



Recognition of Prior Learning

RPL Information

TAEASS502
Design and develop assessment tools

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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.

How to submit an RPL Application

1. Complete SCILI RPL Application for TAEASS502
2. Submit the application.
3. Initial deposit is required to be paid into SCILI bank account or by credit card .
4. Preliminary acceptance or gap training based on on the application will be notified.
5. SCILI will send RPL assessment tasks
6. Gather your evidence to support your application using the documents check list.
7. Your application and evidence will then be assessed upon receiving your deposit.
8. The outcome will be advised. If the evidence submitted is not deemed adequate in terms of Authenticity, Validity, Sufficiency, Reliability or Currency, the assessor may request further evidence or a gap training .
9. If further training is required, SCILI will advise you the cost, The additional fee must be agreed upon in writing before the assessor proceeds any further.
10. The information you provide at the application stage may be sufficient to grant RPL, Then you are not required to have an interview nor provide further evidence.

■ RPL Application Documents

- ◆ Documents must be copied or scanned from the original documents.
- ◆ If the document has text on both side, both sides must be copied.
- ◆ The copies of certificates must be certified by a JP

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.

UNIT : TAEASS502 Design and Develop Assessment Tools

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Determine the focus of the assessment tool	1.1 Identify a target group of candidates, purposes of the assessment tool, and the contexts in which the tool will be used 1.2 Access relevant benchmarks for assessment and interpret them to establish evidence required to demonstrate competence 1.3 Identify, access and interpret industry requirements and relevant contextualisation guidelines 1.4 Identify other related documentation to inform assessment tool development
2. Design the assessment tool	2.1 Select assessment methods that support the collection of defined evidence, taking into account the context in which the assessment will take place, and meeting the principles of assessment 2.2 Enable candidates to show or support their claim for recognition of current competency through selected assessment methods 2.3 Consider different assessment instruments for the selected assessment methods to generate options for collection of evidence 2.4 Consider how the assessment instruments will be administered
3. Develop the assessment tool	3.1 Develop specific assessment instruments that support the collection of evidence that meets the rules of evidence 3.2 Define and document clear and specific procedures instructing assessor and candidate on the administration and use of assessment instruments 3.3 Consider the requirements of assessment system policies and procedures, and address storage and retrieval needs, and review, evaluation and version control procedures as part of this process
4. Review and trial the assessment tool	4.1 Check draft assessment tools against evaluation criteria and amend as required 4.2 Trial assessment tools to validate content and applicability 4.3 Collect and document feedback from relevant people involved in trialling 4.4 Make amendments to the final tool based on the analysis of feedback 4.5 Appropriately format, and file, finalised assessment tool according to assessment system policies and procedures

Performance Evidence
<ul style="list-style-type: none">• developing at least three assessment tools that support different assessment methods, and address at least one unit of competency each. Each assessment tool must:• 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• show how the contextual needs of different environments are addressed• reporting on the trial and review of each assessment tool, including proposed changes.
Knowledge Evidence
<ul style="list-style-type: none">• the principles of assessment and how they are applied when developing assessment tools• the rules of evidence and how they have been incorporated in the tools developed• different assessment contexts and their relationship to developing assessment tools• the dimensions of competency and how they are incorporated in the development of assessment tools• the contextualisation of units of competency and contextualisation guidelines• the components of training packages relevant to the development of assessment tools• different assessment methods, their purposes and uses• evaluation methods appropriate to the trial and review of assessment tools• the principles of reasonable adjustment• workplace health and safety (WHS) responsibilities associated with assessing competence, including:<ul style="list-style-type: none">• requirements for reporting hazards and incidents• emergency procedures• procedures for the use of relevant personal protective equipment• sources of WHS information.