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

Recognition of Prior Learning (RPL) Guide

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.

Overview of Forms

RPL Self-assessment Form	Provides an overview of the experience or qualifications you already have.
Unit RPL Evidence Record	Shows how you meet the requirements of an individual unit. You need to complete a '*Unit RPL Evidence Record*' for each unit you wish to receive RPL for. **Remember to complete the green sections**. You may use the same piece of evidence for multiple units if it is applicable.
Supervisor Testimonial Form	OPTIONAL: Used to collect a testimonial from your Supervisor (manager).
Colleague Testimonial Form	OPTIONAL: Used to collect a testimonial from your Colleague (co-worker).
RPL Submission Overview	Provides a summary of the documents you are submitting for your RPL application and is completed after you have filled in the applicable *Unit RPL Evidence Records*. **Remember to complete the green sections**.

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 evidence / submissions for all of the requirements (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

Course Overview

The LTi 11020NAT - Diploma of English Language Teaching TESOL consists of:
- **Fourteen (14) x Core Units:**
    1. NAT11020001 - Create a culturally inclusive learning environment
    2. NAT11020002 - Use the genre approach to teach English
    3. NAT11020003 - Teach English grammar
    4. NAT11020004 - Teach spelling and pronunciation
    5. NAT11020005 - Teach speaking
    6. NAT11020006 - Teach listening
    7. NAT11020007 - Teach reading
    8. NAT11020008 - Teach writing
    9. NAT11020009 - Teach English using technology
    10. NAT11020010 - Apply English teaching approaches and methods
    11. NAT11020011 - Design and teach English as a second language syllabus
    12. NAT11020012 - Assess English as a second language
    13. NAT11020013 - Teach English for academic purposes
    14. NAT11020014 - Teach English for specific purposes
- **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 requirements. Your competency can be assessed through evidence you provide for RPL or through the completion of assessment items (gap training).

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 [11021NAT - Certificate IV in English Language Teaching (TESOL)](#) or [11020NAT - Diploma of English Language Teaching (TESOL)](#).

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.

Important Note: LTi is obligated to take steps to verify any documents, certificates or evidence submitted for Recognition of Prior Learning (RPL). This may include contacting third parties to verify authenticity of any documents provided.

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 [11021NAT - Certificate IV in English Language Teaching (TESOL)](#) or [11020NAT - Diploma of English Language Teaching (TESOL)](#) Certificate and Competency Transcripts.

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](#).

RPL SELF ASSESSMENT FORM

11020NAT – Diploma of English Language Teaching (TESOL)

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			
Use various approaches and methods in TESOL			
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			
Collect resource files for English as a second language learning			
Use online resources for teaching English			
Teach English in an online environment			
Use technology-based learning activities to teach English skills			
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			
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			

Task	I have performed these tasks (✓)		
	Often	**Sometimes**	**Never**
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			

Summary of TESOL qualifications, certificates and experience:

How many years of ESL teaching experience do you have?

What type of learners have you taught? (E.g. English level, location, ages, etc).

What TESOL related qualifications or certificates do you already hold (if any)?

Any additional information that is relevant to your RPL application:

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:	

Unit RPL Evidence Record

Core unit: NAT11020001 – 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 TESCIE001, TESACL401A, QLD244LCL01B or TEL001
- 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
ability to recognise and compare 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			
identified the characteristics and macro-skills from at least four different levels of ESL proficiency			
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 **<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

Core unit: NAT11020002 - 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 unit TESGAE001
- Completion of previous LTi units TESATE401A **and** TESTEG402A
- Completion of previous LTi units QLD244AEL01B **and** QLD244AMT01B
- Completion of previous LTi units TEL002 **and** TEL013
- 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*:		
Date of Assessment:		

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Unit RPL Evidence Record

Core unit: NAT11020003 - 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 unit TESTEG001, QLD244TEG01B or TEL007
- Completion of previous LTi units TESATE401A **and** TESTEG402A
- 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*:	
Date of Assessment:	

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Unit RPL Evidence Record

Core unit: NAT11020004 - 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 TESTSP001, TESTSP402A, QLD244TSP01B or TEL008
- 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*:	
Date of Assessment:	

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Unit RPL Evidence Record

Core Unit: NAT11020005 - Teach speaking

This unit of competency describes the skills to plan and deliver a speaking lesson which incorporates practical techniques for developing the spoken English skills of ESL learners.

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

- Completion of previous LTi unit TESTSE001 or TESTSE402A
- Completion of previous LTi units QLD244TSE01B **and** QLD244DSP01B
- Completion of previous LTi units TEL003 **and** TAADEL401A
- 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 • identified relevant vocabulary • 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:	

*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: NAT11020006 - Teach listening

This unit describes the skills and knowledge required plan and deliver a listening lesson which incorporates practical techniques for developing the English listening skills of ESL learners.

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

- Completion of previous LTi unit TESTLE001 or TESTLE402A
- Completion of previous LTi units QLD244TLE01B **and** QLD244DSP01B
- Completion of previous LTi units TEL004 **and** TAADEL401A
- 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 • identified relevant vocabulary • 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:	

*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: NAT11020007 - Teach reading

This unit describes the skills and knowledge required 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.

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

- Completion of previous LTi unit TESTRE001 or TESTRE402A
- Completion of previous LTi units QLD244TRE **and** QLD244DSP01B
- Completion of previous LTi units TEL005 **and** TAADEL401A
- 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 • identified relevant vocabulary • 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:	

*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: NAT11020008 - Teach writing

This unit describes the skills and knowledge required to plan and deliver a writing lesson which incorporates practical techniques for developing the written English skills of ESL learners.

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

- Completion of previous LTi unit TESTWE001 or TESTWE402A
- Completion of previous LTi units QLD244TWE01B **and** QLD244DSP01B
- Completion of previous LTi units TEL006 **and** TAADEL401A
- 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 relevant vocabulary • 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 **<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

Core Unit: NAT11020009 - Teach English using technology

This unit describes the skills and knowledge required to use technology to teach English as a Second Language (ESL) lessons. It includes the skills and knowledge to develop a portfolio of ESL internet-based resources, incorporate technology-based activities and plan technology-based ESL lessons.

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

- Completion of previous LTi unit TESDRF402A **and** TESTEC403A
- Completion of previous LTi QLD244DRF01B, QLD244DSP01B **and** QLD245UCL01B
- Completion of previous LTi TEL012, TAADEL401A **and** TEL023
- A list of criteria that you have developed for selecting online materials
- A portfolio or screenshots of online materials and resources categorised or filed according to grammar, topic, ESL student level and skills
- List of online resources and activities you have used to develop English language skills
- Recordings of online lessons delivered
- Lesson plans for online lessons or in-person lessons which incorporate the use of technology
- Student testimonials of your ability to teach ESL using technology
- 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 an internet-based ESL resource and categorised it by the following: • ESL level • topic • skill development			
identified an online resource which could be used to develop English language skills relevant to the learning needs of a learner group			
identified or created a learning activity which involved students accessing internet-based resources or completing a process on a website			
identified or created at least one learning activity for accuracy and one learning activity for fluency			

which involved students accessing internet-based resources or tools			
planned at least one lesson which had a minimum lesson duration of 40 minutes, and included the following: • a learning outcome • a technology-based resource or tool to facilitate lesson delivery • a technology-based activity • listed resources or materials for the lesson			
suggested a strategy to facilitate an inclusive and engaging online learning environment			

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

Specialisation Unit: NAT11020010 - 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 TESAMT001 or TESAMT501A
- Completion of previous LTi unit QLD244AMT01B **and** demonstrated knowledge of Communicative Language Teaching and Genre / Text Type TESOL methodology
- Completion of previous LTi unit TEL013 **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 three different learning goals			
considered the role of the teacher and the role of the student for the application of at least two different TESOL methodologies			
considered the strengths of at least three TESOL methodologies			
considered the weaknesses of at least three 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 **<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:	

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Unit RPL Evidence Record

Specialisation Unit: NAT11020011 - 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 TESDTS001 or TESDES502A
- Completion of previous LTi unit QLD244DSP01B **and** additional evidence from sources outlined below
- Completion of previous LTi unit TAADEL401A **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 four 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: NAT11020012 - Assess English as a second language

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 TESAEL001, TESAEL502A or QLD244AEL02B
- Completion of previous units TAAASS402A **and** TAAASS403A (or equivalent) **and** additional evidence from sources outlined below
- ESL assessment tools that you have developed
- ESL assessment processes that you have developed
- ESL assessment feedback that you have given students
- Student testimonials about your ESL assessment conduct and manner
- Relevant qualifications
- References from employment
- Colleague Testimonial Form
- Supervisor Testimonial Form

Student Name:			
Skill or Knowledge to be demonstrated in an ESL context:	**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 **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: NAT11020013 - 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 TESEAP001, TESEAP502A or QLD245ESP01B
- Completion of previous LTi unit TEL014 **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: NAT11020014 - 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 TESESP001 or TESESP502A
- Completion of previous LTi unit QLD245ESP01B **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
- ESP syllabus outline that you have produced
- 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 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 Supervisor Testimonial Form

11020NAT – Diploma of English Language Teaching (TESOL)

To whom it may concern: The person named below is applying for Recognition of Prior Learning for the LTi Diploma of English Language Teaching TESOL. 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 the structural and language features of various genrés 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

Name of RPL Candidate:	

	manages classroom logistics
	can teach English using technology-based tools or activities
	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 Colleague Testimonial Form

11020NAT – Diploma of English Language Teaching (TESOL)

To whom it may concern: The person named below is applying for Recognition of Prior Learning for the Lti Diploma of English Language Teaching TESOL. 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 the structural and language features of various 43enres 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

Name of RPL Candidate:	

	manages classroom logistics
	can teach English using technology-based tools or activities
	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 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 11020NAT - Diploma of English Language Teaching (TESOL) the learner must complete all 14 core units and have practical classroom experience (either in person or online).

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)			
NAT11020001	Create a culturally inclusive learning environment		
NAT11020002	Use the genre approach to teach English		
NAT11020003	Teach English grammar		
NAT11020004	Teach spelling and pronunciation		
NAT11020005	Teach speaking		
NAT11020006	Teach listening		
NAT11020007	Teach reading		
NAT11020008	Teach writing		
NAT11020009	Teach English using technology		
NAT11020010	Apply English teaching approaches and methods		
NAT11020011	Design and teach English as a second language syllabus		
NAT11020012	Assess English as a second language		
NAT11020013	Teach English for academic purposes		
NAT11020014	Teach English for specific purposes		
Practical placement – total minimum of 20 hours verifiable classroom experience, with at least 10 of those hours being teaching and delivering English lessons.			

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.
- you give permission for LTi to take steps to verify any documents, certificates or evidence submitted for my Recognition of Prior Learning (RPL) application and acknowledge that this may include accessing your information through the USI registry or contacting third parties to verify authenticity of any documents provided.

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).