

## Section 1: Verified Teaching Practice – RPL Pack

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RTO: **Western Sydney University The College (90319)**

Teacher Name: \_\_\_\_\_

School: \_\_\_\_\_ Date: \_\_\_\_\_

Position: \_\_\_\_\_ Employee ID: (If available) \_\_\_\_\_

Principal/Head Teacher Name: \_\_\_\_\_

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Tick (✓) each performance criterion you regularly demonstrate in your teaching role  
(within past 12 months)

### BSBCMM201 – Communicate in the Workplace

Element	Performance criteria
1 Gather, convey and receive information and ideas	<input type="checkbox"/> 1.1 Collect information to achieve work responsibilities from appropriate sources <input type="checkbox"/> 1.2 Use method/s and/or equipment to communicate appropriate ideas and information to the audience <input type="checkbox"/> 1.3 Use effective listening and speaking skills in verbal communication <input type="checkbox"/> 1.4 Seek input from internal and external sources to develop and refine new ideas and approaches <input type="checkbox"/> 1.5 Respond to instructions or enquiries promptly and in accordance with organisational
2 Complete workplace documentation and correspondence	<input type="checkbox"/> 2.1 Present written information and ideas in clear and concise language to ensure the intended meaning of correspondence is understood by the recipient <input type="checkbox"/> 2.2 Draft and present correspondence within designated time lines

	<ul style="list-style-type: none"> <li><input type="checkbox"/> 2.3 Ensure presentation of written information meets organisational standards of style, format and accuracy</li> <li><input type="checkbox"/> 2.4 Complete workplace forms and documentation in a clear, concise and easy to read format</li> </ul>
<p>3 Communicate in a way that responds positively to individual differences</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 3.1 Value all individuals and treat them with respect, courtesy and sensitivity</li> <li><input type="checkbox"/> 3.2 Take into consideration cultural differences in all verbal and non-verbal communication</li> <li><input type="checkbox"/> 3.3 Use communication to develop and maintain positive relationships, mutual trust and confidence</li> <li><input type="checkbox"/> 3.4 Make efforts to use basic strategies to overcome language barriers</li> <li><input type="checkbox"/> 3.5 Ensure that behaviour is consistent with legislative requirements, enterprise guidelines and/or social protocols</li> </ul>

## FSKOCM07 – Interact Effectively with Others at Work

### 1. Prepare to interact with others at work

Element	Performance criteria
1. Prepare to interact with others at work	<input type="checkbox"/> 1.1 Identify the audience and purpose of the interaction <input type="checkbox"/> 1.2 Identify the oral communication strategies for spoken interaction
2. Participate in interactions with others at work	<input type="checkbox"/> 2.1 Use oral communication strategies to communicate effectively <input type="checkbox"/> 2.2 Use appropriate grammar, vocabulary and pronunciation <input type="checkbox"/> 2.3 Use appropriate non-verbal communication strategies
3. Review own performance	<input type="checkbox"/> 3.1 Seek feedback on effectiveness of interaction with others at work <input type="checkbox"/> 3.2 Evaluate own performance to identify strategies for improvement

## BSBINS201 – Process and Maintain Workplace Information

Element	Performance criteria
1. Collect information	<ul style="list-style-type: none"> <li><input type="checkbox"/> 1.1 Confirm task requirements</li> <li><input type="checkbox"/> 1.2 Collect physical and digital information items</li> <li><input type="checkbox"/> 1.3 Allocate time and date of receipt to relevant information items</li> <li><input type="checkbox"/> 1.4 Apply organisational policies and procedures relating to security and confidentiality in handling information</li> </ul>
2. Process workplace information	<ul style="list-style-type: none"> <li><input type="checkbox"/> 2.1 Enter metadata applying to information items into relevant system according to organisational policies and procedures</li> <li><input type="checkbox"/> 2.2 Collate and distribute information according to task requirements</li> </ul>
3. Manage information systems	<ul style="list-style-type: none"> <li><input type="checkbox"/> 3.1 Maintain information and relevant classification system according to organisational policies and procedures</li> <li><input type="checkbox"/> 3.2 Identify and dispose of inactive unpublished information items or deaccession published information items according to organisational policies and procedures</li> <li><input type="checkbox"/> 3.3 Create new files of unpublished information materials according to organisational policies and procedures</li> <li><input type="checkbox"/> 3.4 Update registration, accessioning, classification and index systems according to organisational policies and procedures</li> </ul>

## BSBTEC201 – Use Business Software Applications

Element	Performance criteria
1. Select and prepare to use technology	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify task purpose, audience, format and presentation requirements, and clarify with relevant personnel, where required</li> <li><input type="checkbox"/> Select relevant technology and software applications to achieve requirements of the task</li> <li><input type="checkbox"/> 1.3 Adjust workspace, furniture and equipment to suit own ergonomic requirements</li> </ul>
2. Input and process information or data	<ul style="list-style-type: none"> <li><input type="checkbox"/> 2.1 Identify and open application, according to task and organisational requirements</li> <li><input type="checkbox"/> 2.2 Enter information or data into application according to organisational requirements</li> <li><input type="checkbox"/> 2.3 Ensure information or data is checked and amended according to organisational and task requirements</li> <li><input type="checkbox"/> 2.4 Format information or data using appropriate application functions according to organisational and task requirements</li> <li><input type="checkbox"/> 2.5 Use relevant help functions to overcome simple issues</li> </ul>
3. Finalise and store document	<ul style="list-style-type: none"> <li><input type="checkbox"/> 3.1 Review and edit final information or data, and prepare for storage in accordance with organisational and task requirements</li> <li><input type="checkbox"/> 3.2 Name and store document and exit application</li> </ul>

## FSKRDG10 – Read and Respond to Routine Workplace Information

Element	Performance criteria
<b>1. Prepare to read routine workplace texts</b>	<input type="checkbox"/> Identify the text type <input type="checkbox"/> Identify audience and purpose of text <input type="checkbox"/> 1.3 Identify the text features
<b>2. Interpret information in routine workplace texts</b>	<input type="checkbox"/> 2.1 Use navigation skills to locate relevant information <input type="checkbox"/> 2.2 Identify and interpret workplace terminology in texts <input type="checkbox"/> 2.3 Use reading strategies to locate and interpret relevant information <input type="checkbox"/> 2.4 Use critical reading skills to interpret information
<b>3. Confirm understanding and respond to routine workplace texts</b>	<input type="checkbox"/> 3.1 Check that information in routine workplace texts has been correctly understood <input type="checkbox"/> 3.2 Use information to respond appropriately

## SECTION B: Conditional RPL Units

Complete all checklist items, additional questions, reflections, and attach evidence where required

### HLTWHS001 – Participate in Workplace Health and Safety

Element	Performance criteria
<b>1. Follow safe work practices</b>	<input type="checkbox"/> Follow workplace policies and procedures for safe work practices <input type="checkbox"/> Identify existing and potential hazards in the workplace, report them to designated persons, and record them according to workplace procedures <input type="checkbox"/> 1.3 Follow workplace emergency procedures
<b>2. Implement safe work practices</b>	<input type="checkbox"/> 2.1 Identify and implement WHS procedures and work instructions <input type="checkbox"/> 2.2 Identify and report incidents and injuries to designated persons according to workplace procedures <input type="checkbox"/> 2.3 Take actions to maintain safe housekeeping practices in own work area
<b>3. Contribute to safe work practices in the workplace</b>	<input type="checkbox"/> 3.1 Raise WHS issues with designated persons according to organisational procedures <input type="checkbox"/> 3.2 Participate in workplace safety meetings, inspections and consultative activities <input type="checkbox"/> 3.3 Contribute to the development and implementation of safe workplace policies and procedures in own work area
<b>4. Reflect on own safe work practices</b>	<input type="checkbox"/> 4.1 Identify ways to maintain currency of safe work practices in regards to workplace systems, equipment and processes in own work area <input type="checkbox"/> 4.2 Reflect on own levels of stress and fatigue, and report to designated persons according to workplace procedures

**Additional Questions:**

**a) Have you contributed to a WHS improvement initiative or provided safety-related feedback?**

Yes No

If yes, describe (50-100 words):

**b) Describe one instance where you accessed or used emergency procedures, evacuation plans, or incident reporting tools (50-100 words):**

**c) Provide ONE example of when you identified and reported a workplace hazard:**

## CHCDIV001 – Work with Diverse People

Element	Performance criteria
<b>1. Reflect on own perspectives</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify and reflect on own social and cultural perspectives and biases</li> <li><input type="checkbox"/> Work with awareness of own limitations in self and social awareness</li> <li><input type="checkbox"/> Use reflection to support own ability to work inclusively and with understanding of others</li> <li><input type="checkbox"/> 1.4 Identify and act on ways to improve own self and social awareness</li> </ul>
<b>2. Appreciate diversity and inclusiveness, and their benefits</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 2.1 Value and respect diversity and inclusiveness across all areas of work</li> <li><input type="checkbox"/> 2.2 Contribute to the development of work place and professional relationships based on appreciation of diversity and inclusiveness</li> <li><input type="checkbox"/> 2.3 Use work practices that make environments safe for all</li> </ul>
<b>3. Communicate with people from diverse backgrounds and situations</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 3.1 Show respect for diversity in communication with all people</li> <li><input type="checkbox"/> 3.2 Use verbal and non-verbal communication constructively to establish, develop and maintain effective relationships, mutual trust and confidence</li> <li><input type="checkbox"/> 3.3 Where a language barrier exists, use effective strategies to communicate in the most efficient way possible</li> <li><input type="checkbox"/> 3.4 Seek assistance from interpreters or other persons according to communication needs</li> </ul>
<b>4. Promote understanding across diverse groups</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 4.1 Identify issues that may cause communication misunderstandings or other difficulties</li> <li><input type="checkbox"/> 4.2 Where difficulties or misunderstandings occur, consider the impact of social and cultural diversity</li> <li><input type="checkbox"/> 4.3 Make an effort to sensitively resolve differences, taking account of diversity considerations</li> </ul>

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|--|---|
|  | <input type="checkbox"/> 4.4 Address any difficulties with appropriate people and seek assistance when required |
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### Additional Questions:

**1. List at least 3 different cultural/language groups you regularly interact with:**

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**2. Provide one specific example of an inclusiveness program/practice at your school and your role:**

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**Reflection (150-250 words):**

*Describe how you have adapted your communication or teaching to support students from diverse backgrounds, how working in a diverse environment has shaped your practice, or how you continue to improve your cultural awareness. Include specific examples.*

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**Word count:** \_\_\_\_\_

## CHCGRP001 – Support Group Activities

Element	Performance criteria
1. Identify the purpose of the group	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify and determine activities which meet the group purpose with members of the group,</li> <li><input type="checkbox"/> Discuss and agree rules for group behaviour with all group members as a participant</li> <li><input type="checkbox"/> Identify, acknowledge and respect individual differences of workers and group members</li> <li><input type="checkbox"/> Seek, identify and accommodate goals, needs and expectations of participants according to available resources and scope of own role</li> <li><input type="checkbox"/> 1.5 Keep records of group interactions according to organisation documentation requirements</li> </ul>
2. Establish and maintain group relationships	<ul style="list-style-type: none"> <li><input type="checkbox"/> 2.1 Confirm role played by self and other group members</li> <li><input type="checkbox"/> 2.2 Encourage participation of other group members</li> <li><input type="checkbox"/> 2.3 Model clear communication and encourage group members to use clear and appropriate communication</li> <li><input type="checkbox"/> 2.4 Ensure communication and interactions with group are appropriate to aim and purpose of group</li> <li><input type="checkbox"/> 2.5 Implement appropriate processes to address breaches of behaviour according to organisation protocols</li> <li><input type="checkbox"/> 2.6 Encourage participants to abide by agreed behaviours</li> <li><input type="checkbox"/> 2.7 Promote group achievements in a way which motivates and recognises participants' efforts</li> </ul>
3. Organise resources for group activities	<ul style="list-style-type: none"> <li><input type="checkbox"/> 3.1 Identify support and resources to achieve the objectives of the group</li> <li><input type="checkbox"/> 3.2 Provide information to group about resources available and guidelines for their use</li> <li><input type="checkbox"/> 3.3 Encourage cooperative approach to the use of resources</li> <li><input type="checkbox"/> 3.4 Complete reports on use of resources according to organisation procedures</li> </ul>

I have actively participated in **at least 3 different groups** within the school (minimum 5 members each) in the past 12 months

**Groups Participated In:**

Group Name	Group Membership	Your Role	Frequency
1.			
2.			
3.			

**Reflection (150-250 words):**

*Describe your role in these groups, including communication skills applied (active listening, questioning, rapport-building, conflict resolution), how you adhered to organisational policies and WHS requirements, and how your contributions supported group goals.*

**Word count:** \_\_\_\_\_

## BSBCUS201 – Deliver a Service to Customers

Element	Performance criteria
<b>1 Establish contact with customers</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Acknowledge and greet customer in a professional, courteous and concise manner according to organisational and legislative requirements</li> <li><input type="checkbox"/> Maintain personal dress and presentation in line with organisational requirements</li> <li><input type="checkbox"/> Communicate using appropriate interpersonal skills to facilitate accurate and relevant exchange of information</li> <li><input type="checkbox"/> Maintain sensitivity to customer specific needs and any cultural, family and individual differences</li> <li><input type="checkbox"/> 1.5 Establish rapport/relationship with customer and express a genuine interest in customer needs/requirements</li> </ul>
<b>2 Identify customer needs</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 2.1 Use appropriate questioning and active listening to determine customer needs</li> <li><input type="checkbox"/> 2.2 Assess customer needs for urgency to identify priorities for service delivery</li> <li><input type="checkbox"/> 2.3 Provide customer with information about available options for meeting customer needs and assist customer to identify preferred option/s</li> <li><input type="checkbox"/> 2.4 Identify personal limitations in addressing customer needs and seek assistance from designated persons where required</li> </ul>
<b>3 Deliver service to customers</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 3.1 Provide prompt customer service to meet identified needs according to organisational requirements</li> <li><input type="checkbox"/> 3.2 Provide information regarding problems and delays, and follow-up within appropriate timeframes as necessary</li> <li><input type="checkbox"/> 3.3 Communicate with customers in a clear, concise and courteous manner</li> <li><input type="checkbox"/> 3.4 Identify opportunities to enhance the quality of service and products, and take action to improve the service whenever possible</li> </ul>

<b>4 Process customer feedback</b>	<input type="checkbox"/> 4.1 Promptly recognise customer feedback and handle sensitively according to organisational and legislative requirements <input type="checkbox"/> 4.2 Accurately record any feedback and communication between customers and the organisation according to organisational standards, policies and procedures and legislative requirements <input type="checkbox"/> 4.3 Identify any unmet customer needs and discuss suitability of other products/services <input type="checkbox"/> 4.4 Support customers to make contact with other services according to organisational policies and procedures
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**I regularly greet and interact with parents/carers at:**

- Parent-teacher interviews
- Enrolment information sessions
- School community events (list: \_\_\_\_\_)
- Other (specify: \_\_\_\_\_)

**In these interactions, I:**

- Confirmed their identity (checked against schedules, visitor lists, or records)
- Provided information (subject progress, school policies, enrolment options)
- Escalated or referred issues when outside my responsibility

**Frequency:**

I interact with parents/carers approximately \_\_\_\_\_ **times per term** in a service capacity

*(Minimum 10 interactions per term required)*

- I have recorded or passed on feedback from parents/carers to the school through digital platforms or relevant stakeholders

**Tangible Evidence Attached (tick one - REQUIRED):**

- Redacted parent-teacher interview schedule
- Visitor/event sign-in sheets
- Screenshot of logged parent communication (redacted)
- De-identified sample communication to parents
- Other (specify): \_\_\_\_\_

## SECTION C: Teacher Declaration

**I declare that:**

- I have honestly assessed my teaching role against the above criteria and confirm I meet the requirements for each ticked item
- All evidence and activities claimed reflect my professional practice within the past 12 months
- I have personally performed all claimed tasks competently, demonstrating the required skills, knowledge, and application
- The information provided is true, current, sufficient, and verifiable
- This is my own work and I have not copied from others or allowed others to copy my work
- I understand my evidence may be verified by the school or RTO and additional evidence may be requested
- I understand I have the right to appeal assessment decisions within 20 working days

**Teacher Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

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NOTE: Please forward your completed RPL Pack to your Principal for verification prior to submission

## SECTION D: Principal/Head Teacher Verification

I verify that the teacher named above:

- Has been employed at our school in a teaching capacity for **at least 6 months** with regular student interaction
- Has personally undertaken and competently performed the claimed activities and tasks
- Has access to and regularly uses school digital systems (LMS, shared drives, communication platforms)
- Has access to and follows WHS reporting systems and procedures
- Has demonstrated the specific competencies claimed in accordance with school policies

For Conditional RPL Units, I confirm:

- HLTWHS001:** Teacher participates in WHS procedures and has completed required WHS training  
Training completed: \_\_\_\_\_
- CHCDIV001:** Teacher works with diverse students/colleagues and demonstrates cultural awareness
- CHCGRP001:** Teacher has participated in minimum 3 groups as claimed with evidence of active contribution
- BSBCUS201:** Teacher regularly interacts with parents/carers in service delivery (minimum 10 interactions per term verified)

### Additional Verification:

The attached Statement of Duties accurately reflects the teacher's current role and responsibilities

I have reviewed the tangible evidence attached for conditional units and confirm its authenticity

**Supporting observations (optional):**

**Principal/Head Teacher Signature:** \_\_\_\_\_

**Name (Print):** \_\_\_\_\_

**Date:** \_\_\_\_\_

**{School Stamp/Letterhead}**

## FOR TEACHER USE ONLY

### Required Documents Checklist

**Before submitting, ensure you have attached:**

- Current Statement of Duties or Position Description
- Proof of employment (minimum 6 months continuous service)
- Tangible evidence for BSBCUS201 (redacted as appropriate)
- All personal information redacted from evidence samples

### Submission

Western Sydney University The College (RTO 90319)

### Please email your completed RPL Pack to:

**Email:** [rto@westernsydney.edu.au](mailto:rto@westernsydney.edu.au)

### Enquiries

**Phone:** 1800 222 423

**Hours:** Monday–Friday, 9:00 AM – 5:00 PM