

	RPL Assessment Only Pathway Pre-Enrolment Information TAE50211 – Diploma of Training Design and Development	VET Quality Framework Standard 4 (Clause 4.1) Standard 5 (Clause 5.2)	
		Form No:	DOC-RTO-24.9

TAE50211 – Diploma of Training Design and Development

RPL Assessment Only Pathway Information



- QUALIFICATION LEVEL:** Diploma (AQF Level 5)
- TRAINING PACKAGE:** TAE10 – Training and Education
- DURATION:** 12 Months
- PRE-REQUISITES:** Nil (Direct Entry)

The **Diploma of Training Design and Development (TAE50211)** is a nationally-recognised qualification that reflects the roles of training developers and instructional designers who are responsible for analysing training needs and designing training solutions and products to meet workplace capability requirements, and evaluating the effectiveness of training programs. They may have a role in providing guidance and advice to trainers and assessors, promoting innovative practices (e.g. e-learning) and in researching and incorporating best practice in training and assessment into training programs and products.

MODE OF DELIVERY

Studywell College offers the **TAE50211 (Diploma of Training Design and Development)** program through a **Recognition of Prior Learning (RPL) Assessment Only Pathway**, requiring the assembly and submission of quality evidence to demonstrate competency. The RPL process is designed to recognise the substantial skills and sound knowledge of experienced VET practitioners.



Recognition of Prior Learning (RPL) means an assessment process that assesses the competency/s of an individual that may have been acquired through formal, non-formal and informal learning to determine the extent to which that individual meets the requirements specified in the training package or VET accredited courses. (Source: Glossary, Standards for Registered Training Organisations 2015)

The **Studywell College** RPL process is **facilitated completely online** via access to a dedicated Learning Management System, allowing you total control over the time, timing, place and pace at which you develop, finalise and submit your Portfolio of Evidence for assessment. You can enrol in and commence the RPL process at any time, with **twelve (12) months from date of enrolment to complete it**. Unless the submission of insufficient evidence warrants further communication and action, **Studywell College** undertakes to have all RPL applications processed within 20 working days from the date of receipt of the complete, finalised application (in the required format).



As part of the RPL process, you may also be granted exemption for units of competency or modules you have previously completed and can substantiate through production of Australian Qualifications Framework (AQF) Certification Documentation issued by any other Registered Training Organisation (RTO) or AQF authorised issuing organisation. As part of the application process, you must submit Certified copies of the relevant AQF Certification Documentation or authenticated VET transcript/s issued by the Student Identifiers Registrar, together with evidence verifying the currency of competencies for which Credit Transfer is sought.

QUALIFICATION OVERVIEW

The **TAE50211** qualification requires completion of **ten (10) units of competency**, comprising five (5) core units and five (5) elective units. The Core Units that all RPL applicants **MUST** be able to evidence & demonstrate competency in:

- TAEASS502B:** Design and develop assessment tools
- TAEDES501A:** Design and develop learning strategies
- TAEDES502A:** Design and develop learning resources
- TAEDES505A:** Evaluate a training program
- TAETAS501B:** Undertake Organisational Training Needs Analysis

In packaging your qualification for RPL purposes, the remaining five (5) Elective Units:

- **Must include** at least three (3) units from the Listed Elective Units in the TAE50211 Packaging Rules (as detailed below); and
- **May include** two (2) units from any currently endorsed Training Package or VET Accredited Course, being units from a qualification or course at Diploma level or above.

QUALIFICATION OVERVIEW (Continued)

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Full details of the core and listed elective units of competency comprising the **TAE50211** qualification (including the evidence requirements of each unit) are tabled at the end of this overview.



It is important that you carefully review the information provided to:

- ✓ Initially **determine your overall eligibility for pursuing an RPL pathway** with elmoaccredited; and
- ✓ **Identify and nominate the Elective Units** that will complete your enrolment pattern (based on your ability to meet the specified evidencing requirements).

RECOGNITION OF PRIOR LEARNING (RPL) PROCESS

If you believe you have (and can evidence) competence in the ten (10) units of competency comprising the **TAE50211** qualification, you can apply to have it recognised through the **Studywell College** Recognition of Prior Learning (RPL) process. In undertaking this RPL Process, you **MUST**:



Determine your RPL Eligibility

- Carefully review the unit of competency specifications and evidence requirements detailed on pages 4-11 of this document;
- Identify those units you believe you will be able to evidence and demonstrate competency in (i.e. *provide sufficient, valid, current, authentic evidence of the type and quantity specified*);
- Confirm that the number and categories of units of competency for which you are able to produce the required RPL evidence meets the qualification Packaging Rule requirements (i.e. *you are able to provide quality evidence for the correct number and composition of Core and Elective Units comprising the qualification*);
- Complete and sign the **RPL Eligibility Statement** verifying your eligibility to pursue the RPL pathway and identifying your proposed enrolment pattern.



Enrol and Submit your completed RPL Eligibility Statement

- Complete the online enrolment process for the qualification;
- Submit your completed and signed **RPL Eligibility Statement** in the prescribed manner.



Participate in an Initial Interview with elmoaccredited Assessor:

An Studywell College Assessor will arrange and conduct an interview with you at a mutually-agreed time on receipt of your enrolment and RPL Eligibility Statement to verify its contents and to confirm that:

- You are eligible to pursue an RPL Pathway; and
- Your proposed enrolment pattern meets the requirements of the Qualification Packaging Rules.



Candidates will be provided with a fee refund in line with the provisions of the Studywell College Learning Fee Protection and Refund Policy if it is determined that they do not qualify for pursuit of an RPL Pathway.



Assemble and Submit Evidence (per RPL Application Kit guidelines)

Prepare and submit your **Portfolio** of quality evidence.



In compiling your Portfolio, you must ensure that your evidence adheres to the Rules of Evidence, insofar it is:

- ✓ Valid
- ✓ Sufficient
- ✓ Authentic
- ✓ Current



Undertake an RPL Interview (based on evidence submitted)

Your Assessor will arrange and conduct an RPL Interview with you at a mutually-agreed time, which will involve discussing, clarifying and verifying the evidence you have submitted in order to make a final competency decision.



Submit such Additional Evidence as required

In the case of insufficient evidence to make a judgment of competency, your Assessor will ask you to submit such further evidence of the type and quantity required.

RPL CANDIDATE ENROLMENT REQUIREMENTS

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To successfully pursue this **TAE50211** Recognition of Prior Learning (RPL) pathway, you **MUST**:



- Have access to a fully-functional computer / smart device loaded with a web browser (e.g. Internet Explorer, Firefox) and appropriate software applications to read PDF files (e.g. Adobe), produce documents (e.g. Microsoft Word, PowerPoint), and analyse information and data (e.g. Excel); and
- Have access to a computer / smart device with reliable Internet Access; and
- Have a camera on your internet-enabled device; and
- Have a Skype account; and
- Have a current valid email account for online communication and support; and
- Have a telephone and current valid telephone number for communication, support and interviews.

RPL CANDIDATE SUPPORT

Whilst you retain full control over your pace and progress in pursuing the RPL process, you always have access to a dedicated Studywell College Assessor and other support personnel (including a specialist Language, Literacy and Numeracy Practitioner) to provide one-on-one tailored support at all stages of your RPL journey with **Studywell College** – from initial interview through to qualification completion.

Let us know at any stage if you need any assistance whatsoever to help you complete your RPL application. We are here to support you in succeeding. Please contact us for Language, Literacy & Numeracy, and/or other Learning support by: Phone on (02) 8305 4800; or Email at info@studywellcollege.edu.au

ENROLMENTS

For further information or enrolment, please contact:

Studywell College

Phone: 1300 026 163

E-mail: info@studywellcollege.edu.au

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Overview of Core Units and Listed Elective Units

Unit Code	Unit Title	Core / Elective Units (By Qualification)		Unit Descriptor This unit describes the performance outcomes, skills and knowledge required to:	Elements of Competency I am able to produce sufficient, valid, current and authentic evidence that demonstrates my ability to:	Evidence Required to Demonstrate Competency I am able to produce sufficient, valid, current, authentic evidence that verifies that I have:
		TAE50111 DipVET	TAE50211 Dip TDD			
TAEASS501A	Provide advanced assessment practice	Core	Elective	Lead assessment processes among a group or team of assessors within an RTO. It also focuses on continuously improving processes used by the assessor and the assessment team.	<ol style="list-style-type: none"> 1. Develop and extend assessment expertise; 2. Practise assessment; 3. Lead and influence other assessors; 4. Evaluate and improve assessment approaches; 	<ul style="list-style-type: none"> • Undertaken the assessment of at least 20 individual candidates against a total of at least 50 units of competency from training packages or accredited courses • Documented accurately the outcomes of all of the assessments undertaken • Led assessment among a group or team of assessors, consisting of at least five (5) individuals and ensured that leadership has led to improved processes and outcomes • Critically reviewed the assessment processes and approaches taken in these assessments and proposed changes to improve both processes and outcomes.
TAEASS502B	Design and develop assessment tools	Core	Core	Design and develop assessment tools, including tools used in formative, summative and recognition of prior learning (RPL) assessment.	<ol style="list-style-type: none"> 1. Determine focus of the assessment tool; 2. Design assessment tool; 3. Develop assessment tool; 4. Review and trial assessment tool; 	<ul style="list-style-type: none"> • Developed assessment tools that supported different assessment methods and addressed at least three units of competency packaged at different Australian Qualifications Framework (AQF) levels • Developed assessment tools that: <ul style="list-style-type: none"> ○ Included the instruments for collecting evidence, reflecting the principles of assessment and the rules of evidence, and the related instructions to assessor/s and candidates ○ Showed how the contextual needs of different environments were addressed • Reported on the trial and review of the assessment tools, including proposed changes

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Unit Code	Unit Title	Core / Elective Units (By Qualification)		Unit Descriptor This unit describes the performance outcomes, skills and knowledge required to:	Elements of Competency	Evidence Required to Demonstrate Competency
		TAE50111 DipVET	TAE50211 Dip TDD			
TAEDEL502A	Provide advanced facilitation practice	Core	Elective	Provide high level facilitation practices in a vocational education and training context. It also focuses on achieving continuous improvement through reflective practice.	<p>I am able to produce sufficient, valid, current and authentic evidence that demonstrates my ability to:</p> <ol style="list-style-type: none"> 1. Extend facilitation practices; 2. Prepare for complex environments; 3. Prepare for learners with complex needs; 4. Develop learner independence; 5. Reflect on, and improve practice 	<p>I am able to produce sufficient, valid, current, authentic evidence that verifies that I have:</p> <ul style="list-style-type: none"> • Facilitated groups of learners demonstrating: <ul style="list-style-type: none"> ○ The selection and use of different teaching and delivery methods applied in different delivery modes which were relevant and appropriate to different learners and their needs ○ Integration of theory and practice in own performance and in supporting learners to develop competency ○ A variety of strategies to support increased learner independence ○ Documentation of reflective practice and proposed changes to practice • Collected feedback from observers such as supervising teachers/trainers, peers, colleagues, learners or clients • Analysed feedback from a range of sources and reflected on the success of the training delivery as well as own performance. • Conducted a minimum of 100 hours of group facilitation, in addition to evidence of having worked with individual learners or in a different learning context.
TAEDES501A	Design and develop learning strategies	Core	Core	Design, develop and review learning strategies.	<ol style="list-style-type: none"> 1. Determine the parameters of the learning strategy; 2. Develop the framework for the learning strategy; 3. Devise the content and structure of the learning strategy; 4. Review the learning strategy 	<ul style="list-style-type: none"> • Designed a minimum of two examples of learning strategies with differentiated design structures in each that: <ul style="list-style-type: none"> ○ Reflected the specific requirements of the qualification or skill set, and ○ Reflected client needs and contexts of application • Implemented at least one learning strategy • Documented a review which provided outcomes and evidence of continuous improvement

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TAELLN411	Address adult language, literacy and numeracy skills	Core	Elective	Identify language, literacy and numeracy (LLN) skill requirements of training and the work environment, and to use resources and strategies that meet the needs of the learner group.	<p>I am able to produce sufficient, valid, current and authentic evidence that demonstrates my ability to:</p> <ol style="list-style-type: none"> Analyse LLN requirements; Select and use resources and strategies to address LLN skill requirements; Use specialist LLN support where required; Evaluate effectiveness of learning support and assessment strategies in addressing LLN requirements 	<p>I am able to produce sufficient, valid, current, authentic evidence that verifies that I have:</p> <ul style="list-style-type: none"> Used tools to identify the LLN skill requirements (reading, writing, speaking, listening and numeracy) of the training specification and/or assessment process relevant to vocational delivery Used various sources to gather information on the current LLN skills of a learner group Identified available sources of support to address at least two of the identified LLN skill needs of the learner group Customised and used at least two learning resources to address LLN requirements Selected, used and reviewed at least two instructional strategies that directly addressed the identified LLN needs of the learner group Used advice from specialist LLN practitioners to inform practice Selected, used and reviewed at least two assessment strategies that catered for the identified LLN needs of the learner group Determined areas for improvement of own practice.
TAEPDD501A	Maintain and enhance professional practice	Core	Elective	Manage personal professional performance and to take responsibility for professional development in relation to the provision of training and/or assessment services.	<ol style="list-style-type: none"> Model high standards of performance; Determine personal development needs; Collaborate with peers in professional development; Participate in professional development activities; Reflect on and evaluate professional practice; 	<ul style="list-style-type: none"> Modelled appropriate professional techniques and strategies Contributed to own professional development plan Networked and used technology to gain information and other support Participated in professional development activities and maintained currency of skills and knowledge in VET sector as well as vocational area Documented, reflected on and discussed with peers evidence of feedback from at least 10 hours of facilitation practice and interviews with assessors covering at least the assessment of 10 candidates

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Unit Code	Unit Title	Core / Elective Units (By Qualification)		Unit Descriptor This unit describes the performance outcomes, skills and knowledge required to:	Elements of Competency	Evidence Required to Demonstrate Competency
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TAEDES502A	Design and develop learning resources	Elective	Core	Design and develop resources to support the learning process.	<p>I am able to produce sufficient, valid, current and authentic evidence that demonstrates my ability to:</p> <ol style="list-style-type: none"> 1. Research the learning resource requirements; 2. Design the learning resource and plan the content; 3. Develop the learning resource content; 4. Review learning resource prior to implementation; 5. Evaluate the design and development process; 	<p>I am able to produce sufficient, valid, current, authentic evidence that verifies that I have:</p> <ul style="list-style-type: none"> • Researched, designed and developed print based resources that reflected client needs and the contexts of application, including: <ul style="list-style-type: none"> ○ The research and design of two print based resources, with documented evidence of: <ul style="list-style-type: none"> ▪ Consultation, research and findings ▪ Completed designs for the two resources ○ Completed development of one resource with documented evidence of: <ul style="list-style-type: none"> ▪ A review and trial of the resource, including user feedback and how this impacted on the development of the resource ▪ The final print based resource, either complete or in part or sample ▪ The candidate's specific role in the development process.
TAEDES505A	Evaluate a training program	Elective	Core	Evaluate a training program to measure the effectiveness of training in meeting workforce performance needs and capability requirements. In an AQTF context it can contribute to the continuous improvement cycle within an RTO.	<ol style="list-style-type: none"> 1. Plan and prepare evaluation; 2. Collect and collate evaluation data and information for a training program; 3. Analyse evaluation data and information and make conclusions; 4. Report on the conclusions and recommendations of the evaluation; 	<ul style="list-style-type: none"> • Evaluated a training program against workforce performance needs and capability requirements • Produced an evaluation report that addressed all phases of the evaluation process including recommendations on areas for improvement • Critically reviewed the evaluation process and approaches taken and proposed changes to improve the process
TAETAS501B	Undertake	Elective	Core	Undertake a training	<ol style="list-style-type: none"> 1. Identify the organisation's 	<ul style="list-style-type: none"> • Researched, conducted and provided advice through a

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Unit Code	Unit Title	Core / Elective Units (By Qualification)		Unit Descriptor This unit describes the performance outcomes, skills and knowledge required to:	Elements of Competency	Evidence Required to Demonstrate Competency
		TAE50111 DipVET	TAE50211 Dip TDD			
	organisational training needs analysis			needs analysis (TNA) to identify the training and assessment needs of an organisation.	<p>I am able to produce sufficient, valid, current and authentic evidence that demonstrates my ability to:</p> <ol style="list-style-type: none"> needs; Conduct training needs analysis; Provide advice to the organisation; 	<p>I am able to produce sufficient, valid, current, authentic evidence that verifies that I have:</p> <p>training needs analysis</p> <ul style="list-style-type: none"> Prepared at least two training needs analyses for one or more organisations Collected evidence that demonstrated: <ul style="list-style-type: none"> Processes that were used to determine the organisation's needs Details of research methods undertaken to identify suitable training and/or assessment Planning for the training needs analysis Presentations that outlined advice and recommendations
TAEASS503A	Lead assessment validation processes	Elective	Elective	Provide leadership in assessment validation processes.	<ol style="list-style-type: none"> Monitor assessment practice; Coordinate assessment validation activities; 	<ul style="list-style-type: none"> Provided support to other assessors, including modelled good assessment and validation practice Contributed positively to the work of assessors and others involved in carrying out assessments and validation Taken responsibility for initiating, organising and facilitating assessment validation on at least three occasions Used outcomes of validation and appeals to improve assessment practice.
TAEASS504A	Develop and implement recognition strategies	Elective	Elective	Develop and implement a recognition strategy in the context of organisational development. 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 focuses on continuously improving recognition processes within an organisation.	<ol style="list-style-type: none"> Analyse job descriptions and workplace performance measures of an organisation; Determine the range of evidence that can contribute to recognition for a unit of competency; Prepare a recognition package for employees of an organisation; Monitor recognition-based assessment for a unit of competency; Evaluate an organisations recognition-based assessment procedures 	<ul style="list-style-type: none"> Developed, implemented and reviewed two recognition strategies for different unit(s) of competency in an organisational context Documented accurately: <ul style="list-style-type: none"> The advice to assessors and candidates, and The recognition tools and the evaluation instruments for the recognition assessments undertaken Critically reviewed an organisations recognition-based assessment processes: <ul style="list-style-type: none"> Evaluated the approaches taken, and Prepared a report detailing proposed changes to improve both the processes and outcomes.

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Unit Code	Unit Title	Core / Elective Units (By Qualification)		Unit Descriptor This unit describes the performance outcomes, skills and knowledge required to:	Elements of Competency	Evidence Required to Demonstrate Competency
		TAE50111 DipVET	TAE50211 Dip TDD			
TAEDEL501A	Facilitate e-learning	Elective	Elective	Facilitate learning delivered via electronic media.	<ol style="list-style-type: none"> 1. Establish the e-learning environment; 2. Introduce e-learning; 3. Guide and facilitate e-learning; 4. Monitor e-learning; 5. Review e-learning processes; 	<p>I am able to produce sufficient, valid, current and authentic evidence that demonstrates my ability to:</p> <ul style="list-style-type: none"> • Facilitated one complete e-learning program • Organised and facilitated at least two e-learning activities covering diverse e-learning environments, on at least two occasions.
TAEDES503A	Design and develop e-learning resources	Elective	Elective	Design and develop e-learning resources.	<ol style="list-style-type: none"> 1. Determine the scope and research the e-learning resource; 2. Design the e-learning resource; 3. Develop the e-learning resource; 4. Review, trial and evaluate the e-learning process 	<ul style="list-style-type: none"> • Researched, designed and developed e-learning resources that reflected client needs and the contexts of application, including: <ul style="list-style-type: none"> ○ The research and design of two e-learning resources, with documented evidence of: <ul style="list-style-type: none"> ▪ Consultation, research and findings ▪ Completed designs for the two resources ○ Complete development of one resource with documented evidence of: <ul style="list-style-type: none"> ▪ A review and trial of the resource, including user feedback and how this impacted on the development of the resource ▪ The final e-learning resource, either complete or in part or sample ▪ The candidate's specific role in the development process.
TAEDES504A	Research and develop units of competency	Elective	Elective	Research and develop units of competency to address work functions and processes, work roles and work related vocational outcomes.	<ol style="list-style-type: none"> 1. Interpret requirements and research competency area; 2. Draft the unit of competency; 3. Validate the unit of competency; 4. Finalise the unit of competency; 	<ul style="list-style-type: none"> • Researched, planned and drafted three units of competency, with consultation and review processes for each unit • Developed draft units of competency that met format requirements, each with a written report detailing: <ul style="list-style-type: none"> ○ Discussions with the client to clarify the scope and purpose of the unit of competency ○ Research undertaken, including methods and outcomes ○ Consultation process and feedback ○ Changes made to the unit of competency as a result of the consultation process.
TAEICR501A	Work in	Elective	Elective	Work in partnership with	<ol style="list-style-type: none"> 1. Prepare for partnership 	<ul style="list-style-type: none"> • Developed and maintained key aspects of a partnership

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	partnership with industry, enterprises and community groups			industry, enterprises and community groups to provide a range of learning and development services. It covers preparing for the partnership as well as negotiating, implementing, maintaining, evaluating and reviewing the partnership arrangement.	<p>I am able to produce sufficient, valid, current and authentic evidence that demonstrates my ability to:</p> <ol style="list-style-type: none"> 1. with the organisation; 2. Negotiate the partnership; 3. Implement the partnership; 4. Maintain the partnership; 5. Evaluate and review the partnership 	<p>I am able to produce sufficient, valid, current, authentic evidence that verifies that I have:</p> <p>between an RTO and at least one organisation through the stages of:</p> <ul style="list-style-type: none"> o Preparing for a partnership with an organisation o Negotiating the partnership o Implementing the partnership o Maintaining the partnership o Evaluating and reviewing the partnership.
TAELLN501B	Support the development of adult LLN skills	Elective	Elective	Use strategies to support adults to extend their language, literacy and numeracy skills.	<ol style="list-style-type: none"> 1. Analyse the purpose and context for language, literacy and numeracy development; 2. Determine learners' language, literacy and numeracy skill level; 3. Design and apply strategies to develop literacy and numeracy skills; 4. Review strategies 	<ul style="list-style-type: none"> • Determined language, literacy and numeracy levels using tools based on the ACSF for at least ten (10) learners • Selected and applied language, literacy and numeracy support strategies relevant to each learner's context and purpose for at least ten (10) learners • Reviewed applied strategies.
TAERES501A	Apply research to training and assessment practice	Elective	Elective	Undertake research into educational theory and apply this research to improve current training and assessment practice.	<ol style="list-style-type: none"> 1. Prepare research brief relating to training and assessment practice; 2. Conduct research in training and assessment practice; 3. Investigate and apply educational theory to the research; 4. Report on application of educational theory to training and assessment practice; 5. Review entire process; 	<ul style="list-style-type: none"> • Completed at least one research project which included: <ul style="list-style-type: none"> o A research brief including purpose of research, rationale, methodology, research activities, timeframe, resources required and expected outcomes o Wide research into educational theory o Analysis of data in relation to its application to improving current and future training and assessment practice o Recommendations for action to improve current and future training and assessment practice o Criteria to monitor and evaluate new practices based on research • Conducted a review of the research process with recommendations for future research.

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TAESUS501A	Analyse and apply sustainability skills to learning programs	Elective	Elective	Identify explicit and embedded sustainability skills within training packages and accredited courses, and apply requirements to learning programs associated with the development of competence.	<ol style="list-style-type: none"> 1. Research sustainability skill requirements of an industry area; 2. Determine sustainability skills relevant to training; 3. Customise program to incorporate sustainability skills 	<ul style="list-style-type: none"> • Identified sustainability skill issues in at least two different training products • Developed documentation setting out training products and learning strategies that incorporated sustainability skills • Developed outlines of how those sustainability skills were incorporated into training and assessment approaches.
TAESUS502A	Identify and apply current sustainability education principles and practice to learning programs	Elective	Elective	Identify and apply current sustainability education principles and practice to learning and teaching programs.	<ol style="list-style-type: none"> 1. Identify effective learning and teaching principles and practices; 2. Research development of current sustainability education principles and practice; 3. Apply current sustainability education principles and practice to learning program; 	<ul style="list-style-type: none"> • Identified, analysed and documented effective learning and teaching principles and practices from a wide range of sources • Identified and evaluated best practice sustainability education principles, practices and strategies from a wide range of sources (nationally and internationally) and documented their link with effective learning and teaching • Documented the relationship between effective learning and teaching and sustainability education • Developed outlines of how best practice sustainability education principles and practice were incorporated into training and assessment approaches

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