



Australian Government

**Assessment Requirements for TAEASS514
Develop and implement plans for
recognition of prior learning**

Release: 1

Assessment Requirements for TAEASS514 Develop and implement plans for recognition of prior learning

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is not equivalent to TAEASS504 Develop and implement recognition strategies.

Performance Evidence

The individual must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- plan and develop at least 1 recognition of prior learning (RPL) kit to fully address the requirements of 3 nationally recognised units of competency at AQF 3 level or above from a nationally recognised training package or accredited course
- use the above kit to assess at least 3 different candidates against the units of competency in the plan.

In the course of the above, the individual must:

- follow the instructions for the assessor in the prepared RPL assessment kit
- comply with the principles of assessment, rules of evidence, and organisational procedures
- adjust any mapping documents for alternative evidence collected where required according to organisational procedures.

Knowledge Evidence

The individual must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- vocational education and training (VET) regulatory requirements for recognition-based assessment, including:
 - assessor requirements, including qualifications and currency
 - principles of assessment
 - rules of evidence
 - privacy and confidentiality requirements of candidates

- portfolios of evidence, including pictures, documents and other evidence relating to candidate skills, knowledge and experience
- mapping of evidence collected
- RPL assessment system policies and procedures, including organisational requirements for:
 - preparing candidates and employers for the RPL process for assessment
 - applying reasonable adjustment where applicable
 - contextualising assessments to allow for alternative evidence
 - support systems relating to RPL process
 - gathering, organising and recording RPL assessment evidence
 - applying the principles of assessment
 - applying the rules of evidence
 - making and recording assessment judgements
 - communicating assessment judgements and feedback to the candidate
- practices and methods that promote assessor-led RPL practices, including:
 - providing candidates and employers with information on their roles in an assessor-led RPL process
 - determining the availability of alternative evidence sources
- key content of customised recognition plan, including:
 - goals of assessor-led RPL process for candidate
 - risks associated with collecting evidence for RPL process described in performance evidence
 - scheduled milestones
 - assigned tasks
 - allocated resources
- key features and contents of recognition-based assessment tools:
 - advisory information that:
 - includes context and conditions of assessment
 - explains organisational procedures
 - guides candidate to make informed choices about recognition services and outcomes
 - tasks to be administered to the candidate
 - evidence to be gathered
 - evidence criteria
 - mapping against units of competency
- processes for interpreting nationally recognised units of competency and other related assessment information to determine the evidence needed to demonstrate competency
- types of evidence relevant to RPL, including workplace settings
- assessment methods, including suitability for gathering RPL evidence, suitability for nationally recognised unit of competency content, and associated assessment instruments:
 - product-based methods

- workplace evidence gathering including the provision of or employer templates for evidence gathering and policies and procedures
- questioning as part of professional conversations, including about workplace practices
- evidence from other parties
- dimensions of competency and procedures for incorporating into recognition-based assessment tools
- target group characteristics and the implications for assessment
- principles and practices relevant to the design and development of recognition-based assessment tools.

Assessment Conditions

Skills in this unit must be demonstrated in a real or simulated vocational education and training environment.

This includes access to:

- applicants requiring a recognition service relevant to their vocational expertise
- experienced VET assessors
- assessment system
- current and valid RPL assessment process and tools.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>