



Recognition of Prior Learning

# RPL Information

## Double Diploma

**New TAE50216** Diploma of Training Design and Development

**TAE50111** Diploma of Vocational Education and Training

**Southern Cross International Learning Institute**

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## Overview of the RPL process

Recognition of Prior Learning is the way that the knowledge and skills that you have attained through your work and life experience are recognised, so that you can be issued a nationally recognised qualification.

It is a process of gathering evidence. Your assessor checks the evidence at each stage in the process and once they have sufficient evidence they can assess you as competent.

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## Elements of the RPL process

### Step 1 — Complete the RPL Application Form

#### i. RPL Application form and self-assessment

Complete and submit the RPL application form and self-assessment forms. You will also need to provide details of your work history for the past 3 years. Your resume should be attached to your application with deposit.

### Step 2 — SCIL Student Services will:

- i. Confirm receipt of your application and deposit
- ii. Notify you of preliminary RPL acceptance or gap training based on the application.
- iii. With your acceptance of this notification with the required deposit, SCIL will send you the RPL Tool.

### Step 3 - Gather and submit documentary evidence

- i. There is a list of suggested documentary evidence. List any other types of documentary evidence that you can provide. You may or may not have the documentary evidence available. This should not deter you from seeking a RPL as the Assessor will work with you during the RPL process, identify any gaps and then assist you.

## ii. Third party verification

The most appropriate person to complete the third party verification form would be your current supervisor or manager. They need to be in a position to confirm your skills and experience from their own observations. A previous supervisor, manager or work colleague may also be appropriate.

Once the form is completed, submit this to your assessor. Your assessor will contact the third party to authenticate the evidence.

## iii. Qualifications

You will need to submit certified copies of any qualifications and licenses . They may assist in providing evidence towards each unit of competency.

- ✓ Make copies of all the certificates that you hold, **including the transcripts of units.**
- ✓ Take the originals and the copies to a Justice of the Peace and ask the JP to **certify the copies.**

### Step 4 — Conversation with Assessor

- i. An assessor will review the information you have provided and begin to match up your skills to the units/subjects in the qualification. At this point, you will have the opportunity to discuss and identify your previous experience with the assessor who will understand your industry experience and conduct a competency conversation with you. You will be required to answer Training and Assessment related questions to identify your current skills.
- ii. Assess your portfolio, interviews you, give you feedback and makes the assessment decision.

### Step 5 — Outcome

#### A) RPL Granted and qualification or Statement of attainment issued.

Once all of the elements above have been completed, your assessor will review the evidence and make a judgment as to whether it is sufficient to confirm your competency. At this stage if the evidence is sufficient, SCILI will be able to issue your certificate or Statement Of Attainment. (A Certificate is for a full qualification. Statement of Attainment is for a partial qualification such as a single or several units of competency)

#### B) Additional gap training required

If there is evidence of gaps, your assessor will advise you on the next step.

This may be; gathering further documentary evidence; or Completing practical activities as instructed by your assessor.

## GATHERING EVIDENCE FOR RPL

The table below lists typical examples of evidence that may be able to be used in your RPL.

TYPES OF EVIDENCE	EXAMPLES OF EVIDENCE
<b>Direct evidence</b>	<ul style="list-style-type: none"> <li>▪ Workplace observation</li> <li>▪ Demonstration of skill</li> <li>▪ Samples of work</li> <li>▪ Resources developed by the applicant and verified by a third party</li> <li>▪ Materials or tools you work with</li> <li>▪ Referees report</li> <li>▪ Video</li> <li>▪ Audio</li> <li>▪ Photos</li> <li>▪ Published works such as operational manuals</li> </ul>
<b>Indirect evidence</b>	<ul style="list-style-type: none"> <li>▪ Industry Awards</li> <li>▪ Job specifications or position descriptions</li> <li>▪ CV or Resume</li> <li>▪ Rosters or Timesheets</li> <li>▪ Visual presentations (PPT's) or written speeches</li> <li>▪ Letters or memos from your workplace</li> <li>▪ Reference/or letters of support</li> <li>▪ Evidence of committee work</li> <li>▪ Reading lists</li> <li>▪ Workplace training records</li> </ul>
<b>Historical evidence</b>	<ul style="list-style-type: none"> <li>▪ Written references from past employers</li> <li>▪ Log books and other records of performance</li> <li>▪ Certificates or qualifications</li> <li>▪ Letters of support</li> <li>▪ Assignments, reports and documentation from previous courses undertaken</li> <li>▪ Past competency based assessments</li> <li>▪ Record of academic results</li> <li>▪ Course attendance record</li> <li>▪ Scrap books</li> <li>▪ Magazine or newspaper articles about your work</li> </ul>

### Evidence must be:

Authentic	The documentary evidence you are submitting is your own work.
Valid	Related to the specific competencies for the unit
Sufficient	Demonstrate complete competency against the information that underpins a competency statement
Reliable	How well you can consistently perform a given competency to the required standard
Current	Use recent project that it is still relevant to the skills and knowledge you have.

**TAE50111** Diploma of Vocational Education and Training 10 Units \*6 Core and 4 Electives

**TAE50216** Diploma of Training Design and Development 10 Units”5 Core and 5 Electives

## New TAE50216 and TAE50111

<b>NewTAE50216</b>	<b>For your reference TAE50116</b>	<b>TAE50111</b>	<b>Unit Title</b>
<b>TAEASS502 Core new</b>	Core	TAEASS502B	Design and develop assessment tools
<b>TAEDES501 Core</b>	Core	TAEDES501A	Design and develop learning strategies
<b>TAEDES505 Core</b>	Elective.	TAEDES505A	Evaluate a training program
<b>TAEDES502 Core</b>	Elective.	TAEDES502A	Design and develop learning resources
<b>TAETAS501 Core</b>	Elective	TAETAS501B	Undertake organisational training needs analysis
<b>TAEASS501 Elective</b>	Core	TAEASS501A	Provide advanced assessment practice
<b>TAEPDD501 Elective</b>	Core	TAEPDD501A	Maintain and enhance professional practice
<b>TAEDEL502 Elective</b>	Core	TAEDEL502A	Provide advanced facilitation practice
<b>TAELLN411 Elective</b>	Elective	TAELLN411	Address adult language, literacy and numeracy skills
<b>Elective to both TAE50216 and TAE50111 one (1) Unit</b>			
<b>TAEASS503 Elective</b>	Elective	TAEASS503A	Lead assessment validation processes
<b>TAEASS504 Elective</b>	Elective	TAEASS504A	Develop and implement recognition strategies
<b>TAELLN501 Elective</b>	Core	TAELLN501	Support the development of adult language literacy and numeracy skills

## Units to complete for TAE50216 and TAE50111

Unit <b>New</b> TAEASS502 Design and develop assessment tools			
TAE50216	Core	TAE50111	New Core TAE50116
<b>Course Descriptor</b>	This unit describes the skills and knowledge required to design and to develop assessment tools used to guide the collection of quality evidence, including their application in formative, summative and recognition of prior learning (RPL) assessment.		
<b>Performance Evidence</b>	<ul style="list-style-type: none"> <li>♦ Developing at least three assessment tools that support different assessment methods, and address at least one unit of competency each. Each assessment tool must:</li> <li>♦ Include the instruments for collecting evidence, reflecting the principles of assessment and the rules of evidence, and related instructions to the assessor/s and candidates</li> <li>♦ Show how the contextual needs of different environments are addressed</li> <li>♦ Reporting on the trial and review of each assessment tool, including proposed changes.</li> </ul>		

Unit TAEASS501 Provide advanced assessment practice			
TAE50216	Elective	TAE50111	Core Equivalent TAEASS502A
<b>Course Descriptor</b>	This unit describes the skills and knowledge required to lead assessment processes as a part of a continuous improvement strategy among a group of assessors within a Registered Training Organisation (RTO). It applies to experienced assessors who provide leadership, or guidance to others, who conduct assessments for an RTO.		
<b>Performance Evidence</b>	<ul style="list-style-type: none"> <li>• undertaking the assessment of at least 20 individual candidates, against at least one unit of competency</li> <li>• assessing against a total of at least 50 units of competency from training packages or accredited courses. This total may be made up of combinations of candidates and units that add up to 50.</li> <li>• accurately documenting the outcomes of all assessments undertaken</li> <li>• leading the assessment of a group or team of assessors, consisting of at least three individuals, and demonstrating how that leadership has led to improved processes and outcomes</li> </ul> <p>critically reviewing the assessment processes, and the approaches taken in these assessments, and proposing changes to improve both processes and outcomes.</p>		

Unit TAEDES501 Design and develop learning strategies			
TAE50216	Core	TAE50111	Core Equivalent TAEDES501A
<b>Course Descriptor</b>	<p>This unit describes the skills and knowledge required to design, develop and review learning strategies.</p> <p>It applies to those who work under limited supervision and use a range of specialised technical or managerial skills to develop learning strategies relevant to both Training Package qualifications and course-based qualifications.</p>		
<b>Performance Evidence</b>	<ul style="list-style-type: none"> <li>♦ preparation and presentation of a minimum of two examples of learning strategies designed by the candidate, with differentiated design structures in each that:</li> <li>♦ reflect the specific requirements of the qualification or skill set, and</li> <li>♦ reflect client needs and the contexts of application</li> <li>♦ documentation of a review that provides outcomes and evidence of continuous improvement.</li> </ul>		

Unit TAEDES502 Design and develop learning resources			
TAE50216	Core	TAE50111	Elective Equivalent TAEDES502A
<b>Course Descriptor</b>	<p>This unit describes the skills and knowledge required to design, and develop resources to support the learning process.</p> <p>It applies to those who use a range of specialised technical or managerial skills, to develop learning resources.</p>		
<b>Performance Evidence</b>	<ul style="list-style-type: none"> <li>♦ researching, designing and developing two print based resources that reflect client needs and the contexts of application, with documented evidence of:</li> <li>♦ consultation with clients, research and findings</li> <li>♦ completed designs for the two resources</li> <li>♦ completed development of one resource, with documented evidence of:</li> <li>♦ a review and trial of the resource, including user feedback and how this impacted on the development of the resource</li> <li>♦ the final print-based resource, either complete, or in part, or a sample</li> <li>♦ the candidate's specific role in the development process.</li> <li>♦</li> </ul>		

<b>Unit</b>		<b>TAEDES505 Evaluate a training program</b>	
<b>TAE50216</b>	Core	<b>TAE50111</b>	Elective Equivalent TAEDES505A
<b>Course Descriptor</b>	<p>This unit describes the skills and knowledge required to evaluate a training program, by measuring the effectiveness of training in meeting workforce performance needs and capability requirements.</p> <p>In a NVR/AQTF context it can contribute to the continuous improvement cycle within a registered training organisation (RTO).</p> <p>It applies to those who have responsibility for delivery and assessment strategies in the training programs of an organisation.</p>		
<b>Performance Evidence</b>	<ul style="list-style-type: none"> <li>evaluating one training program against workforce performance needs and capability requirements</li> <li>producing an evaluation report that addresses all phases of the evaluation process including recommendations on areas for improvement</li> <li>critically reviewing the evaluation process and approaches taken and</li> <li>propose changes to improve the process.</li> </ul>		

<b>Unit</b>		<b>TAETAS501 Undertake organisational training needs analysis</b>	
<b>TAE50216</b>	Core	<b>TAE50111</b>	Elective Equivalent TAETAS501B
<b>Course Descriptor</b>	<p>This unit describes the skills and knowledge required to undertake a training needs analysis (TNA) to identify the training and assessment needs of an organisation.</p> <p>It applies to those working under limited supervision in roles that require them to work with organisations to identify training needs.</p>		
<b>Performance Evidence</b>	<ul style="list-style-type: none"> <li>researching, conducting and providing advice through a training needs analysis</li> <li>preparing at least two training needs analyses for one, or more organisations, and for each of these demonstrating:                             <ul style="list-style-type: none"> <li>the processes that were used to determine the organisation's needs</li> <li>details of the research methods undertaken to identify suitable training and/or assessment</li> <li>planning for the training needs analysis</li> <li>presentations that outline advice and recommendations.</li> </ul> </li> </ul>		



Unit		TAEDEL502 Provide advanced facilitation practice	
TAE50216	Elective	TAE50111	Core Equivalent TAEDEL502A
<b>Course Descriptor</b>	<p>This unit describes the skills and knowledge required to provide high-level facilitation, including reflective and continuous improvement practices, in a vocational education and training (VET) context.</p> <p>It applies to experienced teachers, trainers and assessors utilising a range of techniques, across a range of contexts, to create the best learning outcomes for learners within a vocational education context such as a Registered Training Organisation (RTO).</p>		
<b>Performance Evidence</b>	<ul style="list-style-type: none"> <li>• facilitating groups of learners and demonstrating:</li> <li>• the selection and use of different teaching and delivery methods, applied in different delivery modes that are relevant and appropriate to different learners and their needs</li> <li>• integration of theory and practice in own performance and in supporting learners to develop competency</li> <li>• a variety of strategies to support increased learner independence</li> <li>• documentation of reflective practice and proposed changes to practice</li> </ul> <ul style="list-style-type: none"> <li>• collecting feedback from observers such as supervising teachers/trainers, peers, colleagues, learners or clients</li> <li>• analysing feedback from a range of sources, and reflecting on the success of the training delivery, as well as own performance.</li> </ul> <p>The candidate must be able to show evidence of having conducted a minimum of 100 hours of group facilitation, in addition to any evidence provided of work with individual learners, or in a different learning context.</p> <p>The candidate must show evidence of feedback from at least two peers and 10 learners, and evidence of reflection on this feedback.</p>		

<b>Unit</b>		<b>TAEPDD501 Maintain and enhance professional practice</b>	
<b>TAE50216</b>	Elective	<b>TAE50111</b>	Core Equivalent TAEPDD501A
<b>Course Descriptor</b>	<p>This unit describes the skills and knowledge required to manage personal professional performance, and to take responsibility for professional development in relation to the provision of training and/or assessment services.</p> <p>It applies to those who work under limited supervision using a range of management skills and are involved directly, or indirectly, in the provision of training and assessment services in a Registered Training Organisation (RTO).</p>		
<b>Performance Evidence</b>	<ul style="list-style-type: none"> <li>• modelling appropriate professional techniques and strategies</li> <li>• enhancing own professional development plan</li> <li>• identify, locate and use, current and credible references to inform professional practice</li> <li>• identify three critical incidents related to the role as teacher/trainer, and document actions, and reflections on these incidents by making links to relevant theories</li> <li>• networking and using technology to gain information and other support</li> <li>• participating in professional development activities and maintain currency of skills and knowledge in the vocational education and training (VET) sector as well as vocational area</li> <li>• documenting, reflecting and discussing with peers evidence of                             <ul style="list-style-type: none"> <li>• feedback from at least 10 hours of facilitation practice</li> <li>• interviews with assessors covering at least the assessment of 10 candidates enrolled in VET programs.</li> </ul> </li> </ul>		

<b>Unit</b> <b>TAELLN411</b> Address adult language, literacy and numeracy skills			
<b>TAE50216</b>	Elective	<b>TAE50111</b>	Core TAELLN411
<b>Course Descriptor</b>	<p>This unit describes the skills and knowledge a vocational trainer or assessor requires to identify language, literacy and numeracy (LLN) skill requirements of training and the work environment, and to use resources and strategies that meet the needs of the learner group.</p> <p>The unit applies to individuals who teach, train, assess and develop resources.</p>		
<b>Performance Evidence</b>	<ul style="list-style-type: none"> <li>• use tools to identify the LLN skill requirements (reading, writing, speaking, listening and numeracy) of the training specification and/or assessment process relevant to vocational delivery</li> <li>• use various sources to gather information on the current LLN skills of a learner group</li> <li>• identify available sources of support to address at least two of the identified LLN skill needs of the learner group</li> <li>• customise and use at least two learning resources to address LLN requirements</li> <li>• select, use and review at least two instructional strategies that directly address the identified LLN needs of the learner group</li> <li>• use advice from specialist LLN practitioners to inform practice</li> <li>• select, use and review at least two assessment strategies that cater for the identified LLN needs of the learner group</li> <li>• determine areas for improvement of own practice.</li> </ul>		

## ELECTIVE UNITS : You need to choose one(1) unit.

Unit		TAEASS503 Lead assessment validation processes	
TAE50216	Elective	TAE50111	Elective Equivalent TAEASS503A
<b>Course Descriptor</b>	<p>This unit describes the skills and knowledge required to provide leadership in assessment validation processes.</p> <p>It applies to experienced practitioners who work under limited supervision and who are responsible for the validation of assessment processes, both internally and externally.</p>		
<b>Performance Evidence</b>	<ul style="list-style-type: none"> <li>• leading at least one validation process</li> <li>• providing support to other assessors, including modelling good assessment and validation practice</li> <li>• contributing positively to the work of assessors and others involved in carrying out assessments and validation</li> <li>• taking responsibility for initiating, organising and facilitating assessment validation on at least three occasions</li> <li>• using outcomes of validation to improve assessment practice.</li> </ul>		

Unit		TAEASS504 Develop and implement recognition strategies	
TAE50216	Elective	TAE50111	Elective Equivalent TAEASS504A
<b>Course Descriptor</b>	<p>This unit describes the skills and knowledge required to develop and implement a recognition strategy that may be used for recognition of current competencies against workplace or industry criteria, or recognition of prior learning (RPL) leading to completion of units of competency or qualifications. It requires the ability to prepare information and advice on recognition, to identify evidence-gathering opportunities and to evaluate a recognition-based assessment process.</p> <p>It also requires that all systems and instruments be validated by peers, industry or employers to determine fitness for purpose.</p> <p>It applies to those who work under limited supervision to develop procedures and documentation for recognition-based assessment for an organisation.</p>		
<b>Performance Evidence</b>	<ul style="list-style-type: none"> <li>• develop, implement and review one recognition strategy for a group of at least three units of competency, or a qualification for a specified group of candidates</li> <li>• accurately document:</li> <li>• advice to assessors and candidates</li> </ul>		

	<ul style="list-style-type: none"> <li>• advice to employers or organisations</li> <li>• the recognition tools and validation process used to ensure that the recognition approach meets industry needs, and will be used consistently by assessors in the training organisation</li> <li>• the risk management process used to assess the risks of different types of evidence, and the activities put in place to minimise those risks</li> <li>• critically review an organisation’s recognition-based assessment processes:</li> <li>• evaluate the approaches taken</li> <li>• prepare a report detailing proposed changes to improve both the processes and outcomes.</li> </ul>
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Unit <b>TAELLN501</b> Support the development of adult language literacy and numeracy skills			
<b>TAE50216</b>	Elective	<b>TAE50111</b>	Core <b>New TAE50116</b>
<b>Course Descriptor</b>	<p>This unit describes the skills and knowledge required to support adult learners to extend their language, literacy and numeracy skills within a workplace or community context. It requires a sound knowledge of the Australian Core Skills Framework (ACSF) and skills to extend own practice, and the practice of others.</p> <p>This unit applies to experienced trainers who provide leadership or guidance to others, and who deal with the language, literacy and numeracy (LLN) needs of learners for a Registered Training Organisation (RTO).</p>		
<b>Performance Evidence</b>	<p>The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, including:</p> <ul style="list-style-type: none"> <li>• determining language, literacy and numeracy (LLN) levels using validated tools, including those based on the Australian Core Skills Framework (ACSF), for at least 5 learners</li> <li>• determining the requirements of training, based on the ACSF</li> <li>• planning training and assessment that incorporates LLN support strategies relevant to at least two different learners, or groups of learners, in response the ACSF assessment and learners’ goals</li> <li>• reviewing own strategy, and strategies of others, used to support LLN</li> <li>• leading others to extend practice.</li> </ul>		