



AUSTRALIAN ADULT LEARNING INSTITUTE

RPL information for prospective candidates

TAE40122 Certificate IV in Training and Assessment

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Version control & document history

| | | |
|-----------------|---|-----------------|
| This is version | → | 1.0 |
| Date released | → | 05 October 2023 |

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Welcome!

Thank-you for your interest in attaining TAE40122 Certificate IV in Training and Assessment through recognition of prior learning (RPL).

Terminology

Throughout this document we will use:

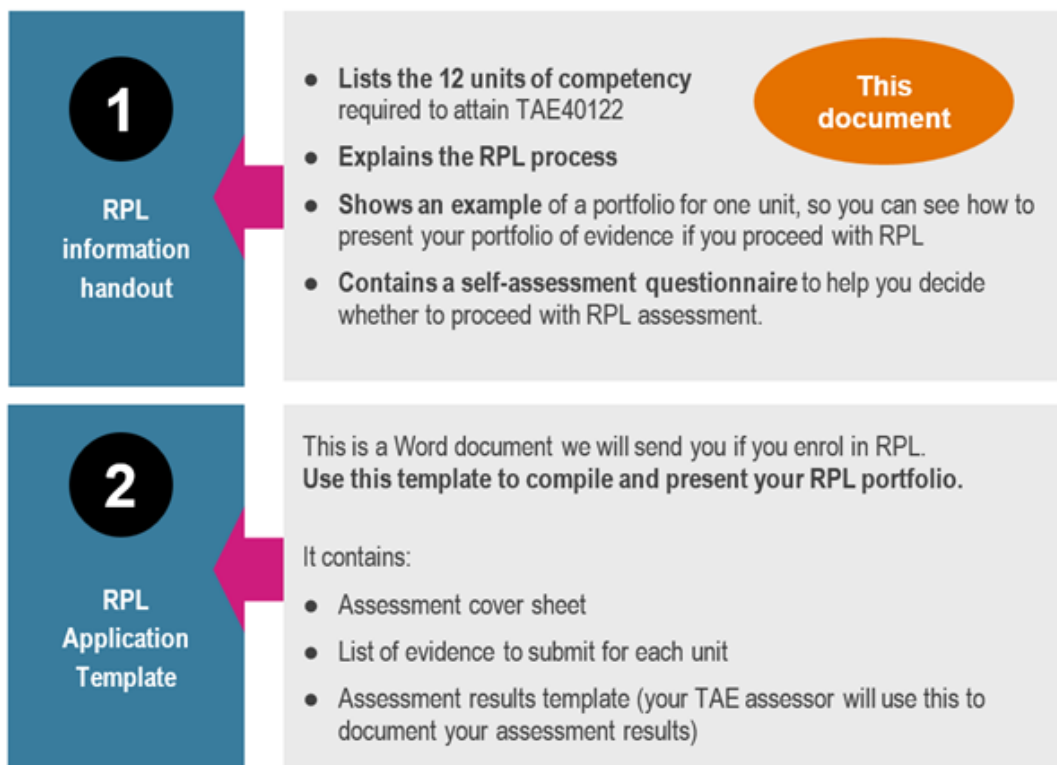
- **TAE40122** to refer to TAE40122 Certificate IV in Training and Assessment
- **RPL** to refer to the recognition of prior learning assessment process.

About this handout

**Use this information handout
to decide whether RPL is a good choice for you.**

This handout is the first of 2 documents that make up the RPL assessment kit:

RPL kit—two (2) documents





What to do

1. **Read** this document, then
2. **Contact us** to discuss and confirm your best option for attaining TAE40122. Your choices are:
 - enrol as an RPL candidate
 - enrol in training
 - enrol in RPL for some TAE40122 units, and in training for others.

Contact us

Contact us with questions and when you are ready to discuss your options:

| | | |
|--|--------------|--|
|  | Phone | 1300 735 381 |
|  | Email | studentsupport@aali.com.au |

TAE40122—requirements

Entry requirements

Before you begin your journey towards TAE40122...

... you must have current, broad knowledge, skills, experience and/or qualifications in the industry in which you want to train.

The 'rules' for this qualification state that:



Those entering this program must be able to demonstrate vocational competence in their proposed teaching and assessing area. Vocational competence is defined as broad industry knowledge and experience, and may include, but is not limited to, holding a relevant unit of competency or qualification.

Source: TAE40122 Entry Requirements

Stop and check...

- if you meet TAE40122 entry requirements, keep reading
- if you do not meet these entry requirements, contact us to discuss your options.

TAE40122 units

To attain TAE40122 you must provide evidence of your competency in **12 units of competency**: 6 core (required) units plus 6 elective units.

TAE40122 Core and elective units (12)

The table below lists the 6 core and 6 elective units that comprise our standard training and assessment model for TAE40122 delivery. You may apply for RPL in a single unit or in all units that comprise a module—this is your choice.

Introduction to training

| | |
|--|----------|
| BSBCMM411 Make presentations | elective |
| TAEDEL311 Provide work skill instruction | elective |

Introduction to VET

| | |
|--|------|
| TAEPPD401 Work effectively in the VET sector | core |
|--|------|

Introduction to foundation skills

| | |
|--|----------|
| TAEELN422 Use foundation skills resources, strategies and advice | elective |
|--|----------|

Assessment in VET

| | |
|---|------|
| TAEDES411 Use nationally recognised training products to meet vocational training needs | core |
| TAEASS412 Assess competence | core |
| TAEASS413 Participate in assessment validation | core |

Delivery and facilitation

| | |
|--|----------|
| TAEDEL411 Facilitate vocational training | core |
| TAEDES412 Design and develop plans for vocational training | core |
| TAEDEL412 Facilitate workplace-based learning | elective |

Online learning and assessment

| | |
|---|----------|
| TAEDEL405 Plan, organise and facilitate online learning | elective |
| TAEASS404 Assess competence in an online environment | elective |

Prefer a different elective unit?

Contact us and we can help you with your choices.

How RPL assessments work

What is RPL?

RPL stands for Recognition of Prior Learning.

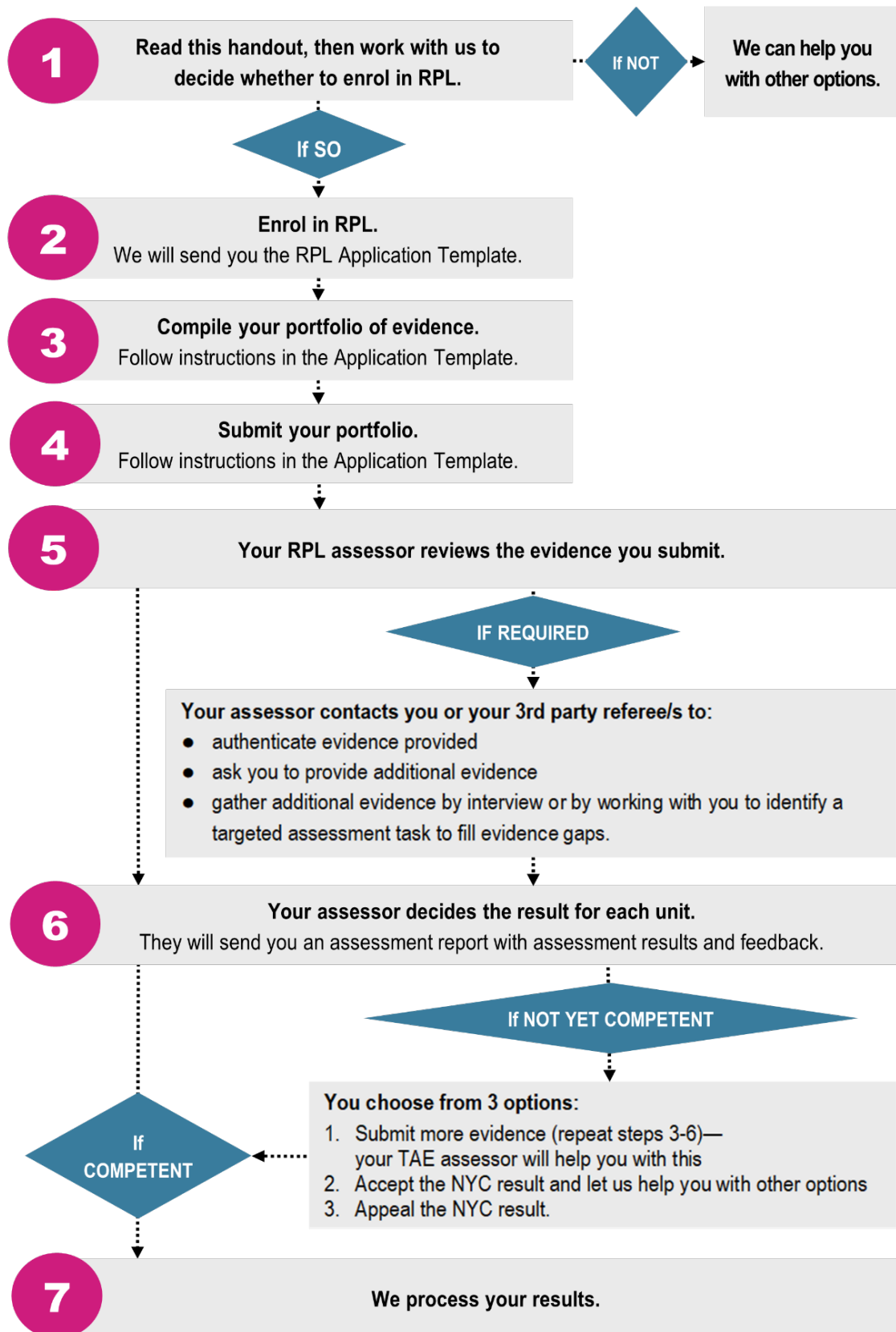
RPL is an assessment process that gives an individual (you) an opportunity to gain formal recognition—i.e. a qualification or statement of attainment—for knowledge and skills you have attained through informal learning, work and life experiences.

What you need to know about RPL

- **RPL is an assessment process**
Enrolling in RPL does not automatically mean you will receive the qualification or statement of attainment you are applying for. RPL is a form of assessment, and you must meet assessment requirements to be deemed competent. For this reason, it is important to read this entire information handout, then contact us so we can help you decide whether RPL is a good option for you.
- **We will pair you with a qualified assessor** who can support you throughout the RPL process and answer your questions.
- **RPL—like all competency-based assessments—is evidence-based**
You must provide evidence of your skills, knowledge and experience in the unit/s of competency for which you are seeking RPL. Your assessor will review the quality of the evidence you provide and judge whether the evidence meets requirements for competency. They will make their assessment decision based on both the quality and the quantity of the evidence you provide.
- **Enrolling in RPL does not guarantee a competent outcome**
We recommend discussing your options with us before enrolling in RPL.

The RPL process at a glance

The flow chart below shows our RPL assessment process:



What is a portfolio of evidence?

A portfolio of evidence is...

...the term given to the collection of documents and other items that you compile and submit as evidence of your competence in the units assessed.

Evidence: 'show and tell'

When deciding what evidence to include in your portfolio, think of 'show and tell':



Show us

Show us what you have done

Submit **documents** or **other forms** of evidence—e.g. videos—that show what you can do and what you have done.

Choose evidence of both **products** and **processes**. For example, when showing evidence of your ability to plan vocational training:

- an example of a *product* as evidence is the documented vocational training delivery plan
- examples of *processes* as evidence may include emails or other documents that show how you undertook each stage of planning process, and who you worked with.



Tell us

Tell us:

- **what you know**
- **what you have done, and how**—e.g. describe the process you used, and who you worked with, to develop the training delivery plan described above.

You may tell us what you know and what you have done in writing or verbally, as part of a RPL interview.

We also need you to nominate someone else—a third party referee—who can verify information and evidence you provide, if needed. For each unit, we will ask you to give us the name and contact details of at least one (1) third party referee who can verify the information you provide.

Include a mix of 'show and tell' evidence in your portfolio.

What is quality evidence?

To attain a competent result, you must provide **quality** evidence.

Quality evidence is:

- **Valid**
It relates directly to the skills and knowledge being assessed.
- **Sufficient**
You provide enough evidence to demonstrate competence. The Application Template tells you more about how much evidence is enough evidence.
- **Current**
The evidence must show that you are competent, 'today'. Evidence should be drawn from projects or work samples that are no more than five years old and focus most strongly on evidence of work completed within the past 12 months. This is a general guide only.
- **Authentic**
You must be able to verify that evidence you submit is your own work and is a true and accurate reflection of your typical work activities.

Examples of quality evidence

Types of quality evidence include (but are not limited to):

- samples of work completed
- videos of you carrying out work activities relevant to the units assessed
- written or verbal descriptions of what you know and what you have done
- copies of relevant emails or equivalent
- certified copies of relevant qualifications
- certified copies of certificates, transcripts or other documents confirming your participation in relevant professional development activities
- certified copies of reference letters (a documented third-party report)
- verbal evidence provided by a third party.

How will I know what evidence to provide for each unit?

If you decide to proceed with RPL, we will send you an RPL Application Template. This template lists examples of evidence you may provide for each TAE40122 unit. Your assessor can also help you.

Frequently asked questions about RPL assessments

May I enrol in RPL for some units, and in training for others?

Absolutely! This combined approach is a great way to formally acknowledge your existing skills and experience (recognition), and extend your skills with training, where appropriate. Contact us if you think a combination of training and RPL is right for you. We can help clarify your choices.

Does my enrolment in RPL guarantee that I will be awarded TAE40122?

No. Enrolment in RPL does not guarantee a competent result. RPL is an assessment process that allows people (like you) with existing skills, knowledge and experience to be formally recognised for their abilities. When you enrol in RPL, you enrol to be assessed. Your assessor will decide the assessment result after reviewing your portfolio of evidence.

But... we will not accept your enrolment in RPL without first discussing options with you and agreeing that RPL is a suitable choice for you. This is why it is so important to read this document carefully, then contact us to discuss your options, before enrolling.

If I enrol in RPL, may I get help if needed?

Yes. We will support you throughout the entire process. Contact us:

- for help deciding whether to proceed with RPL
- while compiling your portfolio of evidence—ask questions at any time
- if your result is Not Yet Competent, we will help you devise an action plan to achieve competence or identify suitable alternative options, then we will support you through this process.

Will my assessment records be kept confidential?

Yes. We maintain safe and secure assessment records. We do not share them with anyone without your permission.

What if I disagree with the assessment result?

If you disagree with the assessment result offered by your assessor, you have the right to appeal the decision. In this case, follow the steps below:

1. Discuss your concerns with your assessor. If you do not arrive at a mutually beneficial solution...
2. Contact us—we will be happy to help.

Will I get my portfolio back once the assessment has been completed?

No. All RTOs must retain all evidence candidates submit, for auditing purposes.

Results for individual assessment activities or items of evidence

Each segment of your portfolio will be marked as S or NYS.

| | | |
|-----------------------------|------------|---|
| Satisfactory | S | The quality of evidence submitted is of a satisfactory standard. |
| Not yet satisfactory | NYS | Either: <ul style="list-style-type: none"> the quality of evidence submitted is not of a satisfactory standard, or the required evidence was not submitted. |

Result for each TAE40122 unit

Your result for each unit will be C or NYC.

| | | |
|--|------------|---|
| Competent | C | Celebrate! You have provided all required evidence, and all evidence is of a satisfactory standard. |
| Not yet competent (or competency not achieved) | NYC | There are 2 possible reasons for an NYC result: <ol style="list-style-type: none"> The evidence you provided was of a satisfactory standard but not all the required evidence was provided (in this case, all you need to do is provide the remaining required evidence). The evidence you provided was not of a satisfactory standard (in this case, you may be asked to re-submit the evidence that was not of a satisfactory standard, or we may recommend training in the relevant units). <p>If you attain a NYC result, your assessor will work with you to devise a suitable action plan to achieve competency or help you identify suitable alternatives.</p> |

Something to keep in mind...

We are here to support you, not 'fail' you. Our intent is to keep working with you until the evidence you provide meets all requirements for competency.

If I am assessed as not yet competent, will I get my money back?

No. Your RPL fee pays for the time your assessor will spend reviewing your portfolio and supporting you throughout the process. This fee is non-refundable. This is another reason why we will not accept your enrolment in RPL unless we agree that you have a realistic chance of succeeding in your application for RPL.

I already hold a statement of attainment for one (1) unit of competency required for this qualification—what does this mean for my RPL?

In this case, **provide us with a certified copy of your statement of attainment** (or equivalent) and we should be able to give you credit for having already attained the unit. You will most likely not need to provide additional evidence for the unit, unless:

- the code of the unit you attained is different from the code of the unit for which you are applying for RPL—in this case, contact us and we can help you identify whether your statement of attainment will be useful for this portfolio
- you attained the unit 3 or more years ago—in this case, submit a certified copy of the statement of attainment for the unit (or equivalent), plus additional evidence to show that your competence in the unit remains current
- we cannot verify the authenticity of your statement of attainment—if we have reason to believe the statement of attainment is fraudulent or misrepresents your capabilities, we may ask you for additional evidence of your competence.

What other advice do you have?

Glad you asked! Here are a few tips:

- **Quality takes time!** Set aside time to compile your portfolio. Even though you have loads of experience, it will take time to compile and present relevant evidence of that experience.
- **Go for quality over quantity!**
Identify recent work activities that demonstrate multiple units of competency
For example, if you have recently designed and developed a competency-based training plan for a group of learners, then delivered and assessed that training, then evidence of your work on this project will demonstrate your competency in multiple TAE40122 units. This will save you time compiling different items of evidence for each unit.
- **Back up your portfolio** before submitting.
- **Do not submit original documents**—remember that we will not return your portfolio to you. Instead of original documents, submit certified copies. If submitting your portfolio electronically, we accept scanned, certified copies or verifiable electronic records.

Evidence required for TAE40122

The Application Template lists evidence that candidates (you) must submit to be successful in your RPL application. Evidence will fall into 2 categories:

Figure: Summary of evidence required to attain TAE40122 via an RPL pathway

| | |
|---|--|
| <p>Section 1: Professional History</p> | <p>This is how you 'introduce yourself' to your assessor. In this section we ask you to summarise your professional history and submit supporting documents such as:</p> <ul style="list-style-type: none"> • Curriculum Vitae or equivalent • certified copies of relevant qualifications (if applicable) • evidence of recent relevant professional development. |
| <p>Section 2: Unit by unit portfolio</p> | <p>Use this section to provide evidence of your competence in each TAE40122 unit. For each unit we ask you to provide:</p> <ol style="list-style-type: none"> 1. Summary of recent work activities relevant to the unit Here we ask you to write a brief paragraph of information in which you summarise your experience and knowledge relevant to the unit. 2. Recent example— Covers elements and performance criteria of the unit Here we ask you to identify one recent example of having performed the work activity described in the unit. We will ask you to: <ul style="list-style-type: none"> • describe what you did, and • submit supporting evidence to back up your description. 3. Evidence of workplace performance— Covers performance evidence listed in the competency standard Here we ask you to submit documents and other examples of work that meet the performance evidence requirements for the unit. 4. Knowledge evidence— Covers knowledge evidence listed in the competency standard Here we ask you to provide written statements describing your understanding of concepts that underpin your ability to perform the work activity described in the unit, and how to use them. 5. Third party verification— Verifies authenticity of evidence Here we ask you to list the name, position and contact details of a credible third-party referee who we can contact to gather more information about your work performance or to verify that the evidence submitted for the unit is true and accurate (i.e. authentic). <p>Your evidence must also show that you hold the required Foundation Skills. Foundation Skills are the language, literacy and numeracy, digital and other employability skills needed to perform effectively at work.</p> |

Should I, or shouldn't I?

Self-assessment questionnaire

The checklist below summarises the types of evidence you must provide if you are to be successful with your TAE40122 RPL application. Complete the questionnaire below to help you identify whether you think you can provide the RPL evidence needed.


Professional history

Can I provide evidence of my professional history, and does that history demonstrate recent experience as a trainer and assessor in a VET context?

| | | Yes | No |
|---|---|--------------------------|--------------------------|
| 1 | Do I meet the entry requirements for this qualification (see page 6). | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | CV or equivalent that describes history in training and assessment. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Evidence of professional development in training and assessment. | <input type="checkbox"/> | <input type="checkbox"/> |

General knowledge

Can I demonstrate my current understanding of the following concepts and how to use them to plan, deliver and assess training?

 **Guidance:** *Items listed below are required for multiple TAE40122 units. If you select 'no' to an item below, you may still be eligible for RPL in several units. We are happy to discuss options with you.*

| | | Yes | No |
|---|---|--------------------------|--------------------------|
| 4 | The Australian vocational education and training (VET) system, including key frameworks, key VET stakeholders, and roles and responsibilities of trainers and assessors working in VET. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Training packages and their role in the Australian VET system. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Foundation skills and how to meet foundation skill needs in training and assessment (required for many, but not all, units). | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | Safe and inclusive practice as it relates to training & assessment. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | How adults learn—adult learning theories and principles, and how to incorporate them into training and assessment. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | Your organisation's policies and procedures relevant to training and assessment, and implications for your role as a trainer and assessor. | <input type="checkbox"/> | <input type="checkbox"/> |

Skills and experience per unit

Introduction to training

These units cover the skills and knowledge to deliver training and presentations in any context. They include preparing delivering and reviewing presentations and conducting individual and small group work instruction sessions.

| Can I provide evidence that I have, can or understand the following: | | Yes | No |
|--|---|--------------------------|--------------------------|
| BSBCMM411 Make presentations | | | |
| 10 | Prepared and delivered presentations. | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | Used aids and materials to support the presentations. | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 | Gathered and used feedback to improve on presentations I have delivered. | <input type="checkbox"/> | <input type="checkbox"/> |
| TAEDEL311 Provide work skill instruction | | | |
| 13 | Delivered 3 different work skill instruction sessions of 30 minutes duration. | <input type="checkbox"/> | <input type="checkbox"/> |
| 14 | Provided work skill instruction for individuals and small groups of learners. | <input type="checkbox"/> | <input type="checkbox"/> |

Introduction to VET

This unit covers the skills and knowledge needed to understand your roles and responsibilities as teacher, trainer and assessor in the vocational education and training (VET) sector.

| Can I provide evidence that I have, can or understand the following: | | Yes | No |
|--|--|--------------------------|--------------------------|
| TAEPDD401 Work effectively in the VET sector | | | |
| 15 | Developed a plan for my own professional development as a trainer and assessor that includes how I will continue to meet regulatory requirements, how I will maintain vocational competency, industry currency and opportunities for professional development. | <input type="checkbox"/> | <input type="checkbox"/> |

Introduction to foundation skills

This unit covers the skills and knowledge needed to use advice from a colleague with skills and experience in foundation skills, to integrate foundation skill strategies into vocational training and assessment.

| Can I provide evidence that I have, can or understand the following: | | Yes | No |
|--|--|--------------------------|--------------------------|
| TAE40122 Use foundation skills resources, strategies and advice | | | |
| 16 | Acted on advice from colleagues with experience in foundation skills to integrate foundation skill strategies into training and assessment. | <input type="checkbox"/> | <input type="checkbox"/> |
| 17 | Acted on advice from colleagues with experience in foundation skills to access and use resources that are customised to meet learners' foundation skill needs. | <input type="checkbox"/> | <input type="checkbox"/> |

Assessment (ASS) units

These units focus on the ability to prepare for, conduct and validate competency-based assessment in quality manner that meets requirements of the VET system.

| Can I provide evidence that I have, can or understand the following: | | Yes | No |
|--|---|--------------------------|--------------------------|
| All assessment units | | | |
| 18 | Competency-based assessment: How it works; guidelines for 'best practice' assessment; Principles of Assessment; Rules of Evidence; RPL vs training-based assessments; Reasonable adjustments; Dimensions of competence. | <input type="checkbox"/> | <input type="checkbox"/> |
| TAEDES411 Use nationally recognised training products to meet vocational training needs | | | |
| 19 | Used at least one (1) unit of competency in training or assessment to meet learner needs. | <input type="checkbox"/> | <input type="checkbox"/> |
| 20 | Used at least one (1) set of support material for the unit of competency, to meet learner needs. | <input type="checkbox"/> | <input type="checkbox"/> |
| 21 | Selected at least one (1) nationally recognised qualification that meets needs of a group of learners and identified a combination of core and elective units that meet qualification packaging rules and learner needs. | <input type="checkbox"/> | <input type="checkbox"/> |
| TAEASS412 Assess competence | | | |
| 22 | Assessed competence on at least 6 recent occasions, each time against an entire unit of competency (and its assessment requirements), which include: <ul style="list-style-type: none"> assessing at least 3 different candidates assessing at least 2 different units of competency. | <input type="checkbox"/> | <input type="checkbox"/> |
| 23 | Assessed at least one (1) RPL candidate against an entire unit of competency and its assessment requirements (it could be 1 of the 6 assessments above). | <input type="checkbox"/> | <input type="checkbox"/> |

| Can I provide evidence that I have, can or understand the following: | | Yes | No |
|--|--|--------------------------|--------------------------|
| 24 | Applied reasonable adjustments in assessment, when appropriate. | <input type="checkbox"/> | <input type="checkbox"/> |
| TAEASS413 Participate in assessment validation | | | |
| 25 | Participated in pre-assessment validations of assessment tools before they are first used with candidates, on at least 3 occasions. | <input type="checkbox"/> | <input type="checkbox"/> |
| 26 | Participated in post-assessment validations of the same 3 assessment tools after they were used to assess competence. | <input type="checkbox"/> | <input type="checkbox"/> |
| 27 | In each validation, prepared or used a detailed competency map to verify that the assessment tool covered the entire unit/s and assessment requirements. | <input type="checkbox"/> | <input type="checkbox"/> |

Delivery and facilitation

These units cover the ability to plan and deliver training in different contexts and incorporate theories and principles of adult learning into facilitation strategies.

| Can I provide evidence that I have, can or understand the following: | | Yes | No |
|--|---|--------------------------|--------------------------|
| TAEDES412 Design and develop plans for vocational training | | | |
| 28 | Designed, developed and documented training delivery plans for group learning, where training covered a complete unit of competency (and its assessment requirements) from a nationally recognised training package or accredited course. | <input type="checkbox"/> | <input type="checkbox"/> |
| 29 | Designed and developed detailed sessions plans for at least 3 consecutive sessions from a competency-based delivery plan, session plans are tailored to meet learner needs. | <input type="checkbox"/> | <input type="checkbox"/> |
| TAEDEL411 Facilitate vocational training | | | |
| 30 | Facilitated in-person training with groups of learners, where training is based on a nationally recognised training product or another recognised framework. | <input type="checkbox"/> | <input type="checkbox"/> |
| 31 | Facilitated in-person training with individuals, where training is based on a nationally recognised training product or another recognised framework. | <input type="checkbox"/> | <input type="checkbox"/> |
| TAEDEL412 Facilitate workplace-based learning | | | |
| 32 | Developed workplace-based learning plans for at least 3 learners. | <input type="checkbox"/> | <input type="checkbox"/> |
| 33 | Facilitated workplace-based learning for at least one (1) learner, on at least 3 different occasions. | <input type="checkbox"/> | <input type="checkbox"/> |
| 34 | Used appropriate communication skills to work with learners and workplace personnel. | <input type="checkbox"/> | <input type="checkbox"/> |

Online learning and assessment

These units cover the skills and knowledge to plan, organise and facilitate learning and assess competence online.

| Can I provide evidence that I have, can or understand the following: | | Yes | No |
|--|---|--------------------------|--------------------------|
| TAEDEL405 Plan, organise and facilitate online learning | | | |
| 35 | Planned, organised and facilitated synchronous (live online) sessions for groups of learners. | <input type="checkbox"/> | <input type="checkbox"/> |
| 36 | Planned, organised and facilitated different asynchronous online learning activities for at least one (1) group of learners. | <input type="checkbox"/> | <input type="checkbox"/> |
| TAEASS404 Assess competence in an online environment | | | |
| 37 | Assessed learners online using an asynchronous assessment process against a nationally recognised entire or partial unit of competency. | <input type="checkbox"/> | <input type="checkbox"/> |
| 38 | Assessed learners online using a synchronous assessment process against a nationally recognised entire or partial unit of competency. | <input type="checkbox"/> | <input type="checkbox"/> |
| 39 | Reviewed the online assessment process and identified opportunities for improvement. | <input type="checkbox"/> | <input type="checkbox"/> |

References

| | | Yes | No |
|----|---|--------------------------|--------------------------|
| 40 | Can I nominate one (1) or more credible referees who: <ul style="list-style-type: none"> can verify evidence I provide for each TAE40122 unit is or are willing to be contacted by the RPL assessor, if needed? | <input type="checkbox"/> | <input type="checkbox"/> |

end of questionnaire

Interpreting responses

- **If you answered ‘yes’ to all questions** RPL might be a good option for you.
- **If you answered ‘yes’ to some questions but not all**, you may be eligible to attain some TAE40122 units by RPL and others by training.
- **If you answered ‘no’ to most questions**, training may be a better option for you.

Example of a portfolio for one unit

Before you finalise your decision on whether to proceed with RPL, have a look at the example portfolio that starts on the next page. This example shows the template that we will provide and ask you to complete. We will ask you to do something similar for each TAE40122 unit for which you seek RPL.

In the example we have shown both:

- how you (the candidate) might complete the template, then
- how the assessor might complete the template, after they review your portfolio— in this case you will see that the assessor identified some gaps in the first submission, so contacted the candidate and arranged a live online conversation to fill the gaps.

Sample portfolio (TAEDEL311) (with assessor comments)

Here is an example of how an RPL assessor has filled in the Unit-by-Unit portfolio section of the RPL Application Kit. In this example, the RPL assessor has:

- provided detailed comments about the evidence submitted for a unit, then
- documented the RPL results for that unit. In this case the first result was NYC, so you can see how the final report might look after the candidate has provided more evidence and been deemed competent on their second RPL submission.

This example also shows you the format of the Application Template for each unit.

Introduction

Summary of evidence requirements for this unit

You must provide evidence of having recently provided different work skill instructions to different individuals and a small group on at least 3 different occasions (where each occasion was at least 30 minutes in duration).

Evidence you could provide for this unit includes but is not limited to the following:

- Session plans or learning plans that you followed or personal notes you prepared for each session.
- Copies of procedures or equivalent that you instructed or demonstrated.
- Examples of emails and other correspondence showing how you organised, conducted, or reviewed sessions conducted.
- Video or live demonstration of you providing work skill instruction.
- Documented feedback from learner/s.
- Performance review or other document that shows feedback on your performance.

TAEDEL311—Recent work activities relevant to this unit

Summarise your work experience relevant to this unit—emphasise experience in the past 5 years.

| Candidate Response ↓ | Assessor <u>comments</u> or details of additional <u>evidence</u> ↓ |
|---|--|
| <p>I work in a childcare centre that caters to infants from 6 months old, to school age. I am a senior carer in the 3-5 age group room. About 6 months ago, I started helping new staff with their induction training. The Centre Director holds her Certificate IV in Training and Assessment, and they have helped me build my skills in providing work skill instruction. I teach about 1 session every 2 weeks, or as needed. I teach a mix of administrative skills (e.g. filling in time sheets and other forms), and practical skills (e.g. how to make playdough for a craft activity).</p> | <p>Additional evidence gathered from Blake in a quick phone conversation on 24 September XXXX:</p> <p><i>On some weekends, Blake also delivers CPR courses as a freelance trainer, working for First-Aid-First. Blake has done this for the past 2 years and delivers CPR programs about once a month.</i></p> <p><i>To Blake: Thanks! This helps me understand why I was looking at evidence of having delivered CPR sessions when I thought you worked at a childcare centre.</i></p> |

| | | | |
|--------|--|--|---|
| Result | for TA EDEL311—Recent work activities relevant to this unit (assessor to complete) → | <input checked="" type="checkbox"/> Satisfactory | <input type="checkbox"/> Not yet satisfactory |
|--------|--|--|---|



TAEDEL311—Recent example

Identify one (1) recent situation when you organised, provided and reviewed work skill instruction for an individual or small group. Based on this example:

- describe how and with whom you completed the activities listed in the left column below
- list (and provide) supporting evidence that backs up your descriptions.

| TA EDEL311 | Candidate to complete this column | Assessor to complete this column |
|----------------|--|---|
| Recent example | Answer questions and list supporting evidence provided ↓ | Comments or details of additional evidence collected ↓ |
| 1 | <p>Organised the training (the instruction and demonstration)</p> <ul style="list-style-type: none"> • First, describe the context of the work skill instruction—who you trained, what you trained, where you trained, and why. • Describe how you: | <p>Context of the work skill instruction: Last month, I helped to induct 2 new employees. One thing they needed to learn was how to report incidents that occur in the centre.</p> <p>To identify learner characteristics and needs, I spoke with my supervisor to find out what they knew about the 2</p> |
| | | <p><i>The evidence provided showed that you prepared thoughtfully for your session and considered several perspectives—the workplace perspective (hence your timing of the session when productive work routines could be maintained despite training), the learner perspective and a legislative perspective (with your focus on WHS).</i></p> |

| TAEDEL311 | | Candidate to complete this column | Assessor to complete this column |
|----------------|--|--|---|
| Recent example | | Answer questions and list supporting evidence provided ↓ | Comments or details of additional evidence collected ↓ |
| | <ul style="list-style-type: none"> – identified learner characteristics and learning needs – ensured that the learning environment was safe – prepared a session plan – organised suitable and relevant support materials – communicated the planned work skill instruction to the learners. <p>👉 Ideas for supporting evidence:</p> <ul style="list-style-type: none"> • Documented learner information. • (required) Simple session plan that you prepared. • Task breakdown or documented procedure for the work skill you instructed. • Learning materials you used. • Emails or equivalent showing how you organised the training. | <p>new employees and their needs. I found out that one of the 2 has English as a second language. Although their spoken English is strong, we agreed that I would pay attention to the writing skills needed to fill in forms.</p> <p>To ensure a safe learning environment, we scheduled 30 minutes at the end of the day for the training. At this time of day, several children have gone home, so we can take some staff offline for training and still maintain our carer-to-child ratio. I also checked the room just before training began so I could put away toys and make sure there were no unnecessary trip hazards in the room.</p> <p>For evidence of preparing a session plan and organising materials, see:</p> <ul style="list-style-type: none"> • Attachment 03 – Incident Reporting Procedure for a copy of the work process I trained. • Attachment 04 – Incident Report Form. I taught them how to fill in this form. • Attachment 05 – Personal notes I typed, in preparation for the session. I didn't use a formal session plan template. <p>I work in the same centre as the learners, so I approached them the day before the training to introduce myself and tell them about the training. Later that day, I emailed them to remind them of the training the next day.</p> <p>See Attachment 06 – Training information email to learners.</p> | <p><i>If I could make one suggestion it would be to use a template from your workplace, to format your session plan. Doing this would make it easier for others to understand and follow, if needed.</i></p> |
| 2 | <p>Conducted the training (the instruction and demonstration)</p> <p>Describe how you:</p> | <p>To create a safe and comfortable learning space:</p> <ul style="list-style-type: none"> • I briefly reminded learners of WHS requirements and reassured learners that everything that happened in the training would remain confidential. See | <p><i>Again, a clear and detailed description of the steps you took to provide the work skill instruction.</i></p> <p><i>I was especially impressed by the learning progression you described, where you first discussed how to fill in the</i></p> |

| TAED311 Recent example | Candidate to complete this column | Assessor to complete this column |
|--|---|---|
| | Answer questions and list supporting evidence provided ↓ | Comments or details of additional evidence collected ↓ |
| <ul style="list-style-type: none"> created a safe and comfortable learning space with the learners shared WHS procedures and requirements paced, structured and enhanced the learning applied coaching skills and used communication techniques to engage and instruct learners maintained and adjusted professional relationship with learners provided opportunities for learners to practice. <p> Ideas for supporting evidence:</p> <ul style="list-style-type: none"> Videorecording or live demonstration of your session delivery Video recording of you delivering training Declaration from a third party, confirming work skill instruction sessions you delivered Copies of your work schedule or equivalent, highlighting work skill instruction sessions you have recently delivered. Completed training record—e.g. attendance form Feedback from learners or a supervisor who observed your delivery and provided feedback. | <p>Attachment 05 – Scan of personal notes I made in preparation for the session where you will see that I noted WHS and privacy.</p> <ul style="list-style-type: none"> I asked them questions about what they already knew about reporting incidents in a childcare environment. I learned that this is the first childcare role for both. <p>So, I started from the beginning: we discussed what events constituted an incident, then went through the basic procedure for responding to incidents and reporting them afterwards.</p> <p>Next, I presented 3 scenarios for discussion (see Attachment 07 – Scenario handout).</p> <p>Each scenario described an incident that had occurred, and I asked them to chat about what information should be included in an incident report for each scenario.</p> <p>I asked learners to discuss their thoughts with each other out loud so I could hear what they were thinking, but I tried to stay out of the conversation so they could work things out by themselves.</p> <p>After learners discussed what they should include on each incident report, I gave them feedback about their ideas, then we worked through the first scenario together and we filled in the incident report together.</p> | <p><i>form, next filled in a form together with learners, and then asked learners to fill in an incident form on their own. This step-by-step approach is a strong example of scaffolding.</i></p> <p><i>I also note that in the learner feedback you provided in Attachment 09 (referenced in item 4 below), the learner commented on how welcome you made them feel and how easy you made it for them to understand the learning. I can also use this email as supplementary evidence of your communication and coaching skills.</i></p> |
| <p>3 Checked training performance</p> <p>Describe how you used observation, questioning, feedback and other communication skills to:</p> <ul style="list-style-type: none"> monitor and respond to learner progress support learning. <p> Ideas for supporting evidence:</p> | <p>I led them through the first scenario, then let them work their way through the second scenario on their own.</p> <p>They needed my help with the second scenario but managed the third one without my help.</p> <p>See Attachment 08 – Scan of 2 incident reports completed by one of the learners.</p> | <p><i>See item 2 above.</i></p> |

| TAEDEL311 | | Candidate to complete this column | Assessor to complete this column |
|----------------|---|---|--|
| Recent example | | Answer questions and list supporting evidence provided ↓ | Comments or details of additional evidence collected ↓ |
| | <ul style="list-style-type: none"> • See suggestions for element 2 above. | <p>At the end of the session, learners shared what they had learned, and I confirmed that they knew where to find the incident report templates in our shared drive.</p> | <p>← In this example, the candidate has <u>described</u> how they provided work skill instruction. A stronger form of evidence is to <u>show</u> how you provide work skill instruction—submit a video or (if feasible) invite your assessor to observe you live.</p> |
| 4 | <p>Reviewed training performance</p> <ul style="list-style-type: none"> • Describe how you sought and received feedback from the learners. • Reflect your performance providing work skill instruction and identify strategies to improve. • Describe how you maintained, stored and secured learner records. <p>👉 Ideas for supporting evidence:</p> <ul style="list-style-type: none"> • Documented learner feedback. • Feedback from a supervisor or equivalent. • Record of learning—e.g. attendance and/or outcomes. • Copies of organisational procedures for maintaining and storing learner records. | <p>Reviewed personal training performance:</p> <p>At the end of the session, I asked learners what questions they had. One person asked me where to file the completed incident report form, and I realised I had forgotten to tell them this. I will do this next time.</p> <p>I didn't get written feedback but asked them how they felt about being able to respond to and report an incident; they said they felt comfortable.</p> <p>The next week, one learner sent an email to thank me for the session. See Attachment 09 – Email feedback. <i>What a lovely gesture!</i></p> <p>Recorded training results:</p> <p>In our workplace, we have a training attendance form. On the form there is a comment space which we use to note if any learners need follow-up instruction or coaching. See Attachment 10 – Attendance Form for the session.</p> | <p><i>Thanks Blake.</i></p> <p><i>I appreciated your description of how you reviewed training performance.</i></p> <p><i>I note that you did not provide written feedback from learners and encourage you to gather written feedback for future sessions. That said, the 'thank you' email that you included was useful evidence that authenticated your delivery.</i></p> |

Thanks Blake, this example works nicely to show me the start-to-finish process of organising, providing and reviewing work skill instruction. The email from your learner suggests that the work skill instruction you provided was effective in this case.

Result for TAEDEL311—Recent example (assessor to complete) → Satisfactory Not yet satisfactory

TAED311—Evidence of workplace performance

List examples of how you have recently performed the following. Attach supporting evidence that backs up your claims.

| TAED311 Evidence of workplace performance | | Candidate to complete this column | Assessor to complete this column |
|--|--|---|--|
| | | <u>Outline</u> how you did this, and <u>list</u> evidence provided ↓ | Comments or details of additional evidence collected ↓ |
| 1 | <p>Carried out a minimum of 3* work skill instruction sessions of at least 30 minutes duration and involving:</p> <p><i>* You may use your recent example as one of the 3 required work skill instruction sessions.</i></p> <ul style="list-style-type: none"> • a different work skill for each session • delivery of at least 1 session to an individual learner • delivery of at least 1 session to a small group of at least 2 learners. | <p>Session 1 – Small group session</p> <p>See my recent example described above, and Attachments 3-10.</p> <p>Session 2 – Individual session</p> <p>Last week I taught a colleague how to make homemade playdough for use in activities. See:</p> <ul style="list-style-type: none"> • Attachment 11 – Playdough recipe • Attachment 12 – My notes for the session • Attachment 13 – Screenshot from our LMS showing a record of the learning and its results. <p>Session 3 – Small group session</p> <p>Last month I delivered a CPR recertification session for a group of 5 people. See:</p> <ul style="list-style-type: none"> • Attachment 14 – Session plan provided by First-Aid-First • Attachment 15 – Attendance record • Attachment 16 – Participant feedback forms. | <div style="border: 2px solid orange; padding: 10px; margin-bottom: 10px;"> <p>Here is an example of how the RPL assessor could use this column to record details and comments about evidence provided in the first submission and then additional evidence provided in the second submission. Writers of this RPL Kit placed the most recent comments at the top of the cell. ↓</p> </div> <p>03 October XXXX</p> <p><i>Summary of verbal evidence provided by Blake in a 10-minute live online conversation earlier today:</i></p> <ul style="list-style-type: none"> • Detailed information about when and where Blake delivered the session—Blake provided all information effortlessly and was not referring to notes; the information provided was consistent with the record of the learning and session notes. • Photograph—after our meeting Blake emailed me a photograph of Blake with the learner, standing behind the playdough that the learner had just made. The photograph is taken in a child-minding room and the learner is smiling. The photo is time stamped. <p>25 September XXXX</p> <ul style="list-style-type: none"> • <i>Session 1 – sufficient evidence provided. See comments about the recent example provided above.</i> • <i>Session 2 – there is sufficient evidence of planning. The screenshot from the LMS shows the completed</i> |

| TAEDEL311 | | Candidate to complete this column | Assessor to complete this column |
|-----------------------------------|--|--|--|
| Evidence of workplace performance | | Outline how you did this, and list evidence provided ↓ | Comments or details of additional evidence collected ↓ |
| | | | <p><i>record of learning but does not confirm that you provided the work skill instruction.</i></p> <ul style="list-style-type: none"> • <i>Session 3 – sufficient evidence provided. Learner feedback forms were written on an organisational feedback form, and all referenced you as the trainer, so I could use these forms as evidence to verify that you delivered this training.</i> |

Result

for TAEDEL311—Evidence of workplace performance (assessor to complete) →

 Satisfactory Not yet satisfactory

This is the result after submission 2 ↑ – the result for the first submission would have been ‘not yet satisfactory.’


TAEDEL311—Knowledge evidence

For each knowledge evidence item listed in the left column below, choose one (1) of 2 options:

- Option 1 – describe your understanding of the concept and how you use this understanding to perform the work activity covered in the unit
- Option 2 – refer your assessor to evidence previously provided, that demonstrates your understanding and use of the concept.

| TAEDEL311 | | Candidate to complete this column | Assessor to complete this column |
|--------------------|---|--|--|
| Knowledge evidence | | Show your <u>understanding</u> and <u>use</u> of these concepts ↓ | Comments or details of additional evidence collected ↓ |
| 1 | Organisational procedures for gathering feedback from learners on work skill instruction. | I used the organisation’s professional development procedure that includes the use of a feedback form. At the end of each session, I gave the learners a feedback form for them to complete about the work skill sessions. | <i>Blake, I assume that when you refer to ‘my organisation’ you meant First-Aid-First. It seemed that you gathered feedback informally when delivering sessions at the childcare centre, but your evidence for Session 2 in the performance evidence clearly showed use of an organisational form.</i> |
| 2 | Learner characteristics and needs | Refer to my description of how I identified learner characteristics and needs in items 1 and 2 of the recent example. | <i>Thanks Blake! Your description provides sufficient evidence.</i> |

| TAEDEL311 Knowledge evidence | | Candidate to complete this column | Assessor to complete this column |
|---------------------------------|---|--|---|
| | | Show your <u>understanding</u> and <u>use</u> of these concepts ↓ | Comments or details of additional evidence collected ↓ |
| 3 | <p>Explain the purpose of the following information included in a plan for work skill instruction:</p> <ul style="list-style-type: none"> ● session plan, consisting of: <ul style="list-style-type: none"> – session objectives – content to be covered – delivery approach to be used ● task breakdown ● timing. | <p>When I run CPR programs, First-Aid-First (the organisation I work for) has prescribed training content that I must cover.</p> <p>When training staff at work, I write my own plans. I make sure everything I teach meets the National Quality Framework: http://www.acecqa.gov.au/national-quality-framework</p> <p>A session plan outlines how to provide work skill instruction—for First-Aid-First, we use plans to ensure that different trainers deliver the sessions in similar ways.</p> <p>Writing my own session plans helps me to organise my thoughts and ensure I am well-prepared for delivery.</p> <p>The purpose of a task breakdown is to confirm the key steps in performing the work skill that I need to train and help me make sure I am teaching the right procedure:</p> <ul style="list-style-type: none"> ● in my CPR programs we use a unit of competency as the task breakdown ● when I deliver training in the childcare centre, our documented procedures work as the task breakdown. | <p><i>Thanks Blake. I appreciated your description of the purpose of these documents. See my previous comments recommending that you type your session plans and store these in the It's For the Kids Daycare's hard drive.</i></p> |
| 4 | <p>Sources, availability and content of suitable support materials.</p> | <p>First-Aid-First has a password-protected intranet site for their accredited trainers. From this site we download workbooks, session plans, and assessment materials.</p> <p>When I train staff in childcare, the ACECQA website has loads of materials that I can download and use.</p> | <p><i>Assessor may replace this text with their response.</i></p> <div style="border: 2px solid orange; padding: 5px; margin-top: 10px;"> <p>Tip from the writers of this kit – this (↑) is the text that appears in the RPL template. Assessors may not add comments for all items.</p> </div> |
| 5 | <p>Training facilitation and coaching techniques to support adult learning relevant to work skill instruction, and when to use them.</p> | <p>I find asking questions first works well. I find out what they like and don't like, then I can modify to suit.</p> <p>Since I do a lot of demonstration, I find it works best if I stand beside the person and demonstrate step-by-step.</p> | <p><i>You describe 2 effective techniques here. I think it's always a good idea to stay close the first time a learner tries to perform a work activity—this is important to</i></p> |

| TAEDEL311 Knowledge evidence | | Candidate to complete this column | Assessor to complete this column |
|---------------------------------|--|---|--|
| | | Show your <u>understanding</u> and <u>use</u> of these concepts ↓ | Comments or details of additional evidence collected ↓ |
| | | Then I let them try it. When they try it for the first time, I stay close. | <i>maintain safety, so I encourage you to continue this practice.</i> |
| 6 | <p>Overview of adult learning principles and their application to work skill instruction.</p> <div style="border: 1px solid orange; padding: 5px;"> <p>To the assessor: It is appropriate for the candidate to refer you to other sections of their portfolio where they have provided the required evidence, provided it shows that the candidate <u>both</u>:</p> <ol style="list-style-type: none"> 1. understands the concept/s listed 2. has used the concept/s to perform the work activity described in the unit. → </div> | <p>To see my understanding of adult learning principles, see my portfolio for TAEDEL411 Facilitate vocational training:</p> <ul style="list-style-type: none"> • KE item 5—learning theories and adult principles relevant to the learning cohort, and their application to the facilitation of individual and group-based vocational training. <p>One way I apply adult learning principles in work skill instruction is to keep learners actively involved at all times, by asking questions first. See my response to question 5 above for details.</p> | <p><i>Thanks Blake. This was a good strategy to refer me to your TAEDEL411 portfolio.</i></p> <p><i>The apply paragraph was also helpful. For all knowledge evidence items, candidates must demonstrate that they both understand the concept (which you showed in your TAEDEL411 portfolio) and that you can use the concept when performing the work activity. For this reason, the apply paragraph was useful evidence of your ability to use your knowledge to provide work skill instruction.</i></p> |
| 7 | Key steps for practising self-reflection on own work skill instruction to identify opportunities for improvement. | I keep a journal where I reflect on my skills in delivering work skill instructions. I list what I do well and what I need to improve. I also review and reflect on feedback from the learners. I adjust how I deliver work skill instructions based on these reflections. | <i>Thanks Blake.</i> |
| 8 | Sources of assistance relating to contextualising support materials to the workplace. | In addition to ACECQA website and First-Aid-First resources, I get assistance to contextualise support materials from other staff and my manager in my workplace. |  |
| 9 | <p>Work health and safety (WHS) issues in the learning environment, including:</p> <ul style="list-style-type: none"> • roles and responsibilities of key personnel • responsibilities of learners • WHS policies and procedures, including those relating to: <ul style="list-style-type: none"> – hazard and risk identification | <p>See my portfolio for TAEDEL412 Facilitate workplace-based learning:</p> <ul style="list-style-type: none"> • KE item 14—WHS relating to the work role. | <i>Thanks Blake. Again, information in your TAEDEL412 portfolio provided sufficient evidence here. Your response to TAEDEL412 covered both understanding and use of WHS requirements when training in the workplace so the response for TAEDEL412 also provided evidence relevant to this unit.</i> |

| TAEDEL311 | Candidate to complete this column | Assessor to complete this column |
|--|---|--|
| Knowledge evidence | Show your <u>understanding</u> and <u>use</u> of these concepts ↓ | Comments or details of additional evidence collected ↓ |
| <ul style="list-style-type: none"> – safe use of equipment and emergency procedures • risk controls for the specific learning environment. | | |

Result for TAEDEL311—Knowledge evidence (assessor to complete) → Satisfactory Not yet satisfactory

TAEDEL311—Third party verification

Name one (1) third party referee who can verify the authenticity of evidence you submit for this unit and who can add additional information about your work relevant to this unit, if needed. Your assessor may contact this referee with questions about your portfolio.

| | | | |
|--|------------------------------------|--------------|---|
| Full name of referee | Stevie Supervisor | | |
| Where they work | It's For the Kids Daycare | | |
| Relationship to you (e.g. current supervisor) | My immediate supervisor | | |
| How long have you known this referee? | Four years | | |
| Referee contact details | Daytime phone (mobile preferred) → | 0000 000 000 | Email → ssupervisor@itsforthekidsdaycare.com.au |

Result for Unit code—third party verification (assessor to complete) → Satisfactory Not yet satisfactory

TAEDEL311—Foundation skills**Assessor to complete**

Did the evidence show candidate use of foundation skills at levels that met standards of performance expected in the workplace, including:

| | | | | |
|-----|----------------------------------|---|--|---|
| FS1 | Reading | <ul style="list-style-type: none"> Sources and interprets processes and procedures, support materials, and information relevant to providing work instruction | <input checked="" type="checkbox"/> Satisfactory | <input type="checkbox"/> Not yet satisfactory |
| FS2 | Writing | <ul style="list-style-type: none"> Completes required workplace documentation using appropriate language and format | <input checked="" type="checkbox"/> Satisfactory | <input type="checkbox"/> Not yet satisfactory |
| FS3 | Oral communication | <ul style="list-style-type: none"> Uses communication techniques to build rapport, monitor progress and provide feedback to learners | <input checked="" type="checkbox"/> Satisfactory | <input type="checkbox"/> Not yet satisfactory |
| FS4 | Numeracy | <ul style="list-style-type: none"> Interprets and uses scheduling and sequencing information, and estimates time | <input checked="" type="checkbox"/> Satisfactory | <input type="checkbox"/> Not yet satisfactory |
| FS5 | Initiative and enterprise | <ul style="list-style-type: none"> Asks questions to clarify understanding, and to provide and seek feedback | <input checked="" type="checkbox"/> Satisfactory | <input type="checkbox"/> Not yet satisfactory |
| FS6 | Initiative and enterprise | <ul style="list-style-type: none"> Identifies and responds to potential risks, problems and opportunities for improvement and considers options for different approaches | <input checked="" type="checkbox"/> Satisfactory | <input type="checkbox"/> Not yet satisfactory |
| FS7 | Planning and organising | <ul style="list-style-type: none"> Organises and completes work according to defined requirements, taking responsibility for some decisions and sequencing tasks to achieve efficient outcomes | <input checked="" type="checkbox"/> Satisfactory | <input type="checkbox"/> Not yet satisfactory |
| FS8 | Teamwork | <ul style="list-style-type: none"> Builds rapport and establishes productive working relationships to achieve learning outcomes | <input checked="" type="checkbox"/> Satisfactory | <input type="checkbox"/> Not yet satisfactory |

Competency outcome for TAEDEL311**Assessor to complete**

| | |
|---------------------------|--|
| Candidate name | Blake Brilliant |
| Unit of competency | TAEDEL311 Provide work skill instruction |
| Assessor name | Sam Lee |

Competent Not yet competent

| | |
|---------------------------|---|
| Assessor comments | <p>Submission 2: 03 October XXXX</p> <p>Thanks for taking the time to meet online earlier today, Blake. In our 10-minute conversation, you easily answered my questions about how you delivered sessions 1 and 2:</p> <ul style="list-style-type: none"> • Your effortless responses verified the authenticity of your written descriptions of how you delivered these sessions. • Through our conversation, you also demonstrated the oral communication skills needed to provide work skill instruction—you provided information clearly and concisely, and you asked and answered open questions in a manner that would be effective when coaching learners. <p>I now have sufficient evidence to assign a competent result. Well done! Kind regards, Sam Lee.</p> <p>Submission 1: 25 September XXXX</p> <p>Blake, you should feel proud of this portfolio. The quality of the evidence provided meets the competency criteria, and often exceeds the minimum standard. I identified minor gaps in evidence that I am confident can easily be met. I need just 2 more things from you to do this:</p> <ol style="list-style-type: none"> 1. Evidence to authenticate your delivery of Session 2 (described in the Evidence of Workplace Performance section). 2. Evidence of oral communication skills used to provide work skill instruction. After reviewing the balance of the evidence you provided, I found insufficient evidence of your ability to use oral communication skills—including coaching and facilitation skills—in the provision of work skill instruction. For session 1 you provided a strong, detailed description of what you did, and submitted the ‘thank you’ email from one learner. For session 3 you provided scans of handwritten feedback forms from all learners—their comments inferred that you had used strong oral communication skills when delivering the session. I could not find evidence that you delivered session 2. Therefore, on balance, I require more direct evidence of your oral communication skills needed to provide work skill instruction, before signing you off. <p>Recommended action plan</p> <p>I suggest one of 2 options. Please let me know your preference by 02 October XXXX.</p> <ul style="list-style-type: none"> • Option 1 – provide a video recording of you providing work skill instruction. If you have a video recording of you delivering Session 2 that you describe in the Evidence of Workplace Performance section, please just send me this. Or... • Option 2 – I suggest a short live online conversation where I can ask you some questions about how you delivered the sessions, focusing on session 2. Your responses to these questions will authenticate your delivery of these sessions and our conversation will demonstrate your oral communication skills needed to provide work skill instruction. <p>Please email me as soon as feasible, and by 02 October XXXX to let me know your preferred option, or with questions.</p> <p>Kind regards, Sam Lee.</p> |
| Date assessment completed | 03 October XXXX. |

end of example

Next steps



If you decide to proceed with RPL

1. Contact us to finalise enrolment.
2. Once enrolled, we will send you the Application Template (MS Word) and you can get started compiling your portfolio.



If you decide not to proceed with RPL

Contact us to discuss alternative options. Options may include:

- enrol in RPL for some TAE40122 units and in training for other units
- enrol in training for all units.



If you are still unsure

Contact us and we will be happy to help you decide the best option for you.

end of document