

TAE40122

CERTIFICATE IV IN TRAINING AND ASSESSMENT



eRPL

INFORMATION PACK

(VERSION 1.0)

MRWED TRAINING AND ASSESSMENT
REGISTRATION CODE: 30146

PHONE: 1800 287 246
EMAIL: CONTACTUS@MRWED.EDU.AU
ADDRESS: P.O. BOX 325 CABOOLTURE QLD 4510

Introduction.....	2
Understanding Recognition of Prior Learning (RPL).....	2
What is Electronic Recognition of Prior Learning (eRPL)?	2
No Mapping of Evidence Required.....	3
Course Structure – eRPL Units.....	3
Course Structure – Alternative Units	4
Skills Sets and Other Enrolment Options.....	4
Preparing for eRPL Enrolment	4
Structure of eRPL Assessments.....	5
Task Sheets and Evidence Submission	7
Knowledge Quiz Questions.....	11
Third-Party Report	12
Assessment and Feedback.....	16
Resubmissions	16
Completing Units Through eRPL.....	16
Sequencing of Units.....	16
Help is Available	16
Is eRPL the Right Pathway for You?.....	17
eRPL Pricing?	18
Payment Plans Availability	18
How to Enrol	18
Contact Information.....	18

MRWED has been issuing qualifications in training and assessment since 2000, and we have assisted more than 25,000 students in obtaining nationally recognized training.

eRPL (electronic RPL) has been launched by MRWED based upon feedback from our RPL candidates who have consistently told us they want RPL that is:

EASY to understand,

SIMPLE to submit, and

FAST results.

Introduction

This document provides important information for candidates undertaking Electronic Recognition of Prior Learning (eRPL) for units within the TAE40122 Certificate IV in Training and Assessment through MRWED.

It explains the eRPL process, the type of evidence required, and the support available to assist you throughout your studies. The aim is to help experienced practitioners demonstrate their existing skills and knowledge to achieve nationally recognised units of competency without having to undertake training.

Important: eRPL is intended for experienced practitioners who already have substantial industry experience and can provide documented evidence of their work. Prospective applicants who cannot produce work samples and confidently demonstrate that they possess the required skills and knowledge should consider other MRWED options of face-to-face classes or online studies.

Understanding Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) is an assessment process that allows individuals to gain formal recognition for skills and knowledge already developed through work experience, training, or professional practice.

Candidates may have gained these competencies through either:

- Previous formal training
- Workplace experience
- Professional development activities
- Informal learning in industry settings

What is Electronic Recognition of Prior Learning (eRPL)?

MRWED developed Electronic Recognition of Prior Learning (eRPL) to help experienced VET industry professionals achieve RPL through using technology to maximum advantage. All aspects of eRPL are managed through the MRWED Online platform that is provided to all eRPL applicants as soon as the enrolment processes have been completed.

All instructions, evidence uploads, feedback and assessment outcomes are managed in one place, making the process easier for candidates and assessors to organise and review. No mailing or emailing evidence and no endless email threads of messages are required.

No Mapping of Evidence Required

Unlike conventional RPL, MRWED eRPL participants don't need to spend extra time documenting their interpretations of the competency or mapping their evidence submissions. Participants just need to provide the right evidence for the right tasks, as specified in the eRPL courses on MRWED Online.

Course Structure – eRPL Units

Completion of TAE40122 Certificate IV in Training and Assessment requires completion of 6 Core Units and 6 appropriate Elective Units. The diverse range of units restricts the ability of practitioners to obtain RPL for all 12 units. Fortunately, MRWED provides flexible enrolment options so that eRPL applicants can obtain their qualification through a blend of different modes, namely:

- By attending face-to-face classes; AND/OR
- Undertaking Online Studies; AND/OR
- Pursuing RPL through MRWED's eRPL courses.

MRWED offers the following 12 units through eRPL.

6 Core Units

- TAEPDD401 Work effectively in the VET sector
- TAEDES412 Design and develop plans for vocational training
- TAEDEL411 Facilitate vocational training
- TAEDES411 Use nationally recognised training products to meet vocational training needs
- TAEASS412 Assess competence
- TAEASS413 Participate in assessment validation

6 Elective Units

- TAEDEL311 Provide work skill instruction
- BSBAUD412 Work within compliance frameworks
- BSBCMM411 Make presentations
- BSBHRM413 Support the learning and development of teams and individuals
- TAEDEL412 Facilitate workplace-based learning
- TAEDEL414 Mentor in the workplace

MRWED also offers these same 12 units through face-to-face classes and online studies.

Course Structure – Alternative Units

Additionally, MRWED offers three alternative electives which are not available through eRPL but can be undertaken through Online studies.

3 Alternative Elective Units

- TAEDEL405 Plan, organise and facilitate online learning
- TAEASS404 Assess competence in an online environment
- TAEDEL413 Facilitate distance-based training

Skills Sets and Other Enrolment Options

Instead of enrolling in the full TAE40122 qualification, MRWED students can enrol in their choice of a skill set, a customised subset of units of their choice, or a single unit. Currently available skill sets can be viewed at <https://www.mrwed.edu.au/skill-sets>

Preparing for eRPL Enrolment

eRPL applicants sometimes ask if they should start organising their evidence before they are enrolled. Our advice is not to do this because it isn't really a time saver. After enrolment is finalised an eRPL applicant can then look at the tasks in each eRPL course and start productively thinking through which evidence to provide for every task. Trying to organise evidence before accessing the eRPL courses isn't very helpful.



Team photo at the MRWED End of Financial Year Dinner

Structure of eRPL Assessments

Each unit of competency includes a series of structured tasks designed to gather evidence that demonstrates competency.

Most units include approximately 5-8 tasks that guide candidates through the process of providing workplace evidence, knowledge responses and verification of experience.

As an example, here is a copy of the tasks required for eRPL TAEASS412.

eRPL TAEASS412

ACTIVITIES

0%

More results >

SEARCH CONTENT

🔍

➡ Evidence submissions

Task 1: Plan and Prepare to Conduct Assessment

START

Task 2: Customise Assessment Process

START

Task 3: Prepare Candidate

START

Task 4: Collect Evidence

START

Task 5: Make Assessment Judgement

START

Task 6: Review Assessment Practice

START

Task 7: TAEASS412 Knowledge Quiz

START

Task 8: TAEASS412 Third Party Report

START

Task Sheets and Evidence Submission

Each task provides task instructions and a file that our eRPL participant downloads and completes. As an example, here is a copy of the task instructions for eRPL TAEASS412 Task 1:

Task 1: Plan and Prepare to Conduct Assessment

ASSIGNMENT DESCRIPTION

Download the provided task template. Complete all sections then upload your task template and at least three (3) pieces of evidence that demonstrate you have satisfied all the checkbox items on page 1 of the provided task template.

Please do not zip or compress any files.

If the requirements of the task look unfamiliar to you then you might want to consider requesting a change in your enrolment for this unit so that you can participate in either face-to-face or online studies where we will lead you through the training and assessments. You can request this change by reaching out to our Client Services Team either by emailing clientrelations@mrwed.edu.au or by calling **1800 287 246**.

Support files:

- [TAEASS412 eRPL Task 1 - Plan and prepare to conduct assessment v1-0.docx](#)

UPLOAD

Tasks typically include a Task Sheet which outlines the evidence requirements. Candidates must complete the task sheet and upload supporting documents that demonstrate their experience.

Examples of supporting evidence for some units may include:

- Session plans
- Assessments that you have conducted
- Validation meeting documentation
- Professional development plans
- Workplace reports

As an example, here is a copy of the Task Sheet for eRPL TAEASS412 Task 1:

TAEASS412 eRPL Submission	Task 1 – Plan and prepare to conduct assessment																		
TAEASS412 Assess competence <u>Task 1 – Plan and prepare to conduct assessment</u>																			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; background-color: #2e8b57; color: white; padding: 5px;">Candidate name:</td> <td style="padding: 5px;"></td> </tr> </table>		Candidate name:																	
Candidate name:																			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="2" style="background-color: #2e8b57; color: white; padding: 5px; text-align: center;">Evidence Task</th> </tr> <tr> <td colspan="2" style="background-color: #e0ffe0; padding: 5px;"> <i>You are required to gather evidence to demonstrate your ability to plan and prepare to conduct assessment for at least two (2) units of competency, with at least one (1) using recognition of prior learning (RPL). Check all boxes that apply below.</i> </td> </tr> <tr> <td colspan="2" style="padding: 5px;"> You must submit evidence that demonstrates that you have: </td> </tr> <tr> <td style="padding: 5px;"> - accessed registered training organisation (RTO) assessment system and legislative and regulatory requirements and confirmed assessment policies and procedures relevant to own job role; </td> <td style="text-align: center; padding: 5px;">☐</td> </tr> <tr> <td style="padding: 5px;"> - accessed training and assessment strategy and delivery plan and identified purpose, target group, requirements and resources for assessment; </td> <td style="text-align: center; padding: 5px;">☐</td> </tr> <tr> <td style="padding: 5px;"> - accessed and analysed at least two (2) units of competency and related assessment tools, and checked that the tools map to units and assessment requirements and comply with the principles of assessment and rules of evidence; </td> <td style="text-align: center; padding: 5px;">☐</td> </tr> <tr> <td style="padding: 5px;"> - identified actions required to be undertaken by candidate and assessor in preparation for assessment; and </td> <td style="text-align: center; padding: 5px;">☐</td> </tr> <tr> <td style="padding: 5px;"> - identified and obtained resources required to meet assessment conditions according to organisational procedures. </td> <td style="text-align: center; padding: 5px;">☐</td> </tr> <tr> <td colspan="2" style="padding: 10px;"> The evidence you provide could take many forms, including: - assessment plans - mapping documents - pre-assessment briefing documents - communication Records (e.g. Emails, letters, or meeting notes showing communication with candidates or stakeholders regarding assessment preparation) - resource Lists and Preparation Logs – Evidence of resources gathered, prepared, or modified for assessment (e.g., equipment, facilities) - reports or notes analysing the assessment environment, constraints, and other contextual factors - audit reports showing adherence to legal and ethical standards in planning assessments - professional development records. </td> </tr> </table>		Evidence Task		<i>You are required to gather evidence to demonstrate your ability to plan and prepare to conduct assessment for at least two (2) units of competency, with at least one (1) using recognition of prior learning (RPL). Check all boxes that apply below.</i>		You must submit evidence that demonstrates that you have:		accessed registered training organisation (RTO) assessment system and legislative and regulatory requirements and confirmed assessment policies and procedures relevant to own job role;	☐	accessed training and assessment strategy and delivery plan and identified purpose, target group, requirements and resources for assessment;	☐	accessed and analysed at least two (2) units of competency and related assessment tools, and checked that the tools map to units and assessment requirements and comply with the principles of assessment and rules of evidence;	☐	identified actions required to be undertaken by candidate and assessor in preparation for assessment; and	☐	identified and obtained resources required to meet assessment conditions according to organisational procedures.	☐	The evidence you provide could take many forms, including: - assessment plans - mapping documents - pre-assessment briefing documents - communication Records (e.g. Emails, letters, or meeting notes showing communication with candidates or stakeholders regarding assessment preparation) - resource Lists and Preparation Logs – Evidence of resources gathered, prepared, or modified for assessment (e.g., equipment, facilities) - reports or notes analysing the assessment environment, constraints, and other contextual factors - audit reports showing adherence to legal and ethical standards in planning assessments - professional development records.	
Evidence Task																			
<i>You are required to gather evidence to demonstrate your ability to plan and prepare to conduct assessment for at least two (2) units of competency, with at least one (1) using recognition of prior learning (RPL). Check all boxes that apply below.</i>																			
You must submit evidence that demonstrates that you have:																			
accessed registered training organisation (RTO) assessment system and legislative and regulatory requirements and confirmed assessment policies and procedures relevant to own job role;	☐																		
accessed training and assessment strategy and delivery plan and identified purpose, target group, requirements and resources for assessment;	☐																		
accessed and analysed at least two (2) units of competency and related assessment tools, and checked that the tools map to units and assessment requirements and comply with the principles of assessment and rules of evidence;	☐																		
identified actions required to be undertaken by candidate and assessor in preparation for assessment; and	☐																		
identified and obtained resources required to meet assessment conditions according to organisational procedures.	☐																		
The evidence you provide could take many forms, including: - assessment plans - mapping documents - pre-assessment briefing documents - communication Records (e.g. Emails, letters, or meeting notes showing communication with candidates or stakeholders regarding assessment preparation) - resource Lists and Preparation Logs – Evidence of resources gathered, prepared, or modified for assessment (e.g., equipment, facilities) - reports or notes analysing the assessment environment, constraints, and other contextual factors - audit reports showing adherence to legal and ethical standards in planning assessments - professional development records.																			
<table style="width: 100%;"> <tr> <td style="text-align: left; font-size: small;">© 2024 MRWED Training and Assessment v1-0</td> <td style="text-align: right; font-size: small;">Page 1</td> </tr> </table>		© 2024 MRWED Training and Assessment v1-0	Page 1																
© 2024 MRWED Training and Assessment v1-0	Page 1																		

TAEASS412 Assess competence**Task 1 – Plan and prepare to conduct assessment**

Candidate name:		
Evidence Task		
<i>You are required to gather evidence to demonstrate your ability to plan and prepare to conduct assessment for at least two (2) units of competency, with at least one (1) using recognition of prior learning (RPL). Check all boxes that apply below.</i>		
You must submit evidence that demonstrates that you have:		
accessed registered training organisation (RTO) assessment system and legislative and regulatory requirements and confirmed assessment policies and procedures relevant to own job role;	☐	
accessed training and assessment strategy and delivery plan and identified purpose, target group, requirements and resources for assessment;	☐	
accessed and analysed at least two (2) units of competency and related assessment tools, and checked that the tools map to units and assessment requirements and comply with the principles of assessment and rules of evidence;	☐	
identified actions required to be undertaken by candidate and assessor in preparation for assessment; and	☐	
identified and obtained resources required to meet assessment conditions according to organisational procedures.	☐	

The evidence you provide could take many forms, including: - assessment plans - mapping documents - pre-assessment briefing documents - communication Records (e.g. Emails, letters, or meeting notes showing communication with candidates or stakeholders regarding assessment preparation) - resource Lists and Preparation Logs – Evidence of resources gathered, prepared, or modified for assessment (e.g., equipment, facilities) - reports or notes analysing the assessment environment, constraints, and other contextual factors - audit reports showing adherence to legal and ethical standards in planning assessments - professional development records.
--

Select at least three (3) pieces of evidence to support your claim for competence and name them below. (Don't forget to include these as part of your submission for Task 1.)	
Evidence being submitted	Document name
(e.g. Assessment Plans.)	(e.g. Assessment_Plan_BSBWHS201.pdf)
Written Reflection	
Please write one to two paragraphs explaining your relationship to the evidence that you are submitting. i.e. How does the evidence that you are submitting demonstrate competency for the requirements of this task?	
Candidate Signature:	Date:

Tip: Ensure that your evidence is directly relevant to the task requirements. It is important that you upload at least three documents for each task that persuasively show that you already possess the identified skills and knowledge requirements.

Knowledge Quiz Questions

The second-last task for each unit requires candidates to complete Knowledge Quiz questions. Candidates download the provided Word document, answer the questions, and upload the completed document to MRWED Online.

As an example, here is a copy of the task instructions for TAEASS412 Task 7:

Task 7: TAEASS412 Knowledge Quiz

ASSIGNMENT DESCRIPTION

Download the provided Knowledge Quiz. Answer all questions then upload your completed knowledge quiz.

Please be very aware that your answers need to reflect your knowledge. Copying and pasting responses from AI or other sources will result in resubmissions.

Support files:

- TAEASS412 eRPL Task 7 - TAEASS412 Knowledge Quiz v1-0.docx

UPLOAD

As an example, here is a copy of pages 1 and 2 of the 16 pages of Knowledge Quiz questions for eRPL TAEASS412.

TAEASS412 eRPL Submission

Task 7 – TAEASS412 Knowledge Quiz

TAEASS412 Assess competence

Task 7 – TAEASS412 Knowledge Quiz

Section 1: Introduction to assessment

Q1. Define "Assessment".

Q2. Explain what "competency standards" define in a competency-based system.

Q3. Define "competence".

Q4. Explain how competency-based assessment differs from other types of assessment.

© 2024 MRWED Training and Assessment v1-0

Page 1

TAEASS412 eRPL Submission

Task 7 – TAEASS412 Knowledge Quiz

Q5. Match the different assessment purposes with their correct term.

Definitions	Purpose
Its purpose is to evaluate learner achievement and determine whether they have met the learning objectives. Assessment occurs at the end of a period of learning.	
Its purpose is to identify if there are any areas that need improvement, to help tailor training to meet the specific gaps. Assessment typically happens before instruction begins.	
Its purpose is to evaluate the skills and knowledge that a learner has gained through previous training, work, or life experience, thus avoiding unnecessary duplication of learning which can save both time and resources for all concerned.	
Its purpose is to provide immediate feedback to learners so they can either affirm their practice or adjust as necessary. Assessment occurs throughout the learning process.	

Word bank: Diagnostic, Formative, Summative, Recognition

Q6. Describe what the context of assessment relates to.

Q7. Outline the type of evidence that could be gathered for the following items:

a. Speaking

b. Writing

c. Making

© 2024 MRWED Training and Assessment v1-0

Page 2

Page 11

Tip: It is important that your answers reflect your knowledge. Copying answers from AI sources will require you to make a new submission and slow down your course progress.



MRWED CEO Marc Ratcliffe with Learning Leaders Geoff Cake and Damian Noud

Third-Party Report

The final task for each unit requires a Third-Party Review completed by someone familiar with the candidate's work. This person may be a current or former supervisor, manager or colleague who has observed the candidate performing the relevant duties.

As an example, here is a copy of the Third-Party Report for TAEASS412 Task 8:

TAEASS412 Assess competence**Task 8 – Third Party Report****Application of This Unit**

This unit describes the skills and knowledge required to plan, prepare for and conduct the competency-based assessment of candidates using nationally recognised training products and validated assessment tools. It involves planning and preparing for the assessment based on the accessed training and assessment strategy and delivery plan. The unit also involves customising the assessment process; preparing candidates to be assessed; and then implementing assessment processes, including recognition of prior learning. Implementing assessment requires gathering quality evidence, making assessment judgements, and recording and reviewing the assessment process.

Candidate name:**Instructions:**

- Please indicate whether you have observed the candidate performing the tasks/items below by marking the relevant checkbox to indicate 'Yes' or 'No'.
- You should consider not only whether the candidate can do the tasks/items indicated but also whether they can do them consistently and to your workplace's expectations and standards, while following relevant procedures and work processes.
- If you have not seen the candidate perform the tasks/items or do not believe that they can do so, please add comments. Your feedback will assist the assessor in making an assessment decision.
- Add any further comments in the space provided.

Tasks/Items:	Yes	No
Can the candidate do the following?		
• Access registered training organisation (RTO) assessment system and legislative and regulatory requirements and confirm assessment policies and procedures relevant to own job role.	☐	☐
• Access training and assessment strategy and delivery plan and identify purpose, target group, requirements and resources for assessment.	☐	☐
• Access and analyse unit/s of competency and assessment tool, and check that tool maps to unit/s and assessment requirements and complies with the principles of assessment and rules of evidence	☐	☐
• Identify actions required to be undertaken by candidate and assessor in preparation for assessment.	☐	☐
• Identify and obtain resources required to meet assessment conditions according to organisational procedures.	☐	☐
• Identify where recognition of prior learning (RPL) and/or reasonable adjustment is required and can be appropriately applied to the assessment process without compromising the assessment's integrity.	☐	☐

Can the candidate do the following?		
• Review foundation skill requirements of the unit of competency and foundation skill levels of candidates.	☐	☐
• Seek specialist advice and support where foundation skill support is required prior to assessment.	☐	☐
• Review information about candidates' industry and/or work roles and identify any contextualisation required of assessment process.	☐	☐
• Determine and apply suitable methods to achieve required contextualisation.	☐	☐
• Record any modifications to assessment process according to organisational procedures.	☐	☐
• Explain to candidates the assessment process, performance standards, and any customisation made to assessment process, according to organisational procedures.	☐	☐
• Confirm that candidates understand and agree to assessment process and are aware of their right to appeal.	☐	☐
• Confirm with candidates that they are ready for assessment.	☐	☐
• Schedule assessment activities according to organisational procedures.	☐	☐
• Organise, contextualise, and confirm assessment activities and candidate support according to assessment tool instructions.	☐	☐
• Use agreed assessment methods and instruments to gather, organise and document evidence in a format suitable for determining competence and according to principles of assessment and rules of evidence.	☐	☐
• Identify, monitor, and address within scope of own role work health and safety (WHS) hazards and risks during evidence collection.	☐	☐
• Monitor and adjust reasonable adjustments as required to accommodate candidate needs while maintaining rigour of assessment process.	☐	☐
• Record judgement of satisfactory or not satisfactory performance on all instruments, together with reasons for that judgement.	☐	☐
• Provide candidates with feedback on performance, support and opportunities to re-submit assessments according to organisational procedures.	☐	☐
• Review collected evidence and <u>confirm</u> that the rules of evidence and principles of assessment have been met.	☐	☐
• Ensure that required assessment activities have been completed according to VET regulatory requirements and the assessment guidance and are assessed as satisfactory before making a judgement of competence.	☐	☐
• Seek moderation to assist in making the final judgement where required and according to organisational requirements.	☐	☐
• Make assessment judgement based on evidence of individual candidate's demonstrated competence against evidence requirements.	☐	☐
• Record judgement of competence, details of how judgement was made, and any modifications or adjustments made to assessment process.	☐	☐
• Provide feedback to candidate on performance and assessment judgement according to organisational procedures.	☐	☐
• Implement and document required follow-up for those candidates deemed not yet competent.	☐	☐

Can the candidate do the following?		
• Complete and submit assessment records and results according to organisational procedures.	☐	☐
• Seek feedback relevant to own assessment practice and according to organisational procedures.	☐	☐
• Analyse assessment and own assessment practice and feedback and identify opportunities for improvements.	☐	☐
Comments:		
Third-Party Declaration:		
☐	I work/have worked in a supervisory capacity to the candidate.	
☐	I work/have worked with the candidate at the same level/as a member of the same team or have worked and interacted with the candidate in activities relevant to this unit.	
☐	I have approved the release of workplace documentation (only tick if you work in a supervisory capacity).	
☐	I can confirm that the evidence submitted by the candidate for their RPL application is their own (only tick if you work in a supervisory capacity).	
Name of third party:		
Signature of third party:		Date:

Assessment and Feedback

Each submitted task is reviewed by a member of the MRWED Learner Success Team. Assessors provide results and feedback to guide candidates every time they mark a task submission.

Remember: If a task requires resubmission, your assessor will provide guidance on what additional evidence or clarification is required.

Resubmissions

If a task submission does not provide the required evidence the participant is encouraged to make an improved submission. MRWED does not have a three-strike rule and multiple submissions for a task are welcomed when required.

Completing Units Through eRPL

Once all tasks for a unit have been successfully completed, the RPL requirements for that unit are satisfied. Candidates seeking recognition for multiple units repeat the process for each unit.

Sequencing of Units

The eRPL courses are all independent and can be undertaken in any sequence that appeals to the participant. For students participating in multiple study modes we have no general recommendations as to when they sequence their RPL courses.

Help is Available

After you commence your studies support is available from the MRWED Learner Success Team.

Email: submit@mrwed.edu.au

Online: Message options are provided within MRWED Online

Phone: 1800 287 246

Hours: Monday to Friday, 8:30 am – 4:30 pm (AEST)

Remember: Don't hesitate to ask for help when you need it. Contact the Learner Success Team if you experience technical issues or require clarification about assessment tasks.



2025 MRWED Award Winners:

Damian Noud, Brooke Siddell, Geoff Cake, Kim Redelinghuys and Rachael Cramond.

Is eRPL the Right Pathway for You?

eRPL is designed for experienced practitioners who already possess the required skills and knowledge and can provide clear evidence through:

- The documents they are producing in their work; AND
- Their ability to confidently answer knowledge questions; AND
- Experience as supported through a Third-Party Review.

eRPL participants who are not succeeding with their submissions can change mode to either attend Face-to-Face classes or participate in Online Studies. Any price differences will be payable for these course changes.

eRPL Pricing?

MRWED prices are subject to change at any time without notice. As at the date of the release of this document the price of eRPL is \$150 per Unit of Competency.

Payment Plans Availability

Payment plans are available to individual MRWED students, including eRPL applicants. For more information contact the MRWED Client Services Team.

How to Enrol

To enrol with MRWED visit <https://www.mrwed.edu.au/certificates-diplomas>, select your course preference, then click on the “Apply Now” button.

Contact Information

If you have questions or require any help organising your enrolment, ask the MRWED Client Services Team for assistance.

Email: submit@mrwed.edu.au

Phone: 1800 287 246

