**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.

|  |
| --- |
| **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:///\\SOUTHPAC\Southpac%20Data\Southpac%20Aerospace\Training\Current%20Training\12.%20RPL%20Kits\2.%20RPL%20Kit%20ASM\assessement@southpac.biz) |

**1** **PRECOURSE DISCLAIMER & ASSESSMENT MARKING RECORD**

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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: |  | | |

|  |  |  |
| --- | --- | --- |
| **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 |

|  |  |
| --- | --- |
| **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 | BSBWHS505 Investigate WHS incidents |
| Assessment Outcome | Competent  Not Yet Competent |
| Assessor’s Name: |  |
| Assessor’s Signature: |  |
| Date: |  |

**2 UNIT DESCRIPTOR & REQUIRED EVIDENCE**

**BSBWHS505 Investigate WHS incidents**

**Unit Descriptor:**

This unit describes the skills and knowledge required to plan, conduct and report on investigations of work health and safety (WHS) incidents that have resulted in, or have the potential to result in, injury or damage.

It covers conducting an initial assessment of the situation; establishing the scope and legal parameters of the investigation; conducting a systematic analysis to identify underlying causes and actions for prevention; and reporting on the outcomes of the investigation appropriate to the potential severity of the incident, which may include accessing specialist expertise.

This unit applies to individuals required to investigate incidents in relation to prevention of future incidents.

The unit applies to people who work in a range of WHS roles across all industries and who apply a substantial knowledge base and well-developed skills in a wide variety of WHS contexts.

**Elements:**

1. Ensure initial responses to the incident are carried out according to requirements
2. Develop an investigation plan
3. Collect information and data
4. Analyse information and data gathered to identify immediate and underlying causes and practical prevention measures
5. Compile and communicate investigation report

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 investigated WHS incidents and ensured initial responses to the incident were carried out according to requirements, developed an investigation plan, collected information and data, analysed information and data gathered to identify immediate and underlying causes and practical prevention measures and compiled and communicated the investigation report.

Evidence can include;

* written reports on activities that you have undertaken and that are directly associated investigating WHS incidents
* assessment of the outcomes relevant to the safety investigations that you have managed or overseen
* safety incident investigation report
* emails
* minutes of meetings
* procedures / processes
* 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 | Advise staff of the necessary steps to take when an incident occurs? |  |  | Yes  No |
| 1.2 | Respond in a timely manner when an incident occurs, making sure the site is secured, identifying the most important/ urgent matters and taking the appropriate action to prevent further incidents or harm? |  |  | Yes  No |
| 1.3 | Report the incident within the time frames required by WHS legislation? |  |  | Yes  No |
| 1.4 | Follow the steps for dealing with an incident, ensuring all requirements are met? |  |  | Yes  No |
| 2.1 | Research WHS legislation and organisational guidelines to gain a good understanding of how an investigation into an incident is to be carried out? |  |  | Yes  No |
| 2.2 | Identify who should participate in the investigation of an incident? |  |  | Yes  No |
| 2.3 | Consult with the investigation team regarding the incident and agree on how the investigation will be carried out? |  |  | Yes  No |
| 2.4 | Liaise with the investigation team members and other relevant people to reach agreement on who should be consulted as part of the investigation and why? |  |  | Yes  No |
| 2.5 | Access and record what resources are available, including experts required to adequately carry out the investigation? |  |  | Yes  No |
| 2.6 | Use technology to record any issues or reasons why the investigation is unable to be carried out as effectively as desired? |  |  | Yes  No |
| 2.7 | In consultation with the investigation team, agree on the teams objectives, roles and responsibilities, actions and who is responsible? |  |  | Yes  No |
| 3.1 | Gather sufficient information and data about the incident and analyse it to establish the facts for the purpose of the investigation? |  |  | Yes  No |
| 3.2 | Attend the incident site to gain a greater understanding of the incident and record what was observed? |  |  | Yes  No |
| 3.3 | Document the information gathered so it reflects the facts and is without bias? |  |  | Yes  No |
| 4.1 | Clearly articulate to the investigation team that the investigation should be based on facts and no assumptions regarding the cause should be made? |  |  | Yes  No |
| 4.2 | Question the people present at the time of the incident about the series of events that occurred prior to the incident? |  |  | Yes  No |
| 4.3 | Establish the facts that led to the incident? |  |  | Yes  No |
| 4.4 | Discuss with the investigation team, what caused the incident and what actions could be taken to prevent the incident from happening again? |  |  | Yes  No |
| 4.5 | Consider the suggestions discussed by the team and decide what actions or processes need to be implemented to prevent recurrence? |  |  | Yes  No |
| 5.1 | Prepare a report making recommendations to prevent further incidents? |  |  | Yes  No |
| 5.2 | Support recommendations with valid evidence? |  |  | Yes  No |
| 5.3 | Report the outcome of the investigation to the relevant parties? |  |  | Yes  No |