

Recognition of Prior Learning (RPL) Required Evidence- TAE40116 Certificate IV in Training and Assessment

This document suggests evidence suitable to submit in support of an RPL application for the TAE40116 Certificate IV in Training and Assessment qualification. Trainers and Assessors in VET need to be able to access, unpack and interpret the assessment requirements of units of competency. Units of competency must be able to be found on www.training.gov.au.

You are to provide all evidence requested via email to rpl@plenty.edu.au. Please submit all evidence for each unit (e.g. TAEASS501) in separate emails ensuring your subject heading is identical to the unit title.

When submitting your evidence, ensure it is from the **present or very recent past**. This generally means it needs to be from within the past 2-3 years.

If you require further clarification of the requested evidence, please contact your assessor directly cc'ing rpl@plenty.edu.au.

Please provide:

| Unit | Evidence of: | Required Evidence: |
|---|--|---|
| <u>EV01 – TAEASS401*</u> | having planned and organised the assessment process on at least 5 separate occasions ensuring organisational arrangements are followed NOTE – Each occasion must be for a different accredited unit / cluster of units | Documented assessment plans and instruments developed for the occasion |
| | having planned and organised at least 2 Recognition of Prior Learning assessments (may be 2 of the 5 above) ensuring organisational arrangements are followed | Documented assessment plans and instruments developed for the occasion |
| <u>EV02 – TAEASS402</u> NOTE The assessments must be undertaken under the supervision of a qualified assessor – we will require authentication that this criteria was met | assessment of at least five candidates within the vocational education and training (VET) context against at least one entire endorsed or accredited unit of competency according to the organisation's assessment processes and practices | Evidence could include draft assessment reports and feedback provided to qualified assessor |
| | using recognition of prior learning (RPL) processes in the | Evidence could include draft assessment reports and feedback provided to qualified assessor |

** Each unit is hyperlinked to www.training.gov.au. This will show the exact requirements for that unit of competency. Your ability to provide relevant and well-structured evidence that covers all the elements, performance criteria, knowledge evidence and performance evidence is essential.*

| Unit | Evidence of: | Required Evidence: |
|--------------------------------|---|--|
| | assessment of at least one candidate (which may be one of the five candidates above) | |
| | making reasonable adjustments in the assessment of at least one candidate | Depends on candidate's contexts, assessment and audience |
| | reviewing the assessment process | Evidence could include candidate feedback, emails to qualified assessor, continuous improvement forms |
| | using two-way communication and feedback with the candidate | Evidence could include emails or records of feedback provided to candidates as well as demonstrated communication performance in interview. May also be supported by third party |
| <u>EV03 – TAEASS403</u> | actively participating in a minimum of three validation sessions that address the critical aspects of validation | Evidence could include copies of validation meeting minutes, validation reports |
| | collating and presenting documentation for each validation in a logical manner | Evidence could include draft copies of analysed tools, emails, validation reports |
| | communicating and liaising with relevant people | Demonstrate communication performance in interview. May also be supported by third party |
| | providing feedback and interpreting documentation in validation sessions | Evidence could include copies of validation meeting minutes, validation reports |
| | recording their contribution to validation findings | Evidence could include draft copies of analysed tools, emails, validation reports |

| Unit | Evidence of: | Required Evidence: |
|--|--|--|
| <p><u>EV04 – TAEASS502</u></p> | <p>developing at least three assessment tools that support different assessment methods, and address at least one <u>unit of competency</u> each. Each assessment tool must:</p> <ul style="list-style-type: none"> 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 <p>reporting on the trial and review of each assessment tool including proposed changes</p> | <p>Three completed assessment tools</p> <p>Evidence of trials evidence may include emails, minutes of meetings, validation reports, marked up copies of tools</p> <p>Report on trial examples of evidence may include emails, formal reports, notes used for verbal reports, minutes of meetings, version control register showing changes</p> |
| <p><u>EV05 – TAEDEL401</u></p> | <p>facilitating group-based learning by preparing and delivering at least three training sessions, including:</p> <ul style="list-style-type: none"> at least two consecutive sessions of at least 40 minutes duration, that follow one of the learning program designs, to a learner group of at least eight individuals at least one session delivered to a learner group of at least eight individuals, with evidence of how the characteristics and needs of this group were addressed | <p>Evidence could include sign on sheets, reports from LMS, contracts, session plans, student feedback or peer review forms, copy of TAS (training and assessment strategy)</p> <p>Evidence must clearly state your name as the trainer.</p> <p>Ensure there are dates and times on the documents that you submit which give a clear indication of the hours which you have taught.</p> <p>Ensure that it can be supported that they are for different candidates/groups of learners</p> <p>It is also advisable to have the RTO logo and the course names clearly stated on these documents, 3rd party verification may be required.</p> |
| | <p>identifying and responding to individual needs</p> | <p>Evidence could include feedback forms, individual training plans or emails indicating supporting individual's needs in group environments</p> |

| Unit | Evidence of: | Required Evidence: |
|---|--|---|
| | <p>accessing and using documented resources, and any support personnel required to guide inclusive practices</p> | <p>Evidence could include copies of resources used such as Powerpoints, handouts, emails confirming support personnel</p> |
| <p>EV06 – TAEDEL402</p> | <p>preparing and facilitating work-based learning</p> | <p>Evidence could include training plans, session plans with training records showing yourself as the trainer, contracts / position descriptions outlining responsibilities in this area</p> |
| | <p>providing a minimum of two examples of developing work-based learning pathways, that include:</p> <ul style="list-style-type: none"> • identifying needs for learning • analysing work practices, work environment and work activities • organising and allocating work in a way that reflects learning needs, and provides effective learning opportunities through work processes | <p>Evidence could include: Individual training or learning plans, individual feedback and coaching reports, performance appraisals on staff, competency assessments conducted on staff with recommendations for training, contracts / position descriptions outlining responsibilities in this area</p> |
| | <p>conducting a learning facilitation relationship:</p> <ul style="list-style-type: none"> • with at least two individuals • demonstrating communication skills and flexibility • demonstrating one or more of the processes, or techniques, identified | <p>Evidence could include staff training reports or records, individual training plans with confirmation training occurred.</p> <p>Demonstrate communication performance in interview. May also be supported by third party</p> |
| <p>EV07 – TAEDES401</p> | <p>preparing and developing a minimum of two learning programs:</p> <ul style="list-style-type: none"> • that contain differentiated learning program designs to reflect particular needs, contexts and timelines <p>at least one of which must be based on competency standards or accredited courses, and must cover <u>at least one entire unit of competency or accredited course module.</u></p> | <p>Copies of learning program plans, TAS that include unit mapping/analysis</p> |
| | <p>designing, developing and reviewing learning programs within</p> | <p>Evidence of reviews could include emails or reports on the learning program showing your feedback,</p> |

| Unit | Evidence of: | Required Evidence: |
|---|--|--|
| | the vocational education and training (VET) context | recommendations for changes or self-reflections on the program |
| EV08 – TAEDES402 | <p>analysing a training package and/or accredited course, to examine its component parts, identify relevant qualifications and units of competency or modules, and contextualise those to meet the specific needs of one client</p> <p>demonstrate a minimum of two examples of analysing training specifications, including at least one training package; the other may be another training package or an accredited course that meets a specific client need.</p> | <p>Report recommending qualifications/units for client needs and detailing how this would be relevant</p> <p>Analysis of at least one unit of competency and qualification (development of unit mapping, assessment requirements, TAS or similar documentation)</p> <p>Analysis of a second unit or training specification</p> |
| EV09 – TAE LLN411 | <p>Determine core LLN issues (reading, writing, speaking, listening, numeracy and learning) in vocational training and assessment practice on at least two different occasions</p> <p>Customise and use at least two learning resources to address LLN requirements</p> | <p>Provide evidence that includes:</p> <ul style="list-style-type: none"> • documentation of the use of the ACSF to determine LLN level of training • documentation of the use of validated tools or other sources to determine the ACSF level of LLN of learner group • documentation setting out activities, resources and individual learning plans for a particular learner • third-party/specialist advice and observations of the candidate with a range of learners • Reviews of own practice and learning and assessment strategies <p>Resources for example could include learners guides, workbooks, handouts, Powerpoints, checklists, templates</p> |
| EVxx – RESUME | | <p>current resume / CV</p> <p>This is to include position descriptions for the roles held over the last 2-3 years.</p> |
| PERFORMANCE APPRAISAL (if requested) | | most recent performance appraisal |