

# Recognition of Prior Learning



# RPL

RPL ELIGIBILITY  
APPLICATION

TAE40122  
Certificate IV in  
Training and Assessment

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## 1 | What is Recognition of Prior Learning (RPL)?

Recognition of Prior Learning (RPL) describes an assessment process where learners can demonstrate their competency of a skill and knowledge using workplace experience. The evidence examples may have been acquired through formal, non-formal and informal learning settings, for example, paid or unpaid work.

Using the evidence provided by an individual, an assessor is able to determine whether that individual meets the requirements specified in the training package or VET accredited courses.

- **formal learning** refers to learning that takes place through a structured program of instruction and is linked to the attainment of an AQF qualification or statement of attainment (for example, a certificate, diploma or university degree);
- **non-formal learning** refers to learning that takes place through a structured program of instruction, but does not lead to the attainment of an AQF qualification or statement of attainment (for example, in-house professional development programs conducted by a business); and
- **informal learning** refers to learning that results through experience of work-related, social, family, hobby or leisure activities (for example the acquisition of interpersonal skills developed through several years as a sales representative).

REF: <https://www.asqa.gov.au/guidance-resources/resources-providers/faqs/recognition-prior-learning-rpl>

### How is RPL different to a Credit Transfer?

Credit transfer is recognition that you've previously completed a unit of your course through VET or higher education.

To receive a credit transfer for a unit you must provide formal evidence that you've previously completed the unit or a unit which matches in content and outcome (equivalent). Formal evidence can be a qualification certificate or transcript, statement of attainment or your USI transcript.

When credit is recognised, you don't need to repeat training or assessment for that unit.

<https://www.asqa.gov.au/students/choosing-course-and-provider/credit-transfer-and-recognition-prior-learning-rpl>

## 2 | Introduction to the Application Process

At Forsythes Training, we offer various pathways for learners to complete a Unit of Competency as part of their training requirements.

Your study of course units may involve a combination of some units selected for completion by Recognition of Prior Learning (RPL) and other units completed via Face-to-Face Training or Virtual Zoom Training through our existing schedules, or via self-paced E-Learning.

### RPL Pre-Enrolment Eligibility

Candidates applying for RPL assessment will need to:

- be working as a trainer / assessor at the time of enrolment, OR
- have worked in the role in the past 1-2 years and have access to evidence of their performance in that role and can produce authentic evidence that is no more than 3 years old.

Evidence collected for RPL must:

- relate to tasks undertaken in a paid vocational workplace setting
- relate to task undertaken in a voluntary vocational workplace setting

Assessment evidence is based on the current Standards for Registered Training Organisations (RTOs) 2015 and will be updated as any new standards are endorsed.

REF: <https://www.asqa.gov.au/guidance-resources/resources-providers/faqs/recognition-prior-learning-rpl>

### Training Package Rules

A qualification or skillset contains a set of units. These are called a Unit of Competency and show the competency criteria required for a specific skill or knowledge area.

The total number of units specified for a course must be completed successfully to obtain the full qualification.

If only some of the units are successfully attained, then a Statement of Attainment will be issued for those units completed to satisfaction.

### Unit of Competency

To assist you to select the correct unit/s, we have provided the **Units of Competency Guide** in section 3 below.

You may follow the UOC Guide to ensure you select the total number of units required to meet the packaging rules of the qualification.

#### DEFINITIONS

**Core Unit** - A unit within a course that is compulsory training and the skill competency must be met by the learner to attain the Unit of Competency.

**Elective Unit** – A unit within a course that is selected for study because the acquired skillset is relevant to a specific role, workplace or industry.

## Gap RPL

Some units can be completed by applying the GAP RPL process. To be eligible for this you will need to have a transcript that shows the unit of competency obtained for TAE40116. In this case your transcript is evidence of attaining the unit based on the previous units' criteria. If the unit is EQUIVALENT then you will receive CREDIT TRANSFER, however as some units are SUPERSEDED the criteria has changed and you will need to provide evidence for the additional or amended criteria.

### What do I submit if I need to do Gap RPL?

As part of the RPL assessment process, you MUST:

- be able to produce the previous version of the Unit's transcript / Statement of Attainment
- additional evidence to demonstrate currency of application

### EXAMPLE

\*\*\* GAP - TAEASS412 Assess competence

Reference - ASQA Standard 1.18-1.12: <https://www.asqa.gov.au/rtos/users-guide-standards-rtos-2015/chapter-4-training-and-assessment/clauses-18-112-conduct-effective-assessment>

### 3 | Units of Competency Guide

#### TAE40122 Certificate IV in Training and Assessment Qualification

This qualification requires a **total number of 12 Units**, comprising:

**6 core units** – shown below in RED, AND

**6 elective units**, of which:

at least 3 must be from Group A - shown below in BLUE, AND

of the remaining 3 elective units:

all may be from the elective units listed below - shown below in BLUE or GREEN

up to 2 may be from any currently endorsed Certificate III or above training package qualification or accredited course, provided that no more than 1 is selected from a Certificate III – shown below in GREEN

Elective units chosen must be relevant to the work environment and the qualification, maintain the integrity of the AQF alignment, not duplicate the outcome of another unit chosen for the qualification, and contribute to a valid vocational outcome for entry-level VET teachers, trainers and assessors

#### Core Units

You must complete all SIX (6) Units from the below list.

**TAEPPD401 Work effectively in the VET sector**

**TAEDEL411 Facilitate vocational training**

**TAEASS412 Assess competence (GAP or NON-GAP option)**

**TAEASS413 Participate in assessment validation (GAP or NON-GAP option)**

**TAEDES411 Use nationally recognised training products to meet vocational training needs (GAP or NON-GAP option)**

**TAEDES412 Design and develop plans for vocational training (GAP or NON-GAP option)**

#### Elective Units - from Group A

You must complete THREE (3) Units from the below list.

**ELECTIVE UNITS – Select at least 3x Blue electives (remember 6 electives are needed)**

**TAEDEL311 Provide work skill instruction** (supersedes and is equivalent to TAEDEL301 Provide work skill instruction)

**TAEDEL414 Mentor in the workplace** (supersedes and is equivalent to TAEDEL404 Mentor in the workplace)

**TAEDEL405 Plan, organise and facilitate online learning**

**TAEASS404 Assess competence in an online environment**

**TAEDEL412 Facilitate workplace-based learning** (supersedes and is equivalent to TAEDEL402 Plan, organise and facilitate workplace learning)

**TAEASS512 Design and develop assessment tools (GAP or NON-GAP option)**

#### Other Elective Units - from other Certificate III and IV Qualifications

You must complete THREE (3) Units from the below list.

**TAEALLN423 Integrate employability skills support into training and assessment**

**TAEALLN421 Integrate core skills support into training and assessment (GAP or NON-GAP option)**

**BSBCMM411 Make presentations** (supersedes and is equivalent to BSBCMM401 Make a presentation)

**TAEASS311 Contribute to assessment** (supersedes and is equivalent to TAEASS301 Contribute to assessment)

## 4 | How to Apply for RPL

There are FOUR STEPS to determine your RPL eligibility.

Please complete the following:

### Steps to take

- 1**

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Using the **UOC Guide** and **Evidence Checklist** at section 5, select the units you wish to apply for RPL

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- 2**

Check the minimum evidence required for each unit:

  - ⇒ if you can provide evidence for each of the areas for each unit of competency listed, you are ready to commence the RPL Assessment process for that unit of competency – go to **STEP 3**
  - ⇒ if you are unable to provide evidence for a unit of competency, you will need to enrol into training to meet competency standards – if you have a combination of both you will need to decide which ones to apply for RPL for and which ones you want to attend training for

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- 3**

Complete the **RPL Application Guide** and contact Forsythes Training on [training@forsythestraining.com.au](mailto:training@forsythestraining.com.au) to commence your RPL journey.

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- 4**

You will be notified about your RPL Application outcome or next steps via email

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## 5 | Evidence Checklist

In this section, you will be asked to identify what workplace evidence you have available to demonstrate your competency in each unit area.

### Application Instructions

Candidates applying for RPL assessment will need to be working as a trainer / assessor at the time of enrolment or have worked in the role in the past 1-2 years and have access to evidence of their performance in that role and can produce authentic evidence that is no more than 3 years old..

Evidence must relate to tasks undertaken in a vocational workplace setting (paid or voluntary work).

Assessment evidence is based on current Standards for Registered Training Organisations (RTOs) 2015 and will be updated when the new standards are endorsed.

Reference - ASQA Standard 1.18-1.12: <https://www.asqa.gov.au/rtos/users-guide-standards-rtos-2015/chapter-4-training-and-assessment/clauses-18-112-conduct-effective-assessment>

### SELECTING UNITS OF COMPETENCY

#### PACKAGING RULES

To ensure you select the correct units, follow the guide, please refer to the **Unit of Competency Guide** in section 3 for more information.

### RPL EVIDENCE GATHERING

Use the **THREE** tables below to identify and nominate the area of competency you wish to provide evidence for your Recognition of Prior Learning application.

### Core Units

You must select **6 RED Units**

You may refer to the **Unit of Competency Guide** in section 3 for more information if required.

### Elective Units

You must select **3 BLUE Units**

You may refer to the **Unit of Competency Guide** in section 3 for more information if required.

### Other Elective Units

You may select **3 BLUE or GREEN Units**

You may refer to the **Unit of Competency Guide** in section 3 for more information if required.

	<b>TAEPDD401 - Work effectively in the VET sector</b>
	<p><b>BASIC UNIT REQUIREMENTS</b></p> <p>This is the key evidence criteria, contained in the Unit of competency, which you must meet to achieve competency.                  You must supply evidence for each of the skill areas listed below.</p> <p>Facilitate at least 3 mentoring sessions of at least 30 minutes each with 1 mentee.</p> <p><b>MINIMUM EVIDENCE REQUIRED</b></p> <p>Listed are some examples of the type/s of evidence you are required to provide for each Unit of Competency.                  You must supply sufficient evidence to commence the RPL Assessment process.</p> <p>Minimum evidence required - if you can provide evidence for each of the areas listed below you are ready to commence the RPL Assessment process -</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A list of your TAA / TAE qualifications (if you hold one) with code and title together with any preceding training qualifications</li> <li><input type="checkbox"/> A list of your vocational qualifications (these are any other qualifications you hold) with code and title, together with date the qualifications were attained</li> <li><input type="checkbox"/> 3x methods of maintaining vocational currency through interaction with industry, employers and professional networks.</li> <li><input type="checkbox"/> Your current skills in digital literacy and the ways that you use technology</li> <li><input type="checkbox"/> Your plan for professional development in the next 12 months</li> </ul>

<b>TAEDEL411 - Facilitate vocational training</b>
<p><b>BASIC UNIT REQUIREMENTS</b></p> <p>This is the key evidence criteria, contained in the Unit of competency, which you must meet to achieve competency.</p> <p>You must supply evidence for each of the skill areas listed below.</p> <p>Facilitate the following face-to-face, in-person, training sessions based on a training product that is nationally recognised or aligned with other recognised frameworks:</p> <ul style="list-style-type: none"> <li>• A series of 3 sequential group training sessions of at least 30 minutes duration each to 1 group of learners, where the group must consist of at least 4 learners.</li> <li>• 2 different individual training sessions of at least 30 minutes duration each to a learner who is not part of the above group.</li> </ul> <p>In the course of each of the above, the individual must:</p> <ul style="list-style-type: none"> <li>• Deliver all sessions in their entirety, from start to finish.</li> <li>• Facilitate learner acquisition of skills and knowledge and learner independence.</li> <li>• Monitor learner engagement and participation</li> <li>• Identify and respond to foundation skill needs.</li> </ul> <p><b>MINIMUM EVIDENCE REQUIRED</b></p> <p>Listed are some examples of the type/s of evidence you could provide for each Unit of Competency.</p> <p>You must supply sufficient evidence to commence the RPL Assessment process.</p> <p>Minimum evidence required - if you can provide evidence for each of the areas listed below you are ready to commence the RPL Assessment process -</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence of the 2x group training sessions you have delivered in the last 6-12 months</li> <li><input type="checkbox"/> Evidence of the 2x individual training sessions you have delivered in the last 6-12 months from start to finish</li> <li><input type="checkbox"/> 2x training and assessment strategy or learning program for the group training sessions</li> <li><input type="checkbox"/> Evidence of how you identified the language, literacy, numeracy and digital technology skills required and those of the learners</li> <li><input type="checkbox"/> Evidence of monitoring 3x learner progress and outcomes</li> <li><input type="checkbox"/> Evidence of identifying learner difficulties or other challenges and your strategies to overcome</li> <li><input type="checkbox"/> Evidence of reflecting on each session and identifying opportunities for you to improve your training strategies</li> </ul>

<b>GAP TAEASS412 - Assess competence</b>	
<b>GAP</b>	<p><b>Certificate or Statement of Attainment showing TAEASS402 in the transcript is required</b></p> <p><b>BASIC UNIT REQUIREMENTS</b></p> <p><b>This is the key evidence criteria, contained in the Unit of competency, which you must meet to achieve competency.</b></p> <p><b>You must supply evidence for each of the skill areas listed below.</b></p> <p>Conduct a total of at least 6 assessments, at least 1 of which must use recognition of prior learning (RPL).</p> <p>The above assessments must be for 3 different candidates against all requirements specified in at least 2 different units of competency from a nationally recognised training package or accredited course. The same 2 units may be used for each candidate</p> <p>In the course of the above assessments, the individual must:</p> <ul style="list-style-type: none"> <li>• use current and validated assessment tools</li> <li>• customise the assessment process of at least 1 of the above candidates to:                             <ul style="list-style-type: none"> <li>○ contextualise for candidate’s work role and environment, and</li> <li>○ make reasonable adjustments for special needs where this will not compromise the requirements of the unit of competency, or explain and justify a reasonable adjustment that could be made in at least one of the above assessments</li> <li>○ make assessment judgements according to vocational education and training (VET) regulatory requirements</li> <li>○ identify and apply at least 3 changes to improve own assessment practice based on feedback from candidate and self-reflection.</li> </ul> </li> </ul>
	<p><b>MINIMUM EVIDENCE REQUIRED</b></p> <p><b>Listed are some examples of the type/s of evidence you could provide for each Unit of Competency.</b></p> <p><b>You must supply sufficient evidence to commence the RPL Assessment process.</b></p> <p><b>Minimum evidence required - if you can provide evidence for each of the areas listed below you are ready to commence the RPL Assessment process -</b></p> <p><input type="checkbox"/> Your Certificate or Statement of Attainment showing TAEASS402 in the transcript.</p> <p>AND</p> <p><input type="checkbox"/> Record of assessment with all formative and summative assessments completed with feedback for one candidate through a learning and assessment pathway</p> <p><input type="checkbox"/> Record of assessment with all assessment instruments and summative assessments completed with feedback for one candidate through an RPL pathway</p> <p><input type="checkbox"/> One record of seeking and receiving moderation for the assessment of one candidate</p> <p><input type="checkbox"/> Assessor guide and mapping for the tool used to conduct assessment of the candidate for a learning and assessment pathway</p> <p><input type="checkbox"/> Assessor guide and mapping for the tool used to conduct assessment of the candidate for an RPL pathway</p> <p><input type="checkbox"/> 2x forms from two different candidates showing evidence that they were informed and agree to the assessment process</p> <p><input type="checkbox"/> 2x records of assessment completed by you, recording how you have contextualised the assessment process for 2 different candidates</p> <p><input type="checkbox"/> Your organisations assessment policy/procedure</p> <p><input type="checkbox"/> Training and assessment strategy for the qualification related to the assessment of a candidate through a learning and assessment pathway</p>

<b>TAEASS412 - Assess competence</b>
<p><b>Certificate or Statement of Attainment showing TAEASS402 in the transcript is required</b></p> <p><b>BASIC UNIT REQUIREMENTS</b></p> <p><b>This is the key evidence criteria, contained in the Unit of competency, which you must meet to achieve competency.</b></p> <p><b>You must supply evidence for each of the skill areas listed below.</b></p> <p>Conduct a total of at least 6 assessments, at least 1 of which must use recognition of prior learning (RPL).</p> <p>The above assessments must be for 3 different candidates against all requirements specified in at least 2 different units of competency from a nationally recognised training package or accredited course. The same 2 units may be used for each candidate</p> <p>In the course of the above assessments, the individual must:</p> <ul style="list-style-type: none"> <li>• use current and validated assessment tools</li> <li>• customise the assessment process of at least 1 of the above candidates to:             <ul style="list-style-type: none"> <li>○ contextualise for candidate’s work role and environment, and</li> <li>○ make reasonable adjustments for special needs where this will not compromise the requirements of the unit of competency, or explain and justify a reasonable adjustment that could be made in at least one of the above assessments</li> <li>○ make assessment judgements according to vocational education and training (VET) regulatory requirements</li> <li>○ identify and apply at least 3 changes to improve own assessment practice based on feedback from candidate and self-reflection.</li> </ul> </li> </ul> <p><b>MINIMUM EVIDENCE REQUIRED</b></p> <p><b>Listed are some examples of the type/s of evidence you could provide for each Unit of Competency.</b></p> <p><b>You must supply sufficient evidence to commence the RPL Assessment process.</b></p> <p><b>Minimum evidence required - if you can provide evidence for each of the areas listed below you are ready to commence the RPL Assessment process -</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Record of assessment with all formative and summative assessments completed with feedback for 5x candidate through a learning and assessment pathway</li> <li><input type="checkbox"/> Record of 1x assessment with all assessment instruments and summative assessments completed with feedback for 1x candidate through an RPL pathway</li> <li><input type="checkbox"/> One record of seeking and receiving moderation for the assessment of one candidate</li> <li><input type="checkbox"/> Assessor guide and mapping for the tool used to conduct assessment of the candidate for a learning and assessment pathway</li> <li><input type="checkbox"/> Assessor guide and mapping for the tool used to conduct assessment of the candidate for an RPL pathway</li> <li><input type="checkbox"/> 2x forms from two different candidates showing evidence that they were informed and agree to the assessment process</li> <li><input type="checkbox"/> 2x records of assessment completed by you, recording how you have contextualised the assessment process for 2 different candidates</li> <li><input type="checkbox"/> Your organisations assessment policy/procedure</li> <li><input type="checkbox"/> Training and assessment strategy for the qualification related to the assessment of a candidate through a learning and assessment pathway</li> </ul>

	<b>GAP TAEASS413 - Participate in assessment validation</b>
<b>GAP</b>	<p><b>Certificate or Statement of Attainment showing TAEASS403 in the transcript</b></p> <p><b>BASIC UNIT REQUIREMENTS</b></p> <p><b>This is the key evidence criteria, contained in the Unit of competency, which you must meet to achieve competency.</b></p> <p><b>You must supply evidence for each of the skill areas listed below.</b></p> <p>Participate in the pre-assessment validation of at least 3 assessment tools before they are first used with candidates</p> <p>Participate in the validation of:</p> <ul style="list-style-type: none"> <li>• the above 3 assessment tools after they have been used to assess candidates</li> <li>• 3 assessment judgements by different assessors, where the same tool has been used for all 3 judgements</li> <li>• the practices undertaken in the course of the above assessment judgements, and identification of at least 2 recommendations for improvement.</li> </ul> <p>In the course of the above activities, the individual must:</p> <ul style="list-style-type: none"> <li>• Use mapping documentation to evaluate whether the assessment tools cover all aspects of the 3 nationally recognised units of competency and their assessment requirements</li> <li>• review samples of evidence collected for at least 1 full unit of competency</li> <li>• use effective oral and written communication skills when discussing and collaborating with colleagues.</li> </ul> <p><b>MINIMUM EVIDENCE REQUIRED</b></p> <p><b>Listed are some examples of the type/s of evidence you could provide for each Unit of Competency.</b></p> <p><b>You must supply sufficient evidence to commence the RPL Assessment process.</b></p> <p><b>Minimum evidence required - if you can provide evidence for each of the areas listed below you are ready to commence the RPL Assessment process -</b></p> <p>Your Certificate or Statement of Attainment showing TAEASS403 in the transcript</p> <p>AND</p> <p><input type="checkbox"/> 3x Evidence of participating validation of 3x assessment tools and instruments</p> <p><input type="checkbox"/> 3x Evidence of participating in the validation of assessment judgements that were made using one or more of the validated tools submitted</p>

	<b>TAEASS413 - Participate in assessment validation</b>
	<p><b>Certificate or Statement of Attainment showing TAEASS403 in the transcript</b></p> <p><b>BASIC UNIT REQUIREMENTS</b></p> <p><b>This is the key evidence criteria, contained in the Unit of competency, which you must meet to achieve competency. You must supply evidence for each of the skill areas listed below.</b></p> <p>Participate in the pre-assessment validation of at least 3 assessment tools before they are first used with candidates</p> <p>Participate in the validation of:</p> <ul style="list-style-type: none"> <li>• the above 3 assessment tools after they have been used to assess candidates</li> <li>• 3 assessment judgements by different assessors, where the same tool has been used for all 3 judgements</li> <li>• the practices undertaken in the course of the above assessment judgements, and identification of at least 2 recommendations for improvement.</li> </ul> <p>In the course of the above activities, the individual must:</p> <ul style="list-style-type: none"> <li>• Use mapping documentation to evaluate whether the assessment tools cover all aspects of the 3 nationally recognised units of competency and their assessment requirements</li> <li>• review samples of evidence collected for at least 1 full unit of competency</li> <li>• use effective oral and written communication skills when discussing and collaborating with colleagues.</li> </ul> <p><b>MINIMUM EVIDENCE REQUIRED</b></p> <p><b>Listed are some examples of the type/s of evidence you could provide for each Unit of Competency. You must supply sufficient evidence to commence the RPL Assessment process.</b></p> <p><b>Minimum evidence required - if you can provide evidence for each of the areas listed below you are ready to commence the RPL Assessment process -</b></p> <p><input type="checkbox"/> Evidence of participating in 3 the validation of 3x assessment tools and instruments and each must include</p> <ul style="list-style-type: none"> <li>• Participant guide</li> <li>• Assessor Guide</li> <li>• Mapping</li> <li>• 3x validation reports which show you have participated and contributed to the validation outcomes</li> <li>• Your recommendations for improvement of the tools and instruments included in each validation report</li> <li>• Record recommendations to improve assessment practice according to organisational procedures</li> </ul> <p><input type="checkbox"/> Evidence of participating in the validation of 3x assessment judgements that were made using one or more of the validated tools submitted – including</p> <ul style="list-style-type: none"> <li>• 3x validation reports which show you have participated and contributed to the validation outcomes</li> <li>• Screen shots or snips of the 3x assessment judgements:             <ul style="list-style-type: none"> <li>○ Showing what the assessor wrote</li> <li>○ NOT including all of the evidence submitted to that assessor</li> <li>○ Including feedback for each formative assessment</li> <li>○ Including the 3 summative assessments that the assessor completed</li> </ul> </li> <li>• Record recommendations to improve assessment practice according to organisational procedures</li> </ul>

<b>GAP TAEDES411 - Use nationally recognised training products to meet vocational training needs</b>	
<b>GAP</b>	<p><b>Certificate or Statement of Attainment showing TAEDES402 in the transcript</b></p> <p><b>BASIC UNIT REQUIREMENTS</b></p> <p><b>This is the key evidence criteria, contained in the Unit of competency, which you must meet to achieve competency.</b></p> <p><b>You must supply evidence for each of the skill areas listed below.</b></p> <p>Use nationally recognised training products to meet the training needs of vocational learners as follows:</p> <ul style="list-style-type: none"> <li>• select and use at least 1 selected nationally recognised unit of competency or skill set that addresses the identified skills and knowledge needs of at least 1 learner cohort</li> <li>• identify and use at least 1 set of support material relating to above unit or skill set</li> <li>• select at least 1 nationally recognised qualification that is at the appropriate Australian Qualifications Framework (AQF) level and package it to meet the identified needs of a different learner cohort.</li> </ul> <p>•In the course of the above, the candidate must:</p> <ul style="list-style-type: none"> <li>• use the National Register of VET (Training.gov.au, or its successor)</li> <li>• analyse the contents of the nationally recognised products to confirm their suitability for use</li> </ul> <p>comply with the specified nationally recognised training product requirements, including entry requirements, packaging rules and any prerequisite requirements.</p> <p><b>MINIMUM EVIDENCE REQUIRED</b></p> <p><b>Listed are some examples of the type/s of evidence you could provide for each Unit of Competency.</b></p> <p><b>You must supply sufficient evidence to commence the RPL Assessment process.</b></p> <p><b>Minimum evidence required - if you can provide evidence for each of the areas listed below you are ready to commence the RPL Assessment process -</b></p> <p>Your Certificate or Statement of Attainment showing TAEDES402 in the transcript.</p> <p>AND</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence of the Training and Assessment Strategy for a qualification or skill set that you deliver and showing the industry consultation undertaken in designing the TAS</li> <li><input type="checkbox"/> A training plan for one student for the qualification or skill set that you deliver, showing the units of competency they are undertaking and the order of delivery</li> <li><input type="checkbox"/> A list of companion volumes relevant to this qualification</li> <li><input type="checkbox"/> Any information from at least one of the companion volumes that relates to the qualification you deliver</li> <li><input type="checkbox"/> Unit of competency and assessment requirements documents downloaded from training.gov.au for one unit of competency included in the qualification you deliver</li> <li><input type="checkbox"/> Information from the qualification / skill set and the unit</li> <li><input type="checkbox"/> Learning resource and any other support material for the unit of competency</li> <li><input type="checkbox"/> A mapping summary for the unit, showing how the assessment tool complies with the unit requirements</li> <li><input type="checkbox"/> Records of meeting with at least one colleague to review the selection of units and structure of the training plan</li> <li><input type="checkbox"/> Training.gov.au showing its scope of registration</li> <li><input type="checkbox"/> AQF table showing the AQF level criteria of the qualification you have identified</li> <li><input type="checkbox"/> Information from ACSF relative to the training design outlined earlier</li> </ul>

	<b>TAEDES411 - Use nationally recognised training products to meet vocational training needs</b>
	<p><b>Certificate or Statement of Attainment showing TAEDES402 in the transcript</b></p> <p><b>BASIC UNIT REQUIREMENTS</b></p> <p><b>This is the key evidence criteria, contained in the Unit of competency, which you must meet to achieve competency.</b></p> <p><b>You must supply evidence for each of the skill areas listed below.</b></p> <p>Use nationally recognised training products to meet the training needs of vocational learners as follows:</p> <ul style="list-style-type: none"> <li>• select and use at least 1 selected nationally recognised unit of competency or skill set that addresses the identified skills and knowledge needs of at least 1 learner cohort</li> <li>• identify and use at least 1 set of support material relating to above unit or skill set</li> <li>• select at least 1 nationally recognised qualification that is at the appropriate Australian Qualifications Framework (AQF) level and package it to meet the identified needs of a different learner cohort.</li> </ul> <p>•In the course of the above, the candidate must:</p> <ul style="list-style-type: none"> <li>• use the National Register of VET (Training.gov.au, or its successor)</li> <li>• analyse the contents of the nationally recognised products to confirm their suitability for use</li> </ul> <p>comply with the specified nationally recognised training product requirements, including entry requirements, packaging rules and any prerequisite requirements.</p> <p><b>MINIMUM EVIDENCE REQUIRED</b></p> <p><b>Listed are some examples of the type/s of evidence you could provide for each Unit of Competency.</b></p> <p><b>You must supply sufficient evidence to commence the RPL Assessment process.</b></p> <p><b>Minimum evidence required - if you can provide evidence for each of the areas listed below you are ready to commence the RPL Assessment process -</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence of the 2x Training and Assessment Strategy for a qualification or skill set that you deliver and showing the industry consultation undertaken in designing the TAS</li> <li><input type="checkbox"/> A training plan for one student for the qualification or skill set that you deliver, showing the units of competency they are undertaking and the order of delivery</li> <li><input type="checkbox"/> A list of companion volumes relevant to this qualification</li> <li><input type="checkbox"/> Any information from at least one of the companion volumes that relates to the qualification you deliver</li> <li><input type="checkbox"/> Unit of competency and assessment requirements documents downloaded from training.gov.au for one unit of competency included in the qualification you deliver</li> <li><input type="checkbox"/> Information from the qualification / skill set and the unit</li> <li><input type="checkbox"/> Learning resource and any other support material for the unit of competency</li> <li><input type="checkbox"/> A mapping summary for the unit, showing how the assessment tool complies with the unit requirements</li> <li><input type="checkbox"/> Records of meeting with at least one colleague to review the selection of units and structure of the training plan</li> <li><input type="checkbox"/> Training.gov.au showing its scope of registration</li> <li><input type="checkbox"/> AQF table showing the AQF level criteria of the qualification you have identified</li> <li><input type="checkbox"/> Information from ACSF relative to the training design outlined earlier</li> </ul>

	<b>GAP TAEDES412 - Design and develop plans for vocational training</b>
<b>GAP</b>	<p><b>Certificate or Statement of Attainment showing TAEDES401 in the transcript</b></p> <p><b>BASIC UNIT REQUIREMENTS</b></p> <p><b>This is the key evidence criteria, contained in the Unit of competency, which you must meet to achieve competency.</b></p> <p><b>You must supply evidence for each of the skill areas listed below.</b></p> <p>Design, develop and document plans for group learning that:</p> <ul style="list-style-type: none"> <li>• cover at least 2 entire units of competency from a nationally recognised training package or accredited course</li> <li>• detail at least 3 consecutive sessions for each different unit of competency</li> <li>• are tailored to target learner group characteristics and identified learner needs, including foundation skills</li> <li>• include a range of facilitation techniques and checks for learner understanding, including presentation methods, learning activities, and formative assessment activities.</li> </ul> <p>In the course of the above, the individual must:</p> <ul style="list-style-type: none"> <li>• document an overall plan for the group learning for each unit of competency</li> <li>• document the following in the session plans:             <ul style="list-style-type: none"> <li>○ learning objectives or outcomes</li> <li>○ presentation methods</li> <li>○ learning activities</li> <li>○ formative assessment activities</li> <li>○ sequence and timing of activities within a session</li> <li>○ required resources</li> <li>○ total duration of sessions</li> </ul> </li> </ul> <p>confirm that requirements of units of competency and their assessment requirements have been fully addressed in the overall plan.</p> <p><b>MINIMUM EVIDENCE REQUIRED</b></p> <p><b>Listed are some examples of the type/s of evidence you could provide for each Unit of Competency.</b></p> <p><b>You must supply sufficient evidence to commence the RPL Assessment process.</b></p> <p><b>Minimum evidence required - if you can provide evidence for each of the areas listed below you are ready to commence the RPL Assessment process -</b></p> <p><input type="checkbox"/> Your Certificate or Statement of Attainment showing TAEDES401 in the transcript</p> <p>AND</p> <p><input type="checkbox"/> 3 x session plans to address all requirements for one unit of competency</p> <p><input type="checkbox"/> 3 x session plans to address all requirements for a different unit of competency</p> <p><input type="checkbox"/> 3x Mapping summaries, one for each of the session plans, showing how the sessions</p>

TAEDES412 - Design and develop plans for vocational training	
	<p><b>Certificate or Statement of Attainment showing TAEDES401 in the transcript</b></p> <p><b>BASIC UNIT REQUIREMENTS</b></p> <p><b>This is the key evidence criteria, contained in the Unit of competency, which you must meet to achieve competency. You must supply evidence for each of the skill areas listed below.</b></p> <p>Design, develop and document plans for group learning that:</p> <ul style="list-style-type: none"> <li>• cover at least 2 entire units of competency from a nationally recognised training package or accredited course</li> <li>• detail at least 3 consecutive sessions for each different unit of competency</li> <li>• are tailored to target learner group characteristics and identified learner needs, including foundation skills</li> <li>• include a range of facilitation techniques and checks for learner understanding, including presentation methods, learning activities, and formative assessment activities.</li> </ul> <p>In the course of the above, the individual must:</p> <ul style="list-style-type: none"> <li>• document an overall plan for the group learning for each unit of competency</li> <li>• document the following in the session plans:                             <ul style="list-style-type: none"> <li>○ learning objectives or outcomes</li> <li>○ presentation methods</li> <li>○ learning activities</li> <li>○ formative assessment activities</li> <li>○ sequence and timing of activities within a session</li> <li>○ required resources</li> <li>○ total duration of sessions</li> </ul> </li> </ul> <p>confirm that requirements of units of competency and their assessment requirements have been fully addressed in the overall plan.</p> <p><b>MINIMUM EVIDENCE REQUIRED</b></p> <p><b>Listed are some examples of the type/s of evidence you could provide for each Unit of Competency. You must supply sufficient evidence to commence the RPL Assessment process.</b></p> <p><b>Minimum evidence required - if you can provide evidence for each of the areas listed below you are ready to commence the RPL Assessment process -</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 2x design, develop and document plans for group learning that cover at least 2 entire units of competency from a nationally recognised training package or accredited course</li> <li><input type="checkbox"/> 3 x session plans to address all requirements for one unit of competency</li> <li><input type="checkbox"/> 3 x session plans to address all requirements for a different unit of competency</li> <li><input type="checkbox"/> 3x Mapping summaries, one for each of the session plans, showing how the sessions</li> </ul>

TAEDEL311 - Provide work skill instruction	
	<p><b>BASIC UNIT REQUIREMENTS</b></p> <p>This is the key evidence criteria, contained in the Unit of competency, which you must meet to achieve competency.</p> <p>You must supply evidence for each of the skill areas listed below.</p> <p>Provide at least 3 work skill instruction sessions, with each session being of at least 30 minutes duration and involving:</p> <ul style="list-style-type: none"> <li>• a different work skill for each session</li> <li>• delivery of at least 1 session to an individual learner</li> <li>• delivery of at least 1 session to a small group of at least 2 learners.</li> </ul> <p><b>MINIMUM EVIDENCE REQUIRED</b></p> <p>Listed are some examples of the type/s of evidence you could provide for each Unit of Competency.</p> <p>You must supply sufficient evidence to commence the RPL Assessment process.</p> <p>Minimum evidence required - if you can provide evidence for each of the areas listed below you are ready to commence the RPL Assessment process -</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 3 x Session plans that you have been used for delivering training to develop work skills</li> <li><input type="checkbox"/> 3 x copies of attendance sheets and feedback forms completed by learners for 3 x different work skills sessions that you have delivered</li> <li><input type="checkbox"/> 3 x forms of documentation such as emails or schedules that relate to planning work skills instruction for individuals or groups and notifying learners of the training</li> <li><input type="checkbox"/> 3 x risk assessments and risk control plans that you have used in delivering training to develop work skills</li> <li><input type="checkbox"/> 3 x resources that you have used, for delivery of work skills training</li> <li><input type="checkbox"/> 3 x communications where you have organised access to equipment or other resources for delivering work skills training</li> <li><input type="checkbox"/> 3 x feedback that you have provided to learners and records or reports you have made on learner performance and the outcomes of the training</li> <li><input type="checkbox"/> 3 x personal notes or other documentation showing how you have reflected upon your own practice and identified ways to improve</li> </ul>

TAEDEL414 - Mentor in the workplace	
	<p><b>BASIC UNIT REQUIREMENTS</b></p> <p>This is the key evidence criteria, contained in the Unit of competency, which you must meet to achieve competency.</p> <p>You must supply evidence for each of the skill areas listed below.</p> <p>Negotiate and document an agreed mentoring plan with 1 mentee that sets out clear objectives and a timeframe for the mentoring relationship</p> <p><b>MINIMUM EVIDENCE REQUIRED</b></p> <p>Listed are some examples of the type/s of evidence you could provide for each Unit of Competency.</p> <p>You must supply sufficient evidence to commence the RPL Assessment process.</p> <p><b>Minimum evidence required - if you can provide evidence for each of the areas listed below you are ready to commence the RPL Assessment process</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A documented mentoring plan</li> <li><input type="checkbox"/> Documented outcomes of 3x scheduled meetings with your mentee</li> <li><input type="checkbox"/> Record or a checklist of the ground rules you have set for the mentoring relationship in consultation with the mentee</li> <li><input type="checkbox"/> A list of the personal and professional relationships that you have used / will use to assist when mentoring</li> <li><input type="checkbox"/> 2 x Plans that you have assisted the mentee to develop in order to meet their career objectives</li> <li><input type="checkbox"/> 2 x examples of correspondence with the mentee</li> <li><input type="checkbox"/> Correspondence or records of meetings with other workplace personnel where you have discussed modifications to the mentoring plan</li> <li><input type="checkbox"/> Record of the closure meeting you held with the mentee, discussing outcomes and effectiveness of the mentoring plan</li> <li><input type="checkbox"/> Report that you have written at the closure of the mentoring relationship</li> </ul>

	<b>TAEDEL405 - Plan, organise and facilitate online learning</b>
	<p><b>BASIC UNIT REQUIREMENTS</b></p> <p><b>This is the key evidence criteria, contained in the Unit of competency, which you must meet to achieve competency.</b></p> <p><b>You must supply evidence for each of the skill areas listed below.</b></p> <p>Plan, organise and facilitate two synchronous sessions of online learning to a group of three or more learners; each session should:</p> <ul style="list-style-type: none"> <li>• be of at least 30 minutes duration</li> <li>• involve interaction between facilitator and learners, and between learners</li> <li>• use an electronic application that suits session objectives and learning outcomes</li> <li>• plan, organise and facilitate two different asynchronous activities for learners who form part of the above group.</li> </ul> <p>In the course of the above, the candidate must ensure that:</p> <ul style="list-style-type: none"> <li>• online learning delivery plan is followed</li> <li>• learner support needs are identified and addressed as required, including technical and foundation skill needs</li> <li>• suitable electronic applications are used to communicate with and engage learners in the learning sessions and activities</li> </ul> <p>online learning processes are reviewed to identify opportunities for improvement</p> <p><b>MINIMUM EVIDENCE REQUIRED</b></p> <p><b>Listed are some examples of the type/s of evidence you could provide for each Unit of Competency.</b></p> <p><b>You must supply sufficient evidence to commence the RPL Assessment process.</b></p> <p><b>Minimum evidence required - if you can provide evidence for each of the areas listed below you are ready to commence the RPL Assessment process -</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Video recordings of a minimum of 2x group online learning sessions that you have delivered– minimum 30 minutes. Sessions must be synchronous (trainer and participants communicating in real time)</li> <li><input type="checkbox"/> Recordings, screen prints, emails providing support for learning activities or other evidence) of asynchronous learning activities that you have implemented for a minimum of 3x individuals from the same group as above. Learning must be asynchronous (trainer sets up the learning activities which each learner accesses subsequently)</li> <li><input type="checkbox"/> 2x Documented records of online learning facilitation demonstrating that you have reviewed the processes used in collaboration with colleagues and identified opportunities for improvement</li> <li><input type="checkbox"/> 2x Records, such as emails, where you have introduced individual learners to the online environment, developed a relationship with learners and supported them to use the digital technology</li> <li><input type="checkbox"/> 2x Documents (e.g. training and assessment strategies, delivery plans and/or emails) which identify:             <ul style="list-style-type: none"> <li>o learning objectives</li> <li>o learner characteristics and any requirements for foundation skill support</li> <li>o online learning platform, communication channels and resources</li> </ul> </li> </ul>

<b>TAEASS404 - Assess competence in an online environment</b>
<p><b>BASIC UNIT REQUIREMENTS</b></p> <p><b>This is the key evidence criteria, contained in the Unit of competency, which you must meet to achieve competency.</b></p> <p><b>You must supply evidence for each of the skill areas listed below.</b></p> <p>Conduct 2 online assessment processes against at least 1 entire or partial unit of competency from a nationally recognised training package or accredited course:</p> <ul style="list-style-type: none"> <li>• 1 process being asynchronous, for at least 3 candidates</li> <li>• 1 process being synchronous, for at least 3 candidates attending an online assessment session at the same time.</li> <li>• review above online assessment processes and identify opportunities for improvement.</li> </ul> <p>In the course of the above, the candidate must:</p> <ul style="list-style-type: none"> <li>• Provide clear instructions of the assessment Process to each candidate, including in relation to technology requirements</li> <li>• conduct assessment process in compliance with the principles of assessment, rules of evidence, organisational policies and procedures, and regulatory requirements</li> <li>• Ensure that online assessment activities and digital tools used in the assessment process reflect training requirements, assessment conditions, industry context, and candidate needs</li> <li>• review evidence submitted online and make assessment decisions</li> <li>• communicate assessment decisions to candidates in relation to their assessment completion, seeking and providing feedback electronically on at least one occasion</li> </ul> <p>ensure required records of assessments, candidate data and assessment outcomes are maintained according to online assessment system and organisational, regulatory and ethical requirements.</p> <p><b>MINIMUM EVIDENCE REQUIRED</b></p> <p><b>Listed are some examples of the type/s of evidence you could provide for each Unit of Competency.</b></p> <p><b>You must supply sufficient evidence to commence the RPL Assessment process.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence of conducting assessment against a unit of competency or accredited course (either full or partial assessment) for a minimum of 3 learners using asynchronous online assessment</li> <li><input type="checkbox"/> Evidence of conducting assessment against a unit of competency or accredited course (either full or partial assessment) for a minimum of 3 learners using synchronous online assessment</li> <li><input type="checkbox"/> Documented review of online assessment processes with recommendations for improvement</li> <li><input type="checkbox"/> Assessment plan or other documentation used to identify the context and conditions for the assessment</li> <li><input type="checkbox"/> Evidence of communicating assessment decisions and feedback to a minimum of 3x candidates</li> <li><input type="checkbox"/> Emails or other documents where you have sought and/or received feedback from a minimum of 3 candidates</li> <li><input type="checkbox"/> Evidence of how records of assessments are maintained</li> </ul>

	<b>TAEDEL412 - Facilitate workplace-based learning</b>
	<p><b>BASIC UNIT REQUIREMENTS</b></p> <p><b>This is the key evidence criteria, contained in the Unit of competency, which you must meet to achieve competency.</b></p> <p><b>You must supply evidence for each of the skill areas listed below.</b></p> <p>Develop a workplace-based learning plan for at least 3 different learners, with each plan incorporating activities sequenced to ensure safe and effective learning that leads to the required standard of work performance.</p> <p>Facilitate workplace-based learning for at least 1 of the above learners using products that are nationally recognised or aligned with other recognised frameworks on at least 3 different occasions, where each occasion must:</p> <ul style="list-style-type: none"> <li>• be of at least 30 minutes' duration</li> <li>• address a different performance outcome from the workplace-based learning plan.</li> </ul> <p>In the course of the above, the individual must:</p> <ul style="list-style-type: none"> <li>• demonstrate communication skills to build rapport with the learners</li> </ul> <p>liaise with required workplace personnel.</p> <p><b>MINIMUM EVIDENCE REQUIRED</b></p> <p><b>Listed are some examples of the type/s of evidence you could provide for each Unit of Competency.</b></p> <p><b>You must supply sufficient evidence to commence the RPL Assessment process.</b></p> <p><b>Minimum evidence required - if you can provide evidence for each of the areas listed below you are ready to commence the RPL Assessment process -</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 3x workplace learning plans for 3 different learners</li> <li><input type="checkbox"/> Records of meetings that you have had with each of the learners</li> <li><input type="checkbox"/> Records of meetings and/or correspondence with management, supervisors, HR personnel, specialist trainers or other personnel in relation to the learning plans and learner progress</li> <li><input type="checkbox"/> Copies of position descriptions and any other documents that you used to research the requirements for the workplace learning</li> <li><input type="checkbox"/> Records of how you implemented the workplace learning</li> <li><input type="checkbox"/> Records of the final closure meeting with at least one learner</li> </ul>

<b>GAP TAEASS512 - Design and develop assessment tools</b>	
<b>GAP</b>	<p><b>BASIC UNIT REQUIREMENTS</b></p> <p><b>This is the key evidence criteria, contained in the Unit of competency, which you must meet to achieve competency.</b></p> <p><b>You must supply evidence for each of the skill areas listed below.</b></p> <p>Design, develop and document 3 assessment tools for the assessment of nationally recognised units of competency, including:</p> <ul style="list-style-type: none"> <li>• at least 1 assessment tool for a unit of competency packaged in a qualification or accredited course at Australian Qualifications Framework (AQF) level 3 or above</li> <li>• at least 1 tool for recognition of prior learning (RPL) at AQF level 3 or above.</li> </ul> <p>Each of the above assessment tools must:</p> <ul style="list-style-type: none"> <li>• fully address a nationally recognised unit of competency and its assessment requirements, and accurately and validly map to that unit.</li> </ul> <p><b>MINIMUM EVIDENCE REQUIRED</b></p> <p><b>Listed are some examples of the type/s of evidence you could provide for each Unit of Competency.</b></p> <p><b>You must supply sufficient evidence to commence the RPL Assessment process.</b></p> <p><b>Minimum evidence required - if you can provide evidence for each of the areas listed below you are ready to commence the RPL Assessment process -</b></p> <p><input type="checkbox"/> Your Certificate or Statement of Attainment showing TAEASS502 in the transcript</p> <p>AND</p> <p><input type="checkbox"/> One assessment tool that you have developed for an RPL pathway – addressing a complete unit of competency or cluster at AQF level 3 or above</p> <p><input type="checkbox"/> One assessment tool that you have developed for a learning and assessment or an RPL pathway – addressing a complete unit of competency or cluster at AQF level 3 or above</p> <p><input type="checkbox"/> A validation report of an assessment tool</p>

	<b>TAEASS512 - Design and develop assessment tools</b>
	<p><b>BASIC UNIT REQUIREMENTS</b></p> <p><b>This is the key evidence criteria, contained in the Unit of competency, which you must meet to achieve competency.</b></p> <p><b>You must supply evidence for each of the skill areas listed below.</b></p> <p>Design, develop and document 3 assessment tools for the assessment of nationally recognised units of competency, including:</p> <ul style="list-style-type: none"> <li>• at least 1 assessment tool for a unit of competency packaged in a qualification or accredited course at Australian Qualifications Framework (AQF) level 3 or above</li> <li>• at least 1 tool for recognition of prior learning (RPL) at AQF level 3 or above.</li> </ul> <p>Each of the above assessment tools must:</p> <ul style="list-style-type: none"> <li>• fully address a nationally recognised unit of competency and its assessment requirements, and accurately and validly map to that unit.</li> </ul> <p><b>MINIMUM EVIDENCE REQUIRED</b></p> <p>Listed are some examples of the type/s of evidence you could provide for each Unit of Competency.</p> <p><b>You must supply sufficient evidence to commence the RPL Assessment process.</b></p> <p><b>Minimum evidence required - if you can provide evidence for each of the areas listed below you are ready to commence the RPL Assessment process -</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 3x assessment tool that you have developed for an RPL pathway – addressing a complete unit of competency or cluster at AQF level 3 or above</li> <li><input type="checkbox"/> One assessment tool that you have developed for a learning and assessment or an RPL pathway – addressing a complete unit of competency or cluster at AQF level 3 or above</li> <li><input type="checkbox"/> A validation report of an assessment tool</li> </ul>

GAP TAELLN421 - Integrate core skills support into training and assessment	
GAP	<p><b>BASIC UNIT REQUIREMENTS</b></p> <p>This is the key evidence criteria, contained in the Unit of competency, which you must meet to achieve competency.</p> <p><b>You must supply evidence for each of the skill areas listed below.</b></p> <p>Integrate core skill support into vocational training and assessment during:</p> <ul style="list-style-type: none"> <li>• at least 2 training sessions</li> <li>• at least 2 assessment events.</li> </ul> <p>In the course of the above, the individual must:</p> <ul style="list-style-type: none"> <li>• Identify core skill demands of nationally recognised training products, workplace tasks and texts, learning tasks and texts, and assessment tasks and texts</li> <li>• identify those learners and candidates in need of core skill support</li> <li>• customise at least one learning resource to address core skill gaps</li> <li>• refer at least 2 learners or candidates with core skill support needs beyond scope of own role for support according to organisational procedures.</li> </ul> <p><b>MINIMUM EVIDENCE REQUIRED</b></p> <p>Listed are some examples of the type/s of evidence you could provide for each Unit of Competency.</p> <p><b>You must supply sufficient evidence to commence the RPL Assessment process.</b></p> <p><input type="checkbox"/> Your Certificate or Statement of Attainment showing TAELLN411 in the transcript</p>

	<b>TAELLN423 - Integrate employability skills support into training and assessment</b>
	<p><b>BASIC UNIT REQUIREMENTS</b></p> <p>This is the key evidence criteria, contained in the Unit of competency, which you must meet to achieve competency.</p> <p>You must supply evidence for each of the skill areas listed below.</p> <p>Integrate employability skill support into vocational training and assessment during:</p> <ul style="list-style-type: none"> <li>• at least 2 training sessions</li> <li>• at least 2 assessment events.</li> </ul> <p>In the course of the above, the individual must:</p> <ul style="list-style-type: none"> <li>• Identify the employability skill demands of nationally recognised training products, workplace tasks, learning tasks and assessment tasks.</li> <li>• Identify those learners and candidates in need of employability skill support.</li> </ul> <p>Refer at least 1 learner or candidate with employability skill gaps beyond scope of own role for support according to organisational procedures.</p> <p><b>MINIMUM EVIDENCE REQUIRED</b></p> <p>Listed are some examples of the type/s of evidence you could provide for each Unit of Competency.</p> <p>You must supply sufficient evidence to commence the RPL Assessment process.</p> <p><b>Minimum evidence required - if you can provide evidence for each of the areas listed below you are ready to commence the RPL Assessment process -</b></p> <p>Certificate for TAE40116 OR Certificate for TAE40110 AND Statement of Attainment for TAEASS502 AND Statement of Attainment for TAELLN411, OR Statement of Attainment for TAESS00009 Address Foundation Skills in Vocational Practice Skill Set</p> <p><input type="checkbox"/> Select a unit of competency that you train and assess. Submit a document with a table showing all of the performance criteria and how employability skills that align to each of the PCs.</p> <p><input type="checkbox"/> Submit the training and assessment strategy for the qualification that includes the unit of competency addressed earlier.</p> <p><input type="checkbox"/> Submit a document listing all of the training activities and formative assessment activities, employability skills that apply and justification for each.</p>

BSBCMM411 - Make presentations	
	<p><b>BASIC UNIT REQUIREMENTS</b></p> <p>This is the key evidence criteria, contained in the Unit of competency, which you must meet to achieve competency.</p> <p><b>You must supply evidence for each of the skill areas listed below.</b></p> <p>Prepare and deliver at least two different presentations.</p> <p>In the course of the above, the candidate must:</p> <ul style="list-style-type: none"> <li>• use aids and materials to support the presentation</li> </ul> <p>select and implement methods to review the effectiveness of presentation and document suggested improvements.</p> <p><b>MINIMUM EVIDENCE REQUIRED</b></p> <p>Listed are some examples of the type/s of evidence you could provide for each Unit of Competency.</p> <p><b>You must supply sufficient evidence to commence the RPL Assessment process.</b></p> <p><b>Minimum evidence required - if you can provide evidence for each of the areas listed below you are ready to commence the RPL Assessment process -</b></p> <p><input type="checkbox"/> 2x most recent presentations that you have delivered, with dates of delivery, the subject of the presentations and the audience.</p> <p><input type="checkbox"/> 2x Notes, emails and any other documentary evidence showing how you planned the 2x presentations to achieve the intended outcomes, identified the target audience and selected the presentation strategies.</p> <p><input type="checkbox"/> 2x Records of feedback that you received from the audiences or others</p> <p><input type="checkbox"/> 2x Presentation outlines or speeches that you drafted, showing the content and structure</p> <p><input type="checkbox"/> 2x Presentation aids and materials that you used</p> <p><input type="checkbox"/> 2x Reports or other documented self-reflection, where you have evaluated the effectiveness of the presentations you delivered and identified changes and improvements.</p>

TAEASS311 - Contribute to assessment	
	<p><b>BASIC UNIT REQUIREMENTS</b></p> <p>This is the key evidence criteria, contained in the Unit of competency, which you must meet to achieve competency.</p> <p><b>You must supply evidence for each of the skill areas listed below.</b></p> <p>Carry out at least 3 evidence-gathering activities.</p> <p>In the course of each of the above, the individual must:</p> <ul style="list-style-type: none"> <li>• gather evidence from at least 3 different candidates</li> <li>• gather at least 2 different types of evidence</li> <li>• use documentation provided by qualified assessor</li> <li>• document evidence in a clear and concise manner.</li> </ul> <p><b>MINIMUM EVIDENCE REQUIRED</b></p> <p>Listed are some examples of the type/s of evidence you could provide for each Unit of Competency.</p> <p><b>You must supply sufficient evidence to commence the RPL Assessment process.</b></p> <p><b>Minimum evidence required - if you can provide evidence for each of the areas listed below you are ready to commence the RPL Assessment process -</b></p> <p><input type="checkbox"/> Evidence of carrying out 3x evidence gathering activities based on units of competency, from 3 different candidates and using at least 2 different evidence gathering methods.</p> <p><input type="checkbox"/> Documented summary of your role and responsibility in the assessment process.</p> <p><input type="checkbox"/> 2x Documented evidence of communication and clarification of assessment processes and expectations with a qualified assessor.</p> <p><input type="checkbox"/> 2x Feedback from assessor on how you carried out the role in the assessment process</p> <p><input type="checkbox"/> Documented summary of areas for improvement for future assessment activities.</p>

## 6 | RPL APPLICATION GUIDE

Once you have assessed your eligibility for Recognition of Prior Learning, using the Evidence Checklist at section 5, you are required to complete the following form before contacting Forsythes Training to commence your RPL journey.

### Steps to Complete

1. Select all the units you would like to complete using the RPL process
2. If applicable, select any units that you would like to complete via training



**Remember** to receive the TAE40122 Certificate IV in Training and assessment you must select units that meet the packaging rules

**Core Units** - You must select **6 RED Units**

**Elective Units** - You must select **3 BLUE Units**

**Other Elective Units** - You may select **3 BLUE or GREEN Units**

RPL APPLICATION GUIDE					
NAME			EMPLOYER		
I have assessed my eligibility for RPL using the Evidence Checklist in section 5 and confirm I can meet the evidence criteria for this Unit.					
UNIT OF COMPETENCY (UOC)	UNIT TYPE	PRE-REQUISITE required	I have enough evidence for RPL	I need to attend training	
<b>GAP TAEASS412 Assess competence</b>	Core	Your Certificate or Statement of Attainment showing TAEASS402 in the transcript	<input type="checkbox"/>	<input type="checkbox"/>	
TAEASS412 Assess competence	Core	Nil	<input type="checkbox"/>	<input type="checkbox"/>	
<b>GAP TAEASS413 Participate in assessment validation</b>	Core	Your Certificate or Statement of Attainment showing TAEASS403 in the transcript	<input type="checkbox"/>	<input type="checkbox"/>	
TAEASS413 Participate in assessment validation	Core	Nil	<input type="checkbox"/>	<input type="checkbox"/>	
TAEDEL411 Facilitate vocational training	Core	Nil	<input type="checkbox"/>	<input type="checkbox"/>	
TAEDES411 Use nationally recognised training products to meet vocational training needs	Core	Nil	<input type="checkbox"/>	<input type="checkbox"/>	
<b>GAP TAEDES411 Use nationally recognised training products to meet vocational training needs</b>	Core	Your Certificate or Statement of Attainment showing TAEDES402 in the transcript	<input type="checkbox"/>	<input type="checkbox"/>	

TAEDES412 Design and develop plans for vocational training	Core	Nil	<input type="checkbox"/>	<input type="checkbox"/>
<b>GAP TAEDES412 Design and develop plans for vocational training</b>	Core	Your Certificate or Statement of Attainment showing TAEDES401 in the transcript	<input type="checkbox"/>	<input type="checkbox"/>
TAEPDD401 Work effectively in the VET sector	Core	Nil	<input type="checkbox"/>	<input type="checkbox"/>
TAEDEL311 - Provide work skill instruction	Elective	Nil	<input type="checkbox"/>	<input type="checkbox"/>
TAEDEL414 - Mentor in the workplace	Elective	Nil	<input type="checkbox"/>	<input type="checkbox"/>
TAEDEL405 - Plan, organise and facilitate online learning	Elective	Nil	<input type="checkbox"/>	<input type="checkbox"/>
TAEASS404 - Assess competence in an online environment	Elective	Nil	<input type="checkbox"/>	<input type="checkbox"/>
TAEDEL412 - Facilitate workplace-based learning	Elective	Nil	<input type="checkbox"/>	<input type="checkbox"/>
<b>GAP TAEASS512 - Design and develop assessment tools</b>	Elective	Your Certificate or Statement of Attainment showing TAEASS502 in the transcript	<input type="checkbox"/>	<input type="checkbox"/>
TAEASS512 - Design and develop assessment tools	Elective	Nil	<input type="checkbox"/>	<input type="checkbox"/>
TAELLN423 - Integrate employability skills support into training and assessment	Elective	Nil	<input type="checkbox"/>	<input type="checkbox"/>
TAELLN421 - Integrate core skills support into training and assessment	Elective	Nil	<input type="checkbox"/>	<input type="checkbox"/>
BSBCMM411 - Make presentations	Other Elective	Nil	<input type="checkbox"/>	<input type="checkbox"/>
TAEASS311 - Contribute to assessment	Other Elective	Nil	<input type="checkbox"/>	<input type="checkbox"/>

**NOW contact Forsythes Training** and send them this form to help them work with you on your enrolment options. Once your enrolment is finalised you can start the assessment process as follows.

## 7 | WHAT HAPPENS NEXT

Once your RPL Application is received at Forsythes Training, there are 3 requirements for your submission

1. Competency Conversation – Knowledge evidence
2. RPL Portfolio - Performance Evidence
3. Third Party Verification

Firstly, we will contact you to arrange an **RPL Competency Conversation** session. The Competency Conversation is a formal conversation regarding your evidence suitability and can be conducted via phone, in-person or zoom.

The aim of this meeting is to provide an opportunity to discuss your RPL eligibility and diagnose what evidence needs to be collected and support you in doing this, so that you may achieve your learning and development goals.

Then you will start preparing the **RPL Portfolio - Performance Evidence**, we will provide you with a list of critical evidence that you are required to submit for a Competent outcome.

This will list of the types of workplace documents that you will need to gather and submit in support of your RPL application for this unit of competency.

The evidence submitted will be checked to ensure it meets the Rules of Evidence –

**Validity** - The assessor must be assured that the student has the skills, knowledge, and attributes as described in the unit of competency and associated assessment requirement.

**Sufficiency** - The assessment must be assured that the quality, quantity, and relevance of the assessment evidence enable a judgement to be made of a student's competency.

**Authenticity** - The assessor must be assured that the evidence presented for assessment is the student's own work.

**Currency** - The assessor must be assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the past 2-3 years.

Source - <https://www.asqa.gov.au/course-accreditation/users-guide-standards-vet-accredited-courses/accredited-courses-guide-appendices/appendix-7-rules-evidence>

You are then to give your 2x referee's a copy of the **Third-Party Report** to be completed. Your referee must be someone who has supervised you in the past 2-3 years perform the tasks you are providing evidence for. Clarify to each that they should only tick items that they can confirm from their own knowledge of you through observation of your performance at work. If they are unable to tick all criteria, you will need to get an additional Third-Party Report completed by another person who has observed you complete the criteria required. Let them know that the assessor will contact them either by telephone or email to confirm the authenticity of the information. Each referee **MUST** write a few comments related to the unit of competency on your performance overall and provide at least 2 examples to support and justify their responses. Ensure that the forms are signed and correctly dated by each referee.

### CONTACT DETAILS

If you have any further questions in relation to our Recognition of Prior Learning (RPL) Eligibility Procedure, please contact us.

CALL (02) 4922 0122

EMAIL [training@forysthestraining.com.au](mailto:training@forysthestraining.com.au)

CONTACT FORM VIA WEBSITE at [www.forysthestraining.com.au](http://www.forysthestraining.com.au)