

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](#) attesting to the authenticity of your submitted work. Southpac will not assess any submitted work until a completed statutory declaration is received.

2. 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)



3. 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 assessment@southpac.biz



1 PRECOURSE DISCLAIMER & ASSESSMENT MARKING RECORD

Name:	Good Example	Date Submitted:	15/08/XX
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SECTION 1.1 - STUDENT INFORMATION (PLEASE COMPLETE)

I understand the purpose (criteria) required for this Assessment RPL Tool	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
I have notified the assessor of any special needs to be considered during this Assessment Tool	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
I have been provided with information on the Compliments and Complaints Process including appeals and disputes against assessment decisions	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
I declare that cheating and plagiarism are unacceptable	<input type="checkbox"/> Yes	<input type="checkbox"/> No
I declare that all of the assessment evidence submitted has been produced by me	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Student signature:		Date: 15/08/XX

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 N°	Item Name	Assessor to Indicate if received
1	Mandatory Evidence - <i>Statutory Declaration</i>	<input type="checkbox"/> Yes
2	Management Review agenda sheet	<input type="checkbox"/> Yes
3	Meetings procedure	<input type="checkbox"/> Yes
4	XXX Management meeting	<input type="checkbox"/> Yes
5	Minutes of the Management review meetings	<input type="checkbox"/> Yes
6	Action Items	<input type="checkbox"/> Yes
7		<input type="checkbox"/> Yes
8		<input type="checkbox"/> Yes
9		<input type="checkbox"/> Yes
10		<input type="checkbox"/> Yes
11		<input type="checkbox"/> Yes
12		<input type="checkbox"/> Yes
13		<input type="checkbox"/> Yes
14		<input type="checkbox"/> Yes
15		<input type="checkbox"/> Yes
16		<input type="checkbox"/> Yes
17		<input type="checkbox"/> 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:

<input type="checkbox"/>	Student to submit items:
<input type="checkbox"/>	Other (please specify):

SECTION 1.4 –ASSESSMENT OUTCOME & ASSESSOR INFORMATION

Unit/s of Competency	BSBADM502 Manage Meetings	
Assessment Outcome	<input type="checkbox"/> Competent	<input type="checkbox"/> Not Yet Competent
Assessor's Name:		
Assessor's Signature:		
Date:		

2 UNIT DESCRIPTOR & REQUIRED EVIDENCE

BSBADM502 Manage Meetings

Unit Descriptor:

This unit describes the skills and knowledge required to manage a range of meetings including overseeing the meeting preparation processes, chairing meetings, organising the minutes and reporting meeting outcomes.

It applies to individuals employed in a range of work environments who are required to organise and manage meetings within their workplace, including conducting or managing administrative tasks in providing agendas and meeting material. They may work as senior administrative staff or may be individuals with responsibility for conducting and chairing meetings in the workplace.

Elements:

1. Prepare for meetings
2. Conduct meetings
3. Follow up meetings

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 prepared, conducted and followed up on meetings you have conducted.

Evidence can include;

- Meeting agendas
- Emails
- Minutes of meetings
- Follow-up documentation
- Reports
- 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
	<i>Performance criteria describe the performance needed to demonstrate achievement of a unit of competency.</i>	<i>Select your response</i>	<p>Outline any work experience and training that meets the element of competency and provide supporting evidence where possible</p> <p><i>In this column you should provide a succinct explanation of how you feel you meet the competency requirements for the unit(s.)</i></p> <p><i>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)</i></p> <p><i>Please Note: that you will have to collect, prepare, number and assemble this evidence as part of your submission</i></p>	<i>This section is to be completed by your assessor</i>
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. <i>Evidence Provided: Item 2 - Management review agenda sheet</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
1.2	Set the style and structure for the meeting?	Yes	The meetings described in the two examples above are factual/data driven. Information is shared between people and are typically delivered in close proximity to data objective evidence, such as charts and other prompts.	<input type="checkbox"/> Yes <input type="checkbox"/> No
1.3	Identify who should attend the meeting?	Yes	Essentially attendees are those persons who will or are able to contribute to the meeting's agenda. For the management review meeting this includes senior management, sales, workshop and logistics. For the SAG meeting, nominated personnel who represent the applicable areas of the organisation.	<input type="checkbox"/> Yes <input type="checkbox"/> No

Performance Criteria Item #	Are you able to:	Yes / No	My Evidence	ASSESSOR TO COMPLETE Competency achieved/passed
1.3	Follow organisational procedures to notify attendees?	Yes	In my previous position, I created a procedure which outlined how meetings should be conducted, with particular emphases on management review meetings <i>Evidence Provided: Item 3 - Meetings procedure</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
1.4	Book the meeting venue and confirm all other arrangements?	Yes	Universally performed these days using the “New Meeting” tab in outlook. Meeting rooms also can be booked using this function. Also new functionality now allows Skype for remote logins.	<input type="checkbox"/> Yes <input type="checkbox"/> No
1.5	Collate and dispatch meeting papers within agreed timelines?	Yes	Using the management review meetings as an example, participants who are expected to deliver a report or other data where identified and contacted. A brief of what was expected is communicated to them and (should it be an update) the previous data is provided to them to modify. An agreed timeframe to return data is provided. Upon receiving this information the complete presentation is then compiled. This was performed via email, unfortunately these are not retrievable to provide an example. In my new position, I am expected to compile a document summarising current quality activities. This is then delivered by me during the meeting. <i>Evidence Provided: Item 4 - XXX Management Meeting</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
2.1	Chair meetings following agreed conventions and all organisational, legal and ethical requirements?	Yes	I was the chair for the Quality Management Review meetings and deputy chair for the SAG meetings. These meetings follow regulatory protocols. All activities performed at XX awe under the corporate “Spirit and the letter” protocols. <i>Evidence Provided: Item 5 - Minutes of the Management review meetings</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
2.2	Conduct focussed and time efficient meetings ensuring outcomes are achieved?	Yes	Each meeting has a set a prearranged timeframe. The objective is to meet this timeframe where possible, especially when international participants are in unfavourable time zones. As the chair it is important to keep the discussion on track (by interjecting as required) to ensure the meetings outcomes are achieved. <i>Evidence Provided: Item 5 - Minutes of the Management review meetings</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
2.3	Facilitate meetings which encourage participation, discussion, problem-solving and resolution of issues?	Yes	Participation is achieved during management review meetings by sharing the contributions to the meeting and having the participants talk to their topic. Also, should any ensuing discussion not resolve an issue, an action item is taken and assigned to a meeting participant(s) for resolution following the meeting. <i>Evidence Provided: Item 2 - Management review agenda sheet</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
2.4	Brief the minute taker on the required method for recording meeting notes?	Yes	As chair, I usually instruct the minute taker to record the participants, any apologies, concentrate on the main points, provide a summarised overview if a discussion over a point occurs (including names), record the action items – who is involved and what timeframe is given to provide a resolution. Usual method is handwritten notes that is then transferred to a for formal format. <i>Evidence Provided: Item 5 - Minutes of the Management review meetings</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No

Performance Criteria Item #	Are you able to:	Yes / No	My Evidence	ASSESSOR TO COMPLETE Competency achieved/passed
3.1	Check draft minutes for accuracy and correct formatting?	Yes	The draft minutes are distributed via email to the participants for acceptance. Only when consensus is provided, then minutes and action items are formally released. <i>Evidence Provided:</i> <ul style="list-style-type: none"> Item 5 - Minutes of the Management review meetings Item 6 - action items of the Management review meetings 	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.2	Distribute minutes within agreed timelines?	Yes	The minutes and action items are released as soon as the draft are approved. <i>Evidence Provided: Item 5 - Minutes of the Management review meetings</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.2	File minutes and other documentation to organisational requirements?	Yes	Minutes and other documents are filed on the company drive in a folder which is accessible to all meeting participants and can be backed up.	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.3	Report meeting outcomes within timelines, as required?	Yes	Essential to meet timelines pertaining to meeting outcomes. It is also essential to ensure action items are acted upon and closed with the agreed timeframe	<input type="checkbox"/> Yes <input type="checkbox"/> No
ALL	Participate and interact with others at length on complex matters?	Yes	Fundamental part of a meeting. <i>Evidence Provided: Item 5 - Minutes of the Management review meetings</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
ALL	Listen to, incorporate and encourage feedback?	Yes	Also, a fundamental part of a meeting. <i>Evidence Provided: Item 5 - Minutes of the Management review meetings</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
2	Deliver verbal presentations?	Yes	<i>Evidence Provided: Item 5 - Minutes of the Management review meetings</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
2	Consult with participants and answer questions?	Yes	<i>Evidence Provided: Item 5 - Minutes of the Management review meetings</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
2.3	Work with the group to manage the construction of an action plan?	Yes	<i>Evidence Provided: Item 6 - action items of the Management review meetings</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
1	Categorise and organise information?	Yes	<i>Evidence Provided: Item 5 - Minutes of the Management review meetings</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
3	Assess information for relevancy and accuracy?	Yes	Good example is the agenda for a management review meeting. Aerospace standard AS 9110 Rev C needs to be consulted to ensure the accuracy of the management review meeting's contents.	<input type="checkbox"/> Yes <input type="checkbox"/> No

Performance Criteria Item #	Are you able to:	Yes / No	My Evidence	ASSESSOR TO COMPLETE Competency achieved/passed
2	Identify and expand on key agenda items?	Yes	<i>Evidence Provided: Item 5 - Minutes of the Management review meetings</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
1	Prepare for the meeting in a timely manner?	Yes	<p>Using the management review meetings as an example, participants who are expected to deliver a report or other data where identified and contacted. A brief of what was expected is communicated to them and (should it be an update) the previous data is provided to them to modify. An agreed timeframe to return data is provided. Upon receiving this information the complete presentation is then compiled. This was performed via email, unfortunately these are not retrievable to provide an example. In my new position, I am expected to compile a document summarising current quality activities. This is then delivered by me during the meeting.</p> <p><i>Evidence Provided: Item 4 - XXX Management Meeting</i></p>	<input type="checkbox"/> Yes <input type="checkbox"/> No