TAEASS514 Develop and implement plans for recognition of prior learning

Release: 1

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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.

Application

This unit describes the skills and knowledge required to develop and implement a customised recognition plan that may be used for recognition of prior learning (RPL) leading to completion of training products that are nationally recognised. It requires the ability to follow organisational approaches to prepare information and advice on recognition, and to identify evidence-gathering opportunities.

The unit applies to experienced vocational education and training (VET) assessors who work under limited supervision and undertake assessor-led, customised recognition-based assessment for an organisation.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Assessment

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine candidate recognition needs	1.1 Consult with individual candidate applying for recognition services and identify assessment needs and overview of candidate's existing skills, knowledge and experience 1.2 Explain nature and scope of the assessor-led RPL process, evidence requirements and assessor support to be provided, and confirm candidate understanding

ELEMENTS	PERFORMANCE CRITERIA
	1.3 Inform candidate of expected roles of candidate, employer and assessors in collection of evidence for the RPL, and confirm understanding
	1.4 Discuss candidate's suitability for an RPL option and confirm candidate decision to proceed
	1.5 Record decision regarding candidate suitability for recognition according to organisational procedures and VET regulatory requirements
2. Develop customised recognition plan	2.1 Consult with candidate to identify evidence candidate can provide to meet requirements of nationally recognised training product/s
	2.2 Determine opportunities for clustering products, where evidence provided supports more than 1 training product
	2.3 Identify and interpret nationally recognised training products to be used as the basis for recognition and map to agreed evidence that candidate will provide
	2.4 Identify and document requirements of nationally recognised training product/s that can be met by available evidence and gaps in required evidence
	2.5 Document mapping adjustments required for alternative evidence and additional tasks for candidate to complete in order to meet evidence requirements of training products
	2.6 Discuss mapping outcomes and agree additional required evidence with candidate
	2.7 Determine requirements for reports from other parties, and the other evidence that must be supplied to validate those reports
3. Prepare RPL kit for applicant	3.1 Set out options for collecting required evidence that meet the criteria of nationally recognised units of competency and assessment instruments and reflect candidate needs and skills, knowledge and experience
	3.2 Develop evidence guides and templates in consultation with assessors who undertake recognition assessments
	3.3 Document plain English exemplars and evidence checklists to support candidate in their application for recognition
	3.4 Identify and record required support for candidate and any employer/s
	3.5 Ensure that recognition tools are validated by peers and industry
	3.6 Finalise agreed, tailored and validated RPL assessment kit and seek required approval
4. Collect RPL evidence	4.1 Provide advice to facilitate collection of evidence

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ELEMENTS	PERFORMANCE CRITERIA
	4.2 Confirm that required support for candidate and any employer/s is in place
	4.3 Monitor the evidence collection process to ensure that the rules of evidence are met and candidate privacy and confidentiality are maintained
5. Make and record assessment judgement	5.1 Review collected evidence, confirm the rules of evidence and principles of assessment are met
	5.2 Make assessment judgement based on the evidence collected to support the candidate's competence
	5.3 Advise candidates of assessment outcome and provide guidance to candidates where competence is not achieved
	5.4 Discuss gap assessments and potential active learning projects on the job where relevant with candidate and any required employers
	5.5 Record outcome of recognition process and feedback provided to candidate according to organisational procedures

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Digital literacy	• Uses main features and functions of digital tools and electronic applications required in own role in a range of contexts to access and exchange information, including voice to text recording
Reading	• Sources, interprets and analyses procedures and assessment documentation
Writing	• Develops documentation relevant to the RPL assessment process, using language and format that suits audience and context
Oral communication	• Provides advice and articulates ideas and judgements
Initiative and enterprise	• Interacts with candidates to build rapport and enable two-way communication that supports an assessor-led RPL assessment process
Planning and organising	• Organises work according to defined requirements, taking responsibility for decisions regarding the interpretation and the format of information
Problem solving	• Uses systematic, analytical processes in complex, non-routine

Skill	Description
	situations, gathering information, and identifying and evaluating options against agreed criteria • Considers the effectiveness of solutions in terms of how well the solutions met goals and seeks to improve a future response
Self management	• Recognises and follows procedures and meets expectations associated with own role

Unit Mapping Information

Supersedes and is not equivalent to TAEASS504 Develop and implement recognition strategies.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3

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