL-NG)
Core units (all required for full qualification)			
TESCIE001	Create a culturally inclusive learning environment		
TESGAE001	Use the genre approach to teach English		
TESTEG001	Teach English grammar		
TESTSP001	Teach spelling and pronunciation		
TESTSE001	Teach speaking		
TESTLE001	Teach listening		
TESTRE001	Teach reading		
TESTWE001	Teach writing		
TESDRF001	Develop resource files		
Specialisation units (all required for full qualification)			
TESAMT001	Apply approaches and methods in TESOL		
TESDTS001	Design and teach ESL syllabus		
TESAEL001	Assess ESL learning		
TESEAP001	Teach English for academic purposes		
TESESP001	Teach English for specific purposes		

SUBMISSION DECLARATION

When you have completed all of the relevant sections of this guide and are ready to submit your RPL evidence, please email this completed RPL Guide to your Trainer for assessment.

By typing your name below and emailing your completed RPL Guide to your Trainer, you agree that:

- you understand how the assessment will be conducted (as described at the start of this RPL Guide);
- you understand that you can discuss any individual needs or difficulties that you have in relation to the RPL assessment with your Trainer or LTI at any time;
- you declare that the information, documents and evidence submitted is true, accurate, authentic and / or your own work.

Student Name / Signature:	
Date:	

Overall RPL Assessment Outcome: (e.g. Full RPL granted, Partial RPL granted / gap training required, requested further evidence, etc.)	
Assessor Name:	
Assessor Signature*:	
Date of Assessment:	

*Typed name may be used in place of your signature if you use your own account / login details for storing this document (e.g. emailing to LTi Head Office or adding to aXcelerate or TOSS using your own account).