



# **Recognition of prior learning guide (extract)**

for

**Certificate IV in Training & Assessment  
(TAA40104)**

PO Box 513 Balcatta WA 6914  
Unit 9 / 17 Foley Street Balcatta WA 6021  
Tel: (08) 9344 4088 • Fax: (08) 9344 4188  
[www.aamctraining.edu.au](http://www.aamctraining.edu.au)

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AAMC has developed this RPL process for experienced practitioners, who wish to complete their Certificate IV in Training & Assessment (TAA40104).

This RPL process is not designed for those new to the industry.

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Last updated: October 2009

## Introduction

Welcome to the assessment process for the recognition of current competence in ***TAA40104 Certificate IV in Training & Assessment***.

This tool is designed to assist you prepare for assessment in any of the following 12 'Core' and 2 'Elective' units of competency (a total of 14 units):

### ***Core units***

- TAAENV401B Work effectively in vocational education and training
- TAAENV402B Foster and promote an inclusive learning culture
- TAAENV403B Ensure a healthy and safe learning environment
- TAADES401B Use Training Packages to meet client needs
- TAADES402B Design and develop learning programs
- TAADEL401B Plan and organise group-based delivery
- TAADEL404B Facilitate work-based learning
- TAADEL403B Facilitate individual learning
- TAAASS401C Plan and organise assessment
- TAAASS402C Assess competence
- TAAASS403B Develop assessment tools
- TAAASS404B Participate in assessment validation.

### ***Elective units***

- TAADEL301C Provide training through instruction and demonstration of work skills
- TAADEL402B facilitate group based learning.

A Statement of Attainment will be issued for each of the above competencies against which you are assessed as being competent. If you meet the requirements in full (assessed competent for the 14 abovementioned units of competency), you will be awarded the Certificate IV in Training and Assessment.

In the event that you are assessed as not yet competent against any of the performance criteria (and therefore, element of competence) you will be given an opportunity to resubmit further evidence for consideration without payment of any additional fee. This may involve submission of evidence such as further documentation, completion of a take home assignment, provision of a report from your supervisor or evidence of satisfactory completion of training, for example.



## Competency assessment methods

Assessment of your competence will be undertaken using a variety of methods and evidence, including:

- The development and assessment of a **Curriculum Vitae** which details your relevant experience
- **Supporting statements** from supervisors, customers and colleagues
- Provision of relevant **workplace documentation**
- Provision of evidence of **prior training** in a relevant area
- Workplace observation
- Demonstration
- A **one-on-one interview** with a qualified assessor
- Completion of individual or group based **assignments**.

A combination of all the assessment methods can be used to ensure that you are given every possible opportunity to provide sufficient evidence to demonstrate your current competence. Your assessor will discuss with you the method(s) best suited to your experience and background. (**Please note:** Not all forms of assessment are required for each unit of competence.)

Your assessment will be conducted by an assessor with the minimum qualifications of a Certificate IV in Training and Assessment and relevant qualifications in the competencies to be assessed. The assessor will be available to provide support, guidance and advice throughout the assessment process.

## Evidence guide (extract)

The following evidence guide provides details of requirements against assessment method.

### ***Curriculum Vitae***

You are required to submit a Curriculum Vitae (CV) that demonstrates and details your relevant work experience. One of the rules of evidence is that it should be current. Therefore, you should focus mainly on your experience over the **last five years**. Anything over 10 years ago will not be assessed.

It is recommended that you use the template (Attachment A) to guide you in developing your CV, as it has been structured to reflect the relevant units of competencies. You may also wish to refer to the performance criteria of the competencies to assist you in ensuring that all of your relevant experience and skill are detailed in your CV.

When completing your CV you will be required to list the relevant positions you have held as well as a brief description of the duties. You should provide sufficient detail on your workplace experience as well as other jobs and tasks you may have performed.

A qualified assessor will assess your CV against the performance criteria of the competencies for which you are applying. The assessor will ensure that you are given the opportunity to address any significant gaps against the performance criteria at the one-on-one interview.

### ***Supporting Statements***

A valuable form of evidence for RPL/RCC of competencies is supporting statements. Supporting Statements can be obtained from those who are familiar with your work and can verify your competence against some or all of the performance criteria. You may need to consider a variety of third parties to ensure that the widest possible ranges of performance criteria are addressed.

These supporters can include:

- Supervisors (past and present);
- Customers, clients and end-users;
- Workplace colleagues; and/or
- Suppliers/contractors etc.



Attachment B provides lift out pro-formas you can give to supporters and includes information, instructions and space for comments. Prior to handing them to supporters you should:

- insert your name in the space provided at the beginning of the pro-forma;
- tick the boxes for the competencies for which you are applying for recognition; and
- cross out/delete the performance criteria for which you are **not** seeking assessment.

To minimise the effort required by the supporter, you may also wish to cross out/delete criteria for which they would have no knowledge of your competence.

You should note that the instructions advise third party supporters that they should only comment on criteria where they have directly witnessed you performing competently. Therefore, you should not expect them to make assumptions about your competence. Do not pressure a third party observer to sign a supporting statement if she/he has not had the chance to observe you in action. Remember that there will be plenty of other opportunities for you to demonstrate your competence

### ***Workplace Documents***

You may have access to documents from your workplace that illustrates your claims to competence in particular areas. If you wish to provide your assessor with documents to consider as evidence, please ensure that you give us copies only (not originals). You should also consider any security or confidentiality issues with your documentation.

Each document must be clearly labelled with the following information:

- Details of the competency against which you think the document provides evidence;
- A brief statement (no more than one paragraph per document and less if possible) explaining why you think the document is relevant; and
- A statement outlining your exact role in the production of the document. For example were you the author? A joint author? Prepared the draft? Authorised the release of the document? Signatory to the document?

### ***Prior Training***

To assist in the assessment, you are asked to provide copies of any relevant training courses, copies of training certificates or details of training completed in the past 10 years.

### ***Assessment Interview***

Your assessment interview will be either face-to-face (or by telephone link, skype, etc). The interview should take approximately 30 to 60 minutes. The interview will provide an opportunity for both you and the assessor to clarify any ambiguous or unclear evidence, and to add extra examples to illustrate your competence.

Questions posed at the assessment interview will be individually tailored to clarify information in your supporting documentation or address gaps in your competency levels. Questions may relate directly to your experience in the workplace but may also include scenario based questions as an opportunity for you to demonstrate your skills and knowledge.

You may bring a support person with you to the interview if you wish, for example a colleague, friend or employee representative. Be aware that this person is not allowed to answer questions for you, but may prompt you to remember examples from your experience or assist you to be calm and present to your best advantage.

### ***Workplace Observation***

Your assessor may want to directly observe you performing relevant functions and activities in your workplace. Any observations will be made at mutually convenient times. Your assessor may make notes and/or ask questions.

### ***Demonstration***

At AAMC Training Group, we believe that demonstration is the best evidence. This approach allows you to focus your attention and effort in demonstrating your competence through realistic simulation of workplace scenarios. Your assessor will discuss the applicability and suitability of a demonstration workshop, and if required, a demonstration workshop will be arranged. In some situations, individual demonstrations can also be arranged.

### ***Group/Individual Assignments***

All assignments are workplace tasks to be completed over a period of time. They are usually needed only if there are gaps in your competency evidence that cannot be satisfactorily addressed by some other method.



## Mutual recognition

In the training industry, **mutual recognition** is the term used to describe the recognition of qualifications and Statements of Attainment achieved through other registered training organisations (RTOs). It involves an application and sign-off process with the new RTO.

Please note 'codes' of the units of competency on the certificates from other RTOs must be the same as the 'codes' in the course for which the individual wants to gain recognition. If the codes are different, then the individual must go through the RPL process (see RPL process). RPL is different to mutual recognition.

### How mutual recognition works

Mutual recognition is a direct exemption for any further learning or assessment process for the unit of competency.

If you are interested in mutual recognition you will need to complete a mutual recognition application form identifying the specific units of competency that you already have.

AAMC Training Group's Director of Learning will review your application and contact you to discuss your application.

#### ***How are you assessed?***

Through the provision of your certificate.

#### ***What is the timeframe for mutual recognition?***

Mutual recognition will be completed within a day.

#### ***What is the cost of mutual recognition?***

There is no charge for mutual recognition.

### Feedback

AAMC Training Group is committed to continuous improvement and is keen to receive feedback from students regarding our assessment processes. A student evaluation form will be provided. We appreciate the time you take to provide this feedback.

## Company policies concerning assessment

You can access our key company policies at [www.aamctraining.edu.au](http://www.aamctraining.edu.au) or by phoning 1800 66 2262 and requesting a copy. Policies that may be of interest to you are:

- Grievance Policy
- Appeals Policy
- Complaints Policy
- Access and Equity Policy
- Privacy Policy
- Disciplinary Matters Policy

Your assessor will sign a confidentiality agreement if requested. Be assured that your confidential information will be treated carefully and respectfully.



## ATTACHMENT A - CV TEMPLATE (EXAMPLE ONLY)

### Curriculum Vitae Template

**Name:**

**Address:**

**Phone:**

**Email:**

**Work experience:**

*(Repeat this section for as many relevant positions as you have held)*

**Organisation:**

**Position held:**

**Dates:**

**Brief description of duties:**

EXAMPLE

## Describe in detail your experience in the following areas.

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### Duties and experience with:

Working effectively in vocational education and training

- Working within the vocational education and training policy framework
- Working within the training and/or assessment organisation's quality framework
- Managing work and work relationships
- Demonstrating a client-focused approach to work

Fostering and promoting an inclusive learning culture

- Practising inclusivity
- Promoting and responding to diversity
- Developing and implementing work strategies to support inclusivity
- Promoting a culture of learning
- Monitoring and improving work practices

Ensuring a healthy and safe learning environment

- Identify OHS responsibilities
- Identifying hazards in the learning environment
- Assessing risks in the learning environment
- Developing and implementing actions to ensure the health and safety and welfare of learners and/or candidates
- Providing appropriate OHS requirements to learners and/or candidates
- Monitoring OHS arrangements in the learning environment

Using Training Packages to meet client needs

- Defining the basis for using Training Package/s and accredited courses
- Analysing and interpreting the qualifications framework
- Analysing and interpreting competency standards and accredited modules for client application/s
- Contextualising competency standards and accredited courses for client application/s
- Analysing and interpreting assessment guidelines for client application
- Use Training Package/s and accredited courses at an integrated tool for client application



#### Designing and developing learning programs

- Defining the parameters of the learning program in consultation with the client/s
- Generating options for designing the learning program
- Developing the learning program content
- Designing the structure of the learning program
- Reviewing the learning program

#### Planning and organising group-based delivery

- Interpreting the learning environment and delivery requirements
- Preparing session plans
- Preparing resources needed for delivery

#### Facilitating work-based learning

- Establishing an effective work environment for learning
- Developing a work-based learning pathway
- Implementing the work-based learning pathway
- Monitoring learning and addressing barriers to effective participation
- Reviewing the effectiveness of the work-based learning pathway

#### Facilitating individual learning

- Identifying individual learning facilitation requirements
- Establishing the learning/facilitation relationship
- Maintaining and developing the learning/facilitation relationship
- Closing and evaluating the learning/facilitation relationship

#### Planning and organising assessment

- Determining focus of assessment
- Preparing the assessment plan
- Contextualising and reviewing assessment plan
- Organising assessment arrangements

#### Assessing competence

- Establishing and maintaining the assessment environment
- Gathering quality evidence
- Supporting the candidate
- Making the assessment decision

- Recording and reporting the assessment decision
- Reviewing the assessment process

#### Developing assessment tools

- Determining the focus of the assessment tool
- Determining assessment tool needs
- Designing and developing assessment tools
- Reviewing and trialling assessment tools

#### Participating in assessment validation

- Preparing for validation
- Contributing to validation process
- Contributing to validation outcomes

#### Providing training through instruction and demonstration of work skills

- Organising instruction and demonstration
- Conducting instruction and demonstration
- Checking training performance

#### Facilitating group based learning

- Establishing an environment conducive to group learning
- Delivery and facilitating training session
- Demonstrating effective facilitation skills
- Supporting and monitoring learning
- Reviewing and evaluating effectiveness of delivery.



## ATTACHMENT B – SUPPORTING STATEMENT PRO-FORMAS

### Supporting Statement Pro-forma (EXTRACT)

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..... (insert candidate's name) is applying for recognition of current competence in the following competencies:

- TAAENV401B Work effectively in vocational education and training
- TAAENV402B Foster and promote an inclusive learning culture
- TAAENV403B Ensure a healthy and safe learning environment
- TAADES401B Use Training Packages to meet client needs
- TAADES402B Design and develop learning programs
- TAADEL401B Plan and organise group-based delivery
- TAADEL404B Facilitate work-based learning
- TAADEL403B Facilitate individual learning
- TAAASS401C Plan and organise assessment
- TAAASS402C Assess competence
- TAAASS403B Develop assessment tools
- TAAASS404B Participate in assessment validation
- TAADEL301C Provide training through instruction and demonstration of work skills
- TAADEL402B Facilitate group based learning

#### INFORMATION FOR PEOPLE PROVIDING SUPPORTING STATEMENTS

The candidate is seeking a Supporting Statement from you as part of the evidence they are compiling in order to complete the requirements for a vocational education qualification. You are requested to review the following performance criteria and where you have **directly witnessed** the candidate's work as meeting these criteria, notate the criterion as 'Yes' and provide relevant comments.

If you have not directly witnessed this performance, please notate the criterion accordingly (by ticking 'No') even if you believe or suspect the candidate may have the relevant skills and/or experience. Please be honest in your responses and do not feel pressured to sign off competencies that you have not observed or do not feel that the candidate has demonstrated. The candidate has other avenues of evidencing this competence (e.g. other supporting statements, in their CV, at interview and in a demonstration workshop) and the assessors need to be able to rely on the validity of your statements to make an accurate assessment.

If the candidate has asked you to provide a supporting statement for more than one competency you may notice some very similar or even identical performance criteria from one competency to the next. In this instance feel free to cross-reference any comments rather than repeating them.

If you have any queries or problems with completing the supporting statement please contact AAMC Training Group on 1800 66 2262.

Once completed you may return the supporting statements to AAMC Training Group. You may also give them to the candidate if you prefer. These statements may prompt an information performance discussion if appropriate.

**Supporting Statement**

TAAENV401B Work effectively in vocational education and training

EXAMPLE



Name of candidate			
Name of person providing this statement			
Position/relationship to candidate eg colleague, supervisor, client			
How long have you known the candidate?			
<i>As part of the assessment for the unit of competence listed above, we are seeking evidence to support a judgement about the candidate's competence. As part of the process for gathering evidence of competence, we are seeking reports from supervisors, colleagues, clients and other people who work closely with the candidate. We would like you to complete this report. We value your contribution and ask that you answer the questions honestly. The candidate will have other opportunities to demonstrate their competence if you feel unable to comment.</i>			
<b>Does the candidate consistently meet your Department's performance standards for:</b>	<b>Yes</b>	<b>No</b>	<b>Not Sure</b>
<b>Work within the vocational education and training policy framework</b>			
Relevant national vocational education and training policies and frameworks are accessed, analysed and applied to guide work practices and responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Key vocational education and training and stakeholders are identified and accessed to inform and update work practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Commonwealth and state/territory legislation and guidelines are accessed and used to ensure work practices comply with policy requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sources of information and advice on vocational education and training policy and operating context are accessed on a regular basis and changes are noted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunities are taken up to contribute to vocational education and training organisational policy developments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocational education and training terminology is used to communicate effectively within the sector	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Work within the training and/or assessment organisation's quality framework</b>			
Relevant organisational documentation is accessed and used to inform, support and guide work roles and responsibilities			
Work is conducted in accordance with the training and/or assessment organisation's quality assurance strategies, processes, policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethical and legal responsibilities are adhered to in work practices			
Work is undertaken in accordance with prevailing industrial and employee relations systems and practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feedback and advice on work quality is actively sought from colleagues and clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Manage work and work relationships</b>			
Work is planned, prioritised and organised to achieve agreed and expected outcomes			
Workloads are assessed and guidance/support is sought from relevant personnel where work issues arise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relevant technological skills are used to enhance work outcomes			
Work is undertaken in a collaborative manner with colleagues through sharing of information and ideas and working together on work outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feedback on managing work and professional relationships is obtained from clients and colleagues and is evaluated and acted upon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Demonstrate a client-focused approach to work</b>			
Clients and their needs and expectations form the basis for developing effective work practices and outcomes, within operational limits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective communication strategies are developed and utilised to establish and maintain client relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Processes for evaluating and improving client satisfaction are developed and built into work practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Signature.....	Date .....
Please provide some comments to support your responses: ..... ..... ..... ..... ..... .....	

EXAMPLE

