



Focus & scope of the review

Review the Blackwater Projects TAE40122 RPL Assessment Kit in accordance with the requirements of Standard 1.3 and 1.4 of the Standards for Registered Training Organisations 2025 (SRTO 2025).

Review team

Name	Qualifications	Currency / Experience
Ruth Walker (lead)	TAE40110 TAA40104 BSZ40198 TAE50111 TAE50211 BSB51607 Master of Evaluation Uni Melbourne (2024) Diploma of Education Newcastle University (1988) English as a Second Language Method UOW (1990)	28 years' experience working the VET sector including: <ul style="list-style-type: none">ASQA Auditor (Staff and Contract) (2013-2020)Accredited Assessor with the Aged Care Quality and Safety Commission (2022-2023)Consultancy services to RTOs – audit, validation, assessment design, research with RW Consulting (2010-2013) and IAVS (2015-current)Kiama Community College (KCC) RTO Compliance Manager and Manager of TAE and VET Programs (2000-2013), Manager of LLN and CGEA Programs (2008-2013)Trainer and Assessor:<ul style="list-style-type: none">TAE40110 & TAE40116 (2010-2022)TAESS00005 Sustainable Practice Skill Set (2012-2013)22060VIC Vocational Graduate Certificate in Education and Training for Sustainability (2012-2013)TAA40104 (2004-2010)BSZ40198 (2001-2004)

Documents reviewed

- TAE40122 RPL Kit 1 Information v1.3
- TAE40122 RPL Kit 2 Application Template v1.4
- TAE40122 RPL Kit Instructions for Use and Marking Guide v1.4

Key

Throughout this document:

- text in **black font** is the original report written by Ruth Walker of IAVS
- text in **blue font** is the response by Chemène Sinson of Blackwater Projects

This report was first released on 21 January 2026 and finalised on 24 February 2026.

Findings

The RPL Kit is designed to ensure assessment can be conducted in accordance with the principles of assessment and the rules of evidence.

The Application Template includes guidance to ensure assessment can be conducted in accordance with the requirements of the following units of competency from TAE40122:

- *BSBCMM411 Make presentations*
- *TAEASS404 Assess competence in an online environment*
- *TAEASS412 Assess competence*
- *TAEASS413 Participate in assessment validation*
- *TAEDEL311 Provide work skill instruction*
- *TAEDEL405 Plan, organise and facilitate online learning*
- *TAEDEL411 Facilitate vocational training*
- *TAEDEL412 Facilitate workplace-based learning*
- *TAEDES411 Use nationally recognised training products to meet vocational training needs*
- *TAEDES412 Design and develop plans for vocational training*
- *TAELLN422 Use foundation skills resources, strategies and advice*
- *TAEPDD401 Work effectively in the VET sector*

If implemented as directed, this tool should ensure compliance with SRTO 2025 Standard 1.4 and 1.6.

This report makes only one suggestion for improvement concerning assessment of Oral Communication (OC) skills. This is a suggestion only: it is not an indication of non-compliance with the rules of evidence. The current instruments should ensure thorough assessment of OC and the suggestion detailed below may be adopted to strengthen opportunities to collect evidence of OC.

TAE40122 RPL Kit 1 Information

- This document is informative and supports fairness and flexibility in the assessment process.
- The clear advice supports candidates in deciding whether RPL is a suitable assessment pathway for them.
- The completed example of the TAED311 evidence template is a terrific way of ensuring candidates understand the complexity and rigour of the RPL application.

TAE40122 RPL Kit 2 Application Template

- The Application Template provides useful guidance to the candidate and clearly describes how to complete each section of the unit templates. This supports fairness.
- The template for each unit closely reflects the wording of the unit, sometimes simplified where appropriate, and the various requirements of the unit (PE, PC) have been organised in a usable fashion. This approach ensures all aspects of each unit can be addressed in line with the rule of sufficiency. While I would not necessarily recommend this approach to RPL for other qualifications, for TAE40122 this approach, with its close alignment to the unit wording, is very reasonable because the skill of navigating and interpreting units of competency is integral to TAE40122. If candidates are able to interpret the unit requirements, identify and provide suitable evidence and describe their knowledge, then they are demonstrating not only that they have performed these skills in the past, but that they

have current capability in many of the aspects of the ASS, LLN, PDD units and a lot of the common knowledge requirements of DES and DEL units. This supports authenticity and currency and adds to the validity of the workplace evidence provided.

- The knowledge evidence part of each unit template allows flexibility in the response by providing two options to demonstrate their knowledge – one option is to explain the knowledge component and the other option is to refer to previously provided evidence that demonstrates the practical application of the knowledge.
- Many of the units include components of oral communication or ability to collaborate or interact with others. These skills are sometimes only highlighted in the Foundation Skills of the unit and are not necessarily evident in the PC (e.g. TAED411 *Oral Communication: Uses communication techniques to build rapport and explore requirements*). While I agree with the statement (p.14 Application Template), that candidates should not need to provide additional evidence for FS, that FS should be evident within the other evidence, OC is a little special and sometimes quite hidden or can only be assumed by written responses and documents. I note that the Marking Guide (p.10) suggests that oral communication can be assessed during a competency conversation (if conducted) and p. 17 provides advice on how to observe OC within the portfolio evidence. Even so, I feel there is an opportunity to strengthen the assessment of OC:
 - in the Application Kit (p.14) highlight for candidates the need to be alert to OC requirements in the units and specifically reference them in their answers and,
 - in the Marking Guide, give further advice to the assessor to take every opportunity to assess oral communication skills during discussions, interviews, competency conversations and give them sweeping criteria to observe, such as listening, asking questions, exploring options, using persuasive language – a summary of the OC requirements across all the units.

Thank you. I have accepted both suggestions:

1. **On page 14 of the RPL Application Template, I have added more information to the section that explains to candidates, how evidence of foundation skills can be provided.** I have added:
 - A highlighted box asking candidates to pay particular attention to units that require evidence of oral communication skills.
 - Provided an example of how oral communication skill requirements are listed in a unit, then listed examples of how a candidate could demonstrate evidence of using oral communication skills in the relevant context.
2. **In the Instructions for Use and Marking Guide, I have made the following changes to highlight the need for assessors to take every opportunity to assess oral communication skills:**
 - Page 6 – How to administer RPL assessment, Step 6: Added instruction that the assessor should encourage candidates to pay particular attention to unit that require evidence of OC skills and help the candidate identify suitable evidence
 - Page 8 – How to administer RPL assessment, step 9: Used **bold text** to highlight existing information about the need to ensure the portfolio contains sufficient evidence of oral communication skills.
 - Page 10 – Flexible option 1, Include an RPL interview in the RPL assessment process: Added instruction that in such an interview, the assessor should look for evidence of knowledge (provided by the 'content' of each response) and oral communication skills (here I have listed the sweeping criteria to observe, as listed in this report)
 - Pages 18 and 19 – Marking guidelines for each segment of the portfolio, Foundation skills: Enhanced information about how to assess oral communication skills so it includes sweeping criteria to observe and how these may be evidenced.

TAE40122 RPL Kit Instructions for Use and Marking Guide

- This document provides clear and useful advice to the assessor about administering the RPL assessment and how to mark each section. This supports reliability in the assessment process.
- The information about third party verification is thoughtful and I support this approach to third party verification.
- The document provides practical advice and strategies to ensure flexibility in the RPL assessment process.
- The sample marking guide for TAEDEL311 is very useful and models best practice in providing feedback.

End of report.