



## 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 you are graded 'not yet satisfactory' or 'not yet competent' you will be given another opportunity to supply additional evidence or for 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 11057NAT – Graduate Certificate in English Language Teaching TESOL consists of:

- **Five (5) x Core Units:**
  1. NAT11057001 - Research and apply English as a second language methodologies
  2. NAT11057002 - Design and evaluate English as a second language syllabus
  3. NAT11057003 - Design and implement English as a second language assessment tools
  4. NAT11057004 – Develop and teach English as a second language programs
  5. NAT11057005 - Design English programs for a specific purpose
- **Practice Teaching** (minimum of 60 hours of observation and practice teaching within an ESL environment. (workplace, host organization or online environment) With a minimum of 15 hours of actual delivery of practice teaching session.
- **Research Essays – 4** of the above units require you to undertake a research essay related to the specific content of that unit. Refer to the assessment guide and individual units of competency for details.

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 [11057NAT Graduate Certificate in 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 enrolls 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 [11057NAT Graduate Certificate in 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

## 11057NAT Graduate Certificate in English Language Teaching (TESOL)

<b>Student Name:</b>			
Task	I have performed these tasks (✓)		
	Often	Sometimes	Never
Teach students from diverse languages and cultures			
Use various approaches and methods in TESOL			
Evaluate ESL learning styles and ESL levels			
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			
Evaluate TESOL methodology application			
Analyse ESL training requirements			
Develop an ESL syllabus plan			
Design ESL learning 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			
Research a specific purpose for English			
Apply syllabus design techniques to create a learning program for a specific purpose			
Implement an ESL program			
Monitor and review English learning progress in a specific context			
Monitor and evaluate own teaching			
Develop a professional development plan			

## 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:

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### 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.

<b>Student Name / Signature:</b>	
<b>Date:</b>	

# Unit RPL Evidence Record

## Core unit: **NAT11057001 – Research and apply English as a second language methodologies**

This unit of competency describes the skills and knowledge required to evaluate various TESOL methodologies and subsequently select and apply methodologies in response to different learning needs and situations. It includes managing the relationships between culture and English as a Second Language (ESL) learning and the impact these dynamics have on the ESL classroom. It requires the ability to identify and apply cultural aspects of communication, as well as awareness and planning for a variety of learning style preferences when selecting TESOL methodology or approaches.

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

- Completion of previous LTi unit TESAMT501A; TESAMT001 or NAT11020010
- Lesson plans that you have produced which acknowledge TESOL methodologies & approaches used in teaching
- Essays/assignments from previous research/study
- Relevant qualifications
- References from employment
- Colleague Testimonial Form
- Supervisor Testimonial Form

<b>Student Name:</b>			
<b>Skill or Knowledge to be demonstrated:</b>	<b>Description of Evidence that can be provided:</b> Please leave blank where not applicable.	<b>Year</b> that the evidence is from	<b>Assessor's Judgement – valid or not valid?</b> i.e. to be valid the evidence provided must demonstrate the skill or knowledge identified
research and compare differences in cultures and the impact on communication			
transcribe meanings of spoken and written cultural concepts embedded in communication (at least 3 times)			
Identify different cultural perspectives of teacher and student roles and responsibilities			
Determine characteristics and macro-skills (speaking, listening, reading and writing skills) of at least four different levels of ESL proficiency			
Applied at least one TESOL method or approach to support a culturally inclusive learning environment			
Selected an activity which incorporated different learning styles			



Research and compare at least two different English learning contexts			
Research and analyse at least six (6) TESOL methodologies and accurately determined distinctive characteristics			
Determine suitable TESOL methodology for at least three different learning goals			
Evaluate the role of the teacher and the role of the student in the application of two different TESOL methodologies			
Evaluate the strengths and weaknesses of at least three (3) TESOL methodologies			
identify and evaluate TESOL methodologies suitable to two different English learning contexts			
identify and evaluate TESOL methodologies suitable to learning goals and learning styles of three learners from different cultural backgrounds			
research and evaluate a TESOL methodology in response to learning goals, learning style and cultural perceptions			

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

\*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 LTti Head Office or adding to aXcelerate or TOSS using your own account).

# Unit RPL Evidence Record

## Core unit: NAT11057002- Design and evaluate English as a second language syllabus

This unit describes the skills and knowledge required to plan and evaluate a series of lessons for a group ESL learning environment. It includes practical techniques required to plan 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; TESDTS001 or NAT11020011
- Syllabus documents you have produced/delivered in relation to teaching the English language.
- Written documents indicating syllabus design that you have produced.
- Essays/assignments from previous research/study
- 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
Research and compare two syllabus types used in English teaching and reported on: <ul style="list-style-type: none"> <li>• implementation in relation to a specific ESL context</li> <li>• concepts and theories underpinning syllabus</li> <li>• TESOL methodologies used in syllabus</li> <li>• strengths and weaknesses</li> <li>• learning context application of the syllabus</li> </ul>			
Analyse a learner group and determined: <ul style="list-style-type: none"> <li>• learner profile information</li> <li>• speaking, listening, reading and writing needs</li> <li>• grammar and vocabulary needs</li> </ul>			
Determine learning outcomes, applicable syllabus type and performance criteria for a learner group			

Evaluate an ESL resource relevant to learning needs and identify the following about that resource: <ul style="list-style-type: none"> <li>• ESL level</li> <li>• topic</li> <li>• skill development</li> </ul>			
Design an ESL syllabus which was responsive to the learning needs of a learner group, listed learning resources and activities suitable for that learner group			
Plan a series of at least four cohesive lessons which were sequenced in a logical order and were in accordance with a syllabus document			
review and evaluate stakeholder feedback about an ESL syllabus and documented recommendations for improvement			

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

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# Unit RPL Evidence Record

## Core unit: NAT11057003- Design and implement English as a second language assessment tools

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; TESAEL001 or NAT11020012
- Assessment tools you have produced
- Student samples of assessment you have implemented and assessed
- Essays/assignments of previous research/study
- 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
research and report on each of the following in relation to English assessment: <ul style="list-style-type: none"> <li>• assessment purpose, method and evidence collection and their application to the assessment of English skills</li> <li>• the strengths and weaknesses of various assessment methods in English learning contexts</li> </ul>			
determine the following in relation to English assessment: <ul style="list-style-type: none"> <li>• the role of formative and summative assessment in English learning</li> <li>• the role of assessments in structuring English learning</li> <li>• affective factors that can influence English assessment and strategies to mitigate affective factors</li> </ul>			

design an assessment item in response to English learner needs, including: <ul style="list-style-type: none"> <li>• context and purpose of assessment</li> <li>• benchmark English performance criteria</li> <li>• type of assessment and method of administration</li> <li>• documented clear assessment instructions, guidelines and conditions</li> </ul>			
coordinate and administer an assessment tool in an effective manner (to at least three (3) students)			
make an assessment decision against the performance criteria, documented the assessment outcome and feedback (for at least three (3) students)			
Determine a strategy to strengthen performance or overcome learner difficulties identified during student evaluation / assessment			
determine strategy for progressing the learner's English skills based on the learners assessment performance			
obtain stakeholder feedback and identify improvements to English assessment methods or tools			

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

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# Unit RPL Evidence Record

## Core unit: NAT11057004 – Develop and Teach English as a second language programs

This unit of competency 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 series of English lessons which incorporates practical techniques for developing the English skills of ESL learners. It requires the ability to assist ESL learners in the development of a range of English speaking, listening, reading and writing strategies.

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

- Completion of previous LTi unit TESDES502A; TESDTS001 or NAT11020011
- Student testimonials of your ability to teach ESL programs
- Evidence of design and delivery of ESL programs such as syllabus documents, lesson plans and resources used in teaching ESL programs
- Research Essays/assignments you have produced on ESL programs
- 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
Determine the following about a student: <ul style="list-style-type: none"> <li>• learning goals</li> <li>• English speaking, listening, reading and writing needs</li> <li>• English grammar, vocabulary, spelling and pronunciation needs</li> <li>• genre to meet English learning needs and goals</li> <li>• authentic or simulated texts that model selected genre</li> </ul>			
analyse English text and correctly identify the text structure, language features and social purpose			
evaluate ESL resource relevant to learning needs and identify: <ul style="list-style-type: none"> <li>• ESL level</li> <li>• Topic</li> <li>• skill development</li> </ul>			
plan and deliver a series of at least four cohesive lessons which were sequenced in a logical order and			

developed each of the following English skills: <ul style="list-style-type: none"> <li>• listening</li> <li>• reading</li> <li>• writing</li> <li>• grammar</li> <li>• spelling</li> <li>• pronunciation</li> <li>• vocabulary</li> </ul>			
plan and deliver at least four English lessons, which had a minimum lesson duration of 40 minutes, and included the following: <ul style="list-style-type: none"> <li>• identified learning outcomes</li> <li>• listed resources for the lesson</li> <li>• identified and implemented at least one strategy to develop accuracy of English skills</li> <li>• identified and implemented at least one strategy to develop fluency of English skills</li> <li>• sequenced activities and allocated timeframes for progressive development of English skills</li> </ul>			
clearly communicate information and instructions to students			
Apply the following classroom management strategies: <ul style="list-style-type: none"> <li>• seated or grouped students in a way that allowed for the delivery of the lesson and student participation in activities</li> <li>• ensured that all students were engaged or on task</li> <li>• implemented extension activities with students who finished early or were more advanced</li> <li>• applied safe operating procedures with all equipment</li> </ul>			

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

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

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# Unit RPL Evidence Record

## Core Unit: NAT11057005 – Design English programs for a specific purpose

This unit describes the skills and knowledge required to research and plan for teaching English in a variety of specific contexts. It requires the ability to research and identify aspects of language that will need development in order to communicate successfully in a particular vocation or for a specific purpose (for example: 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 TESDES502A & TESESP502A; TESDTS001 & TESESP001 or NAT11020014
- Syllabus documents you have designed/produced to teach ESP
- Student testimonials of your ability to teach ESP programs
- Essays/assignments/study where you have designed ESL programs
- Relevant qualifications
- References from employment
- Colleague Testimonial Form
- Supervisor Testimonial Form

<b>Student Name:</b>			
<b>Skill or Knowledge to be demonstrated:</b>	<b>Description of Evidence that can be provided:</b> Please leave blank where not applicable.	<b>Year</b> that the evidence is from	<b>Assessor's Judgement – valid or not valid?</b> i.e. to be valid the evidence provided must demonstrate the skill or knowledge identified
Research a specific purpose for English use and determine the following for that specific purpose: <ul style="list-style-type: none"> <li>• the context in which it is applied</li> <li>• the level of English proficiency needed</li> <li>• learning needs</li> <li>• key topics</li> <li>• social context</li> <li>• applicable genres</li> <li>• language features and vocabulary</li> <li>• relevant macro-skills</li> <li>• relevant performance criteria</li> </ul>			
Develop a syllabus document which: <ul style="list-style-type: none"> <li>• identified learning outcomes for the specific purpose</li> <li>• sequenced learning outcomes to ensure progression</li> <li>• allocated timeframes for the learning program</li> </ul>			
identify an activity to develop English skills required for a specific purpose and a resource for use with that activity			

develop a series of at least four lessons according to syllabus document			
Develop a strategy to monitor learner progress			
collect and analyse feedback about ESL program from stakeholders			
identify and document improvement for a learning program			

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

\*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

## 11057NAT – Graduate Certificate in 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.

<b>Name of RPL Candidate:</b>	
<b>Name of Supervisor:</b>	
<b>Email Address:</b>	
<b>Phone Number(s):</b>	
<b>Name of Organisation in which the Supervisor worked with the candidate:</b>	
<b>Website of Organisation:</b>	
<b>Period(s) of time that the candidate worked with the Supervisor</b> (approximate dates):	
<b>Supervisor's role / job title / position in the organisation while working with the candidate:</b>	
<b>TESOL qualifications and experience of colleague</b> (please write below or provide resume):	
✓	<b>SUPERVISOR TO COMPLETE THE FOLLOWING WITH RESPECT TO THE CANDIDATE:</b> I verify that this candidate <b>(please tick ✓ if applicable):</b>
	is able to identify and address cultural concepts embedded in language
	fosters and promotes an inclusive learning culture especially regarding the teacher and student roles
	is able to identify the structural and language features of various genres and teach appropriately
	implements speaking activities to assist accuracy and practice for fluency
	uses listening texts based on authentic listening texts and real life situations
	teaches fundamental reading skills, conventions and strategies
	implements sessions that develop written language skills for producing texts for specific or social purposes
	monitors and provides feedback to students in a positive manner
	understands and teaches basic sentence structures, cohesive devices, punctuation and various grammar points
	implements spelling and pronunciation strategies to assist accuracy and fluency
	provides learning through instruction and demonstration of the English language
	is able to analyse student needs and design and develop lessons to meet those needs
	plans and organises group-based learning
	facilitates group-based learning
	selects and designs effective teaching materials for various topics, grammar points, skills and levels of ability

<b>Name of RPL Candidate:</b>		
	manages classroom logistics	
	uses appropriate TESOL methodologies for different situations and specific learning goals	
	analyses ESL students' learning needs	
	develops ESL syllabus plans to meet 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 a professional development plan	
	designs syllabus documents and creates a learning program 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.

<b>Supervisor Name / Signature:</b>	
<b>Date:</b>	

# RPL Colleague Testimonial Form

## 11057NAT – Graduate Certificate in English Language Teaching (TESOL)

**To whom it may concern:** The person named below is applying for Recognition of Prior Learning for the LTi Graduate Certificate in 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.

<b>Name of RPL Candidate:</b>	
<b>Name of Colleague:</b>	
<b>Email Address:</b>	
<b>Phone Number(s):</b>	
<b>Name of Organisation in which the colleague worked with the candidate:</b>	
<b>Website of Organisation:</b>	
<b>Period(s) of time that the candidate worked with the colleague</b> (approximate dates):	
<b>Colleague's role / job title / position in the organisation while working with the candidate:</b>	
<b>TESOL qualifications and experience of colleague</b> (please write below or provide resume):	
✓	<b>COLLEAGUE TO COMPLETE THE FOLLOWING WITH RESPECT TO THE CANDIDATE:</b> I verify that this candidate <b>(please tick ✓ if applicable):</b>
	is able to identify and address cultural concepts embedded in language
	fosters and promotes an inclusive learning culture especially regarding the teacher and student roles
	is able to identify the structural and language features of various genres and teach appropriately
	implements speaking activities to assist accuracy and practice for fluency
	uses listening texts based on authentic listening texts and real life situations
	teaches fundamental reading skills, conventions and strategies
	implements sessions that develop written language skills for producing texts for specific or social purposes
	monitors and provides feedback to students in a positive manner
	understands and teaches basic sentence structures, cohesive devices, punctuation and various grammar points
	implements spelling and pronunciation strategies to assist accuracy and fluency
	provides learning through instruction and demonstration of the English language
	is able to analyse student needs and design and develop lessons to meet those needs
	plans and organises group-based learning
	facilitates group-based learning
	selects and designs effective teaching materials for various topics, grammar points, skills and levels of ability

<b>Name of RPL Candidate:</b>		
	manages classroom logistics	
	uses appropriate TESOL methodologies for different situations and specific learning goals	
	analyses ESL students' learning needs	
	develops ESL syllabus plans to meet 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 a professional development plan	
	designs syllabus documents and creates a learning program 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.

<b>Colleague Name / Signature:</b>	
<b>Date:</b>	

# RPL Submission Overview

<b>Student Name:</b>	
<b>Mobile phone:</b>	
<b>Email:</b>	
<b>Work phone (if ok to call):</b>	

## 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
<b>Past Studies</b>			
Copies of qualifications			
Academic transcripts showing exact subjects or topics and results			
Actual work completed for past studies (e.g. essays or assignments)			
Other:			
<b>Workplace Documents</b> (produced in paid or voluntary capacity):			
Training session/lesson plans and work programs			
Learning resources			
Student assessment			
Other:			
<b>Audio/Video Recordings</b>			
Of your teaching or assessing			
Other:			
<b>Third Party Reports</b>			
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 11057NAT – Graduate Certificate in English Language Teaching (TESOL) the learner must complete all 5 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)
<b>Core units</b> (all required for full qualification)			
NAT11057001	Research and apply English as a second language methodologies		
NAT11057002	Design and evaluate English as a second language syllabus		
NAT11057003	Design and implement English as a second language assessment tools		
NAT11057004	Develop and teach English as a second language programs		
NAT11057005	Design English programs for a specific purpose		
<b>Practical placement</b> – total minimum of 60 hours verifiable classroom experience, with at least 15 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 LT*i* 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 LT*i* 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.

<b>Student Name / Signature:</b>	
<b>Date:</b>	

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

\*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 LT*i* Head Office or adding to aXcelerate or TOSS using your own account).