TAE40116 RPL Information Kit	
Purpose	Recognition of Prior Learning (RPL) is offered to all learners on enrolment and this information pack has been developed to provide all relevant individuals including applicants of the course, existing employers and ANMF (Vic Branch) Education Centre staff have sufficient information on the RPL process. Students are strongly recommended to refer to the information in this pack prior to making a RPL application.
Unit(s) of Competency	TAEASS401 - Plan assessment activities and processes TAEASS402 - Assess competence TAEASS502 - Design and develop assessment tools TAEASS403 - Participate in assessment validation TAEDES402 - Use training packages and accredited courses to meet client needs TAEDES401 - Design and develop learning programs; and TAELLN411 - Address adult language, literacy and numeracy skills TAEDEL401 - Plan, organise and deliver group-based learning; TAEDEL402 - Plan, organise and facilitate learning in the workplace; TAEDEL404 - Mentor in the workplace

Table of Contents

TAE40116 Recognition of Prior Learning (RPL) Information Kit

Page 2 of 23
ANMF (Vic Branch) Education Centre)
RTO No.: 22609

Version: 2.0
Published: 26 January 2018
Review: 26 January 2019

Introduction

ANMF (Vic Branch) Education Centre has designed a RPL process that minimises time and cost to applicants and provides adequate information and support to enable applicants to gather reliable evidence to support their claim for recognition of competencies currently held, regardless of how, when or where the learning occurred.

All RPL applications are managed and assessed by staff with appropriate expertise. RPL assessment outcomes are recorded and lead to issuance of qualifications and or statements of attainments where applicable. In some instances, your workplace and supervisors might be involved in the process, which may streamline the process further.

RPL is a process which allows an RTO (Registered Training Organisation), such as ANMF (Vic Branch) Education Centre to formally recognise the skills and knowledge gained throughout their life; through work experiences, life experiences or from formal education and attendance of training courses. More information on RPL is available on the Australian Qualifications Framework (AQF) website.

Applicants must collect and submit evidence, such as work examples, supervisor reports, verified copies of previously gained certificates and resumes showing work history and experience. Evidence can also be given verbally, meaning that the assessor interviews the applicant and takes notes of the conversation as evidence. The evidence shows that the individual can be awarded the qualification (or part thereof) without completing any more training.

This pack contains detailed information regarding the RPL process and includes how a potential RPL candidate should prepare for their RPL assessment and provides a clear over of the steps involved.

Candidates are encouraged to complete a self-assessment checklist for each unit of competency they have sought RPL for. The appendix of this document contains helpful templates such as third party reports to have your supervisor complete. The self- assessment checklist contains an evidence-gathering guide to guide you on suitable forms of evidence.

TAE40116 Recognition of Prior Learning (RPL) Information Kit

Page 3 of 23
ANMF (Vic Branch) Education Centre)
RTO No.: 22609

Version: 2.0
Published: 26 January 2018
Review: 26 January 2019

Frequently asked questions

What does RPL Cost?

The cost of the RPL assessment may vary. However below are the indicative costs involved with RPL assessments.

RPL course application fee	$150 (non-refundable admin fee)
RPL fee competency conversation/ knowledge assessment (per unit)	$100
RPL fee practical skills assessment (per unit/ cluster) *	up to $150 (depends on equipment and material required)

* Subject to variance depending on units of competency and availability of candidate's workplace for practical assessments. Subject to variance at the time of enrolment.

How will my evidence be assessed

One of the assessors of the TAE40116 course will make an appointment you to verify the evidence. The assessor may require further clarification and or request for further evidence. Your portfolio of evidence will be assessed against the relevant competency standards for the units of competency you have sought RPL for. The assessor will assess your evidence in accordance with the rules of evidence using an evidence matrix.

What do the rules of evidence mean?

Validity	• evidence is directly related to the competency being assessed • there is a direct relationship between the assessment tasks or activities learners undertake, the evidence presented and the assessment requirements.
Sufficiency	• enough evidence has been gathered to make a valid judgement of competence or otherwise. • The quantity of evidence may vary between RPL candidates. Some may take longer or need to complete a greater number of tasks to demonstrate competence. Others may, despite repeated opportunities, not be able to achieve competence.
Authenticity	• It must be ensured that evidence gathered 'belongs' to the RPL candidate being assessed and provides evidence of that individual's skills and knowledge. • Evidence provided in the portfolio of evidence is verified and authenticated
Currency	• Evidence must be valid and current. This means looking at the time that has passed since the evidence was generated. Currency is important in determining if whether an individual is competent. Currency is a particular risk with recognition of prior learning, as the candidate may present a range of evidence gathered over

	a number of years. Note, this does not mean the assessor will not consider this valid however, the assessor must ensure there is sufficient evidence of your competence at the time of the RPL assessment decision

What does this mean…RPL glossary

Recognition of Prior Learning (RPL)	An assessment process that involves assessment of an individual's relevant prior learning (including formal, informal and non-formal learning) to determine the credit outcomes of an individual application for credit.
Recognition	The process of assessing an individual's skills and knowledge, with the aim of being able to award that individual a qualification or statement of attainment, which is recognised nationally in Australia. Also referred to as Recognition of Prior Learning or "RPL".
Competency	The consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.
Candidate	The person seeking recognition. Also referred to as the applicant
Assessor	The person who will conduct the RPL assessment and determine whether the evidence satisfies the requirements for issuing a qualification/ statement of attainment
Curriculum Vitae (CV)	A summary of your employment history, education and qualifications.
Documentary Evidence	Workplace documents and work samples that the candidate provides to support their claim for recognition of workplace skills.
Portfolio	The collection of all of the candidate's evidence usually organised in a folder.
Qualification	A formal certificate indicating the achievement of competencies. The qualification is issued by a Registered Training Organisation and is recognised across Australia.
Registered Training Organisation	A nationally registered training organisation which has permission to issue national qualifications. Also referred to as "RTO".
Statement of Attainment	A formal certificate which can be awarded when there are not enough units of competencies for a full qualification. A Statement of Attainment is issued by a Registered Training Organisation and is recognised across Australia.
Third Party Report	A written report from a workplace supervisor, client or colleague or other

TAE40116 Recognition of Prior Learning (RPL) Information Kit

	"third party" which supports the candidate's claim for recognition of workplace skills.
Unit of Competency	A description of the skills and knowledge required to perform a work or job function, eg: "Repair ignition systems". Specific units of competency grouped together make up a qualification.
Workplace Supervisor	The person in your workplace who you report to on a daily basis and who is responsible for allocating your work.

How do I make my RPL application?

You can access the RPL application form via ANMF (Vic Branch) Education Centre website or the link to the online form will be provided to you by one of our Education Assistants. If you need assistance in making an application, contact our friendly education team. If you have any questions about your suitability, the RPL process etc. please contact the ANMF (Vic Branch) Education Centre. You can visit our Student Hub on Level 1, call us on 03 9675 9636 or email education@anmfvic.asn.au. Our Course Development Coordinator is available to provide specialist advice. If you require a face-to-face meeting please contact the student hub or email us to book an appointment.

TAE40116 Recognition of Prior Learning (RPL) Information Kit

Page 6 of 23
ANMF (Vic Branch) Education Centre)
RTO No.: 22609

Version: 2.0
Published: 26 January 2018
Review: 26 January 2019

This could be you….

Tamara has been a registered nurse for over 25 years. She is a Critical Care Nurse with a post graduate diploma in critical care, and she works part time in the surgical and trauma units at a private hospital in Melbourne. Tamara has been providing support and guidance to undergraduate nurses studying their Bachelor of Nursing during her role previously, and for two days a week she works as a Clinical Nurse Educator at another hospital.

Tamara has never been required to hold a specific qualification in education to supervise undergraduate nurses and/or midwives, and/ or to become a Clinical Nurse Educator.

Recently, Tamara has been advised by an ex-colleague, Julie, who works for a hospital in Ballarat that there is a job opening for a Clinical Teacher to supervise and assess student nurses studying to become Enrolled Nurses. Julie knows that Tamara is really passionate about education and mentoring in the workplace. The students at this hospital would be on clinical placement. However, Julie has also advised her that she must hold a TAE40116 Certificate IV in Training and Assessment and/ or a higher qualification in adult education to meet the position description advertised.

Tamara really wants to progress her career as an educator and pursue this job as a profession, she spoke with Julie to understand more about the qualification required, as she holds the TAE40116 qualification. Julie is also a Registered Nurse and Trainer and Assessor who works at a registered training organisation (RTO). Julie delivers and assesses the nationally recognised qualification - HLT54115

TAE40116 Recognition of Prior Learning (RPL) Information Kit

Diploma of Nursing, which is the qualification required to become a Enrolled Nurse. Julie suggested that Tamara apply for Recognition of Prior Learning (RPL) for the units of competency in which she thought she had sufficient skills, knowledge and experience in. She also advised Tamara to build a portfolio of documented evidence that contains documentation to prove her experience and existing competence.
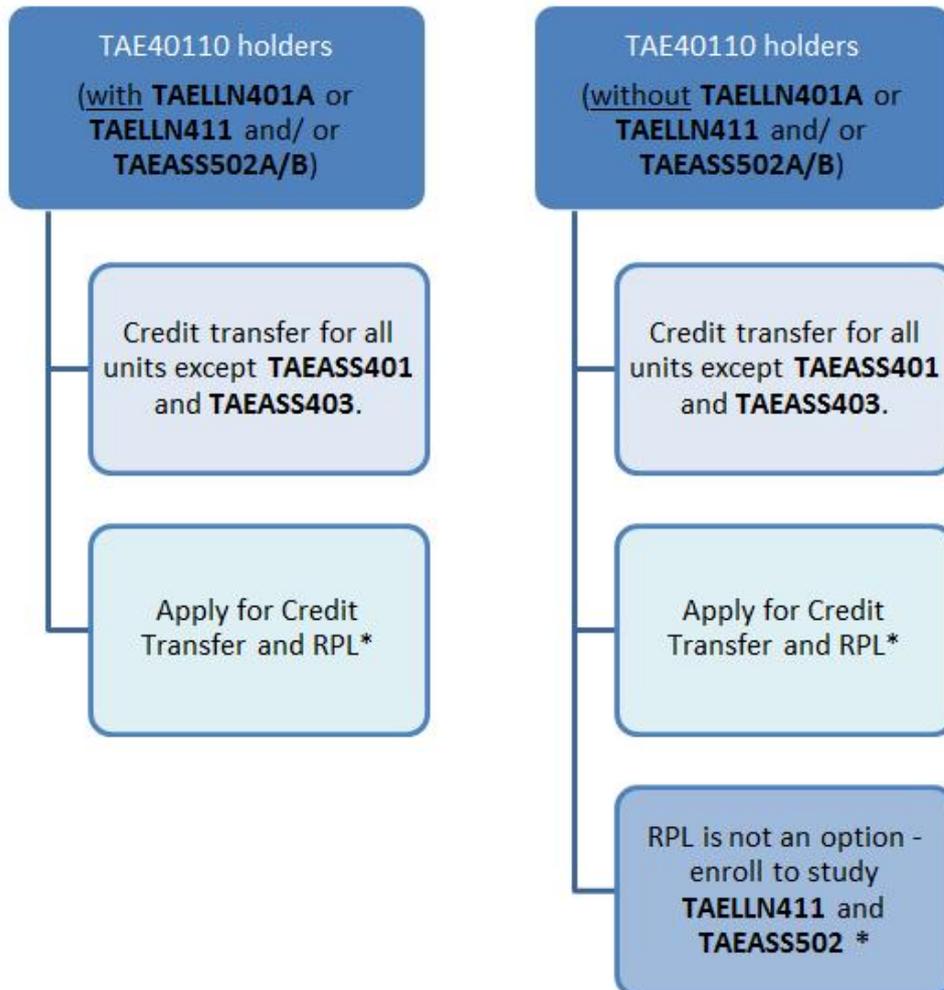
Julie felt Tamara had the existing training and experience for some of the units within the qualification for example TAEDEL402 - Plan, organise and facilitate learning in the workplace.

Tamara was excited to hear about this as she did not have the time or money to be able to enroll in the entire course and she was pleased that she would potentially be able to gain formal recognition for all of her accumulative experience as a senior Clinical Nurse Educator in the past years at the various health care facilities.

This story, although fictional, is not uncommon and is an example that can be used by individuals to consider their own story. Each candidate's background and experience may be very different from Tamara's, yet an applicant who believes that this story resonates with their circumstances should explore their options for RPL.

TAE40116 Recognition of Prior Learning (RPL) Information Kit

Page 8 of 23
ANMF (Vic Branch) Education Centre)
RTO No.: 22609

Version: 2.0
Published: 26 January 2018
Review: 26 January 2019

Sevens steps to RPL

Step one:
Refer to the RPL information pack

Step two:
Submit RPL application, complete self-assessment checklists and build portfolio of evidence

Step three:
Initial interview/ meeting with a trainer and assessor

Step four:
RPL assessments (competency conversation and/ or practical skills assessment)

Step five:
RPL assessment outcome (competent/ not yet competent)

RPL not granted

Step six:
RPL outcome

Gap training (if applicable)

Continue training and assessment

Step seven:
Issue qualification/ statement of attainment or letter confirming RPL assessment outcome

RPL granted following gap training

Not applicable if RPL is granted for the entire qualification

TAE40116 Recognition of Prior Learning (RPL) Information Kit

Need an upgrade?

You hold TAE40110 Certificate IV in training and assessment and need to meet the new requirements which come in effect on 1 April 2019.

Version: 2.0
Published: 26 January 2018
Review: 26 January 2019

Qualification details

Description	This qualification reflects the roles of individuals delivering training and assessment services in the vocational education and training (VET) sector. This qualification (or the skill sets derived from units of competency within it) is also suitable preparation for those engaged in the delivery of training and assessment of competence in a workplace context, as a component of a structured VET program. Achievement of this qualification by trainers is a requirement of the Standards for Registered Training Organisations (RTOs) 2015.
Units of competency and its application	
TAEASS401 Plan assessment activities and processes	This unit describes the skills and knowledge required to plan the assessment process, including recognition of prior learning (RPL), in a competency-based assessment system. It applies to individuals with assessment planning responsibilities. In planning activities and processes, individuals are required to identify the components of assessment tools, analyse and interpret assessment tools, and develop assessment instruments (also known as assessment tasks) and assessment plans. No licensing, legislative or certification requirements apply to this unit at the time of publication.
TAEASS402 Assess competence	This unit describes the skills and knowledge required to implement an assessment plan, and gather quality evidence to assess the competence of a candidate using compliant assessment tools. It applies to teachers, trainers and assessors in enterprises and registered training organisations (RTOs) and those providing assessment advisory services. No licensing, legislative or certification requirements apply to this unit at the time of publication.
TAEASS403 Participate in assessment validation	This unit describes the skills and knowledge required to participate in an assessment validation process. It applies to assessors and workplace supervisors with assessment validation responsibilities participating in, but not necessarily leading, the process. No licensing, legislative or certification requirements apply to this unit at the time of publication.

TAE40116 Recognition of Prior Learning (RPL) Information Kit

Page 11 of 23
ANMF (Vic Branch) Education Centre)
RTO No.: 22609

Version: 2.0
Published: 26 January 2018
Review: 26 January 2019

TAEASS502 Design and develop assessment tools	This unit describes the skills and knowledge required to design and to develop assessment tools used to guide the collection of quality evidence, including their application in formative, summative and recognition of prior learning (RPL) assessment. It applies to experienced practitioners responsible for the development and/or delivery of training and assessment products and services. No licensing, legislative or certification requirements apply to this unit at the time of publication.
TAEDEL401 Plan, organise and deliver group-based learning	This unit describes the skills and knowledge required to plan, organise and deliver training for individuals within a group. It applies to a person working as an entry-level trainer, teacher or facilitator structuring a learning program developed by others in, or with, a training and assessment organisation. No licensing, legislative or certification requirements apply to this unit at the time of publication.
TAEDEL402 Plan, organise and facilitate learning in the workplace	This unit describes skills and knowledge required to plan, organise and facilitate learning for individuals in a workplace, using real work activities as the basis for learning. It applies to a person working as an entry-level trainer, teacher or facilitator or an employee, team leader or workplace supervisor responsible for guiding learning through work. No licensing, legislative or certification requirements apply to this unit at the time of publication.
TAEDES401 Design and develop learning programs	This unit describes the 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 its design, outline the content, and review its effectiveness. It applies to trainers or facilitators who work under limited supervision to design, or develop, learning programs that are discrete, and provide a planned learning approach that relates to specific learning and training needs, or part of the learning design for a qualification. No licensing, legislative or certification requirements apply to this unit at the time of publication.

TAEDES402 Use training packages and accredited courses to meet client needs	This unit describes the skills and knowledge required to use training packages and accredited courses as tools to support industry, organisation and individual competency development needs. It applies to individuals who are working in or with training and/or assessment organisations as an entry-level trainer, teacher, facilitator or assessor using a pre-defined training product, such as a training package or accredited course. No licensing, legislative or certification requirements apply to this unit at the time of publication
TAELLN411 Address adult language, literacy and numeracy skills	This unit describes the skills and knowledge a vocational trainer or assessor requires to identify language, literacy and numeracy (LLN) skill requirements of training and the work environment, and to use resources and strategies that meet the needs of the learner group. The unit applies to individuals who teach, train, assess and develop resources. Competence in this unit does not indicate that a person is a qualified specialist adult language, literacy or numeracy practitioner. No licensing, legislative or certification requirements apply to this unit at the time of publication.
TAEDEL404 Mentor in the workplace	This unit describes the skills and knowledge required to establish and develop a professional mentoring relationship with an individual in a workplace. It applies to workplace supervisors or other work colleagues who work under limited supervision and who have responsibility for mentoring one or more individuals in the workplace. This may include, but is not limited to, those who mentor an apprentice or trainee employed by, or undertaking a work placement within, an organisation. No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit of competency details

Units of competency	RPL assessments			
	Portfolio of evidence	Practical task	Competency conversation	Third party reports
TAEASS401 Plan assessment activities and processes	☒	☒	☒	☒
TAEASS402 Assess competence	☒	☒	☒	☒
TAEASS403 Participate in assessment validation	☒	☒	☒	☒
TAEASS502 Design and develop assessment tools	☒	☒	☒	☒
TAEDEL401 Plan, organise and deliver group-based learning	☒	☒	☒	☒
TAEDEL402 Plan, organise and facilitate learning in the workplace	☒	☒	☒	☒
TAEDES401 Design and develop learning programs	☒	☒	☒	☒
TAEDES402 Use training packages and accredited courses to meet client needs	☒	☒	☒	☒
TAELLN411 Address adult language, literacy and numeracy skills	☒	☒	☒	☒
TAEDEL404 Mentor in the workplace	☒	☒	☒	☒

Sample of self-assessment checklist

Unit of Competency	I have performed these tasks			What documentary evidence can you provide? (place ✓ where applicable and tangible original/certified evidence can be provided)	Please place a ✓ for the units of competency you sought RPL
	Frequently	**Sometimes**	**Never**		
Insert unit of competency **Description:** ***Insert a plain English description of the unit*** .	☐	☐	☐	☐ CV, resume or work history ☐ certificates/results of assessment ☐ certificates/results of assessment – interstate/overseas ☐ certificates/results of assessment – universities ☐ results/statement of attendance/certificates – vendor training courses, in-house courses, workshops, seminars, symposiums ☐ results/statements of attendance/ certificates – short courses e.g. first aid, officials, surf lifesaving, etc ☐ registration held e.g. AHPRA registration as a health practitioner ☐ photographs of work undertaken ☐ diaries/task sheets/job sheets/log books ☐ site training records ☐ site competencies held record membership of relevant professional associations e.g. ANMF (Vic Branch) ☐ hobbies/interests/special skills outside work ☐ references/letters from previous employers/supervisors ☐ industry awards ☐ any other documentation that may demonstrate industry experience ☐ learning program developed ☐ individualised training plans ☐ work-based learning pathway	☐

Unit of Competency	I have performed these tasks			What documentary evidence can you provide? (place ✓ where applicable and tangible original/certified evidence can be provided)	Please place a ✓ for the units of competency you sought RPL
	Frequently	**Sometimes**	**Never**		
				❑ mentoring plan ❑ training materials developed ❑ session plans developed ❑ Training needs analysis ❑ Assessment tool development Specify:………………………………………………………………………	

TAE40116 Recognition of Prior Learning (RPL) Information Kit

Appendix

Curriculum vitae template

Check out the few quick tips below to help you get started.

[Street Address]
[City, postal code]
[Telephone]
[Website]
[Email]

Insert your full name

Objective	*Replace the text with your own.*

Skills & Abilities	On the Design tab of the ribbon, check out the Themes, Colors, and Fonts galleries to get a custom look with just a click.
	Need another experience, education, or reference entry? You got it. Just click in the sample entries below and then click the plus sign that appears.
	Looking for a matching cover letter? All you had to do was ask! On the Insert tab, select Cover Page.

Experience	**[Job Title, Company Name]**
	[Dates From – To]
	This is the place for a brief summary of your key responsibilities and most stellar accomplishments.
	[Job Title, Company Name]
	[Dates From – To]
	This is the place for a brief summary of your key responsibilities and most stellar accomplishments.

Education	**[School Name—Location—Degree]**
	You might want to include your GPA here and a brief summary of relevant coursework, awards, and honors.
Communication	You delivered that big presentation to rave reviews. Don't be shy about it now! This is the place to show how well you work and play with others.
Leadership	Are you president of your fraternity, head of the condo board, or a team lead for your favorite charity? You're a natural leader—tell it like it is!
References	**[Reference Name]**
	[Title, Company]
	[Contact Information]

TAE40116 Recognition of Prior Learning (RPL) Information Kit

Page 18 of 23
ANMF (Vic Branch) Education Centre)
Version: 2.0   RTO No.: 22609
Published: 26 January 2018
Review: 26 January 2019

Testimonial letter

Date:

To whom it may concern,

RE: skills in/as

(insert candidate name)   *(insert industry/job title)*

I certify that the above named person has worked at insert company name for a period of insert years.

(insert candidate name) regularly undertaken the following activities within the workplace since commencing employment with this organisation:

➔ *List tasks here that you have regularly been involved in and get your supervisor / manager to initial those skills/ competencies (below) that the candidate has or can successfully perform in the workplace*

If you would like any further information or would like to discuss any of the above, I can be contacted on insert contact details.

Yours sincerely

Signature

Print Name and Position

TAE40116 Recognition of Prior Learning (RPL) Information Kit

Page 19 of 23
ANMF (Vic Branch) Education Centre)
RTO No.: 22609

Version: 2.0
Published: 26 January 2018
Review: 26 January 2019

Company / Organisation Name

Third party report

Candidate name	
Assessor's name	
Unit of Competency (Code and Title)	
Assessment type	☐ Practical skills ☐ Written response ☐ Oral response
Due date of assessment	
Third party's name	
Third party's position	
Third party's relationship to the candidate	
Name of workplace	
Third party's telephone	
Third party's email	

Part 1 – Preliminary questions for the third party/ supervisor

Do you supervise the candidate's work/ performance?	
How long have you worked with the candidate?	
How closely do you work with the candidate in the area being	

TAE40116 Recognition of Prior Learning (RPL) Information Kit

assessed?	
What is your technical experience and/or qualification (s) in the area being assessed? (Include any assessment or training qualifications.)	
In your opinion, does the candidate: ➢ **Perform tasks to the industry standards?** ➢ **Manage job tasks effectively?** ➢ **Implement safe working practices?** ➢ **Solve problems on the job?** ➢ **Work well with others?** ➢ **Adapt to new tasks?** ➢ **Adapt to unusual or non-routine situations?**	
Do you understand which evidence/tasks the candidate has provided/ performed that you are required to comment on?	☐Yes ☐No
Has the assessor explained the purpose of the candidate's assessment?	☐Yes ☐No
Are you aware that the candidate will see a copy of this form?	☐Yes ☐No

TAE40116 Recognition of Prior Learning (RPL) Information Kit

Are you willing to be contacted should further verification of this statement be required?	☐Yes ☐No

Part 2 – Main questions for the third party

Please indicate the type of evidence the candidate has provided you with for each criteria:

⟩ Direct – such as an observation of workplace performance by an assessor

⟩ Indirect – such as a portfolio of evidence

⟩ Supplementary – such as supervisor reports.

Please indicate if your observations were real-time (in the workplace) or simulated (demonstrations in a simulated environment). Please provide your response, based on your observation (direct/indirect/supplementary) in the area marked below – attach an additional sheet(s) if required. In responding, please make sure to specify the manner of observation and address the following, to the extent appropriate:

⟩ What did the candidate do?

⟩ When did s/he do it?

⟩ When or over what period of time did s/he do it?

⟩ How did s/he do it?

⟩ What was the outcome?

Remember, as a third party, your information should be purely factual and not represent your opinion on the candidate's competency.

TAE40116 Recognition of Prior Learning (RPL) Information Kit

Page 22 of 23
ANMF (Vic Branch) Education Centre)
RTO No.: 22609

Version: 2.0
Published: 26 January 2018
Review: 26 January 2019

Practical skills observation checklist (to be completed by third party)

Tasks	Third party response based on observation (direct/indirect/supplementary – please indicate)
Based on the performance criteria/expected standards/ observable behaviour within the unit of competency translate into plain English, removing too much reference to VET terminology.	Type of observation/evidence:
	What did the candidate do?
	When did s/he do it? Over what period of time?
	How did s/he do it?
	What was the outcome?
	Other relevant comments/evidence:

Third party declaration

To the best of my knowledge and after making diligent enquiries where relevant, I declare that I the contents of this Third Party Report are true, correct and complete and represent my views. I have not colluded with the candidate and have not discussed my responses stated in this third party report with the candidate or anyone acting on behalf of the candidate.

Third party's name: _____

Third party's signature: _____

Date: _____

TAE40116 Recognition of Prior Learning (RPL) Information Kit

Page 23 of 23
ANMF (Vic Branch) Education Centre)
RTO No.: 22609

Version: 2.0
Published: 26 January 2018
Review: 26 January 2019