**Recognition of Prior Learning (RPL) Kit**

**OVERVIEW**

RPL is an assessment process that assesses the competency(s) of an individual that may have been acquired through formal, non-formal and informal learning rather than from specific assessment activities directed by the RTO.

RPL at Southpac is conducted with the same rigor as any other form of assessment and students applying for RPL must submit evidence that demonstrates they have met the requirements of the tasks identified in the elements of the unit/s of competency and demonstrate they are capable of performing these tasks to an acceptable level.

**COMPLETING YOUR APPLICATION**

Evidence plays a crucial role in the RPL process and must be provided to support your RPL kit submission as it provides proof that you have the skills and knowledge required by the unit/s of competency and allows an assessor to determine whether the you are Competent or Not Yet Competent.

Evidence provided during the RPL process must meet ASQA’s Assessment Rules of Evidence:

* *Validity*: The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.
* *Sufficiency*: The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner’s competency.
* *Authenticity*: The assessor is assured that the evidence presented for assessment is the learner’s own work.
* *Currency*: The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

**DOCUMENTATION TO SUBMIT**

It is a general requirement that ‘proof of work’ is provided to back up the claims made within this document. The documentation to include with your RPL submission fall into three categories and include into Mandatory, General and Competency Specific documentation.

1. **Mandatory Document;**

A [statutory declaration](https://southpac.biz/wp-content/uploads/2019/08/Southpac-Statutory-Declaration.pdf) attesting to the authenticity of your submitted work. Southpac will not assess any submitted work until a completed statutory declaration is received.

1. **General Documentation;**

The following is a list of some documents you can provide as examples of proof of your work:

* Current Curriculum Vitae (CV)
* Statements of Attainment, qualifications certificates and/or results of assessments
* Any licenses and/or tickets held
* Diaries, task sheets and/or logbooks
* Workplace/site training records and competencies held
* Job Descriptions
* Official paperwork
* Supplementary workplace evidence including 3rd Party Reports, summary of projects undertaken (including your role, project outcomes, verified by your manager)
1. **Competency Specific Documentation;**

Examples of competency specific documentation can be found at the end of Section 2 of each RPL kit.

**Please Note:** Southpac will keep your evidence on file and it will not be returned to you. Therefore, please make sure you keep your own copies of the evidence you provide and do not submit original copies.

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| **CHECKLIST FOR COMPLETING YOUR APPLICATION** It is your responsibility to ensure your application: 1. is completed correctly and thoroughly
2. is signed and dated (section 1.2)
3. has evidence that matches the unit of competence
4. demonstrates how your evidence covers the units of competence (section 3)
5. is presented in the sequence specified in this kit
6. cross references all evidence submitted within this document (section 1.3 & 3)

Email the completed RPL kit along with your evidence to [assessement@southpac.biz](file:///%5C%5CSOUTHPAC%5CSouthpac%20Data%5CSouthpac%20Aerospace%5CTraining%5CCurrent%20Training%5C12.%20RPL%20Kits%5C2.%20RPL%20Kit%20ASM%5Cassessement%40southpac.biz) |

**1** **COURSE DISCLAIMER & ASSESSMENT MARKING SHEET**

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| **Name:**       | **Date submitted:**       |
| **SECTION 1.1 - ASSESSMENT INFORMATION** |
| **UNIT CODE**  | **UNIT TITLE** | **RESULT – AVETMISS**  |
| [AVIO0017](https://training.gov.au/Training/Details/AVIO0017) | *Manage disruptive behaviour and unlawful interference with aviation (Release 1)*, AVI Aviation Training Package Release 5.0 | *20 Competency Achieved/Passed**30 Competency Not Achieved/Fail**40 Withdrawn / discontinued**51 RPL Granted**52 RPL Not Granted**60 Credit Transfer / National Recognition**61 Superseded subject**65 Transitional Gap Training**70 Continuing Enrolment**81 Non-Assessable Enrolment – Satisfactorily Completed**82 Non-Assessable Enrolment – Withdrawn or Not Satisfactorily Completed**85 Not Yet Started* |
| **Performance Criteria to be Assessed** | **RESULT #** | **Competency achieved/passed** | **COMMENTS (feedback, supporting evidence requests etc.)** |
| **UOC:** AVIO0017 *Manage disruptive behaviour and unlawful interference with aviation* |
| **Element 1: Monitor passenger behaviour** |
| 1.1 | Facilities and transportation units under individual surveillance are regularly monitored to identify and/or record inappropriate behaviour |  | [ ]  |  |
| 1.2 | Potential problem situations are quickly identified and steps taken to resolve the situation in accordance with regulatory requirements |
| 1.3 | Incidents that breach aviation transport security requirements are identified and appropriate action taken |
| 1.4 | Surveillance equipment is operated within legal and workplace parameters |
| 1.5 | Hazards are identified, risks are assessed and hazard management implemented |
| **Element 2: Identify and resolve disruptive or unlawful interference** |
| 2.1 | Nature of disruptive behaviour or unlawful interference is accurately assessed and incident resolved using appropriate resolution strategies or referred to appropriate personnel for resolution |  | [ ]  |  |
| 2.2 | Procedures are followed to isolate offender/s and to minimise disruption to other passengers |
| 2.3 | Assistance is sought from other staff and external support services as required |
| 2.4 | Follow-up action is implemented in accordance with workplace rules, regulations and guidelines |
| **Element 3: Take action to manage unlawful interference** |
| 3.1 | Assistance is sought from other staff and external support services as required |  | [ ]  |  |
| 3.2 | Nature of offence and consequences of behaviour are clearly communicated to offender in accordance with workplace policies and procedures |
| 3.3 | Offenders are apprehended in accordance with legal and workplace parameters |
| **Element 4: Report and document unlawful interference** |
| 4.1 | Unlawful interference incidents are reported using the appropriate document format in accordance with workplace policies and procedures |  | [ ]  |  |
| 4.2 | Documentation is completed and processed in accordance with regulatory and organisational requirements |

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| **SECTION 1.2 - STUDENT INFORMATION (PLEASE COMPLETE)** |
| I understand the purpose (criteria) required for this RPL Assessment Tool | [ ]  Yes | [ ]  No |
| I have notified the assessor of any special needs to be considered during this Assessment Tool | [ ]  Yes | [ ]  No |
| I have been provided with information on the [Complaints and Appeals Process](https://southpac.biz/southpac-policies-2/) as outlined in Southpac Policy 4, which includes appeals and disputes against assessment decisions | [ ]  Yes | [ ]  No |
| I declare that cheating and plagiarism are unacceptable | [ ]  Yes | [ ]  No |
| I declare that all of the assessment evidence submitted has been produced by me | [ ]  Yes | [ ]  No |
| I understand what evidence (principles of assessment – valid, reliable, flexible, fair) and (rules of evidence – sufficient, valid, authentic, current) is to be collected from me during this RPL process. | [ ]  Yes | [ ]  No |
| Student signature: |  | Date: |  |

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| **SECTION 1.3 - STUDENT ASSESSMENT TOOL EVIDENCE** *List all documents that you will be including in your RPL submission here – ensure they are crossed referenced within this document in Section 3 ‘Evidence Map’;* |
| **Item Ref No** | **Item Name** | **Assessor to Indicate if received** |
| 1 | Mandatory Evidence - *Statutory Declaration* | [ ]  Yes |
| 2 |  | [ ]  Yes |
| 3 |  | [ ]  Yes |
| 4 |  | [ ]  Yes |
| 5 |  | [ ]  Yes |
| 6 |  | [ ]  Yes |
| 7 |  | [ ]  Yes |
| 8 |  | [ ]  Yes |
| 9 |  | [ ]  Yes |
| 10 |  | [ ]  Yes |
| 11 |  | [ ]  Yes |
| 12 |  | [ ]  Yes |
| 13 |  | [ ]  Yes |
| 14 |  | [ ]  Yes |
| 15 |  | [ ]  Yes |
| 16 |  | [ ]  Yes |
| 17 |  | [ ]  Yes |

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| **SECTION 1.4 – INTERVENTION STRATEGY** |
| If student is not marked competent as having the required skills and knowledge, the following intervention strategy is recommended:  |
| [ ]  | Student to submit items: |
| [ ]  | Other (please specify): |

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| **SECTION 1.5 – ASSESSOR INFORMATION** |
| Assessor’s Name: |  |
| Assessor’s Signature: |  |
| Date: |  |

**2 UNIT DESCRIPTOR & REQUIRED EVIDENCE**

[**AVIO0017 Manage Disruptive Behaviour and Unlawful Interference with Aviation**](https://training.gov.au/Training/Details/AVIO0017)

**Unit Descriptor:**

This unit involves the skills and knowledge required to manage disruptive behaviour and unlawful interference with aviation in compliance with relevant regulatory requirements of the Civil Aviation Safety Authority (CASA) and national operating standards.

It includes monitoring passenger behaviour, identifying and resolving disruptive or unlawful interference, taking action to manage unlawful interference, and reporting and documenting unlawful interference with aviation.

This unit addresses aviation non-technical skill requirements (mental, social and personal-management abilities) related to aviation security duties of aviation personnel and contributes to safe and effective performance in complex aviation operational environments.

Operations are conducted as part of recreational, commercial and military aircraft activities across a variety of operational contexts within the Australian aviation industry.

Work is performed independently or under limited supervision as a single operator or within a team environment.

Work is performed independently or under limited supervision within a single-pilot or multi-crew environment.

Licensing, legislative, regulatory or certification requirements are applicable to this unit.

**Elements:**

1. Monitor passenger behaviour
2. Identify and resolve disruptive or unlawful interference
3. Take action to manage unlawful interference
4. Report and document unlawful interference

Please work your way through the following self-assessment checklist and review the listed tasks, skills and knowledge to determine whether you have the current knowledge and skills in these areas. If you believe that you have the skills and knowledge required, please provide comments **AND** information in relation to evidence that you can provide and submit for review.

The evidence to be provided needs to show that you have monitored passenger behaviour, identified and resolved disruptive or unlawful interference, taken action to manage unlawful interference and reported and documented unlawful interference.

Evidence can include;

* written reports on activities that you have undertaken and that are directly associated with managing disruptive behaviour or unlawful interference with aviation
* a portfolio of evidence showing a range of strategies that you were instrumental in developing and implementing for managing disruptive behaviour or unlawful interference with aviation
* aviation security incident report
* risk assessments
* emails
* minutes of meetings
* procedures / processes
* reports
* photographs
* etc.

**3 EVIDENCE MAP**

Complete the following Evidence Map;

* outline workplace examples of your experience
* list any supporting evidence you would like to provide

| **Performance Criteria** **Item #** | **Are you able to:** | **Yes / No** | **My Evidence**  | **ASSESSOR TO COMPLETE****Competency achieved/passed** |
| --- | --- | --- | --- | --- |
|  | *Performance criteria describe the performance needed to demonstrate achievement of a unit of competency.* | *Select your response* | ***Outline any work experience and training that meets the element of competency and provide supporting evidence where possible****In this column you should provide a succinct explanation of how you feel you meet the competency requirements for the unit(s.)**List the types of evidence that you will provide (refer to each unit’s evidence requirements to help you decide the most appropriate and sufficient amount of evidence)**Please Note: that you will have to collect, prepare, number and assemble this evidence as part of your submission*  | *This section is to be completed by your assessor* |
| **EXAMPLE**1.1 | Develop an agenda for the meeting? | Yes | As the current Safety Manager for ACME, I am involved directly with developing agendas for meetings. The agenda should address the necessary topics to ensure a satisfactory outcome. This will vary for each meeting. For example, the agenda for a management review meeting needs to address the requirements outlined in clause 9.3 of the Aerospace standard AS 9110 Rev C. For an SMS Safety Action Group (SAG) meeting, the agenda needs to meet regulatory and local procedural requirements. *Evidence Provided: Item 2 - Management review agenda sheet*  | [ ]  Yes [ ]  No |
| 1.1 | Regularly monitor facilities and transportation units under individual surveillance to identify and/or record inappropriate behaviour? |  |  | [ ]  Yes [ ]  No |
| 1.2 | Identify potential problem situations quickly and take steps to resolve the situation in accordance with regulatory requirements? |  |  | [ ]  Yes [ ]  No |
| 1.3 | Identify incidents that breach aviation transport security requirements and take appropriate action? |  |  | [ ]  Yes [ ]  No |
| 1.4 | Operate or ensure operation of surveillance equipment is within legal and workplace parameters? |  |  | [ ]  Yes [ ]  No |
| 1.5 | Identify hazards, assess risks and implement hazard management? |  |  | [ ]  Yes [ ]  No |
| 2.1 | Accurately assess the nature of disruptive behaviour or unlawful interference?  |  |  | [ ]  Yes [ ]  No |
| 2.1 | Resolve incidents using appropriate resolution strategies or refer to appropriate personnel for resolution? |  |  | [ ]  Yes [ ]  No |
| 2.2 | Follow procedures to isolate offender/s and to minimise disruption to other passengers? |  |  | [ ]  Yes [ ]  No |
| 2.3 | Seek assistance from other staff and external support services as required in relation to identifying and resolving disruptive or unlawful interference? |  |  | [ ]  Yes [ ]  No |
| 2.4 | Implement follow-up action in accordance with workplace rules, regulations and guidelines? |  |  | [ ]  Yes [ ]  No |
| 3.1 | Seek assistance from other staff and external support services as required in relation to taking action to manage unlawful interference? |  |  | [ ]  Yes [ ]  No |
| 3.2 | Clearly communicate nature of offence and consequences of behaviour to offender in accordance with workplace policies and procedures? |  |  | [ ]  Yes [ ]  No |
| 3.3 | Apprehend offenders in accordance with legal and workplace parameters? |  |  | [ ]  Yes [ ]  No |
| 4.1 | Report unlawful interference incidents using the appropriate document format in accordance with workplace policies and procedures? |  |  | [ ]  Yes [ ]  No |
| 4.2 | Complete and process documentation in accordance with regulatory and organisational requirements? |  |  | [ ]  Yes [ ]  No |