



**TAE40116**  
**Certificate IV in Training and Assessment**  
**Recognition of Prior Learning (RPL)**  
**Self-Assessment Checklist**  
**FULL COURSE**





### **Advice to students:**

RPL is Recognition of Prior Learning, and is often called RCC (Recognition of Current Competency).

RPL (Recognition of Prior Learning) is a form of assessment that recognises skills and knowledge gained through:

- formal training conducted by industry or education
- work experience
- life experience

The main principle of RPL focuses on the **outcomes** rather than **how, when or where** the learning occurred. It gives you credit for skills and knowledge acquired at work and at home, or through clubs, hobbies and other activities.

For example, if you are a trainer and have delivered training from a training package or accredited course, you will already have evidence that you can submit as part of an RPL claim. RPL is a way of gaining credit for what you have already done, which may reduce the amount of time you spend studying.

Keep in mind though that RPL is still a formal process – instead of submitting assessment tasks to your assessor, you need to submit evidence of what you have done – last week, last month, last year. It is not good enough to just say “I have done it.” You need to supply evidence.

So, what type of evidence can you provide? It is varied and can include many things – a past qualification, a CV, a job description, a third-party report, files and documents, observations conducted in the workplace by a qualified assessor, or a face to face interview with your IVET assessor.

Keep in mind that RPL is not always the quicker pathway, but does allow you to provide evidence of things that you have already done. You can also only submit an RPL claim for an entire unit, not part of it, so make sure that you can complete the whole unit by RPL before proceeding. Talk to your assessor as they may be able to give you some help and suggest things that you can do to complete your RPL claim for a unit.

### **The process:**

1. Complete the self-evaluation checklist that follows. This will give you an idea of the evidence that you will need to supply. If you tick “Yes” for most of the items, then an RPL pathway is one that you should consider. If you tick “No” for most of the items, then a face-to-face course is one that you should consider.
2. If you wish to proceed by RPL, contact your assessor to notify them.
3. You will then be sent the complete RPL Kit



## SELF-EVALUATION TOOL

This self-evaluation tool is only designed to help you make the decision as to whether you pursue an RPL pathway or a face-to-face training program pathway. This self-evaluation tool is not part of the RPL process, and will not provide the evidence needed for an RPL submission. This self-evaluation tool does not need to be submitted to your assessor, although if you do, they can then talk to you about the options that are available to you, and advise you as to whether an RPL pathway is appropriate. It is therefore important that you are honest in your own self-appraisal. Saying you can provide the evidence when you may not be able to do so may mean that you enrol in an RPL pathway that ultimately may not be successful.

| <b>TAEASS401 Plan assessment activities and processes</b>  | <b>NO</b> | <b>YES</b> | <b>I HAVE EVIDENCE</b> |
|--|-----------|------------|------------------------|
| I have completed an assessment plan  |           |            |                        |
| I have completed assessment plans for five different units   |           |            |                        |
| I have contextualised units to make them relevant to my student  |           |            |                        |
| I have incorporated reasonable adjustment strategies into my assessment plans                                    |           |            |                        |
| I have developed assessment instruments for each assessment plan   |           |            |                        |
| <b>TAEASS402 Assess competence</b>   |           |            |                        |
| I have assessed five students against one or more VET units of competency  |           |            |                        |
| I have conducted one or more RPL assessments   |           |            |                        |
| I have made a reasonable adjustment for one or more students   |           |            |                        |
| <b>TAEASS403 Participate in assessment validation</b>  |           |            |                        |
| I have participated in at least three validation meetings  |           |            |                        |
| I have documented the findings of the validation meetings  |           |            |                        |
| <b>TAEASS502 Design and develop assessment tools</b>   |           |            |                        |
| I have developed at least three assessment tools with different methods that address one unit of competency each |           |            |                        |
| I have validated the tools to make sure they meet the principles of assessment and rules of evidence             |           |            |                        |
| I have developed tools for different contexts and different occasions  |           |            |                        |
| I have trialed, reviewed and amended the tools   |           |            |                        |
| <b>TAEDEL401 Plan, organise and deliver group-based learning</b>   |           |            |                        |
| I have delivered at least one one-hour training session  |           |            |                        |
| I have delivered at least two 40-minute training sessions  |           |            |                        |
| I have delivered a training session to 8 or more students  |           |            |                        |
| I have responded to individual student needs   |           |            |                        |
| I have used resources and support personnel to deliver inclusive training  |           |            |                        |
| <b>TAEDEL402 Plan, organise and facilitate learning in the workplace</b>   |           |            |                        |
| I have prepared at least two work-based learning programs  |           |            |                        |
| I have facilitated at least two work-based learning programs   |           |            |                        |
| I have identified the need for learning  |           |            |                        |
| I have analysed the work environment   |           |            |                        |
| I have conducted at least two facilitation sessions to two individuals which meets the training need             |           |            |                        |
| I have demonstrated communication skills and flexibility in the delivery of the sessions                         |           |            |                        |



| <b>TAEDES401 Design and develop learning programs</b>   |  |  |
|---|--|--|
| I have designed, developed and reviewed VET learning programs   |  |  |
| I have developed at least one learning programs based on a competency standard or accredited course                     |  |  |
| I have developed a second different learning program  |  |  |
| <b>TAEDES402 Use training packages and accredited courses to meet client needs</b>                                      |  |  |
| I have analysed a training package and/or accredited course   |  |  |
| I understand the components of a training package / accredited course   |  |  |
| I have analysed two training specifications (such as qualifications, etc.) which meet the training needs of my students |  |  |
| <b>TAELLN411 Address adult language, literacy and numeracy skills</b>   |  |  |
| I have used tools to identify the LLN skill requirements of a training specification                                    |  |  |
| I have used a variety of sources to assess the current LLN level of at least two students                               |  |  |
| I have identified sources of support for students that require assistance   |  |  |
| I have come up with a list of learning strategies to address the needs of LLN students                                  |  |  |
| I have come up with a list of assessment strategies to address the needs of LLN students                                |  |  |
| I have customised learning materials to address the LLN requirements of at least two students                           |  |  |
| I have customised learning materials to address the LLN requirements of at least two students                           |  |  |
| I have used advice from LLN specialists to assist me  |  |  |
| I have used and reviewed at least two learning strategies to address the LLN needs of students                          |  |  |
| I have used and reviewed at least two assessment strategies to address the LLN needs of students                        |  |  |
| I have looked at ways that I can improve my own training and assessment practices                                       |  |  |
| <b>BSBCMM401 Make a presentation</b>  |  |  |
| I have prepared and delivered presentations that are within my area of expertise  |  |  |
| I use effective presentation strategies   |  |  |
| I use effective communication techniques  |  |  |
| I use materials, aids and equipment to assist in the delivery of presentations  |  |  |
| I have reviewed the way I deliver presentations and have made changes to the way they are delivered to improve them     |  |  |