



Document 5

Recognition of Prior Learning (RPL) Self-assessment Tool

RPL SELF-ASSESSMENT

TAE40116 Certificate IV in Training and Assessment

Candidate's Name:

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Candidate's Signature:

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Date of Submission:

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Assessor's Name:

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Assessor's Signature:

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Recognition of Prior Learning (RPL) Self-assessment

Qualification being applied for:

TAE40116 Certificate IV in Training and Assessment

This document contains a user-friendly and supportive way for you to advise your assessor of your self-assessment against the requirements of this qualification. It is not compulsory for you to complete it for your RPL assessment to commence but it will provide you with a user-friendly summary of the units of competency in the qualification you are about to be assessed for.

TAE40116 Certificate IV in Training and Assessment

Self-assessment Process

The self-assessment activity you are about to commence has been designed to make the RPL process efficient and effective for you as the candidate and for your assigned assessor. It enables you and your assigned assessor to determine if RPL is the best approach for you to gain this qualification.

It achieves this by clearly describing the activities that occur in a trainer and assessor's workplace during their normal daily activities and asking you to determine if these are the activities that you currently carry out.

Even if your responses indicate that you may need more skills, knowledge or experience in particular areas that should not deter you from seeking RPL as once you have submitted your self-assessment and the other information required in your application you will be contacted by an assessor who will offer guidance based on the results of your self-assessment.

Working in the Vocational Education and Training Industry

The following information provides an indication of the range of duties and personal requirements of a qualified Trainer and Assessor.

Role description:

Trainers and Assessors teach nationally recognised vocational qualifications, skills sets, or short courses to provide participants with skills to enter the workforce, maintain their currency in their area of expertise or gain skills in areas of language, literacy and numeracy in order to enter the workforce. Trainers and Assessors have specialist knowledge, skills and experience in their areas of expertise and maintain their currency in those areas through on-going professional development.

Tasks:

- Interpret training packages and accredited courses to prepare specific learning programs.
- Prepare delivery plans and produce session plans and resources such as delivery materials and assessment tools for use in their training and assessment.
- Provide theory and practical training to students using face-to-face, workshops and/or on-line delivery methods.
- Assess students against nationally accredited training packages or accredited courses and make judgements on their competency.
- Record and report student results and securely retain student records.
- Maintain their content currency and their skills and knowledge of vocational teaching and learning.
- Provide a range of options for students to consider regarding career or personal problems.

Personal Requirements:

- Honest
- Respectful
- Empathetic
- Patient
- Purposeful
- Listens with their eyes as well as their ears

Workplace activities

Below you will find eight (8) workplace activities that have been detailed into lists of workplace duties that should be very familiar to you. If they are then as a competent person working in the training and assessment industry you may already be able to demonstrate the skills, knowledge and experience associated with this qualification through the assessment process of Recognition of Prior Learning (RPL).

Recording your Skills Knowledge and Experience

Read through the list of duties below and complete your responses for the first workplace activity and then progressively complete the remaining lists until all workplace activities associated with this qualification have been completed.

Activity 1: Design and Develop Learning Programs and use Training Packages and Accredited Course to meet client needs

TAEDES401 Design and develop learning programs TAEDES402 Use Training Packages and accredited courses to meet client needs	Your response	
The following statements have been developed to assist you to respond accurately to this workplace activity. Record your response by circling or highlighting a box in one of the last two columns that you believe best describes your skills, knowledge and experience in the duties described in the following statements.	I have skills, knowledge and experience in this area	I will need more skills, knowledge and experience in this area
1. Clarifies the purpose of the learning program and confirms and agrees, with the relevant stakeholders, on its specification based on the reason for selection of competency standards and other training specifications.	<input type="checkbox"/>	<input type="checkbox"/>
2. Identifies the language, literacy and numeracy requirements of the learning program.	<input type="checkbox"/>	<input type="checkbox"/>
3. Applies relevant VET and organisational policies and structures to the design and development of the learning program to ensure it reflects the latest training packages or accredited courses.	<input type="checkbox"/>	<input type="checkbox"/>
4. Based on the agreed specification researches and evaluates existing learning resources and then develops and	<input type="checkbox"/>	<input type="checkbox"/>

documents the content of the learning program, including the assessment requirements.		
5. Develops a risk control plan of the learning environment and based on this plan time sequence, structures and documents a safe learning program.	<input type="checkbox"/>	<input type="checkbox"/>
6. Confirms the delivery strategies and assessment methods and tools, and reviews and adjusts where necessary the complete program with key stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>
Comments: If necessary add any brief comments in the space below to clarify or support your response.		

Activity 2: Plan, organise and deliver group-based learning

TAEDEL401 Plan, organise and deliver group-based learning	Your response	
The following statements have been developed to assist you to respond accurately to this workplace activity. Record your response by circling or highlighting a box in one of the last two columns that you believe best describes your skills, knowledge and experience in the duties described in the following statements.	I have skills, knowledge and experience in this area	I will need more skills, knowledge and experience in this area
1. Confirms the role and responsibilities in planning and delivering training and then accesses and interprets the overall learning program to determine what is to be delivered, what the group and individual learner needs are, the learner characteristics, and any constraints or risks to delivery.	<input type="checkbox"/>	<input type="checkbox"/>
2. Uses knowledge of learning theories and principles to generate ideas to prepare a series of session plans that reflect specific needs of the learners.	<input type="checkbox"/>	<input type="checkbox"/>
3. Prepares to deliver by ensuring the finalised learning materials are tuned to the specific learner group and confirms that the learning resources, equipment and location to be available at the time required has been organised.	<input type="checkbox"/>	<input type="checkbox"/>
4. Delivers each session safely by following the details in the session plan and uses techniques to engage participants and effectively manage the group.	<input type="checkbox"/>	<input type="checkbox"/>
5. Adjusts the learning delivery sessions, monitors and documents the learner's progress in meeting the required outcomes, and maintains and stores learner records according to the organisations requirements.	<input type="checkbox"/>	<input type="checkbox"/>

Comments: If necessary add any brief comments in the space below to clarify or support your response.

Activity 3: Plan, organise and facilitate learning in the workplace

TAEDEL402 Plan, organise and facilitate learning in the workplace	Your response	
<p>The following statements have been developed to assist you to respond accurately to this workplace activity. Record your response by circling or highlighting a box in one of the last two columns that you believe best describes your skills, knowledge and experience in the duties described in the following statements.</p>	<p>I have skills, knowledge and experience in this area</p>	<p>I will need more skills, knowledge and experience in this area</p>
<p>1. Determines the learning objectives and scope of the work-based learning and then determines if the workplace will be an effective environment to meet these objectives after analysing the environment, practices and any WHS implications that may need to be addressed in the workplace.</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>2. Interprets the contractual requirements and responsibilities for workplace learning and develops an agreed work-based learning solution that will integrate and be monitored with external learning activities.</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>3. Explains to the learner the objectives of the work-based learning and why appropriate techniques and processes for learning were selected so that they can see how they fit in with the learner's determined individual learning style and the learning situation.</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>4. Develops, documents and discusses an individualised learning plan with the learner that includes WHS responsibilities of the various parties involved in the learning environment.</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>5. Implements the agreed learning plan by sequencing the introduction of workplace tasks, activities and processes in a manner that facilitates the learner's ability to transfer their skills and knowledge to other situations and encourages them to self-reflect and take responsibility for their learning.</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>6. Monitors the level of supervision based on the learner's knowledge, skills and experience in order to provide support and encouragement, identify areas for improvement and ensure the learner's health and safety is not at risk.</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>

7. Closes the learning-facilitation relationship by seeking feedback from the learner on the outcomes achieved and the value of the relationship; and after evaluating the effectiveness of the process against the agreed objectives makes recommendations for improvement.	<input type="checkbox"/>	<input type="checkbox"/>
Comments: If necessary add any brief comments in the space below to clarify or support your response.		

Activity 4: Design and develop assessment tools and plan assessment activities and processes

TAEASS502 Design and develop assessment tools TAEASS401 Plan assessment activities and processes	Your response	
The following statements have been developed to assist you to respond accurately to this workplace activity. Record your response by circling or highlighting a box in one of the last two columns that you believe best describes your skills, knowledge and experience in the duties described in the following statements.	I have skills, knowledge and experience in this area	I will need more skills, knowledge and experience in this area
1. Determines and confirms the focus of the assessment tool by considering information from the target group, the purpose of the assessment tool, advice from the Training Package and the situation in which the assessment is to be conducted.	<input type="checkbox"/>	<input type="checkbox"/>
2. Identifies, accesses and analyses units of competency and assessment requirements and interprets them to identify evidence needed to demonstrate competence that meets the Rules of Evidence.	<input type="checkbox"/>	<input type="checkbox"/>
3. Identifies, accesses and interprets industry requirements or workplace standards for the assessment as well as existing assessment tools to determine if amendments are necessary. Documents any changes required.	<input type="checkbox"/>	<input type="checkbox"/>
4. Selects and develops appropriate assessment instruments to suit the situation in which assessment will take place, allows for integrated assessment, meets the Principles of Assessment and has the capacity to gather evidence to meet the Rules of Evidence.	<input type="checkbox"/>	<input type="checkbox"/>
5. Writes assessment instructions and procedures that clearly instruct the candidate and the assessor regarding the use of the assessment instruments and also provide the opportunity for the candidate to demonstrate current competence	<input type="checkbox"/>	<input type="checkbox"/>

through RPL.		
6. Maps the assessment instruments against the unit or course requirements.	<input type="checkbox"/>	<input type="checkbox"/>
7. Checks the assessment tool and assessment instruments to ensure they meet the specified requirements and trials them to validate their content and applicability.	<input type="checkbox"/>	<input type="checkbox"/>
8. Makes any amendments to the assessment tool and instruments based on collected feedback from the trial.	<input type="checkbox"/>	<input type="checkbox"/>
9. Develops an assessment plan and gains approval from the relevant stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>
10. Based on the assessment system policies and procedures addresses storage, retrieval, version control needs and files the assessment tool and associated assessment instruments according to the organisation's policies and procedures.	<input type="checkbox"/>	<input type="checkbox"/>
Comments: If necessary add any brief comments in the space below to clarify or support your response.		

Activity 5: Assess competence

TAEASS402 Assess competence	Your response	
The following statements have been developed to assist you to respond accurately to this workplace activity. Record your response by circling or highlighting a box in one of the last two columns that you believe best describes your skills, knowledge and experience in the duties described in the following statements.	I have skills, knowledge and experience in this area	I will need more skills, knowledge and experience in this area
1. Prepares for assessment by interpreting all assessment planning documents, units of competency and any applicable organizational, legal or ethical requirements and confirms with relevant people that all is OK for the assessment to take place.	<input type="checkbox"/>	<input type="checkbox"/>
2. Reviews the relevant assessment tools and determines if there are opportunities to gather evidence to meet actual workplace or simulated environments through discussion with the candidate and other relevant people. Records any adjustments made.	<input type="checkbox"/>	<input type="checkbox"/>
3. Briefs the candidate and agrees on the details of the planned assessment, opportunities to gather their own evidence to support recognition of prior learning and any specialist support requirements they may have.	<input type="checkbox"/>	<input type="checkbox"/>

4. Accesses and uses in a safe manner all assessment materials and resources, including specialist support, to gather, organize and document the evidence provided.	<input type="checkbox"/>	<input type="checkbox"/>
5. Uses effective communication and interpersonal skills to enable two-way feedback and reasonable adjustment to be made.	<input type="checkbox"/>	<input type="checkbox"/>
6. Makes an assessment judgement based on the evidence obtained and the agreed assessment plan and provides constructive feedback and follow-up actions if required.	<input type="checkbox"/>	<input type="checkbox"/>
7. Records the assessment outcome, submits the assessment documentation and informs other relevant parties according to the organisation's procedures and confidentiality practices.	<input type="checkbox"/>	<input type="checkbox"/>
8. Reviews the assessment process with others and records the outcome with a view to improving assessment practices.	<input type="checkbox"/>	<input type="checkbox"/>
Comments: If necessary add any brief comments in the space below to clarify or support your response.		

Activity 6: Participate in assessment validation

TAEASS403 Participate in assessment validation	Your response	
The following statements have been developed to assist you to respond accurately to this workplace activity. Record your response by circling or highlighting a box in one of the last two columns that you believe best describes your skills, knowledge and experience in the duties described in the following statements.	I have skills, knowledge and experience in this area	I will need more skills, knowledge and experience in this area
1. Discusses what is going to be validated, when it's going to be validated, why it's going to be validated, who is involved and their availability; and agrees on the evidence that is needed to demonstrate competence according to the organisation's policies and procedures and relevant assessment tools.	<input type="checkbox"/>	<input type="checkbox"/>
2. Makes available all materials for validation and ensures they are of the correct version.	<input type="checkbox"/>	<input type="checkbox"/>
3. Actively participates in the validation practices and ensures the following actions are carried out: a) Checks the context and conditions of assessment include clear instructions to the candidates and the assessor and are directly related to the unit or units of competency;	<input type="checkbox"/>	<input type="checkbox"/>

<p>b) Checks the decision-making rules, benchmarks for assessment are clear to enable consistent judgements to be made, and mapping to the units of competency is accurate and valid;</p> <p>c) Checks instructions for recording instruments are clear and allow for sufficient information to be recorded.</p>		
<p>4. Discusses the validation findings and agrees and records recommendations to improve the quality of assessment practice.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments: If necessary add any brief comments in the space below to clarify or support your response.</p>		

Activity 7: Address adult language, literacy and numeracy skills

TAE40111 Address adult language, literacy and numeracy skills	Your response	
<p>The following statements have been developed to assist you to respond accurately to this workplace activity. Record your response by circling or highlighting a box in one of the last two columns that you believe best describes your skills, knowledge and experience in the duties described in the following statements.</p>	<p>I have skills, knowledge and experience in this area</p>	<p>I will need more skills, knowledge and experience in this area</p>
<p>1. Determines the LLN skill requirements from the training specification and the LLN skill requirements in the workplace that are essential to performance.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>2. Determines the LLN skills of the learner group using validated tools and other sources and compares the learners LLN requirements to the training specifications, course demands and workplace performance requirements.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>3. Identifies and uses LLN specialist support, training and delivery resources and assessment strategies to support the learners LLN skill development.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>4. Evaluates the learning support provided by seeking feedback from processes used and determines areas for improvement based on the evaluation.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments: If necessary add any brief comments in the space below to clarify or support your response.</p>		

Activity 8: Make a presentation

BSBCMM401 Make a presentation	Your response	
The following statements have been developed to assist you to respond accurately to this workplace activity. Record your response by circling or highlighting a box in one of the last two columns that you believe best describes your skills, knowledge and experience in the duties described in the following statements.	I have skills, knowledge and experience in this area	I will need more skills, knowledge and experience in this area
1. Plans, prepares and presents a range of presentation sessions to meet the needs of staff or customers.	<input type="checkbox"/>	<input type="checkbox"/>
2. Uses a range of materials and techniques to communicate, engage and support the audience's understanding of key ideas and concepts.	<input type="checkbox"/>	<input type="checkbox"/>
3. Monitors the audience's verbal and non-verbal communication and provides opportunities for them to seek clarification.	<input type="checkbox"/>	<input type="checkbox"/>
4. Summarizes key points, seeks feedback, and adjusts the presentation where necessary to meet the audience's needs.	<input type="checkbox"/>	<input type="checkbox"/>
5. Understands and uses a range of communication principles to ensure two-way communication.	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments: If necessary add any brief comments in the space below to clarify or support your response.</p>		

What to do with the information you have collected

You have now completed your RPL Self-assessment and may have, but not necessarily gathered copies of a number of other documents that have been suggested earlier in the [Candidate RPL Assessment Information and Guide, Document 3](#).

Check that you have the relevant documents listed below before forwarding them by mail or email to the address at the bottom of the list:

- If you have them, copies of any materials related to those listed in the [Candidate RPL Assessment Information and Guide, Document 3](#).
- Completed copy of the '[RPL Application](#)' form, [Document 4](#).
- If you have them, copies of any references or referee reports indicated in your application
- A copy this [RPL Self-assessment, Document 5](#).
- If you have them, copies of any other documents including photographs that may support your application.

Forward this RPL Self-assessment and all copies of documents detailed above to:

Christina Scaife
Bedford College
Telephone: (02) 8572 3260
Email: cscaife@bedford.edu.au

Assessor Use Only

Activity Number	Comments and notes for discussion with applicant at initial RPL application interview
1	
2	
3	
4	
5	
6	
7	
8	

Assessor Name:

Date of Application Interview:

Summary of advice/recommendations made to applicant and any follow-up required: