

**TAE50116**

**Diploma of Vocational Education and Training**

**AND /OR**

**TAE50216**

**Diploma of Training Design and Development**

**RPL KIT**

**Candidate Information**

**Application Form**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Version 1.1**

**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**](mailto:clientrelations@mrwed.edu.au) **OR**

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

By electronic upload (Contact MRWED for options)

# CONTENTS

CONTENTS 2

WELCOME MESSAGE 3

COURSE STRUCTURE 5

TIPS AND HINTS TO HELP YOU PREPARE FOR RECOGNITION 7

FLOW CHART OF THE RECOGNITION PROCESS WITH MRWED 8

HOW DO I DO THIS? 9

STEPS IN THE RPL ASSESSMENT PROCESS 10

FREQUENTLY ASKED QUESTIONS 11

GENERAL EVIDENCE SUGGESTIONS 13

TAEASS501 Provide advanced assessment practice 14

TAEASS502 Design and develop assessment tools 18

TAEDEL502 Provide advanced facilitation practice 21

TAEDES501 Design and develop learning strategies 25

TAELLN501 Support the development of adult language literacy and numeracy skills 29

TAEPDD501 Maintain and enhance professional practice 32

TAEASS503 Lead assessment validation processes 35

TAEDEL501 Facilitate e-learning 39

TAEDES502 Design and develop learning resources 42

TAEDES505 Evaluate a training program 45

TAETAS501 Undertake organisational training needs analysis 49

THIRD-PARTY REVIEWER DETAILS 53

APPLICANT DECLARATION 54

APPLICATION FORM 55

Appendix A – Third Party verification reports 63

Third Party Verification Form – TAEASS501 64

Third Party Verification Form – TAEASS502 65

Third Party Verification Form – TAEDEL502 67

Third Party Verification Form – TAEDES501 68

Third Party Verification Form – TAELLN501 69

Third Party Verification Form – TAEPDD501 70

Third Party Verification Form – TAEASS503 71

Third Party Verification Form – TAEDEL501 72

Third Party Verification Form – TAEDES502 74

Third Party Verification Form – TAEDES505 75

Third Party Verification Form – TAETAS501 77

# 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 Diploma of Vocational Education and Training (TAE50116) and/or the Diploma of Training Design and Development (TAE50216) 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.

You may have other training and assessment skills that can be used to get recognition in additional units towards a Diploma of Vocational Education and Training: 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 TAE50116 and/or TAE50216 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.

# COURSE STRUCTURE

**TAE50216 Diploma of Training Design and Development**

**5 core units + 5 elective unit = Total of 10 Units of Competency.**

|  |  |
| --- | --- |
| **Unit code** | **Unit Title** |
| CORE UNITS (ALL **5** ARE REQUIRED TO COMPLETE TAE50116) | |
| TAEDES502 | Design and develop learning resources |
| TAEASS502 | Design and develop assessment tools |
| TAEDES501 | Design and develop learning strategies |
| TAEDES505 | Evaluate a training program |
| TAETAS501 | Undertake organisational training needs analysis |
| ELECTIVE UNITS (CHOOSE **5** ONLY) | |
| TAEASS503 | Lead assessment validation processes |
| TAEASS504 | Develop and implement recognition strategies |
| TAEDEL502 | Provide advanced facilitation practice |
| TAEDEL501 | Facilitate e-learning |
| TAEASS501 | Provide advanced assessment practice |
| TAEDES503 | Design and develop e-learning resources |
| TAEDES504 | Research and develop units of competency |
| TAELLN501 | Support the development of adult language literacy and numeracy skills |
| TAEICR501 | Work in partnership with industry, enterprises and community groups |
| TAELLN411 | Address adult language, literacy and numeracy skills |
| TAELLN412 | Access resources and support to address foundation skills |
| TAELLN413 | Integrate foundation skills into vocational training delivery |
| TAEPDD501 | Maintain and enhance professional practice |
| TAERES501 | Apply research to training and assessment practice |
| TAESUS501 | Analyse and apply sustainability skills to learning programs |
| TAESUS502 | Identify and apply current sustainability education principles and practice to learning programs |

**TAE50116 Diploma of Vocational Education and Training**

**6 core units + 4 elective unit = Total of 10 Units of Competency.**

|  |  |
| --- | --- |
| **Unit code** | **Unit Title** |
| CORE UNITS (ALL **6** ARE REQUIRED TO COMPLETE TAE50116) | |
| TAEASS501 | Provide advanced assessment practice |
| TAEASS502 | Design and develop assessment tools |
| TAEDEL502 | Provide advanced facilitation practice |
| TAEDES501 | Design and develop learning strategies |
| TAELLN501 | Support the development of adult language literacy and numeracy skills |
| TAEPDD501 | Maintain and enhance professional practice |
| ELECTIVE UNITS (CHOOSE **4** ONLY) | |
| TAEASS503 | Lead assessment validation processes |
| TAEASS504 | Develop and implement recognition strategies |
| TAEDEL501 | Facilitate e-learning |
| TAEDES502 | Design and develop learning resources |
| TAEDES503 | Design and develop e-learning resources |
| TAEDES504 | Research and develop units of competency |
| TAEDES505 | Evaluate a training program |
| TAEICR501 | Work in partnership with industry, enterprises and community groups |
| TAELLN411 | Address adult language, literacy and numeracy skills |
| TAELLN412 | Access resources and support to address foundation skills |
| TAELLN413 | Integrate foundation skills into vocational training delivery |
| TAETAS501 | Undertake organisational training needs analysis |
| TAERES501 | Apply research to training and assessment practice |
| TAESUS501 | Analyse and apply sustainability skills to learning programs |
| TAESUS502 | Identify and apply current sustainability education principles and practice to learning programs |

# 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 5-6 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 Diploma of Vocational Education and Training (10 Units of Competency)
* The full Diploma of Training Design and Development
* Your selection of individual Units of Competency (both core and elective)
* Read the Frequently Asked Questions on Pages 11-12. 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 13 and collect items you will be including in your RPL submission.
* For the Units of Competency in which you are seeking RPL, review the Evidence Suggestions to guide your collection of evidence.
* Complete the Application Form which starts on page 55 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 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.

# 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 and the unit evidence requirements 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.

**Step 3 – Knowledge evidence**

An assessor will review the information you have provided and begin to match up your skills and knowledge to the Units of Competency in the qualification. For each unit of competency outlined in the evidence guide section you will find an option to either; complete the knowledge assessment questions or schedule a competency conversation with your assessor. Both the knowledge assessment and the competency conversation questions are targeted specifically at the knowledge requirements of each unit and gather critical evidence to support your RPL application.

**Step 4 – Third Party Reports**

In this RPL Kit you are asked to nominate up to two third-part 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 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 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.

# 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.
* 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**.

**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 will be e-mailed to you. An option to have a printed copy posted to you is available and can be requested by simply following the instructions when you receive your e-mail copy.

# GENERAL EVIDENCE SUGGESTIONS

Below is a list of general evidence that can be provided by you to help demonstrate competency towards the TAE50116 and / or TAE50216 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.

|  |
| --- |
| * Brief CV or work history |
| * Certificates/results of assessment VET both Nationally Recognised and In-House, Higher Education and/or overseas qualifications |
| * Results/statement of attendance/ certificates – workshops, seminars, symposiums, etc. |
| * 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 |
| * Diaries/task sheets/job sheets/log books |
| * Feedback forms and comments |
| * References/letters from previous employers/supervisors |
| * Hobbies/interests/special skills outside work |

|  |
| --- |
| TAEASS501 Provide advanced assessment practice To review the full details of this unit, visit **<http://training.gov.au/Training/Details/TAEASS501>** |
| **Essential documented evidence to provide for this unit must include:**  Records of assessment you have conducted in the past 12 months for:   * at least 20 different candidates * a minimum of 50 units of competency   *These records must clearly show the outcomes of assessment and how the judgement was made.*   * A copy of the 3rd Party verification form for this unit found in on page 64 * A completed knowledge assessment quiz OR request a competency conversation with your assessor. * Reports or correspondence you have written documenting research you have undertaken on assessment systems and practices, changes in the VET system and compliance requirements * Reports or correspondence you have written in relation to recommended assessment methods for a target group, qualification or unit of competency * Assessment tools that you have either written, collaborated in writing or validated (together with validations where relevant) * Correspondence you have written to other assessors in relation to ethical and/or compliance practices in assessment * Plans, reports, recommendations and training materials you have written in order to build the skills and experience of your colleague assessors * Records, reports or correspondence demonstrating that you monitor the assessment processes and activities of your RTO * Reports, plans and/or communication where you have proposed and implemented improvements to assessment approaches * Records of moderation processes you have participated in, prior to the final judgement of competency |

|  |
| --- |
| **Knowledge assessment for TAEASS501**  **Complete the following knowledge assessment or request a competency conversation with your assessor. If required, please attach extra pages and reference those in the appropriate question. For example, your response to Q3 could be “please find attached response in document xyz”**  Q1. Briefly describe your role as a lead assessor in your RTO, and your RTO’s assessment system.  Q2. For how long have you been practising as an assessor?  Q3. What kinds of research do you perform on a regular basis so as to gather ideas to improve your own assessment practice?  Q4. How many assessors are there in your RTO and what is your role as a lead assessor?  Q5. Describe a time when you identified a way to improve assessment approaches in your RTO.  Q6. Describe your RTO’s assessment system, the technology used and the personnel involved.  Q7. What are the key aspects of your organisation’s assessment policy/ procedures?  Q8. What is the appeals mechanism in your RTO?  Q9. How long must an RTO retain records of assessment and what must be recorded and reported in an assessment?  Q10. Explain the types of assessment methods you use and why you use each method.  Q11. What is the difference between an assessment tool and an assessment instrument?  Q12. Describe the contents of one assessment tool that you use regularly.  Q13. What would you say are the characteristics of a well-constructed assessment tool?  Q14. How frequently do you moderate borderline assessment judgements? Give an example of a time when you moderated a borderline assessment judgement and the reasons for moderation.  Q16. Explain the meaning of “competency-based assessment” and how it differs from norm-referenced assessment.  Q17. What are the endorsed components of a training package?  Q18. What are the dimensions of competency? Can you given an example of how you assess these?  Q19. How do the principles of assessment guide the validation process when you are validating an assessment tool? |
|  |

|  |
| --- |
| TAEASS502 Design and develop assessment tools To review the full details of this unit, visit [**http://training.gov.au/Training/Details/TAEASS502**](http://training.gov.au/Training/Details/TAEASS502) |
| **Essential documented evidence to provide for this unit must include:**   * Three assessment tools that you have personally developed.   These must:   * address one unit of competency or cluster of units each * include all of the instruments for collecting evidence * provide clear instructions to the candidate * provide clear instructions and benchmark solutions to guide the assessor * clarify the context of the assessment – whether a real or simulated workplace * meet the requirements of the Principles of Assessment and the Rules of Evidence * meet organisational requirements for recording of assessments and version control * A documented review for each of the assessment tools that you developed.   These must:   * describe how the tool was trialled * identify feedback received from people involved in the trial * identify any proposed changes as a result of the trial * A copy of the 3rd Party verification form for this unit found in on page 65 * A completed knowledge assessment quiz OR request a competency conversation with your assessor. * The training and assessment strategies used by you to determine the focus of assessment tools you have developed * The mapping tools that you have developed showing the benchmarks for assessment and how the tools map to the unit requirements * Correspondence or other information showing how you identified industry requirements and any need for contextualisation of the tools * RPL tools that you have developed |

|  |
| --- |
| **Knowledge assessment for TAEASS502**  **Complete the following knowledge assessment or request a competency conversation with your assessor. If required, please attach extra pages and reference those in the appropriate question. For example, your response to Q3 could be “please find attached response in document xyz”**  Q1. What types of assessment tool have you designed and what methods do you use to develop the tools?  Q2. What types of assessment instruments have you developed and what do you take into account when determining the method of assessment?  Q3. What practical considerations do you take into account when designing assessment instruments?  Q4. How do you apply the principle of fairness when developing an assessment tool?  Q5. How do you apply the principle of flexibility when developing an assessment tool?  Q6. How do you apply the principle of reliability when developing an assessment tool?  Q7. How do you ensure that your assessment tool is valid?  Q8. How do you ensure that your assessment tool meets the rule of sufficiency?  Q9. What considerations do you take into account so as to ensure evidence will be current and authentic?  Q10. What are the dimensions of competency? Can you explain them by relating the to a task in an assessment tool that you developed?  Q11. What are the guidelines for contextualisation?  Q12. What is a companion document and why do you refer to it when designing assessment tools?  Q13. In relation to the assessment tools you have developed, what have you included in relation to the assessor’s responsibility for work health and safety? |

|  |
| --- |
| TAEDEL502 Provide advanced facilitation practice To review the full details of this unit visit[**http://training.gov.au/Training/Details/TAEDEL502**](http://training.gov.au/Training/Details/TAEDEL502) |
| **Essential documented evidence to provide for this unit must include:**   * Records, diary notes or other documentation that provides evidence you have conducted a minimum of 100 hours of group facilitation * Documented feedback from a minimum of two peers / colleagues who have observed you delivering training to groups. * Documented feedback from a minimum of 10 learners from a group training environment * Records of meetings, discussions or notes you have made reflecting upon feedback received. * A copy of the 3rd Party verification form for this unit found in on page 67 * A completed knowledge assessment quiz OR request a competency conversation with your assessor. * Notes of information you have researched in relation to learning methods, learning theories and group facilitation techniques * Records of meetings, discussions or other documents related to planning group delivery outside of your normal environment. * Session plans that you have revised or designed for different group training environments * Notes of information you have research in relation to group delivery where learners have complex or different needs from the standard target group * Session plans and/or learning resources that you have designed or modified to meet the needs of learners with complex or different needs from the standard target group. * Records of meetings, informal discussions or correspondence with colleagues or others in relation to overcoming potential barriers to learning. |

|  |
| --- |
| **Knowledge assessment for TAEDEL502**  **Complete the following knowledge assessment or request a competency conversation with your assessor. If required, please attach extra pages and reference those in the appropriate question. For example, your response to Q3 could be “please find attached response in document xyz”**  Q1. Reflect upon your experience of group facilitation and explain the techniques that you use to overcome barriers and enhance learning in a group training environment.  Q2. What behavioural theories have informed your facilitation practice and how have they influenced you?  Q3. What cognitive theories have informed your facilitation practice and how have they influenced you?  Q4. What experiential learning theories have informed your facilitation practice and how have they influenced you?  Q5. What is information processing theory and how does this theory apply to your facilitation practice?  Q6. What have you discovered from looking at recent results of research on learning theories, learning styles and learning principles?  Q7. How are your delivery modes and group facilitation techniques influenced by any constraints in the training environment? Give an example.  Q8. How are your delivery modes and group facilitation techniques influenced by the characteristics of different learner groups? Please give an example that illustrates different approaches.  Q9. What are the key aspects of your code of ethics as it relates to group delivery in the VET sector?  Q10. Please describe a time where you contextualised the requirements of a training package for a target group.  Q11. What methods do you use to maintain currency in your area of vocational expertise?  Q12. What methods do you use in group training to enhance the learner experiences and build an inclusive group of participants?  Q13. What are the main barriers to learning that you have experienced and how have you overcome them?  Q14. What methods do you use to encourage learners to be self-directed and independent?  Q15. Thinking back to when you began group training, how have your methods changed and why? |

|  |
| --- |
| TAEDES501 Design and develop learning strategies To review the full details of this unit visit[**http://training.gov.au/Training/Details/TAEDES501**](http://training.gov.au/Training/Details/TAEDES501) |
| **Essential documented evidence to provide for this unit must include:**   * TWO documented learning strategies which clarify the following: * the purpose and objective of the strategy * the likely target group, characteristics and learning needs * the benchmark:   + qualification, skill set or accredited course in at least one strategy   + the other may be non-accredited training designed to meet enterprise needs * the stakeholders and consultation undertaken in development of the learning strategy, including consultation with industry/enterprise representatives * the framework incorporating learning outcomes at each stage of the learning pathway and a time frame for each milestone of the learning outcome. * content to be delivered for each of the learning outcome statements * methods of delivery for the content * assessment strategies * resource and operational requirements. * At least one documented review of a learning strategy that has been implemented, including: * the method of review and stakeholders who collaborated in the review * the methods used to measure the success of the learning strategy with measurable targets and feedback * analysis of the success of the learning strategy, based upon data and feedback * a documented recommendation for improvement, providing evidence of continuous improvement. * A copy of the 3rd Party verification form for this unit found in on page 68 * A completed knowledge assessment quiz OR request a competency conversation with your assessor. * Records of consultation with industry and enterprise and other research you undertook to determine the purpose of the learning strategy and the learning needs of the target group. * Training needs analysis records, identifying generic skills and specific work-related skills and knowledge gaps. * Records of how you analysed qualifications, skill sets, accredited or non-accredited courses to select an appropriate option for the learning pathway. * Records of how you selected documentation to support learning requirements. * Records of consultation and research you undertook to determine operational requirements, select the appropriate context or contexts for delivery and confirm the framework for delivery and flow of learning. * Documented review processes and/or procedures that you have developed for continuous improvement of learning strategies. * Records of consultation you undertook to review the learning strategy post-implementation. * Reports, minutes of meetings, action plans or other documentation making recommendations for improvement in learning strategies. |

|  |
| --- |
| **Knowledge assessment for TAEDES501**  **Complete the following knowledge assessment or request a competency conversation with your assessor. If required, please attach extra pages and reference those in the appropriate question. For example, your response to Q3 could be “please find attached response in document xyz”**  Q1. What factors do you take into account when designing and reviewing learning strategies?  Q2. What learning strategies have you developed that are based on the content of a Training Package and how did you go about it?  Q3. Have you been involved in developing a learning strategy for an accredited course? What is different in the way you go about this, in comparison with a training package qualification or skill set.  Q4. What are the key requirements Standard One of the RTO Standards that may affect the design of a learning strategy?  Q5. How does the AQF guide your development of a learning strategy  Q6. When can you credit transfer a unit of competency?  Q7. Have you ever designed a learning strategy that relates to licensed outcomes? Who did / would you consult in order to ensure a learning strategy met the requirements for the licence?  Q8. What is your understanding of behavioural learning theory and how much does this theory influence your design of a learning strategy?  Q9. What is your understanding of cognitive learning theory and how much does this theory influence your design of a learning strategy?  Q10. What is your understanding of experiential learning theory and how much does this theory influence your design of a learning strategy?  Q11. What is your understanding of information processing theory and how much does this theory influence your design of a learning strategy?  Q12. Current research has demonstrated that Knowles’ adult learning principles are valid. What is the difference between pedagogy and andragogy and how does andragogy influence your design of a learning strategy?  Q13. Think about the learning strategies that you have developed. What kinds of assessment approaches did you use and why? |

|  |
| --- |
| TAELLN501 Support the development of adult language literacy and numeracy skills To review the full details of this unit visit[**http://training.gov.au/Training/Details/TAELLN501**](http://training.gov.au/Training/Details/TAELLN501) |
| **Essential documented evidence to provide for this unit must include:**   * Documented evidence of determining the LLN levels of a minimum of 5 learners, using validated tools based upon the ACSF * Documented analysis of at least one training specification to determine the required LLN levels, based upon the ACSF * Learning plans or other documentation related to incorporating LLN support strategies for a minimum of 2 learners * Presentations, information sessions or records of meetings where you have led a group of colleagues to review LLN support strategies for the purpose of continuous improvement in LLN support practice. * A copy of the 3rd Party verification form for this unit found in on page 69 * A completed knowledge assessment quiz OR request a competency conversation with your assessor. * Learning and/or assessment resources that you have developed or modified to meet LLN needs * Records that you have made of progress of learners with LLN needs * Reports or other documentation that show how you have researched and communicated current research on adult LLN practice. |

|  |
| --- |
| **Knowledge assessment for TAELLN501**  **Complete the following knowledge assessment or request a competency conversation with your assessor. If required, please attach extra pages and reference those in the appropriate question. For example, your response to Q3 could be “please find attached response in document xyz”**  Q1. In what ways do you develop your own knowledge in relation to LLN support, apply this knowledge and lead your colleagues in continuous improvement of LLN practice?  Q2. What does current research indicate about how LLN skills impact upon an individual’s participation in work, education and society?  Q3. According to recent surveys by the ABS, what is the level of LLN competence in Australia?  Q4. How do you use the ACSF to design training and assessment programs to meet the requirements of the qualification and the LLN needs of learners?  Q5. What kinds of strategies and resources do you use to build LLN skills?  Q6. In what ways do roles and relationships and levels of formality affect language use?  Q7. Why are people often more proficient in one context than another and how does this affect the way you design learning programs?  Q8. How do you incorporate different approaches to texts (such as skimming, scanning and critical analysis) in order to support LLN development?  Q9. Use a validated tool to conduct an LLN test upon yourself. What tool did you use and what was the result? |

|  |
| --- |
| TAEPDD501 Maintain and enhance professional practice To review the full details of this unit visit[**http://training.gov.au/Training/Details/TAEPDD501**](http://training.gov.au/Training/Details/TAEPDD501) |
| **Essential documented evidence to provide for this unit must include:**   * Documented feedback from colleagues that you have received from at least 10 hours of facilitation practice * Documentation showing how you have reflected upon feedback received and discussed it with colleagues * Records of meetings with assessor colleagues where you have reviewed the assessment of at least 10 candidates (validation meetings) * A copy of the 3rd Party verification form for this unit found in on page 70 * A completed knowledge assessment quiz OR request a competency conversation with your assessor. * Personal professional development plans and records that you have documented * Records of professional development activities that you have participated in over the last 12 months * Certified copies of your qualifications, showing how you have maintained currency in your vocational area of expertise and in VET * Records of networking (including online) that you regularly use to enhance your knowledge and continuously improve your professional practice * Lists of references, text books, research papers, web sites that you regularly use to conduct research, maintain currency and inform your professional practice * Your position description or other documentation describing your duties in supporting the strategies and operations of the organisation * Records of feedback that you have given to colleagues as a result of observing their facilitation practice |

|  |
| --- |
| **Knowledge assessment for TAEPDD501**  **Complete the following knowledge assessment or request a competency conversation with your assessor. If required, please attach extra pages and reference those in the appropriate question. For example, your response to Q3 could be “please find attached response in document xyz”**  Q1. Over the past 12 months, what professional development have you undertaken and how has this informed and improved your practice as a trainer/assessor?  Q2. How do you align your own professional practice with the goals and objectives of your organisation?  Q3. What professional development and quality improvement systems are available within your organisation?  Q4. Give an example of a time when you used reflection as a technique for professional practice and this led to an improvement in your training and/or assessment methods and outcomes?  Q5. Have you read the VET Capability Framework Implementation Guide? How do you apply it in your own professional development?  Q6. What policy changes have impacted on the VET environment recently?  Q7. What technological changes have impacted on the VET environment over the past 5 years?  Q8. What cultural and social changes have impacted on the VET environment over the past 5 years?  Q9. What economic changes have impacted on the VET environment over the past 5 years?  Q10. What networks or professional associations do you belong to? What external expertise do you seek in order to enhance your professional practice  Q11. How do you incorporate ethical principles and inclusivity into your professional practice?  Q12. From your experience, describe 3 critical incidents and what you learned from them? How do these incidents relate to learning theories or principles? |

|  |
| --- |
| TAEASS503 Lead assessment validation processes To review the full details of this unit visit[**http://training.gov.au/Training/Details/TAEASS503**](http://training.gov.au/Training/Details/TAEASS503) |
| **Essential documented evidence to provide for this unit must include:**   * A copy of the 3rd Party verification form for this unit found in on page 71 * A completed knowledge assessment quiz OR request a competency conversation with your assessor. * A current validation schedule that you have developed or participated in developing for your RTO – with evidence of your contribution to its development * Agendas of validation meetings that you have written * Risk analysis documentation you have developed to determine the focus, purpose and context of validation activities * Documented records of how you used a sampling tool to determine the number and selection of assessment judgements to validate * Correspondence such as emails where you have organised for participants to attend validation meetings * Instruments that you have developed in preparation for validation meetings including mapping instruments * Documentation showing how you have supported colleagues and provided guidance on assessment and validation activities * Records of validation meetings that you have led (minimum of 3) showing recommendations for improvement in assessment practices and/or assessment tools * Documentation such as extracts from the continuous improvement register demonstrating that outcomes of validation were used to improve assessment tools and/or assessment practice |

|  |
| --- |
| **Knowledge assessment for TAEASS503**  **Complete the following knowledge assessment or request a competency conversation with your assessor. If required, please attach extra pages and reference those in the appropriate question. For example, your response to Q3 could be “please find attached response in document xyz”**  Q1. What is the purpose of validation and what is your role in leading validation strategies and activities?  Q2. What are the requirements in the RTO Standards in relation to validation and what is your role in ensuring compliance?  Q3. Under what circumstances do you need to organise for external validation?  Q4. What is the main purpose of validation activities according to the RTO Standards?  Q5. What is the difference between validation and moderation and what is your role in supporting moderation activities?  Q6. What instruments and/or tools have you developed or do you use for validation and what is their purpose?  Q7. How do you apply the principles of assessment when conducting validation?  Q8. What are the key characteristic of a well-constructed assessment tool?  Q9. In relation to a qualification that you assess, what are the assessment methods and what types of instruments do you use and why?  Q10. How do you apply the rules of evidence when conducting validation?  Q11. What organisational documents – other than the assessment tools – do you refer to when conducting validation?  Q12. What strategies do you use to support other assessors to continuously improve assessment practice and to conduct validation?  Q13. What types of improvements have been implemented as a result of recommendations from validation activities?  Q14. When devising a validation plan/schedule, what approach should be taken in relation to prioritising qualifications and judgements to be validated and the frequency of validating a training product? |

|  |
| --- |
| TAEDEL501 Facilitate e-learning To review the full details of this unit visit[**http://training.gov.au/Training/Details/TAEDEL501**](http://training.gov.au/Training/Details/TAEDEL501) |
| **Essential documented evidence to provide for this unit must include:**   * Documentary evidence that you have facilitated one complete e-learning program, with detail about:   + how learner needs were identified   + the e-learning delivery plan or training and assessment strategy   + protocols and platforms for the e-learning environment   + support mechanisms available for learners   + how the program was monitored   + how the program was reviewed * Documentary evidence of two different e-learning activities that you have facilitated, showing different learning environments * A copy of the 3rd Party verification form for this unit found in on page 72 * A completed knowledge assessment quiz OR request a competency conversation with your assessor. * Communication with learners where you introduce the e-learning program and develop relationships with the learners * Screen prints or other evidence showing how you use electronic tools in the e-learning environment * Communications or other records where you have used technical support to resolve issues with e-learning software * Screen prints or other evidence that show how you build practice and formative assessment into the e-learning experience * Records that show how you monitor learner progress, develop and maintain a relationship with the learner and provide opportunities for learners to interact with one another. * Reports that you have written as a result of reviewing the effectiveness of e-learning and made recommendations for improvement. |
| **Knowledge assessment for TAEDEL501**  **Complete the following knowledge assessment or request a competency conversation with your assessor. If required, please attach extra pages and reference those in the appropriate question. For example, your response to Q3 could be “please find attached response in document xyz”**  Q1. What methods do you use to facilitate e-learning and ensure an effective learning experience and outcome?  Q2. How do you apply the adult learning principles in facilitating e-learning?  Q3. From your experience, give an example of a technical problem and a second example of a content problem in an e-learning program and how you resolved each of them.  Q4. Does your e-learning platform enable you to monitor every entry and electronic movement of a learner? What is the platform? Give an example of a platform that allows this level of monitoring.  Q5. What learning management system do you use and why was this one selected as opposed to others?  Q6. What is the overall structure and type of content in the e-learning resources that you use?  Q7 What ethical practices and/or codes of conduct do you apply in facilitating e-learning?  Q8. How do you ensure that discussions with and between your learners are culturally sensitive?  Q9. How can working at a computer be a risk to health and safety? How are your e-learning resources designed to ensure safety for the learner and for you as facilitator? |

|  |
| --- |
| TAEDES502 Design and develop learning resources To review the full details of this unit visit[**http://training.gov.au/Training/Details/TAEDES502**](http://training.gov.au/Training/Details/TAEDES502) |
| **Essential documented evidence to provide for this unit must include:**   * A copy of the 3rd Party verification form for this unit found in on page 74 * A completed knowledge assessment quiz OR request a competency conversation with your assessor. * Two complete learning resources that you have developed, in print form * User feedback on the learning resources that you submit * Correspondence, records of meetings etc. where you have consulted with clients on the development of a learning resource in relation to the brief, focus and type of resource and the learning needs of the target audience * Records of research that you undertook in developing learning resources * Documented outline/structure/design of a learning resource that you developed and/or a work plan for the development * Records of meetings, correspondence, agreements etc. relating to ethical and legal considerations in relation to the development of learning resources * Units of competency or other specifications showing how you have mapped out the content of learning resources to meet the specifications * Evidence of external review of draft resources * Documented reviews of the development process and outcome identifying improvements for future projects |

|  |
| --- |
| **Knowledge assessment for TAEDES502**  **Complete the following knowledge assessment or request a competency conversation with your assessor. If required, please attach extra pages and reference those in the appropriate question. For example, your response to Q3 could be “please find attached response in document xyz”**  Q1. What types of learning resources have you developed and what is your method of development?  Q2. What instructional design principles do you follow when developing learning resources?  Q3. What research have you done on current learning theories and how do you apply them?  Q4. How do you apply the ACSF to instructional design so that it meets the LLN requirements of the target audience?  Q5. What privacy, confidentiality and intellectual property requirements do you take into account when developing a learning resource?  Q6. When researching information (particularly on the internet) how do you check that it is accurate?  Q7 What is the duty of care under common law?  Q8. What NVR/AQTF requirements do you need to take into account when developing learning resources?  Q9. In relation to the learning resources that you have submitted in this RPL application, who were the clients and what consultation did you undertake in its development?  Q10. How do you go about trialling and reviewing a draft learning resource before it is finalised?  Q11. Over the time that you have been developing learning resources, what have you learned and how have you improved your methods? |

|  |
| --- |
| TAEDES505 Evaluate a training program To review the full details of this unit visit[**http://training.gov.au/Training/Details/TAEDES505**](http://training.gov.au/Training/Details/TAEDES505) |
| **Essential documented evidence to provide for this unit must include:**   * A copy of the 3rd Party verification form for this unit found in on page 75 * A completed knowledge assessment quiz OR request a competency conversation with your assessor. * An evaluation report that you have written on a training program, incorporating:   + a copy of the project plan for the evaluation process   + a report on the evaluation project   + the evaluation instruments that you used   + a report analysing the data gathered and making recommendations * A critical review of the evaluation process within your organisation and recommendations for continuous improvement in the processes for evaluating training programs * Briefings, information sessions and/or records of meetings where you have briefed staff on:   + the scope and aim of the evaluation project   + the data and information to collect   + the techniques for gathering the data   + timelines and responsibilities for tasks * Correspondence, records of meetings etc. where you have consulted and communicated with stakeholders in the training program * Records of the data collected, evaluated and stored |

**Knowledge assessment for TAEDES505**

**Complete the following knowledge assessment or request a competency conversation with your assessor. If required, please attach extra pages and reference those in the appropriate question. For example, your response to Q3 could be “please find attached response in document xyz”**

Q1. What training programs have you evaluated, what was your methodology and what kinds of recommendations have you made as a result?

Q2. What do you consider to be the key aspects of quality training and assessment for a training package or accredited course?

Q3. What is the Kirkpatrick model and how do you apply it in evaluating a training program?

Q4. What security and confidentiality issues do you take into account when evaluating a training program?

Q5. What quantitative and qualitative methods of evaluation do you use?

Q6. How do you use Bloom’s Taxonomy to document the aim of the training and the scope of the evaluation?

Q7. How does your methodology for evaluating a training program relate to the methodology for project planning, implementation and review?

Q8. In relation to a training program implementation project, who were the stakeholders and how did you build and maintain constructive relationships with them?

Q9. What types of evaluation instruments have you used in evaluating a training program and what software have you used in analysing data?

Q10. What methods did you use to gather the data from trainee workplaces for the purpose of evaluating a training program?

Q11. Has there been a time when you discovered useful information that was not identified in planning the evaluation project? If so, please describe.

Q12. What methods have you used to cross-check your findings?

Q13. In relation to a training program that you have evaluated, what areas for improvement did you identify?

Q14. Once you have made preliminary findings, who do you consult before finalising the evaluation report?

Q15. What have you learned over time that has helped you improve the methodology that you use for evaluating a training program?

|  |
| --- |
| TAETAS501 Undertake organisational training needs analysis To review the full details of this unit visit[**http://training.gov.au/Training/Details/TAETAS501**](http://training.gov.au/Training/Details/TAETAS501) |
| **Essential documented evidence to provide for this unit must include:**   * A minimum of 2 documented training analysis reports that you have created showing:   + the methodology for determining the organisation’s needs   + the options for training and assessment that you researched   + advice and recommendations * Records of meetings or discussions with management and supervisory staff of the organisation as to their organisational requirements * Notes that you have made in relation to potential issues that may impact on the organisation’s objectives * Job descriptions, procedural documentation and other resources that you accessed in order to determine organisational requirements * Plans that you documented in relation to the conduct and implementation of the training needs analysis project * Data that you collected on current and/or future training needs relating to emerging technology or the strategic directions of the organisation * Feedback and comments that you have received from the organisation in relation to your advice. * A copy of the 3rd Party verification form for this unit found in on page 77 * A completed knowledge assessment quiz OR request a competency conversation with your assessor. |

**Knowledge assessment for TAETAS501**

**Complete the following knowledge assessment or request a competency conversation with your assessor. If required, please attach extra pages and reference those in the appropriate question. For example, your response to Q3 could be “please find attached response in document xyz”**

Q1. What has been your methodology in conducting training needs analysis for organisations?

Q2. In relation to the advice on training needs that you have given to organisations, what competency standards have you recommended and why?

Q3. What are the key aspects of the NVR Standards that may impact on your recommendations for training and assessment?

Q4. In relation to a TNA that you conducted for an organisation, what risks or contingencies did you identify and what did you recommend in order to mitigate any business risks and control any WHS risks?

Q5. In relation to a TNA that you conducted for an organisation, what knowledge of the organisation’s operations and strategies did you already have and what knowledge did you need to obtain?

Q6. What methodology did you use in conducting the TNA?

Q7. What are the principles of intellectual property and how may these need to be applied when implementing training?

Q8. TNA and change management go hand in hand. What has been your role in change management?

Q9. In relation to a TNA that you conducted, what options did you provide the organisation to meet their training needs?



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**](mailto: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.

# 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



**TAE50116 and/or TAE50216**

**Application form**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Version 1.0 16/02/2018**

**FREECALL 1800 2 TRAIN**

(1800 2 87246)

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

By email to: [**clientrelations@mrwed.edu.au**](mailto: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 for 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 Learner Success 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](mailto:clientrelations@mrwed.edu.au)

**Stage 2** – Your application will be confirmed, and an invitation will be emailed to you to schedule your application interview with a MRWED Learner 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 Letter and returning it to [clientrelations@mrwed.edu.au](mailto: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](mailto:contactus@mrwed.edu.au)

***Which course are you applying for?***

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| \*Please select the course you are applying for from this list.  Full TAE50116 Diploma of Vocational Education and Training - go to section 1  Full TAE50216 Diploma of Training Design and Development - go to section 1  Partial 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**   |  |  |  | | --- | --- | --- | |  |  |  | | TAEDES502 | TAEDEL502 | TAEDES501 | | TAEDES503 | TAEASS501 | TAETAS501 | | TAEDES505 | TAEASS502 | TAEPDD501 | | TAELLN501 | TAEASS503 |  | |  |  |  | |

***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 Identifier  If 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***

|  |
| --- |
| \*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: 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](mailto:contactus@mrwed.edu.au) or
* Post to MRWED, P.O. Box 325, Caboolture, QLD 4510.



# Appendix A – Third Party verification reports

The 3rd party verification forms on the following page should be printed for each unit of competency you are applying for.

Give a copy to the referees that you identified in your RPL application.

Clarify that they should only tick items that they can confirm from their own knowledge of you through observation of your performance at work.

Let them know that the assessor may contact them either by telephone or email to confirm the authenticity of the information.

Request the referee to write a few comments on your performance overall.

Ensure that the forms are signed and correctly dated.

# Third Party Verification Form – TAEASS501

|  |  |  |  |
| --- | --- | --- | --- |
| Name of Candidate | | |  |
| Name of Third Party (Referee) | | |  |
| Position of Third Party | | |  |
| Work relationship of Third Party to the Candidate | | |  |
| Telephone |  | Email |  |

|  |
| --- |
| Please tick the checkbox where you can confirm from your own knowledge that the candidate meets the criteria.  NOTE: It is not necessary for you to tick every box – only those you can confirm from your own knowledge of the candidate’s work performance |

|  |  |  |
| --- | --- | --- |
| mapping  (assessor use) | Criteria for assessment | ✓ |
| PC 1.1  PC 1.2 | Regularly researches current information on assessment practices and compliance requirements and communicates results of research to the assessor team |  |
| pc 2.1  pc 2.2  pe 4 | Acts as a lead assessor within the RTO, regularly conducting assessments for both learning and assessment pathway and RPL. |  |
| PC 3.1  PC 3.2 | Advises and supports other assessors, modelling high standards of ethical behaviour and assists the assessor group to develop their professional expertise and experience |  |
| PC 4.1  PC 4.2  pe 5 | Actively monitors the assessment system and processes in the RTO, recommending, planning and implementing improvements |  |
| PC 4.3  pe 4 | Regularly participates in moderation of assessment judgements, assisting colleague assessors in borderline decisions and clearly documenting the outcome of moderation. |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Please provide a few comments on your personal evaluation of the candidate and the way that they act as a lead assessor in their work role. | | | |
|  | | | |
| Signed |  | Date |  |

# Third Party Verification Form – TAEASS502

|  |  |  |  |
| --- | --- | --- | --- |
| Name of Candidate | | |  |
| Name of Third Party (Referee) | | |  |
| Position of Third Party | | |  |
| Name of RTO or other organisation | | |  |
| Work relationship of Third Party to the Candidate | | |  |
| Telephone |  | Email |  |

|  |
| --- |
| Please tick the checkbox where you can confirm from your own knowledge that the candidate meets the criteria.  NOTE: It is not necessary for you to tick every box – only those you can confirm from your own knowledge of the candidate’s work performance |

| mapping  (assessor use) | Criteria for assessment | ✓ |
| --- | --- | --- |
| PE 1 | Within the past 12 months, has developed a minimum of 3 assessment tools comprising a number of instruments and a range of assessment methods for 3 different units of competency or clusters of units. |  |
| PE 1 | Within the past 12 months, has developed assessment tools that are contextualised for specific work roles and work environments |  |
| pe 2 | Within the past 12 months, has trialled and reviewed a minimum of 3 assessment tools that they have developed and reported on the results of the trials |  |
| pc 1.1 | Designs assessment tools that meet the needs of the target group identified in the organisation’s training and assessment strategy |  |
| PC 1.2 | Accesses units of competency and uses these as the basis for developing assessment tools |  |
| PC 1.3 | Accesses information about the target group workplace and work role and designs assessment tools that fit the context of the workplace. |  |
| PC 1.4 | Consults with all relevant personnel and researches industry guidelines, training package companion documents when designing assessment tools |  |
| PC 2.1 | Designs assessment tools that effectively guide the assessment process, have appropriate assessment methods for the context of work and the context in which assessment will take place and meet the principles of assessment |  |
| PC 2.2 | Has designed both learning and assessment pathway assessment tools and RPL assessment tools |  |
| PC 2.3  PC 3.1 | Designs assessment tools with a range of assessment activities to ensure sufficient and valid evidence is collected |  |
| PC 2.4  pc 3.3 | Designs assessment tools that are practical for use and administration |  |
| PC 3.2 | Includes clear instructions for the candidate and specific guidance for the assessor in assessment tools, so that assessment will be fair and reliable |  |
| PC 4.1-4.4 | Follows organisational procedures for trialling and reviewing draft assessment tools, seeking and analysing feedback and amending as required prior to finalisation |  |
| PC 4.5 | Formats and files finalised assessment tools according to organisational procedures |  |

|  |  |
| --- | --- |
| REQUIRED: Please list the code and title of 3 units of competency (or clusters) where the candidate developed assessment tools within the past 12 months. | |
| 1 |  |
| 2 |  |
| 3 |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Please provide a few comments on your personal evaluation of the candidate and the way that they design and develop assessment tools in their work role.  NOTE: Comments are REQUIRED. | | | |
|  | | | |
| Signed |  | Date |  |

# Third Party Verification Form – TAEDEL502

|  |  |  |  |
| --- | --- | --- | --- |
| Name of Candidate | | |  |
| Name of Third Party (Referee) | | |  |
| Position of Third Party | | |  |
| Work relationship of Third Party to the Candidate | | |  |
| Telephone |  | Email |  |

|  |
| --- |
| Please tick the checkbox where you can confirm from your own knowledge that the candidate meets the criteria.  NOTE: It is not necessary for you to tick every box – only those you can confirm from your own knowledge of the candidate’s work performance |

|  |  |  |
| --- | --- | --- |
| mapping  (assessor use) | Criteria for assessment | ✓ |
| PE 1, 4  pe 1 | Has delivered group training regularly for at least the last 12 months. |  |
| PC 1.2 | Continuously seeks professional development opportunities to maintain currency in their area of vocational expertise |  |
| PC 1.3 | Is recognised within your organisation to be an expert facilitator, whose opinion and expertise is sought by colleagues |  |
| pc 2.1-2.3 | Has delivered group training in a variety of locations or contexts and modified delivery methods for the training environment |  |
| pc 3.1-3.2 | Has delivered group training to diverse groups and modified delivery methods appropriately for the characteristics of the learner groups |  |
| pc 4.1-4.3  pe 2 | Consistently receives positive feedback from learners and achieves excellent competency completion rates |  |
| pc 5.1-5.3  pe 2, 3 | Collaborates with colleagues, seeking feedback or suggestions in relation to improving group facilitation practice. |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Please provide a few comments on your personal evaluation of the candidate and the way that they provide exceptional group facilitation practice in their work role. | | | |
|  | | | |
| Signed |  | Date |  |

# Third Party Verification Form – TAEDES501

|  |  |  |  |
| --- | --- | --- | --- |
| Name of Candidate | | |  |
| Name of Third Party (Referee) | | |  |
| Position of Third Party | | |  |
| Work relationship of Third Party to the Candidate | | |  |
| Telephone |  | Email |  |

|  |
| --- |
| Please tick the checkbox where you can confirm from your own knowledge that the candidate meets the criteria.  NOTE: It is not necessary for you to tick every box – only those you can confirm from your own knowledge of the candidate’s work performance |

|  |  |  |
| --- | --- | --- |
| mapping  (assessor use) | Criteria for assessment | ✓ |
| pc 1.1-1.3 | Takes a leading role in planning learning strategies for potential target groups |  |
| PC 1.1-1.3 | Actively consults with all stakeholders and researches qualifications in order to plan learning strategies |  |
| PC 2.1-2.3  pc 2.5-2.6 | Personally develops and documents the framework for learning strategies including purpose, learning outcomes and timeframe |  |
| PC 2.7 | Designs processes and procedures to gather and analyse data and feedback for the purpose of reviewing the effectiveness of learning strategies |  |
| pc 3.1-3.5 | Takes a leading role in developing the detail of learning strategies including content headings, sequencing of the learning pathway and appropriate delivery and assessment methods at each stage of the learning pathway |  |
| pc 3.1-3.5 | Personally documents the detail of learning strategies including operational requirements for delivery, resources and costing |  |
| PC 4.1-4.4 | Takes a leading role in continuous improvement of learning strategies, systematically reviewing post-implementation, consulting with stakeholders and implementing improvements as a result of reviews. |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Please provide a few comments on your personal evaluation of the candidate and the way that they design and develop learning strategies in their work role. | | | |
|  | | | |
| Signed |  | Date |  |

# Third Party Verification Form – TAELLN501

|  |  |  |  |
| --- | --- | --- | --- |
| Name of Candidate | | |  |
| Name of Third Party (Referee) | | |  |
| Position of Third Party | | |  |
| Work relationship of Third Party to the Candidate | | |  |
| Telephone |  | Email |  |

|  |
| --- |
| Please tick the checkbox where you can confirm from your own knowledge that the candidate meets the criteria.  NOTE: It is not necessary for you to tick every box – only those you can confirm from your own knowledge of the candidate’s work performance |

|  |  |  |
| --- | --- | --- |
| mapping  (assessor use) | Criteria for assessment | ✓ |
| PE 1  pc 2.1-2.3 | Uses tools based on the ACSF to determine the LLN levels of learners, identifies the learner backgrounds and learning needs, developing strategies to overcome potential barriers to learning. |  |
| PE 2  pc 1.1-1.2 | Analyses the LLN requirements of training specifications based upon the levels in the ACSF and the context of the training |  |
| pe 3  PC 3.1-3.4 | Develops training and assessment plans and accesses resources to incorporate LLN support strategies that will meet the levels required in training specifications and to meet learner needs |  |
| PE 4 | Uses feedback, research and consultation to review strategies for LLN support |  |
| PE 5  PC 5.1-5.4 | Acts in a leadership role to colleagues to enhance and extend their training and assessment practice and strategies for LLN support, including conducting and communicating current research on adult LLN practice |  |
| pc 3.5 | Modifies existing learning and assessment resources to meet LLN needs, including contextualisation for the learner’s work environment and job role. |  |
| PC 3.6  PC 4.1 | Implements learning programs and monitors learner progress, including LLN development, as required |  |
| pc 4.2-4.3 | Consults with colleagues and LLN specialists as required in relation to reviewing LLN needs and strategies for LLN development |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Please provide a few comments on your personal evaluation of the candidate and the way that they support development of LLN skills in their work role. | | | |
|  | | | |
| Signed |  | Date |  |

# Third Party Verification Form – TAEPDD501

|  |  |  |  |
| --- | --- | --- | --- |
| Name of Candidate | | |  |
| Name of Third Party (Referee) | | |  |
| Position of Third Party | | |  |
| Work relationship of Third Party to the Candidate | | |  |
| Telephone |  | Email |  |

|  |
| --- |
| Please tick the checkbox where you can confirm from your own knowledge that the candidate meets the criteria.  NOTE: It is not necessary for you to tick every box – only those you can confirm from your own knowledge of the candidate’s work performance |

|  |  |  |
| --- | --- | --- |
| mapping  (assessor use) | Criteria for assessment | ✓ |
| PC 1.1-1.3  pe 1 | Is a role model for colleagues in professional practice focused on achieving the organisations legal, ethical and strategic requirements. |  |
| PC 2.1-2.5  pe 2, 6 | Systematically and regularly takes advantage of professional development opportunities, both internally and externally, maintaining currency and enhancing expertise in own area of vocational expertise and in VET practice. |  |
| PC 2.1-2.5  pe 2, 6 | Documents and submits to the RTO a detailed record of professional development activities and currency annually, in compliance with the RTO Standards |  |
| PC 3.1-3.2 | Collaborates with colleagues in professional development, observing them and providing constructive feedback and inviting colleagues to observe and provide feedback on training delivery/facilitation. |  |
| pc 3.3-3.4 | Collaborates with colleagues in systematic validation and moderation, leading the processes for the purpose of continuous improvement of assessment practices. |  |
| PC 4.1-4.5  pe 5 | Actively seeks opportunities for professional development and continuous learning, including networking both internally, externally and online |  |
| PC 5.1-5.3  pe 3 | Conducts research on current factors and trends in professional practice and provides reports and recommendations for improvement to enhance the quality of training and assessment for the organisation as a whole. |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Please provide a few comments on your personal evaluation of the candidate and the way that they maintain and enhance professional practice in their work role. | | | |
|  | | | |
| Signed |  | Date |  |

# Third Party Verification Form – TAEASS503

|  |  |  |  |
| --- | --- | --- | --- |
| Name of Candidate | | |  |
| Name of Third Party (Referee) | | |  |
| Position of Third Party | | |  |
| Work relationship of Third Party to the Candidate | | |  |
| Telephone |  | Email |  |

|  |
| --- |
| Please tick the checkbox where you can confirm from your own knowledge that the candidate meets the criteria.  NOTE: It is not necessary for you to tick every box – only those you can confirm from your own knowledge of the candidate’s work performance |

|  |  |  |
| --- | --- | --- |
| mapping  (assessor use) | Criteria for assessment | ✓ |
| PE 1  pe 4  PC 2.1 | Has frequently acted in a leadership role to plan and conduct validation activities relating to assessment tools and assessment judgements and in the last 12 months has planned and conducted validation meetings on at least 3 occasions. |  |
| PE 2  pc 1.2 | Consistently provides support and guidance to other assessors and acts as a role model for assessment practice |  |
| PE 3  pc 1.1  PC 2.1  pc 2.3-2.5 | Plans and leads validation activities and gives guidance to other assessors in conducting validation |  |
| PE 5  pc 2.6-2.7 | Regularly identifies areas for improvement in assessment practice resulting from validation of assessment tools and assessment judgements and follows through to implement the improvements. |  |
| pc 1.3  PC 2.1 | Consistently complies with organisational, legal and ethical requirements in assessment and assessment validation, monitoring and facilitating RTO compliance with the Standards |  |
| PC 2.2-2.3 | Undertakes risk assessment as part of planning validation activities and develops the validation schedule, taking into account risk factors and sampling according to the requirements of the Standards and ASQA directives |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Please provide a few comments on your personal evaluation of the candidate and the way that they provide leadership in planning and implementing validation in their work role. | | | |
|  | | | |
| Signed |  | Date |  |

# Third Party Verification Form – TAEDEL501

|  |  |  |  |
| --- | --- | --- | --- |
| Name of Candidate | | |  |
| Name of Third Party (Referee) | | |  |
| Position of Third Party | | |  |
| Work relationship of Third Party to the Candidate | | |  |
| Telephone |  | Email |  |

|  |
| --- |
| Please tick the checkbox where you can confirm from your own knowledge that the candidate meets the criteria.  NOTE: It is not necessary for you to tick every box – only those you can confirm from your own knowledge of the candidate’s work performance |

| mapping  (assessor use) | Criteria for assessment | ✓ |
| --- | --- | --- |
| pe 1-6 | Has facilitated at least one complete e-learning program containing a variety of different learning activities and including:   * identifying learner needs * developing the learning program * clarifying protocols for the learning environment * providing support for individual learners * monitoring learner progress * formative assessment of learner progress * reporting according to organisational protocols |  |
| pc 1.1-1.2 | Designs e-learning delivery plans in line with the training and assessment strategy and the characteristics and needs of the target group. |  |
| pc 1.3 | Plans e-learning activities in a sequence which enables learners to progress logically and build upon existing knowledge and skills |  |
| pc 1.4-1.5 | Liaises with technical and other personnel as required to ensure technical requirements and materials for e-learning are in place and tested |  |
| pc 1.6-1.7 | Ensures that learners are provided with appropriate protocols for accessing and using the e-learning platform and organises technical support for learners as required |  |
| PC 2.1-2.2 | Introduces learners to the e-learning environment and activities and establishes a personal relationship with the learners, where they are confident of support |  |
| pc 2.3 | Designs and facilitates e-learning so that learners have interaction with one another, ensuring appropriate and culturally sensitive communication and a supportive relationship between learners. |  |
| PC 3.1-3.4 | Guides and facilitates e-learning in a way that provides an effective and engaging learning experience, including opportunities for practice and formative assessment |  |
| PC 4.1-4.3 | Monitors learner progress and intervenes as required to maintain momentum |  |
| PC 4.4 | Conducts formative assessment, maintains and stores records of learner progress accurately and according to organisational requirements |  |
| pc 5.1-5.2 | Uses experience of facilitating e-learning to review, evaluate and improve own performance |  |
| pc 5.3 | Uses experience of facilitating e-learning to identify areas for improvement, provides reports and recommendations for continuous improvement of e-learning facilitation systems and techniques |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Please provide a few comments on your personal evaluation of the candidate and the way that they facilitate e-learning in their work role. | | | |
|  | | | |
| Signed |  | Date |  |

# Third Party Verification Form – TAEDES502

|  |  |  |  |
| --- | --- | --- | --- |
| Name of Candidate | | |  |
| Name of Third Party (Referee) | | |  |
| Position of Third Party | | |  |
| Work relationship of Third Party to the Candidate | | |  |
| Telephone |  | Email |  |

|  |
| --- |
| Please tick the checkbox where you can confirm from your own knowledge that the candidate meets the criteria.  NOTE: It is not necessary for you to tick every box – only those you can confirm from your own knowledge of the candidate’s work performance |

|  |  |  |
| --- | --- | --- |
| mapping  (assessor use) | Criteria for assessment | ✓ |
| PE 1 | Has developed learning resources for VET adult learners which are used by your organisation and meet the needs of clients |  |
| PC 1.1-1.4 | Researches the requirements for developing learning resources in consultation with the client, and that meet the needs of the target audience and all ethical and legal requirements |  |
| PC 2.1-2.2 | Develops and agrees with the client an appropriate design option to meet the needs of the training specification and the characteristics of the target group. |  |
| PC 3.1  pc 3.3 | Develops learning resource content that is clear, concise, grammatically correct and appropriate for the target audience |  |
| pc 3.4 | Includes visuals in the learning content that are relevant, instructive and engaging for the target audience. |  |
| PC 4.1-4.4 | Undertakes a review of draft learning resources, seeking feedback and incorporating feedback into the final resource |  |
| pc 5.1-5.3 | Demonstrates continuous improvement in the quality of the resources they have developed over time. |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Please provide a few comments on your personal evaluation of the candidate and the way that they design and develop learning resources in their work role. | | | |
|  | | | |
| Signed |  | Date |  |

# Third Party Verification Form – TAEDES505

|  |  |  |  |
| --- | --- | --- | --- |
| Name of Candidate | | |  |
| Name of Third Party (Referee) | | |  |
| Position of Third Party | | |  |
| Work relationship of Third Party to the Candidate | | |  |
| Telephone |  | Email |  |

|  |
| --- |
| Please tick the checkbox where you can confirm from your own knowledge that the candidate meets the criteria.  NOTE: It is not necessary for you to tick every box – only those you can confirm from your own knowledge of the candidate’s work performance |

| mapping  (assessor use) | Criteria for assessment | ✓ |
| --- | --- | --- |
| PC 1.1-1.5 | Has planned and prepared a project to evaluate the effectiveness and outcomes of a training program including:   * scope of the evaluation * data and information to gather * timelines and tasks * establishing relationships with stakeholders, including employers * briefing staff involved in the evaluation |  |
| PC 2.1-2.6 | Has gathered, collated, stored and analysed data to be used in evaluating a training program including:   * developing evaluation instruments for trainee and employer feedback * gathering quantitative data on competency completion rates and attendance rates * visiting workplaces as required to gather data * arranging for trainee feedback to be gathered using evaluation instruments * arranging for employer feedback to be gathered using evaluation instruments * storing data electronically according to organisational procedures and security requirements * using relevant software to analyse quantitative data such as competency completion rates |  |
| pc 3.1-3.6 | Has presented findings of data gathering in a preliminary report, seeking feedback from stakeholders including:   * the outcomes of the training in relation to the original learning outcome statements * comparison of results from different evaluation instruments such as employer feedback compared to trainee feedback * identifying areas where training was satisfactory and/or effective * identifying areas for improvement |  |
| pc 4.1-4.4  pc 2 | Documents a final evaluation report and presents to relevant stakeholders. |  |
| pc 3 | Collaborates with stakeholders in reviewing the evaluation project and identifying areas for improvement in planning and implementing further evaluation projects. |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Please provide a few comments on your personal evaluation of the candidate and the way that they manage the process of evaluating training programs in their work role. | | | |
|  | | | |
| Signed |  | Date |  |

# Third Party Verification Form – TAETAS501

|  |  |  |  |
| --- | --- | --- | --- |
| Name of Candidate | | |  |
| Name of Third Party (Referee) | | |  |
| Position of Third Party | | |  |
| Work relationship of Third Party to the Candidate | | |  |
| Telephone |  | Email |  |

|  |
| --- |
| Please tick the checkbox where you can confirm from your own knowledge that the candidate meets the criteria.  NOTE: It is not necessary for you to tick every box – only those you can confirm from your own knowledge of the candidate’s work performance |

|  |  |  |
| --- | --- | --- |
| mapping  (assessor use) | Criteria for assessment | ✓ |
| PC 1.1-1.5  PC 2.1-2.4  pc 3.1-3.4  pe 1 | Has conducted training needs analysis (TNA) for a minimum of 2 organisations, identifying the needs of the enterprise in terms of knowledge and performance, the current knowledge and skills of a target group and gap analysis |  |
| PC 1.1-1.2 | Uses high level interpersonal, communication and negotiation skills to develop professional relationships with personnel at all levels within the organisations where they have conducted TNA |  |
| pc 1.4  pc 2.1-2.2  PC 2.4  PC 3.1-3.2 | Uses effective data and information collection methods to identify the current and future strategic needs of the organisation and recommend options for provision of training |  |
| pc 2.3  PC 3.4 | Complies with all legal, ethical and organisational requirements in conducting TNA |  |
| PC 3.3 | Regularly consults and communicates with all stakeholders while conducting TNA, seeking feedback on the suitability of the advice provided. |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Please provide a few comments on your personal evaluation of the candidate and the way that they conduct TNA for organisations in their work role. | | | |
|  | | | |
| Signed |  | Date |  |