Introduction

Before reading this RPL Evidence Kit you should read the RPL Guide for this qualification.

This RPL evidence kit is designed to make you job as simple as possible whilst meeting all the requirements of the training package. If you are applying for an RPL because you have delivered in-house training sessions in the past we should point out training delivery is only a small component of this qualification. Much of this qualification is focused on assessment, assessment methods and Vocational Education & Training knowledge.

As part of your RPL you can nominate one or more units up to the full qualification for your RPL. We have broken the course design into clusters for both learning and assessment. These clusters, as outlined below may assist you in selecting units for your RPL.

<table>
<thead>
<tr>
<th>Cluster Title</th>
<th>Competency units in cluster</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Design - Introduction to Vocational Education &amp; Training</td>
<td>TAEDES402A Use training packages and accredited courses to meet client needs (core)</td>
</tr>
<tr>
<td></td>
<td>TAEDES401A Design and develop learning programs (core)</td>
</tr>
<tr>
<td>2 Assess - Developing and Using Assessment Tools</td>
<td>TAEASS401B Plan assessment activities and processes (core)</td>
</tr>
<tr>
<td></td>
<td>TAEASS301B Contribute to assessment</td>
</tr>
<tr>
<td></td>
<td>TAEASS402B Assess competence (core)</td>
</tr>
<tr>
<td></td>
<td>TAEASS403B Participate in assessment validation (core)</td>
</tr>
<tr>
<td>3 Deliver - Delivering Training</td>
<td>TAEDEL301A Provide work skill instruction</td>
</tr>
<tr>
<td></td>
<td>TAEDEL402A Plan, organise and facilitate learning in the workplace (core)</td>
</tr>
<tr>
<td></td>
<td>TAEDEL401A Plan, organise and deliver group-based learning (core)</td>
</tr>
<tr>
<td></td>
<td>BSBCMM401A Make a presentation</td>
</tr>
</tbody>
</table>

As part of your RPL we will also provide you electronic copies of our learning materials which are broken into three books according to the clustering of units in the table above.

This RPL kit does require you to demonstrate some skills and knowledge that is not generally assessable through normal forms of evidence. We have endeavoured to keep this additional evidence to a minimum.

Your resume should clearly articulate the type of training and/or assessment you have performed in the past and will need to be support by third part testimonials and/or letters of support.

When reading this RPL Evidence kit writing in brown text is information about the competency unit and information in black text outlines the evidence you are required to provide.
# SUMMARY EVIDENCE CHECKLIST

The Process
Review the evidence required for each unit of competency.
Tick yes, if you think you can meet the evidence requirements for the unit.
Tick No, if you do not think you can meet the evidence requirements.
If you cannot meet the evidence requirements for the unit you will be sent assessments to complete for the unit.

## Learning Design Cluster

<table>
<thead>
<tr>
<th>Unit</th>
<th>Evidence Requirements</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAEDES402A USE TRAINING PACKAGES AND ACCREDITED COURSES TO MEET CLIENT NEEDS</td>
<td>• Answer 8 short answer questions, and &lt;br&gt;• Answer 16 multiple choice questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TAEDES401A DESIGN AND DEVELOP LEARNING PROGRAMS</td>
<td>• Answer 6 multiple choice questions, and &lt;br&gt;• Examples of two (2) training programs. You can use either the template provided or provide one you have prepared in your workplace. Full details are contained in the RPL kit.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TAEASS401B PLAN ASSESSMENT ACTIVITIES AND PROCESSES</td>
<td>• Examples of three (3) Assessment plan based on three (3) different competency standards. One of these must be an RPL assessment. Full details are contained in the RPL kit.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TAEASS301B CONTRIBUTE TO ASSESSMENT</td>
<td>• Evidence of completing three (3) assessments using three (3) different assessment tools. Full details are contained in the RPL Kit.  &lt;br&gt;<strong>OR</strong>  &lt;br&gt;Complete TAAASS301A Contribute to Assessment statement of attainment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TAEASS402B ASSESS COMPETENCE</td>
<td>• Evidence of completing one RPL assessment covering an entire competency unit. Full details are contained in the RPL kit.  &lt;br&gt;<strong>OR</strong>  &lt;br&gt;Complete TAAASS402C Assess Competence Statement of Attainment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TAEASS403B PARTICIPATE IN ASSESSMENT VALIDATION</td>
<td>Evidence of participation in two separate validation meetings. Full details are contained in the RPL kit.  &lt;br&gt;<strong>OR</strong>  &lt;br&gt;Complete TAAASS404C Participate in Assessment Validation Statement of Attainment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TAEDEL301C</td>
<td>• Evidence of delivering three (3) training sessions in the workplace. At least two (2) of these must be of 40-60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PROVIDE WORK SKILL INSTRUCTION</td>
<td>minute duration. Full details are contained in the RPL kit OR Complete TAADES301C Provide training through instruction and demonstration of work skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TAEDEL401A PLAN, ORGANISE AND DELIVER GROUP-BASED LEARNING</td>
<td>You are required to provide evidence of delivering 2 substantial training sessions of (40-60 minutes duration). One or both of these training sessions may have been delivered in the previous competency TAEDEL301A. If these sessions were provided as evidence in the previous competency TAEDEL301A Provide work skill instruction, there is no need to supply additional evidence. You are required to answer eight (8) multiple choice and five (5) short answer questions. Or Complete TAEDEL401A Plan organise and deliver group based learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TAEDEL402A PLAN, ORGANISE AND FACILITATE LEARNING IN THE WORKPLACE</td>
<td>You are required to provide evidence of planning and delivering THREE 10-15 minute individual facilitations with separate learners. Full details are contained in the RPL kit OR Complete TAADEL403B Facilitate individual learning AND TAADEL404B Facilitate work-based learning.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TAEDES402A Use training packages and accredited courses to meet client needs

**Unit Description:** This unit describes the performance outcomes, skills and knowledge required to use training packages and accredited courses as tools to support industry, organisation and individual competency development needs.

**To be found competent in this unit you must demonstrate you have:**

- Analyse a training package and/or accredited course to examine its component parts, identify relevant units of competency or modules, and contextualise those to meet a specific client need
- Demonstrate a minimum of two examples of analysing training specifications, including at least one training package;

**THE EVIDENCE YOU ARE REQUIRED TO PROVIDE**

For this competency unit you are required to provide evidence of the following:

1. Select an appropriate training package of your choice from training.gov.au web site and explain the following:
   
   (i) What industry is the training package for? Does it cover more than one industry sector? If so, what are these various industry sectors?
   
   (ii) When was it released and what is the issue or release number.

2. Nominate and download a qualification from the training package (in Question 1) and explain the following:
   
   (i) What is the title and code of the qualification
   
   (ii) How many core competency units are required for the qualification
   
   (iii) How many elective competency units are required for the qualification
   
   (iv) How many imported unit can be used for the qualification
   
   (v) Design two different training plans based on different job requirements (i.e. select suitable electives for two different job requirements)
   
   (vi) Highlight any pre-requisite requirements for individual competency units.
   
   (vii) Are the any industry licensing requirements

3. Nominated and download two different competency units from the above training package.

   Try to download one theoretical and one practical unit.

   Explain the purpose (in your own words) for different parts of a nominated competency unit including.
   
   (i) Unit Descriptor
   
   (ii) Application of the Unit
   
   (iii) Licensing/Regulatory Information
   
   (iv) Pre-Requisites
   
   (v) Elements and Performance Criteria
4. Explain how you could contextualise the two units of competency for different job roles or different industry sectors. For example, there would be different assessment requirements in the hospitality training package when assessing someone who works in the reception of a hotel compared to a person working in a kitchen.

5. For your two nominated competency units specify the types of assessment process you would use and the purpose of each assessment process. For example, how would you assess knowledge versus skills and how will you take into account critical aspects of evidence in your assessment?

6. Provide an example of how you would modify your assessment to cater for someone with special needs.

7. Briefly explain the Australian Qualifications Framework.

8. You are required to answer correctly the 16 multiple choice questions below. These questions assess parts of the knowledge component for this competency unit not covered in the Design of Learning Program evidence.
Multiple Choice Questions

Please select one answer for each question. If you are going to be submitting your assignment as a word document you can highlight the correct answer by; select the correct check box or highlighting the correct answer by changing the colour, making it bold etc.

1. **In Australia, Training Packages are integrated sets of components providing specifications for training and assessment in the**
   - [ ] Higher Education Sector
   - [ ] Vocational Education and Training (VET) Sector
   - [ ] Schools Sector
   - [ ] Legal and Accounting Sector

2. **Most Training Packages are developed for industries by**
   - [ ] TAE40110 (or equivalent) certified trainers and assessors
   - [ ] Technical and Vocational Education and Training Australia Ltd (TVET)
   - [ ] Registered Training Organisations (RTOs)
   - [ ] National Industry Skills Councils (ISCs) or Enterprises

3. **Each Training Package is developed through a comprehensive national research and consultation process involving stakeholders from**
   - [ ] Government
   - [ ] Industry
   - [ ] End Users
   - [ ] All of the Above

4. **In the Australian Vocational Education and Training (VET) Industry the term "Training Package" describes**
   - [ ] Documents prepared by trainers when deciding what content they are going to cover during a learning program
   - [ ] Nationally recognised documentation stipulating relevant Units of Competency, Assessment Guidelines and Qualifications
   - [ ] Sets of tangible resources that can be purchased by trainers for use in classroom training
   - [ ] Mailed information sent to trainers using courier services

5. **Which of the following possible Training Package inclusions are the three Endorsed Components that are included in all Training Packages? (Identify all three correct answers)**
   - [ ] Competency Standards
   - [ ] Assessment Guidelines
   - [ ] Learning Strategies
   - [ ] Assessment Tools and Resources
   - [ ] Qualifications
   - [ ] Professional Development Materials
6 The database on vocational education and training in Australia that is the official national register of information on courses, qualifications, Training Packages, competency standards and training organisations is called the

- Australian Training Products
- VETAB
- TGA (Training.gov.au)
- Official VET Register

7 As described in the information contained in Appendix A of this Design Assessment Booklet, the qualification packaging rules stipulate that TAE40110 requires completion of

- 10 Units of Competency including 3 Elective Units
- 10 Units of Competency including 4 Elective Units
- 12 Units of Competency including 3 Elective Units
- 12 Units of Competency including 4 Elective Units

8 Every unit of competency has a unique code which is made up of a series of characters. For the Unit Code of TAEDES402A Use training packages and accredited courses to meet client needs, what is the meaning of the "TAE" portion of the Unit Code?

- Competency Field
- Version
- Series Number
- Training Package Prefix
- AQF Level

9 Every unit of competency has a unique code which is made up of a series of characters. For the Unit Code of TAEDES402A Use training packages and accredited courses to meet client needs, what is the meaning of the "DES" portion of the Unit Code?

- Competency Field
- Version
- Series Number
- Training Package Prefix
- AQF Level
Every unit of competency has a unique code which is made up of a series of characters. For the Unit Code of TAEDES402A Use training packages and accredited courses to meet client needs, what is the meaning of the "3" portion of the Unit Code?

- Competency Field
- Version
- Series Number
- Training Package Prefix
- AQF Level

Every unit of competency has a unique code which is made up of a series of characters. For the Unit Code of TAEDES402A Use training packages and accredited courses to meet client needs, what is the meaning of the "02" portion of the Unit Code?

- Competency Field
- Version
- Series Number
- Training Package Prefix
- AQF Level

Every unit of competency has a unique code which is made up of a series of characters. For the Unit Code of TAEDES402A Use training packages and accredited courses to meet client needs, what is the meaning of the "A" portion of the Unit Code?

- Competency Field
- Version
- Series Number
- Training Package Prefix
- AQF Level

Which section or "component" within a unit of competency best fits the description of providing an introduction to the unit and its intent?

- Unit Code
- Performance Criteria
- Evidence Guide
- Range Statement
- Unit Descriptor
14 Which section or "component" within a unit of competency best fits the description of providing the specific things the learner will have to demonstrate or perform to be assessed as competent?

☐ Unit Code
☐ Performance Criteria
☐ Evidence Guide
☐ Range Statement
☐ Unit Descriptor

15 Which section or "component" within a unit of competency best fits the description of providing the place to look for a definition of a term or word in the performance criteria?

☐ Unit Code
☐ Performance Criteria
☐ Evidence Guide
☐ Range Statement
☐ Unit Descriptor

16 Which section or "component" within a unit of competency best fits the description of providing guidance on how much and the suggested types of evidence the learner can present?

☐ Unit Code
☐ Performance Criteria
☐ Evidence Guide
☐ Range Statement
☐ Unit Descriptor
TAEDES401A Design and develop learning programs

Unit Description: This unit describes the performance outcomes, skills and knowledge required to conceptualise, design, develop and review learning programs to meet an identified need for a group of learners. The unit addresses the skills and knowledge needed to identify the parameters of a learning program, determine the design, outline the content and review its effectiveness.

To be found competent in this unit you must demonstrate:

- Design, develop and review learning programs within the VET context
- Prepare and develop a minimum of two learning programs that contain differentiated learning program designs to reflect particular needs, contexts and timelines

THE EVIDENCE YOU ARE REQUIRED TO PROVIDE

For this competency unit you are required to demonstrate evidence of completing TWO learning programs. If you have experience in developing learning programs you will find it a quick and simple process to complete the enclosed templates for two separate learning programs and a simple budget for each program. Alternatively if you have similar information on file from your workplace or previous work you can submit this work as your RPL evidence.

You are required to answer correctly the 6 multiple choice questions below. These questions assess parts of the knowledge component for this competency unit not covered in the Design of Learning Program evidence.

Multiple Choice Questions

Please select one answer for each question. If you are going to be submitting your assignment as a word document you can highlight the correct answer by; select the correct check box or highlighting the correct answer by changing the colour, making it bold etc.

1. VET refers to

- [ ] Vocational Education and Training, which focuses upon government-funded training, including apprenticeships.
- [ ] Very Explicit Training, which encourages trainers and assessors to make training as easy as possible for their clients.
- [ ] Vocational Education and Training, which is education and training for work.
- [ ] Vocational Education and Training, which defines recognised training leading to a qualification or Statement of Attainment under the Australian Qualifications Framework (AQF).

2. The AQTF

- [ ] Refers to the Australian Quality Training Framework
- [ ] Identifies three essential standards for initial and continuing registration of Registered Training Organisations (RTOs) in Australia
- [ ] Has been revised multiple times, including 2007 and 2010
- [ ] All of the above
3 In Australia, Vocational Education and Training (VET) is accessed by
☐ Private training organisations and TAFEs
☐ Schools and Higher Education providers including universities
☐ Government agencies
☐ All of the above

4 Organisations and individuals can contribute to VET organisational policy developments by
☐ Avoiding participation in conferences and industry events
☐ Participating in surveys and ongoing system reviews
☐ Protecting their intellectual property and not engaging with other industry stakeholders
☐ Withholding ideas about how the industry can better service VET clients

5 The Australian Quality Training Framework (AQTF) provides
☐ A common foundation for the national recognition of VET training
☐ Legal protection for all trainers and assessors in Australia
☐ Guaranteed high quality training for all clients of Australian training organisations
☐ Documentation that details exactly how to become a respected training provider in any industry sector

6 Feedback can be sought on the implementation of a quality system by
☐ Student questioning during courses
☐ Student evaluation surveys at the end of a course
☐ Follow up on past students (e.g. destination surveys)
☐ All of the above
## Learning Program Template

<table>
<thead>
<tr>
<th>Program title</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Client details</td>
<td>Contact person: Position:</td>
</tr>
<tr>
<td>Standards</td>
<td>Identify the standards this program is based on:</td>
</tr>
<tr>
<td></td>
<td>Competency standards  □ Accredited course  □ Legislation/compliance □</td>
</tr>
<tr>
<td></td>
<td>Other (details) □</td>
</tr>
<tr>
<td>Target group</td>
<td></td>
</tr>
<tr>
<td>Entry Requirements</td>
<td></td>
</tr>
<tr>
<td>Expected delivery duration</td>
<td><strong>Total hours . . . . . .</strong>  Made up of:</td>
</tr>
<tr>
<td></td>
<td>Class off-the-job component . . . . . . . . . . . . . . . . . . . .</td>
</tr>
<tr>
<td></td>
<td>On-the-job component . . . . . . . . . . . . . . . . . . . . . . . .</td>
</tr>
<tr>
<td></td>
<td>Self-directed learning. . . . . . . . . . . . . . . . . . . . . . . .</td>
</tr>
<tr>
<td></td>
<td>Other . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .</td>
</tr>
<tr>
<td>Delivery model</td>
<td><em>e.g. lecture and role play</em></td>
</tr>
<tr>
<td>(Brief description of the methods of delivery)</td>
<td>Work based or</td>
</tr>
<tr>
<td>Assessment model (Brief description of when the assessments will occur)</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class based assessment methods</th>
<th>independent assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation Checklists</td>
<td>Workplace observation Checklists</td>
</tr>
<tr>
<td>Q&amp;A – oral</td>
<td>Log books</td>
</tr>
<tr>
<td>Demonstration simulation</td>
<td>Third party report</td>
</tr>
<tr>
<td>Class based activities</td>
<td>Class presentations</td>
</tr>
<tr>
<td>Written tests</td>
<td>Projects</td>
</tr>
<tr>
<td>Demonstrations</td>
<td>Portfolio of work samples</td>
</tr>
<tr>
<td>Written task</td>
<td>Performance review</td>
</tr>
<tr>
<td>Role play</td>
<td>Other</td>
</tr>
<tr>
<td>Case studies</td>
<td></td>
</tr>
<tr>
<td>Group work</td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td></td>
</tr>
<tr>
<td>Written task</td>
<td></td>
</tr>
<tr>
<td>Performance review</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

**Session Plan Titles**
(Attach if more space needed)

Please identify the key focus for each session in this learning program, perhaps the central topic or activity being conducted in each session. *e.g. Session 1: Introduction to Handling Coal; Session 2: Operating in a Mine Environment etc.* Ensure that each of your sessions does not exceed 3 hours in duration.

<table>
<thead>
<tr>
<th>Session 1</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Session 2</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Session 3</th>
<th></th>
</tr>
</thead>
</table>

**Facilities**
Room /Location details

**Equipment**
Items needed (e.g. Projector)
<table>
<thead>
<tr>
<th>Learning resources to support this program</th>
<th>List only (e.g. Book of readings)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>OH&amp;S</th>
<th>Will an OH&amp;S risk and hazard assessment be conducted in the training location?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>YES ☐ NO ☐ When . . . . . . . . . By whom . . . . . . . . . . . . . . . . . .</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Review of Learning Program</th>
<th>Outline how the program will be reviewed:</th>
</tr>
</thead>
</table>
## Learning Program Budget Template

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity and Costs</th>
<th>Sub Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Salary/Wages Staff</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program manager /co-ordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trainers / consultants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administration staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extra Assessors, Workplace Assessors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Salary/Wages subtotal</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Equipment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment purchase</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment hire</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trainer/ Assessor Resource books</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Equipment subtotal</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Learning Materials/Consumables</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stationery, certificates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photocopying, printing, binding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Texts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pens/markers pencils etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Learning Materials/Consumables subtotal</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Venue &amp; Catering</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Venue Hire</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Catering</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Catering subtotal</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Overall Total</strong></td>
<td></td>
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</tr>
</tbody>
</table>
TAEASS401A Plan assessment activities and processes

Unit Description: This unit describes the performance outcomes, skills and knowledge required to plan and organise the assessment process, including recognition of prior learning (RPL), in a competency-based assessment system. It also includes the development of simple assessment instruments.

To be found competent in this unit you must demonstrate:

- Planed and organised the assessment process on a minimum of two occasions
- Collect evidence that demonstrates:
  - documented assessment plans
  - having covered a range of assessment events
  - catering for a number of candidates
  - different competency standards or accredited curricula
  - an RPL assessment
  - contextualisation of competency standards and the selected assessment tools, where required
  - incorporation of reasonable adjustment strategies
  - development of simple assessment instruments for use in the process
  - organisational arrangements

THE EVIDENCE YOU ARE REQUIRED TO PROVIDE

You are required to provide evidence of THREE (3) Assessment Plans based on three (3) different competency standards.

ONE of these Assessment Plans must be an RPL assessment.

For each Assessment Plan please identify at least three different Assessment Methods e.g. Written Assignment, Case Studies, Observation, Questioning.

If you do not already have an Assessment Plan Template you will find an Assessment Plan Template on the following pages.

Alternatively – if, as part of your work role you have completed three of more Training and Assessment Strategies and you have a witness who can testify this is your own work you can submit these as evidence for your RPL.
Some advice on reviewing an assessment tool:

Before your start writing an assessment tool read the entire competency unit from training.gov.au. Familiarise yourself with all aspects of this tool including the following.

i. Read the unit description

ii. Read the elements of competency and performance criteria

iii. Read the skills and knowledge sections and relate these back to performance criteria

iv. Read the critical aspects of assessment carefully and understand any additional overall requirements for assessment.

v. Read the range statement to understand the variables that can be used in your assessment tools. Note: where words are highlighted in bold in the performance criteria, these refer to variables in the range statement.

vi. Read the methods of assessment: This section specifies the types of assessment tools you should use.

Some advice for planning and writing an assessment tool:

i. Firstly, develop your assessment plan and note the type of assessment tools you would like to use for each performance criteria.

ii. Secondly review the skills and knowledge requirements and make sure all skills and knowledge will be covered in point (i).

   If there are any gaps decide what assessment tool will be used to cover these gaps.

   Any gaps in knowledge requirements could logically be covered in either a written assignment or verbal questions.

   Any gaps in skills would logically be covered in observation of work practices, observation of finished product, simulated demonstrations and possibly case studies.

iii. Thirdly review the Critical Aspects of Assessment and make sure all points are covered.

   Any gaps here could be covered across your range of tools depending upon the information being sought.

iv. Make sure you regularly refer to the range statement when developing your assessment tools to ensure you are covering the full range of variables in your assessment.

Some advice on mapping a competency unit:

i. A fully mapped assessment tool which meets ASQA (training industry) requirements will require you to check all performance criteria, skills, knowledge and critical aspects of assessment are covered as a minimum requirement.

ii. You can map the skills, knowledge and critical aspects of assessment by assigning a number next to each criteria such as s1, s2, s3, .... k1, k2, k3, .... ca1, ca2, ca3...

iii. You can do this by noting in brackets on your assessment tool the performance criteria, skill, knowledge or critical aspect of assessment covered in each criteria of your assessment tool.
<table>
<thead>
<tr>
<th>Competency unit code and title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name and code of Training Package above competency emanates from</td>
</tr>
</tbody>
</table>
| Identify the Element you are using directly from the unit of competency | *e.g. 1. Work safely*  
| Identify the Performance Criteria you are using directly from the Element | *e.g. 1.1, 1.2, 1.3, 1.4, 1.5, 1.6*  
| Identify the items you are using directly from the Range Statement | *e.g. health and safety procedures  Or safe work practices*  
| Identify the Skills and Knowledge you are using directly from the Evidence Guide | *Skills  
e.g. communication skills to:  
participate in consultation processes*  

*Page 18*
Knowledge
e.g. for the specific industry sector and organisation:
workplace hazards and associated health, safety and security risks

PREPARING THE ASSESSMENT PLAN

Target group to be assessed:
RPL Arrangements: e.g. Gather portfolio of evidence

Assessor:
Assessment Methods chosen: (at least three different methods)  Assessment Tool required for each Method:
e.g. Observation of Actual Performance  e.g. Observation Checklist

1. 1.

2. 2.

3. 3.

ASSESSMENT MATRIX

<table>
<thead>
<tr>
<th>Element of Competency</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
**KEY:**
A: Written Assignment
B: Case Study
C: Verbal Questions
D: Direct Observation/ Simulation
E: Role play
F: Review of Products;
G: Third Party
H: Other ________________

**Other people involved in assessment process: (e.g. supervisor, safety officer)**

<table>
<thead>
<tr>
<th>People</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

**Place or Context for assessment to occur:**

**Materials/resources/any documents needed for assessment:** e.g. Code of Conduct

**Special arrangements for assessment:**

* e.g. OHS assessment tasks and control strategies, access and equity, organisational procedures and documentation

**Timeline for assessment:**
<table>
<thead>
<tr>
<th>Reporting arrangements after assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Assessment Plan to be approved by:</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
TAEASS301B Contribute to assessment

This unit describes the performance outcomes, skills and knowledge required to contribute to the assessment process.

To be found competent in this unit you must demonstrate:

- Carry out a minimum of three evidence-gathering activities, with different candidates for each activity
- Present documentation of the evidence in a clear and concise manner
- Present documented feedback from others involved in the assessment.

THE EVIDENCE YOU ARE REQUIRED TO PROVIDE

1. You are required to provide evidence of completing THREE (3) assessments using THREE different Assessment Tools. Each of the three assessments should cover an entire competency unit and use multiple methods of assessment.

Note 1: Each assessment method comprises one assessment gathering exercise. If an assessment tool contains three assessment methods, this is the equivalent of three evidence-gathering activities.

Note 2: The following unit of competency TAEASS402B Assess competence requires you to provide evidence of assessment for TWO entire units of competency with 2-3 (different) learners for each competency unit. Whilst this unit only requires you to perform partial assessment the volume of work will be reduced by completing assessment on two entire competency units.

Your assessment methods should include three of the following:

- A: Written Assignment
- B: Case Study
- C: Verbal Questions
- D: Direct Observation/ Simulation
- E: Role play
- F: Review of Products;
- G: Third Party
- H: Other _________________

2. Each Assessment Tool must have places for the following information:

(i) Unit of competency
(ii) Student name
(iii) Student Signature
(iv) Date
(v) Instructions to the student on completing the assessment
(vi) Assessment Tasks (actual assessment you are writing for the element of competency)
3. You will also need to supply feedback on the assessment process from each of the learners. If you do not have such evidence you can use the following feedback template.

**Learner Feedback Template**

<table>
<thead>
<tr>
<th>Learner (1) Name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Method1:</td>
<td></td>
</tr>
<tr>
<td>Assessment Method 2:</td>
<td></td>
</tr>
<tr>
<td>Assessment Method 3:</td>
<td></td>
</tr>
<tr>
<td>Briefly explain the feedback from the learner on the assessment process</td>
<td></td>
</tr>
</tbody>
</table>
TAEASS402B Assess competence

This unit describes the performance outcomes, skills and knowledge required to assess the competence of a candidate.

To be found competent in this unit you must demonstrate:

- Assess competence of a **number of candidates** within the vocational education and training context **against different units of competency** or accredited curricula, following the relevant assessment plan.
- **Assess at least one candidate for RPL**
- **Consider reasonable adjustment and the reasons for decisions in at least one assessment**
- **Cover an entire unit of competency and show:**
  - the application of different assessment methods and instruments involving a range of assessment activities and events
  - two-way communication and feedback
  - how judgement was exercised in making the assessment decision
  - how and when assessment outcomes were recorded and reported
  - assessment records and reports completed in accordance with assessment system and organisational, legal and ethical requirements
  - how the assessment process was reviewed.

THE EVIDENCE YOU ARE REQUIRED TO PROVIDE

1. The previous competency unit, *TAEASS301B Contribute to assessment* meets the majority of assessment requirements for this unit of competency.

2. You are required to show evidence for completing one RPL assessment covering an entire competency unit. Note: For high level qualifications (Diploma) as person resume and portfolio of evidence will be critical to the RPL process. For lower level qualifications (Certificates II & III) your evidence gathering methods can have a strong focus on workplace observation, verbal questing and supporting evidence from supervisors/managers. If you require additional information on completing an RPL assessment you will find a lot of information on Google. One website with a range of RPL assessment information is [http://www.westone.wa.gov.au](http://www.westone.wa.gov.au).

3. You will need a witness who can testify this is your own work. There is a Third Party Evidence sheet attached for you to have someone sign as support for your RPL evidence.

4. For one of these candidates answer the following questions:

   (i) How was the application of different assessment methods and activities used to cover the entire competency unit? In your answer explain how the different assessment methods were used to assess performance criteria, skills, knowledge and critical aspects of evidence.

   (ii) Explain how two-way communication and feedback was conducted during the assessment

   (iii) Explain how you used your judgement in making the assessment decision

   (iv) Explain how and when assessment outcomes were recorded and reported

   (v) Explain what you thought of the assessment tool you used and how it could be improved.
TAEASS403B Participate in Assessment Validation

This unit describes the performance outcomes, skills and knowledge required to participate in an assessment validation process.

NOTE 1: If you have not participated in an assessment moderation meeting and cannot supply evidence of meeting minutes then your RPL application cannot be approved for this competency unit.

NOTE 2: The normal delivery process for this competency allows for simulated assessment validation processes.

To be found competent in this unit you must demonstrate:

- Actively participate in a minimum of two validation sessions or meetings which, in combination, address the critical aspects of validation using different validation approaches and activities
- Clearly explain purposes of validation and the legal and ethical responsibilities of assessors
- Collate documentation relating to validation process in a logical manner
- Demonstrate communication and liaison with relevant people
- Provide feedback and interpret documentation in validation sessions
- Record contribution to validation findings.

THE EVIDENCE YOU ARE REQUIRED TO PROVIDE

NOTE 1: If you have not participated in an assessment moderation meeting and cannot supply evidence of meeting minutes then your RPL application cannot be approved for this competency unit.

Participate in TWO Validation Meetings

You are required to provide evidence of participating in TWO separate validation meetings.

You will need to supply the following evidence:

(i) Meeting minutes for the two separate validation meetings covering two separate competency unit, preferably at different AQF level qualifications.
(ii) The minutes must contain information on the following:
(iii) Unit or being reviewed.
(iv) What was reviewed and how it was reviewed.
(v) Copy of validation form with suggested improvements
(vi) Copy of competency unit being validated.

You will need a witness who can testify you attended two Moderation Meetings. There is a Third Party Evidence sheet attached for you to have someone sign as support for your RPL evidence.
TAEDEL301A Provide work skill instruction

This unit describes the performance outcomes, skills and knowledge required to conduct individual and group instruction and demonstrate work skills, using existing learning resources in a safe and comfortable learning environment. The unit covers the skills and knowledge required to determine the success of both the training provided and one’s own personal training performance. It emphasises the training as being driven by the work process and context.

To be found competent in this unit you must demonstrate:

- Carry out a minimum of three training sessions, involving demonstrating and instructing particular work skills for different groups; with each session addressing:
  - different learning objectives
  - a range of techniques and effective communication skills appropriate to the audience.

THE EVIDENCE YOU ARE REQUIRED TO PROVIDE

1. You are required to provide evidence of delivering at THREE training sessions in the workplace.
   
   You must submit the following evidence for each presentation/training session.
   
   (i) Facilitation plan for each presentation/training session
   
   (ii) Observer/Participant – Presentation Feedback Sheet for each presentation
   
   (iii) Power Point (or similar presentation methods) for each presentation
   
   (iv) Where and when each presentation was delivered.
   
   (v) Confirmation from a witness these events took place. **There is a Third Party Evidence sheet attached for you to have someone sign as support for your RPL evidence.**

2. For at least two of these presentations you are required to provide the following information:
   
   (i) Deliver a substantive training session of at least 40-60 minutes duration.
   
   (ii) Note the following unit: TAEDEL401A Plan, organise and deliver group-based learning requires the completion of TWO substantive presentations. Supplying such evidence for this competency unit will also satisfy the majority of evidence requirements for TAEDEL401A.
   
   Include at least one learning activity in your presentations. This activity should not take any longer than 5-10 minutes to complete.

   (iii) Planning processes involved prior to delivering the training session. There is a template attached to assist in gathering this evidence.

   (iv) Observer participant feedback sheet for your presentation. See attached template

   (v) Self reflection tool for you performance in delivery of a recent training session. See attached template.

   (vi) Third Party Evidence sheet to be signed by a person who currently holds a TAE40110 certificate IV in Training and Assessment.
TAEDEL401A Plan, organise and deliver group-based learning

This unit describes the performance outcomes, skills and knowledge required to use training packages and accredited courses as tools to support industry, organisation and individual competency development needs.

To be found competent in this unit you must demonstrate:

- Facilitate group-based learning by preparing and delivering a series of training sessions, including:
  - at least two consecutive sessions, of a duration commensurate with a substantive training session (e.g. 40-60 minutes), that follow one of the learning program designs
  - at least one session delivered to a different learner group, with evidence of how the characteristics and needs of this group were addressed
- Identify and respond to diversity and individual needs
- Access and use documented resources and support personnel to guide inclusive practices.

THE EVIDENCE YOU ARE REQUIRED TO PROVIDE

1. You are required to provide evidence of delivering 2 substantial training sessions of (40-60 minutes duration). One or both of these training sessions may have been delivered in the previous competency TAEDEL301A.
2. If these sessions were provided as evidence in the previous competency TAEDEL301A Provide work skill instruction, there is no need to supply additional evidence.
3. You are required to answer the following multiple choice and short answer questions. These questions cover knowledge requirements for this competency unit not already covered in your presentations.
4. There are an additional five short answer question for you to complete.
Multiple Choice Questions

Please select one answer for each question. If you are going to be submitting your assignment as a word document you can highlight the correct answer by; select the correct check box or highlighting the correct answer by changing the colour, making it bold etc.

1. Which one of the five Adult Learning Principles best explains the following scenario: New Australian Trevor had a lot of trouble understanding how to drive a car on the left-hand side of the road until he had the opportunity to get behind the wheel of an Australian car.
   - Adults learn by doing
   - Adults learn when they have a need to learn
   - Different adults learn in different ways
   - Adults like variety in learning activities
   - Adults learn by solving problems

2. Which one of the five Adult Learning Principles best explains the following scenario: Scott wasn't interested in learning how to put nappies on a baby until after he realised that he was going to have a baby.
   - Adults learn by doing
   - Adults learn when they have a need to learn
   - Different adults learn in different ways
   - Adults like variety in learning activities
   - Adults learn by solving problems

3. Which one of the five Adult Learning Principles best explains the following scenario: Chris couldn't comprehend how to replace a sparkplug from watching videos but learnt quickly after his friend George visited and showed him how to do it.
   - Adults learn by doing
   - Adults learn when they have a need to learn
   - Different adults learn in different ways
   - Adults like variety in learning activities
   - Adults learn by solving problems

4. Which one of the five Adult Learning Principles best explains the following scenario: Des was bored with watching videos about installing garden ornaments but enjoyed the change of reading a book about how to do it.
   - Adults learn by doing
   - Adults learn when they have a need to learn
   - Different adults learn in different ways
   - Adults like variety in learning activities
   - Adults learn by solving problems
5 Which one of the five Adult Learning Principles best explains the following scenario: Karen realised that her bank balance didn't look right so she decided to learn how to do bank reconciliation.

☐ Adults learn by doing
☐ Adults learn when they have a need to learn
☐ Different adults learn in different ways
☐ Adults like variety in learning activities
☐ Adults learn by solving problems

6 If you are planning to conduct facilitations with a client who identifies themselves as primarily relying upon an **aural/auditory** learning style which of the following delivery methods is best suited for you to use with this client?

☐ Video Presentations
☐ Student Practice Activities
☐ MP3 Audio Files
☐ PowerPoint Slides Presentation
☐ Role Plays

7 If you are planning to conduct facilitations with a client who identifies themselves as primarily relying upon a **visual** learning style which of the following delivery methods is best suited for you to use with this client?

☐ Classroom Lectures
☐ Student Practice Activities
☐ MP3 Audio Files
☐ PowerPoint Slides Presentation
☐ Role Plays

8 If you are planning to conduct facilitations with a client who identifies themselves as primarily relying upon a **tactile/kinaesthetic** learning style which of the following delivery methods is best suited for you to use with this client?

☐ Video Presentations
☐ Student Practice Activities
☐ MP3 Audio Files
☐ PowerPoint Slides Presentation
☐ Classroom Lectures
Short answer questions – please write 2-3 sentence answers for the following questions.

(i) What learning principles do you consider to be relevant to the work you do? (q6)

(ii) Describe 2 situations that could arise in training and in which inappropriate behaviour could be displayed. Explain why the behaviour is inappropriate and what should be done to manage the behavioural issue/s. (k8)

(iii) Explain how you monitor the learner’s progress and identify if they are having difficulty understanding key concepts. (5.1, k9)

(iv) Provide an example of a learner with special needs and how this could be addresses in the learning program. (k9, k12)

(v) Provide an example of an unsafe room to deliver a training session and how this could be rectified. (k14, k15)
TAEDEL402A Plan, organise and facilitate learning in the workplace

This unit describes the performance outcomes, skills and knowledge required to plan, organise and facilitate learning for individuals in a workplace.

To be found competent in this unit you must demonstrate:

➢ Prepare and facilitate work-based learning
➢ Provide evidence of a minimum of two examples of developing work-based learning pathways, that include:
  o identifying needs for learning
  o analysing work practices, work environment and work activities
  o organising and allocating work in a way that reflects learning needs and provides effective learning opportunities through work processes
➢ Provide a minimum of two examples of a learning facilitation relationship being conducted:
  o with different individuals
  o demonstrating communication skills and flexibility
  o demonstrating one or more of the processes or techniques identified.

THE EVIDENCE YOU ARE REQUIRED TO PROVIDE

You are required to provide evidence of planning and delivering THREE 10-15 minute individual facilitations with separate learners. As part of this process you are required to provide the following evidence for THREE separate workplace facilitations.

a) Provide evidence of planning process – a template is attached if you do not have one.

b) Provide evidence of a Lesson Plan - a template is attached if you do not have one.

c) Conduct a one-to-one individual facilitation in accordance with your plan with one learner.

d) Provide evidence of obtaining feedback from the learner - at template is attached if you do not have one.

e) Provide evidence of making changes to each of the facilitation processes based on learner feedback and your own evaluation - a template is attached if you do not have one.

f) A Third Party Evidence sheet is attached. You will need to have an appropriately qualified person with a certificate IV in training and assessment complete this evidence sheet as a witness to confirm the information you have provided is your own work and is true and accurate.
## Training Session Plan - Template

<table>
<thead>
<tr>
<th>Session/Lesson (1)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic title</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session/Lesson (2)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic title</td>
<td></td>
</tr>
</tbody>
</table>

Explain how you will account for the following and how you might have to adjust your session plan.

<table>
<thead>
<tr>
<th>Location of delivery – Session (1)</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Location of delivery – Session (2)</th>
<th></th>
</tr>
</thead>
</table>

Age differences:
Details of different ages

Genders:

Details of different Language, Literacy and Numeracy Skills:

Physical Challenges (sight, hearing, mobility etc.)

Other, please specify:

Will there be any differences in diversity/learning characteristics of learners between the two sessions you are going to deliver? Explain why or why not this may be the case.
Lesson Plan - Template

<table>
<thead>
<tr>
<th>Session title</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief description/objective of session (2-3 sentences)</td>
<td></td>
</tr>
<tr>
<td>Assessment Methods</td>
<td></td>
</tr>
<tr>
<td>Resources and training aids</td>
<td></td>
</tr>
</tbody>
</table>

Notes on completing the session/lesson plan:

- **Introduction** – brief explanation of what you are going to cover in the lesson and list any key point(s) to be discussed in the main body.
- **Main Body** – should be broken down into the key point to be discussed. If you are delivering a session based on a competency unit list the elements/performance criteria you will cover and any key points you need to make for each topic.
- **Insert** information on the learning activity you are going to use and how this activity will be run – remember this should not take up any more than 5 minutes of your session time.
- **Conclusion** – summarise key points for session and use this opportunity to reinforce the learning outcomes.

<table>
<thead>
<tr>
<th>Session Delivery</th>
<th>Topic content</th>
<th>Time allocated</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Main body</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Key points</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
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<td></td>
</tr>
</tbody>
</table>
Observer/Participant – Presentation Feedback Sheet - Template

This form is to be completed by one of the participants observing your presentation.

Date of presentation: 

Title of presentation: 

Participant/ Observer name: 

Contact number: 

Email address: 

Please complete all of the following questions.  

Questions to ask the first candidate:  

Did you understand the session objectives at the start? ☐ ☐  

Was the sequence of events logical? ☐ ☐  

Were the explanations easy to understand? ☐ ☐  

Did you receive enough ongoing feedback on your progress? ☐ ☐  

Were the resources appropriate for the session? ☐ ☐  

Was the use of training aids beneficial? ☐ ☐  

Were you given sufficient opportunities to demonstrate your new skills/knowledge? ☐ ☐  

Could there have been a greater variety of activities? ☐ ☐  

Do you feel confident in applying this session’s concepts in the future? ☐ ☐  

Presented in a fashion that was easy to listen to and watch. ☐ ☐  

Speech was modulated and not monotone. ☐ ☐  

Body language was relaxed. ☐ ☐  

Did not fidget or over use their hands. ☐ ☐  

Language used was suitable for audience. ☐ ☐  

Suggest at least one change that would improve this session. 

The Participant/ Observer must complete this section

Additional comments:
# Self-Reflection & Improvement - Template

Complete the template below for ONE of your deliveries. Make sure you tick all the appropriate boxes and write comments against each criterion along with an overall summary.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Your Comments &amp; Suggested improvements</th>
</tr>
</thead>
</table>
| **Session Plan:**  
Introduction (attention, motivation, structure)  
Body (step by step, check for understanding)  
Conclusion (test, relate to objectives, re-cap, remind trainees, lead into next session)  
Written format is easy to read and apply | |
| **Training Method:**  
Involved all of the learners  
Appropriate for the topic  
Support materials reinforced topic  
Developed a rapport with the trainees | |
| **Use Of Learning Aids:**  
Variety and appropriateness of learning aids  
Presentation of visual learning aids  
Duration of presentation of visual learning aids | |
| **Clarity Of Expression:**  
Clarity and volume of speech  
Eye contact  
Appropriate vocabulary | |
| **Non-Verbal:**  
Appropriately dressed  
Body language/gestures reinforces content  
Effective use of training facility | |
| **Questioning:**  
Used a range of different types of questions  
Questions appropriate for the training  
Sought feedback  
Answered questions completely | |
| **SESSION SUMMARY:** Your strengths and weaknesses.  
*Strengths* | |
|  
*Weaknesses* | |