



NSW RURAL FIRE SERVICE



RPL GUIDELINES

APPLYING RECOGNITION STRATEGIES IN THE SERVICE

V3.2

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Version	Date	Summary of changes
V3.1	13 June 2017	Electronic document ONLY. Printed copies cannot be version controlled.
V3.2	15 June 2017	Added RPL webinar link

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1. What is RPL?

Overview

Recognised Prior Learning (RPL) is an assessment process. It allows for competency/s to be assessed which may have been gained through formal learning, non-formal learning or informal learning.

FORMAL LEARNING	NON-FORMAL LEARNING	INFORMAL LEARNING
<ul style="list-style-type: none"> › Structured program of instruction › Linked to an AQF Qualification or Statement of Attainment › Examples - a certificate, diploma or university degree 	<ul style="list-style-type: none"> › Structured program of instruction › Does not link to an AQF Qualification or Statement of Attainment › Examples – professional development workshops 	<ul style="list-style-type: none"> › Often non-structured in a traditional sense › Does not link to an AQF Qualification or Statement of Attainment › Examples – through experience incl. on the job, social, family, hobby or leisure activities

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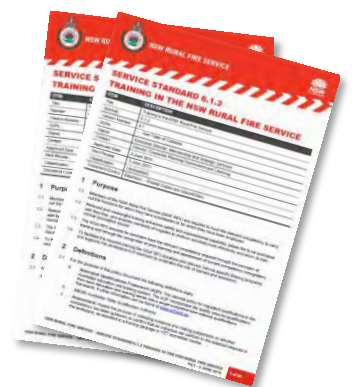
RPL must be made available to all members. RPL allows members who already have the skills, knowledge and experience to be 'on boarded' quicker, which is good for member morale and increases the Services operational capability.

SERVICE STANDARD 6.1.3 TRAINING IN THE NSW RURAL FIRE SERVICE

Training Standard Operating Procedure 9 – Recognition (TSOP – 9) defines the procedures for recognition of qualifications and existing competency gained from previous experience or training. Section 2.2 states:

Recognition may include:

- a. **automatic recognition** - recognition of a corresponding qualification or units issued by another Registered Training Organisation;
- b. **credit transfer** - recognition of another qualification that covers all of the relevant competencies needed;
- c. recognition of **current competency** based on a portfolio of sufficient suitable evidence; or
- d. **assessment on demand** - completing the normal assessment without doing any training.



📄

Not sure? When in doubt about anything training related you should refer to Service Standard 6.1.3 Training in the NSW Rural Fire Service in the first instance. You can download Service Standard 6.1.3 by visiting MyRFS.

Recognition strategies

The Learning and Development team are responsible for determining the systems which govern how training is conducted in the NSW RFS. A part of that responsibility is to ensure NSW RFS assessment methodology is sound and meets the required training package standards. NSW RFS assessment methodology ensures all recognition strategies can be supported including:

- Third party evidence
- Supporting documentation
- Assessment on demand
- Direct observation
- Recognition Interview (questioning)
- Work samples

RPL ASSESSMENT METHODOLOGY

The assessment design process undertaken by the Learning and Development team ensures assessors have rigorous assessment tools, which allow them to make well-informed assessment decisions, including making a determination on an RPL application.

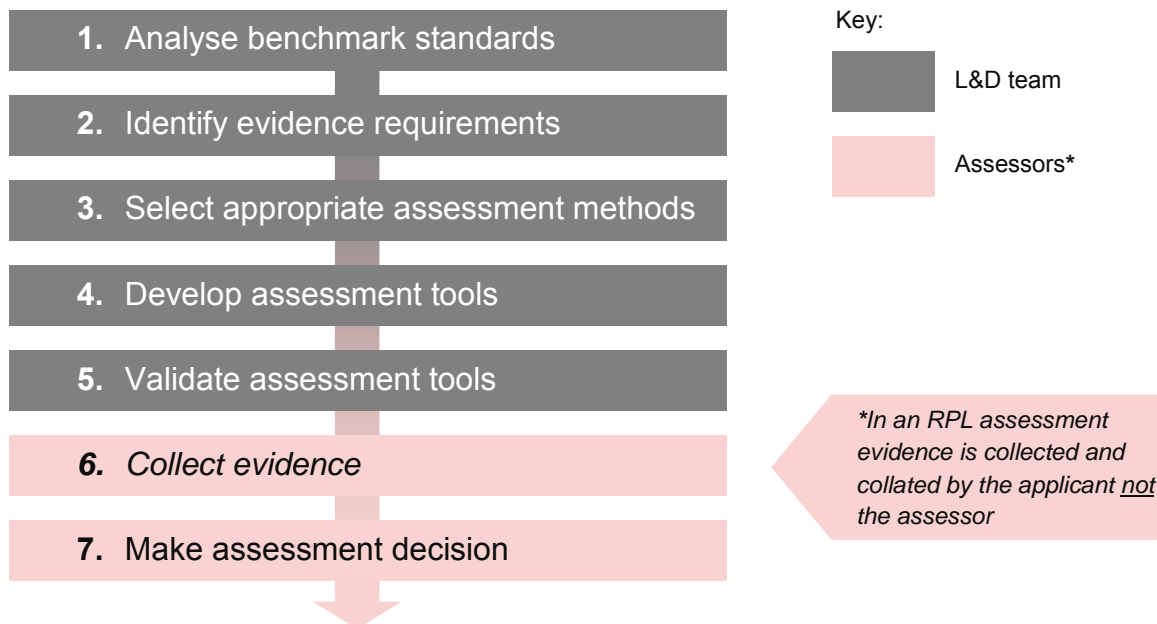


Figure 1 NSW RFS Assessment Methodology

ASSESSMENT GUIDES AND RECOGNITION TEMPLATES

All NSW RFS courses have a Training and Assessment Strategy, which specifies how Training and Assessment is to be carried out and an Assessment Guide with corresponding assessment tools to allow assessors to determine an assessment outcome. NSW RFS Assessment Guides contain recognition templates including:

1. Credit Transfer Evidence Summary template
2. Recognition Evidence Summary template ([see sample](#))



The Recognition Templates are tools which have been purpose built for the effective processing of RPL. If a member has asked for RPL provide them with the recognition templates from the relevant assessment guide and explain that their evidence must correspond with the items listed.



Use of the Recognition Templates ensures the correct parameters have been set to assess any evidence submitted by the RPL candidate.

THIRD PARTY EVIDENCE

Third party evidence could include:

- **Information from a supervisor or manager which outlines:**
 - How long they have supervised the member
 - What the members' responsibilities were (i.e. list of duties)
 - What skills or competencies the member successfully perform, while carrying out their duties (the [Evidence Summary template](#) may assist with this)
 - Further contact details of the person providing the report (i.e. phone number or email address)
 - Signature of the person providing the report
- **Testimonial from a peer**
 - A letter from a peer authenticating an achievement (i.e. leading a crew)
 - Further contact details of the person providing the testimonial (i.e. phone number or email address)
 - Signature of the person providing the testimonial

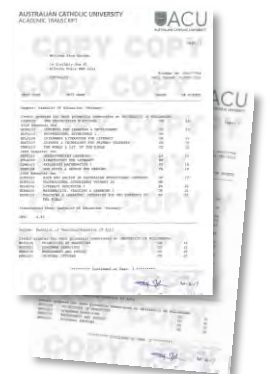


There should be an appropriate balance between third party evidence and evidence from other sources. Always verify third party reports by following up on the phone or via email.

SUPPORTING DOCUMENTATION

Supporting documentation could include:

- Transcript of formal qualification including
 - Statement of Attainment
 - Certificate or Diploma
 - Degree, Graduate Certificate, Masters Degree, Doctorate
 - Awards
- Certificate of completion or participation for non-formal courses or workshops
- Membership documentation to clubs etc which link to obtaining skills (informal learning)



The supporting documentation listed above should also be signed by a JP (where photocopies are being provided)

ASSESSMENT ON DEMAND

Where members believe they have the knowledge and skills necessary, but lack documented evidence they can discuss this with the Assessor and request 'assessment on demand'. Assessment on demand allows members to complete the assessments prescribed within the Assessment Guide of the relevant course, without taking part in the learning in the lead up to assessment.

DIRECT OBSERVATION OR 'CHALLENGE TEST'

Where an assessor determines there are gaps within a members' RPL evidence they can discuss with them the option of demonstrating their skills within those areas. Often in areas where evidence is weak or the assessor needs clarification that the member knows NSW RFS procedure (relevant particularly for members applying for RPL from kindred emergency services agencies).

Direct observation could include:

- Arranging to observe a member 'on the job'
- Simulating a realistic environment for the member to demonstrate skills
- Challenge test where part of an assessment is undertaken and observed by the assessor



RECOGNITION INTERVIEW

A recognition interview should ideally be performed after the assessor has reviewed all the members' RPL evidence. The recognition interview gives the assessor an opportunity to ask further questions where evidence is weak and discuss items which need clarification.



WATCH IT NOW! Go to the [Case Studies section](#) and watch a selection of Recognition Interviews.

WORK SAMPLES

Work samples could include:

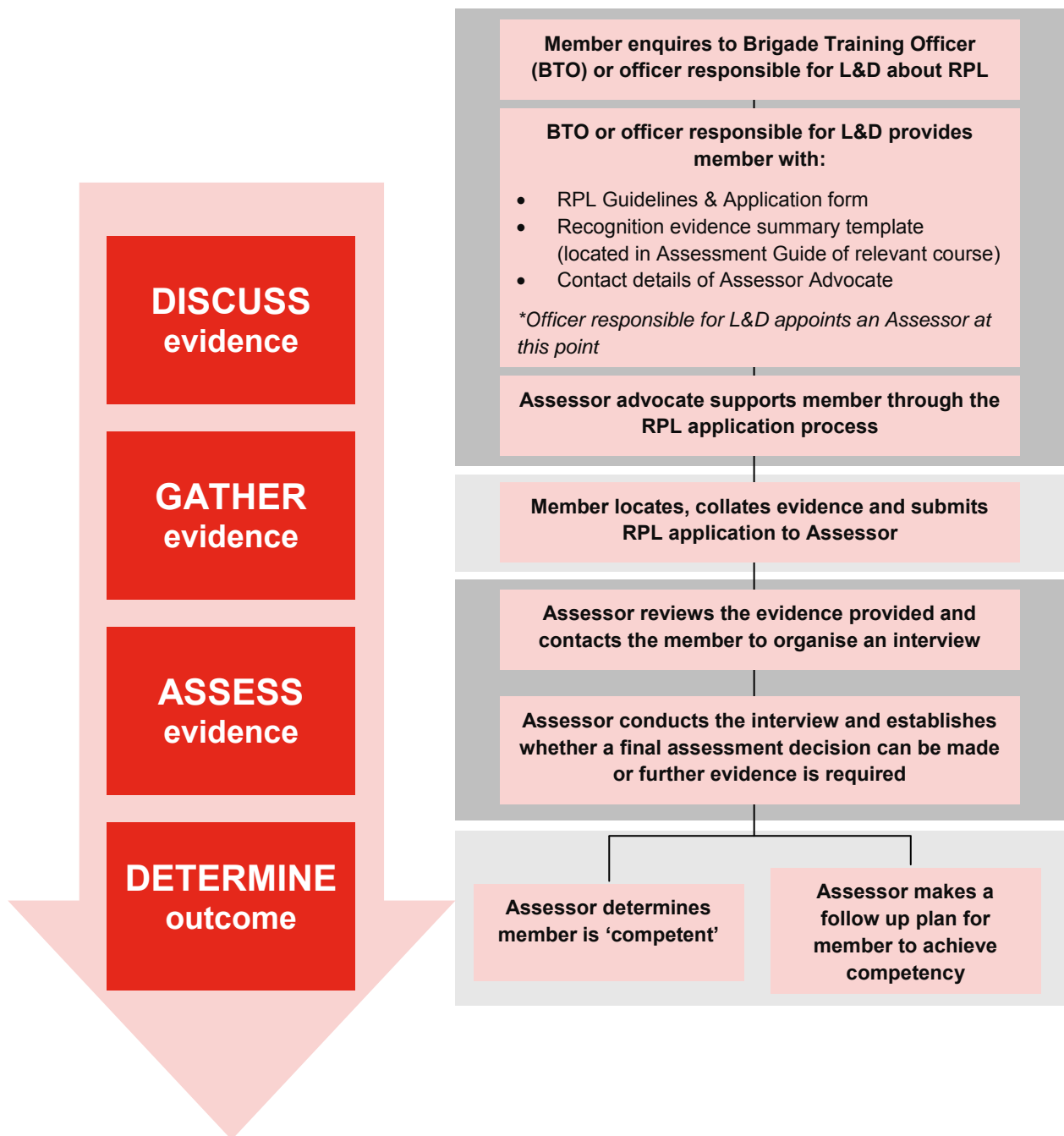
- Reports (i.e. risk management reports, incident reports)
- Written plans (i.e. training plans)
- Recorded briefings or debriefings

2. RPL process

Overview

MEMBERS ARE INFORMED THAT RPL IS AVAILABLE

All workbooks attached to NSW RFS courses have a section which outlines that RPL is available to all members. Trainers and assessors should discuss this section of this workbook and answer any questions members have.

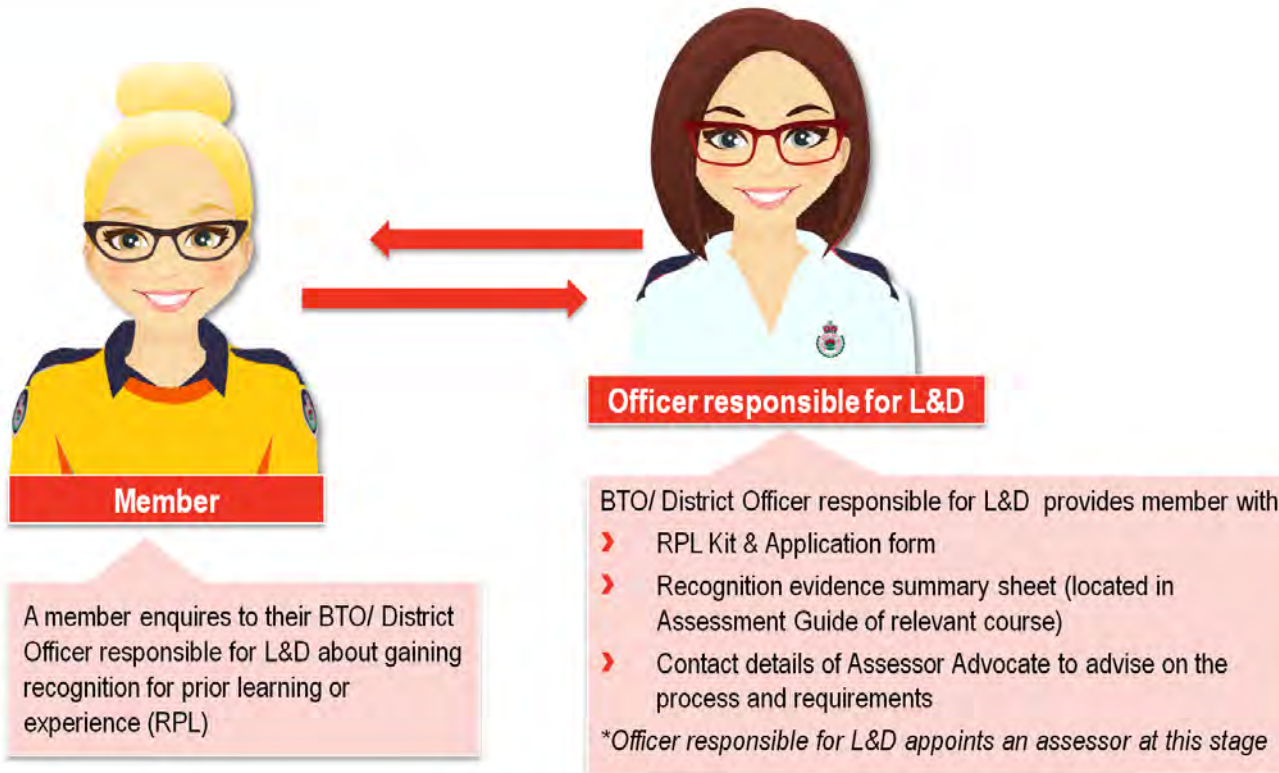


Step-by-step process

Discuss evidence

DISCUSS evidence

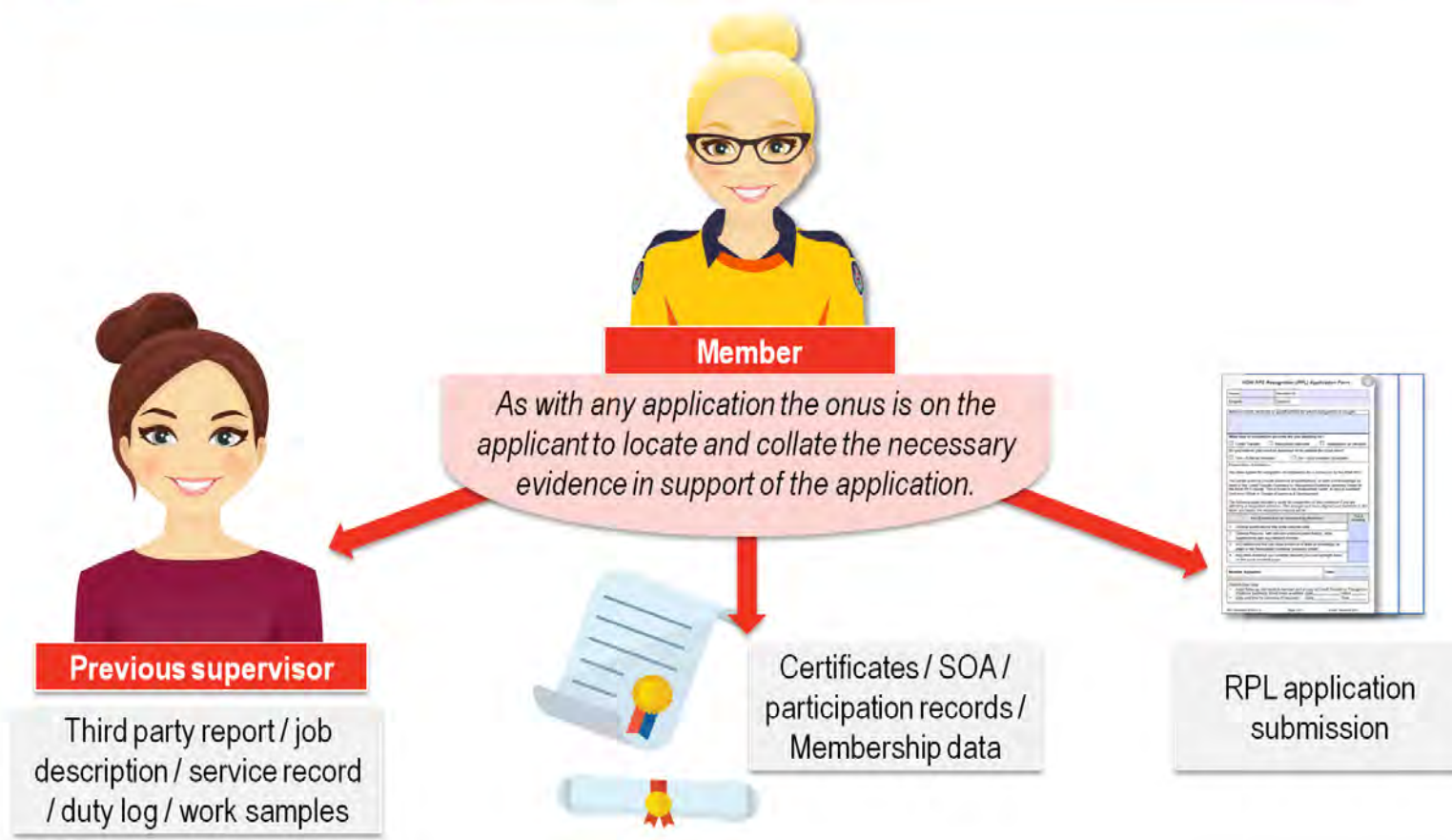
1. Member is provided with all necessary information incl. contact details of an Assessor Advocate
2. Assessor Advocate discusses the different types of suitable evidence as listed in the RPL kit with the member



Gather evidence

GATHER
evidence

1. Member locates and collates evidence relating to the criteria listed in the evidence summary sheet from the relevant Assessment Guide
2. Member submits RPL application form with evidence attached to BTO or Officer responsible for L&D



Assess evidence

**ASSESS
evidence**

1. Assessor reviews the evidence provided by the member and contacts the candidate to organise a suitable time for an interview or (where evidence is weak) discusses other options.
2. Assessor conducts the recognition interview



Assessor

Recognition interview question starters

- › Tell me about a time when you ...?
- › What do you do when ...?
- › In the NSW RFS we have procedures for ... can you tell me about them?

Useful documents

- › RPL Kit
- › Service Standard 6.1.3 – SOP 9

RPL applicants should be well-prepared for their recognition interview.

They can do this by:

- › Reading the RPL kit and evidence summary sheet from the relevant assessment guide
- › Making notes against the evidence summary sheet
- › Collecting and collating all evidence and submitting evidence prior to the recognition interview



Member

Determine outcome

DETERMINE
outcome

1. Assessor makes a determination and either:
 - Signs the ADF and awards competency
 - Identifies the gaps and develops a plan for the member to achieve competency



Assessor

Assessor makes a determination based on:

- > Alignment of evidence to the units of competency
- > The rules of evidence - is the evidence valid, sufficient, authentic and current?

VALID

Does the evidence demonstrate the skills, knowledge and attributes as described in the module or unit of competency?

SUFFICIENT

Does the quality, quantity and relevance of the assessment evidence enable a judgement to be made of a learner's competency?

AUTHENTIC

Is the evidence presented for assessment the learner's own work?

CURRENT

Does the assessment evidence demonstrate the learner's current competency? Is all or part of the evidence from the past 18 months?

3. Case studies

1. Credit transfer – Safe Working on Roofs (SWR)

SAFE WORKING ON ROOFS (SWR) – RECOGNITION OF CURRENT COMPETENCY

WATCH VIDEO

Kelly has been a member of the State Emergency Service (SES) for 10 years, has recently joined her local NSW RFS brigade and is eager to get out there with her fellow team members. Kelly completed her Safe Working on Roofs qualification with SES within her first few years of service and she's been an active member ever since, regularly attending medium to large scale incidents.



<https://goo.gl/rmdxgq>



NOTES

2. Assessment on demand – Off Road Driving (ORD)

OFF ROAD DRIVING (ORD) – ASSESSMENT ON DEMAND

WATCH VIDEO

Chelsea holds a medium rigid license and has been a part of a 4WD club ever since she got her license 5 years ago. She partakes in yearly courses with the club and has extensive driving experience across diverse terrains including the desert, rainforest and water crossings. Chelsea’s senior deputy captain has been taking her out in the Cat 1 to practice her Off Road Driving skills and Chelsea is confident that after a few more lessons she’d like to request an assessment on demand.



<https://goo.gl/rmdxgg>



NOTES

3. Recognition interview – Breathing Apparatus Operator (BAO)

BREATHING APPARATUS OPERATOR (BAO) – COMPETENCY CONVERSATIONS

WATCH VIDEO

Troy has been a member of the NSW RFS Helensburg brigade and has worked at a busy station with Fire and Rescue for 8 years. Troy is BA qualified in his current paid role and is keen to have the qualification recognised by the RFS.



<https://goo.gl/rmdxgg>



 **NOTES**

4. Appendices

RPL application form



NSW RFS Recognition (RPL) Application Form	
Name:	Member ID:
Brigade:	District:
<i>National Units, modules or qualifications for which recognition is sought:</i>	
What type of recognition process are you applying for?	
<input type="checkbox"/> Credit Transfer <input type="checkbox"/> Recognition interview <input type="checkbox"/> Assessment on demand	
Do you believe you need an Assessor from outside the local area?	
<input type="checkbox"/> Yes – External Assessor <input type="checkbox"/> No – local Assessor is suitable	
Preparation of evidence	
<p><i>You have applied for recognition of competency for a course run by the NSW RFS.</i></p> <p><i>You will be asked to provide evidence of qualifications, or skills and knowledge as listed in the Credit Transfer Summary or Recognition Evidence Summary Sheet for the NSW RFS course. This is found in the Assessment Guide. A copy is available from your Officer in Charge of Learning & Development.</i></p> <p><i>The following page includes a guide for preparation of your evidence if you are attending a recognition interview. The stronger and more aligned your evidence is, the faster and easier the recognition process will be.</i></p>	
Key Evidence to be reviewed by Assessor	Tick if providing
1. Original qualifications that show national units	
2. General Resume with relevant work/volunteer history, skills, qualifications and any relevant hobbies	
3. Any references that can show evidence of skills or knowledge as listed in the Recognition Evidence Summary Sheet	
4. Any other evidence you consider relevant (you can highlight items on the quick checklist page)	
Member Signature:	Date:
District Use Only	
<ul style="list-style-type: none"> • Initial follow up call made to member and a copy of Credit Transfer or Recognition Evidence Summary Sheet made available: Date _____ Initials _____ • Date and time for interview (if required): Date _____ Time _____ 	

Applicant quick reference guide



Make sure your supporting evidence relates to the skills and knowledge that are needed for the qualification.

Steps for RPL success:

- Speak to your BTO or Officer responsible for L&D and discuss your evidence
- Read the Evidence Summary template for the course applicable to your RPL application and start thinking about the types of evidence you do and don't have ([refer to p. 19](#))
- Start compiling evidence and continue to seek guidance from your BTO, the Officer responsible for L&D or your assigned Assessor Advocate
- Use the tools in this guide to compile evidence, which shows you have current skills

Strong Vs weak evidence

STRONG EVIDENCE	WEAK EVIDENCE
<ul style="list-style-type: none"> • You can give explanations or demonstrations of how to do parts or all of something, and you can answer specific questions • References, preferably on letter-head, signed and dated by member who is competent in the subject matter for which you are seeking recognition • Performance reviews/appraisals relevant to what you are seeking recognition for • Supervisor's reference detailing tasks you performed (see Third Party reference tool) • Emails and minutes of meetings attended by you which provide proof of work undertaken • Recently produced work samples and proof they have been produced by you • Authenticated and dated photographs or videos of work samples in progress • Evidence that provides a picture of consistent performance over time • Evidence from a similar qualification at the same level or higher that you are seeking recognition for, which lists the skills and knowledge covered in the qualification 	<ul style="list-style-type: none"> • Assurances you can do it "I've been doing it for years" or evidence by exception – eg, "I must be working safely I've still got all my fingers!" • Personal references with general character comments rather than specific examples of what you have done • Job descriptions/position descriptions that are not signed off by a supervisor to say you completed all the skills to a suitable level • Journals and diary entries not supported by a third party • Unauthenticated work samples which you cannot prove are your own work • Unauthenticated pictures, video or photographs of work or products • Old work samples – not current examples • Copy of an organisation's policies & procedures with no evidence of how you applied them • A resume with no other supporting documentation • Evidence from a different qualification level, eg from a Level 1 when you are seeking a Level 3 qualification



If your evidence is weak, but you still feel you have the skills and knowledge to be deemed competent, ask your Officer in Charge of L&D for 'Assessment on demand'.

Assessor quick reference guide

The Recognition Evidence Summary template from the Assessment Guide is the key document needed by the Assessor during the recognition interview. The job of the Assessor is to ask questions and look for evidence of competency based on the criteria listed.



Assessors should note that candidates think in terms of the job, roles and their experiences – not units of competency. The **Assessor must make the links and draw out the examples/evidence they need.**

RECOGNITION INTERVIEW



Read the Evidence Summary template thoroughly and ensure you are well versed with what a competent member can and can't do.

You do not need to ask a question for every point on the Evidence Summary template. Have a look at areas where you feel evidence is not strong or insufficient, and use the question starters to help the Candidate provide more evidence.

QUESTION STARTERS

- Tell me of a time when you.....?
- Tell me about how you.....?
- What do you do when.....?
- How do you.....?
- In the NSW RFS, we have procedures for.... can you tell me about them?
- How would you.....?
- Have you ever had to.....?
- What happened and what would you do next time?
- Talk me through the process of how you would....



Caution should be used when conducting an RPL assessment to ensure standard assessment procedures are applied and adhered to. It is not appropriate to under or over assess. **A candidate should not be held to a higher standard because they have applied through the RPL process.**

Evidence Summary Template (sample only)

RECOGNITION (RPL/RCC) EVIDENCE SUMMARY	
Bush Firefighter 2014	
Name: <i>John Southerly</i>	Member ID: <i>464646</i>
Brigade: <i>Ashberg HQ</i>	District: <i>Ashberg</i>
Competencies for which recognition is being sought: <ul style="list-style-type: none"> • <i>PUAEQU001B Prepare, maintain and test response equipment</i> • <i>PUAFIR204B Respond to wildfire</i> • <i>PUAFIR215 Prevent injury</i> • <i>PUAOPE013A Operate communications equipment</i> • <i>PUATEA001B Work in a team</i> 	
Evidence required	Evidence provided and comments
Actively risk assess <ul style="list-style-type: none"> ✓ <i>Identify hazards and risks relating to work tasks</i> ✓ <i>Display situational awareness while working</i> ✓ <i>Communicate hazards to team members</i> ✓ <i>Identify safe refuges on the fireground</i> ✓ <i>Carry, select and wear appropriate PPE</i> ✓ <i>Decontaminates/clean hands at end of task</i> 	<i>INT: Firefighter NPWS experience covered all points. 21/11/2013 KW</i> <i>Example risk assessment form provided.</i>
Work as part of a team <ul style="list-style-type: none"> ✓ <i>Choose effective method to communicate across the team/organisational structure</i> ✓ <i>Encourage others and support the different role/tasks assigned to other members</i> ✓ <i>Request assistance with tasks as required</i> ✓ <i>Listen to, confirm and follow instructions regarding tactics and tasks</i> ✓ <i>Contribute to discussions during team briefing and safety briefings</i> ✓ <i>Give and receive feedback constructively during after action review</i> 	<i>INT: John explained times when he had worked on firegrounds with the NPWS, when he worked on inter-agency fires, and when he had worked as a liaison between NPWS and NSW RFS on firegrounds. - all interview, backed up by written references from his direct manager on his liaison roles on large fire events over the past 10 years. 21/11/2013 KW</i>
Prepare and test equipment <ul style="list-style-type: none"> ✓ <i>Prepare and inspect firefighting equipment</i> ✓ <i>Report faulty/damaged equipment that fails testing and log as appropriate</i> ✓ <i>Use Safety Data Sheets</i> 	<i>INT: NPWS use same radio systems; and SDS for same materials</i> <i>PRAC: given a portable radio and showed basic fault finding/reporting process. 21/11/2013 KW</i>
Operate communications equipment <ul style="list-style-type: none"> ✓ <i>Turn on, change channels and transmit/receive messages on fireground and GRN radios</i> ✓ <i>Test and maintain communications equipment</i> ✓ <i>Try basic trouble shooting on non working radio</i> ✓ <i>Report faulty/damaged radios</i> ✓ <i>Use alternate communication method when first method fails</i> ✓ <i>Secure radio in safe location</i> 	<i>PRAC: John was given a portable radio and through demonstration and questioning showed competency against the criteria. 21/11/2013 KW</i>

<p>Proceed to fire</p> <ul style="list-style-type: none"> ✓ Share observations about location, fuel type and fire behaviour on approach ✓ Gain access safely to the area with minimal damage to resources and environment ✓ Report evidence relevant to cause of fire and protect area 	<p><i>INT: Was shown BF Assessment - practical scenario two photo card. Able to discuss/demonstrate currency against criteria.</i> <i>TPE provided about activities undertaken on fireground.</i> <i>21/11/2013 KW</i></p>
<p>Respond to wildfire</p> <ul style="list-style-type: none"> ✓ Identify and report information about topography, weather and fuel features that may affect fire ✓ Select and use appropriate firefighting equipment including hoses, pumps, tanker, extinguisher, ladder, hydrants ✓ Build a fire break ✓ Use dry extinguishing methods ✓ Use attack firefighting techniques ✓ Use defensive firefighting techniques ✓ Use drip torch appropriately in a back burn ✓ Demonstrate overrun drill 	<p><i>TPE: NPWS Firefighter duties and experience statement covered competencies. 21/11/2013 KW</i> <i>INT: Explained different methods of dry ext'ing/attack fire fighting</i> <i>PRAC: John was required to show how he would follow SOP for Overrun- showed competency.</i> <i>21/11/2013 KW</i></p>
<p>Participate in mop up and patrol</p> <ul style="list-style-type: none"> ✓ Identify ways to black out/mop up fire edges ✓ Maintain patrol of a perimeter or sector of a fire 	<p><i>TPE: NPWS Firefighter duties and experience statement covered competencies. INT: Explained different methods. 21/11/2013 KW</i></p>
<p>Recover and maintain equipment</p> <ul style="list-style-type: none"> ✓ Replace & report missing/ damaged equipment ✓ Equipment is made up and re-stowed ready for next task as per RFS procedures ✓ Complete equipment checklists ✓ Refuelling is completed with consideration for spillage and environmental impact 	<p><i>TPE: NPWS Firefighter duties and experience statement covered competencies. 21/11/2013 KW</i> <i>INT: Explained issues associated with spillages. 21/11/2013 KW</i></p>
<p><i>Completion of firefighting activities to accepted standard, within timeframes and in accordance with NSW RFS procedures</i></p>	<p><i>NPWS firefighter - sufficient commonality to RFS, TPE provided/PRAC showed can complete activities to accepted standard</i></p>
<p>Is evidence is valid, authentic and current? <input checked="" type="radio"/> Y / <input type="radio"/> N Is there sufficient evidence? <input checked="" type="radio"/> Y / <input type="radio"/> N</p>	
<p>Assessor name: Keith White</p>	<p>Date: 21/11/2013</p>
<p>Signature: <i>Keith White</i></p>	<p>Member ID: 454545</p>
<p><i>Attach any other supporting comments or documentation, along with this recognition evidence summary, to the Assessment Declaration Form for processing.</i></p>	

Third party evidence tool



THIRD PARTY EVIDENCE FORM

CANDIDATE	Discuss the RPL process with your third party evidence provider, including the evidence summary sheet from the course you are submitting your RPL evidence for.
THIRD PARTY EVIDENCE PROVIDER	Thank you for providing evidence for the candidate to assist in their RPL application. You may be contacted by the NSW RFS for verification purposes.

____/____/____

To Whom It May Concern

_____ skills in/as _____
 (insert candidates name) (insert industry or position title)

I verify that the above named person has:
 worked at _____ for a period of ___ years and/or ___ months.

The candidate has regularly undertaken the following activities and displayed the following skills during this period. List activities and skills (please refer to the evidence summary sheet and list any activities/skills that may be relevant):

Contact details:
 Name: _____
 Position: _____
 Relationship to candidate: _____
 Tel: _____
 Email: _____

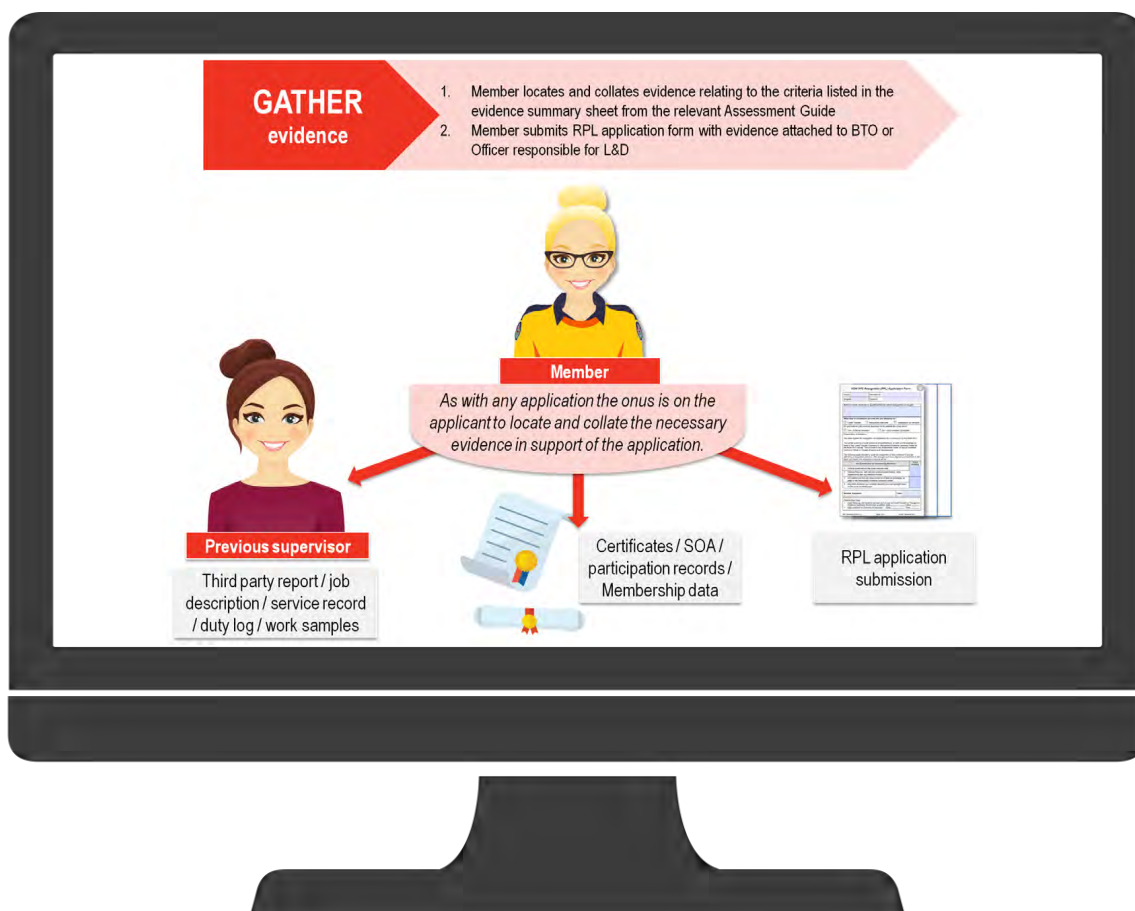
I understand that this reference is being used to assess the candidate's competency for all or part of a national qualification.
 I have not provided any false or misleading information
Signature: X _____

OFFICE USE ONLY – Assessor has evaluated the above evidence X _____
 DATE: _____ (Assessor signature)

RPL Webinar

With such a large membership base spread right across the State it's almost impossible to have regular catch ups with every district, let alone every brigade! But keeping the lines of communication open are so important, so the Learning and Development team have started scheduling regular webinars to ensure those involved or interested in Training and Assessment within the NSW RFS have the most up-to-date advice and information as possible.

The benefit of webinars is the ability to interact with participants and we encourage everyone to ask lots of questions, take part in polls and raise any topics of concern.



WATCH IT NOW! Missed out on our RPL webinar? [No worries click here to watch it now.](#)