

# Recognition of Prior Learning (RPL)

## What is RPL?

RPL recognises that you may already have the skills and knowledge needed to meet national competency standards. Instead of undertaking training and assessment for a course you can provide evidence to show that you already meet the standards.

## What evidence do I need?

Evidence will differ from person to person, depending upon their work and life experiences. There is no specific type of evidence that is essential, rather it is up to you to provide whatever evidence you think demonstrates that you meet the skills and knowledge specified in a unit of competency. The requirements for the unit(s) of competency in your course are summarised at the end of this document.

There are many suitable forms of evidence including:

Academic achievements	Demonstration	Position description
Assessments/Assignments	Diary	Policies
Awards	Drawings	Presentation notes
Attendance record	Emails	Procedure manual
Brief	Financial statements	Project
Budgets	Job description	Proposal
Business case	Letter of support	Published works
Care plan	Log book	References
Certificates	Marketing plan	Reports
Challenge test	Minutes of meeting	Resume
Checklist	Observation	Rosters or timesheets
Committee work	Performance appraisal	Training plan
Conference attendance	report	Work samples
Course outline	Photos	
Customer	Plans	
evaluations/feedback	Portfolio	

When submitting evidence, keep the following in mind:

- To be suitable, your evidence must relate to the criteria specified in the unit(s) of competency.
- You need to submit enough evidence for an assessment to be made.
- Your evidence needs to show that your skills and knowledge are current and up-to-date. If your evidence is more than two years old you should have other, more recent evidence to supplement older evidence.
- Your evidence needs to prove that you have the required skills and knowledge. It can't just suggest that you probably know something.

### **How do I apply?**

When you are ready to begin the RPL process, enrol in the course, pay the applicable RPL fee and submit your evidence for RPL.

### **How long does it take?**

The initial assessment of your evidence will be completed within 3 working days. If your evidence proves that you have the required skills and knowledge then your RPL assessment will conclude at this point and you will be issued with a Statement of Attainment or qualification.

If there are gaps in your evidence, these gaps will be outlined to you and you will be asked to provide more evidence. You can elect to complete an assessment task in lieu of providing more evidence if you wish.

### **When can I apply for RPL?**

You can apply for RPL at anytime.

### **What if I only want RPL for part of a course?**

You can either:

- complete the RPL process first and then continue with the remainder of the course, or
- work through the course from the beginning but submit evidence in lieu of completing the assessment tasks as you come to each assessment task.

### **How much does an RPL assessment cost?**

In most cases, the cost for RPL is the same as the course cost. If you have a teaching qualification, or you have completed relevant courses with another Registered Training Organisation, the cost may be reduced. Email details of your qualifications and relevant courses to [cherylw@trison.com.au](mailto:cherylw@trison.com.au) for a quote.

### **What skills and knowledge do I need to have?**

To be granted RPL for a unit you need to show that you meet the requirements of the unit(s) of competency. The unit requirements are summarised below.

### **I have more questions about RPL?**

We are happy to answer your questions. Email your question(s) to [cherylw@trison.com.au](mailto:cherylw@trison.com.au).

## **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.

RPL evidence needs to show your ability to:

- Organise instruction and demonstration
- Conduct instruction and demonstration
- Check training performance
- Review personal training performance and finalise documentation

RPL evidence must also demonstrate the ability to:

- 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

## TAEDEL401A Plan, organise and deliver group-based learning

This unit describes the performance outcomes, skills and knowledge required to plan, organise and deliver training for individuals within a group.

RPL evidence needs to show your ability to:

- Interpret learning environment and delivery requirements
- Prepare session plans
- Prepare resources for delivery
- Deliver and facilitate training sessions
- Support and monitor learning

RPL evidence must also demonstrate the ability to:

- 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

## 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.

RPL evidence needs to show your ability to:

- Establish effective work environment for learning
- Develop a work-based learning pathway
- Establish the learning-facilitation relationship
- Implement work-based learning pathway
- Maintain and develop the learning/facilitation relationship
- Close and evaluate the learning/facilitation relationship
- Monitor and review the effectiveness of the work-based learning pathway

RPL evidence must also demonstrate the ability to:

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

## **TAEDEL501A Facilitate e-learning**

This unit describes the performance outcomes, skills and knowledge required to facilitate learning delivered via electronic media.

RPL evidence needs to show your ability to:

- Establish the e-learning environment
- Introduce e-learning
- Guide and facilitate e-learning
- Monitor e-learning
- Review e-learning processes

RPL evidence must also demonstrate the ability to:

- facilitate one complete e-learning program
- provide evidence of at least two examples of organising and facilitating at least two e-learning activities covering diverse e-learning environments

## **BSBCMM401A Make a presentation**

This unit covers the performance outcomes, skills and knowledge required to prepare, deliver and review a presentation to a target audience.

RPL evidence needs to show your ability to:

- Prepare a presentation
- Deliver a presentation
- Review the presentation

RPL evidence must also demonstrate the ability to:

- preparation, delivery and evaluation of the effectiveness of at least two presentations related to the candidate's occupation or area of interest
- knowledge of the principles of effective communication

## TAEASS301A Contribute to assessment

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

RPL evidence needs to show your ability to:

- Clarify role and responsibilities in the assessment process
- Confirm organisational arrangements for evidence gathering
- Collect evidence in accordance with the assessment plan
- Record and report findings

RPL evidence must also demonstrate the ability to:

- 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

## TAEASS401A Plan assessment activities and processes

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.

RPL evidence needs to show your ability to:

- Determine assessment approach
- Prepare the assessment plan
- Develop assessment instruments

RPL evidence must also demonstrate the ability to:

- plan and organise 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

## TAEASS402A Assess competence

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

RPL evidence needs to show your ability to:

- Prepare for assessment
- Gather quality evidence
- Support the candidate
- Make the assessment decision
- Record and report the assessment decision
- Review the assessment process

RPL evidence must also demonstrate the ability to:

- 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 tools 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

## **TAEASS403A Participate in assessment validation**

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

RPL evidence needs to show your ability to:

- Prepare for validation
- Contribute to validation process
- Contribute to validation outcomes

RPL evidence must also demonstrate the ability to:

- 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

## **TAEDES401A Design and develop learning programs**

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.

RPL evidence needs to show your ability to:

- Define parameters of the learning program
- Work within the vocational education and training (VET) policy framework
- Develop program content
- Design structure of the learning program

RPL evidence must also demonstrate the ability to:

- 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
  - at least one of which must be based on competency standards or accredited courses and must cover at least one entire unit of competency or accredited course module

## **TAEDES402A Use training packages and accredited courses to meet client needs**

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.

RPL evidence needs to show your ability to:

- Select appropriate training package or accredited
- Analyse and interpret the qualifications framework
- Analyse and interpret units of competency and accredited modules
- Contextualise units and modules for client applications
- Analyse and interpret assessment guidance

RPL evidence must also demonstrate the ability to:

- 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 other may be another training package or an accredited course that meets a specific client need