



AUSTRALIAN
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TRAINING CO

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BSB50820

Diploma of Project Management
Recognition of Prior Learning
and Assessment Kit

ABOUT THIS KIT

This RPL Kit is designed as a self-assessment tool to determine whether you are able to provide evidence sufficient for judgements on whether you are competent against units of competency in the Training Package/Qualification undertaken.

This evidence must especially be sufficient, current, reliable, valid and authentic.

This Kit provides assistance to not only confirm which units of competency may be required, but also the basis upon which you should collect evidence for each unit of competency chosen. It does not provide all the detail on each unit of competency, or the qualification as is only available from the full Training Package.

WHAT IS RPL?

Recognition of Prior Learning (RPL) under the Australian National Training Quality Framework is a formal process whereby a person's skills and knowledge acquired through previous training, work, or life experience may be used to grant status or credit in a subject, module, or course.

In the RPL process evidence is collected against the skills and knowledge requirements for the unit of competency or its constituent elements. If recognition is granted then where that unit or units of competency form part of a course the candidate can be credited with the equivalent parts of a course (statement of attainment), or even an entire qualification.

FIVE EASY STEPS TO RPL

1. Read this RPL Kit to determine what you can do and where you wish to gain recognition for your prior learning.
2. For those units of competency being sought examine in detail and reflect on their associated elements and performance criteria.
3. Use the 'Guide to collection of evidence' for each unit of competency to translates the technical detail of the competency standard into a self-assessment approach that permits you to identify where you can provide evidence in the form of credentials, observation reports, written testimonials, or in a portfolio.
4. Collect, sort and package the relevant evidence against each unit of competency.
5. Complete the RPL Kit's cover sheet, check that all relevant forms have been signed and included, and after copying the completed package, submit the evidence and all the completed sheets in this Kit to Australian Salesmasters Training Company for assessment.

TIPS AND HINTS TO HELP YOU PREPARE FOR RECOGNITION

To have skills formally recognised in the national system, assessors must make sure you have the skills and knowledge to meet the industry standard. Assessment happens in a variety of ways. Being prepared can save you valuable time and hassle and make the recognition process stress-free for you.

Here are some tips and hints for you:

1. Be prepared to provide evidence about your job roles and your work history. Provide a resume or jot down a few points about where you have worked, either paid or unpaid, and what you did there.
2. Provide your position description and any performance appraisals you have from any retail shops or facilities you have worked in.
3. Think about who can confirm your skill level. Think about current or recent supervisors who have seen you work in the past 18 months and will be able to confirm your skills. Evidence may be required from them. You may also have community contacts or even clients themselves who can vouch for your skill level.
4. Collect any certificates from in-house training or formal training you have done in the past.
5. Think about other ways you can show your skills in the retail industry. These could be letters from employers, records of your professional development sessions, employers or clients in related industries or government agencies, acknowledgements, workplace forms (as long as they don't show client details) or other relevant documents.

HOW MUCH EVIDENCE IS REQUIRED?

When the Trainers are assessing your portfolio of evidence, they will be looking for the quality of your evidence submitted. The quality of evidence submitted would be more important than the quantity of evidence that you provide. Evidence must be relevant to the unit of competency. You will need to demonstrate that you have the required skills and knowledge that meets the standards identified in the performance criteria for the unit. You must consider that the evidence that is submitted demonstrates your competency through various examples.

TYPES OF EVIDENCE FOR RPL

In order to be found competent in this unit you must provide evidence sufficient for judgement by an independent assessor. This Kit suggests three forms of evidence may be collected and packaged. They include:

1. Qualifications (copies must be certified)

This evidence is the most unambiguous and easy to present. It represents the provision of formal qualifications issued by a Registered Training Provider (RTO). Qualification from an RTO may be the complete qualification for a course (i.e. Certificate IV in Training and Assessment), or for units of competencies gained that credit towards such a qualification. **Statements of Attainment** are where an AQF qualification is partially achieved through the achievement of one or more endorsed units of competency, an RTO may issue a Statement of Attainment. Issuance of Statements of Attainment must comply with the advice provided in the *AQF Implementation Handbook* and the *AQF Standards for Registered Training Organisations*.

Qualifications presented may also include those from tertiary institutions or other providers that hold equivalency to the units of competency (i.e. the extent to which a person's acquired knowledge or skills satisfy the competency requirements). Other training providers such as in-house, community and various unaccredited providers may also grant awards that the applicant presents as evidence of learning in the field of endeavour covered by the unit of competency.

Copies of qualifications submitted as evidence must be certified.

2. Observation /Third Part Report

This evidence requires the presentation of an independent report by a qualified observer confirming the applicant has individually or collectively achieved the competency outcomes, performance criteria, skills and knowledge of this competency standard to be demonstrated. Such reports hold greater validity when they come from independent individuals with the verified expertise to make such judgements (i.e. A person competent to assess the unit of competency being observed).

To be valid, an observation/ third party reports must address the applicant's performance specifically in relation to relevant unit/s of competency. Observations/third party reports should establish the writer's working relationship with the applicant, provide examples of what the third party has observed, be signed, dated and presented in an identifiable document.

3. Written testimonial or report that may specifically demonstrate the applicant's knowledge

This requires the submission of written evidence by the applicant that may specifically demonstrate the applicant's knowledge. Such written reports usually cover and confirm how work and life experience have contributed to such competency being attained. They may also be research or academic papers that confirm the applicant's knowledge on the subject matter.

4. Portfolio of evidence

This requires the submission of workplace documents or other documentary evidence that supports the applicant's completion of the outcomes stated in the respective unit of competency.

5. Resumes/CVs and current job descriptions

These documents are useful in describing the recent and current contexts in which an applicant works but, on their own, cannot be deemed to be evidence. They must be supported by work examples, valid third-party reports and other forms of evidence.

6. Copies of policies and procedures

Many applicants submit such documents as evidence that they work in accordance with an organisations policy and procedures. If this is what the applicant is claiming, they must present evidence of actual work that illustrates this. Of course, if the applicant is claiming to have written the policy and procedures, then the documents themselves are indeed evidence, provided the applicant also presents proof of authorship and provided development of policies and procedures is a requirement of the unit/s of competency being addressed.

7. Work documents

Documents such as examples of the applicant's work, reports, correspondence, meeting documents, files, conference records etc must be identifiable. Each individual piece of evidence should be able to stand on its own. That is, assessors should be able to see that any single piece of evidence is: directly related to the applicant and the organisation for which the work was performed; be dated; have file identification and, where necessary, be signed and/or verified.

8. Historical evidence

The currency of evidence can be a big issue. A general rule of thumb is that evidence that is older than three years must be supported by more up to date evidence of the applicant's continued application of the relevant competence. If the applicant can demonstrate a continuum, then the historical evidence can be used; if not, then the applicant must demonstrate current competence in an appropriate way.

QUALITY EVIDENCE TO BE COLLECTED

Quality evidence is evidence that the assessor can rely upon. The evidence provided must be able to withstand scrutiny and provide a clear picture your competent performance over a period of time

For all units of competency, the collection of quality evidence requires that assessment must address the scope of the respective unit and reflect all components of the unit i.e. the elements, performance criteria, range statement, evidence requirements and key competencies.

GATHERING EVIDENCE

There are three broad types of evidence that you can collect

- Direct evidence
- Indirect evidence
- Personal statements

Direct Evidence

This is work **produced** by you, which might include:

- Correspondence you have written (letters, faxes, emails)
- Completed in-house work programs e.g. documented delivery of in-house training courses
- Folders or records you have maintained
- Plans or schedules you have created and maintained

Direct evidence is anything that you have produced yourself for which you have been primarily responsible. You will need to consider providing various examples of evidence that you have produced over a period of time. It is important to verify your work as your own by getting your supervisor to authorise the evidence that you have submitted. Remember that the Trainer may contact your supervisor to check verification.

Indirect evidence

This is information **about** you, which might include:

- Certificates/Statements of results you have completed
- Minutes of meetings that contain information that you have participated or performed duties at your place of work
- Your position description
- Performance appraisals
- Letters of appreciation from clients or work colleagues
- Reference from previous employees
- Workplace awards, prizes, certificates
- Photographs/recordings of activities you have undertaken
- Reports from managers or supervisors who have witnessed specific activities you have undertaken

Personal Statements

Statements from your managers, supervisors, previous employers, customers & colleagues, can be included in your evidence portfolio to support your claims. These are not references from previous employers but statements of information that are relevant to an element and performance criteria for the unit of competency.

Keep in mind that any personal statements that you include as evidence should include the following:

- A brief description of the situations and/or circumstances in which you carried out the activity/work
- Details of the activity/work
- Explanation of the planning and factors that contributed to the outcomes of the activities/work, e.g. how, why, when and the outcome.

GUIDE TO THE SUBMISSION OF EVIDENCE

How to lodge evidence

Presentation of any written evidence is important. Remember, you are trying to convince your assessor of your competency. Your written assessment or recognition portfolio should:

- be typed or handwritten (Please ensure it can be read easily and is in plain English)
- be sorted into correct order and sequence relating to the units of competency applied for
- be grouped into the relevant order and be easy to access (preferably not in plastic sleeves and be clipped together or stapled where required (prevents loss of pages from important bundles).
- give clear references (if external information sources are used)

All RPL applications should be mailed in hard copy or provided in electronic form (email or digital storage device) wherever possible. Copies must be kept by the applicant.

All applicants should provide contact details for confirmation of receipt of application from The Australian Salesmasters Training Company.

Sorting and presenting evidence

Evidence provided should:

- Be relevant to the unit of competency.
- Be unambiguously associated with the applicant, not some other person.
 - Each piece of evidence is clearly identifiable as the candidate's own work
 - Qualifications, references, licences etc presented by the candidate are signed off as a full and correct copy of the original by a credible third party
 - Candidate's verbal or written accounts of what they can do are supported by actual evidence, such as work examples, products, etc.

- Be current:
 - Demonstrates that the applicant can apply the competency in their current work
 - Reflects work carried out by the candidate over a period of time.
 - The key point here is that the assessor must be confident the applicant can still perform to the standard demonstrated by the evidence.

- Be valid:
 - relates directly to the unit of competency
 - demonstrates the relevant underpinning skills and knowledge
 - reflects the four dimensions of competency and key competencies
 - is appropriate to the relevant AQF descriptor. (Detailed below).

- Be verifiable.
- Be reliable.
- Be sufficient:
 - includes all the critical aspects of evidence presented in the unit Evidence Guide, including the specific evidence requirements listed
 - covers the full range of performance identified in the unit
 - shows competency over a period of time and in different contexts
 - includes different forms of evidence

- Focus only on the set performance criteria and associated elements of the unit of competency.
- Copied and placed with each relevant unit of competency or clearly labelled to show where one piece of evidence applies to more than one unit of competency.
- Cover the competency standard in a clear, logical, and structured manner.
 - Be sure to indicate copyright and any security or privacy issues when presenting evidence. The Australian Salesmasters Training Company is sensitive of how RPL information is handled and all materials will usually be returned to the applicant. Any special requirements must be noted in your cover page to prevent legal infringements by all parties.

Relevant AQF Descriptor

This is a training program that leads to the completion of the Australian Government's Business Services Training Package. This qualification reflects the role of individuals who apply project management skills and knowledge in a variety of contexts, across a number of industry sectors. The job roles that relate to this qualification may include Project Manager and Project Team Leader. This qualification provides participants with practical skills in the area of Project Management at AQF Level V.

What is the Australian Qualifications Framework?

The Australian Qualifications Framework (AQF) provides a national framework for all education and training qualifications in Australia. There are twelve qualifications in the AQF. Six of these are relevant to the Vocational Education and Training (VET) sector. The twelve qualifications are:

Schools Sector	Vocational Education and Training Sector	Higher Education Sector (Tertiary)
Senior Secondary Certificate of Education	Vocational Graduate Diploma Vocational Graduate Certificate Advanced Diploma Diploma Certificate IV Certificate III Certificate II Certificate I	Doctoral Degree Masters Degree Graduate Diploma Graduate Certificate Bachelor Degree Advanced Diploma Diploma

APPLICANT EMPLOYMENT HISTORY FORM

The following is provided as a guide on how you may prepare a work history report

Name, Address and Phone number of Employers	Period of Employment (DD/MM/YYYY)		Position Held	Full Time Part-time Casual	Description of Major Duties
	From	To			
1.					
2.					
3.					
4.					

REPARING AN OBSERVATION REPORT

The following is provided as a guide on how you may prepare an observation report.

Purpose of the task:

- *Through this observation candidates must be able to provide evidence that they can successfully complete the unit of competency.*

The Evidence Guide and in some cases the performance criteria relating to the elements of the unit of competency should become the criteria used to align observed performance. The observer or assessor, where they hold competency standards relevant to being an assessor and the unit of competency being assessed, should indicate where the candidate has been observed completing the criteria to both the required standard (satisfactory) and on a consistent basis.

Instructions for the observation component:

The observer may make comments and add feedback to the candidate during and after the session. These comments are also important parts of the evidence gathering requirements.

While the criteria form the 'checklist' for the observer they also have scope to add comments and add further criteria they may feel is relevant.

The observer/assessor and the candidate being assessed should sign off and date the observation report for it to be considered valid.

NOTE: The candidate may wish to provide the contact details for the observer/assessor in case The Australian Salesmasters Training Company assessor wishes to confirm either detail relating to the assessment or the observer's relationship with the candidate.

An example of an Observation Report is presented below:

OBSERVATION ASSESSMENT for			
Candidate name:			
Unit of competency:			
Observers name (if unqualified):			
Assessors name (if qualified):			
Workplace:			
Date of assessment:			
Length of training session:			
Observation			
Using the Unit of Competency evidence and/or performance criteria list and confirm if the candidate has consistently, and to a satisfactory standard demonstration skills and knowledge relating to:	Yes	No	N/A
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feedback to candidate:			
<p>The candidate's overall performance was:</p> <p>Satisfactory <input type="checkbox"/> Not Satisfactory <input type="checkbox"/></p>			
Signature of Assessor/Observer:			
	Dated: / /20		
Signature of candidate/Assessee:			
	Dated: / /20		

PREPARING A PORTFOLIO

As you work through the relevant unit of competency you must collect documentation or work samples that 'prove' what you do or have done. Examples of the type of evidence you collect and package into a portfolio can also include:

- Resume, Curriculum Vitae
- Job/Position description
- Certificates/Qualifications/Statements of Attainment
- Memo's (you have drafted)
- Letters (you have drafted)
- Proformas/forms you use e.g.
 - Fax messages
 - Procedures/Policy
- Organisational Chart (with names)
- Reports
- Rosters
- Email Correspondence
- References from supervisor/peers
- Letters of support/appreciation
- Plans you have created
- Performance appraisals/review
- Training Diary
- References from previous employers
- Workplace awards, prizes, certificates
- Tools such as:
 - Budgets/costing sheets etc
 - Department documents
 - Booking sheets
 - Workplace evidence e.g. Team meeting notes
- Evaluation forms
- Meetings/conferences/seminars you have helped organise
- Brochures/Flyers you have produced
- Promotional material
- Feedback sheets/surveys
- Team projects (outlining your roles)

The list is indicative rather than exhaustive.

You should consider using a Portfolio Cover Sheet for each unit of competency to ease its collection and verification by the RPL assessor.

The following is a template of a Portfolio Cover Sheet that can be used by the RPL candidate.

Name:	Date submitted:
I declare this evidence to have been produced by the undersigned. Candidate's signature:	
Portfolio evidence presented for unit of competency:	
List evidence in order:	
Assessor to complete Evidence is: Valid Sufficient Authentic Current <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Assessor signature: Dated: ____/____/20	

Providing third part verification in a portfolio

This is a template that can be used by the RPL candidate to secure third party testimony as to their performance of skills and knowledge in relation to a unit of competency.

Name:		Date submitted:	
I declare this evidence to have been produced by the undersigned. Candidate's signature:			
Third party testimony for unit of competency: <i>{List unit of competency title}</i>			
Testimony			
Please confirm the work performance of the applicant using this checklist. This information is confidential and will be used by Registered Training Organisation to assess and recognise any prior learning the candidate may have that satisfy the unit of competency listed above Is the applicant able to reliably meet the organisation's performance standards for the following tasks? <i>{List tasks of elements or skills and knowledge from unit of competency}</i>	Yes	Needs more experience	N/A
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments or notes by third party:			
The candidate's overall performance was: Satisfactory <input type="checkbox"/> Not Satisfactory <input type="checkbox"/>			
Signature of Third Party providing testimony:		Dated: ____ / ____ /20	
Position:		Contact phone number or email:	
Signature of candidate:		Dated: ____ / ____ /20	
Position:		Contact phone number or email:	
RPL assessor to complete			
Evidence is: Valid Sufficient Authentic Current			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RPL Assessor signature:			
Dated: ____ / ____ /20			

The RPL Application

RECOGNITION OF PRIOR LEARNING COVER SHEET

Program Code: BSB50820 Title: Diploma of Project Management

Name:

Employer:

Postal Address:

Date of Posting:

Email contact (*for ASTC to confirm receipt of this application*)

Note any special copyright, privacy or other evidence handling requirements:

Declaration

I declare that:

- No part of this assessment has been copied from another person's work, except where documents or work is listed/referenced
- No part of this assessment has been written for me by another person

Signed:

Date:

Please post assessment to:

*Australian Salesmasters Training Company
PO Box 638
Rosebery
NSW 1445*

CREDENTIALS PRESENTED AS EVIDENCE

Name the credentials (qualifications or statements of attainment) claimed as providing primary evidence for Recognition of Prior Learning against the units of competency composing the Tourism, Travel and Hospitality Training Package.

A certified copy of all credential(s) - qualification or statements of attainment- listed **must** be provided.

Nominate relevant courses and qualifications held

Name of Course	Name and provider code of RTO awarding qualification	Date Awarded

Nominate relevant statements of attainment for imported units of competence held.

Name of Unit/Module	Training Package or Course Title	Date Awarded

QUALIFICATION DESCRIPTION

This qualification reflects the role of individuals who apply project management skills and knowledge in a variety of contexts, across a number of industry sectors. The job roles that relate to this qualification may include Project Manager and Project Team Leader.

Individuals in these roles have project leadership and management roles and are responsible for achieving project objectives. They possess a sound theoretical knowledge base and use a range of specialised, technical and managerial competencies to initiate, plan, execute and evaluate their own work and/or the work of others.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

Nil

Packaging Rules

Total number of units = 12

8 core units plus

4 elective units, of which:

- 2 elective units must be selected from the elective units listed below
- for the remaining 2 elective units:
 - up to 2 units may be selected from the elective units listed below
 - if not listed, up to 2 units may be selected from a Diploma or above, from this or any other currently endorsed Training Package qualification or accredited course.

Elective units must be relevant to the work environment and the qualification, maintain the integrity of the AQF alignment and contribute to a valid, industry-supported vocational outcome.

Chosen elective units must not include BSBPMG430 Undertake project work.

Core units

BSBPMG530	Manage project scope
BSBPMG531	Manage project time
BSBPMG532	Manage project quality
BSBPMG533	Manage project cost
BSBPMG534	Manage project human resources
BSBPMG535	Manage project information and communication
BSBPMG536	Manage project risk
BSBPMG540	Manage project integration

Elective units

BSBAUD514	Interpret compliance requirements
BSBCMM511	Communicate with influence
BSBCRT511	Develop critical thinking in others
BSBDAT501	Analyse data
BSBINS501	Implement information and knowledge management systems
BSBLDR522	Manage people performance
BSBLDR601	Lead and manage organisational change
BSBOPS501	Manage business resources
BSBPEF501	Manage personal and professional development
BSBPMG537	Manage project procurement
BSBPMG538	Manage project stakeholder engagement
BSBPMG539	Manage project governance
BSBPMG541	Manage complex projects
BSBSTR501	Establish innovative work environments
BSBSTR502	Facilitate continuous improvement
BSBSUS511	Develop workplace policies and procedures for sustainability
BSBTWK502	Manage team effectiveness
BSBWHS521	Ensure a safe workplace for a work area
ICTICT517	Match ICT needs with the strategic direction of the organisation
ICTICT526	Verify client business requirements
MSS015022	Develop strategies for more sustainable use of resources
PSPETH003	Promote the values and ethos of public service

The following are examples of completed:

1. Learning Environment Competency Standard

SITXWHS001	Participate in safe work practices		
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to incorporate safe work practices into own workplace activities. It requires the ability to follow predetermined health, safety and security procedures and to participate in organisational work health and safety (WHS) management practices.		
Application of the Unit	<p>The unit applies to all tourism, travel, hospitality and event sectors and to any small, medium or large organisation.</p> <p>All personnel at all levels use this skill in the workplace during the course of their daily activities.</p> <p>The unit incorporates the requirement for all employees under state and territory WHS legislation, to participate in the management of their own health and safety, that of their colleagues and anyone else in the workplace. They must cooperate with their employer and follow practices to ensure safety at work.</p>		
Element	Performance Criteria		Tick if evidence provided (✓)
1. Work safely.	1.1	Follow organisational health and safety procedures .	
	1.2	Incorporate safe work practices into own workplace activities.	
	1.3	Follow safety directions of supervisors, managers and workplace safety warning signs.	
	1.4	Use personal protective equipment and clothing or designated uniform.	
	1.5	Promptly report unsafe work practices, issues and breaches of health, safety and security procedures .	
	1.6	Identify and remove hazards from immediate workplace area and report all workplace hazards as they arise.	
2. Follow procedures for emergency situations.	2.1	Recognise emergency and potential emergency situations .	
	2.2	Follow organisational security and emergency procedures .	
	2.3	Seek assistance from colleagues or authorities during emergency situations.	
	2.4	Complete emergency incident reports accurately, following organisational procedures.	
3. Participate in organisational WHS practices.	3.1	Participate in WHS management practices developed by the organisation to ensure a safe workplace.	
	3.2	Actively participate in the WHS consultation processes .	
	3.3	Report WHS issues and concerns as they arise.	
Qualifications Gained (Tick the appropriate box)		Portfolio Evidence Attached (Tick the appropriate box)	
<input type="radio"/> RTO credential <input type="radio"/> Tertiary institution credential (university) <input type="radio"/> Company training course <input type="radio"/> Previous employer training course <input type="radio"/> Accredited Tertiary/Secondary course <input type="radio"/> Other training course (please specify)		<input type="radio"/> Sample of work completed <input type="radio"/> References and Testimonials <input type="radio"/> Letter of Validation <input type="radio"/> Certificate <input type="radio"/> Statement of results <input type="radio"/> Awards <input type="radio"/> Other (specify)	

<p>Observation provided by: (Tick the appropriate box)</p> <p><input type="radio"/> Person holding unit of competency</p> <p><input type="radio"/> Supervisor familiar with work</p> <p><input type="radio"/> Independent expert</p>	<p>Written testimonial provided covering: (Tick the appropriate box)</p> <p><input type="radio"/> Knowledge (written report or paper)</p> <p><input type="radio"/> Work experience</p> <p><input type="radio"/> Life experience</p>
<p>Signed:</p>	<p>Date completed:</p>
<p>Name in Full:</p>	<p>Contact email:</p>

2. A guide to the collection of evidence

A guide to the collection of evidence for: SITXWHS001 Participate in safe work practices	
<p>The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of assessment followed by identification of specific aspects of evidence that will need to be addressed in determining competency. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.</p> <p>Assessment must reflect the endorsed Assessment Guidelines of the Tourism, Travel and Hospitality Training Package</p>	
Overview of Assessment	
<p>The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:</p> <ul style="list-style-type: none"> ▪ Ability to integrate the use of predetermined health, safety and security procedures and safe work practices with day-to-day work functions ▪ Ability to participate in consultation activities ▪ Ability to integrate, into daily work activities, knowledge of the basic aspects of OHS or WHS legislation and the ramifications of disregarding this. 	
<p>Candidates must show that they have participated in relevant industry/professional development events or activities and had access to appropriate documentation and resources normally used in the workplace including workplace procedures, regulations, codes of practice and operation manuals.</p> <p>They must be able to demonstrate skills to:</p> <ul style="list-style-type: none"> ▪ Oral communication skills to: <ul style="list-style-type: none"> ▪ report hazards and emergency incidents according to organisational procedures. ▪ Reading skills to: <ul style="list-style-type: none"> ▪ interpret workplace safety signs, procedures and emergency evacuation plans. • Writing skills to: <ul style="list-style-type: none"> ▪ complete basic template reports about hazards and emergency incidents according to organisational procedures. 	
Checklist for provision of evidence for this Unit of Competency	Mark off when satisfied

<p>Health and safety procedures may cover:</p>	<ul style="list-style-type: none"> ▪ consultation ▪ emergencies ▪ handling chemicals and hazardous substances ▪ hazard identification and reporting ▪ incident and accident reporting ▪ safe work practices.
<p>Safe work practices may include:</p>	<ul style="list-style-type: none"> ▪ clearing hazards from immediate work area ▪ following the direction of: <ul style="list-style-type: none"> ➢ safety signage ➢ supervisors ➢ managers ▪ handling chemicals, poisons and dangerous materials safely ▪ operating beverage dispensing systems, taking account of the dangers associated with inert gases ▪ taking short breaks away from stressful situations involving difficult colleagues and customers ▪ taking designated breaks and rotating tasks using: <ul style="list-style-type: none"> ➢ equipment designed to assist with or replace manual handling ➢ ergonomically sound furniture and workstations ➢ personal protective equipment and clothing ➢ safe manual handling techniques for shifting heavy items ➢ safe posture and movements, including sitting, standing and bending ➢ working with knives and hot equipment to avoid injury.
<p>Issues and breaches of health, safety and security procedures may involve:</p>	<ul style="list-style-type: none"> ▪ being asked to participate in unsafe work practices ▪ failing to replace unsafe damaged property or fittings ▪ ignoring the direction of: <ul style="list-style-type: none"> ➢ safety signage ➢ supervisors ➢ managers ▪ lack of: <ul style="list-style-type: none"> ➢ required safety signage ➢ training in health and safety procedures ➢ training in safe work practices ▪ seeing others using unsafe work practices ▪ using broken or malfunctioning equipment.
<p>Workplace may include:</p>	<ul style="list-style-type: none"> ▪ any tourism, travel, hospitality or event environment, such as: <ul style="list-style-type: none"> ➢ heritage venues ➢ holiday parks and resorts ➢ hotels, motels ➢ clubs ➢ event, meeting and exhibition venues ➢ restaurants ➢ retail outlets ➢ retail travel agencies ➢ office environment for tour operators, event organisers, tour wholesalers ▪ any location where a tour is delivered, for example: <ul style="list-style-type: none"> ➢ onboard a coach or cruise vessel ➢ a tourist precinct where walking tours are operated ➢ in a national park.

<p>Emergency situations may include:</p>	<ul style="list-style-type: none"> ▪ accidents ▪ bomb threats ▪ natural events, e.g. earthquakes, floods, electrical storms ▪ chemical leak or spill ▪ fires ▪ illness ▪ irrational customers ▪ power failure ▪ suspicious behaviour of staff or other people in the workplace ▪ robberies or armed hold-ups.
<p>Security and emergency procedures may cover:</p>	<ul style="list-style-type: none"> ▪ evacuation of staff and customers ▪ security management of: <ul style="list-style-type: none"> ➢ cash ➢ documents ➢ equipment ➢ keys ➢ people.
<p>Participation in work health and safety management practices may involve:</p>	<ul style="list-style-type: none"> ▪ participating in: <ul style="list-style-type: none"> ➢ consultation ➢ hazard identification ➢ work health and safety induction training ➢ safe work practice training ▪ suggesting inclusions for work health and safety policies and procedures.
<p>Consultation processes may involve:</p>	<ul style="list-style-type: none"> ▪ a diary, whiteboard or suggestion box used by staff to report issues of concern ▪ discussions with and reports to formal work health and safety representatives and committee members ▪ formal meetings with agendas, minutes and action plans ▪ informal meetings with notes ▪ work health and safety discussions with supervisors and managers during the course of each business day ▪ regular staff meetings that involve work health and safety discussions ▪ special staff meetings or workshops to specifically address work health and safety issues ▪ surveys or questionnaires that invite staff feedback on work health and safety issues.

3. Observation

OBSERVATION ASSESSMENT for SIT30616 Certificate in Hospitality			
Candidate name:			
Unit of competency:	SITXWHS101 Participate in safe work practices		
Observers name (if unqualified):			
Assessors name (if qualified):			
Workplace:			
Date of assessment:			
Length of observation:			
Observation			
Confirm if the candidate has consistently, and to a satisfactory standard demonstration skills and knowledge relating to:	Yes	No	N/A
Identifying hazards in the work area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reporting hazards to appropriate personnel in accordance with procedures and requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follow procedures and work instructions for working safely in accordance with requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Undertaking WHS housekeeping in work area in line with work procedure and instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joining in participative arrangements for WHS consultative activities in the workplace within scope of own role and responsibilities in accordance with workplace procedures and requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Display ability to correctly follow emergency procedures in emergency situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying hazards in the work area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reporting risk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feedback to candidate:			
The candidate's overall performance was: Satisfactory <input type="checkbox"/> Not Satisfactory <input type="checkbox"/>			
Signature of Assessor/Observer:	Dated: / /20		
Signature of candidate/assessee:	Dated: / /20		

4. Portfolio of Evidence

Name:	Date submitted:
<p>I declare this evidence to have been produced by the undersigned. Candidate's signature:</p>	
<p>Portfolio evidence presented for unit of competency: Sample of RPL evidence gathering process for SITXWHS001 Participate in safe work practices</p>	
<p>A list of the type of evidence you MUST collect are listed below. There may be other pieces of evidence that you could collect. You are encouraged to discuss any other options with your assessor.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Knowledge of legal and compliance requirements for Work Health and Safety with day to day work functions <input type="checkbox"/> Examples of workplace procedures, regulations, codes of practice and operation manuals <input type="checkbox"/> Examples of participating in WHS consultative processes <input type="checkbox"/> Documents relating to hazards in the workplace and documents relating to workplace safety <input type="checkbox"/> Examples of hazard identification and risk assessment, <input type="checkbox"/> Examples of communicating outcomes of joining in participative arrangements over WHS issues to the workgroup, <input type="checkbox"/> Examples of records of emergency situations, <input type="checkbox"/> Examples of undertaking WHS housekeeping in line with work procedures and workplace instructions <input type="checkbox"/> Records of the ability to correctly follow emergency procedures in emergency situations 	
<p>Other evidence provided/substituted (List each item):</p>	
<p>Assessor to complete</p> <p>Evidence is: Valid Sufficient Authentic Current</p> <p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p> <p>Assessor signature:</p> <p>Dated: ____/____/20</p>	

Sample of RPL evidence gathering process for SITXWHS001 Participate in safe work practices

To assist confusion in the gathering of evidence, please remember that the submission of a couple of good examples, related to specific performance criteria, will answer commonly asked questions and clarify what is required.

Step 1:

Read the **WHOLE** unit of competency, making sure you include *the Range Statement and Evidence Guide*.

Step 2:

Think about what you have done in relation to:

- having participated in relevant workplace/industry/professional development events or activities

and

- access you have had to appropriate documentation and resources normally used in the workplace including human resources policies and files on performance feedback, disputes and grievances, workers compensation and leave applications.

You must be able to demonstrate the ability to:

- integrate the use of predetermined health, safety and security procedures and safe work practices with day-to-day work functions
- participate in consultation activities
- integrate, into daily work activities, knowledge of the basic aspects of OHS or WHS legislation and the ramifications of disregarding this

In particular, think of **at least two** examples of

- Planned to work safely
- Contributing to workplace meetings about WHS policies and procedures
- Following safe work procedures
- Using personal protective equipment correctly
- Identifying potential and existing risks or hazards
- Following emergency response procedures
- Communicating WHS information to appropriate personnel.
- Using tools and equipment and products safely
- Undertaking WHS housekeeping in your work area in line with work procedure and instructions,
- Reported on WH & S non-conformance
- Participating in WHS consultative activities

For each example, with the help of the Range Statement, work out how you could demonstrate to an assessor:

- The workplace hazards you have identified and reported
- Emergency procedure activities have you/been involved with
- How you identified hazards
- Where you been involved in consultative processes. If so, what where they?
- Relevant regulations and legislation have you considered have you considered and for what purpose

In an RPL situation, you need to provide documented evidence of all of the above. Such evidence would be **valid**, since it would be based on the elements and performance criteria and on the requirements of the Evidence Guide.

Examples of documented evidence

1. A report which identifies and reports emergency situations

A valid report, well documented, should:

- Clarify the **work health and safety issues** for review and document the scope of review
- Record **Consultation processes** with **relevant personnel**
- Identify policies and procedures relevant to hazard identification or emergency procedures
- Apply relevant regulations and legislation

It should also clearly establish the relationship between you and your organization/workplace.

The documented evidence must include:

- Official identification, such as the organisation's/employer's letterhead, file name/numbers, and a clear statement about you and your role as a human resources officer [to establish **authenticity**]
- Dates and timeframes [to establish **currency**]
- Description of work health and safety function, how you identified emergency/hazards/risk etc [**validity**]

2. A final report form

Some form of documented evidence such as the above that the report was completed, reviewed and evaluated

Note that all of the above may appear in one authenticated, dated document.

3. **Evidence to support your literacy skills to** read and interpret workplace safety signs, procedures and emergency evacuation plans and to complete basic template reports about hazards and emergency incidents

Such evidence may be in the form of emails between you and your workplace supervisor, written feedback from your workplace supervisor and/or from others involved with the occupational health and safety functions re outcomes achieved and the value of the recommendations for future activity

NB: Written feedback from team members is appropriate evidence in relation to communication skills in this context

4. **Third party report**

Your facilitation of all aspects of the research that supports work across a range of workplace WHS participation functional areas described above should be verified by a credible third party, usually a manager or senior colleague. Again, such a report must be identified, as above, dated and signed. If in the form of an email, the report would be self-identifying and dated.

In conclusion

To ensure that your evidence is **sufficient**, you should include at least three different forms of evidence, as described above, of involvement in workplace safety / occupational health and safety functions. Together, the research documents, emails and third party report should demonstrate your competency