



Australian Government

TAEASS504 Develop and implement recognition strategies

Release: 1

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Modification History

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Application

This unit describes the skills and knowledge required to develop and implement a recognition strategy that may be used for recognition of current competencies against workplace or industry criteria, or recognition of prior learning (RPL) leading to completion of units of competency or qualifications.

It requires the ability to prepare information and advice on recognition, to identify evidence-gathering opportunities and to evaluate a recognition-based assessment process.

It also requires that all systems and instruments be validated by peers, industry or employers to determine fitness for purpose.

It applies to those who work under limited supervision to develop procedures and documentation for 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

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Determine the purpose and parameters of the recognition process to be applied	1.1 Identify the benchmarks to be used for measurement and recording of the achievement of competence 1.2 Determine efficient and effective means of collecting evidence from individual candidates, organisations and third parties to identify current skill levels and/or prior learning 1.3 Identify the needs of individual candidates who apply for

ELEMENT	PERFORMANCE CRITERIA
	recognition services 1.4 Respect the confidentiality requirements of candidates in relation to recognition processes 1.5 Establish the parameters set by the policies and procedures of the training organisation and NVR/AQTF requirements
2. Analyse the criteria required to meet units of competency and qualifications framework	2.1 Interpret units of competency and assessment requirements, in order to clarify requirements for evidence 2.2 Analyse foundation skills to ensure that information relating to aptitude and workplace learning may be captured as relevant 2.3 Nominate the sources and types of evidence that comply with the rules of evidence and assessment requirements, for each unit of competency 2.4 Construct evidence grids that enable candidates to see that their evidence can be used across several units of competency 2.5 Determine the direct and indirect evidence that is required to meet all components of the standards 2.6 Conduct a risk assessment of different types of evidence that may be put forward and assign controls to ameliorate risks 2.7 Determine the requirements for third party reports and the degree to which other evidence must be supplied to validate these
3. Prepare a recognition package for applicants	3.1 Develop information that meets the needs of organisational managers who need to know how recognition processes will be applied 3.2 Prepare advisory information that can guide candidates to make informed choices about recognition services and outcomes and explain organisational policies and procedures for recognition in terms readily understood by the applicant 3.3 Document the performance requirements for a unit of competency for direct applicant candidates and/or employees in an organisation 3.4 Set out clearly the evidence that must be provided to meet the criteria of units and/or evidence collection tools 3.5 Use elements and performance criteria to develop plain and simple checklists for candidate self-evaluation 3.6 Document exemplars and evidence lists to support candidates in their application for recognition 3.7 Provide advice and support to workplace managers, to facilitate collection of workplace evidence or for preparation of

ELEMENT	PERFORMANCE CRITERIA
	third party reports
4. Monitor the recognition-based assessment for a unit of competency	4.1 Ensure that all recognition tools and systems are validated by peers and industry 4.2 Provide guidance and support to assessors who are engaged in recognition services 4.3 Develop and provide marker's guides, evidence guides and templates in consultation with all assessors who undertake recognition assessments 4.4 Monitor the evidence collection process for a unit of competency to ensure that the rules of evidence are met and risk controls are applied 4.5 Audit decision making in assessment against organisational policies and procedures to ensure that objective and fair decisions are reached 4.6 Monitor feedback provided to the candidate and provide guidance to candidates where full competency against criteria is not met 4.7 Determine the need for gap training and advise candidates, and/or employing organisation, of the requirements to meet full competence against units or qualifications
5. Evaluate the recognition assessment, the procedures and outcomes	5.1 Conduct a review of the advice to candidates and employers 5.2 Review exemplar evidence lists in terms of their applicability and the evidence generated 5.3 Gather and analyse candidate and organisational client feedback as part of a continuous improvement cycle 5.4 Gather feedback from the candidate and/or the employing organisation on recognition services and outcomes 5.5 Review recognition processes, inputs and practice against the organisation's policies and procedures 5.6 Identify changes and enhancements and amend the organisation's policies, procedures and/or the recognition package

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.3, 2.1, 2.2, 3.1, 4.1-4.3, 5.1-5.6	Sources, analyses and interprets relevant policies and procedures, and assessment documentation
Writing	1.1, 1.2, 2.2, 3.2, 3.3, 5.1, 5.2, 5.5, 5.6	Develops assessment documentation relevant to the RPL assessment process, including exemplars and evidence lists, using language and formatting to suit the audience and context
Oral Communication	1.1, 1.3, 3.1	Leads and facilitates communication to source information, provide advice, collect feedback , and articulate ideas and recommendations
Navigate the world of work	5.5	Recognises and follows policies and procedures, and meets expectations associated with own role
Interact with others	3.4, 5.1, 5.3, 5.4	Routinely collaborates to seek broad input into problem-solving and decision-making, and develops strategies to elicit views and ideas
Get the work done	1.3, 2.1, 2.2, 3.1, 4.1, 4.2, 4.3, 5.1, 5.3, 5.5	- Organises work according to defined requirements, taking responsibility for decisions regarding the interpretation and the format of information - Uses systematic, analytical processes in complex, non-routine situations, gathering information, identifying and evaluating options against agreed criteria - Considers the effectiveness of a solution in terms of how well it met goals and seeks to improve a future response

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEASS504 Develop and implement recognition strategies	TAEASS504A Develop and implement recognition strategies	Updated to meet Standards for Training Packages. Incorporates changes to meet current recognition practices of training organisations and lead	Equivalent unit

Code and title current version	Code and title previous version	Comments	Equivalence status
		assessors	

Links

Companion Volume implementation guides are found in VETNet -

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

Assessment Requirements for TAEASS504 Develop and implement recognition strategies

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Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- develop, implement and review one recognition strategy for a group of at least three units of competency, or a qualification for a specified group of candidates
- accurately document:
 - advice to assessors and candidates
 - advice to employers or organisations
 - the recognition tools and validation process used to ensure that the recognition approach meets industry needs, and will be used consistently by assessors in the training organisation
 - the risk management process used to assess the risks of different types of evidence, and the activities put in place to minimise those risks
- critically review an organisation's recognition-based assessment processes:
 - evaluate the approaches taken
 - prepare a report detailing proposed changes to improve both the processes and outcomes.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- recognition-based assessment including:
 - the criteria used in national vocational education and training (VET)
 - the units of competency as the basis of qualifications
 - the principles of recognition and evidence-based assessment
 - techniques commonly used in recognition processes, including candidate self-assessment, competency conversations, workplace assessment tasks, direct observation, third party reporting

- how to interpret competency standards and other related assessment information to determine the evidence required to demonstrate competency including:
 - the components of competency
 - the units of competency and related assessment requirements
 - the organisation's assessment system, policies and procedures
 - different types of recognition approaches and tools
 - the principles of assessment and how they guide assessment, validation and appeals processes
 - assessment validation
 - roles and responsibilities in the recognition process, including workplace health and safety (WHS).

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment, and include access to available recognition tools and documents.

Skills must be demonstrated with real vocational learners.

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

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