

**TAE40116**

**Certificate IV in Training and Assessment**

**RPL KIT**

**Candidate Information**

**Application Form**

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**Version 1-3-3, 30/1/2018**

**FREECALL 1800 2 TRAIN** (1800 2 87246)

[www.mrwed.edu.au](http://www.mrwed.edu.au/)

Make your application either ….

By email to: **clientrelations@mrwed.edu.au** **OR**

By postal mail to: **MRWED, PO Box 325 Caboolture QLD 4510 OR**

By electronic upload (Contact MRWED for options)

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# WELCOME MESSAGE

This Recognition of Prior Learning (RPL) Kit is designed to help you put together evidence through a recognition process to achieve the qualification of Certificate IV in Training and Assessment (Course Code of TAE40116). This is a formal process that is based on a portfolio of evidence submitted by you, the candidate.

You are going to work through the requirements of the qualification and gather evidence for:

* **Credit Transfer** (exemption from study) for some units of competency in this qualification because you have already obtained that same unit with the same Unit Code and Unit Title; **AND/OR**
* **Recognition of Prior Learning (RPL)** (study is not required) for some units of competency in this qualification because through evidence of prior training and qualifications and/or evidence of current competency (sometimes called Recognition of Current Competency or RCC) you demonstrate that you already possess the required skills and knowledge and other evidentiary requirements of the Unit.

**“Recognition” pathway**

This is a “recognition” pathway based on compilation of evidence. The process is designed for experienced facilitators, trainers and assessors and those responsible for managing learning and development in an enterprise, a registered training organisation or other organisation. You may be eligible for some, but not all, of the units that make up the qualification. So, it is possible you may be mixing the recognition process with some formal learning.

**You build a portfolio of evidence**

The Certificate IV in Training and Assessment is a nationally recognised training qualification which reflects the role of individuals working as trainers and assessors in a range of enterprise and industry contexts. As well as assuming responsibility for their own performance, individuals at this level provide leadership, guidance and support to others. They also have some responsibility for organising and monitoring their learners. They apply solutions to a defined range of predictable and unpredictable problems, and analyse and evaluate information from a variety of sources. To obtain RPL you need to collate and submit a portfolio of evidence that persuasively demonstrates you already possess the skills and knowledge specified in the Units of Competency.

**Quality portfolio preparation takes care**

We appreciate that evidence gathering and portfolio preparation takes some time. However, it is in your interests to get things organised as quickly as possible and we expect that most RPL applicants will submit their evidence within less than 1-2 weeks of their enrolment. MRWED will normally give you up to 3 months after your enrolment to submit your evidence.

**Authenticity**

You need supporting evidence to authenticate that the products and processes you are submitting are indeed your work. Third party letters may be needed to support your portfolio.

**Recent evidence is preferred**

The assessor is looking for currency of competence so use recent projects as evidence. As a rule of thumb, evidence from the last two years is preferable and evidence that is more than five years old is of very limited value.

To have skills formally recognised in the national system, assessors must make sure you have the skills and knowledge to meet the industry standard. This means you must be involved in a careful and comprehensive process that covers the content of all unit/s or qualification/s you can be recognised for.

Assessment happens in a variety of ways. Being prepared can save you valuable time and hassle and make the recognition process stress-free for you.

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| WHAT DOES IT MEAN TO BE RECOGNISED AS A TRAINER AND/OR ASSESSOR? |

A workplace trainer and assessor can work full-time in these roles or can conduct training and/or assessment as part of a wider job role. A workplace trainer/assessor delivers training in an industry area or area of subject matter expertise and conducts competency-based assessment in a range of contexts.

Since 12 May 2010, the TAE40110 Certificate IV in Training and Assessment became the qualification which recognised the skills and knowledge to enable a person to work as a trainer and/or assessor within the nationally recognised competency-based system. On 1 July 2013, the transition period ended for trainers who were relying upon the previous qualification (TAA40104). Commencing 5 October 2017 TAE40116 has become the new industry standard for trainers and assessors who need to acquire new recognition of competencies related to training and assessment.

The TAE40116 units of competency cover a number of fields of expertise. A competent workplace trainer/assessor:

1. understands the environment in which learning is occurring (working effectively in vocational education and training; fostering and promoting an inclusive learning culture, and ensuring a healthy and safe learning environment)
2. knows how to design learning to meet client needs (meeting client needs, designing and developing learning programs)
3. delivers training and facilitates learning and learners (planning and organising group-based learning and providing training through instruction and demonstration of work skills, as well as facilitating work-based, group-based, and individual learning)
4. assesses learning outcomes (planning and organising assessment; developing assessment tools; conducting assessments, and participating in assessment validation)

***If you are doing any or all of these roles in your job, then don’t write off your skills – consider getting them recognised.***

# COURSE STRUCTURE

**TAE40116 = 9 core units + 1 elective unit = Total of 10 Units of Competency.**

|  |  |
| --- | --- |
| **Unit code** | **Unit Title** |
| CORE UNITS (ALL **9** ARE REQUIRED TO COMPLETE TAE40116) |
| TAEASS401 | Plan assessment activities and processes |
| TAEASS402 | Assess competence |
| TAEASS403 | Participate in assessment validation |
| TAEDES401 | Design and develop learning programs |
| TAEDES402 | Use training packages and accredited courses to meet client needs |
| TAEDEL402 | Plan, organise and facilitate learning in the workplace |
| TAEDEL401 | Plan, organise and deliver group-based learning |
| TAELLN411 | Address adult language, literacy and numeracy skills |
| TAEASS502 | Design and develop assessment tools  |
| ELECTIVE UNITS (CHOOSE **1** ONLY) |
| TAEDEL301 | Provide work skill instruction |
| BSBCMM401 | Make a presentation |
| TAETAS401 | Maintain training and assessment information |
| TAEDEL404 | Mentor in the workplace |
| TAEASS301 | Contribute to assessment |
| TAEASS501 | Provide advanced assessment practice |

You may have other training and assessment skills that can be used to get recognition in additional units towards a Certificate IV in Training and Assessment: e.g. You may have skills in training advisory services; language, literacy and numeracy practice; auditing; or in management, research, or marketing areas.

RPL applications for other Units which can be used as an Elective for TAE40116 may be considered, however RPL guidance is not currently available for those Units. Visit [www.training.gov.au](http://www.training.gov.au) for the full list of electives. If you choose different electives, please be aware that there are specific and detailed packaging rules related to which Units can be used to obtain the qualification.

# TIPS AND HINTS TO HELP YOU PREPARE FOR RECOGNITION

Be prepared to talk about your job roles and your work history. Have a resume or jot down a few points about where you have worked, either paid or unpaid, and what you did there.

Provide your position description and any performance appraisals you have that show your contribution to training and assessment in your workplace.

Think about who can confirm your skill level. Think about current or recent supervisors who have seen you work within the past 2 years and who will be able to confirm your skills. You may want to collect evidence from them to provide to your assessor. You may also have community contacts or even clients themselves who can also similarly vouch for your skill level.

Collect work samples that show the quality of your work as a trainer and assessor and send them to MRWED. Normally, variety is more valuable than supplying multiples of the same type of work samples.

Provide any certificates or statements from in-house training or formal training you have done in the past.

**Submit your Application Form before commencing your collection of evidence so that you have access to a MRWED Learning Leader to help you as you collect your evidence. Submit your portfolio of evidence and the final three pages of this RPL Kit all at the same time.**



If you feel like you are drowning in the RPL process phone us on FREECALL 1800 2 TRAIN

# FLOW CHART OF THE RECOGNITION PROCESS WITH MRWED

 **YOU (The Applicant)**

 **MRWED Learner Success Team**
 **(Your Assessor)**

You submit an
Application Form to MRWED

You access this RPL Kit

*Answers your questions*

*Assesses your portfolio*

*Makes contact with you*

*Obtains your third-party reviews*

*Requests more evidence*

*Provides support*

*Signs Off*

*Provides Feedback*

You work on your portfolio preparation

You submit your RPL Kit submission pages and portfolio of evidence

Your submission is assessed, and additional evidence may be requested, including a competency conversation or practical activities

Qualification or Statement of
Attainment issued after payment is received

Options for remaining gaps in evidence negotiated where necessary

# HOW DO I DO THIS?

MRWED has developed this RPL Kit to make applying for (and hopefully receiving) RPL as easy as possible. To make your Recognition Submission complete the following steps.

**Step 1: Submit an Application Form to MRWED**

* There is an Application Form at the back of this Kit. Submit your application and you will then be contacted by a MRWED Learning Leader who will provide you with guidance for preparing your RPL submission.

**Step 2: Plan Your Recognition Submission**

* Please read this RPL Kit carefully and contact MRWED if you have questions.
* Review the Welcome Message on Pages 3-4.
* Look at the Course Structure on Page 5 so that you are familiar with the names of the Units of Competency included in this course. You can apply for Recognition for either:
* The full Certificate IV in Training and Assessment (10 Units of Competency) **OR**
* Your selection of individual Units of Competency (both core and elective)
* Read the Frequently Asked Questions on Pages 10-11. You may find this helpful in clarifying any relevant issues that are unclear.

**Step 3: Make Your Recognition Submission**

* Read the General Evidence Suggestions on Page 12 and collect items you will be including in your RPL submission.
* For the Units of Competency in which you are seeking RPL, review the Core Units Evidence Suggestions (pages 13-30) and Elective Units Evidence Suggestions (pages 31-42) to guide your collection of evidence.
* Complete the Application Form which starts on page 48 in this RPL Kit.
* Submit your Application Form (either online or include it with your submission), together with your Portfolio of Evidence. **Submission options and addresses are on the front cover of this RPL Kit.**

Note that nothing you submit can be returned to you, so do not submit any originals.

We also suggest you keep a copy of everything you submit to MRWED.

Within less than 10 working days of receiving your submission a MRWED RPL assessor will update you on the progress of your RPL assessment. The MRWED RPL assessor will give you specific advice about whether or not you should proceed with the RPL application and the next step towards obtaining any potential RPL. Your payment can be organised after the RPL assessment is finalised.

# STEPS IN THE RPL ASSESSMENT PROCESS

There are many ways that the MRWED Assessor might verify your achievement of the required course competencies. These steps do not always occur in the order specified below and your RPL Assessor will guide you through the steps required to demonstrate competency in the units for which you will be able to achieve RPL.

**Step 1 – Submit your application**

The MRWED Application Form is included at the back of this RPL Kit. Submit your application and a MRWED Learning Leader will then contact you to assist you in collecting your evidence.

**Step 2 – Provide information and documents verifying your skills and experience**

This is almost always the most important part of the evidence collection for RPL. For the Units of Competency in which you are seeking RPL, review the General Evidence Suggestions (page 12), Core Units Evidence Suggestions (pages 13-16) and Elective Units Evidence Suggestions (pages 31-42) to guide your collection of evidence. Provide as much information as you can about your experiences in training and assessment. This is your first opportunity (and not the last) to provide proof of your variety and depth of experience. Also submit the final 3 pages of this RPL Kit.

**Step 3 – Third Party Reports**

In this RPL Kit you are asked to nominate up to two third-party reviewers to confirm your skills as a trainer and/or assessor. The assessor will contact your reviewer/s and ask them to complete detailed third-party reports. This will be used to help substantiate your competency.

**Step 4 – Conversation with your assessor**

An assessor will review the information you have provided and begin to match up your skills to the Units of Competency in the qualification. At this point, they may contact you to schedule a competency conversation so that you further explain the details of your leadership and management experience. Your assessor might also ask you specific questions about leadership and management related to the performance knowledge requirements of the Units of Competency. By participating in a competency conversation, you can help the assessor confirm your RPL eligibility.

**Step 5 – Practical demonstration of your skills**

The assessor may elect to conduct a practical skills test at your workplace (if appropriate) or at another suitable venue. This, again, is an opportunity to demonstrate your level of competence. This assessment will be focussed on skills that are required in the various Units of Competency. Your assessor will identify the specific skills that they want you to demonstrate.

**Step 6 – Other Evidence Sources (when required)**

Sometimes the assessor or you might identify another relevant source of evidence that helps substantiate your competency. The assessor will not hesitate to consider creative options that support any evidence that is valid, current and authentic if it contributes to you providing sufficient evidence to be granted RPL.

**Further steps**

After the assessment, your assessor will give you information about the skills that have been recognised and whether you have gained the full qualification. If you do have skill gaps, these can be addressed through MRWED’s flexible training options, including face-to-face study in a classroom, MRWED Online, Correspondence studies and blended course solutions.

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# FREQUENTLY ASKED QUESTIONS

**Why does physical evidence need to be provided to gain competency?**

Evidence needs to be provided in a range of ways to ensure that it is valid, authentic, current and sufficient. Because of these reasons, evidence typically needs to be provided in both documented and observed (by either the assessor or other qualified third parties) forms and included in your submission. This is why RPL cannot be granted from a phone conversation alone.

**What is the MRWED Assessor looking for in their assessment of your portfolio?**

The assessor will take an integrated and holistic approach to assessment and is looking for:

* Evidence of the specific evidence requirements for each unit of competency.
* Evidence of valid, current products that align to the units of competency, the performance criteria and assessment requirements, which can be authenticated as the work of the candidate.
* Demonstrated knowledge of leadership and management theory and the demonstrated ability to apply it to real world situations.
* Evidence of the application of required skills and key competencies.

**Does everyone succeed in their RPL application?**

No. There are many types of pathways in which clients may gain recognition for their skills. Some clients are able to provide all of the evidence required in a submission or portfolio. Others may need to provide different forms of evidence and in some instances, undergo gap training. MRWED recommends that only people with relevant leadership and management experience apply for RRL in this qualification. If you decide that it will not be possible or time-efficient for you to submit the evidence required to support a recognition assessment, then please contact MRWED on FREECALL 1800 2 TRAIN (1800 287 246) and we will make alternative arrangements for you to complete your course.

**What sort of evidence should I provide?**

MRWED has developed this RPL Kit to help you provide appropriate evidence across each unit of competency. To help you, this RPL Kit lists Evidence Suggestions (“General” on page 12, “Core Units” on pages 13-30, and “Elective Units” on pages 31-42) to guide your collection of evidence. In addition to your evidence complete and provide the important forms on pages 44-46.

**How should I organise my portfolio?**

MRWED does not mandate a specific way of submitting your evidence and we recommend that you do not map your evidence to the Units of Competency. However, we do prefer that you organise your evidence into folders for the Unit of Competency to which they most logically apply. If you do this, please do NOT submit the same evidence into multiple folders. Your MRWED assessor will look at each individual item you submit and automatically check for its relevance to all Units of Competency.

Please do not supply more than 3 of the same type of evidence. For example, if you want to supply performance appraisal reports you are welcome to supply 2 or 3, but please do not supply more than that because it will not enhance your submission.

**What if I don’t achieve all competencies by the end of the portfolio appraisal?**

On submission of your portfolio, you will receive feedback from the assessor. If there are gaps in your evidence or a question arising about the quality, authenticity or currency of the evidence, you will be contacted and given the opportunity to supply further evidence. You normally have 3 months from when you enrol in the RPL process to complete all RPL submissions. You will be given additional time to complete your qualification if an alternative mode of study is required.

**Do I need to submit everything in the evidence suggestions lists in order to receive RPL?**

No. Recognition applications often succeed although the candidate is unable to supply every item specified in the evidence suggestions lists. This is because the MRWED Assessor is able to identify evidence from other parts of the candidate’s submission which cover the items that are not included. This is something that the MRWED Assessor will only be able to reliably determine after they receive your submission. If the MRWED Assessor determines that additional evidence is required in order for you to succeed with your application, you will be contacted by MRWED and given an opportunity to submit this additional evidence.

**If I submit everything in the evidence suggestions lists will I automatically receive RPL?**

No. Your MRWED assessor needs to make judgement decisions about how the quantity and quality of how your submitted evidence matches up against the assessment requirements of each Unit of Competency. Additionally, your assessor must check that all of the Elements and Performance Criteria are satisfied before they can award competency for any individual Unit of Competency. Your evidence needs to satisfy all four Rules of Evidence: currency, sufficiency, authenticity and validity.

**When will my assessor contact me?**

From the date MRWED receives your portfolio of evidence and RPL Submission Cover Sheet you can expect an assessor to contact you **within 10 business days**.

**How much is the price?**

The RPL fee, if successful in all 10 units, is **$1490**. If you receive partial RPL, the fee is **$180** for each Certificate III and IV level unit and **$270** for any Diploma level unit. Gap training will be at an additional fee and based on your mode of delivery.

MRWED pricing does change over time. The current prices at the time you submit your Enrolment Form will apply to you and you will be protected against any subsequent price increases provided that your RPL assessment is fully completed within the subsequent 3 months and that your course enrolment is completed within 12 months.

**When do I pay for my Recognition Assessment?**

During your application interview your expected Learning Journey will be clarified. This will identify your expected total course fees. After finalising your enrolment invoices will be issued. If you are subsequently unsuccessful in obtaining RPL for all the units identified in your Learning Journey and you switch those Units to an alternative mode then an additional invoice/s will be payable. If invoices are not paid promptly then MRWED reserves the right to cease marking assessments, including reviewing RPL evidence, until after your account is up-to-date. After you have completed all your studies and all your payments have been received a Statement of Attainment indicating partial completion or the Qualification for full completion of the Certificate IV in Training and Assessment (TAE40116) will be mailed to you.

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# GENERAL EVIDENCE SUGGESTIONS

Below is a list of general evidence that can be provided by you to help demonstrate competency towards the TAE40116 Units. Look through this list and include the relevant evidence that you can access. Your MRWED assessor will match the competencies to the evidence you provide, and will contact you if additional evidence needs to be provided.

It is not necessary or expected for you to provide all of the items that are on this list to gain the qualification. Also, do not hesitate to include additional evidence that you think might be relevant.

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| * Brief CV or work history
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| * Certificates/results of assessment VET both Nationally Recognised and In-House, Higher Education and/or overseas qualifications
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| * Results/statement of attendance/ certificates – workshops, seminars, symposiums, etc.
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| * Position description/s or contracts of engagement
 |
| * Industry awards
 |
| * Membership of relevant professional associations
 |
| * Learning programs
 |
| * Learning and assessment strategies
 |
| * Training session plans
 |
| * Learning resources (including electronic forms, videos, MP4s, DVD etc.)
 |
| * Assessment tools and marking guides
 |
| * Completed assessment reports
 |
| * Minutes of moderation and validation meetings
 |
| * Minutes of industry network meetings
 |
| * Quality system documents
 |
| * Audit reports and documents
 |
| * Marketing information
 |
| * Minutes of meetings where leadership and teamwork are evident
 |
| * Diaries/task sheets/job sheets/log books
 |
| * Feedback forms and comments
 |
| * References/letters from previous employers/supervisors
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| * Hobbies/interests/special skills outside work
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# CORE UNITS EVIDENCE SUGGESTIONS

**Core Units (All 9 are required to complete TAE40116)**

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| TAEDES401 Design and develop learning programsTo review the full details of this unit visit[**http://training.gov.au/Training/Details/TAEDES401**](http://training.gov.au/Training/Details/TAEDES401) |
| **Performance Evidence**The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:* designing, developing and reviewing learning programs within the vocational education and training (VET) context
* preparing and developing a minimum of two learning programs:
* that contain differentiated learning program designs to reflect particular needs, contexts and timelines

At least one of which must be based on competency standards or accredited courses, and must cover at least one entire unit of competency or accredited course module**Knowledge Evidence**The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of: * information about training package developers and course accreditation agencies responsible for specific learning program parameters
* training packages and relevant competency standards to be used as the basis of the learning program
* other performance standards and criteria to be used as the basis of the learning program, where relevant
* the distinction and relationship between a training package/accredited course, learning strategy and learning program
* the different purposes and focus of learning programs
* instructional design principles relating to different design options for learning program design and structure
* availability and types of different relevant learning resources, learning materials, and pre-developed learning activities
* methodologies relating to developing and documenting new learning activities, and related learning materials
* different delivery modes and methods
* relevant policies, legal requirements, codes of practice and national standards, including commonwealth and state or territory legislation, that may affect training and assessment in the VET sector
* describe relevant workplace health and safety (WHS) knowledge relating to the work role, and WHS considerations that need to be included in the learning program.
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| **Some examples of the types of evidence commonly seen for this unit:** Transcript of previous completion of TAEDES401A **OR*** A learning program designed by the candidate based on competency standards or accredited courses, and must cover at least one entire unit of competency or accredited course module.
* A second learning program designed by the candidate
* CV or documented work history identifying experience in developing learning programs and extensive use of Training Packages (typically in an RTO environment)
* Session plans showing different delivery modes and methods
* Development of learning activities and related learning materials.
* Verification of work history identifying experience in developing learning programs and extensive use of Training Packages by providing items such as a job description, payslip or employer letter.
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| TAEDES402 Use training packages and accredited courses to meet client needsTo review the full details of this unit visit[**http://training.gov.au/Training/Details/TAEDES402**](http://training.gov.au/Training/Details/TAEDES402) |
| **Performance Evidence**The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:* 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 meets the specific needs of one client
* 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.

**Knowledge Evidence**The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of the:* Australian Qualifications Framework (AQF) guidelines, including characteristics of AQF qualification types
* functions and responsibilities of training package developers, and course accreditation agencies, and their roles as key vocational education and training (VET) organisations
* dimensions of competency
* format and structure of accredited courses
* format and structure of units of competency, and assessment requirements
* function of training packages and accredited curriculum as benchmarks in a competency-based VET training and assessment system
* methodology relating to analysing and using competency standards for a range of applications and purposes, to meet the needs of a diverse range of VET clients
* terminology used in training packages and accredited courses
* parts of training packages that can be contextualised and parts that cannot
* Standards for Training Packages, including the role and purpose of each endorsed component
* non-endorsed components of training packages
* sources of training package information.
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| **Some examples of the types of evidence commonly seen for this unit:** Transcript of previous completion of TAEDES402A **OR*** A learning program or assessment plan or Training and Assessment Strategy created by the candidate using a Training Package.
* Example of a second learning program or assessment plan or Training and Assessment Strategy created by the candidate using a Training Package or accredited course.
* CV or documented work history identifying extensive experience in using Training Packages (typically in an RTO environment).
* Verification of work history identifying extensive experience in using Training Packages by providing items such as a job description, payslip or employer letter.
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| TAEASS401 Plan assessment activities and processesTo review the full details of this unit visit[**http://training.gov.au/Training/Details/TAEASS401**](http://training.gov.au/Training/Details/TAEASS401) |
| **Performance Evidence**The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit, including:* planning and organising the assessment process on a minimum of five separate occasions
* planning and organising two Recognition of Prior Learning (RPL) assessments (which may be two of the five assessment processes above.)

The evidence requirements for each occasion must include:* a documented assessment plan
* a different endorsed or accredited unit of competency (or clusters of units of competency) for each of the five occasions
* contextualisation of the unit(s) of competency and the selected assessment tools, where required
* incorporation of reasonable adjustment strategies
* development of suitable assessment instruments for each of the five occasions following organisational arrangements.

 **Knowledge Evidence**The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:* obligations of an assessor under applicable legislation and/or standards
* the major features of a unit of competency, and how they are to be addressed in assessment activities and processes
* interpreting competency standards as the minimum standard for assessment
* guidelines for contextualising units of competency
* different purposes of assessment and different assessment contexts, including RPL
* the purpose and features of evidence, and different types of evidence, used in competency-based assessments, including RPL
* the principles of assessment, and how they guide the assessment process
* the rules of evidence and how they guide the assessment process
* different assessment methods, including their suitability for collecting various types of evidence
* the components of assessment tools different types of assessment instruments and their purpose and relevance for specific evidence-gathering opportunities.
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| **Some examples of the types of evidence commonly seen for this unit:*** **Assessment plans and accompanying assessment instruments** created by the candidate for **at least 5 different Units of Competency (or clusters of Units)**, including incorporation of reasonable adjustment strategies.
* **Assessment plans and accompanying assessment instruments specifically designed for RPL** created by the candidate for **at least 2 different Units of Competency (or clusters of Units)**, including incorporation of reasonable adjustment strategies (These can be part of the 5 plans listed in Item No. 1).
* **Emails, meeting minutes or other third-party evidence** documenting consultations with clients and other stakeholders to identify contextualisation needs for the assessments.
* **Modified/adjusted assessment instruments** demonstrating contextualisation for the specific needs of a client group.
* **CV or documented work history** identifying extensive experience in developing Assessment Plans and assessment instruments (typically in an RTO environment).
* Verification of work history identifying extensive experience in developing Assessment Plans and assessment instruments by providing items such as a **job description, payslip or employer letter**.
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| TAEASS402 Assess competenceTo review the full details of this unit visit[**http://training.gov.au/Training/Details/TAEASS402**](http://training.gov.au/Training/Details/TAEASS402) |

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| **Performance Evidence**The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:* assessment of at least five candidates within the vocational education and training (VET) context against at least one endorsed or accredited unit of competency according to the organisation's assessment processes and practices.
* using recognition of prior learning (RPL) processes in the 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.

The assessments must be undertaken under the supervision of a qualified assessor and cover an entire unit of competency for each candidate, including:* the application of different assessment methods and instruments involving a range of activities and events
* using two-way communication and feedback with the candidate
* exercising judgement in making the assessment decision
* recording and reporting assessment outcomes in accordance with the assessment system and organisational, legal and ethical requirements reviewing the assessment process.

**Knowledge Evidence**The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:* competency-based assessment, including:
* VET as a competency-based system
* how competency based assessment differs from other types of assessment
* competency standards as the basis of qualifications
* structure and application of competency standards
* the principles of assessment and how they are applied
* the distinction between assessment tools and assessment instruments
* the rules of evidence and how they are applied
* the range of assessment purposes and assessment contexts, including RPL
* different assessment methods, including suitability for gathering various types of evidence, suitability for the content of units, and resource requirements and associated costs
* reasonable adjustments and when they are applicable
* types and forms of evidence, including assessment instruments that are relevant to gathering different types of evidence used in competency-based assessment, including RPL
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| * the training and assessment strategies, including policies and procedures established by the industry, organisation or training authority
* RPL policies and procedures established by the organisation
* cultural sensitivity and equity considerations in assessment activities
* current legislative requirements relevant to the assessor and the assessment process
* workplace health and safety (WHS) responsibilities associated with assessing competence, including:
* requirements for reporting hazards and incidents
* emergency procedures
* procedures for the use of relevant personal protective equipment
* the safe use and maintenance of relevant equipment
* sources of WHS information.
 |
| **Some examples of the types of evidence commonly seen for this unit:** Transcript of previous completion of TAEASS402A OR TAEASS402B **OR*** **Completed assessment instruments, assessment summary records or student management system extracts** showing that the MRWED candidate has conducted assessments and made judgement decisions for **at least 5 candidates against complete Units of Competency, including at least 1 RPL candidate** (presumably under the supervision of a qualified assessor).
* Compl**eted assessment instruments, assessment summary records, emails or other evidence** showing that the MRWED candidate used two-way communication and feedback during or after conducting their assessments.
* **Completed assessment instruments, assessment summary records or student management system extracts** showing that the MRWED candidate has assessed candidates using **different assessment methods**.
* **Emails, meeting minutes or assessment documents** showing that the candidate has conducted at least one assessment using a **reasonable adjustment**.
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| TAEASS403 Participate in assessment validationTo review the full details of this unit visit[**http://training.gov.au/Training/Details/TAEASS403**](http://training.gov.au/Training/Details/TAEASS403) |
| **Performance Evidence**The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:* actively participating in a minimum of three validation sessions that address the critical aspects of validation
* clearly identifying the purpose for each validation, and the legal and ethical responsibilities of assessors
* collating and presenting documentation for each validation in a logical manner
* communicating and liaising with relevant people
* providing feedback and interpreting documentation in validation sessions
* recording their contribution to validation findings.

**Knowledge Evidence**The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:* how to determine the evidence needed to demonstrate competence in a competency-based environment
* the reasons for carrying out validation and different approaches to validation that may be appropriate before, during and after an assessment
* the components of assessment tools
* critical aspects of validation, including validation of assessment processes, methods and products
* how principles of assessment are addressed in validation
* how rules of evidence are addressed in validation
* work health and safety legislation, codes of practice, standards and guidelines that impact on assessment
* obligations of an assessor under applicable legislation and/or standards, particularly in relation to validation activities.
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| **Some examples of the types of evidence commonly seen for this unit:*** **Assessment validation reports or other evidence** showing that the MRWED candidate actively participated in a **minimum of 3 assessment validation sessions**, with each session having clearly identified the purpose for each validation and collated the validation documentation in a logical manner. It must be obvious that the MRWED candidate provided feedback and appropriately interpreted relevant documentation in the validation sessions.
* **Assessment validation reports or other evidence** showing that the principles of assessment and rules of evidence were addressed during the validation activities in which the MRWED candidate participated and that assessor and candidate instructions, candidate assessment tasks, decision-making rules and benchmarks were all validated.
* **Emails, meeting minutes or other third-party evidence** documenting that the materials for validation activities were arranged by the candidate and that the that the candidate communicated and liaised with relevant people during the validation consultations.
* **CV or documented work history** identifying extensive experience in validating assessments (typically in an RTO environment).
* Verification of work history identifying extensive experience in validating assessments by providing items such as a **job description, payslip or employer letter**.
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| TAEASS502 Design and develop assessment toolsTo review the full details of this unit visit[**http://training.gov.au/Training/Details/TAEASS502**](http://training.gov.au/Training/Details/TAEASS502) |
| **Performance Evidence**The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:* 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**The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:* 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:
* requirements for reporting hazards and incidents
* emergency procedures
* procedures for the use of relevant personal protective equipment
* sources of WHS information.
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| **Some examples of the types of evidence commonly seen for this unit:** Transcript of previous completion of TAEASS502B **OR*** **Three assessment tools developed by the MRWED candidate** to support different assessment methods, and addressing at least one unit of competency each, including the instruments, assessor and candidate instructions, contextual needs of different environment, records of trial and review and subsequent proposed changes.
* The submitted assessment tools must demonstrate the MRWED candidate’s **understanding of the components of training packages** relevant to the development of assessment tools.
* **CV or documented work history** identifying extensive experience in developing assessment tools and assessment instruments (typically in an RTO environment).
* Verification of work history identifying extensive experience in developing assessment tools and assessment instruments by providing items such as a **job description, payslip or employer letter**.
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| TAEDEL401 Plan, organise and deliver group-based learningTo review the full details of this unit visit[**http://training.gov.au/Training/Details/TAEDEL401**](http://training.gov.au/Training/Details/TAEDEL401) |
| **Performance Evidence**The candidate must show evidence of the ability to complete the tasks outlined in the elements and performance criteria of this unit, including:* facilitating group-based learning by preparing and delivering at least three training sessions, including:
	+ 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
* identifying and responding to individual needs
* accessing and using documented resources, and any support personnel required to guide inclusive practices.

**Knowledge Evidence**The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of: * learning theories and principles
* resources available to identify different learner styles
* the relevant industry area and subject matter of the delivery
* the learner group profile, including characteristics and needs of individual learners in the group
* the requirements of the learning program and/or delivery plan, and the content purpose
* different delivery methods and techniques appropriate to face-to-face group delivery
* different techniques for the recognition and resolution of inappropriate behaviours
* behaviours that may indicate learner difficulties, and the methods used to address these difficulties
* the purpose of organisational record-management systems and reporting requirements
* evaluation and revision techniques used to improve session plans
* specific resources, equipment and support services available for learners with special needs
* assessment and risk control measures relating to the facilitation of group-based learning
* policies and procedures relevant to the learning environment.
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| **Some examples of the types of evidence commonly seen for this unit:** Transcript of previous completion of TAEDEL401A **OR*** CV or documented work history identifying extensive experience in delivering training to groups (not necessarily in an RTO environment).
* Verification of work history identifying extensive experience in in delivering training to groups by providing items such as a job description, training calendar or employer letter.
* Class attendance sheets, student management system reports, third-party references or other documents verifying that the MRWED candidate has delivered training to groups of at least 8 participants at least 3 times, with at least 2 of these sessions being of 40 minutes duration each.
* Feedback evaluations from multiple participants or third-party references verifying that the MRWED candidate uses delivery methods and techniques that are appropriate and that their training has been effective.
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| TAEDEL402 Plan, organise and facilitate learning in the workplaceTo review the full details of this unit visit[**http://training.gov.au/Training/Details/TAEDEL402**](http://training.gov.au/Training/Details/TAEDEL402) |
| **Performance Evidence**The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including: * preparing and facilitating work-based learning
* providing a minimum of two examples of developing work-based learning pathways, that include:
* 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
* conducting a learning facilitation relationship:
* with at least two individuals
* demonstrating communication skills and flexibility
* demonstrating one or more of the processes, or techniques, identified.

**Knowledge Evidence**The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of: * systems, processes and practices within the organisation where work-based learning is taking place
* systems for identifying skill needs within the workplace
* different learning styles, and how to encourage learning for those who learn in different ways
* workplace health and safety (WHS) relating to the work role, including:
* hazards relating to the industry and specific workplace
* reporting requirements for hazards and incidents
* specific procedures for work tasks
* safe use and maintenance of relevant equipment
* emergency procedures
* sources of WHS information
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| **Some examples of the types of evidence commonly seen for this unit:** Transcript of previous completion of TAEDEL402A **OR*** CV or documented work history identifying extensive experience in facilitating work-based learning to individuals (not necessarily in an RTO environment).
* Verification of work history identifying extensive experience in in facilitating work-based learning to individuals by providing items such as a job description, work calendar or employer letter.
* Feedback evaluations from multiple participants or third-party references verifying that the MRWED candidate has provided work-based learning to individuals, uses facilitation techniques that are appropriate, and the learning has been effective.
* At least two individual work-based learning programs or session plans.
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| TAELLN411 Address adult language, literacy and numeracy skillsTo review the full details of this unit visit[**http://training.gov.au/Training/Details/TAELLN411**](http://training.gov.au/Training/Details/TAELLN411) |
| **Performance Evidence**Evidence of the ability to:* use tools to identify the LLN skill requirements (reading, writing, speaking, listening and numeracy) of the training specification and/or assessment process relevant to vocational delivery
* use various sources to gather information on the current LLN skills of a learner group
* identify available sources of support to address at least two of the identified LLN skill needs of the learner group
* customise and use at least two learning resources to address LLN requirements
* select, use and review at least two instructional strategies that directly address the identified LLN needs of the learner group
* use advice from specialist LLN practitioners to inform practice
* select, use and review at least two assessment strategies that cater for the identified LLN needs of the learner group
* determine areas for improvement of own practice.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.**Knowledge Evidence**To complete the unit requirements safely and effectively, the individual must:* specify the critical LLN skills essential to workplace performance in an identified industry or sector
* identify cultural and social sensitivities relevant to communicating with individuals who are identified as requiring LLN support
* identify sources of resources, strategies and LLN support available in own training organisation and procedures for accessing them
* explain techniques for evaluating own training and assessment practice.
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| **Some examples of the types of evidence commonly seen for this unit:** Transcript of previous completion of TAELLN401A **OR*** Documents identifying the LLN skill requirements of the training specification.
* Documents identifying the LLN skills of a learner group using validated tools and other sources.
* Examples of having customised at least two learning resources to address LLN requirements.
* Examples of having applied instructional strategies to directly address the identified LLN needs of the learner group on at least two occasions.
* Examples of having reasonably adjusted assessment strategies to cater for the identified LLN needs of the learner group on at least two occasions.
* Identification of resources, strategies and available LLN support to assist your training and assessment.
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# ELECTIVE UNITS EVIDENCE SUGGESTIONS

**Elective Units (At least 1 is required to complete TAE40116)**

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| TAEDEL301 Provide work skill instructionTo review the full details of this unit visit[**http://training.gov.au/Training/Details/TAEDEL301**](http://training.gov.au/Training/Details/TAEDEL301) |
| **Performance Evidence**The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:* carrying out a minimum of three training sessions, involving demonstrating and instructing particular work skills for at least two different individuals or small groups, with each session addressing:
* different learning objectives
* a range of delivery techniques and effective communication skills appropriate to the audience.

**Knowledge Evidence**The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:* learner characteristics and needs
* the content and requirements of the relevant learning program, and/or the delivery plan
* the sources and availability of relevant learning resources and learning materials
* the content of relevant learning resources and learning materials
* training techniques that enhance learning, and when to use them
* introductory knowledge of learning principles and learning styles
* key workplace health and safety (WHS) issues in the learning environment, including:
* roles and responsibilities of key personnel
* responsibilities of learners
* relevant policies and procedures, including hazard identification, risk assessment, reporting requirements, safe use of equipment and emergency procedures
* risk controls for the specific learning environment.
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| **Some examples of the types of evidence commonly seen for this unit:** Transcript of previous completion of TAEDEL301A **OR*** At least three videos of demonstration/instruction **OR** third-party reports for at least three training sessions.
* Examples of learner evaluations.
* Examples of peer evaluations.
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| BSBCMM401 Make a presentationTo review the full details of this unit visit[**http://training.gov.au/Training/Details/BSBCMM401**](http://training.gov.au/Training/Details/BSBCMM401) |
| **Performance Evidence**Evidence of the ability to: * prepare and deliver presentations related to occupation or area of interest which demonstrate the use of:
* effective presentation strategies and communication principles
* aids and materials to support the presentation
* select and implement methods to review the effectiveness of own presentation and document any changes which would improve future presentations.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.**Knowledge Evidence**To complete the unit requirements safely and effectively, the individual must:* identify information collection methods that will support review and feedback of presentations
* identify regulatory and organisational obligations and requirements relevant to presentations
* describe the principles of effective communication
* describe the range of presentation aids and materials available to support presentations.
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| **Some examples of the types of evidence commonly seen for this unit:** Transcript of previous completion of BSBCMM401A **OR*** At least two videos of demonstration/instruction **OR** third-party reports for at least two training sessions.
* Examples of supporting resources and learning materials (e.g. handouts, copies of PowerPoint slides, student activities etc.).
* At least two examples of session planning for presentations.
* At least one example of evaluation of a presentation.
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| TAETAS401 Maintain training and assessment informationTo review the full details of this unit visit[**http://training.gov.au/Training/Details/TAETAS401**](http://training.gov.au/Training/Details/TAETAS401) |
| **Performance Evidence**The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:* providing initial and ongoing advice on training, and/or assessment services, programs, and specific information requirements to a range of learners
* managing records relating to a range of learners
* organising certification processes for a range of learners
* completing AVETMISS compliant documentation for at least one learning program.

**Knowledge Evidence**The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:* organisational policies and procedures relating to records and reporting procedures, and disseminating information to learners
* established training and assessment information systems
* the training and assessment services provided by the organisation
* the requirements for collecting, recording, and reporting vocational education and training information
* NVR/AQTF and AVETMISS requirements, covering:
	+ records management
	+ reporting requirements.
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| **Some examples of the types of evidence commonly seen for this unit:** Transcript of previous completion of TAETAS401A **OR*** Examples of providing initial and ongoing advice on training and/or assessment services, programs and specific information requirements to a range of learners.
* Management of records relating to a range of learners.
* Organisation of certification processes for a range of learners.
* Completion of AVETMISS and in-house reporting documentation for a learning program that covers a range of learners.
* Examples of using a range of electronic equipment and/or resources for recording and reporting requirements.
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| TAEDEL404 Mentor in the workplaceTo review the full details of this unit visit[**http://training.gov.au/Training/Details/TAEDEL404**](http://training.gov.au/Training/Details/TAEDEL404) |
| **Performance Evidence**The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, including:* preparing a mentoring plan between the mentor and mentee that sets out clear objectives for a mentoring relationship that will last at least one year
* facilitating at least three mentoring sessions
* documenting information on sessions, including comments and notes from both mentor and mentee.

**Knowledge Evidence**The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:* relevant policy, legislation, codes of practice and national standards likely to impact on the provision of workplace mentoring, including training contracts and responsibilities of employer, registered training organisation (RTO) and funding body where they exist
* mentoring methodologies and strategies
* learning theories in relation to mentoring
* strategies for working with a mentee including encouraging self-reflection, confidence and the building of rapport
* acceptable behaviour in the mentoring relationship
* equal employment opportunity, equity and diversity principles
* how a mentor can support the mentee’s employer to meet its WHS obligations for the mentee.
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| **Some examples of the types of evidence commonly seen for this unit:** Transcript of previous completion of TAEDEL404A **OR*** Example of a mentoring plan prepared for a learner.
* Copies of emails, notes or minutes of at least three mentoring sessions, including comments and notes from both the mentor and learner.
* Report on the outcomes of a mentoring arrangement including benefits to the organisation.
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| TAEASS301 Contribute to assessmentTo review the full details of this unit visit[**http://training.gov.au/Training/Details/TAEASS301**](http://training.gov.au/Training/Details/TAEASS301) |
| **Performance Evidence**The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:* clarifying the role to be taken during the assessment
* clarifying the assessment plan with the qualified assessor, including agreement about:
	+ what evidence will be collected
	+ how the evidence will be collected
* carrying out a minimum of three evidence-gathering activities and, on each occasion:
	+ document evidence in a clear and concise manner
	+ document feedback from others involved in the assessment
	+ reporting findings to the qualified assessor, including an explanation of how the assessment meets the rules of evidence on each of the three occasions.

**Knowledge Evidence**The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:* competency-based assessment
* the principles of assessment
* the rules of evidence
* the different purposes of assessment
* the diversity of assessment contexts
* different types of evidence
* evidence-gathering methods
* the purpose and features of assessment tools, and assessment plans
* potential barriers and processes relating to evidence-gathering procedures, and assessment processes
* the organisational policies and procedures relevant to this unit of competency.
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| **Some examples of the types of evidence commonly seen for this unit:** Transcript of previous completion of TAEASS301B **OR*** Examples of at least three evidence gathering activities with three different candidates.
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| TAEASS501 Provide advanced assessment practiceTo review the full details of this unit visit[**http://training.gov.au/Training/Details/TAEASS501**](http://training.gov.au/Training/Details/TAEASS501) |
| **Performance Evidence**The candidate must show evidence of the ability to complete the tasks outlined in the elements and performance criteria of this unit, including:* undertaking the assessment of at least 20 individual candidates, against at least one unit of competency
* assessing against a total of at least 50 units of competency from training packages or accredited courses. This total may be made up of combinations of candidates and units that add up to 50.
* accurately documenting the outcomes of all assessments undertaken
* leading the assessment of a group or team of assessors, consisting of at least three individuals, and demonstrating how that leadership has led to improved processes and outcomes
* critically reviewing the assessment processes, and the approaches taken in these assessments, and proposing changes to improve both processes and outcomes.

**Knowledge Evidence**The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:* competency-based assessment, including:
	+ vocational education and training as a competency-based system
	+ competency standards as the basis of qualifications
	+ the principles of competency-based assessment
	+ assessment which is criterion referenced as distinct from norm-referenced assessment
	+ reporting of competency-based assessment
* the interpretation of units of competency and other related assessment information, to determine the evidence needed to demonstrate competency, including:
	+ the dimensions of competency
	+ all components of a national training package
* system requirements for assessment
* the importance of reflective practice in the quality improvement of own work
* the organisation's assessment system policies and procedures
* different assessment methods, purposes and applications
* appeals mechanisms within the organisation
* different types of assessment tools, what tools work for what types of evidence, what the characteristics are of well-constructed assessment tools
* the principles of assessment and how they guide assessment, validation, and appeals processes
* assessment strategies, assessment plans and their components
* applications of technology to improve or assist in quality assessment
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| * the roles and responsibilities of workplace trainers, facilitators, assessors and others, such as vocational experts, workplace supervisors and support persons in the assessment process
* strategies that ensure that the assessment process is transparent and credible
* legal, organisational and ethical responsibilities associated with the assessment system, including:
	+ maintaining client privacy and confidentiality
	+ providing accurate information
	+ duty of care under common law
	+ compliance with system requirements
	+ copyright and privacy laws, as they apply to learning and assessment.
 |
| **Some examples of the types of evidence commonly seen for this unit:** Transcript of previous completion of TAEASS501A **OR*** **Completed assessment instruments, assessment summary reports, exported data from student management system reports or other documents** verifying conducting assessments and making judgement decisions for at least **20 different individual candidates**, each against at least one complete Unit of Competency.
* **Completed assessment instruments, assessment summary reports, exported data from student management system reports or other documents** verifying that you have conducted assessments and made assessment decisions **at least 50 times against a complete Unit of Competency** from training packages or accredited courses. This total may be made up of combinations of candidates and units that add up to 50, once the minimum number of 20 candidates has been reached. For instance, you could provide evidence of assessing 10 candidates against 4 units and 10 candidates against 1 unit.
* **CV or documented work history** identifying extensive experience in developing assessment tools, conducting assessments and leading and influencing other assessors (typically in an RTO environment).
* Verification of work history identifying extensive experience in developing assessment tools, conducting assessments and leading and influencing other assessors by providing items such as a **job description, payslip or employer letter**.
* **Report, email exchanges or a detailed reference letter** identifying how the candidate has **led a team of at least three assessors to improved processes or outcomes**.
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To get started towards obtaining your new qualification, submit:

* Your Application Form (which should be done first, before you collate your evidence), either online at [www.mrwed.edu.au](http://www.mrwed.edu.au) or by completing the Form from page 48
* The following 3 pages of key information
* Your Portfolio of Evidence.

Make your submission either ….

* By email to: **clientrelations@mrwed.edu.au** **OR**
* By postal mail to: **MRWED, PO Box 325 Caboolture QLD 4510 OR**
* By electronic upload (Contact MRWED for options).

If you plan to attend a face-to-face course if your RPL submission is unsuccessful then please ensure your submission is received by MRWED at least 15 business days before the first day of your planned course.



The MRWED team looks forward to helping you with your RPL application.

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# RPL UNITS SELECTION

**This section MUST be fully completed.**

**Include this with your Enrolment Form and evidence submission.**

Indicate the units for which you are applying for RPL. In fairness to your third-party reviewer/s only select units where you feel confident of obtaining RPL.

|  |  |  |
| --- | --- | --- |
| **Unit Code** | **Unit Title** | **✓** |
| CORE UNITS (ALL 9 ARE REQUIRED TO COMPLETE TAE40116) |  |
| TAEASS401 | Plan assessment activities and processes |  |
| TAEASS402 | Assess competence |  |
| TAEASS403 | Participate in assessment validation |  |
| TAEDES401 | Design and develop learning programs |  |
| TAEDES402 | Use training packages and accredited courses to meet client needs |  |
| TAEDEL402 | Plan, organise and facilitate learning in the workplace |  |
| TAEDEL401 | Plan, organise and deliver group-based learning |  |
| TAELLN411 | Address adult language, literacy and numeracy skills |  |
| TAEASS502 | Design and develop assessment tools  |  |
| ELECTIVE UNITS (1 IS REQUIRED TO COMPLETE TAE40116) |  |
| TAEDEL301 | Provide work skill instruction |  |
| BSBCMM401 | Make a presentation |  |
| TAETAS401 | Maintain training and assessment information |  |
| TAEDEL404 | Mentor in the workplace |  |
| TAEASS301 | Contribute to assessment |  |
| TAEASS501 | Provide advanced assessment practice |  |
| OTHER: |  |  |

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# THIRD-PARTY REVIEWER DETAILS

**This section MUST be fully completed. Include this with your Enrolment Form and evidence submission.**

RPL candidates can nominate up to two reviewers to provide supporting evidence. Select your reviewer/s carefully because their evidence is very important to the potential success of your application.

I ask MRWED to supply third-party report forms to the following reviewer/s so they can provide evidence supporting my RPL application.

|  |  |
| --- | --- |
| Reviewer Name: |  |
| Reviewer Phone: |  | Reviewer Email: |  |
| Describe your relationship to your Reviewer: |  |
| Does your reviewer possess any of the following qualifications?* TAE40116 Certificate IV in Training and Assessment
* TAE50116 Diploma of Vocational Education and Training
* TAE50216 Diploma of Training Design and Development
* TAE40110 Certificate IV in Training and Assessment
* TAE50111 Diploma of Vocational Education and Training
* TAE50211 Diploma of Training Design and Development
* Bachelor’s degree in adult education
 |  |

|  |  |
| --- | --- |
| Reviewer Name: |  |
| Reviewer Phone: |  | Reviewer Email: |  |
| Describe your relationship to your Reviewer: |  |
| Does your reviewer possess any of the following qualifications?* TAE40116 Certificate IV in Training and Assessment
* TAE50116 Diploma of Vocational Education and Training
* TAE50216 Diploma of Training Design and Development
* TAE40110 Certificate IV in Training and Assessment
* TAE50111 Diploma of Vocational Education and Training
* TAE50211 Diploma of Training Design and Development
* Bachelor’s degree in adult education
 |  |

# APPLICANT DECLARATION

**This section MUST be fully completed.**

**Include this with your Enrolment Form and evidence submission.**

I am aware and accept that MRWED will:

* Ask the third-party reviewer specific questions about my technical skills and knowledge; AND
* Direct the third-party reviewer to provide their completed reports directly to MRWED; AND
* Communicate to me if third-party reviews have been received, if they were fully completed, and whether MRWED has concluded seeking assistance from the third-party; AND
* **NOT** under any circumstances, including during an appeals process, forward the third-party reports to me or tell me about any of the reviewer’s responses or feedback.

I declare that all information contained in my portfolio of evidence is true and correct and that all documents are authentic. **I created all submitted documents unless otherwise noted.**

|  |  |  |  |
| --- | --- | --- | --- |
| Candidate Name: |  | Today’s Date: |  |
| Candidate Phone: |  | Candidate Email: |  |
| Your Signature: | You can type your name as an electronic signature |

# APPLICATION FORM



**TAE40116 RPL**

**Application form**

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**Version 1.1 05/12/17**

**FREECALL 1800 2 TRAIN**

(1800 2 87246)

[www.mrwed.edu.au](http://www.mrwed.edu.au/)

By email to: **clientrelations@mrwed.edu.au** **OR**

By postal mail to: **MRWED, PO Box 325 Caboolture QLD 4510 OR**

By electronic upload (Contact MRWED for options)

**Welcome message and instructions**

Hello and thank you for applying to study a course from the TAE Training package with MRWED Training and Assessment.

**The Application Process**

Applicants to TAE Training package courses must complete the following application form which will provide information on your study needs, preferences and eligibility to enter the program. Once reviewed, a MRWED Mentor will contact you to develop a customised learning journey and will guide you through the 5 stages of the enrolment process.

**Stage 1** – Complete this application form and submit it to clientrelations@mrwed.edu.au

**Stage 2** – Your application will be confirmed, and a link forwarded for you to schedule your application interview with a MRWED Learning Success Mentor

**Stage 3** – During your application interview, your mentor will provide you with information about your customised Learning journey. On completion of your interview, your mentor will send you a copy of your Learning journey along with a course acceptance letter.

**Stage 4** – Read and confirm your agreement with the Learning journey by completing the course acceptance form and returning it to clientrelations@mrwed.edu.au

**Stage 5** – MRWED will send you a final confirmation of your enrolment which will include further details regarding your chosen delivery method such as how to access the online system and location information for face to face students.

If you have any questions regarding completing this application process, feel free to contact us on 1800 287 146 or via email at contactus@mrwed.edu.au

***Which option are you applying for?***

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| \*Please select either full or partial qualification option. If partial qualification is selected, please tell us which units you are applying for. ☐ Full TAE40116 Certificate IV in Training and Assessment - go to section 1 ☐ Partial TAE40116 Qualification only – Select all units that you are applying for from the list below**\*NB only select individual units if you have chosen partial qualification above**

|  |  |  |
| --- | --- | --- |
| ☐ TAEDES401 | ☐ TAEASS401 | ☐ TAEDEL301 |
| ☐ TAEDES402 | ☐ TAEASS402 | ☐ TAEDEL401 |
| ☐ TAEDEL402 | ☐ TAEASS403 | ☐ TAEASS502 |
| ☐ TAEDEL404 | ☐ TAEASS301 | ☐ TAELLN411  |
| ☐ BSBCMM401 | ☐ Other – Please list  |  |
|  |
|  |

 |

***Section 1: Proposed Student Details***

***\*Student name and DOB on application must match the Unique Student Identifier\****

|  |  |
| --- | --- |
| \*Student’s Last Name: | \*Student’s First Name: Student’s Middle Name: |
| \*Student’s Gender: **☐** Female **☐** Male | \*Student’s Date of Birth  \_\_\_\_\_\_/\_\_\_\_\_\_/\_\_\_\_\_\_ |
| \*Student Email Address: |
| Unique Student IdentifierIf you have an existing USI please enter below. If not, you will receive further instructions upon receipt of application or visit [www.usi.gov.au](http://www.usi.gov.au) USI: | \*Student Contact Phone:Home:Mobile:Work: |
| \*Student’s Residential address Unit/Flat #\_\_\_\_\_\_\_\_Street/Lot #\_\_\_\_\_\_\_\_Street Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Suburb\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Post Code\_\_\_\_\_\_\_\_\_\_\_ State\_\_\_\_\_\_\_\_\_\_\_Country\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Student’s Postal Address (If different from residential) Unit/Flat #\_\_\_\_\_\_\_Street/Lot #\_\_\_\_\_\_\_\_\_\_\_Street Name / PO Box# \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Suburb\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Post Code\_\_\_\_\_\_\_\_\_\_\_ State\_\_\_\_\_\_\_\_\_\_\_\_\_Country\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

***Section 2a: Employment***

|  |
| --- |
| \*Of the following categories, which BEST describes your current employment status?**☐** Full time employee **☐** Part – time employee **☐** Self-employed not employing others **☐** Employer **☐** Employed – unpaid worker in a family business **☐** Unemployed – seeking full time work **☐** Unemployed seeking part-time work **☐** Not employed – not seeking employment  |

***Section 2b: Language and cultural diversity***

|  |  |
| --- | --- |
| \*What is your country of birth? | \*What is your Nationality? |
| \*What is your town of birth? |
| \*What is your main language?**☐** English **☐** Other – Please specify:\_\_\_\_\_\_\_\_\_\_\_\_ | \*How well do you speak English

|  |  |
| --- | --- |
| **☐** Well  | **☐** Poorly  |
| **☐** Very Well  | **☐** Not well  |

 |
| \*What is your Citizenship Status? **☐** Australian Citizen  **☐** New Zealand Citizen  **☐** Permanent humanitarian Visa Holder  **☐** None of the above  | \*Do you identify as being of Aboriginal or Torres Strait Islander origin?**☐** No **☐** Yes, Aboriginal **☐** Yes, Torres Strait Islander  |

***Section 2c: Schooling***

|  |  |
| --- | --- |
| \*Are you still attending school?**☐** No **☐** Yes \*If no, what year did you complete school?*E.g. 1980 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  | \*What was the highest COMPLETED level of schooling? **☐** Year 12 or equivalent **☐** Year 11 or equivalent **☐** Year 10 or equivalent **☐** Year 9 or equivalent **☐** Year 8 or below **☐** Did not attend school  |

***Section 2d: Disability***

|  |  |
| --- | --- |
| \*Do you consider yourself to have a disability, impairment or a long-term health condition?**☐** No – Go to section 2e **☐** Yes – Complete section 2d in full\*Will you require extra assistance to undertake your course with MRWED?**☐** No **☐** Yes – A MRWED team member will be in contact with you to discuss any additional requirements. | If yes, please indicate the areas of disability, impairment or long-term health conditions:**☐** Hearing/Deaf **☐** Mental illness **☐** Physical **☐** Acquired brain impairment **☐** Intellectual **☐** Vision**☐** Learning **☐** Medical condition**☐** Other: (please specify) |

***Section 2e: Previous qualifications achieved***

|  |
| --- |
| \*Have you successfully completed any of the following qualifications?**☐** No – Go to section 2f **☐** Yes – Complete below **AQ = Australian Qualification**  **AE = Australian Equivalent** **I = International** |
| Select qualification and which standard it applies to**☐** Bachelor degree or higher **☐** Advanced Diploma or associate degree **☐** Diploma or associate diploma **☐** Cert IV or advanced certificate/technician **☐** Cert III or trade certificate **☐** Cert II **☐** Cert I **☐** Certificate other than above  | AQ**☐****☐** **☐** **☐** **☐** **☐** **☐** **☐**  | AE**☐****☐** **☐** **☐** **☐** **☐** **☐** **☐**  |  I**☐****☐** **☐** **☐** **☐** **☐** **☐** **☐** |

***Section 2f: Study reason***

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| \*Of the following categories, which **BEST** describes your main reason for undertaking this course?**☐** To get a job **☐** It was a requirement of my job **☐** To develop my existing business **☐** I wanted extra skills for my job **☐** To start my own business **☐** To get into another course of study **☐** To try for a different career **☐** For personal interest or self-development **☐** To get a better job or promotion **☐** Other reasons, please explain:   |

***Section 3 – Application Follow Up Information***

|  |
| --- |
| Once this application has been reviewed, a MRWED mentor will contact you to discuss the outcome and to develop a tailored learning journey. What is the best way for the MRWED mentor to contact you? Please call me on phone number: Please email me at: Other communication – please specify: If there is any other information, relevant to contacting you regarding this application, please let us know here:  |

***Section 4 - Language Literacy and Numeracy (LLN)***

|  |
| --- |
|  MRWED Training and Assessment is committed to supporting all our students in successfully completing their selected course of study. National research consistently indicates that many students will require some level of LLN support. As such, we recognise that we have a responsibility to understand each student’s unique LLN needs. Our desire is to identify any LLN need that you may have as a student and to assist you in reducing the impact this may have on your studies with MRWED. Therefore, we ask for you to either opt in or opt out of an LLN assessment, which will help us to determining how best to assist you. **Please select one of the following two options.** **☐** **- I appreciate that MRWED is interested in my LLN capabilities, however I affirm that I do not require any assistance with LLN for the course I am choosing to undertake.** **☐** **- I am unsure if my LLN capabilities are sufficient for the level of study I am undertaking; therefore, I elect to submit the completed LLN assessment to MRWED for assessment.** |

***Section 5 - Entry Requirements***

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| --- |
|  All candidates looking to complete the Certificate IV in Training and Assessment must be aware that this qualification has an entry requirement. The requirement states:***Those entering this program must be able to demonstrate vocational competency in their proposed teaching and assessing area. Vocational competency is defined as broad industry knowledge and experience, and may include, but is not limited to, holding a relevant unit of competency or qualification.***Based on this entry requirement, we require that you provide information on the following: **A:** Briefly describe your vocational experience relating to the area that you wish to train and assess. *(e.g. I am a chef by trade and wish to train and assess hospitality and commercial cooking)***B:** Please list any unit/s of competency or qualifications/s that you currently hold which you intend to train and/or assess. *(e.g. Certificate III in Commercial Cookery)* I confirm that my responses to questions A and B above will be the area/s in which I intend to use my Certificate IV in Training and Assessment once obtained.[ ]  YES [ ]  NO*You must provide MRWED with evidence of this vocational competence. Please forward your evidence to* *contactus@mrwed.edu.au* *at your earliest convenience to fast track your application. If you are unsure of what evidence to provide, or are unable to email a copy you can discuss your options during the application interview.*  |

***Section 6: Study Method and Location***

If you are unsuccessful with your RPL application further study will be required to complete the TAE40116 Certificate IV in Training and Assessment. Please select your preferred study method below:

**☐** **Face-to-Face** – Classroom delivered training plus independent project work

**☐** **Online** – Web-Based Learning Management System

**☐** **Correspondence** – Paper-based/off-line

**☐** **Blended** – a choice of up to 2 different methods from the above. Please specify above

**Location:***(Only indicate a location below if you have selected the Face-to-Face study method for your formal training)*

**☐** Brisbane **☐** Sydney **☐** Melbourne **☐** Adelaide

**☐** Other location (as part of a custom course – please specify):

***Section 7: Applicant Declaration***

|  |
| --- |
|  I declare that all information provided within this application form is true and correct.Applicant’s Signature:  |

You can submit this form by:

* Free fax 1800 333 082 or
* Email to contactus@mrwed.edu.au or
* Post to MRWED, P.O. Box 325, Caboolture, QLD 4510.

