



University of
**Southern
Queensland**

Student Guide: Applying for Recognition of Prior Learning

What is recognition of prior learning (RPL)?



Recognition of prior learning (RPL) is when the skills and knowledge acquired through your previous studies, work and other forms of practical and life experience are recognised and counted towards your degree as credit. If you're awarded credit for RPL, it can reduce the time it takes to complete your degree so that you graduate faster and save on tuition fees.

Types of prior learning

Prior learning is divided into three types: formal, informal and non-formal learning.

Type of Prior Learning	Definition	Examples
Formal learning	Learning that takes place through a structured program of learning that leads to the full or partial achievement of an officially accredited qualification.	Study undertaken with other Australian higher education, TAFE/VET, accredited overseas institutions or credentialed programs.
Informal learning	Learning that is not organised or internally structured in terms of objectives, time or learning support.	Learning gained through employment, workplace training, volunteering and day to day social, family, hobby or leisure activities (e.g. presentations you have delivered, committee roles, voluntary roles, fundraising, grant applications, coaching or facilitator roles etc.)
Non-formal learning	Takes place through a structured program of learning but does NOT lead to an officially accredited qualification.	Learning and activities undertaken in the workplace, industry, volunteer sector or in community-based settings (e.g. micro-credentials, in-house training modules, digital badges, professional development courses or other industry-based training courses etc.)

You can apply for RPL for credit for a course on the basis of any combination of prior formal, informal or non-formal learning. The supporting evidence you provide will depend on whether you are applying for specified or unspecified credit, and what type of prior learning you have.

Types of credit

Credit is a recognition of equivalence in content and learning outcomes between different types of learning and/or qualifications. Credit is divided into two types: specified credit or unspecified credit.

Specified Credit	Granted towards particular components of the program where prior learning is equivalent to core or elective courses. You do not have to complete these courses and are awarded credit in their place. It can be more difficult to achieve specified credit with prior informal and non-formal learning.
Unspecified Credit	Granted towards elective courses or other optional components in a program, where there are no equivalent core courses. It is usually easier to achieve unspecified credit for prior informal and non-formal learning.

When and how do I apply for RPL?

NEW STUDENTS

Applying through QTAC

If you apply to study with UniSQ via [QTAC](#), you'll need to complete an [Application for Recognition of Prior Learning](#). You should email the application directly to study@unisq.edu.au as soon as you can after you've submitted your QTAC application.

Direct (Domestic Student)

If you apply to study directly through UniSQ, you'll need to wait until you are an active student and have received your log-in details. You should [submit your RPL application](#) through your Student Centre as soon as you can, preferably prior to initial enrolment in courses. Step by step instructions are [available](#). We'll endeavour to process your application as soon as possible after enrolment but no later than two weeks before the start of the study period. This will allow you to adjust your study plan, if you receive credit for a particular course. Applications received after commencement of the relevant study period will only be considered in exceptional circumstances.

Direct (International Student)

If you're an international student, you'll need to consider the impact of recognition of prior learning on your overall program duration, and the requirements of your student visa. Applications for RPL must be made at the point of applying for your UniSQ program.

We'll endeavour to process the application prior to issuing your Letter of Offer. If the duration of the UniSQ program changes due to recognition of prior learning, the Letter of Offer will state the revised duration of your program. The Confirmation of Enrolment (CoE) issued to you for the purpose of obtaining a student visa will also reflect the revised program duration. Where sufficient information is not available to assess an application at the point of offer, recognition may be approved after the offer is issued.

CONTINUING STUDENTS

Whether you're a domestic or international student, you can apply for RPL for credit for previous studies at any point in your program but we recommend you do so as early as possible. This ensures that you do not study and complete courses that you could have gained credit for.

OTHER CONSIDERATIONS

The granting of credit could affect your study load and therefore eligibility for Centrelink payments. Centrelink must be advised of any changes in study load. Once you find out what credit you are able to receive, plan your remaining course enrolments to ensure your full-time status is maintained where possible.

Program requirements

Find your selected program in the [UniSQ Handbook](#) and look up the program structure which will give you details on the courses that make up the degree program. Each program and course has learning outcomes which are outlined in the program and course information. Program learning outcomes are listed at the top of the program page. To access course learning outcomes, click on individual courses listed in the 'Structure' section and scroll down to 'Learning Outcomes'.

It's up to you as the student to evaluate your prior learning and compare it to the selected learning outcomes of courses in your program of study. You need to map what you already know, including theoretical and practical skills, to what is required in the course. Your prior learning needs to be valid, authentic, current and sufficient, and you need to have appropriate evidence to back up your claims.

1. **Valid:** the evidence presented clearly and logically relates to the learning outcomes.
2. **Authentic:** the work and learning must be verifiable as your own.
3. **Current:** the learning has been acquired recently, usually within the last 10 years, unless otherwise set by professional accrediting bodies. If you completed a formal qualification more than 10 years ago, you may still be able to demonstrate currency through recent work or other experience.
4. **Sufficient:** the volume of learning, the knowledge and skills, and context in which the knowledge and skills are applied should be consistent with the qualification level and type specified for the relevant program; as per the [Australian Qualifications Framework](#).

What are course learning outcomes?

Course learning outcomes (CLOs) are statements in a course guide or syllabus (called a "course specification" at UniSQ) of what students are expected to know, understand and be able to do on completion of the course. They are statements of competence or capability. Course learning outcomes inform assessment design in the course and are also linked to a larger set of discipline-specific program learning outcomes.

If you read the CLOs and believe there is alignment between your prior learning and the CLOs, you can apply for specified credit towards a particular UniSQ course. Alternatively, if your program structure allows it, you may be able to apply for unspecified credit which will reduce the elective components of your chosen degree.

UniSQ Credit Calculator

If you're applying for specified credit on the basis of prior formal learning, check the [UniSQ Credit Calculator](#) to see if a course you've previously studied at another institution or training provider has already been assessed for a match with a UniSQ course. This will give you an idea on eligible credit. You can search for information on:

- another Australian university
- recognised training or professional development provider
- overseas institutions
- another program at UniSQ
- UniSQ College
- TAFE.

Formal pathway arrangements

The Credit Calculator also allows you to see if there's a formal articulation or credit transfer arrangement in place between the University and another institution/provider. These agreements provide an approved pathway for you to progress from a fully or partially completed program at the other institution/provider to a UniSQ award program.

Limits on credit

There are limits on the amount of credit you can be granted towards your UniSQ degree, depending on the level of the program and the program structure. This means that you must complete a minimum number of units within your program at the University to be awarded a UniSQ qualification. The University also specifies how recently you must have undertaken the prior learning, which is referred to as “currency of learning”. Read the [Credit and Exemption Procedure](#) for more details on the conditions you need to meet to be considered for RPL for credit or admission.

If there are limitations on granting credit for a specific program, this information will be found in the UniSQ Handbook. For example, in some programs, external accreditation requirements (from professional bodies) may reduce the opportunity for UniSQ to grant credit. Examples include Queensland College of Teachers; Engineering Australia; Paramedicine Board of Australia; Australian Health Practitioner Regulation Agency. These bodies may place restrictions on RPL for credit and the University must meet these requirements. The reason for this is so that students graduating from these programs can register with the professional body to practice in the relevant profession, for example, as a nurse or teacher.

It is important that your prior learning is current (generally within the last 10 years although some programs may have a shorter timeframe).

Prior formal learning

Applying for specified credit

To obtain credit for a specific UniSQ course (specified credit), you must show that what you learned and achieved in your prior study is equivalent to the learning outcomes of the UniSQ course, and that it meets validity, authenticity, currency and sufficiency requirements.

If your completed program or course already has a precedent set at UniSQ, i.e. has been previously assessed, it will appear in the list for selection. When you apply for RPL via the online application form, you'll only need to provide the official academic transcript from your previous institution, showing successful completion of the relevant courses, as evidence. The form will prompt you to upload your transcript.

If your program or course does not appear in the list, your prior study will need to be assessed by the Program Director responsible for your UniSQ degree.

Step 1: Review the learning outcomes of the UniSQ course

Learning outcomes are outlined in the program and course information in the [UniSQ Handbook](#). To access course learning outcomes, click on individual courses listed in the Structure section and scroll down to Learning Outcomes.

Step 2: Review the learning outcomes of your previous formal study

Review the learning outcomes of the courses you've successfully completed at your prior institution/provider and see if there are alignments with UniSQ courses. If you don't already have a copy of the course learning outcomes, you should be able to download one from their website. You may find a course-to-course match, or you may have learning outcomes from several previously studied courses that together align with the learning outcomes of a single UniSQ course.

Step 3: Provide details about your previous study

You'll need to provide details in the application form of where and when you completed your previous study, as well as the program name, code and duration. Have your official academic transcript ready so you can copy in this information when prompted. You'll be able to repeat this step if you completed studies with more than one institution/provider.

Step 4: Map each course learning outcome

The form will ask you to list each learning outcome from the UniSQ course and then list the corresponding learning outcome from the relevant course/s from your previous institution/provider and briefly explain how it's equivalent.

Step 5: Upload the course specifications/outlines/subject guides

You'll be prompted to upload course specifications/outlines/subject guides for the previous course/s, including assessment requirements, topics covered, readings and unit weighting so have these ready. You should be able to download these from the institution/provider's website. This is to help you show that your prior study meets the four assessment criteria. You'll be able to repeat this step if you're applying for RPL for more than one course.

Step 6: Upload an explanation of grades used

Institutions/providers use various grading schemes for their courses and particular grades can mean different things. So that the Program Director assessing your application can understand your transcript, you'll be asked to upload a key to the results on your academic transcript, including grades and their meaning. Sometimes, these are explained on the back of the transcript.

Applying for unspecified credit

To obtain credit for an elective UniSQ course (unspecified credit), you must show that you've successfully completed a previously studied course at the same AQF level, or higher, as the UniSQ elective course. This means that you don't need to list each of the UniSQ course learning outcomes and demonstrate how you've met them through a previously studied course/s. Instead, you're showing that you've completed an equivalent level and volume of study in your previous course to the UniSQ course.

Step 1: Check the structure of your program

Look up your program in the UniSQ Handbook and scroll down to the "Structure" section. Open each section to see if there are any elective courses available in your program. There may be free-choice electives or you may need to choose from a list of approved electives. If there are no electives available in your program, you won't be able to apply for unspecified credit.

Step 2: Find the year level of the UniSQ elective

Click on the Recommended Enrolment Patterns for your degree program in the UniSQ Handbook and choose the study plan that matches your enrolment intake. Available electives will be listed under each year level, i.e. Year 1, 2, 3 or 4.

Step 3: Check the year level of your previously studied course

If you have previously completed courses that you haven't used to apply for specified credit, check if there are matches between the year levels of the UniSQ elective course and the course from your previous institution. You may need to find this information on your previous institution's webpage. Remember, if you have already listed a previously studied course as equivalent to a specific UniSQ course, you can't use the same course towards credit for an elective. If specified credit is not able to be granted, unspecified credit may be offered instead.

Step 4: Upload the subject/course/unit guide

The form will ask you to list each UniSQ elective course and the year level, and then list the corresponding equivalent year level course from your previous institution. You'll be prompted to upload course outlines/subject guides for the previous course/s, including assessment requirements, topics covered, required readings/texts and unit weighting so have these ready. You should be able to download these from the institution/provider's website. This is to help you show that your prior study meets the four assessment criteria. You'll be able to repeat this step if you're applying for RPL for more than one elective course.

Step 5: Upload your Official Academic Transcript and a grades explanation

You'll be prompted to upload your official academic transcript to show that you've successfully completed the course you're listing for unspecified credit towards a UniSQ elective course. Institutions use various grading schemes for their courses and grades can mean different things in different institutions. So that the Program Director assessing your application can understand your transcript, you'll be asked to upload a key to the results on your academic transcript, including grades and their meaning. Usually these are explained on the back of the transcript.

Prior informal and non-formal learning

Applying for specified credit

Firstly, reflect on your previous experiences over the last 10 years and identify the learning (competencies and skills) gained from these experiences. These may be through:

1. Work experience
2. Life experience
3. 'On the job' training
4. Self-produced items/objects.

Next, think about the evidence you can provide of the learning attained, remembering that you must be able to show that it's valid, authentic, current and sufficient. Engage with your roles and responsibilities on the [National Skills Commission](#) site and work through the [Australian Skills Classification](#) which provides a list of skills and competencies by topic that you may have gained through previous work or other life experience.

Step 1: Review the learning outcomes of the UniSQ course

Review the learning outcomes stated in the UniSQ course information. Identify the knowledge, skills and experiences you've acquired that match the learning outcomes. The form will ask you to list each learning outcome from the UniSQ course and then explain how you can demonstrate achievement of the learning outcome through your prior informal or non-formal learning, or a combination of prior formal, informal and/or non-formal learning.

Step 2: Check for verifiable evidence

You'll be asked to list the evidence you're providing for each learning outcome and explain how it supports your claims. Your evidence will need to be verified and you must clearly relate your prior learning to the program or minor learning outcomes, show that the learning is your own, show that the learning is current and demonstrate that the volume, quality and level of the learning is appropriate to the level of the program. The [Australian Qualifications Framework](#) provides an overview of the expected levels of achievement for each type of program.

Step 3: Assemble your evidence

Start the process of gathering your evidence, as this may take some time. You may need to:

- request letters of validation
- request letters of reference or testimonials
- obtain certified copies of official documents, such as academic transcripts, degrees, awards and certificates
- prepare a portfolio of any work or other samples, where practical, and provide details of where and how they can be validated.

Evidence will need to be validated by a credible and trustworthy source who can verify your knowledge and skills. Refer to the Evidence section below for further guidance regarding the types of evidence and methods of verification you can use to support your application.

Applying for unspecified credit

Step 1: Review the learning outcomes of the UniSQ program

Review the program learning outcomes stated in the UniSQ program information or, if your prior learning isn't discipline-specific, review the generic learning outcomes in the [Professional Practice minor](#). Identify the knowledge, skills and experiences you've acquired that match the learning outcomes. The application form will ask you to list each learning outcome from the UniSQ program or Professional Practice minor and then explain how you can demonstrate achievement of the learning outcome through your prior informal or non-formal learning, or a combination of prior formal, informal and/or non-formal learning.

Step 2: Check for verifiable evidence

You'll be asked to list the evidence you're providing for each learning outcome and explain how it supports your claims. Your evidence will need to be verified and you must clearly relate your prior learning to the program or minor learning outcomes, show that the learning is your own, show that the learning is current and demonstrate that the volume, quality and level of the learning is appropriate to the level of the program. The [Australian Qualifications Framework](#) provides an overview of the expected levels of achievement for each type of program.

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Evidence will need to be validated by a credible and trustworthy source who can verify your knowledge and skills. Refer to the Evidence section below for further guidance regarding the types of evidence and methods of verification you can use to support your application.

Evidence and verification of prior informal or non-formal learning



Evidence must be validated by a credible and trustworthy source who can verify your knowledge and skills. Credible sources may include your previous and current employer, supervisor, mentor, community leader, previous teacher, sports leader, local councillor or volunteer leader.

Work Experience

- A resume or professional LinkedIn profile which includes:
 - organisation name
 - position title
 - start and end dates of employment for each position
 - type of employment (full-time, part-time or casual)
 - key duties, responsibilities, and achievements.
 - names, position and contact details of referees (employers or supervisors) who will be able to verify the nature of your work.
- Letters from your current or employer/s:
 - written on official company letterhead (dated, signed)
 - position title
 - include position details
 - start and end dates of employment for each position
 - type of employment (full-time, part-time, volunteer, or casual)
 - key duties, responsibilities and achievements and how these align to course learning outcomes, where relevant
 - contact details for if further information is required
- Position descriptions outlining work obligations, staff supervision and any budgetary responsibilities
- Performance review evidence
- Certified copies of certificates of completion or attainment that provide evidence of in-house training and professional/personal development activities
- Portfolios containing samples of work you've produced (project briefs, reports, publications, presentations, demonstrations, budgets, memos, spreadsheets etc.)
- Documentation covering industry roles, committees, representatives, interviews, and examinations.
- References or testimonials from clients / colleagues (that are not family members or friends)



TIP:

When seeking a letter from an employer, send them a copy of the course specification and ask them to focus on the course learning outcomes so they can address the specific skills and knowledge you have. They could confirm they have reviewed the course specification and your expertise in these areas. The letter must be on official letterhead, state the employer's position within company, and be signed and dated.

What if I am self-employed?

- A letter from your accountant/tax agent
- Testimonials from clients
- Portfolio of work samples
- Advertising material
- Link to website/LinkedIn/Facebook

Life Experience

- Evidence of responsibilities within a specific activity (social, family, leisure or hobby etc.)
- Samples, photographs or videos of your work, or awards that are related to course learning outcomes that you want recognised
- Evidence from social media (Twitter, Instagram, YouTube, LinkedIn, Blogs etc.)
- Support letter from a relevant committee or entity, for example, for fundraising, event management, volunteering etc. Below is an example of information to include:
 - **Details of group:** e.g. Blue Sky Mums, a grass roots philanthropic group of 10 individuals raising funds for cancer research
 - **Links** to a website/digital media presence
 - **Statement Signed and dated** by the Manager/President/leader of group/Secretary. Letterhead is desirable however if it is a grass roots informal group, this might not be possible. If no other evidence is available, a Statutory Declaration could be completed by the President/leader/Secretary.
 - **Purpose of committee/group/event:** e.g. cancer fundraiser; planning and running a school fete or community arts festival; local government multicultural advisory group etc.
 - **Scale/frequency of committee/group/event activities:** e.g. weekly; monthly; week-long festival event; major annual fundraiser; local town; state-wide etc.
 - **Role of the student:** e.g. staging for photo shoot; developing promotional material; editing magazine or newsletter; delivering presentations to potential sponsors; planning, purchasing and coordinating weekly school tuckshop menu; coaching or training junior sports team, coordinating event risk management activities etc.
 - **Relevant supporting documents:** e.g. staging and lighting plan developed with the venue manager; marketing collateral; committee reports etc.

‘On the Job’ Training

- Badges, certificates or evidence of satisfactory completion of the training offered by a professional body, enterprise or other provider. This may include vocational courses, professional development, short courses, skills development and workplace-based training
- A statement of the objectives, learning outcomes, content of the course and any assessment information
- Details of the duration and contact hours of the course and information on the course presenter/s and their qualifications

Self-produced Items/Objects

- A published work, such as an article or a book
- Photos or videos of your work
- Computer program or application
- Garment, art work etc.
- Performance or composition
- Technical drawing
- Independent research or self-publishing
- Other corroborating evidence supporting claims of competency
- Media site/s



TIP:

Course summaries, topics and assessment tasks in the course specification provide you with a dictionary of words, terms and concepts you can use to demonstrate the depth of knowledge and experience when addressing the learning outcomes. The assessment tasks are indicators of the skills required. Reflect these skills in the examples you give when explaining how your prior learning is equivalent. For work-related experience, draw on industry guidelines, codes of conduct, professional ethics and standards etc., where relevant to the learning outcomes, to further demonstrate your knowledge.

Industry link examples:

Psychology: Australian Community Workers Association (ACWA)

Health: National Disability Insurance Scheme (NDIS)

Education: Australian Professional Standards for Teachers

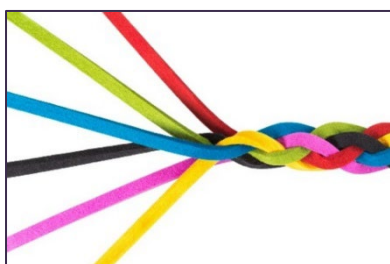
Engineering: Engineering Australia Frameworks

Cyber Security: Australian Frameworks / Cyber Security Regulations Australia

Consider the following when preparing and deciding what evidence to include in your application:

- Is the evidence **valid**? Have you clearly and logically matched the evidence to learning outcomes?
- Is the evidence **current**? If your evidence is more than 10 years old and you can demonstrate current experience supported by evidence, you can include both pieces of evidence as supporting documents.
- Is the evidence **authentic**? Can it be verified by a credible source as your own work/achievements?
- Is the evidence **sufficient**? Have you included information on the frequency, volume and complexity of the task/s over time so this can be assessed?

Bringing your application together



Your application will be assessed by the Program Director responsible for your degree. As the discipline expert, they will:

- ensure any industry accreditation requirements are met
- confirm your prior learning is valid, authentic, current and sufficient and addresses CLOs
- check that your application complies with UniSQ's **Credit and Exemption Procedure**.



TIP:

Review the example application below to get a sense of how to complete your Recognition of Prior Learning form. Remember each student brings a diverse range of skills, experience, and knowledge to their formal studies. Make sure you reflect on your life experiences and include the strongest evidence (specific examples) to support your application.

Example Application for RPL - Specified Credit

The example provided below shows how you can map your prior learning (formal, informal, non-formal) to the Course Learning Outcomes (CLO) of a UniSQ course, to obtain specified credit.

Meeting the requirements of a CLO can be demonstrated using one or more types of prior learning. CLO1 shows the use of a combination of formal and Informal / Non-formal Learning to satisfy the course learning outcome, while CLO1 uses one type of learning, in this case Informal / Non-formal learning.

Please note that the supporting evidence provided in this example is hypothetical. Reproducing the content below in an application is not permitted. Please complete your application using your own words.

Section B – Specified Credit Request <i>(submit a separate form for each course for which credit is sought)</i>	
Course name:	Human Capabilities for Business
Course code:	MGT1101
Course Learning Outcomes (CLO)	
<p><i>In order to obtain credit for a specific UniSQ course ("specified credit"), you must demonstrate that you have achieved equivalence through your prior learning to the learning outcomes (aims and objectives) of the UniSQ course. This may be through formal studies, through informal or non/formal learning, or a combination of these. Learning Outcomes are outlined in the program and course information in the UniSQ Handbook. Program Learning Outcomes are listed at the top of the program page. To access course learning outcomes, click on individual courses listed in the Structure section and scroll down to Learning Outcomes. Fill out the relevant boxes for each CLO. Leave the box blank if you are not requesting recognition of that particular type of prior learning.</i></p>	
CLO 1 Description:	
Describe a range of personal attributes that help to establish and build relationships with a broad range of stakeholders	
Describe in your own words how your relevant prior formal learning demonstrates achievement of the CLO:	List specific evidence you are providing to support your claim/s:
<p>In studying Certificate III in Hairdressing, I was able to develop personal attributes such as attention to detail, effective communication, problem-solving, professionalism, and ethical practice. These skills are essential in establishing and nurturing professional relationships with a wide range of stakeholders, including clients, colleagues, and employers. Below are examples of the personal attributes I developed.</p> <p>Problem-solving, taking initiative, adaptability:</p> <p>In the core unite <i>SHBHIND003 Develop and Expand a Client Base</i>, I learnt how building a client base requires problem-solving, initiative taking, and the ability to adapt services to meet diverse client needs. Through case</p>	<ul style="list-style-type: none"> • TAFE Course completion certificate (SHB30416 Certificate III in Hairdressing) • Record of Results (academic transcript) • Unit Guide

<p>scenarios I studied in the program, I developed understanding of how these attributes lead to expanding professional networks for hairdressing practitioners and create meaningful client relationships.</p> <p>Effective Communication and Teamwork:</p> <p>I studied collaboration and communication within a team setting in unit <i>SHBXIND002 Communicate as Part of a Salon Team</i>. Developing these skills is crucial for professional service environment, where building positive working relationships with colleagues enhances teamwork and workplace harmony. Additionally, handling financial transactions smoothly requires clear communication and transparency with clients, fostering trust and professionalism in business dealings. This content was covered in <i>SHBXCCS001 Conduct Salon Financial Transactions</i>.</p> <p>Attention to Detail and Client Satisfaction:</p> <p>Providing a range of hair services requires precision and understating of client's desires, which ultimately has a positive impact on building strong client relationship and showing the ability to offer tailored hairdressing services. This content was covered in SHBHCLS003 Provide Full and Partial Head Highlighting Treatments, SHBHCLS004 Neutralise Unwanted Colours and Tones, SHBHCLS005 Provide Scalp Full Head and Retouch Bleach Treatments and SHBHTRI001 Identify and Treat Hair and Scalp Conditions.</p> <p>Professional Ethics and Compliance:</p> <p>Leaning this attribute has been achieved through unit SHBXIND001 Compliance with Organisational Requirements within a Personal Services Environment which includes developing understanding and compliance with workplace policies and regulations as evidence of professionalism and dependability. Equally important is maintaining hygiene and safety practices is critical in personal services, with a strong focus on safety, respect for client well-being, building trust and confidence in professional relationships. These topics were covered in SHBXWHS001 - Apply Safe Hygiene, Health, and Work Practices</p>	
Describe in your own words how your relevant prior informal/non-formal learning demonstrates achievement of the CLO:	List specific evidence you are providing to support your claim/s:
<p>To complement the TAFE formal training, I was a hairdressing trainee in one of Toowoomba's most reputable hair salons, which serviced men, women and families. For three years, I trained on a part-time basis (Tuesday to Friday) and had the opportunity to experience the work environment firsthand. Through the traineeship I was able to apply the learnings from my course and learn new things. The traineeship was an immersive program where I observed professionals and colleagues and performed a variety of tasks under the supervision of my salon manager. Some of the duties I was assigned which helped build my personal attributes and establish professional relationships with clients, colleagues and sales representatives are:</p> <p>Client Interaction and Care:</p> <ul style="list-style-type: none"> – Greeting clients: Welcoming clients upon arrival, offering beverages, and ensuring they are comfortable. – Consultation assistance: Participating in consultations with senior stylists to understand client preferences. 	<ul style="list-style-type: none"> • Certificate of completion of hairdressing traineeship with Savvy Hair Artistry in Toowoomba • Letter from Salon Manager

<ul style="list-style-type: none"> – Handling appointments: Managing bookings and organizing the salon's schedule as part of front-desk duties. <p>Maintaining Salon Hygiene and Safety:</p> <ul style="list-style-type: none"> – Cleaning and organizing: Regularly cleaning the work area, tools, and equipment (e.g., combs, brushes, scissors). – Sterilization: Ensuring all tools are sterilized according to health and safety standards. – Stock management: Replenishing products such as shampoos, conditioners, towels, and maintaining general salon upkeep. <p>Assisting Senior Stylists</p> <ul style="list-style-type: none"> – Helping senior stylists with hair services such as washing, drying, preparing tools, and mixing colours. – Observing and learning different hairdressing techniques (e.g., cutting, colouring, styling). – Providing support during complex treatments like chemical straightening or perms. <p>Customer Service and Client Care</p> <ul style="list-style-type: none"> – Building relationships with clients by maintaining a professional demeanour and friendly attitude. – Addressing client concerns, ensuring their comfort during services, and assisting with rebooking future appointments. 	
CLO 2 Description:	
Identify and apply a relevant problem-solving framework to interpret the context of a problem	
Describe in your own words how your relevant prior formal learning demonstrates achievement of the CLO:	List specific evidence you are providing to support your claim/s:
N/A	
Describe in your own words how your relevant prior informal/non-formal learning demonstrates achievement of the CLO:	List specific evidence you are providing to support your claim/s:
<p>During my hairdressing traineeship, I learnt a structured problem-solving framework as part of an in-salon training workshops. As part of the workshop, we applied the framework to different contexts such as colour corrections, and since then, I consistently applied the approach in professional situations. Below is an outline of the framework:</p> <ol style="list-style-type: none"> 1. Consultation and Observation: I always begin by thoroughly understanding the client's needs, concerns, and expectations through effective consultation and careful observation of their hair condition. 2. Diagnosis: Using my expertise, I analyse the root cause of any issues, whether it's hair colour results that didn't meet expectations or a skin treatment not producing the desired effect. This helps me tailor my solution. 	<ul style="list-style-type: none"> • Certificate of completion - In-salon training workshop • Screenshots of client feedback

<p>3. Creative Solutions: I propose practical and creative solutions to the client, ensuring that they are involved in the decision-making process. For example, I may recommend corrective treatments or alternative products when necessary.</p> <p>4. Implementation: I take precise action to resolve the issue. I also pay attention to the smallest details to ensure a successful outcome.</p> <p>5. Client Feedback: After the service, I always seek feedback from the client to ensure they are satisfied and offer follow-up consultations if needed.</p> <p>6. Continuous Improvement: I reflect on each service, always looking for ways to improve my skills and stay current with new industry trends.</p>	
CLO 3 Description:	
Apply the principles of team dynamics and work collaboratively to resolve an organisational challenge	
Describe in your own words how your relevant prior formal learning demonstrates achievement of the CLO:	List specific evidence you are providing to support your claim/s:
N/A	
Describe in your own words how your relevant prior informal/non-formal learning demonstrates achievement of the CLO:	List specific evidence you are providing to support your claim/s:
<ul style="list-style-type: none"> – Teamwork Skills: Communicating Effectively in Groups (4 week course) – Collaborate Effectively for Professional Success (4 week course) – The Power of Team Culture (4 week course) – Lean Six Sigma Green Belt (4 day program) 	<ul style="list-style-type: none"> • Coursera course completion certificates • Module outlines • Lean 6 Sigma Certification
CLO 4 Description:	
Describe the value of emotional and creative intelligences essential to develop human capabilities	
Describe in your own words how your relevant prior formal learning demonstrates achievement of the CLO:	List specific evidence you are providing to support your claim/s:
N/A	
Describe in your own words how your relevant prior informal/non-formal learning demonstrates achievement of the CLO:	List specific evidence you are providing to support your claim/s:
Since 2013, I have been a volunteer with Hair Aid, an organisation which provides haircutting training to disadvantaged people in developing countries. Every year, I have travelled with a team of hairdressers to Vietnam, the Philippines, Cambodia, Indonesia or Thailand where we offered basic cuts workshops, donated hair-cutting kits and a small fund to allow the locals to start their own business.	<ul style="list-style-type: none"> • Volunteer certificates of participation - Hair Aid International Project • Link to volunteer testimonial

Working with people from a disadvantaged background due to poverty, disability or sexual orientation, and with trainees, requires emotional intelligence in developing human capabilities. The value of this is immense and is an integral part of forming and developing meaningful human relationships. Emotional intelligence is a valuable tool to enhance teamwork effectiveness, personal resilience and conflict management. I used self-awareness and self-regulation to better understand and empathise with these communities, understanding their challenges, building rapport and responding with compassion. Engaging with individuals on a personal level helps build trust and confidence, which are critical for empowering and motivating others.

I utilised creative intelligence in my approach to problem-solving and skill building. Through teaching haircutting techniques, I offer practical solutions that enable locals to develop new skills, create livelihoods, and foster entrepreneurial spirit (an example can be provided in this case). Additionally, I have been able to adapt these workshops to diverse cultural contexts which reflects the importance of creativity in designing accessible and impactful programs that resonate with participants from different backgrounds.