Recognition of Prior Learning (RPL) evidence
TAE50216 Diploma of Training Design and Development

This document suggests evidence suitable to be submitted in support of an RPL application for the TAE50216 qualification. You are to provide all evidence requested via email to rpl@plenty.edu.au. Please submit all evidence for each unit (e.g. TAEASS501) in separate emails ensuring your subject heading is identical to the unit title.

When submitting your evidence, please ensure it is from the **present or very recent past**. This generally means it needs to be from within the past 2-3 years.

If you require further clarification on any information below, please contact your assessor directly cc'ing rpl@plenty.edu.au.

Please provide:

Core Units	Requirement	Evidence examples
TAEASS502	Develop three assessment tools that support different assessment methods and address at least one unit of competency each. Each tool must: Include instruments for collecting evidence, reflecting principles of assessment and rules of evidence and related instructions to the assessor/s and candidates. Show how contextual needs of different environments are addressed Trial and review the assessment tools, including any proposed changes	Three complete assessment tools you have designed and developed for one full unit of competency each. Each tool should include: assessment tasks (instruments), candidate's instructions for use, assessor instructions, and marking guide e.g. including model answers and mapping to the unit of competency. Evidence of trials may include: emails, minutes of meetings, validation reports, marked up copies of tools. Report on trial examples may include: emails, formal reports, notes used for verbal report, minutes of meetings, version control register showing changes.
TAEDES501	Prepare and present two learning strategies designed by candidate with differentiated design structures in each. These are to reflect specific requirements of the qualification or skill set and client needs and contexts of application.	Two training and assessment strategy (TAS) documents
	Documented continuous improvement review and outcomes	Validation reports Minutes from moderation meetings.
TAEDES502	Research, design and develop two print-based resources	Resources you have created such as handouts and power points
	Consult with client, research and document findings	Minutes of staff meetings where you discussed designing learning resources. Emails and different versions of the same document which have undergone changes would also be relevant. Completed designs for the two resources
	Completed development of one resource including review and trial of resource, final print-based resource and candidates specific role in development process	An outline of how you have done this in the past will suffice

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Core Units	Requirement	Evidence examples
TAEDES505	Evaluate a training program against workforce performance needs and capability requirements. Produce an evaluation report addressing all phases of the evaluation process Critically review the evaluation process and approaches taken and propose changes to the improvement process	You could use validation reports or minutes of moderation meetings
TAETAS501	Research, conduct and provide advice through a Training Needs Analysis (TNA) Prepare two TNAs for one organisation Document relevant support evidence for the TNAs	Supply copies of completed TNAs

Elective Units	Evidence of:	Required Evidence
TAEASS501	undertaking the assessment of at least **20** individual candidates, against **at least one unit of competency**	Assessment reports or screenshots from your student management system showing the outcome (competent or not competent) of 20 candidates against one unit of competency.
	assessing against a total of at least **50 units** of competency from training packages or accredited courses. This total may be made up of combinations of candidates and units that add up to 50	Assessment reports or screenshots from your student management system showing the outcome (competent or not competent) of a total of 50 unit of competency outcomes.
	accurately documenting the outcomes of all assessments undertaken	Examples of evidence could include assessment reports. May also be supported by third party
	leading the assessment of a group or team of assessors, consisting of at least **three** individuals, and demonstrating how that leadership has led to improved processes and outcomes	Examples of evidence could include position description, minutes of meetings, reports on assessment team, processes and/or outcomes, statistics on assessment (eg resubmission numbers, analysis of feedback from students) May also be supported by third party report
TAEASS503	leading at least one validation process	Evidence can include validation process documentation, validation reports for at least one validation
	providing support to other assessors, including modelling good assessment and validation practice	Evidence can include correspondence to other assessors, reports, validation reports

Elective Units	Evidence of:	Required Evidence
	contributing positively to the work of assessors and others involved in carrying out assessments and validation	Evidence can include validation reports, assessment records, continuous improvement register, correspondence documents between assessors and others
	taking responsibility for initiating, organising and facilitating assessment validation on at least three occasions	Evidence can include validation reports, validation meeting minutes, email correspondence, for at least three validation occasions
	using outcomes of validation to improve assessment practice	Evidence can include validation reports inclusive of recommendations, continuous improvement register
TAEDEL501	facilitating one complete e-learning program, providing detail about: • how learner needs were identified • the e-learning delivery plan • protocols for the learning environment • support mechanisms available to learners • at least two examples of organising and facilitating a minimum of two e-learning activities covering diverse e-learning environments • how the program was monitored and reviewed	Evidence includes: One complete e-Learning program, snapshots from the LMS, feedback reviews, copy of strategy used, copies of email communication, continuous improvement register Protocols for learning environment and support mechanisms (may be student handbook, induction emails, student instructions) At least two examples of organising and facilitating a minimum of two e-learning activities covering diverse e-learning environments
TAEDEL502	conducting a minimum of 100 hours group facilitation	Evidence must clearly state your name as the trainer. Ensure there are dates and times on the documents that you submit which give a clear indication of the hours which you have taught. It is also advisable to have the RTO logo and the course names clearly stated on these documents.
	collecting feedback from at least two peers and 10 learners and evidence of reflection of this feedback Analyse feedback from a range of sources	Submit student feedback forms and peer review forms and describe how you incorporated this information into your training development and delivery.
TAEDES503	to research, design and develop two e-learning resources that reflect client needs and the contexts of application, including: • documented evidence of consultation, research and findings • completed designs for the two resources	Evidence required: Two e-learning resources that include evidence of designing, consultation, research and findings
	completed development of one resource, with documented evidence of: • a review and trial of the resource, including user feedback and how this	One e-Learning resource that includes review and trial of the resource, feedback, role you played in the development of the resource

Elective Units	Evidence of:	Required Evidence
	impacted on the development of the resource • the final e-learning resource, either complete, or in part, or a sample • the candidate's specific role in the development process	
TAEPDD501	Modelling appropriate professional techniques and strategies Enhancing own professional development plan	Copy of your own personal PD plan
	Identify, locate and use, current and credible references to inform professional practice	Copies of research and sources used to inform professional practice
	Identify three critical incidents related to the role as teacher/trainer, and document actions, and reflections on these incidents by making links to relevant theories	Descriptions of events with significant impact on one's professional learning as a trainer or assessor (ie how they challenged existing methods, beliefs, values, attitudes or behaviour).
	Networking and using technology to gain information and other support	Evidence includes copies of participation in online discussions and networking forums
	Participating in professional development activities and maintain currency of skills and knowledge in the vocational education and training (VET) sector as well as vocational area	Copies of PD course completion certificates for both VET and vocational areas
	Documenting, reflecting and discussing with peer's evidence of: • feedback from at least 10 hours of facilitation practice • interviews with assessors covering at least the assessment of 10 candidates enrolled in VET programs	Submit peer training review forms or manager performance appraisals (need to cover at least 10 hours of facilitation) Evidence could include copies of moderation or validation meetings covering assessment of at least 10 candidates Describe how you incorporated this information into developing training and assessment practice.
TAELLN411	Determine core LLN issues (reading, writing, speaking, listening, numeracy and learning) in vocational training and assessment practice on at least two different occasions	Provide evidence that includes: • documentation of the use of the ACSF to determine LLN level of training • documentation of the use of validated tools or other sources to determine the ACSF level of LLN of learner group • documentation setting out activities, resources and individual learning plans for a learner • third-party/specialist advice and observations of the candidate with a range of learners • Reviews of own practice and learning and assessment strategies
	Customise and use at least two learning resources to address LLN requirements	Resources for example could include learner's guides, workbooks, handouts, Powerpoints, checklists, templates

Elective Units	Evidence of:	Required Evidence
TAELLN501	Determined LLN levels using validated tools, including those based on the ACSF (Australian Core Skills Framework), for at least 5 learners	Completed validated tools with analysis for at least five learners
	determined of the requirements of training based on the ACSF	Unit or training LLN analysis reports referencing ACSF levels and benchmarks
	Planned training and assessment incorporating LLN support strategies relevant to at least two different learners or groups of learners, in response to ACSF assessment and learner's goals	Evidence of planning might include training plans, emails documenting strategies, adjusted training and assessment resources
	Reviewed your own strategy and strategies of others, used to support LLN Lead others to extend practice	Evidence might include performance appraisals and staff training records, minutes of development meetings
	Current resume / CV	Current resume/CV Include position descriptions for training and assessing roles held over the last 2-3 years.
	Performance appraisals (if required)	Most recent performance appraisals