



Recognition of Prior Learning
RPL Information

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.

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	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.

TAE50111: Diploma of Vocational Education and Training

Course Code	TAE50111	
Course Description	This qualification reflects the roles of experienced practitioners delivering training and assessment services usually within Registered Training Organisations (RTOs) within the vocational education and training (VET) sector. They may have a role in leading other trainers and assessors and in providing mentoring or advice to new trainers or assessors as well as designing approaches to learning and assessment strategies across a significant area within the RTO.	
Course Structure: 6 Core units and 4 Elective Units		
CORE UNITS		
Field	Unit Code	Unit Title
Learning Environment	TAEPDD501A	Maintain and enhance professional practice
Learning Design	TAEDES501A	Design and develop learning strategies
Delivery and Facilitation	TAEDEL502A	Provide advanced facilitation practice
Assessment	TAEASS502B	Design and develop assessment tools
Assessment	TAEASS501A	Provide advanced assessment practice
Language, Literacy and Numeracy	TAELLN411	Address adult language literacy and numeracy skills
ELECTIVE UNITS (4 required) INCORPORATED INTO THIS RPL PROCESS ARE AS FOLLOWS:		
Design	TAEDES502A	Design and develop learning resources
Design	TAEDES504A	Research and develop units of competency
Design	TAEDES505A	Evaluate a training program
Assessment	TAEASS503A	Lead assessment validation processes
Training Advisory Services	TAETAS501B	Undertake organisational training needs analysis

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Course Descriptor		Critical Evidence
CORE UNITS		
<p>TAEPDD501A MAINTAIN AND ENHANCE PROFESSIONAL PRACTICE</p> <p>This unit describes the performance outcomes, 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>	Core	<ul style="list-style-type: none"> • model appropriate professional techniques and strategies • contribute to own professional development plan • network and use technology to gain information and other support • participate in professional development activities and maintain currency of skills and knowledge in VET sector as well as vocational area • document, reflect and discuss with peers evidence of feedback from at least 10 hours of facilitation practice and interviews with assessors covering at least the assessment of 10 candidates.
<p>TAEDES501A DESIGN AND DEVELOP LEARNING STRATEGIES</p> <p>This unit describes the performance outcomes, skills and knowledge required to design, develop and review learning strategies.</p>	Core	<ul style="list-style-type: none"> • present a minimum of two examples of learning strategies designed by the candidate with differentiated design structures in each that: • reflect the specific requirements of the qualification or skill set, and • reflect client needs and contexts of application • implement at least one learning strategy • document a review which provides outcomes and evidence of continuous improvement
<p>TAEASS501A PROVIDE ADVANCED ASSESSMENT PRACTICE</p> <p>This unit describes the performance outcomes, skills and knowledge required to lead assessment processes among a group or team of assessors within a Registered Training Organisation (RTO). It also focuses on continuously improving processes used by the assessor and the assessment team.</p>	Core	<ul style="list-style-type: none"> • undertake the assessment of at least 20 individual candidates against a total of at least 50 units of competency from training packages or accredited courses • document accurately the outcomes of all of the assessments undertaken • lead assessment among a group or team of assessors, consisting of at least five (5) individuals and demonstrate how that leadership has led to improved processes and outcomes • critically review the assessment processes and approaches taken in these assessments and propose changes to improve both processes and outcomes
<p>TAEASS502B DESIGN AND DEVELOP ASSESSMENT TOOLS</p> <p>This unit describes the performance outcomes, skills and knowledge required to design and develop assessment tools, including tools used in formative, summative and recognition of prior learning (RPL) assessment.</p>	Core	<ul style="list-style-type: none"> • develop assessment tools that support different assessment methods and address at least three units of competency packaged at different Australian Qualifications Framework (AQF) levels • develop assessment tools that: • include the instruments for collecting evidence, reflecting the principles of assessment and the rules of evidence, and the related instructions to assessor/s and candidates • show how the contextual needs of different

Course Descriptor		Critical Evidence
		environments are addressed <ul style="list-style-type: none"> • report on the trial and review of the assessment tools, including proposed changes.
TAE LLN411 ADDRESS ADULT LANGUAGE, LITERACY AND NUMERACY SKILLS 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	Core	<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.
TAE DEL502A PROVIDE ADVANCED FACILITATION PRACTICE This unit describes the performance outcomes, skills and knowledge required to provide high level facilitation practices in a vocational education and training context. It also focuses on achieving continuous improvement through reflective practice.	Core	<ul style="list-style-type: none"> • Evidence of the ability to: • facilitate groups of learners demonstrating: • the selection and use of different teaching and delivery methods applied in different delivery modes which are relevant and appropriate to different learners and their needs • integration of theory and practice in own performance and in supporting learners to develop competency • a variety of strategies to support increased learner independence • documentation of reflective practice and proposed changes to practice • collect feedback from observers such as supervising teachers/trainers, peers, colleagues, learners or clients • analyse feedback from a range of sources and reflect on the success of the training delivery as well as own performance. • 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.
ELECTIVE UNITS		
TAE DES502A DESIGN AND DEVELOP LEARNING RESOURCES This unit describes the performance outcomes, skills and knowledge required to design and develop resources to support the learning process.	Elective	<ul style="list-style-type: none"> • Research, design and develop print based resources that reflect client needs and the contexts of application, including: <ul style="list-style-type: none"> ● the research and design of two print based resources, with documented evidence of: <ul style="list-style-type: none"> • consultation, research and findings • completed designs for the two resources ● complete development of one resource with documented evidence of: <ul style="list-style-type: none"> • a review and trial of the resource, including user feedback and how this impacted on the development of the resource • the final print based resource, either

Course Descriptor		Critical Evidence
		<p>complete or in part or sample</p> <ul style="list-style-type: none"> • the candidate's specific role in the development process. •
<p>TAEDES504A RESEARCH AND DEVELOP UNITS OF COMPETENCY</p> <p>This unit describes the performance outcomes, skills and knowledge required to research and develop units of competency to address work functions and processes, work roles and work related vocational outcomes</p>	Elective	<ul style="list-style-type: none"> • research, plan and draft three units of competency, with consultation and review processes for each unit • provide the draft units of competency that meet format requirements, each with a written report detailing: <ul style="list-style-type: none"> ● discussions with the client to clarify the scope and purpose of the unit of competency ● research undertaken, including methods and outcomes ● consultation process and feedback • changes made to the unit of competency as a result of the consultation process
<p>TAEDES505A EVALUATE A TRAINING PROGRAM</p> <p>This unit describes the performance outcomes, skills and knowledge required to evaluate a training program to measure the effectiveness of training in meeting workforce performance needs and capability requirements.</p> <p>In an AQTF context it can contribute to the continuous improvement cycle within a registered training organisation.</p>	Elective	<ul style="list-style-type: none"> • evaluate a training program against workforce performance needs and capability requirements • produce an evaluation report that addresses all phases of the evaluation process including recommendations on areas for improvement • critically review the evaluation process and approaches taken and propose changes to improve the process.
<p>TAETAS501B UNDERTAKE ORGANISATIONAL TRAINING NEEDS ANALYSIS</p> <p>This unit describes the performance outcomes, skills and knowledge required to undertake a training needs analysis (TNA) to identify the training and assessment needs of an organisation.</p>	Elective	<ul style="list-style-type: none"> • research, conduct and provide advice through a training needs analysis • prepare at least two training needs analyses for one or more organisations <ul style="list-style-type: none"> ● processes that were used to determine the organisation's needs ● details of research methods undertaken to identify suitable training and/or assessment ● planning for the training needs analysis ● presentations that outline advice and recommendations.
<p>TAEASS503A LEAD ASSESSMENT VALIDATION PROCESSES</p> <p>This unit describes the performance outcomes, skills and knowledge required to provide leadership in assessment validation processes.</p>	Elective	<ul style="list-style-type: none"> • provide support to other assessors, including modelling good assessment and validation practice • contribute positively to the work of assessors and others involved in carrying out assessments and validation • take responsibility for initiating, organising and facilitating assessment validation on at least three occasions • use outcomes of validation and appeals to improve assessment practice.