



TAE40110
Certificate IV in Training and Assessment

Recognition of Prior Learning

RPL Information

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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.

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

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.

TAE40110: Certificate IV in Training and Assessment

Course Code	TAE40110	
Course Description	<p>This qualification reflects the roles of individuals delivering training and assessment services in the vocational education and training (VET) sector.</p> <p>Achievement of this qualification or an equivalent by trainers and assessors is a requirement of the Australian Quality Training Framework <i>Essential Standards for Registration</i> (Standard 1 as outlined in Appendix 2 of the <i>Users' Guide to the Essential Standards for Registration</i>).</p>	
Course Structure: 7 Core units and 3 Elective Units		
CORE UNITS		
Field	Unit Code	Unit Title
Assessment	TAEASS401B	Plan assessment activities and processes
	TAEASS402B	Assess competence
	TAEASS403B	Participate in assessment validation
Delivery and Facilitation	TAEDEL401A	Plan, organise and deliver group-based learning
	TAEDEL402A	Plan, organise and facilitate learning in the workplace
Learning Design	TAEDES401A	Design and develop learning programs
	TAEDES402A	Use Training Packages and accredited courses to meet client needs
ELECTIVE UNITS (3 required) :		
Assessment	TAEASS301B	Contribute to assessment
Delivery and Facilitation	TAEDEL301A	Provide work skill instruction
Language literacy and numeracy	TAELLN411	Address adult language, literacy and numeracy skills **Face to Face
Enterprise Trainer	BSBCMM401A	Make a presentation

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Course Descriptor		Critical Evidence
CORE UNITS		
<p>TAEASS401B Plan assessment activities and processes</p> <p>This unit describes the performance outcomes, skills and knowledge required to plan and organise the assessment process, including recognition of prior learning (RPL), in a competency-based assessment system. It also includes the development of simple assessment instruments.</p>	Core	<ul style="list-style-type: none"> • plan and organise the assessment process on a minimum of two occasions • collect evidence that demonstrates: <ul style="list-style-type: none"> ▶ documented assessment plans ▶ having covered a range of assessment events ▶ catering for a number of candidates ▶ different competency standards or accredited curricula ▶ an RPL assessment ▶ contextualisation of competency standards and the selected assessment tools, where required ▶ incorporation of reasonable adjustment strategies ▶ development of simple assessment instruments for use in the process organisational arrangements.
<p>TAEASS402 B Assess competence</p> <p>This unit describes the performance outcomes, skills and knowledge required to assess the competence of a candidate.</p>	Core	<ul style="list-style-type: none"> • assess competence of a number of candidates within the vocational education and training context against different units of competency or accredited curricula, following the relevant assessment plan • assess at least one candidate for RPL consider reasonable adjustment and the reasons for decisions in at least one assessment <ul style="list-style-type: none"> • cover an entire unit of competency and show: • the application of different assessment methods and instruments involving a range of assessment activities and events • two-way communication and feedback • how judgement was exercised in making the assessment decision • how and when assessment outcomes were recorded and reported • assessment records and reports completed in accordance with assessment system and organisational, legal and ethical requirements • • how the assessment process was reviewed.
<p>TAEASS403 B Participate in assessment validation</p> <p>This unit describes the performance outcomes, skills and knowledge required to participate in an assessment validation process.</p>	Core	<ul style="list-style-type: none"> • actively participate in a minimum of two validation sessions or meetings which, in combination, address the critical aspects of validation using different validation approaches and activities <ul style="list-style-type: none"> • clearly explain purposes of validation and the legal and ethical responsibilities of assessors

		<ul style="list-style-type: none"> • collate documentation relating to validation process in a logical manner • demonstrate communication and liaison with relevant people • provide feedback and interpret documentation in validation sessions <ul style="list-style-type: none"> • record contribution to validation findings.
<p>TAEDEL401A Plan, organise and deliver group-based learning</p> <p>This unit describes the performance outcomes, skills and knowledge required to plan, organise and deliver training for individuals within a group.</p>	Core	<ul style="list-style-type: none"> • Evidence of the ability to: <ul style="list-style-type: none"> • facilitate group-based learning by preparing and delivering a series of training sessions, including: <ul style="list-style-type: none"> • at least two consecutive sessions, of a duration commensurate with a substantive training session (e.g. 40-60 minutes), that follow one of the learning program designs • at least one session delivered to a different learner group, with evidence of how the characteristics and needs of this group were addressed • identify and respond to diversity and individual needs <p>access and use documented resources and support personnel to guide inclusive practices.</p>
<p>TAEDEL402A Plan, organise and facilitate learning in the workplace</p> <p>This unit describes the performance outcomes, skills and knowledge required to plan, organise and facilitate learning for individuals in a workplace.</p>	Core	<ul style="list-style-type: none"> • prepare and facilitate work-based learning • provide evidence of a minimum of two examples of developing work-based learning pathways, that include: <ul style="list-style-type: none"> ▶ identifying needs for learning ▶ analysing work practices, work environment and work activities ▶ organising and allocating work in a way that reflects learning needs and provides effective learning opportunities through work processes • provide a minimum of two examples of a learning facilitation relationship being conducted: <ul style="list-style-type: none"> ▶ with different individuals ▶ demonstrating communication skills and flexibility ▶ demonstrating one or more of the processes or techniques identified.
<p>TAEDES401 A Design and develop learning programs</p> <p>This unit describes the performance outcomes, skills and knowledge required to conceptualise, design, develop and review learning programs to meet an identified need for a group of learners.</p>	Core	<ul style="list-style-type: none"> • design, develop and review learning programs within the VET context • prepare and develop a minimum of two learning programs: <ul style="list-style-type: none"> ▶ that contain differentiated learning program designs to reflect particular needs, contexts and timelines ▶ at least one of which must be based on

		competency standards or accredited courses and must cover at least one entire unit of competency or accredited course module.
<p>TAEDES402A Use training packages and accredited courses to meet client needs</p> <p>This unit describes the performance outcomes, skills and knowledge required to use training packages and accredited courses as tools to support industry, organisation and individual competency development needs.</p>	Core	<ul style="list-style-type: none"> analyse a training package and or accredited course to examine its component parts, identify relevant units of competency or modules, and contextualise those to meet a specific client need demonstrate a minimum of two examples of analysing training specifications, including at least one training package; the other may be another training package or an accredited course that meets a specific client need.
ELECTIVE UNITS		
<p>TAEASS301B Contribute to assessment</p> <p>This unit describes the performance outcomes, skills and knowledge required to contribute to the assessment process.</p>	Elective	<ul style="list-style-type: none"> carry out a minimum of three evidence-gathering activities, with different candidates for each activity present documentation of the evidence in a clear and concise manner present documented feedback from others involved in the assessment.
<p>TAEDEL301A Provide work skill instruction</p> <p>This unit describes the performance outcomes, skills and knowledge required to conduct individual and group instruction and demonstrate work skills, using existing learning resources in a safe and comfortable learning environment.</p>	Elective	<ul style="list-style-type: none"> carry out a minimum of three training sessions, involving demonstrating and instructing particular work skills for different groups; with each session addressing: <ul style="list-style-type: none"> different learning objectives a range of techniques and effective communication skills appropriate to the audience.
<p>BSBCMM401A Make a presentation</p> <p>This unit covers the performance outcomes, skills and knowledge required to prepare, deliver and review a presentation to a target audience.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>	Elective	<ul style="list-style-type: none"> preparation, delivery and evaluation of the effectiveness of at least two presentations related to the candidate's occupation or area of interest knowledge of the principles of effective communication.
<p>TAE LLN411 Address Adult Language, Literacy and Numeracy Skills</p> <p>This unit describes the performance outcomes, skills and knowledge required to recognise the core language, literacy and numeracy (LLN) demands of training and assessment, and to tailor training and assessment to suit individual skill levels, including accessing relevant support resources</p>	Elective	<ul style="list-style-type: none"> determine language, literacy and numeracy levels using tools based on the ACSF, for at least ten (10) learners select and apply language, literacy and numeracy support strategies relevant to each learner's context and purpose, for at least ten (10) learners review strategies.