

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

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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](mailto:rpl@plenty.edu.au). Please submit all evidence for each unit (e.g. TAEDES501) 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](mailto:rpl@plenty.edu.au).

**Please provide:**

Core Units	Requirement	Evidence examples
<b>TAEASS502</b>	Develop three assessment tools that support different assessment methods and address at least one unit of competency each. Each tool must:	Three completed assessment tools you have designed and developed.
	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	Evidence of trials may include: emails, minutes of meetings, validation reports, marked up copies of tools.
	Trial and review the assessment tools, including any proposed changes	Report on trial examples may include: emails, formal reports, notes used for verbal report, minutes of meetings, version control register showing changes.
<b>TAEDES501</b>	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 that you have designed and developed.
	Documented continuous improvement review and outcomes	Validation reports Minutes from moderation meetings.
<b>TAEDES502</b>	Research, design and develop two print-based resources	Two learning resources you have created such as handouts and power points

Core Units	Requirement	Evidence examples
	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, which can be completed as an email or in a Word/pdf document.
<b>TAEDES505</b>	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 or training program review reports, and  Discuss the evaluation process in an evaluation report that addresses all phases of the evaluation process e.g. what learning program you evaluated, why your learning program was being evaluated, the process you undertook to evaluate your learning program, and the outcomes/recommendations of the evaluation
<b>TAETAS501</b>	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 2 completed TNAs for one or more organisations

Elective Units	Evidence of:	Required Evidence
<b>TAEASS501</b>	Assess at least 20 candidates against at least one unit of competency	Assessment reports that clearly demonstrate you are the assessor. These assessment reports need to show Competent or Not Competent decisions, or
	Assessing at least 50 units of competency from a training package or accredited course and accurately documenting the outcomes (this total may be made up of combinations of candidates and units that add up to 50)	Screenshots from your student management system that clearly demonstrate you are the assessor. These screenshots need to show Competent or Not Competent decisions.
	accurately documenting the outcomes of all assessments undertaken	Examples of evidence could include assessment reports. May also be supported by third party

Elective Units	Evidence of:	Required Evidence
	Lead at least 3 individuals in an assessment group and demonstrating improved processes and outcomes as a result of your leadership	<p>Minutes of validation meetings, or Minutes of moderation meetings, and</p> <p>A copy of your professional development plan for your 3 individuals in an assessor group to demonstrate how their skills and experience are being developed.</p>
	Undertake a critical review of assessment processes and approaches taken in these assessments and proposed changes for improvement of the processes and the outcomes	Validation reports could be appropriate
TAEASS503	leading at least one validation process	Evidence can include validation process documentation, validation reports for at least one validation. This evidence must demonstrate you have lead this validation
	providing support to other assessors, including modelling good assessment and validation practice	Evidence can include correspondence to other assessors, reports, validation reports
	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 <b>one complete</b> e-learning program, providing detail about: <ul style="list-style-type: none"> <li>• how learner needs were identified</li> <li>• the e-learning delivery plan</li> <li>• protocols for the learning environment</li> <li>• support mechanisms available to learners</li> <li>• at least two examples of organising and facilitating a minimum of two e-learning activities covering diverse e-learning environments</li> </ul>	<p>Evidence includes:</p> <p>One complete e-Learning program, snapshots from the LMS, feedback reviews, copy of strategy used, copies of email communication, continuous improvement register</p> <p>Protocols for learning environment and support mechanisms (may be student handbook, induction emails, student instructions)</p> <p>At least <b>two</b> examples of organising and facilitating a minimum of two e-learning activities covering diverse e-</p>

Elective Units	Evidence of:	Required Evidence
	<ul style="list-style-type: none"> <li>how the program was monitored and reviewed</li> </ul>	<p>learning environments</p>
<p><b>TAEDEL502</b></p>	<p>Conduct a minimum of 100 hours of group facilitation</p>	<p>Evidence must clearly state your name as the trainer.</p> <p>Ensure there are dates and times on the documents that you submit which give a clear indication of the hours which you have taught.</p> <p>You must have the RTO logo and the course names clearly stated on these documents.</p>
	<p>Collect feedback from observers of at least two (2) peers and 10 learners</p> <p>Evidence of reflection on this feedback</p>	<p>Submit student feedback forms and peer review forms and describe how you incorporated this information into your training development and delivery.</p>
	<p>Analyse feedback from a range of sources</p>	
<p><b>TAEDES503</b></p>	<p>research, design and develop two e-learning resources that reflect client needs and the contexts of application, including:</p> <ul style="list-style-type: none"> <li>documented evidence of consultation, research and findings</li> <li>completed designs for the two resources</li> </ul>	<p>Evidence required:</p> <p>Two e-learning resources that include evidence of designing, consultation, research and findings</p>
	<p>completed development of one resource, with documented evidence of:</p> <ul style="list-style-type: none"> <li>a review and trial of the resource, including user feedback and how this impacted on the development of the resource</li> <li>the final e-learning resource, either complete, or in part, or a sample</li> <li>the candidate's specific role in the development process</li> </ul>	<p>One e-Learning resource that includes review and trial of the resource, feedback, the role you played in the development of the resource</p>
<p><b>TAEPPDD501</b></p>	<p>Modelling appropriate professional techniques and strategies</p>	<p>Copy of your own personal PD plan</p>

Elective Units	Evidence of:	Required Evidence
	Enhancing own professional development 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 (i.e. how they challenged existing methods, beliefs, values, attitudes or behavior).
	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 peers evidence of: <ul style="list-style-type: none"> <li>• feedback from at least 10 hours of facilitation practice</li> <li>• interviews with assessors covering at least the assessment of 10 candidates enrolled in VET programs</li> </ul>	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  Evidence of interviews with assessors covering at least the assessment of 10 candidates enrolled in VET programs  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: <ul style="list-style-type: none"> <li>• documentation of the use of the ACSF to determine LLN level of training, which must cover all 5 core skills (learning, reading, writing, oral communication and numeracy)</li> <li>• documentation of the use of validated tools or other sources to determine the ACSF level of LLN of learner group</li> <li>• documentation setting out activities, resources and individual learning plans for a learner</li> <li>• third-party/specialist advice and observations of the candidate with a range of learners</li> <li>• Reviews of own practice and learning</li> </ul>

Elective Units	Evidence of:	Required Evidence
		and assessment strategies
<b>TAELLN501</b>	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
	Determining language, literacy and numeracy (LLN) levels using validated tools, including those based on the Australian Core Skills Framework (ACSF), for at least 5 learners	Completed validated tools with analysis for at least five learners, which must cover all 5 core skills (learning, reading, writing, oral communication and numeracy)
	Determining the requirements of training, based on the ACSF	Unit or training LLN analysis reports referencing ACSF levels and benchmarks
	Planning training and assessment that incorporates LLN support strategies relevant to at least two different learners, or groups of learners, in response the ACSF assessment and learners' goals	Evidence of planning might include training plans, emails documenting strategies, adjusted training and assessment resources
<b>All</b>	Review own strategy, and strategies of others, used to support LLN  Leading others to extend practice	Evidence might include performance appraisals and staff training records, minutes of development meetings, and should demonstrate both reviewing your own LLN strategy, and the LLN strategies of others
<b>All</b>	Current resume / CV	Include position descriptions for the training and assessing roles held over the past 2-3 years.
<b>All</b>	Performance appraisals	Most recent performance appraisals