**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 1.1)
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 1.2 & 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** **PRECOURSE DISCLAIMER & ASSESSMENT MARKING RECORD**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name:** |  | **Date Submitted:** |  |

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| **SECTION 1.1 - STUDENT INFORMATION (PLEASE COMPLETE)** |
| I understand the purpose (criteria) required for this Assessment RPL 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 Compliments and Complaints Process including 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 process. | [ ]  Yes | [ ]  No |
| Student signature: |  | Date: |  |

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| **SECTION 1.2 - 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 1.3 – 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): |

|  |
| --- |
| **SECTION 1.4 –ASSESSMENT OUTCOME & ASSESSOR INFORMATION** |
| Unit/s of Competency | BSBMGT516 Facilitate continuous improvement |
| Assessment Outcome |  [ ]  Competent [ ]  Not Yet Competent |
| Assessor’s Name: |  |
| Assessor’s Signature: |  |
| Date: |  |

**2 UNIT DESCRIPTOR & REQUIRED EVIDENCE**

**BSBMGT516 Facilitate continuous improvement**

**Unit Descriptor:**

This unit describes the skills and knowledge required to lead and manage continuous improvement systems and processes. Particular emphasis is on the development of systems and the analysis of information to monitor and adjust performance strategies, and to manage opportunities for further improvements.

It applies to individuals who take an active role in managing a continuous improvement process in order to achieve an organisation’s objectives.

At this level, work will normally be carried out using complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem-solving and decision-making strategies.

**Elements:**

1. Lead continuous improvement systems and processes
2. Monitor and adjust performance strategies
3. Manage opportunities for further improvement

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 lead continuous improvement systems and processes, monitored and adjusted performance strategies and managed opportunities for further improvement.

Evidence can include;

* written reports on continuous improvement analyses, idea development, plans and plan implementation
* evidence showing a range of continuous improvement activities in which you were involved, and their outcomes
* third party workplace reports of on-the-job performance—to show that you participate in continuous improvements, communicate and collaborate with others, encourage input from employees, understand the risks associated with innovation, can conduct a cost–benefit analysis and can implement, monitor and review improvement plans
* performance review results relevant to participation in and management of continuous improvement
* notes and electronic data related to presentations you have made, informing other staff about continuous improvement initiatives
* documentation relevant to training, coaching or mentoring processes that you have utilised in order to help staff participate in continuous improvement—you will need to show understanding of adult learning needs and of different learning style preferences
* emails
* 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 | Actively encourage and support team members to participate in decision-making processes? |  |  | [ ]  Yes [ ]  No |
| 1.1 | Actively encourage and support team members to assume responsibility? |  |  | [ ]  Yes [ ]  No |
| 1.1 | Actively encourage and support team members to exercise initiative? |  |  | [ ]  Yes [ ]  No |
| 1.2 | Communicate the organisation’s continuous improvement processes to stakeholders? |  |  | [ ]  Yes [ ]  No |
| 1.3 | Ensure that change and improvement processes meet sustainability requirements? |  |  | [ ]  Yes [ ]  No |
| 1.4 | Effectively mentor and coach individuals and teams to implement and support the organisation’s continuous improvement processes? |  |  | [ ]  Yes [ ]  No |
| 1.5 | Capture insights and experiences from business activities? |  |  | [ ]  Yes [ ]  No |
| 1.5 | Make insights and experiences accessible through knowledge management systems? |  |  | [ ]  Yes [ ]  No |
| 2.1 | Use systems and processes to monitor operational progress? |  |  | [ ]  Yes [ ]  No |
| 2.1 | Use systems and processes to identify ways in which planning and operations could be improved? |  |  | [ ]  Yes [ ]  No |
| 2.2 | Adjust and communicate performance strategies to stakeholders according to organisational procedures? |  |  | [ ]  Yes [ ]  No |
| 3.1 | Establish processes to ensure that team members are informed of outcomes of continuous improvement efforts? |  |  | [ ]  Yes [ ]  No |
| 3.2 | Record work team performance to assist in identifying further opportunities for improvement? |  |  | [ ]  Yes [ ]  No |
| 3.3 | Consider areas identified for further improvement when undertaking future planning? |  |  | [ ]  Yes [ ]  No |
| 1.1, 1.2, 2.2, 3.1 | Communicate opportunities for improvement? |  |  | [ ]  Yes [ ]  No |
| 1.4 | Coach and mentor staff? |  |  | [ ]  Yes [ ]  No |
| 1.4 | Cater for different learning styles? |  |  | [ ]  Yes [ ]  No |
| 2.1 | Design better ways for achieving work outcomes? |  |  | [ ]  Yes [ ]  No |
| E 1 | Establish and monitor systems and processes for continuous improvement? |  |  | [ ]  Yes [ ]  No |