**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 | BSBWOR502 Lead and manage team effectiveness |
| Assessment Outcome |  [ ]  Competent [ ]  Not Yet Competent |
| Assessor’s Name: |  |
| Assessor’s Signature: |  |
| Date: |  |

**2 UNIT DESCRIPTOR & REQUIRED EVIDENCE**

**BSBWOR502 Lead and manage team effectiveness**

**Unit Descriptor:**

This unit describes the skills and knowledge required to lead teams in the workplace and to actively engage with the management of the organisation.

It applies to individuals working at a managerial level who facilitate work teams and build a positive culture within their work teams. At this level, work will normally be carried out using complex and diverse methods and procedures requiring the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

**Elements:**

1. Establish team performance plan
2. Develop and facilitate team cohesion
3. Facilitate teamwork
4. Liaise with stakeholders

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 established team performance plans, developed and facilitated team cohesion, facilitated teamwork and liaised with stakeholders.

Evidence can include;

* minutes of meetings / team briefings
* team performance plans
* performance reviews you have conducted
* processes / procedures
* emails
* training records
* mentoring and coaching programs you have organised
* 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 | Liaise with team members to ensure that the team’s purpose, roles and responsibilities are clear and in line with the organisation’s goals and objectives? |  |  | [ ]  Yes [ ]  No |
| 1.2 | Produce performance plans that outline what is to be achieved by the team? |  |  | [ ]  Yes [ ]  No |
| 1.3 | Provide support to team members as they strive to achieve the goals and objectives of the team? |  |  | [ ]  Yes [ ]  No |
| 2.1 | Include team members when planning and making decisions? |  |  | [ ]  Yes [ ]  No |
| 2.2 | Develop policies and procedures that advise team members about their roles and responsibilities? |  |  | [ ]  Yes [ ]  No |
| 2.3 | Provide positive feedback to team members to build/ retain enthusiasm amongst the team? |  |  | [ ]  Yes [ ]  No |
| 2.4 | Establish a process that enables issues and concerns to be raised and addressed? |  |  | [ ]  Yes [ ]  No |
| 3.1 | Encourage team members to take ownership of team activities? |  |  | [ ]  Yes [ ]  No |
| 3.2 | Provide support to the team to address performance issues? |  |  | [ ]  Yes [ ]  No |
| 3.3 | Act as a role model for team members? |  |  | [ ]  Yes [ ]  No |
| 4.1 | Communicate openly with stakeholders? |  |  | [ ]  Yes [ ]  No |
| 4.2 | Share information from management with team members? |  |  | [ ]  Yes [ ]  No |
| 4.3 | Follow up team issues with management and relevant stakeholders? |  |  | [ ]  Yes [ ]  No |
| 4.4 | Address issues raised by stakeholders? |  |  | [ ]  Yes [ ]  No |
| ALL | Explain team goals, address conflict and build an environment of trust? |  |  | [ ]  Yes [ ]  No |
| ALL | Keep the team on track and focused on outcomes? |  |  | [ ]  Yes [ ]  No |